**YEAR 2**

**ACADEMIC YEAR 2013-14**

Program Review and Planning Year 2 form is an evaluation of the progress on last year’s goals (Year 1 PRP) and is also planning of goals and activities for the current year (2013-2014).

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| **Discipline: Chicano Studies** | **Date 12/15/2013** |
| **Instructional Discipline Reviewed (Each discipline is required to complete a Program Review.)** | **Add Date (00/00/2014)** |

**Purpose of Program 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.).

**DEFINITION**

Program Review and Planning is the means by which faculty, staff, and/or administrators complete a self-evaluation of an academic discipline, program, or service.  The self-evaluation includes an analysis of both quantitative and qualitative data on how the academic discipline, program, or service is supporting the mission and strategic planning of Palomar College in meeting the educational and career interests of students.  Through the review of and reflection on key program elements, such as program data and student learning outcomes, Program Review and Planning defines the curriculum changes, staffing levels, activities, and/or strategies necessary to continue to improve the academic discipline, program, or service in support of student success.  The Program Review and Planning process also ensures short-term and long-term planning and identification of the resources necessary to implement identified goals and priorities.

[**Palomar College Mission**](http://www.palomar.edu/about/goals.aspx)

Our mission is to provide an engaging teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals. As a comprehensive community college, we support and encourage students who are pursuing transfer-readiness, general education, basic skills, career and technical training, aesthetic and cultural enrichment, and lifelong education. We are committed to helping our students achieve the learning outcomes necessary to contribute as individuals and global citizens living responsibly, effectively, and creatively in an interdependent and ever-changing world.

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| **Program/Discipline Mission** |
| **List everyone who participated in completing this Year 2 Program Review and Planning Document.**  **Rodolfo Jacobo** |
| **State your program’s or discipline’s mission statement. If you don’t have one, create one.**  **The mission of the Chicano Studies discipline is to encourage a critical examination of the history, political experience and culture of the Mexican origin population of the United States for our students and community by offering an array of courses on these topics. In addition, we support and encourage community outreach by working with student and community organizations. The discipline prides itself in promoting cultural affirmation, social justice, community leadership and service. The study of Chicanos/Latinos places students in a position to participate in a multicultural society, understand ethnic, racial and cultural diversity in the U.S. and compete in an increasingly global job market.** |
| **Explain how your program’s or discipline’s mission is aligned with the Palomar College Mission Statement.**  **Chicano Studies supports Palomar College's mission of providing an environment for students of diverse origins, experiences, needs, abilities and goals. The discipline offers opportunities for general education and aesthetic and cultural enrichment in multidisciplinary courses to enable students to understand their and other's role in a globalized, multicultural world.** |

**STEP I. Review and Evaluation of Year 1  
In this section, evaluate the program plans you described in last year’s Program Review and Planning Document.   
Refer to “STEP II: PLANNING” in your 2012-13 YEAR 1 PRP document at:** <http://www.palomar.edu/irp/PRPCollection.htm>.

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| 1. **Progress on Current Plans. For each planning area below, summarize your program plans as documented in the Year 1 form (last year’s form) and evaluate your progress on completing them.**   **Curriculum (Step II.A. of Year 1 PRP)**   1. **Summarize the plans you made regarding curriculum? (Consider how SLO assessment results influenced curriculum planning.)**   **One of our goals last year was to promote the AA degree in University Studies with an emphasis in Culture and Society. The degree allows students to earn an AA degree by taking classes from at least two disciplines in MCS. We strongly believe this would pave the way for our long term goal of offering a degree in Chicano Studies and/or Multicultural Studies. It must be noted that our department and in particular Chicano Studies serves as a magnet for many in the Hispanic community making our course offerings, retention and success rate especially significant. It should be noted that the Escondido campus alone has a 50% Latino enrollment. With this in mind , one of our objectives has been to regain the classes we have lost to budget cuts in Chicano Studies over the last few years.**   1. **How did you implement and evaluate those curriculum changes?**   **The department has engaged in efforts promoting the AA degree in University Studies: Culture and Society. It is too early to see any results, and we have confronted some problems with the counseling services over articulation which are now been adressed. The courses we have added in Chicano Studies have been successful in terms of enrollment. Part of our agenda was to secure the class offerings at the Escondido campus. That too was achieved.**  **Class Scheduling (Step II.B. of Year 1 PRP)**   1. **Summarize the plans you made regarding class scheduling?**   **We planned to add courses in Chicano Studies that had to be cut due to the budget crisis. It should be noted that the department when faced with cutting classes opted to cut courses in Chicano Studies, in order to protect our other disciplines. We also planned to be more analytical in our scheduling.**   1. **How did you implement and evaluate those class scheduling changes?**   **We added courses and adjusted our offerings in Chicano Studies taking into account student demand, demographics, and time scheduling by adding courses in the Escondido campus, as well as night classes and online courses. All courses had good enrollment.**  **Faculty Hiring (Step II.C. of Year 1 PRP)**   1. **What faculty needs did you articulate for this discipline?**   **We are facing a serious crisis in Chicano Studies with the retirement of a full time faculty member this fall, and the impending retirement of another member in the near future.**   1. **What is the current status of the plan you articulated?**   **I have begun to write a proposal that will be part of the rationale form to replace our retiring faculty** |
| 1. **Analysis and Impact of Resources Received (Step III – Year 1 – Resource Requests for Discipline)** 2. **What is the dollar amount you received from IPC last year (2012-2013)? You can access the 2012-13 IPC PRP allocations by clicking on this link:** <http://www.palomar.edu/irp/201213resourceallocations.pdf>   **N/A**   1. **How were those funds spent?**   **N/A**   1. **Identify permanent employees requested and prioritized by IPC, i.e., classified/CAST/administrative. You can access this information by clicking on this link:** <http://www.palomar.edu/irp/staffingplan.pdf>   **0**   1. **Describe the impact of these funds received from IPC on:** 2. **Curriculum (courses, SLOs)**   **N/A**   1. **Number of students affected**   **N/A**   1. **Other**   **N/A**   1. **Describe unmet funding requests as they apply to your planning and priorities.**   **N/A** |

**STEP II. Evaluation of Program & SLOAC Data**

**In this section, review and analyze updated program data, the results of SLOACs, and other factors that could influence your program plans for this upcoming year.**

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| 1. **Program Data. Provide an analysis of the past six years (2007-08 through 2012-13) of your discipline’s data. Consider trends in the data and what may be causing them. (For enrollment, WSCH, & FTEF data, use Fall term data only). The links below will take you to the three sets of data to analyze.**     * Enrollment, Enrollment Load, WSCH, and FTEF (<http://www.palomar.edu/irp/PRP_WSCH_FTEF_Load.xlsx>) **(Use Fall term data only).**    * Course Success and Retention rates (<http://www.palomar.edu/irp/PRP_Success_Retention.xlsx>**). Note, this file is very large and there will be a delay both when you open the file and again when you initiate the first search.**    * Degrees and Certificates (<http://www.palomar.edu/irp/PRP_Degrees_Certs.xlsx>).   **Describe your analysis and observations.**  **The census data indicate enrollment trends have increased since 2007-2008 and have remained strong with a slight decline in 2012-2013 attributed to courses in the discipline been cut to assure the success of our other disciplines and in correlation with patterns across the institution. The census load is remarkably high at 109.1%, 106.4%, and 111.1% in the last three years respectively. WSCH/FTEF is very high and well above college levels at 676, 646, 665 in the last three years correspondingly.**  **Does this data reflect your planning, goals, and activities? If not, why?**  **The data indicates the strengths of Chicano Studies as a discipline and further highlights the needs to increase our course offerings and hire new full-time faculty.** |
| 1. **SLOACs. Using the comprehensive SLOAC reports and faculty discussions as a guide, provide a summary and analysis of Student Learning Outcome assessments at the course and program level. Link to SLOAC resources:** <http://www2.palomar.edu/pages/sloresources/programreview/> 2. **Summarize your SLOAC activities during the 2012-2013 academic year.**   **SLOs, Methods of Assesment and Criterion for current courses offered. The department agreed on assessment of a course per year. The CS-101 was performed in the 2011-2012 and the CS-102 in the 2012-2013 academic years.**  **CS 100: SLO: Students will critically analyze the important eras in Chicano history and development. Assemsment: Student will be assessed on an analytical essay with common rubric. Criterion sought is 70 percent of student will be proficient in SLO.**  **CS 101: SLO: Students will understand the development of the cultural/political changes from Early Mesoamerica to the end of the Mexican American War and its contemporary impact. Assessment: Students will write an analytical essay linking the Chicano past to contemporary Chicano experience. Criterion sought is 70 percent of student will be proficient in SLO.**  **CS 102: SLO: Students will define the American political system and its relationship to Latinos, including the historical and political impact on Latino civil rights. Assessment: Students will research a topic related to Latino/Chicano civil rights and write a thesis paper taking a position. Common rubric will be used. Criterion sought is 70 percent of student will be proficient in SLO.**  **CS 105: SLO: Students will demonstrate their knowledge and interpretations of cultural symbols and messages found in a work of poetry written by a noted author in Chicano literature. Assessment: Students will demonstrate their knowledge and interpretations of cultural symbols and messages found in a work of poetry written by a noted author in Chicano literature. Criterion sought is 70 percent of student will be proficient in SLO.**  **CS 155: SLO: Ability to distinguish between the varied indigenous cultures in Mesoamerica by analyzing their ceremonies. Assessment: Students will write a reflection paper describing one Mesoamerican cultural tradition. Criterion sought is 70 percent of student will be proficient in SLO.**    **In previous semesters our focus was the assessment of CS 101, thus in the 2012 -2013 academic year an assessment was conducted on our CS 102 courses. The assessment was executed in five CS 102 courses. Utilizing the assessment method approved, students researched a topic related to Latino/Chicano civil rights and wrote a thesis paper taking a position. A common rubric was used. Student essays were graded on a department rubric. The results rendered data indicating that sixty percent of students were proficient in course content. Seventy five percent were proficient in writing skills and thesis statements.**   1. **Course SLOACs: What did you learn from your course SLO assessments? What will you maintain and/or change because of the assessment results?**   **Many of the students taking courses in Chicano Studies are first generation college students. It is our concern that many, if not most of them, are not taking advantage of the support mechanism on campus such as the writing and reading labs. It is a concern that the students do not feel welcomed or are unaware of the services. Comprehension and critical thinking are areas that need improvement. We are currently exploring ideas of how to engage the students including the usage of short documentary film and ethnographic participation to personalize history and help the content come alive. Over all there is a consensus that we have to do much better in the assessment process. Steps are been taking to re-structure the CS 101 and 102 courses to assure continuity of content. We are in the process of putting together an SlO team.**   1. **Program SLOACs: What did you learn from your program SLO assessments? What will you maintain and/or change because of the assessment results?**   **N/A** |
| 1. **Other Relevant Data and Information.** 2. **Describe other data and/or information that you have considered as part of the assessment of your program. (Examples of other data and factors include, but are not limited to: external accreditation requirements, State and Federal legislation, four-year institution directions, technology, equipment, budget, professional development opportunities).**   **Changes in admission policies to four year institutions are a challenge to our department. It is a challenge we must face and adjust to.**   1. **Given this information, how are your current and future students impacted by your program and planning activities? Note: Analysis of data is based on both quantitative (e.g., numbers, rates, estimates, results from classroom surveys) and qualitative (e.g., advisory group minutes, observations, changes in legislation, focus groups, expert opinion) information.** |
| 1. **Labor Market Data. For Career/Technical disciplines only, provide a summary of the current labor market outlook. This data can be found on the CA Employment Development Department, Labor Market Information for Educators/Trainers at:** <http://www.labormarketinfo.edd.ca.gov/Content.asp?pageid=112>**. Click on summary data profile on right side of page to search by occupation. (Check other reliable industry or government sources on Labor Market Data websites that support findings and are relevant to Region Ten – San Diego/Imperial Counties. Include job projections and trends that may influence major curriculum revisions.)**   **N/A** |
| 1. **Discipline/Program Assessment:** **Based on Steps I and II above, describe your discipline’s or program’s:** 2. **Strengths**   **The discipline encompasses the study of race, social class, gender, sexual orientation, religion and their relationship to power and privilege. Ethnic Studies in general teaches students the skills and knowledge needed to become productive members of a complex and evolving social space. The discipline provides the knowledge and skills needed to resolve the mis-communication and conflicts that result from the differences between communities. Our relationship to the community must be highlighted as one of our strengths. Many students in the Latino community take our courses seeking not just to satisfy academic requirements but seeking empowerment, space and membership.**   1. **Weaknesses**   **We must move towards the creation of an AA degree in our field. We also desperately need full time faculty.**   1. **Opportunities**   **At this point we are hopeful that the AA degree in Culture and Society gives the department an orientation on what type of AA degree to offer.**   1. **Challenges**   **A deep reflection and re-assesment of objectives is needed.** |

**STEP III. Updated Goals & Plans**

**Taking the analyses you completed in Steps I and II, describe your program’s goals and plans.**

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| 1. **Goals and Plans: What are your goals for 2013-14? When establishing goals, consider changes you are making to curriculum, schedule, and staffing as a result of the assessments you completed in STEPS I and II above. Goals should reflect your program/discipline’s top priorities for the coming academic year.**   **For EACH goal provide the following:** | |
| **GOAL #1** | |
| **Program or discipline goal** | **Increase course offerings and teach classes that have not been offered for a while due to budget constraints.** |
| **Plans/Strategies for implementation** | **Educate the general student population on course offerings and what transferring requirements they satisfy.** |
| **Outcome(s) expected (qualitative/quantitative)** | **Solidify and increase enrollment** |
| **GOAL #2** | |
| **Program or discipline goal** | **Community outreach** |
| **Plans/Strategies for implementation** | **Engage the community and offer our academic institution and department as an academic home.** |
| **Outcome(s) expected (qualitative/quantitative)** | **Solidify increase enrollment and fulfill objectives.** |
| **GOAL #3** | |
| **Program or discipline goal** | **A long term goal is an AA degree in Chicano Studies.** |
| **Plans/Strategies for implementation** | **Study the degrees that are offered in the field at other local commuity colleges.** |
| **Outcome(s) expected (qualitative/quantitative)** | **Be able to offer a student’s degree in the field, and also be at the forefront of academic changes.** |
| **ADDITIONAL GOAL (*if needed*)** | |
| **Program or discipline goal** | **Improve Student Learning Outcomes as we restructure course curriculum to align with other disciplines and local academic institutions.** |
| **Plans/Strategies for implementation** | **Create a SLO committee and rewrite SLOs. Assure all faculty adhere to changes.** |
| **Outcome(s) expected (qualitative/quantitative)** | **Align our SLO process with other deparments.** |

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| 1. **Alignment with College Mission and Strategic Plan Goals.** 2. **How do your goals align with the Palomar College Mission?**   **Our classes enroll students from a broad variety of backgrounds and provide them with general education requirements, as well as cultural enrichment to prepare them to be global citizens in an increasingly multicultural world.**   1. **How do your goals align with the College’s Strategic Plan Goals? See the College’s Strategic Plan 2016 Goals at:** <http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf>   **CS plays an important role in student enrollment and retention especially of Mexican American students, and our expansion efforts are thus correlated with 1.1. Our attempts to publicize the AA degree in University Studies is coupled with an articulation of the career paths for which Ethnic Studies disciplines contribute, which aligns with the Strategic Plan goal 1.6. We hope to indirectly contribute to objective 3.2. by helping to develop a qualified pool of future applicants for Palomar positions.**   1. **Based on your program review and planning, describe any issues/concerns that have emerged that require interdisciplinary or College-wide dialogue and/or planning.**   **We are concerned about the large number of courses that students can take to fulfill the GE multicultural requirement, almost all of which are outside the Multicultural Studies department, which, given the training and expertise of its faculty, should be the focal department for the fulfillment of such requirement. This is an issue that will require dialogue across several departments.** |

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| **STEP IV. Resources Requested for Academic Year 2013-2014:** |
| **Now that you have completed steps I – III, identify the resources needed to achieve the goals and plans identified in Step III. Categorize resource requests as noted below. Provide rationale for requests to get better information. Please note that all resources allocated are for one year only.  NOTE: DO NOT INCLUDE RESOURCE REQUESTS THAT DUPLICATE REQUESTS FROM OTHER DISCIPLINES IN YOUR DEPARTMENT. PLACE REQUESTS COMMON TO TWO OR MORE DISCIPLINES ON THE FORM “Academic Department Resource Requests”.** |

**a. Equipment (600010) (per unit cost is >$500) *Enter requests on lines below. Click here for examples of equipment:*** [***http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf***](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf)

| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **Prioritize these requests (1, 2, 3, etc.)** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| --- | --- | --- | --- | --- | --- | --- |
| **a1.** | **Sony 32GB Full HD Camcordeer with projector for link** | **4** | **4** | **1** | **The equipment will furnish the students the opportunity to enhance traditional research in history and Multicultural Studies while gaining experience in using technology that is revolutionizing the field thru the production of short documentaries and achieving historiographic material. We strongly feel this approach will have a positive impact on our course SLO's.** | **699.99** |
| **a2.** |  |  |  |  |  |  |
| **a3.** |  |  |  |  |  |  |
| **a4.** |  |  |  |  |  |  |
| **a5.** |  |  |  |  |  |  |
| **b. Technology (600010) (computers, data projectors, document readers, etc.) Enter requests on lines below. *Click here for examples of Technology:*** [***http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf***](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf) | | | | | | |
| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **Prioritize these requests (1, 2, 3, etc.)** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| **b1.** |  |  |  |  |  |  |
| **b2.** |  |  |  |  |  |  |
| **b3.** |  |  |  |  |  |  |
| **b4.** |  |  |  |  |  |  |
| **b5.** |  |  |  |  |  |  |

| **c. Funds for Supplies (400010) (per unit cost is <$500 supplies) *Enter requests on lines below. Click here for examples of Supplies:***  [***http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf***](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf) | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **Prioritize these requests (1, 2, 3, etc.)** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| **c1.** |  |  |  |  | **l** |  |
| **c2.** |  |  |  |  |  |  |
| **c3.** |  |  |  |  |  |  |
| **c4.** |  |  |  |  |  |  |
| **c5.** |  |  |  |  |  |  |

| **d. Funds for Operating Expenses (500010) (printing, travel, maintenance agreements, software license, etc.) *Enter requests on lines below.  Click here for examples of Operating Expenses:*** [***http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf***](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf) | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **Prioritize these requests (1, 2, 3, etc.)** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| **d1.** |  |  |  |  |  |  |
| **d2.** |  |  |  |  |  |  |
| **d3.** |  |  |  |  |  |  |
| **d4.** |  |  |  |  |  |  |
| **d5.** |  |  |  |  |  |  |

| **e. Funds for temporary or student workers (230010/240010) Enter requests on lines below** | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **Prioritize these requests (1, 2, 3, etc.)** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include benefits)** |
| **e1.** |  |  |  |  |  |  |
| **e2.** |  |  |  |  |  |  |
| **e3.** |  |  |  |  |  |  |
| **e4.** |  |  |  |  |  |  |
| **e5.** |  |  |  |  |  |  |

**STEP V. Classified and administrative (contract) positions requests for academic year 2014-2015**

**f. Enter requests on lines below. These requests will be used by IPC to develop its annual Staffing Plan priorities.**

| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **Prioritize these requests (1, 2, 3, etc.)** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include benefits)** |
| --- | --- | --- | --- | --- | --- | --- |
| **f1.** |  |  |  |  |  |  |
| **f2.** |  |  |  |  |  |  |
| **f3.** |  |  |  |  |  |  |
| **f4.** |  |  |  |  |  |  |
| **f5.** |  |  |  |  |  |  |

**Department Chair/Designee Signature Date**

**Division Dean Signature Date**