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OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review and Planning is about evaluating and assessing programs and documenting plans for improving student success rates. Through review of and reflection on key program elements, Program Review and Planning identifies program strengths and strategies necessary to improve the academic discipline, program, and/or services to support student success.

The College also uses Program Review and Planning as the conduit to request resources (human, technology, facilities and funding) to further help improve and support programs.

BASIC PROGRAM INFORMATION

Academic Year

2021-2022

Are you completing a comprehensive or annual PRP?

Annual

Division Name

Social and Behavioral Sciences

Department Name

American Indian Studies

Department Chair Name

Patricia Dixon

Discipline Name

American Studies (AMS)

Department Chair email

pdixon@palomar.edu

Please list the names and positions of everyone who helped to complete this document.

Patricia Dixon, Department Chair

Diana Ortiz, Adjunct

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Website address for your discipline<https://www2.palomar.edu/pages/ais/>**Discipline Mission statement**

American Studies (AMS) is an interdisciplinary program that examines the diversity of groups in the United States, and the ways in which they maintain various and competing histories, politics, identities and modes of expression. American Studies offers a critical engagement with contested understandings of American identity and culture, both nationally and globally.

(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

BASIC PROGRAM INFORMATION: FACULTY AND STAFFING RESOURCES

In this section, you will identify how many faculty and staff support your discipline's programs. This information is considered when you request permanent staff and faculty hires. It is also useful as you evaluate your program and the human resources and talent you have to support our students.

To help you answer questions in this section, you will need the two links below. An arrow will appear in the spreadsheet pointing to the data you will enter.

1) **Permanent Faculty and Staff Count**

2) **FTEF LINK**

How many permanent or full-time faculty support your discipline (program)?

3

For this past fall semester, what was your Full-time FTEF assigned to teach classes?

0

For this past fall semester, what was your Part-time FTEF assigned to teach classes?

.80

List the classified and other permanent staff positions that support this discipline.

Teresa Quainoo, ADA

List additional hourly staff that support this discipline and/or department

N/A

PROGRAM INFORMATION

In this section, you are asked to consider and evaluate your programs, including their program 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 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, identity, race, class and gender.

The newly created AA-T in Social Justice in American Indian Studies incorporates the AMS 200 class which directly addresses ethnicity, race, class and gender. An outcome listed for this transfer degree notes students will "Demonstrate familiarity, and a working knowledge of the theories, cultural and identity differences, tribal concepts, histories, and current trends within the interdisciplinary fields of American Indian Studies."

Program Information Summary

In this section you are asked to evaluate your programs by considering their program learning outcome assessments, the annual number of completions, goals for completions, enrollment and efficiency trends and any other internal or external factors that had an impact on your program.

What factors have contributed to the success of your program(s)? Describe how they have contributed.

Strategic scheduling. The student success rate - noted as those completing American Indian Studies courses with a spring 2020 80% success rate and retention rate of 94%.

The role of American Studies is to critically examine the social, political, economic and cultural factors that contribute to an understanding of American culture and identity. Students are attracted to the critical nature of course content, and the possibility of engaging multiple perspectives and a breadth of resources, beyond a history or theory course.

What factors have presented challenges for your program(s)? Describe the impact of these challenges.

The discipline course texts are dated, and there has been a challenge to find a comprehensive textbook that addresses multiple areas of American Studies. Contemporary issues change, which changes the material rather quickly.

COURSE INFORMATION

In this section, you will review how students perform in the courses you offer as part of your program. The Chancellor's Office Vision for Success stresses the importance of reducing equity gaps through faster improvements of underrepresented groups.

Data are provided to help you examine differences in course success rates (C or better) across student demographic categories (e.g., gender) and course type (e.g., face-to-face, online).

After you complete your review of course success data, you are asked about the assessment of student learning outcomes at the course level, progress you have made in these assessments, and changes you have implemented as a result/

COURSE SUCCESS AND RETENTION

ACCJC also requires that colleges establish institutional and program level standards and stretch goals for course success rates.

Program-set standards for course success rates represent the lowest success rate deemed acceptable by your discipline. 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. The College's institution-set standard for course success rates is 70%

Program-set stretch goals for course success rates represent the success rates you aspire your students to achieve.

Link to **Course Information**

The data includes overall success (% C or better) and retention rates (% No Ws) . The data tables include course 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/>)

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?

72.0%

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 the next academic year. An increase to 72%, two more points more than last year, with strategic scheduling, is a plausible stretch.

COURSE STUDENT LEARNING OUTCOMES (SLOs)

Summarize the major findings of your course level student learning outcomes assessments.

Through a detailed review of the AMS courses, there was a need to update some of the course SLOs, in order to make these course assessments aligned with the new Social Justice Transfer Model in addition to academic currency. Instructors who teach AMS courses each participated with this process, making this a complete collaborative process. These updates will follow the requisite three-year (3 year) assessment cycle.

As with the AIS program, the department Chair and SLO facilitator attended SLO course and program assessment training with the SLO co-chairs. This was conducted as part of a required training, but also to better understand, address, and learn how to maintain student/instructor related success through the SLO assessment process. This training addressed one of the department's previous SLO goals which was directed toward getting all courses and program up-to-date with the current standards and re-establish the three-year (3 year) review cycle. Taking a step further, it was necessary - within AMS - to organize multiple instructors (full-time and adjunct) with this assessment process. This connection allowed for input throughout the entire department - which is a process that AIS/AMS programs hold in high accord.

Excluding courses that haven't been offered in the last three years, confirm that all of your courses have been assessed in the last three years.

No

If you answered no, please explain.

The new updates to the SLO assessments for AMS courses places these courses at the start of a three-year (3 year) review cycle. Therefore, no further updates or assessments are presently available for these courses.

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

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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? If so, how would the new or emerging careers impact your future planning?

In the field of American Studies there are opportunities to teaching post-secondary 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, Communications and Human Relations positions. Opportunities to work for tribal governments, tribal businesses, and federal American Indian programs are also possible.

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, and develop an in-depth awareness of the diversity of culture groups in America. Student approach historical events with a critical eye -- identifying causes, patterns, and effects. Students apply different philosophical constructs and practices as they examine ideals, policies, and legislation. Students skills include reading comprehension, articulating complicated ideas, critical thinking, self reflection, cultural awareness, active learning and listening.

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-world 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.

AMS 200 includes a 10 hour volunteer service component.

We are considering the addition of CAREER AWARENESS AND EXPLORATION: Student participation in work-based learning allowing the student to build awareness of the variety of careers available, begin identifying areas of interest, and explore career options, such as guest speakers, company tours, field trips, career fairs, and mock interviews

How does your work-based learning help your students learn how to do some of the tasks associated with the potential occupations?

Our classes are not intended to be WBL; however, through guest speakers, potential tours, job shadowing students possibly could enhance their understanding of job opportunities.

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 and has partnered with Ethnic Studies and the college to include AMS courses into the multicultural requirement.

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](#).

If you require any additional resources beyond your exiting budget, please be sure to request those resources in the next section titled "Resources".

Goals

Goal 1

Brief Description

Social Justice AA-Transfer in American Indian Studies

Is this a new or existing goal?

Existing

Goal Status

Completed

How will you complete this goal?

Meetings with Women's Studies and Multicultural Studies (now Ethnic Studies) took place.

AMS 200 met the 3 of the 9 units required for the core classes in the AA-transfer for AIS, and is an elective for the AA-transfer in Women's Studies.

Outcome(s) expected (qualitative/quantitative)

The transfer degree became available in fall of 2020 and there is insufficient data to make a determination.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

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Expected Goal Completion Date

5/20/2021

Goal 2

Brief Description

Establishing the relationship of American Studies with Ethnic Studies

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

The Ethnic Studies Discipline statewide is rigorously reviewing and deliberating what, if any, other discipline like American Studies which is interdisciplinary fits the purpose and intent of Ethnic Studies. Completion cannot take place until there is a determination via the state academic senate and chancellor's office as to what will ultimately constitute Ethnic Studies.

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 1-3 courses to align with the requirements of AB 1460.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

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Expected Goal Completion Date

5/19/2022

Goal 3**Brief Description**

Explore Reactivation of AMS 121 - Pacific Islanders - Course

Is this a new or existing goal?

New

How will you complete this goal?

Explore reactivating the previously-held course by examining potential interest, enrollment potential, and application within the American Studies discipline.

Outcome(s) expected (qualitative/quantitative)

Determination of viability of course, and its potential fit with AB 1460.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

This goal offers diversity programming and an exploration of significant indigenous culture groups/nations in America and a supports a significant culture group at Palomar College.

Expected Goal Completion Date

12/19/2022

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 fiscal year 2019, 2020, 2021. 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, 4 and 5 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

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

Part 4: Facilities Requests

Do you have resource needs that require physical space or modification to physical space?

No

PART 5: 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 all full-time faculty in this discipline have reviewed the PRP. The form 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