

INSTRUCTION PROGRAM REVIEW: SPRING 2013 SUBMISSION CYCLE

Program Name: **Ethnic Studies**
Faculty Contact: **Frederick Gaines**

Academic Year: 2012 /2013
Program Review Submission Date: 3/25/13

I. Description of Program

The College of San Mateo Ethnic Studies Program is an interdisciplinary, multidisciplinary and comparative study of ethnic groups that have historically been neglected.

Ethnic Studies at the College of San Mateo examines intensively the lived experience of America's racial and ethnic groups in and of themselves which includes histories, migration, settlement, population, and culture, their relationships to each other, and particularly, in structural contexts of power. The program plays a critical role in supporting the college's Mission and Diversity Statements by providing programs and curriculum that prepares students to be informed and engaged citizens in an increasingly global community. Our courses are designed to foster a dynamic learning environment that encourages and even incentivizes the dialogue of multiple perspectives and the free exchange of ideas.

Provide a brief description of the program and how it supports the college's [College Mission and Diversity Statements](#), [Institutional Priorities, 2008-2013](#), [5 in 5 College Strategies, Spring 2011](#), and other [institutional planning documents](#) as appropriate.

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II. Summary of Student and Program Data

A. *Student Learning Outcomes Assessment*

Summarize recent SLO assessments, identify trends, and discuss areas in need of improvement.

This cycle of SLO assessments has shown some improvement in the percentages of students who score 70% or above on a comprehensive culminating test that was designed to measure the retention of the primary course objectives for each of the courses listed under Ethnic Studies. The SLO's show a slight improvement in that 60 percent of the class scored at the 70% or higher whereas only 54% scored at the 70% mark in the previous cycle. The latest cycle shows a small improvement from the previous cycle but we are still far from our goal of 80% of our students scoring at the 70% or above on our comprehensive SLO test.

We will be attempting to identify why more students aren't scoring higher on the comprehensive test even when they have done well on the various chapter tests. We believe that we can improve these scores by incentivizing the reading of the required text, classroom participation and attendance. This has been a practice of a couple of the Ethnic Studies instructors but the group has agreed to test pilot this practice and to add Self-Regulated Learning to their practice so that students are empowered to practice to self-monitor their own classroom behavior which we believe will also improve overall Critical Thinking skills. Critical Thinking is different than just thinking. It is metacognitive- it involves thinking about your thinking. We want to see our students examine their own thinking by questioning why they may have a certain attitude or position on an event, ethnic group or concept. Critical Thinking starts once students reflect on their thinking. We also believe that we need to make sure that the course objectives are deliberately woven throughout the discussions and become apart of the everyday classroom language and discussions. This, we believe, will significantly increase the number of students

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who master the course learning objectives but will also improve the critical thinking skills of our students.

1. Students are given the written exam
2. Faculty will assess the results and compare against previously evaluated students.
3. Student scores are divided into those who scored above 70% and those who scored below.

[Click here to enter SLO assessment narrative](#)

B. Student Success Indicators

1. Review [Student Success and Core Program Indicators](#) and discuss any differences in student success indicators across demographic variables. Also refer to the [College Index](#) and other relevant sections of the [Educational Master Plan: Update, 2012](#), e.g., Student Outcomes and Student Outcomes: Transfer. Basic Skills programs should also refer to [ARCC](#) data.

The Ethnic Studies Student Success rate of 71.7% is higher than those of the College of San Mateo's student success rates of 70.9% and the success rates of the Creative Arts/ Social Science's rate of 69.5%. The Ethnic Studies Retention rates of 88.7% are also higher than the College rate of 84.8% and the Creative Arts/ Social Science rate of 85.9%. However, we aren't at all satisfied with the performance or retention of African American, Pacific Islanders, and Latinos and have cooperated with all the college's efforts to improve their retention, completion, and transfer numbers.

2. Discuss any differences in student success indicators across modes of delivery (on-campus versus distance education). Refer to [Delivery Mode Course Comparison](#).

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C. Program Efficiency Indicators. Do we deliver programs efficiently given our resources?

Summarize trends in program efficiency as indicated in the [Student Success and Core Program Indicators](#) (LOAD, Full-time and Part-Time FTEF, etc.).

The Ethnic Studies department has only one full-time Instructor and the remaining three are Adjunct faculty. Our proficiency indicators indicate that we are definitely maximizing the very limited resources that are provided for us in the department. In the past three years, we have lost instructors and sections. Some of the reductions in the numbers can be attributable to the loss of two instructors; one of which, consistently over-enrolled students in his classes. The department is operating with 1 full-time and 3 adjunct Instructors. As a full-time instructor, I'm 37% of the department.

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D. Course Outline Updates

Review the [course outline update record](#). List the courses that will be updated in the next academic year. For each course that will be updated, provide a faculty contact and the planned submission month. See the [Committee on Instruction website](#) for [course submission instructions](#). Contact your

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division's [COI representatives](#) if you have questions about submission deadlines. Career and Technical Education courses must be updated every two years.

Courses to be updated	Faculty contact	Submission month
	Frederick Gaines	6/1/13
	Rudy Ramirez	
	Waldo Esteva	6/1/13

E. Website Review

Review the program's website(s) annually and update as needed.

Faculty contact(s)	
Frederick L. Gaines	6/1/13
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F. Additional Career Technical Education Data – CTE programs only. (This information is required by California Ed. Code 78016.)

1. Review the program's [Gainful Employment Disclosure Data](#), [External Community](#), and other institutional research or labor market data as applicable. Explain how the program meets a documented labor market demand without unnecessary duplication of other training programs in the area. Summarize student outcomes in terms of degrees, certificates, and employment. Identify areas of accomplishment and areas of concern.

[Click here to enter Gainful Employment Disclosure Data narrative](#)

2. Review and update the program's Advisory Committee information. Provide the date of most recent advisory committee meeting.

[Click here to update the Advisory Committee information](#)

III. Student Learning Outcomes Scheduling and Alignment

A. Course SLO Assessment

Explain any recent or projected modifications to the course SLO assessment process or schedule.

The Ethnic Studies department will continue to utilize the comprehensive essay test at the end of the semester to assess our students but we will periodically re-evaluate our methodology to verify if we are measuring what we are attempting to measure.

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The use of the essay test is very time consuming but we believe that it is the best method for determining whether our students are truly mastering the material and the critical theories and concepts in Ethnic Studies.

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B. Program SLO Assessment

Explain any recent or projected modifications to the program SLO assessment process or schedule.

[Click here to enter program assessment narrative](#)

C. SLO Alignment

Discuss how Course SLOs support Program SLOs. Discuss how Course and/or Program SLOs support Institutional/GE SLOs. Refer to [TracDat](#) related Program and Institutional SLO reports.

We are currently in the process of completing our course cycle of assessment to help guide the development of the degree SLO early summer (Date of completion summer 2013). The course SLO's for Ethnic Studies are designed based on the foundational tenants of Ethnic Studies.

The course SLO's support the Program SLO's and Institutional/GE SLOs in that they emphasize critical thinking and Diversity.

The Ethnic Studies curriculum helps to fulfill the Institutional SLO's in that it provides students ample opportunity to develop critical thinking skills and develop Social Awareness and Diversity. Ethnic Studies, by its very nature, focuses on and teaches students divergent perspectives particularly those juxtapose to the dominant culture's interpretation of the history, lived experience, and culture of people of color.

[Click here to enter discussion](#)

IV. Additional Factors

Discuss additional factors as applicable that impact the program, including changes in student populations, state-wide initiatives, transfer requirements, advisory committee recommendations, legal mandates, workforce development and employment opportunities, community needs. See [Institutional Research](#) as needed.

[Click here to enter additional factors narrative](#)

V. Institutional Planning

A. Results of Plans and Actions

Describe results, including measurable outcomes, from plans and actions in recent program reviews.

In the previous program review we said that we would work on reducing the various means of evaluations and created some uniformity to our Methodology. I believe we have made

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some important strides toward this goal but will need to continue to refine the process and make sure we are using the same methodology and measurement tool.

B. Program Vision

What is the program's vision for sustaining and improving student learning and success during the *next six years*? Make connections to the [College Mission and Diversity Statements](#), [Institutional Priorities, 2008-2013](#), and other [institutional planning documents](#) as appropriate. Address trends in the SLO assessment results and student success indicators and data noted in Section II. Summary of Student and Program Data.

[Note: CTE programs must address changes in the context of completion and employment rates, anticipated labor demand, and any overlap with similar programs in the area as noted in Sections II.F.1 and II.F.2.]

[Note: Specific plans to be implemented in the *next year* should be entered in Section V.C.]

[Click here to enter program vision narrative](#)

The vision for the Ethnic Studies Program for the next six years is to become more integrated into the mission of the college by working and partnering with retention programs, student services, EOPS, DSPS, and other programs whose objective it is to improve the academic performance and address the achievement gap at College of San Mateo. The Ethnic Studies program will continue to prepare our students to live in a demographically changing America. We want to encourage our students to actively engaged in the community service and volunteer.

The Pew research center (2012) released an updated prediction for the racial/ethnic composition of the U.S. in 2050. They expect that by 2050, Whites will be a minority, adding up to only 47% of the population. By that time, they expect Hispanics (Latinos) to account for 29% of the population, Blacks (African Americans) and Asians to account for 13% and 9% respectively (Wade, 2012). The vision is to build an Ethnic Studies program that is on the cutting edge of preparing our students to become knowledgeable critical thinkers, who have a grasp of the history of people of color, and can utilize that knowledge to make a real difference in the world. We will be developing an SLO Ethnic Studies transfer degree program in the next 2 years that will give students a very strong academic foundation on which to build a powerful base for their future academic and career pursuits.

We would also like to join forces with other student services and partners in our efforts to increase the retention and success rates of African American and Latinos students who make up a significant part of our students in our Ethnic Studies courses. The Puente Program for Latino retention, graduation, and transfer success has fortunately returned to CSM and we hope that we can become a strong partner in support in this endeavor. We also plan to advocate for and will support the development of an African American student retention, transfer and graduation program like Umoja and the development of a like program for Pacific Islander students. The next six years our department intends to grow stronger in our

- 1. To guide future faculty and staff development initiatives, describe the professional enrichment activities that would be most effective in carrying out the program's vision to improve student learning and success. The goal is for at least two staff of travel to the Ethnic Studies Conferences that occur every year and to also provide Ethnic Studies staff an**

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opportunity to receive training from Scholars from the San Francisco State, UC Berkeley, and Stanford Universities.

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2. To guide future collaboration across student services, learning support centers, and instructional programs, describe the interactions that would help the program to improve student success.

The Ethnic Studies department looks forward to and values building alliances with other disciplines, departments and student services.

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3. To guide the [Institutional Planning Committee](#) (IPC) in long-range planning, discuss any major changes in resource needs anticipated in the *next six years*. Examples: faculty retirements, equipment obsolescence, space allocation. Leave sections blank if no major changes are anticipated. Specific resource requests for the next academic year should be itemized in Section VI.A below.

Faculty: The Ethnic Studies program

Equipment and Technology: 4T

Instructional Materials: 4T

Classified Staff: 4T

Facilities: 4T

C. Plans and Actions to Improve Student Success

Prioritize the plans to be carried out next year to sustain and improve student success. Briefly describe each plan and how it supports the [Institutional Priorities, 2008-2013](#). For each plan, list actions and measurable outcomes.

Plan 1

Title:

Increase the frequency of Student contacts

Description

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Action(s)	Completion Date	Measurable Outcome(s)
4T		4T
4T		4T
4T		4T

Plan 2

Title:

Incorporate the Self-Regulated Learning Principals

Description

The Self- Regulated Learning of program is a program of meta cognition which is the process of thinking about your thinking. Students will track their own behavior, progress and pay close attention to daily practices.

Action(s)	Completion Date	Measurable Outcome(s)
In the summer of 2013		4T
4T		4T
4T		4T

For additional plans, cut/paste from above and insert here. Or add an additional page. Number your additional plans accordingly.

[Note: Itemize in Section VI.A. Any additional resources required to implement plans.]

VI. Resource Requests

A. Itemized Resource Requests

List the resources needed for ongoing program operation and to implement the plans listed above.

Faculty

Full-time faculty requests (identify specialty if applicable)	Number of positions
<p>Full-Time Faculty Positions Requested. 1 full-time staff to compliment the work and responsibility of the present Chair of Ethnic Studies. This would provide students with two different full-time people who can collaboratively shape and execute the revised mission for the 21st century and provide the support needed to provide the one on one attention that our students require. Ethnic Studies would then be able to prepare our</p>	<p>Tab to add rows</p>

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students who necessarily	
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Complete [Full-Time Faculty Position Request Form](#) for each position.

Description of reassigned or hourly time for prioritized plans	Plan #(s)	Cost

Equipment and Technology

Description (for ongoing program operation)	Cost

Description (for prioritized plans)	Plan #(s)	Cost

Instructional Materials

Description (for ongoing program operation)	Cost

Description (for prioritized plans)	Plan #(s)	Cost

Classified Staff

Description (for ongoing program operation)	Cost

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Description (for prioritized plans)	Plan # #(s)	Cost

Facilities

For immediate or routine facilities requests, submit a [CSM Facility Project Request Form](#).

Description (for prioritized plans)	Plan # #(s)	Cost

B. Cost for Prioritized Plans

Use the resources costs from Section VI.A. above to provide the total cost for each plan.

Plan #	Plan Title	Total Cost
1		
2		
	For additional plans, add rows and number accordingly.	