



# Program Review & Planning (PRP)

## PART 1: 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:

<b>Discipline Name:</b>	Africana Studies
<b>Department Name:</b>	Multicultural Studies
<b>Division Name:</b>	Social and Behavioral Sciences

Please list all participants in this Program Review:

Name	Position
Martin Japtok	Associate Professor, MCS/English
Rafiki Jenkins	Professor, English/MCS

<b>Number of Full Time faculty</b>	2 (share one position)	<b>Number of Part Time Faculty</b>	0
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Please list the Classified positions (and their FTE) that support this discipline:

ADA 100% (shared with Childhood Development)

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

N/A

Discipline mission statement ([click here for information on how to create 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 all degrees and certificates (e.g., AA, AT, Certificates) offered within this discipline:

None. Still offering Associate Degree in University Studies with an Emphasis in Culture and Society, which is comprised of a variety of classes from Multicultural Studies disciplines and others, and in some other University Studies and General Studies AAs.

**PART 2: Program Assessment**

The first step in completing your self-study is to examine and assess your discipline/program. To accomplish this step, complete the Following Sections:

- Section 1: Program Data and Enrollment
- Section 2: Course Success Rates
- Section 3: Institution and Program Set Course Success Rate Standards
- Section 4: Completions
- Section 5: Labor Market Information (CTE programs only)
- Section 6: Additional Qualitative Information
- Section 7: Curriculum, Scheduling, and Student Learning Outcomes

**SECTION 1: PROGRAM DATA & ENROLLMENT**

Click on the following link to examine enrollment, efficiency, and instructional FTEF trends for your discipline. Log-in using your network username and password.

<https://sharepoint2.palomar.edu/sites/IRPA/SitePages/Productivity%20Metric%20Summary.aspx>

- A. To access your discipline data, select your discipline from the drop down menu.
- B. To access course level data (e.g., COMM 100 or BIOL 100) use the drop down menus to select “discipline” and “catalog number”.

Use the data to answer the following questions.

**1. Discipline Enrollment**

<b>Discipline Enrollment (over last 5 years)</b>	<b>Increased</b>	X	<b>Steady/No Change</b>		<b>Decreased</b>
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**Reflect on your enrollment trends over the past five years. Was the trend expected? What factors have influenced enrollment?**

While the college as a whole has experienced a steady enrollment decline since 2011/12, year after year, Africana Studies enrollment went up from 2011/12 to 2012/13 (136 to 151) and then experienced a two-year decline in 2013/14 and 2014/15 (99 and 97 respectively) to recover to 100 in 2015/16 and grow to 124 in 2016/17. This development is reflected in fill rates as well, which had dropped to 64.67% in 2014/15 (down from 81.5 in 2013/14) and then recovered to 104.17% in 2015/16 and 98.41% in 2016/17. While the dip is consonant with broader college enrollment trends, the countertrend in AS enrollment holding steady or (rising as overall college enrollment continues to drop) is not as easily explained. AS faculty has had some public events (Townhall on Race Relations), but the Black Student Union has experienced an extended slump. AS faculty, especially Rafiki Jenkins, has had meetings with Athletic faculty, and Dean Jack Kahn has helped with the promotion of the program (we created flyers and posters), but it is unclear whether enrollment recovery and growth are directly attributable to all or any of these efforts. It may also be that the political environment, the rise of Black Lives Matter and the increased publicity for abuses in law enforcement and the criminal justice system has heightened interest in the discipline.

**2. Course-Level Enrollment and Fill Rates**

**If there are particular courses that are not getting sufficient enrollment, are regularly cancelled due to low enrollment, or are not scheduled, discuss how your discipline is addressing this. For example, are there courses that should be deactivated?**

AS 101 and 102 have both experienced growth in 2015/16 and 2016/17. AS 101 went from a low of 53 in 2014/15 to 72 and 74 in 2015/16 and 2016/17 respectively, AS 102 from 27 to 28 and 31 in the last two years. Fill rates in both AS 101 and AS 102

have been at 100% or above in the last two years (102.88 and 105.71 for AS 101, 100% and 110.71% for AS 102). AS 100 has had lower enrollment, but has recovered from a historic low in 2014/15 (42.50%) to 67.86% in 2016/17. After extended discussions, we have decided to make AS 100 into a hybrid course, starting Spring 2018, and are planning on offering it only once a year, possibly interchanging with a course in African American Popular Culture, utilizing an existing course (AS 120 or AS 125).

**3. WSCH/FTEF**

**Although the college efficiency goal is 525 WSCH/FTEF or 35 FTES/FTEF, there are many factors that affect efficiency (i.e. seat count / facilities / accreditation restrictions).**

Discipline Efficiency Trend	Increased		Steady/No Change		Decreased	
Discipline Efficiency:	Above 525 (35 FTES/FTEF)	X	At 525 (35 FTES/FTEF)		Below 525 (35 FTES/FTEF)	

**Reflect on your enrollment trends over the past five years. Was the trend expected? What factors have influenced enrollment?**

As in other respects, 2014/15 marked a low in 384.75 WSCH/FTEF, which was a stark anomaly as it was preceded by 540 and 597 in the two previous years, and as it has recovered to 533.3 WSCH/FTEF in 2015/16 and 527 WSCH/FTEF in 2016/17. I am unable at present to account for this dip in 2014/15 other than that the entire college underwent a severe slump that has continued for the college but that AS recovered from. It also appears that AS 100's success rate suffers from it being transferred to online, and we hope the new hybrid delivery will help. Nonetheless, overall we are fortunate to have met or exceeded the efficiency goal despite overall enrollment decline for the college as a whole.

**4. Instructional FTEF:**

**Reflect on FTEF (Full-time, Part-time, and Overload) over the past 5 years. Discuss any noted challenges related to instructional staff resources.**

Our faculty resources have been stable over the past five years.

**SECTION 2: COURSE SUCCESS RATES**

**Click on the following link to review the course success rates (% A, B, C, or Credit) for your discipline. Examine the following course success rates.**

- A. On-Campus Course Success Rates
- B. Online Course Success Rates
- C. Course Success Rates by gender, age, ethnicity, and special population (use the filter buttons at the top of the worksheet to disaggregate success rates by demographic variables)
- D. Course Success Rates by class location (Escondido, CPPEN, etc.)

<https://sharepoint2.palomar.edu/sites/IRPA/SitePages/Success%20and%20Retention.aspx>

**1. Overall Success Rate:**

**Reflect on your discipline's on-campus, online, and by location (ESC, CPPN, etc.) course success rates over the past five years. Compare your success rates to the overall college success rates. Are the rates where you would expect them to be? Have there been changes over time?**

From 2012/13 to 2016/17, the success rate in Africana Studies has consistently been higher than the college's average success rate, sometimes substantially (in 2013/14, AS success rate was 80.9 while Palomar's was 70.4), sometimes slightly. For 2016/17, Palomar's success rate was 70.4% and Africana Studies had a success rate of 72.3. It should be noted that AS

retention rates for Black or African American students are usually much higher than for the college overall: 83.3 for 2016/17, versus 73.2 for Palomar in the same year.

**2. Course Success Rates by gender, age, ethnicity, and special population:**

**Reflect on your discipline’s success rates by the given demographic variables (gender, age, ethnicity, special population). Are there large differences between groups? If so, why do you think this is happening and what might you consider in the future to address the needs of these groups?**

**Note: Institutionally, the College has a goal to close the performance gap of disproportionately impacted students, including African-American, Hispanic/Latino, veterans, foster youth, and students with disabilities. You can access the Student Equity Plan on the SSEC website <https://www2.palomar.edu/pages/ssec/>**

<p><b>Gender</b></p>	<p>In most years, AS success rate for males narrowly exceeds the colleges. For the last two years, Palomar’s rate has been 69.3 and 70.3 respectively while it was 70.5% in 2015/16 and 70.8% in Africana Studies. That margin of difference is too small to read anything into it. The female success rate in AS, however, exceeds Palomar’s rate by 10-15% in most years: the AS rate in 2015/16 was 85.7 while Palomar’s was 70.6, and in 2016/17 AS had a female success rate of 76 while Palomar’s was 71. The consistent positive discrepancy isn’t easily accounted for but something to be proud of nonetheless (especially as both professors are male), as there is a wide range of women taking AS classes in terms of ethnicity and race.</p>
<p><b>Age</b></p>	<p>The success rate by age poses some puzzles. In the age range 19 and under, AS’s success rates fluctuate quite a bit from year to year, typically significantly exceeding Palomar’s rate (for example, in 2015/6, Palomar’s rate for that age group was 68.1% while AS’s was 79.2%). However, last year, AS’s rate fell below Palomar’s for the first time (63% vs. 68.4% respectively). What might be potential causes? We will have to see to what extent online instruction might be a contributing factor (not so likely as there has been online instruction in other years as well), or whether the fact that the proportion of under-19 students was higher than in almost any other year played a role (more younger students in the same classroom sometimes means more mutual distraction and less focus). In the 20-24 group, AS outperforms Palomar very consistently since 2011/12, and usually by a significant margin: Palomar’s numbers for that age group are around 68% for the last five years, while Africana Studies success rates for those same years are 76.5, 78.3, 74.2, 80, and 80.8. I am more surprised by Palomar’s numbers than by AS’s, since that demographic tends to be somewhat more focused and has a broader range of experience to draw from, which is helpful in Africana Studies classes.</p>
<p><b>Ethnicity</b></p>	<p>In that category, assessment is hampered by incorrect or incomplete data. For example, in 2015/16, AS is said to have had only 21 African American students, and in 2016/17 only 12. Even when factoring in Multiethnic students, the numbers are still far too low (I have more than 12 African American students in every single class I teach), so any numbers are not especially reliable as the sample is incorrect and too small. Nonetheless, African American students have higher success rates in AS classes than at Palomar overall, consistently over the whole 6-year period for which data are partially available, if only narrowly so in 2016/17, in which 58.3% of Black or African American students succeeded in AS and 57% at Palomar as a whole. However, even for Palomar as a whole, there are some wild fluctuations for African American enrollment in the last three years and so the numbers are to be taken with caution. From 2014/15 to 2016/17 the alleged number of African Americans enrolled at Palomar has dropped from 932 to 284 (and this can not be accounted for by a shift to Multi-ethnicity as those numbers do not show an increase but a decrease as well). At the same time, in its official promotion materials, Palomar claims to have 3% Black Non-Hispanic enrollment, so something is not adding up, which is unfortunate since unreliable numbers just do not allow for any useful assessment.</p>
<p><b>Special Population (examples- veteran, foster youth, etc)</b></p>	<p>Educational status is a reasonably good correlate with socio-economic class, but our data only allow us to assess for high school graduates without college degrees. In that category, Africana Studies has consistently better outcomes than the college as a whole, varying from a 4% point difference to 12% point difference. In the last three years, Palomar College had success rates of 68%, 68.5%, and 69.2% respectively while AS had 74.4%, 78.7%, and 73.1%. We seem to be reaching that demographic with</p>

some success.

**3. Disaggregated Course Success Rates (Select at least two other variables):**

**Disciplines/programs find it useful to examine course success rates by other types of variables (e.g., time of day, level of course (basic skills, AA, Transfer). Examine course success rates disaggregated by at least two other variables and reflect on your findings.**

I was interested in two other variables: class type and financial aid. AS used to offer an evening class which was slowly building in enrollment but still fell short of current efficiency goals, so we cut it the last two years. I wanted to see what success rates were for the evening class and found that except for one year, success rates were substantially higher than for day class: in 2011/12 71.4% vs. 64.3%, in 2012/3 96.2% vs. 76%, in 2013/4 (the anomalous year) 76.2 vs. 80.8%, and in 2014/5 92.3% vs. 71.4%. Given such high success rates and given that evening classes attract a different student population, we would like to begin to offer an evening section again as Palomar hopes to expand its enrollment. The second variable I considered was financial aid, since educational background did not offer much information correlated to socio-economic class. Happily, AS's success rates for financial aid recipients were higher than Palomar's average in the last five years, sometimes substantially so. Palomar's success rates were 70.5%, 70.4%, 69.5%, 69.9%, and 70.6% from 2012/3 to 2016/17. For Africana Studies over the same five year period, the success rates were 80.8%, 78.3%, 72.9%, 79%, and 73.9%. Apparently we are reasonably successful in reaching that specific demographic.

**SECTION 3: INSTITUTION AND PROGRAM SET COURSE SUCCESS RATE 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.**

<b>Standard for Discipline Course Success Rate:</b>	<b>70%</b>
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**Why?**

As stated in last year's PRP, there is no reason to set the success rate for AS higher than that of the college as a whole even as a higher success rate is always desirable. As it is, the success rate in Africana Studies courses does exceed the college's rate consistently: the success rates from 2012/13 through 2016/17 are: 78.6%, 80.9%, 73.1%, 76.9%, 72.3%. Naturally, there are some fluctuations from year to year, but no clear discernible trend. Attendance may be the biggest factor that hampers success rates and also one most difficult to control as lack of attendance is often based in college-external factors, such as unreliable transportation, work schedules, , prioritizing life issues, etc. As many of the students in our classes also take or still have to take pre-college transfer English, our success rate is satisfactory when compared to the college's even though we want to raise it.

**SECTION 4: COMPLETIONS**

Click on the following link to review the completions for your discipline.

<https://sharepoint2.palomar.edu/sites/IRPA/SitePages/Degrees%20and%20Certifications.aspx>

- A. To access your discipline data, go to the "Awards" tab at the bottom of the page and click on your discipline.
- B. To access your program level completions, click on the tab titled "Awards by Academic Plan" at the bottom of the page and then click on your discipline.

1. N/A

Reflect on your discipline's overall completions over the past five years. Are the completions where you would expect or want them to be? What is influencing the number of completions?

2. Specific Degree/Certificate Completions: N/A

Do you have degrees or certificates with few or no completions? If so, what factors influence completions within specific programs? If you have degrees/certificates with few completions, are they still viable? What can be done to help students complete programs within your discipline?

comment

**SECTION 5: LABOR MARKET INFORMATION (CTE PROGRAMS ONLY)**

If you have CTE programs in your discipline, refer to the following link to obtain relevant labor market data.

This data can be found on the Centers for Excellence website at <http://www.coecc.net/Supply-and-Demand.aspx>

Example of Labor Market Information:

SOC	Description	Counties	2014 Occupations	2017 Occupations	Change	% Change	Openings	Annual Openings	10% Hourly Earnings	Med Hourly Earnings	Entry Level Education (Typical)
13-2011	Accountants and Auditors	Imperial	341	361	20	5.8%	57	19	\$17.70	\$26.09	Bachelor's degree
13-2011	Accountants and Auditors	San Diego	12,554	13,735	1,181	9.4%	2,388	796	\$20.88	\$32.92	Bachelor's degree

1. What is the regional three-year projected occupational growth for your program(s)?

n/a

2. What is being done at the program-level to assist students with job placement and workforce preparedness?

3. If your program has other program-level outcomes assessments (beyond SLOs and labor market data), including any external mandated regulatory items, discuss how that information has been used to make program changes and/or improvements.

4. When was your program's last advisory meeting held? What significant information was learned from that meeting? (CTE programs are required by Title 5 to conduct a minimum of 1 advisory meeting each year)

**SECTION 6: ADDITIONAL QUALITATIVE INFORMATION**

**Not all information important to reviewing your program is quantitative or included in the section above.**

**Describe other data and/or information that you have considered as part of the assessment of your program. (Examples of other data and factors include, but are not limited to: external accreditation requirements, State and Federal legislation, four-year institution directions, technology, equipment, budget, professional development opportunities).**

There are a number of external factors that impact Africana Studies. One is the increasing narrowing down of community college education to the bare minimum. Students are actively discouraged from taking any classes that do not apply in any immediate way to their transfer and completion goals. As many community college students are still in the process of searching what interests and inspires them and for what they may have an aptitude or passion, this leads to premature decisions about majors that are not easily reversed, and students are effectively punished for changing their minds about what it is they want to study. This is not likely to lead to desirable societal outcomes. A college-wide discussion we need to initiate concerns the ways in which currently students can fulfill their Multicultural Studies requirement, which includes a plethora of courses which may fulfill the letter of the requirement but not the spirit, meaning that they are light on actual substance on the many different ethnic and cultural groups in the U.S. and not taught by experts in Multicultural Studies. This is an odd situation as Math or English or Biology requirements have to be fulfilled by taking classes in specific departments taught by subject specialists, yet in Multicultural Studies, it is assumed anyone can be an expert. We need a revision of that policy that takes seriously the expertise acquired by subject specialists. Palomar College's efficiency model also discourages student and academic discipline experimentation as classes are expected to have very high fill rates immediately and consistently or be subject to cuts. Such a model makes long-term academic planning quite difficult.

**SECTION 7: CURRICULUM, SCHEDULING, AND STUDENT LEARNING OUTCOMES**

**1. SLO Assessment Results:**

**How have SLO assessment results impacted your planning over the last three years? Consider curriculum, teaching methodology, scheduling, department discussion (FT & PT faculty included) resources, etc. Refer to the SLO/PRP report – <https://outcomes.palomar.edu:8443/tracdat/>**

Our assessments have impacted our planning to the extent that we have focused more on study methods to help students succeed in their classes. That focus has resulted from discussions between the two faculty teaching AS classes. Outcomes in AS are not resource dependent, we believe due to the nature of classes taught and the relatively low cost of teaching materials (we encourage students to buy older or used editions of the textbooks, and the AS 101/102 book is used over two semesters. We have found underlying issues with basic skills common for the community college environment and not easily addressed within the confines of the AS discipline, thus a focus on study methods. Since our success rates are relatively high, it has not been easy to push them higher and they have fluctuated between 72.3 at the lowest and 80.9 at the highest over the past five years, which has approximately reflected our assessment results of between 80-90% of students achieving a good or satisfactory understanding of the contributions of African Americans to American history and culture (that assessment does not take into account students who failed to drop). Since our sample base is around 100, even slight fluctuations, such as two or three more students failing or not attending the final, influence percentages, so it is difficult to say as of yet whether an increased focus on study methods is yielding results or not. We are also planning to change the textbook used in AS 101/102 to favor increased accessibility. As mentioned before, night classes tended to have higher success rates but did not have currently acceptable fill rates, which limits our ability to respond with different scheduling.

**2. SLO Assessment Methods:**

**How effective are your current methods/procedures for assessing course and program student learning outcomes? What is working well and how do you know? What needs improvement and why? Refer to the SLO/PRP report – <https://outcomes.palomar.edu:8443/tracdat/>**

Our assessment results closely mirror success rate statistics though do not use quantitative methods but wholistic assessment of test results and class participation. On the whole, given our success rates, our teaching methodology appears to be successful, but we are challenged by underlying basic skills weaknesses of some our students and serious reading comprehension problems--when those are coupled with attendance problems, there is very little we can do. When students attend regularly, clear and accessible class delivery of material and discussion can help alleviate reading comprehension problems, as we can see from test results (when there are still writing problems but the student has a grasp of the subject matter). The SLO report does not specify it, but regular class attendance is an area that needs improvement and could lead to higher success rates. As will be discussed below, we hope that the Umoja program to be implemented in Fall might lead to more engagement.

**3. Program SLOs:**

**How do your program SLOs represent the scope and depth of learning appropriate to the degree/certificate programs offered? What needs improvement and why? Refer to the SLO/PRP report – <https://outcomes.palomar.edu:8443/tracdat/>**

N/A

**4. Curriculum overview:**

**Does your program offer sufficient opportunities for students to learn current disciplinary and professional knowledge, skills, competencies, etc. for the type and level of degree/certificate offered? Discuss how your course/program reviews, since the last PRP, have changed and/or impacted your program. How is the potential need for program/course deactivation addressed by the department?**

African Studies is not a program, but we have already deactivated courses that have not been taught in years and have had to narrow our offerings to three courses which enroll students successfully. Africana Studies does not offer degrees or certificates but does provide students with current knowledge of the central role and relevance African American history and culture play and have in U.S. history and culture.

**5. Curriculum scheduling:**

**Describe how you schedule your courses to include a discussion on scaffolding (how all parts build on each other in a progressive, intentional way), and scheduling of courses so students can follow the best sequence. Address how enrollment issues impact scheduling and student completion/achievement.**

We currently offer three different courses: AS 100, an introduction of and overview of the discipline of Africana Studies and its methodologies, and AS 101 and 102, a survey class of African American history and culture. The classes can be and often are taken non-sequentially and intentionally so to encourage enrollment and provide flexibility. AS 101 and 102 do build on one another, but it is not presumed that a student enrolling in 102 has taken 101. We have for some time planned on expanding, but the efficiency model, a focus on transfer in advising, and a narrowing down of student options are obstacles in getting different courses off the ground.

**6. Curriculum communication:**

**How does regular communication with other departments that require your courses in their programs occur – scheduling, review scheduling conflicts/overlaps for courses within same program, etc.?**

Our courses are not prerequisites for other departments, but we are in touch with Athletics concerning scheduling needs for student athletes and have already adjusted our times accordingly.

### PART 3: Program Evaluation and Planning

Program Evaluation and Planning is completed in two steps.

#### Section 1: Overall Evaluation of Program

Using the results of your completed assessment (See Sections 1-6 above), identify the strengths and areas for improvement within your program. Also consider the areas of opportunities and any external challenges your program faces over the next three years. Summarize the results of your assessment in the Grid below.

#### Section 2: Establish Goals and Strategies for the Next Three Years

Once you have completed your overall evaluation, identify a set of goals and strategies for accomplishing your goals for this upcoming three year planning cycle. Use the template in Section 2 below to document your goals, strategies, and timelines for completion.

### SECTION 1: OVERALL EVALUATION OF PROGRAM

**1. Discuss your discipline's strengths, weaknesses, opportunities and threats in regards to curriculum, assessment, enrollment, success rates, program completion, etc. For helpful suggestions on how to complete this section, go to <http://www2.palomar.edu/pages/irp/files/2017/02/Helpful-Tips-for-Completing-a-SWOT.pdf>**

<b>Strengths:</b>	Africana Studies has high success rates and appears to serve especially female students, financial aid recipients, and students with ethnic backgrounds very well, given high success rates, and it has higher retention rates and usually higher success rates for African American students (though for recent years, data seem spotty and unreliable, so it is difficult to come to firm conclusions--for earlier years, the data show just that.) Despite overall steep enrollment drops for the college, AS's enrollment rates have been not seen as drastic a decline and even significant growth in the last two years, and fill rates have been relatively stable as well.
<b>Weaknesses:</b>	AS 100 has on occasion struggled with enrollment (does not serve as clear a transfer goal as AS 101 and 102), and we would like to see our success rates grow even a bit further by lowering absence rates. There are challenges in growing the discipline beyond four classes per semester, and we could widen our potential audience.
<b>Opportunities:</b>	We are discussing revising our marketing materials (flyer) and how to reach the local (small) African American population directly. The Umoja program to be implemented in 2018 might help in addressing the weaknesses listed above.
<b>Threats:</b>	The biggest threat: continually changing state policies concerning community colleges that reduce the role CCs have played historically in bringing underrepresented populations into higher education by "streamlining" education and through a vocational outlook on higher education. A secondary challenge is Palomar's budget environment and the pressures it exerts on what enrollment levels are deemed fiscally "acceptable" and an overall neglect of academic considerations over efficiency and numbers on almost every level of the college, from advising to planning to assessment of value--this is, of course, a broader national trend captured by the term "corporatization of education."

### SECTION 2: Establish Goals and Strategies for the Next Three Years

COMPREHENSIVE PROGRAM REVIEW AND PLANNING

**1. Progress on Previous Year's Goals: Please list discipline goals from the previous year's reviews and provide an update by placing an "X" the appropriate status box .**

Goal	Completed	Ongoing	No longer a goal
Implement MCS requirements for AS	X		
Shift times to accommodate athletic programs	X		
Implement Umoja program		X	

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

<b>Goal #1</b>	
<b>Program or discipline goal</b>	Increase enrollment in AS 100
<b>Strategies for implementation</b>	Offer AS 100 as a hybrid class
<b>Timeline for implementation</b>	Spring 2018
<b>Outcome(s) expected (qualitative/quantitative)</b>	We hope for higher enrollment
<b>Goal #2</b>	
<b>Program or discipline goal</b>	Assist in establishing an Umoja program
<b>Strategies for implementation</b>	Rafiki Jenkins and Martin Japtok have attended several planning meetings, gone to a regional Umoja conference, are attending the November 2018 statewide Umoja conference, and are involved in ongoing planning.
<b>Timeline for implementation</b>	Fall 2018
<b>Outcome(s) expected (qualitative/quantitative)</b>	We hope to increase student engagement, for that to be reflected in success rates (though ours do exceed the Palomar average), and for greater visibility for Africana Studies, which may lead to enrollment increases.
<b>Goal #3</b>	
<b>Program or discipline goal</b>	Revise marketing material (AS flyer)
<b>Strategies for implementation</b>	Hope to work on that in December or over Winter Break
<b>Timeline for implementation</b>	Ready for distribution by or during Spring 18
<b>Outcome(s) expected (qualitative/quantitative)</b>	
<b>Goal #4</b>	
<b>Program or discipline goal</b>	
<b>Strategies for implementation</b>	
<b>Timeline for implementation</b>	

COMPREHENSIVE PROGRAM REVIEW AND PLANNING

<b>Outcome(s) expected (qualitative/quantitative)</b>	
<b>Goal #5</b>	
<b>Program or discipline goal</b>	
<b>Strategies for implementation</b>	
<b>Timeline for implementation</b>	
<b>Outcome(s) expected (qualitative/quantitative)</b>	

**3. How do your goals align with your discipline’s mission statement?**

Our goals align in that we intend to bring Africana Studies to a wider section of the Palomar community and the communities around it. Our mission to assist students and the community “to participate in a multicultural society by understanding ethnic, racial and cultural dynamics and their historical context in the U.S” seems more important than ever.

**4. How do your goals align with the College’s Strategic Plan Goals?**

Like Palomar College as a whole, Africana Studies also aims to increase enrollment, and all our goals are meant to address that objective. In addition, our goals align with Objective 2.6: To address opportunity gaps among the college’s diverse student body. We have strengths in serving marginalized populations and plan to build on that and make more students aware of the success opportunities offered by AS.

**PART 4: FEEDBACK AND FOLLOW-UP**

This section is for providing feedback.

**Confirmation of Completion by Department Chair**

<b>Department Chair</b>	Martin Japtok
<b>Date</b>	11/15/2017

**\*Please email your Dean to inform them that the PRP has been completed and is ready for their review**

**Reviewed by Dean**

<b>Reviewer(s)</b>	Justin Smiley
<b>Date</b>	11/22/2017

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

Good work stabilizing and even growing enrollments. Great outreach and participation

**2. Areas of Concern, if any:**

COMPREHENSIVE PROGRAM REVIEW AND PLANNING

Let's try to find ways to help AS100. Hopefully that the Umoja program or different delivery methods help.

**3. Recommendations for improvement:**

**\*Please email your VP to inform them that the PRP has been completed and is ready for their review**

**Reviewed by: Instructional Planning Council PRP Sub-Committee**

<b>Reviewer(s)</b>	Mark Bealo
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<b>Date</b>	12/13/2017
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**1. Strengths and successes of the discipline as evidenced by the data and analysis:**

Enrollments are trending up, and efficiency is solid.

**2. Areas of Concern, if any:**

AS 100 seems to have the biggest areas of concern that need to be addressed. My comments alongside the relevant sections should provide additional insight.

**3. Recommendations for improvement:**

Continue with progress of goals, but also look into possible solutions to the various issues that the data revealed in AS 100.

**4. Recommended Next Steps:**

X	<b>Proceed as Planned on Program Review Schedule</b>
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	<b>Repeat Comprehensive Review</b>
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**Reviewed by: Vice President**

<b>Reviewer(s)</b>	Jack S. Kahn, Ph.D.
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<b>Date</b>	1/25/2017
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**1. Strengths and successes of the discipline as evidenced by the data and analysis:**

1. Excellent program analysis and inclusion of data.
2. Course-levels section is also well done- thank you again for including the data!
3. Great dialogue with reviewer- strong analysis and interesting conclusions as well.
4. Success rates are particularly a point of pride here.
5. Demographic background is really excellent, thorough, includes data, really well done. Odd ion some of the missing data- may want to contact IRP.
6. Good discussion in section 6- it's true the exploration is hampered by limited financial aid and fiscal ability of many of our students.
7. SLO section is informative and really well done. I appreciate discussing the actual SLOS, including data and how they might be connected to the program, again really well done.
8. Agree about Umoja- really excited about that.
9. Curriculum scheduling also well stated and logical etc.
10. Appreciate SWOT discussion and expression of concerns.
11. Goals make sense but ignore a major concerns (see below)

COMPREHENSIVE PROGRAM REVIEW AND PLANNING

**2. Areas of Concern, if any:**

a. We do have a concern with some classes not filling, which really needs to be addressed and fixed this semester.

**3. Recommendations for improvement:**

**4. Recommended Next Steps:**

X	Proceed as Planned on Program Review Schedule
	Repeat Comprehensive Review

Upon completion of PART 4, the Program Review document should be returned to discipline faculty/staff for review, then submitted to the Office of Instruction and Institutional Research and Planning for public posting. Please refer to the Program Review timeline.