

# Program Review & Planning (PRP)

## PART 1: 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:

<b>Discipline Name:</b>	English
<b>Department Name:</b>	English & Humanities
<b>Division Name:</b>	Languages & Literature

Please list all participants in this Program Review:

Name	Position
All full-time faculty members in the English Department, working in several focused discussion groups and reporting back to the Department for discussion of recommendations and next steps.	

<b>Number of Full Time faculty</b>	22	<b>Number of Part Time Faculty</b>	65
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Please list the Classified positions (and their FTE) that support this discipline:

Denise Drake (1.0 FTE), Cindy Spencer (1.0 FTE), Jeannette Garceau (1.0 FTE)

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

Eight tutors (short-term employees) and three Federal Work Study students who work at the Writing Center (San Marcos) and at the Escondido Center TLC.

Discipline mission statement ([click here for information on how to create 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>

## PART 2: PROGRAM REFLECTION

### 1. Program Analysis:

Reflect upon and provide an analysis of your summary data.

**4,643 students took our courses in Fall '16** compared to 4,655 in 2015 and 4,632 in 2014. We're particularly interested in those numbers as they translate into "Seats" because it helps us to picture the people in the room. We had a small improvement from 2014 to 2015, and we imagine that may have to do with the Humanities building -- more space, a different feel around the classrooms.

**Our fill rate** is up to 98.26%, the best since a high of 100.56% in 2011. We feel good about our current 98.26%, as it reflects an effort to maintain a comprehensive program.

**Weekly Student Contact Hours (WSCH)** are up dramatically. We are at 21,222.09. This is the highest number in the historical data. We are up 2,712.66 from Fall 2015. We suggest that this is a result of an additional staff member in the Writing Center (more student hours of student contact registering there) and higher enrollments in some of our Literature courses, excepting English 205 (Introduction to Literature). We attribute the higher numbers to the growing practice of linking English 100 courses to our Literature courses.

**WSCH/FTEF:** Our current number is 473.33, up from 5-year data. Thumbs up. See considerations, above.

**FTEF from Contract Faculty** is down from a high of 48.80 in 2015 to our current 48.45. We predict that when we hire in the next rounds we'll be climbing back in this category.

**FTEF from Hourly Faculty** is at 29.25, down from a high of 32.84 in 2014. We connect this with general budget cuts and the overall drop in enrollments reflected across the campus. We are concerned that this drop may be tied to the effects of the Compressed Calendar and our altered 3-unit start and stop times.

**FTEF from Contract Faculty Overload** is also down. We are at 1.87, compared to a high of 2.93 in 2011. This signifies both good and bad. While it may mean that Contract Faculty require less overload in terms of the money it represents, it is more likely a result of increased burdensome "extra" requirements for full-time faculty and the traditionally demanding nature of writing-intensive courses.

**FTEF, Hourly + Overload FTEF** is at 31.12. This suggests continued urgency in maintaining a part-time faculty "pool" for hiring, for at least a few years, as we develop flexibility for our expansion to the North, the South, and other potential venues.. Of course, we maintain the ongoing hopes for more hiring of full-time faculty. Our program is on the verge of dramatic transition, so we must be in a state of readiness.

**Percent of Total FTEF Taught by Part-time Faculty** is a discouraging number at 64.22%. Yes, it's down from 69.26%, but we point directly to the hiring of full-time faculty in Springs '14 (2 positions) and '15 (2 positions) to account for the correlative decrease.

**Writing Center:** In '16/'17 school year, including summer, there were 5,319 tutoring appointments in San Marcos and Escondido. Through October of '17/'18, there have been 1,788, which is roughly the same number for this time of year.

### 2. 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**

<b>Standard for Discipline Course Success Rate:</b>	<b>65-70%</b>
<b>Why?</b>	
<p>We are uncertain as to what this rate will look like a year from now, so we're settling on a range. This semester began with dramatic errors in the programming and application of Multiple Measures for placement. Approximately 3,000 students received letters just days before the semester began, indicating that they had received an incorrect recommendation for placement in our Composition Program. Our Department began to work in earnest to offer diagnostic information and recommendations to students as they entered our programs. We continue to attend to those students at the time of this writing, but we cannot fairly speculate about the success rates to follow for a couple of semesters.</p> <p>Hopefully, our efforts at growing enrollments in our literature courses will bear fruit, and success rates in these classes should continue to be strong.</p>	

### 3. Program Update:

<b>Describe your proudest moments or achievements related to student success and outcomes.</b>
<p><b>Diagnostic Writing Project</b> -- Given an unprecedented error resulting in mistaken recommendations for placement of hundreds of students, we organized and successfully implemented a department-wide Diagnostic Writing Project involving 82 instructors and 1 ADA. Every student in English 100 (and most in 10 &amp; 50) received direct assessment and guidance from the instructor on a strictly advisory basis.</p> <p><b>Transfers</b> -- Our English Majors continue to transfer successfully to the best UC schools, and the extracurricular program that nurtures their high performance continues to thrive. Regular English Majors meetings and the Old Globe event foster a rich interaction between students and faculty members.</p> <p>All students' training in the classroom (if they actively participate in their own educations) situates them for smooth transfer and/or continued success in their educational plans.</p> <p><b>Bravura</b> -- Our Literary Journal is in its 53rd year, and we couldn't be prouder of the work of our students as active editors of a first-rate publication. The <i>Bravura</i> Gala is a great annual event, and we continue to share these proud moments with the Palomar Foundation, whose support we deeply appreciate. The participation and recognition of local high school students is a new feature in the <i>Bravura</i> program, and we're excited about the new connections.</p> <p><b>Puente Program</b> -- This semester marks our department's first participation in the Puente Program. We recognize the value of this program, and we are committed to the three-year contract which connects us to UC Berkeley's original vision for the advancement of Latino students.</p> <p><b>Political Economy Days Panel &amp; Discussion</b> -- The department followed through on an idea proposed at our first department meeting of the year. We agreed to fight the rise of White Nationalism, and we put together a panel to begin our efforts to realize this goal. "What is Whiteness?" was attended by over a hundred students during Political Economy Days.</p> <p><b>English Department Scholarship</b> -- We continue to fund and facilitate a department scholarship honoring the student who submits the best essay. We see the enthusiasm and participation in the contest growing, and the scholarship winner enjoys both the monetary reward and the well-deserved praise.</p> <p><b>Writing Center</b>--Nearly every student who sees a tutor benefits from that encounter. Particularly satisfying, however, is the growth we see in students from disadvantaged groups. While other students may have a variety of resources to choose from, disadvantaged students often have no other place to go for feedback on writing assignments.</p> <p><b>Commencement</b> -- As the students walk by at Commencement, we know so many of them! This is the happy consequence of teaching in a core, required program and maintaining a vibrant transfer-prep pathway.</p>

### 4. 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.**

We continue to devote a great deal of energy and focus in response to **the placement crisis** which occurred at the start of this semester, Fall 2017. We have requested data relating to the actual numbers of misplaced students, and we've been informed by Research and Planning that the data will be available in the coming weeks. Meanwhile, we are still addressing the consequences of those hundreds of misplacements and thousands of notifications of incorrect placement recommendations. The combination of actual misplacements and the uncertainty signalled by the thousands of notifications created *real disruption* in our classrooms as the semester began.

One very practical response to the situation described above is an effort to **identify students who should be cleared for registration in English 100 as they exit English 10**. The number of students cleared through instructor identification and recommendation is now at about 30. This correction is unprecedented, but the students' progress is our first concern. The integrity of our curriculum is also of primary value for the department.

**AB 705** requires that all California Community Colleges design and implement pre-transfer level programs with the goal of a pathway for students' completion of their first transfer-level course within their first year at Palomar. Our department has moved quickly in response to these requirements, pursuing curriculum proposals and consultations regarding scheduling.

The Chancellor's letter relating to Assessment and Placement requires that all California Community Colleges use **Multiple Measures** as the primary method of assessment and placement. We are engaged in discussions regarding this requirement, and we await information to enable our review and validation of approved instruments for secondary assessment.

**The Puente Program** is a welcome addition to our department's efforts to identify ways to help our students. As we grow in understanding of the extensive expectations related to the program, we are discussing the department's long-term policy for managing our obligations.

The department has voted unanimously to **extend the term of the Writing Center Director** to three years, with a possible fourth. This change is significant because it marks the department's acknowledgement of a more extensive vision for our Writing Center. We are working together to consider strategies for connecting the Writing Center more directly to our work in the service of all students on our campus.

## 5. Unanticipated Factors:

**Have there been any unanticipated factors that have affected the progress of your previous plan?**

**Unanticipated errors in placement** resulted in a very complicated start to this semester, Fall '17. The misplacements resulted from a programming error in the application of Multiple Measures. We are assured this will be corrected for upcoming semesters.

**The implications of new legislation** and trends (AB 288 -- Dual Enrollment; AB 705 -- pre-transfer curriculum; the Chancellor's office guidance on Assessment and Placement) have required intense focus throughout our department. Previous plans are on the back burner.

**Writing Center**--The Writing Center largely relies on soft money for paying tutors. However, we do not know how much money we will have from year to year, or even month to month. This makes long-term planning impossible and forces us to put valuable projects on hold. For example, we are interested in collaborating with instructors from Eng. 50 classes by providing dedicated tutors for their students if they bring them to the Writing Center. However, this will take extra tutors and extra funds. We can't, in good conscience, hire tutors until we know there will be room in the budget to give them hours. We believe this problem would be solved if the Writing Center was funded under the General Fund.

## 6. 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/>.**

The English Department continues to update and assess the SLOs for our courses. In the case of courses with multiple SLOs, we have rotated according to a department-established schedule; in the case of courses with a single SLO, we continue to

assess that outcome, and we will soon be adding an additional outcome in order to be in compliance with the SLOAC requirements. We anticipate adding that outcome at our next Department meeting, December 1.

In terms of specific activities, the department held its annual “Professional Development Day” on April 7, 2017. The day consisted of breakout sessions attended by both full- and part-time instructors. These sessions focused on different courses and the SLO being assessed for each one that year. Faculty were asked to bring and share papers and assignments in order to facilitate and guide the discussion.

**In English 10**, we looked at essays produced at the end of the semester with the intention of determining the level of ability developed by our students after a semester of instruction in grammar applied to essay writing. Both full and part-time faculty members looked at a sampling of short multi-paragraph essays representing a range of ability. The consensus was that student essays were most successful when outcomes were carefully spelled out in the assignments. Also important was designing specific assignments that focused on a particular skill (e.g., balancing summary and analysis).

**In English 50**, we maintain the practice of a holistic grading session where we grade each semester’s English 50 finals. Instructors do not score their own students’ essays, and each essay has two blind readings with the potential for a third if the scores differ by more than a point. The grading session includes a norming/discussion portion where we discuss the grading rubric and English 50 SLOs. All instructors of English 50 courses, plus *all* full-time faculty are required to attend the five-hour session.

**In English 100**, we focused on students’ ability to make the difficult shift from analyzing arguments to producing analytical arguments of their own. We reviewed sample essays shared by instructors, essays representing a range of student ability. Both full and part-time faculty participated in this assessment exercise at our PD Day. We found that the two activities are so closely joined that they must be taught and practiced as concurrent intellectual challenges. There was consensus regarding the value of peer-editing workshops that are preceded by extensive classwork that analyzes arguments.

**Our Creative Writing** instructors met and reviewed a selection of student stories and poems in order to assess students’ use of metaphoric language, specifically language related to thematic composition. The instructors saw a wide range of abilities, and they observed a definite connection between those students who read extensively and the strength of those same students’ writing. The successful use of metaphoric language will be encouraged by incorporating focused reading assignments paired with short writing. They agreed on the value of mandatory conferencing and more low-stakes revision assignments as an effective way to encourage ongoing revision with an eye for thematic composition.

**In the case of our Literature classes**, all faculty who teach those classes over the course of the year attended a meeting in May to share and assess student essays. After review and extensive discussion, each instructor completed a reflection handout based on his/her readings of the essays.

We focused specifically on literary analysis and close-reading skills.

The consensus was that close reading skills may be stronger in students completing our survey courses, and that could be tied to the nature of “the survey,” a great deal of guided close reading and analysis.

Some instructors noticed an uptick in performance in our 205 classes and we discussed whether this might be a result of the state’s requirement that English 100 be a prerequisite for 205.

**Based (in part) on these activities, the department has been discussing changes that we can make to strengthen our courses and programs:**

With the development of new curriculum for our pre-transfer level program, the SLOs will be under renewed scrutiny by the department, and they will be revised as a result.

We noted a drop in attendance at this year’s PD Day, and we’ve agreed to re-envision that day and its relationship to our SLOAC work. We look forward to combining some of our SLOAC activity with outreach to area high-school teachers.

We will add an SLO to our literature courses.

Our approach to the English 50 Exam will necessarily undergo some revision because of the anticipated changes in curriculum pursuant to AB 705.

## ANNUAL PROGRAM REVIEW AND PLANNING

**1. Progress on Previous Year's Goals: Please list discipline goals from the previous year's reviews and provide an update by placing an "X" the appropriate status box .**

Goal	Completed	Ongoing	No longer a goal
Increase number of full-time faculty in our department.		We hope to hire full-time faculty next year, as we are currently not on the list of departments which might hire in the next round.	
Improve enrollment in literature classes		Some of our strategies have been successful, particularly the linking of lit courses to our composition courses. We are also taking a more robust approach to advertising.	
Improve outreach/access to our area high school students		Our "Great Books" series continues to draw members of the community. The outreach implemented through <i>Bravura</i> has been very successful, and we'll continue that effort.	

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

Goal #1	
<b>Program or discipline goal</b>	We suggest a review of the Compressed Calendar and the specific start and stop times of Humanities and Literature courses. We acknowledge the precipitous drop in enrollment for some of our literature courses, and we see the correlation between the adoption of the Compressed Calendar and some decline in enrollment.
<b>Strategies for implementation</b>	Gather a group for careful review and discussion. Meet (in person or online) to design proposals, if necessary.
<b>Timeline for implementation</b>	Study throughout Spring '18. Offer proposals to be considered for Fall '19
<b>Outcome(s) expected (qualitative/quantitative)</b>	Higher enrollment numbers, particularly in Literature courses.
Goal #2	

## ANNUAL PROGRAM REVIEW AND PLANNING

<b>Program or discipline goal</b>	Work to develop a coherent, pedagogically sound approach to hybrid course design for some transfer-level composition courses.
<b>Strategies for implementation</b>	The Department Discussion Group for Hybrid/Online issues will continue its work, and the Department will review that work near the end of this semester.
<b>Timeline for implementation</b>	Depending on the conclusions of the discussion group and the vote of the Department, we may be able to offer hybrid courses in the Fall '19 schedule.
<b>Outcome(s) expected (qualitative/quantitative)</b>	We anticipate the possibility of a better experience for some of our students, particularly those enrolled in 4-hour night classes. We also anticipate the possibility of more availability of rooms and times for two day a week courses, if some of them are hybrid, meeting once instead of twice a week in person.
<b>Goal #3</b>	
<b>Program or discipline goal</b>	Respond quickly and effectively to the requirements of AB 705 and the Chancellor's guidance relating to Assessment and Placement.
<b>Strategies for implementation</b>	Identify and organize support from the key areas of Instruction and Student Services to redesign schedules and course offerings.
<b>Timeline for implementation</b>	Depending on the level of support and participation we can muster, we will have a new approach to pre-transfer level composition within three semesters. We expect the college to be in compliance with AB 705 and placement guidelines.
<b>Outcome(s) expected (qualitative/quantitative)</b>	We anticipate greater student success with the reduction of exit points at the pre-transfer level.

## PART 4: FEEDBACK AND FOLLOW-UP

This section is for confirming completion and providing feedback.

## Confirmation of Completion by Department Chair

<b>Department Chair</b>	Barb Neault Kelber
<b>Date</b>	Nov. 16, 2017

\*Please email your Dean to inform them that the PRP has been completed and is ready for their review

## Reviewed by Dean

<b>Reviewer(s)</b>	Shayla Sivert
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## ANNUAL PROGRAM REVIEW AND PLANNING

<b>Date</b>	11/25/17
<b>1. Strengths and successes of the discipline as evidenced by the data and analysis:</b>	
The department's overall fill rate reflects its success in offering courses that students need and want. That the department is considering different instructional modalities (hybrid in particular) shows their flexibility in addressing areas where concerns exist. Reaching out to our local high school students to have them participate in Bravura has been a wonderful way to publicize the creative writing program and by extension other courses offered within the department.	
<b>2. Areas of Concern, if any:</b>	
Changes to our assessment and the recent adoption of AB 705 have created some upheaval in the department, though the department has been quick to respond. It may be another two to three years before we see the impact of both on the department's curriculum and scheduling.	
<b>3. Recommendations for improvement:</b>	
None at this time. The department has been very responsive to recent changes and has their hands quite full.	

**\*Please email your VP to inform them that the PRP has been completed and is ready for review.**

Reviewed by Vice President	
<b>Reviewer(s)</b>	Jack S. Kahn, Ph.D
<b>Date</b>	1/18/2018
<b>1. Strengths and successes of the discipline as evidenced by the data and analysis:</b>	
<ol style="list-style-type: none"> <li>1. The fill rate discussion is thorough and very well done. Obviously English weathers many of the concerns of the college- which is actually a testament to the discipline in being willing to reach and assist students- great inclusion and use of data and wonderful narrative</li> <li>2. I agree 100% on the p/t pool- esp. with all the changes with multiple measures, AB 705 etc.</li> <li>3. You have a lot to be proud of – thank you for sharing all the info in the accomplishments section – really looking FWD to growth of Puente!!</li> <li>4. The soft money issue is definitely a district wide conversation</li> <li>5. I really enjoyed the SLO section by course- it could be improved one step by providing some data (or at least an indication of the data) in terms of the trends here but it's a great start and narrative</li> <li>6. Goals make good sense given the state of the discipline- really well done</li> <li>7. This is very thorough, honest and well done. I learned a lot reading this.</li> </ol>	
<b>2. Areas of Concern, if any:</b>	
<b>3. Recommendations for improvement:</b>	
a. Thank you for adding more DE and hybrid courses, please work with the dean and see where we can add more—your doing so has a major impact on students moving through programs- and of course where concerns exist about success lets work on those and improve them.	