**Palomar College – Program Review and Planning**

**Instructional Programs**

**YEAR 1**

**Academic Year** **2012-13**

**Purpose of Program Review and Planning:** The institution assesses progress toward achieving stated goals and makes decisions regarding the improvement of institutional effectiveness in an on-going and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data (ACCJC/WASC, Standard I, B.3.)

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| **Discipline: Multicultural Studies** | **09/12/2012** |
| **Instructional Discipline Reviewed (Each discipline is required to complete a Program Review)** | **Please Add Date (00/00/2012)** |

**STEP I. ANALYSIS**

|  |  |  |  |  |  |  |  |
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|  |  |  |  |  | **<<Prelim>>** | ◄▬ Preliminary Fall 2011 data are as of 1/31/2012 |  |
|  |  | **Fall 2008** | **Fall 2009** | **Fall 2010** | **Fall 2011** | **Definitions** | |
| **Enrollment at Census** | | 266 | 278 | 259 | 141 | *Self Explanatory* | |
| **Census Enrollment Load %** | | 97.79% | 104.91% | 95.93% | 87.04% | Enrollment at Census Divided By Sum of Caps (aka "Seats") | |
| **WSCH** | | 818 | 818 | 761 | 441 | Weekly Student Contact Hours | |
| **FTES** | | 27.28 | 27.27 | 25.37 | 14.70 | One Full-Time Equivalent Student = 30 WSCH | |
| **Total FTEF** | | 1.40 | 1.40 | 1.40 | 0.80 | Total Full-Time Equivalent Faculty | |
| **WSCH/FTEF** | | 584 | 584 | 544 | 551 | WSCH Generated per Full-Time Equivalent Faculty Member | |
| **Full-time FTEF** | | 0.60 | 0.60 | 0.60 | 0.60 | FTEF from Contract Faculty | |
| **Hourly FTEF** | | 0.80 | 0.80 | 0.80 | 0.20 | FTEF from Hourly Faculty | |
| **Overload FTEF** | | - | - | - | - | FTEF from Contract Faculty Overload | |
| **Part-Time FTEF** | | 0.80 | 0.80 | 0.80 | 0.20 | Hourly FTEF + Overload FTEF | |
| **Part-Time/(Total FTEF) %** | | 57.14% | 57.14% | 57.14% | 25.00% | Percent of Total FTEF Taught By Part-Time Faculty | |
| Student Achievement: **Non Distance Education Courses** | | | |  |  | Those NOT taught via Distance Ed (see below) methods of instruction | |
| **● Retention Rate** | | 98.59% | 89.91% | 96.49% | 99.25% | Non-W Eligible Grades (see next line) Divided by All Eligible Grades | |
| **● Success Rate** | | 87.32% | 70.18% | 75.44% | 94.78% | A,B,C,CR/P Grades Divided By A,B,C,CR/P,D,F,FW,NC/NP,W Grades | |
| Student Achievement: **Distance Education Courses** | | | |  |  | Those taught via Internet, TV or non line-of-sight interactive methods | |
| **● Retention Rate** | | 96.67% | 87.88% | 92.86% | - | Non-W Eligible Grades (see next line) Divided by All Eligible Grades | |
| **● Success Rate** | | 63.33% | 66.67% | 75.00% | - | A,B,C,CR/P Grades Divided By A,B,C,CR/P,D,F,FW,NC/NP,W Grades | |
| **Degrees Awarded** | | - | - | - | N/A\* | Degree Counts Are for the Full Academic Year (thus, \*N/A for 2011-12) | |
| **Certificates Awarded:** | | - | - | - | N/A\* | Certificate Counts Are for the Full Academic Year (\*N/A for 2011-12) | |
| **- Under 18 Units** | | - | - | - | N/A\* | Certificate Counts Are for the Full Academic Year (\*N/A for 2011-12) | |
| **- 18 or More Units** | | - | - | - | N/A\* | Certificate Counts Are for the Full Academic Year (\*N/A for 2011-12) | |

| **I. A. Reflect upon and provide an analysis of the four years of data above (for a sample analysis see** <http://www.palomar.edu/irp/11PRYear1/sampleforIA.pdf>) |
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| **The projected preliminary Fall2011 numbers are incorrect and therefore an analysis cannot be done. A conversation between Sharon Allen and Richard Borden reveal that online courses somehow were not counted in the overall prelim numbers creating a significant shortfall in overall enrollment, WSCH, FTES & FTEF numbers. Projected online retention and success rates were not reflected as well.** |

| **I. B. Please summarize the findings of Course AND Program SLO assessments conducted by your discipline. (For examples, see** <http://www.palomar.edu/irp/11PRYear1/PRPsloExamples.pdf>) |
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| **I.B.1 Summarize Course SLO assessment results beginning on the next line.**  **Luz Garzon and Sharon Allen met in the Summer-Fall of 2011 to agree on SLOs for course MCS 100, and Sharon Allen worked with Craig Forney in developing SLOs for MCS/RS 124, Islamic Cultures and Traditions. The first assessment for MCS/RS 124 will occur in Fall 2012 as the course is offered in the Fall only. A new course, MCS 125 Women, Culture and Islam is scheduled in Spring 2013. A review of topic papers and quizzes for both Garzon and Allen for MCS 100 were reviewed at the beginning, middle and end of the courses. Assessments reveal that at the start of Introduction to Multicultural Studies approximately 39% to 44% of students demonstrated a good understanding of the course’s goal of using race, ethnicity and culture as an analytical framework to discuss historical conflicts in the United States, while approximately 40% struggled with comprehension and almost 20% showed unsatisfactory comprehension that manifested itself in their inability to draw parallels between discrimination and prejudice, and racial conflicts in the United States.**  **I.B.2 Summarize Program SLO assessment results beginning on the next line.**  **Program SLOS have not been done at this time.** |

| **I. C. Reflect upon the SLO assessment findings in Box B above. Discuss overall observations and any areas of concern or noteworthy trends.**  **(For examples of such analysis, see** <http://www.palomar.edu/irp/11PRYear1/PRPsloExamples.pdf>) |
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| **I.C.1 Please reflect upon the Course SLO findings in Box B (above) beginning on the next line.**  **One of the assignments was to discuss the need for affirmative action and how employers can incorporate more fair hiring practices. When the group struggling with or showing unsatisfactory comprehension were asked about the need for affirmative action one student responded: “I think the majority-groups would defend their position by saying they aren’t discriminating at all. For instance, if an employer didn’t want to hire someone of a specific race, the hiring manager would just find a reason on their resume or background to disqualify them. That way if anyone fights it they can deny, deny, deny, the whole time.” Conversely, students that demonstrated a good understanding of affirmative action responded with comments like: “I think affirmative action was needed to steer this nation in the right direction. With several cases, it forced people to take action and produce better policies.” There are several causes for the diverse understanding of an issue like affirmative action: 1) students with less comprehension are not reading the material, and instead are focusing on pre-developed prejudices; 2) There is a general misunderstanding of the historical implications of race relations in the United States; 3) Students are rarely presented with opportunities to discuss race and ethnicity in an open forum like the classroom.**  **By the end of the semester, approximately 65% to 80% of students grasped many of the concepts of the course and reflected exceptional or a good understanding between discrimination and prejudice and racial conflicts in the United States. This is attributed to a greater awareness of race relations over the entirety of the course, gained through a cumulative study of topics that focus on understanding historical minority-majority relationships in the United States through the study of slavery, prejudice, discrimination, immigration, access to fair and equal educational opportunities, gender and sexual preference biases, and contributions of minorities in building the United States.**  **I.C.2 And, please reflect upon the Program SLO findings in Box B beginning on the next line.**  **See above.**  **N/A** |

| **I. D. For Career Technical disciplines only, please provide a brief summary of the labor market outlook. This data can be found at** [**http://www.labormarketinfo.edd.ca.gov/**](http://www.labormarketinfo.edd.ca.gov/) **Please include job projections and trends that may influence major curriculum revisions.** |
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| **N/A** |

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| **STEP II. PLANNING**  **Reflecting on the 4-year trend data, the SLO assessment results, and the college’s** [**Strategic Plan 2013**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**, describe/discuss the discipline planning related to the following: (For sample reflections, see** <http://www.palomar.edu/irp/11PRYear1/samplesforII.pdf>) |

| **II. A. Curriculum, programs, certificates and degrees (consider changes due to Title 5 or other regulations, CSU/UC transfer language updates, articulation updates, student retention or success rates, workforce and labor market projections, certificate or degree completions, etc.)** |
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| **A World Certificate Program of Achievement is being pursued for the department. Discussions with John Valdez, Judy Cater, and Gloria Kerkhoff is on-going.** |

| **II. B. Class scheduling (consider enrollment trends, growth, course rotation, sequencing, Center/Site offerings, comprehensiveness, etc.)** |
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| **Although a relevant analysis cannot be done due to incorrect reporting numbers, efforts to expand offerings in the MCS discipline is on-going. A course on Women, Culture and Islam is scheduled to start Spring 2013.** |

| **II. C. Faculty (Briefly discuss the faculty hiring needs for this discipline. This discussion does not replace the requirement to submit a Rationale Form for Faculty Hiring to IPC.)** |
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| **MCS offerings continue to show steady enrollment. Any drop in total numbers reflect cut of courses due to college budgeting ocnsidereations and not lack of interest or poor enrollment. Awareness of the cultural sensitivity and global opportunities in the workplace continue to draw students that are interested in meeting the demands and competitive nature of this new century. A full-time faculty is needed to build upon this component and develop courses that wil address global issues relevant to our society and navigate understnading of divers cultures.** |

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| **STEP III. RESOURCE REQUESTS FOR DISCIPLINE:** |
| **III. A. Describe the resources necessary to successfully implement the planning described above. Provide a detailed rationale for each request by referring to the analyses of data and SLO assessment results in Step I and/or to any other evidence not apparent in the data or SLO Assessment** results.  NOTE: Do **NOT** include Resource Requests that duplicate requests from other disciplines In your department. Place requests common to two or more disciplines on the form: ACADEMIC DEPARTMENT RESOURCE REQUESTS. |

| **a. Equipment (per unit cost is >$500) *Enter requests on lines below.*** | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource** | **Describe Resource Requested** | **Prioritize these requests**  **1,2,3, etc.** | **Strategic Plan 2013 Goal/**  **Objective Addressed by This Resource**  **(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | **Estimated Amount of Funding Requested** | **Will this be one-time or on-going funding?** | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **a1.** | **No request** |  |  |  |  |  |  |
| **a2.** |  |  |  |  |  |  |  |
| **a3.** |  |  |  |  |  |  |  |
| **a4.** |  |  |  |  |  |  |  |
| **a5.** |  |  |  |  |  |  |  |

| **b. Technology (computers, data projectors, document readers, etc.) *Enter requests on lines below.*** | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource** | **Describe Resource Requested** | **Prioritize these requests**  **1,2,3, etc.** | **Strategic Plan 2013 Goal/**  **Objective Addressed by This Resource**  **(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | **Estimated Amount of Funding Requested** | **Will this be one-time or on-going funding?** | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **b1.** | **No request** |  |  |  |  |  |  |
| **b2.** |  |  |  |  |  |  |  |
| **b3.** |  |  |  |  |  |  |  |
| **b4.** |  |  |  |  |  |  |  |
| **b5.** |  |  |  |  |  |  |  |

| **c. Budget for 4000s (per unit cost is <$500 supplies) *Enter requests on lines below.*** | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource** | **Describe Resource Requested** | | **Prioritize these requests**  **1,2,3, etc.** | | **Strategic Plan 2013 Goal/**  **Objective Addressed by This Resource**  **(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)** | | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | | **Estimated Amount of Funding Requested** | | **Will this be one-time or on-going funding?** | | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **c1.** | **DVDs for both Islam and Women/Islam** | **1** | | **2.5 & 2.6** | | **need to develop DVD library** | | **$500** | | **one time** | |  | |
| **c2.** |  |  | |  | |  | |  | |  | |  | |
| **c3.** |  |  | |  | |  | |  | |  | |  | |
| **c4** |  |  | |  | |  | |  | |  | |  | |
| **c5.** |  |  | |  | |  | |  | |  | |  | |

| **d. Budget for 5000s (printing, maintenance agreements, software license etc.) *Enter requests on lines below.*** | | | | | | | | | | | | | |
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| **Resource** | **Describe Resource Requested** | | **Prioritize these requests**  **1,2,3, etc.** | | **Strategic Plan 2013 Goal/**  **Objective Addressed by This Resource**  **(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)** | | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | | **Estimated Amount of Funding Requested** | | **Will this be one-time or on-going funding?** | | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** | |
| **d1.** | **No request** |  | |  | |  | |  | |  | |  | |
| **d2.** |  |  | |  | |  | |  | |  | |  | |
| **d3.** |  |  | |  | |  | |  | |  | |  | |
| **d4.** |  |  | |  | |  | |  | |  | |  | |
| **d5.** |  |  | |  | |  | |  | |  | |  | |

| **e. Classified staff position (permanent/contract position requests unique to this discipline) *Enter requests on lines below.*** | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource** | **Describe Resource Requested** | | **Prioritize these requests**  **1,2,3, etc.** | | **Strategic Plan 2013 Goal/**  **Objective Addressed by This Resource**  **(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)** | | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | | **Estimated Amount of Funding Requested** | | **Will this be one-time or on-going funding?** | | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **e1.** | **No request** |  | |  | |  | |  | |  | |  | |
| **e2.** |  |  | |  | |  | |  | |  | |  | |
| **e3.** |  |  | |  | |  | |  | |  | |  | |
| **e4.** |  |  | |  | |  | |  | |  | |  | |
| **e5.** |  |  | |  | |  | |  | |  | |  | |

| **f. Classified staff position (temporary and student workers position requests unique to this discipline) *Enter requests on lines below.*** | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource** | **Describe Resource Requested** | | **Prioritize these requests**  **1,2,3, etc.** | | **Strategic Plan 2013 Goal/**  **Objective Addressed by This Resource**  **(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)** | | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | | **Estimated Amount of Funding Requested** | | **Will this be one-time or on-going funding?** | | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **f1.** | **No request** |  | |  | |  | |  | |  | |  | |
| **f2.** |  |  | |  | |  | |  | |  | |  | |
| **f3.** |  |  | |  | |  | |  | |  | |  | |
| **f4.** |  |  | |  | |  | |  | |  | |  | |
| **f5.** |  |  | |  | |  | |  | |  | |  | |

| **III. B. Are there other resources (including data) that you need to complete your discipline review and planning?** |
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| **STEP IV. SHARE YOUR ACCOMPLISHMENTS (AKA Brag, Toot your horn) Please include at least one discipline accomplishment that you’d like to share with the college community.** |
| **Sharon Allen was a presenter at the 2012 Online Teaching Conference in San Jose, CA. Her presentation focused on: Teaching Islam Online. In addition, her 2012 NCHEA grant resulted in a successful workshop/conference on Border Issues in the Spring of 2012 and the collaboration with CSUSM, Mira Costa, and faculty at Palomar College contributed to its success.** |

| **STEP V. ACCREDITATION For programs with an external accreditation, indicate the date of the last accreditation visit and discuss recommendations and progress made on the recommendations.** |
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| **STEP VI. COMMENTS Other comments, recommendations: (Please use this space for additional comments or recommendations that don’t fit in any category above.)** |
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| **Please identify faculty and staff who participated in the development of the plan for this department:** | | |
| **Sharon Allen *Name*** | **Rodolfo Jacobo *Name*** | ***Name*** |

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| ***Name*** | ***Name*** | ***Name*** |

**Department Chair/Designee Signature Date**

**Division Dean Signature Date**

* **Provide a hard copy to the Division Dean no later than September 14, 2012**
* **Provide a hard copy with the Dean’s sign-off to Instructional Services by September 28, 2012**
* **Email an electronic copy to** [**jdecker@palomar.edu**](mailto:jdecker@palomar.edu) **by September 28, 2012**