

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

Entry #: 71

Date Submitted: 10/21/2021 7:05 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?

Annual

Division Name

Social and Behavioral Sciences

Department Name

Multicultural Studies

Department Chair Name

Rodolfo Jacobo

Discipline Name

Africana Studies (AS)

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 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

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

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?

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.

What is your stretch goal for course success rates?

72.0%

How did you decide upon the goal?

Given a recent 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. We are however, hopeful of better things to come as we are set to hire a full-time faculty member in this discipline. We are confident that having a full-time instructor will have positive impact on retention and success rates.

COURSE STUDENT LEARNING OUTCOMES (SLOs)

Summarize the major findings of your course level student learning outcomes assessments.

In the past, Dr. Jenkins and I (Dr. Japtok) met and compared notes on student engagement, success, and retention. As both Dr. Jenkins and Dr. Japtok have retreated to the English Department, two adjunct professors and Dr. Japtok 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. Most recently (2020) for data assessment students meet average and above average assessment rates and did well given the challenges the pandemic posed to students. Especially in AS 101 and 102 students engaged in a variety of assessment methods such as: film review, fieldtrip (pre-Covid), photo journals, and group research. These methods seem to have been helpful and an exciting way to assess the SLO students did relatively well (per the work of adjunct faculty Edwina Williams).

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

This section is intentionally blank for annual PRPs. Please click "Next" to continue.

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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?

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](#).

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

Strengthen Africana Studies

Is this a new or existing goal?

New

How will you complete this goal?

By hiring a new full-time faculty member for the discipline this year we hope to restructure the discipline, update curriculum, and engage in community outreach. There has not been a coordinated or institutionally-supported approach for AS to engage the community largely because there has not been a full-time professor in the discipline 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.

Outcome(s) expected (qualitative/quantitative)

With the new faculty member we expect growth as we will have someone investing in the discipline. We specially see potential for growth given the new CSU Ethnic Studies requirements, it is likely that Palomar will see an expanding need for Ethnic Studies courses.

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

Palomar's commitment to equity and inclusion specifically mention a full-time hire in Africana Studies. 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. 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.

Expected Goal Completion Date

9/1/2022

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