

Program Review – Annual Program/Discipline Update

Administrative Response and Follow Up

2020-2021

Program/Discipline: English

SAC Chair(s): Bill Bogart and Megan Savage

SAC Administrative Liaison: Julie Kopet

Other Division Dean(s): Laura Sanders, Chris Rose and Cheryl Scott

Department Chair(s): Ivan Kidoguchi , Blake Hausman , Melissa Manolas ,
Alison Apotheker and Porter Raper

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First and foremost we deans for English would like to acknowledge the time and effort that went into preparing this Annual Discipline Update (ADU) for PCC. This year is still a pilot year, and the process is not entirely clear to anyone, and you did a great job navigating through it on your own. Your thorough approach to the data in particular has uncovered many potential improvements to the process, which I would like to highlight upfront before addressing your actual analysis and reflection in the sections below.

1. Strengths and successes of the program as evidenced by the data, analysis and reflection:

Your thorough review of the data brought out a few important points about the data that you were provided.

- The data shows that we are having more success with the IRW 115 with Native, Black and Pacific Islander students than on the two stand alone RD and WR 115 courses. IRW 115 could be an effective equity intervention.
- New online course shells are being developed for high enrollment classes.
- Consistent overall pass rates in the 75% range.
- WR 227 has pass rates in the 80s.
- Increase in Hybrids could point to the fact that students like that modality. Should we continue to increase them? You ask the same question in the report. Do we need to survey students to determine this?.
- What is the cause of decline in WR 121 and WR 122 enrollment?

- The establishment of the Executive Council and the many sub committees that were developed.
- Should we look at increasing ALC offerings? Do we have data on how successful it is?
- Successful merger of DE and Comp/Lit SACs.
- Development of new outcomes for the Composition sequence
- New offerings of dual credit

We would encourage the SAC to look deeper into the data to evaluate any changes or adjustments would be beneficial to students. Given the pandemic it is hard to know what is an effect of the need to pivot teaching methods and what is a trend that needs to be considered. The deans encourage the SAC to work with the new leader of Foundations to collect data regarding your questions around repeating students in 90 and 115 level classes.

2. Areas of challenge or concern, if any:

- The update does a good job of articulating the challenges of racist foundations of the discipline. They are recommending more training around how to bridge the equity gaps.
- We recommend that the SAC works with Sarah Tillery, the Executive Dean of Teaching and Learning, to develop professional development sessions that address support for faculty who have lower pass rates of Black, Native, and Pacific Islander students in WR 115.
- The SAC should reach out to Josh Peters-McBride, Dean of Student Life and Engagement and Lauren Smith, Dean of Student Belonging and Well Being to help build more mentorship for BIPOC students who are not succeeding in their classes.

3. Reflection on goals and resources:

- The deans support collaboration with the RING SAC around split-appointment hires. In addition we support the model of professional learning communities that you suggested that are focused on racial equity in RD and WR course and assessment.
- We support the Writing Program Assessment Coordinator position that will create an agenda and process for a proper holistic Writing Program Assessment.
- We support creative writing collaborations with PSU.
- We support creating a Dual Credit Writing Coordinator similar to math.

4. Recommended next steps:

- Continue to develop with OL high quality shareable shells for English classes
- Revise RD 115 outcomes
- Seek professional development to develop Hybrid classes
- Move ahead with your plan for the assessment of student learning

- Work with the new Leader of Writing to figure out how to get the data you feel would be helpful for your SAC as you mentioned in part 2B5. Also, the data needed to be correlated between race/ethnicity and pass rates for OL vs Hybrid classes.
- Continue to look at the RD/WR 90 stand alone courses. Is it time to reduce them?

☒ Proceed as planned on program review schedule

☐ Follow up conversation needed with SAC, Dept Chair(s) and Dean

5. Additional comments/questions:

We want to thank the English SAC for all your hard work in support of PCC students. We know this past year has not been easy. We applaud the work you have done to pivot to a remote environment. We believe that once the reorganization is complete, your new Program Dean and ACP Dean will work together to provide you continued support. In the meantime, please know that all your divisions deans will do the best they can to support you.