



# Program Review and Planning 2019-2020

## 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**  
2019-2020

**Are you completing a comprehensive or annual PRP?**  
Annual

**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

Alex Gomez

**Full-time faculty (FTEF)**

4

**Part-time faculty (FTEF)**

3.40

**Classified & other staff positions that support this discipline**

1

**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.](#)

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. We are currently slightly below our target at 67%.

**What is your Stretch goal for COURSE success rates?**

75.0%

**How did you decide upon the goal?**

With the recent hiring of two new fulltime faculty members we feel we can now best execute departmental and discipline adjustments that should increase our success rate. We have revised our curriculum and begun to assure that our courses are ADA compliant. We are actively connecting our students to academic events in and outside of campus that compliment and supplement the materials learned in class. In addition we are encouraging students to utilize the resources on campus available to them.

## COURSE OUTCOMES

**How have you improved course-level assessment methods since the last PRP?**

SLOs have been update and regularly assessed by Dr. Angelica Yanez our SLO coordinator. She had created a common assessment tool and established a calendar for the department.

**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.

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

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## 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**

Develop a AA-T degree in Social Justice: Chicana/o Studies.

**Is this a new or existing goal?**

New

**How will you complete this goal?**

We have designed and proposed an AA-T degree with an emphasis in Social Justice: Chicana/o Studies which is currently being analyzed by the Palomar College Curriculum Committee. We hope to have it up and running by fall 2020.

**Outcome(s) expected (qualitative/quantitative)**

We anticipate an interest by the students in the program and expect a positive correlation between the offering of the degree and retention as well as success in completion.

**How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?**

The program curriculum seeks to teach social awareness, challenge systems of oppression, and provide a critical history of the Mexican people and their relationship to power. Courses highlight a rigorous study of race and racism, class, gender, sexuality, religious conquest, and trace the impacts of colonialism and privilege. We strongly feel that the degree will be of interest to our students and offer a pathway to transferring to a four year institution. The department seeks to create an avenue by which students in the program can complete the requirements in timely manner for example offering aligned 4-week courses to assist in a rapid completion.

**Expected Goal Completion Date**

8/31/2020

## 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

## Review

### Chair Review

**Chair Comments**

It is great to have new full-time colleagues committed to academic excellence and community service. Thank you for all the support. We look forward to our department and our disciplines growing and contributing to Palomar College's mission, goals and success.

**Chair Name**

**Chair Sign Date**

## Dean Review

**Strengths and successes of the discipline as evidenced by the data and analysis:**

Excellent improvement in SLO assessment and ADA compliance for electronic materials. The discipline faculty collaborated to develop a AA-T degree in Social Justice: Chicana/o Studies that should be launching Fall 20.

**Areas of Concern, if any:**

Quick growth in dual enrollment at the high schools has been positive but also requires more administrative support for special admit paperwork.

**Recommendations for improvement:**

There is much excitement and energy from our new CS faculty members - I recommend prioritization of special events and more advanced notice for marketing.

**Dean Name**

Pearl Ly

**Dean Sign Date**

12/18/2019

## IPC Review

**Strengths and successes of the discipline as evidenced by the data and analysis:**

**Areas of Concern, if any:**

**Recommendations for improvement:**

**IPC Reviewer(s)**

**IPC Review Date**

## Vice President Review

**Strengths and successes of the discipline as evidenced by the data and analysis:**

Continued improvement - good reflection and summary.

**Areas of Concern, if any:**

**Recommendations for improvement:**

**Vice President Name**

Jack S. Kahn Ph.D.

**Vice President Sign Date**

2/2/2020