

BASIC PROGRAM INFORMATION

Program Review is a self-study of your discipline. It is about documenting the plans you have for improving student success in your program and sharing that information with the college community. Through the review of and reflection on key program elements, program review and planning identifies program strengths as well as strategies necessary to improve the academic discipline, program, or service to support student success. With that in mind, please answer the following questions:

Discipline Name: English

Department Name: English & Humanities

Division Name: Languages and Literature

Please list all participants in this Program Review :

Name	Position
All full-time faculty members in the English Department	

Number of Full Time Faculty: 22

Number of Part Time Faculty: 65

Please list the Classified positions (and their FTE) that support this discipline:

Denise Drake (1.0), Cindy Spencer (1.0); we are in the process of hiring an ISA III who will also be at 1.0 FTE.

What additional hourly staff support this discipline and/or department:

A number of tutors/support staff at both the Writing Center and Escondido: Hien Nguyen, Chelo Diaz-Ludden, Pam Kilgore, Jermaine Cooper, Jonathan Buck, Michelle Robinson, Andrea Olivares, Genie Reyes, Calomira Colwell, Ken Novikoff, Amanda Coutts, Carrie Johnson, Joanna Campos (Federal Work Study), Alejandra Benitez (Federal Work Study), Yan Abramov (Federal Work Study)

Discipline mission statement: [Link to "How to Build a Mission Statement"](#)

In keeping with the Palomar College mission statement, the Department of English and Humanities is committed to providing an engaging and supportive learning environment for diverse learners, including those who are pursuing transfer-readiness, general education, aesthetic and cultural enrichment, and/or lifelong education. We celebrate all forms of diversity and encourage critical and creative thinking through our various course offerings and AA degree programs. We also support our English majors through extracurricular activities that focus on enrichment, education, and advising, and we contribute to the Palomar College cultural community by annually publishing our student-centered and award-winning literary journal, Bravura.

List any new degrees and certificates offered within this discipline since your last comprehensive review:

N/A

Discipline Level Data: <https://sharepoint2.palomar.edu/sites/IRPA/SitePages/PRP%20Summary%20Source.aspx>

SECTION 1: PROGRAM REFLECTION

1A. Program Analysis: Reflect upon and provide an analysis of your summary data.

1B. Standards: ACCJC requires that colleges establish institutional and program level standards in the area of course success rates. These standards represent the lowest success rate (% A, B, C, or Credit) deemed acceptable by the College. In other words, if you were to notice a drop below the rate, you would seek further information to examine why the drop occurred and strategies to address the rate.

Discipline Level Course Success Rate:

- A. The College's institutional standard for course success rate is **70%**.
- B. Review your discipline's course success rates over the past five years.
- C. Identify the minimum acceptable course success rate for your discipline. When setting this rate, consider the level of curriculum (e.g., basic skills, AA, Transfer) and other factors that influence success rates within your area. If you set your discipline standard below the College's standard, please explain why.

Standard for Discipline Course Success Rate: 70

Why?

N/A

1C. Program Update: Describe your proudest moments or achievements related to student success and outcome.

It is difficult to isolate individual moments when our instructors work hard and experience pride of varying degrees over the course of any given class. However, if forced to list a few, we would include: 1) the transfer success of our English Majors in recent years to schools like UCLA, UC Berkeley, UCSB, UC Santa Cruz, UC Riverside, and UC Davis; 2) Many of these transfer students moving on to graduate programs in a variety of fields, including creative writing, book publishing, and library/information science; 3) the high level of participation/number of submissions to our literary journal, Bravura, as well as its annual publication in spring; 4) the high level of participation and engagement with our English Majors program, including our outings to the Old Globe Theater every semester; 5) the introduction of our "Great Books" series, which is making inroads to the surrounding community in terms of participation; 6) our general outreach efforts with local high schools through Bravura, the "Great Books" series, and mutual class visits; 7) our continued successful participation in Summer Bridge, First Year Experience, and interdepartmental learning communities; and 8) the hiring of six new full-time faculty members over the last four years, which is certainly a boon for student success.

1D. Program Improvement: What areas or activities are you working on this year to improve your program? Please respond to new data as well as feedback from last year's program review.

While our overall success rate is in line with the level established by the college, we wish to continue to succeed in that area. One important circumstance regarding this is to ensure that students are initially placed correctly (see IE for a discussion of unanticipated factors relating to this). We also wish to boost our enrollment in literature classes and have been experimenting with various learning community and/or linked class models to achieve this. Finally, we feel that our program would be improved with the hiring of more full-time faculty (again, see IE for a discussion of unanticipated factors here) for many reasons, but especially to improve student access, something that is hindered when part-time instructors must commute among a number of different schools and balance various assignments.

1E. Unanticipated Factors: Have there been any unanticipated factors that have affected the progress of your previous plan?

One unanticipated factor that has affected placement is the termination of the COMPASS assessment test and the delay by the state in implementing the new statewide assessment. This process and its delays have diverted our energies and created uncertainty about our assessment/placement model. As for hiring more full-time faculty, we are certainly impacted by the policies of Human Resources and the decisions the district makes regarding the Faculty Obligation Number. Specifically, we have long lobbied to move the hiring timeline earlier so that we can take advantage of the established job search season in our discipline (announcements should, ideally, be ready in early to mid-September). In addition, we have also lobbied to hire multiple positions in any given year due to the uniquely high volume of applicants that we receive (approaching or exceeding 300).

1F. SLOACs: Describe your course and program SLO activities this past year. How have you used the results of your assessments to improve your courses and programs? [Refer to the SLO/PRP report – https://outcomes.palomar.edu:8443/tracdat/](https://outcomes.palomar.edu:8443/tracdat/)

The English Department continues to update and assess the SLOs for its courses. In the case of courses with multiple SLOs, we have rotated them according to a department-established schedule; in the case of courses with a single SLO, we continue to assess that outcome and consider adding more. In terms of specific activities, the department holds its annual "Professional Development Day" (this year scheduled for Friday, April 7), which consists of breakout sessions attended by both full- and part-time instructors. These sessions focus on different courses and the SLO being assessed for each one that year. Typically, faculty are asked to bring and share papers and assignments in order to facilitate and guide the discussion. In the case of our literature classes, all faculty who teach those classes over the course of the year will meet in May to share and assess papers. Finally, our English 50 holistic grading session (where we grade each semester's English 50 finals) includes a norming/discussion portion where we discuss the grading rubric and English 50 SLOs. Based (in part) on these activities, the department will discuss any changes that we can make to the program and/or its courses. In recent years, we increased the writing portion in English 10 in response to assessments of paragraph-writing in relation to grammar exercises. Currently, the English 10/50 Committee is considering possible adjustments to the English 50 Final Exam Rubric.

SECTION 2: PROGRAM GOALS

2A. Progress on Previous Year's Goals: Please list discipline goals from the previous year's reviews and provide an update by checking the appropriate status box .

Goal	Completed	Ongoing	No Longer a Goal
Increase number of full-time faculty	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Improve enrollment in literature classes	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2B. New Discipline Goals: Please list all discipline goals for this three-year planning cycle (including those continued from previous planning cycle):

GOAL #1	
Program or discipline goal	Increase number of full-time faculty in our department.
Strategies for implementation	Convince Human Resources of the importance of starting the hiring process earlier. Convince administration and Instructional Planning Council of the value of multiple hires in English.
Timeline for Implementation	This will be ongoing, but hopefully starting with the new hiring cycle.
Outcome(s) expected (qualitative/quantitative)	The hope is that our department will begin to make a significant dent in the part-time to full-time ratio. Because resources are limited in paying part-time instructors for office hours, students have greater access to educational support with an increased percentage of full-time faculty.
GOAL #2	
Program or discipline goal	Improve enrollment in literature classes.
Strategies for implementation	One strategy has been to participate in more learning communities--both intra- and inter-departmental. Another strategy has been the introduction of a monthly lecture/discussion series that focuses on a different novel and is organized around a semesterly theme. This series has been promoted, among other places, in our existing literature and English classes. We also plan to increase advertising through our existing methods and by working with the college's office of marketing.
Timeline for Implementation	Ongoing
Outcome(s) expected (qualitative/quantitative)	The qualitative outcomes are to enrich our students by increasing exposure to the study and thoughtful discussion of literature. The quantitative outcome is to increase our enrollment in the literature classes we offer every semester.
GOAL #3	
Program or discipline goal	Improve outreach/access to our area high school students.

ANNUAL INSTRUCTIONAL PROGRAM REVIEW TEMPLATE for 2016-2017

Strategies for implementation	We have initiated several projects aimed at increasing outreach and access. First is the aforementioned lecture/discussion series, which is being advertised in the community (local libraries) and in area high schools (through English teacher contacts). Second, we have begun a dialogue with English teachers from the San Marcos Unified School District, and have engaged in mutual class visitations with those teachers. Also, beginning last year, Bravura has opened up its pages and year-end gala to area high school students in the form of a creative writing contest, the winners of which receive publication in the journal. We continue to discuss ways that we can let our area high schools know about the various English programs we offer.
Timeline for Implementation	Ongoing
Outcome(s) expected (qualitative/quantitative)	We hope to entice our area high school students into coming to Palomar and participating in the programs offered by the English and Humanities Department. We also hope to let area high school teachers know that we have a diverse and enriching program that will benefit their students.

**Department Chair/
Designee Signature:** _____

Date: _____

Division Dean Signature: _____

Date: _____

Vice President Signature: _____

Date: _____