

Instructional Program Review 2019/20 UPDATE

Black Studies

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General Information (Instructional Program Review 2019/20 UPDATE)

2019/20 Instructional Program Review

SUBMISSION INFORMATION AND UPDATES (REQUIRED)

A.

- **Name of Lead Writer:** Thekima Mayasa, Ed.D.
- **Name of Liaison:** Pegah Motaleb
- **Department Chair:** Thekima Mayasa, Ed.D.
- **Department Faculty:** 2 Contract (T. Mayasa and C. Katungi), 8 Adjunct
- **Name of Manager/Service Area Supervisor:** Charles Zappia, Ph.D.
- **Is this a CTE program? (State Yes or No):** No

B.

Faculty changes: Within the last 2 years (Fall 2017- Fall 2019) there has been a 30% increase in the number of terminal degrees obtained by BLAS faculty. To date 60% of BLAS faculty are terminal degree holders. One additional BLAS faculty member is expected to have terminal degree completion by the next comprehensive program review cycle. This will result in nearly 75% of SDMC BLAS faculty having acquired advanced professional degree development and training which will add significantly to program development and support of enhanced student achievement. Terminal degree confirmations for both contract BLAS faculty in Fall 2019 include scholastic mentorship from discipline founders and renowned scholars (e.g. Wade Nobles, Margaret Washington, Maria Nieto Senour) across interdisciplinary fields of Africana Studies, Black Psychology, History, Education and their historic academies of San Francisco State, San Diego State and Cornell University. As mentors to our students, this provides an added benefit to students matriculating in Black Studies by enabling them to see their professors as role models along their journey to becoming Roots Scholars. By seeing reflections of themselves, it also serves as reminders to our students that they can and that it is never too late for them to become successful holders of advanced degrees. Many of our alumni (of varied ages and backgrounds) have achieved and are currently pursuing advanced degrees within the discipline and other sub-areas (Black Psychology, Afro-Futurism, etc.).

Curriculum changes: BLAS Department has initiated a campaign to increase distance learning opportunities across discipline curriculum. To date, 15 additional BLAS courses have been approved for DE status. This raises our accumulated total to 18 DE courses. courses have proven to show demand, persistence and success. Additional course updates include textbook revisions for 10 courses along with completion of Black Studies/African American Studies discipline designator changes to be fully reflected across all BLAS courses. Curriculum course textbook updates across BLAS discipline will be completed by the end of summer 2020.

Strengths:

1. Increases DE course offerings have been produced expanded enrollments and sustained matriculation.
2. BLAS Department has and continues to work with Mesa Equity Librarian in the development and maintenance of an extensive BLAS Research Repository portal.
3. BLAS Department is intimately involved with the Umoja Program and have assisted in the expansion efforts to include one physical science course with the Spring course offering schedule. This supports the institutions commitment to assisting students in completing Associate degree requirements within a four semester cycle.
4. BLAS Department is developing a listing of campus resource supports that BLAS instructors will make available on all course syllabi starting in Fall 2020.

Challenges:

Current institutional efforts to require completion of all discipline pathway models before the end of Fall 2019 fail to allow multiple models beyond 2 year fulltime which does not adequately reflect the matriculation pathways needed for all students. As disciplines seek to develop new ways to attract and sustain diversified student interest, efforts to diversify curriculum is not being achieved under equitable standards. The interdisciplinary nature of Ethnic Studies disciplines requires course content and practitioner qualifications to meet multiple discipline expertise training and professional development. However, when other disciplines seek to develop more diversified culturally centered courses, the rigorous standards required of Ethnic Studies disciplines and practitioners are not equally considered or applied from the very beginning. This has included a lack of adequate consultation with the culturally centered discipline in question to ensure adequate scholarship and Black Studies, Chicano/a Studies, Native American Studies, etc. are disciplines based upon established culturally specific and scholastically recognized theories, philosophies and praxis that are self standing. Thus they do not need to be compared to or validated by Eurocentric discipline models. While conversions have emerged to bring greater light and understanding to these issues, there is much to be done to ensure that the standards needed to promote equity in discipline pathways include varied epistemological best practices that are culturally appropriate.

OUTCOMES AND ASSESSMENT (REQUIRED)

Form: 2019/20 Program Review Outcomes and Assessment Section (See appendix)

PROGRAM ANALYSIS FOR EQUITY AND EXCELLENCE (REQUIRED)

Form: 2019/20 Program Review Instructional Program Analysis Section (See appendix)

PROGRAM GOALS (REQUIRED)

2018-2019 Goals for Black Studies

Goal 1 - Complete 6 yr Course Updates

1. Complete Learning Material (Textbook, etc.) & other course updates
2. Add DE designation to the remaining BLAS courses
3. Complete discipline designator changes for all BLAS courses per ASCCC approval in 2014 that have not yet been concluded.

Mapping

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.4, Strategic Goal 2.3, Strategic Goal 2.4, Strategic Goal 2.5, Strategic Goal 4.1, Strategic Goal 4.2, Strategic Goal 4.3, Strategic Goal 4.4, Strategic Goal 5.2, Strategic Goal 6.1, Strategic Goal 6.3,

Institutional Learning Outcomes 2016/17: Communication, Critical Thinking, Global Consciousness, Information Literacy, Professional & Ethical Behavior

Goal 2 - Program Learning Outcomes Assessment

1. Develop a new PLO assessment schedule with department faculty
2. Complete Communication PLO assessment across discipline courses
3. Begin assessment for at least one PLO from the revised assessment schedule
4. Work with Institutional Effectiveness to accurately identify data demographic "Other Hispanics" needed for the development of appropriate assessments to more effectively service this student population.

Mapping

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 1.5, Strategic Goal 1.6, Strategic Goal 2.3, Strategic Goal 2.4, Strategic Goal 3.2, Strategic Goal 3.3, Strategic Goal 4.1, Strategic Goal 4.2, Strategic Goal 4.3, Strategic Goal 4.4, Strategic Goal 5.1, Strategic Goal 6.1, Strategic Goal 6.2, Strategic Goal 6.3,

Institutional Learning Outcomes 2016/17: Communication, Critical Thinking, Global Consciousness, Information Literacy, Professional & Ethical Behavior

ACTION PLANS FOR GOALS (REQUIRED)

Actions

2018-2019 Goals for Black Studies

Goal

Goal: Goal 1 - Complete 6 yr Course Updates

1. Complete Learning Material (Textbook, etc.) & other course updates
2. Add DE designation the remaining BLAS courses
3. Complete discipline designator changes for all BLAS courses per ASCCC approval in 2014 that have not yet been

concluded.

Action: Complete 6 yr Course Updates

Describe the actions needed to achieve this objective:	1. Complete Learning Material (Textbook, etc.) & other course updates 2. Add DE designation the remaining BLAS courses 3. Complete discipline designator changes for all BLAS courses per ASCCC approval in 2014 that have not yet been concluded.
Who will be responsible for overseeing the completion of this objective:	BLAS Contract Faculty
Provide a timeline for the actions:	This process started in Fall 2019, learning materials and DE designation launching will be completed by Spring 2020. Initiation of BLAS discipline designator conversion through local district procedures for all BLAS classes will continue throughout 2020. BLAS department has no control over the completion of this effort once it is submitted for correction. It is hoped to be fully integrated by the next reporting cycle.
Describe the assessment plan you will use to know if the objective was achieved and effective:	Checklist
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	NA

Goal: Goal 2 - Program Learning Outcomes Assessment

1. Develop a new PLO assessment schedule with department faculty
2. Complete Communication PLO assessment across discipline courses
3. Begin assessment for at least one PLO from the revised assessment schedule
4. Work with Institutional Effectiveness to accurately identify data demographic "Other Hispanics" needed for the development of appropriate assessments to more effectively service this student population.

Action: PLO Assessment Updates

Describe the actions needed to achieve this objective:	1. Develop a new PLO assessment schedule with department faculty 2. Complete Communication PLO assessment across discipline courses 3. Begin assessment for at least one PLO from the revised assessment schedule 4. Work with Institutional Effectiveness to accurately identify data demographic "Other Hispanics" needed for the development of appropriate assessments to more effectively service this student population.
Who will be responsible for overseeing the completion of this objective:	BLAS contract faculty

Provide a timeline for the actions:

New PLO assessment schedule will be developed along with Communication assessment completion by spring 2020. At least 1 additional PLO assessment will begin Fall 2020. Data demographic clarification for "Other Hispanics" will be submitted in Fall 2019 to Institutional Effectiveness for a response. Once a response is received, strategic planning for appropriate assessment measures can be discussed with BLAS faculty at the time of creating a new PLO assessment schedule in Spring 2020.

Describe the assessment plan you will use to know if the objective was achieved and effective:

Completed checklist.

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

NA

GOAL STATUS REPORT (REQUIRED)

Action Statuses

2018-2019 Goals for Black Studies

Goal

Goal: Goal 1 - Complete 6 yr Course Updates

1. Complete Learning Material (Textbook, etc.) & other course updates
2. Add DE designation the remaining BLAS courses
3. Complete discipline designator changes for all BLAS courses per ASCCC approval in 2014 that have not yet been concluded.

Action: Complete 6 yr Course Updates

Describe the actions needed to achieve this objective:

1. Complete Learning Material (Textbook, etc.) & other course updates 2. Add DE designation the remaining BLAS courses 3. Complete discipline designator changes for all BLAS courses per ASCCC approval in 2014 that have not yet been concluded.

Who will be responsible for overseeing the completion of this objective:

BLAS Contract Faculty

Provide a timeline for the actions:

This process started in Fall 2019, learning materials and DE designation launching will be completed by Spring 2020. Initiation of BLAS discipline designator conversion through local district procedures for all BLAS classes will continue throughout 2020. BLAS department has no control over the completion of this effort once it is

	submitted for correction. It is hoped to be fully integrated by the next reporting cycle.
Describe the assessment plan you will use to know if the objective was achieved and effective:	Checklist
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	NA

Status for Complete 6 yr Course Updates

Current Status:	In Progress
If the Current Status was marked Completed, what was the impact of the completed objective on your program:	
If the Current Status was not marked Completed, what are the implications and next steps:	BLAS Learning material updates are 80% completed along with DE submission and launching for approximate 90% of BLAS courses. The remaining updates in both areas will be complete in Spring 2020. ASCCC approved BLAS discipline designator change from 2014 is not fully integrated at the local district level. To date this conversion is in progress and planned to completed by Summer of 2020.

Goal: Goal 2 - Program Learning Outcomes Assessment

1. Develop a new PLO assessment schedule with department faculty
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4. Work with Institutional Effectiveness to accurately identify data demographic "Other Hispanics" needed for the development of appropriate assessments to more effectively service this student population.

Action: PLO Assessment Updates

Describe the actions needed to achieve this objective:	<ol style="list-style-type: none"> 1. Develop a new PLO assessment schedule with department faculty 2. Complete Communication PLO assessment across discipline courses 3. Begin assessment for at least one PLO from the revised assessment schedule 4. Work with Institutional Effectiveness to accurately identify data demographic "Other Hispanics" needed for the development of appropriate assessments to more effectively service this student population.
Who will be responsible for	BLAS contract faculty

overseeing the completion of this objective:

Provide a timeline for the actions:

New PLO assessment schedule will be developed along with Communication assessment completion by spring 2020. At least 1 additional PLO assessment will begin Fall 2020. Data demographic clarification for "Other Hispanics" will be submitted in Fall 2019 to Institutional Effectiveness for a response. Once a response is received, strategic planning for appropriate assessment measures can be discussed with BLAS faculty at the time of creating a new PLO assessment schedule in Spring 2020.

Describe the assessment plan you will use to know if the objective was achieved and effective:

Completed checklist.

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

NA

Status for PLO Assessment Updates

Current Status:

In Progress

If the Current Status was marked Completed, what was the impact of the completed objective on your program:

If the Current Status was not marked Completed, what are the implications and next steps:

Follow timeline of the action plan for this goal to complete through 2020.

Request Forms

CLASSIFIED POSITION, BARC AND FACULTY POSITION REQUEST

Reviewers

LIAISON'S REVIEW

Form: Instructional Program Liaison's Review 2019/20 UPDATE

MANAGER'S REVIEW

Form: Instructional Program Manager's Review 2019/20 UPDATE

Appendix

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- A. **2019/20 Program Review Outcomes and Assessment Section** (Form)
 - B. **2019/20 Program Review Instructional Program Analysis Section** (Form)
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Form: "2019/20 Program Review Outcomes and Assessment Section"

Created with : Taskstream

Participating Area: Black Studies

(REQUIRED) Program name

Black Studies Department

(REQUIRED) Are you on target with your assessment schedule?

No, as mentioned in Part B1 of the Program Analysis, Equity and Excellence segment, this semester has been dominated by conversation on with "Guided Pathways". This has taken up a significant amount of time and energy given the unanticipated mandates departments were told they needed to develop and have completed before the end of the Fall 2019. As such all other assessments schedules have been postponed. The added responsibilities required to not only meet these administrative mandates but to also ensure shared governance in the process has been a deterrent from completing any other assessment focus. As such, once the issues of guided pathways have been resolved by the campus community and various guided pathway efforts to resume completion of department assessments for individual courses can be undertaken.

(REQUIRED) What have your assessments revealed about your courses/programs/service area/school/division/office?

BLAS Program assessments for this calendar year will resume pending the completion of share governance agreements on guided pathway mandates on disciplines and departments by campus and district administration.

(REQUIRED) Based on your assessments, what resource needs have you identified?

NA at this time.

Please provide any other comments.

To date, guided pathways administrative mandates are focused primarily upon disciplines being required to develop 2 year matriculation models which serve educational needs of only a limit number of our student population. However, the majority of our campus community recognizes and supports the need for multiple matriculation models to adequately support services that assist students' in meeting their holistic educational goals and aspirations. The BLAS department is committed to ensuring the success of all our students by having a commitment to developing multiple matriculation models that accurately service all community college student needs.

Form: "2019/20 Program Review Instructional Program Analysis Section"

Created with : Taskstream

Participating Area: Black Studies

Program Name

(REQUIRED) Type your program name.

Black Studies Department (BLAS)

Part A: In this section, please analyze your program in terms of course success metric. Start by disaggregating the available data by race, gender, and any other parameters of interest to your program and answer the following questions.

(REQUIRED) A1. What patterns do you notice with regard to equity in course success at the program level by race/ethnicity?

You may also conduct analysis by course and/or by modality.

Equity Gap: When a group of students who share a common characteristic (e.g. race/ethnicity) have lower access and/or outcome rates than their peers. The size of the equity gap along with the size of the group determine whether that gap is significant. Larger groups should, statistically, have smaller gaps and therefore when gaps are present (even small ones) they may be significant. Smaller groups will see wider variation in outcomes, therefore gaps should be seen consistently over time and/or reviewed by looking at multiple years in aggregate to determine if they are significant.

When looking at the overall 5 year outcome trends, BLAS success rates are comparatively close to the campus average ranging from 75-83% across ethnic groups. European, Asian and unreported groups obtain single digit reflect slightly higher success rates above the campus average from 3-7%. Likewise, African American, American Indian, Latinx and Filipino reflect slightly lower success rates (1-3%) than their counterparts. This may be better understood from the success rates outlined by age which all reflect higher rates for ages 25-50+. However, for 18-24 the success rate is also slightly lower (1%). This is a consistent pattern across the data and be associated more with initial matriculation transitioning/adjustments to academia.

(REQUIRED) A2. Do these patterns persist over time (e.g., look at the last five years)? Describe if equity gaps are increasing, decreasing, or staying the same?

These gaps do change over time among groups and categories. However, European and Asian students have consistent success rates (averaging single to sometimes double digits higher) than other ethnic counterparts. African Americans, American Indian, Filipino and slightly less often LatinX populations, have generally lower comparative success rates. I believe variations in ethnic matriculation numbers from term to term is largely influenced by demand to meet changes in income and family support needs.

(REQUIRED) A3. What factors may have influenced these results? What are your most significant findings?

The data also reflects that despite their numeric size, African American studies have disproportionately higher rate of financial aid representation. As federal administrative changes in educational funding have been significantly reduced over the last 2 years, no doubt this has had a salient impact upon student persistence and success especially for those who rely primarily upon it as the deciding factor for retention.

There is another demographic category of "Other Hispanic" which has the largest lack of success rate. I have requested clarification from Institution Effectiveness to identify exactly who this demographic community is and where they originate from as a possible native or immigrant population. Additional information will need to be gathered to successfully address this area. This will also include the need to identify their size. Decreased persistence and success for this group may be an issue of cultural incongruity which will be investigated further throughout the remainder of the year to provide an update in the next reporting cycle.

(REQUIRED) A4. How have you/might you alter practices to increase student success and reduce equity gaps?

BLAS department has instituted several changes to achieve increased persistence and success among our students. This includes but is not limited to the offering of more DE courses across the curriculum, increased discussions about and making adjustments to identifying and utilizing more OER specific to the BLAS discipline. Textbook costs have been a major barrier for all disciplines, as such we are working more intimately with the new equity resource librarian to increase library secured digital resource support. Increased exposure to our specialized resource system this semester will add to the data analyzed for our next reporting cycle. Some students, particularly older returning students are having challenges with the navigation of the electronic educational support systems like Canvas, etc. Some students only have access to their phones for internet or computer usage which has been somewhat challenging. However, instructors are working with students to provide the needed support.

(REQUIRED) A5. How does your program contribute to the College's identity of being a Hispanic Serving Institution?

BLAS department has been able to successfully attract, retain and support this student population by working closely with the Chicano/a Studies department and with support student organizations, BSU and MECHA. BLAS also has established good rapport with adjuncts between our 2 disciplines. Black Studies and Chicano Studies Departments have collaborated on numerous campus and community events, past activities have included hosting student faculty "Meet 'N Greet" events during the semester. These efforts expand teaching and learning beyond the classroom and create more enduring relationships among students and faculty. We plan to revive the Meet 'N Greet activity in 2020.

(REQUIRED) A6. Have you identified resource needs? If yes, please list.

Not at this time.

(REQUIRED) A7. Do any of your program goals address these implications or needs? If not, please develop a new goal that addresses your findings and subsequent reflection.

As mentioned in area A3, additional investigations into the identifying what specific demographics consist of "Other Hispanic", so that appropriate and more complete analysis can be done to identify student needs. At that time additional plans to meet those needs can be developed.

Part B: In this section, look at the area of focus you identified in last year's program review and answer the following questions.

(REQUIRED) B1. How have you developed this focus? Are you seeing any results? What are your next steps?

This semester, guided pathways has taken up a significant amount of time and energy given the mandates upon departments to have a 2 year matriculation pathway model completed for each discipline before the end of the Fall 2019. As such all other assessments schedules have been postponed. The added responsibilities required to not only meet these administrative mandates but to also ensure shared governance in the process has been a deterrent from completing any other focus. As such, once the issues of guided pathways have been resolved efforts to resume completion of department assessments for individual courses can be undertaken.