

Entry #: 107 - Social and Behavioral Sciences

Status: Submitted

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DRAFT**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.

ALL PROGRAMS WILL COMPLETE AN ANNUAL PROGRAM REVIEW FOR 2023-2024.

BASIC PROGRAM INFORMATION**Division Name**

Social and Behavioral Sciences

Department Name

Economics/History/Political Science

Microsoft_List_ID**Discipline Name**

History (HIST)

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

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Kristen Marjanovic Professor, History Scheduler

Catherine Christensen Professor, Evaluations Coordinator

Jennifer Herrera, History of the Americas Advisor

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.

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

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

Yes

Are any of your programs TOP coded as vocational (CTE/CE)?

No

List all degrees and certificates offered within this discipline.

AA, Transfer degree in history

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 links shown in red.

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

6

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

4.4

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

6.0

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

1 ADA 12 months (essential position for Department's functioning)

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

None

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 to confirm that you have assessed each course SLO within the past three years.

[Link: Course Data](#)

COURSE SUCCESS AND RETENTION

Have your overall course success rates increased, decreased, or stayed the same over the last 5 years?

Decreased

Was this expected? Please explain.

There was an decrease, but it was marginal. History tends to average at 60%.

Have your overall course retention rates increased, decreased, or stayed the same over the last 5 years?

Increased

Was this expected? Please explain.

We remain pleasantly proud of a success rate that has steadily but incrementally increased since Fall of 2020.

Are there differences in success or retention rates in the following groups? (choose all that apply)

Age

Ethnicity

Age: What did you find and why do you think age differences exist? What do you need to help close the gap?

We often find that success rates vary some across age due to different life goals when coming to a 2-year college. As usual, the slightly more mature students but not the ones who are over 50 are the most successful, while those both just starting college or returning after 50 have differing goals. We are working to remove barriers for success amongst all groups such as the ZTC initiative. However, once again note that the numbers of over 50s represent only a pool of 16 students, making wild swings in success rates likely as the sample size is so small. We also note other factors help, such as being enrolled as Veterans or as full-time students.

Ethnicity: What did you find and why do you think ethnicity differences exist? What do you need to help close the gap?

The groups that have the most wildly fluctuating success are ones where only small numbers represent the number of students enrolled -- although these are often some of our most marginalized student groups as well. But when some of our lowest performers are African-America and Pacific Islander, and the actual number of students from whom the data is drawn is only 51 students and 10 students, respectively. However, we have excellent retention amongst those same groups of students. Mostly likely, as AHI is a requirement, many students take our courses early in their career and are often less prepared in basic college level skills such as reading comprehension and writing. We can point to multiple anecdotal stories of students who return to our classes after failing once but want to return to the same professor and succeed the second time around.

Please share methods that your department is using to improve retention and success rates in your courses. If you are focusing on a specific group like online students or a demographic group please include that information in your answer.

We are working to remove financial barriers by having people work towards ZTC / LCT initiatives and making sure online classes have ADA compliance.

COURSE STUDENT LEARNING OUTCOMES (SLOs)**Excluding courses that haven't been offered in the last three years, do you confirm that all of your courses have been assessed since August 2020 (Result Summary Date)?**

Yes

Upload a copy of your SLO report from Nuventive ("Report 0. Last Result Date and Action Date for All Active Course Outcomes")

[Program Review Report \(Courses\) for PRP 2015-2016.pdf](#)
0.3 MB



[0. Course SLO Report_ Last Result Date and Action Date for All Active Course Outcomes.xls](#)
31 KB

**PROGRAM INFORMATION**

In this section, you are asked to consider and evaluate your programs, including the annual number of completions, and their program learning outcomes,

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.

Link: [Program Completions](#)

Access the link above titled "Program Completions" and copy and paste five years of completion data for each of your discipline's degrees and certificates.

Only 4 years are available:

Row Labels 2018-19 2019-20 2020-21 2021-22
AA/AS Total 12 30 18 20

PROGRAM LEARNING OUTCOMES

Do you confirm that all of your programs have been assessed since August 2020 (Result Summary Date)?

Yes

Upload a copy of your SLO report from Nuventive ("Report 2. Last result, action, and follow-up date for each active program outcome").



[2. Last Result, Action, and Follow-up Date for Each Active Course Outcome.xls](#)
29.5 KB



Program Review Reflection and Summary

In this section you are asked to evaluate your programs by considering their program learning outcome assessments, the annual number of completions, 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.

Like most disciplines, history remains shaken by enrollments since COVID. However, we have always emphasized challenging but fair instruction along with superior faculty and systems in place to more tightly integrate part timers in the department, even with more classes having moved online. We often are front line in receiving students because of general education requirements, but our completion rates far outstrip those of other front-line groups such as English and math, where first time completion rates are 20% of ours (see the most recent chancellor's office reports.) We also note that because we try and remain accessible and continue to work to be more affordable, that even when first time success rates are not where we would wish them to be, we have historically an awesome retention rate amongst our students. We also have robust contributions to campus history activities, both departmental (Political Economy Days) and interdisciplinary (we actively participate in trade de Familia, Gay History Month, Women's History Month, etc.) We also have incentivized students with our internal scholarship that we offer. We are starting to more robustly work with the History department of Cal State San Marcos as well.

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

The return of more rigid "efficiency" models, even when History is a very efficient discipline, leads to classes being cancelled early that might have made and discouraging students from enrolling. We do want to positively shout out that we are seeing some more nimbleness on approving FT 2 adds / restorations, but some internal systems -- such as approval sign offs getting stuck in phantom queues for two months without notification -- meant that some of these efforts to open new class opportunities earlier have been frustrated. Unnecessary drama, such as the reorganization that would have pulled away local ADA support, is demoralizing and pulls focus and energy away from necessary tasks. We are still adapting to scheduling realities where we know in the past retentions for face to face have historically been better -- we are now evening out the playing field, but we still have so little data in knowing when to best meet student's face to face needs, we worry about the long term viability of schedules that are more online and lead to less engagement with other students and the college. We also frequently run into problems with bookstore and publishers, which is slowly pushing many of us to explore ZTC grants and options. Finally, like many departments, well-intentioned moves by the state have led to a host of challenges as we face program changes (such as having to defend the importance of AHL for our degrees to our colleagues).

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.

The following websites are for CTE related data:

- [Centers of Excellence](#) (many other data resources besides supply and demand) Password: GetLMI
- [LaunchBoard](#)
- [LaunchBoard Resource Library](#)
- [Chancellor's Office Data Mart](#)
- [Career Coach-San Diego Workforce Partnership](#)
- [EDD Labor Market Info](#)
- [Career One Stop](#)

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 140 careers mirror people gaining history degrees. Many of the top careers are variations of teaching, but also curators, museum workers, tour guides, credit checkers, cost estimators, fashion designers, fundraisers, private detectives, and medical careers. Another set of fields not highlighted but we find many of our students transferring into is legal and political professions, from lawyers and judges to community activists and politicians. Not highlighted in this report but also anecdotal evidence has shown writers / consultants for novels, movies, and video games and librarians are some other options, from feedback we have received from previous students.

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

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

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

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

The following four questions are for CTE programs only. If you are not a CTE program, please go back to the BASIC INFORMATION tab and select "no" for "Are any of your programs TOP coded as vocational (CTE/CE)?"

PROGRAM GOALS

Progress on Prior PRP Goals

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

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

Prior PRP Goals

Prior Year PRP 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

Ongoing

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

We have had to move more of our lower enrolled classes online, and we continue to evaluate modalities now (such as synchronous or asynchronous) for finding the success models that most match student needs. Our ZTC work dovetails into this. Since most of our World and European courses also map to our new Global Studies classes, we work synergistically to find the best balance with our limited number of allowed offerings.

Prior Year PRP 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

Ongoing

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

This is our most dynamically changed goal, as History has been accepted as part of the large scale ZTC grant, with many of our instructors participating in developing ZTC materials. In many ways this has become a number one priority for implementation over the next three years.

Prior Year PRP Goal 3**Brief Description**

Create a History space in the history lounge

Goal Status

Ongoing

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

We have begun to build out more of a display, but our plans have altered some with the death of Professor Limer, whom we are collecting personal effects in order to create a memorial tribute space for him.

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

As noted, we dropped the honors program goal.

Do you have any new goals you would like to add?

Yes

Establishing New Goals and Strategies for the Next Three Years**Goal 1****Brief Description**

Defend the importance of American History and Institutions as CORE KNOWLEDGE

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

We have been deeply involved in the discussions and collecting data to show that AHI should remain as part of the local educational requirements and that discarding basic knowledge of citizenship is catastrophic to all students, whether as transfer or those terminating in AA degrees at Palomar. This particularly affects our most at-risk students, who may not have another opportunity to get in depth knowledge of crucial institutions that will affect their lives.

Outcome(s) expected (qualitative/quantitative)

An initial vote will be taken this semester, which will drive possible changes in our program. Even if the vote is successful, some enthusiastic supporters of discarding the importance of AHL as a core knowledge set and dismissing the value to our students of fundamental citizenship knowledge will probably remain active for the next few years as have to be actively involved in curriculum and senate proceedings.

How does this goal align with your department mission statement, the college Vision Plan 2035, and /or Guided Pathways?

It is crucial that (in present year argument 2024) students remain informed of their rights and obligations as citizens, and how the history of structure of the government and history affect daily lives. At a time when many states are actively hostile to teaching unvarnished history, which is crucial to the honest success of our students in life and helping cut through ever-increasing political polarization and misinformation, This builds into department goals of building lifelong mentorship to students and providing information that is useful both in the marketplace but most importantly in the marketplace of ideas, our focus lens on DEII work, for which our classes show the changes and challenges for all groups in history and how those interact with modern society. This also has the long-term value of supporting community partnerships.

Expected Goal Completion Date

5/29/2027

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 [Vision Plan 2035](#).

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 requesting additional full-time faculty?

No

REQUEST FOR ADDITIONAL FULL-TIME FACULTY

Faculty Request 1

Title of Full-Time Faculty position you are requesting

How will this faculty position help meet district (Guided Pathways, Strategic Plan, Strategic Enrollment Management etc.), department and/or discipline goals? Please be sure to tie this back to your PRP goals and three year plan.

Is there a scarcity of qualified Part-Time Faculty (for example: Specialized degree/experience, emerging/rapidly changing technology, high demand)?

Are you requesting this position for accreditation, regulatory, legislative, health and safety requirements? Please explain.

Utilizing your PRP data, please summarize the discipline productivity, efficiency, and any regional career education needs for this discipline.

Is your department affected by faculty on reassigned time? If so, please discuss.

Are you requesting AA, CAST for Classified Staff?

No

PART 2: BUDGET REVIEW

Request that your ADA provide you with your *Available Budget Report* and complete this section.

Review your recent Budget/Expenditure reports and consider your three-year PRP plan.

Do you have any ongoing needs or needs to augment your regular budget?

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 and 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 CTE 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.

1. 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?

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.

bjahnel@palomar.edu

Feedback and Review

Department Chair

I confirm that the PRP is complete.

Yes

Department Chair Name

Matthew Estes

Date

4/2/2024