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Instructional Annual Program Review and Planning Update Form Fall 2024

## BACKGROUND:

**Program review 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 Annual 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.**

## SUBMISSION:

**Program:**

Ethnic Studies

**Principal Author(s):**

Ziza Delgado Noguera, Amber Rose Gonzalez, Rosie Kar & Anita Juarez

**Dean:**

Jorge Gamboa

**Submission Date:**

11/28/2024 11:19:27 AM

**Author Signature:**

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| Electronically signed by Ziza Delgado on 11/27/2024 10:23:19 PM |

**Manager Signature:**

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| Electronically signed by Jorge Gamboa on 11/28/2024 11:19:27 AM |

# Part 1: Review of Data

## Use the data provided by the Office of Institutional Effectiveness (OIE)--[available in August 2024](https://fullcolledu-my.sharepoint.com/:f:/g/personal/dberumen_fullcoll_edu/Ejn54PAVVhJLqimOjiLWBBYBPkPdoZEFZxZtScvvyibo6A)--to review your program completion and success rates and compare them to the Institution Set Standards for course completion and success rates. Then, answer these questions:

1. **Where your program meets or exceeds the college-wide standard for completion and success, to what do you attribute your success?**

In the 2023-24 academic year, the Ethnic Studies department surpassed the campus success rates and set standards for completion. Our average success rate was 79%, surpassing the campus average of 70.6%. Our average completion rate was 91.4%, exceeding the college standard of 74% by 17.4%. The average completion rate in the Ethnic Studies program surpassed the college’s aspirational goal of 86.7%. Even when we disaggregate the data, all student populations currently meet the success and completion standards set by the campus.

Our recent gains in completion and success rates are directly linked to our increase in full-time faculty. These faculty members provide essential mentorship, create an environment where adaptability is nurtured, and consistently engage in professional development, enabling us to effectively align our teaching practices, equitable grading methods, and student outreach efforts. Having more dedicated full-time faculty has allowed our department to establish a more consistent and supportive environment that meets students’ needs, cultivates inclusive pedagogies, and strengthens connections with our students––all critical factors driving higher success and completion rates. With continued institutional support, our department is dedicated to maintaining and further improving these outcomes.

1. **Where your program does not meet this standard, please examine the possible reasons and note any actions that should be taken, if appropriate.**

In the coming year, a key area of concern and focus will be supporting our NHPI (Native Hawaiian and Pacific Islander) students, whose data has shown a decline in the past year. Even though this population still meets the standards technically, we noticed a decrease in their success compared to the previous update. For example, the success rate for NHPI students dropped from 100% in 2023 (with 8 students) to 66.7% in 2024 (with 6 students). Although this small sample size may reflect individual challenges, we are committed to improving support for this population.

In the summer of 2024, three full-time Ethnic Studies faculty attended the National Conference on Race and Ethnicity (NCORE) in Hawai’i, focusing on sessions centered on Native Hawaiian, Native American, and Indigenous student success and retention. We gained valuable insights from faculty and administrators at Native-Serving Institutions (NSIs) about best practices, which we are committed to implementing through initiatives such as hiring a full-time faculty member in American Indian and Indigenous Studies (AIIS), creating a learning community for NHPI and Indigenous students, and piloting an Indigenous Elder/Cultural Bearer-in-Residence program in 2025-2026, pending support from Program Review. Support from Program Review will be a critical step in achieving our departmental goals and ensuring the sustainability of existing and new initiatives.

Moreover, in reviewing the data by course, we noticed trends in our ETHS 152 and 153 courses, where Latinx students are not assuccessful but are completing the course. We plan to discuss these data points and strategize ways to intervene in our next department meeting.

1. **Compare your data analysis in questions 1 and 2 to the review of data in your 2023 Annual Program Review update (available on the** [**Program Review and Planning Committee**](https://committees.fullcoll.edu/program-review/) **website). Are there significant changes? Do you notice any patterns from year to year?**

We are pleased to see our data improve in almost all areas from the 2023 APRU. Compared to last year, we achieved an overall 3.3% increase in completion rates and a 6.8% improvement in success rates. For the 2023-24 AY, our Black student success rates increased by 1.2% (from 67% to 68.2%), slightly surpassing our goal of 1% improvement annually. Similarly, the success rates in our African American Studies classes increased by more than 9%, from 63.8% in 2023 to 72.9% in 2024. We attribute this to the consistency of our African American Studies faculty over the past year, culminating in Dr. Cox transitioning from an adjunct faculty member in Spring 2024 to a full-time tenure track faculty member in Fall 2024.

Our Latinx success rates have increased from 71.5% in 2022-23 to 77.1% in 2023-24. Additionally, success rates in our Chicanx Studies courses (ETHS 150F, 151F, 152F,153F, 153HF) increased from 75.1% to 79.8% during the same period. We also attribute this to the consistency of our full-time faculty teaching these courses during this period.

Course success rates for Asian Pacific Islander Desi American students increased from 82.4% in 2023 to 89.7% in 2024. Per the parameters and guidance of the Federal AANAPISI grant and state AANHPI Student Achievement Program Central Office, we have been supporting and adopting innovative practices that promote equity for underserved students while adhering to legislative requirements. Putting these grants under the purview of the Ethnic Studies Department has been essential because content expertise is needed for managing such efforts. Under Dr. Rosie Kar, APIDA Amplified has been empowered to develop unique, impactful spending strategies that address local needs and support student success. While creativity is encouraged, compliance with legislation remains essential.

This balance of compliance and innovation allows us to make meaningful, community-focused investments that enhance equity and student achievement. The emphasis on fostering community, cultivating a sense of belonging, and visibly representing our commitment to Fullerton’s APIDA students and allies is very much in keeping with the priorities around culturally responsive learning environments and leadership development. Additionally, the goals of the grant have been:

Increase the persistence of APIDA students on campus and ensure students have a comprehensive education plan by their first year of enrollment.

Reduce disparities and refer students to basic needs programs on campus.

Increase graduation rates and a sense of belonging for students on campus with exciting events, community-building experiences, and more.

Creating and opening our APIDA Resource Center as a gathering hub for all FC students has been a huge victory, as has the creation and sustaining of the APIDA student organization. Braiding culturally relevant curricula and pedagogy with impactful events has created an effective way to build awareness, create a cohesive identity, and empower students to see themselves as active participants in our campus community, and in turn, has strengthened their success in our classes. APIDA Amplified’s planning, celebrations, and outreach efforts further solidify the connection to the funding's intended future impact in areas like fostering culturally responsive learning communities and supporting APIDA students. We have created a welcoming and inclusive community for our students. When students see faculty and staff proudly displaying their APIDA affiliation, especially in an era of heightened xenophobia, it can help strengthen perceptions of institutional support and create a stronger sense of belonging, essential for academic victories, student success, and well-being. This federal grant is finite and ends in the AY 2028-29.

Lastly, we are happy to report that the course success rate in our most popular class, ETHS 101F/HF, grew significantly from 76% in 2023 to 82.2% in 2024. Another notable data point is our steady enrollment growth from 1,941 in 2022 to 2,360 in 2023, reaching 2,889 in 2024. Our course retention has also been steadily increasing for the last four years, increasing annually from 82.5% in 2021 to 91.4% in 2024.

# Part 2: Additional Resource Request Reasoning and Support

**We have reviewed our most recent self-study and have not identified any significant changes that necessitate resource requests for the upcoming academic year.**

**We have reviewed our most recent self-study and have identified significant changes that necessitate additional resource requests.**

**For programs that have identified significant changes that necessitate additional resource requests, answer the following questions for each separate resource request:**

1. **Briefly describe your resource request.**

personnel.

Non-classified short-term hourly. We require an intermediate technical, semi-skilled hourly employee to provide support with planning, promoting, and implementing our various initiatives and programs. $20 per hour X 20 hours per week = $400 X 38.5 weeks = $15,400

Indigenous Elder/Cultural Bearer-in-Residence Program. This initiative is intended to support the Ethnic Studies department’s American Indian and Indigenous Studies (AIIS) AA program and the work of the Native American Faculty and Staff Alliance (NAFSA). It is part of a long-term strategy to advance NAFSA’s mission to: Create spaces to learn about, celebrate, and honor Native American cultures, perspectives, experiences, concerns, knowledge, and scholarship both within and outside the classroom; Empower and support Native American students; Counter dominant narratives, erasure, and invisibilization by increasing visibility and promoting a strong Native American presence; and Create and maintain a well connected Native American community to increase a sense of belonging and affinity. Specifically, the program aims to build relationships between FC and Indigenous communities by collaborating with Tongva, Acjachemen, California Native, and other Indigenous/American Indian nations. The program will introduce the campus community to respected Indigenous leaders and cultural bearers who will teach, present, and meet with administrators, faculty, staff, and students about a key theme or topic every academic year. In addition to supporting the AIIS program with community outreach and student mentorship, the resident will be tasked with hosting/facilitating 3-4 public events per year, developed in accordance with their area of expertise, culminating with a luncheon in the spring semester. The luncheon will also serve as an intertribal graduation celebration. These actions align with our commitment to honoring and supporting the Indigenous communities whose land we occupy, fostering meaningful relationships, and advancing justice and Indigenous sovereignty.

Project Coordinator II @$45/hr X 120 hours = $5,400 The faculty project coordinator should be compensated for their work in Summer and Fall 2025 to initiate the program. This includes defining the program’s cultural protocols in consultation with various advisors and community members, selecting, inviting, and onboarding the inaugural resident, promoting the program, and ensuring all logistical items are in order.

Indigenous Elder/Cultural-Bearer Resident Stipend $5,000 per semester x 2 = $10,000

Other. (Programming)

Indigenous Elder/Cultural Bearer-in-Residence Program Spring Luncheon and Intertribal Graduation. $5,000

Support for enduring events and programs $17,000.

Fall and Spring Welcome $1,000 x 2 = $2,000 Students learn about majoring in Ethnic Studies and are introduced to relevant campus and community resources.

Annual Ethnic Studies Summit $5,000 Beginning in 2014 as a public conference, The Ethnic Studies Summit has transformed into an on-campus student leadership retreat, empowerment seminar, and celebration of BIPOC creativity. The multi-genre event showcases renowned speakers and performers, interactive workshops and presentations, film screenings, and a resources fair and artisan marketplace. The Summit brings together students, scholar-activists, organizers, artists, and the local community to explore a different theme each year. The Summit intends to share and generate knowledges and inspire action by theorizing, strategizing, skill-sharing, and discussing practices for responding to and ending all systems of oppression, engaging in communal healing, and creating a more just society.

Critical Dialogues Series $8,000. The Ethnic Studies Department invites 3-5 guest speakers, artists, and activists to campus each semester. Beginning Fall 2025, we will add speakers and events targeting students in our Ethnic Studies for Educators Certificate program.

Spring Graduation Celebration $2,000 This event celebrates and recognizes Ethnic Studies majors, Rising Scholars, and APIDA Amplified Students.

1. **Is this request related to an essential safety need?**

No

**Why must this resource request be processed now rather than during the Fall 2025 comprehensive self-study?**

The Ethnic Studies Department has historically received $17,000 annually from the Student Equity and Achievement Committee for our high-impact extra-curricular programming. Fall 2023 was the last year we received this grant due to SEAC funding restructuring. Therefore, we require an alternative funding source to maintain our existing programming and meet the demands for new programming.

Our department has experienced unprecedented growth since our last Program Review self-study, driven by California’s implementation of numerous Ethnic Studies graduation requirements and the successful establishment of the Division of Ethnic Studies and Liberatory Education, set to launch in Fall 2025. To successfully meet the increased demand and deliver the services and programming planned for the new division, it is essential to secure funding and resources now.

This funding is critical to begin the preparatory work required to implement new degree and certificate programs, establish interdisciplinary centers, develop partnerships, and scale up faculty and staff support. Timely distribution of these resources is necessary to ensure we launch vital initiatives. Waiting until Fall 2025 for fiscal distribution of resources following the comprehensive self-study would delay implementing these programs another year.

**How will this additional resource allocation specifically enhance your program’s services, activities, processes, etc. to continue or improve student learning and achievement?**

The forthcoming Division of Ethnic Studies and Liberatory Education will significantly enhance our program’s capacity to support student learning and achievement by integrating diverse academic programs and innovative student-centered initiatives. The division will encompass three degree-granting departments—Comparative Ethnic Studies (ETHS), Chicanx and Latinx Studies (CLS), and African American and Black Studies (AABS); two degree-granting programs—Asian and Pacific Islander American Studies (APIA) and American Indian and Indigenous Studies (AIIS); and two certificate-granting programs: the new Feminist and Queer Ethnic Studies (FQES) and Restorative/Transformative Justice certificates, alongside our existing Ethnic Studies for Educators certificate.

The division will also house three interdisciplinary centers that will transform our capacity to serve students:

Learning Communities for Liberatory Outcomes will institutionalize support structures for marginalized students, addressing educational inequities and fostering success among underserved populations.

The Ed Hub will centralize critical initiatives, including our certificates in Ethnic Studies for Educators and Restorative/Transformative Justice, dual enrollment programs, partnerships with grassroots organizations for student internships, and comprehensive training for campus stakeholders and the local community.

The Equity Research Center will drive intersectional, race-conscious research to develop actionable recommendations for advancing equity practices across our campus and district.

**Is the resource request personnel-related? If so, please provide evidence to justify the requested positions such as retirements, program growth or curricular demands, full-time/adjunct ratios, etc.**

Non-classified short-term hourly, intermediate technical, semi-skilled staff member is needed to provide support with planning, promoting, and implementing our various initiatives and programs.

Indigenous Elder/Cultural Bearer-in-Residence Program. This initiative is intended to support the Ethnic Studies department’s American Indian and Indigenous Studies (AIIS) AA program and the work of the Native American Faculty and Staff Alliance (NAFSA). It is part of a long-term strategy to advance NAFSA’s mission to: Create spaces to learn about, celebrate, and honor Native American cultures, perspectives, experiences, concerns, knowledge, and scholarship both within and outside the classroom; Empower and support Native American students; Counter dominant narratives, erasure, and invisibilization by increasing visibility and promoting a strong Native American presence; and Create and maintain a well connected Native American community to increase a sense of belonging and affinity. Specifically, the program aims to build relationships between FC and Indigenous communities by collaborating with Tongva, Acjachemen, California Native, and other Indigenous/American Indian nations. The program will introduce the campus community to respected Indigenous leaders and cultural bearers who will teach, present, and meet with administrators, faculty, staff, and students about a key theme or topic every academic year. In addition to supporting the AIIS program with community outreach and student mentorship, the resident will be tasked with hosting/facilitating 3-4 public events per year, developed in accordance with their area of expertise, culminating with a luncheon in the spring semester. The luncheon will also serve as an intertribal graduation celebration. These actions align with our commitment to honoring and supporting the Indigenous communities whose land we occupy, fostering meaningful relationships, and advancing justice and Indigenous sovereignty.

Although we are not requesting faculty positions here, we did want to make our requests known for the record. We need additional full-time faculty hires to scale up and meet the demand created by the two new Ethnic Studies graduation requirements set to take effect in Fall 2025. While we have been approved to hire for our top priority—a full-time faculty member to teach Native American and Indigenous Studies courses—our overall need for full-time faculty remains significant. These hires are essential as we prepare to serve every student on our campus for the first time, ensuring they can fulfill their Associate Degree General Education (AAGE) requirements and the CalGETC standards. Meeting these requirements will require sustained faculty capacity to support equitable access to our classes and ensure the timely transfer or completion of degrees.

We appreciate the President's approval of the Dean and Admin III positions and the support provided to our new division thus far. In the future, we would like to be considered for an Admin I or II position to ensure parity with the administrative structures of other divisions.

**How will this additional resource allocation help you serve the college mission or strategic initiatives, and your program’s goals for improvement, as stated in your last self-study?**

Since the last self-study, our department’s alignment with campus initiatives has significantly strengthened. The Ethnic Studies for Educators Certificate directly supports Vision 2030’s Educational Teacher Pipeline initiative by addressing California’s critical shortage of Ethnic Studies teachers. This program provides vital workforce development while meeting the growing demand for trained educators.

As leaders in dual enrollment at Fullerton College, we are expanding course offerings to help local school districts meet the new Ethnic Studies graduation requirement and address the statewide teacher shortage. These courses fulfill a vital educational need while generating the additional $2,131 per FTES under the Student-Centered Funding Formula, providing financial benefits to the college and district.

Our integration of the Rising Scholars Program in Spring 2024 aligns with Vision 2030’s focus on expanding opportunities for formerly incarcerated and system-impacted students. In collaboration with the Vera Institute and the Federal Bureau of Prisons, we are developing a Prison Education Program to provide transformative education for currently incarcerated individuals, further supporting re-entry efforts and generating the additional $2,131 per FTES funding for the college.

We also play a crucial role in supporting men of color on campus in advancing equity-centered practices. We have partnered with FC’s A2Mend leader Marshall Johnson and Dr. Jorge Gamboa to incorporate the Takeoff Grant Barbershop Talks into our course curricula. Through culturally relevant, race-conscious pedagogy and inclusive mentorship, we foster equity-centered teaching and learning that aligns with institutional goals for transformation and student success.

**For each separate resource request, complete this chart with details of the request:**

|  |  |
| --- | --- |
| **Type of Resource** |  |
| Personnel | Hourly |
| Facilities |  |
| Supplies |  |
| Computer Hardware |  |
| Computer Software |  |
| Training |  |
| Other |  |
| **Total Requested Amount:** | $15,400 |

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| --- |
| **Is the funding requested ongoing or one-time funding?**  Ongoing funds |
| **Is the funding requested for**[**enrollment and reengagement activities?**](https://ie.fullcoll.edu/wp-content/uploads/sites/27/2024/05/ER-2.0-Program-Review-Guide.pdf)  Yes |

**For each separate resource request:**

1. **Briefly describe your resource request.**

Non-classified short-term hourly, an intermediate technical, semi-skilled staff member is needed to provide support with planning, promoting, and implementing our various initiatives and programs.

1. **Is this request related to an essential safety need?**

No

**Why must this resource request be processed now rather than during the Fall 2025 comprehensive self-study?**

This funding is critical to begin the preparatory work required to implement new degree and certificate programs, establish interdisciplinary centers, develop partnerships, and scale up faculty and staff support. Timely distribution of these resources is necessary to ensure we launch vital initiatives. Waiting until Fall 2025 for fiscal distribution of resources following the comprehensive self-study would delay implementing these programs another year.

**How will this additional resource allocation specifically enhance your program’s services, activities, processes, etc. to continue or improve student learning and achievement?**

This worker will help us meet the immediate needs of serving all incoming students as Ethnic Studies is becoming a new AAGE and CalGETC requirement starting fall 2025.

**Is the resource request personnel-related? If so, please provide evidence to justify the requested positions such as retirements, program growth or curricular demands, full-time/adjunct ratios, etc.**

This is specifically related to our new program growth mentioned above, as well as our expansion into our own division.

**How will this additional resource allocation help you serve the college mission or strategic initiatives, and your program’s goals for improvement, as stated in your last self-study?**

This student worker is needed to provide support with planning, promoting, and implementing our various new initiatives and programs.

**For each separate resource request, complete this chart with details of the request:**

|  |  |
| --- | --- |
| **Type of Resource** |  |
| Personnel | Professional Expert |
| Facilities |  |
| Supplies |  |
| Computer Hardware |  |
| Computer Software |  |
| Training |  |
| Other |  |
| **Total Requested Amount:** | 10,000 |

|  |
| --- |
| **Is the funding requested ongoing or one-time funding?**  Ongoing funds |
| **Is the funding requested for**[**enrollment and reengagement activities?**](https://ie.fullcoll.edu/wp-content/uploads/sites/27/2024/05/ER-2.0-Program-Review-Guide.pdf)  Yes |

**For each separate resource request:**

1. **Briefly describe your resource request.**

This initiative is intended to support the Ethnic Studies department’s American Indian and Indigenous Studies (AIIS) AA program and the work of the Native American Faculty and Staff Alliance (NAFSA). It is part of a long-term strategy to advance NAFSA’s mission to: Create spaces to learn about, celebrate, and honor Native American cultures, perspectives, experiences, concerns, knowledge, and scholarship both within and outside the classroom; Empower and support Native American students; Counter dominant narratives, erasure, and invisibilization by increasing visibility and promoting a strong Native American presence; and Create and maintain a well connected Native American community to increase a sense of belonging and affinity. Specifically, the program aims to build relationships between FC and Indigenous communities by collaborating with Tongva, Acjachemen, California Native, and other Indigenous/American Indian nations.

1. **Is this request related to an essential safety need?**

No

**Why must this resource request be processed now rather than during the Fall 2025 comprehensive self-study?**

This funding is critical to begin the preparatory work required to implement new degree and certificate programs, establish interdisciplinary centers, develop partnerships, and scale up faculty and staff support. Timely distribution of these resources is necessary to ensure we launch vital initiatives. Waiting until Fall 2025 for fiscal distribution of resources following the comprehensive self-study would delay implementing these programs another year.

With our new FT faculty hire in Native American and Indigenous Studies approved to start fall 2025, we want to implement this program simultaneously as part of our issue to recruit and retain Native Students.

**How will this additional resource allocation specifically enhance your program’s services, activities, processes, etc. to continue or improve student learning and achievement?**

The program will introduce the campus community to respected Indigenous leaders and cultural bearers who will teach, present, and meet with administrators, faculty, staff, and students about a key theme or topic every academic year. In addition to supporting the AIIS program with community outreach and student mentorship, the resident will be tasked with hosting/facilitating 3-4 public events per year, developed in accordance with their area of expertise, culminating with a luncheon in the spring semester. The luncheon will also serve as an intertribal graduation celebration. These actions align with our commitment to honoring and supporting the Indigenous communities whose land we occupy, fostering meaningful relationships, and advancing justice and Indigenous sovereignty.

**Is the resource request personnel-related? If so, please provide evidence to justify the requested positions such as retirements, program growth or curricular demands, full-time/adjunct ratios, etc.**

With Native Faculty and staff being one of the smallest communities on our campus, this person/program will serve a critical role in supporting Native students, faculty, and staff's sense of belonging on campus and our programming will be made available to this special population across the district.

**How will this additional resource allocation help you serve the college mission or strategic initiatives, and your program’s goals for improvement, as stated in your last self-study?**

We have been asking for this position since our last major PR because we understand the importance of increasing services, support, and belonging for Native students, faculty, and staff in our district.

**For each separate resource request, complete this chart with details of the request:**

|  |  |
| --- | --- |
| **Type of Resource** |  |
| Personnel | Professional Expert |
| Facilities |  |
| Supplies | $5000 |
| Computer Hardware |  |
| Computer Software |  |
| Training |  |
| Other | Indigenous Elder/Cultural Bearer-in-Residence Program Spring Luncheon and Intertribal Graduation $5,000 & Support for enduring events and programs $17,000.  Totaling= $22,000 programming  4 additional FT faculty  Indigenous Elder/Cultural Bearer-in-Residence Program Project Coordinator II = $5,400 |
| **Total Requested Amount:** | $32,400 |

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| --- |
| **Is the funding requested ongoing or one-time funding?**  Ongoing funds |
| **Is the funding requested for**[**enrollment and reengagement activities?**](https://ie.fullcoll.edu/wp-content/uploads/sites/27/2024/05/ER-2.0-Program-Review-Guide.pdf)  Yes |