Program Review & Planning (PRP)
PALOMAR COLLEGE® Learning for Success

Program Review and Planning 2019-2020

OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review is about documenting the plans you have for improving student success in your program and sharing that information with the 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 our new Guided Pathways plan, this review becomes even more crucial for the success of our students and college.

We are using the Strengths, Opportunities, Aspirations, Results (SOAR) strategic planning technique to help us focus on our current strengths and opportunities, create a vision of future aspirations, and consider the results of this approach.

BASIC PROGRAM INFORMATION

Academic Year
2019-2020

Are you completing a comprehensive or annual PRP?
Comprehensive

Department Name
English

Discipline Name
Humanities (HUM)

Department Chair Name
Barb Neault Kelber

Division Name
Languages and Literature

Website address for your discipline
https://www2.palomar.edu/pages/english/

Discipline Mission statement
In keeping with the Palomar College mission statement, the Department of English and Humanities is committed to general education, aesthetic and cultural enrichment, 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 an engaging and supportive learning environment for diverse learners, including those who are pursuing transfer-readiness,

(click here for information on how to create a mission statement)

Does your discipline have at least one degree or certificate associated with it?
Yes

Are any of your programs vocational (CTE/CE)?
No

List all degrees and certificates offered within this discipline.
Before engaging further in this review, we'll come right to our conclusion. The department has taken up the tough question of whether our Humanities courses still constitute a "program." These were our

considerations:

Enrollment in these courses has dropped dramatically since the adoption of the compressed calendar and the changes in class start and stop times.

Institutional support has waned significantly over the past five years.

We do not oversee curriculum that results in a Humanities "Degree," although we remain proud and of and committed to our Humanities courses and hope to expand them within the department purview.

Guided Pathways design will very likely result in a "meta-major" which includes all disciplines in the broad and beautiful category of the Humanities.

Given those considerations, we recommend that our Humanities offerings be absorbed into English where we can grow them and attend to them as we do Creative Writing.

Our formal name, Department of English & Humanities, should officially become Department of English, which is how we are best known, anyway.

This recommendation has not come easily. This has been a season of change, and we have confronted it directly.

Please list the names and positions of everyone who helped to complete this document.

All full-time members of the English Department voted on this action, and support for the absorption of Humanities into English was unanimous.

Full-time faculty (FTEF)
0.20

Part-time faculty (FTEF)
0.40

Classified & other staff positions that support this discipline

Additional hourly staff that support this discipline and/or department

PROGRAM INFORMATION

PROGRAM OUTCOMES

Begin this section by reviewing the Program Review reports for courses and programs in TracDat. All active course and program outcomes should be systematically assessed over a 3-year cycle.

- **Program** = Leads to a degree or certificate
- **Discipline** = A group of courses within a discipline

*Programs will be able to complete program completion and outcome questions.

How well do your program's learning outcomes communicate the scope and depth of the degree/certificate offered and align with employer and transfer expectations?

Describe your program's plan for assessing program learning outcomes.

Summarize the major findings of your program outcomes assessments.

Reflecting on the major findings you summarized, what are some questions you still have about students' learning in your program that you have not yet been able to address with your outcomes

assessments?

Depending on the degree or transfer goals of our students, they have the choice of three different GE pathways:

- [Associate Degree GE Requirements](#)
- [CSU GE Requirements](#)
- [IGETC Requirements](#)

Palomar College has identified a set of General Education/Institutional Learning Outcomes, which represent the overall set of abilities and qualities a student graduating from Palomar should possess.[Click here for a link to Palomar's GE/ILOs.](#)

How do the courses in your discipline support General Education/ Institutional Learning Outcomes? In your response, please specify which GE/ILO(s) your discipline supports.

Summarize the major findings from your course outcomes assessments that are related to the General Education/Institutional Learning Outcomes that your discipline supports.

PROGRAM COMPLETIONS

Student success is at the core of what we do in assisting students in achieving their goals.

The Chancellor's Office Vision for Success stresses the importance of Program Completion as a major goal for our students. In addition, transfer and career readiness are key components of Palomar College's mission statement. This year, our funding formula has also changed reflecting this emphasis, providing additional funding as a function of the number of completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for program completions.

The standards represent the lowest number of program completions deemed acceptable by the College. In other words, if you were to notice a drop below the set standard, you would seek further information to examine why this occurred and strategies to increase completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for programs.

List the number of completions for each degree/certificate for the previous year.

Have your program completions Increased, decreased, or stayed the same over the last 5 years?

What factors have influenced your completion trends?

Are the courses in your discipline required for the completion of other degrees/certificates?

No

Do you have programs with 7 or fewer completions in the last 5 years?
No

What is your program standard for program completion?

Why did you choose this standard?

What is your Stretch goal for program completion?

How did you decide upon your stretch goal?

ENROLLMENT TRENDS

Palomar College uses the WSCH/FTEF ratio as one indicator of overall efficiency in addition to the overall fill-rate for courses.

Although the college efficiency goal is 525 WSCH/FTEF and 85% fill-rate (minimal), there are many factors that affect efficiency (i.e. seat count / facilities / accreditation restrictions).

This information can be found by going to the "Program" page in the [PRP Data Dashboard](#).

What was your efficiency trend over the last 5 years? Was it expected?

What factors have influenced your efficiency trends?

Are there particular courses or programs that are not getting sufficient enrollment, are regularly cancelled due to low enrollment, or are not scheduled at this time? What is contributing to this issue? Does this level of efficiency meet the needs of the program and the district?

The Chancellor's Office Vision for Success stresses the importance of reducing equity gaps through faster improvements of underrepresented groups.

ACCJC also requires that colleges establish institutional and program level standards in the area of success rates. These standards represent the lowest success rate 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.

[Click on this link to review the course success rates (A, B, C, or Credit) for your discipline.](#)

In this section we will identify a course success rate standards and a stretch goal (what you would like to move toward) for programs.

Course Success Rates by gender, age, ethnicity, special population, location, and modality (You can

access the Student Equity Plan on the SSEC website https://www2.palomar.edu/pages/ssec/)

COURSE INFORMATION
COURSE SUCCESS AND RETENTION

What is your program's standard for Discipline COURSE Success Rate?

Why did you choose this standard?

Has your overall course SUCCESS rates increased, decreased, or stayed the same over the last 5 years?

Was this expected?

What is your Stretch goal for COURSE success rates?

How did you decide upon the goal?

Have your overall course RETENTION rates increased, decreased, or stayed the same over the last 5 years?

Was this expected? Please explain.

Are there differences in success or retention rates in the following groups? (choose all that apply)

Are there differences in success/retention between on-campus and online courses?

Do you have any best practice methods you use for online courses to share with the community?

COURSE OUTCOMES

How is course assessment coordinated across sections and over time?

How have you improved course-level assessment methods since the last PRP?

Summarize the major findings of your course outcomes assessments.

Reflecting on the major findings you summarized, what are some questions you still have about

students' learning in your courses that you have not yet been able to address with your outcomes assessments?

What are some improvements in your courses that have been, or can be, pursued based on the key findings from your course learning outcomes assessments?

PROGRAM CURRICULUM ALIGNMENT, MAPPING, SCHEDULING, & PLANNING

The Chancellor's Office Vision for Success stresses the importance of decreasing the average number of units accumulated by CCC students earning degrees.

Palomar College's Guided Pathways plan includes clarifying paths for students by sequencing course offerings so that they support scaffolding and timely completion. Our goal is to ensure learning through:

- The mapping and assessment of clear program outcomes that are also aligned to employer and/or transfer institution expectations.
- Engaging and applied learning experiences.
- Effective instructional practices to support students in achieving success.

How do your course outcomes help your students achieve their program outcomes?

How do your degree maps and scheduling strategy ensure scaffolding (how all parts build on each other in a progressive, intentional way)? How do you share the maps with students?

What is your departmental strategy on how you schedule your courses including the time of day you offer courses? Do you use fast track or block scheduling (putting required classes near each other) to organize required classes (Particularly to meet the needs of disproportionately impacted students)?

How do you work with other departments that require your course(s) for program completion?

Does your discipline offer cross-listed courses?
No

Are there curriculum concerns that need to be resolved in your department? What are they?

Are there courses that should be added or removed from your program - please explain?

How is the potential need for program/course deactivation addressed by the department?

Is your department pursuing non credit or not-for credit options at this time?
No

Are there areas you would like to expand?

Click here for information about [Noncredit](#) and [Community Education](#)

Is your department offering online classes?
No

How do you consider student needs when determining which classes and how many classes should be offered online versus face-to-face?

Describe other data and/or information that you have considered as part of the evaluation of your program

CAREER AND LABOR MARKET DATA

The Chancellor's Office Vision for Success stresses the importance of increasing the percent of exiting students who report being employed in their field of study. It is important for us to consider how **_all_** of our programs connect to future careers.

Go to this website https://www.onetonline.org/ and enter your discipline in the bubble on the top right for ideas about potential occupations. Click on an example to see more detail.

What kinds of careers are available for people who complete your programs (and/or transfer)? (Refer to link above) Are there any new or emerging careers and if so how would the new or emerging careers impact your future planning?

What are the associated knowledge, skills, abilities (KSA's) needed for the occupations listed above? (click examples in the link above to get ideas)

How does your program help students build these KSA's?

Work Based Learning

Applied and work-based learning (WBL) allows students to apply classroom content in professional settings while gaining real-word experience. WBL exists on a continuum that reflects the progress of experiences from awareness-building to training. Students often cycle back through the continuum many times throughout college and throughout their career. Faculty play a critical role in ensuring these experiences are embedded into curriculum and support learning.

Have you incorporated work based learning (work experience, internships, and/or service learning) into your program?
No

Do you want more information about or need assistance integrating work-based learning into your program?
No

How do you engage with the community to keep them apprised of opportunities in your program?

Program Goals

In the previous sections, you identified opportunities for improvement. Using these opportunities, develop 3-year SMART goals for your department. Goals should be Specific, Measurable, Attainable, Relevant, Time-Specific. Ensure your goals align with the mission of your department and/or the College's strategic plan.

Please list all discipline goals for this three-year planning cycle. Click here for previous PRPs and goal information.

Goals

Goal 1

Brief Description

Is this a new or existing goal?

How will you complete this goal?

Outcome(s) expected (qualitative/quantitative)

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

Expected Goal Completion Date

STAFFING AND RESOURCE NEEDS

Instructions

1. Refer to Strategic Plan.
2. See Data.
3. See career info (In PRP)

Are you requesting additional full-time faculty?   **Are you requesting additional Staff, CAST or AA?**

Yes   No

% of FTEF for on-going reassigned time (department chair, program director, coordinator, etc.)

REQUEST FOR ADDITIONAL FULL-TIME FACULTY

Faculty Request 1

Title of Full-Time Faculty position you are requesting

How will this faculty position help meet district (Guided Pathways, Strategic Enrollment Management etc.), department and/or discipline goals?

Is there a scarcity of qualified Part-Time Faculty (for example: Specialized degree/experience, emerging/rapidly changing technology, high demand)

Are you requesting this position for accreditation, regulatory, legislative, health and safety requirements? Please explain.

Please summarize the discipline productivity, efficiency, and any regional career education needs for this discipline.

Is your department affected by faculty on reassigned time. If so, please discuss.

RESOURCE REQUESTS AND BUDGET ALLOCATION REVIEW

Budget Analysis: This section should be completed by department chairs by the end of September.

Are there areas in your budget where there has been a historical surplus (See three year trend)?
No

Are there processes that need to be examined to ensure we are being the most efficient with funding?
No

Are there ongoing needs in your department budget that you currently do not have the resources for?
No

Do you have non-general fund sources of funding?
No

One Time Needs

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY PERKINS AND STRONG WORKFORCE GUIDELINES](#) (on the left menu of the web page.)

Please check with your department chair on the availability for this cycle.

Do you have one-time funding requests?
No

Review

Chair Review

Chair Comments

Chair Name   **Chair Sign Date**

Dean Review

Strengths and successes of the discipline as evidenced by the data and analysis:
The discipline has reviewed declining enrollment trends and thought carefully about HUM discipline as we move into Guided Pathways and recommended the discipline of HUM being absorbed by English.

Areas of Concern, if any:
More clarification for curriculum impacts needs to be addressed - will the HUM classes be deactivated and added as new classes in ENG or will the content in HUM classes be covered in existing ENG courses or a different manner?

Recommendations for improvement:
See above. If deactivating, recommend working with Curriculum asap.

Dean Name   **Dean Sign Date**
Pearl Ly   11/1/2019

IPC Review

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

Areas of Concern, if any:

Recommendations for improvement:

IPC Reviewer(s)   **IPC Review Date**

Vice President Review

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

Areas of Concern, if any:

Recommendations for improvement:

Vice President Name
Jack S. Kahn Ph.D.

Vice President Sign Date
2/2/2020