Palomar College – Institutional Review and Planning
Instructional Programs

Purpose of Institutional 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

_____

Instructional Discipline Reviewed   **2007-08**

1.   3-year trend of quantitative data

	Fall 2004	Fall 2005	Fall 2006	Definitions
Enrollment at Census	4,344	4,445	4,459	_Self Explanatory_
Census Enrollment Load %	101.95%	95.41%	94.93%	Enrollment at Census Divided By Sum of Caps (aka "Seats")
WSCH	17,025	17,541	17,624	Weekly Student Contact Hours
FTES	567.51	584.72	587.46	One Full-Time Equivalent Student = 30 WSCH
Total FTEF	46.87	46.40	47.19	Total Full-Time Equivalent Faculty
WSCH/FTEF	363	378	373	WSCH Generated per Full-Time Equivalent Faculty Member
Full-time FTEF	20.57	19.78	18.58	FTEF from Contract Faculty
Hourly FTEF	22.93	23.20	25.33	FTEF from Hourly Faculty
Overload FTEF	3.37	3.42	3.28	FTEF from Contract Faculty Overload
Part-Time FTEF	26.30	26.62	28.61	Hourly FTEF + Overload FTEF
Part-Time FTEF %	56.12%	57.36%	60.62%	Percent of Total FTEF Taught By Part-Time Faculty
Retention Rate	91.93%	91.57%	92.36%	Non-W Grades (A,B,C,CR,D,F,FW,NC) Divided By A,B,C,CR,D,F,FW,NC,W Grades
Success Rate	66.91%	63.81%	65.43%	A,B,C,CR Grades Divided By A,B,C,CR,D,F,FW,NC,W Grades
Degrees Awarded	-	1	-	Total number of Degrees awarded for the Full Academic Year
Certificates Awarded:	-	-	-	Total number of Certificates awarded for the Full Academic Year
** - Under 18 Units**	-	-	-	Total number of Certificates awarded for the Full Academic Year
** - 18 or More Units**	-	-	-	Total number of Certificates awarded for the Full Academic Year

2.   Reflect upon and analyze the above 3-year trend data. Briefly discuss overall observations and any areas of concern or noteworthy trends.

Enrollments at census are up 115 from '04 to '06 and 106 from '06 to (preliminary) '07, giving the department an increase of 221 over the four year period; our Census Enrollment Load % has increased to 96.06% for Fall '07; WSCH is up 599 from '04 to '06 and has increased 405 from '06 to '07; FTES is up 19.95 from '04 to '06 and 13.51 from '06 to '07. While Full-Time FTEF declined from '04 to '06 (-1.99), from '06 to '07 it increased by 3.07. Over the three year period from '04 to '06 we experienced an increase in Part-Time/(Total FTEF)%, due in part to increased full-time faculty leaves. The percentage has dropped between '06 and '07 from 60.62% to 55.35%, reflecting the decrease in full-time faculty leaves.   However, the department has added twenty part-time instructors over the previous three years and this, along with increased growth, suggests that we aren't moving toward the 75/25 ratio mandated by the state. Furthermore, the department faces the likely loss of 3 to 4 full-time instructors over the next three years.

3. Reflecting on the 3-year trend data, describe/discuss discipline planning related to the following:

PLAN – 2007-08	Progress – 2008-09
a. Curriculum, programs, certificates and degrees (consider changes due to CSU/UC transfer language updates, articulation, workforce and labor market projections, certificate or degree completions, etc.)	
Basic Skills Initiative: The department is well represented on the college Basic Skills Initiative committee and has moved to focus greater attention to basic skills in the on-going development/changes in the department. Our Spring '09 department Professional Development Day features Basic Skills as its central theme with workshops addressing various issues for establishing an effective program.	
One component of the Basic Skills Initiative is the pilot Teaching-Learning Center for the Escondido campus. Though the center will address tutoring and learning needs of all Palomar students, a core role will be to improve services provided to our basic skills students. We have begun the process of planning our tutor training program and hope to have this operating at least in its initial form by Fall '08.	
Further, we have learned from the first semester of the Early Acceptance Program (Fall '07) that many students entering our basic skills classes through early enrollment lack a strong sense of academic responsibility and an understanding of appropriate classroom decorum. To address these concerns, our Department Chair is meeting with Theresa Egkan-Hogan, Counseling, to discuss content for a one unit counseling course to improve students' readiness for English classes.	
A third component to our basic skills program is a pilot project for Fall '08, which links an English 10 class with a Reading 50 class. We believe that linking the two developmental courses will result in increased student retention and success throughout students' educational careers. If the project proves effective, we will increase the number of linked developmental writing and reading classes.	
We have established a department Growth Committee to evaluate long-term department growth in its myriad forms: increase in student enrollments, class numbers, classroom needs (department designated classrooms and technology), courses offered (both composition and literature), faculty needs, retention rates, success rates, and so forth. This committee will begin work in Spring '08. In Spring '06 the Systems Office gave full approval to our A.A. English Degree. To date, one student has pursued this degree. This spring we will work to expand our English Majors' Group to generate increased student interest in the AA Degree in English.	

b. Class scheduling (consider enrollment trends, growth, course rotation, comprehensiveness, etc.) The department has added one composition course in previous semesters to meet high student demand. To encourage more enrollments in literature courses, we have moved a number of literature classes to more appealing days and times. We also have formed a Literature Committee, which holds on-going meetings to examine and propose ways to better inform students of our literature courses and to increase interest in and appreciation of literature. Scheduling continues to challenge our very large department. The college lacks enough rooms to provide classes on days and at times students most prefer them. The limited room space also negatively impacts our ability to switch a low enrolled three unit class with a four unit class. Further, scheduling problems sometimes prevent us from making full use of our computer classroom. Another scheduling problem relates to keeping our part-time faculty. Part-timers who must travel long distances, such as from San Diego, turn down opportunities to teach classes that meet four (and sometimes three) times per week because the rising cost of gas cuts increasingly into their low pay. As a result, we are forced to keep a larger cadre of part-time faculty than might otherwise be required.	

4.   Discuss/identify the resources necessary to successfully implement the planning described:

PLAN – 2007-08	Progress – 2008-09
a. Equipment/Technology – block grant funds, VTEA, other resources, etc. English Dept. classrooms: We would like to convert all P classrooms to "smart" classrooms with smart lecterns and workstations and audio/visual controls used in conjunction with AV equipment (video projector, sound system and any/all AV playback technology). Using larger classrooms for English 10 (full enrollments of 30) helps us build growth, but it means that literature classes, which have caps of 38 but don't usually fill beyond the high 20's, must meet in smaller classrooms. This technology, however, should be available for all our courses, even the composition classes. Drop-In Lab and Computer Classroom: We have reached a critical point with maintaining the computers in our drop-in lab and computer classroom. The computers are at least three years old and out of warrantee. Our requests for new computers always result in our being given used computers from other departments. Having to accept used computer equipment is puzzling since we are the largest core-curriculum department on campus. During Fall '07, John Goldsworthy (our department technician) replaced six computer hard drives in the drop-in lab and computer classroom. We have almost depleted our stock of replacement parts; soon, machines will not be repairable. We must have new, not used, machines to provide students with reliable technology in our drop-in lab and the computer classroom. While the campus undergoes extensive remodeling/building over the next seven to eight years, we request that our Writing Center (Drop-in lab and tutoring) be placed permanently in an appropriate location. Moving the center every two or three semesters disrupts and undermines our service to students. Kelley Hudson-MacIsaac, Manager of Facilities Planning, is presently working with us to establish a relatively permanent place for the classroom and lab; we hope the arrangement will serve us well until completion of the new Humanities building. Other technology needs: We need local wireless access points where coverage is variable and weak in English "designated" classrooms, the Drop-in lab and computer classroom, and the department offices.	

b. Budget – budget development process, one-time funds, grants, etc. Developing English Majors/AA Degree Program: The department would like $100.00/semester to fund and build our English Majors Program with the aim of generating more student interest in acquiring an AA in English. The money would be used to print flyers for announcements, provide food at gatherings, and generally meet costs to build the program. New workstations for Writing Center and computer classroom: 15-18 workstations needed for the Writing Center and 30 workstations for the computer classroom. Current prices: $1393.70 per workstation; 116.04 taxes/fees=$1509.74 total each. Total estimated cost ranges from $67,900.00 to $72,500. Converting P-1, P-3, P-5, P-7, P-9 to Smart Classroom status: Workstations $1510.00; Desk to House Workstation $575.00; Pixie Controller for Multimedia $165.00; Digital Projector $805.00; Speaker $180.00; Mounts for Projector $158.00; Mounting Plate $85.00; Cables $115.00; Subtotal per room: $3600.00. Total for 5 rooms: $18,000.00. (Amounts listed are per classroom.)	
c. Facilities – schedule maintenance needs, additional classrooms/labs due to growth, remodeling, etc. As the largest department on campus, the English Department has very few designated classrooms. At present we have seven: five in the P building (plus P-32, which serves us well only for the larger Humanities classes) and two in other locations. More designated classrooms will allow us greater flexibility in scheduling, especially during high volume days and times, resulting in better service to students. Further, while some students like three and four day/week schedules, many prefer two day/week patterns, which can't be achieved without more classrooms. Finally, having more classrooms would allow us to teach in a manner appropriate to our composition and literature needs. Some classrooms we presently use are amphitheater style seating, are configured in other ways inappropriate to our needs, or simply contain equipment that makes teaching/learning difficult for our discipline.	
d. Faculty position(s) – faculty priority process and projected full-time needs for 1 – 3 years The English Department presently has a cadre of twenty-six full time faculty members. Over the next three years we may lose as many as four members, one due to a position shift and the others to retirements. If these losses occur, we will slip further from the state mandated 75/25 full-time to part-time faculty teaching load.	

e. Staff position(s) – changes in instructional or support needs due to program growth, new technology, etc. Writing Center/Tutoring: Money is needed to provide evening tutoring at our main campus site. At present, the department doesn't offer tutoring to our evening students. Adding tutors would also necessitate our hiring another night technician. Escondido Teaching-Learning Center: The pilot Teaching-Learning Center, projected to open in Fall '08, necessitates our hiring and training more tutors. We don't yet know how many tutors will be required or the number of hours they will serve per week. However, we will have to hire new tutors. We are also in the process of planning a reorganization of the tutoring program for English, entailing a consolidation of all hiring and training of tutors. Again, we don't yet know what this restructuring and training will cost.	
f. Other None.	

5.   Discuss one discipline goal linked to Palomar's Strategic Plan 2009 and how it will support the success of students.

Align scheduling, course and program offerings to meet the needs of students. The English Department endeavors to schedule literature courses at regular and appropriate times and to encourage students' continuing academic involvement by maintaining these courses. We have resisted canceling literature classes with lower enrollments, being especially committed to our core courses for English majors. The department also seeks to offer more and varied literature classes and to assist students in the transfer process by increasing and protecting these important classes.

6.   Student Learning Outcome progress:
   a.   Describe a learning outcome at the course or program level and the assessment used to measure student learning of that outcome.

English 50 Program: The English 50 program has well defined outcomes that we identify on the rubric used to score the students' final exams. The passing numbers—5, 4, and 3—on the rubric identify the outcomes. Achieving a 5, 4, or 3 demonstrates the students have produced the outcomes required by the department for students at this level. English 50 is a "gateway" course; that is, as our highest level developmental course it feeds students directly into English 100 (Freshman Composition), the first transfer level course. Students in English 50 learn basic grammar, mechanics and composition skills. The final, a department-wide exit essay exam, counts 30% of their course grade. All full-time faculty and part-time faculty currently teaching English 50 grade the finals. Every grading session begins with training, wherein the instructors discuss and norm three to four current student essays. Each final is holistically read/graded by two instructors; to ensure objectivity and fairness, neither reader is the student's own teacher, and readers do not share their grade results with each other. Grades for the final (and throughout the course) are determined using a five-point rubric. This rubric is a recent modification from a six-point rubric, reflecting the department's actions to improve the grading based on assessment of the learning outcomes.

b. Discuss a learning outcome that is observable yet difficult to measure.

Students in composition courses must learn how to create an effective thesis statement, one that expresses the writer's position or attitude about a specific subject. While almost all students become proficient at choosing subjects and creating thesis statements, some move beyond the perfunctory, creating compelling, thoughtful topics and theses, evidencing genuine originality and authenticity. What is observable but difficult to measure is when a writer understands the role of the thesis statement as a door to his or her subject matter, creating a thesis that allows him or her to approach a subject in a unique and productive way.

7.   Describe a discipline accomplishment that you want to share with the college community.

The English Department continues to produce BRAVURA, a premier college publication. Under the leadership of Carlton Smith and Rocco Versaci, the magazine, comprised of student poetry, stories, photography, artwork, and comics, exemplifies the depth and range of literary and artistic talent in our students.

Faculty Accomplishments:

Conferences/Presentations:

Leanne Maunu—

   Co-Presenter, "A Continuum of Critical Reading and Writing Skills Using 'The Emperor's New Clothes,' Grades 6-College,"

      Cal-PASS section, Strengthening Student Success Conference, San Diego, California, October 2006.

   Co-Presenter, "Using Non-Fiction as a Critical Thinking Exercise," Cal-PASS section, Strengthening Student Success

      Conference, San Jose, California, October 2007.

   "National Identity and Expatriation in Charlotte Smith's The Young Philosopher," American Society for Eighteenth-Century

      Studies (ASECS), Las Vegas, Nevada, March 2005.

   "Vindicating Nationalism: Using the French to Understand the British in Mary Wollstonecraft's Nonfiction," Eighteenth

      and Nineteenth Century British Women Writers Conference (BWWC), University of Louisiana at Lafayette, April 2005.

   "Violence and Female Community in Frances Burney's Evelina and The Wanderer," Special session of The Aphra Behn

      Society for Women in the Arts, American Society for Eighteenth-Century Studies (ASECS), Atlanta, Georgia, March 2007.

   Volunteer Chair, "Rethinking the Boundaries of Separate Spheres in Jane Austen" panel, Eighteenth and Nineteenth

      Century British Women Writers Conference (BWWC), University of Louisiana at Lafayette, April 2005.

Deborah Paes De Barros—

"Contemporary Women's Literature and the Road," presented at the American Literature Association Conference,

San Diego, Oct. 2005.

Idyllwild Poetry Conference. Summer 2007 and upcoming Summer 2008.

Rocco Versaci—

"Are Comic Books Literature?" Comic Book Talk Radio. www.wsradio.com, San Diego. 7 February 2008.

Publications:

Japtok, Martin. "The Gospel of Whiteness': Whiteness in African American Literature." Amerikastudien/American Studies

49.4 (2004): 483-98.

---. Growing Up Ethnic: Nationalism and the Bildungsroman in African American and Jewish American Literature. U. of Iowa

Press, 2005.

---. "Making Sense of 'Race' and Ethnicity in Literature: An Essay-Review of Ezra Cappell's American Talmud; The

Cultural Work of Jewish American Fiction, Dean J. Franco's Ethnic American Literature: Comparing Chicano, Jewish, and

African American Writing, and Ezra Tawil's The Making of Racial Sentiment: Slavery and the Birth of the Frontier

Romance." Studies in the Novel 39.4 (Winter 2007): 489-95.

---. "A Neglected Study in White—Ann Petry's Country Place. The Critical Response to Ann Petry. Ed. Hazel Arnett Ervin.

Westport, CT: Praeger, (2005): 354-65.

---. "Pauline Hopkins' Of One Blood, Africa, and the 'Darwinist Trap.'" African American Review 36.3 (2002): 403-15. Reprint

in: Intercultural America. Eds. Alfred Hornung, Winfried Herget, and Klaus Lubbers. Heidelberg: Winter, 2007.

---. Ed. Postcolonial Perspectives on Women Writers from Africa, the Caribbean, and the U.S. Africa World Press, 2003.

Maunu, Leanne. "Home Is Where the Heart Is: National Identity and Expatriation in Charlotte Smith's The Young Philosopher."

European Romantic Review 15.1 (March 2004): 51-71.

---. "Quelling the French Threat in Frances Burney's Evalina." Studies in Eighteenth-Century Culture 31 (2002): 99-125.

---. Women Writing the Nation: National Identity, Female Community, and the British-French Connection, 1770-1820. The

  Bucknell Studies in Eighteenth-Century Literature and Culture series. Lewisburg, PA: Bucknell Univ. Press, 2007.

Paes De Barros, Deborah. Fast Cars and Bad Girls: Nomadic Subjects in Women's Travel Stories. Peter Lang Press, 2004.

---. "5 Days After the Equinox" (poem) San Diego Poetry Annual 2007.

---. "It's an Anti-Corporate Life: The True Meaning of Capra's Christmas Classic." Los Angeles Times Opinion Section,

  12/26/07.

---. "Traveling the Highway to Consciousness: Twentieth Century American Travel Writing." Cambridge Companion to

  American Travel Writing. Cambridge Press, 2008.

---. "When Sardines Run Again," and "My Mother's Cologne." (poems) Arsenic Lobster April 2008.

Versaci, Rocco. This Book Contains Graphic Language: Comics as Literature. New York: The Continuum International Publishing

  Group, 2008.

---. "'Literary Literacy' and the Role of the Comic Book or, 'You Teach a Class on What?'" Teaching Visual Literacy: Using Comic

  Books, Graphic Novels, Anime, Cartoons, and More to Develop Comprehension and Thinking Skills. Douglas Fisher and Nancy

  Frey, eds. Thousand Oaks, CA: Corwin Press, 2008. 91-111.

---. "The Changjin Reservoir: Same Themes, Larger Scope." EC Archives Two-Fisted Tales, Volume 2. West Plains, MO:

  Gemstone, 2007. 212.

---. "'Corpse on the Imjin': Death Up Close." EC Archives: Two-Fisted Tales, Volume 2. West Plains, MO: Gemstone, 2007.

  110.

---. Forward. EC Archives: Two-Fisted Tales, Volume 2. West Plains, MO: Gemstone, 2007. 7.

---. "'Jeep': A Different Kind of War Machine." EC Archives: Two-Fisted Tales, Volume 2. West Plains, MO: Gemstone, 2007.

  178.

---. "Graphic Novels: Books that Matter." RHI Focus On: Reaching Reluctant Readers 1.1: 67.

---. "'Hill 203': The Faces of War." EC Archives: Two-Fisted Tales, Volume2. West Plains, MO: Gemstone, 2007. 42.

---. "'Jeep': A Different Kind of War Machine." EC Archives: Two-Fisted Tales, Volume 2. West Plains, MO: Gemstone, 2007.

   178.

---. "'Rubble': A Different View of War." EC Archives: Tow-Fisted Tales, Volume 2. West Plains, MO: Gemstone, 2007. 76.

---. "'Washington': Myth-Busting EC Style." EC Archives: Two-Fisted Tales, Volume 2. West Plains, MO: Gemstone, 2007.

   212.

Zacharias, Gary, ed. Christianity. Detroit: Greenhaven Press, 2006.

8.   Are there other resources (including data) that you need to complete your discipline review and planning?

None needed.

9.   For programs with an external accreditation, indicate the date of the last accreditation visit and discuss recommendations and progress made on the recommendations.

Does not apply.

10. Other comments, recommendations:

The department has two overarching concerns not addressed thus far in this document. First, we continue to be dissatisfied with the college's assessment instrument, the COMPASS exam. It often places students in higher level composition courses than their preparation and skills merit, resulting in frustration for students and instructors alike.   More important, inappropriate placement leads to lower retention and success rates. (The concern about the testing instrument is not, incidentally, limited to our English department. Similar views have been expressed by numerous English departments in the state community college system.)

Second, we respectfully request the college not seek to increase class sizes beyond their present numbers. Composition courses are extremely work intensive for students and instructors and, given that students often require individual attention with their writing in and out of the classroom, productivity and success decrease as class sizes increase. If our intention is to promote student retention and success, the college must join us in holding the line on class sizes.

Please identify faculty and staff who participated in the development of the reviewer's planning:

Andrea Bell, Abbie Cory, John Goldsworthy, Brent Gowen, Richard Hishmeh, Charles Ingham, Martin Japtok, Ann Maioroff, Leanne Maunu, Pam McDonough, Fergal O'Doherty, Deborah Paes De Barros, Judy Stafford, John Tagg, Rocco Versaci, Steve Wozniak, Gary Zacharias, Sue Zolliker, Bruce Orton.

Department Chair/Designee Discipline Review and Signature   **Date**

Division Dean Review and Signature   **Date**

* By no later than 2/14/08, forward a hard copy to Instructional Services for review by IPC.

* Also, by no later than 2/14/08, forward an electronic copy to Institutional Research and Planning.