

# Program Review & Planning (PRP)

## PART 1: BASIC PROGRAM INFORMATION

Program Review is a self-study of your discipline. It is about documenting the plans you have for improving student success in your program and sharing that information with the college 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 that in mind, please answer the following questions:

<b>Discipline Name:</b>	Multicultural Studies
<b>Department Name:</b>	Multicultural Studies
<b>Division Name:</b>	Social and Behavioral Sciences

Please list all participants in this Program Review:

Name	Position
Jerry Rafiki Jenkins, Ph.D.	Professor

<b>Number of Full Time faculty</b>	1	<b>Number of Part Time Faculty</b>	2
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Please list the Classified positions (and their FTE) that support this discipline:

One ADA shared with Child Development.

What additional hourly staff support this discipline and/or department:

None

Discipline mission statement ([click here for information on how to create a 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.

List any new degrees and certificates offered within this discipline since your last comprehensive review:

N/A

Discipline Level Data: <https://sharepoint2.palomar.edu/sites/IRPA/SitePages/PRP%20Summary%20Source.aspx>

## PART 2: PROGRAM REFLECTION

### 1. Program Analysis:

Reflect upon and provide an analysis of your summary data.

Although there was a decline in enrollment from Fall 2015 to Fall 2016, the fill rate dipped slightly from 87.54% to 86.57%, but the WSCH/FTEF improved from 453.39 to 489.71. The success rate of Face-to-face courses during this period increased from 71.4% to 72.5%, but the retention rate for Face-to-face courses remained the same at 92.5%. Similarly, the success rate for DE courses showed a slight increase from 60.6% to 61.3%, and the retention rate for these courses increased from 84.2% to 85.6%. Similar to the last report, what the data suggests in this year's report is that students do better in our Face-to-face courses than our DE courses and that an increase in Face-to-face courses and a decrease in DE courses might lead to an increase in the overall success and retention rates of the discipline and the College. In spite of the decline in enrollment at the college level, the MCS courses continue to thrive. Indeed, the number of AA/AS degrees awarded rose from 1,891 to 1,951, and the "Cert < 18 units" and the "Cert 18+ units" increased, respectively, from 280 to 545 and from 1740 to 1752. Nevertheless, these numbers could increase if the number of non-MCS courses that count as multicultural studies courses are decreased.

### 2. Standards:

ACCJC requires that colleges establish institutional and program level standards in the area of course success rates. These standards represent the lowest success rate (% A, B, C, or Credit) 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.

Discipline Level Course Success Rate:

- A. The College's institutional standard for course success rate is 70%.
- B. Review your discipline's course success rates over the past five years.
- C. Identify the minimum acceptable course success rate for your discipline. When setting this rate, consider the level of curriculum (e.g., basic skills, AA, Transfer) and other factors that influence success

Standard for Discipline Course Success Rate:

70%

Why?

The 70% success rate, as oppose to the 75% rate stated in the previous PRP, is adopted to be on par with the College's success rate and to reflect the total success rate of our Face-to-face and DE courses over the last five years. Moreover, we believe that 70% is a more realistic goal for DE courses, since they tend to be lower than the College's standard.

### 3. Program Update:

Describe your proudest moments or achievements related to student success and outcomes.

Recently, a student who took MCS 100 with me has graduated from CSUSM and is entering a master's program in social work.

#### 4. Program Improvement:

**What areas or activities are you working on this year to improve your program? Please respond to new data as well as feedback from last year's program review.**

We are still in the process of considering the creation of an annual event that displays how MCS courses and the University Studies: Culture and Society degree can be applied to the world outside of school, but we are also concerned with how to avoid course cancellations, since many of our students come to us late in the enrollment process.

#### 5. Unanticipated Factors:

**Have there been any unanticipated factors that have affected the progress of your previous plan?**

The drop in the College's enrollment, the number of non-MCS courses that count as Multicultural Studies requirements, and an increase in course cancellations.

#### 6. SLOACs:

**Describe your course and program SLO activities this past year. How have you used the results of your assessments to improve your courses and programs? Refer to the SLO/PRP report – <https://outcomes.palomar.edu:8443/tracdat/>**

We are still in the process of rewriting our SLOs and are now focused on the theoretical diversity in faculty approaches to multiculturalism. We are also in the process of assessing the role of the essay in our SLOs, since students are not required to take an English composition course before enrolling in MCS 100. While incorporating the essay into the SLOs is an important measure of student learning, it might be an unfair requirement because many of the students are not academically prepared to write a college-level essay.

### PART 3: PROGRAM GOALS

**1. Progress on Previous Year's Goals: Please list discipline goals from the previous year's reviews and provide an update by placing an "X" the appropriate status box .**

Goal	Completed	Ongoing	No longer a goal
Maintain or increase the success rate of students taking Face-to-face courses.		X	
Increase success rate of students taking DE courses.		X	
Increase the number of department degrees awarded.		X	

**2. New Discipline Goals: Please list all discipline goals for this three-year planning cycle (including those continued from previous planning cycle):**

Goal #1	
Program or discipline goal	Maintain and/or increase the success rate of students taking Face-to-face courses.

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<b>Strategies for implementation</b>	Since we have reviewed the SLOs for MCS 100 and the recent scholarship in the field of Ethnic Studies, we are now focused on developing a list of texts that will be appropriate for the course.
<b>Timeline for implementation</b>	Fall 2019
<b>Outcome(s) expected (qualitative/quantitative)</b>	Increased enrollments in MCS 100 Face-to-face courses and increased retention rates for the College as a whole.
<b>Goal #2</b>	
<b>Program or discipline goal</b>	Increase success rate of students taking DE courses.
<b>Strategies for implementation</b>	Since the hybrid version of MCS 100 was cancelled this semester (Fall 2017) due to low enrollment, there is no empirical evidence to see if success rates in hybrid MCS 100 courses are higher than those that are 100% online. While we will be considering other ways to increase the success rate for MCS 100 DE courses, it seems that in the meantime students should be required to take a course that teaches them how to be successful DE students.
<b>Timeline for implementation</b>	Fall 2019
<b>Outcome(s) expected (qualitative/quantitative)</b>	Retention rates are higher for hybrid courses than 100% online courses.
<b>Goal #3</b>	
<b>Program or discipline goal</b>	Increase the number of department degrees awarded.
<b>Strategies for implementation</b>	We are still interested in creating an annual event that emphasizes how the University Studies: Culture and Society degree can be used in student's public and private lives, but we believe that we need scholarly support for our program. Thus, we are in the process of reviewing current research that examines why students choose particular majors.
<b>Timeline for implementation</b>	Fall 2019
<b>Outcome(s) expected (qualitative/quantitative)</b>	Increased the number of students leaving the College with a degree.

**PART 4: FEEDBACK AND FOLLOW-UP**

This section is for confirming completion and providing feedback.

**Confirmation of Completion by Department Chair**

<b>Department Chair</b>	Rodolfo Jacobo
<b>Date</b>	2/9/ 2018

**\*Please email your Dean to inform them that the PRP has been completed and is ready for their review**

**Reviewed by Dean**

<b>Reviewer(s)</b>	Pearl Ly
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<b>Date</b>	2/16/18
<b>1. Strengths and successes of the discipline as evidenced by the data and analysis:</b>	
Excellent mission statement. Enrollments and success rates are holding steady	
<b>2. Areas of Concern, if any:</b>	
<ul style="list-style-type: none"> <li>● SLO's - what is your time for rewriting SLO's and conducting assessment?</li> <li>● Goals are vague: What are other areas to improve success rates of students besides appropriate course reading?</li> <li>● There are other ways to improve DE student success rate than offering hybrid.</li> <li>● Strategy for increasing the department degrees awarded is unclear.</li> </ul>	
<b>3. Recommendations for improvement:</b>	
Have discussions among the MCS department to brainstorm ways faculty can increase student enrollment and student success in face-to-face and online courses. Think about process and how to obtain buy-in to reduce the number of courses outside of MCS that fulfill the multicultural studies requirement.	

**\*Please email your VP to inform them that the PRP has been completed and is ready for their review**

Reviewed by Vice President	
<b>Reviewer(s)</b>	Jack S. Kahn, Ph.D.
<b>Date</b>	2/20/2018
<b>1. Strengths and successes of the discipline as evidenced by the data and analysis:</b>	
<ol style="list-style-type: none"> <li>1. Excellent use of data in introduction.</li> <li>2. Success rates are really impressive- would love to learn more about what is working here.</li> <li>3. That's great to hear about your student who got into an MSW program- great!</li> </ol>	
<b>2. Areas of Concern, if any:</b>	
<ol style="list-style-type: none"> <li>a. SLO section is a great intro but needs specifics (see rubric) – we need to fix that this year.</li> <li>b. See dean's comments</li> </ol>	
<b>3. Recommendations for improvement:</b>	