

Instructional Program Review Narrative Report

College: Laney College

Discipline, Department: Ethnic Studies (African, Asian, Mexican-Latin, and Native American)

Date: November 11, 2012

Members of the Instructional Program Review Team: Tamika Brown

“This class is the only reason why I am here, learning about my history and the accomplishments of my ancestors helps me see the possibilities...that maybe I can change my life. I don’t want to be like my friends. I want to go to school and transfer to a 4 year college. I got hurt in football and realized that I need a education. I can’t play ball forever. So thank you for teaching me my history and motivating me to stay in school.”

Tyler McClure

African American History 31, fall 2012

Narrative Description of the Discipline, Department:

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.

The Laney College Ethnic Studies Department is comprised of five areas of study – **Comparative Ethnic Studies, African American, Mexican/Latin American, Asian/Asian American and Native American Studies**. The goals and objectives of the Ethnic Studies Department are to provide a core curriculum in each of the referenced areas that enables interested students to be awarded an Associate Arts degree in Ethnic Studies and/or one of the specific ethnic/racial areas of study.

Ethnic Studies is one of the few programs that offer an emancipated space for historically marginalized student populations. This is demonstrated by our commitment to work collaboratively with academic and student support programs to offer workshops on Identity Development, Gender Equity, and Cultural Awareness. We have engaged our communities and partners in several ways. We have offered a Fall Speakers Series with a diverse selection of lecturers. The Asian American Action Fair are also sponsored by the Ethnic Studies Department as well as actively working with the Black Student Union to sponsor various lectures and speakers.

Currently, most courses in the Department are offered independently through one of the programs, thereby reflecting the unique experiences of individual ethnic/racial communities. In addition, there are three comparative Ethnic Studies courses – **Introduction to Ethnic Studies, Racism in America, and Women of Color** - that are taught providing students with different ethnic/racial, gender and class perspectives. However, we are in the process of expanding our course offerings to include more comparative classes (race, class, gender and sexuality).

Instruction in each of the areas of study provides students with a sound background to pursue an AA degree in Ethnic Studies, in one of the specific ethnic/racial areas of study, and/or a related

Instructional Program Review Narrative Report

field in the social sciences. In addition, successful completion of an Associates Arts degree in Ethnic Studies and/or specialization in a particular ethnic/racial area prepares students to transfer to a university program in Ethnic Studies, African American Studies, Mexican/Latin American Studies or Asian/Asian American Studies. The knowledge and skills students gain with a concentration in Ethnic Studies, or in a particular area of study, opens career doors in government and state agencies, community social service agencies, educational institutions, labor unions, law firms, and hospitals. Possible job titles of Ethnic Studies graduates are - legislative or council aide, community planner or organizer, employment counselor, or human resource specialist.

In support of Laney College's goal for student success and outcomes 1A, the courses offered in the Ethnic Studies major and/or department fulfill Area 2 and Area 5 requirements for degree transfers. Ethnic Studies also offers courses to fulfill the high school graduation requirements for the Gateway to College program. Ethnic Studies classes are also critical to campus discourse on diversity, and promoting healthy communities in the East Bay.

Specific learning objectives that relate to our College goals on student success are stressed in each of the areas that comprises the Ethnic Studies Department including: (1) development of effective reading, writing, speaking, and listening skills; (2) development of the ability to collect, organize, and document information using library and Internet sources; (3) strengthen students' ability to analyze and interpret various types of data presented in social science literature; (4) development of the ability to work effectively in groups, and (5) accentuate the relationship between student learning objectives and the inclusion of civic engagement and service learning activities in the existing curricula.

In spite of the severe section reductions the Department has experienced from 2009-2012, our productivity numbers and student demand has remained strong. We are offering more classes through distance education and completed a full revision of the African American Studies major. Classes in Ethnic Studies also fulfill the Title V graduation requirement for transfer level degrees and we are in the process of revising the Ethnic Studies major. Laney is the only college in the district with a degree and course offerings in Ethnic Studies. However, we are concerned that Ethnic Studies or similar programs have not been included in the Senate Bill 1440 in the development of transfer degrees. Given Laney's strong student demand in Ethnic Studies (see appendix A-E) and its discipline areas we want to ensure that a transfer major is created as a part of the College's overall goals in student success.

Over the next three years, we anticipate the need for two or more additional faculty. Student productivity has consistently increased over the last three years in African American Studies and Asian American Studies. With a more comprehensive revised major in Ethnic Studies, including courses in gender and sexuality history and identity, the demand for more faculty members to teach these topics in the Department will also grow.

Instructional Program Review Narrative Report

CURRICULUM

- a) The Ethnic Studies major will be revised in 2013. The African American Studies major was revised in 2012. Two Native American classes were also updated in 2012. However, we still have several course outlines in all disciplines areas that need to be updated. This is especially true for Asian American Studies. Currently the majority of the course offerings in ASAME are film classes that do not effectively engaging students in more critical analysis of the Asian American experience. Mexican/Latin American Studies has -outdated and limited course outlines. We are in the process of hiring a full-time M/LAT instructor in 2013.
- b) 35 active courses in Ethnic Studies.
- c) 17 courses have been updated within the last 6 years.
- d) The Ethnic Studies department will participate in Laney's Curriculum Committees curriculum review plan outlined by disciplines. The Ethnic Studies department is scheduled to review and update course outlines with the guidance of the Curriculum committee in spring 2013.
- e) The Department will review and revise the curriculum in Spring 2013
- f) The Ethnic Studies major is currently being reviewed and revised by the Ethnic Studies faculty at Laney College. We are also using ASSIST to pair courses with CSU/UC major course offerings within the discipline. The Department has deactivated the following courses AFRAM 6, 14B, and 251.
- g) The Department has incorporated Student Learning Outcomes in all the courses listed in the "taskstream" system. The exceptions of courses in "taskstream" without SLO's include crosslisted classes such as 17 Perspectives of Racism and 35 Women of Color in U.S.
- h) The Ethnic Studies Program Learning Outcomes align with the institutional learning outcomes of global awareness, ethics and civic responsibility, critical thinking and problem solving:
 - **Civic Responsibility and Community Engagement**
 - Engage in community-based social activism or participatory research.
 - **Cultural Competency**
 - Explain the ways in which minority groups live with and challenge the inheritance of conquest, colonialism, oppressions, slavery, extermination, segregation, sexism, and homophobia at the local, national, and transnational levels.
 - **Comparative Studies: race, class, gender and sexuality**
 - Describe the legacies of contact, conquest, and resistance within the U.S. historical and contemporary context of minorities groups in North America.
- i) Cultural competency program level outcome will be assessed by using having students complete a research paper in Introduction to Ethnic Studies comparing the experiences of minority/majority dominant group experiences in North America.
- j) The Ethnic Studies Department PLO's and student learning outcomes are mapped to the college's Institutional Learning Outcomes in its commitment to "global awareness, ethics and civic responsibility" Students are engagement in environmental justice through Ethnic Studies 38 (Environmental Justice) SLO's. In addition, Ethnic Studies faculty

Instructional Program Review Narrative Report

promote the acquisition of civic, social and cultural diversity skills in their classes through community involvement, guest speakers, and course content.

- k) **RECOMMENDATION:** Complete work in “taskstream” by the end of fall 2012 semester. Work with curriculum committee to revise outdated outlines in spring 2013. Submit the revised Ethnic Studies major in curriculaNet by spring 2013. Continue to work with the Academic Senate Community College Committee to push for an Ethnic Studies TMC major.

INSTRUCTION

- a. Ethnic Studies faculty use contextual learning teaching techniques to engage students. Faculty members also employ different teaching modalities such as film clips, journaling, reflective exercise, peer to peer learning and discussions to reach students. Students also experience dynamic speakers/communities activists centered on social/environmental justices. For example, Mexican/Latin American Studies has been invited two consecutive years by the Oakland Museum to participate in the annual Day of the Dead exhibit. One of our major objectives has been to educate the community and share the celebration with all different constituencies in the Bay Area. “Día de los Muertos” has become a multicultural and transnational celebration since we all share a loved one that has passed. We honor our ancestors and everybody has been invited. Prof. Leslee Stradford, Mr. Agustín Rodríguez, and Arturo Davila-Sanchez built and altar in 2011 which was visited by more than 10,000 people. This year on Sunday October 21, 2012 we built a one-day altar in honor of our beloved colleague Loretta Hernández who recently passed away which was visited by over 1000 people who attended the celebrations.

M/Lat will be offering two courses on Indigenous cultures and languages. We will start with two courses on “Introduction to Aztec culture and language” which will cover the study of the Aztec civilization –yesterday and today—as well as the Mexica-Nahuatl, a language still spoken by 4 million people in the regions of Mexico, Central America, and border communities in the US. Course outlines will be sent this semester to curriculum committee and hopefully will be revised during spring 2013 to be implemented in fall 2013. Many community colleges and universities in the country (Yale University, UC Santa Barbara, Harvard University, UC Davis, Stanford University, Cal State Los Angeles, Salt Lake Community College, Palomar Community College, San Marcos, CA, (among many others) are already including the learning of Mexica-Nahuatl, Maya, and Quechua in their departments of Ethnic Studies (Chicano Programs), Indigenous Studies and Spanish. These courses will create transcultural and transamerican links among different indigenous communities in United States and Latin America (Mexico, Central America, and South America). In addition, this fall in Instructor Nehanda Imara’s class “Perception of African American Women” she invited two great speakers: Ronnesha Cato gave a lecture on "Birth Justice and Midwifery". Danae Martinez gave a lecture on "History of South African Women in the Struggle of Liberation". Both speakers captivated the students and generated a very thoughtful dialogue.

In the fall 2012, Native American History class, Instructor Amy Casselman invited Samuel Heredia (local Native activist, filmmaker, and outreach organizer) come in to

Instructional Program Review Narrative Report

screen and discuss his film *Gold, Greed and Genocide: The Untold Tragedy of the California Gold Rush*. Students responded very well to his presentation and were incredibly engaged with the subject material. This film is a great way to understand local history as viewed through the oral history of local activists and community members. It also fit in well with larger themes of re-examining the dominant historical perspectives that many of us are taught in school. Faculty members have also embraced smart class use and distance education through the moodle system.

- b. The Department maintains integrity and ensures the consistency of academic standards by holding monthly department meetings to discuss curricula issues and student performance. Faculty members also attend professional development conferences with the discipline.
- c. Ethnic Studies enrollment has remained high despite the reduction in sections over the last year. For example, based on data from the District RBB, the total enrollment numbers over the last three years for Ethnic Studies changed by 141 students primarily due to the decrease in sections for African American Studies, and Asian American Studies:

Fall	2009	2010	2011
Total Sections	27	26	25
Census Enrollment for Department	1291	1258	1150

Both African American Studies and Asian American Studies hourly FTEF demonstrate the need for additional full-time faculty based on student demand for the Programs.

Fall 2011	AFRAM	ASAME
Hourly FTEF	1.6	1.14
Total FTEF	5.2	4.28

Student retention rates for the Department have been above 72% over the last three years. The Department has also maintained above average productivity for example in fall 2011:

Fall 2011	AFRAM	ASAME	NATAM	MLAT	ETHS
Productivity	23.58	17.8	0*	21.83	12.5

*We did not have a section in Native American Studies for fall 2011 due to budget cuts.

- c. The high demand courses for the Department include History series (AFRAM 30, 31, NMAT 1) Cultural courses (ASAME 30, AFRAM 29, M/LAT 30) and Intro classes (AFRAM 1, ETHN 1, M/LAT 31). These courses have the highest enrollment and retention data. Offering courses via distance education has helped improve enrollment for AFRAM 1 and ETHN 1. Hiring new part-time faculty members to teach the high demand courses has also affected enrollment data.

Instructional Program Review Narrative Report

- d. Scheduling needs to reflect student needs and demand, which based on the data is more morning and afternoon classes M-Th. We need more faculty members who can teach during high demand hours such as from 10am-11am and 1pm-2pm. All disciplines should have classes available throughout the week including evenings. Scheduling criteria and course offerings are based on faculty available.

RECOMMENDATION: Create a two plan for course offerings within each discipline. Prepare a schedule based on student demand and hire faculty members with availability to teach classes during those times. Coordinate scheduling more efficiently with sister colleges in the District to have a more effective and student-centered enrollment management system. Restore the number of sections offered in Ethnic Studies to reflect a more even distribution of classes across the discipline. The number of Ethnic Studies and Native American Studies classes offered has been severely cut due to the Division budget reductions.

STUDENT SUCCESS

- a. Student success rates for African American Studies average 64% in 2011. Faculty should work to improve this as the other disciplines have an average success rate of above 80%. During the last three years, African American Studies had 10 Majors graduate for the program. However, we have not had any majors in the other discipline areas. As a Department we will encourage more students to consider majoring in Ethnic Studies. We also host a career major's fair for Ethnic Studies and create informational sheets on "What Can You Do With a Major in Ethnic Studies".
- b. Common challenges to learning among our students include language barriers and student reading levels. The ASAME faculty suggested creating an integrated learning community with ESL faculty to provide more support for international and ESL students to accelerate from foundation level courses to transfer level. As a department, we also need to work more closely with the writing lab and DSPS to support our students with strategies to improve their foundational skills in reading and writing. Additionally, the College Professional Development committee should provide more opportunities for faculty to enhance their teaching skills and techniques to improve student success in foundational skills. The Ethnic Studies department needs more instructional support from the tutoring labs on campus (i.e. informational sheets on hours, reference sheets on teaching strategies and resources for working with ESL and/or foundational level students). The department would also like more help in coordinating learning communities with other departments (i.e. ESL/ASAME or English/AFRAM etc.).
- c. This fall, the Ethnic Studies department met with Ms. Kathy Williamson to discuss SLO assessment. Part-time faculty members have been asked to assess at least one outcome this semester. By the end of the fall 2012 semester we should have at least one SLO assessed in every course listed in taskstream (with the exception of cross listed classes). In spring 2013, we will have conversations on how the department can use the student learning assessment results to improvement student learning.
- d. **RECOMMENDATIONS:** The Ethnic Studies faculty will continue to work on assessment of SLO's and use the data to improvement course content and student

Instructional Program Review Narrative Report

success. Partnering with other departments to create learning communities is also a priority. This will enhance student learning and accelerate student success toward degree or transfer obtainment.

HUMAN AND PHYSICAL RESOURCES (including equipment and facilities)

- a. The department currently has two full-time faculty (AFRAM and ASAME) and 14 part-time faculty members.
 - b. Ethnic Studies is located in Eagle Village 7 with one computer/printer for the department and one working telephone.
- The human resources and equipment needs are inadequate for the next three years are as follows:
 - **One full-time Ethnic Studies faculty member (AFRAM and/or ASAME).** We would like to work towards implementing a more updated and comprehensive Major in Ethnic Studies, which is important to the sustainability of the Department. However, the process seems very daunting given the fact that we currently only have one full-time faculty member with expertise to work on this task. The data clearly demonstrates the Program's potential to support one more additional full-time faculty member. Our productivity has been consistently high over the last 5 years (see appendix A-E). The current situation does not lend itself to creating a "student-centered" academic program. It is difficult for one or two full-time faculty member to meet the demands of our students outside of the classroom. One faculty member cannot realistically provide mentorship, leadership to our student organizations, cultural programming, curriculum development, assessment and teach without sufficient support. This additional position is crucial to the overall future success of the Department at Laney. Given these challenges, *it is recommended that one of the College's priorities be that of rededicating itself to the hiring of at least one full-time faculty in each racial/ethnic area of study, as well as maximizing the usage of existing part time instructors.* The presence of a viable and competitive Ethnic Studies Department is probably the single most important factor that contributes to Laney having one of the most diverse student populations in the California Community College System.
 - Ethnic Studies has two unfilled positions an African American Studies full-time position approved in 2007/08 and M/LAT position approved in 2009/10. The Ethnic Studies department is requesting that both positions be filled or a combination of the two positions. For example, a full-time Ethnic Studies position with an emphasis in one of the discipline areas (i.e. Native, Asian, African or Mexican/Latin American Studies, Women's Studies) or full-time position in African American or Asian American Studies.
 - We are requesting a new desktop computer for the department faculty. The computer in the Ethnic Studies department is over 9 years old and is in dire need or updated software. ES faculty members are also requesting one smart classroom for the entire college.

Instructional Program Review Narrative Report

- ❑ The reduction of sections for Ethnic Studies has impacted our course offerings in Native American Studies and Ethnic Studies. The impact to the College is a decline in transfer level courses for students who would like to fulfill “diversity” the requirement based on Title V. As a result, we were unable to accommodate the larger campus community educational needs.
- ❑ The Department plans to continue working on course revisions and new curriculum development while maintaining the current course sections.

COMMUNITY OUTREACH AND ARTICULATION

- a. Ethnic Studies has reached out to our sister colleges in the district to create new course offerings in Ethnic Studies. We have also worked with the Department Chairs of the CSU system to create seamless course offerings in Ethnic Studies transferable to a 4-year institution.
- b. Currently we do not have a TMC major developed for Ethnic Studies
- c. Laney’s Ethnic Studies Department is distinguished by its commitment to civic engagement. The Department offers community-based service learning courses. Students are able to apply theory to practice, as they serve in the community, and strategize ways to improve the social conditions of those most in need. 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.
- d. Over the last three years, one full-time and three part-time faculty members have been evaluated. All full-time and remaining part-time faculty members will be evaluated in spring 2013.
- e. **RECOMMENDATION:** Complete remaining part-time and full-time faculty member evaluations. The department will continue to work with the Academic Senate Community College Committee to push for an Ethnic Studies TMC major.