

# 2018-19 Annual Program Update: Ethnic Studies Department

## **Program Overview**

Please verify the mission statement for your program. If there is no mission statement listed, please add it here.

The Ethnic Studies program is designed to assist all students in developing an understanding and appreciation of diverse peoples and cultures at a local and global level. Using comparative methodologies and honoring community based knowledge, our programs emphasize a critical understanding of race and race relations. Students may elect to take courses among the following areas: African-American Studies, Asian/Asian-American Studies, Ethnic Studies, Mexican/Latin-American Studies or Native American Studies. Each program provides a sound background for students preparing to pursue a degree in Ethnic Studies or a related field on transfer to four-year institutions while also supporting the acquisition of skills that will enhance career opportunities in education, public health, government, community-based agencies and beyond.

List your Faculty and/or Staff

### **Full Time**

Roger Chung  
Alicia Christenson  
Dana Grisby  
Tamika Brown  
Janine Fujioka

### **Part Time**

Jonathan Brumfield  
Jimmy Crutison  
Bobby Seals  
Erica Williams  
Ayanna Anderson  
Holly Lim  
Bianca Louie  
Nate Tan  
Ulysses Acevedo  
Marisol Silva  
Eddie Madril  
Aureen Almario  
Abhjeet Paul

The Program Goals below are from your most recent Program Review or APU. If none are listed, please add your most recent program goals. Then, indicate the status of this goal, and which College and District goal your program goal aligns to. If your goal has been completed, please answer the follow up question regarding how you measured the achievement of this goal.

**Assessment:** In-Progress

- Encourage more participation in the assessment process that engages a discussion around pedagogy.
- Train all full time and part time faculty in processing assessment into META

College Goal: Cultivate a culture of belonging, pride and self-reflection for continuous improvement  
District Goal: Advance Student Access, Equity, and Success

**Curriculum:** Completed

- Update the local majors and submit the Social Justice Transfer Degree for Ethnic Studies.

College Goal: Offer students the highest quality curriculum and services  
District Goal: Build Programs of Distinction

Evidence to Support Completion: Between fall 2017 and fall 2018, local degree updates in Ethnic Studies, African American Studies, Asian American Studies, and Mexican Latin American Studies have been approved. In fall 2018, state approved the Social Justice Transfer Degree in Ethnic Studies. In addition, departmental strategies in diversifying curriculum across general education requirements have been developed. For example, in collaboration with the articulation officer, the department submitted a proposal to move ETHST 30 from CSU-GE area D, where many courses in the department sit, to CSU-GE Area E, where only one course in the department is represented. Similar plans to shift curriculum into underrepresented humanities requirements are also underway. The Social Justice Transfer Degrees in African American Studies and Mexican/Latin American Studies are currently under review at state.

**Instruction:** In-Progress

- Increase our dual enrollment offerings through hiring of part time faculty
- Ensure that dual enrollment classes meet the same standards as on-campus classes

College Goal: Offer students the highest quality curriculum and services  
District Goal: Strengthen Accountability, Innovation and Collaboration

**Student Success and Student Equity:** In-Progress

- Continue to participate in Equity Initiatives and support campus programs that focus on equity and student empowerment.

College Goal: Increase awareness and access to disproportionately impacted communities  
District Goal: Advance Student Access, Equity, and Success

Describe your current utilization of facilities, including labs and other space

**Professional Development, Institutional and Professional Engagement, and Partnerships:**

In-Progress

- Co Host events and panels with the Professional Development committee.
- Participate in the Faculty Diversity Internship Program (FDIP) and support interns through the process.

College Goal: Cultivate a culture of belonging, pride and self-reflection for continuous improvement  
District Goal: Strengthen Accountability, Innovation and Collaboration

Evidence: Worked with campus admin to ensure faculty leads can utilize release time to lead and coordinate programs. The Ethnic Studies department is especially connected to community-based programs that support equity.

**Other: Program Improvement Objectives or Administrative Unit Outcomes:** In-Progress

- Mentor and provide administrative support for equity coordinator positions within Restoring Our Communities and the Social Justice Center

College Goal: Promote equity

District Goal: Advance Student Access, Equity, and Success

### **Program Update**

#### **[Program Update Power BI dashboard](#)**

Using the dashboard, review and reflect upon the data for your program. Describe any significant changes and discuss what the changes mean to your program. Consider whether performance gaps exist for disproportionality impacted students. Focus upon the most recent year and/or the years since your last comprehensive program review. Cite data points from the dashboard to support your answer.

We serve a very ethnically diverse student population, with students tending to concentrate by ethnicity within specific areas of study. For example, Mexican/Latin American Studies classes serve a higher proportion of Hispanic/Latinx Students. In fall 2017, 95 out of 130 students in M/LAT were Hispanic/Latinx and in spring 2018, 108 out of 138 students were Hispanic/Latinx. Within African American Studies, 316 out of 508 were Black/African American in fall 2017, and 262 out of 404 were Black/African American in spring 2018. Within Ethnic Studies, the majority of enrolled students are Black/African American or Hispanic/Latinx.

It is also important to note that success rates vary by subject area. ASAME courses in particular see an unusually high success rate that is incongruous with the rest of campus. In Spring 2018 for example, ASAME had a 94% course completion rate while AFRAM had a 53% rate, ETHS had a 70% rate, M/LAT had a 64% rate, NATAM had 47% and the campus average had a 73% completion rate. More efforts need to be made on consistently looking at course success rates and grade distributions within our department at large to understand how instructors are assessing and evaluating students at a college level.

With the exception of Asian American Studies, our course completion rate and retention rate in AFRAM, ETHS, M/LAT and NATAM were lower than the campus average in 2017-2018 academic year. This is partially due to the fact that our department serves a higher proportion of disproportionately impacted student groups along lines of ethnicity and class. When we compare the course completion rate and retention rate of DI students between the entire campus and our department areas, the data reflected similar rates of retention and completion in various areas. For example, within Ethnic Studies specific courses in 2017-2018, the Black/African American retention

rate was 78% while the campus was 79%; the Black/African American completion rate in Ethnic Studies was 62% while the campus was 63%.

Shifts towards distance education may also offer explanations in completion rates. For ETHS, Summer of 2017 stands out in particular, with a completion rate of 57.8%, as compared to rates of 67.9% and 69.6% for Fall and Spring of the same academic year, respectively. While Fall and Spring did offer online classes, Summer only had online offerings, suggesting that attrition may be an even more meaningful characteristic of distance education. National data suggests that black and latinx households, a significant percentage of Ethnic Studies students, are far less likely to have broadband access which may inform both the lower completion and retention rates. In the Summer of 2017, only 30.8% Latinx students completed. While professional development in instruction continues to be a solution, addressing access issues for students of color, particularly Latinxs, should be equally prioritized.

Describe the department's progress on Student Learning Outcomes (SLOs) and/or Administrative Unit Outcomes (AUOs) since the last Program Review/APU. If your discipline offers a degree or certificate, please describe the department progress on Program Learning Outcomes (PLOs).

Since the last APU in spring 2018, our Student Learning Outcome assessment has been varied across the five discipline areas. Over the past year, three SLO's have been assessed in AFRAM, one SLO has been assessed in ASAME, two SLO's have been assessed in ETHS, and three SLO's have been assessed in M/LAT. While our department designates times in our department meetings to discuss assessment and incorporates assessment trainings that are led by the assessment committee coordinators, assessment buy-in has been difficult and mechanisms have not been effective. One barrier is that the majority of our department faculty are part-time and they are not required to submit assessment based on union contract. There needs to be an improved structure to incentivize, compensate, and support part-time faculty with assessment. In addition, some tenured full-time faculty do not attend department meetings or engage in assessment reflections or data input.

Ethnic Studies and Mexican/Latin American Studies completed Program Learning Outcomes assessments in spring 2017. This was the last time PLO assessment was completed in any of our four discipline areas that offer local degrees. Unfortunately, our PLO assessment has been uneven between the discipline areas due to staffing transitions and non active full-time faculty.

While we hoped the shift to META would create a more organized structure and consistent participation and tracking system, it has not increased the amount of SLO assessment completed within our department. Our department needs support from administration and the PFT to ensure 1.) assessment is listed as part of instructional contract duties for part-time faculty and 2.) full-time faculty are held accountable to attending assessment meetings and submitting SLO and PLO assessments. Thankfully, our department has a new full-time AFRAM instructor who is committed to engaging in SLO and PLO assessment moving forward.

Describe the outcomes and accomplishments from previous year's funded resource allocation request.

Brief description of funded request	Source (any additional award outside your base allocation)	Total Award Amount	Outcome/Accomplishment
Classroom set of iPads for activities, student recruitment and cultural programming		\$0	We received no funding or follow up based on this request
Pay part-time faculty for a half-day retreat to talk about assessment, dual enrollment, navigating Peralta, and teaching in the 21st century.		\$0	We received no funding based on this request but the VPI office now leads an orientation for new part-time faculty at the beginning of every semester. Part-time dual enrollment faculty were invited to a training in August but it is unclear if they were compensated for their time.
Full-time African American Studies Instructor Replacement	General Fund	N/A	In fall 2018, Laney hired a new full-time AFRAM instructor to replace a former full-time AFRAM instructor who resigned spring 2017.

**Prioritized Resource Requests Summary**

In the boxes below, please add resource requests for your program. If there are no resource requested, leave the boxes blank.

<b>Resource Category</b>	<b>Description/Justification</b>	<b>Estimated Annual Salary Costs</b>	<b>Estimated Annual Benefits Costs</b>	<b>Total Estimated Cost</b>
<b>Personnel: Classified Staff</b>				
<b>Personnel: Student Worker</b>				
<b>Personnel: Part Time Faculty</b>				
<b>Personnel: Full Time Faculty</b>				

<b>Resource Category</b>	<b>Description/Justification</b>	<b>Total Estimated Cost</b>
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<b>Professional Development: Department wide PD needed</b>		
<b>Professional Development: Personal/Individual PD needed</b>		

**Prioritized Resource Requests Summary - Continued**

<b>Resource Category</b>	<b>Description/Justification</b>	<b>Total Estimated Cost</b>
<b>Supplies: Software</b>		
<b>Supplies: Books, Magazines, and/or Periodicals</b>	Monthly subscription to Yes! Magazine, Bitch Magazine and various other periodicals that center racial, gender and economic justice.	\$200
<b>Supplies: Instructional Supplies</b>		
<b>Supplies: Non-Instructional Supplies</b>		
<b>Supplies: Library Collections</b>		

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<b>Resource Category</b>	<b>Description/Justification</b>	<b>Total Estimated Cost</b>
<b>Technology &amp; Equipment: New</b>	Classroom set of iPads or laptops for activities, student recruitment and cultural programming.	\$4,000
<b>Technology &amp; Equipment: Replacement</b>		

**Prioritized Resource Requests Summary - Continued**

<b>Resource Category</b>	<b>Description/Justification</b>	<b>Total Estimated Cost</b>
<b>Facilities: Classrooms</b>		
<b>Facilities: Offices</b>		
<b>Facilities: Labs</b>		

<b>Facilities: Other</b>		
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<b>Resource Category</b>	<b>Description/Justification</b>	<b>Total Estimated Cost</b>
<b>Library: Library materials</b>		
<b>Library: Library collections</b>		

<b>Resource Category</b>	<b>Description/Justification</b>	<b>Total Estimated Cost</b>
<b>OTHER</b>		