

Status: **Reviewed**

Entry #: 262

Date Submitted: 9/14/2020 1:30 PM

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
2020-2021

Are you completing a comprehensive or annual PRP?
Annual

Department Name
English

Discipline Name
English (ENG)

Department Chair Name
Leanne Maunu

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, AA degree programs, and by co-coordinating the nation-wide equity programs Puente and Umoja. 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 TOP coded as 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.

The department chair, with input from full-time faculty members in the department (tenured and tenure-track).

Use the link to provided to help answer the staffing questions below. This form requires a login and password to access. Please use your Palomar email and password to log in.

Link: [Permanent Employees Staff Count](#)

Full-time Faculty (total number of FT faculty in your discipline)

19

Full-time Faculty (FTEF)

19

Part-time faculty (FTEF)

64

Classified and other permanent staff positions that support this discipline

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

Additional hourly staff that support this discipline and/or department

In Spring 2020 and pre-COVID, we had ten short-term hourly employees working for us in the Writing Center on the main San Marcos campus and at our off-campus sites.

PROGRAM INFORMATION

In this section you are asked to consider your programs, their learning outcomes, the annual number of completions, goals for completions and enrollment and efficiency trends.

PROGRAM LEARNING OUTCOMES

Begin this section by reviewing the Program Review reports for programs and courses in Nuventive Improve (TracDat). All active course and program learning outcomes should be systematically assessed over a 3-year cycle. First, look at program learning outcomes.

- **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?

In Spring 2020, we expanded our Program Learning Outcomes so that we now have the five listed below.

Upon completion of the AA or ADT in English, the student will be able to:

- Write clearly, precisely, and appropriately for a wide range of purposes and audiences.
- Discern and assess the interconnectedness of literature and human experience, including the ways in which writing defines, shapes, and reflects a culture's history and values.
- Demonstrate an understanding of and sensitivity to language and rhetorical context with an appreciation for historical, intellectual, and aesthetic details.
- Evaluate expository and argumentative articles and essays through application of close-reading and critical thinking techniques.
- Demonstrate the ability to analyze literary texts by using close-reading skills.

We believe that these five Program Learning Outcomes exemplify the skills that our students will develop when they receive a degree in English.

How do they align with employer and transfer expectations?

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

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

We will use a sampling of analytical essays representing a range of student ability that we discuss in our Community of Practice meetings and on our Canvas faculty site. Each spring, we also gather to evaluate and assess sample essays from our literature courses. English Department Faculty will also 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 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.

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 -- 1

ADT -- 23

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

Increased

What factors have influenced your completion trends?

We have only had an increase of one degree in the 19-20 AY, but saw a jump from 12 in 16-17 to almost doubled numbers starting in 17-18.

The biggest factors have been the continued energy in our department around our English Majors Group (our student club), 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.

Program Information Summary

Consider your program outcome assessments, completions, and enrollment/efficiency trends, as well as other internal and external factors.

How have these factors contributed to the success of your program(s)?

They have helped more of our students complete their degrees.

How have these factors presented challenges for your program(s)?

The college-wide dip in enrollments has made things challenging for our department overall.

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?

Our department came into AB 705 compliance in Fall 2019, and we hope to continue to meet the institutional standard.

What is your stretch goal for course success rates?

70.0%

How did you decide upon the goal?

We would like to meet the institutional goal this year, and are hopeful we can do so, given the many challenges that are students are facing this academic year due to COVID-19. As a department, we are continuing to refine our approaches to teaching English 100 and English 100W (English 100 +49), and hope that our rates will increase.

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?

In Fall 2019, our course success rates were the lowest at the Escondido Center (64.9%) and in our Distance Education (DE) classes (64.6%). Our overall success rate for Fall 2019 was 68.9%.

Traditionally, our department has had more attrition in our DE classes, so the above percentage for our DE classes reflects that trend. What is particularly concerning is how this will impact our students with the move to online instruction in March 2020, due to COVID-19.

Our daytime classes are stronger than our night classes by over 8%, with a 71.2% success rate for our day students and 62.7% success rate for our evening students in Fall 2019. It was surprising to see our evening class success rate dip from 65.4% in Fall 2018 to that 62.7% success rate in Fall 2019 since we moved to offering mostly hybrid instruction for our evening composition classes. We had been hopeful that the hybrid classes would lead to better success.

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

Our students who are age 50 and older do better (success 74.3%, retention 85.7%) than our younger, larger groups. They are generally more self-motivated and may have fewer demands on their time than our younger students, who often work more than one job and have family responsibilities. With our new focus on the affective domain (part of AB 705 best practices), we hope to reach more students and teach them about concepts like growth mindset to help them succeed.

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

Success rates in Fall 2019 were lowest among the following groups, but each of these percentages was up from Fall 2018:

Black or African American 63.9%

American Indian / Alaskan Native 65.0%

Hispanic 63.4%

Interestingly, the success rates for our Pacific Islander students increased dramatically, from 54.2% in Fall 2018 to 80.0% in Fall 2019.

It is hard to speculate on why the ethnicity differences exist, but we have been working hard to close the gap.

The work we have been doing in our department relating to AB705 pedagogy seems to have helped increase our numbers from Fall 2018 to Fall 2019. During the 18-19AY, we still had our English 50A class, and the extra hours of support seemed to have been good for our students who placed lower than English 100. Starting in Fall 2019, we began offering our English 100W class, which offers students an extra two units/hours of support each week.

In terms of training, we have also been offering at least three faculty Community of Practice meetings a semester to share AB705 information and pedagogical practices since Spring 2019, and will continue to do so. Our focus is on culturally responsive teaching, and we share ideas and exchange materials at our meetings. It also also been incredibly helpful to have sent two of our faculty members (Leanne Maunu and Barb Kelber) to the annual acceleration conference in Sacramento each spring since they have brought back materials to share with the department, and hopefully we will receive the financial assistance to do so again in Spring 2021, even if the conference is virtual. Additionally, we created a Faculty COP page in Canvas, where we post materials and have discussions about what is taking place in our classrooms and how we can better support our students.

Additionally, our faculty members' work with the Puente and Umoja programs is something we would like to continue since it helps provide extra support to our Latinx and Black students.

Palomar's commitment to anti-racist practices will also hopefully help us close the gap as we learn more about how we can work to overcome barriers. Our department has been actively involved in these conversations.

COURSE LEARNING OUTCOMES

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

We have been using the same assessment methods since they work well for our department and its culture.

Summarize the major findings of your course outcomes assessments.

We were unable to meet in May 2020 to do our usual literature class assessment due to COVID-19, but we do so again in Spring 2021. We have been sharing student work at our Community of Practice meetings, and will continue to do so.

This section is intentionally blank for annual PRPs. Please click "Next" to continue.

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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?

The careers that are available include positions in publishing, marketing, web design, editing, education/teaching, non-profit organizations, and law. There are no emerging careers in our area.

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. An English major is also an excellent pre-professional degree for those going into fields like law.

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

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

Work Based Learning

Applied and work-based learning (WBL) allows students to apply classroom content in professional settings while gaining real-world experience. WBL exists on a continuum that reflects the progress of experiences from awareness-building to training. Students often cycle back through the continuum many times throughout college and throughout their career. Faculty play a critical role in ensuring these experiences are embedded into curriculum and support learning.

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 of 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.

Although our House of Humanities event only took place once, we would like to organize another such event in the future, once it is safe to do so.

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

5/27/2021

RESOURCES

Congratulations! You are nearing completion. In this section, you will consider the resources you need to implement your three-year program review plan and/or address any findings from your assessment of your discipline.

The section is organized into the following four parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology and Facilities Needs

PART 4: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

PART 1: STAFFING NEEDS

Requests for faculty will follow the prioritization process currently in place in IPC, and the IPC SubCommittee. Requests for new staff positions will be prioritized at the division level and reviewed at Exec.

Are you requesting additional full-time faculty?

Yes

NOTE: If you are requesting full-time faculty, you must go back to the Labor Market section of the form to complete that section. It is required when requesting additional faculty positions.

REQUEST FOR ADDITIONAL FULL-TIME FACULTY

Faculty Request 1

Title of Full-Time Faculty position you are requesting

Assistant Professor of English

How will this faculty position help meet district (Guided Pathways, Strategic Enrollment Management etc.), department and/or discipline goals?

With the retirement of five of our full-time colleagues in May 2020 and the pending retirement of one more member in December 2020, our full-time members are currently overloaded with work. Being able to hire new colleagues would enable us to fulfill our work, without being stretched. Since we have to do part-time faculty evaluations, Student Learning Outcomes (SLO) assessment, etc., we are being spread thin.

Is there a scarcity of qualified Part-Time Faculty (for example: Specialized degree/experience, emerging/rapidly changing technology, high demand)

Yes, since we value the PhD degree so that our full-time faculty can teach a broader range of classes.

Are you requesting this position for accreditation, regulatory, legislative, health and safety requirements? Please explain.

No.

Utilizing your PRP data, please summarize the discipline productivity, efficiency, and any regional career education needs for this discipline.

Our need for more full-time faculty comes from our need to have more people to do the work that we need to do in our department.

Is your department affected by faculty on reassigned time. If so, please discuss.

Yes, we are for the 20-21 AY. Our department chair receives 80% re-assigned time, one member who is Faculty Senate President receives 80% re-assigned time, and another member is an accreditation co-chair.

Faculty Request 2

Title of Full-Time Faculty position you are requesting

Assistant Professor of English

How will this faculty position help meet district (Guided Pathways, Strategic Enrollment Management etc.), department and/or discipline goals?

With the retirement of five of our full-time colleagues in May 2020 and the pending retirement of one more member in December 2020, our full-time members are currently overloaded with work. Being able to hire new colleagues would enable us to fulfill our work, without being stretched. Since we have to do part-time faculty evaluations, Student Learning Outcomes (SLO) assessment, etc., we are being spread thin.

Is there a scarcity of qualified Part-Time Faculty (for example: Specialized degree/experience, emerging/rapidly changing technology, high demand)

Yes, since we value the PhD degree so that our full-time faculty can teach a broader range of classes.

Are you requesting this position for accreditation, regulatory, legislative, health and safety requirements? Please explain.

No.

Utilizing your PRP data, please summarize the discipline productivity, efficiency, and any regional career education needs for this discipline.

Our need for more full-time faculty comes from our need to have more people to do the work that we need to do in our department.

Is your department affected by faculty on reassigned time. If so, please discuss.

Yes, we are for the 20-21 AY. Our department chair receives 80% re-assigned time, one member who is Faculty Senate President receives 80% re-assigned time, and another member is an accreditation co-chair.

In the last ten years, what is the net change in number of Staff in the department? (loss vs. gain)

In the last ten years and through December 2020, we will have lost one staff member (who worked in the Writing Center) and nine full-time faculty members to retirement, and have added eight new full-time faculty members.

Are you requesting new Classified, CAST or AA positions?

No

PART 2: BUDGET REVIEW

Review your Budget/Expenditure reports for 2018, 2019, 2020. Consider your three-year PRP plan.

Click on the link below to access directions to the *Available Budget Report* to complete this section.

[How to Request the Available Budget Report](#)

Reflecting on your three-year PRP plan, are there any budget considerations you would like your dean/supervisor to be aware of for the upcoming year?

No

NOTE: PARTS 3 and 4 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

This year the College is implementing two new processes related to resource needs coming from the PRP process.

1. One-Time Fund Requests. The college is implementing a process for prioritizing and allocating funds for one-time needs/requests tied to Program Review and Planning. Prioritization will take place through participatory governance in planning councils and the Budget Committee. Then, a recommendation will be made to Exec for funding of request utilizing various funding sources.

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES](#).

Consider submitting one-time requests only if you have verified that you cannot fund the request using your general discretionary funds or other funds.

2. Technology and Facilities Review. From now on, ALL requests for technology will go through an institutional review process. If you request technology here, you will see a description of the process below.

PART 3: TECHNOLOGY AND FACILITIES NEEDS

Will you be requesting any technology (hardware/software) this upcoming year?

No

Do you have resource needs that require physical space or modification to physical space?

No

PART 4: OTHER ONE-TIME NEEDS

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES](#). Please check with your department chair on the availability for this cycle.

Do you have one-time requests for other items (e.g., Non-Technology Equipment, Supplies, Operating Expenses, Travel) that your budget or other funding sources will NOT cover?

No

I confirm that the Program Review is complete and ready to be submitted.

Yes

Enter your email address to receive a copy of the PRP to keep for your records.

Imaunu@palomar.edu

Review

Chair Review

Chair Comments

We are happy with our PRP and our goals for this year.

Chair Name

Leanne Maunu

Chair Sign Date

10/28/2020

Dean Review

Strengths and successes of the discipline as evidenced by the data and analysis:

The analysis is thorough and shows the commitment of the faculty.

Areas of Concern, if any:**Recommendations for improvement:**

As discussed with the Chair, I recommend continuing the discussion on the potential contribution the English Department can make to the work-based learning campus wide initiative. Given the many creative approaches its faculty has in general and the wide range of their background, students have an opportunity to benefit from multi-faceted experiences to increase their career awareness.

Dean Name

Dr. Fabienne S. Chauderlot

Dean Sign Date

11/4/2020

IPC Review**Strengths and successes of the discipline as evidenced by the data and analysis:****Areas of Concern, if any:****Recommendations for improvement:****IPC Reviewer(s)****IPC Review Date****Vice President Review****Strengths and successes of the discipline as evidenced by the data and analysis:**

well-thought through PLO; increased # of program completions; continued work addressing impact of AB 705; collaborative work with COUN with Puente and Umoja; Bravura; has Partnerships in Learning project continued? If so, great!

Areas of Concern, if any:

lack of summary with respect to major findings of program outcome assessments; would like more analysis under Program Information Summary; no connection to WBL

Recommendations for improvement:

clarify your course-level assessments; investigate possibilities for WBL within courses -- the soft skills needed for employment are key here; a better understanding of WBL and Career Continuum could provide internship and employment opportunities for English majors

Vice President Name

Shayla Sivert

Vice President Sign Date

12/29/2020