



## Instructional Annual Program Review Update Form

### BACKGROUND:

Program Review (PR) is an integral part of the campus planning process. As programs and areas monitor their progress on the current comprehensive four-year program review, changes in need and scope can be expected. This PR Update Form is designed to outline and request modifications to the current program review that occur between comprehensive four-year review cycles, as needed.

Examples of a requested change include new information such as action plans, outcomes modifications, personnel changes, technology needs, and capital expenditures requirements. As programs and areas monitor their progress on the previous comprehensive four-year program review, the form provides the basis to suggest a change in plans and processes to improve student success and institutional effectiveness.

### DIRECTIONS:

This form shall be completed annually by ALL instructional programs.

- All instructional programs must submit their Annual Program Review Update Form to their dean or manager by **Monday, March 6.**
- All deans or managers will forward the completed form to the Program Review Committee Chair by **Monday, March 13.**

### SUBMISSION:

Program: Ethnic Studies Division: Social Science Date: 3/17/23

We have reviewed our most recent self-study and **have not identified** any significant changes that necessitate resource requests for the upcoming academic year. *(Complete only pages 1 and 2)*

We have reviewed our most recent self-study and **have identified** significant changes that necessitate additional resource requests, which are attached in our submission. *(Complete the entire form)*

Program Signature(s):  Printed Name: Ziza Delgado Noguera

PPRC Endorsement: Yes

No

## Part 1: Review of Data

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### Institution Set Standards (ISS)

1. Use the data provided by the Office of Institutional Effectiveness (OIE) to review your course completion and success rates and provide a comparison to the Institution Set Standards for course completion and success rates.

You can access your program's ISS here: [ISS Documents](#); Alternately, if you have access to Tableau, you can access the data here: [Tableau ISS Data](#).

The Ethnic Studies Department exceeds the Institutional Set Standards in both completion and success rates as an overall department. Ten out of our seventeen courses fulfill the success and completion standards, with the exception of ETHS 111F, 129F, 151F, 152F, 170F, 171F, and 202F. The completion rates for four of these seven courses (129, 151, 152, and 202) are notably higher than their success rates, indicating that not all students who complete the course are passing. This data has encouraged the department to have more regular check-ins with faculty about student success and retention.

For the AY 2021-22 the department's course success rate (68.9%) was just slightly above the “All other programs” data at (68.4%). Our course completion data was similar (83.7%) compared to 82.5% for “All other programs”.

2. If your program meets or exceeds the standard for completion and success, to what do you attribute your success? If your program does not meet this standard, please examine the possible reasons, and note any actions that should be taken, if appropriate.

#### 2.1

The Ethnic Studies Department's overall positive performance in the Institutional Set Standards is likely due to our student-centered pedagogy, commitment to innovative course design, and the experience and expertise of the faculty. All Ethnic Studies faculty teaching full-time, whether as temporary or tenure track, have completed the Online Teaching Certificate (OTC) program or have been granted equivalency and are committed to creating equitable and engaging online learning spaces. Our department has a strong record of attracting many second-semester students; those who choose to take multiple ethnic studies courses. These returning students speak to the impact of our community-building efforts and successful student engagement practices.

Furthermore, the Ethnic Studies Department is an active member of campus life, shared governance, and offers campus-wide opportunities for extracurricular learning, which attracts and connects students to Ethnic Studies courses. Below is a list of some of our campus service activities: Instructional Success Teams Equity Coach (Rosie), Arnetta co-founder Black Faculty and Staff Collective, Social Science Scholarship Committee (Ziza and Arnetta), Student Equity & Achievement Committee Member (Arnetta), Honors Advisory Committee (Rosie), APIA Scholarship Committee (Rosie), AANAPISI Grant Writing Team (Rosie & Amber), Utilized as Discipline Expertise (ongoing requests, unpaid!), Partnerships with Puente & Umoja, Social Science Senator, PAC member (Ziza), Faculty Allocation Committee member (Ziza), Faculty Representative on Belonging Student Voice Project (Anita).

Our faculty are deeply committed to formal and informal mentoring on campus and throughout the community. The Ethnic Studies faculty are instructors for the Puente and Umoja Community

Programs. We stay connected to our alumni, inviting them back to speak with prospective and current Ethnic Studies majors about their transfer and professional experience.

## 2.2

At the time of our last program review, we had only 1 course that did not meet the institutional success and completion standards. In analyzing the subsequent inclusion of six more classes that do not fulfill the success and completion standards, additional trends have also been identified. Overall we saw many external factors impacting student success last year: covid waves of infection, the first AY back in person, and continued economic pressure to work and attend school. Additional details are provided below:

- Completion rates for four of these seven courses (129, 151, 152, and 202) are notably higher than their success rates, indicating that not all students who complete the course are passing. Some faculty noted students struggled to complete the work, despite the equitable grading approach that many of our faculty employ. This could also reflect that some faculty might not have been dropping all inactive students resulting in higher completion despite low success rates. This year faculty have been reminded more regularly to drop inactive students from the courses before the census and throughout the semester.
- The remaining three classes (111, 170, and 171) had success and completion rates below institution standards and upon speaking with the faculty they explained that last year many students were getting covid and dropping, experiencing poor mental health, and it was also when we began seeing high numbers of fake students enrolling for financial aid and then being dropped by the faculty. All three of these classes had high numbers of working-class, LGBTQ, and students of color. These populations have been disproportionately impacted by covid. For 170 and 171 students, many students were APIDA and were being affected by Anti-Asian hate and other instances of discrimination, for which the faculty completed BITs (Behavioral Intervention Team) reports. The faculty that teaches these classes has also received and responded to evaluation feedback regarding reducing course workload.
- Similar to our 2021 PR, we continue to see equity gaps in success rates for our Black, LGBTQ, Foster, and non-military students. Our plan of support, as well as recommendations for the college, are provided in great detail in our last report.

### **Institutional Student Learning Outcomes (ISLOs)--Do Not Complete Spring 2023**

#### **All programs will compare their CSLO attainment to the Global Awareness ISLO.**

1. Describe your program's participation in assessment of Institutional Student Learning Outcomes (ISLO's). Specifically, how does your CSLO attainment, for the courses that are mapped to the Global Awareness ISLO, compare to Fullerton College's ISLO attainment?
2. Does the SLO data show significant achievement gaps among demographic groups in your program? If so, where are the gaps and what steps can your program take to shrink them? If not, to what do you attribute your success in minimizing the achievement gap?

## Part 2: Additional Resource Request Reasoning and Support

**Request Justification** (Note: Expand all areas as needed to support your resource request)

Briefly summarize your new / modified resource request. Is it imperative that this resource request be processed now rather than during the next comprehensive program review?

1. If the Resource Request is personnel-related, include support and associated details/data in support of this request.
2. How will this additional resource allocation specifically enhance your program's services, activities, processes, etc. to continue or improve student learning and achievement?
3. How will this resource enhance your area or program? Have you considered the College Mission or Strategic Initiatives, physical/organizational restructuring, and or your program's goals for improvement, as stated in your last program review?

**Provide any additional information that supports your request in the space below. Expand as necessary.**

1. Since our 2021 Program Review (PR) there have been new demands put on our department that require us to ask for additional personnel. Fall 2022 marks the 50th anniversary of Ethnic Studies at Fullerton College and coincides with the largest expansion of ethnic studies since the founding of our discipline. 2020 and 2021 ushered in statewide legislation mandating an ethnic studies general education requirement for the California State University (CSU) via AB 1460 and ethnic studies graduation requirements for the California Community College (CCC) system via Title 5 revisions and public and charter high schools via AB 101. A University of California (UC) ethnic studies requirement is currently underway, which would include the addition of an Area "H" to the existing A-G requirements. As the largest higher education system in the nation and the largest feeder system into the CSUs (where 51% of CSU graduates started at a community college), CCCs will play a vital role in ensuring students meet these new requirements. **With the 2021 passage of the Title 5 Ethnic Studies graduation requirement for the entire CCC system, the first change of this kind in 20 years, our department is facing unprecedented demand. With the requirement going into effect in Fall of 2024, now is the time to hire the growth faculty to prepare for the surge in enrollment.**

We anticipate increased enrollment and degrees awarded with new transfer degrees and we require additional full-time faculty members to be involved with teaching, advising, and mentoring students. This is already being reflected in the data. Our granting of degrees has doubled from spring 2021 (5 associate degrees) to spring 2022 (10 associate degrees). We continue to increase our active sections from 52 in 2021 to 56 in 2022 and our fill rate remains high at over 83%. Based on data provided by the OEI, the five-year change calculation for our program shows that in comparison to other programs, which experienced a decrease of 22.9 % in enrollment, our department had a 44.5% increase. We take pride in our high-touch approach to education. Our praxis is guided by mentorship and education of students of color, first-generation students, and other underserved populations to ensure their retention and success. Increasing these rates was another goal of ours from our program review and to meet this goal, we need faculty members who will mentor students, recruit students into the department as majors, and participate in our extensive extra-curricular programming.

As a two-person department, we face a heavy administrative workload. We are currently revising and updating Area F courses; expanding our pipeline with CSUF, and preparing to pilot the "Ethnic Studies for Educators Foundations" certificate program. Our current FT faculty are active in many DEIA committees and projects throughout the district, and we serve in statewide leadership positions, including the CCCCCO's Ethnic Studies Task Force and the CCC Ethnic Studies Faculty Council. Next

year, our faculty will also be tasked with writing and managing 5 Ethnic Studies TMCs and related C-IDs as well as coordinating the common course numbering that was passed with AB 111. Lastly, with the growing enrollment we will need to continue to recruit, hire, mentor, manage, and evaluate new part-time probationary faculty members.

In Fall 2022 47% of our classes were taught by adjuncts and 34% were taught by two temporary full-time faculty whose one-year contracts end in spring 2023. Thus, 81% of our classes were taught by part-time and temporary non-tenure track faculty. In Spring 2023, we lost one of our temporary full-time colleagues to a TT position at another campus and 80% of our courses are still taught by part-time and temporary non-tenure track faculty. Per our 2021 program review, we predicted the loss of many adjuncts who we believed would seek full-time employment as a result of the hiring spree across Ethnic Studies departments in California's academic institutions. Our projections were correct and we retained only 3 of our long-time adjunct faculty for Fall 2022. This staffing shortage required us to hire 11 new part-time adjunct faculty in AY 22-23 in order to maintain our class offerings, bringing our part-time adjunct faculty total to 14. We needed additional coverage, but due to HR processing constraints, we were not able to hire additional adjuncts in a timely manner. Currently, 100% of courses taught in 3 of 5 programs we offer (Africana Studies, American Indian & Indigenous Studies, Asian/Pacific Islander American Studies), are taught by part-time faculty and it is imperative to have full-time tenure-track faculty in each of these areas to maintain and grow these programs.

Granting the Ethnic Studies department two FT growth hires, in addition to the 1 replacement and 1 growth we were granted to start Fall 2023, will allow our department to make significant contributions to the six educational initiatives that are outlined in the NOCCCD Educational Master Plan for 2021-2030. If approved, these hires will allow our department and our campus the necessary support to work towards meeting district recommendations for improving student success, equity, and completion rates. The projected shifts and departmental changes outlined above present both an exciting potential for growth and an urgency for support. We are certain that with the proper support, our department and discipline can help our district make meaningful strides toward statewide and nationwide recognition.

In Fall 2023, the Ethnic Studies department will be tasked with offering enough courses to meet the new state-mandated ethnic studies graduation requirements while piloting our first cohort in the Ethnic Studies for Educators certificate program. In 2021, Amber and Ziza developed the "Ethnic Studies for Educators Foundations" certificate program, which is launching in Fall 2023. The certificate is designed to meet the growing needs of K-12 teachers who will be tasked with teaching ethnic studies courses beginning in fall 2025, a result of AB 101, which adds the completion of a one-semester course in ethnic studies to the California high school graduation requirements commencing with pupils graduating in 2029-30 AY. Few high schools in California offer Ethnic Studies and there is currently no single subject credential in Ethnic Studies through the California Department of Education. Since many schools and districts will be unable to hire new faculty with Ethnic Studies expertise, there will be a major shortage of qualified teachers to create and teach the new required classes. Our department created this certificate to fill that gap by providing appropriate training in ethnic studies curricula and pedagogy and building the capacity of existing educators who will be teaching these new Ethnic Studies courses. One full-time faculty member will be required to establish the program, build community partnerships, teach the two core courses, and to recruit and supervise the professional students in the program. They will also develop various online, hybrid, and in-person cohorts to meet the needs of teachers locally and across the state. As the first certificate of its kind in the CCC and with thousands of teachers across the state needing and wanting training and support, the enrollment potential of this certificate is enormous.

The FC Ethnic Studies Department operates as five separate programs of study housed within one department: Africana Studies, American Indian & Indigenous Studies, Asian/Pacific Islander American Studies, Chicanx & Latinx Studies, and Ethnic Studies. We also manage and offer courses in LGBT Studies and Women's Studies and we plan to grow the Ethnic Studies for Educators certificate into a full program. At other community colleges and four-year universities, what we have as AA degrees function as full departments, free-standing and supported by a full array of faculty and staff. It is our goal to grow the department to meet the increasing student demand placed on our discipline and capture critical enrollment for our campus and district. Granting us two FT growth hires is the first step in our campus preparation to make the necessary institutional shifts to address these curricular changes and provide all students with the required courses they seek to attain AA degrees and transfer.

**The quantity of FT faculty in the Ethnic Studies department will need to increase in order to mirror other similarly required disciplines like English, Math, and Communication Studies. We ask for the college's support to begin this process with enough time to provide our current and incoming student population with the Ethnic Studies courses that are now required. This effort benefits not only students and our department, but importantly all stakeholders at FC because attracting and retaining students is essential to increasing enrollment and funding for our campus.**

2. Below are new funding requests and sample budgets. These are different from those proposed in the 2021 PR, for which we have not yet been informed about the status of those requests.
  - Since completing our PR in 2021, the department has been meeting with the CSUF Ethnic Studies department to begin planning a formal pathway program. We have discussed having a planning conference to formalize all the details. This will take place either the Summer or Fall of 2023 and we would like to request funds to contribute towards the event and future "handing off" ceremonies of our students matriculating to CSUF Ethnic Studies.
    - Conference Planning:
      - Food: \$250
      - General supplies: \$200
    - Transfer Graduation Dinner/Ceremony:
      - Food: \$1,500
      - Supplies: \$200
      - Entertainment: \$1,000
      - Graduate gift bags: \$800
  - The department is currently expanding our Dual Enrollment offerings to local high schools to support their students in meeting both upcoming Ethnic Studies graduation requirements at the high school, community college, and CSU levels. We would like to host our DE students regularly to continue building a pathway from HS>CC>CSU or UC. Below you will find the total estimated costs for the events we would host throughout the school year:
    - Campus/Department Visits
      - Food: \$1,000
  - With our program and majors growing, we would like to host additional gatherings for our majors to connect and get support from their faculty. Some possible ideas include the hosting of *platicas* (talks) with faculty and workshops. Below you will find the total estimated costs for the events we would host throughout the school year:
    - Food: \$600

### **Part 3: Resource Request Funding**

#### **Directions:**

- Complete and submit this section ONLY if you have a NEW resource request

- Each NEW resource request must include the associated justification (Page 3).
- Complete as many resource requests, as necessary. Support each resource request with appropriate and relevant detail (Page 3).

**Submission:**


Requested by: Ziza Delgado Noguera Email: zdelgado@fullcoll.edu  
 Phone: 626-590-8890

Division: Social Science Department: Ethnic Studies Total Requested \$: \$5,550

This request is intended as an update to a previously submitted program review. List and provide the cost to implement this request. Describe equipment location and include a description of additional space or maintenance, if needed.

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel- two FT TT growth positions	As determined by the institution	
Facilities		
Equipment		
Supplies	\$1200	
Computer Hardware		
Computer Software		
Training		
Other- Food	\$3,350	
Event Entertainment	\$1,000	
<b>Total Requested Amount:</b>	\$5550 + TT faculty salary	

**Approval:**

Dean: Signature/Approval: 

Date: 3-17-22

Rank (if appropriate): Dean Priority Ranking: \_\_\_\_\_ of \_\_\_\_\_