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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

Languages and Literature

Department Name

English

Department Chair Name

Leanne Maunu

Discipline Name

Humanities (HUM)

Department Chair email

LMaunu@palomar.edu

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

The Department Chair, with input from all full-time faculty members in the department (tenured and tenure-track):

BACKMAN, JENNIFER -- Associate Professor of English
BACKMAN, RUSSELL -- Assistant Professor of English
BAGAGLIO, MELISSA HAICKEL -- Assistant Professor of English
CORY, ABBIE -- Associate Professor of English
HISHMEH, RICHARD -- Associate Professor of English
JAPTOK, MARTIN -- Professor of English
JENKINS, JERRY "RAFIKI" -- Professor of English
KEARNEY, KEVIN -- Associate Professor of English
LASATER, LISETTE -- Assistant Professor of English
LUNDELL, MICHAEL -- Associate Professor of English
MAUNU, LEANNE -- Professor of English
MEEHAN, ADAM -- Associate Professor of English
O'DOHERTY, FERGAL-- Associate Professor of English
ROLENS, CLARE -- Associate Professor of English
TRUJILLO, STACEY -- Associate Professor of English
VERSACI, ROCCO -- Professor of English
ZOLLIKER, SUSAN -- Associate Professor of English

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

BASIC PROGRAM INFORMATION: 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)?

17

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

0.60

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

0.00

List the classified and other permanent staff positions that support this discipline.

Two positions:

--Academic Department Assistant

--Instructional Support Asst III

List additional hourly staff that support this discipline and/or department

N/A

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 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

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.

Although our Hum 100 and Hum 101 classes were struggling with enrollment for a few years, since the Fall 2020 semester, enrollment has been up. All three sections of our Hum 100 classes were full or close to full in Fall 2020 and Fall 2021, and both sections of Hum 101 were full or close to full in Spring 2021. We hope that our emphasis on the value of the Humanities courses has helped with the increase in these numbers.

What factors have presented challenges for your program(s)? Describe the impact of these challenges.

Again, we have been struggling with enrollment, but things are looking better. The impact is that we no longer offer large, team-taught sections of our Humanities courses. The smaller class size seems to be working well for our students, though.

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?

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. The COVID-19 pandemic has also created an enrollment crisis not just at Palomar, but at all community colleges in California.

That being said, we have seen some increases in our Success Rates the last few fall semesters for Hum 100 (except for Fall 2020):

Fall 2016 54.2%

Fall 2017 62.5%

Fall 2018 69.5%

Fall 2019 74.2%

Fall 2020 68.8%

The decrease in our Success Rate from 74.2% in Fall 2019 to 68.8% in Fall 2020 shows how the pandemic has affected our classes.

Fall 2020 also saw a dip in our Hum 100 Retention Rate, which could also most likely be attributed to the pandemic:

Fall 2015 90.9%

Fall 2016 91.5%

Fall 2017 82.5%

Fall 2018 91.6%

Fall 2019 89.7%

Fall 2020 79.6%

COURSE STUDENT LEARNING OUTCOMES (SLOs)

Summarize the major findings of your course level student learning outcomes assessments.

In Fall 2020 and Spring 2021, we revised our Student Learning Outcomes (SLO's) for both our Humanities 100 class and our Humanities 101 class. We believe that our new SLO's more accurately reflect our courses.

Our faculty who teach our Humanities classes assessed our SLO's in Spring 21, and they all agreed that our third SLO (which focuses on analyzing and interpreting historical, social, and intellectual concepts) is the one that is most hampered by the online teaching environment, since helping students develop these critical thinking skills is best done through in-person discussions. Our plan is to re-assess our third Humanities 100 and 101 SLO's after regular instruction resumes. SLO's #2 and #3 for both classes also need to be re-considered and possibly revised.

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

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? 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](#).

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

Continue to offer three sections of Hum 100 each fall semester.

Is this a new or existing goal?

Existing

Goal Status

Ongoing

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

5/26/2023

Goal 2

Brief Description

If enrollment permits if, offer a third section 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 see an increase in the number of students who enroll in and complete this class.

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 increase our course offerings for Hum 101.

Expected Goal Completion Date

5/26/2023

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 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?

No

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.

lmaunu@palomar.edu