



# 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**  
Multicultural Studies (MCS)

**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 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?**  
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

**Full-time faculty (FTEF)**

.20

**Part-time faculty (FTEF)**

.20

**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.

**Describe your program's plan for assessing program learning outcomes.**

NA

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?**

We are following the institutional standard.

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

70.0%

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

The discipline has struggled since the retiring of the full-time faculty member that taught the courses. We are actively seeking new avenues to strengthen MCS including offering courses online and hiring of new part-time faculty. We feel this is a good starting point.

## **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 are 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 perform 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.**

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

## **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?**

NA

**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

## **Work Based Learning**

Applied and work-based learning (WBL) allows students to apply classroom content in professional settings while gaining real-world experience. WBL exists on a continuum that reflects the progress of experiences from awareness-building to training. Students often cycle back through the continuum many times throughout college and throughout their career. Faculty play a critical role in ensuring these experiences are embedded into curriculum and support learning.

**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**

Our priority is to restore the multicultural studies discipline. In the recent past the department offered as many as six classes in the discipline before the retiring of the full-time professor who taught the majority of the courses. We are now down to two and sometimes just one course offering. We have hired new part time faculty who is making a difference but we need time and ultimately a full-time instructor to return MCS to the level it needs to be.

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

New

**How will you complete this goal?**

We have hired new part-time faculty and are petitioning for a new full-time position.

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

There appears to be a correlation between the presence of a full-time faculty member and the success of a discipline.

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

Multicultural Studies as a discipline in the MCS Department seeks to expand students' awareness and critical 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 discipline offers opportunities for general education and aesthetic and cultural enrichment to enable students to understand their and other's role in a globalized, multicultural world.

**Expected Goal Completion Date**

8/15/2020

## 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?**

Yes

**Are you requesting additional Staff, CAST or AA?**

No

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

***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?**

Our objective is to in the near future develop Social Justice degrees with emphasis on MCS Studies and African American Studies as we are now doing with Chicana/o Studies. The hiring of a new full-time faculty member with emphasis in both areas would make this a possibility. It is vital for Palomar College to have a full-time faculty in this area to serve the needs of our students and the community. A full-time faculty member would allow us to remain current with what is happening at other community colleges.

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

A small number of talented and dedicated part-time faculty play a major role in teaching our MCS

courses and Africana Studies courses at Palomar College. They make our educational goals and course offerings possible. Without this group of educators, the MCS and AS disciplines would be severely diminished. The availability of these professors, however, is not always guaranteed making it difficult to staff the courses. By hiring a full-time instructor we can assure that someone will be dedicated to the growth of the disciplines and keep pace with other local colleges.

**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.**

Five years ago the department offered as many as six to eight classes in the discipline before the retiring of the full-time professor who taught the majority of the courses. We are now down to two and sometimes just one course offering. We have hired new part time faculty who is making a difference but we need time and ultimately a full-time instructor to return MCS to the level it needs to be.

**Is your department affected by faculty on reassigned time. If so, please discuss.**

NA

## **RESOURCE REQUESTS AND BUDGET ALLOCATION REVIEW**

Budget Analysis: This section should be completed by department chairs by the end of September.

**Are there areas in your budget where there has been a historical surplus (See three year trend)?**

No

**Are there processes that need to be examined to ensure we are being the most efficient with funding?**

No

**Are there ongoing needs in your department budget that you currently do not have the resources for?**

No

**Do you have non-general fund sources of funding?**

No

## **One Time Needs**

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY PERKINS AND STRONG WORKFORCE GUIDELINES](#) (on the left menu of the web page.)

Please check with your department chair on the availability for this cycle.

**Do you have one-time funding requests?**

No

## **Review**

### **Chair Review**

**Chair Comments**

The hiring of a new full-time person is vital for the continuation and growth of the discipline.

**Chair Name**

Rodolfo Jacobo

**Chair Sign Date**

10/29/2019

## **Dean Review**

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

There has been recent recruitment of strong adjunct MCS faculty.

**Areas of Concern, if any:**

**Recommendations for improvement:**

Agree that a replacement MCS/Africana Studies professor will help grow this program.

**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:**

Good review.

**Areas of Concern, if any:**

**Recommendations for improvement:**

**Vice President Name**

Jack S. Kahn Ph.D.

**Vice President Sign Date**

2/2/2020