

Six Year Program Review Report

2022-28

Ethnic, Gender & Social Justice Studies

SECTION 1 – OVERVIEW. DEPARTMENT HISTORY & PREVIOUS PROGRAM REVIEW RECOMMENDATIONS

1.1 Introduce the program review with a brief department history. Include a complete list of full and part time faculty. Describe any changes in staffing, curriculum, facilities, etc. (You may wish to cut/paste your previous department history and then add to it). Additionally, please list degrees and certificates your department offers. Grossmont College's Ethnic, Gender, and Social Justice Studies Department used to be named The Cross-Cultural Studies Program prior to the year 2021. That year, Raymundo Quezada and Natalye Harpin (under guidance from former chair Dr. Sue Gonda), decided to rename the department what it truly functioned as, and what was common practice across academia in the United States. This name change was to Ethnic, Gender, and Social Justice Studies Department. This name change and department status change became official with unanimous support from the Academic Senate that Spring. The academic disciplines held in our department consist of Black, Chicana/o/x, Native American, Asian American/Pacific Islander, and Gender Studies. While all of these disciplines are different, they can be held under the umbrella of either Ethnic Studies, or Gender Studies. Sometimes specific courses can be held under both or others, hence the multiple cross-listings in our department with History, English, and Communication. Once the name change was approved, every single class was resubmitted to the Curriculum Committee to change the Prefix from CCS to ETHN or GEND (referring to Gender Studies). The change for the ETHN courses would follow the guidelines and mandate ordered by the state of California for an Ethnic Studies requirement. As CCS, we offered a CCS ADT, but after the Area F mandate, we saw even lower degrees of CCS granted and decided to delete the degree and wait for a proper Ethnic Studies ADT to be created by the state. We do offer several certificates in Cultural Competency that include courses in English, Foreign Language, and Communication.

The Department of Ethnic, Gender, and Social Justice (EGSJ, or ETHN) retains 13 faculty in total; 2 full-time and 11 part-time. The full-time faculty are Raymundo Quezada and Natalye Harpin; active part-time faculty currently teaching in the Fall and next Spring term are Anna Buckley, Christian Castillo, Adan Escobedo, Matthew Fowler, Gibran Guido, Cheryl Hinton, Danny Martinez, Olavo Michel, Matthew Moore, Jonelle Myers, and Sarita Tanori. Changes in staffing have caused the need for hiring Anna Buckley, Adan Escobedo, Olavo Michel, and Matthew Moore.

We have had to open many sections for the ETHN 114 (Intro to Race and Ethnicity) course, which meets Area F requirement for transfer, in addition to the Black Studies and Chicana Studies classes, which has led us to hire more staff to meet student needs on the main campus as well as for our Dual-Enrollment relationship with Helix High School. The department's main office is currently still under construction, so the full-time faculty have been relocated to the Health Sciences building, and our separate adjunct office was lost when the trailer was demolished. We currently do not offer any degrees or certificates.

1.2 Your last program review contains the most recent Academic Program Review Committee Recommendations for the program. Describe changes that have been made in the program in response to recommendations from the last review including any activity proposals funded and what the results were. (Be sure to use the committee recommendations and not your own). Include the recommendations from the last program review in this section. The following is a list of changes that have been made in accordance with Program Review suggestions made during the last cycle. Also included is how we expanded the praises the last committee gave to the department:

Program Review Report

*We have discontinued several out of date courses that were not taught in years. Many of these came from American Indian and Chicana/o/x Studies. Courses include realms of lifestyle and culture, Native American Casino Law and Gaming, and Spiritual Courses. Many of these had not been taught in 20 plus years.

*We have updated outlines in accordance with SDSU's transfer for Africana and Chicana/o/x Studies. They do not have an Ethnic Studies Department, but have the four disciplines as separate departments with their own majors and minors.

*We have had Project Success cohorts with Umoja, Puente, and have expanded to First Year Experience and even an athletic cohort. Having a base counselor to help with recruitment has made their courses fill, and also have been tailored to meet the needs of the students.

Example: The Athletics Cohort is aligned with English 120 and ETHN/SOC-114 titled Introduction to Race and Ethnicity. This cohort focuses closely on athletics and the history of protests within athletics, along with current issues regarding NIL Deals, advocacy for players, and roles of colleges and universities to successfully prepare their students for life after sports.

*We have hired a new Full-Time Faculty in Natalye Harpin who is a key part of the current success of Ethnic Studies. She began severing as co-chair before even earning tenure because of her talent in the classroom, building curriculum, and working with administration amongst many things. We will be going for another full time hire next year.

*Enrollment has increased dramatically in our department mainly because of Area F mandates. However, our courses in Chicana/o/x History has increased as well as the Early and Modern course (ETHN 118 and 119) now meet all three American Institution Requirements.

*As a department, we have had tours of Chicano Park, and are planning to take a group of students to New Orleans this semester to study intersectional culture and history. Creating an equitable study abroad program for Grossmont College students is also in the early planning stages.

* We have condensed the SLOs and PSLO so that while there are fewer, they still cover the broad range of the discipline. This has helped and will continue to help our assessment of the SLO's from all faculty.

*Many if not all courses have been updated since the last cycle.

*Our percent fill has risen for most courses, particularly ones associated with the mandate.

*We are now classified as the Ethnic, Gender, and Social Justice Studies Department with full department responsibility and faculty power.

Please attach your Program Review Committee Recommendations here.

SECTION 2 - CURRICULUM DEVELOPMENT AND ACADEMIC STANDARDS

2.1 Describe how your course offerings have changed since the last program review. List any new articulation agreements, any added or deleted courses, and state why. Include new degrees and certificates.

Course modifications were submitted for ETHN 143, 145, 180, and 181. ETHN 143 and 145 had amendments to the course objectives, course content, and texts, in an attempt to make both courses compliant with the 'Area F' qualifications. ETHN 180 and 181 had additions to the course objectives, course content, and texts, in an effort to earn American Institutions qualifications; they are compliant at Cuyamaca, but not Grossmont. All four have been submitted to the Curriculum Committee for review. No new degrees or certificates have been added at this time.

Program Review Report

2.2 Explain how diversity, equity, and inclusion is infused in the curriculum, course outlines of record, degrees and certificates. Explain how DEI within your curriculum supports student success.

The EGSJ department classes are committed to DEI and intersectionality to foster an environment not only of tolerance, but appreciation, for communities and both their collective and unique experiences in the United States. All incoming faculty are asked about their commitment to diversity in their initial interview with the Chair, and active faculty are continuing to expand their scholarship to include new material. CORs include canonical texts that are respected in each field, as well as new texts when they are reviewed and sent to Curriculum. DEI within the department curriculum supports student success by offering varied perspectives on behalf of the instructor, encouraging collaboration among students, and hosting events that focus on disciplinary speciality topics and intersectional topics, to show students how the material they learn in class is applicable in real time in the present.

2.3 Faculty need to abide by Title 5 and ACCJC standards as directed by Ed Code to validate the content of courses and/or programs. Describe how your department reviews the courses (in relation to the program, if applicable) to ensure you are maintaining currency within your discipline.

Courses are evaluated every four years for SLO assessment as well as on a cycle basis for faculty evaluations, to ensure courses are current in the discipline.

2.4 Per the Board approval dates which outlines are out of date? Describe the plan and include the dates by which your department will submit to Curriculum Committee. (Please refer to the Program & Course Approval Handbook to the right)

Faculty felt as though CORs for ETHN 143 and 145 were not reflective in the work that is actually done in the courses, and the amendments sent to Curriculum in August 2023 were meant to remedy this. The plan was to expand on themes that have been taught in both courses over the course of the past three years, which included the course objectives, content, and representative and required texts.

2.5 How are faculty integrating current issues in course content? Consider environmental, societal, ethical, political, technological, and/or other issues when answering this question. Please provide specific examples.

Faculty integrate current issues into their course content by taking courses as students, and finding areas of intersection that they can use in their own syllabi. Faculty also make in-class references to current social, ethical, political, technological, and other events to relate it to the course content on a term-by-term basis. Faculty also apply and participate in conferences, seminars, and grants to enhance their course content. Specific examples include Prof. Quezada applying and being selected for the *Colegas* Conference in Fall 2023. Prof. Harpin secured a RACE microgrant for the department in addition to her continuing participation in historical association conferences. Jointly, Profs. Quezada and Harpin have collaborated on film screenings of intersectional ethnic studies interests. In the Summer 2023, they co-hosted a film screening of "Get Out" and people of color used in the horror genre and Jordan Peele's film specifically. In October, they will co-host a screening of the documentary "No Mas Bebes" about forced sterilization of Spanish speaking Latinas in the 1960s.

2.6 How do you maintain dialogue within your department about curriculum and assessment? What strategies do you have in-place that ensure consistency in grading in multiple sections and across semesters (e.g., mastery level assessment, writing rubrics, and departmental determination of core areas which must be taught)? Consider department practices, academic standards, curricular expectations, SLO outcomes, teaching tools, and course outlines.

The department maintains dialogue by engaging with one another and other departments about best practices as it relates to assessment. Curriculum content is revised over academic break periods and implemented, and we discuss new scholarship among our department at PD/Flex meetings. We have strategies to discuss how we implement SLO assessment, but none yet about grading as one department for the classes that we commonly share. This is something that we can take with us into the future with so many new faculty being hired to teach ETHN 114 as a new required course.

Program Review Report

2.7 Referring to the Grade Distribution Summary graphs (in the reading pane to the right) comment on how your department patterns relate to the college and division.

Grade distribution patterns have shifted as some faculty have changed to contract-grading within the department (which is also reflected in the division). Our patterns have reflected those in the Division with utilizing positive-speak in the syllabi as well as equitably-minded late policies in addition to encouraging students to reach out to us with concerns. These practices are being implemented throughout the division and are being encouraged within our department.

2.8 For course-by-course graphs, provide an explanation for any courses with different grade/success patterns than others. This may relate to major's courses vs GE, first-year vs second-year or basic skills vs transfer.

Courses that had different success patterns with regard to SLOs were based in Black Studies, Chicanx Studies, and Native Studies courses. These SLO goals were not met with one of each of their SLOs and it seemed to be more of a technicality than a failure. These courses are GE courses. The courses that showed significant success metrics were those at Helix High School, noted in the HIST 181 course. The average grades were higher among the high school than the college students enrolled in those sections.

2.9 Please describe how the department handles any unusual grading patterns. If you have any information that allows calibration of your grading data to external standards (performance of your students on standardized tests or licensing exams, transfer and/or employment success) please provide those to us and explain the connection.

We have no formal way of handling unusual grading patterns. We have had a high turnaround on part-time faculty which has made it difficult to coordinate those efforts.

2.10 If applicable, provide a comparison of the retention and success rates of distance education (online) sections (including hybrid) and face-to-face sections. What are your department policies on course delivery methods? Is there anything in the data that would prompt your department to make changes?

Retention seems to be consistent, not really more of one than the other with regard to success rates of students enrolled. Classes that are online have grown in popularity among students who have obligations outside of their academics, but students are enrolling up to the deadline of courses even when the numbers do not appear as robust before the start of the regular term. 2nd 8 week classes have grown in popularity, with students expressing that it gives them a way to keep their units afloat when they need to drop classes due to performance, or changes in their availability. In person and online enrollment for ETHN 114 remains high, so much that we are constantly adding new sections of the course for various lengths of time. The data that we see where there are 40 people on a waitlist gives us hope that we can add new sections with Division approval, and we are making every attempt to accommodate students who need that class to fulfill their graduation requirement. We are hoping to make changes with regard to asking for a new hire so that we can offer more sections to meet student demand.

2.11 If applicable, include the list of courses that have been formally articulated with high schools. Describe any articulation and/or curricular collaboration efforts with K-12 schools. Have your high school articulations agreements transitioned to "credit for prior learning" per the Title V changes? (Contact the Dean of CTE if you have questions).

ETHN 119 - U.S. History: Chicanx Perspectives II, and ETHN 181 - U.S. History: Black Perspectives II have articulation agreements with Helix High School. The collaboration with Helix has continued, and extended to potentially adding more than one section available for their students per section, of each class.

2.12 Please describe how the program ensures that articulations are current. Identify any areas of concern or additional needs that your department has about articulation with four-year institutions.

Curriculum committee engagement and amending CORs as necessary. There was a concern noted that we have identified as being areas of concern with regard to articulation to four-year institutions with some of our Black Studies classes, which were identified with the proposals to the amended COR that were submitted to the Curriculum Committee in August.

SECTION 3 – STUDENT LEARNING OUTCOMES (SLOs)

3.1 Over the course of the last Program Review cycle, how has your department used the results of course level (referred to as SLOs or CSLOs) and Program level (PSLOs) learning outcomes assessments? Please respond to both prompts below.

3.1a: How have you used the results of CSLO assessments to inform adjustments in courses? How have you assessed (or how will you assess) the success of these adjustments?

We have mainly adjusted CSLO's in accordance to meet the Area F mandate over the year and a half. Many of our CSLO's would be cited reason for why the course was not accepted to meet the Area F mandate. This has left us limited opportunity to assess, analyze, and interpret CSLO's. The main data we have been able to look at is for the ETHN-114 course, which has had the most students and the most sections offered. A couple trends that we noticed was a majority of students did pass each CSLO assessment, but each instructor assessed in not just a different way, but also in different modalities. Meaning online and in-person, tests and discussions. Also, the success of the CSLO assessments is higher than our success rate, which could mean we need to adjust how we assess in a more uniform way. In particular, the 4th SLO for the ETHN-114 course was particularly hard to assess as we reported a disconnect between sociological theory and the formulation of a personal perspective on race and ethnicity. In short, it may be concluded that the theories did not contribute to the formulation which means deeper dives into the material are needed, or a more concrete way of assessment must happen. We look forward to having more data to disaggregate and analyze over the next couple of semesters.

3.1b: How have you used the results of PSLO assessments to inform adjustments to degree and/or certificate programs? How have you assessed (or how will you assess) the success of these adjustments?

We have not been able to use the results of the PSLO assessments to inform adjustments to degrees or certificate programs. We do not currently have a degree, and the certificate program we have, has not had significant changes because of the PSLO changes. Our core certificate class is ETHN-115: Introduction to Cultural Competence, and an argument can be made that it doesn't truly fit traditionally as an Ethnic Studies course, but more in the realm of Social Justice Studies, which does not have a Prefix.

3.2 What general trends or patterns do you see as you review your department's analysis of its SLO and PSLO assessments since your last program review? (NOTE: You may want to provide a synthesis of responses to question 3.3 in your Annual Unit Plans.)

We have not been able to use the results of the PSLOs to inform adjustments to degrees or certificate programs. We do not currently have a degree, and the certificate program we have, has not had significant changes because of the PSLO changes. Our core certificate class is ETHN-115: Introduction to Cultural Competence, and an argument can be made that it doesn't truly fit traditionally as an Ethnic Studies course, but more in the realm of Social Justice Studies, which does not have a Prefix.

3.3 What implications do these results have for your curriculum, both at the course and program level? What support (time, professional development, curriculum approval process, etc.) will you need in order to respond to these implications?

The only significant pattern we are able to see is the detail of which we conduct our assessments. After accreditation visits from the state, more detail into what it actually means to assess for these SLO's was made a priority of the campus. As stated previously, the state mandates to the CCC system, and initial rejection of our courses caused an entire revamp of any COR and SLO. We also made SLOs more concise across all courses to more closely match each other and trends across the discipline.

3.4 What changes has your department made to its SLO and PSLO assessment cycles (aka the 6-year plan) (e.g., changes in timing of assessments to accommodate curricular changes, addition/deletion/revision of SLOs/PSLOs, intentional delay or acceleration of the collection of assessment results, etc.)?

We have made moderate changes to the way we assess SLO's. When we first released the schedule of assessments, we realized many classes are only taught once a year and sometimes less. This left us with many courses that would not be assessed properly, or leave a long time between assessments. We as a department decided to prioritize not just courses that are taught often, but courses that run successfully with fill rates and retention, courses that are requirements for graduation, (Area F and American Institutions), and courses that we think had a chance of getting cut for low enrollment during the next round/time they were offered.

Program Review Report

3.5 Please attach your assessment schedule from your Department Documents - Program Review folder.

[Assessment Schedule \(EGSJ\).docx](#)

3.6 What do the results of your SLO work tell you about the progress you made toward your program goals? How will they inform your teaching moving forward?

An aspect of our SLO work that has led us to get closer to program goals is the fact that the state mandates required us to update a large portion of curriculum. Besides the name of Cross-Cultural Studies being outdated, many of our classes had not been taught or updated in several years. This sort of "house cleaning" has set us on the path to be closer to a proper Ethnic Studies department more aligned with those across the country, and our counterparts in the county. The state has provided guidelines for what SLO requirements would be needed in the COR to have it be approved at the state level. Attached here: https://www.calstate.edu/impact-of-the-csu/diversity/advancement-of-ethnic-studies/Documents/final-csuges-core-competencies-oct_8_2020.pdf

3 of the 5 must be met in order to be approved. We are hoping to not just have these SLOs in all of our classes, but to provide the needed course descriptions, textbooks, methods of instruction, and other methods as evidence that the SLOs will be met. This will make our teaching more concise across the department, where we will be able to achieve the difficult task of meeting the competencies for all the disciplines held in our department under the title of Ethnic Studies.

SECTION 4 - FACILITIES AND SCHEDULING

4.1 List the type of facility spaces your department/program utilizes for instruction. This can include on-campus, off-campus, and virtual.

Facility spaces used for instruction include standard sized classrooms on campus, auditorium style classrooms for out-of-class events. Off-campus classrooms are utilized at Helix High School for the dual enrolled classes and sections. Facility spaces also include the office for full-time faculty, and one for part-time faculty- though the part-time office is currently unavailable due to construction and the full-time office was temporarily relocated.

4.2 Are the spaces listed in 4.1 adequate to meet the program's educational objectives?

Yes

If you checked 'yes', please explain how your department/program utilizes facility space so your department can meet its educational objectives. Please provide an explanation of specific facility requirements of your program, and how those requirements are being met.

Currently with campus construction, we have been made aware of changes to office space for full-time and part-time faculty. Part-time faculty have not made us aware of any concerns regarding unavailable facilities for the continuity of their work. Faculty are using community spaces (alongside those from other departments) while construction is continuing. We hope to get back a designated office space for ETHN part-time faculty like we had in Bldg. 590.

If you checked 'no', please explain how your department/program is not meeting its facility space needs to adequately meet its educational objectives. Please provide an explanation of specific facility requirements of your program, and how those requirements are not being met.

4.3 What proactive steps have you taken with regards to facility and scheduling to improve the ability of your department to meet the educational objectives of your program and ensure that students can complete their program in a timely manner?

We have advocated for classrooms when/where they are possible due to limited space with regard to physical classrooms, as well as access to Office technology programs when they were almost lost to part-time faculty who would no longer have had access to critical apps for creating classroom material. We also have scheduled events during the term to grow awareness of our department and the ethnic studies courses that we teach, in addition to advocating for more sections for students so that they can meet their graduation requirements specifically with the ETHN 114 course. We have made every effort the last year to improve CORs for courses to get them approved, to remove the burden of students only having access to limited courses to meet that requirement.

Program Review Report

4.4 Identify and explain additional needed technological and equipment resources that could further enhance student learning in the spaces listed in 4.1.

Continued access to Microsoft Office Suite for part-time faculty for content creation (word files, powerpoint, etc.).

4.5 Are faculty and staff support services meeting your program's needs? Consider the following support services: Information Technology, Business Services, Printing, Bookstore, Maintenance, CAPS (Campus & Parking Services), and any other support services important to your faculty and staff.

Yes, support service inquiries have been met and collaboration has taken place to meet student needs when identified. This includes printing, maintenance, CAPS, IT, and facilities requests for meeting space. Staff have stated the following were particularly helpful. 1) Printing and Staff support services in counseling, A&R, etc. These support services are crucial to answering questions. This is because we attempt to make it a point to not just give them a tour and show faculty how these services work, but also many of our classes and faculty teach in cohorts and learning communities, which puts them in touch with people all across the campus with different knowledge and roles. This outreach helps our staff feel more comfortable and supported when questions arise.

4.6 Are students trying to access your program impacted by the facility spaces listed in 4.1?

Yes

If you checked 'yes', please explain how students are being negatively impacted by unmet facility needs experienced in your department/program. Please provide some specific examples.

Part-time faculty have no designated space to meet with students for office-hour and have a place to store important classroom materials that are used for in-class instruction and kinesthetic learning. We would like to have another office space made available specifically for part-time faculty of our department, for continuity.

If you checked 'no', please explain how your department/program is actively managing its facility space needs to meet its educational objectives and provide student access to your program. Please provide some specific examples.

4.7 If applicable, please include any additional information you feel impacts your program/department regarding facilities, scheduling, faculty, and classified staff support services that were not included above.

Many of the part-time faculty we hired quit before the start of their employment and some expressed concern with the pay scale, or confusion surrounding where they fell on it for purposes of compensation. This made it hard to hire and keep faculty, as we were scrambling often to set up interviews when we thought we had built a cohort for the coming term.

SECTION 5 – STUDENT EQUITY AND SUCCESS

5.1 What are the identifiable patterns with regards to overall trends in enrollments in your department? Explain what is causing these trends (e.g., campus conditions, department practices). Once you have identified and explained your enrollment patterns, then address what your department has done/is doing to address identified issues. Examples of any changes you made to manage enrollment are encouraged.

We have a very large demand for enrollment in the 'Area F' approved course, Intro to Race and Ethnicity (ETHN 114). Many faculty within the department are agreeing to take 59 students as the absolute max, and have been willing to take more when specifically asked by the Dean. We have hired more faculty to help meet this need as well, to offer more sections to accommodate students who must take it for transfer and graduation requirements. Our addressing of the issue of not having enough sections has been to open late-start and 2nd 8 week sections, as well as offer both in-person and online sections to accommodate students who prefer either modality.

5.2 Examine your enrollment data, disaggregated by gender, age and ethnicity. For any of these student groups in your department with enrollment data at lower or higher proportions than college-wide numbers, describe what factors you think are causing these patterns

The wide range of students we have in our department class rosters is likely the result of students being required to take an Area F course, which our department is the hub for. This has improved the interactions among classmates in online classes and in-person, as it diversifies not only the races and ethnicities present in the room,

Program Review Report

but also helps students learn nuanced differences with regard to class, age, and lived experience that heighten the learning experience and make the content more real even if the student themselves did not live during a period of time that is being discussed.

5.3 Discuss trends in student success and retention overall in your department and explain these trends (e.g., campus conditions, department practices). Has your department explored the ways that its policies and practices (e.g., scheduling, late adds, grading, office hours, etc.) might inadvertently serve as a barrier to student equity?

Student retention has been good, the student retention at Helix remains some of the best (generally only 1-2 students drop the course, or do not pass the course at completion). The retention in courses at Grossmont remains good, fewer students are dropping out of the course. We have examined that moving classes to later-start (14 weeks, 8 weeks, etc) or moving them online has helped increase adds, scheduling, and retention of students within the department. We have not countered barriers to equity, as we are making every attempt to be flexible with scheduling for various sections of the same class, and offer late adds, as well as taking more than the maximum number of students.

5.4 Examine the success and retention data disaggregated by gender, age, and ethnicity. For any groups that have success rates in your department at lower or higher than college-wide describe what factors you think cause those patterns. Provide examples of any changes you made to improve student success/retention, especially for groups that have equity gaps.

Factors are believed to be external, with regard to employment, changes in housing, and family obligations which come up the most with students when they are sharing their concerns about their course progress.

5.5 How does your department use student engagement strategies in the classroom? Describe specific examples (see example-resource document) aimed at encouraging students to become actively engaged in the learning process in their classes.

The department uses student engagement strategies in their classrooms by taking students to on-campus resource events (such as transfer fairs) for partial class time, having staff present in a section (for example, for transfer opportunities), presentations given by Grossmont faculty/staff and visiting faculty for cultural appreciation months, and hosts out-of-class events such as film screenings and museum meetups. These encourage students to become actively involved in their learning process by offering examples in real-time how the work is being done around them to encourage DEI as well as opportunities for academic growth.

5.6 Explain how the program incorporates opportunities for student engagement outside of class time and/or in collaboration with other departments (e.g. interdisciplinary course offerings, learning communities, internships, research projects, service learning, or participation in community events, tournaments, competitions, and fairs) to enhance student learning.

Students are encouraged to participate in college fairs to talk to recruiters about their major and their transfer opportunities, as well as attend on campus events during class time and outside of class time for extra credit, to help promote campus engagement. The department does not currently operate service learning, nor tournaments or competitions. However, the department faculty do participate in collaboration with other disciplines and departments to serve on panels, promote events, and participate in things like Political Economy Week.

5.7 If state or federal licensing/registration examinations govern the program, please provide data and comment on student success trends.

N/A

5.8 If your program offers a degree or certificate in the college catalog, explain the trends regarding the number of students who earn these degrees and/or certificates, including any changes that you have made to increase awards. Refer to "Degrees and Certificates" data.

N/A

5.9 If you have any information on what students in your department go on to achieve after they leave Grossmont, please share that with us. For example, are students offered employment, do they successfully transfer to a 4-

Program Review Report

year institution? What careers do they pursue? What are starting salaries in that field? Do you know if they gain employment in their field of study? What impact did Grossmont have on their lives?

While we do not have specific information about former students and their career fields, many of our students are inspired to take other ethnic studies classes within the department after they have one of ours, and several students have shared with faculty that they were recommended the course or the instructor by a friend who had us in a previous term.

SECTION 6 - STUDENT SUPPORT SERVICES

6.1 In what ways does your program inform students about student support services?

Our department has a Canvas shell with student service links, for faculty to share with students and also use in their Canvas shells where possible. We also take students to events on campus hosted by student services, such as transfer fairs and job fairs. During the term, we also have guests from student services come to our classes to discuss tutoring services, basic needs, counseling services, library services, and transfer opportunities, so that students are able to ask questions and also use it as an initiator for them to make an appointment with the support services teams.

6.2 Which student support services do your faculty promote and why? How do you and your faculty engage with student support services? Do you highlight the ability to access student support services directly from Canvas?

Faculty have expressed interest in promoting services that we are made aware of during visits to our department meeting in Flex Week, and also as we are made aware of them during the term, via emails and introductions. There is no particular set that we are more invested in, many of us gauge reactions when we do share information fliers or emails with students in class, and then use that as a way to focus more on where their interests lie and which services they want more information about. One that we make sure to discuss no matter the reaction, is Basic Needs. We understand that many students may be reluctant to share that they are in need of what services are offered, so as not to make anyone feel as though if they do not share that they are potentially in need, that we will not focus on what resources are available to them. Another is services for undocumented students, as this is another vulnerable population that may not feel safe disclosing their status to classmates or faculty. As a department, we are committed to creating an environment of inclusivity where students are not only tolerated, but celebrated and accepted.

6.3 How are part-time faculty informed about student support services? Do they include student support services in their course syllabi and make students aware of the Canvas button?

Part-time faculty are sent emails throughout the term by full-time faculty on behalf of student services and the Division. While we understand that they have received these emails, where we can we try to bring attention to services that we are also sharing with students and/or having staff visit our classrooms. Part-time faculty are encouraged to make student support service information available in their syllabus and/or their Canvas shell to make students aware. We trust that they are doing this.

6.4 To determine which services students are informed about and accessed by the students in your program/department please employ the survey emailed to you by the APR chair(s) one semester prior to writing.

6.5 Analyze the results from your student surveys. What services are most and least utilized? In what ways can you promote more engagement in the support services offered? How might more use of student support services improve student success and engagement?

Students shared that they were unaware that many services were available to them, and showed interest in them when staff were invited to speak to the class, or the class was taken during class time to an event on campus. We can promote more engagement by circulating infographics about services to our students via Canvas and email; we have begun to do this, and take faculty replies of gratitude or word that they had shared with students to mean that it was taking place. More use of student support services helps the entire student body because then we can build more community among staff, faculty, students, and community, as well as advocate for more funding to help a wider network of students.

SECTION 7 – ON-CAMPUS/OFF-CAMPUS INVOLVEMENT

7.1 Please download the grid provided to the right, complete the form and upload here. Include faculty and staff involvement on and off-campus.

[Section 7 Grid - PR FA2023.pdf](#)

7.2 Please provide an overall reflection on your department's activity displayed in your table and highlight the activities your department thinks contribute most to our college's Strategic Plan.

Most faculty did not complete the survey which was mailed to them at the start of Fall 2023. However of those who did, patterns reflect that the department is attempting to do community work as a way to bring more students to the department and enhance the work that is done in the classroom and in service to the Division. Our commitment to professional development remains high as well as the work that is done with regard to dual-enrollment programs and courses.

SECTION 8 – FISCAL & HUMAN RESOURCES

Fiscal Resources

8.1 Describe any patterns in enrollment; maximum enrollment and % fill in the program since the last program review. What are typical section maximum sizes (capacity) for your courses and what dictates those caps? Have you changed the number of sections offered and/or section sizes in response to changes in demand? If so, what effect has it had?

We as a department have seen incredible increases in enrollment since the last program review. Our percentage of filling, retention/completion, full and overload rates have all increased. Particularly in the past year and a half, the California Community College Ethnic Studies Mandate has had a large effect on this process. We currently have 3 classes that meet the Area F requirement, and Professor Harpin has submitted several more in the field of Black Studies that are pending approval. In particular, our ETHN-114 class has seen an incredible amount of enrollment during this time. The course itself was always particularly popular as it not only filled a sociology requirement, but was an option for pre-nursing students. This was increased by the mandate, and we have opened up an average of 6 more classes a semester, 3 more in the intercession and summer (each). HIST-107 also has a large fill rate (near 100%) the past two semesters. We plan on addressing this by opening an extra session in the fall, and will open one in the summer. Our Chicanx Literature class meets the mandate, but may need a few semesters in order to build a following.

We still are having trouble filling our Native American Studies and Asian American/Pacific Islander History courses. The Native American studies classes used to be particularly popular when the former chair Tom Gamboa was the department chair for Cross-Cultural Studies. He would use his connections to different Native Nations in the area to recruit and retain students. Since his retirement, we have not been able to have a semester when there have been more than 15 students in a Native American Studies course. Often times, these classes are cut due to low enrollment. This local area is the highest home of different Native Nations in the United States, so we must find a way to address how to recruit these students and teach others in the community about this subject, but we also need institutional support to let these classes run to build an organic grassroots following.

Our usual class caps are consistent with the room size, or in terms of online courses, about 50. The instances when the class caps change is when they are cross-listed with English due to the fact that all English courses are capped at 35. The other instance where the class cap is lowered is when our courses are a part of a learning community through Grossmont College's Project Success Program, in particular when tied to an English course. Our ETHN-114 consistently goes over the class max and has gone over 60 in online and in person classes if the room allows. We have offered more sections than ever for this course, and hired several other adjunct instructors to teach the course, as well as

Program Review Report

the two full time employees teaching overload and increasing their class cap sizes. The effect that it has had has mainly been in FTES, with retention rates and completion rates staying around the same.

8.2 Describe and explain any patterns in Earned WSCH, FTEF and Earned WSCH/FTEF since the last program review. Please explain changes in FTEF due to changes in faculty staffing levels. For courses/sections with low Earned WSCH/FTEF explain their importance in the program and measures the department/program has taken/plans to take to improve efficiency and/or balance low and high efficiency offerings and/or maximize course % fill.

Courses with increased FTES are the Chicana studies courses as well as the Intro to Race and Ethnicity course. The importance of these is significant, as the enrollments remain high in both classes and both generate waitlists and emails from interested students for both the in-person and online sections.

8.3 For money that you get from the college and/or from Perkins funds as part of your budget, is this amount adequate? What is this money used for to operate your department? If it is not adequate, please explain how additional funds would be used to improve student learning and success.

No, the funding from the college is not adequate. We have officially no budget for large class bonuses, even though several of our faculty have agreed to take on extra students at a maximum of 59 and sometimes more, to accommodate the growing needs of the department and the Area F required course that we offer. Despite having no budget for that, as of October the actual cost has been \$4,644.10. For supplies, we only have a budget of \$280 per year. That is not enough for our growing department needs; additionally we have no budget for conferences, professional development that we may consider outside of the VRC, or funds for guest speakers, as is common in other departments. While we are a new department, and have a very small pool of full-time faculty, we would like to offer all of our faculty opportunities for professional growth so that they can present their research and insight to our department and to their students. Ethnic studies is growing rapidly due to the state mandate, and we need a budget that reflects these growing needs and our commitment to that goal. We plan to collect more data to support a proposed budget amendment, however we have already conducted a survey among our faculty which shows that none feel that their professional development needs are exceeded by the district. Department funding can help bridge that gap, and create opportunities for our growing discipline.

8. 4 If your program has received any financial support or subsidy outside of the college budget process (grants, awards, donations), explain where these funds are from, how they are used, and any other relevant information such as whether they are on-going or one-time.

N/A

Human Resources

8.5 How are you ensuring that part-time faculty are included in fulfilling the college's strategic plan and goals? How do they contribute to department level goals and objectives?

We regularly send communications to department faculty, but currently do not host monthly meetings with part-time faculty. We ensure that they are fulfilling the plan and goals by reviewing syllabi when asked, and also providing feedback when asked about courses. We maintain a Canvas shell with department information so that they are aware of current events, and regularly send email communications soliciting about things like Program Review, funding, and professional development opportunities.

8.6 How do you onboard new faculty (both full- and part-time)? For example, part-time faculty handbook sample syllabi, official course outline, assessment strategies, culturally responsive teaching methods, faculty resources and student resources.

Part-time faculty are onboarded by meeting with the classified staff upon hire to get information pertaining to the school campus as a whole. They are given sample syllabi from the department chairs, CORs for courses they will teach, as well as their personal cell phone numbers. A Canvas shell has been created for the department, which has SLOs for all classes and the assessment schedule, helpful links, and other tools for faculty to integrate into their Canvas shells and for general

Program Review Report

information that they may need as faculty members. We have no budget to provide quality resources to fund attendance to culturally responsive teaching method workshops, or to bring those experts to campus so that we can learn from them.

8.7 What faculty and/or staffing changes do you anticipate in the next cycle considering retirements?

We anticipate no retirements of our full-time faculty, and we have no paid staff.

8.8 What plans do you have to submit for tenure track faculty via the Staffing Committee or the Annual Unit Plan?

We have plans to submit for a tenure track faculty for Chicana Studies in the next cycle, which will help create more sections for the two most impacted courses - ETHN 118/119 and ETHN 114.

8.9 Download the table to the right, fill it in, and upload here. Please list non-faculty positions that are responsible to your program (by title rather than by individual name). This list should include classified staff as well as work study and student workers. Indicate the FTE/hours and where funding comes from for these positions. Add or delete rows to the table as needed.

[8.9 Non Faculty Position Chart \(1\).docx](#)

8.10 Briefly describe the duties for each position. Include a discussion of any changes in terms of non-faculty staffing and describe the impact on basic department function and/or the success of students in the program. Are current staffing levels adequate in non-faculty positions? If not, do you plan to submit a request to the staffing committee?

N/A

8.11 How many of your faculty are receiving reassigned time? What projects are they involved in? In what ways does this impact your program?

Both of our full-time faculty receive reassign time. Both receive reassign time as they split co-chair duties, and program review duties.

SECTION 9 – SUMMARY AND RECOMMENDATIONS

9.1 Summarize program strengths in terms of the current Strategic Plan (2022-2028).

Program strengths are that we have a strong commitment to community engagement and making that part of the work we do with students outside of the classroom. This includes film screenings, panel participation, and closing equity gaps with regard to academics and things outside of the classroom such as wage, employment, and accessibility gaps. We have also hired inventive and course-relevant faculty who are equity minded and committed to dual-enrollment work as well, so that we have a solid foundation to build from. We are in partnership with departments within our division, and support staff to help students no matter their goal for being at Grossmont. We are remaining relevant in our fields by attending professional development opportunities, workshops, and networking with scholars around the country to improve the quality of education that we are able to provide.

9.2 Summarize opportunities to improve in terms of the current Strategic Plan (2022-2028).

Opportunities to improve include finding ways to solicit more participation from part-time faculty with regard to their work outside of the classroom, and their needs. A survey was sent to faculty (in GoogleForm format) which asked them about their needs, and some responded, but that was before we hired so many new staff. We should try again in Spring to cast a wider net of responses. Also having discussions about grading practices within the ETHN 114 course would be helpful for continuity, or to help students determine which instructor provides a learning style template that is most beneficial to them.

9.3 Describe any concerns that may affect the program before the next review cycle such as addition of new programs, external changes, funding issues etc.

N/A

9.4 Make a rank ordered list of program goals for the next six-year cycle based on the current Strategic Plan (2022-2028).

1. Funding for out-of-classroom events for students
2. More courses approved for Area F consideration (specifically Black Studies classes)
3. FT Hire

Program Review Report

Hey Everyone, this is a 6 year Program Review (2022-2028), so anything from the last few years is relevant for this I think

Name of Faculty	Activity and Year Brief Description	Teaching Development/ Training	Professional Development	Campus Service	Community Service
Natalye Harpin	Afro-Germans During Third Reich (2023) at Central Library				X
	Co-host film screening: <i>Get Out</i> (2023)			X	
	Served on two hiring committees, one for History department and one for Student Services (2022-2023)			X	
	Set up Black History Month (BHM) Library display (2023)			X	
	Served on BHM Committee (2022-2023)			X	
	Completed Helix High School Trainings in preparation for Fall term (2023)	X			
	American Historical Association Presenter (2022)		X		
	National Endowment for the Humanities Summer Scholar (2019)	X	X		
Your Name Here					
Cheryl Hinton	Served on World Arts & Culture Committee 2006-present			X	
	National Endowment for the Humanities PAG Grant Panelist/ Reviewer 2005-2022		X		X

[illegible]

[illegible]

[illegible]

Totals	Please count and provide total for each of the 4 categories				

Answers to Six Year Program Review Committee Questions

Ethnic, Gender & Social Justice Studies

Answers to Committee Questions

Answer: Section 1 - Overview

GROSSMONT COLLEGE

FALL 2018 **CROSS CULTURAL STUDIES**

PROGRAM REVIEW COMMITTEE SUMMARY EVALUATION

The committee recommends?expanding?this program.? Following are the committee's specific commendations and recommendations.?

The Program Review Committee commends the department for:

1. Major overhaul of curriculum:
 - a. Discontinuing out-of-date courses
 - b. Updating outlines to articulate with San Diego State and courses that fulfill prep for major requirements.
 - c. Revitalization of the program, hiring faculty, course, curriculum modifications, and certificates
2. Increasing enrollment despite college wide decline
3. The partnership with Puente/Umoja in ensuring student success (or a path to).
4. Providing extensive opportunities on and off campus for student engagement

Committee recommends the following:

1. Align PSLOs and complete SLO assessment cycle and report results in TracDat
2. Continue thoughtfully updating course outlines
3. Continue to increase your percent fill
4. Continue to reclassification of Program to Department and update name (Ethnic, Gender, and Social Justice Studies)

Answer: Section 2 - Curriculum Development and Academic Standards

2.1

This is a good question, and we think it may be a matter of happenstance. They originally updated their courses without informing us, as we try to be parallel with them in courses constantly. When we tried to receive American Institution Requirements, we submitted it at the same time as trying to get Area F approval. While trying to "do two things at once" Raymundo Quezada made the mistake of attempting to make it more Ethnic Studies focused, and the approval was denied, for both. Natalye Harpin (Black Studies Expertise), did curriculum changes this year (which are more in line with Cuyamaca's), and we are waiting, hoping, (and expecting) approval for American Institutions.

2.3

As we attempted to comply with Area F approval, we have submitted almost every course to curriculum with updates of SLO's, content, textbooks, and course content. These new additions have led us to looking deeper into the discipline, particularly with new scholarship. This includes traditional college textbooks and making several courses ZTC, with free online material being reviewed for many courses. Besides curriculum, both full-time instructors have attended academic conferences this year, such as the American Historical Association, the California Dual-Enrollment Conference, and the American Education Research Association Conference. We have also sent part-

Answers to Committee Questions

time professors to conferences as well over the last academic year. We have done this with a 50,000 dollar grant given to us by the state in order to grow our department. We continue to ride this momentum into next academic year with bringing Ethnic Studies experts such as Dr. Curtis Acosta and Dr. Sean Arce to Grossmont several times next academic year.

2.5

There have been several faculty in our department who have signed up to audit and take courses in our department. Natalye Harpin and Dr. Angela Feres are some examples of faculty who have taken Ethnic Studies courses at Grossmont. These classes have been taken as growing professional development.

2.6

Some of the best practices that have been implemented would be several faculty either participating in professional development that allows us to change the way we assess, or add to current practices. One example would be having several low stakes assignments/assessments/quizzes, particularly at the beginning of the semester to see if changes need to be made going forward, or to target students that may need extra help in grasping the material.

2.8

There could be several reasons, but none of which we have any quantitative evidence. Discussions that we have had in department meetings is that students at Grossmont are more likely to have issues such as working full-time, transportation issues, financial aid stresses, financial textbook issues, many which are seen less frequently at Helix High School. We have a goal of closing the success gap in all our courses.

Answer: Section 3 - Student Learning Outcomes (SLOs)

4.3 – You mention that the department is advocating for more sections for students to meet requirements for graduation, why? Are wait lists too long? Has there been cuts to certain courses over others? What has your dean responded with concerning the request for additional sections? There are several reasons on why we are not just advocating for more sections, but making changes to curriculum in order to have more classes meet the Area F requirement. On the instance of more course offerings, Ethnic Studies as you know is an interdisciplinary academic subject consisting of African-American, Indigenous, Chicana/o/x, and Asian-American Studies. We want at least one or two courses per those four disciplines to not only give students a chance to study a particular group if they choose so, but also disciplines within those groups. For example, Chicana/o Literature is much different than Chicana/o History, and while they have the same theme of studying race, they are different disciplines in many ways.

In terms of more sections until curriculum requirements are met, it is crucial we add sections and faculty. Many of our courses often have over 50 students, with some even having 65+, including a Wednesday night in person course taught by Professor Quezada. These numbers must go down, and with more sections, it will. These large numbers of students per section are not surprising no that every single Grossmont student must take an Ethnic Studies course. With only two-full time faculty, an changing minimum qualifications for adjunct instructors, keeping up with demand has been difficult.

Answer: Section 4 - Faculty & Staff Support Services and Facilities

4.4 – I know full time faculty has access to Microsoft Suites, why is this not the case with part-time faculty? 4.7 – I understand it is HR and payroll who works with new hires concerning pay and the onboarding process but is there a way to make communication between the new hires and HR better when it comes to your department.

Answers to Committee Questions

This is an HR rule for the entire campus from what we learned. That only full time faculty get access to suites unless adjuncts ask their departments to talk to tech (HR) and then they are granted access. I (Raymundo Quezada) am of the opinion that this process is inequitable and a money saving cost for the district. We are not sur who to ask to solve this problem.

Answer: Section 5 - Student Equity and Success

Answer: Section 6 - Student Support Services

6.4/5: Do you have any idea which services students access most frequently? Also, do you have a sense whether your students ever require tutoring services?

The services that our students use the most would probably vary by instructor, but are parallel to whatever services are used most by Grossmont students since almost every student now has to take an Ethnic Studies course for graduation. And yes, our students do require tutoring services. Many of our classes require writing project. When speaking with the English tutoring center, we realized that humanities needed their own specialized tutors, which is why English has now expanded their tutoring services to included specialized tutors in humanities writing. This gesture and change was really appreciated by our department and students.

Answer: Section 7 - On-Campus & Off-Campus Activities

Answer: Section 8 - Fiscal & Human Resources

Answer: Section 9 - Summary and Recommendations

**PROGRAM REVIEW COMMITTEE
SUMMARY EVALUATION**

The committee recommends maintaining this program. Following are the committee's specific commendations and recommendations.

The Program Review Committee commends the department for:

1. Your commitment to DEI and intersectionality to foster an environment not only of tolerance, but appreciation, for communities and both their collective and unique experiences in the United States.
2. Updating course outlines of record to better reflect the current course content
3. Staying current in course by prioritizing professional development and collaboration

Committee recommends the following:

1. Meet with the SLO coordinator to develop CSLOS and program SLOs
 - a. Create SLO assessment schedule and adhere to it
 - b. Enter all data in Nuventive according to above schedule
 - c. Utilize SLO and PLSO data to inform teaching methods and strategies (close the loop)
2. Work toward consistent content and grading practices across sections of ETHN 114
3. Continue to pursue Area F approval for your courses

College President

Program or Department Chair

Academic Program Review Chair

Ethnic, Gender & Social Justice Studies

Academic Year	Fall		Spring	
	% Fill	WSCH/FTEF	% Fill	WSCH/FTEF
2018-19	75.0	492.1	74.9	499.8
2019-20	85.1	502.8	74.1	493.4
2020-21	102.0	499.7	75.0	438.0
2021-22	57.2	307.7	59.2	376.7
2022-23	66.9	441.2	76.3	615.4