

Comprehensive Program Review Report



Program Review - Ethnic Studies

Program Summary

2020-2021

Prepared by: Octavio Barajas

What are the strengths of your area?: The Department of Ethnic Studies at the College of the Sequoias is in a prime position to be on the forefront of a highly needed action for mutual understanding and racial healing. The current civil unrest related to the Black Lives Matter Movement is revealing of the 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 at COS in the classroom and in the reasons students explain the importance for taking Ethnic Studies classes. These disciplinary strengths, now more than ever, are experiencing a broader base of support and understanding for the need of an Ethnic Studies and Social Justice education.

Ethnic Studies provides the critical lens to examine and contextualize the past and to understand what is happening right now, especially in the Black Lives Matters Movement, and why it is happening. Ethnic Studies helps students, teachers unravel the often-messy reality that surrounds our communities, and our lives by focusing on the socially constructed categories that lie at the heart of the American experience and that tell us how we got here. Ethnic Studies has the power to not only transform student success in the classroom, but also outside of the classroom as well. It is crucial that students see themselves reflected in their curriculum and the educators who stand before them. Students from all backgrounds and experiences can benefit from Ethnic Studies as they look to understand and appreciate different ethnicities, cultures, and people from themselves.

Another strength of the Ethnic Studies Department evidences growth in FTES. There is a 5.5 increase in FTES from 27.50 to 33.00 when comparing last year's rates in 2018-2019 to 2019-2020. These numbers capture an increase in student interests in ETHN courses. Despite the current challenge due to the Covid-19 pandemic, student enrollment numbers remain steady in Ethnic Studies courses this fall semester.

Success rates reflect a steadfast and significant degree of achievement. Success rates have been on a constant increase for the past five academic school years. It is up by 11% from 59% in 2015-16 to 70% in 2019-2020. Examining success rates according to student race and ethnicity shows remarkable gains in equity as well. Specifically, African American and Hispanic success rates have increased, 50% to 92.9% and 66.3% to 71.2%, respectively, in 2018-19 & 2019-20. 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?: A general revamping of Ethnic Studies learning outcomes is part of an ongoing department work plan. There is still a considerable amount of pending work to establish PLOs and to finalize the review of SLOs in tandem with ILOs. The review of SLOs will continue to take place while doing the five-year course currency renewal process. There is need for improvement in two Ethnic Studies course success rates. Ethnic Studies 1 and 5 stand with levels below the department 2019-20 average of 70%. In particular, the course success rate for Ethnic Studies 5 was unacceptably low (50%) and Ethnic Studies 1 is slightly below the department average at 67%. More attention will be given to improve the success rates in these Ethnic Studies courses that could potentially improve the overall success rates of the department. Ethnic Studies will continue to participate in student support services, such as tutorial services and the writing center, that offer additional support for student learning.

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 who will seek 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 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.

In the advent of the killing of George Floyd and subsequent civil unrest, this past summer 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. It is important to state that Ethnic Studies directly corresponds to the third area of this call to create a plan for inclusive classrooms and anti-racism. As mentioned above, the inclusivity and anti-racism are core topics in Ethnic Studies courses. Given the intense turmoil calling attention to address institutional racism, there is hesitancy to refer to the Chancellors 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.

Overall SLO Achievement: During the 2019-20 academic period, data was captured from a section of ETHN 1. The sole instructor who provided assessment data show an assessment plan meeting expectations for the student learning outcomes that were assessed in their respective courses. The data analysis point to wide-spread student learning occurring in this Ethnic Studies course. The assessment report indicated an average improvement percentage range of 77% to 71% in two distinct chosen specific questions.

Changes Based on SLO Achievement: No changes will occur to instruction. However, some suggestions were made regarding the assessment tools utilized to assess student-learning outcomes; in particular, a diverse assessment tool(s) should be considered by faculty. The question of SLO change will be considered while simultaneously establishing PLOs during the 2020-2021 academic year.

Overall PLO Achievement: The Department of Ethnic Studies will move forward with establishing program level outcomes this academic year, 2020-21. Ethnic Studies courses, historically, have been treated as individual stand-alone courses, instead of part of a program. The establishing of program level outcomes is identified as a high priority. PLO language will be framed by the name of its ADT, Social Justice Studies, and according to the core values of the discipline of Ethnic Studies.

Changes Based on PLO Achievement: A default need for change is to set program-level outcomes in order to have proper program assessment tools. To facilitate that change, a full-time Ethnic Studies faculty has been hired and will work on setting PLO for the purpose to enable the possibility of making PLO assessments for programmatic change for 2021-2022.

Outcome cycle evaluation: Consider the constant improved course success rate from 59% (2016) to 70% (2019), this indicator show that the Ethnic Studies Department progressing. While changes have been implemented, there remains a considerable amount of work to improve the institutionalization of 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 of improving student learning. Similar steps need to be expanded upon to make for a department wide approach rather than for certain courses for which they took place.

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

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: 2020 - 2021

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Identify related course/program outcomes: SLO: Demonstrate knowledge and understanding of the histories and experiences of US racial/ethnic groups and their contributions to the development of US society.

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

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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.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.): 100000

Related Documents:

[20190AB1460_93.pdf](#)

[AB1460](#)

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

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

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

Action: Initiate the establishment of Program Learning Outcomes

The formal process to establish PLOs will be initiated this academic year, 2020-21. This action will focus on conducting and compiling research of existing ETHN programs at community colleges that will be utilized 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

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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. The process to begin to address this issues will be initiated.

Priority: High

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Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

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.

Action: Ethnic Studies Marketing Plan

Devise a marketing plan to promote ETHN on COS website, on campus and off campus.

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Implementation Timeline: 2019 - 2020, 2020 - 2021

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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
Updates
Update Year: 2020 - 2021
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):

10/15/2020

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

Action: Five Year Course Currency

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

Leave Blank:

Implementation Timeline: 2019 - 2020

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Leave Blank:

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

Updates

Update Year: 2020 - 2021

10/15/2020

Status: Continue Action Next Year

Two of the three courses have been submitted for renewal. There remains one course to be completed from this original set of three.

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

Action: Improve Access & Delivery of Distance Learning in ETHN course offerings

Full-time ETHN instructor to become certified in Online Teaching

Leave Blank:

Implementation Timeline: 2019 - 2020

Leave Blank:

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Identify related course/program outcomes:

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

Rationale (With supporting data): To date, the Ethnic Studies department offers only one Distance Learning course, ETHN 3, out of the existing six ETHN courses. The full-time ETHN instructor will obtain Online Teaching Certification in order to improve access and delivery to Distance Learning ETHN course offerings in the 2020-2021 academic year.

Priority: Medium

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Update on Action

Updates

Update Year: 2020 - 2021

10/15/2020

Status: Action Completed

Full-time ETHN instructor has completed the Online Teaching Certification.

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

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District Objective 3.1 - By 2021, increase the placement rates into transfer-level English and transfer-level math for targeted groups that fall below the District Average.

Action: Completed: Custodianship of Ethnic Studies Department (Inactive)

The Ethnic Studies Department continues to exist without a full-time Ethnic Studies trained faculty, as the Social Sciences Division has decided to support faculty request from other departments. With the new ADT in Social Justice Studies expected to begin its offering in fall 2019, it is clear that its longtime viability will be challenged. A full-time Ethnic Studies trained faculty member is needed to improve the custodianship of the Ethnic Studies Department, student learning, and course success rates for a department that has been treated as a collection of stand-alone classes. In short, without the culture of the Social Science Division faculty evolving to a point where the Ethnic Studies Department will be valued as an important and co-equal department within the Division, the marginalization of these Ethnic Studies perspective will continue.

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Implementation Timeline: 2019 - 2020

Leave Blank: 08/10/2015

Leave Blank: 05/24/2019

Identify related course/program outcomes: The faculty hire will help:

1. Students use interdisciplinary methods to understand culture and race in the United States.
2. Students understand people of various ethnic backgrounds, as well as, to better understand the United States.
3. Students better understand themselves.

Person(s) Responsible (Name and Position): Juan Arzola, Full Time Faculty

Rationale (With supporting data): The Ethnic Studies discipline has the lowest percentage of full-time FTEF in the division (see FTES Projection file), while maintaining a "middle-of-the-pack" successful course completion rate (see Successful Course Completion file). As it stands, the Ethnic Studies courses are instructed, predominately, by part-time faculty, and it is believed that the continued absence of a full-time faculty will continue to hamper the student success rates and growth of the program.

Priority: High

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Link Actions to District Objectives

District Objectives: 2015-2018
District Objectives - 1.1 - Increase overall enrollment by 1.75% annually
District Objectives - 2.1 - Increase the number of students who are transfer-prepared annually.
District Objectives - 2.2 - Increase the number of students who earn an associate degree or certificate annually.
District Objectives - 3.1 - Reduce the achievement gap of disproportionately impacted student groups annually, as identified in the Student Equity Plan.