

This is the review your department or program submitted in Spring 2008. For Questions #3 and #4 on this form, please provide a progress or status report on the plans you identified last year. For each item, type your progress report in the right column titled, Progress-2008-09. Also, please list the faculty and staff who participate in this progress report. Forward (1) a hard copy to Instructional Services for review by IPC and (2) an electronic copy to jdecker@palomar.edu no later than 3/2/2009

Palomar College – Institutional Review and Planning Instructional Programs

Purpose of Institutional Review and Planning:

The institution assesses progress toward achieving stated goals and makes decisions regarding the improvement of institutional effectiveness in an on-going and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data (ACCJC/WASC, Standard I, B.3.)

Discipline: Africana Studies

2009

Instructional Discipline Reviewed

2007-08

1. 3-year trend of quantitative data

	Fall 2004	Fall 2005	Fall 2006	Definitions
Enrollment at Census	62	62	88	<i>Self Explanatory</i>
Census Enrollment Load %	65.26%	65.96%	58.28%	Enrollment at Census Divided By Sum of Caps (aka "Seats")
WSCH	192	189	276	Weekly Student Contact Hours
FTEF	6.41	6.29	9.19	One Full-Time Equivalent Student = 30 WSCH
Total FTEF	0.60	0.60	0.80	Total Full-Time Equivalent Faculty
WSCH/FTEF	320	314	345	WSCH Generated per Full-Time Equivalent Faculty Member
Full-time FTEF	-	-	0.80	FTEF from Contract Faculty
Hourly FTEF	0.40	0.60	-	FTEF from Hourly Faculty
Overload FTEF	0.20	-	-	FTEF from Contract Faculty Overload
Part-Time FTEF	0.60	0.60	-	Hourly FTEF + Overload FTEF
Part-Time FTEF %	100.00%	100.00%	-	Percent of Total FTEF Taught By Part-Time Faculty
Retention Rate	89.47%	92.86%	89.66%	Non-W Grades (A,B,C,CR,D,F,FW,NC) Divided By A,B,C,CR,D,F,FW,NC,W Grades
Success Rate	54.39%	44.64%	55.17%	A,B,C,CR Grades Divided By A,B,C,CR,D,F,FW,NC,W Grades
Degrees Awarded	-	-	-	Total number of Degrees awarded for the Full Academic Year
Certificates Awarded:	-	-	-	Total number of Certificates awarded for the Full Academic Year
- Under 18 Units	-	-	-	Total number of Certificates awarded for the Full Academic Year
- 18 or More Units	-	-	-	Total number of Certificates awarded for the Full Academic Year

2. Reflect upon and analyze the above 3-year trend data. Briefly discuss overall observations and any areas of concern or noteworthy trends.

The increase in student enrollment in Africana Studies is worthy to note. The increase is the result of a new full-time position in AS in 2006. The new AS faculty in 2006 attracted new students and generated an improvement in enrollment in the AS classes. With a full-time faculty, the AS program in the MCS Department will develop and grow significantly. We are optimistic with a new full-time position in the future that will contribute to the important standard of diversity.

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3. Reflecting on the 3-year trend data, describe/discuss discipline planning related to the following:

PLAN – 2007-08	Progress – 2008-09
<p>a. Curriculum, programs, certificates and degrees (consider changes due to CSU/UC transfer language updates, articulation, workforce and labor market projections, certificate or degree completions, etc.)</p> <p>The Africana Studies certificate has been in existence since the 1970's. Due to faculty attrition in AS, the MCS Department has never functioned in the capacity to actually offer the necessary courses appropriate to fulfill course offerings to interested students. Once a full-time position in AS is actualized, the rebuilding process can begin to install and offer the appropriate classes in the AS certificate. The new World Cultures certificate will allow more students to enroll in the AS 100 class.</p>	<p>Due to the lack of a full-time position, the A.A. certificate in Africana Studies remains inactive and has never been fully operative as earlier full-time positions were never replaced since the 1980's as Africana Studies faculty left the college. The revival of the Africana Studies certificate would result when a new full-time position in Africana Studies is approved. Failure to recruit viable professors in Africana Studies will be detrimental to the Africana Studies program, the Multicultural Studies Department, and the World Cultures certificate.</p>
<p>b. Class scheduling (consider enrollment trends, growth, course rotation, comprehensiveness, etc.)</p> <p>The small numbers of class offerings in AS classes are a result of limited offerings due to the program's lack of a full-time position. Course offerings, while small, are offered by part-time faculty in academic disciplines outside of the MCS Department and by other part-time faculty who teach in the San Diego College System. Africana Studies faculty are very competent and dedicated, but are limited by other commitments and cannot provide the necessary time and effort required to build and stabilize the AS program.</p>	<p>Currently, the MCS department offers three courses in African Studies. One course is offered by a full-time contract faculty from English and the other is a part-time faculty member. Both instructors are highly talented and committed to the discipline of Africana Studies classes. The enrollment numbers for Africana Studies classes are excellent. If more classes in Africana Studies were developed, the enrollment would grow accordingly and proportionally.</p>

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4. Discuss/identify the resources necessary to successfully implement the planning described:

PLAN – 2007-08	Progress – 2008-09
<p>a. Equipment/Technology – block grant funds, VTEA, other resources, etc. N/A.</p>	N/A
<p>b. Budget – budget development process, one-time funds, grants, etc. Add DVD's and add to speaker's fund.</p>	Provide for appropriate supplies account for growth in Africana Studies based upon student enrollment.
<p>c. Facilities – schedule maintenance needs, additional classrooms/labs due to growth, remodeling, etc. We will transfer AS to the new MIB complex.</p>	N/A
<p>d. Faculty position(s) – faculty priority process and projected full-time needs for 1 – 3 years Recent resignation of new- full-time faculty in the fall of 2007 has been detrimental to the potential development and growth of the AS program and course offerings. Institutionally, new efforts to rehire in the AS program needs to be re-established.</p>	Recommend one full-time position in Africana Studies to remedy instability through lack of a full-time position.
<p>e. Staff position(s) – changes in instructional or support needs due to program growth, new technology, etc. N/A</p>	N/A
<p>f. Other N/A</p>	The development of a student organization, Black Student Union (BSU) on campus during the fall semester of 2008 is highly significant. The last student organization ended about 15 years ago and was inactive all of these years. The new BSU has hosted an African American event this February for the college. There is great potential, in this student involvement to promote student leadership,

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	retention, and transfer which is necessary for student success and growth.
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5. Discuss one discipline goal linked to Palomar's Strategic Plan 2009 and how it will support the success of students.

Increase instructional awareness and referral of student services that support student success. Faculty are committed to student success and provide a positive learning role model for academic success. Africana Studies faculty provide diversity in people, culture, and beliefs that enrich Palomar College and continue the offering of AS-101, AS-102, AS-115 and also the creation of Independent Studies to provide for individual development and enrichment.

6. Student Learning Outcome progress:

a. Describe a learning outcome at the course or program level and the assessment used to measure student learning of that outcome.

As faculty are supportive and provide opportunities in organization, relations to leadership practices to promote diversity, and positive actions to build diversity through student initiatives to build cultural awareness and diversity. Students learn to evaluate and compile rich historical data and information on African American history and positive perspectives on African and African American contributions to the world. Students function to present important reports on these subjects. The new student organization, BSU, demonstrates active leadership and understanding of these subjects.

b. Discuss a learning outcome that is observable yet difficult to measure.

The continuing active relations in the classroom reflect cross-cultural learning experiences and values that create positive relations, networks, and understanding that are promising but not always observable.

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7. Describe a discipline accomplishment that you want to share with the college community.

The Africana Studies faculty promote learning both within the classroom and outside the classroom. Positive leadership activities and events reflect successful student energy to contribute to both Palomar College and the community. As faculty, both Paula Johnson Nash and Dr. Martin Japtok have been very positive role models and have contributed to a revival of the Black Student Union (BSU) which is open to all students. The new BSU has returned after a long 15- to nearly 20-year absence.

8. Are there other resources (including data) that you need to complete your discipline review and planning?

I would like to know the number of students attending the Africana Studies classes who are African American and retention and transfer rates in 2008 and 2009.

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9. For programs with an external accreditation, indicate the date of the last accreditation visit and discuss recommendations and progress made on the recommendations.

N/A.

10. Other comments, recommendations:

N/A.

Please identify faculty and staff who participated in the development of the reviewer's planning:

John Valdez _____

Department Chair/Designee Discipline Review and Signature

Date

Division Dean Review and Signature

Date

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**Please identify faculty and staff who participated in the development of the reviewer's progress/status report -
Input Names Here:**

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