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| **Discipline:** | **Date:** **12/1/2015** |
| **Instructional Discipline Reviewed (Each discipline is required to complete a Program Review.)** |  |

**DEFINITION**

Program Review and Planning is the means by which faculty, staff, and/or administrators complete a self-evaluation of an academic discipline, program, or service.  The self-evaluation includes an analysis of both quantitative and qualitative data on how the academic discipline, program, or service is supporting the mission and strategic planning of Palomar College in meeting the educational and career interests of students.  Through the review of and reflection on key program elements, such as program data and student learning outcomes, Program Review and Planning defines the curriculum changes, staffing levels, activities, and/or strategies necessary to continue to improve the academic discipline, program, or service in support of student success.  The Program Review and Planning process also ensures short-term and long-term planning and identification of the resources necessary to implement identified goals and priorities.

**Purpose of Program Review and Planning:**

Program Review and Planning for Years 2 and 3 provides a “check-in” on the Year 1 Comprehensive PRP. The PRP documents the vision and planning for a program or discipline. It also provides information for the development of the College’s Strategic Plan goals and annual objectives, documents overarching themes/issues occurring across academic programs and instruction, identifies the needs for resource allocations, and identifies department needs for developing the annual Staffing Plan update.

[**Palomar College Mission**](http://www.palomar.edu/about/goals.aspx)

Our mission is to provide an engaging teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals. As a comprehensive community college, we support and encourage students who are pursuing transfer-readiness, general education, basic skills, career and technical training, aesthetic and cultural enrichment, and lifelong education. We are committed to helping our students achieve the learning outcomes necessary to contribute as individuals and global citizens living responsibly, effectively, and creatively in an interdependent and ever-changing world.

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| **List everyone who participated in completing this Program Review and Planning Document.**  **Jen Backman, Andrea Bell, Abbie Cory, Brent Gowen, Richard Hishmeh, Rafiki Jenkins, Martin Japtok, Kevin Kearney, Barb Kelber, Katie Kelp-Stebbins, Leanne Maunu, Pam McDonough, Adam Meehan, Fergal O'Doherty, Deborah Paes de Barros, Jon Panish, Clare Rolens, Carlton Smith, Craig Thompson, Rocco Versaci, Sue Zolliker** |

**STEP I. Evaluation of Program & SLOAC Data.** In this section, examine and analyze updated program data, the results of SLOACs, and other factors that could influence your program/discipline’s plans for the current year. Consider trends and any changes in the data as they relate to this year’s analysis.

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| 1. **Analysis of Program Data. Review and comment on any significant changes or noted concerns since last year’s PRP.**   **(For enrollment, WSCH, & FTEF data, use Fall term data only).**   * + [Enrollment, Enrollment Load, WSCH, and FTEF](https://sharepoint2.palomar.edu/sites/IRPA/SitePages/Productivity%20Metric%20Summary.aspx)   + [Course Success and Retention Rates](https://sharepoint2.palomar.edu/sites/IRPA/SitePages/Success%20and%20Retention.aspx)   + [Degrees and Certifications](https://sharepoint2.palomar.edu/sites/IRPA/SitePages/Degrees%20and%20Certifications.aspx)     As stated in previous PRPs, the English Department is very concerned by the percentage of total FTEF taught by part-time faculty, which saw a slight uptick from last year (69.37% in '13-'14 vs. 70.12% in '14-'15). Last year, three full-time faculty members retired with the SERP, and we hired two new full-time members. This year, we do not anticipate any retirements, and we will again hire two new full-time faculty members. Over this period of time, our enrollments have remained stable; courses fill, and the waitlists have not been sizeable enough to discuss adding more classes. Our department will continue to request multiple hires each year in order to make our Part-time/Total FTEF percentage more manageable.  The English Department retention rate continues to hover around 90%; it is slightly higher for daytime classes (91.8%) and slightly lower for evening classes (89.8%), though our Basic Skills rate has dropped slightly to below this (88%). Retention rate for our online classes--three sections per semester--continues a downward trend (77.8% in '14-'15 compared to 85.9% in '12-'13 and 95.1% in '10-'11). This trend is echoed by the campus-wide retention percentage, which has similarly fallen (although by a lesser degree than our department). One possibility for this is that there is overall waning interest in online education. As for success rates, ours have remained more or less consistent, and the department as a whole is very close to the college average (69.1% vs. 70%). As expected--and consistent with the trend over the last several years--our daytime classes have the highest success rate (70.7%), followed by evening classes (65.5%), and then online classes (55.6%). This variation is also consistent with the college as a whole and is probably due to the student populations that those categories of classes attract.  Though the total number of AA and AA-T degrees was 6 last year, our department continues to have an active, well-attended English majors group, with twenty-five to thirty students participating in the group's activities. The number of degrees may rise as students become more familiar with the AA-T option; as has been true in the past, however, many of our students transfer to UC, so they don't follow the AA-T route. We will continue to monitor the different transfer paths in both our literature classes and the English majors group. |

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| 1. **SLOACs. Using the comprehensive SLOAC reports and faculty discussions as a guide, summarize your planned SLOAC activities for courses and programs for the current academic year. Link to SLOAC resources:** <http://www2.palomar.edu/pages/sloresources/programreview/>     First, we are up-to-date on all of our SLO activity--individual courses and programs.  Each semester, we continue (as we have for decades) to holistically grade the English 50 final essay exam. This grading is done by all full-time faculty and those part-time faculty members who teach English 50. Through this practice, we continue to share our ideas about our expectations for student writing in this course, assess our students' work, and, in doing that, assess how well our students are meeting SLOs for English 50.  At the end of this spring semester, faculty members who teach literature courses will hold an annual gathering, during which we will share sample essays from our literature courses in order to evaluate how successful students are in meeting our over-arching student learning outcome for our literature courses: that students will have the ability to analyze literary texts by using close-reading skills. Since this is the key SLO for all our literature courses, all of which are in our program, this is also the program SLO we evaluated at the same time.  Each spring we hold our annual English Department Professional Development Day, and for the last two years we have used breakout sessions to assess the relevant SLOs, our courses, and our students. This activity involves both full-time and part-time instructors, all of whom share student essays and other writing assignments for the course and program SLOs that are scheduled to be assessed. |

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| 1. **Other Relevant Data and Information.** 2. **Review other data and/or information that you included in last year’s assessment of your program (see Step II.C). (Examples of other data and factors include, but are not limited to: external accreditation requirements, State and Federal legislation, four-year institution directions, technology, equipment, budget, professional development opportunities). Describe other data and/or information that you have considered as part of the assessment of your program. If there is additional information you are using to assess your program this year, also describe that information here.**     One of the Accrediting Team's recommendations was to provide online tutoring for our online and Camp Pendleton students, and this impacts us because our Writing Center is the college's main hub for students seeking help with their writing. As a result, we are participating in a two-semester pilot program that provides online tutoring help to students in our online & Camp Pendleton sections. The department was adamant about the tutors being those hired by us (through the WC) and being available only at certain times (i.e., no round-the-clock tutoring). Also, we remain active in Student Equity and Basic Skills initiatives, and we will be offering an English component--"Write On"--back into this year's Summer Bridge Program.   1. **Given this updated information, how are your current and future students impacted by your program and planning activities? Note: Analysis of data is based on both quantitative (e.g., numbers, rates, estimates, results from classroom surveys) and qualitative (e.g., advisory group minutes, observations, changes in legislation, focus groups, expert opinion) information.**     While we are responsive to the Accreditation Team's suggestion, we feel that it is in the best interests of the students that our tutors remain "in house." Also, we will examine the usage of the online tutoring to inform our position regarding how--or if--this program should be scaled up. Regarding enrollment, based on the low wait list numbers (as compared to previous semesters), our scheduling has been relatively efficient. Since the college is not in a growth period, our enrollment numbers and estimates are more or less stable. Since we are hiring two new faculty members this year and do not foresee any retirments, we can make progress toward lowering our high PT/FT ratio. |

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| 1. **Labor Market Data. For Career/Technical disciplines only, review and comment on any significant changes or concerns since last year’s PRP. (See Step II.D). This data is be found on the CA Employment Development website at** [**http://www.labormarketinfo.edd.ca.gov/**](http://www.labormarketinfo.edd.ca.gov/)**. Go here and search on Labor Market Information for Educators and Trainers (http://www.labormarketinfo.edd.ca.gov/Content.asp?pageid=112). Click on summary data profile on right side of page to search by occupation. (Check other reliable industry or government sources on Labor Market Data websites that support findings and are relevant to Region Ten – San Diego/Imperial Counties. Include job projections and trends that may influence major curriculum revisions.)**     Not applicable. |

**STEP II. Progress on Previous Year’s Goals and Plans** (See ”Step III - Updated Goals and Plans” in your completed 2014-15 PRP at <http://www.palomar.edu/irp/PRPCollection.htm>).

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| **Discuss/Summarize progress on last year’s goals. Include**   1. **the impact on resources allocated and utilized;** 2. **any new developments or concerns that are affecting the program;** 3. **any new goals for the program; and** 4. **other information you would like to share.**   There were four main goals in the last PRP, and the progress is as follows:  Goal #1: Complete the new Transfer Degree in English so it is in place by Fall 2014.  The department's AA-T in English has been approved by Curriculum and the Chancellor's Office, and is now in place.  Goal #2: Increase full-time faculty to start to make an inroad into the distressing ratio of full-time to part-time faculty.  We hired two new faculty members who started this fall (2015) and will hire two more to begin in Fall 2016. In terms of numbers, the two new hires come in the wake of losing three full-time faculty to retirement. Because we are not anticipating any retirements this year, the upcoming hires will have a positive impact on our too-high PT/FT ratio. As always, our position is that the school needs to support annual multiple hires of full-time faculty for big departments with the most FTES, particularly in the basic skills population.  Goal #3: Further encourage student involvement and commitment to literature classes through the development of composition and literature learning communities.  We continue to have success by linking English 202 and English 205 (Intro to Lit) as well as by linking English 100 and various literature classes. We will continue to monitor these linked courses and our enrollment numbers as we move into the future. In addition, we will look to enrollment numbers as a way to schedule our literature offerings more efficiently; oftentimes, we have had to cancel low-enrolled literature classes that were offered at inconvenient times. One way to continue to meet this goal will be to engage in creative advertising for these courses, and we have had discussions with our dean about some ways to do this.  Goal #4: Move faculty and the Writing Center successfully to the new Humanities Building.  Done. There were issues about the lack of podiums, front table space, and window shades in the classrooms, but all of these have been resolved. Adding to this goal, we would like to make sure that our Writing Center continues to provide support to all students--those enrolled in our English and Humanities classes and those campuswide who seek tutoring help. |

**STEP III. Resources Requested for FY 2014-15:** Now that you have completed Steps I and II, Step III requires you to identify all additional resources you will need to achieve goals, plans and strategies for Step II. First, identify all resource needs in each budget category. You may have up to five (5) requests per budget category. Provide a meaningful rationale for each request and how it links to your Goals, Plans, and Strategies. Resource requests to simply replace budget cuts from previous years will not be considered. Negotiated items should not be included in any resources requested. PLEASE NOTE THAT ALL FUNDING ALLOCATED BY IPC IS ONE-TIME AND MUST BE SPENT WITHIN THE DEFINED TIMELINE. Requests that support more than one discipline should be included on the “Academic Department Resource Requests” PRP form only. Click here for examples of [*Budget Category*](http://www.palomar.edu/irp/Document%20Library/PRP%20Budget%20Category.pdf)*.*

Prioritize within each category and then prioritize across categories in Step IV.

\*Refer to Strategic Plan 2016 Objectives at http://www.palomar.edu/strategicplanning/StrategicPlan2016-Year2.pdf

**Budget category a. Equipment (acct 600010 and per unit cost is >$500). Enter requests on lines below. Click here for examples of equipment:** [**Budget Category**](http://www.palomar.edu/irp/Document%20Library/PRP%20Budget%20Category.pdf)

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, etc.)** |
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| **a1.** |  | **600010** |  |  |  |  |
| **a2.** |  | **600010** |  |  |  |  |
| **a3.** |  | **600010** |  |  |  |  |
| **a4.** |  | **600010** |  |  |  |  |
| **a5.** |  | **600010** |  |  |  |  |

**Budget category b. Technology (acct 600010, examples: computers, data projectors, document readers). Enter requests on lines below. Click here for examples of technology:** [**Budget Category**](http://www.palomar.edu/irp/Document%20Library/PRP%20Budget%20Category.pdf)

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, etc.)** |
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| **b1.** |  | **600010** |  |  |  |  |
| **b2.** |  | **600010** |  |  |  |  |
| **b3.** |  | **600010** |  |  |  |  |
| **b4.** |  | **600010** |  |  |  |  |
| **b5.** |  | **600010** |  |  |  |  |

**Budget category c. Supplies (acct 400010 and per unit cost is <$500). Enter requests on lines below. Click here for examples of supplies:** [**Budget Category**](http://www.palomar.edu/irp/Document%20Library/PRP%20Budget%20Category.pdf)

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, etc.)** |
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| **c1.** |  | **400010** |  |  |  |  |
| **c2.** |  | **400010** |  |  |  |  |
| **c3.** |  | **400010** |  |  |  |  |
| **c4.** |  | **400010** |  |  |  |  |
| **c5.** |  | **400010** |  |  |  |  |

**Budget category d. Operating Expenses (acct 500010; examples: printing, maintenance agreements, software license) Enter requests on lines below. Click here for examples of operating expense:** [**Budget Category**](http://www.palomar.edu/irp/Document%20Library/PRP%20Budget%20Category.pdf)

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already partially funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, etc.)** |
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| **d1.** |  | **500010** |  |  |  |  |
| **d2.** |  | **500010** |  |  |  |  |
| **d3.** |  | **500010** |  |  |  |  |
| **d4.** |  | **500010** |  |  |  |  |
| **d5.** |  | **500010** |  |  |  |  |

**Budget category e. Travel Expenses for Faculty (acct 500010: faculty travel only)**

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include benefits if applicable)** |
| --- | --- | --- | --- | --- | --- | --- |
| **e1.** | **Travel to Academic Conferences (PAMLA, MLA, etc)** | **500010** |  | **Goal 4** | **The success of our students is closely tied to instructors maintaining currency and intellectual activity in their fields, and academic conferences are a prime source for both of these activities. The PAMLA (Pacific Ancient and Modern Language Association) is an important conference that several department members attend and at which present papers. The same is true of MLA. The locations for these conference are as follows: PAMLA (2016, Portland, OR; 2017, Pasadena, CA) and MLA (2016, Austin, TX).** | **$2500 (to be divided among attendees)** |
| **e2.** |  | **500010** |  |  |  |  |
| **e3.** |  | **500010** |  |  |  |  |
| **e4.** |  | **500010** |  |  |  |  |
| **e5.** |  | **500010** |  |  |  |  |

**Budget category f. Short-term hourly (temporary and student worker). Enter requests on lines below.**

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include benefits if applicable)** |
| --- | --- | --- | --- | --- | --- | --- |
| **f1.** | **Tutors** | **230010** | **Goal 4** | **Goal 1** | **The English Department has $20,000 in its general fund and is allocated an additional $35,000 from BSI. The department would like to continue to receive this allocation.** | **$35,000** |
| **f2.** |  | **230010** |  |  |  |  |
| **f3.** |  | **230010** |  |  |  |  |
| **f4.** |  | **230010** |  |  |  |  |
| **f5.** |  | **230010** |  |  |  |  |

**STEP IV. Prioritize Resource Requests.** Now that you have completed Step III, prioritize all of your resource requests as one group; not prioritized within each budget category. This means you could have your #1 priority in technology, your #2 priority in short-term hourly, and your #3 priority in equipment, etc. If you actually have five (5) requests in each of the six (6) budget categories, you would end up with 30 prioritized requests**. IPC will not consider requests that are not prioritized.** Note that all funding allocated by IPC is one-time and must be spent within the defined timeline.

| **Priority Number for all Resource Requests in Step III** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, benefits, etc.)** |
| --- | --- | --- | --- | --- | --- | --- |
| **1.** | **Tutors** | **230010** | **Goal 4** | **Goal 1** | **The English Department has $20,000 in its general fund and is allocated an additional $35,000 from BSI. The department would like to continue to receive this allocation.** | **$35,000** |
| **2.** | **Travel to Academic Conferences (PAMLA, MLA, etc)** | **500010** |  | **Goal 4** | **The success of our students is closely tied to instructors maintaining currency and intellectual activity in their fields, and academic conferences are a prime source for both of these activities. The PAMLA (Pacific Ancient and Modern Language Association) is an important conference that several department members attend and at which present papers. The same is true of MLA. The locations for these conference are as follows: PAMLA (2016, Portland, OR; 2017, Pasadena, CA) and MLA (2016, Austin, TX).** | **$2500 (to be divided among attendees)** |
| **3.** |  |  |  |  |  |  |
| **4.** |  |  |  |  |  |  |
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**STEP V. Contract Position Requests.** Prioritize all contract positions you feel are needed to achieve goals, plans and strategies identified in Step II. Include all requests for Classified, CAST, and Administrator positions that either replace a vacancy due to retirements, resignations, lateral transfers, etc., or any new positions. You may request up to ten (10) positions and they must be prioritized to be considered by IPC. Please note that only these position requests will be prioritized by IPC when developing the annual Staffing Plan for Instruction.   (Do not include faculty positions.)

| **Priority Number for Contract Position Requests** | **Position Title/Category**  **Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide a detailed rationale for the each position. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If position is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include benefits)** |
| --- | --- | --- | --- | --- | --- | --- |
| **1.** |  |  | **Goal 4** | **Goal 4** | **This past year, a classified employee--John Goldsworthy--retired, leaving the department without a crucial position in our Writing Center. This position is crucial to the smooth operation of both the Writing Center and the many classes that meet in the lab for one of their assigned hours (and, in the case of English 137--Bravura--all of their assigned hours). The duties relevant to the classroom nclude ensuring that the technology operates smoothly so that the classes learning outcomes can be achieved. The duties related to the Writing Center include assisting the Writing Center Director, supervising various staff in the Writing Center, and securing the Center at open and close. Because the WC houses a significant number of highly skilled English tutors, it serves a sizeable population on our campus, and is thus crucial to carrying out the College's mission of accessible education.** |  |
| **2.** |  |  |  |  |  |  |
| **3.** |  |  |  |  |  |  |
| **4.** |  |  |  |  |  |  |
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**Department Chair/Designee Signature Date**

**Division Dean Signature Date**