



Program Review and Planning

OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review is about documenting the plans you have for improving student success in your program and sharing that information with the 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 our new Guided Pathways plan, this review becomes even more crucial for the success of our students and college.

[We are using the Strengths, Opportunities, Aspirations, Results \(SOAR\) strategic planning technique to help us focus on our current strengths and opportunities, create a vision of future aspirations, and consider the results of this approach.](#)

BASIC PROGRAM INFORMATION

Academic Year
2018-2019

Are you completing a comprehensive or annual PRP?
Comprehensive

Department Name
English

Discipline Name
English (ENG)

Department Chair Name
Barb Neault Kelber

Division Name
Languages and Literature

Website address for your discipline
<https://www2.palomar.edu/pages/english/>

Discipline 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.

[\(click here for information on how to create a mission statement\)](#)

Does your discipline have at least one degree or certificate associated with it?
Yes

Are any of your programs vocational (CTE/CE)?
No

List all degrees and certificates offered within this discipline.
AA

ADT

Please list the names and positions of everyone who helped to complete this document.

All full-time members of the department (Tenured and Tenure-track).

Full-time faculty (FTEF)

Part-time faculty (FTEF)

Classified & other staff positions that support this discipline

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

Additional hourly staff that support this discipline and/or department

PROGRAM INFORMATION

PROGRAM OUTCOMES

Begin this section by reviewing the Program Review reports for courses and programs in TracDat. All active course and program outcomes should be systematically assessed over a 3-year cycle.

- **Program** = Leads to a degree or certificate
- **Discipline** = A group of courses within a discipline

*Programs will be able to complete program completion and outcome questions.

How well do your program's learning outcomes communicate the scope and depth of the degree/certificate offered and align with employer and transfer expectations?

1. Close-Reading Skills: Demonstrate the ability to analyze literary texts by using close-reading skills.
2. High-level discourse: Students will be able to enter into high-level discursive communities after transfer and in the environments in which they live and work.

Both of the Program Learning Outcomes listed above reflect precisely the expectations for transfer as well as the "soft skills" most employers are looking for in prospective workers.

Describe your program's plan for assessing program learning outcomes.

1. Close reading skills: We will use a sampling of analytical essays representing a range of student ability.
2. High-level discourse: English Department Faculty will track the number of students identifying as English Majors and participating in program events and activities. Students will demonstrate high-level discursive capability in several environments and in diverse groups.

Summarize the major findings of your program outcomes assessments.

We won't be able to summarize until the end of the semester. We will have our regular spring semester assessment meeting to review sample analytical essays produced by students in our literature courses and to discuss our students' progress with regard to high-level discourse.

Reflecting on the major findings you summarized, what are some questions you still have about students' learning in your program that you have not yet been able to address with your outcomes assessments?

Throughout this year our focus has been on efforts and activities outside the direct assessment of these

specific program outcomes. Our work has centered around legislative requirements and Chancellor's Office mandates -- AB 705, Mapping, Guided Pathways, etc.

This does provoke new questions for us, and we'll orient our energies toward observation and discussion of new program outcomes language that will articulate the connection between these enormous changes and the potential direction of our program.

Depending on the degree or transfer goals of our students, they have the choice of three different GE pathways:

- [Associate Degree GE Requirements](#)
- [CSU GE Requirements](#)
- [IGETC Requirements](#)

Palomar College has identified a set of General Education/Institutional Learning Outcomes, which represent the overall set of abilities and qualities a student graduating from Palomar should possess. [Click here for a link to Palomar's GE/ILOs.](#)

How do the courses in your discipline support General Education/ Institutional Learning Outcomes? In your response, please specify which GE/ILO(s) your discipline supports.

Our discipline supports the following GE/ILOs:

- 1) Communication
- 3) Creative, Critical, and Analytical Thinking
- 4) Community, Multicultural/Global Consciousness and Responsibility
- 5) Foundation Knowledge of Discipline
- 6) Integrative Learning (learning communities, service learning, engagement through the arts)

The English Department is composed of full- and part-time faculty members with diverse academic interests. We offer a stimulating range of classes that stress reading, writing, creativity, and critical thinking—all skills necessary for personal and professional growth.

While every class reflects the unique, diverse perspective and approach of its teacher and students, there is one constant among them: all of these classes, the ideas that they raise, the questions that they address, and the thoughts that they inspire will stay with you, in a variety of ways, long after the final class has met.

We value critical thinking, and we believe that one of the most important ways to foster this is to read widely and deeply.

Summarize the major findings from your course outcomes assessments that are related to the General Education/Institutional Learning Outcomes that your discipline supports.

As noted above, we have assessment work scheduled for May '19.

Meanwhile, in the past year we engaged in our first assessment for English 50A, a course which is no longer offered, per AB 705.

PROGRAM COMPLETIONS

Student success is at the core of what we do in assisting students in achieving their goals.

The Chancellor's Office Vision for Success stresses the importance of Program Completion as a major goal for our students. In addition, transfer and career readiness are key components of Palomar College's mission statement. This year, our funding formula has also changed reflecting this emphasis, providing

additional funding as a function of the number of completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for program completions.

The standards represent the lowest number of program completions deemed acceptable by the College.

In other words, if you were to notice a drop below the set standard, you would seek further information to examine why this occurred and strategies to increase completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for programs.

List the number of completions for each degree/certificate for the previous year.

AA -- 3

ADT -- 17

Have your program completions Increased, decreased, or stayed the same over the last 5 years?

Increased

What factors have influenced your completion trends?

The biggest factors have been the continued energy in our department around our English Majors, Bravura, and a great reputation for transfer-prep throughout the system.

Another factor, of course, was the creation of the ADT and clarification of its requirements.

Are the courses in your discipline required for the completion of other degrees/certificates?

Yes

Please list them

All AA degrees require English 100.

Do you have programs with 7 or fewer completions in the last 5 years?

No

What is your program standard for program completion?

70.0%

Why did you choose this standard?

We're hoping to meet the institutional standard.

What is your Stretch goal for program completion?

72.0%

How did you decide upon your stretch goal?

This seems reasonable as an optimistic goal.

ENROLLMENT TRENDS

Palomar College uses the WSCH/FTEF ratio as one indicator of overall efficiency in addition to the overall fill-rate for courses.

Although the college efficiency goal is 525 WSCH/FTEF and 85% fill-rate (minimal), there are many factors

that affect efficiency (i.e. seat count / facilities / accreditation restrictions).

This information can be found by going to the "Program" page in the [PRP Data Dashboard](#).

What was your efficiency trend over the last 5 years? Was it expected?

It has trended down in the last year.

2017-18:

Enrollment -- 4,813

WSCH per FTEF -- 437

Fill rate -- 97%

2017-18:

Enrollment -- 4,614

WSCH per FTEF -- 418

Fill rate -- 92%

The downward trend was not a surprise.

What factors have influenced your efficiency trends?

Our efficiency trends are influenced by scheduling policy, CCCApply, overall low enrollment, and a low unemployment rate.

Are there particular courses or programs that are not getting sufficient enrollment, are regularly cancelled due to low enrollment, or are not scheduled at this time? What is contributing to this issue? Does this level of efficiency meet the needs of the program and the district?

In order to maintain our degree programs in English (AA and ADT), we offer survey courses required for transfer. In addition, we offer a few themed literature courses each semester, some traditional (i.e. The American Novel) and some focusing on literature and popular culture). All of these, including Creative Writing, Linguistics, and Humanities courses are necessary to our program, and our continuing attention to them will aid in growing enrollment. Our lit courses often meet the 85% efficiency rate, but sometimes they don't. We hope that our overall rate of 92% will allow for the margins we've maintained in continuing to offer an excellent program for transfer and/or employment readiness.

The Chancellor's Office Vision for Success stresses the importance of reducing equity gaps through faster improvements of underrepresented groups.

ACCJC also requires that colleges establish institutional and program level standards in the area of success rates. These standards represent the lowest success rate 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.

[Click on this link to review the course success rates \(A, B, C, or Credit\) for your discipline.](#)

In this section we will identify a course success rate standards and a stretch goal (what you would like to move toward) for programs.

Course Success Rates by gender, age, ethnicity, special population, location, and modality (You can access the Student Equity Plan on the SSEC website <https://www2.palomar.edu/pages/ssec/>)

COURSE INFORMATION

COURSE SUCCESS AND RETENTION

What is your program's standard for Discipline COURSE Success Rate?

70.0%

Why did you choose this standard?

We hope to meet the institutional standards as we enter into the full-compliance phase of AB 705 in Fall '19.

Has your overall course SUCCESS rates increased, decreased, or stayed the same over the last 5 years?

Decreased

Was this expected?

This was not a surprise.

What is your Stretch goal for COURSE success rates?

70.0%

How did you decide upon the goal?

Given the variables we face in the coming year, we will be proud and happy to hit the mark at 70%, knowing that as we refine our approaches to English 100 and English 100W, those rates will rise.

Have your overall course RETENTION rates increased, decreased, or stayed the same over the last 5 years?

Decreased

Was this expected? Please explain.

No, this was not expected. We imagine a contributing factor may be the instability of the past year -- the loss of ENG 10 & ENG 50 along with the development, implementation, and retirement of ENG 50A.

Are there differences in success or retention rates in the following groups? (choose all that apply)

Ethnicity

When or where (time of day, term, location)

Age

When or Where: Why do you think differences based on when or where the course is offered exists? What do you need to help close the gap?

60% is the lowest, at Camp Pendleton, and this may be difficult to move because of the demands of the 8-week format.

The highest is 80% at "other location," which points to a couple of sections at Ramona and Fallbrook (Fallbrook courses are no longer offer with the opening of the NEC).

Our daytime classes are stronger than our night classes by 3 - 4%, but we expect that number to come up for night classes since we have begun mostly hybrid instruction for our 5:30 - 9:45 p.m. composition courses.

Age: Why do you think age differences exist? What do you need to help close the gap?

Our older students do much better (success 81%, retention 87%) than our younger, larger groups. They are focused and serious, generally self-motivated. We need to help our younger students develop habits of mind that will enhance their chances to succeed.

Ethnicity: Why do you think ethnicity differences exist? What do you need to help close the gap?

Success rates are lowest among the following groups, and they are all down as compared to '16-17:

Black or African American 56%

American Indian / Alaskan Native 58%

Pacific Islander 59%

These numbers are very troubling, and they will provoke extended discussion and action on behalf of our department. The work we are currently doing in preparation for acceleration and co-requisite pedagogy will very likely help with this challenge.

Are there differences in success/retention between on-campus and online courses?

Yes

Do you have any best practice methods you use for online courses to share with the community?

No

Please explain.

The data shows significantly lower success and retention rates for our online sections. This is likely a consequence of the difficulty of the mode of instruction for a course like English 100.

COURSE OUTCOMES

How is course assessment coordinated across sections and over time?

We include our SLOs on syllabi and in years past we have devoted our annual English Department PD session to the review and assessment of outcomes. This year we have facilitated Community of Practice sessions (well-attended) during the months of April and May.

How have you improved course-level assessment methods since the last PRP?

We haven't changed those methods since last year, but we have turned our collective attention to the mandates and requirements that will require intense development and meaningful assessment in the semesters to come.

Summarize the major findings of your course outcomes assessments.

No summary to offer at this time. We will meet to discuss literature SLOs in May.

Reflecting on the major findings you summarized, what are some questions you still have about students' learning in your courses that you have not yet been able to address with your outcomes assessments?

We have too many questions to include here, all cohering around our concerns for the underprepared students who will attempt English 100 and English 100W in Fall '19.

What are some improvements in your courses that have been, or can be, pursued based on the key findings from your course learning outcomes assessments?

We are actively planning to establish our goals and expectations for training in acceleration and co-requisite pedagogy.

PROGRAM CURRICULUM ALIGNMENT, MAPPING, SCHEDULING, & PLANNING

The Chancellor's Office Vision for Success stresses the importance of decreasing the average number of units accumulated by CCC students earning degrees.

Palomar College's Guided Pathways plan includes clarifying paths for students by sequencing course

offerings so that they support scaffolding and timely completion. Our goal is to ensure learning through:

- The mapping and assessment of clear program outcomes that are also aligned to employer and/or transfer institution expectations.
- Engaging and applied learning experiences.
- Effective instructional practices to support students in achieving success.

How do your course outcomes help your students achieve their program outcomes?

All of our course outcomes contribute to the developing minds of our students. The knowledge, skills, and abilities reflected in the courses ensure transfer preparedness and employability.

We are facing huge challenges as we move into compliance with AB 705, so we'll have to delay our response to this question as it relates to composition courses.

How do your degree maps and scheduling strategy ensure scaffolding (how all parts build on each other in a progressive, intentional way)? How do you share the maps with students?

Our degree maps are very clear, and they clarify the path without precluding options for students. We will consider best ways to introduce and explain the maps to our students.

What is your departmental strategy on how you schedule your courses including the time of day you offer courses? Do you use fast track or block scheduling (putting required classes near each other) to organize required classes (Particularly to meet the needs of disproportionately impacted students)?

Unfortunately, our departmental strategy has been largely set aside in the wake of more top-down prescriptions and requirements for efficiency. We have offered suggestions and argued our values, but the scheduling practices have not been significantly shaped by that input.

That said, Dean Sivert has been a considerate listener and a very helpful manager of the process.

Our ADA, Denise Drake, collaborated with the ADA for Math to identify pairings for the ME-First program.

We have implemented radical changes in response to the requirements of AB 705. These changes will create greater equity in access and support.

How do you work with other departments that require your course(s) for program completion?

This year has been characterized by intentional, ambitious, and sincere collaboration with departments such as Reading and ESL.

Our interaction with all departments will increase with the high-expectation/high support design of English 100W.

Does your discipline offer cross-listed courses?

No

Are there curriculum concerns that need to be resolved in your department? What are they?

Yes, and those concerns will continue to cohere around the demands of AB 705 and the needs of our students.

Will students continue to be prepared for transfer?

How will we manage our professional obligation to the students who aren't ready? For ten years, the Basic Skills infrastructure has invited them to come to us, so we imagine that for several semesters we will encounter a very stark reality. We are worried about those students.

What will be the cultural consequences of the general pressure to accelerate education?

Are there courses that should be added or removed from your program - please explain?

Not at this time.

How is the potential need for program/course deactivation addressed by the department?

We've actively considered and acted upon the call for deactivation.

Is your department pursuing non credit or not-for credit options at this time?

No

Are there areas you would like to expand?

Of course, we would like to expand offerings in literature.

Click here for information about [Noncredit](#) and [Community Education](#)

Is your department offering online classes?

Yes

How do you consider student needs when determining which classes and how many classes should be offered online versus face-to-face?

We continue to offer six sections of English 100, as we have for the past three semesters. We weigh convenience and critical thinking, and the benefits of presence for critical thinking continue to win the day.

Describe other data and/or information that you have considered as part of the evaluation of your program

We are reading, discussing, and acting upon the current wave of literature and research regarding acceleration and co-requisite pedagogies.

CAREER AND LABOR MARKET DATA

The Chancellor's Office Vision for Success stresses the importance of increasing the percent of exiting students who report being employed in their field of study. It is important for us to consider how all of our programs connect to future careers.

Go to this website <https://www.onetonline.org/> and enter your discipline in the bubble on the top right for ideas about potential occupations. Click on an example to see more detail.

What kinds of careers are available for people who complete your programs (and/or transfer)? (Refer to link above) Are there any new or emerging careers and if so how would the new or emerging careers impact your future planning?

Publishing, Marketing, Education, Non-profit organizations, Teaching, Law and many more.

What are the associated knowledge, skills, abilities (KSA's) needed for the occupations listed above? (click examples in the link above to get ideas)

Critical thinking and communication skills are at the heart of the KSAs we offer in our program. We offer curriculum that develops sensitivity to language, precise expression, interpretive ability, enhanced observation skills, and deeper understanding of the human project. All of these are among the best characteristics of English majors, which makes them ideally suited for a wide array of jobs.

How does your program help students build these KSA's?

All of our courses are designed around the KSAs noted above.

Have you incorporated work based learning (work experience, internships, and/or service learning) into your program?

No

Do you want more information about or need assistance integrating work-based learning into your program?

No

How do you engage with the community to keep them apprised of opportunities in your program?

Particularly through the Partnerships in Learning project, we've been making progress working with the area high schools to inform them and to discuss our program.

Our Bravura students and advisors continue to work with area high schools, engaging them in the submission process and publishing some award winners.

Program Goals

In the previous sections, you identified opportunities for improvement. Using these opportunities, develop 3-year [SMART goals](#) for your department. Goals should be Specific, Measurable, Attainable, Relevant, Time-Specific. Ensure your goals align with the mission of your department and/or [the College's strategic plan](#).

Please list all discipline goals for this three-year planning cycle. [Click here for previous PRPs and goal information](#).

Goals

Goal 1

Brief Description

Our goal is to welcome and to teach the thousands of students who will attempt English 100 or English 100W in the Fall semester of 2019 and beyond.

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

1. Continue to identify and organize support from key areas of Instruction and Student Services to maintain the quality and value of our curriculum.

2. Continue to develop training in the pedagogies of composition and literature both within and well beyond our departmental Community of Practice.

Outcome(s) expected (qualitative/quantitative)

We expect both qualitative and quantitative outcomes.

How does this goal align with your department mission statement, the college strategic plan, and/or Guided Pathways?

This goal is at the heart of our department mission statement, the college strategic plan, and Guided Pathways.

Expected Goal Completion Date

STAFFING AND RESOURCE NEEDS

Instructions

1. Refer to [Strategic Plan](#).
2. See [Data](#).
3. See career info (In PRP)

Are you requesting additional full-time faculty?
No

Are you requesting additional Staff, CAST or AA?
No