

# 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: Chicano Studies**

Instructional Discipline Reviewed

2007-08

**1. 3-year trend of quantitative data**

	Fall 2004	Fall 2005	Fall 2006	Definitions
<b>Enrollment at Census</b>	569	643	566	<i>Self Explanatory</i>
<b>Census Enrollment Load %</b>	81.64%	77.94%	70.66%	Enrollment at Census Divided By Sum of Caps (aka "Seats")
<b>WSCH</b>	1,731	1,958	1,728	Weekly Student Contact Hours
<b>FTEF</b>	57.68	65.27	57.61	One Full-Time Equivalent Student = 30 WSCH
<b>Total FTEF</b>	3.60	4.20	4.20	Total Full-Time Equivalent Faculty
<b>WSCH/FTEF</b>	481	466	412	WSCH Generated per Full-Time Equivalent Faculty Member
<b>Full-time FTEF</b>	2.40	2.40	1.40	FTEF from Contract Faculty
<b>Hourly FTEF</b>	0.80	1.40	2.40	FTEF from Hourly Faculty
<b>Overload FTEF</b>	0.40	0.40	0.40	FTEF from Contract Faculty Overload
<b>Part-Time FTEF</b>	1.20	1.80	2.80	Hourly FTEF + Overload FTEF
<b>Part-Time FTEF %</b>	33.33%	42.86%	66.67%	Percent of Total FTEF Taught By Part-Time Faculty
<b>Retention Rate</b>	94.81%	95.02%	95.98%	Non-W Grades (A,B,C,CR,D,F,FW,NC) Divided By A,B,C,CR,D,F,FW,NC,W Grades
<b>Success Rate</b>	83.89%	77.24%	71.70%	A,B,C,CR Grades Divided By A,B,C,CR,D,F,FW,NC,W Grades
<b>Degrees Awarded</b>	-	-	-	Total number of Degrees awarded for the Full Academic Year
<b>Certificates Awarded:</b>	-	-	-	Total number of Certificates awarded for the Full Academic Year
<b>- Under 18 Units</b>	-	-	-	Total number of Certificates awarded for the Full Academic Year
<b>- 18 or More Units</b>	-	-	-	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.**

**Enrollment in Chicano Studies is consistent and robust. An increase in Latino student enrollment and international students is very promising. Non-ethnic white students are also an important element that is welcomed and a positive marker that contributes to the Chicano Studies Program.**

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

PLAN – 2007-08	Progress – 2008-09
<p><b>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.)</b></p> <p>The newly World Cultures certificate this spring 2008 in the MCS Department will be a positive addition to the Certificate program at Palomar College. Department promotion and outreach to college and high schools will have a positive impact in these areas of curriculum and transfer. This new certificate will enhance students enrolling in the CS-100 (the Introduction to Chicano Studies class).</p>	
<p><b>b. Class scheduling (consider enrollment trends, growth, course rotation, comprehensiveness, etc.)</b></p> <p>The retirement of a full-time position in Chicano Studies in 2006 created the need to rely on part-time faculty in Chicano Studies. Scheduling CS classes has been challenging and dispersed among a core of talented part-time faculty. Course level offerings have not been compromised, but as another full-time position will occur this spring 2008 semester. The Chicano Studies program of course offerings is regressing towards the path of the AS program. I believe we must do all we can to ensure that these positions must be replaced to ensure stability and growth.</p>	

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

PLAN – 2007-08	Progress – 2008-09
<p>a. <b>Equipment/Technology – block grant funds, VTEA, other resources, etc.</b> N/A.</p>	
<p>b. <b>Budget – budget development process, one-time funds, grants, etc.</b>  Maintain materials budget, increase student employment to aid outreach programs in cultural and educational events and World Culture certificate promotions.</p>	
<p>c. <b>Facilities – schedule maintenance needs, additional classrooms/labs due to growth, remodeling, etc.</b> Transfer department to new MIB complex.</p>	
<p>d. <b>Faculty position(s) – faculty priority process and projected full-time needs for 1 – 3 years</b> Replace two full-time faculty members who were hired in the 1970's. One full-time faculty member retired in 2006 and one full-time faculty member to retire in spring 2008 and one full-time faculty member to retire in 2010, hired in 1974.</p>	
<p>e. <b>Staff position(s) – changes in instructional or support needs due to program growth, new technology, etc.</b> N/A.</p>	
<p>f. <b>Other</b>  N/A.</p>	

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

The CS-101 and CS-102 courses in CS fulfill the American Institutions requirement for the General Education degree. These courses give students an important understanding of their heritage and history. CS programs help to attract Latino students to Palomar College and this has helped Palomar College to qualify for the Hispanic Serving Institutions status. The CS program also benefits Palomar by contributing to the rich cultural diversity which makes Palomar College very special and unique and supports Palomar College's mission in social and cultural diversity.

**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 the CS course are examined in a variety of ways and methods that test their thinking, speaking and writing skills to master the academic material that constitutes the Chicano Studies discipline. Through the courses, students prepare oral and written reports, essays on key areas, and complete mid-term and final exams. Students must show competence in understanding critical areas and differences found in the subject material. Testing through essays and written exams are the main methods.

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

Student participation in the classroom and outside the classroom to attend rich cultural and educational events allows students creativity, initiative, and leadership. Learning by doing contributes to an active participation that engages students to be involved and to achieve outside of their comfort zones to contribute to their education.

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

Dr. Carlos Von Son, a faculty member, produced a contemporary film and documentary that has received national acclaim. The MCS Department has maintained a student volunteer project with UCSD to assist underrepresented children in North County in learning games on the computer and providing positive role models for their future. We are in our ninth year in this partnership. The program is called "Clase Majica." The MCS Department has developed a monthly film club called "Cine Club" that offers our students and community members interesting and cultural films for free. Chicano Studies has developed two new courses in Chicano Studies. The CS 130 (Contemporary Mexican Culture) and CS 135 (Mexican Art History) and also revamped and updated the CS 120 (Sociology of the Chicano). We are also continuing the development of the student MechA organization and leadership of students in a productive environment.

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

N/A

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:

N/A

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

John Valdez \_\_\_\_\_

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Department Chair/Designee Discipline Review and Signature

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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.