

## Instructional Program Review

Program Name: **Ethnic Studies**

Program Contact: **Gaines, Frederick**

Academic Year: **2016-2017**

Status: **Submitted for review**

Updated on: **10/31/2016 04:49 PM**

### 1. Description of Program

Provide a brief description of the program and how it supports the college's [College Mission and Diversity Statements](#), [CSM Strategic Goals 2013/14 to 2015/16](#), and other [Institutional Program Planning](#) as appropriate. What is the program's vision for sustaining and improving student learning and success over the next three years?

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 underrepresented racial and ethnic groups in and of themselves, their relationships to each other, and particularly, in a structural contexts of power. The Ethnic Studies program exists to fill a unique, irreplaceable role in the college as it re-examines, critiques and challenges the dominant Eurocentric perspective of history, cultures, Ethnic and racial identity.

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, the United States and the world.

The College of San Mateo Diversity Statement says that it "reflects the diversity of the community that it serves. As an academic institution the college fosters a dynamic learning and working environment that encourages multiple perspectives and the free exchange of ideas" and the core values of the Board of Trustees states that they desire to create an environment that "allows students to develop their minds and skills, engage their spirits, broaden their understanding of responsibilities, increase their cultural awareness and realize their individual potential."

It is clear after reading what we value and practice in our Ethnic Studies classrooms that our values are conducive with those of College of San Mateo's Mission Statement.

The vision for sustaining and improving student learning and success over the next three years is to make our courses, curriculum and classrooms safe but dynamic spaces where students here multiple perspectives and have a free exchange of ideas. I believe that creating that safe space and relationship with students is key to facilitating their academic success and personal growth. Our program will commit to improving our ability to consistently create that safe space and build those relationships.

The overarching goal for the Ethnic Studies programs at College of San Mateo is to continue to recalibrate and refresh the program, its courses, philosophy and focus by drawing on the forty plus years of research, theories and contributions of scholars in the discipline; basically returning to the foundational principals.

Each of the areas of focus will have a certification within the next two years and thanks to Dr. Palaita, we already have the Pacific Islander certification filed and awaiting approval. We are presently working on a Chicano/ Latinx Certification to be followed by Asian and African American Certificates. A new course will be created to introduce students to the foundational concepts and principals of Ethnic Studies. The Ethnic Studies 100 will introduce students to the discipline, language, concepts, theories and terminology which will be used as a lense to examine the lives of underrepresented people of color.

A new full-time Ethnic Studies person is a must, if we are going to move the Ethnic Studies program into the 21st century. The new

faculty person would participate in strategizing, envisioning , and launching the ideas that will help us support our students and give them the tools they need to be contributing, productive, and active global citizens.

## 2. Student Learning and Program Data

### A. Discuss Student Learning Outcomes Assessment

1. Reflect on recent SLO assessment results for courses and degrees and certificates offered by the program. Specify how SLO assessment informs curriculum development and changes to curriculum.

The SLO assessments have been trending up for our program over the past cycle in that 75% of our students are scoring at 70% or higher on their comprehensive final tests which contains all of the major course content that students are projected to master upon completion of the course. The previous numbers for the 2014-15 cycle were only 57% of students scored at 70% or higher. I wish I could say for certain what has contributed to that 13% increase over the past cycle but I only have hunches. I believe a greater emphasis on reading the text book and doing more in-class group work where I believe positive peer pressure is attributable to better scores and so has the group work of breaking chapters down/analyzing together and writing notes on the board to share with the class at large. The question, for us is, whether the comprehensive test is the best means of determining mastery of the concepts, theories, histories, and people we are covering during the semester.

What we have been examining is whether the tests that are a mixture of matching, true/false and short answer essay are actually measuring what we think they are measuring. It is important that we pay attention to and challenge our own assumptions by testing the clarity and effectiveness of our test questions. Some Questions we are asking: 1. Could some students perform better if given an oral test of their knowledge and understanding of the main concepts, people and events? How could we design group projects in such a way that students who are loafing don't drag down partners? How do we get the loafers more engaged?

These are some of the ways that the SLO assessment results inform our curriculum. However, we believe that the statistics alone don't tell the whole story and we would like to conduct some qualitative research within our department to gain a greater understanding and insight into the meaning behind the numbers.

As Chair, I would like to see all of our courses utilize some or all that I have been doing with Self-Regulated Learning because after ten years, the feedback coming in from former students, that took it seriously, is that it has transformed their academic performance and future prospects. One young Latino male at San Louis Obispo said that he raised his grade point average from D's to As and Bs and is headed toward his graduate degree because of the knowledge he gained through the self-regulated learning exercise!!

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 began to share what we are learning and ask students for feedback concerning what they are learning.

2. Comment on the success rates in the program SLOs that are aligned with specific course SLOs. What do the program SLO and course data reveal about students completing the program? Identify trends and discuss areas in need of improvement. Is the alignment between course and program SLOs appropriate and informative? Describe any additional methods used to assess program SLOs and reflect on the results of those assessments. See [course-to-program SLO alignment mapping](#).



The program SLO's are aligned with the specific course SLOs and the data reveals that students completing the program are grasping the basic concepts, events, people, and theories. Upon completion of the program 75 percent are demonstrating through a comprehensive test that they can identify, deduce, and write about the major concepts of an Ethnic Studies course. Many students self-report that the classes, material, and discussions have been "transformative" or they make comments like, "I will never see people or the world the same after all that I've learned" One of the most common questions; "why didn't they teach us this in high school?"

Our program SLO's cover the historical development and contributions and lived experience of various ethnic groups specifically to the United States and the students who complete our programs can articulate these ideas and 75 percent can score a 70 percent or better when tested by a comprehensive exam. In African American Cinema, students are required to watch and analyze film viewed in class and they are able to define "analyses" and differentiate "analyses" from a "summary" which was a major area of struggle for students when I began to teach this class more than ten years ago.

The students who complete are also able to conduct the comparative analyses of various ethnic groups thus comparing and contrasting their common experiences and identifying their different perspectives of the world. Students in all of the Ethnic Studies classes can define and discuss the fundamental concepts of Epistemology, Ideology, Ontology and Cosmology as they apply to different cultures and people groups.

The trend for success rates for the Ethnic Studies Course SLO's have been trending up since the 2013 cycle and 75% of our students in our program are completing their comprehensive finals at 70% or higher. The success rates reveal that students completing our programs have a pretty good grasp of the broader themes and concepts in the course.

A major area of improvement is "reading" students are struggling with reading their texts before class room lectures and they are self-reporting that if the book is "hard to read" "tedious" or "not interesting" that they won't read it or just "skim" through before a test. Students are being pulled in a million directions with social media and it is definitely effecting the quality of their learning and academic performance. We are discussing ways to incentivize reading and i am already devising a reading log for all students who take my courses and sharing it with the rest of the department. Occasionally, I give open-book timed test and pop quizzes to motivate and give incentives for students to read. If we can get them to read, the research says that they will increase their vocabulary, writing, subject matter Knowledge and writing skills.

3. For any courses in the program that satisfy a GE requirement, which GE SLOs are supported or reinforced by the course SLOs? What do assessment results for the course SLOs (and for the GE SLOs, if available) reveal about student attainment of the GE SLOs? See [GE SLO Alignment Summary Report](#)  or [All Courses GE SLO Alignment Data](#) .

ETHN 101 Critical Thinking, Social Awareness and Diversity, Effective Communication,

3 total Number of GE SLOs to which Course SLOs Are Aligned.

ETHN 265 Critical Thinking, Social Awareness and Diversity, Effective Communications, 3 total number of GE SLOs to which Course SLOs Are Aligned

ETHN 288 Critical Thinking, Social Awareness and Diversity, Effective Communications, 3 total number of GE SLO's Are Aligned.

ETHN 300 Critical Thinking, Social Awareness and Diversity, Effective Communications, 3 total number of GE SLOs Are Aligned.

ETHN 585 Critical Thinking, Social Awareness and Diversity, Effective Communications, 3 total number of GE SLOs Are Aligned.

For Ethnic Studies we can say confidently that any student who completes our courses are going to also be

## 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.

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

Not applicable at this time.

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. 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.

### 4. 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. Future Program Plans and Actions

Prioritize the plans to be carried out to sustain and improve student success. Briefly describe each plan and how it supports the [CSM](#)

**Strategic Goals 2013/14 to 2015/16.** For each plan, list actions and measurable outcomes. Plans may extend beyond a single year. Describe the professional activities and institutional collaborations that would be most effective in carrying out the program's vision to improve student learning and success.

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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**5. 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

**6. Dominant Themes Summary for IPC**

Briefly summarize the dominant, most important themes or trends contained in this program review, for division deans to collect and forward to the Institutional Planning Committee. What are the key program issues that matter most? (Brief paragraph or bullet points acceptable).