

Golden West College

INSTRUCTIONAL PROGRAM REVIEW

Spring 2016

Program Name: Peace Studies Program

Division Name: Arts & Letters

Program Contact Information:

<i>Division Manager</i>	<i>Phone #</i>	<i>Office Location</i>	<i>E-mail Address</i>
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<i>Department Chair</i>	<i>Phone #</i>	<i>Office Location</i>	<i>E-mail Address</i>
Enter text here			

<i>Full-Time Faculty</i>	<i>Phone #</i>	<i>Office Location</i>	<i>E-mail Address</i>
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<i>Part-Time Faculty</i>	<i>Phone #</i>	<i>Office Location</i>	<i>E-mail Address</i>
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INSTRUCTIONAL PROGRAM REVIEW PROMPT

PROGRAM INFORMATION:

Assume the reader does not know anything about your program. Briefly describe your program and how your program supports one or more of [Golden West College's mission and goals](#). **This description will likely be used on your department's website.**

The overall purpose of the Peace Studies program is to provide formal training for students, including potential leaders, with peacemaking and conflict management skills they can apply to daily life situations, regardless of their academic disciplines or chosen professions. The program has been developed to provide an interdisciplinary perspective to the study of conflict, violence, peace, justice and sustainability.. Such an approach is essential in view of the highly complex, interconnected, interdependent world in which we live. This requires an understanding that allows people to respond creatively, rather than thoughtlessly, to conflict and violence at various levels.

The Peace Studies Major at Golden West College holds the following student learning outcomes:

Upon successful completion of the Peace Studies major students should be able to:

- Characterize the value of peace and demonstrate theories related to both *positive* and *negative* peace
- Analyze and discuss issues related to peace, conflict and societal problems at all levels.
- Critically think about their role in the world and their possible contributions to a more peaceful world. Demonstrate effective leadership skills by working/participating in at least two group projects.
- Articulate an understanding of how the application of negotiation, conflict resolution and peace building tools can be used to achieve personal, communal, national and international goals.
- Locate and critically evaluate educational materials concerning specific conflicts and their causes in at least two contemporary issues.
- Apply theory in academic disciplines such as literature, communication, political science and philosophy to the field of peace studies.

Enter text here.

College's mission (check all that apply)

- Basic Skills
- Career Technical Education
- Transfer
- Offer Degrees/Certificates

College goals(check all that apply):

- x Institutional Mission & Effectiveness
- x Instructional Programs

- Student Support Services
- Library and Learning Support Services
- Student Engagement
- Student Equity
- Human Resources
- Facilities & Campus Environment
- Technology
- Fiscal Resources
- Planning Processes
- District Collaboration
- Community Relations
- Business, Industry, Governmental Partnerships

Program Contributions: Describe how your department contributes to the campus. Consider areas such as diversity, campus climate, student success, campus processes, student support, and other college goals below.

The transformative nature of the Peace Studies Program coincides with the culture of change on which GWC prides itself. This program offers 4 core courses and that high satisfaction rates with students.

The Peace Studies Program has demonstrated its commitment and ability to bring intellectually and culturally stimulating conversations to campus in a variety of ways. The two main events of the year - the International Day of Peace and the Annual Peace Conference - have become cornerstones of Golden West College's academic and intellectual identity. These events attract significant numbers of students and members of the community at-large to partake in meaningful conversations surrounding local and global diplomacy, environmental awareness, conflict resolution, and civil rights with leading academics and professionals from their respective fields. (In fact, the Peace Conference alone draws between 250 plus guests and participants each year). The College received a commendation in 2014 from the City Council members and the Mayor of Huntington Beach for our 8th Annual Peace Conference. In addition, Peace Studies has created and maintained a Guest Speaker series that has enabled students to listen to and interact with a wide variety of important public activists and intellectuals. This series, alongside frequent Peace Studies-sponsored documentary film screenings and campus events, is designed to enable Golden West College's students to learn new and innovative modes of critical thinking that will prepare them for the rigorous academic and intellectual environments they will encounter upon transferring to universities in the UC and CSU systems. With Peace Studies involved in so much vital work on campus, the Program's vision is to become a magnet for socially conscious students from all across the region.

External Requirements: Indicate any requirements that are imposed on your program by the state, federal regulations, or other external accrediting bodies (if applicable).

NA

REVIEW OF LAST CYCLE PROGRAM REVIEW

Provide assessment of your previous program review initiatives. Summarize any accomplishments that your program achieved. (2 pg limit)

Since the last program review cycle, Peace Studies Program has had several accomplishments. Peace Studies is now officially a major. Students can receive their AA degree at GWC. Peace Studies students are currently transferring to Cal State Dominguez Hills to obtain their B.S. and M.A. degrees in Negotiation, Mediation and Peacebuilding. They're also eligible to join an accelerated program to obtain their Law Degree attending Western Law School while working on their MA at Dominguez Hills. This makes them eligible to take the bar exam and to reduce their schooling by one year. Students also have the option to transfer to Chapman University, University of San Diego's Peace Studies Program and/or into many other related fields at other UC and CSU schools.

The program has also been successful in obtaining grants and monetary contributions. One grant came from the United States Institute of Peace (created by the U.S Congress) to support visits to the campus by renowned speakers (\$2,000). Thus far, two foundation accounts have been established; one for the Pillar of Peace (\$25,000); and another foundation contributed funds to publish books on peace (\$5,500). These fundraisings have been done to engage in more activities and support the educational, intellectual, and cultural aims and activities of the program. This is good for the department and would provide the College with additional recognition.

Another accomplishment is the addition of Leadership & Peacebuilding course (which is articulated with Cal State Fullerton's Leadership course) . As the world is becoming increasingly interconnected, interdependent and diverse, there is a greater need for social justice. New skills of leadership are required in creating peaceful communities that are just, compassionate and sustainable. This course provides a framework for distinguishing leadership as a context for individuals as well as teaching and practicing innovative, nonviolent skills to lead. Students identify and develop their own individual style of leadership in the context of peacebuilding. This course has a high success rate with students.

The components we intended to add during the last program review that haven't get actualized yet, were internship, study abroad and a Peace Center that provides information, mentorship, current development, career guidance (in Human rights, peacebuilding, and conflict resolution related careers), and a resource library of books and documentaries that covers subjects from human rights to economical & ecological wellbeing to conflict management skills and mediation certificates. These are ambitious goals and require additional staff to fulfill this vision which is consistent with the college's mission of bring change to education system. These goals didn't get actualized due to several factors. Some factors are external and some are internal. Study Abroad with a combination of service learning was tough, because of the District rules. We're in process of finding a remedy for it that is acceptable to the District. This will be resolved soon. Another vision that did not get materialized was internship. This requires many hours of conversations and outreach that was beyond scope of a part time faculty to manifest this goal. The possibility of a Peace Center has been discussed with many prominent members of the community, faculty and administration. Now that the program is established and has demonstrated value, many are interested to collaborate and participate in establishing such center.

FOR CTE PROGRAMS ONLY

Labor Market Demand: How is your program meeting labor market demands? Should you expand, contract or stay the same? Is there competition from other programs in the area? If yes, from what institution? How is the competition affecting your program? Are there any other external factors about which you are concerned?

NA

VTEA Core Indicators: When reviewing the state VTEA core indicators, what are the trends that contribute to or impede student success? Why is this occurring?

NA

Advisory Council Input: What type of inputs have your program received from your industry advisory council in the last three years? None so far.

NA

SWOT ANALYSIS

Strengths:

- What does your program do well?
- What do you believe your students, potential employers, or transfer institutions see as your program's strengths?

Our program strength is in raising awareness. Students attending peace studies courses pick up a much broader perspective of life, the world and their future career choices. In class assessments at the end of each semester indicates that 80% of the class are much clearer about their life choices, career development and confidence in their capacity to transfer to higher education and succeed.

In addition to in class rigorous academic teachings, the program holds 4-5 events to coincide with the material learned in the classroom. Events such as hosting and screening of the documentaries that addresses the current issues of our time; from human rights, environmental sustainability, social justice and equity. We also hold workshops to assist students having personal transformation and personal empowerment. Overall 60% of the class attend these events and learn more about application of the material learned in class in the real world.

Service learning is another component of these courses. Almost 90% of the class always attend some form of service learning.

The strength comes from the confidence that enables Golden West College's students to learn new and innovative modes of critical thinking that will prepare them for the rigorous academic and intellectual environments they will encounter upon transferring to universities in the UC and CSU systems. They've been exposed to the cutting edge dialogues and conversations that make them competitive and well fit as

they transfer towards their higher education. 90% of students taking these classes claim that it has had a profound effect on the outlook of their education and career choices.

Weaknesses:

- In what areas does your program need to improve?
- What are your program's immediate needs?
- What limitations or barriers is your program experiencing?

The program needs more man power to mentor students for their transferability, career development and consistency. 90% of the students, who successfully complete these classes, find their passion, interest and life purpose, but once leave these courses, if they don't receive mentorship, they're lost again. One part time faculty can only hold a few students at a time to assist and mentor. We don't have the mechanism to see how many did not pursue their goals, but roughly, we would estimate that 60% are lost again. We need the manpower to gather that energy and enthusiasm to keep them on track for consistency. This is the biggest hurdles.

Opportunities

- What opportunities exist for your program?
- What trends are happening in the field or subject area that may allow your program to expand?
- What external funding opportunities are available for your program?
- What potential industry, high school, college/university or other external partnerships can be established or expanded to benefit your program?

As the world is becoming increasingly interconnected, interdependent and diverse, we'll see more conflict, violence as well as greater need for social justice. New skills are required in creating peaceful communities that are just, compassionate and sustainable. The field of peace and conflict studies can address these issues and prepare students that'll graduate with conflict management skills. They can apply these skills to their daily lives or any other discipline they choose. That's why the field of Peace Studies keeps expanding. Great text books, and career guides are being published in this field during the recent years. Many scholars are working towards strengthening this field and its place in the academic world. Many efforts are now being spent on community colleges to start this program as well as high schools.

Threats/Challenges

- What challenges exist for your program?
- What budgetary constraints is your program facing?
- What kind of competitive disadvantages is your program facing?
- Are there upcoming changes to state and federal regulations that will impact your program? If so, please explain.

Peace Studies Program has several challenges:

Lack of awareness - This field is relatively unknown and many are not informed about the potential and career opportunities that Peace Studies can provide. A survey of students during the first session indicates that 99.9% are not familiar with this field of study. A more robust campaign is necessary to bring awareness about the value of this discipline and career options available to the students.

As of now the program doesn't have a budget and most of the activities have been supported by generous contributions, grants and collaborations with various departments.

There are no indication of changes to state and federal regulations that impact Peace Studies.

CURRICULUM REVIEW

Course Outlines of Record: It is expected that all Course Outlines of Record (CORs) will be reviewed every three years. Starting in summer 2016, courses featured in the College Catalog will directly link to the courses' official CORs. It is crucial for all CORs to be reviewed to ensure their accuracy. Upon reviewing the courses in your disciplines through [CurricUNET](#), please provide a 3 year timeline of when all of the CORs under your disciplines will be reviewed. Please follow the table format below.

CORs needing review/ revision	Timeline to complete review	Person responsible
<i>(example ENGL 225)</i>	<i>October 2017</i>	
Introduction to Peace	October 2016	Fran Faraz
Nonviolence & Conflict Resolution	January 2017	Fran Faraz
Leadership and Peacebuilding	May 2017	Fran Faraz

C-ID Designation: In 2006, the Academic Senate for California Community Colleges developed the [Course Identification Numbering System \(C-ID\)](#). This system improves curricular consistency for courses throughout the state and provides many articulation/transfer benefits to our students. Many courses at Golden West College have been approved for C-ID alignment. Please review the list provided by Office of Research, Planning, and Institutional Effectiveness and discuss the following:

1. Does your department plan to submit more courses for C-ID designation? If yes, which ones? (These courses may or may not be part of an ADT. See C-ID.net for more information regarding courses, descriptors, and ADTs.)

NA

Dual-listed courses: Review the list of dual listed courses in your area and complete the following chart.

Dual Listed Courses	Date of Faculty Discussion and Review	Recommendations
<i>(example 1: COMM 225/PEACE 225)</i>	<i>May 2015</i>	<i>Maintain dual-listing</i>

Curriculum Offering: Review the list of active courses in your programs that were offered and not offered in the last three years. Based on your review, what courses could you add, suspend, or retire to improve your overall program to ensure student success? (Data provided by ORPIE)?

Maintain the current courses. No need to make changes.

Course Name	Recommended Action (add/suspend/retire)
Intro to Peace Studies	No need to make changes.
Nonviolence & Conflict Resolution	No need to make changes.
Leadership and Peacebuilding	No need to make changes.

PROGRAM DATA AND ANALYSIS (Items in black font are provided by ORPIE)

SLO Assessments

List of courses with ongoing assessment

Introduction to Peace Studies – PEAC 100

Nonviolence & Conflict Resolution – PEAC 110

Leadership & Peacebuilding PEAC 230

List of courses offered in the last 3 years that have not been assessed - NA

Question:

- **Looking at all assessments of your programs and courses, describe proposed plans for improvement.**

We're planning to use the SLO results to assess AA-T. Also we assess the peace conference every year and we have above 95% rate of learning and satisfaction with the participants. These are great indicators of our success.

The 5 Step is used to determine the success of the Student Learning Outcome. The data collected from each semester indicates that students comprehend the concepts, the foundation knowledge, application and integration of the material to today's world and their personal lives. Students are learning how to learn and develop their intellectual curiosity. The data indicates that 70% of students score above 80% in various SLO assessments.

Student Demographics (Headcount by Discipline)

- Gender
- Age
- Ethnicity
- Disability
- Economic Disadvantage
- Veteran
- Foster Youth

Comparison to GWC

Questions:

- **How does your student population compare to GWC's general student population?**

The data indicates approximately:

80% of students are under the age of 24

35% Latino, 33% white, 15% Asian, 3.1 % African American

A ratio of 53% female to 47%male

42% not economically disadvantages and 57% economically disadvantaged.

Almost no veterans, 5.0% disable students and 2.3% foster youth students have participated in Peace Studies courses.

- Based on the trend that you're seeing, what type of adjustments would you make to your program?

These numbers are constant with GWC's demographics. However we propose for peace studies to do a more active outreach with veterans, disabled students and foster youth programs. We're not sure how to reach out to African American students.

Program Enrollment (Filter by: Discipline, Session Type, Large Lecture Factor)

Enrollment at Census

Sections Offered (by CRN)

Fill Rate at Census

FTES/FTEF

Questions:

Consider sections offered, session type, and your current PT faculty pool as part of your analysis.

- What factors have contributed to your trends in enrollment, sections offered, and fill rate?
- We had overall above GWC level fill rate till 2015. Recently, our enrolment in some classes have not been as high and we're not sure what factors play a role in this reduction. One class - The Introduction to Peace Studies is always strong.
-
- Based on your review of the data, should you increase, decrease, or keep the same number of sections offered?
- Since 2014, we've increased the number of seats for Introduction to Peace Studies (from prior years 32 seats to 65seats). Although we have consistently have about 45-50 in this class, it seems like the fill rate is below expectation. We should decrease the number of seats from 65 to 45 so when we do get 50, we score above fill rate.
-
- How does your department average FTES/FTEF compare to college-wide average FTES/FTEF?

This number have been considerably above GWC numbers (from 2009-2015) and slightly below GWC level in 2015.

Course Retention and Success

Overall

By Ethnicity, Age, Gender

By Large Lecture

By Session Type (Day, Evening, Hybrid, Online)

Questions:

- Looking at success rates for different demographic groups (age, gender, ethnicity), which groups are experiencing disproportionate impact (success rates for those groups are lower than the average success rates) in student success?

It all varied and no particular indicator was present to make a particular observation based on these numbers.

- If there are student groups experiencing disproportionate impact, what's your department's plan to address the disproportionate impact?

No disproportionate impact was observed by analyzing the data provided.

Degrees and Certificates

Number of degrees and certificates conferred in the last 6 years

Completers are defined

Questions:

- Based on the number of degrees/certificates you are awarding, discuss any differences between your expectations and actual numbers.

No

- Please answer this question for programs that have fewer than 10 completers in the last 6 years: What strategies will you implement within your department to increase/attract completers or majors?

NA

Faculty Staffing

Percentage of courses taught by full-time versus part-time faculty

- In recent years, what successes/challenges have you had in hiring and retaining qualified part-time faculty?

In recent years, we have not reached out to hire more faculties in this field.

The program has only one part time faculty and clearly in need for more staffing if the program is planning to expand and campaign to increase enrolment.

Based on your department discussion, what do you see as your ideal number of full-time faculty to promote student success?

The program needs at least one full time faculty, some level of administrative assistant support and perhaps a physical location (a center) to provide support for students. The center will provide Peace Studies related documentaries, books, career and academic mentorship. Students will explore their future options and learn how to make a difference locally and globally while earning income.

PROGRAM PLANNING

Based on your analysis of previous program review and current data:

- **What does your program want to accomplish in the next three years?**
- Increase enrolment
- Get more manpower to help out with the program outreach and mentoring students for future academic planning and career options
- Open a resource center to familiarize students with documentaries, books and issues related to peace building, conflict resolution, and mediation and negotiation skills.
- The program should establish a mediation certification. This is an attractive skill to help increase enrollment.

- **What areas does your program plan to improve?**
- **One plan is to start a robust campaign with high schools to enroll students into Peace Studies program. A clear transfer pathway to several local universities has already been established, but should be aggressively advertised.**

- **What specific actions will you take to improve upon those areas?**
- **Start preparing for a campaign with several high school districts that feed to Golden West College.**
- **Create clear pathways for high school students to attend Golden West College, similar to the pathways that have been created for transfer from GWC to institutions that provide degrees in peacebuilding.**
- **Community outreach and internships for extracurricular activities that lead to careers in peacebuilding.**

- **How will you assess whether your program has accomplished those goals?**
- **The program needs to develop clear questioners to assess measurable results at the end of each academic year. Each campaign needs to have clear objectives and realistic deadlines to measure the results. The number of campaigns and enrollments in the program will be an indicator of the success of these strategies.**

RESOURCE ALLOCATION

In order to accomplish those goals, what resources do you need? You will need to fill out the resource request forms and include them with your Program Review Report.

- Staffing – Additional staff is extremely helpful
- Facilities
- Technology
- Equipment
- Funding for Professional Development – This would be extremely helpful for professional/pedagogical trainings, and attending conferences.

Additionally we need funding to pay for professional dues, subscriptions, network, publications, purchase of new documentaries in the field of peace studies and the rights to show them.

Department Chair and Dean Review

Complete this section after reviewing all program review information provided. The Department Chair and Dean are to separately indicate the level of concern for the program that exists regarding the following Program Vitality Review (PVR) criteria. Add comments for any item marked with a 1 or 2. Identify whether the comment is made by the IUA or the Dean.

(Scale: 0 – No concern at all, 1 – Some concern, 2 – Serious Concern)

Chair/Dean

(0) () a. Significant declines in enrollment and/or FTES over multiple years

(0) () b. Significant change in facility and/or availability and cost of required or necessary equipment

(0) () c. Scarcity of qualified faculty

(0) () d. Incongruence of program with college mission and goals, state mandates, etc

(0) () e. Significant decline in labor market

(0) () f. Continued inability to make load for full-time faculty in the program

(0) () g. An over-saturation of similar programs in the district and/or region

() () h. Other

Program Review Check-list

(x) Department Contact Information is up to date: Department Chairs, full-time faculty, classified

(x) Organization Chart: Verify that it is up to date: (q:\college information\org charts)
Report necessary changes to the Director of Personnel

(x) Both the Dean and Department Chair have completed the Dean and Department Chair Review section.

Signatures, Individual Comments

Date of Department Discussion: **Enter text here**

Discussion Modality

- Department Meeting Emails Online/Skype
 Other : **Enter text here**

Summary of Discussion Outcome: **Enter text here**

Departmental Recommendation

() No further review necessary

() We recommend this program for Program Vitality Review

I have read the preceding report and accept the conclusions as an accurate portrayal of the current status of the program. Signatures are on file in the division office. Type the names of the faculty.

- ()
- ()
- ()

I have read the preceding report and wish to add signed comments to the appendices. Signatures are on file in the division office.

- ()
- ()
- ()

Department Chair:
Comments:

Date:

Division Dean:
Comments:

Date: