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Instructional Program Review

Program Name: **Ethnic Studies**

Program Contact: **Gaines, Frederick**

Academic Year: **2013-2014**

Status: **Submitted**

1. Description of Program

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 Program Planning](#) as appropriate.

The Ethnic Studies program at College of San Mateo is an interdisciplinary, multidisciplinary and comparative examination of the histories, cultures, languages, immigration, slavery, colonization of America's racial and ethnic groups in and of themselves, their relationships to each other, and particularly, in a structural contexts of power. The program plays a critical role in supporting the mission of the college in that it provides students a safe and dynamic learning environment that encourages and incentivizes dialogue of multiple perspectives and the free exchange of ideas. The Ethnic Studies program helps student fulfill the college's Mission Statement by preparing students to be engaged citizens who are prepared to communicate and collaborate with peoples of diverse cultures in America and around the world.

The program, curriculum and culture promotes dialogue and fosters respect between opposing views and perspectives and prepares our students for a rapidly shifting Ethnic demographic in California and the United States.

2. Student Learning and Program Data

A. Discuss Student Learning Outcomes Assessment

Reflect on recent SLO assessment results for courses and degrees and certificates offered by the program. Identify trends and discuss areas in need of improvement.

Trends for successful completion for Ethnic Studies courses during the past year has increased from 72.3 to 73.1 percent and our overall retention rates have increased from 88.7 to 90.1 percent. Our successful completion rates for all demographics has increased except for small decreases in our White and Asian students. The rates of withdrawal for all Ethnic Studies courses are down from 11.3% to 9.9 and that is reflected in all demographic groups.

This cycle of SLO assessments has shown a slight dip in the percentage of students who scored 70% or higher on the 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 showed a slight decrease in that 57% of the students scored at 70 percent or higher which was a drop from the previous cycle of 60 percent scoring of 70% or higher.

As stated in the previous report, we will continue research why more students aren't scoring higher on the comprehensive test even though they have passed the various chapter tests and quizzes. We believe that we can improve these scores by incentivizing the reading of the

required text, classroom participation and attendance.

We will utilize Self-Regulated Learning, a metacognitive practice where students observe, record and evaluate their own academic practices, study habits, attendance and participation in the classroom. We believe that this metacognitive practice of “thinking about your thinking” raises student’s self-awareness and consciousness of the behaviors that contribute to their academic success or failure. In the future we will begin to share what we are learning and ask students for feedback concerning what they are learning.

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.

Over the past three assessment cycles our students have increased in the percentage of students who successfully complete our courses. For the 10-11 period it was 71.4%, 11-12 period was 72.3% and 73.1% for the 12-13 assessment period. The goal is to see these numbers increase but we realize that we will need to become more intentional about capturing qualitative and quantitative data that can be utilized to refine our practice and ability to support student success.

The trends for success are up for all demographic groups, except for a slight dip with Asian and White students in this reporting cycle; African Americans (Black) are up from 62.7 last cycle to 66% for 12-13, Asian Americans are down slightly from last cycle 81.7 to 80.4%, Filipinos are up from 70.1 to 74.6% this cycle, Latinos are up from 68.9 to 69.4%, Pacific Islanders are up from 63.9 to 72.1%. White students dropped from 83.2 to 79.3%.

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

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 efficiency indicators indicate that we are maximizing our resources. 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 Program is operating with 1 full-time and 3 adjunct instructors. The full-time instructor makes up 37% of the department.

3. Career Technical Education

D. 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.

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

4. 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.

5. Planning

A. Results of Program Plans and Actions

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

In previous program reviews we said that we would work on reducing the various means of evaluations and create one uniform methodology so that we can better assess our student performance and success. We continue to evaluate what the most effective method might be and presently considering using a comprehensive test that combines multiple choice, matching, true /false and an essay.

B. Program Vision

What is the program's *vision* for sustaining and improving student learning and success over the next three years? Make connections to the [College Mission and Diversity Statements](#), [Institutional Priorities, 2008-2013](#), and other [Institutional Program Planning](#) as appropriate. Address discussion in the Student Learning and Program Data section: SLO assessment results and trends in student success indicators.

[**Note:** Specific plans to be implemented in the next year should be entered in C of the Planning section.]

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 D1 and D2 of the Career Technical Education section.]

In the Ethnic Studies program we are making curriculum changes that will allow our students to transfer to the State and U.C. schools in California and elsewhere across the country. Our priority has been to revitalize and update our curriculum by adding the most recent accumulated knowledge, theories and concepts in the field of Ethnic Studies.

We are also playing a key role in providing our support and knowledge to the efforts of the college's efforts to recruit and retain more African American, Latino, and Pacific Islander students. Unfortunately, these student demographic groups have the highest dropout rates at the College of San Mateo and there is a college-wide effort to change this fact.

The Ethnic Studies program is doing our part to contribute and will play a key role in introducing a new retention program called Umoja that has proven successful at significantly reducing the attrition rates of African American and other students at community colleges across California for several years. This brief portion of the Umoja philosophy articulates well some its basic tenants, "Umoja is a community of educators and learners committed to the academic success, personal growth and self-actualization of African- American and other students. The Umoja Community seeks to enhance the whole student body, mind and spirit. Informed by an ethic of love and its vital power, the Umoja Community will deliberately engage students experience themselves as worthy of an education..."

We are excited about the collaborations that we have with Writing In The End zone, The English Department, the Athletic Department, and the Honors Project. We believe these relationships are vital to our overall student retention and success.

The Puente Program is another excellent retention program that focuses on the retention of Latinos and indigenous students and has returned to College of San Mateo after being eliminated many years ago. We are and will continue to work closely with that program and its staff in order to support the empowering and nurturing of this valued student population. Ethnic Studies and our Instructors play a vital role in validating and developing cooperative relationships with Puente and unifying to ensure that our students have the very best chance to succeed here at the College of San Mateo and in the future.

The next step for the Ethnic Studies Program will be re-energizing our Pacific Islander curriculum and student support. We have already designed and had approved a new Pacific Island course and just recently hired a dynamic new Adjunct professor who is conducting cutting edge research on the Pacific Islander experience and will be joining us in the fall of 2014. Retention of Pacific Islander students is another area that the college has committed to improving and the discussions, planning and research is continuing to that end. A retention Program for Pacific Islanders is the next goal and we are excited about the progress thus far and will be playing an important role in the development and implementation of a new Pacific Islander program.

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.

The Pew research center (2012) released an updated prediction for the racial/ethnic composition of the U.S. in 2050. They expect that 2050, Whites will be a minority, adding up to only 47% of the population. By that time, they expect Hispanic (Latinos) to account for 29% of 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 productive contributors to society.

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 to travel to the Ethnic Studies Conferences that occur on an annual basis and to also provide Ethnic Studies staff an opportunity to receive training from scholars from nearby scholars from San Francisco State, UC Berkeley, San Jose State and Stanford Universities.

1. 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 Program looks forward to and values building alliances with other disciplines, departments and student services.
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3. To guide the **Institutional Planning Budget Committee** (IPBC) in long-range planning, identify any major changes in resource needs anticipated during the next three years. Examples: faculty retirements, equipment obsolescence, space allocation.

See the Resource Requests section below to enter itemized resource requests for next year.
Leave sections blank if no major changes are anticipated.

Faculty

Full-time faculty Positions Requested.

Ethnic Studies would like to request 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 could collaboratively shape and execute the revised mission for the 21st century with the adjunct staff and provide the support needed to provide the one-on-one attention that our students require. The new retention programs will require more of the current full-time Ethnic Studies Instructors time and an additional full-time Ethnic Studies professor could also support with the SLO's and the proposed Pacific Islander learning community. This position would strengthen a very small team of adjunct professors and help to expand our program offerings, some of which were lost during the last economic crisis.

Equipment and Technology

Instructional Materials

Classified Staff

Facilities

C. Program 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. (Plans may extend beyond a single year.)

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6. Resource Requests

Itemized Resource Requests

List the resources needed for ongoing program operation.

Faculty

NOTE: To make a faculty position request, complete [Full-time Faculty Position Request Form, AY 2013-2014](#) and email to your Dean. This request is separate from the program review.

Full-time faculty requests	Number of positions

Description	Cost

Classified Staff

Description	Cost

Facilities

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

Description	Cost

7. Program Maintenance

A. 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 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

B. Website Review

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

Faculty contact(s)	Date of next review/update

C. SLO Assessment Contacts

Faculty contact(s)	Date of next review/update