

Status: **Reviewed**

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## 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**  
2020-2021

**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 TOP coded as vocational (CTE/CE)?**  
No

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

Use the link to provided to help answer the staffing questions below. This form requires a login and password to access. Please use your Palomar email and password to log in.

Link: [Permanent Employees Staff Count](#)

**Full-time Faculty (total number of FT faculty in your discipline)**

0

**Full-time Faculty (FTEF)**

0

**Part-time faculty (FTEF)**

.40

**Classified and other permanent staff positions that support this discipline**

1

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

0

## PROGRAM INFORMATION

In this section you are asked to consider your programs, their learning outcomes, the annual number of completions, goals for completions and enrollment and efficiency trends.

## PROGRAM LEARNING OUTCOMES

Begin this section by reviewing the Program Review reports for programs and courses in Nuventive Improve (TracDat). All active course and program learning outcomes should be systematically assessed over a 3-year cycle. First, look at program learning outcomes.

- **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 do they align with employer and transfer expectations?**

NA

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

NA

## Program Information Summary

Consider your program outcome assessments, completions, and enrollment/efficiency trends, as well as other internal and external factors.

**How have these factors contributed to the success of your program(s)?**

NA

**How have these factors presented challenges for your program(s)?**

NA

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. However ultimately we need a full-time faculty to help grow this important and vital area. It should be noted that the MCS department and MCS discipline are in the process of being renamed Ethnic Studies. This name change is in an effort to better match what pedagogically is taking place in the classroom. Moreover, Ethnic Studies is currently being adopted in California in the k-12 and CSU systems, we need to align with our higher education counterparts to create pathways.

### COURSE LEARNING 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 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

**Do you want more information about or need assistance integrating work-based learning into your program?**

No

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

**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?

Existing

##### Goal Status

##### How will you complete this goal?

We have hired new part-time faculty and hope to increase enrollment. leading to a new full-time position in the near future.

##### 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

8/31/2021

## RESOURCES

Congratulations! You are nearing completion. In this section, you will consider the resources you need to implement your three-year program review plan and/or address any findings from your assessment of your discipline.

The section is organized into the following four parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology and Facilities Needs

PART 4: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

### PART 1: STAFFING NEEDS

Requests for faculty will follow the prioritization process currently in place in IPC, and the IPC Subcommittee. Requests for new staff positions will be prioritized at the division level and reviewed at Exec.

**Are you requesting additional full-time faculty?**

No

***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.***

**Are you requesting new Classified, CAST or AA positions?**

No

## **PART 2: BUDGET REVIEW**

Review your Budget/Expenditure reports for 2018, 2019, 2020. Consider your three-year PRP plan.

Click on the link below to access directions to the *Available Budget Report* to complete this section.

[How to Request the Available Budget Report](#)

**Reflecting on your three-year PRP plan, are there any budget considerations you would like your dean/supervisor to be aware of for the upcoming year?**

No

## ***NOTE: PARTS 3 and 4 – TECHNOLOGY, FACILITIES AND OTHER NEEDS***

This year the College is implementing two new processes related to resource needs coming from the PRP process.

1. One-Time Fund Requests. The college is implementing a process for prioritizing and allocating funds for one-time needs/requests tied to Program Review and Planning. Prioritization will take place through participatory governance in planning councils and the Budget Committee. Then, a recommendation will be made to Exec for funding of request utilizing various funding sources.

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES](#).

Consider submitting one-time requests only if you have verified that you cannot fund the request using your general discretionary funds or other funds.

2. Technology and Facilities Review. From now on, ALL requests for technology will go through an institutional review process. If you request technology here, you will see a description of the process below.

## **PART 3: TECHNOLOGY AND FACILITIES NEEDS**

**Will you be requesting any technology (hardware/software) this upcoming year?**

No

**Do you have resource needs that require physical space or modification to physical space?**

No

## **PART 4: OTHER ONE-TIME NEEDS**

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES](#). Please check with your department chair on the availability for this cycle.

**Do you have one-time requests for other items (e.g., Non-Technology Equipment, Supplies, Operating Expenses, Travel) that your budget or other funding sources will NOT cover?**

No

**I confirm that the Program Review is complete and ready to be submitted.**

Yes

**Enter your email address to receive a copy of the PRP to keep for your records.**

rjacobob@palomar.edu

## Review

### Chair Review

#### Chair Comments

Thank you.

#### Chair Name

Rodolfo Jacobo

#### Chair Sign Date

10/26/2020

### Dean Review

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

I agree that the name change from Multicultural Studies to Ethnic Studies is better match what pedagogically is taking place in the classroom. This change would also align with our higher education counterparts to create pathways.

#### Areas of Concern, if any:

The department used to offer as many as six classes in the discipline before the retiring of the full-time professor, and now down to two or one. The department needs a full-time instructor to return to its past level.

#### Recommendations for improvement:

I would recommend answering the following question next time with yes and provide details. Are you requesting additional full-time faculty?

#### Dean Name

Najib Manea covering for Dean Ly

#### Dean Sign Date

11/20/2020

### 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:

poised to address requirements of Ethnic Studies

#### Areas of Concern, if any:

why follow the institutional standard for course success rate?; no integration with WBL

**Recommendations for improvement:**

1. discuss benefits of WBL and Career Continuum with Nichol Roe for MCS -- potential benefits include access to internships, service learning, employer relationships in this area

**Vice President Name**

Shayla Sivert

**Vice President Sign Date**

12/31/2020