

Comprehensive Program Review Report



Program Review - Ethnic Studies

Program Summary

2021-2022

Prepared by: Octavio Barajas

What are the strengths of your area?: The COS Department of Ethnic Studies is in a prime position to be on the forefront of highly needed learning and action for contributing to social justice, equity, and racial healing. The current civil unrest highlighted by the Black Lives Matter Movement reveals a great need for Ethnic Studies. Nationally, and even locally, there is uproar about institutional racism; both teachers and students alike need a way to talk about race, ethnicity, and conflict in meaningful ways. Students desperately need and want to talk about these issues in the classroom. This experience is noticeable in the classroom at COS and in students response on why they are taking Ethnic Studies classes. Now more than ever, Ethnic Studies is experiencing broader support for the need of an Ethnic Studies and Social Justice Studies education. The Equity for Ethnic Studies Resolution passed by Academic Senate at the end of the 2021 spring semester is a clear example demonstrating districtwide faculty support.

Another major achievement is the revamping of the SLOs for all Ethnic Studies courses. Due to AB1460, all Ethnic Studies courses were approved through district process and then through a state intersegmental committee. Courses now align with new statewide Ethnic Studies standards. This makes it possible for students to satisfy a CSU Ethnic Studies graduation requirement at COS before transferring. As a results of this review process to which 116 districts applied statewide, COS is currently 1 of only 15 districts to be able to offer five or more transferrable Ethnic Studies courses to meet this new requirement.

The AB1460 mandate consequently has dramatically increased the demand for Ethnic Studies courses. Student registration numbers for the 2021 Fall semester alone are higher than the number of students registered in Ethnic Studies course during the entire 2020-21 academic year. This 2021 Fall semester 296 student registered to take Ethnic Studies courses wherein there was a total of 261 students registered in the fall and spring semester in 2020-21, Banner.

COS students are aware of this requirement, to Counseling's credit, and are seeking to satisfy this requirement before transferring to a CSU campus. The increased demand for COS's Ethnic Studies courses is considerable bearing in mind most COS students transfer to the CSU system, according to the 2019-2020 Giant Fact Book, nearly 60% of 916 COS transfer students transferred to a CSU campus in 2018-19. The Fact Book also indicates an 11% increase in the number of COS students that are transfer ready in 2019-20 in comparison to the prior academic year.

Success rates reflect a noticeable achievement. Success rates have been on a constant increase for the past five academic school years. It improved by 8%, from 70% the prior year to 78% in 2020-21. The Ethnic Studies Departments success rates are now on par with the District average. Examining success rates according to student race and ethnicity shows remarkable gains in equity as well. Specifically, Hispanic success rates have increased from 71.2% to 76.8%, respectively, comparing 2019-20 to 2020-21. This latter point on student success highlights the capacity of Ethnic Studies courses to engage student interests in a way that makes both equity and student success achievable.

What improvements are needed?: PLOs need to be established in order to be able to carryout effective and accurate program assessments. With the revamping of Ethnic Studies learning outcomes, SLOs, the Ethnic Studies department has taken a crucial step forward in establishing PLOs. This action is an important priority and will be established in the 2021-22 academic year. Course and program assessment tools also need improvement and go hand-in-hand with the point made above concerning PLOs. Course assessment tools will be revised in accord with the new SLOs. The department will move set program assessment tools while establishing PLOs.

There is room for improved success rates in Ethnic Studies 1, Black American Studies. It stands below the department 2020-21 average of 78% by nine percentage points with a success rate of 69%. More attention will be given to improve the success rates in this course that could potentially improve the overall success rates of the department. In addition, the Ethnic Studies Department will continue to participate in student support services, such as tutorial services and the writing center, that offer additional support for student learning, to assist in improving student overall performance.

Describe any external opportunities or challenges.: The passage of a new California policy will directly affect the Department of Ethnic Studies at the College of the Sequoias as early as the 2021 spring semester by students seeking to satisfy a new CSU Ethnic Studies graduation requirement before transferring. Gov. Newsom signed Assembly Bill 1460 requiring the completion of a 3-unit course in Ethnic Studies as an undergraduate CSU graduation requirement for the class of 2023-24. By design, the new CSU Ethnic Studies requirement is intentionally to be satisfied as a lower division course as not to alter existing ADT and major requirements. The push to take an Ethnic Studies lower division course is increasing Ethnic Studies course registration with students seeking to satisfy this CSU requirement before transferring and by CSU students who will seek to satisfy this requirement at the community college. The increase demand for COS's Ethnic Studies courses will be considerable bearing in mind the majority of COS students transfer to the CSU system.

After the tragic killing of George Floyd and subsequent civil unrest in the summer of 2020, Chancellor Oakley and CCC leaders called to actively strategize and act against structural racism. It called for action across six key areas that require their own individualized work plans. Ethnic Studies specifically corresponds to the third area calling to create a plan for inclusive classrooms and anti-racism. As mentioned already, inclusivity and anti-racism are core topics in the field of Ethnic Studies. Given the intense turmoil calling attention to address institutional racism, there is hesitancy to refer to the Chancellor's call to action as merely an opportunity. The consequence of the Chancellor's request, however, has changed the climate at the Sequoias Community College District in making Ethnic Studies more appealing and timely. This is important to note because this will influence the Department of Ethnic Studies in a positive way that remains to be seen and fully understood.

In July of 2021, the CCC Board of Governors agreed making changes to Title V and General Education. This decision will make it a requirement for students to take a three-unit Ethnic Studies course to graduate from a California Community College.

Implementation of this mandate can take place as early as the fall of 2022. COS General Education committee will be addressing how to implement these changes locally, and in terms of impact, according to the 2020-21 Giant Fact Book, there were 1,678 COS graduates in 2020-21, which is more than four times the current demand for Ethnic Studies courses. On one level, the mandate presents a major challenge for Ethnic Studies to be able to meet a growing demand for its classes. Another full-time professor is desperately needed to be able to meet this growing demand. On the other hand, the mandate is also a significant opportunity for COS to be able to meet District Objectives (1.1, 2.1, & 2.2) relating to increasing FTEs and the number of transfers, and graduates.

Overall SLO Achievement: During the 2020-21 academic period, data was captured for the two SLOs from sections of ETHN 3. Students responses to essay questions relating to both SLOs indicate wide-spread student learning occurring in this Ethnic Studies course. The assessment report indicated an average improving percentage range of 74% to 81%.

Changes Based on SLO Achievement: 2020-21 SLOs are no longer active since they have been revised to meet new Ethnic Studies standards. New assessment tools will need to be created to assess a new set of SLOs in the 2021-22 academic year.

Overall PLO Achievement: NA

Changes Based on PLO Achievement: NA

Outcome cycle evaluation: Consider the constant improved course success rate from 66.8% (2018-19) to 78% (2020-21), this indicator evidences significant departmental progress. While changes have been implemented, there remains considerable work to improve the institutionalization of a three-year assessment cycle to better capture what is working well for the department and what needs improvement. Changes have been made in the past to the methods and tools for student assessment and with faculty reassessing their teaching philosophy and pedagogy with the goal to improve student learning. Similar steps will be taken to expand on performing program/department level approaches rather than courses level evaluations.

Action: Ensure Student Graduation and Transfer Success and Access due to State Mandates

The Ethnic Studies Department requests a full-time, tenure track instructor starting for the 2022-23 academic year. This request will be made to the Social Science Division and Instruction Council and will be presented as an emergency hire if the request is not successful through the standard process.

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Implementation Timeline: 2019 - 2020, 2020 - 2021, 2021 - 2022

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Identify related course/program outcomes: This action aligns with the following District Objectives: District Objective 1.1: to increase FTEs 1.75% over three years; District Objective 2.1: Increase the percentage of students who earn an associate degree or certificate (CTE and non-CTE) by 5 percentage points over three years; District Objective 2.2: Increase the number of students who transfer to four-year institutions by 10 percent over three years.

Person(s) Responsible (Name and Position): Octavio Barajas

Rationale (With supporting data): The passage of a new California policy is directly impacting COS's Ethnic Studies Department

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with a significant increase in the registration of students seeking to satisfy a new CSU Ethnic Studies requirement before transferring. In 2020, Gov. Newsom signed Assembly Bill 1460 requiring the completion of a 3-unit lower division course in Ethnic Studies as an undergraduate CSU graduation requirement for the class of 2023-24. By design, the new CSU Ethnic Studies requirement must be satisfied as a lower division course, so it does not alter existing ADT and major requirements. The push to take an Ethnic Studies lower division course is resulting an increase of students registering for Ethnic Studies courses at COS. Student registration numbers for the 2021 Fall semester alone are higher than the number of students registered in Ethnic Studies course during the entire 2020-21 academic year. This 2021 Fall semester 296 student registered to take Ethnic Studies courses wherein there was a total of 261 students registered in the fall and spring semester in 2020-21, Banner. This growth will continue in the spring of 2022 and is expected to more than double the FTE's for 2021-22.

COS students are aware of this requirement, to Counseling's credit, and are seeking to satisfy this requirement before transferring to a CSU campus. The increase demand for COS's Ethnic Studies courses is considerable bearing in mind most COS students transfer to the CSU system; according to the 2020-2021 Giant Fact Book, 680 COS transfer students transferred to a CSU campus in 2019-20. The Fact Book also indicates the number of transfer ready increased by 5% with 1,694 in 2019-20 to 1,773 in 2020-21. These transfer observations only further support the projections being made to better understand the increase demand for Ethnic Studies classes.

The second mandate, no less significant, occurred in July of 2021. The CCC Board of Governors agreed to making statewide changes to Title V and General Education. This decision will make it a requirement for students to take a three-unit Ethnic Studies course to graduate from a California Community College. General Education committees are working on this across the state to implement in their respective districts as early as the fall of 2022. At COS, the General Education committee will be addressing how to implement these changes locally, and in terms of impact, according to the 2020-21 Giant Fact Book, there were 1,678 COS graduates in 2020-21, which translates to more than four times the current demand for Ethnic Studies courses. This rationale highlighting the great need for the Ethnic Studies Department to be granted an additional tenure-tracked Ethnic Studies professor is justifiable on the CSU mandate alone. The mandate change to Title V and General Education will necessitate at least an additional two full-time professors to ensure COS student are not only able to transfer to a CSU but also graduate from COS in a timely manner without having to wait for spot to become available in an Ethnic Studies course. Currently, the Ethnic Studies department's faculty of one full-time professor and adjuncts will not be able to meet the growing demand for Ethnic Studies courses. Therefore, a request is being made for a tenure-track Ethnic Studies professor to support student access and success. This request is not only critical to effectiveness of the Ethnic Studies Department in meeting a growing demand but is also closely associated to the District being able to meet larger District Objectives 1.1., 2.1, and 2.2 relating to increasing FTEs and increasing transfer and graduation rates in a timely manner.

Priority: High

Safety Issue: No

External Mandate: Yes

Safety/Mandate Explanation: Gov. Newsom signed AB 1460 into law making Ethnic Studies a lower division CSU requirement for graduation, https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201920200AB1460.

Community College Governing Board Approves Ethnic Studies Requirement and Policy to Strengthen Faculty and Staff Diversity, <https://www.cccco.edu/About-Us/News-and-Media/Press-Releases/2021-cc-governing-board-approves-ethnic-studies>

Update on Action

Updates

Update Year: 2021-2022

10/06/2021

Status: Continue Action Next Year

The request for an additional ETHN faculty member was not granted last year. The request will be made again to the Social Science Division and Instructional Council.

Impact on District Objectives/Unit Outcomes (Not Required):

Resources Description

Personnel - Faculty - A Full-Time Ethnic Studies Professor (Active)

Why is this resource required for this action?: Considering the COS Ethnic Studies Department requests hiring a Full-Time Ethnic Studies Professor to meet a current increase and projected increase demand for Ethnic Studies courses, this resource is required to pay the salary of a full-time instructor.

Notes (optional):

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Cost of Request (Nothing will be funded over the amount listed.): 100000

Related Documents:

[20190AB1460_93.pdf](#)

[AB1460](#)

[FAQ-on-Ethnic-Studies.pdf](#)

[CSU's-FAQ-AB1460](#)

[CCC Board of Governors revisions-to-title-5.pdf](#)

[CCC Board of Gov-Title V](#)

Link Actions to District Objectives

District Objectives: 2018-2021

District Objective 1.1 - The District will increase FTES by 1.75% over the three years

District Objective 2.1 - Increase the percentage of students who earn an associate degree or certificate (CTE and Non-CTE) by 5 percentage points over three years

District Objective 2.2 - Increase the number of students who transfer to a four-year institution by 10 percent over three years

District Objective 4.2 - Improve organizational effectiveness by strengthening operations of and communication between District departments, divisions, and constituents

District Objectives: 2021-2025

District Objective 1.1 - The District will increase FTES 2% from 2021 to 2025.

District Objective 2.1 - Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025.

District Objective 2.2 - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.

District Objective 3.1 - Reduce equity gaps in course success rates across all departments by 40% from 2021-2025.

Action: Initiate the establishment of Program Learning Outcomes

The process to establish PLOs was initiated during the 2020-21 academic year. This action will consider the progress made with the revision of all course SLOs to develop PLOs for the Department of Ethnic Studies in alignment with ILOs of the Sequoias Community College District.

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Implementation Timeline: 2020 - 2021, 2021 - 2022

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Identify related course/program outcomes: All ETHN Courses: 1,2,3,4,5, and 10.

Person(s) Responsible (Name and Position): Octavio Barajas

Rationale (With supporting data): ETHN has historically operated without PLOs. Resolving this matter stands as an important departmental priority.

Priority: High

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Update on Action

Updates

Update Year: 2021-2022

10/06/2021

Status: Continue Action Next Year

All Ethnic Studies course SLOs were revised and approved by the district and State to satisfy new CSU Ethnic Studies

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Competencies. This process also has brought all existing courses up-to-date with the five year course currency and is an important step forward to establishing PLOs. Additional steps will be taken to review the SLOs and ILOs in order to finally establish PLOs.

Impact on District Objectives/Unit Outcomes (Not Required):

Link Actions to District Objectives

District Objectives: 2018-2021
District Objective 4.1 - Increase the use of data for decision-making at the District and department/unit level
District Objective 4.2 - Improve organizational effectiveness by strengthening operations of and communication between District departments, divisions, and constituents
District Objective 4.3 - College of the Sequoias Board of Trustees, administration, faculty, and staff will engage in best practices and staff development to sustain effective operational systems for institutional assessment and continuous improvement.
District Objectives: 2021-2025
District Objective 3.1 - Reduce equity gaps in course success rates across all departments by 40% from 2021-2025.
District Objective 4.1 - Increase the effective use of data and transparency in decision making at all institutional levels from 2021-2025.
District Objective 4.2 - Improve communication practices needed to support organizational effectiveness and continuous improvement across all District units and constituents from 2021-2025.

Action: Ethnic Studies Marketing Plan

Devise a marketing plan to promote ETHN on COS website and to improve the department's visibility both on campus and off campus.

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Implementation Timeline: 2019 - 2020, 2020 - 2021, 2021 - 2022

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Identify related course/program outcomes:

Person(s) Responsible (Name and Position): Octavio Barajas

Rationale (With supporting data):

Priority: Medium

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Update on Action	
<i>Updates</i>	
Update Year: 2021-2022	08/27/2021
Status: Continue Action Next Year	
An initial step was taken. Octavio Barajas now appears as a faculty members in the Ethnic Studies department in COS's website. Additional steps need to be considered to raise the profile of the ETHN department online and to the public off-campus.	
Impact on District Objectives/Unit Outcomes (Not Required):	
Update Year: 2020 - 2021	10/15/2020
Status: Continue Action Next Year	
Ethnic Studies related information has been updated on COS Website. There remains to execute a marketing plan to reach out to the off campus community.	
Impact on District Objectives/Unit Outcomes (Not Required):	

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Link Actions to District Objectives

District Objectives: 2018-2021
District Objective 1.1 - The District will increase FTES by 1.75% over the three years
District Objective 2.1 - Increase the percentage of students who earn an associate degree or certificate (CTE and Non-CTE) by 5 percentage points over three years
District Objective 2.2 - Increase the number of students who transfer to a four-year institution by 10 percent over three years
District Objectives: 2021-2025
District Objective 1.1 - The District will increase FTES 2% from 2021 to 2025.
District Objective 2.4 - Increase the percentage of CTE students who achieve their employment objectives by five percentage points (job closely related to field of study and attainment of a livable wage) and the number of CTE students who successfully complete 9+ CTE units in a single year by 10% from 2021-2025.
District Objective 3.1 - Reduce equity gaps in course success rates across all departments by 40% from 2021-2025.

Action: Five Year Course Currency

Renewal of three ETHN courses that need to be done this year.

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Implementation Timeline: 2019 - 2020, 2020 - 2021

Leave Blank:

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Identify related course/program outcomes:

Person(s) Responsible (Name and Position): Octavio Barajas

Rationale (With supporting data):

Priority: High

Safety Issue: No

External Mandate: Yes

Safety/Mandate Explanation:

Update on Action	
<p><i>Updates</i></p> <p>Update Year: 2020 - 2021</p> <p>Status: Action Completed</p> <p>All Ethnic Studies Courses were revised and approved during the 2020-21 cycle to meet new statewide Ethnic Studies competencies.</p> <p>Impact on District Objectives/Unit Outcomes (Not Required):</p>	10/15/2021
<p>Update Year: 2020 - 2021</p> <p>Status: Continue Action Next Year</p> <p>Two of the three courses have been submitted for renewal. There remains one course to be completed from this original set of three.</p> <p>Impact on District Objectives/Unit Outcomes (Not Required):</p>	10/15/2020

Action: Increase Student Transferability Success and Access due to State Mandate_1

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An additional ETHN faculty member is needed immediately due to the passage of AB1460 that will increase the demand for Ethnic Studies courses.

Leave Blank:

Implementation Timeline: 2019 - 2020, 2020 - 2021

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Identify related course/program outcomes: SLO: include an ILO

Person(s) Responsible (Name and Position): Octavio Barajas

Rationale (With supporting data): The passage of a new California policy will directly affect the Department of Ethnic Studies at the College of the Sequoias as early as the 2021 spring semester by students who will seek to satisfy a new CSU Ethnic Studies requirement before transferring. Gov. Newsom signed Assembly Bill 1460 requiring the completion of a 3-unit course in Ethnic Studies as an undergraduate CSU graduation requirement for the class of 2023-24. By design, the new CSU Ethnic Studies requirement is intentionally to be satisfied as a lower division course as not to alter existing ADT and major requirements. The push to take an Ethnic Studies lower division course will directly increase registration of Ethnic Studies courses at the community college, including COS, by community college students seeking to satisfy this CSU requirement before transferring and by CSU students who will seek to satisfy this requirement at the community college. The increase demand for COS's Ethnic Studies courses will be considerable bearing in mind the majority of COS students transfer to the CSU system. According to the 2019-2020 Giant Fact Book, nearly 60% of 916 COS students transferred to a CSU campus in 2018-19. The Fact Book also indicates an 11% increase in the number of COS students that are transfer ready in 2019-20 in comparison to the prior academic year.

Priority: High

Safety Issue: No

External Mandate: Yes

Safety/Mandate Explanation: Gov. Newsom signed AB 1460 into law making Ethnic Studies a lower division CSU requirement for graduation, https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201920200AB1460.

Resources Description

Personnel - Faculty - A Full-Time Ethnic Studies Professor (Active)

Why is this resource required for this action?: The Department of Ethnic Studies is requesting to hire a Full-Time Ethnic Studies Professor in order to meet the projected increased student demand for Ethnic Studies courses due to the passage of AB1460, requiring CSU students to take a 3-unit lower division Ethnic Studies course as a graduation requirement. The current Full-Time Ethnic Studies Professor will not be able to meet the anticipated student demand. Considering 545 students transferred to a CSU campus in 2018-19 (2019-20 Giant Fact Book), the demand for ETHN courses could increase by 165% with students satisfying this requirement before transferring to a CSU campus. This 165% projection only factors students transferring to the CSU system. This projection does not take into account students who are not CSU-bound, who also take ETHN courses, and student attending a CSU who will satisfy this requirement at COS instead of their CSU campus.

Notes (optional):

Cost of Request (Nothing will be funded over the amount listed.):

Link Actions to District Objectives

District Objectives: 2018-2021

District Objective 1.1 - The District will increase FTES by 1.75% over the three years

District Objective 2.1 - Increase the percentage of students who earn an associate degree or certificate (CTE and Non-CTE) by 5 percentage points over three years

District Objective 2.2 - Increase the number of students who transfer to a four-year institution by 10 percent over three years

District Objective 4.2 - Improve organizational effectiveness by strengthening operations of and communication between District departments, divisions, and constituents