BASIC PROGRAM INFORMATION

Program Review is a self-study of your discipline. It is about documenting the plans you have for improving student success in your program and sharing that information with the college community. Through the review of 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 that in mind, please answer the following questions:

Discipline Name: Multicultural Studies

Department Name: Multicultural Studies

Division Name: Social and Behavioral Sciences

Please list all participants in this Program Review :

Name	Position
Dr. Jerry Rafiki Jenkins	Professor

Number of Full Time Faculty: 1   **Number of Part Time Faculty:** 2

Please list the Classified positions (and their FTE) that support this discipline:

One ADA shared with Child Development

What additional hourly staff support this discipline and/or department:

Discipline mission statement: **Link to "How to Build a Mission Statement"**

The Multicultural Studies Department is committed to offering and developing diverse and balanced curricula in all of its ethnic studies disciplines to promote self-discovery, social awareness, and appreciation of the cultural diversity of all major ethnic groups in America. The course offerings are designed to expand students' awareness and understanding of the rich and unique histories and realities that have shaped our American experience. The core of each course offers a variety of rich and unique histories and realities that promote the development of tolerance and mutual self-respect. The central curricula in the Multicultural Studies Department are in the academic disciplines of Africana Studies, Asian Studies, Chicano Studies, Judaic Studies, Middle Eastern Studies, and Multicultural Studies. Many department faculty serve as student advisors to the major ethnic student organizations and participate in campus and community cultural and educational events.

List any new degrees and certificates offered within this discipline since your last comprehensive review:

Discipline Level Data: https://sharepoint2.palomar.edu/sites/IRPA/SitePages/PRP%20Summary%20Source.aspx

SECTION 1: PROGRAM REFLECTION

1A. Program Analysis: Reflect upon and provide an analysis of your summary data.

Although there was a decline in enrollment at census (from 144 to 127), the fill rate increased from 78.26% to 88.19%, which is slightly higher than the College's fill rate (87.55%). The WSCH/FTEF also improved from 453 to 497.75. The success rate of NDE courses dropped slightly from 93% to 88%, but this was still higher than College's (71%). Moreover, there was a small decline in retention rate for NDE courses (from 98% to 96%), yet this rate was slightly higher than the College's (92%). Similarly, the success rate for DE courses dropped from 71% to 65%, which was higher than the College's (60%), and the retention rate for these courses was 95%, eleven percentage point higher than the College's. What the data suggests is that students do better in our NDE courses than our DE courses and that an increase in NDE courses and a decrease in DE courses might lead to an increase in the overall success and retention rates of the discipline and the College. The decline in enrollment can be attributed to a number of factors such as the College's decline in enrollment, the number of non-MCS courses that are counted as multicultural studies courses, and the fact that the new transfer degree does not have a multicultural studies requirement. In response to this decline, we have been in the process of developing a pattern of course offerings and re-marketing the University Studies: Culture and Society degree that will attempt to counter these factors.

1B. Standards: ACCJC requires that colleges establish <u>institutional</u> and <u>program</u> level standards in the area of course success rates. These standards represent the lowest success rate (% A, B, C, or Credit) 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.

Discipline Level Course Success Rate:

    A. The College's institutional standard for course success rate is **70%**.

    B. Review your discipline's course success rates over the past five years.

    C. Identify the minimum acceptable course success rate for your discipline. When setting this rate, consider the level of curriculum (e.g., basic skills, AA, Transfer) and other factors that influence success rates within your area. If you set your discipline standard below the College's standard, please explain why.

Standard for Discipline Course Success Rate: 75

Why?

The 75% success rate is not only the average rate derived from NDE and DE courses in Fall 2015, but it also represents the highest success rate for the College's NDE courses between Fall 2010 and Fall 2015. Given these numbers, the 75% rate, as we see it, is fair and realistic.

1C. Program Update: Describe your proudest moments or achievements related to student success and outcome.

Recently, a student who took MCS 100 with me in 2013 is graduating from UCSD this year.

1D. Program Improvement: What areas or activities are you working on this year to improve your program? Please respond to new data as well as feedback from last year's program review.

We are in the process of considering the creation of an annual event that displays how MCS courses and the University Studies: Culture and Society degree can be applied to the world outside of school.

1E. Unanticipated Factors: Have there been any unanticipated factors that have affected the progress of your previous plan?

The drop in the College's enrollment.

1F. SLOACs: Describe your course and program SLO activities this past year. How have you used the results of your assessments to improve your courses and programs? **Refer to the SLO/PRP report – https://outcomes.palomar.edu:8443/tracdat/**

We are in the process of rewriting our SLOs due to changes in the department's faculty and in the faculty's theoretical approaches to multiculturalism. Thus, we plan to do assessments based on the new SLOs that we are currently writing for the MCS courses.

SECTION 2: PROGRAM GOALS

2A. Progress on Previous Year's Goals: Please list discipline goals from the previous year's reviews and provide an update by checking the appropriate status box .

Goal	Completed	Ongoing	No Longer a Goal
Revising curriculum	○	◉	○
	○	○	○
	○	○	○
	○	○	○
	○	○	○

2B. New Discipline Goals: Please list all discipline goals for this three-year planning cycle (including those continued from previous planning cycle):

GOAL #1	
Program or discipline goal	Maintain or increase the success rate of students taking NDE courses.
Strategies for implementation	Reviewing the SLOs for the MCS 100 NDE course.
Timeline for Implementation	Fall 2019
Outcome(s) expected (qualitative/quantitative)	Increased enrollments in MCS 100 courses and increased retention rates for the College as a whole.
GOAL #2	
Program or discipline goal	Increase success rate of students taking DE courses.
Strategies for implementation	Reviewing the possibility of substituting hybrid courses in place DE courses.
Timeline for Implementation	Fall 2019
Outcome(s) expected (qualitative/quantitative)	Increased enrollments in MCS 100 courses and increased retention rates for the College as a whole.
GOAL #3	
Program or discipline goal	Increase the number of department degrees awarded.
Strategies for implementation	Creating an annual event that emphasizes how the University Studies: Culture and Society degree can be used in student's public and private lives.
Timeline for Implementation	Fall 2019
Outcome(s) expected (qualitative/quantitative)	Increased the number of students leaving the College with a degree.

Department Chair/ Designee Signature: _____ **Date:** _____

Division Dean Signature: _____ **Date:** _____

Vice President Signature: _____ **Date:** _____