BASIC PROGRAM INFORMATION

Program Review is a self-study of your discipline. It is about documenting the plans you have for improving student success in your program and sharing that information with the college community. Through the review of and reflection on key program elements, program review and planning identifies program strengths as well as strategies necessary to improve the academic discipline, program, or service to support student success. With that in mind, please answer the following questions:

Discipline Name: Humanities

Department Name: English

Division Name: Languages and Literature

Please list all participants in this Program Review :

Name	Position
Sue Zolliker	

Number of Full Time Faculty: 1   **Number of Part Time Faculty:** 0

Please list the Classified positions (and their FTE) that support this discipline:

Janet Parrish-McCann (.48)

What additional hourly staff support this discipline and/or department:

None

Discipline mission statement: **Link to "How to Build a Mission Statement"**

N/A (Humanities statement included with Department statement on other PRP)

List any new degrees and certificates offered within this discipline since your last comprehensive review:

N/A

Discipline Level Data: https://sharepoint2.palomar.edu/sites/IRPA/SitePages/PRP%20Summary%20Source.aspx

SECTION 1: PROGRAM REFLECTION

1A. Program Analysis: Reflect upon and provide an analysis of your summary data.

The Total Retention Rate rose to 90.9% after a drop to 77.2%, making the Total Retention Rate over a six-year period fairly consistent at around 90%. Success rates rose to 65.1%, demonstrating a clear improvement.

1B. Standards: ACCJC requires that colleges establish <u>institutional</u> and <u>program</u> level standards in the area of course success rates. These standards represent the lowest success rate (% A, B, C, or Credit) deemed acceptable by the College. 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.

Discipline Level Course Success Rate:

A. The College's institutional standard for course success rate is **70%**.

B. Review your discipline's course success rates over the past five years.

C. Identify the minimum acceptable course success rate for your discipline. When setting this rate, consider the level of curriculum (e.g., basic skills, AA, Transfer) and other factors that influence success rates within your area. If you set your discipline standard below the College's standard, please explain why.

Standard for Discipline Course Success Rate: 70

Why?

N/A

1C. Program Update: Describe your proudest moments or achievements related to student success and outcome.

Improving student success rates is significant considering that many students are under-prepared, particularly in terms of reading skills.

1D. Program Improvement: What areas or activities are you working on this year to improve your program? Please respond to new data as well as feedback from last year's program review.

We are presently working to preserve the team-taught sections of Humanities and restore canceled evening and off-campus sections.

1E. Unanticipated Factors: Have there been any unanticipated factors that have affected the progress of your previous plan?

Low enrollments, particularly in HUM 101, have not only affected our plans but also endangered our discipline. In addition, we have become aware that some students have been incorrectly advised that HUM 101 does not satisfy the Humanities requirement for transfer. The team-taught sections have also been subject to unanticipated classroom displacements.

1F. SLOACs: Describe your course and program SLO activities this past year. How have you used the results of your assessments to improve your courses and programs? **Refer to the SLO/PRP report – https://outcomes.palomar.edu:8443/tracdat/**

The results of our assessment were positive and encouraging in terms of students understanding of and interest in experiencing the arts. However, it is difficult to use these results to improve our courses when the team-taught sections of these inter-disciplinary courses have been cut for next spring and threatened to be cut for next fall.

SECTION 2: PROGRAM GOALS

2A. Progress on Previous Year's Goals: Please list discipline goals from the previous year's reviews and provide an update by checking the appropriate status box .

Goal	Completed	Ongoing	No Longer a Goal
Restore the cut section of HUM 100 at Mt. Carmel	○	○	◉
	○	○	○
	○	○	○
	○	○	○
	○	○	○

2B. New Discipline Goals: Please list all discipline goals for this three-year planning cycle (including those continued from previous planning cycle):

GOAL #1	
Program or discipline goal	Preserve the team-taught sections
Strategies for implementation	Assess and correct the impact of inaccurate advising; assess the impact of changing confusing course titles; adjust the class cap (should be 70, not 105) and adjust enrollment percentages accordingly; deal with classroom issues.
Timeline for Implementation	Fall 2017 and Spring 2018
Outcome(s) expected (qualitative/quantitative)	
GOAL #2	
Program or discipline goal	Restore cut section at Escondido
Strategies for implementation	Suggest a weekday evening class to replace the cut Saturday morning class.
Timeline for Implementation	Fall 2017 and Spring 2018
Outcome(s) expected (qualitative/quantitative)	
GOAL #3	
Program or discipline goal	
Strategies for implementation	
Timeline for Implementation	
Outcome(s) expected (qualitative/quantitative)	

**Department Chair/
Designee Signature:** _____   **Date:** _____

Division Dean Signature: _____   **Date:** _____

Vice President Signature: _____   **Date:** _____