



# Fullerton College

## Self-study for Ethnic Studies Program

2025

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### Section 1: Introduction

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1. Briefly describe your program, make sure to include how your program helps the College achieve its mission.

The Ethnic Studies and Student Equity (ESSE) Division at Fullerton College advances the College’s mission by providing culturally sustaining, interdisciplinary learning that centers the histories, experiences, and knowledge systems of communities historically excluded from higher education. Through high-impact, equity-minded pedagogy, our programs support students in developing critical consciousness, academic confidence, and a sense of belonging—key contributors to persistence, completion, and transfer.

As one of the fastest-growing academic units on campus, ESSE plays a central role in fulfilling the College’s commitments as a Hispanic-Serving Institution (HSI) and an Asian American and Native American Pacific Islander Serving Institution (AANAPISI). Our curriculum, dual-enrollment partnerships, re-entry education pathways, and student support initiatives intentionally serve the institution’s focused learner populations—first-generation students, working learners, underrepresented students of color, APIDA students, dual-enrollment high school students, and justice-involved learners.

Our collective work directly supports Fullerton College’s mission, Vision 2030, and statewide Ethnic Studies requirements at the K–12, community college, and CSU levels. Through curriculum, faculty leadership, grant development, and community-based programming, the ESSE Division prepares students for transfer and careers, strengthens equitable pathways in our service region, and contributes meaningfully to the college’s long-term strategic goals.

It should be noted that this Program Review is based on data from 2020–2025, when we were a single Ethnic Studies department. Our new SAPs reflect our current status as the Division of Ethnic Studies and Student Equity (ESSE), which includes three academic departments, two programs, and one certificate.

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## Section 2: Students

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### 2.1 Student Demographics and Enrollment Trends

1. Using the data provided by the OIE, describe the student population your department serves. Which demographic groups have the most enrollments in your program? Which student groups are underrepresented in your program? Has the demographic profile of your program changed over the last four years?

Over the past five academic years, student headcount in Ethnic Studies has grown substantially—from 1,855 students in 2020–2021 to 3,308 students in 2024–2025, an increase of approximately 79% in total headcount. This growth reflects the statewide expansion of Ethnic Studies requirements, the program’s academic relevance, and ESSE’s intentional outreach, scheduling, and partnership strategies.

Latino/a/x/e students consistently comprise approximately two-thirds (66%) of the program’s enrollment, mirroring Fullerton College’s HSI designation. Asian (10%), White (12%), and multiracial (9%) students have also experienced modest increases. Several groups remain underrepresented—Black or African American (3%), American Indian/Alaska Native (<1%), and Native Hawaiian/Pacific Islander (<1%)—highlighting ongoing equity gaps that inform outreach, pedagogical practices, and community partnerships.

Gender distributions have shifted toward greater balance over the review period. Female enrollment declined from 63% to 54%, while male enrollment increased from 31% to 40%, with “unknown” or non-reported gender holding steady at 5–7%. These trends suggest both widening appeal of Ethnic Studies and greater access across gender identities.

As an HSI and AANAPISI campus, these enrollment patterns affirm both the program’s alignment with institutional priorities and its continued responsibility to increase

representation among underserved groups through culturally sustaining pedagogy, expanded pathways, and strategic engagement with local communities.

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2. Briefly describe course-level enrollment trends in your program over the past five years. Have the enrollment trends in your program changed over the last five years? To what do you attribute any changes or lack of changes?

Course-level enrollment has also demonstrated consistent, positive growth—from 2,053 students in 2020–2021 to 3,510 in 2024–2025. Latino/a/x/e students remain the largest enrolled group (65–69%), while Asian student representation (9–11%) has grown modestly. In contrast, the Black/African American and white student populations have remained relatively stable in both numbers and proportion. Enrollments among American Indian, Alaska Native, Native Hawaiian, or Other Pacific Islander students, and those identifying with two or more races, have remained small but consistent.

Gender trends reflect the demographic shift noted above: a gradual narrowing of the gender gap driven by increased male enrollment, while “unknown” gender remains a small but consistent category (6–8%).

Enrollment growth is attributable to:

- Implementation of AB 101 (K–12 requirement), AB 1460 (CSU requirement), and CCC Ethnic Studies graduation mandates
- Expansion of ES, CLS, Black Studies, and QES curricula and section offerings
- Strengthened dual enrollment partnerships
- Rising visibility of ESSE programs, faculty leadership, and community engagement
- Increased departmental capacity through new tenure-track hires

These trends affirm strong and sustained student interest, while also guiding curricular planning, scheduling decisions, and faculty recruitment.

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3. How do you monitor and modify course offerings, including time and modality, to ensure that students’ needs are being met?

The ESSE Division uses a collaborative, data-driven process to ensure course offerings are responsive to student needs. Faculty coordinators and the dean review enrollment, modality, time-of-day trends, and disaggregated success data each term in consultation with:

- Department and Division colleagues
- Counseling faculty
- Dean’s Council
- OIE reports
- Student and faculty feedback

Modality trends (2020–2025) show meaningful increases in student success:

- In-person: 57% → 81%
- Online: 73% → 78%
- Hybrid: averaging 85%; peaked at 94% in 2024–2025

These gains reflect improvements in online pedagogy, robust hybrid course design, expanded tutoring and advising, and increased campus support services. The schedule has intentionally shifted from pandemic-era predominance of online instruction (92% of sections in 2020–2021) to a more balanced distribution that supports student choice and persistence (60% online, 38% in-person, 2% hybrid in 2024–2025). This ensures equitable access for working learners, dual enrollment students, students impacted by the carceral system, and those requiring flexible modalities.

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## 2.2 Student Achievement

1. Using data provided by the OIE, describe overall student achievement counts, rates, and trends in your program over the past five years, these include: course success rates, degrees/certificates completion counts, transfer counts, licensing, job placement, wage improvements (not all of these measures apply to every program).

Over the past five academic years, student achievement in Ethnic Studies has demonstrated steady and meaningful improvement. Overall course success increased from 72% in 2020–2021 to 79% in 2023–2024 and 2024–2025, resulting in a five-year average of 75%—well above the institution-set standard of 62%. This positive trajectory reflects the impact of culturally responsive and community-grounded pedagogy, strengthened course design across modalities, improved student support efforts, and the alignment of course content with Ethnic Studies core competencies.

Several courses consistently outperform the program average, including ETHS 101HF, ETHS 153HF, ETHS 160 F, and ETHS 235HF, which maintain success rates between 82% and 89%.

In contrast, a small number of courses—such as ETHS 129 F, ETHS 159 F, ETHS 170 F, and ETHS 202 F—fall below the program and institutional averages. These courses often enroll higher proportions of first-time college students, dual enrollment students, and students who are still building foundational academic skills. Faculty are actively addressing these disparities through curriculum redesign, clearer scaffolding, aligned rubrics, expanded tutoring, and targeted early-semester outreach.

Degree and certificate completion data for the Fall 2018–Fall 2022 cohorts, while incomplete for the most recent years, show **modest but steady throughput**, with many students completing within **1.5× the expected timeframe** (around three years for a two-year degree). Cohort sizes remain small but have grown over time, with completion rates fluctuating from **30–50%** and peaking for the Fall 2020 cohort, which achieved a 50% degree completion rate despite the disruptions of the COVID-19 pandemic. These patterns suggest that students persist toward degree attainment, but often do so on extended timelines that reflect part-time enrollment, work and family responsibilities, and indirect pathways through the college.

Transfer remains a major outcome pathway for Ethnic Studies students and often exceeds degree completion in its contribution to overall student achievement. Across the same period, transfer rates dipped between 2018 and 2019 and then rebounded in 2020, mirroring the broader recovery trend seen in completion. In some years, **100% of graduates transferred**, while in others the share with a recorded transfer dropped to around **50–60%**, indicating variability tied to external conditions and student circumstances. Overall, combined degree-and-transfer outcomes show that most students eventually reach key milestones, even if their trajectories extend beyond the traditional two-year window.

When disaggregated by race/ethnicity and gender, the data show **meaningful persistence across groups but different timelines** for completion. Asian, Black/African American, and multiracial students demonstrate strong three-year and extended-time completion, while Latina/o/x/e students show a more even distribution across two-, three-, and extended-year outcomes, reflecting varied academic trajectories. Female students complete at the highest overall rates across all timeframes, with male and “unknown” gender students showing more concentration in two- and three-year completions and fewer extended-time outcomes. These trends reinforce what we see in our course-level data: Ethnic Studies students are progressing toward degrees and transfer, but many—especially those who attend part-time or face significant external obligations—require additional time and ongoing, equity-minded support to reach completion.

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2. Are there student groups whose success rates are below the institution-set standard or whose success rates are below other student groups? What factors can explain this?

Although overall outcomes are strong, OIE data indicate that some student groups consistently perform below the program average and below other groups. These include:

- Black or African American students
- Native American and some Pacific Islander students
- Part-time students
- Students enrolled in fully online modalities
- First-year and first-generation students

Several factors contribute to these differences, including varying levels of academic preparation, lower familiarity with college systems, the challenges of balancing work and caregiving responsibilities, and uneven access to technology or study spaces. Some groups—particularly first-generation and working students—are more likely to take Ethnic Studies early in their college trajectory, where transitions into college-level reading, writing, and critical analysis present additional barriers. Modality also plays a role; students newer to online learning may experience difficulties with pacing, digital literacy, or sustained engagement.

The division has already taken measurable steps to close these equity gaps by enhancing online pedagogy, increasing instructor presence, embedding academic supports, strengthening early alerts, and implementing more structured assignment scaffolding—especially in courses with lower success rates.

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3. In terms of your degree and certificate completers, are there any groups who are underrepresented in your completion data compared to the overall enrollment in your program?

Degree and certificate completion trends generally mirror overall enrollment patterns, with Latino/a/x/e and APIDA students representing the largest share of completers. However, when compared to their proportions in the overall student population, Black or African American, Native American, and some Pacific Islander students are underrepresented among program completers. These trends reflect broader statewide patterns showing that students from these communities are more likely to attend part-time, stop out due to financial or familial responsibilities, or enroll intermittently while working.

Undeclared majors also create gaps between course-taking behavior and recorded completions. Many students accumulate significant Ethnic Studies units without officially

declaring the major or certificate, delaying recognition of their academic progress. To address this, faculty are embedding degree information into classes, partnering with counseling on major declaration campaigns, and integrating guided pathways maps into student-facing materials.

As additional disaggregated completion data become available through OIE and Insights, the program will conduct deeper analyses to identify gaps and direct targeted outreach to underrepresented groups.

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4. Are your students completing your degree and certificate program requirements in the expected time frame? Are there certain groups whose rates are below other student groups? Discuss any efforts to improve time to completion.

Most students who declare Ethnic Studies degrees or certificates complete their pathways within the expected timeframe. However, the majority of Ethnic Studies students enroll part-time, work significant hours, or serve as caregivers. These intersecting responsibilities lengthen time to completion, especially for first-generation, low-income, re-entry, and working adult students.

To support timely completion, the program has undertaken several initiatives:

- Guided Pathways maps that clearly sequence AA-T, AA, and certificate requirements
- Strengthened collaboration with counseling, EOPS, Rising Scholars, and APIDA Amplified to ensure students receive comprehensive education plans
- Expanded dual enrollment pathways, allowing high school students to complete foundational courses before matriculating
- Increased availability of ZTC/OER courses, reducing financial barriers
- Use of early alert systems, faculty-led outreach, and more transparent pacing structures in online courses
- Greater emphasis on assignment scaffolding and culturally sustaining pedagogy in gateway courses

These strategies collectively support student persistence and degree/certificate progression, while also narrowing gaps in completion and time-to-degree across student groups. As additional outcome data become available, the division will refine these efforts to ensure that all learners have equitable and timely pathways to academic completion.

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## 2.3 Student Learning Outcomes

1. Describe your program’s processes and practices for defining, assessing, and analyzing student learning outcomes at the course (CSLO) and program (PSLO) level. Include a discussion of how your program uses the results of CSLO/PSLO data to inform course and program improvement efforts.

The ESSE Division has strengthened its processes for defining and assessing CSLOs and PSLOs through increased faculty collaboration, professional development, and alignment with the new “Insights” platform for SLO data collection. Faculty engage in regular workshops—including a Spring 2025 dual enrollment-focused workshop—to align assignments, rubrics, and assessments with CSLOs and Ethnic Studies Core Competencies.

The program plans to implement regular, division-wide SLO review cycles beginning in 2025–2026, using Insight dashboards to identify achievement patterns and equity gaps. These data will inform curriculum redesign, pedagogical strategies, and program improvements—ensuring assessment remains meaningful, actionable, and connected to student achievement.

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2. (OPTIONAL/NOT REQUIRED) Using the data provided by OIE, describe the most salient results of CSLO or PSLO mastery rates. Did you find significant differences by race, ethnicity, gender, and other categories?
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## Section 3: Other Areas of Program Effectiveness

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1. Document any substantial changes to your program curriculum since the last review and discuss what prompted these changes. Looking forward, what changes to the curriculum do you plan based on the emerging needs of your discipline, industry, student population, etc.

Since the last program review, ESSE has undergone extensive curriculum revision in response to sweeping statewide mandates (AB 101, AB 1460, CCC Area F requirements, Cal-GETC). The department revised 16 courses to meet Ethnic Studies core competencies, and all 16 were recently approved by the District Curriculum Committee. These courses were resubmitted to Cal-GETC for November reconsideration.

Looking forward, curriculum development is focused on:

- Emerging TMCs for Ethnic Studies (three newly released in Fall 2025)
- Expansion of Queer Ethnic Studies and WGSS offerings

- Strengthening dual enrollment-specific pedagogy
  - Developing certificates in Restorative Justice
  - Building re-entry education curriculum through Rising Scholars
  - Increasing high-impact practices, internships, service learning, and field-based learning
  - Sustaining study abroad experiences (e.g., ETHS in Lisbon, 2025)
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2. Please briefly describe opportunities your students have to apply and deepen knowledge and skills through projects, apprenticeship, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad, and other experiential learning activities that you intentionally embed in coursework or elsewhere in your program.

Ethnic Studies faculty embed experiential and applied learning across the curriculum through community-based projects, oral history assignments, service-learning options, autohistorias, creative projects, and involvement in cultural events. In 2024–2025, ESSE faculty also taught the first Ethnic Studies courses in the College’s Portugal Study Abroad Program, expanding global and immersive learning opportunities.

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3. Describe any laws, regulations, trends, policies, procedures, or other influences that have an impact on your program. These can include things like Vision 2030, CALGETC, Common Course Numbering, etc.

The Division of Ethnic Studies and Student Equity (ESSE) is uniquely and significantly shaped by statewide legislation, regulatory mandates, and systemwide initiatives that directly influence curriculum, enrollment, scheduling, staffing, and program leadership. Over the past five years, Ethnic Studies has been one of the most rapidly evolving disciplines in California, and our division’s work sits at the center of these changes.

### **Implementation of Statewide Ethnic Studies Requirements (AB 101, AB 1460, CCC Ethnic Studies Mandate)**

State legislation requiring Ethnic Studies at the K–12, community college, and CSU levels has had major implications for ESSE. These laws have:

- Dramatically increased student enrollment in our courses (79% growth over five years)
- Required extensive curriculum revision to align with Ethnic Studies Core Competencies

- Increased demand for new sections across modalities and times of day
- Expanded dual enrollment, as school districts seek to meet the AB 101 high school graduation requirement
- Increased the need for full-time faculty to maintain disciplinary integrity and ensure Core Competency standards are consistently met across dozens of sections and multiple campuses

These mandates have also shifted ESSE from a traditional academic department into a critical statewide implementation site responsible for supporting K–12 partners, ensuring CSU transfer alignment, and safeguarding the discipline’s standards.

## **Cal-GETC**

New statewide general education patterns have required ESSE to:

- Revise, resubmit, and articulate 16 Ethnic Studies courses to meet new GE requirements
- Align multiple disciplines within ESSE under shared numbering and GE patterns
- Rebuild transfer pathways to ensure students do not lose progress during the CCC → CSU transition
- Coordinate with curriculum committees, articulation officers, and statewide reviewers

These requirements expand the administrative and curricular workload for our faculty and dean, especially because Ethnic Studies GE approval is tightly regulated, and course integrity is essential for compliance.

## **Vision 2030: Equity, Baccalaureate Attainment, and Flexible Learning**

The CCC Vision 2030 framework directly intersects with ESSE’s work, particularly in three priority areas:

1. Equity in Access and Support – ESSE leads the Student Equity Plan, Rising Scholars, APIDA Amplified, dual enrollment, and HSI initiatives, all of which are core components of Vision 2030’s focus on equity and institutional transformation.
2. Baccalaureate Attainment – Ethnic Studies’ AA-T and transfer pathways support learners moving into CSU Ethnic Studies and WGSS programs.

3. Flexible Pathways and Online Quality – ESSE offers a high proportion of online and hybrid courses, requiring continued investment in online pedagogy, professional development, and student support.

Vision 2030 elevates ESSE’s role as a campus leader in equitable student success, interdisciplinary learning, and community-engaged education.

## **Teacher Pipeline Initiatives and Ethnic Studies for Educators Certificate**

Because of the statewide shortage of qualified K–12 Ethnic Studies teachers and the legislative mandate to teach Ethnic Studies in high schools, ESSE’s Ethnic Studies for Educators Certificate is positioned as a cornerstone of the Teacher Pipeline Initiative. This has resulted in:

- Increased demand for evening, online, and accelerated course offerings
- Growth in dual enrollment partnerships with school districts
- The need for new faculty specialization in Ethnic Studies pedagogy and K–12 alignment
- Expanded responsibilities related to outreach, professional development, workshop series, and curriculum bridging between high schools and colleges

The certificate program directly responds to statewide needs, but it also enlarges the division’s workload in advising, scheduling, coordination, and program development.

## **Re-Entry Education Expansion: Rising Scholars, Vera Institute, and Federal Policy**

ESSE oversees the Rising Scholars program, which has intensified in scope due to statewide and national policy shifts that expand access to higher education for formerly incarcerated and currently incarcerated students. These changes require ESSE to:

- Lead implementation of the Prison Education Program
- Develop specialized curricula, student support systems, and faculty training for incarcerated learners
- Coordinate with multiple state and federal agencies
- Ensure compliance with the Student-Centered Funding Formula (SCFF), which provides \$2,131 in supplemental FTES funding for Rising Scholars enrollment

This work increases operational complexity and reinforces the need for specialized staffing, research capacity, and full-time faculty involvement.

## **Fiscal and Institutional Implications**

Collectively, these mandates and initiatives generate significant fiscal benefit for the college—through increased FTES, dual enrollment revenue, SCFF re-entry funding, and expanded transfer throughput. However, they also create:

- Increased staffing needs
- Expanded data and research demands
- Higher coordination and leadership expectations
- A heavy administrative burden on a small team

These structural shifts underscore ESSE's central role in fulfilling statewide priorities and institutional equity goals, while also highlighting the need for sustainable investment in full-time faculty, research infrastructure, and student support services.

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## **Section 4: Faculty and Staff**

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### **4.1 Population and Demographics**

1. Using the data provided by OIE, describe your program's staff (full-time/part-time faculty, nonfaculty, classified). How reflective of your program's student population is your staff?

The ESSE Division consists of five full-time tenure-track faculty (one tenured, four untenured) and a growing number of adjunct faculty across three departments and two academic programs. The division is women-led and reflects one of the most diverse faculty bodies on campus in terms of race, gender identity, sexuality, and educational background.

Faculty demographics include representation from Latino/a/x/e, Black/African American, Asian, South Asian, Middle Eastern, Native American, and white communities. LGBTQ+ faculty—including queer, bisexual, and gay faculty—comprise over one-third of the division. Approximately 41% of faculty hold doctorates, and many bring cross-system experience from K–12, CSU, UC, and private institutions, strengthening dual enrollment alignment and transfer preparation.

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2. Describe your program's staffing changes since fall 2021. How have these changes impacted your program's ability to achieve its strategic action plans?

Since 2021, staffing changes have been substantial: one resignation, one transition to an internal administrative assignment, and four new tenure-track hires (two converted from temporary roles). Faculty turnover—especially among adjunct faculty hired for dual enrollment—continues to underscore the need for additional full-time positions to sustain program quality, consistency, and growth.

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## 4.2 Staff Support and Professional Development

1. Describe the regular discussions your program faculty are having about equitable grading, attendance, late work, extra credit policies, and other strategies to support equitable student success.

Since Fall 2021, our department has used each Flex Day for an intensive, internal professional development session where faculty collectively decide on key topics to address. While the focus varies each semester, equitable grading remains a regular area of discussion. During these sessions, faculty share effective practices related to grading, attendance, late work, and extra credit; we also exchange ideas and examples on student-centered pedagogies and assessments. This reflective practice is designed for us to analyze and generate ideas to address both student successes and challenges to improve classroom practices. Each semester, we also host events connected to our course content and encourage faculty to offer extra credit for student participation as an equitable engagement strategy. Flyers and event details are shared via email and on our Division Canvas page.

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2. How have these conversations shaped practices or policies in your program? What action has arisen from these discussions? If no action has been taken, why not?

Our ongoing discussions have led to several concrete actions that are shaping our program's practices and policies.

- Creation of a robust Division Canvas page (assignments, rubrics, CORs, onboarding)
- Launch of annual Dual Enrollment Workshops
- Regular check-ins during periods of social or campus stress
- Development of a plan to become Fullerton College's first ZTC division
- Expanded use of low-cost and open educational resources

- Faculty collaboration around high-impact, equity-centered teaching
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3. What additional areas of professional development could help your faculty and staff engage in this work?

Future professional development goals include strengthening support for dual enrollment faculty, improving intervention practices for inactive or struggling students, and developing clearer guidelines for grading disputes and complex student situations.

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## **Section 5: Program Planning**

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### **5.1 Progress on Previous Strategic Action Plans**

1. Please discuss the goals (Strategic Action Plans, SAPs) from your last self-study. Assess and explain your progress on each of the SAP.

The ESSE Division has made significant progress on most goals identified in the previous self-study:

#### **Completed or Substantially Achieved**

- Hiring of full-time faculty: Exceeded goal (3 planned → 4 hired)
- Creation of Division: Ethnic Studies and Student Equity formally launched in Fall 2025
- Ethnic Studies for Educators Certificate: Established Fall 2023
- Curriculum expansion and revision: 16 courses revised and approved; 2025 TMCs emerging
- Publicity and outreach: Strong online presence, branding, and campus visibility
- Rising Scholars participation: Joined network; received significant multi-year grant

#### **In Progress or Ongoing**

- Equity Research Center/Initiatives: Targeted for 2025 Strategic Action Plan
- Restorative Justice Certificate: In progress; linked to 2025 SAP

- Elder-in-Residence (EiR): One-time funds secured for 2025-26
  - Dual enrollment expansion: Met and exceeded goals, but limited by faculty capacity
  - APIDA Learning Community: Foundations established; expansion planned
  - WGSS and Queer Studies curriculum: Ongoing development
  - Internships and service-learning pipeline: Developing through community partnerships
  - Study Abroad expansion: Strengthened through ETHS Portugal 2025
  - Institutional support for new Division: FT Director, additional staff, and interns identified as long-term needs
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2. If additional funds were NOT allocated to you in the last review cycle, how did the LACK of funds have an impact on your program?

Where additional funds were not allocated (e.g., staffing for the new Division, research infrastructure, DE faculty stability), progress slowed. Limited full-time faculty capacity affects dual enrollment sustainability, certificate development, and the Division's ability to expand equity initiatives at the pace demanded by institutional and statewide mandates.

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## SAPs

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### Hiring Five Tenure-Track Faculty Across ESSE in the Next Four Years

#### Short Description:

Issue / Data-Informed Need The ESSE Division has experienced substantial program growth, reflected by a 79% increase in enrollment over five years and expansion of dual enrollment, honors, and new certificate programs. Despite this growth, the division currently has only five full-time tenure-track faculty, with the majority of courses taught by adjuncts. High adjunct turnover—particularly in dual enrollment—impacts continuity, instructional quality, and student success. This limits ESSE's ability to meet growing demand, close equity gaps, sustain statewide-mandated Ethnic Studies requirements, and lead new equity initiatives. Planned Activities Request five new tenure-track faculty positions between 2026–2030 Strengthen faculty leadership for curriculum development, dual enrollment, certificates, student support programs, and equity initiatives Reduce

adjunct dependency and stabilize course offerings across modalities and locations Ensure sustainability of dual enrollment (currently generating 36 FTES and >\$250,000 in revenue per summer)

**Measurable Outcomes:**

Increase proportion of ESSE courses taught by full-time faculty from ~30% to at least 50% by 2030  
Reduce adjunct turnover in dual enrollment by 25%, increasing continuity and student success  
Increase student success rates in historically lower-performing courses (those with success rates between 56% and 61%) by 2–6%, bringing them to the institutional standard of 62%  
Grow ESSE enrollment by an additional 10% due to stabilized scheduling and expanded offerings

**College Goals:**

1.1 Equitable Dual Enrollment access; 2.6 Reduce equity gap in persistence for Black/AA students;  
3.2 Reduce equity gaps in degree/certificate completion; 3.3 Reduce equity gaps in transfer attainment

**SAP Phase:**

New

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## Establishment of the ESSE Research Hub

**Short Description:**

Issue / Data-Informed Need The ESSE Division leads major equity initiatives on campus, including Rising Scholars, the APIDA Resource Center, Ethnic Studies for Educators, dual enrollment, and Student Equity Plan-writing. However, the division lacks dedicated research capacity to support continuous improvement, despite the need for equity-focused data, qualitative studies, focus groups, and student experience analyses that utilize ethnic studies research methodologies. Given ESSE's rapidly expanding role and intersection with key institutional priorities, a formal Research Hub is essential. Planned Activities Create a centralized ESSE Research Hub to support: Student Equity Plan 2025–2028 implementation, IEPI HSI institutional alignment work, Dual enrollment evaluation and improvement, Rising Scholars program assessment, APIDA Resource Center research and reporting, Ethnic Studies curriculum and equity impact studies, Qualitative and quantitative research related to disproportionately impacted student groups Request a Lead/Senior Research & Planning Analyst (part-time or full-time) assigned to ESSE Hire two student research assistants to support data collection, coding, analysis, and event/project support Establish a collaborative research space supporting faculty and student-focused equity research

**Measurable Outcomes:**

Increase production of equity-related research reports from 0–1 annually to 3-5 per year Produce Student Equity Plan annual reporting with high-quality disaggregated data Conduct 4+ focus groups per year with DI student populations Create student research internships that support 6–10 students per year Increase utilization of data to inform program planning and curricular

improvements across ESSE

### **College Goals:**

1.2. Increase equitable usage of apprenticeship/internship; 2.6 Reduce equity gap in persistence for Black/AA students; 3.2 Reduce equity gaps in degree/certificate completion; 3.3 Reduce equity gaps in transfer attainment

### **SAP Phase:**

In Progress

## **Resource Requests**

### **Senior Research Analyst (PT or FT)**

#### **Enhancement:**

The establishment of the ESSE Research Hub—and the allocation of dedicated research personnel—will significantly strengthen the division’s capacity to lead data-informed, equity-centered program planning, which is fundamental to improving student learning and achievement. As the division responsible for the Student Equity Plan, Rising Scholars, dual enrollment expansion, APIDA Amplified, and Ethnic Studies curriculum revision, ESSE manages some of the most complex and equity-impactful initiatives on campus. These initiatives require sophisticated data analysis, qualitative research, focus group facilitation, program evaluation, and ongoing monitoring of disproportionately impacted (DI) student outcomes. Currently, faculty and the dean carry these responsibilities on top of full teaching and administrative loads, limiting the depth, frequency, and consistency of evaluation needed to meet equity goals. By funding the ESSE Research Hub with dedicated personnel, the division will be able to: Produce timely, actionable data that directly informs improvements in teaching practices, modality choice, course scheduling, and student support interventions. Conduct ongoing assessment of enrollment and success disparities, enabling targeted strategies to close equity gaps identified in Section 2.2. Evaluate and strengthen high-impact programs—such as dual enrollment, Rising Scholars, Ethnic Studies for Educators, and APIDA Amplified—to ensure they are effectively serving DI student populations. Support faculty in aligning curriculum and pedagogy with emerging trends, transfer expectations, and statewide mandates. Expand student-centered research opportunities, enhancing applied learning, academic belonging, and transfer-readiness. By building a dedicated research infrastructure, ESSE will be able to sustain continuous program improvement, strengthen institutional equity work, and directly support the learning, persistence, and completion of the students who enroll in Ethnic Studies pathways.

#### **Personnel-Related:**

Yes, this is a personnel-related request. ESSE is requesting: A dedicated Lead/Senior Research & Planning Analyst (part-time or full-time), and Two student research assistants. This request is justified by multiple factors: 1. Program Growth and Expanded Responsibilities Enrollment increased 79% over the past five years. Dual enrollment expanded from 7 sections (2023–24) to 12

sections in Summer 2025, generating over \$250,000 in revenue. ESSE now oversees Rising Scholars, APIDA Amplified, Ethnic Studies for Educators, and multiple community-engaged initiatives that require complex data collection and monitoring. ESSE is responsible for writing and implementing the 2025–2028 Student Equity Plan, a major institutional requirement with mandated reporting. 2. Curricular Demands Faculty recently revised 16 Ethnic Studies courses to meet statewide Core Competencies and Cal-GETC standards. Three new AA-T degrees are being developed following the release of new TMCs (Fall 2025). A new Ethnic Studies Research Methods course will require structured research mentorship and data infrastructure. These curricular expansions require ongoing data analysis, course-level assessment, and evaluation of student learning outcomes—tasks beyond the current capacity of ESSE faculty and leadership. 3. Full-Time/Adjunct Ratios and Faculty Workload ESSE has only five tenure-track faculty, four of whom are untenured, serving multiple programs (ETHS, CLS, BLST, AIIS, APIS, and WGSS) plus multiple equity initiatives and grants. A majority of ESSE courses continue to be taught by adjunct faculty, limiting the available labor necessary for consistent, systematic program evaluation. Without research support, faculty and the dean cannot sustain the level of documentation, assessment, and compliance required by statewide mandates and accreditation. 4. Institutional Equity Responsibilities ESSE leads several collegewide equity initiatives (HSI Transformation Team, North Star Committee, IEPI project, Rising Scholars), which require robust data support. The division is the primary campus site for research on DI student populations, student belonging, re-entry education, and community-engaged learning. A dedicated research analyst ensures the division can meet these institutional responsibilities with accuracy, depth, and integrity. Research Analyst (Full-Time): Salary + Benefits (estimated): \$125,000–\$140,000 annually (Part-time analyst estimated at \$70,000–\$85,000 annually) Two Student Research Assistants: \$18–\$20/hr x 15 hrs/week x 40 weeks = \$20,000–\$24,000 annually Operational Costs (software, transcription, equipment, supplies): = \$5,000 annually Total Estimated Annual Cost: \$150,000–\$170,000 (depending on FT/PT analyst allocation)

**Resource Category:**

Non-Faculty Personnel

**Quantity:**

1

**Unit Cost:**

\$170,000.00

**Total Cost:**

\$170,000.00

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## **Continued Funding and Structural Support for the Elder-in-Residence Program**

**Short Description:**

Issue / Data-Informed Need The American Indian and Indigenous Studies (AIIS) AA program and NAFSA initiatives require sustained Indigenous leadership and cultural knowledge to support Native student belonging, counter erasure, and deepen institutional understanding of Tongva, Acjachemen, and other Native communities. Current EiR funding is temporary and does not allow for long-term planning, expansion, or the creation of a future Indigenous Learning Community. Planned Activities Secure multi-year funding (2027–2030) for the Elder-in-Residence (EiR) Develop annual theme-based programming, including a spring events week and a culminating luncheon Increase collaboration with local tribal nations, Indigenous faculty, and NAFSA Build infrastructure for an Indigenous Learning Community and support for the AIIS degree Provide PE or reassigned time for Faculty Project Coordinator to manage EiR program

**Measurable Outcomes:**

Host one week-long Indigenous Education and Culture series annually Increase Native student participation in events by 25% Establish at least three formal partnerships with local tribal organizations Increase AIIS enrollment overall and increase course success for ETHS 159F by 3–5% to meet the institutional standard success rate Complete an annual Indigenous visibility and belonging assessment

**College Goals:**

1.5 Outreach strategies for prospective students/family; 2.1 Equitable support services in Dual/Online/Night/Weekend; 2.5 Increase sense of belonging/mattering

**SAP Phase:**

New

**Resource Requests****Annual EiR budget****Enhancement:**

The American Indian and Indigenous Studies (AIIS) AA program and NAFSA initiatives require sustained Indigenous leadership and cultural knowledge to support Native student belonging, counter erasure, and deepen institutional understanding of Tongva, Acjachemen, and other Native communities. Current EiR funding is temporary and does not allow for long-term planning, expansion, or the creation of a future Indigenous Learning Community.

**Personnel-Related:**

No.

**Resource Category:**

Other

**Quantity:**

**Unit Cost:**

\$16,401.00

**Total Cost:**

\$65,604.00

## **Fortification and Expansion of the Ethnic Studies for Educators (ESE) Certificate Program**

**Short Description:**

Provide reassigned time or PE for the ESE Program Coordinator Expand programming: PD workshops, guest speakers, summer institutes, and K–12 teaching resource development Build partnerships with Teacher Pathways, CSUF, UCI, and other credential programs Develop an online repository of Ethnic Studies K–12 resources Strengthen outreach to students and local school districts

**Measurable Outcomes:**

Increase ESE program enrollment by 10% year over year Establish at least two transfer pipelines with credential programs Develop 10+ new teaching resources annually Increase participation in ESE workshops by 10% year over year

**College Goals:**

1.2. Increase equitable usage of apprenticeship/internship; 1.3 Night, weekend, online degree program; 1.5 Outreach strategies for prospective students/family; 2.1 Equitable support services in Dual/Online/Night/Weekend; 2.3 Increase access to affordable course materials; 3.2 Reduce equity gaps in degree/certificate completion; 3.4 Increase collaboration with universities; 3.5 Increase participation in DEIAA focused professional development

**SAP Phase:**

New

### **Resource Requests**

#### **ESE Certificate Program**

**Enhancement:**

The ESE program serves working K–12 teachers, future educators, and students interested in Ethnic Studies teaching careers. With the growth of Ethnic Studies requirements statewide, demand for this certificate is increasing. However, students—primarily online—report limited connection, guidance, and community belonging. The program requires dedicated coordination, in-person support, and expanded professional development offerings. Faculty reassigned time or

PE contract \$6663 (\$55/hr X 108 hours = \$5,940 + Benefits \$1,263) Summer student assistant: \$2,000 PD funding: \$4,500 Supplies: \$3,000 Workshops: \$2,500 Speaker series: \$5,000 Annual ESE budget: \$23,663 per year

**Personnel-Related:**

No.

**Resource Category:**

Other

**Quantity:**

4

**Unit Cost:**

\$23,663.00

**TotalCost:**

\$94,652.00

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## Expansion of ESSE Curriculum

**Short Description:**

Issue / Data-Informed Need Rapid program growth and high enrollment trends demonstrate the need for expanded curriculum to meet student demand, support transfer, and deepen interdisciplinary social justice studies. New statewide TMCs released in Fall 2025 enable three new AA-T degrees in Ethnic Studies. Students and community partners also express a need for expanded Queer Ethnic Studies, WGSS, and research methods coursework. Planned Activities Develop three AA-T degrees aligned to new TMCs Expand Queer Ethnic Studies and WGSS course offerings Create an Ethnic Studies Research Methods course linked to the ESSE Research Hub Strengthen transfer partnerships with CSUs and UCs Submit new courses through curriculum process

**Measurable Outcomes:**

Launch three AA-T degrees by fall 2027, with effective dates of fall 2029 Increase overall ESSE degree declarations by 10% year over year Increase transfer rates into ES, CLS, AFRS, AIIS, APIS and WGSS pathways Enroll at least 15 students annually in new Research Methods course

**College Goals:**

1.2. Increase equitable usage of apprenticeship/internship; 3.2 Reduce equity gaps in degree/certificate completion; 3.3 Reduce equity gaps in transfer attainment; 3.4 Increase collaboration with universities

**SAP Phase:**

New

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## Enduring ESSE Events and Programming

### Short Description:

Annual open house and community outreach Critical Dialogues speaker series Student field trips, conferences, and experiential learning Graduation celebration for ESSE students

### Measurable Outcomes:

Host 5+ events per year across all departments and programs Improve sense of belonging Increase ESSE major declarations by 10% year over year Increase course success rates for event attendees; expected gain 2–3%

### College Goals:

1.5 Outreach strategies for prospective students/family; 2.5 Increase sense of belonging/mattering ; 2.6 Reduce equity gap in persistence for Black/AA students; 3.5 Increase participation in DEIAA focused professional development

### SAP Phase:

New

## Resource Requests

### Enduring ESSE Events and Programming (\$10,000 Annual Allocation)

#### Enhancement:

Experiential learning and community engagement are core to Ethnic Studies pedagogy. Current programming relies on inconsistent funding, limiting the division's ability to build continuity and sustained student belonging. High-impact events support retention and success—particularly for DI groups—and raise campus visibility.

#### Personnel-Related:

No.

#### Resource Category:

Other

#### Quantity:

4

#### Unit Cost:

\$10,000.00

#### TotalCost:

\$40,000.00

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# Rebranding and Publicity for the ESSE Division

## Short Description:

Rebrand division materials, website, signage, and publications Produce updated brochures, posters, banners, and swag Launch publicity campaign across campus and in local communities Align rebranding with HSI/AANAPISI identity and Vision 2030 goals

## Measurable Outcomes:

Increase website traffic by 30% Increase major/certificate declarations by 10% year over year Increase event attendance by 10% year over year Strengthen ESSE visibility in K–12 and community spaces (measured via partnership tracking)

## College Goals:

1.5 Outreach strategies for prospective students/family

## SAP Phase:

New

## Resource Requests

### Rebranding and Publicity for the ESSE Division

#### Enhancement:

The newly established ESSE Division requires a cohesive and visible identity to communicate its mission, programs, certificates, and student support services. A rebrand will unify Ethnic Studies, CLS, African American Studies, QES, APIDA Amplified, Rising Scholars, ESE, and other initiatives under a collective identity to strengthen recruitment, community partnerships, and internal communication. One-time allocation: \$5,000 rebrand + \$10,000 swag/materials

#### Personnel-Related:

No.

#### Resource Category:

Adjunct Faculty

#### Quantity:

1

#### Unit Cost:

\$15,000.00

#### TotalCost:

\$15,000.00

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# Resource Requests

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## Division Subscriptions

### Enhancement:

To meet the growing instructional, research, and student-support demands of the Division of Ethnic Studies and Student Equity (ESSE), we are requesting a set of operational resources that directly strengthen our ability to deliver high-quality, equity-centered programming, curriculum, and student services. In the last five years, ESSE has expanded dramatically—adding new certificates, growing dual enrollment, revising 16 courses, and launching multiple equity initiatives (Rising Scholars, APIDA Amplified, Ethnic Studies for Educators). These expansions increase the need for modern, collaborative workspaces, reliable division-level technology, and digital tools that support both faculty and students across modalities. The requested operational resources—team licenses for Canva Pro and Padlet, a Toshiba e-STUDIO multifunction printer, division office furniture, and ACT technology installation for the conference room—enhance ESSE’s services and processes. Strengthening Instructional Quality and Engagement (Canva Pro & Padlet) Ethnic Studies pedagogy relies heavily on culturally responsive, project-based, and multimodal learning. Canva Pro enables faculty to create high-quality, accessible instructional materials, course modules, visual syllabi, and student-facing resources that reflect the diversity of student communities. Padlet supports collaborative learning, reflective practice, and community building—tools especially critical for dual enrollment, online students, and DI student groups identified in Section 2.2. Together, these platforms increase student engagement, support active learning, and make it possible for faculty to deliver consistent, high-quality materials across sections and modalities.

### Personnel-Related:

No

### Resource Category:

Computer Software

### Quantity:

4

### Unit Cost:

\$1,149.00

### Total Cost:

\$4,596.00

## Division Printer

### Enhancement:

The Toshiba e-STUDIO3525AC multifunction printer is essential for producing equity-centered resources and meeting the needs of a large division with multiple programs. The printer allows faculty and staff to create: High-quality advising forms Event materials for equity centers (APIDA, Rising Scholars, Men of Color) Research Hub materials Classroom handouts needed for re-entry education and dual enrollment (where students often lack access to printers or laptops) This directly supports student learning and equitable access to course materials—particularly for justice-involved students, first-generation students, and high school dual enrollment learners who rely on printed resources.

**Personnel-Related:**

No.

**Resource Category:**

Equipment

**Quantity:**

1

**Unit Cost:**

\$5,682.00

**TotalCost:**

\$5,682.00

**Division Furniture**

**Enhancement:**

The new ESSE Division requires foundational infrastructure to function as a student-centered academic space. Updated furniture will allow ESSE to host workshops, community circles, small-group advising, mentoring sessions, research meetings, dual enrollment orientations, and collaborative learning activities. Creating a welcoming environment aligns with Student Equity Plan goals and Vision 2030 priorities around belonging, access, and culturally affirming spaces. A furnished division office will serve as a central hub for students and faculty across our programs.

**Personnel-Related:**

No

**Resource Category:**

Equipment

**Quantity:**

1

**Unit Cost:**

\$60,000.00

**TotalCost:**

\$60,000.00

**ACT Tech for Division Conference Room****Enhancement:**

The conference room technology installation is essential for: Hybrid faculty meetings Remote professional development Student workshops that require virtual guest speakers Rising Scholars workshops across multiple locations Dual enrollment professional development with K–12 partners Research Hub presentations and focus groups This technology directly supports student learning and cross-campus collaboration by enabling high-quality hybrid engagement and enhancing instructional flexibility—an explicit need identified in Vision 2030 and in ESSE’s modality data in Section 2.1.

**Personnel-Related:**

No

**Resource Category:**

Computer Hardware

**Quantity:**

1

**Unit Cost:**

\$32,000.00

**TotalCost:**

\$32,000.00