



FULLERTON COLLEGE

ELEVATING.
EXCELLENCE.

Instructional Programs
2014-2015 Self-Study
Three-Year Program Review Template
Ethnic Studies Department

Social Science Division

Statement of Collaboration

The program faculty listed below collaborated in an open and forthright dialogue to prepare this Self Study. Statements included herein accurately reflect the conclusions and opinions by consensus of the program faculty involved in the self-study.

Participants in the self-study

Gerald Padilla
Amber Rose González
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Authorization

After the document is complete, it must be signed by the Principal Author, the Department Coordinator, and the Dean prior to submission to the Program Review Committee.

<u>Gerald Padilla/Amber Gonzalez</u> Printed name of Principal Author	<hr/> Signature	<u>Coord./Prof.</u> Title	<hr/> Date
<u>Gerald Padilla</u> Printed name of Department Coordinator	<hr/> Signature	<u>Coordinator</u> Title	<hr/> Date
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1.0 Mission and Goals

The College's Mission, Vision, Core Values and Goals drive all college activities. The Program Review committee would like to understand the connection of your program to the College's Mission, Vision, Core Values and Goals. Summarize how your program supports each area.

Mission: We prepare students to be successful learners.

The Ethnic Studies Department prepares students to be successful learners in the academic principles necessary to comprehend the evolution and ever-changing structure of ethnic American society.

Vision: Fullerton College will create a community that promotes inquiry and intellectual curiosity, personal growth and a life-long appreciation for the power of learning.

The Ethnic Studies Department is invested in the holistic, academic and social development of students. Our department has historically established and promoted an environment of academic rigor and excellence in conjunction with California's upper division universities and colleges. Current Ethnic Studies students are prime movers on our campus and previous students have carried our department's reputation forward into other disciplines and institutions. We cultivate life-long learners.

Core Values:

We respect and value the diversity of our entire community

This value is the academic and humanistic focus of our department. We are committed to the respect and worth of all peoples. Our department's faculty reflects, perhaps more than others, the diversity of contemporary of American life. Respect and appreciation of diversity is ingrained in our courses.

We value tradition and innovation.

Our faculty thinks both "inside and outside the box." We value traditional teaching such as lecture as well as faculty facilitation of the discussion process. We encourage student involvement in all aspects of the learning process. The opinion of all students is valued. Diverse guest speakers are incorporated, field trip activities are consistently offered and students are encouraged to become involved in campus and community activities.

We support the involvement of all in the decision-making process

Our Ethnic Studies faculty has always had an overt open relationship with one another. In addition to being academic colleagues, we like each other. We know each other's families, we collaborate on teaching models and we encourage and support each other's college-wide events. These examples include Day of the Dead, Kwanzaa, Tet celebration, etc.

We expect everyone to continue growing and learning.

Our faculty is encouraged to stay relevant both in the classroom and in the community. We are known beyond the borders of Fullerton College. Our faculty members are known by the students. They know our names, we know their names; they learn from us, we learn from them. This encourages continual growth and learning for both teachers and students. In addition, critical thinking is constantly stressed through examinations. We believe student success and retention is increased through the cultivation of interpersonal mentor-mentee relationships between students and teachers.

We believe in the power of the individual and the strength of the group.

The Ethnic Studies faculty constantly stresses the power and worth of the individual and the individual's responsibility to the group. In the student's future careers they will need to collaborate with one another; that process needs to be implemented in the classroom. It is! Faculty members regularly assign group work to encourage collaboration, students hold each other accountable through peer and self-evaluation. Faculty encourages teamwork through group-based discussion and assignments.

We expect everyone to display behavior in accordance with personal integrity and high ethical standards.

The Ethnic Studies faculty behaves in a professional manner at all times. We treat the students with respect. Respect for all others is expected of them. The faculty's absent rate is almost non-existent. Faculty are on time, they do not leave early, and time is used productively.

We accept our responsibility for the betterment of the world around us.

Ethnic Studies students are taught to realize the importance of investing in the communities around them. Our faculty is proactive on campus and we model socially responsible behavior for our students. We serve as club advisors, work with MEChA's Thanksgiving food drive, EOPS, Cadena Transfer Center, TAP, UMOJA, Puente Project, DSS, Student Affairs, Student Support Services, The Office of Special Programs and we encourage our student athletes among others. Despite the small size of our teaching staff, we are visible and engaged both on and off campus. The Ethnic Studies Department has a long-standing reputation for working towards the betterment of our communities.

We value and promote the wellbeing of our campus community.

For the past forty-three years, Ethnic Studies has been an integral part of the campus community. Each college president since our establishment in 1971 has noted our contribution to the campus community. For example, we have played a pivotal role in supporting the various projects and activities hosted by the Cadena Transfer Center. We encourage student participation in clubs and student government. The faculty is actively involved in supporting extracurricular campus-wide events such as the athletic programs.

College Goals:

Goal 1: Fullerton College will promote student success.

Ethnic Studies is dedicated to student success. Our faculty has an open-door policy. They are available to students during and outside office hours. Students are encouraged to use the skills center, the writing center and the library. We constantly work with the Cadena Transfer Center. We have been allies for years. As a team, we have brought motivational speakers to address the students and supported workshops to encourage student success.

Goal 2: Fullerton College will reduce the achievement gap.

The Ethnic Studies Department works to improve the performance of all students. Ethnic Studies stresses critical thinking through essay assignments. We develop students as critical thinkers and writers by providing detailed feedback. Students are encouraged to meet with faculty for individual tutoring and study sessions. They are made aware of their need to develop responsibility and self-discipline as vehicles to their success. Our faculty can particularly encourage and support students of color since our staff reflects the makeup of that student population.

Goal 3: Fullerton College will strengthen connections with the community

Ethnic Studies participates in a variety of longstanding community projects. These include: a college buddies tutoring project in an elementary school (six years); Faces of Fullerton in the spring semester (thirteen years); Day of the Dead has consistently brought 1,000-1,200 community members onto campus (twenty-two years); MEChA's Annual Thanksgiving Food Drive (forty-four years). Most recently the department organized a film screening and cultural event for Native American Heritage Month that filled the campus theater. It brought current students, faculty and staff, alumni and community members.

2.0 Program Data & Trends Analysis

2.1 Key Performance Indicators (KPI)

For each KPI listed below, analyze and report your findings and describe what they mean.
(Attach 5-year longitudinal data from Office of Institutional Research and Planning (OIRP) to Appendix.)

KPI	Findings
Enrollment	Enrollments increased from 1209 to 1465 over the last five years. This is an average increase of 1247.8 students per year.
Total FTES	FTES has increased from 139 to 179 between 2009 and 2014. This is an average of 146.8 over five years.
Sections	The sections offered have grown from 31 to 43, an average of 34.8 sections offered per year in the last five years. The actual section size has decreased from 39 to 34.9. The average section size over the last five years is 36.1.
FTEF	The average FTEF for 2009 to 2013 was 6.5. The FTEF increased to 9.1 in 2013-2014. This was due to an increase in units assigned by the dean of Social Science, which were filled by adjunct staff.
Fill Rate	At census our fill rate has averaged 111% for each of the five years between 2009 and 2014.
WSCH/FTEF	In real numbers we have moved from 683 to 760. We average in the range of 755.8.
Retention	Over the last five years our retention rate has averaged 88.2%. Our average on the previous program review was 85.2, which demonstrates an increase by 3%.
Success	In the last five years our success rate has averaged 74.8%. Our previous five year average was 71.4, which demonstrates an increase of 3.4%.

2.2 Peer Institution Comparison

Complete the table below.

		Fall 2011	Fall 2011	Fall 2012	Fall 2012	Fall 2013	Fall 2013
		Credit	Credit	Credit	Credit	Credit	Credit
		Retention Rate	Success Rate	Retention Rate	Success Rate	Retention Rate	Success Rate
Fresno City Total		92.19%	70.38%	93.00%	66.55%	92.80%	67.37%
LA City Total		77.30%	57.67%	89.12%	71.76%	85.97%	71.94%
Rio Hondo Total		89.66%	56.47%	80.08%	63.35%	92.77%	56.17%
Santa Ana Total		84.89%	72.44%	70.39%	58.80%	83.63%	65.49%
Fullerton College Total		91%	74%	87%	72%	90%	71%

		Annual 2011-2012	Annual 2012-2013	Annual 2013-2014
Bakersfield Total		1	3	
	Associate of Arts (A.A.) degree	1	3	
Cypress Total		1	2	1
	Associate of Arts (A.A.) degree	1	2	1
Fresno City Total		2	3	2
	Associate of Arts (A.A.) degree	2	3	2
Rio Hondo Total		2	1	4
	Associate of Arts (A.A.) degree	2	1	4
Fullerton Total		3	6	5
	Associate of Arts (A.A.) degree	3	6	5

How does your program compare with peer institutions? Provide a narrative of your comparison. (Peer institutions are colleges or programs identified by the Office of Institutional Research and Planning (OIRP)).

The peer institutions used in this study are as follows: Fresno City, LA City, Rio Hondo, and Santa Ana. These were chosen from the list of peer institutions from the National Center for Educational Statistics for large, public two-year colleges in the western states with enrollments of a similar size to that of Fullerton College.

With respect to Retention, the Ethnic Studies Department at Fullerton College has enjoyed a high level of success. In 2011 our retention rate was ranked high at 91%, in 2012 it was 87% and in 2013 it was 90%. With respect to Success, the Ethnic Studies Department at Fullerton College has ranked first in two out of three years compared to peer institutions with Success Rates averaging 72.3%.

Fullerton College has granted more AA degrees in Ethnic Studies than Bakersfield, Cypress, Fresno City, and Rio Hondo in all three academic years.

2.3 Achievement Gap

Indicate achievement gap for each of the groups listed below. (Attach to Appendix the Success and Retention by Ethnicity Data as identified by the Office of Institutional Research and Planning.)

Group	% Retention	% Success
Males	87.2	71.8
Females	89	76.6
Asian-American	88	80
African-American	89.8	66.6
Filipino	87.4.	73.8
Hispanic	87.2	72.2
Native American	87.6	76
Other Non-White	93.4	89.8
Pacific Islander	83	60.8
White	91.6	86.6
Unknown	90.6	80
Range (Max-Min)	93.4-83	89.8-60.8

2.4 Program Effectiveness

Since your previous Program Review Self-Study, what significant changes have occurred that impact the effectiveness of your program?

In our previous program review we noted the need to take action in three of the low performing categories. These were males, African Americans and Pacific Islanders. We have improved rates in these three categories. The success rate for males improved from 68% to 71.8%. The success rate for African Americans increased from 64% to 66.6%, however the retention rate decreased from 93% to 89.8%. The retention rates for Pacific Islanders increased from 75% to 83% and the success rate went from 50% to 60.8%. There were no significant decreases in any of the reported categories.

The Ethnic Studies Department lost an FTEF in 2013-2014 academic year. We have dedicated adjuncts, who due to institutional restrictions, are limited in their ability to be involved in retention and success related activities such as advising and mentoring.

2.5 Describe any laws, regulations, trends, policies, procedures or other influences that have an impact on the effectiveness of your program. Please include any other data (internal or external) that may be relevant to student achievement, learning, and trends within your Basic Skills, CTE, or Transfer Education programs.

None – not applicable

2.6 Provide any other data that is relevant to your self-study.

None – not applicable

3.0 Strengths, Weaknesses, Opportunities, Challenges (SWOC)

Based on your analysis in 2.1 through 2.6, answer the following questions:

3.1 What are the strengths of your program?

From the preliminary data above, one of the major strengths of our program is a recognizably high retention rate, even among the most “at-risk” and underserved student populations. Our overall retention rate is 89.3%. Likewise our success rate average is 72.3% over the last three years for all groups listed. It is our perception that the professionalism and approach to the subject matter, plus the commitment and investment of our teaching staff to the students is reflected in the retention and success rates. An additional strength of our program is the size of our total enrollment, as cited in the data above, which increased from 1209 to 1465 over the last five years. Indeed, we believe we have a viable program from which our students are transferring despite the limitations in our FTEF.

3.2. What are the weaknesses of your program?

Given the data indicated above, our department will continue to address the gaps for all categories with a specific emphasis for the male student population (gender-specific) and our African American, Pacific Islander and Hispanic populations (ethnic specific). From long-term observation, discussions and research, the Ethnic Studies Department faculty has identified these demographic groups to be mostly first generation college students. We also know that a significant majority of them require a set of well placed, focused early interventions to offset their lack of understanding of the higher education system and its culture, along with the need to develop a strong and positive self-identification that can serve them in their daily life experiences on multiple levels. Specifically, we will work closely with the Umoja community to increase the retention and success rates for our African American students. A weakness in our program then, stems from a shortage of full time faculty to continue to engage in activities that address retention and success rates.

3.3 What opportunities exist for your program?

An opportunity exists to work in collaboration with other community colleges and with the California State University System to develop an AA-T degree in Ethnic Studies. The Ethnic Studies Department attended a preliminary state-wide meeting to consider the process for developing the AA-T. There is an additional opportunity to expand and diversify our curriculum.

3.4 What challenges exist for your program?

However, expanding the curriculum is predicated on our FTEF being increased because our existing faculty has reached their current maximum load. In addition, we had a full time faculty retire in May 2012. We are in need of “growth” FTEF positions to address the opportunities outlined above and to meet the vision we have to excel as a twenty-first century department.

4.0 Student Learning Outcomes (SLO) Assessment

4.1 List your program level SLOs and complete the expandable table below.

	Program Student Learning Outcomes (PSLOs)	Date Assessment Completed	Date(s) Data Analyzed	Date(s) Data Used For Improvement	Number of Cycles Completed
1.	Accurately define/explain and appropriately apply concepts, theories and paradigms prominently used in the field of Ethnic Studies.	12/2010 12/2011 12/2012	06/2011 06/2012 06/2013	08/2011 08/2012 08/2013	3
2.	Critically analyze and interpret race/ethnic/cultural relations in American political society, past and present.	12/2010 12/2011 12/2012	06/2011 06/2012 06/2013	08/2011 08/2012 08/2013	3
3.	Develop and/or enhance “higher-order thinking skills” and apply them to research and all form of communication (intra/interpersonal, written and oral, and the internet).	12/2010 12/2011 12/2012	06/2011 06/2012 06/2013	08/2011 08/2012 08/2013	3
4.	Explore a comparative and contrastive examination of “self” within the context of U.S. society and the world.	12/2010 12/2011 12/2012	06/2011 06/2012 06/2013	08/2011 08/2012 08/2013	3
5.	Develop an informed appreciation of other cultures.	12/2010 12/2011 12/2012	06/2011 06/2012 06/2013	08/2011 08/2012 08/2013	3

4.2 Assessment: Complete the expandable table below.

Program Student Learning Outcomes Assessment for Instructional Programs at Fullerton College			
Intended Outcomes	Means of Assessment & Criteria for Success	Summary of Data Collected	Use of Results
1. Accurately define/explain and appropriately apply concepts, theories and paradigms prominently used in the field of Ethnic Studies.	Assessment is carried out via essays exams (such as research papers, position papers, critical	Our success rates are as follows: 73% in 2010, 73% in 2011 and 77% in 2012. We are pleased to report that the course	The Ethnic Studies Department meets once per term to discuss collective student performance. We

	reflections) objective exams, and individual and group projects. Success is measured by a final course grade of 70% or above.	success rate increased by 4% in 2012.	address weaknesses and best practices in order to investigate improvements that need to be individually and collectively made.
2. Critically analyze and interpret race/ethnic/cultural relations in American political society, past and present.	As above assessment is constantly carried out via examinations and discussions. Success is measured by a final course grade of 70% or above.	Our success rates are as follows: 73% in 2010, 73% in 2011 and 77% in 2012.	Once again the department meets once per term to discuss overall student performance. We address weaknesses and best practices in order to investigate improvements that need to be made individually and collectively.
3. Develop and/or enhance “higher- order thinking skills” and apply them to research and all form of communication (intra/interpersonal, written and oral, and the internet).	This outcome is measured through diverse means in the various sections taught by different faculty. These measurements include research papers, oral presentations, debates, and critiques (position papers, both individual and collective).	Individual faculty assesses their student’s performance based on the PSLOs and the individual course SLOs.	Ethnic Studies faculty share best practices to improve course content and delivery for the following semester.
4. Explore a comparative and contrastive examination of “self” within the context of U.S. society and the world.	Assessment occurs via reflective and introspective questions imbedded in written assignments and discussions.	Individual faculty assesses their student’s performance based on the PSLOs as well as the individual course SLOs.	Faculty share best practices to improve course content and delivery for the following semester.

5. Develop an informed appreciation of other cultures.	Faculty assigns participation in diverse co-curricular cultural activities. Students are assessed by their level of participation in terms of planning, organizing and implementation of the events.	Retention rates for the last three years are 87% in 2010, 88% in 2011 and 91% in 2012. High levels of participation in co-curricular cultural events such as Day of the Dead, Kwanzaa, World Fest and others. Students are measured through peer and self-assessment.	The results are used to plan future events which require student involvement and participation. We believe that high levels of student involvement are a direct link to high retention rates. High retention rates over the last three years reflect successful department events for the campus community.
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4.3 What percentage of your program level SLOs have ongoing assessment? Comment on progress/lack of progress.

Ethnic Studies PSLOs are assessed throughout the year. They are continually discussed in engaging face to departmental meetings.

4.4 How has assessment of program level SLOs led to improvements in student learning and achievement?

We view student learning and achievement as a life-long project that go beyond the borders of Fullerton College. We invest, train and prepare students for the university, for their careers, and to be active global citizens. We continually assess our pedagogy and teaching methods in order to improve and increase retention, success and achievement.

4.5 How has assessment of program-level SLOs led to improvements in transfer or certificate/degree awards?

While Ethnic Studies continually assesses PSLOs and uses the data to improve, we do not see a direct correlation to the number of transfer or certificate/degree awards. It must be noted that Ethnic Studies functions as a “feeder” department. This means that students often take Ethnic Studies courses to augment courses in their declared major. Students are typically only first introduced to Ethnic Studies while at FC. The majority of California high schools do not have Ethnic Studies courses or even topics in their curriculum. Therefore, students often view Ethnic Studies courses as a gateway to another degree. While students view Ethnic Studies *courses* as an essential part of their educational plan, they often gravitate to other degrees that they view as more marketable or prominent. We also believe that the low number of AA degrees awarded is due in part to the lack of an AA-T degree in Ethnic Studies. We believe that an AA-T degree would allow us to recruit more students to declare the major.

4.6 What challenges remain to make your program level SLOAs more effective?

We need to maintain the high level of commitment that we as a department have expressed and implemented. All of our staff are working at maximum load and commitment and will continue to do so. The challenge however, is to go beyond our existing level of success. We believe that this is predicated on the addition of new faculty hires.

5.0 Evaluation of Progress Toward Previous Goals/SAP's (Future program review templates for this section will identify "previous goals" as "previous *strategic action plans*"-- SAP's.)

5.1 List the goals from your last self-study/program review.

Goal 1: Two new Faculty Hires to help us what we call "Planting the seeds of possibility."

Goal 2: New A.A. Degrees in the areas of African American Studies and Asian/Pacific American Studies

Goal 3: Institutionalize traditional campus celebrations honoring the various ethnic populations represented in our student body, particularly as it pertains to financing.

5.2 Describe the level of success and/or progress achieved in the goals listed above.

Goal 1: We hired one full time faculty member.

Goal 2: We did not meet or make sufficient progress on this goal due to the lack of FTEF. We are unable to offer additional courses that would fulfill these areas due to our existing faculty being at maximum load.

Goal 3: We have met this goal in collaboration with the Cadena Transfer Center. It must be noted however, that these programs are always at risk of not receiving adequate institutional support from year to year. This must be addressed by the administration in the future.

5.3 How did you measure the level of success and/or progress achieved in the goals listed above?

Goal 1: We hired a dynamic faculty member after an intense regional search.

Goal 2: No success or progress to measure. This must be addressed by the administration.

Goal 3: In the past three years we have hosted the Bienvenidos event, Day of the Dead, and Kwanzaa annually. We also hosted the following celebrations once in the last three years due to a lack of funding the other two years: Tet Vietnamese/Chinese New Year celebration (2012), a Cinco de Mayo celebration (2014).

5.4 Provide examples of how the goals in the last cycle contributed to the continuous quality improvement of your program.

Goal 1: The new faculty hire brings with her a fresh and dynamic perspective to both the department and the college. This is already reflected in our student's enthusiasm and her participation in co-curricular events.

Goal 2: Had we met this goal it would have greatly improved the quality of our program.

Goal 3: These events bring positive visibility to the department and the college. All events are designed to enhance our curriculum. These events contribute to student enrollment in our courses, to building meaningful relationships between faculty and students, and to student success and retention rates.

5.5 In cases where resources were allocated toward goals in the last cycle, how did the resources contribute to the improvement of the program?

Goal 1: Funds were allocated to hire a full time faculty. This new faculty has already made an impact on the development of the program through social media and communication, she participates in

campus-wide events, she is an advisor to a student club, she is a mentor with Puente, she is collaborating with the Art Department on an educational project, and she was the keynote speaker for the Latino student, staff and faculty Bienvenidos (welcome) event in fall 2014.

Goal 2: No funds/resources were allocated to meet this goal.

Goal 3: In 2013-2014 we hosted a variety of academic speakers, including Chicanas/os and Latinas/os, African Americans, Asian Americans and speakers of color from the disability community. These events were very well attended by students and staff. These events were funded by the \$5,500 given to us as a result of the previous program review. We will continue and excel in the future with program review support.

5.6 If funds were not allocated in the last review cycle, how did it impact your program?

Goal 1: Funds were allocated to meet half of our goal. We need two full time professors; we were able to hire one. We were not able to expand our curriculum.

Goal 2: Goal one and two are connected because a new FTEF in African American or Asian Pacific Islander Studies would have allowed us to develop the AA degrees in these areas through offering courses to fulfill the requirements.

Goal 3: The funding for traditional ethnic celebrations is volatile at best. The future of these important campus events are at risk because the funding is not institutionalized. Any program review funds that are bestowed must be spread out over the three year period identified by program review. The last award we received was restricted to be spent in one year, leaving us with two years unfunded.

6.0 Strategic Action Plans (SAP) [formerly called Goals (6) and Requests for Resources (7)]

Using the tables below, list the strategic action plans (SAPs) for your program. These plans should follow logically from the information provided in the self-study. Use a separate table for each SAP.

SAPs for this three-year cycle:

STRATEGIC ACTION PLAN # 1		
Describe Strategic Action Plan: (formerly called short-term goal)	The Ethnic Studies Department will hire two FTEF.	
List College goal/objective the plan meets:	College Goal # 1: Fullerton College will promote student success; #2: Fullerton College will reduce the achievement gap; and #3: Fullerton College will strengthen connections with the community Objective #: Goal 1 objectives 1-5; Goal 2 objectives 1-4; Goal 3 objectives 1-3 & 5	
Describe the SAP: (Include persons responsible and timeframe.)	The addition of two new faculty positions will contribute to sustaining the ongoing curriculum and co-curricular events. More importantly, two new faculty will allow us to grow and diversify our curriculum, increase the number	

	of degrees and certificates awarded, increase the retention and success rate for “at-risk” and under-prepared students, and increase engagement with the college and local community. We will work with the college administration for the implementation of this goal. This consists of the dean, the VPI and the college President. The timeframe to hire is one year after being allocated the positions.	
What <i>Measurable Outcome</i> is anticipated for this SAP?	Two new full time faculty hires will allow us to add to our existing course and section offerings and develop new curriculum. New FTEF will also allow us to develop AA degrees in African American and Asian Pacific Islander Studies. A consistent obstacle that we have faced is insufficient full time staff to address the goals and objectives of the college.	
What specific aspects of this SAP can be accomplished without additional financial resources?	The actualization of this SAP requires the financial resources necessary to hire two full time professors.	
If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.		
Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel	determined by district’s salary schedule/range	NOCCCD
Facilities	office	“
Equipment	fully furnished office equipment	“
Supplies		
Computer Hardware	computer	“
Computer Software	all relevant software	“
Training	determined by district	“

Other		
Total Requested Amount	amount necessary for two FTEF	“

STRATEGIC ACTION PLAN # 2		
Describe Strategic Action Plan: (formerly called short-term goal)	Ethnic Studies will continue and expand its involvement with the campus and local communities through curriculum based cultural programming.	
List College goal/objective the plan meets:	College Goal # 1: Fullerton College will promote student success; #2: Fullerton College will reduce the achievement gap; and #3: Fullerton College will strengthen connections with the community Objective #: Goal 1 objectives 2 & 5; Goal 2 objectives 2-4; Goal 3 objectives 1-3 & 5	
Describe the SAP: (Include persons responsible and timeframe.)	Institutionalize traditional campus celebrations honoring the various ethnic populations represented in our student body. These include Day of the Dead, Kwanzaa, Chinese/TET New Year, Cinco de Mayo, and the various “ethnic history month” celebrations include but are not limited to Native American, Black, Latino and Asian Pacific Islander. The Ethnic Studies faculty will organize and implement programming with the contribution of our students.	
What <i>Measurable Outcome</i> is anticipated for this SAP?	All events are curriculum driven. Ethnic Studies faculty will build in educational units to be supplemented by cultural programming. Students will be evaluated on their level of participation in the various events. Long term	

	observation of student participation in culturally-based events has shown the correlation to student retention and success.	
What specific aspects of this SAP can be accomplished without additional financial resources?	The actualization of this SAP requires institutional financial support. Each year the department works tirelessly to find funding across the campus and external community to request assistance in support of such events. Whoever carries the department into the future, (especially any new staff) should not be burdened with the solicitation of funding. This is a viable and measureable goal and one that this campus should have incorporated some time in its first 100 years, but especially now when our student population is around 70%, students of color and now that we are a federally designated Hispanic Serving Institution.	
If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.		
Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel		
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other	\$30,000 (30 events @ \$1k over a three year period)	FC administration
Total Requested Amount	\$30,000	

STRATEGIC ACTION PLAN # 3		
Describe Strategic Action Plan: (formerly called short-term goal)	To implement a program each semester, especially in the fall, to introduce underprepared and underserved students to college life.	
List College goal/objective the plan meets:	College Goal #1 & #2 & 3 Objective #: Goal 1 objectives 1, 2 & 5; Goal 2 objectives 1-4; Goal 3 objective 1.	
Describe the SAP: (Include persons responsible and timeframe.)	We will invite students and their parents/family members who are underprepared and underserved to proactively address this achievement gap directly. We will invite student of color alumni who have successfully transferred and graduated from four-year universities and colleges. We will also invite successful community members, business owners and industry people to interact with our students in this new program, which will serve all interested students.	
What <i>Measurable Outcome</i> is anticipated for this SAP?	Increase the retention, success and persistence rates of all Ethnic Studies students, with a specific focus on Hispanic, African American and Asian Pacific Islander students.	
What specific aspects of this SAP can be accomplished without additional financial resources?	We would use college facilities and equipment. We would request the elimination of parking fees.	
If additional financial resources would be required to accomplish this SAP, please complete the		

section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.		
Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel		
Facilities		
Equipment		
Supplies	\$1,000 (2 events @ \$500)	FC administration
Computer Hardware		
Computer Software		
Training		
Other: Hospitality	\$2,000 (2 events @ \$1,000)	FC administration
Total Requested Amount	\$3,000	

7.0 Long Term Plans

Describe the long term plans (four-six years) for your program. Please consider future trends in your narrative. (Identifying financial resources needed for these plans is optional.)

Our primary long term goal is to ensure high levels of student retention and success. This can be achieved by continuing to hire the appropriate staff beyond two hires in the next year. (One of these will be a replacement hire for a retiring faculty). Moving beyond two full time faculty members, which has been the composition since the department's inception over forty years ago, will allow us to responsibly address the student demographic shifts that are taking place in Orange County and in the state. We are looking ahead to the growth of the college's overall enrollment as well as the growth of a more ethnically diverse student body. Growing the Ethnic Studies faculty is a necessity as a twenty-first century institution. Adding to our full time faculty will also ensure the stability and longevity of the department. The Ethnic Studies Department's SLOs have been proven to be effective in the success of students. Our need lies in maintaining the success of those SLOs by 1) offering additional sections and 2) by adding new courses to our curriculum. New faculty are needed to implement this goal.

Historically, Ethnic Studies has enjoyed a high level of enrollment and growth of enrollment, which again speaks to our need to hire more faculty. We also tend to have a low number of declared majors and degrees awarded. There are several reasons for this phenomenon. First, we typically function as a "feeder" department. This means that students are introduced to topics and methods in our courses that stimulate their interest in other majors. Another related reason is that students are introduced to Ethnic Studies topics for the first time while at FC. Most California high schools do not have Ethnic Studies courses or even topics in their curriculum. Therefore students typically view the courses as a gateway to another degree and they do not understand the value of declaring a major. Second, students, counselors and professors (in other departments) are unaware of the value of a degree in Ethnic Studies. There is a general lack of knowledge about the potential careers that students would qualify for with an interdisciplinary degree such as Ethnic Studies. Therefore, students are not encouraged to declare the major.

One of our long term goals then, is to change the culture of college so that Ethnic Studies is a valued degree. This is in accordance with the recent move by Los Angeles Unified School District who approved an Ethnic

Studies requirement for graduation in their district high schools. We anticipate this as part of a larger trend in the K-12 system. This will require that Fullerton College prepare for the arrival of high school student who will look to continue their education in Ethnic Studies.

Consistent and long term institutional funding is needed to maintain and expand the programming that Ethnic Studies has sponsored and will sponsor in the future.

8.0 Self-Study Summary

This section provides the reader with an overview of the highlights, themes, and key elements of this self-study. It should not include new information that is not mentioned in other sections of this document.

We collectively see the necessity of institutional support to maintain and increase the vitality of historically successful Ethnic Studies programs at Fullerton College.

Division Deans' or appropriate Immediate Management Supervisor (IMS)
Response Page

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*I concur with the findings contained in this Program Review.
S. B. Viltz, Interim Dean*

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I concur with the findings contained in this Program Review with the following exceptions (include a narrative explaining the basis for each exception):

Area of exception:

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I do not concur with the findings contained in this Program Review (include a narrative exception):
