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 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 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
Multicultural Studies

Discipline Name
Chicano Studies (CS)

Department Chair Name
Rodolfo Jacobo

Division Name
Social and Behavioral Sciences

Website address for your discipline
https://www2.palomar.edu/pages/multicultural/

Discipline Mission statement
The mission of Chicano Studies as a discipline is to promote 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 in promoting cultural affirmation, social justice, community leadership and service. The study of Chicanos/Latinos places 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?
No

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

Please list the names and positions of everyone who helped to complete this document.
Rodolfo Jacobo
Angelica Yanez

Eduardo Aguilar

Full-time faculty (FTEF)
2.00

Part-time faculty (FTEF)
1.60

Classified & other staff positions that support this discipline
0

Additional hourly staff that support this discipline and/or department
0

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.
Our courses support the Institutional Learning Outcomes as well as the General Education Learning Outcomes by introducing our students to critical thinking, intercultural knowledge, civic knowledge and engagement as well as ethical reasoning and global consciousness . Students analyze quantitative and qualitative data as part of their understanding of race theory and are encourage to engage in community service.

 Summarize the major findings from your course outcomes assessments that are related to the General Education/Institutional Learning Outcomes that your discipline supports.
Overall, our courses across the board, cover at least 3 major course outcome assessments that are related to the General Education/Institutional Learning Outcomes for the department. These include: 1) Communication, 2) Creative, Critical, and Analytical Thinking, and 3) Community, Multicultural/Global Consciousness and Responsibility. The assessment and successful implementation and completion of these outcomes include: written and oral communication (through testing, essays, group work and discussion), critical thinking and problem solving are key markers of successful completion of the course, cultural knowledge and civic engagement are also fundamental components upon completion of the course

this includes, cultural awareness workshops and fieldtrips, and campus events (i.e. Tarde de Familia, M.E.Ch.A., Chicano Park, Women's History Month events, etc.)

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?
Unfortunately our overall enrollment has slowly decreased over the last 5 years due to several external and internal factors. We have made necessary adjustments to continue to offer quality education while having to cut course offerings. Those adjustments have led to an overall WSCH/FTEF above the colleges efficiency goal. In the last five years the WSCH/FTEF has been 590, 511, 574, 587,and 612 respectively. Moreover our retention rate has remained consistently above 90% and our overall success rate is institutional standards.

What factors have influenced your efficiency trends?
The drop in enrollment is part of a trend at the college as well as across the state. Many of our students work to support their families and unfortunately but understandably work is their priority.

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?
Our course at the Fallbrook Center have struggled. One concern our students have expressed is the presence of border patrol in the area. This concern is very justifiable. The times the courses were offered could have also had a negative impact and we are in the process of making changes.

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?
Most of our students are first generation college students who come from disadvantage backgrounds. Many if not most struggle with reading and writing at the college level. We feel that this is a good starting point while always striving to improve in all areas.

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

Was this expected?
Yes

What is your Stretch goal for COURSE success rates?
75.0%

How did you decide upon the goal?
A simple desire to improve ourselves. With the hiring of fulltime faculty we can now best plan departmental and discipline adjustments that should increase our success.

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

Was this expected? Please explain.
Our retention is high consistently at 90% . I attribute this to the faculty's commitment to academic excellence and to a student centered pedagogy.

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?
No

Do you have any best practice methods you use for online courses to share with the community?
NO

COURSE OUTCOMES

How is course assessment coordinated across sections and over time?
Faculty have recently decided (as of spring 2019) to create a standardized way to test the same course assessments. In this way, the department has a better understanding and comparison across classes and instructors. Instructors are free to assess more as they see fit. We will test this method and then reevaluate it in 2020.

How have you improved course-level assessment methods since the last PRP?
SLOs have been more regularly assessed and updated. In addition, SLOs workshops and information regarding the significance has been made readily available to faculty.

Summarize the major findings of your course outcomes assessments.
Overall, faculty have been instrumental in implementing Institutional Learning Outcomes that correspond

with the department's mission and course outcomes. Our course outcomes assessments have consistently showed the mastery of: foundation knowledge of discipline, analytical thinking and problem solving, and community, multicultural/global consciousness and responsibility. Over time faculty have been better as assessing more regularly.

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?
One major question that has not been addressed is: how do students continue to implement the knowledge learned in the courses to various parts of their lives; not just as students simply taking a course.

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?
Some improvements could include meeting more regularly to discuss assessment with faculty and assessing more outcomes.

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?
We do not have a program. Most of our students take our courses to fulfill state graduating requirements. Our course outcomes are aligned with the overall mission of the department and college.

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 primarily respond to the demand by students when scheduling. As such we have begun to teach more four and eight week courses. We generally offer a sequences so that students can for example complete the history requirement in one semester or one winter or summer section.

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

Does your discipline offer cross-listed courses?
No

Are there curriculum concerns that need to be resolved in your department? What are they?
Over the last few years we have revised most of the curriculum in the discipline but we still need to

complete that task. We are particularly interested in our introduction course CS 100. The course has fallen out of compliance with the Chicana/o Studies Department at San Diego State University.

How is the potential need for program/course deactivation addressed by the department?
Once a course has a clear record of falling short of expected enrollment and with department consensus deactivation takes place always with the desire to analyze if changes need to be executed to ensure the courses reactivation.

Is your department pursuing non credit or not-for credit options at this time?
No

Are there areas you would like to expand?

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?
We offer online and face-to-face courses based on student demand. We have recently started teaching classes that had never been offered online before with great success. We have thus far experienced success in the balance between face to face and online offerings.

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

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?
While we do not have a program, many of the student who major in Chicana/o Studies go into teaching, law and other related fields.

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

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

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

No

Do you want more information about or need assistance integrating work-based learning into your program?
No

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

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
Fortify Chicano Studies at satelite sites

Is this a new or existing goal?
New

How will you complete this goal?
The MCS department in general and Chicana/o Studies in particular has been in a constant state of transition for a number of years due to faculty retirement, new faculty hiring, curriculum changes and expansion of our course to new academic spaces. We currently have one fulltime faculty member, two colleagues in the tenure track with one new hire to come in the fall. With four fulltime faculty which is still one short of previous years we should be able to strengthen our presence at satellite campuses like Escondido. I will be meeting with our dean and the administration of those sites to improve our CS presence.

Outcome(s) expected (qualitative/quantitative)
We have noticed in the past that when we have a fulltime faculty member in Escondido the enrollment has increased and remained consistently high.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
We are committed to physical presence and participation in our community.

Expected Goal Completion Date
5/31/2020

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