

Status: **Read** Status: **Submitted**

Entry #: 25

Date Submitted: 10/21/2021 7:54 PM

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?

Comprehensive

Division Name

Social and Behavioral Sciences

Department Name

Multicultural Studies

Department Chair Name

Rodolfo Jacobo

Discipline Name

Chicano Studies (CS)

Department Chair email

rjacobo@palomar.edu

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

Rodolfo Jacobo, Professor

Angelica Yanez, Assoc. Professor

Eduardo Aguilar, Assistant Professor

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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 a 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 on promoting cultural affirmation, social justice, community leadership, and service. The study of Chicanos/Latinos place students in a position to participate in a multicultural society, understand ethnic, racial, and cultural diversity in the U.S.

Describe how your mission statement aligns with and contributes to the College's Vision and Mission.

The Ethnic Studies Department and its disciplines follow the mission, vision and values of Palomar College. We respect each of our students' unique experiences and supports them to achieve academic success. We commit to academic excellence and encourage our students to embrace and develop the best version of themselves as we prepare them to engage with our rich diverse local and global communities. We create a learning and cultural experiences that fulfill the mission of our department, our discipline and Palomar College. We are committed to serving our community, including historically and currently marginalized and racially minoritized populations including Dreamers.

[\(click here for information on how to create a mission statement\)](#)

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.

Fall 2020, AA-T degree in Social Justice Studies: Chicana and Chicano Studies

BASIC PROGRAM NFORMATION: 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)?

4

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

3.60

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

1.40

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

Teresa Quainoo

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

0

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 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/x 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 as 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. We would like to assess outcomes once a student completes the degree in order to capture the data that they did learn and demonstrate their mastery of the program learning outcomes; a standardized assessment will be created such as an exit interview, survey, or capstone project.

Summarize the major findings of your program outcomes assessments.

For students that complete our degree, at this time, we have not conducted program outcome assessments, to our knowledge, we have only one student that has complete the degree during the pandemic. As faculty, we do not have a way to track or monitor who our students are when they complete the degree. How could we go about tracking/supporting/and staying in contact when students officially declare the degree (complete the degree) as a way to stay in contact with them and have them complete assessment outcomes. We would like to be able to contact students that decide to complete the degree.

Depending on the degree or transfer goals of our students, there are three different GE pathways to choose from:

- [Associate Degree GE Requirements](#)
- [CSU GE Requirements](#)
- [IGETC Requirements](#)

Palomar College has identified a set of General Education/Institutional Learning Outcomes (GE/ILOs), 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.](#)

Next, review your course outcomes as they relate to Palomar's GE/ILOs.

How do the courses in your discipline support GE/ILOs? In your response, please specify which GE/ILO(s) your discipline supports. You should refer to the GE/ILOs your program outcomes are mapped to in Nuventive.

The core of our courses covers the state requirement in American History and Institutions, transferable to CSU- UC, as well as the new CSU Ethnic Studies requirement and Palomar College MCS requirement. They cover general education but also the institutional learning outcomes such as communication, computation, critical thinking, and community, multicultural and global consciousness, and responsibility.

Summarize the major findings from your course outcomes assessments that are related to the GE/ILOs education/Institutional Learning Outcomes that your discipline supports. You should refer to the GE/ILOs your course outcomes are mapped to in Nuventive.

Our assessments indicate that our students show mastery of critical thinking, written communication, foundational knowledge, and ethical awareness.

PROGRAM COMPLETIONS

Are the courses in your discipline required for the completion of other degrees/certificates?

Yes

Please list them

CS 101

CS 102

CS 100

CS 140

Do you have programs with 7 or fewer completions in the last 5 years?

Yes

What steps are you taking to address these completions?

A mentioned above, the promotion of the program has been challenging given the pandemic. We anticipate growth as we get back to some degree of normality and we expand our promotion efforts. Currently, we are limited to the promotion of the degree to our currently enrolled students. We have had little success working with counselors at the college, in fact, in some cases, they have discouraged our students from choosing the degree. We are working with the administration to immediately address this unacceptable situation. We recognize the importance of social media and will begin to utilize those platforms as well as other promotional materials and campaigns. Prior to the pandemic, we were able to hold our first informational event on campus which was attended by some 200 students. In short, we will do our part to assure the success of the program but it must be said that it is difficult to operate and plan for growth with the limited support and often hostile environment in the institution such as facing institutional racism.

What is your program standard for program completion?

2

Why did you choose this standard?

As mentioned above, we are starting out and have greatly been impacted by the pandemic. No doubt we expect this number to grow in the very short future.

What is your stretch goal for program completion?

5

How did you decide upon your stretch goal?

We expect the number to grow as we return to some degree of normality and our promotion efforts can resume and expand. We anticipate that our new strategic promotional efforts will lead to an interest in the field.

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, you will reflect upon the number of completions students earned for EACH degree/certificate you offer. As required for accreditation, you are also asked to set a standard which represents the lowest acceptable number of completions and a stretch goal for increasing the number of awards.

Link to [Program: Completions](#)

Copy and paste five years of completion data for each of your discipline's degrees and certificates.

The program was just launched in 2020 prior to the pandemic and we have no data beyond that. Our first degree was awarded in 2020-2021. We are confident that with a return to some degree of normality and with institutional support the program will be successful.

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

Increased

What factors have influenced your completion trends?

The promotion of the program has been challenging given the pandemic. The program was launched in the fall of 2020 and the pandemic hit early in the spring of 2020 hampering our efforts to promote the degree within our academic institution and local high schools. We anticipate growth as we get back to some degree of normality and we expand our promotion efforts on and off-campus.

Our accrediting body, ACCJC, and the Federal Department of Education requires that colleges establish standards and goals for student success and completion.

A program-set standard for completion represents the lowest number of program completion you deem acceptable for your program. 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.

A program stretch goal for completions is the number of completions you aspire to award for each program in your discipline.

To determine your stretch goal, consider the number of annual completions you typically award over time, then consider strategies or efforts you are making to increase completions in your program. Then identify the NUMBER you want to set as your goal.

ENROLLMENT AND EFFICIENCY TRENDS

Your courses and offerings represent the path students take to complete their goals. Palomar has a very diverse set of programs and offerings and students have many paths they can take to earn a degree, certificate, or transfer.

In addition to student success and completion, enrollment trends, resources (FTEF), and efficiency metrics like FTES/FTEF are factors reviewed by the college when considering needs for staffing and program support. Evaluating these metrics also helps the College when developing class schedules to meet the needs of students.

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).

In this section, you will examine your enrollments over time and resources (FTEF) utilized to support or generate those enrollments.

This information can be found by looking at enrollment efficiencies.

Link to [Program: Enrollment Trends](#)

Have your enrollment trends increased, decreased, or stayed the same for your discipline over the past five years? (check box)

Increased

Have your efficiency trends increased, decreased, or stayed the same for your discipline over the past five years? (Check box)

Increased

Were these trends expected? Please explain.

Prior to the pandemic, our enrollment was increasing and in 2019 was the highest in five years. There was some expectation of growth as we expanded our dual enrollment program and other offsite courses. Our WSCH per FTEF over the last three years before the pandemic was, 612,602, and 595. While this shows a slight downward trend it was still higher than the 525 efficiency goal of the institution.

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.

Data limited due to the fact is that we are a new program and have not been able to promote the degree during the pandemic. As of now, we have had one student complete the degree.

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

As mentioned above, the promotion of the program has been challenging given the pandemic. We anticipate growth as we get back to some degree of normality and we expand our promotion efforts. Currently, we are limited to the promotion of the degree to our currently enrolled students. We have had little success working with counselors at the college, in fact, in some cases, they have discouraged our students from choosing the degree. Other problems that are common for "non-traditional" include lack of perceived prestige, minimal institutional support, holding non-traditional fields (and also smaller departments) to the same standards of more robust and supported departments/fields/programs, students told not to major in Ethnic or Chicano Studies because they are irrelevant to the larger workforce or they will not make money with a degree in Ethnic or Chicano Studies, and lack of familiarity with the fields of Ethnic and Chicano Studies. We are working with the administration to immediately address this unacceptable situation. Beyond that, there has been little to no direction or support from the institution to help promote the program. We would like more ways to support and promote the new degree. In fact, in March of 2020 before the pandemic hit our department hosted an open house at which we began promoting the new degree but that momentum was quickly eclipsed by the pandemic.

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?

Most of our students are first-generation college students who come from disadvantaged 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. As noted in last year's program review, we feared that the current situation (global pandemic) would have a negative impact on student success and retention and the data indicates our concerns were justified (studies and reports have confirmed the impact on marginalized students). The data indicates the willingness of our students to stay in class but difficulty in succeeding in a distance format despite the enormous efforts of the faculty to provide a rich, accessible learning environment. Studies point to a myriad of factors attributing to this problem such as historical social, political, and economic inequities. We hope to soon not just return but surpass the current standard.

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

Decreased

Was this expected? Please explain.

Our success rate has been overall consistent over the last five years, in fact, it increased prior to the pandemic. Last year, however, it declined. The corona-virus (COVID-19) pandemic has revealed deep-seated inequities not just in health care for communities of color and amplifies social and economic factors that contribute to poor health outcomes in those communities but is also revealed even more inequities in the academic spaces. Our students are not in a bubble and thus they no doubt were impacted by the realities experienced in the community.

People of color are at an increased risk for serious illness if they contract COVID-19 due to higher rates of underlying health conditions, more likely to be uninsured and to lack a usual source of care which is an impediment to accessing COVID-19 testing and treatment services, more likely to work in the service industries such as restaurants, retail, and hospitality that are particularly at risk for loss of income during the pandemic, more likely to live in housing situations, such as multigenerational families or low-income and public housing that make it difficult to social distance or self-isolate and often working in jobs that are not amenable to teleworking and use public transportation that puts them at risk for exposure to COVID-19. If you add to that lack of access to such basic things as high-speed internet and lack of access to support then yes this was expected. The fact that as we will see below our retention was much higher, speaks to the student's desires to stay in class but struggled with distance learning.

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 complement and supplement the materials learned in class. In addition we are encouraging students to utilize the resources on campus available to them (when possible due to the pandemic).

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

Stayed the same

Was this expected? Please explain.

Overall the retention stayed the same over the last five years reaching an all-time high of 95% retention prior to the pandemic. The pandemic triggered a slight decline to 87%. The fact that we see a bigger decline in success rates than retention informs us that our students wanted to stay in class but struggled with the transition. Over the course of the year, our faculty has engaged in training and other efforts to increase both areas especially success rates.

Are there differences in success or retention rates in the following groups? (choose all that apply)**Are there differences in success/retention between on-campus and online courses?**

N/A

Please share any best practice methods you use for online courses.

The flow of most of our online classes is the following:

Most of our Canvas classes used a front page that links directly to each unit. When students log into Canvas, they can click on the unit and be sent directly to the module that corresponds with that unit. It is a great way to organize our home page.

Most classes use an introduction page that gives an overview of the unit at the beginning of each module. The professor has created a personalized video to explain in detail the flow of each class. Students benefit from knowing exactly what to expect. Most classes list two main things on the introduction to each unit:

The goals and objectives or the state standards that will be covered in the unit

The tasks that need to be completed by the students

Instructor set up a tutorial course that focuses on teaching how to use Canvas. He launched a video introduction, a week before class started. He included step-by-step text instructions and short, manageable assignments that teach students how to complete discussion posts, longer assignments, and projects, how to communicate with the professor and each other, and more. He provides students with links for various campus resources available to them through Palomar along with student services and life around campus. There are video links on how to log in to Canvas at Palomar and how to contact the Disability Resource Center.

While each module has different material, they all follow the same format. We have an introduction page first, then all notes and lessons, followed by the assignments, and lastly a study guide or review for quizzes and exams.

Quizzes and exams are imported directly into each module. In most of our canvas classes, instructors make short quizzes to receive immediate feedback from my students. In Canvas, most of the instructors can add various question types. Some of the most common question types include the ordering question (great for timelines and sequencing), fill in the blank, and matching. These are great for a quick check for understanding. Canvas will also grade the tests or quizzes so you receive immediate feedback.

We all have a module that is strictly class information, as well. In that module, We have the course syllabus, contact information, and a link to the lesson plans so students know exactly what is going on in our course. We all have organized my Canvas account by weeks. Personalized videos are used with the help of Canvas Studio.

Online communication is conducted via the canvas discussion board. As a department we are fully aware Discussions on Canvas do not replace the face-to-face conversations that take place in the classroom but they can help augment other forms of instruction and give students a chance to communicate their ideas, to build community with their peers, and to reflect on the readings and lectures assigned to the class.

In our department, most of the discussion boards in Canvas is used for:

Allows instructors to ask a question that was sparked by an in-class discussion

Allows Instructors to assign small groups to work on answers to complex questions and then post their answers

Is used for students to ask open-ended questions about the course's concepts

The discussion board questions ask students to apply or explain concepts that they are learning in the course

It is also used to provide credit for participation

It is also used to review quizzes and exams.

Videos on Canvas

Most of our classes use personal videos. I wide range of video lectures has been developed by our department. These videos are posted on canvas studio, zoom, and also youtube. All of the videos are fully captioned.

COURSE STUDENT LEARNING OUTCOMES (SLOs)

Reflecting on the major findings you summarized, what are some questions you still have about student learning in your courses that you have not yet been able to address with your outcomes assessments?

Do students use this knowledge in their everyday lives and is the scholarship transformative and meaningful or is it just another "history" class for them?

How do the classroom experience and sense of community that students experience influence retention and degree completion?

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?

Some improvements that have been made are the creation of more meaningful and clear SLOs as they related to the disciple and program (along with updating curriculum and COR), having standardized assessment tools that faculty can use, assessing more regularly, and getting more personalized feedback from students. For our degree, we have also updated all our curriculum and SLOs to align with the new Ethnic Studies requirement (AB 1460).

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

Across courses, students do tend to meet the success rate by demonstrating key outcomes on assessments such as understanding: the process of racialization, racial formation in the United States, major moments in Mexican American history, and identify social issues that impact the Mexican community (this is made clear through the assessment process that instructors choose).

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.

Yes

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.

What is your departmental strategy on how you schedule your courses, including the time of day you offer courses? Do you use 4-week, 8-week, or block scheduling (putting required classes near each other) to organize required classes to meet the needs of disproportionately impacted students? Please explain.

We offer a variety of options for our students including offering courses all year round including winter, spring, intersection, summer, and fall. In a normal calendar year, we offer good balance options of online and face-to-face classes. Options include 4-week, 8-week, and 16-week courses. We offer FT-1 and FT-2 courses as well sequenced 4-week courses. In addition, we are working on hybrid options. Moreover, we offer dual enrollment courses at Orange Glen High School, Escondido High School, Fallbrook High School, and Mission Hills High School as well as the Vista detention facility. We are currently developing a course with Migrant Education. Students can take all classes online and all the courses for the degree are offered online.

How do you work with other departments that require your course(s) for program completion?

We offer the core courses every semester that covers the state requirement in American History and Institutions, transferable to CSU- UC, as well as the new CSU Ethnic Studies requirement and Palomar College MCS requirement.

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 and SLO assessment?

When relevant we have coordinated efforts across departments that may have a vested interest in our courses (and vice versa) for example we have worked the Women and Gender Studies Program to ensure our Chicana Feminist course would be a good fit for their students and program. We have also coordinated course scheduling with American Indian Studies and Sociology to ensure our courses are not offered at the same time as some of our classes may teach similar content. We have also supported other departments that have wanted feedback from discipline experts of Ethnic Studies and we always support new and vital courses such as the new course being proposed in Sociology (SOC 210 called Social Justice and Data Inquiry Analysis).

Are there curriculum concerns that need to be resolved in your department? What are they?

NO

Are there courses that should be added or removed from your program - please explain?

NO

How is the potential need for program/course deactivation addressed by the department?

If a course is not offered over a period of three semesters due to low enrollment the course is considered for deactivation by department consensus.

Are there areas you would like to expand?

We are currently developing a course specifically focused on the US-Mexico Border. 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, differences, and the so-called "other," securitization, and nation-building. Though they act as physical spaces of separation, their logic extends well beyond political demarcations to shape everyday borders created through institutions, social conventions, and politics.

We will explore how we come to understand what the border is and how they shape our identities. 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.

We will examine the variation of communities, peoples, and identities that have evolved on both sides of the international demarcation by examining the history of the region and contemporary border issues such as militarization, globalization, creative border expressions, and social movements.

Furthermore, we will explore the ways in which boundary maintenance reinforces the power of the nation-state and the global political economy, as well as the contradictions that emerge from these processes.

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.

At the end of the course, students should be able to: 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 borders, and to • Further develop reading, annotating, writing, and powers of expression.

Describe any data and/or information that you have considered as part of the evaluation of your program.

We have researched, analyzed, and considered the impact of COVID on the Latino population. Fifty percent of the college student population at Palomar College and 95 plus of the students enrolled in Chicana/o Studies are Raza students. Beyond that studies are been conducted on the efficacy of HR grants as they relate to the success of that population.

Our Department is currently looking over Latinx student data and HSI designation to find ways to be more effective and intentional at increasing retention and graduation rates.

To answer the next two questions, you will need to review your [program maps](#) and program information in the [2021-2022 Catalog](#).

Is the content in the program mapper accurate?

Yes

Is the content in the catalog accurate?

Yes

Has your department or discipline started having discussions about embedding diversity related issues or content in your curriculum?

Yes

If yes, describe your efforts. If no, what type of training or help do you need to do this work?

We will continue our efforts as Ethnic Studies faculty and focus on anti-racism, critical race theory, community building, advocating for minoritized students, discuss and teach about white supremacy and white terrorism, institutional racism in education, and epistemic violence, we will continue to honor and highlight the works of scholars of color, and work towards decolonization. The help that we would need in the institution is to be supported by the wider campus and our work not be regulated as tokenism or appropriated.

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?

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, among other fields. It can prepare anyone to have the better social awareness to understand and engage the world, not as bystanders but as active and creative agents. It can help develop critical analysis to acquire skills and abilities in thinking and communicating ideas and to become culturally competent in increasingly diverse communities.

There is currently a need for Ethnic and Chicano/a/x Studies instructors, teachers, educators, community workers, and professors as more teaching jobs open up due to the new state-mandated Ethnic Studies requirement (AB 1460). We will also see this impact on community colleges and high schools.

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

Education and Training — Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects. See more occupations related to this knowledge.

English Language — Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar. See more occupations related to this knowledge.

Sociology and Anthropology — Knowledge of group behavior and dynamics, societal trends and influences, human migrations, ethnicity, cultures, and their history and origins. See more occupations related to this knowledge.

History and Archeology — Knowledge of historical events and their causes, indicators, and effects on civilizations and cultures. See more occupations related to this knowledge.

Foreign Language — Knowledge of the structure and content of a foreign (non-English) language including the meaning and spelling of words, rules of composition and grammar, and pronunciation. See more occupations related to this knowledge.

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Skills

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Reading Comprehension — Understanding written sentences and paragraphs in work-related documents. See more occupations related to this skill.

Instructing — Teaching others how to do something. See more occupations related to this skill.

Speaking — Talking to others to convey information effectively. See more occupations related to this skill.

Active Learning — Understanding the implications of new information for both current and future problem-solving and decision-making. See more occupations related to this skill.

Active Listening — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times. See more occupations related to this skill.

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Abilities

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Oral Expression — The ability to communicate information and ideas in speaking so others will understand. See more occupations related to this ability.

Written Expression — The ability to communicate information and ideas in writing so others will understand. See more occupations related to this ability.

Oral Comprehension — The ability to listen to and understand information and ideas presented through spoken words and sentences. See more occupations related to this ability.

Speech Clarity — The ability to speak clearly so others can understand you. See more occupations related to this ability.

Written Comprehension — The ability to read and understand information and ideas presented in writing. See more occupations related to this ability.

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

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 as 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.

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?

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?

We would like to build upon this as of now some of our previous efforts have been to engage the Mexican/Latinx community by supporting local efforts of outreach and cultural programming (some students are interested in non-profit work and activism). For example, some professors organize field trips to Chicano Park and the department creates educational workshops by professionals in various fields through Tarde de Familia to support students and families these workshops lead to career knowledge, networking, and opportunities. Additionally, students are given opportunities to interact and learn from farmworkers, community grassroots organizations, and native communities from the US and Mexico. We have also expanded our efforts with dual enrollment and the Vista Detention Center.

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

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

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

Our AA-T degree with an emphasis in Social Justice: Chicana/o Studies was launched in fall 2020. That semester, the department hosted an event to celebrate and promote the degree. The event was attended by well over 200 students. Unfortunately, the pandemic disrupted our promotion campaign. We will continue to promote the degree using alternative methods such as social media. We will reach out to 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 transfer to a four-year institution. The department seeks to create an avenue by which students in the program can complete the requirements in a timely manner for example offering aligned 4-week courses to assist in a rapid completion.

Expected Goal Completion Date

11/30/2024

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?

Existing

Goal Status

Ongoing

How will you complete this goal?

The class has is in the formative stages this semester, we expect feedback and further development.

Outcome(s) expected (qualitative/quantitative)

We expect a high degree of interest in the course given our proximity to the border and the multiple programs that would benefit from the study of the U.S/ Mexico border. 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 the 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, differences, and the so-called “other,” securitization, and nation-building.

Expected Goal Completion Date

9/1/2023

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?

Yes

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.

REQUEST FOR ADDITIONAL FULL-TIME FACULTY

Faculty Request 1

Title of Full-Time Faculty position you are requesting

Assistant Professor in Chicana/o Studies

How will this faculty position help meet district (Guided Pathways, Strategic Plan, Strategic Enrollment Management etc.), department and/or discipline goals? Please be sure to tie this back to your PRP goals and three year plan.

There are several important areas of Guided Pathways, the Strategic Plan, and Enrollment Management that is met by this important position Including:

- Expansion of the Dual Enrollment program
- Initiation of dialogue to develop an onboarding process for high school students
- Development of a structure that will allow for a more concerted effort in "Entering the Path" at the K-12 level
- Development of a plan for supporting immigrant and AB-540 students
- Increasing enrollment

The enrollment will be severely affected if a position is not secured. We are currently facing the real possibility of having to cancel dual enrollment classes at a time when there is a demand and potential for growth in the area.

Is there a scarcity of qualified Part-Time Faculty (for example: Specialized degree/experience, emerging/rapidly changing technology, high demand)?

The overwhelming success of our dual enrollment program has presented several challenges of which the most pressing is the scarcity of qualified adjunct faculty in the field. There is a severe scarcity of part-time faculty in the field of Chicano/a Studies in the San Diego area and a greater demand given the CSU Ethnic Studies requirement. We find ourselves competing for adjunct faculty with every community college and university in the region. Many of our adjunct colleagues looked for other areas of employment given the COVID economic impact. Many if not most live in the Southern part of the county and there is little motivation to drive north for an hour to teach a course. Given the staffing limitations, we fear not just that growth in this area can be impacted but that indeed we will have to scale back and even cancel the program.

Are you requesting this position for accreditation, regulatory, legislative, health and safety requirements? Please explain.

We are requesting this new position to meet the growing demands of our department and specifically for dual enrollment.

Utilizing your PRP data, please summarize the discipline productivity, efficiency, and any regional career education needs for this discipline.

There is a high demand for the courses in the high schools we have partnerships with and the potential for growth is tremendous. Talks have begun with Migrant Education as well as other high-schools regarding

With the predicted increase of the Latinx student population in our district and the approval of the Ethnic Studies requirement for High Schools (AB 101) and CSU graduation (AB 1460) for the State of California, the number of students in the department will serve will only increase.

Is your department affected by faculty on reassigned time? If so, please discuss.

NA

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?

Yes

Technology Request

Technology Request 1

What are you requesting?

Copy Machine

Provide a detailed description of the item requested. What is it, and why do you need it? Please be as descriptive as possible. Include in your description how the requested item aligns with your discipline's PRP goals, analysis of PRP data, SLO/SAOs.

The Child Development department and Ethnic Studies share a copy machine. The current one is outdated and consistently in need of repair.

Estimated Amount of Request.

\$4,466.82

If any, list ongoing costs for the technology (licences, support, maintenance, etc.)

Do you already have a budget for this request, or will you need additional funds?

No

What PRP plan goal/objective does this request align with?

ALL goals because it is a part of the function of our department and we need it to meet the needs of our students.

What Strategic Plan 2022 Goal/Objective does this request align with?

2:1

2:2

3:1

If you have multiple requests for technology and had to prioritize, what number would give this? (1 = Highest)

1

Do you think that your request for technology will require changes to a facility?

No

Note about technology requests:

All technology requests will now go through a review process before prioritization.

- Your dean/director will send you a Technology Request Checklist (aka Technology Proposal Analysis Checklist).
 - You must complete this checklist and return it to your dean no later than 11/19/2021.
 - Once the dean approves the form and the request, the dean will send the document to the Technology Review Committee to determine IS resources needed, any integration issues, and/or potential overlap with existing technology.
 - The results of the review will be sent to the dean and chair with feedback.
 - The dean will determine whether or not the request moves forward for prioritization and/or implementation.
 - Requests for one-time funding will move forward for prioritization.
 - Requests that use funding from your department budget may move forward for purchase.

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.

rjacobopalomar.edu