

# Program Review & Planning (PRP)

## PART 1: 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:

<b>Discipline Name:</b>	Humanities
<b>Department Name:</b>	English & Humanities
<b>Division Name:</b>	Languages & Literature

Please list all participants in this Program Review:

Name	Position
Sue Zolliker has been a key participant, along with Denise Drake. Janet Parrish McCann has been involved in conversation and informal planning.	Sue Zolliker, Tenured Faculty; Denise Drake, ADA; Janet Parrish McCann, Humanities Assistant.
All members of the full-time faculty in the English Department have been engaged in discussion throughout the semester. Our focus has been on raising awareness of the Humanities.	Tenured and Tenure-track Faculty.

<b>Number of Full Time faculty</b>	22	<b>Number of Part Time Faculty</b>	1
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Please list the Classified positions (and their FTE) that support this discipline:

Janet Parrish McCann (.45 FTE).

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

N/A

Discipline mission statement ([click here for information on how to create a mission statement](#)):

The Humanities represent a element of education in the U.S. Public School System. The Humanities Program at Palomar College is the keeper of an important flame. The mission of this discipline is to maintain the promise the College made to the surrounding community in 1946. As a discipline within the English & Humanities Department, the Humanities Program shares the Mission of the department: In keeping with the Palomar College mission statement, the Department of English and Humanities is committed to providing an engaging and supportive learning environment, and/or lifelong education. We celebrate all forms of diversity and encourage critical and creative thinking through our various course offerings and AA degree programs. 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*.

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

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

## PART 2: PROGRAM REFLECTION

### 1. Program Analysis:

Reflect upon and provide an analysis of your summary data.

**Enrollment at Census** is dramatically down in the Humanities program.

**The number of Seats** was 260, reduced by twenty as compared to the previous five years.

Sadly, the **Fill Rate** has dropped from 86.07% to 58.55%. As a reaction to this precipitous decline, we were asked to give up the team-taught model for the previously large Humanities course in the semesters to come. That adjustment begins in the upcoming spring semester.

**The rest of the qualitative data** reflects the same puzzling and dramatic trend. Particularly notable is the high percentage of part-time faculty teaching sections of Humanities. The 100% in 2016 is a direct result of Professor Sue Zolliker's sabbatical, a clear manifestation of Sue's professional investment in the Humanities program over two decades. This suggests that our department needs to focus on the Humanities Program in order to support Professor Zolliker's work and to develop strategies for a revived program.

We suggest a review of the Compressed Calendar and the specific start and stop times of Humanities and Literature courses. We suspect that students, when they attempt to register, encounter a notice of a conflict, and they simply move to a search for another course to fulfill their Humanities requirement. In many cases, the conflict would be only five minutes. **We will also review the schedule of other courses meeting the same AA and transfer requirements to check for potential conflict/impact.**

**Total Success Rate** is at 54.2%, down from 65.1% in 2016.

**Total Retention Rate** has consistently remained in the 90+ percentile and is at 91.5 for Fall 2017.

### 2. Standards:

**ACCJC requires that colleges establish institutional and program 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**

**Standard for Discipline Course Success Rate:**

60.0

**Why?**

We will make a concerted effort to bring the success rate closer to the College's institutional standard. While we would like to bring it at least to the level of Fall, 2015 (65.1), we will work toward 60.0. We hope for a successful adjustment to changes in the method of instruction, from some team-taught to exclusively single-instructor sections (for the short-term). We are also concerned that students arrive very poorly prepared for a college-level Humanities course. Reading levels are dramatically low in many cases, and study habits have yet to be developed. We recognize that our colleagues across campus experience the same challenge, and changes in the department's composition courses may help to ease the effects of poor preparation.

**3. Program Update:**

**Describe your proudest moments or achievements related to student success and outcomes.**

Proud moments are few this year, but we have one in particular. At its first meeting of the semester, the English Department responded to the drop in enrollment and concerns for the Humanities program. We immediately began to consider strategies to support and promote it. This moment registered our mutual investment in an historic, significant program.

**4. 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 have given up the large classroom spaces and the team-teaching model until such time as we can generate greater enrollment. We are committed to raising awareness of the Humanities and studying the scheduling details which may be contributing to the dramatic drop in enrollment. The English Department will propose a large-scale event to be held in the spring semester for the purpose of outreach to our campus community and to our area high schools. We will need the support of the division and the college to promote the event, to secure the use of the Humanities building for an evening, and to provide the required facilities set-up and security for an evening event.

**5. Unanticipated Factors:**

**Have there been any unanticipated factors that have affected the progress of your previous plan?**

We did not anticipate the drop in enrollment correlating so clearly with the schedule developed for the Compressed Calendar. The proliferation of courses fulfilling the Humanities requirement has likely contributed to the decrease in numbers as well.

**6. 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/>**

We have assessed the SLO stating that students should "understand and respect high culture to develop a personally satisfying interest in it" by reviewing the reports students write about a firsthand experience with the arts: attending a dramatic production,

a music performance, or visiting an art museum. Guidelines for these reports specify what experiences will be acceptable (and qualify as “high culture”).

The guidelines for the evaluative sections of these reports are designed to demonstrate students’ “understanding” of what they experienced, so we reviewed those sections to determine how well students were able to apply what they learned in class to plays, musical concerts, or works of art. The guidelines also include a section about students’ general experience and impressions; since we stress that honesty is what counts here – that is, that we don’t evaluate this part on the basis of whether or not they had a positive or negative experience – we feel that this section gives us a good indication of students’ attitudes toward “high culture” and what difference learning about it may have made.

Our findings have been that the vast majority (89%) of students are able to apply what they have learned in class to “understanding” their subject; for the students (11%) who submit substandard reports, devoting enough time to writing the report seems to be a larger factor than lack of understanding, based on conversations with these student after the reports were reviewed and graded.

As for “developing a personally satisfying interest” in the arts, the vast majority (88%) of students describe having a positive experience, with a smaller number (44%) specifically expressing an intention to seek out similar experiences of drama, classical or modern concert music, or museum-quality art in the future (those who mention that this was their first time attending a play or concert or visiting an art museum are more likely to express this). The guidelines do not ask specific questions about intentions or past experiences, however.

Overall, the results are strong, though we will suggest that instructors provide more specific questions to assess students’ “personally satisfying interest.”

### PART 3: PROGRAM GOALS

#### 1. Progress on Previous Year’s Goals: Please list discipline goals from the previous year’s reviews and provide an update by placing an “X” the appropriate status box .

Goal	Completed	Ongoing	No longer a goal
Preserve the team-taught sections.		X	
Restore cut section at Escondido		X	

#### 2. 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	Study/review the Compressed Calendar schedule, particularly the start and stop times for Humanities and Literature courses.
Strategies for implementation	If this can be part of a conversation about revising the English Department composition courses, we will address the stop and start times for our Humanities courses.
Timeline for implementation	Begin immediately and work diligently throughout the semester.
Outcome(s) expected (qualitative/quantitative)	We expect a clearer understanding of the effects of Compressed Calendar

## ANNUAL PROGRAM REVIEW AND PLANNING

	scheduling and a revised approach to our overall program .
<b>Goal #2</b>	
<b>Program or discipline goal</b>	The English Department will host a large-scale event, "House of Humanities," in Spring 2018. We hope for broad participation from disciplines across campus, all departments and disciplines who contribute to the category of the Humanities at Palomar College. We intend to reach out to area high schools. This will attach to our Guided Pathways work and bring attention to the meta-major of Arts and Humanities.
<b>Strategies for implementation</b>	Begin initial planning before the end of Fall '17.
<b>Timeline for implementation</b>	Continue planning through the actual event.
<b>Outcome(s) expected (qualitative/quantitative)</b>	The event will be amazing.
<b>Goal #3</b>	
<b>Program or discipline goal</b>	
<b>Strategies for implementation</b>	
<b>Timeline for implementation</b>	
<b>Outcome(s) expected (qualitative/quantitative)</b>	

**PART 4: FEEDBACK AND FOLLOW-UP**

This section is for confirming completion and providing feedback.

**Confirmation of Completion by Department Chair**

<b>Department Chair</b>	Barb Neault Kelber
<b>Date</b>	November 18, 2017

**\*Please email your Dean to inform them that the PRP has been completed and is ready for their review**

**Reviewed by Dean**

<b>Reviewer(s)</b>	Shayla Sivert
<b>Date</b>	11/25/17

**1. Strengths and successes of the discipline as evidenced by the data and analysis:**

The interdisciplinary, team-taught aspect of the discipline has been a strong part of HUM for years. We will look forward to addressing the recent issues with enrollment.

**2. Areas of Concern, if any:**

The sudden drop in HUM 100 enrollment this past fall was startling. We had been experiencing challenges in the spring course offering (HUM 101) and had been working to address those challenges. For now, we have moved away from the large-lecture model which brought in professors from other disciplines.

**3. Recommendations for improvement:**

Discuss the HUM 100 and HUM 101 with Counseling in an effort to have them better understand the individual classes as well as the sequence. Follow through on the goals above. Investigate the success of HUM at other community colleges and universities; the results might inform a clearer direction.

**\*Please email your VP to inform them that the PRP has been completed and is ready for their review**

Reviewed by Vice President	
<b>Reviewer(s)</b>	Jack S. Kahn, Ph.D.
<b>Date</b>	1/13/18
<b>1. Strengths and successes of the discipline as evidenced by the data and analysis:</b>	
<ol style="list-style-type: none"> <li>1. I think the mission statement could be retooled- the 1<sup>st</sup> few sentences seem to keep introducing what you want to say (which ultimately is great)—take a look and see what you think</li> <li>2. You have really weathered enrollment changes – well done.</li> <li>3. Agree on success rates- that’s really dramatic- and Im very appreciative of your concern- maybe working with reading, tutoring etc. could assist as well?</li> <li>4. Thank you for including the actual SLOs in the discussion- makes it easier to understand the context- well done! And the data too? You need an award. This is really well done thank you.</li> <li>5. Goals make good sense</li> <li>6. House of humanities event sounds great- Ill keep an eye out for it!</li> </ol>	
<b>2. Areas of Concern, if any:</b>	
<b>3. Recommendations for improvement:</b>	
See comments above	