

Entry #: 84 - Social and Behavioral Sciences

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**DRAFT****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.

**ALL PROGRAMS WILL COMPLETE AN ANNUAL PROGRAM REVIEW FOR 2023-2024.**

**BASIC PROGRAM INFORMATION****Division Name**

Social and Behavioral Sciences

**Department Name**

American Indian Studies

**Microsoft\_List\_ID****Discipline Name**

American Studies (AMS)

**Department Chair Name**

Seth San Juan

**Department Chair email**

ssanjuan@palomar.edu

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

Seth San Juan, Department Chair

Diana Ortiz, Assistant Professor

Elena Hood, Assistant Professor

**Website address for your discipline**<https://www.palomar.edu/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 links shown in red.

**Enter the number of 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?**

.40

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

0

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

Tessa Alvarado, ADA

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

N/A

## 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 to confirm that you have assessed each course SLO within the past three years.

[Link: Course Data](#)

## COURSE SUCCESS AND RETENTION

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

Increased

**Was this expected? Please explain.**

Over the last 5 years the American Studies overall success rates have been above the 70% target. There was an increase from 77% in fall 22 to 82% in fall 23. The increase in success rates was not surprising given that all AMS classes seem to be popular and all are now taught online.

**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.**

American Studies retention rates fell to 96% in fall 23 from 97% in fall 22. Over the last five years retention rates have hovered above 90%.

**Are there differences in success or retention rates in the following groups? (choose all that apply)**

Gender

Ethnicity

**Gender: What did you find and why do you think gender differences exist? How can you close the gap?**

In fall of 23 male success rates, 76%, were ten points lower than female success rates, 86%. In AMS courses over the last five years male success rates have scored lower than female success rates. Looking at the content maybe a start to class this gap. Retention rates by gender were very similar.

**Ethnicity: What did you find and why do you think ethnicity differences exist? What do you need to help close the gap?**

Asian students had a success rate of 91%, Hispanic students had a success rate of 86% and White students scored the lowest at 75%. Looking at the content and assignments may offer some insight into the success rate gaps. Retention rates were very similar.

**Please share methods that your department is using to improve retention and success rates in your courses. If you are focusing on a specific group like online students or a demographic group please include that information in your answer.**

The Department is working on creating guidelines and exploring improving success and retention rates.

**COURSE STUDENT LEARNING OUTCOMES (SLOs)****Excluding courses that haven't been offered in the last three years, do you confirm that all of your courses have been assessed since August 2020 (Result Summary Date)?**

Yes

**Upload a copy of your SLO report from Nuventive ("Report 0. Last Result Date and Action Date for All Active Course Outcomes")**

[0. Course SLO Report\\_ Last Result Date and Action Date for All Active Course Outcomes.xls](#)  
6 KB

**PROGRAM INFORMATION**

In this section, you are asked to consider and evaluate your programs, including the annual number of completions, and their program learning outcomes,

**PROGRAM LEARNING OUTCOMES****Do you confirm that all of your programs have been assessed since August 2020 (Result Summary Date)?**

Yes

**Upload a copy of your SLO report from Nuventive ("Report 2. Last result, action, and follow-up date for each active program outcome").**

[2. Last Result, Action, and Follow-up Date for Each Active Course Outcome.xls](#)  
6 KB



## Program Review Reflection and Summary

In this section you are asked to evaluate your programs by considering their program learning outcome assessments, the annual number of completions, 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.

We schedule are courses strategically examining trends from previous years to ensure full enrollments. We have instructors who do a great job teaching these courses and are passionate about the subject matter. American Studies critically examines the social, political, economic and cultural factors that contribute to an understanding of American culture and identity. Many students are attracted to the critical nature of course content, and the possibility of engaging multiple perspectives.

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

The small size of the program makes it difficult to grow. The discipline course texts need to updated, and there has been a challenge to find a comprehensive textbook that addresses multiple areas of American Studies. This is a discipline that changes and needs to be updated constantly to reflect the changes.

## 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.

### The following websites are for CTE related data:

- [Centers of Excellence](#) (many other data resources besides supply and demand) Password: GetLMI
- [LaunchBoard](#)
- [LaunchBoard Resource Library](#)
- [Chancellor's Office Data Mart](#)
- [Career Coach-San Diego Workforce Partnership](#)
- [EDD Labor Market Info](#)
- [Career One Stop](#)

### 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?

In the field of American Studies, there are opportunities to teach 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 Social workers, Anthropologists and Curators, and Communications and Human Relations positions.

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

Knowledge of diverse cultures, histories, and social structures within the United States.  
 Research skills to gather and analyze information from various sources.  
 Awareness of contemporary issues related to diversity, inclusion, and social justice.  
 Knowledge of American artistic traditions, movements, and key figures.  
 Awareness of diverse perspectives and voices in historical narratives.  
 Critical thinking and problem-solving skills for analyzing complex social issues  
 Cultural competence and sensitivity to diverse cultural backgrounds and experiences.

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

The programs, SLO's, assessments, curriculum and rigor of course content are written so students will gain the knowledge, skills and abilities to enter careers in the fields mentioned above.

The following four questions are for CTE programs only. If you are not a CTE program, please go back to the BASIC INFORMATION tab and select "no" for "Are any of your programs TOP coded as vocational (CTE/CE)?"

**PROGRAM GOALS****Progress on Prior PRP Goals**

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

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

**Prior PRP Goals****Prior Year PRP Goal 1****Brief Description**

Update and/or expand on SLO and/or Objectives to include contemporary issues in American culture, politics, economy, social structure, environment, media, international relations, or the like.

**Goal Status**

Ongoing

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

We have been reviewing our AMS courses to explore how AMS fits within our Department.

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

**Do you have any new goals you would like to add?**

No

**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 [Vision Plan 2035](#).

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 requesting additional full-time faculty?**

No

## REQUEST FOR ADDITIONAL FULL-TIME FACULTY

### Faculty Request 1

**Title of Full-Time Faculty position you are requesting**

**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.**

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

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

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

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

**Are you requesting AA, CAST for Classified Staff?**

No

## **PART 2: BUDGET REVIEW**

Request that your ADA provide you with your *Available Budget Report* and complete this section.

Review your recent Budget/Expenditure reports and consider your three-year PRP plan.

**Do you have any ongoing needs or needs to augment your regular budget?**

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 and 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 CTE 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.

1. 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?**

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.**

No

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

## Feedback and Review

### Department Chair

**I confirm that the PRP is complete.**

Yes

**Department Chair Name**

Seth San Juan

**Date**

4/2/2024