

Entry #: 76 - Languages and Literature

Status: Submitted

Submitted: 3/18/2024 2:05 PM

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**

Languages and Literature

Department Name

English, Humanities, and Reading

Microsoft_List_ID**Discipline Name**

Humanities (HUM)

Department Chair Name

Richard Hishmeh

Department Chair email

rhishmeh@palomar.edu

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

Richard Hishmeh, Chair, in consultation with Full time English and Humanities Faculty members.

Website address for your discipline<https://www.palomar.edu/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 links shown in red.

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

18

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

.60

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

0.00

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

1 Fulltime ADA

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?

Increased

Was this expected? Please explain.

Success rates since Fall of 2020 have steadily improved, from a low of 68.8% in F20 to 75% in F23. Similar improvement is seen when looking at Spring semesters, ranging from 73.8% in Spring 2020 to 76.7% in Spring 2023. This trend shows a predictable recovery from the lows seen during the height of Covid (Spring and Fall 2020).

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

Stayed the same

Was this expected? Please explain.

With the exception of the 2020 semesters, retention in these classes has remained stable and high. The mean retention in Fall over the last 5 years was 88.2%. The Spring mean over the same 5-year period was 92.86. While both retention rates are high, the higher rate in Spring is expected. This is likely due to the content of Hum 100 (fall) versus Hum 101 (spring). The latter course encompasses material that is both more modern and familiar to students, thus offering one explanation for the marginally higher retention rates.

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

Ethnicity

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

Due to limited enrollments of various populations, data is only available for White and Hispanic ethnicities. When compared, students identifying as white have a higher success rate year-over-year. The 5-year mean of success for Hispanic students in the Fall samples was 65.32%, compared to 78.8% for the White demographic. As in other disciplines, this difference may be attributed to a wide variety of factors, including language(s) spoken at home, various social-economic factors, and/or first generation college status. In spite of success rates, retention rates for both groups were consistent with other ethnic groups. As an HSI, resources and programs are being implemented across the college to improve the success rates of Hispanic students.

Retention rates across the sampled ethnicities show fewer disparities and are relatively strong. This indicates that the focus should remain on student success.

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.

Instruction is given in a range of modalities, inclusive of student-to-student and instructor-to-student contact. Lectures are supplemented with engaging audio-visual resources; study guides are provided; and engaging projects focused on real-life experiences with the Arts and Humanities are part of each course. Instructors encourage office hours and focus on inclusive curriculum choices and welcoming classroom atmospheres.

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")



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

6 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 LEARNING OUTCOMES

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

No

If you answered no, please explain.

There are no affiliated programs. This is not a YES/NO question.

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

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.

n/a

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

Though not an individual program, challenges to our Humanities courses mirror systemic challenges to the Humanities generally. In sum (and redundant to the English PRP):

Cultural perception of Humanities' obsolescence, as well as increased pressure on students to choose predetermined pathways. Lifelong learning, cultural enrichment, self-discovery and exploration--former tenets of the college experience--have been deemphasized in negatively impactful ways. Course caps of 38 are too high. Lower instructor/student ratios would positively impact our HUM courses.

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?

Careers in the Humanities are numerous and wide-reaching. Many associated with our English programs also apply here:

Primary or secondary school teacher
Academics, including Professoriate and/or Researcher
Content/copy writer
Advertising and Marketing
Law or paralegal work
Social work
Journalism and communications work
Editorial work
Translation work

Additionally, careers in the fine arts apply here:

Artist (sculptor, painter)
Architecture
Music
Art Historian
Work in Film or Photography
Museum Curation or management
Docent

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

Here again, the list is broad. The following is a sample:

Reading Comprehension
Written and oral communication
Rhetoric
Critical Thinking
Close reading and analysis
Logical reasoning
Film and Visual analysis
Aesthetic Appreciation
Emotional Intelligence/empathy
Cultural sensitivity
Historical awareness

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

The KSAs listed above are taught through direct instruction in each of our classes. They are fundamental skills across the Humanities.

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

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

Goal Status

Completed

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

Enrollments remain strong and we have been able to do this. There is no reason to foresee a drop in current enrollments, so this goal may be considered complete as enrollments in these sections are stable and reliable.

Prior Year PRP Goal 2

Brief Description

Enrollment permitting, offer a third section of Hum 101 each spring semester.

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 currently offer 1 OL and 1 F2F section, with stable enrollments. Waitlists do not yet justify a 3rd section. Consideration should be given to offering in an alternate modality and/or location. Summer and/or Winter intercession should be considered.

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

n/a

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

No

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.

rhishmeh@palomar.edu

Feedback and Review

Department Chair

I confirm that the PRP is complete.

Yes

Department Chair Name

Richard Hishmeh

Date

4/2/2024