



Program Review and Planning

OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review is about documenting the plans you have for improving student success in your program and sharing that information with the community. Through the review and reflection on key program elements, program review and planning identifies program strengths as well as strategies necessary to improve the academic discipline, program, or service to support student success. With our new Guided Pathways plan, this review becomes even more crucial for the success of our students and college.

[We are using the Strengths, Opportunities, Aspirations, Results \(SOAR\) strategic planning technique to help us focus on our current strengths and opportunities, create a vision of future aspirations, and consider the results of this approach.](#)

BASIC PROGRAM INFORMATION

Academic Year
2018-2019

Are you completing a comprehensive or annual PRP?
Comprehensive

Department Name
American Indian Studies

Discipline Name
American Studies (AMS)

Department Chair Name
Patricia Dixon

Division Name
Social and Behavioral Sciences

Website address for your discipline

Discipline Mission statement

American Studies (AMS) encourages the interdisciplinary study of the cultures of the United States, their histories, politics, life worlds and styles of being. American Studies seeks to create students who become global citizens and understand the contested meanings of American and its populations, as well as its dynamic place among other nation-states.

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

Does your discipline have at least one degree or certificate associated with it?
No

Are any of your programs vocational (CTE/CE)?
No

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

Patricia Dixon, Chair
Alan Aquallo-Lechusza, FT faculty
Seth San Juan, FT faculty
Teresa Quainoo, ADA

Full-time faculty (FTEF)

3

Part-time faculty (FTEF)

1

Classified & other staff positions that support this discipline

ADA

Additional hourly staff that support this discipline and/or department

N/A

PROGRAM INFORMATION**PROGRAM OUTCOMES**

Begin this section by reviewing the Program Review reports for courses and programs in TracDat. All active course and program outcomes should be systematically assessed over a 3-year cycle.

- **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.

Depending on the degree or transfer goals of our students, they have the choice of three different GE pathways:

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

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

How do the courses in your discipline support General Education/ Institutional Learning Outcomes? In your response, please specify which GE/ILO(s) your discipline supports.

The AMS 100 , 105 and 200 courses support the following GEILO.anal

ILO 1, Communication: A - Written communication

ILO 2, Computation: B - Inquiry and analysis

ILO 3, Creative, Critical, and Analytical Thinking: A - Critical thinking

ILO 4, Community, Multicultural/Global Consciousness and Responsibility: A - Intercultural knowledge

ILO 4, Community, Multicultural/Global Consciousness and Responsibility: C - Civic knowledge and engagement

• GE Foundational Knowledge of Discipline - This is a General Education Outcome. Applies to certificate and degree programs.

• GE Integrative Learning - This is a General Education Outcome. Applies to certificate and degree programs. Also useful in assessing learning communities, service learning, engagement through the arts, etc.

Summarize the major findings from your course outcomes assessments that are related to the General Education/Institutional Learning Outcomes that your discipline supports.

In the AMS 105 Images of the West students with a pre-assessment scored between the mid 20-30%. Following the pre-assessment, student results were within the high 80% -low 90% in their ability to

communicate, analyze, and apply learned skills in evaluating the effect of the experience and images of the American West on American culture as a whole and the world through time. Challenging the imagery of the iconic American West to contemporary views of the American West, provides a pathway for students to become global citizens and understand the contested meanings of America and its populations, as well as its dynamic place among other nation-states. The assessments, both pre and post, are consistent with the GE ILO and SLOs for the course.

ENROLLMENT TRENDS

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).

This information can be found by going to the "Program" page in the [PRP Data Dashboard](#).

What was your efficiency trend over the last 5 years? Was it expected?

Who knows what to expect anymore? The overall WSCH per FTEF went from 430 in 2013 to 512 in 2017 but dropped in efficiency from 92% in 2013 to 81% in 2017.

What factors have influenced your efficiency trends?

The Department is perplexed. Face to face classes exceed 20 and make it to the mid 30s in enrollment. Retention is high. Different efforts are made in scheduling to find a time that works best.

Are there particular courses or programs that are not getting sufficient enrollment, are regularly cancelled due to low enrollment, or are not scheduled at this time? What is contributing to this issue? Does this level of efficiency meet the needs of the program and the district?

It appears that the majority of the AMS classes fill if on-line and only one section of AMS 100 will succeed if face to face. This model leads to efficiency, and should be considered as a working model for this course in the ongoing future.

The Chancellor's Office Vision for Success stresses the importance of reducing equity gaps through faster improvements of underrepresented groups.

ACCJC also requires that colleges establish institutional and program level standards in the area of success rates. These standards represent the lowest success rate deemed acceptable by the College. 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.

[Click on this link to review the course success rates \(A, B, C, or Credit\) for your discipline.](#)

In this section we will identify a course success rate standards and a stretch goal (what you would like to move toward) for programs.

Course Success 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/>)

COURSE INFORMATION

COURSE SUCCESS AND RETENTION

What is your program's standard for Discipline COURSE Success Rate?

70.0%

Why did you choose this standard?

We have chosen to follow the college standard.

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

Decreased

Was this expected?

This decrease is actually a swing up. In 2013 the success rate was 75% and dipped to a low of 70% then worked its way back up to 73% for 2016 and 2017 school years.

There should be another button choice -- that accounts for improvement from a low to a new high.

What is your Stretch goal for COURSE success rates?

74.0%

How did you decide upon the goal?

Common sense. There is a small but steady gain in success and scheduling more on-line versus face to face is part of that. In the current academic environment, it appears that more students prefer this course offering to be on-line. This course offering strategy, then, addresses student interest and enrollment.

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

Decreased

Was this expected? Please explain.

Retention in 2013 was 94%, it went down for the next three years, increased in 2017 to 89%. No, it is difficult to explain why --possibly because there are more courses on-line than face to face. One could then argue 89% is good.

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?

Yes

Do you have any best practice methods you use for online courses to share with the community?

The use of podcasts. It may also be useful to integrate course blog sites - as those which some of our professors already have established - in order to help provide currency with research and facilitate ongoing course dialogue both within the lecture and on-line environments.

Please explain.

The podcasts, and possible use of course blog sites, help point students toward the significant and supplemental course materials which can, then, provide better understanding and application of concepts learned from readings. Students feel encouraged to respond back with questions and clarifications, and therefore, engage in dialogue across a digital divide that can further be expanded throughout the course.

COURSE OUTCOMES

How is course assessment coordinated across sections and over time?

The Department rarely has sections.

How have you improved course-level assessment methods since the last PRP?

New SLOs were written for AMS 100 in 2018, with a focus on integrating the GEILOs with the discipline mission - and a focus upon - on identity, diversity and American symbolism, to utilize a variety of assessments such as projects beyond the norm of essays and exams.

Summarize the major findings of your course outcomes assessments.

Students through pre-assessment, in AMS 105, displayed poor skills in applying critical thinking, use of primary research, and function of symbolism. The focus on what is the 'Real West' versus the 'Ideal West' improved from a 37% to an 85%. Students applied knowledge learned to film critiques and comparison/contrast essays to show the historic to the contemporary genre how the West has been reimagined.

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

The subject matter of the American West rightly starts with "cowboys and Indians," but other cultural groups came to the West, and rewrote the iconographic depiction of the West with/through the passage of time. An improvement could be to broaden the study of these other cultural groups, in order to further articulate a trans and intercultural connection throughout the West, which aligns with the Intercultural Competency GEILO.

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?

The revision of the SLOs for AMS 100.

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.

How do your course outcomes help your students achieve their program outcomes?

Students are able to apply critical thinking through their essays, research and projects intercultural knowledge, civic knowledge and engagement on what it meant to be American in the early American West and what it means now through the study of art and film in particular created today.

What is your departmental strategy on how you schedule your courses including the time of day you offer courses? Do you use fast track or block scheduling (putting required classes near each other) to organize required classes (Particularly to meet the needs of disproportionately impacted students)?

We provide courses in each of these scheduling agendas. History has proven that our courses continue to fill - even the Fast Track (FT) courses - and, often, at, or near, the close of the class schedule(s). Given this, it becomes useful for our Department to list courses to be offered, and allow students the opportunity to enroll in our courses. Department conversations have further brought attention to the importance of informing ongoing courses/students, as well as the campus at large, about our course offerings, albeit a FT or full semester course.

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

The Department would be open to this but it does not seem relevant at this time.

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?

Our one AMS course that is cross-listed is with the Sociology Department. AMS offers the course in the Fall, Sociology offers it in the Spring. Proposed teachers, if not FT, need to do equivalency if they do not have the minimum qualifications.

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

No. They are already resolved. More on-line classes.

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

We discuss it at department meetings. From these initial conversations, our department has also reviewed our AIS Certificate to see how, as a department, we can best provide courses for our students.

Is your department pursuing non credit or not-for credit options at this time?

No

Are there areas you would like to expand?

No.

Click here for information about [Noncredit](#) and [Community Education](#)

Is your department offering online classes?

Yes

How do you consider student needs when determining which classes and how many classes should be offered online versus face-to-face?

Efficiency.

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

In department meetings/conversations, we have discussed how best to address the needs of our Native students, as well as the necessity for bringing more attention to our AIS Certificate. Further conversations regarding these items will help our department focus into the ongoing future.

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 and if so how would the new or emerging careers impact your future planning?

Area, Ethnic, and Cultural Studies Teachers, Postsecondary
Middle School Teachers, Except Special and Career/Technical Education
Anthropologists
Anthropology and Archeology Teachers, Postsecondary
Curators

History Teachers, Postsecondary

American Studies (AMS) encourages the interdisciplinary study of the cultures of the United States, their histories, politics, life worlds and styles of being, it is foundational to inquiry, analysis, civic engagement and diversity awareness. Always on-going.

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

The ability to read, write, think, engage in decision -making.

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

The Discipline has students engage in exams, essays, dialogue, research, projects and video production.

Have you incorporated work based learning (work experience, internships, and/or service learning) into your program?

Yes

What have you done to integrate work-based learning?

When classes were offered in person the AMS 100 had a service learning component.

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

Offered students a valuable introduction to a field they may be interested in pursuing as a carer.

How do you engage with the community to keep them apprised of opportunities in your program?

It has been awhile, but usually a short survey of students taking the courses. Our most recent department conversations have brought the attention toward how, through a variety of course offerings and future campus/community events (i.e., California Indian Days), will help our ongoing visibility.

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](#).

Goals

Goal 1

Brief Description

Social Justice transfer

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

Meetings with Women Studies, Multicultural Studies and Sociology on placement of AMS courses in the requirements for the transfer degree.

Meeting with the articulation officer as well this spring 2019. To a great degree the success or lack of success depends on the willingness of the CSU campuses to create a Social Justice program for students to transfer to.

Outcome(s) expected (qualitative/quantitative)

Meetings with Women Studies, Multicultural Studies and Sociology took place as well as with the articulation officer. The majority of the CSU campuses are evaluating the importance of such a transfer. An expected outcome cannot happen until our feeder schools make a decision.

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

American Studies (AMS) encourages the interdisciplinary study of the cultures of the United States, their histories, politics, life worlds and styles of being. American Studies seeks to create students who become global citizens and understand the contested meanings of American and its populations, as well as its dynamic place among other nation-states.

Our courses, both AMS and AIS fall within the areas of transfer- readiness, general education, aesthetic and cultural enrichment. We seek to demonstrate the relevance of American Indian and other Americans perspectives to contemporary political, economic, and social issues in the United States and globally.

Expected Goal Completion Date

5/1/2020

STAFFING AND RESOURCE NEEDS

Instructions

1. Refer to [Strategic Plan](#).
2. See [Data](#).
3. See career info (In PRP)

Are you requesting additional full-time faculty?

No

Are you requesting additional Staff, CAST or AA?

No