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Entry #: 4

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OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review and Planning is about evaluating and assessing programs and documenting plans for improving student success rates. Through review of and reflection on key program elements, Program Review and Planning identifies program strengths and strategies necessary to improve the academic discipline, program, and/or services to support student success.

The College also uses Program Review and Planning as the conduit to request resources (human, technology, facilities and funding) to further help improve and support programs.

BASIC PROGRAM INFORMATION

Academic Year
2021-2022

Are you completing a comprehensive or annual PRP?
Comprehensive

Division Name
Languages and Literature

Department Name
English

Department Chair Name
Leanne Maunu

Discipline Name
English (ENG)

Department Chair email
LMaunu@palomar.edu

Please list the names and positions of everyone who helped to complete this document.
The Department Chair, with input from all full-time faculty members in the department (tenured and tenure-track):

BACKMAN, JENNIFER -- Associate Professor of English
BACKMAN, RUSSELL -- Assistant Professor of English
BAGAGLIO, MELISSA HAICKEL -- Assistant Professor of English
CORY, ABBIE -- Associate Professor of English
HISHMEH, RICHARD -- Associate Professor of English
JAPTOK, MARTIN -- Professor of English
JENKINS, JERRY "RAFIKI" -- Professor of English
KEARNEY, KEVIN -- Associate Professor of English
LASATER, LISETTE -- Assistant Professor of English
LUNDELL, MICHAEL -- Associate Professor of English
MAUNU, LEANNE -- Professor of English
MEEHAN, ADAM -- Associate Professor of English
O'DOHERTY, FERGAL-- Associate Professor of English
ROLENS, CLARE -- Associate Professor of English
TRUJILLO, STACEY -- Associate Professor of English
VERSACI, ROCCO -- Professor of English
ZOLLIKER, SUSAN -- Associate Professor of English

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.

Describe how your mission statement aligns with and contributes to the College's Vision and Mission.
Our Mission Statement focuses on issues related to equity, access, and inclusion. At the core of all we do is a focus on our students and their needs.

(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 in English and AA-T in English

BASIC PROGRAM NFORMATION: FACULTY AND STAFFING RESOURCES

In this section, you will identify how many faculty and staff support your discipline's programs. This information is considered when you request permanent staff and faculty hires. It is also useful as you evaluate your program and the human resources and talent you have to support our students.

To help you answer questions in this section, you will need the two links below. An arrow will appear in the spreadsheet pointing to the data you will enter.

1) **Permanent Faculty and Staff Count**

 2) **FTEF LINK**

How many permanent or full-time faculty support your discipline (program)?
17

For this past fall semester, what was your Full-time FTEF assigned to teach classes?
14.07

For this past fall semester, what was your Part-time FTEF assigned to teach classes?
33.40

List the classified and other permanent staff positions that support this discipline.
Two positions:
--Academic Department Assistant
--Instructional Support Asst III

List additional hourly staff that support this discipline and/or department
N/A

PROGRAM INFORMATION

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

PROGRAM LEARNING OUTCOMES

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:

a. Write clearly, precisely, and appropriately for a wide range of purposes and audiences.

b. 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.

c. Demonstrate an understanding of and sensitivity to language and rhetorical context with an appreciation for historical, intellectual, and aesthetic details.

d. Evaluate expository and argumentative articles and essays through application of close-reading and critical thinking techniques.

e. 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 have when they finish our AA or AA-T degree.

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 (pre-COVID), we also gather to evaluate and assess sample essays from our literature courses. English faculty 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.
In Spring 2021, we assessed our Program Outcomes through our assessment of our SLO's. What we found, by and large, is that in our literature courses, our students demonstrate a strong ability to perform analytic close-reading of literary and cultural texts and a clear sensitivity to general historical context. A lack of specific historical knowledge, however, limits more nuanced interpretation, so we will continue to work with students on that area.

Depending on the degree or transfer goals of our students, there are three different GE pathways to choose from:

- Associate Degree GE Requirements
- CSU GE Requirements
- IGETC Requirements

Palomar College has identified a set of General Education/Institutional Learning Outcomes (GE/ILOs), 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.

Next, review your course outcomes as they relate to Palomar's GE/ILOs.

How do the courses in your discipline support GE/ILOs? In your response, please specify which GE/ILO(s) your discipline supports. You should refer to the GE/ILOs your program outcomes are mapped to in Nuventive.
Everyone one of our English courses maps to these GE/ILO's:

Communication A/Written communication: the development and expression of ideas in writing.

Critical A/Critical thinking: Apply, analyze, synthesize, and/or evaluate information as a guide to belief and action. Practice open-mindedness and the recognize one's own biases and assumptions.

Several other courses of ours (especially our composition courses) map to these GE/ILO's:

Critical B/Information literacy: Develop a research question; find, evaluate and ethically use information to satisfy a research question.

Summarize the major findings from your course outcomes assessments that are related to the GE/ILOsducation/Institutional Learning Outcomes that your discipline supports. You should refer to the GE/ILOs your course outcomes are mapped to in Nuventive.
For our Program Outcomes, our program maps to these GE/ILO's:

Communication A/Written communication: the development and expression of ideas in writing.

Critical A/Critical thinking: Apply, analyze, synthesize, and/or evaluate information as a guide to belief and action. Practice open-mindedness and the recognize one's own biases and assumptions.

Community A/Intercultural knowledge: Understand, relate and address cultural dynamics in a supportive, equitable manner, and clearly communicate socio-political cultural differences which allow for positive inclusivity.

Community B/Ethical awareness: Recognize ethical dilemmas, and consider integrity, honesty, and the welfare of others in the ethical decision-making process.

Community C/Civic knowledge and engagement: Find and use sound information and work with others to problem-solve, address current and future societal issues, and improve community life. Demonstrate civic knowledge and engagement, and recognize political and social responsibilities.

GE Foundational Knowledge of Discipline/General Education Outcome. Applies to certificate and degree programs. Apply foundational methods of inquiry and analysis of diverse disciplines.

GE Integrative Learning/GE Outcome - applies to certificate and degree programs. Synthesis and advanced accomplishment across general and specialized studies. May be demonstrated through learning communities, service learning, work-based learning, engagement through the arts, capstone projects, etc.

Our students engage in discussions that focus on these areas.

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 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.

PROGRAM COMPLETIONS

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

Please list them
English 100
English 202 or 203

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

What steps are you taking to address these completions?
Our AA degree in English has had a small number of graduates each year. We believe that this is the case since the AA-T degree is a more practical option for most of our students. We still plan to offer both degrees, but will work on reminding our students about the AA degree.

What is your program standard for program completion?
20

Why did you choose this standard?
Given the dip in enrollment that Palomar has seen since the pandemic started, it's hard to know how this will impact our number of degrees. We have been holding steady the last few years at 23 AA-T degrees, so we are hoping that we do not fall too far below that number.

What is your stretch goal for program completion?
24

How did you decide upon your stretch goal?
We have been doing our best to support, mentor, and advise our literature students/English majors, but it has been hard to develop a sense of community since our English Majors Group meetings and literature courses have all moved to an online format. With the campus-wide decrease in enrollments that we have seen, we would not feel comfortable creating a stretch goal that is any larger than 24.

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, you will reflect upon the number of completions students earned for EACH degree/certificate you offer. As required for accreditation, you are also asked to set a standard which represents the lowest acceptable number of completions and a stretch goal for increasing the number of awards.

Link to **Program: Completions**

Copy and paste five years of completion data for each of your discipline's degrees and certificates.
AA/AS 2015-16 2016-17 2017-18 2018-19 2019-20 2020-21
Associate in Arts Degree 1 4 4 0 1 0
Associate in Arts Degree for Transfer 10 8 17 23 23 23
AA/AS Total 11 12 21 23 24 23
Grand Total 11 12 21 23 24 23

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

What factors have influenced your completion trends?
Our completion trends were at 11 and 12 for the 2015-16 and 2016-17 academic years, but then they grew to 21 in 2017-18, and have stayed in the low 20's since then.

Some factors that could have influenced this stability includes our active English Majors Group, our fairly stable enrollments in our literature courses, and our detailed website.

Our accrediting body, ACCJC, and the Federal Department of Education requires that colleges establish standards and goals for student success and completion.

A program-set standard for completion represents the lowest number of program completion you deem acceptable for your program. 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.

A program stretch goal for completions is the number of completions you aspire to award for each program in your discipline.

To determine your stretch goal, consider the number of annual completions you typically award over time, then consider strategies or efforts you are making to increase completions in your program. Then identify the NUMBER you want to set as your goal.

ENROLLMENT AND EFFICIENCY TRENDS

Your courses and offerings represent the path students take to complete their goals. Palomar has a very diverse set of programs and offerings and students have many paths they can take to earn a degree, certificate, or transfer.

In addition to student success and completion, enrollment trends, resources (FTEF), and efficiency metrics like FTES/FTEF are factors reviewed by the college when considering needs for staffing and program support. Evaluating these metrics also helps the College when developing class schedules to meet the needs of students.

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).

In this section, you will examine your enrollments over time and resources (FTEF) utilized to support or generate those enrollments.

This information can be found by looking at enrollment efficiencies.

Link to Program: Enrollment Trends

Have your enrollment trends increased, decreased, or stayed the same for your discipline over the past five years? (check box)
Increased

Have your efficiency trends increased, decreased, or stayed the same for your discipline over the past five years? (Check box)
Stayed the same

Were these trends expected? Please explain.
We had a dip in Fall 2017 in both our enrollment and our fill rate, and we are not sure why that is. Overall, though, our numbers have been fairly consistent, which is good to see. As to whether or not the trends were expected, that it hard to say.

Program Information Summary

In this section you are asked to evaluate your programs by considering their program learning outcome assessments, the annual number of completions, goals for completions, enrollment and efficiency trends and any other internal or external factors that had an impact on your program.

What factors have contributed to the success of your program(s)? Describe how they have contributed.
in Fall 2019, we came into compliance with AB 705, and we have worked hard as a department to ensure that our students' needs are met and that we have ongoing conversations about our pedagogy and about how to close the equity gaps we have seen in our data.

We also continue to have an active English Majors Group for our students, where we mentor our English majors; this has helped us maintain stable levels in the number of AA and AA-T degrees we offer.

What factors have presented challenges for your program(s)? Describe the impact of these challenges.
As with all other departments, we feel as if we are in a moment of flux as we deal with an enrollment crisis that has been exacerbated by the pandemic.

The move to AB 705 compliance in Fall 2019 has also impacted our department, as we have wrestled with figuring out how many sections of our co-requisite class (English 100W -- Eng 100 + 49) we should offer each semester.

On a larger scale, the value of a degree in the Humanities has been diminished over the years by society as a whole, so ensuring that our English majors understand the value of an English degree is something that we must contend with for our AA and AA-T degree numbers.

COURSE INFORMATION

In this section, you will review how students perform in the courses you offer as part of your program. The Chancellor's Office Vision for Success stresses the importance of reducing equity gaps through faster improvements of underrepresented groups.

Data are provided to help you examine differences in course success rates (C or better) across student demographic categories (e.g., gender) and course type (e.g., face-to-face, online).

After you complete your review of course success data, you are asked about the assessment of student learning outcomes at the course level, progress you have made in these assessments, and changes you have implemented as a result/

COURSE SUCCESS AND RETENTION

ACCJC also requires that colleges establish institutional and program level standards and stretch goals for course success rates.

Program-set standards for course success rates represent the lowest success rate deemed acceptable by your discipline. 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. The College's institution-set standard for course success rates is 70%

Program-set stretch goals for course success rates represent the success rates you aspire your students to achieve.

Link to Course Information

The data includes overall success (% C or better) and retention rates (% No Ws) . The data tables include course 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/)

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.

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

Was this expected? Please explain.
We have roughly stayed the same, except for a dip in our success rate from 68.5% in Fall 2019 to 64.1% in Fall 2020. We had been staying between 69.4% to 68.5% in the five years prior to Fall 2020, but we believe that the dip we saw in Fall 2020 was due to the pandemic.

Here are our numbers:

Fall 2015 Fall 2016 Fall 2017 Fall 2018 Fall 2019 Fall 2020
Enrolled 4,870 4,811 4,617 4,644 4,977 4,661
Success Rate 69.4% 70.6% 69.1% 69.3% 68.5% 64.1%

What is your stretch goal for course success rates?
70.0%

How did you decide upon the goal?
We are using Palomar's course success rate of 70%, which seems like a stretch, given our recent numbers.

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 continuing to face 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.

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

Was this expected? Please explain.
As with our course success rates, our retention rates decreased in Fall 2020 -- likely due to the pandemic. So, yes, this was to be expected.

Here are our numbers:

Fall 2015 Fall 2016 Fall 2017 Fall 2018 Fall 2019 Fall 2020
Enrolled 4,870 4,811 4,617 4,644 4,977 4,661
Retention Rate 91.3% 91.8% 89.5% 91.4% 91.4% 84.7%

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

Age   Ethnicity

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 *usually* do better than our younger, larger groups, but Fall 2020's numbers saw a reversal of that, with dips of over 20% in both success and retention rates. It could be that this demographic is not as comfortable with online learning as younger demographics. We would need more information about why this dip happened in order to address it.

Ethnicity: Why do you think ethnicity differences exist? What do you need to help close the gap?
Success rates in Fall 2020 were lowest among the following groups:

Black or African American 62.7%
American Indian / Alaskan Native 50.0%
Hispanic 58.1%
Pacific Islander 46.7%

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

The work we have been doing in our department relating to AB705 pedagogy helped increase our numbers from Fall
2018 to Fall 2019, but Fall 2020 saw them dip again.

During the 18-19 AY, 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 instruction 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 pre-Covid 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 2022, 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.

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

Please share any best practice methods you use for online courses.
All of our faculty have completed Palomar's POET training. Additionally, we offer three Community of Practice (COP)
meetings a semester, where we share best practices with one another. These include how to engage students in
synchronous and asynchronous courses by using things like Google Slides, Padlet, Google JamBoards, Quizzlet, etc.

COURSE STUDENT LEARNING OUTCOMES (SLOs)

Reflecting on the major findings you summarized, what are some questions you still have about student learning in your courses that you have not yet been able to address with your outcomes assessments?
How can we best incorporate grammar instruction into our composition courses?
How can we help students better understand the differences between primary and secondary texts?
In our literature courses, how can we encourage students to integrate historical information into their essays?

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?
Continue to offer library instruction. Continue to focus on research and incorporating source material into research essays.

Summarize the major findings of your course level student learning outcomes assessments.
In our English 100 composition course, students are more adept at examining visual media than they are at analyzing written arguments. Students can struggle with quoting and grammatically incorporating source material, though they excel at determining scholarly vs. non-scholarly material. Students can struggle with run-ons and fragments in sentence construction.

In both Eng 100 and Eng 100W, students struggle with the research process, and with in-text citation of primary and secondary, as well as MLA formatting of citations. They also struggle with paragraph organization and analysis, which speaks to the "well-developed analytical essay" SLO. In Eng 100W in particular we have had students with sentence-level issues.

Most students who complete the class—in the online environment, fewer have—do demonstrate a competent understanding of the essay format and can produce standard essays.

Most students can compose organized, analytic essays in direct response to a written text. Many students have difficulty with sentence structure and accurate word usage to the extent that meaning is impaired. Incorporating ideas from sources is generally successful, but language integration presents more difficulty.

In our 200-level composition courses, most students demonstrate the ability to write analytical essays that exhibit comprehension of secondary texts and that use textual evidence to support an interpretation of a primary text. On the other hand, a significant minority have a hard time grasping the arguments in secondary texts or using evidence from a primary text to support their interpretation of that text. For this group of students, there tends to be confusion about the difference between primary and secondary texts, and there also seems to be issues surrounding vocabulary. While students demonstrate a strong ability to analyze major themes in primary literary texts, they struggle with close reading skills and moving beyond generalizations; they tend to move on too quickly from their analysis. They also struggle with general organization of their essays, especially transitions.

In our literature courses, as in years past, students who were English majors have a better grasp of close-reading than do non-majors. That being said, students need continued work on close-reading and on developing those skills. Students bring historical information into their essays, but need to continue to work on doing so.

Excluding courses that haven't been offered in the last three years, confirm that all of your courses have been assessed in the last three years.
Yes

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.

What is your departmental strategy on how you schedule your courses, including the time of day you offer courses? Do you use 4-week, 8-week, or block scheduling (putting required classes near each other) to organize required classes to meet the needs of disproportionately impacted students? Please explain.
We have always tried to offer a wide variety of courses that meet during the day, in the evenings, and at the centers to accommodate students' schedules as much as possible.

Because, as a department, we believe that proper instruction in essay-writing needs practice sustained over a long period of time, we do not offer four-week classes, but we do offer fast-track classes at Camp Pendleton for that student population.

We also ensure that our literature survey courses meet back-to-back-to-back, and not at the same times.

How do you work with other departments that require your course(s) for program completion?
We meet with other departments as needed.

Does your discipline offer cross-listed courses?
No

Are there curriculum concerns that need to be resolved in your department? What are they?
None that we can think of. Last year, we worked to remove a mistake that had been made that listed English 100 as a pre-requisite for our literature classes.

Are there courses that should be added or removed from your program - please explain?
This semester (Fall 2021), we de-activated several literature courses that have not been taught in many years. They were also removed from our AA and AA-T degrees.

How is the potential need for program/course deactivation addressed by the department?
We discuss the classes as a department, and look at whether or not the class has "made" the last time it was taught and when it was last offered.

Are there areas you would like to expand?
None that we can think of.

Describe any data and/or information that you have considered as part of the evaluation of your program.
We have looked at class cancellations and also at data that Institutional Research and Planning (IRP) has shared with our department about how AB 705 is impacting our classes.

To answer the next two questions, you will need to review your program maps and program information in the 2021-2022 Catalog.

Is the content in the program mapper accurate?
Yes

Is the content in the catalog accurate?
Yes

Has your department or discipline started having discussions about embedding diversity related issues or content in your curriculum?
Yes

If yes, describe your efforts. If no, what type of training or help do you need to do this work?
We have been focusing some of our Community of Practice meetings on culturally responsive teaching. Additionally, many of our department members have been participating in campus-wide book clubs that address antiracism. This semester (Fall 2021), we will also be discussing whether or not we should create a DEI Addendum for our English 100 class that would go into the Course Outline of Record (COR).

CAREER AND LABOR MARKET DATA

Do you want more information about or need assistance integrating work-based learning into your program?
No

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? 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-word 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

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.

If you require any additional resources beyond your exiting budget, please be sure to request those resources in the next section titled "Resources".

Goals

Goal 1

Brief Description
Focus on supporting the faculty and students in our English 100 + 49 classes by providing ongoing professional development. (AB 705-related goal)

Is this a new or existing goal?
New

How will you complete this goal?
We will continue to offer at least three Community of Practice meetings a semester so we can discuss data, review best practices, and share teaching stratgies.

Outcome(s) expected (qualitative/quantitative)
We expect to see our enrollment and success rates increase in our English 100 + 49 classes.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
Supporting our students is the foundation of what we do as a department.

Expected Goal Completion Date
5/20/2025

Goal 2

Brief Description
We want to maintain a focus on diversity in our hiring.

Is this a new or existing goal?
New

How will you complete this goal?
We will be sure to follow the Palomar faculty Senate's guidelines for diversity in hiring practices, and will ensure that we keep an eye on diversity as we move through the hiring process.

Outcome(s) expected (qualitative/quantitative)
Our hiring processes the next few cycles will ensure that we solicit applications from a diverse population pool.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
As a department, diversity is one of our core values.

Expected Goal Completion Date
5/25/2023

Goal 3

Brief Description
Restore our enrollment numbers to pre-pandemic levels.

Is this a new or existing goal?
New

How will you complete this goal?
All of our faculty members have been working extremely hard during the pandemic to ensure that our students are supported in their work. That being said, the College and our department have seen a dip in our enrollment numbers. We will continue to look at data as we receive it so we can grow our course offerings and do what we can to support our students in their English classes.

Outcome(s) expected (qualitative/quantitative)
We hope that we can increase our FTEF.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
We want to offer a viable program and ensure that students have classes to enroll in and that faculty have classes to teach.

Expected Goal Completion Date
5/23/2024

Goal 4

Brief Description
Expand our literature course offerings.

Is this a new or existing goal?
New

How will you complete this goal?
Due to declining enrollment numbers, we no longer offer as many literature classes as we once did. We hope to increase this number by promoting our literature classes more actively and by continuing to link them with English 100 classes in our own version of learning communities.

Outcome(s) expected (qualitative/quantitative)
We would like to offer two or three elective literature courses a semester.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
We not only teach composition, but we also teach literature -- and literature courses are an integral part of our program.

Expected Goal Completion Date
5/23/2024

Goal 5

Brief Description
Have at least one part-time faculty office maintained in the former Writing Center or on the third floor of the H building.

Is this a new or existing goal?
New

How will you complete this goal?
We had seven retirements last year, and would like to maintain two of those offices as part-time faculty member offices. We used to have two PT offices on our floor, but they and the office in the Writing Center that was the Director's were taken away. Fortunately, we were allowed to retain the office in the WC as an office for PT faculty, but, now that we have the space on the third floor and since we are being made to close our Writing Center at the behest of administration (as part of the tutoring co-location plan), we would like to have two offices on the third floor.

Outcome(s) expected (qualitative/quantitative)
Having dedicated office and work space for our part-time colleagues is crucial so that they feel like they are a part of the department.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
It helps create a sense of community and collegiality.

Expected Goal Completion Date
3/24/2022

Goal 6

Brief Description
Explore the idea of including a lab component as part of our English 49 class. (AB 705-related goal)

Is this a new or existing goal?
New

How will you complete this goal?
We are going to explore the idea of offering a lab component as part of our English 49 class. We want to see what other colleges have done as part of their AB 705 changes.

Outcome(s) expected (qualitative/quantitative)
We hope that this would increase student engagement and retention.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
This aligns with our focus on helping our students.

Expected Goal Completion Date
12/15/2022

Goal 7

Brief Description
Work on offering an "enhanced" model for our English 100 + 49 co-requisite classes. (AB 705-related goal)

Is this a new or existing goal?
New

How will you complete this goal?
We have a meeting set up on 9/28/21 with Articulation Officer Ben Mudgett to learn more about how to move our two separate English 100 and English 49 classes into one class, using what is called an "enhanced" model in the AB 705 pedagogy. It will take a few years of curriculum work to make this happen, but we believe it will benefit our students.

Outcome(s) expected (qualitative/quantitative)
Students are confused about the enrollment process in our English 100 + English 49 classes, so we hope that this will make things easier for students. Rather than have to enroll in two separate classes, students will enroll in one six-unit class. We did something similar with our English 50A class in one of our transitional years to being in AB 705 compliance, and believe that this will streamline things for our students.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
This will make the enrollment process easier for students.

Expected Goal Completion Date
5/23/2023

Goal 8

Brief Description
Continue to keep writing tutoring under the purview of faculty oversight/instruction.

Is this a new or existing goal?
New

How will you complete this goal?
At the behest of the College administration, we are being made to close our Writing Center and co-locate with other tutoring centers on campus. Although we no longer have a Writing Center per se, we believe that it is important to retain the role of a Writing Center Director so that that English faculty member can retain the strong ties between tutoring and instruction.

Outcome(s) expected (qualitative/quantitative)
We want to keep our Writing Center Director in place with the 60% release time that has come with that position, and will advocate for the importance of doing so.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
The connection between tutoring and instruction is a strong one, and it is important that we have a Director in place so that this person can train, coach, and work with tutors. Given all the changes that are taking place due to Guided Pathways and AB 705, we need instructional faculty in place.

Expected Goal Completion Date
5/25/2023

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 Plan, Strategic Enrollment Management etc.), department and/or discipline goals? Please be sure to tie this back to your PRP goals and three year plan.
With the retirement of seven out of twenty-four our full-time colleagues between May 2020 and May 2021, our discipline lost 29% of our full-time faculty members within a one-year period -- essentially a third of the faculty in our discipline.

Although we have been approved to hire two new full-time faculty members to start in Fall 2022, even that increase in two full-time faculty members is only about a 12% increase; we will still be down around 19% since we will still be down five faculty members from where we were at.

When we had twenty-four faculty members and sixty-eight part-time faculty members, we had a ratio of full-time faculty to part-time faculty of 1: 2.7. That ratio is now 1:4. When two new faculty members start in Fall 2022, we will still only be at 1:3.6.

Our full-time members are currently overloaded with work. Having more full-time faculty members means that we can share the work more equitably, without being stretched thin since we have to do part-time faculty evaluations, update Student Learning Outcomes (SLO) assessment, serve on tenure committees, and do other College-related work.

Is there a scarcity of qualified Part-Time Faculty (for example: Specialized degree/experience, emerging/rapidly changing technology, high demand)?
There is not necessarily a scarcity, but we need full-time faculty to do the work that needs to be done (serving on campus committees, serving on tenure committees, making decisions about curriculum, etc.).

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 21-22 AY. Our department chair receives 80% re-assigned time, one member who is Faculty Senate President receives 80% re-assigned time, our Writing Center Director receives 60% release time, and another member is an accreditation tri-chair at 40%.

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 Plan, Strategic Enrollment Management etc.), department and/or discipline goals? Please be sure to tie this back to your PRP goals and three year plan.
With the retirement of seven out of twenty-four our full-time colleagues between May 2020 and May 2021, our discipline lost 29% of our full-time faculty members within a one-year period -- essentially a third of the faculty in our discipline.

Although we have been approved to hire two new full-time faculty members to start in Fall 2022, even that increase in two full-time faculty members is only about a 12% increase; we will still be down around 19% since we will still be down five faculty members from where we were at.

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Is there a scarcity of qualified Part-Time Faculty (for example: Specialized degree/experience, emerging/rapidly changing technology, high demand)?
There is not necessarily a scarcity, but we need full-time faculty to do the work that needs to be done (serving on campus committees, serving on tenure committees, making decisions about curriculum, etc.).

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 21-22 AY. Our department chair receives 80% re-assigned time, one member who is Faculty Senate President receives 80% re-assigned time, our Writing Center Director receives 60% release time, and another member is an accreditation tri-chair at 40%.

Are you requesting new Classified, CAST or AA positions?
No

PART 2: BUDGET REVIEW

Review your Budget/Expenditure reports for fiscal year 2019, 2020, 2021. 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, 4 and 5 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

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

Part 4: Facilities Requests

Do you have resource needs that require physical space or modification to physical space?
No

PART 5: 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 all full-time faculty in this discipline have reviewed the PRP. The form is complete and ready to be submitted.
Yes

Enter your email address to receive a copy of the PRP to keep for your records.
lmaunu@palomar.edu