



2018-19 Annual Program Update

Program Overview

Please verify the mission statement for your program. If there is no mission statement listed, please add it here.

The English Department's mission is to develop, expand, and refine students' abilities to think critically about themselves and the world and to understand and manipulate the English language.

The English Department is the educational foundation for every student at Laney: the English Department teaches Laney College students to read, write, and think critically. Through literature students gain an understanding of humanity; through expository texts situated in historical and cultural contexts, students gain an understanding of being a part of a larger universe.

Among the department's objectives are to develop students' abilities to use language to their benefit; to improve students' skills in reading critically, writing thoughtfully and cogently, and applying these skills to research. The department prepares students to transfer to four-year institutions and/or the workplace.

List your Faculty and/or Staff

Brenda Harker
David Mullen
Danielle Robledo
Toni Watkins
Roger Porter
Adrienne Oliver
Chris Weidenbach
Ian Latta
Jackie Graves
Meryl Siegal
Elizabeth Cowan
Judy Juanita
Tobey Kaplan
Shari Weiss
Wilma Fuller
Laurel Benjamin
Raquel Wanzo
Greg Newton

Janice Grossman
John Fielding
Nima Najafi Kianfar
Mary Lundberg
Chris Stroffolino
Prasanna Vengadam

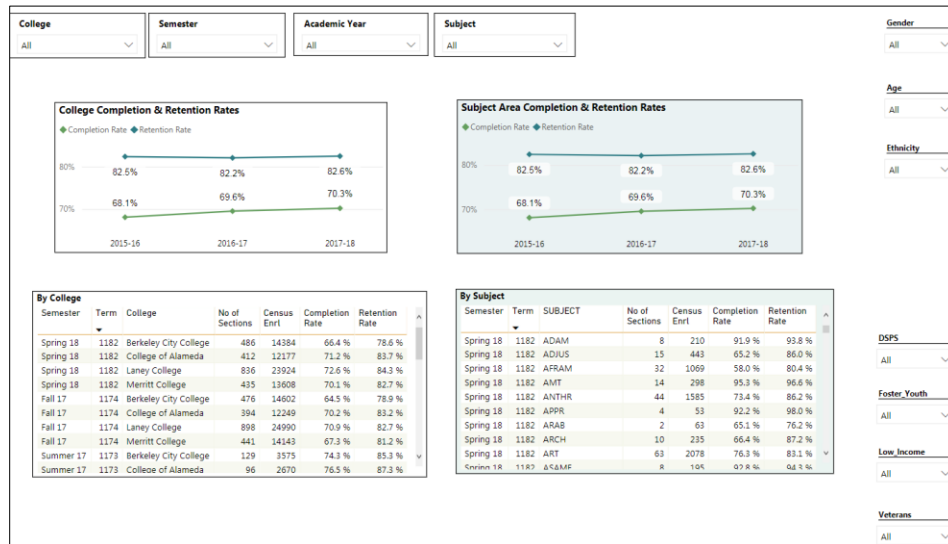
The Program Goals below are from your most recent Program Review or APU. If none are listed, please add your most recent program goals. Then, indicate the status of this goal, and which College and District goal your program goal aligns to. If your goal has been completed, please answer the follow up question regarding how you measured the achievement of this goal.

Please see attached

Describe your current utilization of facilities, including labs and other space

The English department is grateful to have smart classrooms in the B quad and other quads around campus. However, for classes where computers for every student are desired, it is still difficult to book ahead in the F-quad or writing center. It would be tremendously helpful for the English department – in an AB705 context – had a designated classroom with computers so students could do on-the-spot writing and learning activities. This could be a shared space with other programs that value in class writing, such as ESL.

Program Update



Program Update Power BI dashboard

Using the dashboard, review and reflect upon the data for your program. Describe any significant changes and discuss what the changes mean to your program. Consider whether performance gaps exist for disproportionality impacted students. Focus upon the most recent year and/or the years since your last comprehensive program review. Cite data points from the dashboard to support your answer.

It is important to note that historically our success and retention rates are significantly lower for basic skills student populations. With less basic skills classes being offered, our success and retention rates seem to be inching up. Our completion rate in Fall of 2017 was 67% compared to Fall of 2016, which was 64%. Our completion rate in Fall of 2017 was 78%, compared to Fall of 2016 at 75%.

One could conclude from this data that the strides the department has made in terms of acceleration has helped students be more successful in English – the less ladders they have to climb, as well as obstacles in their way of transfer-level English – seem to be working.

In terms of disproportionately impacted students, there has been little to no movement in completion and success for African American students, despite the unveiling of the Umoja/Ubaka program in 2015. In Fall of 2015, African American students had a completion rate of 55% and a retention rate of 68%. In Fall of 2016, African American students had a completion rate of 57% and a retention rate of 69%. In Fall of 2017, the completion rate was 58% and the retention rate of 72%. It is important to note that our African American student population is also declining rapidly, from 841 in Fall of 2015 to 547 in 2017. On the BI tool graph, when these results are depicted, the straight line for retention and completion shows that we need to do more to support our African American student population.

Another interesting trend is the retention and completion of our older populations. For the age groups of 55-64 we have seen a significant drop in both retention and completion – and when comparing Fall of 2016 to Fall of 2017, we see nearly a 20 point drop in both categories. For our students age 65+, the numbers are even worse, with ten and 20 point drops in both categories. This signals that the department need to do more to help these students feel supported – which we can assume many of them have been out of school for quite some time and might have trouble assimilating with school life.

Low income students have seen some gains in both retention and completion and retention, a “win” for one of our largest disproportionately impacted student populations. In these areas, we have seen some small gains that are important to point out.

It is our hope that our department can come together for some important professional development around the changing pedagogical landscape given the implementation of AB705. It is our hope that this newly leveled playing field will empower more students to succeed.

Describe the department's progress on Student Learning Outcomes (SLOs) and/or Administrative Unit Outcomes (AUOs) since the last Program Review/APU. If your discipline offers a degree or certificate, please describe the department progress on Program Learning Outcomes (PLOs).

In Spring of 2017, our department embarked on a lengthy SLO assessment for English 269, 1A, 201 and English 5. This department-wide effort showed us that our students were capable of a lot. In the Spring, we will be assessing English 264. There are three sections.

Describe the outcomes and accomplishments from previous year’s funded resource allocation request.

Brief description of funded request	Source (any additional award outside your base allocation)	Total Award Amount	Outcome/Accomplishment
n/a			

Prioritized Resource Requests Summary

In the boxes below, please add resource requests for your program. If there are no resource requested, leave the boxes blank.

Resource Category	Description/Justification	Estimated Annual Salary Costs	Estimated Annual Benefits Costs	Total Estimated Cost
Personnel: Classified Staff	Please see below under Student Worker.	\$5,000 - \$6,666	\$1,000	\$6,000 - \$7,666

	The student worker option is preferable, as this could be a work-study position.	(at 12 hrs/wk - 16 hrs/wk)		
Personnel: Student Worker	Receptionist/Clerk 12-16 hrs/week, Fall-Spring Responsibilities: Assist students, faculty and chairs with communications, information about our program, and organization and distribution of office and classroom supplies.	\$5,000 - \$6,666 (at 12 hrs/wk - 16 hrs/wk)	n/a	\$0 - 5,000
Personnel: Part Time Faculty				
Personnel: Full Time Faculty	Please refer to Faculty Prioritization forms for Fall 2018 – We requested two full-time Faculty positions.			

Resource Category	Description/Justification	Total Estimated Cost
Professional Development: Department wide PD needed	Our most pressing PD need is going to remain our shared preparation for the AB705 era, which begins with Fall 2019 instruction. Our final semester of BSSOT grant funding will provide the incentive resources we need for this collaborative work.	No additional cost
Professional Development: Personal/Individual PD needed		

Resource Category	Description/Justification	Total Estimated Cost
Supplies: Software		
Supplies: Books, Magazines,		

and/or Periodicals		
Supplies: Instructional Supplies	Poster-size Post-It pads Whiteboard Markers (5-10 per instructor, per semester) Printer paper (1-2 ream per instructor, per semester) Post-its for interactive classroom activities	\$500
Supplies: Non-Instructional Supplies	Office supplies for faculty – MISCELLANEOUS – The faculty in the English dept. would be glad to have an opportunity to request specific items.	(\$200?)
Supplies: Library Collections		

Resource Category	Description/Justification	Total Estimated Cost
Technology & Equipment: New	A medium-duty photo-copier would be very helpful to our department.	\$2,500
Technology & Equipment: Replacement	A medium-heavy-duty printer for the shared office (514) will probably be needed soon. A relatively light-duty printer was installed last fall to replace the heavier one that failed.	\$400

Prioritized Resource Requests Summary - Continued

Resource Category	Description/Justification	Total Estimated Cost
Facilities: Classrooms	(Please see "Labs" section below.)	
Facilities: Offices	Our existing offices are adequate. We could use a round of re-location requests and re-assignment of office space, especially in some of the two-person shared offices between 504 and 512.	
Facilities: Labs	Starting in Fall 2019, 1/3 to 1/2 of our English 1A	

	sections will be linked with a support class, most likely a non-credit English 508A-B-C series. We could have up to 10 sections of the 1A+508 each semester. We won't fully know how much 'pressure' this will put on lab space, since we don't yet know how many 264 sections will continue to be offered.	
Facilities: Other	n/a	

Resource Category	Description/Justification	Total Estimated Cost
Library: Library materials	n/a	
Library: Library collections	n/a	

Resource Category	Description/Justification	Total Estimated Cost
OTHER	Connected with our AA-T in English, we would like to resume publication of a printed literary and arts journal, printing 2-300 copies once per year.	\$1000