

The Comprehensive Instructional Program Review Report

1. College: Laney College

Discipline, Department or Program: Ethnic Studies

Date: 10/30/15

**Members of the Comprehensive Instructional Program Review Team:
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Members of the Validation Team:

2. Narrative Description of the Discipline, Department or Program:

The mission of the Laney College Ethnic Studies Department is to educate the community on critical race and resistance studies. Our department offers an interdisciplinary curriculum that advances the General Education goals of the college. We provide students with knowledge and skills to respond to the challenges facing a multicultural and globally interdependent world.

3. Curriculum:

Please answer the following questions and/or insert your most recent curriculum review report (within the past 3 years) here.

Attach the Curriculum Review Report or Answer these Questions:

- Have all of your course outlines of record been updated or deactivated in the past three years? Yes, all curriculum within the Ethnic Studies disciplines has been updated within the last three years.
- What are the discipline, department or program of study plans for curriculum improvement (i.e., courses or programs to be developed, enhanced, or deactivated)? We plan to develop and revise the Ethnic Studies major with the following courses:
 - Required courses (6):
 - Introduction of Ethnic Studies
 - Gender, Race and Class NEW CLASS
 - Required core courses two or more classes in the following areas (9):
 - Intro to African American Studies (3)
 - Intro to Mexican/Latin American Studies (3) NEW CLASS
 - Intro to Asian American Studies (3) NEW CLASS
 - Native Americans in Contemporary Society (3)

Required elective course (3):
Race, class and sports in society
Ethnic communities in health
Ethnic Studies Community Civic Engagement 20
Or
AFRAM 20, MLAT 20, ASAME 20 or NATAM 20

- Classes in media, music or ethnic fiction writers/culture will be added as well. In addition, to a name change for Native Americans in Contemporary Society to Introduction to Native American Studies.
- Please list your degrees and/or certificates. Can any of these degrees and/or certificates be completed through Distance Education (50% or more of the course online)? Which degree or certificate?

The Department is comprised of four areas of study:

- African American Studies (**50% or more through can be completed Distance Education**)
- Asian/Asian American Studies
- Mexican/Latin American Studies (**50% or more through can be completed Distance Education**)
- Native American Studies
- Ethnic Studies (**50% or more through can be completed Distance Education, once submitted**)

4. Assessment:

Laney's Program Review Resources & Information webpage

(<http://www.laney.edu/wp/instruction/program-review/>) has several files you will need to complete this section. Please look at the files available and follow the instructions below. If you have questions, contact the Laney Assessment Coordinators, Heather Sisneros [and Rebecca Bailey](mailto:hsisneros@peralta.edu) (hsisneros@peralta.edu, rbailey@peralta.edu).

- How does your discipline, department or program ensure that students are aware of the learning outcomes of the courses and instructional programs in which they are enrolled? Where are your discipline, department or program course and program SLOs published? (For example: syllabi, catalog, department website, etc. If they are on a website, please include a live link to the page where they can be found) *Listed in all course syllabi. As we change SLO's once the courses are approved will change course syllabi. Program Learning Outcomes are posted online.*

Asian American Studies

- Evaluate research methodologies in Asian American Studies and critique scholarship within the field.
- Effectively employ social science methodologies to analyze issues related to Asian Americans.
- Evaluate the contributions of Asian Americans in the history of the United States.

African American Studies

- Demonstrate an understanding of the development of the field of African American Studies, research methodologies and scholarship within the field.
- Effectively employ social science methodologies in the analysis of issues related to African Americans
- Ability to identify, describe, and relate the general history of African American people in the U.S. and the African Diaspora

Mexican/Latin American Studies

- Demonstrate an understanding of the development of the field of Mexican/Latin American Studies, research methodologies and scholarship within the field.
- Effectively employ social science methodologies in the analysis of issues related to Mexican/Latin American Studies
- Ability to identify, describe, and relate the general history of Mexican Latin American people in the U.S.

Native American Studies

- Demonstrate an understanding of the development of the field of Native American Studies, research methodologies and scholarship within the field.
- Effectively employ social science methodologies in the analysis of issues related to Native American Studies
- Ability to identify, describe, and relate the general history of Native American people in the U.S.

Ethnic Studies

- Demonstrate an understanding of the development of the field of Ethnic Studies, research methodologies and scholarship within the field.
- Effectively employ social science methodologies in the analysis of issues related to Ethnic Studies
- Ability to identify, describe, and relate the general history of racial/ethnic people in the U.S.

- Insert evidence of the approval status for all SLOs for every course offered in your department. Note that if the course has been updated through CurricUNET in 2007 or later, SLOs have been approved. Course approval dates can be found in the CurricUNET Report August 2015 file. Use the toggles at the column headings to choose your cluster or department, select the boxes for your area, and copy/paste below. The second tab shows the key to cluster abbreviations.

Cluster	Department	Number	Course Name	Approval Date
ETHSTUD	AFRAM	1	Introduction to African American Studies	10/3/2014
ETHSTUD	AFRAM	2	Black Economics	9/16/2011
ETHSTUD	AFRAM	5	The African American Family in the United States	10/3/2014
ETHSTUD	AFRAM	8	African American Politics	1/1/2007

ETHSTUD	AFRAM	11	Perceptions of the African American Male in America	9/5/2014
ETHSTUD	AFRAM	12	Psychology of African Americans	4/2/2010
ETHSTUD	AFRAM	014A	Social Psychology of African American Male/Female Relationships	4/2/2010
ETHSTUD	AFRAM	014B	Social Psychology of African American Male/Female Relationships	4/2/2010
ETHSTUD	AFRAM	16	The Prison Industrial Complex: African American Incarceration	9/16/2011
ETHSTUD	AFRAM	20	Field Studies in the African American Community	10/3/2014
ETHSTUD	AFRAM	23	Perceptions of African American Women	10/3/2014
ETHSTUD	AFRAM	26	African American Culture: Black Music, Art, and Literature	3/20/2015
ETHSTUD	AFRAM	29	African American Experience Through Films	10/3/2014
ETHSTUD	AFRAM	30	African American History: Africa to 1865	10/3/2014
ETHSTUD	AFRAM	31	African American History: 1865-1945	10/3/2014
ETHSTUD	AFRAM	32	African American History 1945 to the Present	1/1/2000
ETHSTUD	AFRAM	35	Women of Color	10/3/2014
ETHSTUD	AFRAM	38	Environmental Racism and Justice	10/3/2014
ETHSTUD	AFRAM	45	Religion and the African American Church in America	5/2/2014
ETHSTUD	AFRAM	050A	History of Africa to 1800	8/24/2012
ETHSTUD	AFRAM	050B	History of Africa from 1800 to the Present	8/24/2012
ETHSTUD	ASAME	21	Asian-American Communities	5/2/2014
ETHSTUD	ASAME	26	Politics in Modern Asia	9/5/2014
ETHSTUD	ASAME	30	Asians and Asian-Americans Through Films	9/20/2013
ETHSTUD	ASAME	32	Asian-American Psychology	9/5/2014
ETHSTUD	ASAME	35	Women of Color	1/1/2002
ETHSTUD	ASAME	045A	Asian American History to 1945	9/20/2013
ETHSTUD	ASAME	045B	Asian American History From 1945 to the Present	9/5/2014
ETHSTUD	ETHST	1	Introduction to Ethnic Studies	3/20/2015
ETHSTUD	ETHST	12	Economics and Social Change: Racial Conflict and Class in America	11/15/2013
ETHSTUD	ETHST	13	Introduction to Community Based Research in Urban America	11/15/2013
ETHSTUD	ETHST	14	Community Building and Transformation in Urban America	11/15/2013
ETHSTUD	M/LAT	12	United States Relations with Mexico and Latin America	4/3/2009
ETHSTUD	M/LAT	20	Civic Engagement in Latino Communities	3/19/2010
ETHSTUD	M/LAT	030A	Survey of Latin-American Films	11/7/2014
ETHSTUD	M/LAT	030B	Survey of Latin-American Films	
ETHSTUD	M/LAT	31	Introduction to Chicana/Latina Studies	1/1/2001
ETHSTUD	M/LAT	35	WOMEN OF COLOR	1/1/2002
ETHSTUD	NATAM	1	History of Native American Indians	3/2/2012
ETHSTUD	NATAM	2	Native American Indians in Contemporary Society	3/16/2012
ETHSTUD	NATAM	35	WOMEN OF COLOR	1/1/2002

AFRAM 32 has been deactivated, M/LAT 31 and 35 woman of color were updated in 2014.

To answer the following questions, please review either your “At-a -Glance” report generated from TaskStream, or your Laney Assessment Spreadsheet. Answer the questions below, and attach the report (save it with your area’s information and include it when you turn in your Program Review).

- Briefly describe at least three of the **most significant changes/improvements** your discipline, department or program made in the past three years as a response to course and program assessment results. Please state the course number or program name and year of assessment for

each example. **Attach as evidence your Laney Assessment Spreadsheet** or TaskStream “Status Report” for the courses in your examples.

Improvement 1. We will complete the assessment cycles outlined in the Laney Assessment Spreadsheet.

- Improvement 2. Base on previous use previous assessment discussions to the department is working more closely with student support resources to coordinate assignments and improve the academic skills in reading and writing for students.

Improvement 3.

- Briefly describe three of the **most significant examples** of your discipline, department or program plans for course and /or program level improvement for the next three years as result of what you learned during the assessment process. Please state the course number or program name and attach the relevant data from your Laney Assessment Spreadsheet or the TaskStream report “Assessment Findings and Action Plan” section for each example.

Plan 1. I am creating a plan (see attachment)

Plan 2.

Plan 3.

- Describe how assessment results for Distance Education courses and/or programs compare to the results for the corresponding face-to-face classes.
In the future we will plan separate DE courses from on campus.
- Describe assessment results for courses with multiple sections. Are there similar results in each section?
In the future, we will assessment multiple sections for the same course.
- Describe your discipline, department or program participation in assessment of institutional level outcomes (ILOs).
Communication – intercultural communication was assessed in the African American Studies department.
- How are your course and/or program level outcomes aligned with the institutional level outcomes? Please describe and **attach either your Laney Assessment Spreadsheet** or “Goal Alignment Summary” report from TaskStream. (refer to Laney Assessment Spreadsheet)
- Are courses and program level outcomes are aligned with the following institutional level outcomes: Communication, Critical Thinking and Problem Solving and Global Awareness, Ethics and Civic Responsibility. Please see Laney Assessment Spreadsheet.

5. Instruction:

- Describe effective and innovative strategies used by faculty to involve students in the learning process. Ethnic Studies faculty use multiple teaching modalities to connect history with contemporary concepts. Multimedia, music/cultural expressions, small group, group projects,

ethnographical studies, cultural relevant textbooks/novels etc. are all employed to create innovative learning environments.

- How has new technology been used by the discipline, department or program to improve student learning? Yes, all faculty have been trained on Moodle and meet on a regular basis to discuss online teaching pedagogy. Technology is also used in the classroom to enhance student learning. Additionally, we have several film classes which require smart classrooms for successful student learning.

- How does the discipline, department, or program maintain the integrity and consistency of academic standards with all methods of delivery, including face to face, hybrid, and Distance Education courses? We develop rigorous online curriculum to focus assignments, projects, media resources and reading material on the course Student Learning Outcomes. We work hard to ensure students have access to free online learning material, an optional on campus orientation and consistent faculty contact including office hours (virtual and face to face)

- How do you ensure that Distance Education classes have the same level of rigor as the corresponding face-to-face classes?

All distance education courses in our department challenge and support student learning by offering reading materials, videos/films and weekly discussion forums that are on par with our on campus courses. We also provide access to Moodle for our on campus classes to intro the System to students as a supplemental learning resource environment.

- Briefly discuss the enrollment trends of your discipline, department or program. Include the following:
 - Overall enrollment trends in the past three years. Our enrollment has been steady and growing over the last three years.

ETHST Enrollment

Headcount	Term								
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Total	292	997	1,167	375	1,305	1,132	331	1,479	1,386

- An explanation of student demand (or lack thereof) for specific courses. Student demand has remained high for our department.

- Productivity for the discipline, department, or program compared to the college. Productivity is above the College average. It has consistently remained above 20.00

productivity rate.

ETHST Productivity Rate

Productivity	Term								
	2012 SUMMER	2012 FALL	2013 SPRING	2013 SUMMER	2013 FALL	2014 SPRING	2014 SUMMER	2014 FALL	2015 SPRING
Total	18.14	22.34	21.39	20.97	22.31	21.34	18.78	21.42	20.58

Laney College Productivity Rate

Productivity	Term								
	2012 SUMMER	2012 FALL	2013 SPRING	2013 SUMMER	2013 FALL	2014 SPRING	2014 SUMMER	2014 FALL	2015 SPRING
Total	16.76	17.63	17.41	16.40	16.53	16.48	15.05	15.40	15.41

- o Salient factors, if known, affecting the enrollment and productivity trends you mention above. We have updated all of our COR and revised the M/LAT major. We are in the process of adding new 3 ASAME classes to address global issues and histories currently not represented in the curriculum. We are also updating and revising the Ethnic Studies major.

- Are courses scheduled in a manner that meets student needs and demands? How do you know? The enrollment and productivity numbers suggest that our course offerings are meeting the needs and demands of students.
- Recommendations and priorities.
Expanding course offerings in ASAME, revising Ethnic Studies major and working on the approved State transfer degree in social justice.

6. Student Success:

- Describe course completion rates (*% of students that earned a grade “C” or better or “Credit”*) in the discipline, department, or program for the past three years. Please list each course separately. How do the discipline, department, or program course completion rates compare to the college course completion standard? **Our department completion rates are slightly lower than the College average. This is an area we need to address.**

ETHST Student Success

	Term								
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Success%	74.42%	67.08%	62.74%	67.11%	63.06%	65.55%	63.50%	64.14%	62.70%

Laney College Completion Standard

Term

	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Success%	74.07%	68.72%	66.34%	73.40%	66.34%	67.98%	72.79%	68.95%	69.11%

Department/discipline course completion rates

Success	Term									
	Course	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
	AFRAM 1 - INTRO TO AFR AM STUDIES	69.70%	50.00%	40.63%	60.76%	62.77%	50.48%	64.38%	56.64%	51.27%
	AFRAM 11 - PERCEPTIONS/AFRI-AM MALE	NA	67.35%	NA	NA	55.22%	54.72%	NA	63.46%	47.73%
	AFRAM 12 - PSYCHOLOGY OF AFRI-AMER	NA	NA	NA	68.89%	NA	NA	88.57%	NA	NA
	AFRAM 14A - SOC PSYCH/AF-AM MALE/FEMALE	72.97%	71.21%	44.00%	NA	63.49%	77.08%	NA	53.66%	58.00%
	AFRAM 16 - AFRICAN AMERICAN INCARCERATION	NA	NA	NA	NA	47.50%	NA	NA	50.00%	NA
	AFRAM 2 - BLACK ECONOMICS	NA	NA	NA	NA	NA	NA	NA	60.00%	NA
	AFRAM 23 - PERCEPTIONS/AFRI-AM WOMEN	NA	56.41%	49.06%	NA	38.10%	NA	NA	NA	60.47%
	AFRAM 26 - AFRICAN AMERICAN CULTURE	NA	NA	60.78%	NA	25.49%	43.90%	NA	54.72%	56.10%
	AFRAM 29 - AF-AM EXPERIENCE THRU FILMS	NA	66.67%	74.19%	NA	71.67%	66.10%	NA	65.38%	60.61%
	AFRAM 30 - AFRI-AM HIST: AFRICA TO 1865	NA	62.50%	66.27%	NA	NA	55.67%	NA	63.28%	61.11%
	AFRAM 31 - AFRI-AM HIST: 1865-1945	57.14%	71.03%	56.52%	71.15%	67.06%	68.91%	56.04%	65.77%	62.37%
	AFRAM 32 - AFRI-AM HIST: 1945 TO PRESENT	80.00%	NA	NA	NA	NA	NA	NA	NA	NA
	AFRAM 35 - WOMEN OF COLOR	NA	NA	NA	NA	NA	NA	NA	4.17%	35.48%
	AFRAM 45 - RELIGION/AFRI-AMER CHURCH	NA	NA	NA	NA	79.63%	56.25%	NA	NA	77.14%
	AFRAM 49 - I/S - AFRAM STUDIES	NA	NA	100.00%	NA	NA	NA	NA	NA	NA
	AFRAM 5 - AFRICAN AMER FAMILY IN US	NA	NA	64.52%	NA	52.83%	NA	NA	72.00%	77.27%
	AFRAM 8 - AFRICAN-AMERICAN POLITICS	NA	60.38%	NA	NA	NA	59.52%	NA	57.89%	52.38%
	ASAME 21 - ASIAN-AMER COMMUN	NA	69.81%	76.19%	NA	75.51%	75.00%	NA	65.63%	NA
	ASAME 30 - ASIANS THRU FILMS	85.25%	98.40%	88.07%	82.43%	82.10%	89.96%	74.58%	87.75%	76.36%
	ASAME 32 - ASIA-AMERICAN PSYCH	NA	82.22%	78.57%	NA	65.96%	77.78%	NA	71.88%	84.62%
	ASAME 35 - WOMEN OF COLOR	NA	NA	NA	NA	NA	NA	NA	25.00%	57.14%
	ASAME 45A - ASAME HIST TO 1945	96.00%	79.75%	85.29%	NA	77.27%	77.42%	NA	60.00%	58.82%
	ASAME 45B - ASAME HIST 1945-PRES	NA	79.49%	80.39%	NA	63.83%	NA	NA	61.90%	NA
	ASAME 49 - I/S - ASAME STUDIES	NA	NA	100.00%	NA	100.00%	100.00%	NA	100.00%	100.00%
	ETHST 1 - INTRO TO ETHNIC STUDIES	NA	64.86%	24.14%	51.39%	53.49%	27.03%	51.90%	57.75%	59.60%
	M/LAT 12 - US/MEX/LATIN AM REL	NA	48.48%	37.93%	NA	16.67%	54.55%	NA	47.50%	NA
	M/LAT 17 - PERSPECTIVES/AMER RACISM	NA	22.58%	46.15%	NA	45.76%	NA	NA	NA	NA
	M/LAT 23 - INTRO PSYCH MEX-AMER	NA	48.84%	46.34%	NA	NA	NA	NA	NA	NA

M/LAT 30A - LATIN-AMERICAN FILMS	NA	NA	NA	NA	NA	54.24%	NA	64.10%	65.15%
M/LAT 31 - CHICANA/LATINA ST.	NA	52.78%	40.54%	NA	44.44%	54.00%	NA	47.62%	52.17%
M/LAT 35 - WOMEN OF COLOR	NA	NA	NA	NA	NA	NA	NA	0.00%	53.85%
NATAM 1 - HIST OF NATIVE AMER INDIANS	NA	33.33%	NA	NA	60.53%	NA	NA	61.11%	NA
NATAM 2 - NAT AMER/CONTEMPORARY SOCIETY	NA	NA	52.78%	NA	NA	63.64%	NA	NA	69.23%
NATAM 35 - WOMEN OF COLOR	NA	NA	NA	NA	NA	NA	NA	60.00%	40.00%
Grand Total	74.42%	67.08%	62.74%	67.11%	63.06%	65.55%	63.50%	64.14%	62.70%

Discussion:

- Describe course completion rates in the department for **Distance Education** courses (100% online) for the past three years. Please list each course separately. How do the department's Distance Education course completion rates compare to the college course completion standard?

ETHST DE Student Success

Success	Term								
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
100% DE									
AFRAM	69.70%	61.22%	56.30%	59.35%	61.22%	50.48%	60.47%	4.17%	48.02%
AFRAM 1 - INTRO TO AFR AM STUDIES	69.70%	61.22%	55.81%	60.76%	61.22%	50.48%	71.74%	NA	51.27%
AFRAM 31 - AFRI-AM HIST: 1865-1945	NA	NA	56.52%	56.82%	NA	NA	47.50%	NA	NA
AFRAM 35 - WOMEN OF COLOR	NA	NA	NA	NA	NA	NA	NA	4.17%	36.36%
ASAME	NA	NA	NA	NA	NA	NA	NA	39.13%	40.00%
ASAME 30 - ASIANS THRU FILMS	NA	NA	NA	NA	NA	NA	NA	NA	31.11%
ASAME 35 - WOMEN OF COLOR	NA	NA	NA	NA	NA	NA	NA	25.00%	NA
ASAME 45A - ASAME HIST TO 1945	NA	NA	NA	NA	NA	NA	NA	40.48%	53.33%
ETHST	NA	64.86%	24.32%	51.39%	47.50%	23.40%	51.90%	42.55%	41.67%
ETHST 1 - INTRO TO ETHNIC STUDIES	NA	64.86%	24.32%	51.39%	47.50%	23.40%	51.90%	42.55%	41.67%
M/LAT	NA	NA	NA	NA	NA	NA	NA	45.24%	NA
M/LAT 12 - US/MEX/LATIN AM REL	NA	NA	NA	NA	NA	NA	NA	47.50%	NA
M/LAT 35 - WOMEN OF COLOR	NA	NA	NA	NA	NA	NA	NA	0.00%	NA
NATAM	NA	NA	NA	NA	NA	NA	NA	60.00%	NA
NATAM 35 - WOMEN OF COLOR	NA	NA	NA	NA	NA	NA	NA	60.00%	NA
Grand Total	69.70%	62.79%	49.42%	56.41%	52.71%	42.11%	56.36%	37.20%	44.88%

Laney College DE Student Success

Term

	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Success%	70.05%	57.60%	50.86%	57.64%	51.30%	54.86%	62.58%	54.77%	51.44%

Discussion: N/A

- Describe course completion rates in the department **for Hybrid** courses for the past three years. Please list each course separately. How do the department's Hybrid course completion rates compare to the college course completion standard? N/A

ETHST Hybrid Student Success

Success	Term
Hybrid	2015 Spring
M/LAT	71.43%
M/LAT 30A - LATIN-AMERICAN FILMS	71.43%
Grand Total	71.43%

Laney College Hybrid Student Success

	Term								
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Success%	60.54%	58.81%	68.39%	68.33%	58.44%	55.12%	68.27%	62.05%	61.76%

Discussion:

- Are there differences in course completion rates between face to face and Distance Education/hybrid courses? If so, how does the discipline, department or program deal with this situation? How do you assess the overall effectiveness of Distance Education/hybrid course? Yes, we have greater retention rates right now for on campus classes. However, our faculty members are working to continuously improve their master moodle shells to support student learning. Each semesters faculty consistently assess and revise moodle course shells to reflect the engaging and effective learning environments via distance education. We are seeking additional professional development in this area. These are goals for improvement:
 - Identify successful courses and continue to offer/update curriculum
 - Seek skilled faculty to facilitate online learning
 - Provide on-going professional development in distance education
 - Assess courses
 - Evaluate online instruction

- Describe the discipline, department, or program retention rates (After the first census, the percent of students earning any grade but a “W” in a course or series of courses) for the past three years. How does the discipline, department, or program retention rate compare to the college retention standard? Overall the Ethnic Studies department meets or exceeds the College’s retention rates. We will work to continue to improve/increase our overall retention rates.

ETHST Retention

	Term								
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Retention%	87.71%	86.24%	77.84%	84.49%	79.94%	83.53%	79.53%	86.05%	82.50%

Laney College Retention Standard

	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Retention%	84.30%	83.71%	79.07%	84.20%	81.31%	79.46%	84.68%	81.53%	81.25%

Discussion:

- Which has the discipline, department, or program done to improve course completion and retention rates? What is planned for the next three years?
 - We have revised the entire M/LAT major. Courses were approved in Fall 2015. We are also revising the Ethnic Studies major in consultation with our new full-time hire Roger Chung and part-time faculty members. We are also meeting to share and strategize on best practices to improve distance education retention rates. As a department, we have viewed our moodle shells at department meetings and identified good student centered online pedagogy. Moving forward, we plan to offer the first Ethnic Studies major in the community college system via distance education. All faculty will continue to seek professional development in distance education and conduct assessment of courses and program learning outcome to improve student success.
- Which has the discipline, department, or program done to improve the number of degrees and certificates awarded? Include the number of degrees and certificates awarded by year, for the past three years. What is planned for the next three years?

	2012-2013	2013-2014	2014-2015
African-American Studies (AA)	2	2	1
Asian/Asian-American Studies (AA)	2	3	2
Ethnic Studies (AA)			1
Mexican/Latin American Studies (AA)		1	

7. Human, Technological, and Physical Resources (including equipment and facilities):

- Describe your current level of staff, including full-time and part-time faculty, classified staff, and other categories of employment.

Full-time faculty headcount _____5_____

Part-time faculty headcount _____5_____

Total FTEF faculty for the discipline, department, or program _____

Full-time/part-time faculty ratio _____1 to 1_____

Classified staff headcount _0_____

- Describe your current utilization of facilities and equipment. Ethnic studies faculty use smart classrooms to delivery high levels of quality education. We also use laptops and printers in office spaces.

- What are your key staffing needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, and/or other factors.

N/A

- What are your key technological needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, and/or other factors.

We need more smart classroom to support student learning. Ethnic Studies faculty use multimedia in all classes to tie historical events to contemporary conditions with race relations and ethnic group situations.

- What are your key facilities needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, and/or other factors.

- We need more smart classrooms and a designated space/room for UBAKA or multicultural center to support students outside of the classroom. Ethnic Studies faculty members provide unique support to students from diverse backgrounds and student organizations of color which helps with the College student retention. We play a critical role in student equity and multicultural education. This is evident based on our enrollment numbers over 1,300 and productivity numbers over 20.00 for 2014/15.

- Please complete the Comprehensive Instructional Program Review Prioritized

Resource Requests Template included in Appendix A.

8. Community, Institutional, and Professional Engagement and Partnerships:

- Discuss how faculty and staff have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that full-time faculty participate in.

Academic Senate

Student Equity Committee

Cultural programming (Black History Month, Latino/a Heritage, Asian American/PI etc.)

Student organization advising

- Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

Please also see outreach plan for AFRAM and M/LAT and proposal for Community Civic Engagement Center. Ethnic Studies will play a major role implementing the UBAKA program and working on the Student Equity Community.

- Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.
 - **Adjunct faculty are included in all department meetings and professional development opportunities.**
 - **Our part-time faculty participate in training opportunities for taskstream, curricUnet and other paid PD activities**
 - Adjunct faculty play an important role in our outreach/partnership with Oakland Unified School District.
 - Faculty are also encouraged to assist in the curriculum development/updates.

9. Professional Development:

- Please describe the professional development needs of your discipline or department. Include specifics such as training in the use of classroom technology, use of online resources, instructional methods, cultural sensitivity, faculty mentoring, etc.
 - We need more training on best practices for effective teaching strategies to engage students in the classroom.
- How do you train new instructors in the use of Distance Education platforms? Is this sufficient?

All new instructors have to enroll in one semester of moodle training. NO, we need a more rigorous training option within the District and a toolbox of instructional review videos on Moodle.

10. Disciple, Department or Program Goals and Activities:

- Briefly describe and discuss the discipline, department or program goals and activities for the next three years, including the rationale for setting these goals. NOTE: Progress in attaining these goals will be assessed in subsequent years through annual program updates (APUs).
- Ethnic Studies is one of the few programs that offer emancipated spaces for historically marginalized student populations. Ethnic Studies not only teaches the histories and intellectual traditions of people of color, but it empowers students to understand their own struggles and experiences as authentic community assets. Our program utilizes an interdisciplinary approach to question and transform racial, ethnic, and gender inequality through a commitment to engaged pedagogy, social change and social justice. Students are pushed to think beyond the status quo, and are given support and leadership development in order to actively respond to the challenges facing our multicultural and globally interdependent world.
 - **Update and revise the Ethnic Studies major**
 - **Create the State transfer degree for social justice**
 - **Submit updated majors for M/LAT and AFRAM to the State Chancellor's office**

Beyond the classroom, our program is committed to:

- Bridging Laney College to the community through building ongoing strategic alliances with organizations, high schools, social justice leaders, and alumni
- Increasing Laney student diversity and recruitment through outreach and network.
- Developing community led certificates and programs like the Community Change Studies program
- Working collaboratively with academic and student support programs to offer workshops and panels on Identity Development, Gender Equity, and Cultural Awareness.
- Providing mentorship to students through student group advising (i.e. the Black Student Union, Brown Alliance of Students Taking Action).
- Ethnic Studies would like to develop a certificate in diversity/cultural sensitivity training for the professional employees (e.g. Nurses, Police Officers, non-profits etc.). This would advance our mission and provide a service directly to the community. We need faculty support to offer certificate programs in diversity training.

- Then fill out the goal setting template included in Appendix B. which aligns your discipline, department or program goals to the college mission statement and goals and the PCCD strategic goals and institutional objectives.

- **Goal 1. Curriculum:**

Activities and Rationale: Work with colleagues to update Major course offerings for M/LAT and AFRAM. Create State transfer degree for social justice.

- **Goal 2. Assessment:**

Activities and Rationale: following new assessment cycle(s) for courses in the department

- **Goal 3. Instruction:**

Activities and Rationale: seek professional development in the areas of distance education and classroom teaching strategies.

- **Goal 4. Student Success:**

Activities and Rationale: play an integral role in the implementation of the equity plan, and UKBAKA center on campus. Continue to provide cultural programming for the campus.

- **Goal 5. Professional Development, Community, Institutional and Professional Engagement and Partnerships:**

Activities and Rationale: create a civil engagement center and UKABA center. Implement the Ethnic Studies outreach and recruitment plan (see **attachment Appendix B**)

- Please complete the Comprehensive Instructional Program Review Integrated Goal Setting Template included in Appendix B.

Appendices

Appendix A

Comprehensive Instructional Program Review Prioritized Resource Requests Summary for Additional (New) Resources

College: Laney College _____

Discipline, Department or Program: Ethnic Studies

Contact Person: _____ Tamika Brown

Date: Oct 19, 2015

Resource Category	Description	Priority Ranking (1 – 5, etc.)	Estimated Cost	Justification (page # in the program review narrative report)
Human Resources: Faculty	N/A			
Human Resources: Classified	N/A			
Human Resources: Student Workers	N/A			
Technology	Smart classrooms			Page 9
Equipment	Laptops and printers			Page 9
Supplies				
Facilities	Multicultural space/room			Page 10
Professional Development	Effective/innovative Teaching Strategies			Page 12
Other (specify)				

Appendix B

PCCD Program Review Alignment of Goals Template

College: Laney College

Discipline, Department or Program: Ethnic Studies Department

Contact Person: Tamika Brown

Date: Oct 19, 2015

Discipline, Department or Program Goal	College Goal	PCCD Goal and Institutional Objective
Evaluate the development of the field of Ethnic Studies, and utilize research methodologies and scholarship within the field to produce research papers.	GOAL#3 ASSESSMENT Ensure completion of the Assessment cycle for SLOs, ILOs, SSOs, IAOs and PLOs.	A: Advance Student Access, Equity, and Success
Ability to identify, describe, and relate the general history of racial/ethnic people in the U.S.	GOAL#3 ASSESSMENT Ensure completion of the Assessment cycle for SLOs, ILOs, SSOs, IAOs and PLOs	A: Advance Student Access, Equity, and Success
Effectively employ social science methodologies in the analysis of issues related to Ethnic Studies	GOAL#1 STUDENT SUCCESS Develop new and strengthen existing interventions and strategies to increase students' access and success	A: Advance Student Access, Equity, and Success
5.		
6.		

7.		
8.		

Appendix C

Program Review Validation Form and Signature Page

College: Laney

Discipline, Department or Program: Ethnic Studies

Part I. Overall Assessment of the Program Review Report

Review Criteria	Comments: Explanation if the box is not checked
<p>X <input checked="" type="checkbox"/></p> <p>1. The narrative information is complete and all elements of the program review are addressed.</p> <p>X <input checked="" type="checkbox"/></p> <p>2. The analysis of data is thorough.</p> <p>X <input checked="" type="checkbox"/></p> <p>3. Conclusions and recommendations are well-substantiated and relate to the analysis of the data.</p> <p>X <input checked="" type="checkbox"/></p> <p>4. Discipline, department or program planning goals are articulated in the report. The goals address noted areas of concern.</p> <p>X <input checked="" type="checkbox"/></p> <p>5. The resource requests are connected to the discipline, department or program planning goals and are aligned to the college goals.</p>	

Part II. Choose one of the Ratings Below and Follow the Instructions.

Rating	Instructions
<input data-bbox="103 583 149 634" type="checkbox"/> 1. Accepted.	1. Complete the signatures below and submit to the Vice President of Instruction.
<input data-bbox="99 726 144 777" type="checkbox"/> 2. Conditionally Accepted.	2. Provide commentary that indicates areas in the report that require improvement and return the report to the discipline, department or program chair with a timeline for resubmission to the validation chair.
<input data-bbox="99 877 144 928" type="checkbox"/> 3. Not Accepted.	3. Provide commentary that indicates areas in the report that require improvement and return the report to the discipline, department or program chair with instructions to revise. Notify the Dean and Vice President of Instruction of the non-accepted status.

Part III. Signatures

Validation Team Chair

Print Name		Signature
Date		

Discipline, Department or Program Chair

Print Name		Signature
Date		

Received by Vice President of Instruction

Print Name
Date

Signature

