

Entry #: 55 - Social and Behavioral Sciences

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DRAFT**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.

ALL PROGRAMS WILL COMPLETE AN ANNUAL PROGRAM REVIEW FOR 2023-2024.

BASIC PROGRAM INFORMATION**Division Name**

Social and Behavioral Sciences

Department Name

Ethnic Studies

Microsoft_List_ID**Discipline Name**

Africana Studies (AS)

Department Chair Name

Rodolfo Jacobo

Department Chair email

rjacobob@palomar.edu

Please list the names and positions of everyone who helped to complete this document.

Sherehe Hollins

Website address for your discipline<https://www.palomar.edu/ethnicstudies/>**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 links shown in red.

Enter the number of permanent or full-time faculty support your discipline (program)?

1

For this past fall semester, what was your Full-time FTEF assigned to teach classes?

1.00

For this past fall semester, what was your Part-time FTEF assigned to teach classes? (Part-time FTEF = PT hourly and overload.)

0.20

List the classified and other permanent staff positions that support this discipline. If possible, include number of months and percentage workload.

1

List additional hourly staff that support this discipline and/or department. Include weekly hours.

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 goals focus on eliminating equity gaps and increasing timely completions. Examining, reflecting upon, and developing strategies to improve course success rates is one way to help the college meet its Vision for Success Goals and support our students in reaching theirs.

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 to confirm that you have assessed each course SLO within the past three years.

[Link: Course Data](#)

COURSE SUCCESS AND RETENTION

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

Increased

Was this expected? Please explain.

A new full time faculty was hired for Africana Studies, which has increased consistency within the Africana Studies program.

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

Increased

Was this expected? Please explain.

Yes, it was expected given that filling the full-time Africana Studies position has created greater stability and consistency within the program.

Are there differences in success or retention rates in the following groups? (choose all that apply)**Please share methods that your department is using to improve retention and success rates in your courses. If you are focusing on a specific group like online students or a demographic group please include that information in your answer.**

Methods that I am using in my courses and discipline to improve student retention and success include: designing a clear structure to the flow of lessons and assignments; clearly communicating course and student expectations; when needed, offering flexibility with assignment deadlines to support students with heavy academic loads, work responsibilities and personal challenges; varying the types of assignments such as film essays, literature critiques, oral presentations, individual and group projects, quizzes and weekly discussions that provide a variety of ways of engaging students with different learning abilities and styles; incorporating the histories of diverse ethnic groups that tie into the African Diaspora from Europe, Asian and Latin America. In this way, students from diverse ethnic and cultural backgrounds are able to see aspects of themselves reflected in the Africana Studies curricula.

COURSE STUDENT LEARNING OUTCOMES (SLOs)

Excluding courses that haven't been offered in the last three years, do you confirm that all of your courses have been assessed since August 2020 (Result Summary Date)?

Yes

Upload a copy of your SLO report from Nuventive ("Report 0. Last Result Date and Action Date for All Active Course Outcomes")



[0. Course SLO Report Last Result Date and Action Date for All Active Course Outcomes.xls](#)
26.5 KB

**PROGRAM INFORMATION**

In this section, you are asked to consider and evaluate your programs, including the annual number of completions, and their program learning outcomes,

PROGRAM LEARNING OUTCOMES

Do you confirm that all of your programs have been assessed since August 2020 (Result Summary Date)?

Yes

Upload a copy of your SLO report from Nuventive ("Report 2. Last result, action, and follow-up date for each active program outcome").



[2. Last Result, Action, and Follow-up Date for Each Active Course Outcome.xls](#)
6 KB



Program Review Reflection and Summary

In this section you are asked to evaluate your programs by considering their program learning outcome assessments, the annual number of completions, 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.

External factors that contributed to the success of the program was the college approving a full-time faculty position for the discipline. Internal factors that contributed to the success of the program include: 1) Building curricula that strongly align with the course description, Student Learning Outcomes and Course Objectives. Students consistently report that one of the main reasons they enroll in the course is taking interest in the course description. Delivering on what is outlined for students allows the programming to remain consistent. 2) Coordinating outreach programs as a member of the Palomar Black Faculty & Staff Association (PBFSA). My involvement in PBFSA has allowed me to build connections with students who became aware of my classes and were encouraged to enroll. It has also allowed me to build community with faculty and staff who helped promote my program to students. 3) Taking students feedback from evaluations and restructuring aspects of the course to strengthen the course and overall learning experience. This has helped better streamline the course for students, which increases student engagement and provides for a more meaningful learning experience.

What factors have presented challenges for your program(s)? Describe the impact of these challenges.

One factor that has presented challenges for my program is being the only full-time faculty in the program/ discipline. There is a high demand for courses in the program. My classes are always at capacity and the wait lists are consistently full. I have had to turn students away each semester. Another challenge is that the existing adjunct faculty upon my hire were hired at other institutions full time, therefore leaving their adjunct position. This meant that I lost all existing adjunct faculty, which also meant that there was a void in having someone available to teach any overload courses that could have been offered.

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.

The following websites are for CTE related data:

- [Centers of Excellence](#) (many other data resources besides supply and demand) Password: GetLMI
- [LaunchBoard](#)
- [LaunchBoard Resource Library](#)
- [Chancellor's Office Data Mart](#)
- [Career Coach-San Diego Workforce Partnership](#)
- [EDD Labor Market Info](#)
- [Career One Stop](#)

What kinds of careers are available for people who complete your programs (and/or transfer)? (Refer to O*net Link below) Are there any new or emerging careers? If so, how would the new or emerging careers impact your future planning?

Ethnic and Cultural Studies Professors, Post Secondary; Elementary, Middle, Post Secondary teachers; Education Administrators.

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

Reading Comprehension — Understanding written sentences and paragraphs in work-related documents; Instructing — Teaching others how to do something; Speaking — Talking to others to convey information effectively; Active Learning — Understanding the implications of new information for both current and future problem-solving and decision-making; Active Listening — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.

How does your program help students build these KSA's?

My program helps students build the related KSA's by: 1) engaging students in weekly reading and writing assignments that strengthen their comprehension and communication skills; 2) providing multiple opportunities for students to openly communicate their ideas, understanding and critical reflections on course related topics; 3) supporting students in making connections between the course material and their present day lives in order to understand how to problem solve and apply practical applications for learned concepts both inside and outside of the classroom. 4) creating a learning community where students can respectfully share their ideas without dismissing the opinions and ideas of others. Students gain a deeper appreciation for valuing and considering multiple perspectives. Since career opportunities in the field largely relate to teaching, the students weekly engagement in class also provides them with a model and an example for how they could engage in the profession in the future.

The following four questions are for CTE programs only. If you are not a CTE program, please go back to the BASIC INFORMATION tab and select "no" for "Are any of your programs TOP coded as vocational (CTE/CE)?"

PROGRAM GOALS

Progress on Prior PRP Goals

In the most recent PRP cycle, you identified a set of goals. Provide an update to your most recent PRP goals.

[Click here for previous PRPs with goal information.](#)

Prior PRP Goals

Prior Year PRP Goal 1**Brief Description**

Strengthen Africana Studies

Goal Status

Completed

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

This goal has been completed. A full-time faculty member for Africana Studies was hired in January 2023. They have worked to actively engage students in the program, which is reflected by consistently increasing enrollment each semester. They have also led student engagement and outreach efforts as a member of the Palomar Black Faculty & Staff Association, which coordinates programs that build community within and outside of Palomar's campus. They have also worked with faculty and staff at Cal State San Marcos and MiraCosta College to facilitate and coordinate programs and opportunities for collaboration across North County campuses.

Prior Year PRP Goal 2**Brief Description****Goal Status**

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

Describe any changes to your goals or three-year plan as a result of this annual update.

One aspect of this goal that was mentioned in the 2021-2022 PRP was the ability for the full time hire to increase campus based programs.

Do you have any new goals you would like to add?

Yes

Establishing New Goals and Strategies for the Next Three Years**Goal 1****Brief Description**

Increase student and community engagement through culturally inclusive campus and community outreach programs. Programs will address themes taught within Ethnic Studies through the lens of education and the arts.

How will you complete this goal? Include Strategies and Timeline for Implementation.

The completion of this goal will require collaboration with other departments on campus, as well as establishing partnerships with outside community entities and academic institutions. This goal will allow for an increase in student and community engagement through coordinating a multi-culturally diverse speakers' and artists' series, both on and off campus, that features locally, nationally and internationally renowned speakers, authors, filmmakers and visual/ performing artists.

The series will help promote Palomar College's Ethnic Studies program and address concepts taught within the Africana and Ethnic Studies discipline. The series will serve as a tool for building community and creating cross collaborative community partnerships. This goal requires financial support to cover speaker's/ artist's fees, as well as marketing and operational/ program costs. This goal will require working with Palomar's Development department.

Planning for the program will begin in the fall of 2024 and the first programs will be implemented during spring or fall of 2025 to allow for sufficient fundraising, programming and marketing.

Outcome(s) expected (qualitative/quantitative)

The expected outcome is an increase of student and community engagement, both on and off campus; the establishment of cross collaborative partnerships at North County colleges and universities including Cal State University, San Marcos and MiraCosta College; and at community centers, such as the California Center for the Arts, Escondido. An additional expected outcome is an increased demand/ enrollment in Ethnic Studies courses at Palomar due to exposure to topics related to the discipline.

How does this goal align with your department mission statement, the college Vision Plan 2035, and /or Guided Pathways?

The goal ties specifically into three of the five EVP goals, which include:

- Goal 1: Reimagine and redesign instruction and student services to increase student success. (This goal will be met by providing programs that increase student engagement and interest in campus programs through experiential learning). The goal ties directly into two objectives outlined in Goal one, which are: 5) "Provide faculty and staff with focused professional development and resources to support innovative student-centered services." and 6) "Provide faculty with professional development and instruction design support to create and facilitate excellent student learning opportunities." Participation in these programs, and being exposed to leaders and experts in the field, will serve as a professional development opportunity.
- Goal 2: Invest in our people and processes. (This goal will be met by Palomar's investment in programs, led by campus faculty and staff, that bring greater visibility to Palomar's mission and vision). The goal ties directly into two objectives outlined in goal two, which are: 1) "Implement Diversity, Equity, Inclusion, Accessibility, and Anti-racist (DEIAA)- informed strategies.," and 3) "Establish a sense of belonging and wellness across the Palomar community."
- Goal 4: Strengthen external partnerships and community relationships. This goal will be met by creating strategic partnerships with community partners who can advance the goal, and whose mission, values and vision align with Palomar College's). The goal ties directly into two objectives outlined in goal four, which are: 2) Strengthen and expand educational partnerships with regional high schools, colleges, and universities.", and 4) "Optimize outreach to community organizations to maximize opportunities for students and programs."

Expected Goal Completion Date

12/18/2026

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 five parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology Needs

PART 4: Facilities Needs

PART 5: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

Reflect upon the three year plan you created above, your current operations, and any upcoming factors (retirements, changes in legislation, and changes in policies or procedures) that will impact your unit. How will you allocate resources to implement your plan? Describe additional resources needed to improve the effectiveness of your unit/program. All resource requests must be aligned with the College's [Vision Plan 2035](#).

Summarize any reallocation/re-organization of resources you are making based upon your three-year plan, your current operations, and any other factors (e.g., legislation). Describe the impact of the reallocation of resources to your unit.

NOTE: All requests listed in the PRP will be reviewed by deans and supervisors, then forwarded to the appropriate review group for prioritization. A resource requests approved to move forward in the review process does NOT guarantee a position or funding.

PART 1: STAFFING NEEDS

Requests for faculty will follow the prioritization process currently in place in the Faculty Position Prioritization committee, which reports to the Education, Equity, and Student Success Council. Requests for new staff positions will be prioritized at the division level and reviewed at Exec.

Are you requesting additional full-time faculty?

No

REQUEST FOR ADDITIONAL FULL-TIME FACULTY

Faculty Request 1

Title of Full-Time Faculty position you are requesting

How will this faculty position help meet district (Guided Pathways, Strategic Plan, Strategic Enrollment Management etc.), department and/or discipline goals? Please be sure to tie this back to your PRP goals and three year plan.

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

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

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

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

Are you requesting AA, CAST for Classified Staff?

No

PART 2: BUDGET REVIEW

Request that your ADA provide you with your *Available Budget Report* and complete this section.

Review your recent Budget/Expenditure reports and consider your three-year PRP plan.

Do you have any ongoing needs or needs to augment your regular budget?

No

PARTS 3, 4 and 5 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

1. One-Time Fund Requests. Through the PRP process the college implements an approach for prioritizing and allocating one-time needs/requests. Prioritization takes place through the appropriate groups, leadership, and the Budget Committee. The executive team and Resource Allocation Committee consider various sources for funding PRP requests. Resource requests also inform the larger planning process like Scheduled Maintenance Plans, Staffing Plans, and institutional strategic planning.

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES](#) (on the left menu of the webpage).

If you are a CTE program and think you may qualify for CTE funds for your PRP request(s), you are **STRONGLY** encouraged to answer the call for Perkins/Strong Workforce grant applications in February. Contact the Dean of CTE for additional information.

Consider submitting one-time requests only if you have verified that you cannot fund the request using your general discretionary funds or other funds.

1. Technology and Facilities Review. Requests for technology and facilities are assessed by the Deans and then, if appropriate forwarded to the proper institutional group (e.g., technology review committee, or facilities) for review and feedback.

PART 3: TECHNOLOGY 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?

Yes

Requests

Item 1

What are you requesting?

Funding for membership fees to participate in three discipline-related organizations:

Provide a detailed description of the the request. Include in your response:

a. Description of the need? (e.g., SLO/SAO Assessment, PRP data analysis)

This request covers the cost for becoming a member in three discipline related organizations that will provide me with ongoing professional development and networking opportunities within my field. 1) The National Council for Black Studies (NCBS), which costs \$100 a year. 2) Association of Black Sociologists (ABS), which costs \$145 a year. 3) The Association for the Study of the Worldwide African Diaspora (ASWAD), which costs \$100 for 2 years.

b. Who will be impacted by its implementation? (e.g., individual, groups, members of department)

The learning and professional development that I will gain through participation as a member will have a direct impact on my teaching, which impacts my students. It will also enhance my ability to lead, as well as serve and support my department, and the college's institutional goals.

c. What are the expected outcomes or impacts or implementation?

The expected outcomes and impacts include enhancing my curricula, instruction and providing more community building and professional development opportunities on campus.

d. Timeline of implementation

Implementation would begin in the fall of 2024 through the fall of 2025.

What is the anticipated cost for this request? If any, list ongoing costs for the request (additional equipment, support, maintenance, etc.).

The anticipated cost is \$345. Since this is an ongoing cost, the membership fee would alternate between \$345 and \$245 every two years, since one of the memberships covers a two-year period.

Do you already have a budget for this request?

No

What PRP plan goal/objective does this request align with?

This PRP goal aligns with the previous PRP to strengthen Africana Studies as well as the new PRP, which focuses on campus and community programming.

What Educational Vision Plan 2035 Goal/Objective does this request align with?

1:6

2:2

3:5

If you have multiple requests for facilities and had to prioritize, what number would you give this? (1 = Highest)

What impacts will this request have on the facilities/institution (e.g., water/electrical/ADA compliance, changes to a facility)?

None

Will you accept partial funding?

Yes

Budget Category

Operating Expenses

Please upload a copy of the quote, if available.

Item 2**What are you requesting?**

Funding for participation in discipline related national conferences.

Provide a detailed description of the the request. Include in your response:

a. Description of the need? (e.g., SLO/SAO Assessment, PRP data analysis)

I am requesting \$3,500 to attend any of the following discipline related national conferences that fit within the budget request: The National Conference on Race in Education. The National Council of Black Studies Conference. The Association of Black Sociologists Conference. The Association for the Study of the Worldwide African Diaspora Conference.

b. Who will be impacted by its implementation? (e.g., individual, groups, members of department)

The learning and professional development that I will gain through participation at national conferences will have a direct impact on my teaching, which impacts my students. It will also enhance my ability to lead, network, as well as serve and support my department, as well as the college's institutional goals.

c. What are the expected outcomes or impacts or implementation?

The expected outcomes and impacts include enhancing my curricula, instruction and providing more community building and professional development opportunities on campus.

d. Timeline of implementation

Implementation would begin in the fall of 2024 through the fall of 2025.

What is the anticipated cost for this request? If any, list ongoing costs for the request (additional equipment, support, maintenance, etc.).

\$3,500 annually.

Do you already have a budget for this request?

No

What PRP plan goal/objective does this request align with?

This PRP goal aligns with the previous PRP to strengthen Africana Studies as well as the new PRP, which focuses on campus and community programming.

What Educational Vision Plan 2035 Goal/Objective does this request align with?

1:6

2:2

3:5

If you have multiple requests for facilities and had to prioritize, what number would you give this? (1 = Highest)

What impacts will this request have on the facilities/institution (e.g., water/electrical/ADA compliance, changes to a facility)?

None

Will you accept partial funding?

Yes

Budget Category

Travel Expenses for Faculty

Please upload a copy of the quote, if available.

Item 3

What are you requesting?

An annual PBS membership.

Provide a detailed description of the the request. Include in your response:

a. Description of the need? (e.g., SLO/SAO Assessment, PRP data analysis)

I am requesting \$180 to cover the cost of a PBS passport membership, which will be accessed and regularly utilized within my class curricula. This request is particularly important because PBS provides high quality content with ADA compliant captioning. This will minimize the amount of time I spend creating and editing captions by hand. Access to PBS will allow me greater efficiencies in relationship to class prep.

b. Who will be impacted by its implementation? (e.g., individual, groups, members of department)

Access as a PBS passport member will have a direct impact on my teaching, and curricula development/ design which impacts my students.

c. What are the expected outcomes or impacts or implementation?

The expected outcomes and impacts include enhancing my curricula, instruction. This investment supports all students, particularly students with specific accessibility needs.

d. Timeline of implementation

Implementation would begin in the fall of 2024 through the fall of 2025.

What is the anticipated cost for this request? If any, list ongoing costs for the request (additional equipment, support, maintenance, etc.).

\$180 annually.

Do you already have a budget for this request?

No

What PRP plan goal/objective does this request align with?

This PRP goal aligns with the previous PRP to strengthen Africana Studies as well as the new PRP, which focuses on campus and community programming.

What Educational Vision Plan 2035 Goal/Objective does this request align with?

1:6

2:6

3:5

If you have multiple requests for facilities and had to prioritize, what number would you give this? (1 = Highest)**What impacts will this request have on the facilities/institution (e.g., water/electrical/ADA compliance, changes to a facility)?**

None

Will you accept partial funding?

Yes

Budget Category

Operating Expenses

Please upload a copy of the quote, if available.

I confirm that all full-time faculty in this discipline have reviewed the PRP. The form is complete and ready to be submitted.

No

Enter your email address to receive a copy of the PRP to keep for your records.

shollins@palomar.edu

Feedback and Review

Department Chair

I confirm that the PRP is complete.

Yes

Department Chair Name

Rodolfo Jacobo

Date

4/4/2024