

Palomar College – Institutional Review and Planning Instructional Programs

Purpose of Institutional Review and Planning:

The institution assesses progress toward achieving stated goals and makes decisions regarding the improvement of institutional effectiveness in an on-going and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data (ACCJC/WASC, Standard I, B.3.)

Discipline: American Studies

Instructional Discipline Reviewed

2007-08

1. 3-year trend of quantitative data

	Fall 2004	Fall 2005	Fall 2006	Definitions
Enrollment at Census	218	124	129	<i>Self Explanatory</i>
Census Enrollment Load %	71.01%	84.93%	94.85%	Enrollment at Census Divided By Sum of Caps (aka "Seats")
WSCH	668	380	388	Weekly Student Contact Hours
FTEs	22.27	12.67	12.95	One Full-Time Equivalent Student = 30 WSCH
Total FTEF	1.60	0.80	0.80	Total Full-Time Equivalent Faculty
WSCH/FTEF	418	475	486	WSCH Generated per Full-Time Equivalent Faculty Member
Full-time FTEF	0.60	0.60	0.60	FTEF from Contract Faculty
Hourly FTEF	0.60	0.20	0.20	FTEF from Hourly Faculty
Overload FTEF	0.40	-	-	FTEF from Contract Faculty Overload
Part-Time FTEF	1.00	0.20	0.20	Hourly FTEF + Overload FTEF
Part-Time FTEF %	62.50%	25.00%	25.00%	Percent of Total FTEF Taught By Part-Time Faculty
Retention Rate	93.97%	90.99%	91.53%	Non-W Grades (A,B,C,CR,D,F,FW,NC) Divided By A,B,C,CR,D,F,FW,NC,W Grades
Success Rate	68.34%	66.67%	66.10%	A,B,C,CR Grades Divided By A,B,C,CR,D,F,FW,NC,W Grades
Degrees Awarded	-	-	-	Total number of Degrees awarded for the Full Academic Year
Certificates Awarded:	-	-	-	Total number of Certificates awarded for the Full Academic Year
- Under 18 Units	-	-	-	Total number of Certificates awarded for the Full Academic Year
- 18 or More Units	-	-	-	Total number of Certificates awarded for the Full Academic Year

2. Reflect upon and analyze the above 3-year trend data. Briefly discuss overall observations and any areas of concern or noteworthy trends.

The dip in Fall 2005 and beginning recovery by Fall 2006 reflect the lower overall college enrollment in Fall 2005. By Fall 2006, in order to increase enrollment, we offered more diversity in course offerings, locations, and online classes.

The need to cut back on classes for budgetary reasons demands a careful and systematic review of the types of classes, the delivery of classes, and the number of sections. We have implemented this process.

3. Reflecting on the 3-year trend data, describe/discuss discipline planning related to the following:

PLAN – 2007-08	Progress – 2008-09
<p>a. Curriculum, programs, certificates and degrees (consider changes due to CSU/UC transfer language updates, articulation, workforce and labor market projections, certificate or degree completions, etc.)</p> <p>A new AMS 105 (American West: Images and Identities) online class has been well received, filling every time we have offered it. We are now offering it every semester, and we may increase new course offerings.</p>	<p>AMS 105 class sections fill, but we are holding at one section per semester.</p>
<p>b. Class scheduling (consider enrollment trends, growth, course rotation, comprehensiveness, etc.)</p> <p>We continue to evaluate the balance among main campus, satellite, and online classes.</p>	<p>This rational seems to be working for us. We have decided also to vary full-length classes with 12-week and Fast Tracks.</p>

4. Discuss/identify the resources necessary to successfully implement the planning described:

PLAN – 2007-08	Progress – 2008-09
<p>a. Equipment/Technology – block grant funds, VTEA, other resources, etc.</p> <p>See our remarks under AIS.</p>	<p>We did acquire the digital camera. The department still needs maps, software, and digital maps in each location.</p> <p>Incorporating a scanner, printer, and fax machine as one unit would effectively replace outdated equipment and provide us with much needed space.</p>
<p>b. Budget – budget development process, one-time funds, grants, etc.</p>	<p>We need research funds for core courses, for certificates, transfer courses, and to increase our course offerings.</p>
<p>c. Facilities – schedule maintenance needs, additional classrooms/labs due to growth, remodeling, etc.</p> <p>We will be in the new MIB building.</p>	<p>We can make do until we move into the MIB building.</p>
<p>d. Faculty position(s) – faculty priority process and projected full-time needs for 1 – 3 years</p>	<p>The need to hire at least one more full-time tenure-track faculty person is critical with the upcoming retirements of the senior faculty.</p>
<p>e. Staff position(s) – changes in instructional or support needs due to program growth, new technology, etc.</p> <p>Our present ADA position needs to move from 60% to 100%.</p>	<p>The need for a 100% ADA has not changed.</p>
<p>f. Other</p>	

5. Discuss one discipline goal linked to Palomar's Strategic Plan 2009 and how it will support the success of students.

Student success can be enhanced by "increased student awareness and use of services that support student success" that assure all our students are aware of and appreciate the diverse population of our district.

Our new faculty member has a musical background that we will exploit to assure students will have a greater appreciation of the diversity in our district through workshops and/or a free "recital."

6. Student Learning Outcome progress:

a. Describe a learning outcome at the course or program level and the assessment used to measure student learning of that outcome.

Students in AMS 100 are expected to grasp the relationship between individual identity and shared culture through artist reviews and family history research and written assessments.

The artist reviews must reflect the degree of influence that an American artist's work has on American culture in general and specifically for the student. Each student in his or her family history notebooks ends with a narrative that explores the influence of family and culture on their own identity as an American or in some cases as a foreign national.

b. Discuss a learning outcome that is observable yet difficult to measure.

A learning outcome we expect in American Studies is a decrease in bigotry and an increase in understanding the shared human values, shared American values, and the historical and cultural experiences of our district's diverse population.

7. Describe a discipline accomplishment that you want to share with the college community.

We developed a new online course, AMS 105: American West: Images and Identities.

This course has an impetus of interest in American Indian images and identities but as part of the American West. Further, there has been a resurgence of interest in the “American West,” old and new, in American Studies and American history. A number of new academic centers have emerged, such as the Bill Lane Center for the Study of the North American West at Stanford University.

8. Are there other resources (including data) that you need to complete your discipline review and planning?

We would like to see longer ranges easily available for data retrieval, say from the 1990s to 2007, to ascertain more far-ranging patterns.

We use the American Studies Association to produce data on curriculum, learning outcomes, and standards relative to AMS.

9. For programs with an external accreditation, indicate the date of the last accreditation visit and discuss recommendations and progress made on the recommendations.

n/a

10. Other comments, recommendations:

The Strategic Plan 2009 could be more user-friendly with pagination and section numbers.

Please identify faculty and staff who participated in the development of the reviewer's planning:

Patricia A. Dixon, Professor and Chair

Steven J. Crouthamel, Professor

Linda Rose Locklear, Professor

Martha Collins, ADA

Alan Lechusza Aquallo, Assistant Professor

Department Chair/Designee Discipline Review and Signature

Date

Division Dean Review and Signature

Date

* By no later than 2/14/08, forward a hard copy to Instructional Services for review by IPC.

* Also, by no later than 2/14/08, forward an electronic copy to Institutional Research and Planning.