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?
Annual

Department Name
Multicultural Studies

Discipline Name
Multicultural Studies (MCS)

Department Chair Name
Rudy Jacobo

Division Name
Social and Behavioral Sciences

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

Discipline 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.

(click here for information on how to create a mission statement)

Does your discipline have at least one degree or certificate associated with it?
Yes

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

List all degrees and certificates offered within this discipline.
Culture and Society A.A.

Please list the names and positions of everyone who helped to complete this document.
Henry Lesperance
Rafiki Jenkins

Full-time faculty (FTEF)   **Part-time faculty (FTEF)**
1   1

Classified & other staff positions that support this discipline
0

Additional hourly staff that support this discipline and/or department

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.

How well do your program's learning outcomes communicate the scope and depth of the degree/certificate offered and align with employer and transfer expectations?
Our program, as seen in our University Studies degree, list the numbers of unites, classes, and emphases that are necessary for students to major in the program as well as how the course will transfer at four-year UCs or CSU school. In deed, our programs will allow students to take courses that will prepare them for majors such as African American Studies, Chicano/Latinx Studies, American Indian Studies, Ethnic Studies, and of course American Studies.

Describe your program's plan for assessing program learning outcomes.
Instructors administer in their courses a set of examinations that will evaluate the PLO, SLO,and, CO.

Summarize the major findings of your program outcomes assessments.
Though overall success rate and retention has declined specifically in certain courses i.e., MCS 100, partially explained by faculty retirements. Thus, if we had more full-time faculty this could potentially help improve the programs outcomes. However, qualitative data suggests that the programs outcomes have been successful among international students and minorities, and with more institutional support this overall success rates could rise to meet expected institutional standards.

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.](#)

PROGRAM COMPLETIONS

Student success is at the core of what we do in assisting students in achieving their goals.

The Chancellor's Office Vision for Success stresses the importance of Program Completion as a major goal for our students. In addition, transfer and career readiness are key components of Palomar College's mission statement. This year, our funding formula has also changed reflecting this emphasis, providing additional funding as a function of the number of completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for program completions.

The standards represent the lowest number of program completions deemed acceptable by the College. In other words, if you were to notice a drop below the set standard, you would seek further information to examine why this occurred and strategies to increase completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for programs.

List the number of completions for each degree/certificate for the previous year.
zero

Have your program completions Increased, decreased, or stayed the same over the last 5 years?
Stayed the same

What factors have influenced your completion trends?
Lack of full-time faculty, lack of consistency in class offerings, constant class cancelations.

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 are following the institutional standard.

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

How did you decide upon the goal?
Given we have seen a decrease in enrollment 75% seems reasonable to restart our path to becoming an influential department in the Palomar College community once again.

COURSE OUTCOMES

How have you improved course-level assessment methods since the last PRP?
In addition to exams and homework assignments, we are also pursuing a mid-term survey to assess how our students or perceiving their performance before the end of the course.

Summarize the major findings of your course outcomes assessments.
-Students that complete all course assignments tend to preform better in their final examination.
-Students that attend class regularly are more likely to pass the course with a C or better.
-Students that part take on extra curricular activities outside the classroom that are promoted by the course, tend to perform better in their final examination.

This section is intentionally blank for annual PRPs. Please click "Next" to continue.

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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?
Teacher, researcher, HR, social services, public relations, law.

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

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

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?
Offered students credit when partaking in internships.

How does your work-based learning help your students learn how to do some of the tasks associated with the potential occupations?
Because it allows them to engage with potential employers.

How do you engage with the community to keep them apprised of opportunities in your program?
Tarde de familia, and other social events.

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
Set meetings for deliberation

Is this a new or existing goal?
New

How will you complete this goal?
By sending an e-mail to other faculty that teach in the discipline of MCS in order to set a meeting in which it can be discussed the program's learning outcomes.

Outcome(s) expected (qualitative/quantitative)
To develop a consensus on how to measure the program's learning outcomes.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
The goal aligns with the department and college strategic plan by encouraging ongoing deliberations on developing the most effective methods on teaching Multicultural Studies while helping students achieve student learning outcomes "necessary to contribute as individuals and global citizens living responsibly, effectively, and creatively in an interdependent and ever-changing world."

Expected Goal Completion Date
8/7/2019

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?
Yes

Are you requesting additional Staff, CAST or AA?
No

In the last ten years, what is the net change in number of FT Faculty in the department? (FT faculty loss vs. gain)
0

% of FTEF for on-going reassigned time (department chair, program director, coordinator, etc.)

2016-2017 % FTEF (on-going reassigned time)	**2017-2018 % FTEF (on-going reassigned time)**	**2018-2019 % FTEF (on-going reassigned time)**

% of FTEF for temporary reassigned time (grant activity, sabbaticals, leaves, other reasons)

2016-2017 % FTEF (temporary reassigned time)	**2017-2018 % FTEF (temporary reassigned time)**	**2018-2019 % FTEF (temporary reassigned time)**

NOTE: If you are requesting full-time faculty, you must go back to the Labor Market section of the form to complete that section. It is required when requesting additional faculty positions.

REQUEST FOR ADDITIONAL FULL-TIME FACULTY

Faculty Request 1

Title of Full-Time Faculty position you are requesting
Professor of Multicultural Studies with an emphasis in African American Studies

How will this faculty position help meet district (Guided Pathways, Strategic Enrollment Management etc.), department and/or discipline goals?
This position will allow to students to pursue the University Studies degree, help them complete general education requirements, and possibly help them finish on time by offering more courses to take.

Is there a scarcity of qualified Part-Time Faculty (for example: Specialized degree/experience, emerging/rapidly changing technology, high demand)
Yes.

Are you requesting this position for accreditation, regulatory, legislative, health and safety requirements? Please explain.
No.

Please summarize the discipline productivity, efficiency, and any regional career education needs for this discipline.

While the success rate is below the institutional standard, our professors are constantly engaged in research and other creative-academic works to improve our pedagogy and engagement with the material. The reason for this engagement, as suggested by the instances of student success (e.g. see our flyer with comments from past students who went through our program), is to ensure that students who leave our courses will be successful at Palomar and beyond.