Program Review and Planning 2019-2020

OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review is about documenting the plans you have for improving student success in your program and sharing that information with the 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 our new Guided Pathways plan, this review becomes even more crucial for the success of our students and college.

We are using the Strengths, Opportunities, Aspirations, Results (SOAR) strategic planning technique to help us focus on our current strengths and opportunities, create a vision of future aspirations, and consider the results of this approach.

BASIC PROGRAM INFORMATION

Academic Year
2019-2020

Are you completing a comprehensive or annual PRP?
Comprehensive

Department Name
American Indian Studies

Discipline Name
American Studies (AMS)

Department Chair Name
Patricia Dixon

Division Name
Social and Behavioral Sciences

Website address for your discipline

Discipline 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.

(click here for information on how to create a mission statement)

Does your discipline have at least one degree or certificate associated with it?
No

Are any of your programs vocational (CTE/CE)?
No

Please list the names and positions of everyone who helped to complete this document.
Patricia Dixon, Chair
Alan Aquallo-Lechusza, FT faculty
Seth San Juan, FT faculty
Teresa Quainoo, ADA

Full-time faculty (FTEF)
0

Part-time faculty (FTEF)
0.4

Classified & other staff positions that support this discipline
ADA

Additional hourly staff that support this discipline and/or department
N/A

PROGRAM INFORMATION

PROGRAM OUTCOMES

Begin this section by reviewing the Program Review reports for courses and programs in TracDat. All active course and program outcomes should be systematically assessed over a 3-year cycle.

- **Program** = Leads to a degree or certificate

- **Discipline** = A group of courses within a discipline

*Programs will be able to complete program completion and outcome questions.

Describe your program's plan for assessing program learning outcomes.

Depending on the degree or transfer goals of our students, they have the choice of three different GE pathways:

- [Associate Degree GE Requirements](#)

- [CSU GE Requirements](#)

- [IGETC Requirements](#)

Palomar College has identified a set of General Education/Institutional Learning Outcomes, which represent the overall set of abilities and qualities a student graduating from Palomar should possess.[Click here for a link to Palomar's GE/ILOs.](#)

How do the courses in your discipline support General Education/ Institutional Learning Outcomes? In your response, please specify which GE/ILO(s) your discipline supports.
The AMS 100 , 105 and 200 courses support the following GEILO.anal
ILO 1, Communication: A - Written communication
ILO 2, Computation: B - Inquiry and analysis
ILO 3, Creative, Critical, and Analytical Thinking: A - Critical thinking
ILO 4, Community, Multicultural/Global Consciousness and Responsibility: A - Intercultural knowledge
ILO 4, Community, Multicultural/Global Consciousness and Responsibility: C - Civic knowledge and engagement• GE Foundational Knowledge of Discipline - This is a General Education Outcome. Applies to certificate and degree programs.
• GE Integrative Learning - This is a General Education Outcome. Applies to certificate and degree programs. Also useful in assessing learning communities, service learning, engagement through the arts, etc.

 Summarize the major findings from your course outcomes assessments that are related to the

General Education/Institutional Learning Outcomes that your discipline supports.
In the AMS 105 Images of the West students with a pre-assessment scored between the mid 20-30%. Following the pre-assessment, student results were within the high 80% -low 90% in their ability to communicate, analyze, and apply learned skills in evaluating the effect of the experience and images of the American West on American culture as a whole and the world through time. Challenging the imagery of the iconic American West to contemporary views of the American West, provides a pathway for students to become global citizens and understand the contested meanings of America and its populations, as well as its dynamic place among other nation-states. The assessments, both pre and post, are consistent with the GE ILO and SLOs for the course.

ENROLLMENT TRENDS

Palomar College uses the WSCH/FTEF ratio as one indicator of overall efficiency in addition to the overall fill-rate for courses.

Although the college efficiency goal is 525 WSCH/FTEF and 85% fill-rate (minimal), there are many factors that affect efficiency (i.e. seat count / facilities / accreditation restrictions).

This information can be found by going to the "Program" page in the PRP Data Dashboard.

What was your efficiency trend over the last 5 years? Was it expected?
(Who knows what to expect anymore?) The overall WSCH per FTEF went from 430 in 2013 to 512 in 2017 but dropped in efficiency from 92% in 2013 to 81% in 2017.

In 2018-19 our WSCH per FTEF went to 532 and increased in efficiency to 83%. Although the Department is short by 2% of the minimum efficiency our creative use of scheduling and a more efficient rotation of course offerings has helped.

What factors have influenced your efficiency trends?
The Department is perplexed based upon enrollment figures and scheduling structures, which have proven to be successful in the past. Face-to-face classes exceed 20, and make it to the mid 30s in enrollment. Retention is high. Different efforts are made in scheduling to find a time that works best.
Since the face-to-face classes are making it into the high 30s we will continue to try and find other times to increase the number but we will need to focus on more DE classes.

Are there particular courses or programs that are not getting sufficient enrollment, are regularly cancelled due to low enrollment, or are not scheduled at this time? What is contributing to this issue? Does this level of efficiency meet the needs of the program and the district?
It appears that the majority of the AMS classes fill if on-line and only one section of AMS 100 will succeed if face to face. This model leads to efficiency, and should be considered as a working model for this course in the ongoing future.

The Chancellor's Office Vision for Success stresses the importance of reducing equity gaps through faster improvements of underrepresented groups.

ACCJC also requires that colleges establish institutional and program level standards in the area of success rates. These standards represent the lowest success rate 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.

Click on this link to review the course success rates (A, B, C, or Credit) for your discipline.

In this section we will identify a course success rate standards and a stretch goal (what you would like to move toward) for programs.

Course Success Rates by gender, age, ethnicity, special population, location, and modality (You can access the Student Equity Plan on the SSEC website https://www2.palomar.edu/pages/ssec/)

COURSE INFORMATION

COURSE SUCCESS AND RETENTION

What is your program's standard for Discipline COURSE Success Rate?
70.0%

Why did you choose this standard?
We have chosen to follow the college standard.

Has your overall course SUCCESS rates increased, decreased, or stayed the same over the last 5 years?
Decreased

Was this expected?
In 2013 the success rate was 75% and dipped to a low of 65% in 2018-2019. school years.
The drop in success rates reflects the move of our AMS courses completely to an on-line mode given that face to face classes have had higher success rates. That being said our success and retention rates are better than that of the college.

What is your Stretch goal for COURSE success rates?
74.0%

How did you decide upon the goal?
Common sense. There is a small but steady gain in success and scheduling, more on-line versus face-to-face courses are a part of this rationale. In the current academic environment, it appears that more students prefer this course offering to be on-line. This course offering strategy, then, addresses student interest and enrollment.

Have your overall course RETENTION rates increased, decreased, or stayed the same over the last 5 years?
Decreased

Was this expected? Please explain.
Retention in 2013 was 94%, it went down for the next three years, increased in 2017 to 89% and in 2018-2019 it has moved to 91% No, it is difficult to explain why --possibly because there are more courses on-line than face-to-face. One could then argue 91% is good.

Are there differences in success or retention rates in the following groups? (choose all that apply)

Ethnicity
Gender
Age

Gender: Why do you think gender differences exist? What do you need to help close the gap?
Gender success rates are higher for males 73% than females 64%. This 9 point gap in success rates is the highest it has been in the last five years. For example in 2017-2018 the success rates were almost equal

with females succeed at a 79% rate to males 78% rate.   The current 9 point gap may have to do with the decrease in students to 66 students from 167 students in 17-18. Furthermore, of those 66 students 55 were female and 11 were male. This seems to be an outlier given that the previous 4 years of data suggest a close to even gender split. As far as filling this gap maybe a more nuanced breakdown of the data could help.
Retention rates by gender were 100% for males and 89% for females.

Age: Why do you think age differences exist? What do you need to help close the gap?
Age success rates were highest 71% for the range 20-24. 25-49 was 64% and 19 and under was 60%. Overall success rate is 65% percent which does not meet the standard. We may need to look into creative ways to deliver content to ensure a higher success rate.

Ethnicity: Why do you think ethnicity differences exist? What do you need to help close the gap?
In terms of success rates data is only available for those identifying as hispanic and white. The hispanic success rate 76% is higher than the white success rate 53%. AMS courses tend to speak truth to power destabilizing traditional narratives of United States history and culture by emphasizing often marginalized peoples stories and histories. Although anecdotal this may contribute to the difference in success rates. Early introduction to theses stories and concepts may help close the gap.
Retention rates for both hispanic and whites are even.

Are there differences in success/retention between on-campus and online courses?
N/A

Do you have any best practice methods you use for online courses to share with the community?
The use of podcasts. It may also be useful to integrate course blog sites - as those which some of our professors already have established - in order to help provide currency with research and facilitate ongoing course dialogue both within the lecture and on-line environments.

COURSE OUTCOMES

How is course assessment coordinated across sections and over time?
We do not have multiple sections.

How have you improved course-level assessment methods since the last PRP?
New SLOs were written for AMS 100 in 2018, with a focus on integrating the GEILOs with the discipline mission - and a focus upon - on identity, diversity and American symbolism, to utilize a variety of assessments such as projects beyond the norm of essays and exams.

Summarize the major findings of your course outcomes assessments.
Students through pre-assessment, in AMS 105, displayed poor skills in applying critical thinking, use of primary research, and function of symbolism. The focus on what is the 'Real West' versus the 'Ideal West" improved from a 37% to an 85%. Students applied knowledge learned to film critiques and comparison/contrast essays to show the historic to the contemporary genre how the West has been reimagined.

Reflecting on the major findings you summarized, what are some questions you still have about students' learning in your courses that you have not yet been able to address with your outcomes assessments?
The subject matter of the American West rightly starts with "cowboys and Indians," but other cultural groups came to the West, and rewrote the iconographic depiction of the West with/through the passage of time. An improvement could be to broaden the study of these other cultural groups, in order to further articulate a trans and intercultural connection throughout the West, which aligns with the Intercultural Competency GEILO.

What are some improvements in your courses that have been, or can be, pursued based on the key findings from your course learning outcomes assessments?
The revision of the SLOs for AMS 100.

PROGRAM CURRICULUM ALIGNMENT, MAPPING, SCHEDULING, & PLANNING

The Chancellor's Office Vision for Success stresses the importance of decreasing the average number of units accumulated by CCC students earning degrees.

Palomar College's Guided Pathways plan includes clarifying paths for students by sequencing course offerings so that they support scaffolding and timely completion. Our goal is to ensure learning through:

- The mapping and assessment of clear program outcomes that are also aligned to employer and/or transfer institution expectations.

- Engaging and applied learning experiences.

- Effective instructional practices to support students in achieving success.

How do your course outcomes help your students achieve their program outcomes?
Students are able to apply critical thinking through their essays, research and projects intercultural knowledge, civic knowledge and engagement on what it meant to be American in the early American West and what it means now through the study of art and film in particular created today.

What is your departmental strategy on how you schedule your courses including the time of day you offer courses? Do you use fast track or block scheduling (putting required classes near each other) to organize required classes (Particularly to meet the needs of disproportionately impacted students)?
We provide courses in each of these scheduling agendas. History has proven that our courses continue to fill - even the Fast Track (FT) courses - and, often, at, or near, the close of the class schedule(s). Given this, it becomes useful for our Department to list courses to be offered, and allow students the opportunity to enroll in our courses. Department conversations have further brought attention to the importance of informing ongoing courses/students, as well as the campus at large, about our course offerings, albeit a FT or full semester course.

How do you work with other departments that require your course(s) for program completion?
Strictly speaking we have no courses that are required in another Department's program; however, we have courses that are electives. Sharing scheduling strategies could encourage more enrollment and completion.

Does your discipline offer cross-listed courses?
Yes

How do you work with the other department(s) to ensure consistent curriculum per the COR and minimum qualifications? How do you coordinate course scheduling?
Our one AMS course that is cross-listed is with the Sociology Department. AMS offers the course in the Fall, Sociology offers it in the Spring.

Are there curriculum concerns that need to be resolved in your department? What are they?
Yes, since our AMS classes are primarily on-line and our instructors have created podcasts for their on-line classes BUT the lack of resources do not allow for a premium delivery of content - meaning captions and

transcripts are difficult to procure.

How is the potential need for program/course deactivation addressed by the department?
We discuss it at department meetings. From these initial conversations several courses were deactivated.

Is your department pursuing non credit or not-for credit options at this time?
No

Are there areas you would like to expand?
No.

Click here for information about [Noncredit](#) and [Community Education](#)

Is your department offering online classes?
Yes

How do you consider student needs when determining which classes and how many classes should be offered online versus face-to-face?
Efficiency.

Describe other data and/or information that you have considered as part of the evaluation of your program
Student interest. The new Social Justice Transfer degree.

CAREER AND LABOR MARKET DATA

The Chancellor's Office Vision for Success stresses the importance of increasing the percent of exiting students who report being employed in their field of study. It is important for us to consider how **_all_** of our programs connect to future careers.

Go to this website https://www.onetonline.org/ and enter your discipline in the bubble on the top right for ideas about potential occupations. Click on an example to see more detail.

What kinds of careers are available for people who complete your programs (and/or transfer)? (Refer to link above) Are there any new or emerging careers and if so how would the new or emerging careers impact your future planning?
Area, Ethnic, and Cultural Studies Teachers, Post-secondary
Middle School Teachers, Except Special and Career/Technical Education
Anthropologists
Anthropology and Archeology Teachers, Post-secondary
Curators
History Teachers, Post-secondary
American Studies (AMS) encourages the interdisciplinary study of the cultures of the United States, their histories, politics, life worlds and styles of being, it is foundational to inquiry, analysis, civic engagement and diversity awareness. Always on-going.

What are the associated knowledge, skills, abilities (KSA's) needed for the occupations listed above? (click examples in the link above to get ideas)
The ability to read, write, think, engage in decision-making.

How does your program help students build these KSA's?
The Discipline has students engage in exams, essays, dialogue, research, projects and video production.

Work Based Learning

Applied and work-based learning (WBL) allows students to apply classroom content in professional settings while gaining real-word experience. WBL exists on a continuum that reflects the progress of experiences from awareness-building to training. Students often cycle back through the continuum many times throughout college and throughout their career. Faculty play a critical role in ensuring these experiences are embedded into curriculum and support learning.

Have you incorporated work based learning (work experience, internships, and/or service learning) into your program?
No

Do you want more information about or need assistance integrating work-based learning into your program?
No

How do you engage with the community to keep them apprised of opportunities in your program?
It has been awhile, but usually a short survey of students taking the courses.

Program Goals

In the previous sections, you identified opportunities for improvement. Using these opportunities, develop 3-year SMART goals for your department. Goals should be Specific, Measurable, Attainable, Relevant, Time-Specific. Ensure your goals align with the mission of your department and/or the College's strategic plan.

Please list all discipline goals for this three-year planning cycle. Click here for previous PRPs and goal information.

Goals

Goal 1

Brief Description
Social Justice transfer

Is this a new or existing goal?   **Goal Status**
Existing   Ongoing

How will you complete this goal?
Meetings with Women Studies, Multicultural Studies and Sociology on placement of AMS courses in the requirements for the transfer degree.

 To a great degree the success or lack of success depends on the willingness of the CSU campuses to create a Social Justice program for students to transfer to.

Outcome(s) expected (qualitative/quantitative)
Meetings with Women Studies, Multicultural Studies and Sociology took place as well as with the articulation officer. The majority of the CSU campuses are evaluating the importance of such a transfer. We met with Palomar's articulation officer and the other Departments and successfully met the IPC deadline to acquire approval for a new program. The program was input into META and is going through the curriculum process.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
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.
 Our courses, both AMS and AIS fall within the areas of transfer- readiness, general education, aesthetic and cultural enrichment. We seek to demonstrate the relevance of American Indian and other American perspectives to contemporary political, economic, and social issues in the United States and globally.

Expected Goal Completion Date
5/1/2020

STAFFING AND RESOURCE NEEDS

Instructions

1. Refer to [Strategic Plan](#).
2. See [Data](#).
3. See career info (In PRP)

Are you requesting additional full-time faculty?
Yes

Are you requesting additional Staff, CAST or AA?
No

% of FTEF for on-going reassigned time (department chair, program director, coordinator, etc.)

REQUEST FOR ADDITIONAL FULL-TIME FACULTY

Faculty Request 1

Title of Full-Time Faculty position you are requesting
Full-Time Faculty, American Indian Studies/American Studies

How will this faculty position help meet district (Guided Pathways, Strategic Enrollment Management etc.), department and/or discipline goals?
A new full-time faculty member in American Indian Studies/American Studies will satisfy each of the goals and strategic plans for the AIS Department, as well as the college as a whole. In addition, a new full-time faculty
member will help balance the AIS/AMS Department, help maintain the Department's numbers of instructors, and aid in the future developments, projects, and enhancement of the AIS Department.
A Department member is committed to retirement in the 2020 calendar year.

 Is there a scarcity of qualified Part-Time Faculty (for example: Specialized degree/experience, emerging/rapidly changing technology, high demand)
The interdisciplinary nature of our discipline requires staffing in the areas of anthropology, literature and sociology, history and political science with an emphasis in American Studies. Individuals with this background are hard to hire as adjunct, since 4 year schools can offer greater amounts of pay and fringe benefits

 Are you requesting this position for accreditation, regulatory, legislative, health and safety

requirements? Please explain.
The new Social Justice AD-T.

Please summarize the discipline productivity, efficiency, and any regional career education needs for this discipline.
The new Social Justice AD-T will provide students with additional skills, knowledge and resources in career pursuits that are needed in a diversified society.

Is your department affected by faculty on reassigned time. If so, please discuss.
The reassigned time in our Department is minimal and we have excellent adjunct faculty.

Review

Chair Review

Chair Comments
Seth and I reviewed his input and believe it is accurate to date.

Chair Name	**Chair Sign Date**
Patricia Dixon	10/30/2019

Dean Review

Strengths and successes of the discipline as evidenced by the data and analysis:
It should be beneficial for the AMS program to be part of a Social Justice degrees. There is flexibility with the program to offer courses in face-to-face and online.

Areas of Concern, if any:
Question not addressed - Describe your program's plan for assessing program learning outcomes.

Recommendations for improvement:
I updated the FTEF using IRP data
https://sharepoint2.palomar.edu/sites/IRPA/Wiki%20Page%20Library/PRP%20Basic%20Information.aspx

Dean Name	**Dean Sign Date**
Pearl Ly	11/12/2019

IPC Review

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

Areas of Concern, if any:

Recommendations for improvement:

IPC Reviewer(s)   **IPC Review Date**

Vice President Review

Strengths and successes of the discipline as evidenced by the data and analysis:
Good review of discipline and outcomes.

Areas of Concern, if any:

Recommendations for improvement:

Vice President Name	**Vice President Sign Date**
Jack S. Kahn Ph.D.	1/30/2020