**Palomar College – Program Review and Planning**

**Instructional Programs**

**YEAR 1**

**Academic Year** **2012-13**

**Purpose of Program Review and Planning:** The institution assesses progress toward achieving stated goals and makes decisions regarding the improvement of institutional effectiveness in an on-going and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data (ACCJC/WASC, Standard I, B.3.)

|  |  |
| --- | --- |
| **Discipline: English** | **09/14/12** |
| **Instructional Discipline Reviewed (Each discipline is required to complete a Program Review)** | **Please Add Date (00/00/2012)** |

**STEP I. ANALYSIS**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|   |   |  |  |  | **<<Prelim>>** | ◄▬ Preliminary Fall 2011 data are as of 1/31/2012 |   |
|   |   | **Fall 2008** | **Fall 2009** | **Fall 2010** | **Fall 2011** | **Definitions** |
| **Enrollment at Census** | 4,666 | 4,726 | 4,514 | 4,583 | *Self Explanatory* |
| **Census Enrollment Load %** | 102.26% | 102.83% | 100.36% | 101.66% | Enrollment at Census Divided By Sum of Caps (aka "Seats") |
| **WSCH** | 18,277 | 18,507 | 17,701 | 17,958 | Weekly Student Contact Hours |
| **FTES** | 609.24 | 616.89 | 590.04 | 598.61 | One Full-Time Equivalent Student = 30 WSCH |
| **Total FTEF** | 45.68 | 45.42 | 44.63 | 44.33 | Total Full-Time Equivalent Faculty |
| **WSCH/FTEF** | 400 | 407 | 397 | 405 | WSCH Generated per Full-Time Equivalent Faculty Member |
| **Full-time FTEF** | 18.65 | 17.65 | 15.40 | 17.60 | FTEF from Contract Faculty |
| **Hourly FTEF** | 23.78 | 24.57 | 25.83 | 23.59 | FTEF from Hourly Faculty |
| **Overload FTEF** | 3.25 | 3.20 | 3.40 | 3.13 | FTEF from Contract Faculty Overload |
| **Part-Time FTEF** | 27.03 | 27.77 | 29.23 | 26.73 | Hourly FTEF + Overload FTEF |
| **Part-Time/(Total FTEF) %** | 59.17% | 61.14% | 65.49% | 60.30% | Percent of Total FTEF Taught By Part-Time Faculty |
| Student Achievement: **Non Distance Education Courses** |   |   | Those NOT taught via Distance Ed (see below) methods of instruction |
|  **● Retention Rate** | 93.74% | 93.83% | 93.98% | 94.82% | Non-W Eligible Grades (see next line) Divided by All Eligible Grades |
|  **● Success Rate** | 67.98% | 67.44% | 71.58% | 72.02% | A,B,C,CR/P Grades Divided By A,B,C,CR/P,D,F,FW,NC/NP,W Grades |
| Student Achievement: **Distance Education Courses** |   |   | Those taught via Internet, TV or non line-of-sight interactive methods |
|  **● Retention Rate** | 92.00% | 90.16% | 95.08% | 93.75% | Non-W Eligible Grades (see next line) Divided by All Eligible Grades |
|  **● Success Rate** | 84.00% | 65.57% | 85.25% | 79.69% | A,B,C,CR/P Grades Divided By A,B,C,CR/P,D,F,FW,NC/NP,W Grades |
| **Degrees Awarded** | 2 | 2 | 4 | N/A\* | Degree Counts Are for the Full Academic Year (thus, \*N/A for 2011-12) |
| **Certificates Awarded:** |  - |  - |  - | N/A\* | Certificate Counts Are for the Full Academic Year (\*N/A for 2011-12) |
| **- Under 18 Units** |  - |  - |  - | N/A\* | Certificate Counts Are for the Full Academic Year (\*N/A for 2011-12) |
| **- 18 or More Units** |  - |  - |  - | N/A\* | Certificate Counts Are for the Full Academic Year (\*N/A for 2011-12) |

| **I. A. Reflect upon and provide an analysis of the four years of data above (for a sample analysis see** <http://www.palomar.edu/irp/11PRYear1/sampleforIA.pdf>) |
| --- |
| **The data presented here does not accurately depict the department's current position. It suggests that we now have a higher percentage of classes taught by full-time faculty than we did in Fall 2010. The ratio of part-time to full-time always fluctuates due to sabbaticals and reassigned time. (We have many department members who have reassigned time due to their service to the College, including Accreditation Self-Study Co-Chair, Professional Development Coordinator, TERB Coordinator, and Faculty Senate Secretary.) That said, things have changed significantly since Fall 2011. In Spring 2012, the English Department added twenty new classes, all of which were taught by adjuncts. For this year, due to the class cuts asked for in the summer, the numbers have shrunk somewhat. The department cut eight courses for this academic year. Even with these cuts, we still have twelve more courses (or roughly the equivalent of 3 FTES since most of our courses are four units) than in Fall 2011. All these additional courses are taught by adjuncts. In addition, we lost three full-time faculty members due to retirement last year. Those numbers also are not reflected in the Fall 2011 numbers. Overall, the gap continues to increase between the number of sections taught by part-time faculty and those taught by full-time faculty.** |

| **I. B. Please summarize the findings of Course AND Program SLO assessments conducted by your discipline. (For examples, see** <http://www.palomar.edu/irp/11PRYear1/PRPsloExamples.pdf>) |
| --- |
| **I.B.1 Summarize Course SLO assessment results beginning on the next line.****We are currently assessing the SLO that states, "Organize and develop five or more paragraphs into an essay that sufficiently supports a thesis" through our common final exam (a reading-based essay exam designed each semester by our English 10/50 Committee). We score the essays based on a departmental rubric during a holistic grading session (with the required particpation of all FT faculty and those PT faculty teaching English 50 that semester). A key feature of our holistic grading is the norming process in which we all score sample essay exams and agree upon our interpretation and application of the rubric. This process is particularly valuable for new PT faculty to become familiar with departmental standards but also serves as a forum for discussion about our observations and trends in student preparation and learning. We continue to maintain the objectivity of grading by not scoring our own students and by combining scores of two readers (blind to one another's scores) for the final grade. Based on the holistic grading of the final exam essays of all the English 50 students we conclude that the majority of students have demonstrated the ability to organize and develop five or more paragraphs to support a thesis, although the support at times is not as developed as it could be.****1.B.2 Summarize Program SLO assessment results beginning in the next line.****In Spring 2012 we assessed the following Program SLO (which is in addition an SLO for all our literature courses): "Demonstrate the ability to analyze literary texts by using close-reading skills." To assess this SLO, department members exchanged a sampling of analytical essays representing a range of student ability. Through our analysis of the essays and discussion we concluded that most of the essays did demonstrate attention to close reading though we found that some students were having trouble with things such as integrating quotations smoothly into essays, incorporating textual support, and using their close reading to develop a thesis. We will continue our focus on close reading of both primary and secondary texts, continue to model analysis based on close reading, and be sure to offer our students additional examples of close textual analysis.** |

| **I. C. Reflect upon the SLO assessment findings in Box B above. Discuss overall observations and any areas of concern or noteworthy trends.**  **(For examples of such analysis, see** <http://www.palomar.edu/irp/11PRYear1/PRPsloExamples.pdf>) |
| --- |
| **I.C.1 Please reflect upon the Course SLO findings in Box B (above) beginning on the next line.****Based on conversations among faculty in a range of contexts--our English 10/50 Committee, our "new" Committee for organizing our SLOAC, our English Department meetings, our English 50 Holistic Grading Session, our English Department Professional Development Day (an annual event with a more than twenty-five-year history that centers on including part-time faculty in our departmental conversations about teaching and learning)--we recommend that instructors continue to work on teaching students to develop examples and analysis in more depth.** **I.C.2 And, please reflect upon the Program SLO findings in Box B beginning on the next line.****Based on conversations among faculty in a range of contexts--from department meetings, to the department's annual Professional Development Day (see above), to our meeting to exchange and evaluate essays, we recommend that we continue to stress to students the importance of close reading for understanding and interpretation, to model analysis based on close reading, and to give students additional examples of close textual analysis.** |

| **I. D. For Career Technical disciplines only, please provide a brief summary of the labor market outlook. This data can be found at <http://www.labormarketinfo.edd.ca.gov/> Please include job projections and trends that may influence major curriculum revisions.** |
| --- |
|  |

|  |
| --- |
| **STEP II. PLANNING****Reflecting on the 4-year trend data, the SLO assessment results, and the college’s** [**Strategic Plan 2013**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**, describe/discuss the discipline planning related to the following: (For sample reflections, see** <http://www.palomar.edu/irp/11PRYear1/samplesforII.pdf>) |

| **II. A. Curriculum, programs, certificates and degrees (consider changes due to Title 5 or other regulations, CSU/UC transfer language updates, articulation updates, student retention or success rates, workforce and labor market projections, certificate or degree completions, etc.)** |
| --- |
| **English AA Program/English Major: One signficant change is that we are currently working on a Transfer Model Curriculm degree for English so that our students will benefit from the priority that will be given at the California State Universities to transfer students who have have completed these degrees. At this time, the number of English AA degrees awarded is small but this figure is deceptive. Those students intending to major in English often transfer to a CSU or UC without first receiving an English AA degree. However, we have many eager students who consider themselves English majors. We have a vital English Majors Group that has 25-35 regular student attendees at its monthly meetings and outings. (They will be heading to the Old Globe in a couple weeks to see Richard III.) One of the majors' upcoming meetings will be about transfer opportunities while another will focus on career opportunities for English majors. In other words, the small number of degrees awarded--4--does not accurately represent the number of incipient English majors we teach.****Basic Skills: We are also in the process of making some curriculum changes and exploring some alternate scheduling options for our English 10 course, our only course that is considered a Basic Skills course. These changes stem from our own on-going, continuous reflection on our courses, but at the same time they do align with the focus on Basic Skills that is present in the Student Success Task Force Recommendations, as well as Objective 2.3 in the Strategic Plan: "Implement strategies to improve student progress through English, mathematics, reading, and ESL sequences." In our analysis of data we were presented about students' success in completing our sequence of composition courses, we noted that our students tend to be successful as they move from one English course to the next in the sequence, but that many students simply never enroll in the next course, probably for a variety of complicated reasons, many of them having to do with their lives outside the classroom. However, we are starting to experiment with scheduling options to see if we can help students move more quickly to the next level with the hope that this will help them continue on with their education. The English Department will also participate for the first time in the Summer Bridge Program in Summer 2013.****Basic Skills Initiative: We have worked and will continue working with the BSI/HSI Committee, particularly in tutoring. Our Writing Center Director serves on the Tutoring Subcommittee and has helped craft a general tutor-training program to meet CRLA standards for certification as well as discipline-specific training, staffs the Esconddido TLC with English tutors, and coordinates embedded tutors for Learning Communites. As we plan for the next two years, we need to not simply maintain the current levels of tutor availability and quality--a real concern as the funds from the BSI/HSI grants become exhausted--but also expand to meet increased demand and staff the San Marcos TLC.**  |

| **II. B. Class scheduling (consider enrollment trends, growth, course rotation, sequencing, Center/Site offerings, comprehensiveness, etc.)** |
| --- |
| **The new composition courses we added Spring 2012 helped to meet the intense demand for these required courses, but of course the ensuing cuts have mitigated that. Even with the additional twenty classes we were a long way from meeting student demand. Also, our ever-increasing lopsided ratio of full-time to part-time instructors makes it difficult to continue to increase the number of classes offered in our department, even if there were funds to do so. The full-time faculty has dwindled from 25 to 20 while the part-time faculty has burgeoned to more than 70. While we want to meet student need, we also need to maintain the quality of our program, and it becomes ever more difficult with the decreasing number of full-time faculty to oversee all the facets of our department. We, of course, are asked to do more and more since English classes are so critical for students.** **We continue to try to offer a robust selection of literature courses. While we would like to be able to offer core literature courses for our majors at night, we do not think these classes would fill at night. The same holds true for the other sites. However, in Spring 2013 we are offering a late-afternoon literature course to see if that time slot might work for some students. Most of our successful literature courses are held in morning and early afternoon, although we do offer one ENG 205 (Introduction to Literature) class at night.****The loss of the Mt. Carmel campus has affected our course offerings in the south part of our district. In the past we have offered an ENG 10, ENG 50, two ENG 100s, an English 202, and a Humanities course at that site. For now, we have relocated all the composition classes to the Main Campus and changed the Humanities class to an ENG 100 so as not to jeopardize the enrollment in our Humanities classes on the Main Campus. Because of remodeling at the Escondido Center, we could not at this time relocate any of the Mt. Carmel classes to Escondido. We will be evaluating where they can be located in the future to best serve students.** |

| **II. C. Faculty (Briefly discuss the faculty hiring needs for this discipline. This discussion does not replace the requirement to submit a Rationale Form for Faculty Hiring to IPC.)** |
| --- |
| **As I mentioned above, we are in dire need of new full-time faculty members. We have shrunk 20%, having gone from 25 to 20. At the same time, we continue to have tremendous demand for our courses--demands which can not be met (even if the College had the resources) with such a relatively small full-time faculty if we want to maintain the quality of our program.**  |

|  |
| --- |
| **STEP III. RESOURCE REQUESTS FOR DISCIPLINE:**  |
| **III. A. Describe the resources necessary to successfully implement the planning described above. Provide a detailed rationale for each request by referring to the analyses of data and SLO assessment results in Step I and/or to any other evidence not apparent in the data or SLO Assessment** results. NOTE: Do **NOT** include Resource Requests that duplicate requests from other disciplines In your department. Place requests common to two or more disciplines on the form: ACADEMIC DEPARTMENT RESOURCE REQUESTS. |

| **a. Equipment (per unit cost is >$500) *Enter requests on lines below.*** |
| --- |
| **Resource**  | **Describe Resource Requested** | **Prioritize these requests****1,2,3, etc.** | **Strategic Plan 2013 Goal/****Objective Addressed by This Resource****(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)**  | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | **Estimated Amount of Funding Requested** | **Will this be one-time or on-going funding?** | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **a1.**  |  |  |  |  |  |  |  |
| **a2.**  |  |  |  |  |  |  |  |
| **a3.**  |  |  |  |  |  |  |  |
| **a4.**  |  |  |  |  |  |  |  |
| **a5.**  |  |  |  |  |  |  |  |

| **b. Technology (computers, data projectors, document readers, etc.) *Enter requests on lines below.*** |
| --- |
| **Resource**  | **Describe Resource Requested** | **Prioritize these requests****1,2,3, etc.** | **Strategic Plan 2013 Goal/****Objective Addressed by This Resource****(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)**  | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | **Estimated Amount of Funding Requested** | **Will this be one-time or on-going funding?** | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **b1.**  | **Document camera for our Computer Classroom (plus service warranty)****$2,250 tax included** | **3** | **Goal 2, Objectives 2.3,and 2.6; Goal 6** | **This is something we do not currently have but are in need of as a department. While ideally a document camera would be in every one of our classrooms, for now we are asking for one only for our Computer Classroom since more English classes use this space than any other classroom. For all our classes, we are constantly in need of projecting material easily and with little fanfare to our students, from student writing produced that day in class, to essays and other written material that an instructor hopes to share with the class. As noted, one of our Program SLOs is for students to be proficient at close-reading, and one of our responses to our assessment of this SLO is to redouble our efforts to model this kind of reading and to bring in additional examples. Having a docu- camera would make it much easier to address our goals.** | **$2,250** | **One-time** | **This is not currently funded.** |
| **b2.**  | **Faculty and Staff Computers****Staff:****1) ADA Computer (Dell) $1,611.27****2) Additional Staff computers:****1 Dell and 1 MacPro, both to be out of warranty in 2013. Replace with 1 Dell @$1,611.27 and 1 MacPro $1,699****Faculty Computers:****Five out-of-warranty;** **Eleven more that will be out-of-warranty within 2013. Replace with 1 Dell @ $1,611.27, 2 Mac Pros @$2,299 ea Total=$9,607.27****Also replace out-of warranty in 2013 (eleven computers) with****8 Dells: $1,611.27 /each****2 MacPros @ $2,299/each****1 MacBrook Pro @ $1,699****Subtotal:****$19,187.16****Total for all requested computers:****$33,715.97****(tax included)****.** | **1** | **2.3; 2.6; Goal 6** | **We have a stable of old, out-of-warranty computers, but among this group the most critical and most in need of replacement is that of our ADA. Many times her computer is down due to machine failure, and she is not able to proceed with her work. Her work is obviously crucial to keeping the department running. Not only is the computer stumbling along as it is, but we are expecting it to completely fail any day, and we simply have no budget line to replace any computer nor for costly repairs. The machine has been out of warranty since 6/20/2010.****The other two computers are not as high of a priority, but we are concerned that they are soon to fall out of warranty.****Working, reliable computers are the lifeblood of what the faculty is doing here, the number one tool for preparing for classes, taking care of college duties, and responding to and connecting with students. The need does not, of course, need to be rationalized. Our particular problem is that we have many computers that are out-of-warranty or almost out-of-warranty and no identified funds to replace them or even fix them. Until very recently we thought that all our computers would be replaced when we moved into our new Humanities Building in Spring 2014. Even then, we knew we needed to request at least a few computers to tide us over. We have recently heard, however, that we may not get new faculty and staff computers when we move to the new building so that possibility makes it even more crucial that we address this problem now.** | **$33,715.97** | **One-time (although of course one serious issue is a plan for regular updating of computers for staff and faculty).** | **This is not currently funded.** |
| **b3.**  | **8 Lap-top Computers for new Writing Center in Humanities Building ($10,910 tax included)** | **2** |  **2.3; 2.6; and Goal 6** | **When we move into the new Humanities Building in Spring 2013, our Writing Center will have computer stations along the wall and a number of round tables throughout the room where students can work on papers and meet with tutors. These tables will not have computer stations. Instead we envision laptops that students can use if they don't have their own (and most of our developmental students do not have laptops). With a laptop, students can sit at a table with a tutor and open up an essay to work on together.** | **$10,910** | **One-time**  | **This is not currently funded.**  |
| **b4.**  | **Replacement Computers for Computer Classroom (BE-6) and the English Department Writing Center****8 Dell Computers @ $1,611.27 Total: $12,890.16****.****.** | **5** | **2.3; 2.6 and Goal 6** | **Again we have the same problem as outlined above for faculty computers--a stock of aging, out-of-warranty computers and no money for replacements or repairs. The Computer Classroom is where many of our composition courses meet for an hour a week, and we often use the computers as part of that hour of instruction. I might add that we teach many developmental classes (English 10 and 50) in that classroom, and that originally the Computer Classroom was designed for those particular classes as one way to help developmental students be successful in our writing classes and in their education. At the minimum, we need some funding for computers that may break down in the near future, but soon they will all need to be replaced. We understand that all these computers will be replaced when we move to the new Humanities Building in Spring 2014, but we are requesting a few new ones to help us make it to the finish line.****We have the same concerns outlined above for the computers in the Writing Center--out-of-warranty computers and no money for repairs or replacements. The Writing Center is critical to not just the English Department's students but all Palomar students as all students are welcome to get help there. As we continue concerted efforts as a college to help our students become successful it's clear that many--if not most--of them need serious attention to their writing. Students use the computers in the Writing Center to work on papers and while doing so get help from tutors.** | **$12,890.16****.** | **One-time.** | **This is not currently funded.** |
| **b5.**  | **52" Flat Panel Display (Sharp Aquos monitor) to place in conference area in the Writing Center of new Humanities Building. $1199.00****+ $87 tax****Total: $1,286** | **4** | **2.3; 2.6; and Goal 6** | **The new Humanities Building, in its Writing Center configuration, has a nook with a table that will seat 8-10 people. We envision that this will be a space for small group meetings and workshops. We have not had this kind of a space available before, and we need a large display so a group can view material together** | **$1,286** | **One-time** | **This is not currently funded.** |

| **c. Budget for 4000s (per unit cost is <$500 supplies) *Enter requests on lines below.*** |
| --- |
| **Resource**  | **Describe Resource Requested** | **Prioritize these requests****1,2,3, etc.** | **Strategic Plan 2013 Goal/****Objective Addressed by This Resource****(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)**  | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | **Estimated Amount of Funding Requested** | **Will this be one-time or on-going funding?** | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **c1.**  | **5** |  |  |  |  |  |  |
| **c2.**  |  |  |  |  |  |  |  |
| **c3.**  |  |  |  |  |  |  |  |
| **c4** |  |  |  |  |  |  |  |
| **c5.**  |  |  |  |  |  |  |  |

|  **d. Budget for 5000s (printing, maintenance agreements, software license etc.) *Enter requests on lines below.*** |
| --- |
| **Resource**  | **Describe Resource Requested** | **Prioritize these requests****1,2,3, etc.** | **Strategic Plan 2013 Goal/****Objective Addressed by This Resource****(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)**  | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | **Estimated Amount of Funding Requested** | **Will this be one-time or on-going funding?** | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **d1.**  | **Increased photocopying money** | **1** | **2.3 and 2.6;****Also, current English 50 SLO discussed earlier.** | **We have a huge department, roughly one hundred instructors, and the nature of our discipline is that it involves lots of paper. While faculty use Blackboard when they can, we still generate a lot of photocopying, for giving assignments, sharing essays and student work, giving tests, etc. We spend roughly $1,700 a month (during the fall and spring semesters). While that seems like a lot, when divided among the instructors that amounts to roughly $5 to $10 a class. We know anecdotally that this amount is actually low because many adjuncts end up financing their own photocopying due to time constraints that make it hard for them to use our photocopy machines. Every year, we end up thousands of dollars in the hole on this item. This year we received an extra $10,000 as a one-time fund to help us out, but we need a permanent solution that recognizes that we are extremely underfunded in this category. I might add that in our developmental classes we teach some of the most vulnerable students. It's essential that assignments, etc. are delivered to them in person. Many of them do not have easy access to computers to download Blackboard material, and many of them are still learning how to be students. For those classes to work successfully, teachers must be able to photocopy and distribute material. Also we photocopy a tremendous amount of material for our developmental classes: including standardized tests for English 10, former English 50 exams for students to see, and of course all the photocopying involved with the English 50 exam itself. In addition, we have been increasing the number of classes we teach, having added twenty classes in the spring, with no additional funding for photocopying or supplies. Although we had to cut eight of those classes this year, we are still unfunded for twelve classes. The nature of our discipline is that we do not need expensive equipment but do need the resources to photocopy.** | **$10,000** | **On-going** | **We are spending about $15,000-$17,000 annually on photocopying and are funded for roughly $7,000 in our budget for this year--part of the money comes from an unrestricted account and part from lottery money. The instruction office has repeatedly had to come in and cover for us at the end of the year. This year we were given a one-time amount of $10,000 to help us out, but there is no promise of that to happen in the future. It is recognized by all that we are seriously under-budgeted in this category.** |
| **d2.**  |  |  |  |  |  |  |  |
| **d3.**  |  |  |  |  |  |  |  |
| **d4.**  |  |  |  |  |  |  |  |
| **d5.**  |  |  |  |  |  |  |  |

|  **e. Classified staff position (permanent/contract position requests unique to this discipline) *Enter requests on lines below.*** |
| --- |
| **Resource**  | **Describe Resource Requested** | **Prioritize these requests****1,2,3, etc.** | **Strategic Plan 2013 Goal/****Objective Addressed by This Resource****(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)**  | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | **Estimated Amount of Funding Requested** | **Will this be one-time or on-going funding?** | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **e1.**  |  |  |  |  |  |  |  |
| **e2.**  |  |  |  |  |  |  |  |
| **e3.**  |  |  |  |  |  |  |  |
| **e4.**  |  |  |  |  |  |  |  |
| **e5.**  |  |  |  |  |  |  |  |

| **f. Classified staff position (temporary and student workers position requests unique to this discipline) *Enter requests on lines below.*** |
| --- |
| **Resource**  | **Describe Resource Requested** | **Prioritize these requests****1,2,3, etc.** | **Strategic Plan 2013 Goal/****Objective Addressed by This Resource****(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)**  | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | **Estimated Amount of Funding Requested** | **Will this be one-time or on-going funding?** | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **f1.**  | **Tutors for the English Department Writing Center, Escondido TLC, Learning Communities** | **1** | **Goals 2.3 and 2.6**  | **The English Department staffs all of these locations and courses with writing tutors and needs the resources to meet student demand as BSI/HSI Grant Funds diminish; presently, we are turning away an average of twelve students per day and anticipate that number to double as Nursing and Dental Assisting program students, who are required to work with a Writing Center tutor, begin to arrive.** | **$28,000** | **On-going** |  **The English Department has a tutoring budget of $20,997; in addition, we have been given for this year an additional $21,000 from BSI/HSI funds. Since the BSI/HSI money is drying up, we are asking for the $21,000 plus the $7,000 needed to meet student demand to be funded.** |
| **f2.**  | **Support staff for English Department Writing Center for expanded late afternoon/evening hours****$3960-$4680 (A student would make $11/hour, but someone with more expertise, say with technology, would make $13/hour).**  | **3** | **Goals 2. 3 and 2.6**  | **To meet growing demand and offer help for our night students, who often have trouble using resources available only in the early part of the day, we need to restore late afternoon/evening hours at our Writing Center. We have such a large number of late-afternoon and night students--both in our English classes and in all Palomar classes--who are not able to find tutoring help because of the Writing Center's limited hours. Our night students often face enormous challenges as they try to be successful One problem they face is having less access to resources. Restoring late afternoon/evening hours at the English Writing Center requires one staff position and one tutor.** | **$4700** |  **On-going** | **This is not currently funded.** |
| **f3.**  | **Tutor for English Department Writing Center for expanded late afternoon/evening hours** | **2** | **Goals 2.3 and 2.6** | **The tutor would be the most essential part of providing the help needed for students as outlined above.** | **$4,680** | **On-going** | **This is not currently funded.** |
| **f4.**  |  |  |  |  |  |  |  |
| **f5.**  |  |  |  |  |  |  |  |

| **III. B. Are there other resources (including data) that you need to complete your discipline review and planning?** |
| --- |
| **No** |

|  |
| --- |
| **STEP IV. SHARE YOUR ACCOMPLISHMENTS (AKA Brag, Toot your horn) Please include at least one discipline accomplishment that you’d like to share with the college community.** |
| **As a department we are particularly proud of our award-winning literary magazine Bravura. The strong student work found within it is also a testimony to our extremely strong creative writing program. Faculty and students involved with the program continue to attend conferences where students present writing and to participate in "inter-college" readings with nearby colleges. Every year the Palomar creative writing community also hosts a gala that features students reading from their work and being recognized in an award ceremony. This event is attended by faculty, students, and many students' families.** **We are also very proud of our English Majors group, a group that has been on-going for about eight years. It is led by several faculty members (with much student input), and is very active, meeting about twice a month for a variety of activities from attending Old Globe--and of course Palomar--plays to talking about all things literary to discussing matters of transfer or ways to write a successful paper about literature. The group is designed to give English majors a place to pursue their interests outside the classroom, meet fellow book-lovers, and become part of a community here at Palomar.****We are also proud of how active our colleagues are in their discipline. Here is a sampling of some of their accomplishments in the 2011-2012 Academic Year:****Leanne Maunu, had a review of Mary Shelley: Her Circle and Her Contemporaries published in The Keats-Shelley Journal.****Deborah Paes de Barros had several poems published, as well as an essay, "Girls Gone Wild: American Women's Road Narratives and Their Literary Traditions," which was published as a chapter in Critical Insight: Highways through the Heartland, American Road Literature.** **Martin Japtok and Rafiki Jenkins edited the book Authentic Blackness/"Real" Blackness: Essays on the Meaning of Blackness in Literature and Culture.****For a PMLA conference, Richard Hishmeh arranged, chaired, and presented on a panel called "Teaching Big Novels in Developmental Writing? Seriously." His paper was titled "Too Far from the Shore? Teaching Moby Dick in the Pre-Collegiate Writing Course." He also was elected to the Modern Language Association's Discussion Group Executive Committee "The Two Year College."****Gary Zacharias, as part of his sabbatical project, set up a website for his English 245 (Survey of Biblical Literature) students to access audio lectures as well as documents dealing with the Bible.** |

| **STEP V. ACCREDITATION For programs with an external accreditation, indicate the date of the last accreditation visit and discuss recommendations and progress made on the recommendations.** |
| --- |
|  |

| **STEP VI. COMMENTS Other comments, recommendations: (Please use this space for additional comments or recommendations that don’t fit in any category above.)** |
| --- |
|  |

|  |
| --- |
| **Please identify faculty and staff who participated in the development of the plan for this department:** |
| **Pam Mc Donough, Chair*Name*** | **Sue Zolliker, Writing Center Director*Name*** | **Bruce Orton, Faculy*Name*** |

|  |  |  |
| --- | --- | --- |
| ***Name*** | ***Name*** | ***Name*** |

**Department Chair/Designee Signature Date**

**Division Dean Signature Date**

* **Provide a hard copy to the Division Dean no later than September 14, 2012**
* **Provide a hard copy with the Dean’s sign-off to Instructional Services by September 28, 2012**
* **Email an electronic copy to** **jdecker@palomar.edu** **by September 28, 2012**