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PALOMAR COLLEGE® Learning for Success

Program Review & Planning (PRP)

PART 1: BASIC PROGRAM INFORMATION

Program Review is a self-study of your discipline. It is about documenting the plans you have for improving student success in your program and sharing that information with the college community. Through the review of and reflection on key program elements, program review and planning identifies program strengths as well as strategies necessary to improve the academic discipline, program, or service to support student success. With that in mind, please answer the following questions:

Discipline Name:	American Studies
Department Name:	American Indian Studies
Division Name:	Social and Behavioral Sciences

Please list all participants in this Program Review:

Name	Position
Patricia Dixon	Full time Faculty, Chair
Alan Aquallo-LeChusza	Full time Faculty
Seth San Juan	Full time Faculty
Teresa Quainoo	Administrative Department Assistant

Number of Full Time faculty	3	**Number of Part Time Faculty**	

Please list the Classified positions (and their FTE) that support this discipline:
ADA 100%

What additional hourly staff support this discipline and/or department:
N/A

Discipline mission statement (click here for information on how to create a mission statement):
American Studies (AMS) encourages the interdisciplinary study of the cultures of the United States, their histories, politics, life worlds and styles of being. American Studies seeks to create students who become global citizens and understand the contested meanings of American and its populations, as well as its dynamic place among other nation-states.

List any new degrees and certificates offered within this discipline since your last comprehensive review:

There is no certificate. The TMC Social Justice transfer model could incorporate American Studies courses.

Discipline Level Data: https://sharepoint2.palomar.edu/sites/IRPA/SitePages/PRP%20Summary%20Source.aspx

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PART 2: PROGRAM REFLECTION

1. Program Analysis:

Reflect upon and provide an analysis of your summary data.

Interestingly enough AMS WSCH/FTEF slightly rose from 505.8 in 2011 to 510 in 2016 and the Total FTEF started with 1.00 and ended with 1.00. Between 2012-2015 there was a 1.20 Total FTEF but the overall success rate for that same time period averaged 71.65%. The overall retention rate for AMS dipped from 94.3% in 2011 to 87.4% in 2016. While, this may appear to be a negative, the retention rate had moved up .8%. The data supports the Discipline's move to offer more sections as DE.

2. Standards:

ACCJC requires that colleges establish institutional and program level standards in the area of course success rates. These standards represent the lowest success rate (% A, B, C, or Credit) deemed acceptable by the College. In other words, if you were to notice a drop below the rate, you would seek further information to examine why the drop occurred and strategies to address the rate.

Discipline Level Course Success Rate:
   A. The College's institutional standard for course success rate is 70%.
   B. Review your discipline's course success rates over the past five years.
   C. Identify the minimum acceptable course success rate for your discipline. When setting this rate, consider the level of curriculum (e.g., basic skills, AA, Transfer) and other factors that influence success

Standard for Discipline Course Success Rate:	**70%**

Why?

We are following the college's institutional standards for course success rates.

3. Program Update:

Describe your proudest moments or achievements related to student success and outcomes.

The AIS Department worked with Sociology to make the success and retention rates for the AMS/SOC/MCS 200 class more equitable and to increase the opportunity for more faculty to teach the class.

4. Program Improvement:

What areas or activities are you working on this year to improve your program? Please respond to new data as well as feedback from last year's program review.

AMS is still attempting to work with Theatre Arts and Multicultural Studies to determine if they have an interest in a certificate program but they have been unresponsive. The academic year 2017-18 should provide sufficient date as to whether or not this avenue should be pursued.

Anthropology is interested in a possible cross-listing of the AMS 121 course on Pacific Islanders.

5. Unanticipated Factors:

Have there been any unanticipated factors that have affected the progress of your previous plan?
Our plans for AMS have been affected by the overall campus decrease in enrollment. Unfortunately, we have lost courses and this has impacted the potential growth of AMS course offerings.

6. SLOACs:

Describe your course and program SLO activities this past year. How have you used the results of your assessments to improve your courses and programs? Refer to the SLO/PRP report – https://outcomes.palomar.edu:8443/tracdat/
The AMS Program SLO, American Diversity, was determined to be a viable assessment. It was put on a three year cycle and is scheduled to be assessed in Spring of 2018. Our course SLOs were reviewed and put on assessment timelines. These courses will utilize one SLO for each of their initial assessment/review cycle. The exact SLO to be used for this process will be determined collectively by the instructor(s) of these courses in dialogue (ad hoc, formal, online). It is expected that these conversations will take place starting at the end of Spring 2018 and continue likewise - at the end of the semester - from that point forward. This faculty review model should allow for ongoing conversations and useful dialogue regarding pedagogical approach, tools, and best practice applications. After review we determined that some of our course SLOs need revision to better reflect content. Results from these initial SLO assessments ranged from 70 - 85% rate of success. The exact SLO used, most commonly, was a pre/post test and/or student discussions. Based upon these results from previous assessments, we are at the point of gathering further data for this next round of three-year assessments for AMS courses.   In order to maintain - or better - these results, it was determined that the SLOs be revised and focused in order to reflect the course content. Further, it will be necessary to decide, in advance, upon which SLO will be used by all instructors for course sections.   Data for the next round of assessments/review are in the process of being gathered with the anticipation of data production arriving at the end of Spring 2018 - as noted previously. This information will, then, be valued in relationship to the previous assessment cycle data. From that examination point, necessary adjustments or further revisions to the course SLOs will be made for the coming assessment cycle. This level of operation, we feel, will better focus our Department work on a TMC model in order to assist our students and their academic trajectory. It is hopeful, and very possible, that course content and pedagogical tools will additionally be reviewed as part of this assessment/review process. This action will help with the currency of our course materials and, likewise, the assessment tools/methods used by our instructors.

PART 3: PROGRAM GOALS

1. Progress on Previous Year's Goals: Please list discipline goals from the previous year's reviews and provide an update by placing an "X" the appropriate status box .			
Goal	**Completed**	**Ongoing**	**No longer a goal**
Create at least one Program SLO incorporating the themes from AMS	X		
Initiate discussion with other departments that house AMS courses		X	
Transfer AA/and or Certificate as AMS or part of the TMC Social Justice		X	

2. New Discipline Goals: Please list all discipline goals for this three-year planning cycle (including those continued from

previous planning cycle):	
Goal #1	
Program or discipline goal	Implement Discussion with other Departments that teach AMS and Sociology with the TMC Social Justice transfer
Strategies for implementation	Utilize e-mails, phone, personal visits with list of courses.
Timeline for implementation	Spring 2018
Outcome(s) expected (qualitative/quantitative)	No response or a determination from the departments to not engage in a possible AA/Transfer AMS will lay this to rest. Anticipate affirmative response from Sociology.
Goal #2	
Program or discipline goal	Review of the TMC Social Justice transfer
Timeline for implementation	Spring and Fall 2018
Outcome(s) expected (qualitative/quantitative)	Anticipate meetings with Women Studies, Multicultural Studies and Sociology on placement of AMS courses in the requirements for the transfer degree.
Goal #3	
Program or discipline goal	
Strategies for implementation	
Timeline for implementation	
Outcome(s) expected (qualitative/quantitative)	

PART 4: FEEDBACK AND FOLLOW-UP

This section is for confirming completion and providing feedback.

Confirmation of Completion by Department Chair	
Department Chair	Patricia A. Dixon
Date	2/21/18

*Please email your Dean to inform them that the PRP has been completed and is ready for their review

Reviewed by Dean	
Reviewer(s)	Pearl Ly
Date	2/16/18
1. Strengths and successes of the discipline as evidenced by the data and analysis:	

Excellent mission statement.

2. Areas of Concern, if any:

SLO's - what changes have been made based on SLO results? What are success rates between online and face-to-face?

3. Recommendations for improvement:

Course success rates are missing Missing #3 goal - recommend having a goal focusing on online student success

*Please email your VP to inform them that the PRP has been completed and is ready for their review

Reviewed by Vice President	
Reviewer(s)	Jack S. Kahn, Ph.D.
Date	2/20/2018

1. Strengths and successes of the discipline as evidenced by the data and analysis:

1. Strong mission statement
2. Data presentation is appreciated (listing raw data etc.)
3. Appreciated the SLO discussion - well done! See dean's comments.
4. Goals are a good start but need some elaboration based on previous comments

2. Areas of Concern, if any:

a. See dean's comments

3. Recommendations for improvement: