

Status: **Read**      Status: **Submitted**

Entry #: 103

Date Submitted: 10/21/2021 7:27 PM

## OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review and Planning is about evaluating and assessing programs and documenting plans for improving student success rates. Through review of and reflection on key program elements, Program Review and Planning identifies program strengths and strategies necessary to improve the academic discipline, program, and/or services to support student success.

The College also uses Program Review and Planning as the conduit to request resources (human, technology, facilities and funding) to further help improve and support programs.

### BASIC PROGRAM INFORMATION

**Academic Year**

2021-2022

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

Comprehensive

**Division Name**

Social and Behavioral Sciences

**Department Name**

Multicultural Studies

**Department Chair Name**

Rodolfo Jacobo

**Discipline Name**

Multicultural Studies (MCS)

**Department Chair email**

rjacobob@palomar.edu

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

Rodolfo Jacobo, professor

Angelica Yanez, Professor

**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.

**Describe how your mission statement aligns with and contributes to the College's Vision and Mission.**

The Ethnic Studies Department and its disciplines follow the mission, vision and values of Palomar College. We respect each of our students' unique experiences and supports them to achieve academic success. We commit to academic excellence and encourage our students to embrace and develop the best version of themselves as we prepare them to engage with our rich diverse local and global communities. We create a learning and cultural experiences that fulfill the mission of our department, our discipline and Palomar College. We are committed to serving our community, including historically and currently marginalized and racially minoritized populations including Dreamers.

[\(click here for information on how to create a mission statement\)](#)

**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

**BASIC PROGRAM INFORMATION: FACULTY AND STAFFING RESOURCES**

In this section, you will identify how many faculty and staff support your discipline's programs. This information is considered when you request permanent staff and faculty hires. It is also useful as you evaluate your program and the human resources and talent you have to support our students.

To help you answer questions in this section, you will need the two links below. An arrow will appear in the spreadsheet pointing to the data you will enter.

1) [Permanent Faculty and Staff Count](#)

2) [FTEF LINK](#)

**How many permanent or full-time faculty support your discipline (program)?**

0

**For this past fall semester, what was your Full-time FTEF assigned to teach classes?**

0

**For this past fall semester, what was your Part-time FTEF assigned to teach classes?**

.40

**List the classified and other permanent staff positions that support this discipline.**

Teresa Quainoo

**List additional hourly staff that support this discipline and/or department**

0

**PROGRAM INFORMATION**

In this section, you are asked to consider and evaluate your programs, including their program 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

Depending on the degree or transfer goals of our students, there are three different GE pathways to choose from:

- [Associate Degree GE Requirements](#)
- [CSU GE Requirements](#)
- [IGETC Requirements](#)

Palomar College has identified a set of General Education/Institutional Learning Outcomes (GE/ILOs), 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.](#)

Next, review your course outcomes as they relate to Palomar's GE/ILOs.

**How do the courses in your discipline support GE/ILOs? In your response, please specify which GE/ILO(s) your discipline supports. You should refer to the GE/ILOs your program outcomes are mapped to in Nuventive.**

The courses offered in MCS (Discipline) area are transferable to CSU- UC, as well as meet the new CSU Ethnic Studies requirement and Palomar College MCS requirement. They cover general education but also the institutional learning outcomes such as communication, computation, critical thinking, and community, multicultural and global consciousness, and responsibility.

**Summarize the major findings from your course outcomes assessments that are related to the GE/ILOs education/Institutional Learning Outcomes that your discipline supports. You should refer to the GE/ILOs your course outcomes are mapped to in Nuventive.**

Our assessments indicate that our students show mastery of critical thinking, written communication, foundational knowledge, and ethical awareness.

## ENROLLMENT AND EFFICIENCY TRENDS

Your courses and offerings represent the path students take to complete their goals. Palomar has a very diverse set of programs and offerings and students have many paths they can take to earn a degree, certificate, or transfer.

In addition to student success and completion, enrollment trends, resources (FTEF), and efficiency metrics like FTES/FTEF are factors reviewed by the college when considering needs for staffing and program support. Evaluating these metrics also helps the College when developing class schedules to meet the needs of students.

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).

In this section, you will examine your enrollments over time and resources (FTEF) utilized to support or generate those enrollments.

This information can be found by looking at enrollment efficiencies.

Link to [Program: Enrollment Trends](#)

**Have your enrollment trends increased, decreased, or stayed the same for your discipline over the past five years? (check box)**

Decreased

**Have your efficiency trends increased, decreased, or stayed the same for your discipline over the past five years? (Check box)**

Decreased

**Were these trends expected? Please explain.**

The courses in the discipline, were very popular when we had a full-time professor teaching them. After she retired, almost ten years ago, the position was never replaced and the demand dropped sharply making it impossible to make a quantitative argument to replace the position. We used to offer up to seven courses in the discipline and we are now down to one.

## Program Information Summary

In this section you are asked to evaluate your programs by considering their program learning outcome assessments, the annual number of completions, goals for completions, enrollment and efficiency trends and any other internal or external factors that had an impact on your program.

**What factors have contributed to the success of your program(s)? Describe how they have contributed.**

NA

**What factors have presented challenges for your program(s)? Describe the impact of these challenges.**

NA

## COURSE INFORMATION

In this section, you will review how students perform in the courses you offer as part of your program. The Chancellor's Office Vision for Success stresses the importance of reducing equity gaps through faster improvements of underrepresented groups.

Data are provided to help you examine differences in course success rates (C or better) across student demographic categories (e.g., gender) and course type (e.g., face-to-face, online).

After you complete your review of course success data, you are asked about the assessment of student learning outcomes at the course level, progress you have made in these assessments, and changes you have implemented as a result/

## COURSE SUCCESS AND RETENTION

ACCJC also requires that colleges establish institutional and program level standards and stretch goals for course success rates.

Program-set standards for course success rates represent the lowest success rate deemed acceptable by your discipline. 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. The College's institution-set standard for course success rates is 70%

Program-set stretch goals for course success rates represent the success rates you aspire your students to achieve.

### Link to Course Information

The data includes overall success (% C or better) and retention rates (% No Ws) . The data tables include course 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/> )

### 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.

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

Decreased

### Was this expected? Please explain.

As stated earlier, these courses were very popular when we had a full-time professor teaching the discipline. After she retired almost ten years ago, the position was never replaced and the demand dropped sharply making it impossible to make a quantitative argument to replace the position. We have also struggled to find and secure a reliable pool of adjunct faculty in the field. Lastly, COVID 19 sent the success rate even further down.

### 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.

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

Decreased

**Was this expected? Please explain.**

With the exception of the pandemic year, the retention has been overall good. The two years prior to the pandemic the retention rate was in the low 90's. No doubt the pandemic had an impact on student retention as it decreased to 76% in the fall of 2020.

**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?**

N/A

**Please share any best practice methods you use for online courses.**

The flow of most of our online classes is the following:

Most of our Canvas classes used a front-page that links directly to each unit. When students log into Canvas, they can click on the unit and be sent directly to the module that corresponds with that unit. It is a great way to organize our home page.

Most classes use an introduction page that gives an overview of the unit at the beginning of each module. The professor has created a personalized video to explain in detail the flow of each class. Students benefit from knowing exactly what to expect. Most classes list two main things on the introduction to each unit:

The goals and objectives or the state standards that will be covered in the unit

The tasks that need to be completed by the students

Instructor set up a tutorial course that focuses on teaching how to use Canvas. He launched a video introduction, a week before class started. He included step-by-step text instructions and short, manageable assignments that teach students how to complete discussion posts, longer assignments, and projects, how to communicate with the professor and each other, and more. He provides students with links for various campus resources available to them through Palomar along with student services and life around campus. There are video links on how to log in to Canvas at Palomar and how to contact the Disability Resource Center.

While each module has different material, they all follow the same format. We have an introduction page first, then all notes and lessons, followed by the assignments, and lastly a study guide or review for quizzes and exams.

Quizzes and exams are imported directly into each module. In most of our canvas classes, instructors make short quizzes to receive immediate feedback from my students. In Canvas, most of the instructors can add various question types. Some of the most common question types include the ordering question (great for timelines and sequencing), fill in the blank, and matching. These are great for a quick check for understanding. Canvas will also grade the tests or quizzes so you receive immediate feedback.

We all have a module that is strictly class information, as well. In that module, We have the course syllabus, contact information, and a link to the lesson plans so students know exactly what is going on in our course. We all have organized my Canvas account by weeks. Personalized videos are used with the help of Canvas Studio.

Online communication is conducted via the canvas discussion board. As a department we are fully aware Discussions on Canvas do not replace the face-to-face conversations that take place in the classroom but they can help augment other forms of instruction and give students a chance to communicate their ideas, to build community with their peers, and to reflect on the readings and lectures assigned to the class.

In our department, most of the discussion boards in Canvas is used for:

Allows instructors to ask a question that was sparked by an in-class discussion

Allows Instructors to assign small groups to work on answers to complex questions and then post their answers

Is used for students to ask open-ended questions about the course's concepts

The discussion board questions ask students to apply or explain concepts that they are learning in the course

It is also used to provide credit for participation

It is also used to review quizzes and exams.

Videos on Canvas

Most of our classes use personal videos. I wide range of video lectures has been developed by our department. These videos are posted on canvas studio, zoom, and also youtube. All of the videos are fully captioned.

**COURSE STUDENT LEARNING OUTCOMES (SLOs)**

**Reflecting on the major findings you summarized, what are some questions you still have about student learning in your courses that you have not yet been able to address with your outcomes assessments?**

Do students use this knowledge in their everyday lives and is the scholarship transformative and meaningful or is it just another "history" class for them?

How do the classroom experience and sense of community that students experience influence retention and degree completion?

**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?**

We could use a full-time faculty member that can invest in the discipline and take it back to where it was 10 years ago.

**Summarize the major findings of your course level student learning 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.

**Excluding courses that haven't been offered in the last three years, confirm that all of your courses have been assessed in the last three years.**

Yes

## **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.

**What is your departmental strategy on how you schedule your courses, including the time of day you offer courses? Do you use 4-week, 8-week, or block scheduling (putting required classes near each other) to organize required classes to meet the needs of disproportionately impacted students? Please explain.**

NA

**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?**

NO

**How is the potential need for program/course deactivation addressed by the department?**

If a course is not offered over a period of three semesters due to low enrollment the course is considered for deactivation by department consensus.

**Are there areas you would like to expand?**

Not at this time we are focusing on strengthening the discipline by focusing on our current offerings.

**Describe any data and/or information that you have considered as part of the evaluation of your program.**

NA



To answer the next two questions, you will need to review your [program maps](#) and program information in the [2021-2022 Catalog](#).

**Is the content in the program mapper accurate?**

Yes

**Is the content in the catalog accurate?**

Yes

**Has your department or discipline started having discussions about embedding diversity related issues or content in your curriculum?**

Yes

**If yes, describe your efforts. If no, what type of training or help do you need to do this work?**

We will continue our efforts as Ethnic Studies faculty and focus on anti-racism, critical race theory, community building, advocating for minoritized students, discuss and teach about institutional racism in education, and epistemic violence, we will continue to honor and highlight the works of scholars of color, and work towards decolonization. The help that we would need in the institution is to be supported by the wider campus and our work not be regulated as tokenism or appropriated.

## 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? 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)**

Education and Training — Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects. See more occupations related to this knowledge.

English Language — Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar. See more occupations related to this knowledge.

Sociology and Anthropology — Knowledge of group behavior and dynamics, societal trends and influences, human migrations, ethnicity, cultures, and their history and origins. See more occupations related to this knowledge.

History and Archeology — Knowledge of historical events and their causes, indicators, and effects on civilizations and cultures. See more occupations related to this knowledge.

Foreign Language — Knowledge of the structure and content of a foreign (non-English) language including the meaning and spelling of words, rules of composition and grammar, and pronunciation. See more occupations related to this knowledge.

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**Skills**

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Reading Comprehension — Understanding written sentences and paragraphs in work-related documents. See more occupations related to this skill.

Instructing — Teaching others how to do something. See more occupations related to this skill.

Speaking — Talking to others to convey information effectively. See more occupations related to this skill.

Active Learning — Understanding the implications of new information for both current and future problem-solving and decision-making. See more occupations related to this skill.

Active Listening — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times. See more occupations related to this skill.

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**Abilities**

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Oral Expression — The ability to communicate information and ideas in speaking so others will understand. See more occupations related to this ability.

Written Expression — The ability to communicate information and ideas in writing so others will understand. See more occupations related to this ability.

Oral Comprehension — The ability to listen to and understand information and ideas presented through spoken words and sentences. See more occupations related to this ability.

Speech Clarity — The ability to speak clearly so others can understand you. See more occupations related to this ability.

Written Comprehension — The ability to read and understand information and ideas presented in writing. See more occupations related to this ability.

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

We require students to write essays, complete exams, and finish homework assignments that interpret, analyze, evaluate, and synthesize primary and secondary readings. Social awareness to understand and engage the world, not as

bystanders but as active and creative agents. Critical analysis to acquire skills and abilities in thinking and communicating

ideas, and to become culturally competent in increasingly diverse communities.

**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](#).

If you require any additional resources beyond your exiting budget, please be sure to request those resources in the next section titled "Resources".

## 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

Ongoing

#### 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

12/25/2023

## 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 fiscal year 2019, 2020, 2021. 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, 4 and 5 – TECHNOLOGY, FACILITIES AND OTHER NEEDS***

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

## **Part 4: Facilities Requests**

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

No

## **PART 5: 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 all full-time faculty in this discipline have reviewed the PRP. The form is complete and ready to be submitted.**

Yes

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

rjacobo@palomar.edu