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OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review and Planning is about evaluating and assessing programs and documenting plans for improving student success rates. Through review of and reflection on key program elements, Program Review and Planning identifies program strengths and strategies necessary to improve the academic discipline, program, and/or services to support student success.

The College also uses Program Review and Planning as the conduit to request resources (human, technology, facilities and funding) to further help improve and support programs.

BASIC PROGRAM INFORMATION

Academic Year
2021-2022

Are you completing a comprehensive or annual PRP?
Annual

Division Name
Social and Behavioral Sciences

Department Name
Economics/History/Political Science

Department Chair Name
Matt Estes and Bill Jahnel

Discipline Name
History (HIST)

Department Chair email
bjahnel@palomar.edu

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

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-T, History

BASIC PROGRAM NFORMATION: FACULTY AND STAFFING RESOURCES

In this section, you will identify how many faculty and staff support your discipline's programs. This information is considered when you request permanent staff and faculty hires. It is also useful as you evaluate your program and the human resources and talent you have to support our students.

To help you answer questions in this section, you will need the two links below. An arrow will appear in the spreadsheet pointing to the data you will enter.

1) **Permanent Faculty and Staff Count**

 2) **FTEF LINK**

How many permanent or full-time faculty support your discipline (program)?
7 (6 After December 2021)

For this past fall semester, what was your Full-time FTEF assigned to teach classes?
7.4

For this past fall semester, what was your Part-time FTEF assigned to teach classes?
7.4

List the classified and other permanent staff positions that support this discipline.
Kellis Neidiffer, ADA extraordinary - 1 FTEF (100% workload)

List additional hourly staff that support this discipline and/or department
None

PROGRAM INFORMATION

In this section, you are asked to consider and evaluate your programs, including their program 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) ."

Last year, we started 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 department hire, 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.
For the 2019-2020 and 2020-2021 school years, the history department evaluated student performance according to the Student Learning Outcome (SLO) for college level writing. This SLO evaluates student on their ability to perform the following:
1. Creating a clear and effective thesis statement or paragraph
2. Correct writing mechanics and grammar
3. Development of complex historical ideas and critical analysis of historical facts or events
4. Writing structure and organization
5. The effectiveness, creativity, style, and content of their analysis

The history classes that were evaluated were:

History 101: American History through Reconstruction
History 102: American History from Reconstruction
History 105: History of Western Civilization Through the Reformation
History 106: History of Western Civilization Since the Reformation
History 107: World History to 1650
History 108: World History from 1650
History 121: California History
History 130: Women in United States History
History 140: History of the Americas Through 1800
History 141: History of the Americas Since 1800
History 150: History of Latin America to 1824
History 151: History of Latin America from Independence to the Present
History 160: History of the Middle East from 600 to the Present

It should be noted that a majority of our students qualify as meeting ALL of the writing SLOs for the history discipline. When examining the scores across all the sampled classes, students in history performed best in: "Creating a clear and effective thesis." This seems to indicate we are effectively teaching our students to articulate the point they wish to prove when composing a written argument or analysis.

While there has been improvement since the last evaluation cycle, the SLO where students seemed to struggle the most is: "Development of complex historical ideas and critical analysis of historical facts or events." This is not surprising, since this is the most difficult skill for an instructor to teach and for a student to develop.
[less]
Resource Needs: None
Reflection of Results: The History department has addressed this issue, and seen improvements, by creating writing 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 cancelation 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.
Students Sampled: Sample of course sections

Historical Argument SLO

For the 2019-2020 and 2020-2021 school years 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 101: American History through Reconstruction
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History 130: Women in United States History
History 140: History of the Americas Through 1800
History 141: History of the Americas Since 1800
History 150: History of Latin America to 1824
History 151: History of Latin America from Independence to the Present
History 160: History of the Middle East from 600 to the Present

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.
[less]
Resource Needs: None
Reflection of Results: The History department has addressed the issue if 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 cancelation 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.

As for top line reflection of the program, we wish to include the following discussion:

On a program level, we are serving students in US History and History of the Americas well, but our decimated offerings in World / European History jeopardize students who wish to transfer with these specialties. Professor Ritt (our subject area specialist) has taken the bull by the horns and is in the curriculum process now to create a specific AA-T for global studies, which encompasses mostly the courses in World and European history classes we teach, along with two new courses, that better align to guided pathways to the UC system. We have strongly rebounded the Women's History program even in COVID times, and will continue looking at different modalities to deliver California history, looking at targeting secondary school educators who may need it as a continuing education requirement.

However, 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 about "efficiency." -- a cry we have repeated constantly in PRPs to little attentive audience. 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. Further, recent work in places like the HSI book club has emphasized that arbitrary measures of efficiency tend to create "narratives of whiteness" that disadvantage students of color by creating narratives of failure when many students do gain degrees, but sometimes in more elongated temporal frameworks, for example.

We are very pleased though the our new President seems to have heard this message and has been willing to let class run with smaller numbers, and we have seen most of our classes grow, as students are wont to sign up during the week before classes and the week of classes. This vision of looking to pruning what truly needs pruning but not slaughtering all offerings and discouraging students from taking classes at Palomar since they see their possibilities of completion be blasted away bodes well to position us in the future as we move towards a more post-pandemic world.

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, you will reflect upon the number of completions students earned for EACH degree/certificate you offer. As required for accreditation, you are also asked to set a standard which represents the lowest acceptable number of completions and a stretch goal for increasing the number of awards.

Link to **Program: Completions**

Copy and paste five years of completion data for each of your discipline's degrees and certificates.
Associate in Arts Degree for Transfer:
(2018-19): 12
(2019-2020): 30
(2020-2021): 18

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

What factors have influenced your completion trends?
Out AA-Ts had grown significantly, but the trends of completion in 2020-2021 mirror decreases in enrollment due to the pandemic.

Our accrediting body, ACCJC, and the Federal Department of Education requires that colleges establish standards and goals for student success and completion.

A program-set standard for completion represents the lowest number of program completion you deem acceptable for your program. 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.

A program stretch goal for completions is the number of completions you aspire to award for each program in your discipline.

To determine your stretch goal, consider the number of annual completions you typically award over time, then consider strategies or efforts you are making to increase completions in your program. Then identify the NUMBER you want to set as your goal.

Program Information Summary

In this section you are asked to evaluate your programs by considering their program learning outcome assessments, the annual number of completions, goals for completions, enrollment and efficiency trends and any other internal or external factors that had an impact on your program.

What factors have contributed to the success of your program(s)? Describe how they have contributed.
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.

What factors have presented challenges for your program(s)? Describe the impact of these challenges.
Our goals for academic excellence can often find challenges in classrooms (an beyond!) because of 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 basic information -- like 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.

COURSE INFORMATION

In this section, you will review how students perform in the courses you offer as part of your program. The Chancellor's Office Vision for Success stresses the importance of reducing equity gaps through faster improvements of underrepresented groups.

Data are provided to help you examine differences in course success rates (C or better) across student demographic categories (e.g., gender) and course type (e.g., face-to-face, online).

After you complete your review of course success data, you are asked about the assessment of student learning outcomes at the course level, progress you have made in these assessments, and changes you have implemented as a result/

COURSE SUCCESS AND RETENTION

ACCJC also requires that colleges establish institutional and program level standards and stretch goals for course success rates.

Program-set standards for course success rates represent the lowest success rate deemed acceptable by your discipline. 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. The College's institution-set standard for course success rates is 70%

Program-set stretch goals for course success rates represent the success rates you aspire your students to achieve.

Link to Course Information

The data includes overall success (% C or better) and retention rates (% No Ws) . The data tables include course 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/)

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 students who face serve challenges in basic skills: As documented in our SLOS, writing skills in particular can be very poor indeed. Therefore, it is not unusual for a cohort of students who take our classes the first time to not be "successful" the first time out, even if their progress from the start to the finish of the course has been substantial. 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 historic 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. This also aligns with recognition of our DEI work that single focused models of efficiency and retention can create narratives of student deficiency when other factors are not considered (see Gina Garcia, Becoming Hispanic-Serving Institutions, 2019.)

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.

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 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 nor scholastic soundness; instead, these practices derive from the world of business institutions based on outdated notions of infinite growth, a model we must reject as having little to no support in academic literature as realistic nor wise.

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 until Fall of 2020 -- shows that we continue to work on keeping students engaged and learning to contribute to that success.

What is unknown, as said during the last PRP, will be the ultimate impact of COVID and changing teaching modalities in Spring 2020 and going forward.

COURSE STUDENT LEARNING OUTCOMES (SLOs)

Summarize the major findings of your course level student learning outcomes assessments.
I apologize for the repetition as we included some of this data in the program level view:

History Writing SLO

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While there has been improvement since the last evaluation cycle, the SLO where students seemed to struggle the most is: "Development of complex historical ideas and critical analysis of historical facts or events." This is not surprising, since this is the most difficult skill for an instructor to teach and for a student to develop.
[less]
Resource Needs: None
Reflection of Results: The History department has addressed this issue, and seen improvements, by creating writing 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 cancelation 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.
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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.
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Reflection of Results: The History department has addressed the issue if 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 cancelation 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.

Excluding courses that haven't been offered in the last three years, confirm that all of your courses have been assessed in the last three years.
Yes

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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? If so, how would the new or emerging careers impact your future planning?
Over 120 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. This also includes jobs that need basic organizational skills and critical thinking, such as file and office clerks. 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 trends in 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-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?
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,a nd 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 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 European History, as noted by his development of a guided pathways transferrable Global Studies. Professor Gwin has active outreach through the Women's Studies workgroup and activities such as Women's History Month. Professor Herrera has been a featured speaker at Tarde De Familia, the Latinx Women's Healing Forum, and has just completed her one year leadership position in ALAAS. During the turbulence of the 2020 elections, full and part time faculty engaged in community work to dispel myths and offer comfort during the very politically fraught election, including hosting all college forums talking about elections and election integrity and being available with counselors for sessions for students suffering fear and distress.

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.

If you require any additional resources beyond your exiting budget, please be sure to request those resources in the next section titled "Resources".

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 European History online offerings.

Is this a new or existing goal?	**Goal Status**
Existing	Completed
	Ongoing

How will you complete this goal?
This goal is morphing from it's original intent.

Four 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 last year's PRP reporting. We were continuing to evaluate and assess about differences in online and face to face learning.

We also targeted some programs that might need non traditional delivery mechanisms such as California history and movied it online to fulfill needs of secondary teachers who need certification but for whom traditional classroom schedules are prohibitive.

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 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. This goal will be rewritten next year to focus on quality of course offerings, now that we have hit saturation of quantity by circumstance.

Outcome(s) expected (qualitative/quantitative)
Numerically, we accidentally (by circumstance) hit goal of converting 100% of our offerings to online. Now our goal is in the evaluations of these classes to focus on improving the quality of the adaptations, with a mind towards rigor, academic soundness, equity, and ADA access. (See goal #5)

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
10/30/2021

Goal 2

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?	**Goal Status**
Existing	Ongoing

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 lowing 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. However, deep challenges remain with working with the bookstore, which has a constant stream of errors and problems.

One issue that we continue to have some challenge with in terms of articulation and LC/ZTC are requirements for History 102. HIST 102 has a state requirement to teach a California government and institutions component / unit. In a previous articulation document now over a decade old, 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.

As suggested above, 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. We have one of our part time members serving in leadership of the CALM committee.

One element that we are also working on is in the move to add to these DEI and student success accommodations that we wish these materials to be academically sound and use din proper contexts in our courses. We value academic freedom, but also need our professors to be making it clear which books are mainstream peer reviewed texts and which are supplemental readings that might demonstrate more polarized views, if not outright political polemics. All texts can be used as excellent resources, but we must be clear to show books are used in a format that is academically sound.

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.

We will also be instituting a multi-year Syllabus review of courses, to make sure that there are both peer reviewed sources and that sources that fall outside the mainstream are taught in proper context.

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. At the same time, we are firm on making sure that accessibility doe snot come at a cost of academic rigor. These conform with our mission statement values of "Excellence in teaching, learning, and service" AND "Integrity as the foundation for all we do."

Expected Goal Completion Date
5/30/2023

Goal 3

Brief Description
Create a History space in the history lounge

Is this a new or existing goal?	**Goal Status**
Existing	Completed
	No longer a goal

How will you complete this goal?
Two years ago, we received display cases and were 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.

While we will absolutely return to utilizing this space, with COVID restrictions and our classes being all online at the moment and mostly online in the Spring, we are dropping this goal for now and will return to it when physical spaces and health and safety permit.

Outcome(s) expected (qualitative/quantitative)
We already began decorating and creating the space when COVID forced closure of our building. We will re-examine the use of space with health and safety requirements in mind when we return to face to face instruction and revive this goal.

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
10/18/2021

Goal 4

Brief Description
Discuss the Viability of an Honors Program

Is this a new or existing goal?	**Goal Status**
Existing	Completed

How will you complete this goal?
We were in the midst of discussing an honors program and had it as a goal when our budget craziness hit and we were placed on a fiscal monitor. The focus on bread and butter classes and enrollment -- then followed by COVID -- has simply killed this goal for now

Outcome(s) expected (qualitative/quantitative)
The discussion ended with an understanding that we can revive this matter when finances and circumstances permit.

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. We hope to revive these opportunities in the future.

Expected Goal Completion Date
10/18/2021

Goal 5

Brief Description
Adapt to the new Online environment and retain academic excellence

Is this a new or existing goal?	**Goal Status**
Existing	Ongoing

How will you complete this goal?
In a world where every class is online, our primary goals was 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 succeeded in getting the 100% compliance goal of teacher being online certified before Spring 2021. As mentioned above, we will be using the evaluation cycle process, syllabus reviews, and listening to students concerns to bolster the success, rigor, and accessibility of these offerings.

Outcome(s) expected (qualitative/quantitative)
Within a three year cycle all online courses will have been evaluated as part of the TERB cycle. We will work on giving professors the tools to more rigorously teach their classes without removing accessibility. We will also discuss metrics of demonstrating professors are showing their own expertise and not simply curating other's expertise as departmental standards and expectations.

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
5/30/2024

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 fiscal year 2019, 2020, 2021. 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, 4 and 5 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

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?
Yes

Technology Request

Technology Request 1

What are you requesting?
4 Reimbursements to subscriptions to otter.ai software for one year.

Provide a detailed description of the item requested. What is it, and why do you need it? Please be as descriptive as possible. Include in your description how the requested item aligns with your discipline's PRP goals, analysis of PRP data, SLO/SAOs.
One of our primary challenges is making sure our classes are ADA accessible. While many tools have been made available for video captioning, there are no easy tools available for audio-only transcriptions. Since some of our professors use podcast formats for delivering audio content, the ability to make transcripts of these is unwieldy and cumbersome -- especially for courses that are audio-centric.

After attending discussions with the DRC and AT, the cheapest, easiest, and most effective tool is a transcription service called otter.ai. the otter engine is the same one that provides ZOOM transcription, so the technology is proven. The DRC has previously urged the college to get otter.ai licenses for the college, but it has not been found in the budget. After testing it myself, I can report the tool is deeply effective. Individual instructors can get a one year subscription for $50 with an educational instructor's discount. therefore, the department requests (4) one year licenses to be reimburses for faulty testing this program to convert their current classes to usable transcripts for students with accessibility needs.

This is a matter of not only meeting accessibility standards in our mission statement values, address diversity of learners, but at it's most basic, complying with federal law ADA requirements and obligations under Ed Code.

Estimated Amount of Request.
$200.00

If any, list ongoing costs for the technology (licences, support, maintenance, etc.)
$200.00

Do you already have a budget for this request, or will you need additional funds?

What PRP plan goal/objective does this request align with?
Accessibility, and complying with state and federal law.

What Strategic Plan 2022 Goal:Objective does this request align with?

1:1	1:2	1:3	2:4

If you have multiple requests for technology and had to prioritize, what number would give this? (1 = Highest)

Do you think that your request for technology will require changes to a facility?
No

Note about technology requests:

All technology requests will now go through a review process before prioritization.

- *Your dean/director will send you a Technology Request Checklist (aka Technology Proposal Analysis Checklist).*
  - *You must complete this checklist and return it to your dean no later than 11/19/2021.*
  - *Once the dean approves the form and the request, the dean will send the document to the Technology Review Committee to determine IS resources needed, any integration issues, and/or potential overlap with existing technology.*
  - *The results of the review will be sent to the dean and chair with feedback.*
  - *The dean will determine whether or not the request moves forward for prioritization and/or implementation.*
    - *Requests for one-time funding will move forward for prioritization.*
    - *Requests that use funding from your department budget may move forward for purchase.*

Part 4: Facilities Requests

Do you have resource needs that require physical space or modification to physical space?
No

PART 5: 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 all full-time faculty in this discipline have reviewed the PRP. The form 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