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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

Ethnic Studies

Microsoft_List_ID

Discipline Name

Chicano Studies (CS)

Department Chair Name

Rododlfo Jacobo

Department Chair email

rjacobo@palomar.edu

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

Rodolfo Jacobo, Assoc. Professor Chicano Studies
Alex Gomez, Assoc. Professor Chicano Studies
Henry Lesperance, Asst. Professor Chicano Studies
Laura Padilla , Asst. Professor Chicano Studies

Website address for your discipline
https://www.palomar.edu/ethnicstudies/

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

Are any of your programs TOP coded as vocational (CTE/CE)?

No

List all degrees and certificates offered within this discipline.

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 links shown in red.

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

5

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? (Part-time FTEF = PT hourly and overload.)

4.01

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

Teresa Alvarado (1/3 of full-time ADA support)

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

NA

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.

The success rate has steadily increased from 57. 8% in the fall of 2020 to 79.7 in the fall of 2023. The Ethnic Studies Department has been working diligently to offer courses to students using different modalities in order for them to choose what best fits their learning style and schedule. The department offers courses in person, partially on-line and on-line as well as a variety of schedules, including four, six, eight , and sixteen week courses. We offer classes in the community at Palomar College centers, high schools and detention facilities. Moreover, there is a commitment to collaboration in the department focusing on student success. Faculty work together to maximize their areas of expertise and they bring that knowledge to the classroom. Our online courses which currently compose the majority of our course offerings are easy to navigate and meet ADA standards. Ethnic studies faculty members spend more time on advising and supplemental education than faculty in other areas. Data compiled by the college's Division of Institutional Analytics found that ethnic studies majors in general graduate at a rate about 20 percentage points higher than non-ethnic studies majors. The study also showed that students who enrolled in at least one ethnic studies class graduated at a higher rate than students who took no ethnic studies classes.

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

Increased

Was this expected? Please explain.

Retention is very high at 96%. As stated above, Ethnic Studies faculty members spend more time on advising and offering supplemental education than faculty in other areas. The majority of our students are first generation college students something they have in common with many of our faculty. Most of our students are children of immigrants and feel a sense of safety in the courses offered in our program. They see the faculty and the courses they take as part of a very personal struggle for social justice. In short, it a safe space where support is found,

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

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.

Since most of our courses are now online, there has been a focused effort led by the department's Distance Education Coordinator, Professor Alex Gomez, to ensure our on-line courses are well structured, easy no navigate, interactive as well as ADA compliant. Our position is that a good on-line course is much more than providing information such as readings or lecture videos, but also involves interactions between professor and students and between student and student. Hundreds of hours have gone into filming and editing video lectures and collaborating on producing an electronic low-cost reader that supplements and complements other class materials. A special effort has been made to offer students as many resources as possible to succeed including weekly material reviews, assessment scaffolding, and practice exams. As noted above there is also a lot of time in mentoring and additional support.

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")

CS- Course SLO Report Last Result Date and Action Date for All Active Course Outcomes(4).xls
28 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 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.

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.

5

PROGRAM LEARNING OUTCOMES

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

No

If you answered no, please explain.

The program was launched the semester prior to COVID and that impacted the promotion of the degree. Since then, five students have earned the degree with some 30 others in the pipeline according to Admissions and Records. Our intent is to work closely with these students to guide and support them.

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

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.

Currently we have five (5) students who have completed the program with dozens of others in the pipeline. We anticipate growth as we are getting back to some degree of normality, and we are expanding 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 have begun to utilize those platforms as well as other promotional materials and campaigns. We are also working with admissions to be able to contact those students and offer additional support.

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

We are doing our part as a department 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. Institutional bias and lack of support for small programs make our task difficult.

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?

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 anthropology, sociology, political science, history, the arts, along with a variety of other disciplines. 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.

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. English Language — Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar. Sociology and Anthropology — Knowledge of group behavior and dynamics, societal trends and influences, human migrations, ethnicity, cultures, and their history and origins. History and Archeology — Knowledge of historical events and their causes, indicators, and effects on civilizations and cultures 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. Reading Comprehension — Understanding written sentences and paragraphs in work-related documents. Instructing — Teaching others how to do something. 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. 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. Oral Expression — The ability to communicate information and ideas in speaking so others will understand. Written Expression — The ability to communicate information and ideas in writing so others will understand.

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

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.

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 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

Prior Year PRP Goal 1

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

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 received some funding from the dean to print promotional items. Since then we have actively promoted the degree in various spaces.

Prior Year PRP Goal 2

Brief Description
Border Studies Course

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.
Our Border Studies Course was offered for the first time with great success. Our vision now is to work on a Border Studies Certificate.

Describe any changes to your goals or three-year plan as a result of this annual update.
Many of our goals have been executed. Promotion of the degree and support for our students continue to be a focus.

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

Establishing New Goals and Strategies for the Next Three Years

Goal 1

Brief Description

Create support and guidance for students in the field.

How will you complete this goal? Include Strategies and Timeline for Implementation.

We have received a list of students who are majoring in the field from Admission and Records. Our intent is to reach out to them and conduct a series of meetings with them in order to offer guidance and support. This includes inviting them to meet faculty in the field from Palomar and other institutions. We will encourage students to be active in the academic community and our outreach programs.

Outcome(s) expected (qualitative/quantitative)

We expect to increase the interest and completion of our AA-T degree.

How does this goal align with your department mission statement, the college Vision Plan 2035, and /or Guided Pathways?

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.
Goal 2. Invest in our people and processes.
Goal 3. Optimize enrollment for fiscal stability and growth

Expected Goal Completion Date

5/25/2025

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?

Yes

What budget considerations would you like your dean/supervisor to be aware of or to consider? Describe the need and the amount of the adjustment.

We have started a lecture series for Latinx Heritage Month in October and would need funding for speakers. We also plan to have an annual meet and greet for the students majoring in our area.

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.

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?

Yes

Technology Request

Technology Request 1

What are you requesting?

A new mac computer for video editing porpuses.

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

New Technology

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

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

Videos have proven to be an effective medium for our online teaching. Having a computer and editing software will allow us to produce cutting edge audiovisual film productions that will engage students more effectively and consequently improve SLO's and student's success rates.

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

Students will benefit 100% from it.

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

Student will be able to have see the professor's lecture that will also complement the reading materials.

d. Timeline of implementation

6 months

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

$2,000

Do you already have a budget for this request?

Partial

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

This align with the area of communication as part of General Education Learning Outcomes.

What Educational Vision Plan 2035 Goal:Objective does this request align with?

1:1   1:9   2:1

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

1

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

Will you accept partial funding?

Yes

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.

Feedback and Review

Department Chair

I confirm that the PRP is complete.

Yes

Department Chair Name

Rodolfo Jacobo

Date

4/8/2024