2022-23 Instructional Program Review and Planning

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

2022-23

Are you completing a comprehensive or annual PRP?

Annual

Division Name

Social and Behavioral Sciences

Department Name

Ethnic Studies

Choose your department. If you don't see it, you may add it by typing it in the box.

Discipline Name

Chicano Studies (CS)

Choose your discipline. If you don't see it, you may add it by typing it in the box.

Department Chair Name

Rodolfo Jacobo

Department Chair email

rjacobo@palomar.edu

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

Rodolfo Jacobo Dept. Chair
Angelica Yanez: Professor

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.

(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 ○ No

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

List all degrees and certificates offered within this discipline.

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

AA, AS, ADT, Certificates, etc.

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 links shown in red.

Enter the number of permanent or full-time faculty support your discipline (program)?

4

Enter a number.

Link: Permanent Faculty and Staff Count

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

3.60

Link: FTEF Data

For this past fall semester, what was your Part-time FTEF assigned to teach classes? (Part-time FTEF = PT hourly and overload.)

1.40

Link: FTEF Data

List the classified and other permanent staff positions that support this discipline. If possible, include number of months and percentage workload.

1 (Share ADA with three departments)

It would be helpful for the department to have an assigned and permeant ADA. This allows the department to function smoothly for both faculty and students.

Link: [Permanent Faculty and Staff Count](#)

List additional hourly staff that support this discipline and/or department. Include weekly hours.

NA

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](#). 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? Please explain.

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
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 several 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 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 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 two students that have completed 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. This fall we contacted admissions and records regarding this but got no response.

We would like to institute a way for the department to have students declare the major and thus track our graduates.

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, 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: **Program Completions***

Access the link above titled "Progam Completions" and copy and paste five years of completion data for each of your discipline's degrees and certificates.

Our AA-T degree in Social Justice and Chicano Studies was launched and two our knowledge we have to recent graduates.

Have your program completions Increased, decreased, or stayed the same over the last 5 years?
○ Increased ⦿ Stayed the same ○ Decreased
Choose one

What factors have influenced your completion trends?

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 (this has happened for several years now). 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 two hundred students. We are currently using social media to advertise our program. 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 and lack of support for small programs and new degrees in the fields of Ethnic Studies and Chicano Studies specfically.

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.

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 is limited due to the fact that we are a new program and have not been able to promote the degree during the
pandemic. As of now, we have had two students 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 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 by the campus at large. We are working with the administration to immediately address this
unacceptable situation and the burden is thus on a small department and faculty members that want to go
above and beyond. Besides 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 goals focus on eliminating equity gaps and increasing timely completions. Examining, reflecting upon, and developing strategies to improve course success rates is one way to help the college meet its Vision for Success Goals and support our students in reaching theirs.

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.

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%

The College's institutional standard for course success rate is 70%.To access college success rates. Click on the link below.

Link: Course Success Rate Information

UPDATE 9/26/2022: The Course data links are under construction and will be operational shortly. This note will be removed when then link becomes functional again. Apologies for the inconvenience.

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, the pandemic had an impact on student success and retention and the data indicates our concerns were justified (studies and reports have confirmed the impact on marginalized students and specifically Mexican/Latinx 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.

What is your stretch goal for course success rates?

75.0%

How did you decide upon the goal?

We have revised our curriculum and begun to ensure 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. I addition we are encouraging students to utilize their sources on campus available to them.

COURSE STUDENT LEARNING OUTCOMES (SLOs)

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

Students across all CS classes can identify and analyze major social issues and historical periods in Chicano Studies courses. Each faculty member has varied methods for assessment but results to show that students are understanding the fundamental regarding SLOs.

SLOs have also been recently updated to reflect AB 1460, the Ethnic Studies requirement. We will begin to assess these new SLOs on our scheduled timeline.

Course level SLOs can be accessed through [Nuventive Improve](#)

Excluding courses that haven't been offered in the last three years, do you confirm that all of your courses have been assessed in the last three years.
⊙ Yes ○ No

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 O*net Link below) 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 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 becoming 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 due to the new state-mandated Ethnic Studies requirement (AB 1460). We
will also see this impact on community colleges and high schools.

Link: https://www.onetonline.org/

 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

Show all 5 of 18 displayed

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 current 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

Show all 5 of 14 displayed

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.

PROGRAM GOALS

Progress on Prior PRP Goals

In the most recent PRP cycle, you identied a set of goals Provide an update to your most recent PRP goals.

[Click here for previous PRPs with goal information.](#)

Prior PRP Goals

Goal 1

Brief Description

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

Goal Status
○ Completed ⊙ Ongoing ○ No longer a goal

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

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 two hundred 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.

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.

Goal Status
⊙ Completed ○ Ongoing ○ No longer a goal

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

The course has been launched and several meetings have taken place with other departments and colleagues to find avenues of collaboration. We hope to offer the class in the fall 2023.

The Strategic Plan 2022 includes the College's Vision for Success (VfS) outcomes. Review the VfS

goals and reflect on how your unit supports these outcomes. Identify one strategy your unit will implement to help the college meet these outcomes.

We are currently working hard on the promotion of our degree by exploring all avenues. We want to see an increase of the degrees we offer. We are also working on developing a Border Studies certificate. In addition 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 Ethnic Studies.requirement.

Click here to access the Strategic Plan 2022.

Describe any changes to your goals or three-year plan as a result of this annual update.

One of our main focuses is to increase degree offerings.

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 five parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology Needs

PART 4: Facilities Needs

PART 5: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

Reflect upon the three year plan you created above, your current operations, and any upcoming factors (retirements, changes in legislation, and changes in policies or procedures) that will impact your unit. How will you allocate resources to implement your plan? Describe additional resources needed to improve the effectiveness of your unit/program. All resource requests must be aligned with the College's Strategic Plan 2022.

Summarize any reallocation/re-organization of resources you are making based upon your three-year plan, your current operations, and any other factors (e.g., legislation). Describe the impact of the reallocation of resources to your unit.

NOTE: All requests listed in the PRP will be reviewed by deans and supervisors, then forwarded to the appropriate review group for prioritization. A resource requests approved to move forward in the review process does NOT guarantee a position or funding.

PART 1: STAFFING NEEDS

Requests for faculty will follow the prioritization process currently in place in the Faculty Position Prioritization committee, which reports to the Education, Equity, and Student Success Council. Requests for new staff positions will be prioritized at the division level and reviewed at Exec.

Are you requestiong additional full-time faculty?
○ Yes ⊙ No

Are you requesting AA, CAST for Classified Staff?
○ Yes ⊙ 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 budet considerations you would like your dean/supervisor to be aware of for the upcoming year?
○ Yes ⊙ No

PARTS 3, 4 and 5 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

1. One-Time Fund Requests. Through the PRP process the college implements an approach for prioritizing ad allocating one-time needs/requests. Prioritization takes place through the appropriate groups, leadership, and the Budget Committee. The executive team and Resource Allocation Committee consider various sources for funding PRP requests. Resource requests also inform the larger planning process like Scheduled Maintenance Plans, Staffing Plans, and institutional strategic planning.

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES](#) (on the left menu of the webpage).

If you are a CTE program and think you may qualify for CTE funds for your PRP request(s), you are STRONGLY encouraged to answer the call for Perkins/Strong Workforce grant applications in February. Contact the Dean of CTEE for additional information.

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. Requests for technology and facilities are assessed by the Deans and then, if appropriate forwarded to the proper institutional group (e.g., technology review committee, or facilities) for review and feedback.

PART 3: TECHNOLOGY NEEDS

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

Technology Request

Technology Request 1

What are you requesting?

Copy Machine

Is this a request to replace technology or is it a request for new technology?

Replacement of Technology

Who is the current user of the requested replacement technology?

Ethnic Studies and Child Development Departments

Provide a detailed description of the the request. Inlude in your response:

a. Description of the need? (e.g., SLO/SAO Assessment, PRP data analysis)

The copy machine machine shared by both departments is old and always broken. It is impossible to make copies or print. As we return to teach face to face this has become more essential.

b. Who will be impacted by its implementation? (e.g., individual, groups, members of department)

Students and faculty

c. What are the expected outcomes or impacts of implementation?

Student success as they receive important class materials

d. Timeline of implementation

ASAP

What is the anticipated cost for this request? If any, list ongoing costs for the technology (licences, support, maintenance, etc.).

2,233 would be half of the cost as we are sharing the total expense with Child Development

Do you already have a budget for this request?

No

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

Serve students

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

☑ 1:1	☐ 1:2	☐ 1:3	☐ 1:4
☐ 1:5	☐ 2:1	☐ 2:2	☐ 2:3
☐ 2:4	☐ 3:1	☐ 3:2	☐ 3:3
☐ 3:4	☐ 3:5	☐ 4:1	☐ 4:2
☐ 4:3	☑ 5:1	☑ 5:2	

Refer to the Palomar College STRATEGIC PLAN 2022

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

What impacts will this request have on the facilities/institution (e.g.,water/electrical/ADA compliance, changes to a facility)?

Electrical and maintenance cost

Will you accept partial funding?
○ Yes ⊙ No

PART 4: FACILITIES REQUESTS

Do you have resource needs that require physical space or modification to physical space?
○ Yes ⊙ No
Please include only those facilities requests that could be accomplished within a one-year time frame and/or under a $75,000 estimated amount. Other facilities needs, such as buildings or remodels, should come through the long-range facilities planning process.

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?
○ Yes ⊙ No

☑ **I confirm that all full-time faculty in this discipline have reviewed the PRP. The form is complete and ready to be submitted.**

Enter your email address to receive a copy of the PRP to keep for your records.

rjacobo@palomar.edu