

BASIC PROGRAM INFORMATION

Program Review is a self-study of your discipline. It is about documenting the plans you have for improving student success in your program and sharing that information with the college 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 that in mind, please answer the following questions:

Discipline Name: Africana Studies

Department Name: Multicultural Studies

Division Name: Social and Behavioral Sciences

Please list all participants in this Program Review :

Name	Position
Martin Japtok	Associate Professor, Multicultural Studies and English

Number of Full Time Faculty: 1 (split position)

Number of Part Time Faculty: 0

Please list the Classified positions (and their FTE) that support this discipline:

1 ADA shared between Multicultural Studies and Child Development

What additional hourly staff support this discipline and/or department:

none

Discipline mission statement: [Link to "How to Build a 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.

List any new degrees and certificates offered within this discipline since your last comprehensive review:

None. Still offering Associate Degree in University Studies with an Emphasis in Culture and Society

Discipline Level Data: <https://sharepoint2.palomar.edu/sites/IRPA/SitePages/PRP%20Summary%20Source.aspx>

SECTION 1: PROGRAM REFLECTION

1A. Program Analysis: Reflect upon and provide an analysis of your summary data.

Since we did not receive any new data (the last data provided is for Fall 15), it is difficult to draw any conclusions. Success rates have remained in the high 70 percentile for several years now, and retention rates have remained in the 90 percentile range. In the Fall of 16, we had a decided uptick in student numbers, but that is not yet reflected in the current data set. In general, it should be noted that Africana Studies, despite a rather steep decline in the number of students attending Palomar, has had relatively stable enrollment at census between 2013 and 2015 and should have increased numbers for Fall 16. We have not yet been able to establish a 5th class and are currently offering 4 classes per semester. If we attempt to offer five classes, that attempt should be made in the Fall as enrollment tends to be higher. Current enrollment shrinking the "efficiency" policy currently adopted by administration makes any experimentation in expanding class offerings very difficult and thus leads to a sort of "safe conservatism" in which only classes that already enroll well can be offered. Thus we have had to focus on our core classes, AS 100, 101, and 102. While it is true that online classes tend to fill and thus appear desirable from an enrollment point of view, we have serious doubts as to the pedagogical merits of offering especially Ethnic Studies classes online, as that seems to go counter to the whole idea of Ethnic Studies, and thus are currently only offering one section per semester and wish to keep it at that level. In addition, our retention rates for traditional classes are very good, and we believe that the classroom is a better setting to encourage retention and success. While the goal for retention and success always has to be 100%, we are pretty close to that when it comes to retention. Our goal is to attract more students to the discipline, and we hope that the Umoja program can be one vehicle to accomplish that, and that offering semesterly events (townhall style events on race relations offered every semester), presentations, and a working Black Student Union (a work in progress for the last two semesters in part due to lacking student leadership and time issues) are other components of working towards that goal.

1B. Standards: ACCJC requires that colleges establish institutional and program level standards in the area of course success rates. These standards represent the lowest success rate (% A, B, C, or Credit) 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.

Discipline Level Course Success Rate:

- A. The College's institutional standard for course success rate is **70%**.
- B. Review your discipline's course success rates over the past five years.
- C. Identify the minimum acceptable course success rate for your discipline. When setting this rate, consider the level of curriculum (e.g., basic skills, AA, Transfer) and other factors that influence success rates within your area. If you set your discipline standard below the College's standard, please explain why.

Standard for Discipline Course Success Rate: 70

Why?

The current success rate, based on only the Fall data available, is in the mid-to-high seventy percentile. While we always strive to have as many students succeed as possible and intend to continue to have a higher than average success rate, such rates cannot be standardized and are subject to fluctuations from semester to semester, so there is no reason to tie ourselves to a rate different than the institutional success rate even as we always strive to exceed it, not in a sense of competition with other disciplines but with attention to and in the interest of the students that are in our classes every semester. We believe that our success rate may be higher than the average rate because many of our students do engage with the class material, and we strive to make the relevance of it to their own lives plain. Our classes also provide an environment in which especially African American students can feel more at "home" than in many of their other classes even as we are happy to see that a significant number of non-African American students continue to enroll in our classes.

1C. Program Update: Describe your proudest moments or achievements related to student success and outcome.

The continued engaged discussions at various stages of AS courses continue to inspire us. I am also heartened by the broader interest in Africana Studies (and Multicultural Studies) issues that is demonstrated at the Forum on Race Relations that is organized at least once a year (there have been four so far) and at which hundreds of students have attended (between 160 and 250 per event). In addition, we are happy that students who take our AS classes often follow us into our English classes (and vice versa, to a lesser extent). For example, this semester I have seven students from previous AS classes in English classes.

1D. Program Improvement: What areas or activities are you working on this year to improve your program? Please respond to new data as well as feedback from last year's program review.

Oddly, no 2016 data are available, so I cannot document that in Fall 2016 we had substantial enrollment growth, but growth is one

of the goals we have set ourselves, hoping to eventually offer five sections of AS. Dean Kahn has been very supportive in promoting our courses. Still, there are significant institutional obstacles to that goal as addressed in 1 A. I would like to re-introduce a night section for AS 101/102 to appeal to a different set of students. Such a section had been established before, typically with enrollment hovering above 20, but the current efficiency model does not encourage the re-introduction even though we would be gaining new students by doing so, because every class hovering around 20 is seen as a class in need of "fixing" or removal, and under such a policy, long range planning or expansion are exceedingly difficult. We are discussing other modalities that have yet to be agreed on, such as adjusting times at which classes are offered (though most of our classes are already offered to fit into the athletic programs schedule--though we would not want to appeal solely to athletes), how to space online classes, or who teaches what classes and in what semester. The race relations group I had established (as mentioned in last year's report) has fizzled due to scheduling issues and difficulties establishing a meeting time and time constraints for me. I intend to focus instead of attempting to resurrect the currently fledgling BSU.

1E. Unanticipated Factors: Have there been any unanticipated factors that have affected the progress of your previous plan?

Scheduling for student groups--finding meeting times suitable to all constituents--has become more difficult than ever, in part related to students' work schedules and to changes in our own schedules that leave few day hours available. That is likely to remain a challenge for which we will have to find creative solutions. The BSU has only been moderately active and may not even get off the ground this semester, in part because of a lack of student leadership and the increasing pressure to transfer out as fast as possible which tends to diminish attention to extracurricular efforts. The current political climate has also put a definite chill on student activism at Palomar (contrary to larger residential and elite institutions). Though it is my belief that the BSU has to be a student-initiated effort in which advisors play a supportive role (otherwise it is artificial), faculty may be more directly involved in the revitalization of the BSU--this is an issue we are currently discussing.

1F. SLOACs: Describe your course and program SLO activities this past year. How have you used the results of your assessments to improve your courses and programs? [Refer to the SLO/PRP report – https://outcomes.palomar.edu:8443/tracdat/](https://outcomes.palomar.edu:8443/tracdat/)

Success rates of the number of students showing competencies in grasping the centrality and impact of African Americans on American history have not fluctuated much though, as stated above, our overall success rates exceed that of the college. We have resolved to continue to focus on study methods to improve exam results, though it must be said that assessment results do not necessarily offer straight insights into how student success might be improved. Though success rates in our courses are quite high, that, of course, does not diminish the desire that every time we step in front of a class we wish all students to succeed. Lack of success is also anchored in broader factors, some of which we hope to address with the Umoja program.

SECTION 2: PROGRAM GOALS

2A. Progress on Previous Year’s Goals: Please list discipline goals from the previous year’s reviews and provide an update by checking the appropriate status box .

Goal	Completed	Ongoing	No Longer a Goal
Establish "race relations group" and work on a conference	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Stabilize and grow enrollment	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Implement multicultural requirement for AS 101/102	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shift class times to accommodate athletic program	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2B. New Discipline Goals: Please list all discipline goals for this three-year planning cycle (including those continued from previous planning cycle):

GOAL #1	
Program or discipline goal	developing an Umoja program
Strategies for implementation	Leticia Aguirre (counsellor) has set up a meeting with Umoja staff for Spring 2017; potential trainings in 2017
Timeline for Implementation	First Umoja classes offered Fall 2018
Outcome(s) expected (qualitative/quantitative)	creating an Umoja cohort; aiming for improved retention/success
GOAL #2	
Program or discipline goal	
Strategies for implementation	
Timeline for Implementation	
Outcome(s) expected (qualitative/quantitative)	
GOAL #3	
Program or discipline goal	
Strategies for implementation	
Timeline for Implementation	
Outcome(s) expected (qualitative/quantitative)	

Department Chair/ Designee Signature: _____

Date: _____

Division Dean Signature: _____

Date: _____

Vice President Signature: _____

Date: _____