



# **Ethnic Studies**

**Program Review - Comprehensive Review**

2022- 2023

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## Program Context

### 1. Mission

**Share how your program contributes to the College or fits into the College's Mission. For example, what other academic programs and student/academic services does your program engage with? Examples of student/academic services include the Learning Center, Library, STEM Center, SparkPoint, Dream Center, etc. Another example, how does your program fit into any of the College's plans (such as Equity, Technology, Strategic Enrollment, etc.)? If your program has a mission statement, you may include it here.**

This program directly connects to the mission and vision of Cañada, as well as the goals for the Educational Master Plan for 2022 - 2027. As a field, Ethnic Studies is rooted in addressing access to higher education, providing relevant and quality education directly connected to the experiences of marginalized students, and eliminating oppression in our communities on and off campus. In our classes, students critically engage in conversations about racism, white supremacy, self-determination, liberation, and decolonization, and praxis - understanding that our identities and positionalities inform the ways that we build relevant, equitable, and accessible educational spaces together. While our courses are currently connected to the dual enrollment, Promise Scholars, and Umoja programs, it is our hope that partnerships will continue to grow in areas of community engagement, career pathways, and students' overall success.

### 2. Articulation

**Are there changes in curriculum or degree requirements at high schools or 4-year institutions that may impact your program? If so, describe the changes and your efforts to accommodate them. If no changes have occurred, please write "no known changes."**

The passing of [California Assembly Bill 1460 \(AB-1460\)](#) has led to the mandated Ethnic Studies requirement for all CSU students completing their degrees in the 2024-2025 academic year, impacting students who will transfer to the CSU system with the new GE Area F Requirement. In Fall 2023, there will be future changes to the IGETC Standards with the implementation of the Area 7 Ethnic Studies requirement including students hoping to transfer to a UC. Last year, [California Assembly Bill 101 \(AB-101\)](#) was passed making Ethnic Studies a requirement for public high schools in the state, starting with the class of 2030. Overall these changes in degree requirements mandate Ethnic Studies for current and incoming students and have contributed to the establishment of Ethnic Studies at Cañada. This includes 7 courses that articulate and meet the GE Area F Requirement, a current process to push these courses for IGETC approval, and partnerships to offer courses as a dual enrollment option at local high schools.

### 3. Community & Labor Needs

**Are there changes in community needs, employment needs, technology, licensing, or accreditation that may affect your program? If so, describe these changes and your efforts to accommodate them. If no changes have occurred, please write "no known changes". CTE programs: identify the dates of your most recent advisory group meeting and describe your advisory group's recommendations for your program.**

The statewide efforts to mandate Ethnic Studies has impacted our community's need to offer more Ethnic Studies courses and sections. This has also led to changes in employment needs across the Bay Area. From September 2021 to August 2022, there were over 24,000 local job postings that mentioned Ethnic Studies in the fields of education, healthcare, and technology. These job postings include the following trends: 65% require a Bachelor's degree; 49%

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require 0-1 years of work experience; they are based in San Francisco, Berkeley, and San Jose but also include Redwood City, Palo Alto, and San Mateo; and top occupations include teachers, managers, software developers, research analysts, administrative staff, nurse practitioners, counselors, coaches, human resource specialists, and advisors. In class, students learn about the development of Ethnic Studies as a field to address systems of power and oppression as well as how they can apply their Ethnic Studies coursework or degree in their current/future careers.

### Looking Back

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#### **4. Curricular changes**

**List any significant changes that have occurred over the prior years in your program's curricular offerings, scheduling, or mode of delivery. For decisions made by your department, explain the rationale for these changes. If applicable, how have state policy changes affected your curricular offerings?**

The first Ethnic Studies course at Cañada, *Ethnic Studies 105: African American History & Culture*, was offered in Fall 2021 and Spring 2022. Since the hiring of a full-time faculty member, we have been able to offer additional courses online and in-person. This fall there are two morning classes offered on campus, two asynchronous online courses, and one synchronous dual enrollment course to provide a breadth of options for students to enroll in.

#### **5A. Progress Report - IPC Feedback**

**Provide your responses to all recommendations received in your last program review cycle.**

This is the first comprehensive program review for Ethnic Studies.

#### **5B. Progress Report - Prior Program Goals**

**Provide a summary of the progress you have made on the program goals identified in your last program review.**

Since the instructional program review in 2020, an Ethnic Studies AA degree program has been established to include seven courses - *ETHN 108: Rethinking Race, Gender, and Nation*, *ETHN 109: Borders and Crossings*, *ETHN 103: Asian American Studies*, *ETHN 105: African American History and Culture*, *ETHN 107: Intro to Native American Studies*, *ETHN 265: Evolution of Hip Hop Culture*, and *ETHN 288: African-American Cinema*. In August 2022, a new full-time Ethnic Studies faculty member was hired. Therefore the previous goals of building an Ethnic Studies AA-T degree and additional courses to meet the faculty member's area of expertise are in progress.

#### **6A. Impact of Resource Applications**

**Describe the impact to date of previously requested new resources (assignment, equipment, facilities, research, funding) including both resource requests that were approved and not approved. What impact have these resources had on your program and measures of student success? What have you been unable to accomplish due to resource requests that were not approved?**

This is the first comprehensive program review for Ethnic Studies and the resource request of hiring a full-time faculty member was only met in August 2022. Therefore there is a lack of data to help measure success and application of funds. There will be more information provided in the future.

#### **6B. Impact of Staffing Changes**

**Describe the impact on your program of any changes within the last program review cycle in staffing levels (for example, the addition, loss or reassignment of faculty/staff). If no changes have occurred please write "not applicable."**

The hiring of a full-time faculty member at the start of this semester has led to more offerings of five Ethnic Studies courses including - *ETHN 108: Rethinking Race, Gender, and Nation*, *ETHN 109: Borders and Crossings*, *ETHN 105: African American History and Culture*, and *ETHN 107: Intro to Native American Studies*.

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## Current State of the Program

### **7A. Enrollment Trends**

**Use the data provided by PRIE to examine your enrollments by department or courses. Describe trends in headcount, FTES, and load. If applicable, describe any other enrollment data that is relevant to your program.**

In the AY 2021-2022, there were 27 students enrolled in two sections of ETHN 105 offered across the Fall 2021 and Spring 2022 semesters. Due to the status of this new program, this is preliminary data and there will be more information available in the future.

### **7B. Significant Changes in Your Program**

**Have there been any significant changes in enrollment trends or course offerings? For example, has there been a significant increase or drop in FTES or Load? If applicable, consider trends in class cancellation rates and how it might have affected your course offerings. If needed, consider how the pattern of course offerings (times/days/duration/delivery mode/number of sections) affected your enrollment?**

The recent change in course offerings has significantly increased enrollments in the program, specifically with more students enrolling in online courses. Due to the status of this new program, this is preliminary data and there will be more information available in the future.

### **7C. Planning for Your Program**

**What changes could be implemented, including changes to course scheduling (times/days/duration/delivery mode/number of sections), curriculum, marketing, and articulation of pathways that might improve these trends? If applicable, include plans for faculty recruitment and faculty training. NOTE: If other sources of data are used, please upload these documents or provide URLs.**

The plan for the upcoming Spring 2023 semester is to offer a variety of courses online and in-person during the day, as well as one hybrid evening section, to provide a slate of options for students to enroll in an Ethnic Studies course at Cañada. These courses will be connected to the dual enrollment, Umoja, and Promise programs on campus.

This new program would benefit from marketing and additional partnerships to communicate the GE/IGETC policy changes to students hoping to transfer to a four-year institution. There are also opportunities to offer additional course sections and educate our campus about the field of Ethnic Studies to meet the intent of this recent Ethnic Studies legislation.

### **8A. Access & Completion**

**Describe the student completion and success rate in your courses and/or program using the data provided by PRIE. Look at your course offerings, in the last program review cycle was it possible for a student to complete your certificates or degrees while only completing courses at Cañada College? How can the college help you improve student completion and success? What changes could be made?**

In the AY 2021-2022, there was a success rate of 81.5% of students and retention rate of 88.9% of students enrolled in one course across two semesters.

While there has been an increase of five courses offered in Fall 2022, students would benefit from additional course offerings if they plan to complete the Ethnic Studies AA degree. This requires the continued options of courses within the program and the hiring of additional adjunct faculty to teach these sections.

### **8B. Student Equity**

**One of the goals of the College's Student Equity plan is to close the performance gaps for disproportionately impacted students. Use the data provided by PRIE that indicates which groups are experiencing a disproportionate impact in your program. Which gaps are most important for improving outcomes in your program? How can the college help you address these gaps? What changes could be made?**

Due to the status of this new program, there is a lack of data on student equity in this program and there will be more information available in the future.

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### 8C. Completion – Success Online

The college has a goal of improving success in online courses. Using the data provided by PRIE, what significant gaps do you see in success between online/hybrid and non-online courses? What changes could be made to reduce these gaps? If your program does not offer online/hybrid courses, please write “not applicable”.

This is the first comprehensive program review for Ethnic Studies, and there will be more information on gaps between online/hybrid and non-online courses in the future.

### 9A. SLO Assessment - Compliance

Are all active courses being systematically assessed over a three-year cycle? Refer to the Program’s /Department’s Three-Year Assessment Plan and describe how the plan is completed across sections and over time.

The Ethnic Studies three-year assessment plan needs to be developed in order to assess all sections offered.

### 9B. SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment?

To my knowledge, course SLOs have not been assessed and there will be more information available in the future.

### 10 PLO Assessment

Describe your program's Program Learning Outcomes assessment plan using your Program/Department's <b>Three Year Assessment Plan</b> Summarize the major findings of your PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

The Ethnic Studies three-year assessment plan needs to be developed in order to assess all sections offered.

## Looking Ahead

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Next Step: After completing the fields above, click on STEP 2: Goals & Resource Requests, in the Main Menu, enter your goals (Required) and resource requests (If Applicable).

## Supporting Information

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### General Supporting Documents

[All Jobs Ethnic Studies Key WordJob Posting Analytics 5 California Counties 535\[3\].pdf](#)

# Ethnic Studies - Comprehensive Review

## Goals

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### Goal Status

1 - New (PR)

### Goal Title

Continue Building Ethnic Studies Program

### Goal Description

Hire adjunct faculty members to offer additional course offerings, especially to help fill the need for dual enrollment and learning community courses

Work toward offering an Ethnic Studies AA-T by developing new CORs

Develop campus and community partnerships to build awareness and understanding of Ethnic Studies, as well as to collaborate for marketing, outreach, events

### Program Review Cycle When the Goal Begins

2022 - 2023

### Who's Responsible for this Goal?

Levalasi Loi-On

### Mapping

- CAN Strategic Initiative Topics: (X - Selected)

CAN Strategic Initiatives

- Better share what Cañada offers: X
- Connect students to the academic program(s) and classes they need: X
- Create and sustain an inclusive, antiracist, and equity-minded campus culture: X
- Strengthen K-16 pathways and transfer: X
- Support innovative teaching that creates more equitable and antiracist learning environments: X

- CAN College Goals: (X - Selected)

CAN College Goals

- Community Connections: X
- Equity-Minded and Antiracist College Culture: X