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## 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**  
2020-2021

**Are you completing a comprehensive or annual PRP?**  
Annual

**Department Name**  
Economics/History/Political Science

**Discipline Name**  
History (HIST)

**Department Chair Name**  
Bill Jahnel and Matt Estes

**Division Name**  
Social and Behavioral Sciences

**Website address for your discipline**  
<https://www2.palomar.edu/pages/ehp/history/>

#### Discipline Mission statement

The History Discipline is committed to providing an engaging and supportive learning environment for diverse learners. Students will receive a comprehensive education in History including several meaningful, relevant, and transferable electives.

We support students who are pursuing transfer readiness, general education, and lifelong learning. Our goal is to create opportunities for learning in and outside of the classroom to meet these objectives and to offer ongoing mentorship for those

students continuing their academic historical interests.

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

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

**Are any of your programs TOP coded as vocational (CTE/CE)?**  
No

**List all degrees and certificates offered within this discipline.**  
AA, Transfer degree in history

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

Bill Jahnel Professor, American History Advisor, Co-Chair  
Matt Estes Professor, History SLO Coordinator, Co-Chair  
Mike Arguello Professor, History of the Americas Advisor  
Travis Ritt Professor, World / Western History Advisor  
Kristen Marjanovic Professor, History Scheduler  
Catherine Christensen, Professor  
Jennifer Herrera, Professor

Use the link to provided to help answer the staffing questions below. This form requires a login and password to access.  
Please use your Palomar email and password to log in.

Link: [Permanent Employees Staff Count](#)

**Full-time Faculty (total number of FT faculty in your discipline)**

7

**Full-time Faculty (FTEF)**

7.4

**Part-time faculty (FTEF)**

7.4

**Classified and other permanent staff positions that support this discipline**

Kellis Neidiffer, ADA extraordinary - 1/2 FTE (Shared currently with the Library)

**Additional hourly staff that support this discipline and/or department**

None

## PROGRAM INFORMATION

In this section you are asked to consider your programs, their learning outcomes, the annual number of completions, goals for completions and enrollment and efficiency trends.

## PROGRAM LEARNING OUTCOMES

Begin this section by reviewing the Program Review reports for programs and courses in Nuventive Improve (TracDat). All active course and program learning outcomes should be systematically assessed over a 3-year cycle. First, look at program learning outcomes.

- **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?**

The learning outcomes emphasize the types of skills we offer. However, the breadth of information is covered in our CORs. We are vigilant in working with articulation to maintain good transferability and have over the last three years worked to iron out places where transferability has been problematic (such as in places where they break history into three sections, a problem for mapping when we do all of history in two courses) and that transferability involvement has led to a focus, for example, on HIST 101 utilizing the Constitution as a measure of learning as it is emphasized in some transferability requirements. As for the employer market, this repeats much of what will be said on the Labor market section: "Skills that are often emphasized in careers include proficiency in writing, active listening, reading comprehension, and critical thinking. These align strongly with our course and program SLOs. It may go without saying many of these occupations need knowledge of history and the ability to research historical trends (home appraisers for the real estate market, historical trends in fashion, court precedents in the law) ."

We are also beginning the review process to document the Work Based Learning Opportunities we currently offer. For example, we History is part of Political Economy Days and presentation are offered that connect with Professional historians, lawyers, and politicians -- careers that often start with History Degrees. In addition, Our Program is very active in "closing the loop" on the education market through robust support of SDICCCA interns, where many of the full time faculty have mentored graduate students who wish to become Professors of History. Many of our interns have become part time or full time professors, including our fabulous most recent hire of Professor Herrera.

**How do they align with employer and transfer expectations?**

As noted in the labor market section, certain main skills remain in dominant demand: Proficiency in writing, active listening, reading comprehension, and critical thinking. We emphasize these through SLOs and CORs, part of our TERB evaluations looks to strong syllabi on these skills, and see also the discussion of "closing the loop" from skills to workforce experience exposure in Political Economy Days to supporting students with EHPS scholarships and "closing the loop" by supporting the SDICCCA internship program.

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

As with course level SLOs, we derive our Program level SLO work from planning we do each year in our Discipline meeting reviewing previous years and derive our goals to align with our mission statement and the goal of transferable, intellectually rigorous, and accessible classes, as stated as part of our mission statement. The PRP process allows us to access data and thoughtfully share this information among our colleagues for review at next year's meeting and to see if we need to address any specific issues that might crop up as a data anomaly or a concern due to administrative scheduling. This may include concerns about scheduling, administrative cancelling of classes necessary for students to fulfill their guided pathways, or lobbying for reduced class sizes to help increase student teacher ratios. There is a reason that most top flight colleges advertise low student to teacher ratios: They work.

**Summarize the major findings of your program outcomes assessments.**

On a program level, we are serving students in US History and History of the Americas well, but our decimated offerings in World / Western History jeopardize students who wish to transfer with these specialties. We are rebuilding Women's History and looking at different modalities to deliver California history, looking at targeting secondary school educators who may need it as a continuing education requirement. We also find an increasing amount of time spent on administrative work that seems to dovetail very lightly with our mission statement, and have expressed concern that Program-level outcomes that should be driven by student success or pedagogy are bring driven by administrative concerns over efficiency. Indeed, efficiency as modeled by single-statistic derivatives (arbitrary numbers that lead to classes being cut early) have led to constant headaches and work as we end up having to restore classes as fast Track 2s because cuts are always too deep. Last semester alone we had to reinstate 50% of classes cut because of overenthusiastic and slavish devotion to a single statistic -- enrollment by a certain date -- without looking at historical trends that require us to restore at the last minute. As students often sign up for classes and then are done, the fact we often have important bread and butter classes unavailable during the first week of classes (all sections of History 101, for example, last semester were full and no sections open to students in the week before classes started because multiple sections had been cut.) Since this jeopardizes student retention -- why take classes at Palomar if the classes you need don't exist or are offered? -- the Co-Chairs have requested historical data to suggest gently to administration that historical data trends should be used in a complementary fashion when deciding how many sections should be closed to student access.

**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.**

In our second year of the AA transfer degree, 30 students completed the AA in History, more than doubling (and nearly tripling) the 12 we had in the first year of our AA program (which was last year).

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

Increased

**What factors have influenced your completion trends?**

The AA program just started but we are pleased to see students already took advantage of it even though some students who graduated with the transfer AA may not have been aware of the degree when they started, as some students began Palomar more than 2 years ago. We expect that guided pathways may increase these numbers as counseling and planning requirements for new intake students will increase the visibility of the transfer degree.

## **Program Information Summary**

Consider your program outcome assessments, completions, and enrollment/efficiency trends, as well as other internal and external factors.

**How have these factors contributed to the success of your program(s)?**

Our goal of "Closing the loop" -- of serving students as mentors as they move through and beyond the community college experience -- has proven deeply rewarding and shows the role of a Professor begins, rather than ends, in the classroom.

**How have these factors presented challenges for your program(s)?**

Our goals for academic excellence can often find challenge in classrooms because of a very politically polarized environments. Topics that are required to be taught can, to some students, have sudden political weight where there was none before. (Such as the causes of the Civil War in a post-Charlottesville world.) Yet we see these as challenges rather than frustrations, because it reminds us of the importance of critical thinking and integrity not just to the job market but also to civic life -- and in a era of calling things one dislikes "fake news" and rampant misinformation via social media -- as we have seen, critical thinking and academic excellence have become matters of literal life and death in a COVID world.

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?**

70.0%

**Why did you choose this standard?**

While we believe in upholding the standards set by the institution, History is a discipline required to transfer to other institutions. As part of the staple requirements (like our sister disciplines of Economics and PoliSci), we take not just students who have a specific desire to learn a topic (as is more often the case in the arts or criminal justice) but the vast majority of our students are reluctant comers to the program. Because of our high academic standards, we are faced with

the perplexing problem of not only aiding our students in learning historical events, but frequently find ourselves (as do many of our colleagues) dealing with near-remedial students whose skills in writing are very poor indeed. Therefore, it is not unusual for a cohort of students who take our classes the first time to not be successful. A measure we would find more useful is to look at the success of students when we include the numbers of repeat students. As demonstrated by our

retention numbers, despite our high standards students stick with us. Anecdotally, full timers will see students who stumbled the first time return to us in order to finally gain the success they failed to do on their first classroom experience.

Therefore, we set our success rate to attune to the realities of our student population, while also hoping the college might look at the measurement of success of students who re-take History, which we feel would be a fairer measurement of success when added in.

We have previously proposed a more realistic 65% rate, but feedback from the VPI in 2019 was that we had to be at 70, so the arbitrary number 70 it is.

We are concerned that due to the ephemeral nature of many students taking distance education courses that as we move

forward with the college's intense desire for us to implement further Distance Education classes -- which we have followed

through with -- we will erode our excellent retention numbers. Distance education classes tend to have a more modest retention rate. Overall, the college's focus on larger class sizes and efficiency may prove the bane of our ability to meet these goals considering along with Math and English we are one of the first lines of defense for students coming right out of high school with remedial skills.

**What is your stretch goal for course success rates?**

70.0%

**How did you decide upon the goal?**

We wish to try to maintain the 70% rate, even as new assembly bills create challenges for students whose preparation for writing and math may still be suffering as they enter a new college environment. As we have new cohorts of students each semester, creating arbitrary "stretch" goals that appear to have no grounding in academic pedagogy and instead derive from the world of business institutions is a model we reject. However, we do wish to continue to bolster support for basic skills initiatives and writing across the curriculum to contribute to student success. The fact that even when students fail they come back to us speaks highly of our approach, and our 92.5% retention rate -- which has remained steady for six years tracked -- shows that we continue to work on keeping students engaged and learning to contribute to that success.

What is unknown will be the impact of COVID and changing teaching modalities in Spring 2020 and going forward.

**When or Where: Why do you think differences based on when or where the course is offered exists? What do you need to help close the gap?**

In previous PRPs, we had as a hypothesis that our success rate seems to fluctuate mostly by class size. While administration remains monofocused on efficiency and fill artes over pedagogy over student success, packing classes in to maximum class size (in a recent ad astra presentation we were told by the data analyzers that our community college has the single most overfilled classes that they have encountered of any of the clients they work with), success rate is lower -- and this is true whether the modality is online or in person.

The data that may alter this conclusion is that of the North campus, where attendance and success have been softer. We recognize the North Center has had a really hard time drawing in students and since COVID we haven't had much more information to work with in order to tell if this is a historical outlier due to the statistical fluctuation of small numbers, but when we reopen we will be keeping a sharp eye on the trends coming out of the north campus.

**Gender: Why do you think gender differences exist? What do you need to help close the gap?**

We have a slightly higher female to male success rate, but also a lower enrollment of women to men, a trend that we have noted before. (This year almost 400 more men than women enrolled in this period.) Strangely even more than success rates among men, which may need some attention, the data may suggest we need to concern ourselves with attracting more female students. Could it be that female students are less likely to take their history GEs, particularly more at-risk women? One good news is that this is a far better gender ratio than we had two years ago where the gap was almost 800 students!

**Age: Why do you think age differences exist? What do you need to help close the gap?**

Note again these are less pronounced, but we tend to have a higher success rate the older students get, and a lower retention rate. Again, nothing new in these revelations -- these are pretty steady trends, with smaller numbers of over 50s having an higher success rate but lower retention. This isn't very surprising-- returning learners tend to be more prepared and motivated but also may have other goals than just finishing a degree, as they often are working towards second careers.

**Ethnicity: Why do you think ethnicity differences exist? What do you need to help close the gap?**

Our retention rates continued to show wild fluctuations among Pacific islanders -- a strong 90.9% retention this year after two years of much lower retention (79%) and (68%) 2017 and 2018. As has been noted before, the wild fluctuations are often driven by small numbers -- there were only 11 self-identified Pacific Islander students to go through our Program in 2019.

Our success rates for black students had plummeted last year and those numbers rebounded somewhat this year. Hispanic students remained at almost their exact same level from last year. But both Black and hispanic students tie as the ones who struggle the most with success. The fact that both groups have had trouble in getting above 60% success shows much work both in program and system wide needs to be done to help support our BIPOC students.

Much of our department has been moving to low cost no cost textbook initiatives we hope will help increase success for historically marginalized students, and we have been doing work on antiracist frameworks to help remove barriers to success. Three of our historians are enrolled in the teacher-based Africana Studies class this year to expand and discuss on the way we present black history in the framework of our classes, and as mentioned in community outreach, we are working on creative ways to reach out to our Latinx population.

**COURSE LEARNING OUTCOMES**

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

The History department has addressed the issue of student writing, and seen improvements, by creating document analysis assignments with a great deal of structure and support for the students. There has also been a concerted effort to encourage students to take advantage of the Palomar College English Writing Center. At the time of the COVID-19 cancellation of face-to-face classes members of the department had been discussing access to online writing resources with textbook companies. These resources are usually only available for English classes, but we have inquired into the possibility of bundling them with existing online history material. We also plan to use the new Ad Astra metrics to design smarter schedules and help increase access of students to our classes. We note that in the past two years the college has canceled classes early in the semester only to restore about half of them as fast track 2s -- but by the time the classes are added students may have decided that no classes are available. We have made some suggestions to create dynamic demands lists for student enrollment (a student could express interest in classes that have no openings and then be emailed when new classes open). Our new year of online-only education has mostly subsumed our efforts as we primarily work on new challenges with teaching without classrooms.

**Summarize the major findings of your course outcomes assessments.**

The history department evaluated student performance according to the Student Learning Outcome (SLO) for interpreting and using historical sources. This SLO evaluates student on their ability to perform the following:

1. Ability to identify a primary historical source
2. Recognition and identification of bias of the source
3. Analyze the source in its historical context
4. Effective expression of content

The history classes that were evaluated were:

- History 102: US History from Reconstruction
- History 105: Western Civilization to the Reformation

It should be noted that a majority of our students qualify as meeting ALL of the Interpretation and Use of Historical Sources SLOs for the history discipline. When examining the scores across all of the sampled classes, students in history performed best in: Ability to identify a primary historical source. This seems to indicate we are effectively teaching our students the basic elements of source identification.

The SLO where students seemed to struggle the most is: Effective expression of content. This reflects the difficulty faced by faculty in that many students come to the class unprepared with the necessary writing skills.

**This section is intentionally blank for annual PRPs. Please click "Next" to continue.**

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**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?**

Over 140 careers mirror people gaining history degrees. Many of the top careers are variations of teaching, but also curators, museum workers, tour guides, credit checkers, cost estimators, fashion designers, fundraisers, private detectives, and medical careers. Another set of fields not highlighted but we find many of our students transferring into is legal and political professions, from lawyers and judges to community activists and politicians.

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

Skills that are often emphasized in these careers include proficiency in writing, active listening, reading comprehension, and critical thinking. These align strongly with our course and program SLOs. It may go without saying many of these occupations need knowledge of history and the ability to research historical trends (home appraisers for the real estate market, historical trend sin fashion, court precedents in the law) .

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

As mentioned above, we focus VERY strongly on the skills of writing, critical thinking, and historical knowledge which also aids in good citizenship beyond these KSAs. Consider our building blocks across our curricula in SLOs includes SLOs on writing, Historical interpretation, and use of documents or even specific document analysis of original documents like the Constitution, which dovetails into both Course Outline of Record and transfer requirements with job needs on critical thinking / analysis of documents.

**Work Based Learning**

Applied and work-based learning (WBL) allows students to apply classroom content in professional settings while gaining real-world 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?**

Yes

**What have you done to integrate work-based learning?**

We offer students opportunities to meet with scholars, politicians, lawyers, and other professionals through Political Economy Days, so they can interact with people who have active employment in the fields they may wish to continue into after history degrees. As mentioned above, employers seek strong writing, critical thinking, and practical research skills. Our CORs, SLOs, and classroom practices require these skills and measure their success not just on an individual grade but program-wise review through SLOs. Students also have access to those classes in which SDICCCA interns teach and offer office hours, and they have been part of discussions with students about the challenges of their stage of careers (graduate students seeking jobs) and model pathways to academic success.

**How does your work-based learning help your students learn how to do some of the tasks associated with the potential occupations?**

Political Economy Days allows our students to connect to people successful in their field and both see them in action outside the context of the course curricula to see what kinds of work / research they might actively do, and each session has Q&A time afterwards. We have also had exceptional students who are planning to go forward in history careers to have the opportunity to research and give presentations. One of our students, Jay Nee, who was also an EHPS scholarship winner (we fund our own scholarship to help advance students continuing in our departmental disciplines) presented twice on different aspects of Anarchism and histories of political engagement through social media. He recently as a young scholar at UCLA has had some of his work on Kazakhstan published; and like others, we have encouraged students who specifically want to go into community college teaching to come back as SDICCCA scholars so that we may "close the loop" on the Palomar experience and get workplace training.

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

We have currently engaged in dual enrollment classes and have expanded our offerings in this last year to Escondido Charter High; we got some last minute requests and were able to accommodate them. We do social media outreach including Facebook and maintain ties with the community, including some professors maintaining online groups of previous students (such as the Bow Tie History Survivor's Group on Facebook) that adds branding and outreach when we want to advertise new classes or seek second generations of students as previous students become partners and community leaders who can spread the good word of our discipline's work. We advertise our talent by holding Political Economy Days, highlighting the expertise and engagement of our faculty (and our ability to attract academics, politicians, activists, and labor leaders to the greater community at extremely low cost to the institution. Our faculty is deeply involved in teacher groups to other institutions and many of our faculty are involved in Teacher Union activities that communicate with faculty and staff of other Universities in order to maintain and grow ties within and across disciplines in other institutions. Many of our Full time faculty have mentored graduate students through the SDICCCA program, further enhancing community awareness that Palomar is an active partner in the success of its students and the students of other institutions. Most of our Professors also actively engage in community areas of their expertise. Professor Ritt is actively involved with curriculum and reaching out to other universities to help shape the course of the changing landscape of World and Western History. Professor Gwin has active outreach through the Women's Studies workgroup and activities such as Women's History Month. Professor Herrera even in her first year has been a featured speaker at Tarde De Familia, the Latinx Women's Healing Forum, and has taken a leadership position in ALAAS.

**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

Thoughtfully and academically rigorously add new distance education programs to American History and Women's History offerings, which we have never offered in the past. In a similar fashion, offer a limited but academically sound number of World and Western History online offerings.

#### Is this a new or existing goal?

Existing

#### Goal Status

Ongoing

No longer a goal

#### How will you complete this goal?

Three years ago we piloted online offerings in US History, which clearly numerically (in efficiency) have been successful. We also partnered with Escondido Charter to offer an online course targeted to a dual enrollment desire.

Our online enrollments grew from 162 to 530 in the last PRP reporting. We were continuing to evaluate and assess about differences in online and face to face learning.

Then COVID hit.

Since then, we have had to abandon the goal of thoughtful and slowly adding online classes as we went completely online. As a result, when we return to -- whatever the new normal is, I suppose -- we will try to figure out the proper balance between face to face and online again. Whatever it is, health and safety will be on our minds.

#### Outcome(s) expected (qualitative/quantitative)

We were examining the impact of these classes and see if they truly are expansion opportunities or if they simply cannibalize our face to face offerings. As said, whatever measured approach was going to happen has ended. When it becomes appropriate, we will revive this goal, with everyone in our department who is active now having experience with teaching online at least giving better anecdotal data for what the difference was like in serving students and what challenges were faced.

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

Thoughtfully adding classes without being pushed into online-only modalities helps the college's CLEAR mission statement of Physical presence and participation in the community under Values. Offering online classes can increase our value of access. maintaining Academic rigor even under the anticipated pressure of passing more students to meet guided pathways speed goals will solidify our commitment to integrity and academic excellence. The collaborative evaluation and experience of increasing our online offerings meets Goal 1 of the institution, Goal 2 clearly adds to student access, Goal 5.3 as we utilize online as a possibility for maintaining academic rigor and control even as we partner with High Schools such as we mentioned above. All of these meet the specific goals mentioned in our History mission statement: "engaging and supportive learning environment for diverse learners." and "to create opportunities for learning in and outside of the classroom to meet these objectives."

#### Expected Goal Completion Date

10/30/2020

### Goal 2

**Goal Status**

Ongoing

**Brief Description**

Expand low cost and no cost textbook offerings in our classes while maintaining academic rigor of materials and avoid transfer woes.

**Is this a new or existing goal?**

Existing

**How will you complete this goal?**

We have excellent representation of people who have worked to make this initiative happen, with Econ Adjunct Professor Zavodny leading CALM.

One concern we have had is that Universities have in the past required certain kinds of texts to maintain transferability, so as we work to expand these offerings we wish to maintain academic freedom for individual professors even as we increase student access by lowering the barrier of entry cost to classes. We are working with our articulation officer on some of the more thorny concerns.

Some current examples of embracing this goal:

Some of our professors currently offer low cost initiatives but we need to be more proactive in getting them properly listed on the schedule as such. Last summer we had tremendous difficulties with the bookstore and it bled over into Fall classes.

We are looking to share our experiences in order to get deals that may help individual classes. For example, some publishers will offer a class free online book access for a semester when a new professor offers classes. We may wish to work with adjuncts in helping them, when offering new classes, cut deals with publishers to have their classes offered with these options. We have been discussing with individual adjunct instructors the possibility of doing so since the full time faculty may have more leverage in negotiations.

Professors Estes and Jahnel have always worked with their publisher where the publisher offered both an online and an unbound paper copy of the book with access codes for under \$40. After the first semester of this being successfully repriced in the bookstore, we were able to get the designations (even if belatedly, just a few days before classes started) added to the designation of CALM classes in the online schedule for students.

History 102 requires a California government and institution component by the state. In the past, UC Davis objected to articulation of our 102 courses unless we forced students to buy a book on the COR / syllabi, as they felt simply teaching it was not enough. Professor Jahnel is spearheading an attempt along with our articulation officer and the low cost / no cost group on campus to find a viable alternative (buying one set of books through the foundation held in reserve at the library as an option for students, finding an alternative Davis is using) so we can make sure 102 courses may also enter low cost / no cost arenas without getting us in trouble in terms of transferability.

We have had some really difficult experiences in the past working with the bookstore to remain proper CALM pricing and getting low cost designation on the schedule. We hope that the VPI can work with and monitor the bookstore to streamline the process wherein they marked up the book beyond their original guarantee and shut out summer students from 2 classes from receiving the low cost designation.

We have been working on getting better compliance in using forms for submitting book requests to streamline this process further. Our department, unlike others we have heard of, has never relied on the ADA doing book submissions -- so with the changes where administration has cut back on ADA support of the departments we have been in a slightly better shape at least in that respect.

**Outcome(s) expected (qualitative/quantitative)**

To evaluate more low cost no cost options, help adjuncts get their courses listed, verify that the materials offered do not cause problems for articulation, and then update department policies and eventually CORs to reflect any new textbook offerings. As the culture increases also pit publishers against each other, noting x publisher is offering a \$40 text, do you wish to as well? We currently have increased the number of classes offering CALM classes from last year's PRP, and we plan to see those numbers increase.

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

Absolutely aids in the goals of access and innovation. Deals with a diverse student body and at risk students. Increases the chance students will make it through their guided pathways if costs are less prohibitive.

**Expected Goal Completion Date**

4/8/2023

**Goal 3****Brief Description**

Create a History space in the history lounge

**Is this a new or existing goal?**

Existing

**Goal Status**

Ongoing

**How will you complete this goal?**

We received display cases a while ago and are looking to use the study space as an exhibit space to highlight history. Professor Gwin previously was able through a very modest budget to bring a Women's History museum to create a large display in the study area to celebrate women's history and we hope we can get in resource requests the modest few hundred dollars to bring exhibits like these back to both enhance student learning and help advertise our specialty classes. All this is on hold while the campus is closed.

**Outcome(s) expected (qualitative/quantitative)**

All this is on hold while the campus is closed. When we return, we should be able to highlight concepts like Historiography and also help celebrate diversity by highlighting the amazing inclusiveness that history offers. Once we get a set of displays (perhaps in some rotation eventually) be able to use the space to highlight tied events like Trade de Familia, where Professor Herrera has been participating.

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

Showing that the curriculum embraces visually the college strategic plan values of diversity, inclusiveness, and mutual respect are awesome AND in doing so may increase student access / equity if we can draw students into the comfort of taking challenging classes by seeing representations of themselves in the learning we provide and highlight.

**Expected Goal Completion Date**

4/8/2023

**Goal 4****Brief Description**

Discuss the Viability of an Honors Program

**Is this a new or existing goal?**

Existing

**Goal Status**

No longer a goal

**How will you complete this goal?**

While we are not completely abandoning the honors idea, the budget craziness and COVID realities have put this goal further in the future. We may revisit it post-pandemic. Due to the college's budget constraints, one of the biggest proponents for it took early retirement to help save jobs.

Set up discussions to see the viability of cultivating an honors program to help students with transferability and perhaps make more attractive the AA Transfer degree in History.

**Outcome(s) expected (qualitative/quantitative)**

To begin to see if there is a commitment among faculty and support among administration for an honors designation. If viability is available, then begin to tackle proper curriculum designation and changes, perhaps focusing on utilizing Directed Studies as a mechanism for honors work.

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

Whereas our goals of online classes and history space seek to increase access and inclusiveness, we also wish to embrace the strategic goal and department goals of excellence as well. Giving students extra incentives to be able to be designated as students of excellence may also increase students finishing their guided pathways in time and give them a leg up on applications for transfer or scholarships. Again, we hope to return to this later.

**Expected Goal Completion Date**

4/8/2024

**Goal 5****Brief Description**

Adapt to the new Online environment and retain academic excellence

**Is this a new or existing goal?**

New

**How will you complete this goal?**

In a world where every class is online, we hope to start by getting everyone operational, at the very least, and then build upon shared experiences and best practices to make sure our suddenly all-online course offerings are as academically robust as our face to face offerings have been. We have begun by facing the 100% compliance goal of teacher being online certified before Spring 2021.

**Outcome(s) expected (qualitative/quantitative)**

The first step, as mentioned, is getting everyone online compliance by 2021. We are also discussing amongst the full timers how we can help our colleagues with online environments. We have tried to examine online collegial spaces as well, such as establishing Friday "Hallway hangouts" to simulate the in-department collegial conversational spaces.

As time goes on and we move past bare compliance, we hope to self-evaluate what has gone well (or not) and how we move forward when we return to a mixed schedule.

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

It is a core competency that the modality of the class should in no way impact the academic excellence or rigor expected for students. This would support core mission statement values of academic excellence, integrity, equity, and innovation; and with proper content and formats make sure we make sure the virtual classroom embraces diversity and inclusiveness and has equity and access in mind, barriers that can be formed when students have to bring their own technological solutions.

**Expected Goal Completion Date**

4/8/2023

**RESOURCES**

Congratulations! You are nearing completion. In this section, you will consider the resources you need to implement your three-year program review plan and/or address any findings from your assessment of your discipline.

The section is organized into the following four parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology and Facilities Needs

PART 4: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

## PART 1: STAFFING NEEDS

Requests for faculty will follow the prioritization process currently in place in IPC, and the IPC SubCommittee. Requests for new staff positions will be prioritized at the division level and reviewed at Exec.

**Are you requesting additional full-time faculty?**

No

***NOTE: If you are requesting full-time faculty, you must go back to the Labor Market section of the form to complete that section. It is required when requesting additional faculty positions.***

**Are you requesting new Classified, CAST or AA positions?**

No

## PART 2: BUDGET REVIEW

Review your Budget/Expenditure reports for 2018, 2019, 2020. Consider your three-year PRP plan.

Click on the link below to access directions to the *Available Budget Report* to complete this section.

[How to Request the Available Budget Report](#)

**Reflecting on your three-year PRP plan, are there any budget considerations you would like your dean/supervisor to be aware of for the upcoming year?**

No

## ***NOTE: PARTS 3 and 4 – TECHNOLOGY, FACILITIES AND OTHER NEEDS***

This year the College is implementing two new processes related to resource needs coming from the PRP process.

1. One-Time Fund Requests. The college is implementing a process for prioritizing and allocating funds for one-time needs/requests tied to Program Review and Planning. Prioritization will take place through participatory governance in planning councils and the Budget Committee. Then, a recommendation will be made to Exec for funding of request utilizing various funding sources.

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES](#).

Consider submitting one-time requests only if you have verified that you cannot fund the request using your general discretionary funds or other funds.

2. Technology and Facilities Review. From now on, ALL requests for technology will go through an institutional review process. If you request technology here, you will see a description of the process below.

## PART 3: TECHNOLOGY AND FACILITIES NEEDS

Will you be requesting any technology (hardware/software) this upcoming year?

No

Do you have resource needs that require physical space or modification to physical space?

No

## PART 4: OTHER ONE-TIME NEEDS

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES](#). Please check with your department chair on the availability for this cycle.

Do you have one-time requests for other items (e.g., Non-Technology Equipment, Supplies, Operating Expenses, Travel) that your budget or other funding sources will NOT cover?

No

I confirm that the Program Review is complete and ready to be submitted.

Yes

Enter your email address to receive a copy of the PRP to keep for your records.

[bjahnel@palomar.edu](mailto:bjahnel@palomar.edu)

## Review

### Chair Review

#### Chair Comments

It is good to have co-chairs because being the only person to review your own work feels a little weird. :)

#### Chair Name

Bill Jahnel and Matt Estes

#### Chair Sign Date

10/30/2020

### Dean Review

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

1. Impressive number of ADT History completions (30) and that is more than double the last year's record (12).
2. Much of the department offerings have been moving to Low Cost/No Cost textbook initiatives to help students and increase access.
3. The department offers students the opportunity to meet with scholars, politicians, lawyers, and other professionals through the Political Economy Days.

#### Areas of Concern, if any:

#### Recommendations for improvement:

I would recommend faculty to

1. Continue streamlining their courses to make their online classes accessible by aligning them using the CVC-OEI Course Design Rubric that has been adopted by Palomar College Faculty Senate.
2. Encourage faculty to continue aligning their courses' activities with the integrated SLOs within Canvas.

#### Dean Name

Najib Manea covering for Dean Ly

#### Dean Sign Date

11/17/2020

## 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:**

increased # of completions with relatively new AAT; stated value of the challenges brought with changes in our culture and political landscape; faculty participation in AS 101 course this past fall as one way to help to address DI gaps; engagement with dual enrollment and integration of WBL in curriculum; annual Political Economy day participation

**Areas of Concern, if any:**

advocacy for low faculty/student ratios -- it would be awesome if we could maintain fiscal stability at the same time; how to track students as they move beyond the CC experience; view of lower course success rate as a high academic standard -- possible to view as a point to address to help more students be successful in learning required material? (to me, that's the value in SLOs, etc.); lack of measurable outcomes for goals -- e.g., what # of classes do you hope to have set with ZTC by semester X?

A concern I have that I didn't see mentioned in the PRP is that of the new legislation re: Ethnic Studies and its potential impact on your enrollments, scheduling, and staffing.

**Recommendations for improvement:**

1. to continue to increase completions, be sure to work with dean to schedule rotations and offer strong electives -- connect to Guided Pathways, which you mention in the PRP
2. Career Continuum and college will want discussions re: being able to follow our students as they move onto transfer and/or careers; please join in on that discussion when it begins
3. I'm encouraging the tutoring areas to work to address more of the concerns such as the ones you've brought up re: math and written communication skills, e.g. -- to provide more intentional and informed support for students as they seek to meet the expectations in your courses -- might be valuable to share the document analysis assignments (as another e.g.)
4. Discuss Ethnic Studies impact with dean and VPI as we move towards scheduling for 21-22 and beyond.

**Vice President Name**

Shayla Sivert

**Vice President Sign Date**

12/31/2020