



2018-19 Program Review – Instructional

Program Overview

Please verify the mission statement for your program. If there is no mission statement listed, please add it here.

The Mission of the Department of Ethnic Studies is to offer opportunities for students to deepen their understanding of the multicultural and multi-racial history and character of the American experience generally and the varied racial and ethnic experiences specifically. In addition, the aim is to locate the experiences of people of color in a larger global context in terms of identity, culture, sociology, history and economic relations between nations. As new processes of migration evolve, due to global economic politics, the program purpose is to incorporate into the curriculum, new topics of discussion and learning such as: borderlands, scarcity and migration, globalization and democracy and the increasing “ethnization” of central economies.

List your Faculty and/or Staff

AFRAM

Jason Seals FT
Danae Martinez FT
Nehanda Imara PT
Jonathon Brumfield PT
Manu Ampim PT
Venice Mcknight PT
Ashley Aaron PT
Tenaya Byrd PT

M/LAT

Ismael Lara PT
John Ulloa PT

ASAME

Darby Price PT

The Program Goals below are from your most recent Program Review or APU. If none are listed, please add your most recent program goals. Then, indicate the status of this goal, and which College and District goal your program goal aligns to. If your goal has been completed, please answer the follow up question regarding how you measured the achievement of this goal.

Instructional:

1. Open a community extension center for AFRAM, PCCD Goal: A& C Merritt Goal: 2&3 (in progress)

Professional Development, Institutional and Professional Engagement, and Partnerships

1. Extend and strengthen high school concurrent enrollment offerings, PCCD Goal: Objective A & B Merritt Goal: 2 (completed)
2. Increase enrollment in MLAT and ASAME courses, PCCD Goal: Objective A Merritt Goal: 1& 3 (in progress)
3. Complete the MLAT major, PCCD Goal: Objective A Merritt Goal: 1 (in progress)

Other Goals:

1. Offer 1-2 NATAME courses by Fall 2017, PCCD Goal: Objective A Merritt Goal: 2 & 3 (in progress course being offer Spring 19)
2. Hire effective faculty in MLAT, PCCD Goal: Objective A Merritt Goal: 1 & 3 (in progress, currently interviewing for the position)
3. Hire a 3rd FT AFRAM faculty, PCCD Goal: Objective A Merritt Goal: 1& 3 (in progress)
4. Hire FT staff for Africana Center, PCCD Goal: Objective A & C Merritt Goal: 1 (in progress)
5. Africana Center (increase student learning access AFRAM learning modules) PCCD Goal: Objective A, Merritt Goal: 1 (completed)

Describe your current utilization of facilities, including labs and other space

Most Ethnic Studies courses are assigned to the A building. In the A building, two offices are shared between the two full time and nine part time instructors. The Africana Center located in the library near the learning center is a supplemental multimedia center

Enrollment Trends

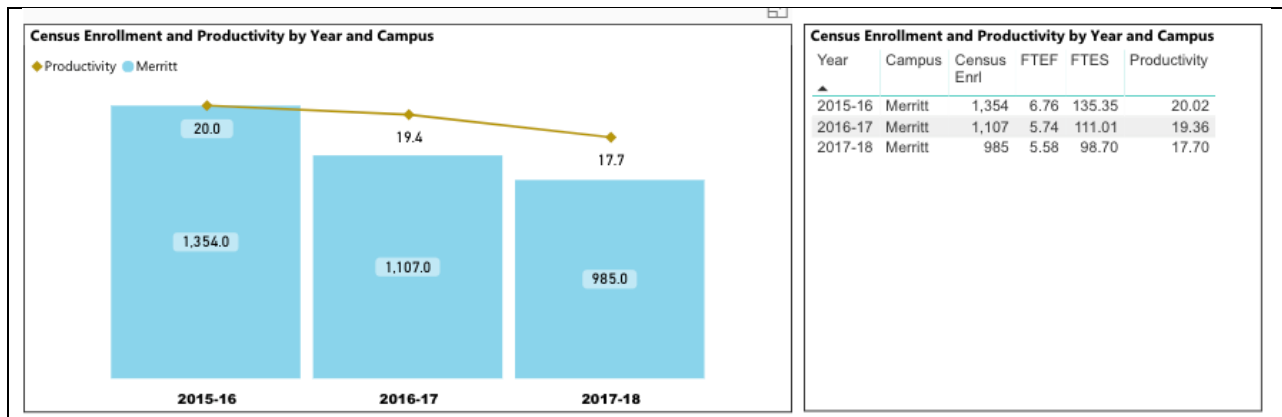


Enrollment Trends Power BI dashboard

Note: Please consider the most recent 3 years when answering the questions below.

Set the filters above to your discipline, and discuss enrollment trends over the past three years

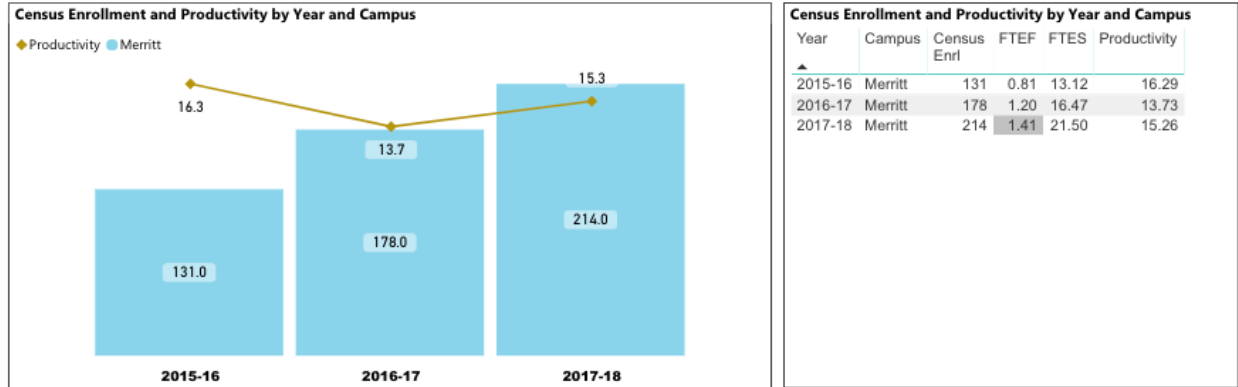
AFRAM: Overall enrollment trends in the past three years



AFRAM enrollment remains strong, productivity above 17.5, but enrollment has decreased. As a result, multiple courses have been canceled several times, including AFRAM 25 cancelled three separate semesters. In Fall 2018 the program offered late start and on line courses as a strategy to increase course enrollment and address the issue of late enrollment. Moving forward, AFRAM will offer online, late start

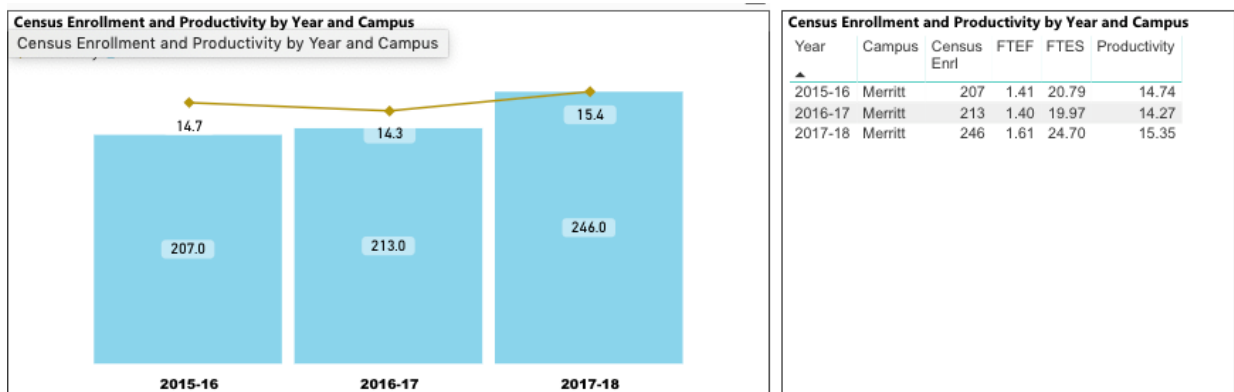
and Dual Enrollment courses support consistent enrollment and offer the most popular courses, AFRAM 30, 31, and 19 at the start of the semester to address course cancellation.

M/LAT: Overall enrollment trends in the past three years



M/LAT: In this time period we hired a new M/LAT adjunct instructor who is an exceptional teacher. The aim was to bring in strong and effective teaching to create interest in the discipline. We also offered courses that are in this instructors area of expertise and offered an online course. However we still faced challenges with enrollment, had to cancel courses and had to aggressively market other courses to ensure that they would not be cut. This instructor and department chair are working together to develop M/LAT as a program.

ASAME: Overall enrollment trends in the past three years



ASAME courses that are offered have good/substantial enrollment. Over the time frame we have increased the ASAME course offerings. The adjunct instructor has a good rapport with students, so his courses are popular, which has increased enrollment.

Set the filter above to consider whether the time of day each course is offered meets the needs of students.

AFRAM offers more day time courses, but there seems to be need for evening courses. Both M/LAT and ASAME seem to meet the course needs of the students.

Are courses scheduled in a manner that meets student needs and demands? How do you know?

As stated above there seems to be an increasing need for more evening courses- according to the enrollment trends. However, in the past, morning and afternoon courses enrollment was the highest. This shift might inform future schedules.

Describe effective and innovative teaching strategies used by faculty to increase student learning and engagement.

Ethnic Studies uses cooperative learning, interactive methods of teaching, study abroad and service learning are used to increase effective and innovative learning. An increased number of courses are offered on line in AFRAM, ASAME and MLAT. In Ethnic Studies, new technology is used by all instructors including PowerPoint, Canvas and internet based assignments and the use of film-clips from various related sites. The Africana Center offers digital learning and skill based learning using social science research methods.

How is technology used by the discipline, department?

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How does the discipline, department, or program maintain the integrity and consistency of academic standards with all methods of delivery, including face to face, hybrid, and Distance Education courses?

Ethnic Studies utilizes consistent assessment of course and program. Assessment methods and results are discussed in each department meeting to allow for collaboration. Ethnic Studies is also up to date on evaluations of instructors and courses to ensure quality instruction occurs and that faculty receive feedback on areas of improvement.

Curriculum

Please review your course outlines of record in CurriUNet Meta to determine if they have been updated or deactivated in the past three years. Specify when your department will update each one, within the next three years.

AFRAM: A number of classes are either up to date or in process of being updated. There are 8 courses however that need to be updated. And some curriculum updates have been done. The majority of updates will be slight in that text books and/or SLOs may be revised.

MLAT: All courses need to be updated. The contract faculty in this discipline will update these courses during Fall 19.

ASAME: All of the ASAME courses need to be updated. We began this process during the fall, 2019.

NATAME: All courses need to be updated or deactivated. A decision needs to be made about the future of this program since very few courses have been offered for several years.

CurriQunet Meta

Please summarize the Discipline, Department or program of study plans for curriculum plans for improvement. Below, please provide details for individual course improvement. Add plans for new courses here.

AFRAM: The major has recently been updated and is current. Our plan is to add a Hip Hop class to the curriculum.

MLAT: The plan is to develop a major in this area. Work began on this during the academic year but is incomplete. Three new course were added and approved last year.

ASAME: we do not plan to offer ASAME as a major but do want to expand course offerings and means of instruction. We have added online courses and DE addendums to some courses.

Assessment – Instructional

Student Learning Outcomes Assessment

List your Student Learning Outcomes

Assessed the following courses, AFRAM 4, 14A, 16, 19, 30, 31, 33 & 39.

Were there any obstacles experienced during assessment? What worked well? (Mainly based on evidence in the report, attach other evidence as necessary)

N/A

What percent of your programs have been assessed? (mainly based on evidence in the report, attach other evidence as necessary; note: a complete program assessment means all Program Learning Outcomes (PLOs) have been assessed for that program)

According to the last assessment report, all the program learning outcome for AFRAM need to be assessed.

How has your dept worked together on assessment (planning together)? Describe how your dept works well on assessment? Describe things that went well or obstacles. What aspects of assessment work went especially well in your department and what improvements are most needed?

Both full time instructors, Danae Martinez and Jason Seals work together to assess courses and the AFRAM program. The courses are divided between instructors and both communication issues and provided updates as needed.

Collaboration

At the beginning of each semester the Ethnic Studies instructors meet and plan the assessment process for the semester. Each instructor identifies a course to assess, the assessment outcomes are shared in a later meeting in the semester.

Leadership Roles

The chair Jason Seals, leads the majority of the efforts for the department, but he offers leadership roles and responsibilities to all instructors to support with professional development and allow all to contribute to the development of Ethnic Studies.

Planning Process

The first department meeting of each semester is planning and collaborative meeting.

Dept meetings for Collaboration

As mentioned above the instructors of the Ethnic Studies Dept. gather at the beginning of the semester to plan the assessment process.

Data Analysis

Department meetings are gatherings to provided updates, collaborate, plan and share instructional tools and strategies to support success and meet student needs.

What were the most important things your department learned from assessment? Did implementation of your action plans result in better student learning? In other words, how has your department used the results of assessment to improve student learning and/or curriculum? Please be as detailed as possible.

The assessment process was helpful to instructors, for student success was measured. Instructors explored data and student success, the process informed instructional practices and assignments. Students tend to excel with larger scaffold assignments.

Does your department participate in the assessment of multidisciplinary programs? If Yes, Describe your department's participation and what you learned from the assessment of the program that was applicable to your own discipline.

Ethnic Studies is an interdisciplinary subject, which allow students to learn and explore material across disciplines. However, assessment of interdisciplinary i.e. AFRAM 10, 41, 41 etc. requires attention to both disciplines specifically indicators of learning and core concepts.

Does your department participate in your college's Institutional Learning Outcomes (ILOs) assessment? If Yes, Please describe your departments participation in assessing Institutional Learning Outcomes.

The Ethic Studies department assesses four of the six institutional learning outcomes in various courses.

What support does your department need from administrators, assessment coordinators and/or your campus assessment committee to continue to make progress in assessment of outcomes and implementation of action plans?

At this time the department does not need any support.

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Course Completion



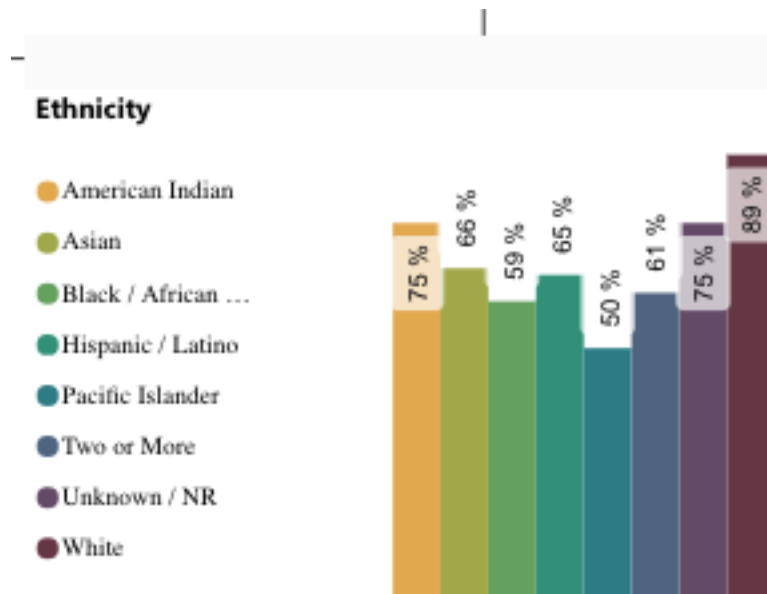
Course Completion Power BI Dashboard

Consider your course completion rates over the past three years (% of student who earned a grade of "C" or better).

Use the filters on the top and right of the graphs to disaggregate your program or discipline data. When disaggregated, are there any groups whose course completion rate falls more than 3% points below the discipline average? If so, indicate yes and explain what your department is doing to address the disproportionate impact for the group.

Age

Over the past three years, 60% of students 18-54 earned the letter grade of C or better and 70+ of students 55 and older earned a letter grade of C or better.



Ethnicity

As shown on the chart, at least fifty percent of students regardless of ethnicity completed Ethnic studies courses, with a C or better. Students that identify as white have the highest completion and success percentage, but more students that identify as Black/African and Latino have enrolled and completed Ethnic Studies courses.

Gender

More students that identify as women have enrolled and completed courses than those that identify as men, but those that identify as men have a slightly higher completion percentage, women 62% and men 64%.

Foster Youth Status

The percentage of foster youth enrolled in Ethnic Studies have decreased, from 60 to 30 percent.

Disability Status

The Ethnic Studies department continues to serve students receiving disabilities services, over 60% for the past three year, numbers have fluctuated, but enrollment and completion continues to remain high.

Low Income Status

Over 60+ percent of students enrolled in Ethnic Studies courses (AFRAM, M/LAT and ASAME) identify as low income.

Veteran Status

The number of students enrolled has decreased, so completion of Ethnic Studies courses has declined.

Consider your course completion rates over the past three years by mode of instruction. What do you observe?

Face-to-Face

Ethnic Studies course are popular especially those face to face, enrollment and completion rate reflected popularity. AFRAM course tend to have the highest and most consistent enrollment. M/LAT has decreased because of the departure of the full time instructor and

Hybrid

Very few hybrid courses have been offered in the Ethnic Studies department, face to face and online courses tend to be most favorable with students.

100% Online

With the trend of distance education, there's been an increase in enrollment, but enrollment and completion tends to be higher than face to face or hybrid courses within Ethnic Studies.

Dual Enrollment

The Ethnic Studies Department continues to partner with OUSD and offers multiple DE course per semester, mostly AFRAM and M/LAT. Students enrolled in DE tend to excel, 70% + receiving the letter grade of C or better and complete the course.

Day time

Most students enroll in the department's program enroll in face to face or online courses; the face to face courses tend to have the highest enrollment numbers.

Evening

Very low enrollment in evening courses, but the need has increased, so the department will offer more evening courses in the future.

How do the course completion rates for your program or discipline compare to your college's Institution-Set Standard for course completion?

The AFRAM program is new, so the number of degrees awarded, is not high but the number has gradually increased. Students that enroll in Ethnic Studies courses tend to have higher levels of academic achievement across academic disciplines. Students are knowledgeable about the correlation and seek the knowledge and support offered in Ethnic Studies course. That said, the number of AFRAM majors are increasing, so graduation will as well.

How do the department's Hybrid course completion rates compare to the college course completion standard?

The department does not offer many hybrid courses.

Are there differences in course completion rates between face to face and Distance Education/hybrid courses? If so, how does the discipline, department or program deal with this situation? How do you assess the overall effectiveness of Distance Education/hybrid course?

The Ethnic Studies Department face to face enrollment has always been strong, productivity above the college, but over the last year there's been a growing demand for Distance Education and the enrollment has matched the numbers of the most popular face to face courses. To address the growing need and/ or popularity the Ethnic Studies Department will continue to strategically plan course offerings.

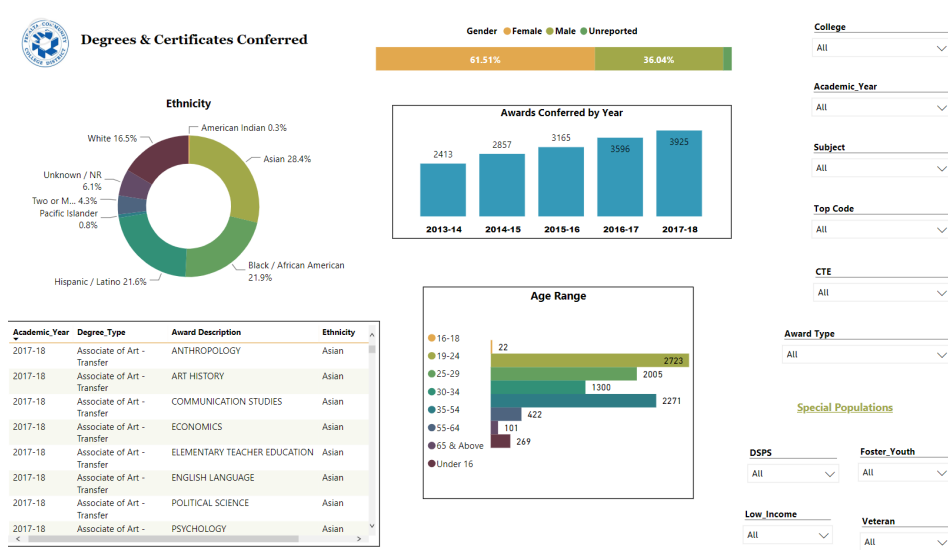
Describe the course retention rates over the last three years. If your college has an Institution-Set Standard for course retention, how does your program or discipline course retention rates compare to the standard?

What has the discipline, department, or program done to improve course completion and retention rates?

As a department there's a concerted effort to develop each student, academically and prepare them for the matriculation and/ or graduation. That said there's a focus on guided pathways, relevant curriculum and skill development. The goal is student achievement, so the faculty affords opportunities for student to develop the necessary skills for success.

The Ethnic Studies department has partnered with student service programs such as Sankofa and other academic departments to develop supportive learning communities to assist student with both academic and personal success.

Degrees & Certificates Conferred



Degrees & Certificates Power BI dashboard

What has the discipline, department, or program done to improve the number of degrees and certificates awarded? Include the number of degrees and certificates awarded by year, for the past three years.

Over the past three years, the number of degrees awarded have increased. Each academic year, the numbers of students taking course in Ethnic Studies have increased and more students have taken an interest in Ethnic Studies, so more students are pursuing the major and completing the degree.

Over the next 3 years, will you be focusing on increasing the number of degrees and certificates awarded?

The Ethnic Studies department will continue to focus on program completion and degrees awarded. The areas AFRAM, M/LAT and ASAME are being grown to offer more courses, meet student learning needs, and prepare for students for matriculation or career readiness.

What is planned for the next 3 years to increase the number of certificates and degrees awarded?

The following will happen to increase the number of certificates and degrees awarded,

Development AFRAM and M/LAT course offer

Update curriculum

Offer more courses and academic opportunities that prepare students for matriculation and/ or career readiness.

Create an M/LAT program

Identify an org and/ or establish a partnership to connect community members to more academic opportunities

Engagement

Discuss how faculty and staff have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that full-time faculty participate in.

Jason Seals is the chair of Ethnic Studies

Jason Seals is on the Academic Senate

Jason Seals is the chair of the Danae Martinez's TRC

Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

All Ethnic Studies instructors are engaged in service projects, aligned with the mission. The work and service of the instructors extend beyond campus, connecting the community to the campus and the efforts of the Ethnic Studies department.

Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.

Adjunct instructors are afforded multiple opportunities to contribute to the department, facilitate trainings, assess courses and update curriculum.

Prioritized Resource Requests Summary

In the boxes below, please add resource requests for your program. If there are no resource requested, leave the boxes blank.

Resource Category	Description/Justification	Estimated Annual Salary Costs	Estimated Annual Benefits Costs	Total Estimated Cost
Personnel: Classified Staff	Hire full time or part time classified staff to manage the Africana center and develop the multimedia learning tools to expand the usage and offers of the center.	20,000	10,000	30,000
Personnel: Student Worker	Student worker	8,000	n/a	8,000
Personnel: Part Time Faculty				
Personnel: Full Time Faculty				

Resource Category	Description/Justification	Total Estimated Cost
Professional Development: Department wide PD needed	Organize and host Africana/Black studies conference, support instructional development and highlight the contributions of the field in academia and beyond.	10,000
Professional Development: Personal/Individual PD needed		

Prioritized Resource Requests Summary - Continued

Resource Category	Description/Justification	Total Estimated Cost
Supplies: Software		
Supplies: Books, Magazines, and/or Periodicals		
Supplies: Instructional Supplies	Requesting the amount to purchase supplies for FT and PT instructors to offer quality instruction and meet the learning needs of students.	2,500
Supplies: Non-Instructional Supplies		
Supplies: Library Collections		

Resource Category	Description/Justification	Total Estimated Cost
Technology & Equipment: New		
Technology & Equipment: Replacement		

Prioritized Resource Requests Summary - Continued

Resource Category	Description/Justification	Total Estimated Cost
Facilities: Classrooms		
Facilities: Offices		
Facilities: Labs		
Facilities: Other		

Resource Category	Description/Justification	Total Estimated Cost
Library: Library materials		
Library: Library collections		

Resource Category	Description/Justification	Total Estimated Cost
OTHER	To provide funding to staff the Africana center, the Africana center provides supplemental learning for all students, those enrolled in AFRAM courses and beyond the discipline. The Africana center learning modules are linked with all AFRAM courses, so it serves over two hundred students per semester.	10,000