

# Long Beach City College - Program Review

## Program Review 2015-16 - English AA and AA-T

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#### **PR 2A - Enrollment Data:**

##### Annual Enrollment (AE)

##### English

AE has increased steadily from 2012-13 to 2014-15. In the first year, enrollment reached 10,905, then in 2013-14, it increased to 12,311, and then 13,374 in 2014-15. Thus, from the first to the second year, there was an 11% increase, and in the second to the third, there was an 8% increase.

##### Composition

Percentages are similar to the English Annual Enrollment above.

##### Literature

AE indicate that the numbers of students taking more than one Literature course at LBCC remain steady. In 2012-13, there were 69 students enrolled in more than one Literature course; in 2013-14, 55; and in 2014-15, 65.

##### Journalism

AE has decreased steadily in this three year cycle. In 2012-13, the highest number of 479 students enrolled in Journalism classes, and then in 2013-14, the number decreased to 419, a 13% decrease. In 2014-15, 393 students enrolled, this time a decrease of 6%. In all from 2012-13 to 2014-15, an 18% decrease occurred in Journalism enrolled students.

##### Creative Writing

AE has increased each of the last three years: in 2012-13 to 2013-14, numbers rose from 114 to 243, a 54% increase. Then from 2013-14 to 2014-15, 298 students enrolled in CW courses. That was a 19% increase over the previous year.

##### Number of Sections by Year (NSY)

##### English

The NSY reveals a constant increase from year one to year two, and from year two to year three. There were 432 sections offered in 2012-13, and 515 in 2013-2014. This is a 14% increase in sections offered. But from 2013-14 to 2014-15, there was a slighter increase of 5%, moving from 515 to 542.

Matching the movements in enrollment, the Number of Sections by Term saw a sharp decrease from Fall 2012 to Spring 2013: 205 to 188, due to the final year of budget cuts as well as ramping up of Promise Pathways. The following years saw more sections offered from fall to spring: 229 to 241 from Fall 2013 to Spring 2014, and steady numbers of 248 to 245 from Fall 2014 to Spring 2015.

Summer saw a large increase from 2012 to summer 2013 of 39 to 45, and the following summer to 49 sections offered.

The Number of Sections by Location remained steady at the LAC campus but grew at the PCC campus. Whereas 77% of Section were offered at the LAC in 2012-13, this percentage decreased in 2013-14 and 2014-15 to 70%. This means that in the last two years, the PCC campus is hosting about one-third of English class sections. This is mainly due to more dedicated classroom space offered to the English Department at the PCC campus upon the opening of new and refurbished buildings as well as a lack of space at the LAC campus.

##### Composition

Given that the majority of English classes is offered in Composition, this program mirrors the English overall NSY.

##### Literature

The NSY increased from 13 in 2012-13 to 16 in both 2013-14 and 2014-15. Most of this is due to an increase in offerings of English 2, the prerequisite introductory course to upper division literature courses. Normally, two sections per semester of this course had been offered in years past, but an effort to increase English majors through more offerings of English 2--four sections offered per semester (three at the LAC campus, and one at the PCC campus)--has helped to increase this number of sections per year.

## Journalism

While the AE was decreasing, the NSY increased. In 2012-13, 19 sections of Journalism courses were offered, and this number increased to 29 sections in 2013-14, and then to 37 in 2014-15. Thus, in two years, the number of Journalism sections nearly doubled, while the AE was decreasing close to 20%. This is mainly due to course curriculum that was redesigned to allow students to take more specialized versions of courses after having taken the introductory versions.

## Creative Writing

NSY increased from 4 sections in 2012-13 to 20 sections in 2013-14. It increased from 20 in 2013-14 to 29 in 2014-15. These increases are mainly due to twice the offerings of English 26--the introductory CW course as well--as well as more offerings of upper level advanced creative writing courses.

## Unduplicated Enrollment by Year (UEY)

### English Overall

UEY from 2012-13 increased by 1266 students from 8263 to 9529 in 2013-14 and increased again in 2014-15 another 675 students to 10,204.

### Composition

The large percentage of students taking English courses draws from the Composition sequence ENGL801A, ENGL801B, ENGL105, ENGL1, and ENGL3. The major increases in UEY enrollment occurred because of more offerings of these courses. More of these students take only one course per semester in order to fulfill their core writing requirements. The administration also was able to fund more of these courses due to Promise Pathways initiatives as well as greater funding coming from the State. These numbers increased from 2012-13 to 2013-14 by 1317; and from 2013-14 to 2014-15 by 300 students: 7752, 9069, and 9639.

### Literature

The UEY in Literature was steady through this three year period: in 2012-13 there were 302 students enrolled, in 2013-14, 319 students, and in 2014-15, 322 students.

### Journalism

UEY from 2012-13 decreased by 63 students from 339 to 273 in 2013-14 and remained flat at 273 in 2014-15.

### Creative Writing

UEY for CW courses rose consistently from 2012-13, to 2013-14, to 2014-15: 114, to 195, to 246. In two years, the numbers have doubled for the CW program.

## Unduplicated Enrollment by Term (UET)

### English Overall

The UET numbers provide a story of variance by year.

Comparative Fall Terms: The fall semesters saw slight growth between 2012 and 2013: 99 students more in Fall 2013. But from Fall 2013 to Fall 2014, 649 more students enrolled beyond the Fall 2013 numbers: 5985 to 5336.

Comparative Spring Terms: Between Spring 2013 and Spring 2014, the largest increase in Comparative Spring terms occurred: 1254 more students in Spring 2014 than in Spring 2013. A slighter increase occurred from Spring 2014 to Spring 2015: 176 students.

Consecutive Terms: It is normal to see a decline in enrollment from fall to spring semester. There was a large decrease from Fall 2012 to Spring 2013: 711 students. But the next two academic years saw an increase and a steady enrollment in fall to spring for UET: 484 from Fall 2013 to Spring 2014, and steady from Fall 2014 to Spring 2015: 5985 to 5996. This increase is due to administration seeing that funding would increase, thus they supported more English course offerings in spring semesters than is normally the case.

Summer Enrollments were steady in 2012 and 2013, but increased in 2014 by close to 200 students: 868, 879, to 1061.

### Composition

There was no significant variance in numbers in this area for Composition.

### Literature

The anomaly in this enrollment occurs between the UET as all of the fall terms have fewer students while the spring terms have more: 157 to 179 from Fall 2012 to Spring 2013; 146 in Fall 2013 to Spring 2014; and, 138 in Fall 2014 to 200 in Spring 2015. This is most probably due to the fact that many of the literature courses require English 1 equivalency, so more students after the fall term are able to enroll in Literature Spring courses after having completed English 1 in the fall.

## Journalism

The UET numbers provide a story of fluctuation by term. Whereas the UEY numbers show a single drop from 2012-13 to 2013-14/2014-15, the UET numbers tell a story of fluctuation between Comparative Terms as well as Consecutive Terms.

Comparative Fall Terms: Fall 2012 saw the highest unduplicated enrollment of this three-year cycle with 199 students. The number of unduplicated enrolled students in Fall 2013 dropped to 163 and then in Fall 2014, this number dropped to 135. Thus, Fall 2013 had 36 students less than the previous high of Fall 2012; and Fall 2014 dropped 28 students from Fall 2013. In percentages, Fall 2013 saw a 19% drop in UET from Fall 2012, and Fall 2014 saw a 17% decrease in UET from Fall 2013. In total, the two-year difference from Fall 2012 to Fall 2014 saw a 32% decrease in UET.

Comparative Spring Terms: Spring 2013 saw 187 unduplicated enrolled students, but Spring 2014 saw the largest decrease of all comparative terms: 142 students, that is, 45 less unduplicated enrolled students, a 24% decrease. Spring 2015 unduplicated student numbers actually increased by 11 from the 142 to Spring 2014 to 153 unduplicated enrolled students, an 8% increase in these two comparative terms.

Consecutive Terms: A slight 6% decrease in unduplicated students occurred from Fall 2012's 199 students to 2013 Spring's 187 students. Fall 2013's numbers to Spring 2014 saw a larger decrease: 13% from 163 to 142 unduplicated students. But the only increase in all of these numbers occurred from Fall 2014 to Spring 2015 that saw unduplicated student numbers rise from 135 to 153, a 13% increase. Most of these decreases were due to problems with student registration in Journalism courses, as well as a change in the allowances for Journalism to offer certain types of courses such as work experience. Repeatability prohibitions also affected these numbers as students who were able before to take courses, pass them and repeat them again were no longer able to repeat courses in that way as easily as before.

## Creative Writing

The spring enrollments have increased both Spring 2014 and Spring 2015 relative to their fall predecessors. Spring 2014 had 132 enrolled while its previous Fall 2013 had only 96. Spring 2015 had 152 enrolled while its Fall 2014 had only 131.

## Percent Distribution of Unduplicated Enrollment by Gender by Year (UEGY)

### English

UEGY remained constant in all of the three academic years. On average, 10% more female students were enrolled in English courses each year: 55% to 45% average.

### Composition

These numbers match the number of all students taking English courses: generally 10% more female students than male students, 55% to about 45%. These numbers are also the same across enrollments in each of the specific courses.

### Literature

These numbers tell a different story about enrollment by gender. A stronger majority of female students enroll in Literature courses over males. On average for this three year period, 58% of enrollment was female while only 42% was male.

## Journalism

UEGY remained virtually consistent throughout the three years of this cycle: An average of 8%-12% more female students enrolled in Journalism courses than male students.

## Creative Writing

These numbers tell a very different story than the Composition series of enrollment by gender. Whereas the Composition series showed 10% more females on average enrolled over males, the CW courses show a very equal 50% enrollment for 2012-13 and 2013-14, and then a higher percentage of males over females in 2014-15: 54% males to 46% females

## Percent Distribution Unduplicated Enrollment by Ethnicity by Year (PDUEEY)

### English

The PDUEEY numbers provide mostly constants among all groups except for a steady rise in Hispanic/Latino enrollment. From 2012-13 to 2014-15, Hispanic/Latino enrollment increased first 6% and then another 2% in the third year for an overall increase over the three year period of 8%. These students make up a strong majority of enrollment in English classes while White, Asian, and Black/African American have similar numbers averaging between 12% to 17%.

### Composition

These numbers match the overall college percentages given that these classes constitute core requirements for the majority of students.

### Literature

These numbers indicate a stronger enrollment of white students and a lesser percentage of Hispanic students than the regular

composition class enrollments. If the Composition sequence mirrors the normal College percentages of ethnic students enrolling in classes, then the fact that fewer Hispanic students but more white students are enrolling in Literature classes, it may be of concern that the English Department consider gearing more outreach and information toward students other than ethnically white in order to increase the numbers of non-white students enrolling in Literature courses at LBCC.

On average, 48% of students are Hispanic enrolling in Literature courses while white students make up an average of 27% of students enrolling in Literature courses. Other ethnic groups could also be a part of ongoing outreach given that Asians, Blacks, and others account less than 22% of students enrolling in Literature courses.

#### Journalism

The PDUEEY numbers provide an interesting story regarding enrollment of ethnic students in Journalism classes. A strong majority of ethnic students enroll in Journalism classes over White students. Hispanics constitute the greatest of the majority, usually constituting between 41% to 45% of enrolled Journalism students. Black/African American take up the next most enrolled students, either being equal to the number of white students, or having just a few more than White students. These numbers range from 28% to 22%. These numbers have remained fairly consistent through this three-year cycle.

#### Creative Writing

These numbers also tell a very different story in enrollment than the Composition series. CW courses enroll more White students (on average 42%) than the next nearest ethnic group, Hispanic/Latino which averages 38%. The rest of the ethnic groups account for the remaining numbers, on average about 17% of the enrollment population together. So while overall enrollment in English courses sees a very strong majority of Hispanic/Latino students (64% or higher), the CW courses display a very different ethnic mix.

#### Percent Distribution of Unduplicated Enrollment by Gender by Year (PDUEGY)

##### English

PDUEGY remained constant in all of the three academic years. On average, 10% more female students were enrolled in English courses each year: 55% to 45% average.

##### Composition

No significant difference from English overall.

##### Literature

These numbers tell a different story about enrollment by gender. a stronger majority of female students enroll in Literature courses than do males. On average for this three year period, 58% of enrollment was female while only 42% was male.

##### Journalism

PDUEGY remained virtually consistent throughout the three years of this cycle: An average of 8%-12% more female students enrolled in Journalism courses than male students.

##### Creative Writing

These numbers remained nearly equal each year in 2012-13 and 2013-14, each year seeing 50% male and 50% female students taking CW courses. Only in 2014-15 did this ratio deviate: 46% female versus 54% male students enrolled in CW courses.

#### **PR 2B - Achievement Data:**

##### Average Success and Retention Rates by Year (ASRY)

##### English

The ASRY remain relatively similar from year-to-year in this three-year cycle. The average Retention rate for these three years is 85% while the average Success rate is 67%.

##### Composition

These numbers tell a similar story to the overall numbers of students taking any English course: approximately 84% of students are retained while 66% of students are successful. Overall, these numbers match the numbers of overall student enrollment since the high percentage of enrollment is in these courses.

## Literature

The ASRY has a slightly higher retention and success rate than do the regular composition courses. This might be expected given that most students enrolling in literature courses will be majors or students who have a determined interest in reading and studying and writing about literature. The average retention rate is 85% while the success average was 76%. What is good to note is the lessening of the difference between retention and success in these three years: from 13% difference in 2012-13, to 10% in 2013-14, and the lowest difference of 9% in 2014-15.

## Journalism

The ASRY remain relatively similar from year-to-year in this three-year cycle. The average Retention rate for these three years is 76% while the average Success rate is 65%.

## Creative Writing

These rates are actually quite similar to the overall enrollment retention rates: about 84% of students are retained in CW courses, but the success rates average about 10% higher success than overall English students: 76% rather than 67%.

## Success and Retention Rates by Term (SRT)

### All programs

These rates do not convey any significant differences from the ASRY. By term, the average semester differences range from 17% to 20% difference between Retention and Success.

As has been predictable, the Summer sessions had the greatest Retention rates, as well as success rates. Retention ranged from 86% to 91%, and Success ranged from 74% to 81%. So, as Retention was greater in summer than in regular semesters, so also was the Success rate. It has often been thought that students who take summer courses are usually more motivated, have fewer distractions, and have a more succinct time period in which to complete the course. Many students who are not regular LBCC students but are rather students attending four-year colleges take summer courses at LBCC to fulfill their writing requirements here costing them less money, and also because they may be home from their regular college for the summer term.

## Annual Enrollment by Location (AEL)

### English

AEL displays generally steady numbers at the LAC campus: 8196 in 2012-13 and 8164 in 2013-14, but in 2014-15, AEL rose to 8583. PCC saw numbers rise strongly from 2012-13 to 2013-14 from 2248 to 3533, and again in 2014-15 to 4163. Lack of classroom space at the LAC campus, and more classroom space dedicated to English classes at PCC can help to explain these phenomena at the LAC and PCC campuses for English enrollment.

Also, the English Department began to offer more online courses. In 2012-13 461 students enrolled in online English courses, and this number grew to 614 in 2013-14. The number was steady into 2014-15 rising slightly to 628.

## Composition

These numbers match the AEL of the above category of English.

## Literature

The LBCC English Department has been attempting to increase Literature offerings at the PCC campus, but the enrollment numbers as well as necessary cancellation of these courses continue to de-justify the attempt to offer more than English 2 and English 4 at the PCC campus. It will take more time and a greater change in surrounding PCC demographics to see the desired enrollment numbers in Literature at the PCC campus. The English Department will also plan to create more Outreach at this campus and its surrounding areas to help achieve this increase.

The AEL shows that of the sections in literature offered at LBCC, only 2 sections in literature made enrollment at the PCC campus in 2013-14, and in 2014-15.

## Journalism

AEL displays only classes taught at the LAC campus or online through the WEB. WEB classes provided a very small percentage of the enrolled students to the total enrolled student numbers. The year 2012-13 saw 6% of, or 30, students taking WEB Journalism offerings compared to 449 students in class. In 2013-14, the percentage rose to 11%, with 48 students in WEB courses and 371 enrolled in on campus courses. The final 2014-15 year of this cycle saw 13% of students taking WEB classes, 53 in number, and 340 taking on campus courses. The Number of Section by Location (NSL) show that in 2012-13, only one WEB course was offered, while in both 2013-14 and 2014-15, two WEB courses were offered.

## Creative Writing

Only one section per semester of English 26 has been offered in the last two years at the PCC campus. The English

Department will continue to develop Outreach and information in order to realistically offer more CW courses at the PCC campus.

#### Annual Enrollment by Time of Course Offering (AETCO)

##### English

Generally, Day courses retain more students, on average 86%, and have higher Success rates, around 68%. Extended class times retain around 82% of students and students average only 62% success at these times.

##### Composition

These numbers mirror the above category of English.

##### Literature

These numbers mirror the above category of English.

##### Journalism

Generally, 60% of Journalism enrollment in this three-year cycle occurs in the day time hours, and this is mirrored in the fact that the Number of Sections by Time of Course Offering (NSTCO) also occurs in the day time hours. Again, an average of 60% of NSTCO are offered in the day time hours.

##### Creative Writing

These numbers remained steady--around 50 students each year--for the Extended time offerings, while the Day offerings increased each year from 114, to 189, to 246 in the three year cycle. This is due to the need for more Day students to take these courses, and also for the difficulty to get students to take the Extended time offerings.

#### Average Success and Retention Rates by Time of Course Offering (ASRTO)

##### All Programs

These numbers tell of greater success and retention for shorter length courses than for longer term courses. Six and eight week courses retain on average 92% of students and have success rates of 82% or higher. The twelve and sixteen week courses lower these percentages to 82% retention and 64% success. Obviously, the shorter term length courses see greater success and retention.

#### Success and Retention Rate by Gender (SRG)

##### English

The SRG over time show little significant difference between female and males success and retention rates. Female and male retention rates averaged approximately 85% while success rates averaged around 69% for females and 65% for males.

##### Composition

These mirror those of the English program overall.

##### Literature

These rates show no significant difference between genders.

##### Journalism

The SRG over time show little significant difference between female and males success and retention rates. In 2012-13, there was a significant difference: males outperformed females achieving 80% retention to 67% for females, while males were 66% successful and females only 60% successful. The following two years reversed this difference seeing females outperform males in both retention and success: females achieved 82% and 78% retention while males achieved 78% and 71% retention, and in success females achieved 73% and 64% while males only achieved 67% and 59%. On average, these may not be significant differences, nor do they represent a strong trend either way.

##### Creative Writing

These rates show no significant difference between genders.

#### **PR 2C - HR (Staffing) Data:**

The English Program has remained at a fairly static rate of full time faculty members in the past three years due to the ability to hire the number of faculty equal to the number of retirements that have occurred over the span six years. This number--28--has allowed the English Department to continue providing the depth, along with new invigoration from newly hired faculty, to

maintain its program excellence and to invigorate its presence on campus in various committees.

The greater challenge has occurred with the part time faculty in which large growth has created both excitement but a great deal of work for all faculty and staff to try to train and acclimate new faculty to the college and department. Since 2012-13, the part time faculty has increased in numbers from 65 to 98. In addition, each year has seen numbers of part time faculty retiring, moving away, or being hired away to other full time positions. Thus, both summer and winter intersession work has been involved in hiring and training new faculty to meet the demands of the college to offer more sections of English across the board.

Presently, we hope that the program has found a level of homeostasis that will allow it to maintain its part time ranks with fewer needs to continue large amounts of hiring as it has had to do for the past three years. While we do anticipate anywhere between 2-4 retirements in the next two to three years, we also hope to increase the numbers of full time faculty members to mimic the college's efforts to maintain or possibly increase the full time faculty number in the Faculty Obligation Numbers.

**PR 3A - SLO - summary of collected program data:**

This past year constituted an important step in the English Department's goal of progress toward sustained SLO practices as well as movement toward the use of SLOs to create measurable and accurate goals toward student achievement. Professor Jeff Wheeler and Professor Lisa Fitzgerald both worked on an assessment project to help align English course rubrics which in turn would create a greater possibility of assessing more accurately each course's SLO outcomes. One of the difficulties of past SLO assessment processes was due to a lack of alignment in individual instructor paper prompts and objectives. An English Department summit was held in June 2015 in which instructors studied, discussed, and assessed a strong sampling of essay assignments offered by various instructors at different composition levels. The outcome of this assessment included the following goals: align the writing of individual essay prompts more closely across the various course offerings. While most faculty follow the Course Outline of Record--and those who do not are reviewed and admonished by the Department Head to come in line with the COR in their essay rubrics--individual writing assignments can tend to vary among faculty. This alignment project was very effective in first getting faculty to see the value to students of having more aligned essay prompts across the course offerings to help students understand and also achieve higher levels in the SLO rubrics. Aligning the prompts more closely with these rubrics will be invaluable to students, and also to the achievement instructors will see in their students' learning outcomes.

**PR 3B - SLO - uses in program improvement :**

The English Department faculty continue to value the importance of SLOs, but with the number of courses and course offerings per semester and year, in addition to the number of faculty involved in having to assess SLOs, each assessment cycle presents new challenges to overcome. These remain an important part of the college's and the state's focus, and the English Department continues to seek ways to align that focus with the everyday challenges they present. Given these structures, the English Department has worked with the ASLO committee as well as the administrative arm of ASLO to achieve ongoing SLO assessments. Professor Lisa Fitzgerald took over the work of SLO department liaison from Professor Jeff Wheeler. Both of these faculty members have collaborated and communicated regularly with the Department Head as well as with the full time faculty to create manageable and practical methods for SLO assessment. These faculty have also worked with the new administrative officials to accomplish these assessments.

Our ongoing assessment continues to be linked to the GEO assessment process. Three years ago, we began the first year of a yearly assessment. This assessment included using English 1 and a final essay of the semester to assess. An online survey was used to have instructors answer seven questions regarding the degree to which students attained the level of success connected to the rubrics included on each of the four SLOs for English 1 on the final term research essay.

We continued to refine this process on other courses and found that it was necessary to lessen the procedures and time it took to assess. The results were enhanced and became more measurably accurate by doing so. All in all, the outcomes continued to remain similar to the achievement data of our courses overall. Generally, students who succeed in achieving at least an average of 2 on the SLOs will be a part of the 67% of students who pass our courses. Students achieving mostly 1s, are those who do not pass and fall into the 23% who fail the courses.

**PR 3C - SLO - action/ change based on results:**

In general, the English Department has made the goal of 80%--over 67%--of students to pass their English courses. As one review the Program SLOs charts for English ADT classes, and for the English program courses in general, one will see that, respectively, the collections of essays and portfolios for these English courses will be used to assess the SLOs of students. We hope to find that, through new course curricula (particularly through Compressed and Accelerated course offering), through more participatory faculty interventions with Literature and Journalism students, and through stronger follow up measures with intervention strategies, and through more aligned essay assignments, we can increase achievement rates by 10-13% in the coming three-year cycle.

**PR 4A - Projects/ Strategies-development & change:**

Three years ago, the college was caught in the middle of the economic crisis. The English Department, as other programs, was simply trying to fight to provide more classes to meet the demand. Unsuccessful as we were at that time, we came quickly into an economic upturn which has created the opposite effect: many more courses to offer, but now many more faculty to hire and to train. Additionally, we had to continually work with new administrative demands to pilot new assessment procedures that were imperfect and did cause many growing pains for students and faculty alike. Nonetheless, we were able to set goals and strategies to modify and refine a multiple measures assessment procedure; to work with students, who continued to be misplaced, by developing curriculum and courses that would assist students who were incorrectly placed; to create compressed courses to move students in pre-freshman English placements more quickly and with higher academic achievements; to create new courses for English and Journalism that would meet the demands created by repeatability measures for students who needed more work in some classes; and to continue to train and develop better communication networks with part time faculty.

**PR 4B - Projects/ Strategies - results:**

The English Department has been successful on all counts above but much more work needs to be done with training of part time faculty. This will have to be a continual process and one that will require constant vigilance and determination on every faculty member's part. We have had training through the state Puente office; we have been able to create training about course alignment through a student equity grant; we have been able to create a new multicultural cohort that has created a pilot group from which new training procedures can grow; and there is a group of five full time faculty members who have been trained through the California Acceleration Project and who will now begin to train our faculty in house so that we can grow a program of acceleration in the English Department.

**PR 4C - Projects/ Strategies - future plans:**

The English Department is working in all of its programs to coordinate scheduling for better student access and planning; to create more paths for students to choose from in which students can complete their Composition requirements in lesser time without compromising academic excellence; to develop more sensible and achievable SLO processes for faculty to be able to implement and to collect data; to develop outreach to English major/minor declared students and to meet and mingle with them on a regular basis developing more communication and collegial atmosphere; to work with the Counseling department in order to structure clearer and more meaningful dialogue regarding new courses and curriculum; to develop engagement in new and meaningful curriculum, course alignment, and professional training regarding issues of equity; and, to improve the overall training of faculty and staff in order in order to make sense of and manage the new and changing demands placed on our work with students by government and administrative regulations and initiatives.

**PR 5 - Dept - how does it fit into big picture?:**

The English Department has been engaged in processes that seek to maximize its imaging of college and institutional goals. Goals regarding equity, excellence, and social responsibility are all reflected in the work we are doing in Composition, Literature, Creative Writing, and Journalism. While we have attempted to develop all of these programs at the PCC campus-- which is one of the goals of the institution--the demand at PCC for Composition is the only program that appears sustainable in the present demographics at PCC. Thus, we will scale back the other program offerings at PCC for the near future until the demographics indicate the need for a more robust attempt again at offering more Creative Writing, Literature, or Journalism classes. Fiscally, the English Department continues to maintain a responsible and manageable monetary outlay and, with more Department Head and faculty input and oversight on the horizon, this should become more effective and clearer in the coming three years.

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**Project/ Strategy and Resource Needed**

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