

# FULLERTON COLLEGE

ELEVATING. EXCELLENCE.

**Instructional Programs**  
**2017-2018 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**

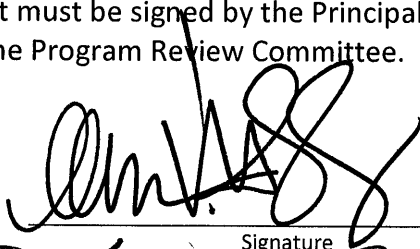
Amber Rose González  
 Arnetta Smith  
 Gerald Padilla

**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.

Amber Rose González  
 & Arnetta Smith

Printed name of Principal Author



Signature

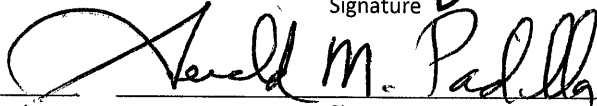
Asst. Professor  
 Asst. Professor

Title

Date

Gerald Padilla

Printed name of Department Coordinator



Signature

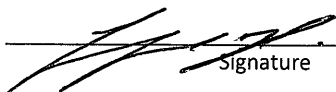
Professor

Title

1/26/2018  
 Date

Jorge Gamboa

Printed name of Dean



Signature

Dean

Title

1/25/18  
 Date

## 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.

### Fullerton College Mission:

Fullerton College's Ethnic Studies Department is the manifestation of diversity. We were in the forefront of recognizing and embracing the growth of our contemporary campus community. Our Department welcomed the demographic changes that were overtly set in motion starting in the 1970's. We have always accepted the challenges brought on by that change. This Department helped engineer and guide that change. Our Department's commitment is both overt and obvious as is our continued partnership with the Cadena Transfer and Cultural Center. We are allies!

### Fullerton College Vision:

Fullerton College's Ethnic Studies Department has a legacy of transforming the lives of our students for over 45 years. Our previous students are advocates and a testimonial of both our program's quality and this college's as a whole.

Prior students have and still do contribute to the evolution of the intellectual, social, political, and cultural life of California. This enhances the greater American society and its humanistic place in this world. Our students have become educators, lawyers, business people, politicians, ministers, activists, social workers, actor, journalists, and many other beneficial occupations.

### Fullerton College Core Values:

The Ethnic Studies Department is entrenched in enhancing, respecting, and encouraging the diversity of our college community. We recognize and laud the traditions and contributions of the diverse communities that collectively assemble our campus. Likewise, we support equity in the decision making processes for the welfare of our campus. We also intellectually and holistically subscribe to lifelong learning. In addition, we support the team approach to rectifying issues while preserving and respecting the position of the individual. In accepting responsibility for the betterment of our world we have zero tolerance for racism, sexism, homophobia, and hatred in any form.

### Fullerton College Goals:

The Ethnic Studies Department is actively involved in encouraging our college's diverse population. A faculty member has historically participated in the college's TAP. All of our professors have an open door policy with our students. We are approachable and personally assist students with their academic needs.

We make it a goal to personally know our students. This enhances student retention. They know we care about them. We follow-up on their transfer journey. Our Department's teachers constantly encourages and participates in all Cadena Transfer Center activities. We believe our presence enables the students.

Our Department is dedicated to making the campus an intellectual "comfort Zone". Our class offerings target all students, especially students of color. We provide an academic community that allows students to comprehend their stories and their relevance to society. They become actively involved in the learning process. We stress the concept of "Si Se Puede" ("Yes You Can"). Students respond to our personal approach. The Department sponsors Dia de Los Muertos, Kwanzaa, the Social Justice Summit and other student-based events that intellectually, and personally involve them.

One of our teachers is highly visible at the college's sporting events encouraging our student athletes. The Department participates in Smart Start Saturday, Spring College Night for High School Students and Parents, Bienvenidos, the MAS conference and other college wide events. We offer college credit classes at local high schools

through Dual Enrollment. In addition, we encourage successful Alumni to provide motivational talks to our current students. We also make presentations to high school counselors who attend conferences on our campus. All of our Department's annual events, such as Dia de Los Muertos, Kwanzaa, etc. are attended by people from the greater community. Our Department has also managed for 48 years the college's annual Thanksgiving Feed Drive.

## 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	The lowest enrollment numbers over the past five years was 1,161 in 2012-2013. Enrollment has fluctuated over the past five years, increasing in the 2013-2014 to 1,468; decreasing in 2014-2015 to 1,262 and in 2015-2016 to 1,239 before increasing again in 2016-2017 to 1,414. Enrollment decreased college-wide beginning in Fall 2014, which affected our numbers at the department-level. Our enrollment levels began to increase in Fall 2016, which can partially be attributed to the fact that we hired another full time faculty who was able to build relationships with the students and participate in recruiting students into Ethnic Studies courses.
Total FTES	In the past five years, FTES was the lowest in 2012-13 at 126.26. These numbers increased to 165.6 in 2013-14; and slightly declined to 147.25 in 2014-15 and to 144.52 in 2015-16 before increasing again to 164.22 in 2016-17.
Sections	In 2012-13 we offered 33 sections; 43 sections in 2013-14; 40 sections in 2014-15; 36 sections in 2015-16; and 47 sections in 2016-17. The substantial increase in 2016-17 can be attributed to our dual enrollment offerings.
FTEF	In 2012-13 our FTEF was 6.5; it increased to 9.1 in 2013-14; it decreased slightly to 8.8 in 2014-15 and 8.7 in 2015-16; and our FTEF increased to 10.8 in 2016-17 when we hired an additional full-time faculty member and more adjuncts to teach our dual enrollment courses.
Fill Rate	Historically our fill rate has been high. It was 103.9% in 2012-13; 100.7% in 2013-14; 93.3% in 2014-15; 92.8% in 2015-16; and 86.6% in 2016-17. The decrease beginning in 2013-14 can be attributed to two primary factors 1) administration encouraging us not to fill over 100% and 2) the general decrease in student enrollment college-wide.
WSCH/FTEF	In 2012-13 the WSCH/FTEF was 625.4; in 2013-14 it was 591; in 2014-15 it was 557.2; in 2015-16 it was 548.5; and in 2016-17 it was 493.5.
Retention	In 2012-13 our retention rate was 86.7%; in 2013-14 it was 88.3%; in 2014-15 it was 87.8%; in 2015-16 it was 86.8%; and in 2016-17 it was 89%. Our five-year-average retention rate is 87.72%, a slight decline of -0.48% from our last program review, which averaged of 88.2%.
Success	In 2012-13 our success rate was 76.9%; in 2013-14 it was 74%; in 2014-15 it was 74.9%; in 2015-16 it was 77.6%; and in 2016-17 it was 79.5%. Our five-year-average success rate is 76.59%, an increase of 1.79% from our last program review, which averaged of 74.8%

### 2.2 Peer Institution Comparison

Complete the table below.

College/Program:	Your	Peer A: Santa	Peer B: Los	Peer C: East Los	Peer D: Santa
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	Program	Ana College	Angeles City College	Angeles College	Barbara
<b>Retention:</b>	89%	74.29%	84.82%	86.80%	91.16%
<b>Success:</b>	79.55%	55.24%	68.98%	66.17%	73.47%
<b>Degrees Awarded:</b>	3	1	0	6	1
<b>Certificates Awarded:</b>	NA	NA	1	NA	NA
<b>Transfers:</b>	---	---	---	---	---

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: Santa Ana, Los Angeles City, East Los Angeles, and Santa Barbara. With respect to retention, the Ethnic Studies Department at Fullerton College ranks higher than three of the four peer institutions. The range is relatively wide with the lowest retention rate being Santa Ana college at 74.29% and Santa Barbara the highest at 91.16%. Our 2016-17 retention rate was 89%, ranking above three of the four peer institutions, only second to Santa Barbara by 2.16%. With respect to success, the Ethnic Studies Department at Fullerton College ranks highest of the peer institutions at 79.55%. Our program ranks 2nd to East Los Angeles College for degrees awarded, but it should be noted that in Fall 2016 the ELAC Ethnic Studies Department enrollment was 2,522 and Fullerton College was 602. Despite the fact that our enrollment was less than 25% of ELAC's, we had three degrees awarded and ELAC had six. Over the past five years we have awarded 16 degrees. Transfer data is not readily accessible through the Chancellor's website for comparison against peer institutions at the program-level and thus it is not included here.

### 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	87.1%	76%
Females	90.5%	82.2%
Asian-American	88.2%	84.7%
African-American	86.9%	67.7%
Filipino	89.7%	86.2%
Hispanic	89%	79.3%
Native American	100%	100%
Other Non-White	NA	NA
Pacific Islander	92.3%	92.3%
White	87.6%	80.5%
Unknown	91.6%	81.1%
<b>Range (Max-Min)</b>	86.9-92.3%	67.7-92.3%

### 2.4 Program Effectiveness

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

Since our last program review we hired one full-time faculty member who has substantially contributed to the effectiveness of the department, including teaching a full course load, advising and mentoring students, recruiting students into the major, and participating in our extensive extra-curricular programming. The department has run much more effectively with three full-time faculty to share the workload. In addition, we were able to hire more adjunct faculty to teach the dual enrollment courses that our department offers in the Anaheim and Fullerton Union High School Districts.

**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.

The state passed AB 2016 “Pupil Instruction: Ethnic Studies” in 2016 which “would require the Instructional Quality Commission to develop, and the state board to adopt, modify, or revise, a model curriculum in ethnic studies, and would encourage each school district and charter school that maintains any of grades 9 to 12, inclusive, that does not otherwise offer a standards-based ethnic studies curriculum to offer a course of study in ethnic studies based on the model curriculum.”<sup>1</sup> This will introduce more local high school students to the field of Ethnic Studies. Coupled with the dual enrollment courses that the FC Ethnic Studies Department is currently offering in two local high school districts, we anticipate many first year freshman coming from the local high schools will have an increased knowledge of and interest in ethnic studies in the coming years. We foresee an opportunity to expand and diversify our course offerings in the near future and increase the number of majors and degrees awarded.

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

### **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?

A major strength of our program is our high success and retention rates; our faculty’s substantial involvement in campus service; our dedication to organizing extracurricular educational and cultural programming; and finally, our ardent commitment to holistic student achievement, including their academic success, their emotional and spiritual well-being, and their sense of cultural affirmation and belonging. Since we hired two full-time faculty members, one in 2014-15 and the other in 2016-17, we have been able to recruit more students into the major. In 2013 we had 37 majors and by the end of the 2016-17 academic year we have 55 majors.

**3.2.** What are the weaknesses of your program?

Given the data above, there is a sizeable achievement gap in the success rate of our Black students, which can be seen across the campus. Our Hispanic student success rate, while higher than all four of

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<sup>1</sup> [https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=201520160AB2016](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201520160AB2016)  
Form Revision by Program Review Committee – Approved September 14, 2017

our peer institutions, is lower than other demographic groups who take our courses. The success rate for both Black and Hispanic students should be improved within our department within our institution. As a department who specializes in culturally relevant content *and* pedagogy, we have a unique opportunity to make a positive impact and a responsibility to close the gap for our students of color.

### 3.3 What opportunities exist for your program?

From long-term observation, discussion, and research, the Ethnic Studies Department faculty know that our Black and Hispanic students (DI populations) are mostly poor or working-class first generation college students. While they are resilient and dedicated to achieving their educational goals, we also know that a significant majority of them require a set of well placed, focused early interventions to 1) address the institutional barriers that they have encountered throughout their lives generally and in their education specifically, 2) to offset their lack of understanding of the higher education system and its culture, along with the need to 3) develop a healthy positive self-image that can serve them in their daily life experiences on multiple levels. Specifically, we will continue to work closely with the Umoja community to increase the success rates for our African American students.

There is an opportunity to develop an AA degree and additional courses in African American studies now that we have a full-time African American Studies instructor. In addition, there will be an opportunity in the near future to develop AA-T degrees in Gender and Sexuality Studies, Ethnic Studies, Chicana/o Studies, and African American Studies once the state moves forward with the Social Justice ADT. We believe the development of transfer degrees will lead to an increase in the various majors we offer, provide us with an ability to develop our curriculum, and hire more faculty, both part-time and full-time, to meet this need. Finally, the state passed AB 2016 "Pupil Instruction: Ethnic Studies" in 2016, which will introduce more local high school students to the field of Ethnic Studies. Coupled with the dual enrollment courses that the FC Ethnic Studies Department is currently offering in two local high school districts, we anticipate many first year freshman coming from the local high schools will have an increased knowledge of and interest in ethnic studies in the coming years. We foresee an opportunity to expand and diversify our course offerings in the near future and increase the number of majors and degrees awarded.

### 3.4 What challenges exist for your program?

Funding for the the many long-standing extracurricular educational and cultural events that the Ethnic Studies Department hosts is unpredictable. While the department has been fortunate to receive equity funding over the past two years, this is not a permanent source of funds. We have been organizing many events for more than 20, 30, or even 40 years including Day of the Dead, The Thanksgiving Food Drive, and Kwanzaa. These events should receive institutional support as they are historically associated with the college and they are essential in maintaining ties with the community and providing a sense of cultural belonging and validation.

There is no Ethnic Studies requirement for graduation from Fullerton College on the general education plan. Currently, Fullerton College has a multicultural requirement for graduation. Students may meet this requirement by taking a class from a variety of departments, including, but not limited to Ethnic Studies. We believe that the multicultural requirement should be replaced with an Ethnic Studies requirement as our discipline and courses are rooted in multiculturalism, equity, racial justice, and social justice and our all of courses provides in depth examinations of ethnic and racial communities within larger societies in ways that other disciplines do not offer.

#### 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.	12/2014 12/2015 12/2016	06/2015 06/2016 06/2017	08/2015 08/2016 08/2017	3
2.	Critically analyze and interpret race/ethnic/cultural relations in American political society, past and present.	12/2014 12/2015 12/2016	06/2015 06/2016 06/2017	08/2015 08/2016 08/2017	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).	12/2014 12/2015 12/2016	06/2015 06/2016 06/2017	08/2015 08/2016 08/2017	3
4.	Explore a comparative and contrastive examination of "self" within the context of U.S. society and the world.	12/2014 12/2015 12/2016	06/2015 06/2016 06/2017	08/2015 08/2016 08/2017	3
5.	Develop an informed appreciation of other cultures.	12/2014 12/2015 12/2016	06/2015 06/2016 06/2017	08/2015 08/2016 08/2017	3

4.2 Assessment: Complete the expandable table below.

<b>Program Student Learning Outcomes Assessment for Instructional Programs at Fullerton College</b>			
Intended Outcomes	Means of Assessment & Criteria for Success	Summary of Data Collected	Use of Results

<p>1. Accurately define/explain and appropriately apply concepts, theories and paradigms prominently used in the field of Ethnic Studies.</p>	<p>Assessment is carried out via essays exams (such as research papers, position papers, critical reflections) objective exams, and individual and group projects. Success is measured by a final course grade of 70% or above.</p>	<p>A majority of students in our courses met CSLO expectations. On average 78% of students who were assessed met expectations. Our CSLOs correspond closely with our PSLOs.</p>	<p>The Ethnic Studies Department meets once per term to discuss collective student performance. We address weaknesses and best practices in order to investigate improvements that need to be individually and collectively made.</p>
<p>2. Critically analyze and interpret race/ethnic/cultural relations in American political society, past and present.</p>	<p>As above assessment is constantly carried out via examinations and discussions. Success is measured by a final course grade of 70% or above.</p>	<p>A majority of students in our courses met CSLO expectations. On average 88% of students who were assessed met expectations. Our CSLOs correspond closely with our PSLOs.</p>	<p>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.</p>
<p>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).</p>	<p>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).</p>	<p>A majority of students in our courses met CSLO expectations. On average 78% of students who were assessed met expectations. Our CSLOs correspond closely with our PSLOs.</p>	<p>Ethnic Studies faculty share best practices to improve course content and delivery for the following semester.</p>
<p>4. Explore a comparative and contrastive examination of “self” within the context of U.S. society and the world.</p>	<p>Assessment occurs via reflective and introspective questions embedded in written assignments and discussions.</p>	<p>A majority of students in our courses met CSLO expectations; 88% of students who were assessed met expectations. Our CSLOs correspond closely with our PSLOs.</p>	<p>Faculty share best practices to improve course content and delivery for the following semester.</p>
<p>5. Develop an informed appreciation of other cultures.</p>	<p>Faculty assigns participation in diverse co-curricular cultural activities. Students are assessed by their level of participation in terms of</p>	<p>A majority of students in our courses met CSLO expectations; 96% of students who were assessed met</p>	<p>The results are used to plan future events which require student involvement and participation. We</p>



	planning, organizing and implementation of the events.	expectations. Our CSLOs correspond closely with our PSLOs.	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.

We assessed and revised 100% of our PSLOs in fall 2016.

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

The revised PSLOs are effective spring 2017. We will be able to assess the new PSLOs after this date.

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

The revised PSLOs are effective spring 2017. We will be able to assess the new PSLOs after this date.

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

No challenges currently exist.

**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:** Hire two FTEF.

**Goal 2:** Continue and expand involvement with the campus and local communities through curriculum based cultural programming.

**Goal 3:** Implement a program each semester, especially in the fall, to introduce underprepared and underserved students to college life.

**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 have met this goal in collaboration with the Cadena Transfer Center and the UMOJA Program. 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.

**Goal 3:** We have met this goal in collaboration with the Student Transfer Opportunity Mentorship Program (FC STOMP club).

**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 nationwide search.

**Goal 2:** In the past three years we have hosted Day of the Dead, the Thanksgiving Food Drive, Kwanzaa, and the Ethnic Studies Summit annually. We have also partnered with the Cadena Cultural Center to involve our students in cultural tours and the Umoja center to introduce our students to mentoring and college life.

**Goal 3:** In the past two years, we have produced and hosted the Social Justice Summit conference that creates leadership roles for our underprepared and underserved students. Those who participated included faculty and students of color alumni, community members, business owners and industry people.

**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:** 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.

**Goal 3:** Similar to our events, the Social Justice Summit brings positive visibility to the department and the college. It provides opportunity for student leadership and student-led mentorship. It has contributed to student enrollment in our courses, building meaningful peer-to-peer and faculty-student relationships. It also provides opportunities for the students, department, and college to strengthen the relationships with the larger community.

**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 one full time faculty. This new faculty has already made an impact on the development of the program through participation of campus-wide events, she has collaborated with the UMOJA program on a cultural and educational project, and she has served on numerous campus panels including the Psychology department's Microaggression Panel, the African American Forum, and the LGBTQ Summit.

**Goal 2:** Between Fall 2014 - Spring 2017, we hosted a variety of cultural events in addition to our annual celebrations including the Women's Empowerment Summit, the Sexual Assault Awareness Week Film Screening of "Justice for My Sister" and Q&A with Director Kimberly Bautista, and "Fresh + Love: Eat Well, Live Righteous" Workshop by Cora Love One. These events were very well attended by students and staff. Our events were funded from an annual award of \$27,500 from the student equity committee. However, the future of these important campus events are at risk because the funding is not institutionalized. With institutionalized funding, we can continue to excel in the future.

**Goal 3:** In each fall semester since 2015 we have organized and hosted our Social Justice Summit. It reached beyond our campus, making it extremely inclusive to our local community. We also had students, educators, and administrators from out of state attend our summit. The program was well attended by students, staff, alumni, and community members.

**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 needed two full time professors; we were able to hire one.

**Goal 2:** 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.

**Goal 3:** While the summit is a cultural event that brings community to campus, it is first and foremost an opportunity for students to organize, present, attend, volunteer, network, and be introduced to academic conferences and community organizing. We did not receive program review funds for this annual event.

### 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:

<b>STRATEGIC ACTION PLAN # 1</b>	
Describe Strategic Action Plan: (formerly called short-term goal)	Hire one FTEF as a replacement hire for Gerald Padilla who is retiring in May 2018.
List College goal/objective the plan meets:	Goal 1: Objectives 1-4; Goal 2: Objectives 1-4; Goal 3: Objectives 1-3 & 5
Describe the SAP: (Include persons responsible and timeframe.)	In Fall 2017 we submitted to hire a faculty member knowing that Gerald would be retiring soon. While we made the shortlist, the district decided not to hire any full time faculty this year. We hope to be able to get a replacement hire in the next cycle. The department may need to hire more adjuncts until a full-time instructor is hired. Amber and Arnetta will work with the Social Science dean to write the job description and sit on the hiring committee for adjuncts and a full-time instructor.
What <i>Measurable Outcome</i> is anticipated for this SAP?	Expansion of our existing courses and section offerings and development of new curriculum. 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 one full time professor.
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.	
<b>Type of Resource</b>	<b>Requested Dollar Amount</b>
<b>Potential Funding Source</b>	

Personnel	determined by district salary schedule/range	NOCCCD
Facilities	office	Same as above.
Equipment	fully furnished office equipment	Same as above.
Supplies		Same as above.
Computer Hardware	computer	Same as above.
Computer Software	all relevant software	Same as above.
Training	determined by district	Same as above.
Other		
<b>Total Requested Amount</b>	amount necessary for one FTEF	Same as above.

**STRATEGIC ACTION PLAN # 2**

Describe Strategic Action Plan: (formerly called short-term goal)	Improve retention and success rates overall, but specifically geared toward Black and Hispanic students (DI populations).
List College goal/objective the plan meets:	Goal 1: Objectives 1-4 & 6; Goal 2: Objectives 1-4; Goal 3: Objectives 1-3 & 5
Describe the SAP: (Include persons responsible and timeframe.)	All faculty, full-time and part-time, will work to improve retention and success rates. The full-time faculty will develop best practices from within the department, meet with faculty from other departments on campus who have high retention and success rates, and identify areas of improvement. ETHS faculty will meet at the beginning and end of each semester to discuss best practices and debrief on areas of improvement.
What <i>Measurable Outcome</i> is anticipated for this SAP?	Improve retention rates by 2% (overall three year average goal: 89-90%) and success rates by 2% (overall three year average goal: 78-79%). The success rate of our Black students is 67.7% and we will work to increase this incrementally each year by 1% so that the success rate for 2017-18 is at least 68.7%, the rate for 2018-19 is at least 69.7% and 2019-2020 is at least 70.7%, for a 3% total increase over three years.
What specific aspects of this SAP can be accomplished without additional financial resources?	Meet with the department to identify areas that need improvement; meet with other faculty who have high retention and success rates to develop a list of best practices. Meet with students to determine their problem areas.

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		
<b>Total Requested Amount</b>		

**STRATEGIC ACTION PLAN # 3**

Describe Strategic Action Plan: (formerly called short-term goal)	Increase the number of Ethnic Studies majors and degrees awarded.
List College goal/objective the plan meets:	Goal 1: Objectives 1-4 &6; Goal 2: Objectives 1-4; Goal 3: Objectives 1-3 &5
Describe the SAP: (Include persons responsible and timeframe.)	Create and distribute promotional materials, increase subscribers to our newsletter/ mailing list, host recruitment events for students and parents, host an end of the year celebration for students graduating with Ethnic Studies degrees with an awards recognition ceremony, (this is connected to all other SAPs)
What <i>Measurable Outcome</i> is anticipated for this SAP?	Increase the number of Ethnic Studies majors incrementally by 5 per year and degrees awarded by 2 per year. Our measurable outcome is: 2017-18: 60 majors, 5 degrees awarded; 2018-19: 65 majors, 7 degrees awarded; and 2019-20: 70 majors, 9 degrees awarded.
What specific aspects of this SAP can be accomplished without additional financial resources?	Develop the ETHS website and social media presence and create an Ethnic Studies student club.  We need to be able to offer more courses at prime-times (7AM-3PM) and we need access to larger classrooms to offer larger sections.

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	\$540 Design App (Adobe CC Photoshop License @\$180 per year for 3 yrs)	FC Administration
Training		
Other	\$10,500 (6 recruitment events @ \$1000 and 3 end of year recognition ceremony @\$1500)	FC Administration
Other	\$3000 Promotional Materials	FC Administration

	(\$500 per semester for 3 years)	
<b>Total Requested Amount</b>	<b>\$14,040</b>	

**STRATEGIC ACTION PLAN # 4**

Describe Strategic Action Plan: (formerly called short-term goal)	Expand and diversify Ethnic Studies curriculum and course offerings.
List College goal/objective the plan meets:	Goal 1: Objectives 1-4 &6; Goal 2: Objectives 1-4; Goal 3: Objectives 1-3 &5
Describe the SAP: (Include persons responsible and timeframe.)	By winter 2019 Amber and Arnetta will begin the process to expand course offerings to include honors courses, online courses, and 200-level courses. Arnetta will create the African American Studies AA and enter it into curricunet by Fall 2018. Amber and Arnetta will eventually create AA-Ts for African American Studies, Chicana/o Studies, and Ethnic Studies, and finalize the Gender & Sexuality Studies AA-T when the state finalizes the Social Justice transfer degree. Within the next three years we will develop a Certificate in Community Organizing <sup>2</sup> and look into offering courses for currently and formerly incarcerated students. <sup>3</sup>
What <i>Measurable Outcome</i> is anticipated for this SAP?	The implementation of newly developed courses and the addition of the African American Studies AA.
What specific aspects of this SAP can be accomplished without additional financial resources?	We need to be able to offer more courses at prime-times (7AM-3PM) and we need access to larger classrooms to offer larger sections.

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 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		
<b>Total Requested Amount</b>	amount necessary for two FTEF	

<sup>2</sup> <http://communitylearningpartnership.org/>

<sup>3</sup> <http://extranet.cccco.edu/Divisions/AcademicAffairs/InmateEducationPilotProgram.aspx>

## STRATEGIC ACTION PLAN # 5

Describe Strategic Action Plan: (formerly called short-term goal)	Secure institutional support for our extensive and long-standing extracurricular cultural programming and develop new and innovative events and programs that support student success and retention.
List College goal/objective the plan meets:	Goal 1: Objectives 2&6; 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, and the various "ethnic history month" celebrations include but are not limited to Native American, Black, Latinx, Asian American, and Pacific Islander. The Ethnic Studies faculty will organize and implement programming with the contribution of our students. We also seek to establish alternative spring break programs and short-term field trips that include cultural tours and academic conferences (these may be offered as optional educational/cultural immersion trips or tied to a course for credit).
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 permanent 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 faculty) should not be burdened with the solicitation of funding. This is a viable and measurable goal and one that this campus should have incorporated some time in its first 100 years, but especially now when our student population are majority 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 (12 spring semester events @ an avg of \$2500 per event over a 3 year period)	Fullerton College Administration
Other	\$30,000 (12 annual fall semester events @ an avg of \$2500 per event over a 3 year period)	Fullerton College Administration
Other	\$30,000 ( 3 educational cultural immersion, alternative spring break trips @ \$10,000 per year)	Fullerton College Administration
<b>Total Requested Amount</b>	<b>\$90,000</b>	

<b>STRATEGIC ACTION PLAN # 6</b>		
Describe Strategic Action Plan: (formerly called short-term goal)	Establish an Ethnic Studies Lab.	
List College goal/objective the plan meets:	Goal 1: Objectives 1-4&6; Goal 2: Objectives 1-4; Goal 3: Objective 5	
Describe the SAP: (Include persons responsible and timeframe.)	In the past three years, the enrollment of students in Ethnic Studies courses averaged 1,305. In the last year, our enrollment was over 1,400. However, as noted above, our retention and success rates have fallen. To increase both the success and retention rate, the establishment of an Ethnic Studies lab will create an immersive, fully equipped space for students to study and receive services such as tutoring and mentorship. There will be free printing and textbook lending to support our low-income students and a peer-to-peer tutoring hub and discipline specific writing services for our underprepared and ESL students. The space will have white board walls so student can collaborate on assignments and projects and computers with traditional software such as word, excel, powerpoint and creative software such as the Adobe CS Suite to ensure that our students have access to software programs needed to ensure success in all of their courses.	
What <i>Measurable Outcome</i> is anticipated for this SAP?	Improve retention rates by 2% (overall three year average goal: 89-90%) and success rates by 2% (overall three year average goal: 78-79%).	
What specific aspects of this SAP can be accomplished without additional financial resources?	The room and furniture can be obtained.	
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	\$48,000 (2 student tutors and 2	Fullerton College Administration



	student lab workers @\$2000 per semester for 3 years)	
Facilities	\$10, 000 (initial setup of lab furniture i.e. desks, chairs, tables)	Fullerton College Administration
Equipment	\$400 (2 printer/scanner/copier combo @200 each)	Fullerton College Administration
Supplies	\$1500 (office supplies @\$500/year for 3 years)	Fullerton College Administration
Computer Hardware	10,000 (5 apple computers @\$2000 each)	Fullerton College Administration
Computer Software	\$5000 (5 computer software licensing @\$1000 over a 3 year period)	Fullerton College Administration
Training		
Other	\$7500 (Books and materials @\$2500/year over 3 years)	
<b>Total Requested Amount</b>	<b>\$82,400</b>	

## 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 hiring two additional full-time faculty members: one to replace a retiring faculty member within the next year and one growth hire within 4-6 years. Moving beyond two full time faculty members, which has been the composition since the department's inception over forty years ago, allows 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 ensures the stability and longevity of the department. The Ethnic Studies Department 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.

A long term goal is to change the culture of the college so that Ethnic Studies is a valued degree. One way to meet our goal is to expand our Ethnic Studies curriculum to include honors courses, online courses, and 200-level courses which allows us to be equitable with other majors and disciplines. Another way we can meet our goal is to implement Ethnic Studies a graduation requirement.

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. Institutional funding helps our department provide the necessary resources, such as scholarships, curriculum development, and cultural immersion experiences, to equip our students for success in transferring to and graduating from a four-year university or college and work in the community.

## 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 a historically successful Ethnic Studies program at Fullerton College. Currently, we have dedicated adjuncts and three full-time instructors; however, one is retiring. There is a need to replace an FTE in order to maintain the current workflow and achieve growth in our department. We saw a slight decline in our retention and fill rate as student enrollment declined statewide. We look forward to Ethnic Studies' role in maintaining the recognized academic caliber of Fullerton College.

## 9.0 Publication Review

Fullerton College is committed to assuring integrity in all representations of its mission, programs, and services. As such, during the program review self-study process programs are required to document their publications (websites, brochures, pamphlets, etc.), when they were last reviewed, and denote the publication is accurate in all representations of the College and program missions and services. In the far right column please provide the URL where the publication can be accessed. If it cannot be accessed via the Internet, please contact Lisa McPheron, Director of Campus Communications at [lmcpheon@fullcoll.edu](mailto:lmcpheon@fullcoll.edu).

Information on the college's graphic standards is available here: <http://news.fullcoll.edu/campus-communications/web-help/graphics/>.

Please identify when the publication was last reviewed, and confirm that it is accurate in how it represents the college. In the far right column please provide the URL where the publication can be accessed. If it cannot be accessed via the Internet, please provide a sample of the publication with your program review self-study.

Publication	Date last reviewed	Is the information accurate?	URL of publication
Ethnic Studies Newsletter	8/2017	Yes	<a href="http://mailchi.mp/fullcoll/fullerton-college-ethnic-studies-newsletter-fall-1742473?e=[UNIQID]">http://mailchi.mp/fullcoll/fullerton-college-ethnic-studies-newsletter-fall-1742473?e=[UNIQID]</a>
Facebook	12/2017	Yes	<a href="https://www.facebook.com/FCEthnicStudies/">https://www.facebook.com/FCEthnicStudies/</a>
Instagram	12/2017	Yes	<a href="https://www.instagram.com/fceethnicstudies">https://www.instagram.com/fceethnicstudies</a>
Ethnic Studies website	12/2017	Yes	<a href="http://ethnic.fullcoll.edu/">http://ethnic.fullcoll.edu/</a>

For publications that you have identified as inaccurate, please provide the action plan for implementing corrections below.

## Routing & Response Page

Originator ⑦ IMS ⑦ Appropriate President's Staff Member ⑦ Program Review Chair

### Originator

*Electronically submit completed Program Review to Division Dean/IMS for review.*

### Appropriate Immediate Management Supervisor (IMS)

#### RESPONSE

Printed name of IMS \_\_\_\_\_

\_\_\_\_\_ Title

\_\_\_\_\_ Date

*Select one and provide response if necessary. Forward electronically to appropriate Vice President's Office.*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Appropriate President's Staff Member Acknowledging Receipt

Printed Name \_\_\_\_\_

\_\_\_\_\_ Signature

\_\_\_\_\_ Title

\_\_\_\_\_ Date

*Print Program Review, sign, and route both hard copy and electronic version to Program Review Chair.*



## Fullerton College Mission Statement

### MISSION

Fullerton College advances student learning and achievement by developing flexible pathways for students from our diverse communities who seek educational and career growth, certificates, associate degrees, and transfer. We foster a supportive and inclusive environment for students to be successful learners, responsible leaders, and engaged community members.

### VISION

Fullerton College will transform lives and inspire positive change in the world.

*Approved by Fullerton College  
President's Advisory Council and  
accepted by President Schulz  
May 2017.*

### VALUES

#### Community

We promote a sense of community that enhances the well-being of our campus and surrounding areas.

#### Diversity

We embrace and value the diversity of our entire community.

#### Equity

We commit to equity for all we serve.

#### Excellence

We honor and build upon our tradition of excellence.

#### Growth

We expect everyone to continue growing and learning.

#### Inclusivity

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

#### Innovation

We support innovation in teaching and learning.

#### Integrity

We act in accordance with personal integrity and high ethical standards.

#### Partnership

We work together with our educational and community partners.

#### Respect

We support an environment of mutual respect and trust that embraces the individuality of all.

#### Responsibility

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