

Comprehensive Program Review Report



Program Review - Ethnic Studies

Program Summary

2023-2024

Prepared by: Octavio Barajas

What are the strengths of your area?: A noteworthy Ethnic Studies strength is that it strongly supports our institution with achieving its districtwide equity goals. Ethnic Studies curriculum and instruction advances the Chancellor's Call to Action in the classroom with content that centers discussion about race, inequalities, and social justice. In alignment with studies (Sleeter & Zavala 2020) showing that minoritized student success increases with taking Ethnic Studies classes, COS ETHN courses have a higher course success rate among gender, race/ethnic background, and teaching modality compared to the district's success average when compared to the 2022 Giant Fact Book. This demonstrates how culturally relevant, accessible, and equitable instruction contributes positively to equity in the success rates for our students. Considering the greater diversity of COS's service area outside of campus, the Ethnic Studies curriculum helps prepare all students in equity and cultural competency for their future areas of employment.

An assessment of the number of ETHN courses shows that they have significantly risen. In the fall of 2022, there were only sixteen sections of Ethnic Studies that were being offered compared to twenty-eight courses taking place this current 2023 fall semester. Overall, there were 36 ETHN sections taught in 2022-23. In comparison, there will be a total of 56 sections during the current 2023-24 academic year, 28 ETHN sections in the fall of 2023, and at least 28 courses for the spring 2024. The growth of an additional 20 course offering represents a 64.28% ETHN course growth increase. This increase in class offerings highlights the demand continuing to impact the growth of our department by students needing to complete an Ethnic Studies CSU graduation requirement.

A projection based on Banner indicates that there are currently about 1,108 students enrolled in ETHN courses this fall of 2023. Estimating similar student enrollments for the 2024 spring semester, we expect to serve about 2,216 students in the ETHN classroom for the entire 2023-24 period, or 221.6 in FTES. This represents a 37.5% overall department FTES increase compared with last year's 2022-23 161.10 FTES to this year's projection. In addition to the course expansion indicated above, there is a similar pattern of student enrollment growth that also reflects that the demand for Ethnic Studies classes is not plateauing or on the decline but continues to increase.

Our Full-time equivalent students (FTES) increased in all ETHN subfields. The FTES for ETHN 1 increased from 25.4 to 56.9 in 2021-22 compared to 2022-23. The FTES for ETHN 2 increased from 2.40 to 11.00 in 2021-22 compared to 2022-23. It represents a 358.3% growth rate and is the largest FTES percentage growth in the department compared to ETHN subfield courses for the 2021-22 academic year. ETHN 3 grew from 36.8 in 2021-2022 to 57.4 in 2022-2023. ETHN 4 increased from 4.5 to 18.5 in 2022-2023. ETHN 10 similarly increased from 8.6 to 17.3 in 2022-2023. The FTES demonstrates the tremendous growth of our student population in Ethnic Studies courses. As a department, FTES increased by 107% comparing rates from 2021-2022 (FTES 77.7) to 2022-2023 (FTES 161.1).

With an overall department success rate of 79.5%, it represents the highest that it has been in recent history. The data on success represents the department's "recovery" from the pandemic. Signs of improvement are also found in the success rates within each Ethnic Studies subfield. ETHN 1 courses reach success rates of 80.7% during the 2022-2023 Summer, Fall, and Spring semesters. Success rates for both ETHN 2 and ETHN 3 increased from 63% in 2021-23 to 81% in 2022-23. ETHN 4 increased from 78% in 2021-2022 to 79% in the 2022-2023 academic year. ETHN 10 courses success rate increased from 70% in 2021 to 79% in 2022-23, which is the first percentage increase of success in the past three academic years. Before the pandemic, in 2019-20, the ETHN 10 success rate was 84%, which is 5% higher than what it was last year compared to a 14% deficit compared to the year

before. The success rates are on an upward trend of improvement and student success. This is significant because the Ethnic Studies department's success rates overall have exceeded what was achieved in comparison to pre-pandemic success rates.

What improvements are needed?: Based on the data observed from the success rates and instruction methods, one area that could be improved is face-to-face success rates. During the 2022 – 2023 fall and spring semesters, there was an overall success rate of 80.3% in all courses that are offered within the department. However, there was a 77.4% success rate for face-to-face, 83.2% success rate for hybrid courses, and the highest success rate of 88.1% was for fully online courses.

This trend of higher success rates for online modes of instruction can be observed with all courses offered in the Ethnic Studies Department. Looking at this a bit more in depth several sections such as ETHN 1 & ETHN 3 have higher success rates in hybrid or online teaching modalities. The total success rate for ETHN 1 in 2022-2023 is 80.7%, however, taking a closer look at the data Face-to-Face courses have a success rate of 75.1%, Hybrid courses success rate is 84.7%, and Online success rate is 92.1%. Continuing the conversation, ETHN 3 Face-To-Face course success slightly decreased from 2021-2022 81.1% to 78% in 2022-2023. Also, there are no online or hybrid course offerings in ETHN 2 or ETHN 10. Since the Hybrid and Online classes have significantly increased success rates, it demonstrates the need to increase modality options for students taking Ethnic Studies courses.

Along with modality, accessibility of course offerings is another area for improvement. We need to also have more representation on our COS satellite campuses including Tulare and Hanford. For example, there are no ETHN 2 courses offered on the Tulare campus. Only one course of ETHN 1 is taught in the spring on the Tulare campus, and one evening course in Hanford in the fall. To further push the area of improvement, there are no night sections of ETHN 10, 2, and 4 among all COS campuses. There are also no summer courses offered in ETHN 2 or ETHN 4. This provides very limited opportunities for our students who are located primarily in Hanford or Tulare to complete their Ethnic Studies requirement. The increasing of accessibility through various forms of modality and section times/locations is on the department's radar as areas for improving the possibility of all students to complete their required ETHN courses to transfer to a CSU.

Regardless of modality, student enrollments within the Ethnic studies department are rapidly increasing. As of this fall 2023, there are currently about 1,108 students enrolled in Ethnic Studies classes. Projecting off of similar patterns for the 2024 spring semester, we expect to serve about 2,216 students between Fall and Spring 2023-2024 or an FTES of 221.6. This represents a 37.5% overall FTES increase compared with last year's 2022-23 161.10 FTES. The full-time equivalent students to faculty ratio (FTES/FTEF) in 2022-2023 is 22.38 compared to the target district ratio of 17.5, demonstrating that the student demand for ETHN courses is continuing to impact an above average student/instructor efficiency on all our courses. With that information stated, an area of improvement for our department is to hire additional full-time and adjunct faculty to help meet the student demand and to lessen the FTES/FTEF ratio gap between our department's efficiency rate and the District's targeted average.

Describe any external opportunities or challenges.: Assembly Bill 1460 that was signed by Governor Gavin Newsom in 2020 continues to be an external factor impacting the Ethnic Studies department class enrollments. Students who are receiving a degree for transfer are consciously enrolling in Ethnic Studies classes at College of the Sequoias to fulfill this CSU graduation requirement. Fortunately, the hiring of additional full-time and adjunct faculty has helped to offer more courses and modalities in all the ETHN subfields. Although the department is able to serve more students, the student demand due to legislation has not yet been entirely satisfactorily met. The projected 37.5% overall department FTES growth for this year, 2023-2024 is evidence to this point.

Adding onto these external challenges, as of July 2021 the California Community Colleges Board of Governors approved a requirement for all community college students seeking an associate degree to complete a course in Ethnic Studies. Once this regulation is implemented enrollments will continue to rise. During the school year 2022-2023, the district exceeded the aspirational goal of 1,068 students to earn degrees with a total of 1,439 (Giant Fact Book). With this new legislation, all of these students will be required to complete an Ethnic Studies course. This will inevitably add to the student demand that we presently have due to the CSU graduation requirement considering that there are many COS graduates that do not transfer to a CSU. A new local general education pattern will be effective starting the fall of 2024 that will require all students to take an ETHN course to graduate.

Overall SLO Achievement: SLOS are meeting expectations.

Changes Based on SLO Achievement: No updates to report

Overall PLO Achievement: PLOs have been established for the first time in department history and establishing PLOs outcomes and assessments will be further discussed this 2023-24 academic year.

Changes Based on PLO Achievement: No updates to report

Outcome cycle evaluation: Evaluation cycle will be revised this year.

Program Review - Ethnic Studies

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

The Ethnic Studies Department requests TWO full-time, tenure track instructors starting for the 2023-24 academic year. This request will be made to the Social Science Division and Instructional Council and will be presented as an emergency hire if the request is not successful through the standard process.

Leave Blank:

Implementation Timeline: 2022 - 2023

Leave Blank: 08/26/2022

Leave Blank: 08/25/2023

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 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. In 2021-22, the FTES/enrollment numbers were 77.7. It represents an increase of over 235% in comparison to the FTES of the prior academic year with the support of only 1 tenure track professor and three adjuncts.

COS students are aware of this requirement, to credit COS counseling, 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 State mandate underscores the need for requesting TWO full-time hires. In July of 2021, the CCC Board of Governors agreed to statewide changes to Title V and General Education making Ethnic Studies a three-unit graduation requirement for all California Community College students. The COS General Education Committee is currently working on these changes locally, and it will be in effect by the fall of 2023. This will increase the demand for Ethnic Studies beyond the CSU transfer demand. 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.

The CSU mandate merits an additional tenure-track Ethnic Studies professor. The Title V and General Education policy change will necessitate at least an additional full-time professor 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 two full-time professor and five adjuncts will not be able to meet the growing demand for Ethnic Studies courses. Therefore, a request is being made for TWO tenure-track Ethnic Studies professor to support student access and success. (Even with two additional hires, the ETHN department will still need to hire at least three more adjuncts.)

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

Program Review - Ethnic Studies

Updates

Update Year: 2023 - 2024

08/25/2023

Status: Action Completed

One Tenure track professor was hired and one full-time temporary professor. Another adjunct was also hired as well.

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

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.

Leave Blank:

Implementation Timeline: 2020 - 2021, 2021 - 2022, 2022 - 2023

Leave Blank:

Leave Blank:

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: 2023 - 2024

08/25/2023

Status: Action Completed

PLOs were established and inputted into CourseLeaf. The submission is currently undergoing review.

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

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Update Year: 2022 - 2023
Status: Continue Action Next Year
 PLOs were not official established last year and must be done this year.
Impact on District Objectives/Unit Outcomes (Not Required):

10/15/2022

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.

Leave Blank:

Implementation Timeline: 2019 - 2020, 2020 - 2021, 2021 - 2022, 2022 - 2023, 2023 - 2024

Leave Blank:

Leave Blank:

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

Updates

Update Year: 2023 - 2024

08/25/2023

Status: Continue Action Next Year

We will continue discussing institutionalizing the presence of Ethnic Studies through marketing options such as starting a club, having a student/faculty social gathering and marketing materials that can be produced to raise awareness while doing outreach, making presentations, etc.

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

Update Year: 2022 - 2023

10/14/2022

Status: Continue Action Next Year

Although ETHN classes are popular, the Ethnic Studies Department will expand the marketing of its program to focus on producing electronic and printed marketing materials with the goal of promoting its ADT to recruit more majors.

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

Program Review - Ethnic Studies

Link Actions to District Objectives

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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: Establishing an outcome cycle evaluation

Considering Ethnic Studies established PLOs last year for its ADT in Social Justice Studies with a concentration Chicana and Chicano Studies, the department will establish an evaluation outcome cycle to improve departmental PLOs and SLOs outcomes and assessments.

Leave Blank:

Implementation Timeline: 2023 - 2024

Leave Blank:

Leave Blank:

Identify related course/program outcomes: To be determined.

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

Rationale (With supporting data): Since it has not been formally established, it is a great need and challenge to assess in greater detail the effectiveness of the ETHN department operation.

Priority: High

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

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

Program Review - Ethnic Studies

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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>

Resources Description

Personnel - Faculty - Two Full-Time Tenure Track Ethnic Studies Professors (Active)

Why is this resource required for this action?: To meet a growing demand for ETHN courses in our district.

Notes (optional):

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

Resources are needed to compensate two full-time ETHN professors. (Active)

Why is this resource required for this action?:

Notes (optional):

Cost of Request (Nothing will be funded over the amount listed.): 200000

Personnel - Faculty - to compensate tenure track professors (Active)

Why is this resource required for this action?:

Notes (optional):

Cost of Request (Nothing will be funded over the amount listed.): 200000

Link Actions to District Objectives

Program Review - Ethnic Studies

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