

# Peralta Community College District

## UNIT PLAN UPDATE Template ~ September 2009

Each discipline will complete this form to update the unit plans developed in 2008. These will be reviewed at the college level and then forwarded to the district-wide planning and budgeting process. The information on this form is required for all resource requests – including faculty staffing requests – for the 2010-11 budget year.

### I. OVERVIEW

		<b>Date Submitted:</b>	
<b>Discipline</b>	English/Humanities	<b>Dean:</b>	Dr. Stacy Thompson
<b>Department Chair</b>	Ann Elliott / Jon Drinnon		
<b>Mission/ History</b> <i>Brief, one paragraph</i>	<p><b>Mission Statement</b> Empower students through the development of critical thinking, reading, and writing skills to actively and effectively engage in a diverse and increasingly complex world.</p> <p><b>The English Department at Merritt</b> was established in the mid-1950s when the college expanded to include a liberal arts curriculum. Over the next twenty years, the department grew to include twenty FTE contract faculty and offered a wide selection of English courses from basic skills to second year literature and creative writing courses. The department sponsored a literary journal and a newspaper. During the mid-1980s, when the Peralta District as a whole suffered revenue losses and declining enrollments, the English department experienced a major decrease in full-time faculty and a reduction of course offerings. By 1990, there were 7.0 FTE contract faculty. Course offerings were so limited that the English major was deactivated. Over the last several years, with retirements and resignations, the hiring of 4.0 FTE contract faculty has only maintained faculty at 7.0 FTE. English courses are required for the AA, AS degree, for transfer and for admittance into many programs. English 1A is now required for the Associate degree, for transfer, and for admission to numerous career technical programs.</p> <p><b>New curriculum</b> In 1998, the department initiated the PUENTE program, a two-semester reading/composition sequence (English 201 and English 1A) that fosters achievement in English through mentoring, counseling, and a focus on Latino themes and issues, and in addition, promotes transfer of underrepresented students. In 2001, the department developed a new basic skills course, English 252, Integrated Reading and Writing and adopted two writing workshop courses. BCC and Merritt College created an alternative course (to English 1A) for AA and AS degrees, English 100. This course has been put on the State Academic Senate basic skills web site as a model approach for an alternative to English 1A.</p> <p>Dept has developed learning communities with child development and with counseling.</p>		

## II. EVALUATION AND PLANNING

Please review the program review data and the CSEP review criteria and complete the following matrix.

Annual Trend Baseline Data					
Year	Annual FTES	%FTES growth	FTEF in program	FTES /FTEF	Comments
2008/09	279.13	8%	20.43	13.66	This is a significant improvement in productivity reflecting the cutting of unproductive sections and increased attention on maximizing enrollment. However, given that 30 is the maximum, by PFT contract, our productivity will always be less than 17.5.
2007/08	257.67	-2%	21.22	12.14	
2006/07	262.77	-10%	18.98	13.84	
2005/06	291.53	n/a	22.42	13.00	

	Fall					CODE	Comments
	2004	2005	2006	2007	2008		
<b>Quantitative Assessments</b>							
1. Enrollment (duplicated)	1196	1229	1171	980	1227		
2. Sections (master sections)	41	44	40	38	36.5		
3. FTEF	10.79	12.13	9.67	10.44	10.10		
4. FTES	136.90	291.53	151.43	131.79	145.20		
5. FTES/FTEF	12.69	13.10	15.66	12.62	14.37		Productivity increased almost two points from 07 to 08. It would help us to know what is the productivity number we should aim for with enrollment limited to 30 students.
7. Program Cost (Cost methodology is under development. Please complete the remaining items. This step to be completed later.)							

Qualitative Assessments	Narrative
8. Community and labor market relevance Present evidence of community need based on Advisory Committee input, industry need data, McIntyre Environmental Scan, McKinsey Economic Report, etc. This applies primarily to career-technical (i.e., vocational programs).	None of this information is available at this time. Moreover, we are unclear how the English program relates to community and labor market relevance.

9. College strategic plan relevance	
<p>Check all that apply</p> <p><input type="checkbox"/> New program under development</p> <p><input checked="" type="checkbox"/> Program that is integral to the college's overall strategy</p> <p><input checked="" type="checkbox"/> Program that is essential for transfer</p> <p><input type="checkbox"/> Program that serves a community niche.</p> <p><input type="checkbox"/> Programs where student enrollment or success has been demonstrably affected by extraordinary external factors, such as barriers due to housing, employment, childcare etc.</p> <p>Other ____ Reading, writing, and critical thinking are essential college-level skills. _____</p>	

Action Plan Steps to Address CSEP Results

Please describe your plan for responding to the above data. Consider curriculum, pedagogy/instructional, scheduling, and marketing strategies. Also, please reference any cross district collaboration with the same discipline at other Peralta colleges.

<p>10. ACTION PLAN -- Include overall plans/goals and specific action steps.</p> <p>We are planning to take the following actions:</p> <ul style="list-style-type: none"> <li>o Starting in Fall 2008 we began an ongoing process of reducing total sections in unproductive areas and began closely monitoring class size.</li> <li>o Improve placement at all levels by advocating for a writing sample placement</li> <li>o Make connections with local high schools to prepare more students to study English and Humanities at Merritt. (Personnel time needed for this.)</li> <li>o Develop modules for Learning Center English classes in vocabulary, spelling, grammar, and reading/writing. (Stipends for development needed especially for adjuncts.)</li> <li>o Hold English/Humanities sponsored events to build department reputation</li> <li>o Write grant applications to develop and improve our basic skills program</li> <li>o Work towards more consistency in offerings and work towards program level consistency through the possible implementation of writing exit exams at certain levels and department faculty work on student learning outcomes and assessment.</li> </ul>
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**Additional Planned Educational Activities**

<b>11. Health/safety/legal issues:</b>	
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Student Learning Outcomes (SLOs) 2008/09		
12. Have you completed Student Learning Outcomes (SLO's) for all your courses?	YES _____	NO <u>X</u> _____
12a. If you answered no to question 12 then, what percentage have you completed? 80%		
13. What are you assessing this year? Please attach your assessment results and action plan. List needed resources in Section III of Unit Plan.	<u>X</u> _____ course outcomes _____ program outcomes _____ institutional learning outcomes	

BUDGET			
Budget Categories	Allocated 08/09	Expended 08/09	Requested 09/10
Fund 1			\$14,000 (for IA in reading and writing across the curriculum)
Fund 14			\$2,500
Fund 17	\$1,000	\$922	
Measure A	\$7,310		
VTEA			
<b>Total</b>	\$8310	\$922	\$16,500

ADDITIONAL REVENUE: GRANTS, PRIVATE SALES, AND DONATIONS			
Name of Grant/Donation/Sale	Awarded/Generated 08/09	% Expended 08/09	Comments

PERSONNEL NEEDS 09/10									
Personnel DATA	CD Enrl F2008	Tot FTES F2008	Contract FTEF F2008	Ext Srv FTEF F2008	Tmp FTEF F2008	Total FTEF F2008	Contract %	FT/PT	FTES /FTEF
		1227	145.20	3.83	.33	5.94	10.10	37%	
Comments									

Current	<i>If filled</i>	<i>If not filled</i>	# FTE (faculty assigned)

*Narrative: Are PT faculty available? Can FT faculty be reassigned to this program? Implications if not filled.*

We are extremely concerned that in F08 contract faculty were only 37% of total faculty, and in F09 we have lost one additional full-time faculty member with the retirement of Edie Kriesler. This means that contract faculty are an even smaller percentage of total faculty. Relying on adjunct faculty for a program as complex and important as English undermines the strength and effectiveness of the program and limits our ability to support and develop the program. Moreover, an additional faculty member with basic skills expertise is needed. Almost 75% of students assess below the college—level in reading and writing. Basic Skills will continue to be a priority of the English department and the college. Too often basic skills classes are taught by adjunct faculty who don't have the time to engage in program co-ordination and development.

*Faculty Staff Requests 2010-2011:*

One contract English instructor with basic skills training and experience.

**Faculty Ethnicity  
F2008**

<b>Ethnicity</b>	<b># of Contract</b>	<b># of Adjunct</b>	<b>Total</b>
Asian			
African American	2	2	4
Filipino			
Hispanic/Latino	1		1
Native American			
Other			
White	4	11	15
Unknown		3	3
<b>Total</b>	<b>7</b>	<b>16</b>	<b>23</b>

**FACULTY GENDER  
FALL 2008**

Gender	# of Contract	# of Adjunct	Total
Male	3	5	8
Female	4	11	15
Not Supplied			
<b>Total</b>	7	16	23

**RESOURCE NEEDS**

**Equipment/Material/Supply/ Classified/Student Assistant Needs:**

Please describe any needs in the above categories.

We continue to need reading and writing across the curriculum (WRAC) tutors to support students in English and other courses. Ideally there would be a .5 instructional assistant to coordinate the WRAC program.

The English/Humanities Department has an ongoing need for video playback, computer, computer projection and overhead projection equipment. We are continually asking for this equipment and because the department has no office in any of the buildings in which classes are offered, there is no place to store and secure this equipment. Access is very limited and faculty often has to relocate classes to show DVD's or have computer projection capability.

**Facilities Needs (Items that should be included in our Facilities master Plan) for Measure A funding:**

Please describe any facilities needs.

In addition, **English/humanities Department** needs a home. We are the only department in the college that does not have offices in the buildings where we teach. English and humanities classes are offered in three different buildings—A,D, and P. Faculty offices are in four different buildings--A, D, F, and P. This situation makes it extremely difficult for the department to provide AV and computer equipment to the classrooms. We can't rely on the AV department and unlike most other departments we have no place to store and secure equipment for classroom use. This also negatively impacts opportunities for formal and informal collaboration amongst faculty. We need a centralized location for our classes and offices.

During the remodeling of buildings, the needs of the English/Humanities department for office space and storage rooms must be addressed.

#### IV. ACADEMIC PERFORMANCE MEASURES AND EQUITY

Student Demographics: Ethnicity English			
Ethnicity	Baseline Fall 04-07	English Fall 08	College Average
Asian	15%	14% (148)	16%
African American	51%	47% (512)	36%
Filipino	3%	2% (21)	3%
Hispanic/Latino	16%	19% (209)	14%
Native American	1%	1% (13)	1%
Other	2%	1% (14)	2%
White	8%	9% (93)	21%
Unknown	4%	7% (78)	6%

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Student Demographics: Gender English			
Gender	Baseline Fall 04-07	English Fall 08	College Average
Male	31%	34% (375)	31%
Female	67%	63% (698)	69%
Not Supplied	1%	4% (39)	0%

Analysis
<p>1. What are you doing to increase access?</p> <p>Our analysis would be enhanced if we knew how many of each group are enrolled in math which is comparable to English in being a required course. Otherwise there are too many variables for us to make a meaningful analysis. Obviously the only statistical deviations are in the percentage of African Americans and whites in our classes. We have no control over who enrolls in our classes.</p>

Student Retention Rate <i>Students who receive a grade and do not withdraw</i> English		
Ethnicity	English Baseline Fall 04-07	English Fall 08
Asian	59%	76% (148)
African American	69%	70% (512)

Filipino	61%	95% (21)
Hispanic/Latino	63%	72% (209)
Native American	37%	46% (13)
Other	69%	79% (14)
White	73%	80% (93)
Unknown	82%	82% (78)
<b>English Average</b>	73%	73% (1088)
<b>College Retention Average: 72%</b>		

<b>Student Retention Rate: Gender English</b>		
Gender	English Baseline Fall 04-07	English Fall 08
Male	61%	73% (362)
Female	63%	73% (692)
Not Supplied	53%	76% (34)

<b>Analysis</b>
<p>1. If your discipline's retention rate is beneath the colleges rate, then why?</p> <p>We're right at the college retention level.</p>
<p>2. If your retention rate is below the college rate, then what are you doing to increase retention?</p>
<p>3. If your retention rate is above the college's rate do you have any best practices to share?</p>

<b>Student Course Completion Rate (SCCR): Ethnicity</b> <i>Students who complete with grades A,B,C or Credit</i>		
Ethnicity	English Baseline Fall 04-07	English Fall 08
Asian	63%	69% (148)
African American	46%	50% (512)
Filipino	54%	71% (21)
Hispanic/Latino	53%	57% (209)
Native American	30%	38% (13)
Other	56%	71% (14)

White	64%	68% (93)
Unknown	58%	63% (78)
<b>English Average</b>	52%	57% (1088)
<b>College SCCR Average: 60%</b>		

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<b>Student Successful Course Completion Rate (SCCR)</b>		
<b>English</b>		
Gender	English Baseline Fall 04-07	English Fall 08
Male	49%	56% (362)
Female	53%	57% (692)
Not Supplied	68%	68% (34)

<b>Analysis</b>
<p>1. If your disciplines successful course completion rate (SCCR) is beneath the college's rate, then why?</p> <p>First, we notice that our success rate has increased 5%. This is significant. However, our analysis would be helped if the success data were disaggregated by level—252, 201 and 1A. Otherwise we can only make guesses about the fact that the success rate is still 3% below the college average. Is this significant?</p> <p>In English we have reading and writing student learning outcomes that are critical for student success in most other college courses. If they do not meet those outcomes we do a disservice to students if we push them on before they are fully ready. This can cause students to struggle and even fail in their other classes. This undoubtedly has an impact on retention.</p>
<p>2. If your sccr is below the college rate, then what are you doing to increase it?</p> <p>We continue to advocate for best practices in assessment and placement; we continue to offer tutorial support for all students. We will also be working with high schools to help students come to college better prepared to meet the demands of the curriculum. 75% of students who are assessed place below the college-level in reading and writing.</p>
<p>3. If your sccr is above the college's rate do you have any best practices to share?</p>