

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

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
FTEs	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.

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>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>	

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>	
<p>b. Budget – budget development process, one-time funds, grants, etc. Add DVD's and add to speaker's fund.</p>	
<p>c. Facilities – schedule maintenance needs, additional classrooms/labs due to growth, remodeling, etc. We will transfer AS to the new MIB complex.</p>	
<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>	
<p>e. Staff position(s) – changes in instructional or support needs due to program growth, new technology, etc. N/A</p>	
<p>f. Other N/A</p>	

5. Discuss one discipline goal linked to Palomar's Strategic Plan 2009 and how it will support the success of students.

The Africana Studies discipline covers academic material vital to a full understanding of the American Experience that reflects the role of African-Americans in our American history and culture and the quest for equality. The AS program contributes significantly to the betterment and social and cultural understanding and to the value of diversity which is a hallmark standard at Palomar College. The AS-101 and AS-102 classes fulfill the American Institutions requirement for the General Education degree.

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.

By requiring students to complete essays, exams, and reports, AS faculty create a valuable learning experience that is verified by academic standards which students earn through the grading system that tests their academic abilities and reflects their newfound comprehension and understanding of the material that is studied.

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

Students engaged in the AS classes enjoy a rich cross-cultural experience that leads to a positive appreciation of the African-American experience in American society. It is an observable experience where the class, along with the instructor, can see the positive interaction of all cultural groups. Attitudes of students are expanded in the areas of social and cultural understanding.

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

I think an important discipline accomplishment is witnessing an AS classroom experience. Taught by Paula Johnson Nash where she brings all students from diverse backgrounds to produce a highly energetic and positive classroom environment. African American students in her class have been inspired to seek development of a student club focusing on their African American heritage.

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

N/A.

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

* By no later than 2/14/08, forward a hard copy to Instructional Services for review by IPC.

* Also, by no later than 2/14/08, forward an electronic copy to Institutional Research and Planning.