



# 2022-23 Instructional Program Review and Planning

## 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**

2022-23

**Are you completing a comprehensive or annual PRP?**

Annual

**Division Name**

Languages and Literature

**Department Name**

English, Humanities, and Reading

*Choose your department. If you don't see it, you may add it by typing it in the box.*

**Discipline Name**

English (ENG)

*Choose your discipline. If you don't see it, you may add it by typing it in the box.*

**Department Chair Name**

Leanne Maunu

**Department Chair email**

lmaunu@palomar.edu

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

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  
MARTINEZ, MELISSA -- Assistant Professor of English  
MAUNU, LEANNE -- Professor of English  
MEEHAN, ADAM -- Associate Professor of English  
ROLENS, CLARE -- Associate Professor of English  
SHEN, AMY -- Assistant 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://www.palomar.edu/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 ☐ No

**Are any of your programs TOP coded as vocational (CTE/CE)?**

☐ Yes ☐ No

**List all degrees and certificates offered within this discipline.**

AA in English and AA-T in English

AA, AS, ADT, *Certificates, etc.*

**BASIC PROGRAM INFORMATION: 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 links shown in red.

**Enter the number of permanent or full-time faculty support your discipline (program)?**

18

*Enter a number.*

Link: [Permanent Faculty and Staff Count](#)

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

12.60

Link: [FTEF Data](#)

**For this past fall semester, what was your Part-time FTEF assigned to teach classes? (Part-time FTEF = PT hourly and overload.)**

31.00

Link: [FTEF Data](#)

**List the classified and other permanent staff positions that support this discipline. If possible, include number of months and percentage workload.**

Two positions:

--Academic Department Assistant

--Instructional Support Asst III

Link: [Permanent Faculty and Staff Count](#)

**List additional hourly staff that support this discipline and/or department. Include weekly hours.**

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

Begin this section by reviewing the Program Review reports for programs and courses in [Nuventive Improve](#). 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? Please explain.**

As mentioned in last fall's English PRP, 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.

#### **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.**

In Fall of 2023, we will assess our Program Learning Outcomes. In the past, we have done so by meeting every spring to evaluate and discuss a sampling of student essays written in their literature classes.

#### **Summarize the major findings of your program outcomes assessments.**

We haven't assessed them yet.

## **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, 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: [Program Completions](#)

**Access the link above titled "Program Completions" and 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		1				
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?**

☐ Increased ☒ Stayed the same ☐ Decreased

*Choose one*

**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. The last three years, we have been at 23 students with our AA-T degree.

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, which we always keep up to date with our course offerings and program information.

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.

## 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.**

A mentioned last year, 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.

A couple of our other courses are also part of AA degree programs in other disciplines. For example, our English 280/Women and Literature class is also now a required class for the Gender and Women's Studies degree, and we will offer it every other even fall semester, starting in Fall 22. Our Eng 150/Intro to Linguistics class has also been re-articulated with CSU San Marcos, and we will begin offering it again in Spring 23 and, from then on, each fall semester.

**What factors have presented challenges for your program(s)? Describe the impact of these challenges.**

Also as mentioned last year and along 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 pairing (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 goals focus on eliminating equity gaps and increasing timely completions. Examining, reflecting upon, and developing strategies to improve course success rates is one way to help the college meet its Vision for Success Goals and support our students in reaching theirs.

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.

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%

*The College's institutional standard for course success rate is 70%. To access college success rates. Click on the link below.*

Link: [Course Success Rate Information](#)

UPDATE 9/26/2022: The Course data links are under construction and will be operational shortly. This note will be removed when then link becomes functional again. Apologies for the inconvenience.

#### **Why did you choose this standard?**

We chose this standard since it is aligned with the College's standard.

#### **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, which have decreased from 69.1% in Fall 2017 to 64.8% in Spring 2022. Our Retention Rates are higher (87.4% average in the spring and 89.1% in the fall), so our students are staying in our classes -- but too many are not passing them.

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 still due to COVID-19. As a department, we are continuing to refine our approaches to teaching English 100 and English 49/100, and will continue to provide ongoing professional development to our English faculty. We believe that we are also seeing the impact of AB 705, where all students are now starting in our English 100 class.

We are also continuing to participate in the Puente and Umoja programs, and hope to get back to offering classes at the Vista Detention Facility (VDF) once Covid allows us to. Additionally, in Fall 2022, we offered a section of Eng 49/100 for our Transition/Rising Scholars program, which is for formerly incarcerated students. We hope that our continued participation in these programs will help our students be successful in our courses.

## COURSE STUDENT LEARNING OUTCOMES (SLOs)

**Summarize the major findings of your course level student learning outcomes assessments.**

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We assessed our courses last academic year, so this will be similar to what we reported in our Fall 2021 PRP.

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. As with last year, students continue to struggle with comma splices, run-ons, and fragments in sentence construction.

In both Eng 100 and Eng 49/100, 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 49/100 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.

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Course level SLOs can be accessed through [Nuventive Improve](#)

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

☒ Yes ☐ No

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



## 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 O\*net Link below) 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.

Link: <https://www.onetonline.org/>

**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?**

☐ Yes ☒ No

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

☐ Yes ☒ No

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

Our Bravura students and faculty 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. During the 21-22 academic year, we also participated in events like Tarde de Familia and the Queer Pride event, and we will continue to do so. We also received a Palomar Foundation grant this past summer, part of which was to purchase a tablecloth for outreach events that has our department name and website on it.

*For example: regular meetings with community partners, connections with local High Schools, dual enrollment, Universities, business partnerships, Palomar events (i.e. Tarde de Familia, House of Humanities), and/or community groups (i.e. chamber, associations, non-profits).*

## PROGRAM GOALS

### Progress on Prior PRP Goals

In the most recent PRP cycle, you identified a set of goals. Provide an update to your most recent PRP goals.

[Click here for previous PRPs with goal information.](#)

### Prior PRP 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)

##### Goal Status

☐ Completed ☒ Ongoing ☐ No longer a goal

**Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.**

Last year, we received a grant from Guided Pathways to pay faculty to attend our COP meetings, which we hold three times a semester. Faculty were paid \$50/meeting to attend and \$100/meeting to facilitate.

On 9/9/22, we also brought back our formerly-annual Professional Development Day. We received a grant from the Palomar Foundation to help cover the cost of food, and at that event we talked about our pedagogy and curriculum in English 49/100, English 100, English 202, and English 203.

Additionally, starting in Fall 2022, we were given 20% release time for the new position of AB 705 English Coordinator. Jen Backman will be serving in this role, and will be working on all of our AB 705-related matters, including creating our Community of Practice meeting schedule, working on reports, etc. Although we applied for a three-year position, we were just given a one-year position, and would like to see the College support this ongoing work by extending the position's term.

#### Goal 2

**Brief Description**

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

**Goal Status**

☐ Completed ☒ Ongoing ☐ No longer a goal

**Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.**

We will be sure to continue 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.

**Goal 3****Brief Description**

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

**Goal Status**

☐ Completed ☒ Ongoing ☐ No longer a goal

**Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.**

As mentioned in a prior section, we are working on developing a new class called English 100E/English Composition Enhanced that will support our students impacted by AB 705. We will launch it in META in time for the October 3, 2022, curriculum deadline.

**Goal 4****Brief Description**

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

**Goal Status**

☐ Completed ☒ Ongoing ☐ No longer a goal

**Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.**

At the behest of the College administration, we were made to close our Writing Center and co-locate with other tutoring centers on campus. 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.

We would like to retain the use of our former Writing Center space in the H building so we can potentially use that space to hold required Writing Center/lab time in all of our composition classes. Many colleges have such a model in place, including Riverside Community College, Ohlone College, Norco College, and Chaffey College.

Since we no longer have a Writing Center/tutoring budget, last year we applied for a HEERF grant for embedded tutoring in our English 49/100 and English 100 classes, and were awarded \$29,760 to use for embedded tutoring. This is wonderful news for our department since embedded tutoring is a best practice in areas impacted by AB 705.

## Goal 5

### Brief Description

Restore our enrollment numbers to pre-pandemic levels.

### Goal Status

☐ Completed ☒ Ongoing ☐ No longer a goal

### Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

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.

## Goal 6

### Brief Description

Expand our literature course offerings.

### Goal Status

☐ Completed ☒ Ongoing ☐ No longer a goal

### Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

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.

## Goal 7

### 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.

### Goal Status

☐ Completed ☐ Ongoing ☒ No longer a goal

**Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.**

We were able to allocate two offices on the third floor of the H building as part-time faculty offices. They are outfitted with a PC computer, a headset, and a camera so that instructors can use them for Zoom meetings, as well as for other work.

## Goal 8

### Brief Description

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

### Goal Status

☐ Completed ☒ Ongoing ☐ No longer a goal

**Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.**

We are continuing to explore this option. As mentioned under Goal 4, we would like to retain the use of our former Writing Center space in the H building so we can potentially use that space to hold required Writing Center/lab time in all of our composition classes. Many colleges have such a model in place, including Riverside Community College, Ohlone College, Norco College, and Chaffey College.

**The Strategic Plan 2022 includes the College's Vision for Success (VfS) outcomes. Review the VfS goals and reflect on how your unit supports these outcomes. Identify one strategy your unit will implement to help the college meet these outcomes.**

We work hard to ensure that we focus on all key pillars of the VfS plan, especially Completion, Transfer, and Equity. For the VfS Goal 3 of Unit Accumulation, our new English 100E class will help decrease unit creep for our students since the new co-requisite class will move from 6 units to 4.5 units.

[Click here to access the Strategic Plan 2022.](#)

**Describe any changes to your goals or three-year plan as a result of this annual update.**

None. They are mostly ongoing.

## 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 five parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology Needs

PART 4: Facilities Needs

PART 5: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

Reflect upon the three year plan you created above, your current operations, and any upcoming factors (retirements, changes in legislation, and changes in policies or procedures) that will impact your unit. How will you allocate resources to implement your plan? Describe additional resources needed to improve the effectiveness of your unit/program. All resource requests must be aligned with the College's [Strategic Plan 2022](#).

Summarize any reallocation/re-organization of resources you are making based upon your three-year plan, your current operations, and any other factors (e.g., legislation). Describe the impact of the reallocation of resources to your unit.

**NOTE: All requests listed in the PRP will be reviewed by deans and supervisors, then forwarded to the appropriate review group for prioritization. A resource requests approved to move forward in the review process does NOT guarantee a position or funding.**

## PART 1: STAFFING NEEDS

Requests for faculty will follow the prioritization process currently in place in the Faculty Position Prioritization committee, which reports to the Education, Equity, and Student Success Council. Requests for new staff positions will be prioritized at the division level and reviewed at Exec.

**Are you requestiong additional full-time faculty?**

☒ Yes ☐ No

## 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 English faculty members within a one-year period -- essentially a third of the faculty in our discipline. In May 2022, an eighth full-time faculty member retired.

Although we were able to hire two new tenure-track positions that started this fall (Fall 2022), we will still be down around 25% (since we are still down six faculty members) from where we were two-and-a-half years ago.

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 (with 18 FT faculty members and 56 PT faculty) is now 1: 3.1.

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, create and update curriculum, 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.

*Refer to data and other analysis earlier in this document.*

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

Yes, we are for the 22-23 AY. Our department chair receives 80% re-assigned time, our Writing Center Director receives 60% release time, our AB 705 English Coordinator receives 20% 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.**

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Although we were able to hire two new tenure-track positions that started this fall (Fall 2022), we will still be down around 25% (since we are still down six faculty members) from where we were two-and-a-half years ago.

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 (with 18 FT faculty members and 56 PT faculty) is now 1: 3.1.

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, create and update curriculum, 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.

*Refer to data and other analysis earlier in this document.*

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

Yes, we are for the 22-23 AY. Our department chair receives 80% re-assigned time, our Writing Center Director receives 60% release time, our AB 705 English Coordinator receives 20% release time, and another member is an accreditation tri-chair at 40%.

## **Faculty Request 3**

**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 of our full-time colleagues between May 2020 and May 2021, our discipline lost 29% of our full-time English faculty members within a one-year period -- essentially a third of the faculty in our discipline. In May 2022, an eighth full-time faculty member retired.

Although we were able to hire two new tenure-track positions that started this fall (Fall 2022), we will still be down around 25% (since we are still down six faculty members) from where we were two-and-a-half years ago.

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 (with 18 FT faculty members and 56 PT faculty) is now 1: 3.1.

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, create and update curriculum, 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.**

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**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.

*Refer to data and other analysis earlier in this document.*

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

Yes, we are for the 22-23 AY. Our department chair receives 80% re-assigned time, our Writing Center Director receives 60% release time, our AB 705 English Coordinator receives 20% release time, and another member is an accreditation tri-chair at 40%.

**Are you requesting AA, CAST for Classified Staff?**

☐ Yes ☒ 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?**

☒ Yes ☐ No

**What budget considerations would you like your dean/supervisor to be aware of or to consider? Please be as specific as possible. For example, if you need an increase in the 40000 account and a decrease in the 23000 account, describe what increase your department needs, how much, and a description of why the department needs the adjustment.**

We would like to have our budget increased by \$450 so we can pay for the two shredding bins on our floor to be serviced on a regular basis.

## **PARTS 3, 4 and 5 – TECHNOLOGY, FACILITIES AND OTHER NEEDS**

1. One-Time Fund Requests. Through the PRP process the college implements an approach for prioritizing and allocating one-time needs/requests. Prioritization takes place through the appropriate groups, leadership, and the Budget Committee. The executive team and Resource Allocation Committee consider various sources for funding PRP requests. Resource requests also inform the larger planning process like Scheduled Maintenance Plans, Staffing Plans, and institutional strategic planning.

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

If you are a CTE program and think you may qualify for CTE funds for your PRP request(s), you are **STRONGLY** encouraged to answer the call for Perkins/Strong Workforce grant applications in February. Contact the Dean of CTEE for additional information.

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. Requests for technology and facilities are assessed by the Deans and then, if appropriate forwarded to the proper institutional group (e.g., technology review committee, or facilities) for review and feedback.

## **PART 3: TECHNOLOGY NEEDS**

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

☒ Yes ☐ No

## Technology Request

### Technology Request 1

What are you requesting?

Two new classroom sets of laptops -- 26 x 2

Is this a request to replace technology or is it a request for new technology?

Replacement of Technology

Who is the current user of the requested replacement technology?

All English faculty teaching our Eng 49/100 co-requisite classes.

Provide a detailed description of the the request. Include in your response:

a. Description of the need? (e.g., SLO/SAO Assessment, PRP data analysis)

Our two laptop carts have older computers that were not able to be updated this past summer because they are so old. We use these laptops for just-in-time teaching in our Eng 49/100 classes.

b. Who will be impacted by its implementation? (e.g., individual, groups, members of department)

Students who take Eng 49/100 and the faculty who teach those classes.

c. What are the expected outcomes or impacts of implementation?

we use the laptops to do in-class writing activities, and have found that they help with our just-in-time approach to teaching these classes.

d. Timeline of implementation

As soon as possible

What is the anticipated cost for this request? If any, list ongoing costs for the technology (licences, support, maintenance, etc.).

Cost of laptops x 52

Do you already have a budget for this request?

No

What PRP plan goal/objective does this request align with?

This falls under Goal 1, except that it focuses more on student success than faculty professional development.

What Strategic Plan 2022 Goal/Objective does this request align with?

☐ 1:1

☐ 1:2

☒ 1:3

☐ 1:4

- |                              |                              |                              |   |
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| <input type="checkbox"/> 2:4 | <input type="checkbox"/> 3:1 | <input type="checkbox"/> 3:2 | <input type="checkbox"/> 3:3            |
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| <input type="checkbox"/> 4:3 | <input type="checkbox"/> 5:1 | <input type="checkbox"/> 5:2 |   |

Refer to the Palomar College [STRATEGIC PLAN 2022](#)

If you have multiple requests for technology and had to prioritize, what number would you give this? (1 = Highest)

1

What impacts will this request have on the facilities/institution (e.g., water/electrical/ADA compliance, changes to a facility)?

None

Will you accept partial funding?

☒ Yes ☐ No

## PART 4: FACILITIES REQUESTS

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

☒ Yes ☐ No

*Please include only those facilities requests that could be accomplished within a one-year time frame and/or under a \$75,000 estimated amount. Other facilities needs, such as buildings or remodels, should come through the long-range facilities planning process.*

### Facilities Requests

#### Facility Request 1

What are you requesting?

Use of our Writing Center space( H-102) so that we can offer support to students in our composition classes.

Provide a detailed description of the the request. Include in your response:

**a. Description of the need? (e.g., SLO/SAO Assessment, PRP data analysis)**

We are in the process of changing the curriculum in our composition classes so that students have to do a set number of hours working with a tutor or a faculty member in the Writing Center. We would like to have our space back so we can integrate this important curricular work.

**b. Who will be impacted by its implementation? (e.g., individual, groups, members of department)**

Students who take our English 49/100, 100, 202, and 203 classes.

**c. What are the expected outcomes or impacts of implementation?**

We hope it will improve our students' writing.

**d. Timeline of implementation**

ASAP.

**What is the anticipated cost for this request? If any, list ongoing costs for the request (additional equipment, support, maintenance, etc.).**

We are hoping that our ISA in English can continue to work in the Writing Center, and that our Reading ISA can possibly work there, too.

**Do you already have a budget for this request?**

No

**What PRP plan goal/objective does this request align with?**

Goals 1, 3, and 8

**What Strategic Plan 2022 Goal/Objective does this request align with?**

- |                              |                              |   |   |
|------------------------------|------------------------------|---|---|
| <input type="checkbox"/> 1:1 | <input type="checkbox"/> 1:2 | <input checked="" type="checkbox"/> 1:3 | <input type="checkbox"/> 1:4            |
| <input type="checkbox"/> 1:5 | <input type="checkbox"/> 2:1 | <input type="checkbox"/> 2:2            | <input checked="" type="checkbox"/> 2:3 |
| <input type="checkbox"/> 2:4 | <input type="checkbox"/> 3:1 | <input type="checkbox"/> 3:2            | <input type="checkbox"/> 3:3            |
| <input type="checkbox"/> 3:4 | <input type="checkbox"/> 3:5 | <input type="checkbox"/> 4:1            | <input type="checkbox"/> 4:2            |
| <input type="checkbox"/> 4:3 | <input type="checkbox"/> 5:1 | <input type="checkbox"/> 5:2            |   |

Refer to the Palomar College [STRATEGIC PLAN 2022](#)

**If you have multiple requests for facilities and had to prioritize, what number would you give this? (1 = Highest)**

**What impacts will this request have on the facilities/institution (e.g., water/electrical/ADA compliance, changes to a facility)?**

None

**Will you accept partial funding?**

☐ Yes ☒ 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?**

☐ Yes ☒ No

☒ **I confirm that all full-time faculty in this discipline have reviewed the PRP. The form is complete and ready to be submitted.**

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

Imaunu@palomar.edu