Directions

Dear SAC Administrative Liaisons:

This is a flexible and intentionally brief outline, created by deans in prior pilot years, to support your writing of the Annual Update Administrative Response (AR). To view examples of recently completed ARs, please visit Program/Discipline Review at PCC and scroll down to the table.

1. In 2021-2022 the office of Effectiveness and Planning will create a template file for each Pathway. These files will include the Annual Update Reports submitted by the SACs in your Pathway as well as a folder of individual AR forms for each SAC. We will share these folders with the administrative liaison (and the Pathway Deans) after the SACs submit their Annual Updates (usually early December 2021).
2. When your AR file is complete, please "Share" it with nichole.reding@pcc.edu. (Use the blue "Share" button in the top right corner.) E&P will convert the file to .pdf and post it to the table here: [Program/Discipline Review at PCC](#)
3. Feel free to delete these instructions.
4. Our hope is to receive all the AR's by Friday, March 18, 2022, and post all the ARs before April 1st, in time to be viewed by our accreditation visitors in April.

Tip from deans from prior years:
- Many SAC liaisons have found it helpful to have a principal writer and supporting deans and directors as commenters. ⇒ Feel free to share and early draft of your AR document with deans and directors and others.

Tip from past pilot participants and support from Student Affairs:
- The AR is an opportunity to invite participation within and even across pathways. In addition, the AR is an opportunity for admin liaisons of Academic Affairs (deans and directors) to invite participation and conversation with leaders in Student Affairs. (Consider contacting Heather Lang, VP Student Affairs, heather.lang@pcc.edu to get started.) This engagement is essential when the AR cites services and support that is offered by or could be offered by our Student Affairs departments/programs.

Timeline:
1) When the SAC liaison and co-writers have completed the AR, the SAC liaison should re-share the document with Nichole Reding and indicate that the document is final. (nichole.reding@pcc.edu , ⇒ Use the blue "Share" button in the top right corner.)
2) Again, our hope is to receive all final documents no later than **Friday, March 18, 2022.** This will allow SAC Chairs and SAC liaisons some time to include these documents as they plan for their spring SAC meetings. (Spring SAC day 2022 will be Tuesday, April 26th.) And this will allow time for Effectiveness and Planning to post the documents publicly for our accreditation visitors in April 2022.

⇒ If you have questions, or if you would like to schedule a 1:1 or small-group coaching meeting with Effectiveness and Planning, please contact Dieterich Steinmetz (dsteinme@pcc.edu) or Nichole Reding (nichole.reding@pcc.edu) ⇒ You can also schedule a meeting directly by going to the E&P Office Hours appointment calendar, [here](#).

The template starts on the next page.

Program Review – Annual Program/Discipline Update
Administrative Response and Follow Up
Winter 2021-2022

Program/Discipline: English, Reading, Writing

SAC Chair(s): Megan Savage, Calin Anderson, Tara McDowell

SAC Administrative Liaison (Director or Program Dean): Chris Rose

Other Dean(s) or Director(s): None

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

Vandoreen Wheeler, Blake Hausman

Date: 1/28/2022

This section is for Administration to provide feedback.
To be prepared by Program Dean(s) and reviewed by Pathway Dean and Associate Vice Presidents(s).

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

   We commend the English faculty for their continued work and exploration of different modalities as we seek to make decisions that are in the best interest of the students.

   The recommendation for cohorts for BIPOC students aligns with the movement towards a First Year experience for students and the Pathways model.

2. Areas of challenge or concern, if any:

   In the future, we ask that the Program Review identify funding requests specific to part time faculty as full time instructors have different contractual obligations related to college service.

3. Reflection on goals and resources:

   With the hiring of the Dean of Academic Foundations, the program and pathway is better prepared to begin conversations with partners for the Pathway.

   While there are many different training opportunities around the college for culturally responsive teaching practices the SAC specifically names more discipline specific approaches.

   We understand that data continues to be an issue at the college.

4. Recommended next steps:

      _x_ Proceed as planned on program review schedule

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

5. Additional comments/questions:

The Learning Assessment Coordinator position should continue through the 2022-2023 school year, and long term should be converted to a Writing Program Coordinator position. This aligns with the request from the previous program review, and we understand the need for the English Program to be in alignment with national trends in writing programs. We understand that with the increased attention on the writing sequence by OWEAC and the HECC that the Learning Assessment Coordinator is vital to the continued work on curriculum for the English Program.

With the discussion around Pathways and First Year Experience, identifying key faculty that are willing and have the capacity to move these conversations forward would be helpful. We also agree that partnering with the Identify Based Resource Centers would be part of this work.

Rebalancing faculty ratios can be examined once we have a better understanding of in person campus enrollments with more faculty and services returning to campus in the Spring and Fall.

The college is working on creating a Retention Coordinator position to support BIPOC faculty. We recognize that a PWI such as PCC needs to identify more avenues of support for BIPOC faculty in every level of work, and not only Anti Racism education.

● *Waitlist information to help determine if hybrids are in demand.*

The current waitlist for all English program courses is currently 5 to promote students going to courses with empty seats. If waitlists are going to be used to determine class demand, that maximum for waitlists may need to be reexamined.

● *WR 121 pass rates to see if that may speak to WR 227.*

WR 121 pass rates are available, but is the SAC attempting to examine the relationship between WR 121 and any other courses besides WR 227?

● Data related to a decline in international students over 3 years.

With the hiring of the Academic Foundations Pathway Dean, we hope to have more collaboration between the different Academic Foundations Programs and the Office of International Student Services.

● *More intersectionality in the data sets, both in terms of enrollment and success rates*.

Enrollment Services should have this data.

We want to thank faculty for their hard work on completing a thorough and well thought out Program Review with the revised timeline in our remote state. We recognize the amount of labor that faculty do and your hard work is appreciated.