2022-23 Instructional Program Review and Planning

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

2022-23

Are you completing a comprehensive or annual PRP?

Comprehensive

Division Name

Social and Behavioral Sciences

Department Name

Economics/History/Political Science

Choose your department. If you don't see it, you may add it by typing it in the box.

Discipline Name

History (HIST)

Choose your discipline. If you don't see it, you may add it by typing it in the box.

Department Chair Name

Matt Estes & Bill Jahnel

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
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://www.palomar.edu/ehp/

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.

Describe how your mission statement aligns with and contributes to the College's Vision and Mission.

Link: Vision, Mission, and Values

(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 ○ No

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

List all degrees and certificates offered within this discipline.

AA-T History

AA, AS, ADT, Certificates, etc.

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 links shown in red.

Enter the number of permanent or full-time faculty support your discipline (program)?

6

Enter a number.

Link: Permanent Faculty and Staff Count

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

6.20

For this past fall semester, what was your Part-time FTEF assigned to teach classes? (Part-time FTEF = PT hourly and overload.)

Link: ***FTEF Data***

5.20

List the classified and other permanent staff positions that support this discipline. If possible, include number of months and percentage workload.

Kellis Neidiffer, ADA extraordinary - 1 FTEF (100% workload)

Link: Permanent Faculty and Staff Count

List additional hourly staff that support this discipline and/or department. Include weekly hours.

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. 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? Please explain.

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.

The findings below have been consistent over the last 10 years. It should be noted that we have seen improvement in writing and critical thinking skills over the years, but many of the gains were wiped out by the Covid-19 pandemic.

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.

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. 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

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 goals focus on eliminating equity gaps and increasing timely completions. Examining, reflecting upon, and developing strategies to improve course success rates is one way to help the college meet its Vision for Success Goals and support our students in reaching theirs.

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.

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%

The College's institutional standard for course success rate is 70%.To access college success rates. Click on the link below.

Link: Course Success Rate Information

UPDATE 9/26/2022: The Course data links are under construction and will be operational shortly. This note will be removed when then link becomes functional again. Apologies for the inconvenience.

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.

Have your overall course success rates increased, decreased, or stayed the same over the last 5 years?
○ Increased ⊙ Stayed the same ○ Decreased

Was this expected? Please explain.
Yes. Please see the above answer in "Why did you choose this standard?" for Discipline COURSE Success Rate

What is your stretch goal for course success rates?
70.0%

How did you decide upon the goal?
Please see the above answer in "Why did you choose this standard?" for Discipline COURSE Success Rate

Have your overall course retention rates increased, decreased, or stayed the same over the last 5 years?
○ Increased ⊙ Stayed the same ○ Decreased

Was this expected? Please explain.

Please see the above answer in "Why did you choose this standard?" for Discipline COURSE Success Rate

Are there differences in success or retention rates in the following groups? (choose all that apply)
☐ When or where (time of day, term, location) ☐ Gender

☐ Age ☐ Ethnicity

☐ Special Pop. (Veteran, foster youth, etc.)

Are there differences in success/retention between on-campus and online courses?
○ Yes ○ No ○ N/A

Please share any best practice methods you use for online courses.

COURSE STUDENT LEARNING OUTCOMES (SLOs)

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

SLO: Identify, use, and cite reliable primary and secondary sources
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.

SLO: Demonstrate college level writing in assessing and interpreting history
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.

Course level SLOs can be accessed through Nuventive Improve

Reflecting on the major findings you summarized, what are some questions you still have about student learning in your courses that you have not yet been able to address with your outcomes assessments?

Question 1: Why do students come to Palomar so academically underprepared to do basic, freshman level college work?

Question 2: Why do students not take their basic English composition classes BEFORE taking other writing-intensive classes? History professors must often sacrifice content to teach basic writing skills.

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

The History department has addressed issue of student deficiencies in writing, 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. Members of the department have discussed 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, do you confirm that all of your courses have been assessed in the last three years.
○ Yes ◉ No

If you answered no, please explain.

History 140, 141, and 151 were the primary (and proprietary) responsibility of Professor Mike Arguello. These SLOs are now being updated by the talented Professor Jennifer Herrera.

PROGRAM CURRICULUM ALIGNMENT, MAPPING, SCHEDULING, & PLANNING

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

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

- The mapping and assessment of clear program outcomes that are also aligned to employer and/or transfer institution expectations.

- Engaging and applied learning experiences.

- Effective instructional practices to support students in achieving success.

What is your departmental strategy on how you schedule your courses, including the time of day you offer courses? Do you use 4-week, 8-week, or block scheduling (putting required classes near each other) to organize required classes to meet the needs of disproportionately impacted students? Please explain.

> We look at data from past semesters to look for times/classes/locations of high demand and plan accordingly.

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

On an as-needed basis.

Does your discipline offer cross-listed courses?
○ Yes ⊙ No

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

No

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

No

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

No

Are there areas you would like to expand?

No

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

None

Examples of other data and factors include, but are not limited to: external accreditation requirements, state and federal legislation, 4-year institution guidance

To answer the next two questions, you will need to review your program maps and program information in the College Catalog.

Is the content in the program mapper accurate?
⊙ Yes ○ No

Is the content in the catalog accurate?
○ Yes ⊙ No

What needs to be corrected in the catalog?

Nothing on the catalog website is working after the section "Welcome to Palomar."

Has your department or discipline started having discussions about embedding diversity related issues or content in your curriculum?
⊙ Yes ○ No

If yes, describe your efforts. If no, what type of training or help do you need to do this work?

There is an ongoing discussion among the history professors about how best to accomplish this. As of this time we are leaving it up to the individual instructor's subject matter specialty: Gender studies, LGBTQ+, African American, Asian American, Latinx, etc.

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 O*net Link below) 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.

Link: https://www.onetonline.org/

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 ○ No

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 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.

For example: regular meetings with community partners, connections with local High Schools, dual enrollment, Universities, business partnerships, Palomar events (i.e.Tarde de Famiila, House of Humanities), and/or community groups (i.e. chamber, associations, non-profits.

PROGRAM GOALS

Progress on Prior PRP Goals

In the most recent PRP cycle, you identied a set of goals Provide an update to your most recent PRP goals.

[Click here for previous PRPs with goal information.](#)

Prior PRP 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.

Goal Status
○ Completed ⦿ Ongoing ○ No longer a goal

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

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.

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

Goal Status
○ Completed ⊙ Ongoing ○ No longer a goal

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

We continue to work with publishers to find the appropriate low/no cost materials.

Goal 3

Brief Description

Create a History space in the history lounge

Goal Status
○ Completed ⊙ Ongoing ○ No longer a goal

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

Covid put this on the "back burner."

Goal 4

Brief Description

Discuss the Viability of an Honors Program

Goal Status
○ Completed ○ Ongoing ⊙ No longer a goal

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

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

Goal 5

Brief Description

Adapt to the new Online environment and retain academic excellence

Goal Status
○ Completed ⊙ Ongoing ○ No longer a goal

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

This has been factored in to the faculty review process. Our evaluation of online classes is based on the OEI rubric used by Palomar's Academic Technology and TERB.

The Strategic Plan 2022 includes the College's Vision for Success (VfS) outcomes. Review the VfS goals and reflect on how your unit supports these outcomes. Identify one strategy your unit will implement to help the college meet these outcomes.

VfS Goal 1: Completion: 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. VfS Goal 2: Transfer: 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 VfS Goal 5: Equity: 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. Expand low cost and no cost textbook offerings in our classes while maintaining academic rigor of materials and avoid transfer woes

Click here to access the Strategic Plan 2022.

Describe any changes to your goals or three-year plan as a result of this annual update.

At this time the only changes we are making to our three year plan deal with addressing the challenges created by the Covid-19 pandemic and the resultant reduction in enrollment.

In the previous sections of this PRP, 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.

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

Establishing New Goals and Strategies for the Next Three Years

Goal 1

Brief Description

Rebuild our US History offerings from the cuts made by the previous administration

How will you complete this goal? Include Strategies and Timeline for Implementation.

Work with the current administration to thoughtfully add new US History sections that were cut by the previous administration using flawed methods and data regarding the new "Area F" requirement.

Historical note: The previous administration cut our US History section offerings dramatically in the belief that many students would be taking Multi-Cultural Studies or American Indian Studies to meet the US History and Institutions requirement. After conferring with the chairs of these two departments it became evident that this was an excuse to cut classes as 1) None of the FTEF lost from US history was given to these other departments and 2) These departments also faced cuts to their class offerings despite the stated belief of the administration that there would be MORE students taking these classes.

Outcome(s) expected (qualitative/quantitative)

Begin the process of rebuilding our US History offerings to pre-pandemic levels.

How does this goal align with your department mission statement, the college Strategic Plan 2022, and /or Guided Pathways?

Guided Pathways: UH History (Hist 101 and 102) are a component of the US History and Institutions requirement for many degree programs.

Expected Goal Completion Date

8/18/2025

Goal 2

Brief Description

Development of a Global Studies Program

How will you complete this goal? Include Strategies and Timeline for Implementation.

Assess which existing courses fit the needs of this proposed program. Develop any new courses that might be necessary for this course of study and move them through the curriculum process. Ensure that the requirements meet state ed code and Guided Pathways requirements.

Outcome(s) expected (qualitative/quantitative)

A new degree program and course of study focusing on global history.

How does this goal align with your department mission statement, the college Strategic Plan 2022, and /or Guided Pathways?

VfS Goal 5: Equity: Discuss the experiences of history and people beyond the usual US perspective experienced by most students.

Expected Goal Completion Date

8/18/2025

Goal 3

Brief Description

Work as a department to create student-centered classroom materials that focus on the experiences of minoritized peoples in US History

How will you complete this goal? Include Strategies and Timeline for Implementation.

Since each member of the department has specific subject matter expertise we will work as a group to create student activities that can be used by instructors who are not experts in that particular subject (Asian American history, Women's History, LGBTQ+ History, etc.)

Outcome(s) expected (qualitative/quantitative)

Create a series of classroom activities that can be accessed by all members of the history discipline on the departmental shared drive.

How does this goal align with your department mission statement, the college Strategic Plan 2022, and /or Guided Pathways?

VfS Goal 5: Equity: Highlight the experiences of minoritized people in US History.

Expected Goal Completion Date

8/25/2025

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 five parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology Needs

PART 4: Facilities Needs

PART 5: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

Reflect upon the three year plan you created above, your current operations, and any upcoming factors (retirements, changes in legislation, and changes in policies or procedures) that will impact your unit. How will you allocate resources to implement your plan? Describe additional resources needed to improve the effectiveness of your unit/program. All resource requests must be aligned with the College's Strategic Plan 2022.

Summarize any reallocation/re-organization of resources you are making based upon your three-year plan, your current operations, and any other factors (e.g., legislation). Describe the impact of the reallocation of

resources to your unit.

NOTE: All requests listed in the PRP will be reviewed by deans and supervisors, then forwarded to the appropriate review group for prioritization. A resource requests approved to move forward in the review process does NOT guarantee a position or funding.

PART 1: STAFFING NEEDS

Requests for faculty will follow the prioritization process currently in place in the Faculty Position Prioritization committee, which reports to the Education, Equity, and Student Success Council. Requests for new staff positions will be prioritized at the division level and reviewed at Exec.

Are you requestiong additional full-time faculty?
○ Yes ⊙ No

Are you requesting AA, CAST for Classified Staff?
○ Yes ⊙ 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 budet considerations you would like your dean/supervisor to be aware of for the upcoming year?
○ Yes ⊙ No

PARTS 3, 4 and 5 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

1. One-Time Fund Requests. Through the PRP process the college implements an approach for prioritizing ad allocating one-time needs/requests. Prioritization takes place through the appropriate groups, leadership, and the Budget Committee. The executive team and Resource Allocation Committee consider various sources for funding PRP requests. Resource requests also inform the larger planning process like Scheduled Maintenance Plans, Staffing Plans, and institutional strategic planning.

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

If you are a CTE program and think you may qualify for CTE funds for your PRP request(s), you are STRONGLY encouraged to answer the call for Perkins/Strong Workforce grant applications in February. Contact the Dean of CTEE for additional information.

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. Requests for technology and facilities are assessed by the Deans and then, if appropriate forwarded to the proper institutional group (e.g., technology review committee, or facilities) for review and feedback.

PART 3: TECHNOLOGY NEEDS

Will you be requesting any technology (hardware/software) this upcoming year?
⊙ Yes ○ No

Technology Request

Technology Request 1

What are you requesting?

4 Reimbursements to subscriptions to otter.ai software for one year.

Is this a request to replace technology or is it a request for new technology?

New Technology

Provide a detailed description of the the request. Inlude in your response:

a. Description of the need? (e.g., SLO/SAO Assessment, PRP data analysis)

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.

b. Who will be impacted by its implementation? (e.g., individual, groups, members of department)

Faculty teaching online who need closed captioning for their AV material

Students with specific learning accommodations

c. What are the expected outcomes or impacts of implementation?

Accessibility, and complying with state and federal law.

d. Timeline of implementation

As soon as possible

What is the anticipated cost for this request? If any, list ongoing costs for the technology (licences, support, maintenance, etc.).

200

Do you already have a budget for this request?

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	☐ 1:4
☐ 1:5	☐ 2:1	☐ 2:2	☑ 2:3
☑ 2:4	☐ 3:1	☐ 3:2	☐ 3:3
☐ 3:4	☐ 3:5	☐ 4:1	☐ 4:2
☐ 4:3	☐ 5:1	☐ 5:2	

Refer to the Palomar College STRATEGIC PLAN 2022

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

What impacts will this request have on the facilities/institution (e.g.,water/electrical/ADA compliance, changes to a facility)?

Accessibility, and complying with state and federal law.

Will you accept partial funding?
○ Yes ⊙ No

PART 4: FACILITIES REQUESTS

Do you have resource needs that require physical space or modification to physical space?
○ Yes ⊙ No
Please include only those facilities requests that could be accomplished within a one-year time frame and/or under a $75,000 estimated amount. Other facilities needs, such as buildings or remodels, should come through the long-range facilities planning process.

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?
○ Yes ⦿ No

☑ **I confirm that all full-time faculty in this discipline have reviewed the PRP. The form is complete and ready to be submitted.**

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

| mestes@palomar.edu |