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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
English

Discipline Name
Humanities (HUM)

Department Chair Name
Leanne Maunu

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 providing an engaging and supportive learning environment for diverse learners, including those who are pursuing transfer-readiness, 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, AA degree programs, and by co-coordinating the nation-wide equity programs Puente and Umoja. 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.

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

Does your discipline have at least one degree or certificate associated with it?
No

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

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

The department chair, with input from full-time faculty members in the department (tenured and tenure-track).

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)
19

Full-time Faculty (FTEF)
0.60

Part-time faculty (FTEF)
0.00

Classified and other permanent staff positions that support this discipline

Additional hourly staff that support this discipline and/or department

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 do they align with employer and transfer expectations?

Our Discipline Learning Outcomes listed reflect precisely the expectations for transfer as well as the "soft skills" that most employers are looking for in prospective workers.

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)?

Although our Hum 100 and Hum 101 classes were struggling with enrollment for a few years, for Fall 2020, our enrollment is up and all three of our Hum 100 classes were full at the start of the semester. We hope that our emphasis on the value of the Humanities courses has helped with the increase in these numbers.

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

Again, we have been struggling with enrollment, but things are looking better.

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?

We chose this standard since we would like to honor Palomar's institutional standard.

What is your stretch goal for course success rates?

71.0%

How did you decide upon the goal?

Since we have been struggling with enrollment for a few years, it makes sense for us to not set the new goal too high. That being said, we have seen some increases in our success rates the last few fall semesters for Hum 100:

Fall 2016 54.2%

Fall 2017 62.5%

Fall 2018 69.5%

Fall 2019 74.2%

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

We have been using the same assessment methods since they work well for our department and its culture.

Summarize the major findings of your course outcomes assessments.

We have seen an increase in the success rates of our students.

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

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

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?

The careers that are available include positions in human resources, administration, publishing, marketing, editing, education/teaching, non-profit organizations, and law. There are no new careers in our area.

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

Critical thinking and communication skills are at the heart of the KSAs we offer in our program. We offer curriculum that develops sensitivity to language, precise expression, interpretive ability, enhanced observation skills, and deeper understanding of the human project. All of these are among the best characteristics of students enrolled in our Humanities classes, which makes them ideally suited for a wide array of jobs. A Humanities major is also an excellent pre-professional degree for those going into fields like law.

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

All of our courses are designed around the KSAs noted above.

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?

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?

Particularly through the Partnerships in Learning project, we've been making progress working with the area high schools to inform them of and to discuss our program.

Our Bravura students and advisors continue to work with area high schools, engaging them in the submission process and publishing some award winners.

Although our House of Humanities event only took place once, we would like to organize another such event in the future, once it is safe to do so.

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

Continue to offer three sections of Hum 100 each fall semester and two sections of Hum 101 each spring semester.

Is this a new or existing goal?

New

How will you complete this goal?

We will market our Humanities classes more to students and aim to make them aware of what the classes entail.

Outcome(s) expected (qualitative/quantitative)

We hope to keep our current course offerings.

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

Since Humanities classes are part of our department's curriculum and are an important part of a student's education, we would like to retain our course offerings.

Expected Goal Completion Date

5/20/2022

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.

lmaunu@palomar.edu

Review

Chair Review

Chair Comments

We are happy with our PRP and our goals for this year for our Humanities program.

Chair Name

Leanne Maunu

Chair Sign Date

10/28/2020

Dean Review

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

Given the challenges, the commitment of the department to the Humanities is commendable. Plans to increase communication to students are valuable.

Areas of Concern, if any:

Enrollment and success rates are concerning for the long term without very proactive measures that are not easy to take in general and particularly tricky in the current online context.

Recommendations for improvement:

I would recommend rethinking the content of these courses and looking into creative interdisciplinary approaches to transform the perception of students of what Humanities can be, and increase their appeal as this is a most necessary discipline and an asset to the Department.

Dean Name

Dr. Fabienne S. Chauderlot

Dean Sign Date

11/4/2020

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

more attention paid to standard for course success rate -- why choose a particular rate and how to help students meet that goal?; no connection to WBL

Recommendations for improvement:

clarify course-level assessment methods; provide more thoughtful analysis re: course success rate standards; investigate possibilities for WBL within courses -- the soft skills needed for employment are key here; a better understanding of WBL and Career Continuum could provide internship and employment opportunities for Humanities majors

Vice President Name

Shayla Sivert

Vice President Sign Date

12/29/2020