

2009-2010 Instructional Program Review and Planning Supplemental Form

Please complete this form for each priority you identified in the 2008-2009 progress report (review these at <http://www.palomar.edu/irp/IPRPSupplementalReport.htm>). Please list at the end of this form the faculty and staff who participate in this report. Forward (1) a hard copy to Instructional Services and (2) email a Microsoft Word copy to idecker@palomar.edu no later than 3/05/2010.

Department Multicultural Studies Department	Department Priority # 1) One part-time position in CS faculty to teach MCS-197; 2) Hourly publicity coordinator, 10%; 3) Latino/a Celebration ceremony; 4) Funds for HSI Science Club; 5) Funds for tutors/mentors for HSI Science Club and other students; 6) Renovation/Remodel of SU-17 for HSI Leadership Center	<input type="checkbox"/> No funding/resources are being requested
Program/Discipline: Chicano Studies		Program/Discipline Priority # FOR 2010-2011:

To establish a priority, use the current Program Review and Planning (PRP) document submitted Spring 2009 (posted at <http://www.palomar.edu/irp/IPRPSupplementalReport.htm>) for this program or discipline. Identify from Box #2 in the PRP a priority for the upcoming academic year or develop a priority based on the data analysis discussed in Box #2.

***2. Data Analysis (restate or summarize the data analysis from the PRP):**

The administrative and institutional response to replace the most recent retirements have been timely and essential, thankfully, as we are weathering the economic scalebacks replacing the two positions due to retirement. Chicano Studies positions are being addressed. Frank Pucci's lateral transfer from counseling to Chicano Studies was a tremendous asset to restore Chicano Studies from the brink. Additionally, the Governing Board's decision to hire the first six positions for Fall 2010 has enabled the MCS Department to hire a full-time position in Chicano Studies. With the new lateral transfer position and the hiring of a new full-time position, the Chicano Studies positions will be restored to a positive equilibrium. The events to bring this change about have been reaffirming to Palomar College's assertion of diversity and its commitment to multiculturalism. As a senior faculty member in Chicano Studies, I am planning to retire at an appropriate time after the new Chicano Studies faculty person has been hired and established. It will be a position that will need to be restored in a timely fashion along with other institutional needs. Based on the Palomar College Offering Report for the period of Spring 2002 to Spring 2008, Chicano Studies has experienced an overall increase of 9% in student enrollment, while course offerings have been scaled back. Student enrollments have increased and we have had no course cancellations due to low enrollment. Cross-listing in Chicano Studies has been very positive and indicates a positive trend towards institutional integration with campus departments cross-listing with the American Indian Studies Department. The CS-161 (Classical Nahuatl), Ancient Civilizations of Meso-America with Anthropology and the Social & Behavioral Department and the newest class cross-listing with Performing Arts, MCS-157 (Theater and Social Justice). Chicano Studies and Multicultural Studies faculty are also in the Campus Exploration program and the Political Economy Days as guest lecturers who share their expertise in history and politics. The following faculty have participated several times: Dr. Sharon Allen, Dr. Carlos Von Son, Christine Moore, and John Valdez. In addition, the MCS Department has maintained a 10-year partnership with a UCSD outreach program called "Clase Magica" which serves youths from preschool to adults in North County. This program, which was pioneered by Dr. Olga Vasquez, is receiving national recognition, as the University of Austin has added this program to their curriculum. Dedicated MCS and CS faculty also support student success and leadership development by being advisors and participants to the student organizations MEChA, Encuentros, and the Palomar College Film Club. In addition, the MCS/CS Department is exploring ways to seek funding from HSI sources.

***3.a/b. Describe your goal (priority) based on data analysis from the PRP:**

While responding to accreditation deadlines and SLO completion goals, the MCS Department has also been working on completion of the MCS SLO's that need completion. Therefore, our work to prepare a Chicano Studies A.A. degree has been put on hold. Also, the Chicano Studies program has been preparing to meet the deadline to prepare for selection of qualified candidates and the interview process to hire a full-time faculty member in Chicano Studies. We are preparing a new MCS-197 course which will focus on identity and the learning culture of the first-generation students to find a major and success in college. This class will encourage any students who are without majors and unfamiliar to the college culture and institution. This proposed class will be taught by a CS faculty and the funds that we are requesting will be from HSI. Students from MEChA, who are also very supportive and involved in Chicano Studies classes, along with the support of former Vice President Joe Madrigal, hosted the First Latino Celebration ceremony to honor graduating Latino/a students and their families. The current leaders of MEChA are planning the second Latino/a Celebration ceremony for the spring of 2010. The costs for the first ceremony were \$5,000 under the funding of

2009-2010 Instructional Program Review and Planning Supplemental Form

student services. Another significant development is the formation of a student organization called the HSI Science Club of Palomar College in the spring of 2010. Its president, Ed Solis, is planning to recruit more students in the areas of science, technology, engineering, and mathematics. They will propose to seek economic aid for book grants and scholarships from HSI funds. The MCS/CS Department is also seeking a 10% part-time publicity coordinator to enable the community to become aware of all of these events and will seek tutors/mentors for the CS-197 and other science-related courses that will be funded by the HSI grant. Renovation of SU-17 to be designed as a HSI cross-cultural student leadership center to assist both first-generation students and others in their academic progress, discovering their goals and majors, and developing career goals is also requested.

Resources requested: Identify all the resources you are requesting to support the implementation of this priority. These resources would be additional funding needed beyond what is already provided to the discipline through the base resource allocation process.	Describe the resource(s) requested	Cite page(s) that provide rationale for this priority request	Estimated Amount of Funding Requested	New, one-time funding	New, on-going funding
*4.a. Equipment – Per unit cost is ≥\$500 (microscopes, table saw, etc.)	Furniture to house HSI Center in SU-17	Page 1, #3a	\$5,000	Yes	N/A
*4.a. Technology (computers, data projectors, document readers, etc.)	Six computers for HSI Center in SU-17 and a copier machine	Page 1, #3a	\$13,100	Yes	N/A
*4.b. Budget for 4000s - Per unit cost is ≤\$500 (supplies)	\$1,000 for office supplies	Page 1, #3a	\$1,000	N/A	Yes
*4.b. Budget for 5000s – Printing, maintenance agreements, software license, accreditation fees, etc.	\$1,000 for CS faculty/printing	Page 1, #3a	\$1,000	N/A	Yes
*4.c. Facilities	Renovate/remodel SU-17 to accommodate academic services and student clubs	Page 1, #3a	\$20,000	Yes	N/A
*4.d. Faculty position	One part-time position to teach MCS-197 class	Page 1, #2 and #3a	\$5,000	N/A	Yes
*4.e. Classified staff position (contract)	N/A				
*4.e. Classified staff position (hourly)	One hourly publicity coordinator, 10% for CS/Tutoring for HSI students-first generation	Page 1, #2, #3a/Page 1 a/b	\$2,300/\$7,000	N/A	Yes
			TOTAL \$53,100		

2009-2010 Instructional Program Review and Planning Supplemental Form

How will you evaluate whether or not you have met your goal/priority with the requested resources?
 Improved student retention and transfer rate; increased improvement in students declaring their majors and careers; improved academic success, positive increase in student enrollment; student achievements in improved GPA's; increased community involvement; increased student participation in lectures, discussions, and workshops; improved graduation rates (especially for first-generation college students)

What evidence will you provide to reflect the impact these resources had on student learning?
 Indicators of success on student learning can be reflected in: 1) student success and retention rates; 2) student participation in cultural events and affairs; 3) student leadership on campus and in the community; 4) student involvement in ASG government and other student organizations.

<p>*5. Strategic Plan goal or objective addressed by this priority: http://www.palomar.edu/strategicplanning/Strategic%20Plan%202009/Strategic%20Plan%202009_book%20as%20printed.pdf</p> <p>The following SP goals are addressed: 1) increase student awareness and use of services that support student success; 2) develop and implement an institution-wide plan that includes strategies to improve retention and completion; 3) increase the number of full-time faculty while recognizing the need to increase diversity among full-time faculty.</p>	<p>Course(s) & SLO(s) addressed by this priority: http://www.curricunet.com/Palomar/</p> <p>Students will demonstrate an understanding of the distinct contributions of Chicanos/Chicanas and their descendants to American history and culture</p>	<p>Program(s) and SLO(s) addressed by this priority (program is defined as a certificate, degree, or discipline): http://www.curricunet.com/Palomar/</p> <p>Proposed A.A. degree in CS provides background for upper-division course work in Chicano Studies and a complementary base for students interested in many areas in professions including: Business Administration, Child Development, Law Enforcement, General Studies, Journalism, Liberal Arts and Sciences, Nursing, and Radio and Television.</p>
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6. Reflect on the progress your discipline and/or department is making on defining, implementing, and assessing course, program, GE/Institutional level SLOs. What have been the benefits and what have been the challenges?
 As part of the Multicultural Studies Department, the Chicano Studies discipline is completing almost all of their SLO's and will finalize the list possibly this week as we meet with SLO administrative advisors to complete all SLO's in Chicano Studies. This spring, the CS Department will formulate a format for the assessment program for the CS SLO's.

2009-2010 Instructional Program Review and Planning Supplemental Form**Individuals completing this Program Review and Planning Supplemental document:**

Name(s):	Signatures:	Date:
Jennifer Garrett, Typist		March 3, 2010
John Valdez, Chair		March 3, 2010
Dr. Sharon Allen		March 4, 2010