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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
2020-2021

Are you completing a comprehensive or annual PRP?
Annual

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
https://www2.palomar.edu/pages/ais/

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 TOP coded as 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

Use the link to provided to help answer the staffing questions below. This form requires a login and password to access. Please use your Palomar email and password to log in.

Link: Permanent Employees Staff Count

Full-time Faculty (total number of FT faculty in your discipline)
3

Full-time Faculty (FTEF)
.2

Part-time faculty (FTEF)
.8

Classified and other permanent staff positions that support this discipline
ADA

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

PROGRAM INFORMATION

In this section you are asked to consider your programs, their learning outcomes, the annual number of completions, goals for completions and enrollment and efficiency trends.

PROGRAM LEARNING OUTCOMES

Describe your program's plan for assessing program learning outcomes.
The interdisciplinary focus on cultural theories, social movements, popular cuture, as well as the tribal diversity, of American Indian contemporary presence, and the foundations of sovereignty and tribal governance allow our courses to include a variety of methods for assessing student success rate within our courses. These assessment methods are, but not limited to, exams, essays, hypothetical situations and current review of issues within Indian country.

Begin this section by reviewing the Program Review reports for programs and courses in Nuventive Improve (TracDat). All active course and program learning outcomes should be systematically assessed over a 3-year cycle. First, look at program learning outcomes.

- **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.

How do they align with employer and transfer expectations?
American Studies does not have program learning outcomes. The courses, within this discipline, are of an interdisciplinary nature aligned with ethnic and cultural studies and beyond.

The newly created AA-T in Social Justice in American Indian Studies incorporates the AMS 200 class which directly addresses ethnicity, race and gender. Students will be able to compare and contrast American Indian economic, political and religious institutions used to adapt to specific geographical regions throughout the United States before and after non-Indian contact.

Program Information Summary

Consider your program outcome assessments, completions, and enrollment/efficiency trends, as well as other internal and external factors.

How have these factors contributed to the success of your program(s)?
The student success rate - noted as those completing American Indian Studies courses with a 70% or higher success rate - remains stable, despite the unfortunate limitations of our course offerings throughout the year.

How have these factors presented challenges for your program(s)?
The current cultural and economic situations require that our courses and program relate more to the changing civic needs of our students, while addressing the ethical and cultural diversity of the community as a whole.

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

Gender: Why do you think gender differences exist? What do you need to help close the gap?
Gender differences exist because institutions have historically been unable and sometimes unwilling to provide equitable access to resources. Closing this gap requires resources and serious institutional and self reflection.

Age: Why do you think age differences exist? What do you need to help close the gap?
Age differences exist because institutions have historically been unable and sometimes unwilling to provide equitable access to resources. Closing this gap requires resources and serious institutional and self reflection.

Ethnicity: Why do you think ethnicity differences exist? What do you need to help close the gap?
Ethnicity differences exist because institutions have historically been unable and sometimes unwilling to provide equitable access to resources. Closing this gap requires resources and serious institutional and self reflection.

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

Why did you choose this standard?
We chose this standard because it is the institutional standard at Palomar.

What is your stretch goal for course success rates?
70.0%

How did you decide upon the goal?
In 2018 the success rate for AMS courses was 64%. The success rate increased by 4 points to 68% in 2019. We think the pattern of increasing success rates will continue and think that 70% percent is an achievable goal for this academic year.

COURSE LEARNING OUTCOMES

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.

This section is intentionally blank for annual PRPs. Please click "Next" to continue.

This section is intentionally blank for annual PRPs. Please click "Next" to continue.

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?
In the field of American Studies there are opportunities to teaching postsecondary education in Area Studies, Ethnic Studies, Culture Studies, Foreign Language, Literature, Anthropology, Archeology, Art, Drama, Music, and History. Other opportunities for careers include Anthropologists and Curators. Opportunities to work for tribal governments, tribal businesses, and federal American Indian programs are also possibilities.

What are the associated knowledge, skills, abilities (KSA's) needed for the occupations listed above? (click examples in the link above to get ideas)
In general students gain knowledge of group behavior and dynamics, human migrations, historical events and their causes, indicators, and effects, and different philosophical systems and practices. Students skills include reading comprehension, conveying sometimes complicated information clearly, and active learning and listening. Lastly, our students gain the ability to comprehend and communicate clearly in writing and speaking.

How does your program help students build these KSA's?
Our program and course SLO'S along with relevant assessments have been written in order to ensure students gain the knowledge, skills, and abilities necessary to gain employment in a related field.

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?
Yes

What have you done to integrate work-based learning?
When classes were offered in person, AMS 100 had a service learning component.

How does your work-based learning help your students learn how to do some of the tasks associated with the potential occupations?
Offered students a valuable introduction to a field they may be interested in pursuing as a career.

How do you engage with the community to keep them apprised of opportunities in your program?
The Department has been working to create an interest in AMS. Given the state guidelines for Ethnic Studies requirements American Studies could be a valuable offering at Palomar.

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   Completed

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

Goal 2

Brief Description
Role or value of American Studies in Ethnic Studies

Is this a new or existing goal?

New

How will you complete this goal?
The California legislature recently passed AB 1460 requiring all CSU students take one course in Ethnic Studies commencing in fall 2022. American Studies is one of the disciplines listed in the California Community Colleges Chancellor's Office 2018 Minimum Qualification guide.
Presently the prefixes to the disciplines that meet the AB requirement are AIS, AS, CS, Asian Studies. Our intent is to explore the feasibility of how or could AMS courses fit the criterion by initiating conversations with the Ethnic Studies Department (formerly MCS), and the Palomar College Articulation Office.

Outcome(s) expected (qualitative/quantitative)
If the AMS courses, in fact, can be part of the Ethnic Studies requirement, we will review the CORs for each course to ascertain the feasibility of revising the three courses, presently taught, to align with the requirements of AB 1460.
This task will start spring 2021. If feasible, at least one course, will be launched in fall 2021 and the remainder in fall 2022.

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
12/1/2022

RESOURCES

Congratulations! You are nearing completion. In this section, you will consider the resources you need to implement your three-year program review plan and/or address any findings from your assessment of your discipline.

The section is organized into the following four parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology and Facilities Needs

PART 4: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

PART 1: STAFFING NEEDS

Requests for faculty will follow the prioritization process currently in place in IPC, and the IPC SubCommittee. Requests for new staff positions will be prioritized at the division level and reviewed at Exec.

Are you requesting additional full-time faculty?
No

NOTE: If you are requesting full-time faculty, you must go back to the Labor Market section of the form to complete that section. It is required when requesting additional faculty positions.

Are you requesting new Classified, CAST or AA positions?
No

PART 2: BUDGET REVIEW

Review your Budget/Expenditure reports for 2018, 2019, 2020. Consider your three-year PRP plan.

Click on the link below to access directions to the *Available Budget Report* to complete this section.

How to Request the Available Budget Report

Reflecting on your three-year PRP plan, are there any budget considerations you would like your dean/supervisor to be aware of for the upcoming year?
No

NOTE: PARTS 3 and 4 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

This year the College is implementing two new processes related to resource needs coming from the PRP process.

1. One-Time Fund Requests. The college is implementing a process for prioritizing and allocating funds for one-time needs/requests tied to Program Review and Planning. Prioritization will take place through participatory governance in planning councils and the Budget Committee. Then, a recommendation will be made to Exec for funding of request utilizing various funding sources.

   For more information about funding sources available, see IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES.

   Consider submitting one-time requests only if you have verified that you cannot fund the request using your general discretionary funds or other funds.

2. Technology and Facilities Review. From now on, ALL requests for technology will go through an institutional review process. If you request technology here, you will see a description of the process below.

PART 3: TECHNOLOGY AND FACILITIES NEEDS

Will you be requesting any technology (hardware/software) this upcoming year?
No

Do you have resource needs that require physical space or modification to physical space?
No

PART 4: OTHER ONE-TIME NEEDS

For more information about funding sources available, see IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES. Please check with your department chair on the availability for this cycle.

Do you have one-time requests for other items (e.g., Non-Technology Equipment, Supplies, Operating Expenses, Travel) that your budget or other funding sources will NOT cover?
No

I confirm that the Program Review is complete and ready to be submitted.
Yes

Enter your email address to receive a copy of the PRP to keep for your records.
pdixon@palomar.edu

Review

Chair Review

Chair Comments
The Chair, Patricia Dixon, engaged either through e-mails or by phone the work done by the Department. The SLO areas meet minimal benchmarks.

Chair Name	**Chair Sign Date**
Patricia A. Dixon	11/2/2020

Dean Review

Strengths and successes of the discipline as evidenced by the data and analysis:
1. The department established a new goal to meet the California legislature AB 1460 that requires all CSU students to take one course in Ethnic Studies starting fall 2022.
2. A new AA-T in Social Justice in AIS that incorporates AMS 200 class which directly addresses ethnicity, race and gender, will add more flexibility for the program to offer courses.

Areas of Concern, if any:
Although the success rate in the Information Systems discipline has increased 4 points to 68% in 2019 but that is still less than the District success rate 70%.

Recommendations for improvement:
1. Continue streamlining their courses to make their online classes accessible by aligning them using the CVC-OEI Course Design Rubric that has been adopted by Palomar College Faculty Senate.
2. Encourage faculty to continue aligning their courses activities with the integrated SLOs within Canvas.

Dean Name	**Dean Sign Date**
Najib Manea covering for Dean Ly	12/4/2020

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:
service learning; goals surrounding inclusion of AMS in response to AB 1460

Areas of Concern, if any:
1. more detail re: rationale behind choice of standard
2. would like more specific detail re: resources needed and nature of institutional self-reflection re: closing DI gaps
3. SLO assessment -- what measures are being taken to address low student results
4. SLOs -- 2 is minimum

Recommendations for improvement:
1. bring more detail to conversation with dean and VPI re: DI gaps
2. develop more SLOs and address changes needed as a result of assessment

Vice President Name	**Vice President Sign Date**
Shayla Sivert	12/31/2020