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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
Multicultural Studies

Discipline Name
Chicano Studies (CS)

Department Chair Name
Rodolfo Jacobo

Division Name
Social and Behavioral Sciences

Website address for your discipline
https://www2.palomar.edu/pages/multicultural/

Discipline Mission statement
The mission of Chicano Studies as a discipline is to promote critical understanding of the history, politics and culture of the Mexican origin community of the United States for our students and community by offering an array of courses on the topic. 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.

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

Does your discipline have at least one degree or certificate associated with it?
Yes

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

List all degrees and certificates offered within this discipline.
Beginning this fall 2020, an AA-T degree in Social Justice Studies: Chicana and Chicano Studies is being offered. We look forward to reporting on its success on future program reviews.

Please list the names and positions of everyone who helped to complete this document.
Rodolfo Jacobo
Angelica Yanez
Eduardo Aguilar
Alex Gomez

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)
4

Full-time Faculty (FTEF)	**Part-time faculty (FTEF)**
3.60	1.40

Classified and other permanent staff positions that support this discipline
1

Additional hourly staff that support this discipline and/or department
0

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

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 well do your program's learning outcomes communicate the scope and depth of the degree/certificate offered?
We strongly believe that upon completion of the degree, students will demonstrate knowledge and understanding of the history of the Chicana/o in the United States and demonstrate knowledge of theoretical perspectives of social justice in Chicano Studies, institutional oppression, structural violence and marginalization, decolonization, and intersectional identities.

How do they align with employer and transfer expectations?
The Associate in Arts in Social Justice Studies-Chicana and Chicano Studies for Transfer degree is designed to prepare students for a seamless transfer into the CSU system to pursue a baccalaureate degree in Chicana and Chicano Studies. Students completing this degree will have an introductory foundation for the field of Social Justice Studies-Chicana and Chicano Studies. The AA-T is designed to provide students with an opportunity to examine the historical and contemporary experiences of persons of Mexican descent residing in the United States. Students will be exposed to an interdisciplinary approach that combines culture, sociology, politics, and the arts; along with a variety of topics. The Degree can prepare students for the following career pathways for a variety of jobs and professions (Public Health, Business Administration, Lawyer/Law School, Teacher/Professor, Social Work, Non-Profit Organization, and Journalism, Doctors without Borders, Architects, and Activists). Social awareness to understand and engage the world, not as bystanders but active and creative agents. Critical analysis to acquire skills and abilities in thinking and communicating ideas, and to become culturally competent in increasingly diverse communities.

Describe your program's plan for assessing program learning outcomes.
The plan for assessing program learning outcomes will allow instructors to assess using a number of methods, such as: examination to generate quantitative data, verbal testing and/or class presentation to assess class dialogue and understanding of outcomes and writing assessment in order to get a thorough understanding of the master of the outcome. The assessment should happen frequently.

Summarize the major findings of your program outcomes assessments.
No data at this time; degree is new.

PROGRAM COMPLETIONS

Student success is at the core of what we do in assisting students in achieving their goals.

The Chancellor's Office Vision for Success stresses the importance of Program Completion as a major goal for our students. In addition, transfer and career readiness are key components of Palomar College's mission statement. This year, our funding formula has also changed reflecting this emphasis, providing additional funding as a function of the number of completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for program completions.

The standards represent the lowest number of program completions deemed acceptable by the College. In other words, if you were to notice a drop below the set standard, you would seek further information to examine why this occurred and strategies to increase completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for programs.

List the number of completions for each degree/certificate for the previous year.
No data at this time; degree is new.

Have your program completions Increased, decreased, or stayed the same over the last 5 years?

What factors have influenced your completion trends?
NA

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)?
NA

How have these factors presented challenges for your program(s)?
NA

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?
Most of our students are first generation college students who come from disadvantage backgrounds. Many if not most, struggle with reading and writing at the college level. We feel that this is a good starting point while always striving to improve in all areas. We fear that the current situation (global pandemic) will have a negative impact on student success and retention.

What is your stretch goal for course success rates?
75.0%

How did you decide upon the goal?
With the recent hiring of two new full time faculty members we feel we can now best execute departmental and discipline adjustments that should increase our success rate. We have revised our curriculum and begun to assure that our courses are ADA compliant. We are actively connecting our students to academic events in and outside of campus that compliment and supplement the materials learned in class. I addition we are encouraging students to utilize the resources on campus available to them (when possible due to the pandemic).

COURSE LEARNING OUTCOMES

How have you improved course-level assessment methods since the last PRP?
SLOs have been update and regularly assessed by Dr. Angelica Yanez our SLO coordinator. She created a common assessment tool and established a calendar for the department.

Summarize the major findings of your course outcomes assessments.
Overall, faculty have been instrumental in implementing Institutional Learning Outcomes that correspond with the department's mission and course outcomes. Our course outcomes assessments have consistently showed the mastery of: foundation knowledge of discipline, analytical thinking and problem solving, and community, multicultural/global consciousness and responsibility. Over time, faculty have been better as assessing more regularly.

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?
Since our degree was just launched we currently have no data, however, many of the students who major in Chicana/o Studies go into teaching, law, and other related fields.

What are the associated knowledge, skills, abilities (KSA's) needed for the occupations listed above? (click examples in the link above to get ideas)
NA

How does your program help students build these KSA's?
NA

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?
NA

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
Promote AA-T degree in Social Justice: Chicana/o Studies.

Is this a new or existing goal?
New

How will you complete this goal?
Our AA-T degree with an emphasis in Social Justice: Chicana/o Studies has launched this semester fall 2020. We will promote the degree to all our students and community via community information events, literature and working with counselors both at Palomar College and our district high schools.

Outcome(s) expected (qualitative/quantitative)
We anticipate an interest by the students in the program and expect a positive correlation between the offering of the degree and retention as well as success in completion.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
The program curriculum seeks to teach social awareness, challenge systems of oppression, and provide a critical history of the Mexican people and their relationship to power. Courses highlight a rigorous study of race and racism, class, gender, sexuality, religious conquest, and trace the impacts of colonialism and privilege. We strongly feel that the degree will be of interest to our students and offer a pathway to transferring to a four year institution. The department seeks to create an avenue by which students in the program can complete the requirements in timely manner for example offering aligned 4-week courses to assist in a rapid completion.

Expected Goal Completion Date
8/31/2022

Goal 2

Brief Description
Develop a course on the U.S/ Mexican Border. The main objective of this course is to two-fold, to gain a deep knowledge of the current debates around the US-Mexico border and to gain a better critical understanding of what the roles of borders are in the construction of who we are and who we imagine ourselves to be.

Is this a new or existing goal?
New

How will you complete this goal?
Create the course by consulting with local colleges and universities as well as curriculum committee at Palomar College.

Outcome(s) expected (qualitative/quantitative)
Students would grasp the historical and contemporary legacy of the US-Mexican border, Understand the continued significance of borders in the shaping of American modern society, gain critical analytical tools to theoretically situate political, social, and cultural issues related to border.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
This course is a critical examination of "borderlands" and how they play an integral role in the creation of our various social, cultural, and political realities. This course is a critical examination of the US-Mexico border as both a geographic political construct and an analytical space to interrogate the role of borders in the political, social, and cultural imagination. The border provides a means to think about socially constructed binaries, difference and the so-called "other," securitization, and nation-building.

Expected Goal Completion Date
9/1/2021

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.
rjacobo@palomar.edu

Review

Chair Review

Chair Comments
Thank you.

Chair Name	**Chair Sign Date**
Rodolfo Jacobo	10/22/2020

Dean Review

Strengths and successes of the discipline as evidenced by the data and analysis:
1. Beginning fall 2020, an AA-T degree in Social Justice Studies: Chicana and Chicano Studies is being offered.
2. The plans to develop a course on the U.S/ Mexican Border to gain a deep knowledge of the current debates around the US-Mexico border.

Areas of Concern, if any:

Recommendations for improvement:
1. Encourage faculty to use Service-Learning as much as possible in their classes as a form of work experience and coordinate students to interact with local cultural institutions.
2. Encourage faculty to continue aligning their courses' activities with the integrated SLOs within Canvas.
3. 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.

Dean Name	**Dean Sign Date**
Najib Manea covering for Dean LY	11/23/2020

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:
new AAT in Social Justice Studies--Chican/o Studies

Areas of Concern, if any:
RE: program learning outcomes, do they capture the scope and depth of the program?; no WBL

Recommendations for improvement:
1. Answer above concern more thoroughly in PRP.
2. Work with tutoring to inform expectations for reading and writing within your area.
3. Discuss WBL and Career Continuum with Nichol Roe to see how to benefit students in your program -- many opportunities exist for internships, employer relationship building, service learning.
4. RE: course on border, I wonder if AJ has ever approached your area about any collaborative learning and if you'd be open to the possibility.

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