

Status: **Reviewed**

Entry #: 308

Date Submitted: 10/31/2020 9:24 AM

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?

Comprehensive

Department Name

Multicultural Studies

Discipline Name

Africana Studies (AS)

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 mission of the Africana Studies discipline is to offer a critical examination of the history, political experience and culture of

Americans of African descent to students and the community. Africana Studies enables students to participate in a multicultural

society by understanding ethnic, racial and cultural dynamics and their historical context in the U.S.

(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.

Martin Japtok, Professor of English

Jerry Rafiki Jenkins, Professor of English, Director of Writing Center

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)

.60

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

Depending on the degree or transfer goals of our students, they have the choice of three different GE pathways:

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

Palomar College has identified a set of General Education/Institutional Learning Outcomes, 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 General Education/ Institutional Learning Outcomes? In your response, please specify which GE/ILO(s) your discipline supports.

First of all, I'd like to point out some oddities in the GE/ILO mapping--the almost total omission of AS courses. I am not sure how this came about, but that's less important than that they are not currently mapped, based on the documents accessible to me. No AS course is listed where one might expect them: Inquiry and Analysis, Critical Thinking, Civic Knowledge and Engagement. Only AS 102 is listed under Written Communication--but not AS 101. AS 120, which has not been taught in a decade or longer, is listed under Intercultural Knowledge, but neither AS 101 or AS 102 are. All the GE/ILOs listed can be argued to be supported by AS 101/102.

Summarize the major findings from your course outcomes assessments that are related to the General Education/Institutional Learning Outcomes that your discipline supports.

As noted above, Inquiry and Analysis, Critical Thinking, Civic Knowledge and Engagement, Written Communication, and Intercultural Knowledge are the GE/ILOs that AS courses support. These GE/ILOs, as they pertain to AS courses, are tied to each other through reading comprehension and background knowledge of US and world history. We have found that between 10% and 40% of students are hampered by lacks in comprehension and background knowledge. Since English is not a pre-requisite for AS courses, and we do not advocate that it should be so, basic writing and reading comprehension skills will continue to be an area that affects course success until there are changes made at the K-12 level. However, we address those skill areas where students are lacking by designing assignments and structuring class discussions that not only seek to help students with developing their reading and comprehension skills, but also their critical thinking skills and their ability to analyze a text or idea, to write an argument, to make connections between African American cultures and other American cultures, and to learn how local and federal governments have been used to both help and hurt African Americans.

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

ENROLLMENT AND EFFICIENCY TRENDS

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).

This information can be found by going to the "Program" page in the [PRP Data Dashboard](#).

What was your enrollment trend over the last 5 years?

Increased

What was your efficiency trend over the last 5 years?

Increased

Were these trends expected? Please explain.

There are two factors to consider here. One is that the number of courses offered has been reduced by the administration pushing enrollment up in the courses offered. Another factor, one we must address immediately, is the surge in interest in AS in response to the protest against social injustice. We expect this trend to continue.

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?

While in previous years our success rate exceeded that of the college, some new variables have occurred, such as new instructors and several instructors teaching the same course.

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

Stayed the same

Was this expected? Please explain.

While the overall average stayed the same, in Fall 2019, our success rate has experienced a slump, possible related to the Covid crisis, but also to three different instructors teaching courses were before there were two, only one of which remained.(The slump is related to success rates in one course.) Such a change will be accompanied by fluctuations as new instructors and students become familiarized with one another and each others' expectations. We expect a return to the higher success rates of the past.

What is your stretch goal for course success rates?

72.0%

How did you decide upon the goal?

Given the above mentioned success rate slump, online instruction for students who would prefer face-to-face classes, economic uncertainties, and personnel changes, at best we can currently hope to an approximate gradual return to previous success rates.

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

Stayed the same

Was this expected? Please explain.

There have been some minor fluctuations in retention rates year over year, but overall retention rates are around 90%. I must question the numbers, though, as I had reason to on previous PRPs. I have had more students in just my classes alone than are generally listed as having attended AS 101 and AS 102. Given the low success rates in AS 100, the high retention rates are actually surprising and speak to a significant amount of engagement with the subject matter of the classes.

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?

No

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

As I am new to online teaching and have been railroaded into it by Covid, I am not the best person to share. That said, I was happy to shepherd my students through my one Fall 19 class successfully and with a high success rate, which I'd like to credit with my regular notes of encouragement and frequent communication.

COURSE LEARNING OUTCOMES

How is course assessment coordinated across sections and over time?

In the past, Dr. Jenkins and I (Dr. Japtok) met and compared notes on student engagement, success, and retention. As both Dr. Jenkins and I have retreated to the English Department, two adjunct professors and I have shared teaching duties (typically one class each), but this has just happened, and then Covid came, so there has been a relative lack of coordination that has to be re-established.

How have you improved course-level assessment methods since the last PRP?

Course level assessments have stayed the same.

Summarize the major findings of your course outcomes assessments.

As noted in the Program section of this report, we have found that students who struggle in AS courses are hampered by lacks in comprehension and background knowledge. Since English is not a pre-requisite for AS courses, and we do not advocate that it should be so for several reasons, basic writing and reading comprehension skills will continue to be an area that affects course success until there are changes made at the K-12 level.

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?

In the last two years, there have been too many changes to draw any conclusions from course outcomes. Drs. Jenkins and Japtok retreated to the English Department, and from then on out, three instructors were teaching courses in AS, and then Covid hit. Under those circumstances, it is not useful to come to any conclusions based on "trends."

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?

Once a new full-time instructor comes in, it may be useful to agree on a textbook used in AS 101/102 so students can switch from one instructor to another in AS 101 and AS 102 without having to buy a new textbook and so that one can assume a common knowledge basis.

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.

How do your course outcomes help your students achieve their program outcomes?

N/A

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.

We scheduled to accommodate student athletes who generally need classes before 12 or 1. Our current offerings are all online, but I presume the discipline will return to its previous morning offerings (between 9 and 12) once campus classes resume. However, since I have left for AS and will only teach in an adjunct position, if at all, I will not presume about future scheduling strategies.

How do you work with other departments that require your course(s) for program completion?

So far, no coordination has been necessary.

Does your discipline offer cross-listed courses?

No

Are there curriculum concerns that need to be resolved in your department? What are they?

With the new CSU Ethnic Studies requirement, there may have to be new course sections offered--we may be able to revive courses not taught in a while (e.g. African American literature).

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

If anything, the future may bring course re-activation.

Is your department pursuing non credit or not-for credit options at this time?

No

Are there areas you would like to expand?

Yes, we would like to bring back AS literature courses.

Click here for information about [Noncredit](#) and [Community Education](#)

Is your department offering online classes?

No

How do you consider student needs when determining which classes and how many classes should be offered online versus face-to-face?

Both face-to-face and online classes have done quite well over the years, so there is no need to convert any additional classes to online. I regularly ask my students in face-to-face classes whether they prefer in-person instruction or online, and they overwhelmingly prefer the campus experience. And now more than ever.

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

Dr. Jenkins has, over time and informally, consulted graduate students at UCSD, SDSU, and CSUSM who are doing work in Africana/African American Studies to get a sense of what students might need to learn to prepare them for what is expected at the four-year level.

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 and if so how would the new or emerging careers impact your future planning?

Although these careers require more than a two-year/transfer degree, they are the ones that tend to be available to those who study African American history and culture, according to the link above: teacher, social scientist, human resources, social services, public relations, and law.

What are the associated knowledge, skills, abilities (KSA's) needed for the occupations listed above? (click examples in the link above to get ideas)

Cultural competence and critical thinking and reading are the main KSAs needed for the above occupations.

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.

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?

There has not been a coordinated or institutionally-supported approach for the AS program to engage the community largely because there has not been a full-time professor in the program to take on such a project. By having a full-time Africana Studies professor, we believe that the program will develop a strong and positive presence within the Palomar district and beyond.

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**

Align AS courses to meet CSU Ethnic Studies requirement outcomes

Is this a new or existing goal?

New

How will you complete this goal?

We are working in making the necessary adjustments on the curriculum to meet the CSU Ethnic Studies requirement.

Outcome(s) expected (qualitative/quantitative)

We expect an increase in demand by fall 2021

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

Place students in a position to have a critical understanding of ethnic, racial and cultural diversity in the U.S. and be able to participate in a multicultural society.

Expected Goal Completion Date

8/24/2021

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

REQUEST FOR ADDITIONAL FULL-TIME FACULTY

Faculty Request 1

Title of Full-Time Faculty position you are requesting

Africana Studies

How will this faculty position help meet district (Guided Pathways, Strategic Enrollment Management etc.), department and/or discipline goals?

Especially given the new CSU Ethnic Studies requirements, it is likely that Palomar will see an expanding need for Ethnic Studies courses. In addition, Palomar's commitment to equity and inclusion specifically mention a full-time hire in Africana Studies which has become a need since the departure (to the English Department) of Drs. Jenkins and Japtok.

Is there a scarcity of qualified Part-Time Faculty (for example: Specialized degree/experience, emerging/rapidly changing technology, high demand)

There is a scarcity of qualified part-time faculty in the field and we expect an increased demand as a result of the CSU system's Ethnic Studies requirements as well as social justice movements. The CSU Ethnic Studies requirement goes into effect in fall of 2021 so there is some urgency here.

Are you requesting this position for accreditation, regulatory, legislative, health and safety requirements? Please explain.

NA

Utilizing your PRP data, please summarize the discipline productivity, efficiency, and any regional career education needs for this discipline.

NA

Is your department affected by faculty on reassigned time. If so, please discuss.

NA

In the last ten years, what is the net change in number of Staff in the department? (loss vs. gain)

We lost our full-time position in the discipline to transfer.

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?

Yes

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

10/30/2020

Dean Review

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

The faculty team leading this discipline is passionate and dedicated to the success of their students.

Good planning to grow the program with an additional faculty at a time when these courses are much needed and most useful.

Areas of Concern, if any:

The answers are a times succinct - for example, without additional explanation, the restriction of classes to a 9-12 bracket to focus on athletes' needs seems counterproductive if the objective is not only to grow the program and demonstrate the need for additional classes, but also to appeal to as wide a range of students as possible and increase awareness along with knowledge across all student groups.

Recommendations for improvement:

An outside reviewer would benefit from a more detailed narrative to get a better sense of the challenges as well as of the strengths.

Dean Name

Dr. Fabienne S. Chauderlot

Dean Sign Date

11/18/2020

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:**

increase in enrollments; poised to address recent surge in interest as a result of recognition of social injustice; work done to address in the Ethnic Studies requirement

Areas of Concern, if any:

no AS program? Why?; concerns re: GEILO; lack of SLO assessment; potential lack of desire to continue offering courses online? Given the shift in our social climate, this might be the ideal moment to develop an online program that would be accessible across CA; no WBL

Recommendations for improvement:

1. Schedule time to discuss GEILO with Mark Bealo and new SLO coordinator Aundrea (from Physics)
2. work with tutoring to inform them of reading and writing expectations associated with AS courses
3. Use Canvas to assist with regular assessment of SLOs
4. Discuss WBL for AS with Nichol Roe -- students could benefit from potential internships and relationship building with employers, not to mention service learning opportunities.

Vice President Name

Shayla Sivert

Vice President Sign Date

12/31/2020