



**Fullerton College Program Review and Planning  
Self-Study for Ethnic Studies  
Fall 2021**

**Statement of collaboration**

The program faculty members 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 comprehensive self-study.

**Participants in the self-study**

Amber Rose González, Arnetta Villela-Smith, Rosie Kar, Ziza Delgado Noguera

**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 and Planning Committee.

Amber Gonzalez, Arnetta Villela-Smith,

Rosie Kar, Ziza Delgado Noguera

Printed name of principal authors



Signature

12/2/2021

Date

Arnetta Villela-Smith

Printed name of department coordinator



Signature

12/2/2021

Date

Jorge Gamboa

Printed name of Dean



Signature

1-11-2022

Date

***A Note on terminology***

“Program review” is the blanket term for all parts of this process. This document is a comprehensive “self-study.” Fullerton College defines “program” as a course of study leading to a degree or certificate. A department may contain more than one program. With consultation with the Program Review and Planning Committee, a department may decide to write a separate self-study for each program within its department.

## 1.0 Executive Summary

In 1968-69, California college students and community members fought to establish the first Black Studies and Ethnic Studies academic departments in the nation. The students demanded to have access to and understand their histories, struggles, and triumphs and use that knowledge to develop strategies to remove racist and inequitable barriers both on and off campus. During Freedom Summer 2020, the outrage over the murders of George Floyd, Breonna Taylor, Ahmaud Arbery, Tony McDade and countless others at the hands of police exposed state violence and structural inequities that our relatives and ancestors experienced. But the movement also reignited the need to understand “why.” Why, for example, in the 21st century, are African Americans still being lynched and undocumented people’s families are forcibly separated? Why is racial discrimination and white supremacy present in our workplaces and on our college campuses? As one of the first Ethnic Studies Departments in the California Community College system, we are responsible for continuing the legacy of investigating these questions and more while simultaneously developing alternative and liberatory ways of being with our students.

As you read through our self-study, it is evident that Fullerton College’s Department of Ethnic Studies continues the decades long tradition of providing equitable and meaningful education, resources, curricula, and praxis for our students, campus, and community. However, the pace at which we have been working is becoming increasingly difficult to maintain. In addition to offering relevant courses, the Ethnic Studies Department developed three new AA degrees for a total of five that went into effect Fall 2021. We offer many campus-wide opportunities for extracurricular learning, embedding in high-impact practices such as community-based and service learning into our courses. We have taken students on field trips to historically and culturally significant sites, assigned collaborative group projects, and taken student delegations to conferences in California and out-of-state. We are also well-known for hosting numerous annual events that we co-organize with students as in-class service-learning projects, including Day of the Dead and Kwanzaa, to name a few. It has been extremely difficult to sustain this work with only three full-time faculty members. Having additional experts to help our department bear the increased labor we have been continuously called to take on and have volunteered to do, will benefit the broader initiatives being implemented at Fullerton College.

Ethnic Studies courses and faculty enrich student-centered educational experiences by centering marginalized knowledges, identities, and experiences to expand student’s critical thinking-feeling around issues of white supremacy, institutional racism, and power and promote social justice and anti-racist practices. All of these topics have recently been [highlighted as campus and district priorities](#). Our enrollment numbers indicate that our students see the benefit of understanding these topics as well, and that they are relevant to their lived experiences.

Additionally, we know more of the general population is seeing the utility of having a deeper comprehension of race and power. These topics have entered mainstream discourse, which is one reason our course enrollment has remained high, despite the COVID-19 pandemic. In addition to

providing contexts for historical and recent social movements and political upheaval, our coursework prepares students to meet the writing requirements and critical thinking skills needed to successfully finish their college careers.

Over the past five years, while all other programs saw a decrease in enrollments and headcount, Ethnic Studies enrollments nearly doubled in the last academic year and our headcount increased by more than  $\frac{1}{3}$ . Notably, the proportion of low-income students of color, Latinx, Black, LGBT, female, and non-binary students are higher in our program than others on campus. Collectively, the student demographics our department serves are part of historically marginalized communities. This is no surprise given the fact that we utilize intersectional approaches to interrogate oppressive hierarchies and power structures in an attempt to dismantle them.

With the recent passage of California state policies implementing an ethnic studies graduation requirement in public high schools, CCC, UC, and CSU, we anticipate our enrollments will continue to increase significantly as both students and working professionals enroll in our classes. To meet this demand, our department seeks to create an Ethnic Studies Center that will function as a hub for a variety of initiatives and programming including the development of an “Ethnic Studies for Educators” certificate designed to prepare teachers to offer ethnic studies courses in their schools, among other innovative projects (See 6.2 SAP #2). Our Strategic Action Plans are designed to address our equity gaps, increase and improve student completion, success, and transfer rates, enrollment and headcounts, and the number of Ethnic Studies majors and degrees awarded.

Ethnic Studies faculty are deeply committed to serving our students. We see ourselves reflected in the student body, we understand the struggles they experience as they navigate higher ed and can support them in their educational endeavors. We are dedicated to student well-being, academic success, and community engagement. Education and ethnic studies are places to empower people to become informed, aware, and claim agency to transform not just themselves, but the world in which they live. We need ethnic studies now more than ever as historically marginalized communities respond to state-sanctioned assaults. Given the historical moment we are in and the calls for greater inclusion and empowerment of people of color in higher education, our budget reflects the institution's priorities. In this report we have demonstrated how we as a department help the college realize its vision, mission, and values. To continue this work at a time when Ethnic Studies is expanding at every level of education, we require institutional funding. This is a moment where Fullerton College can help us support its vision of transforming lives and inspiring positive change.

## **2.0 Mission**

Fullerton College's Department of Ethnic Studies was built on the principles of culturally relevant, inclusive, accessible education. Our discipline offers frameworks for students to engage in critical thinking and empowers them to expand their social, political, and creative horizons to participate fully in their communities and the world. Committed to scholarly excellence, we center our inquiries on the sociopolitical dynamics of race, racism, varying formations of institutionalized violence, systemic oppressions, and the legacies of structural inequities. Our course offerings forge intellectual and social connections among the fields of American Indian & Indigenous Studies, Africana Studies, Chicana/Latinx Studies, and Asian American Studies. We offer transformative degrees that align with students' present-day issues, and our faculty bring expertise to the classroom by offering broader contexts to both the joys and struggles our students face. We commit ourselves to serving students with pedagogical rigor as well as empowering them to engage in practical ways for their majors, future careers, and with their communities.

Our curricula are multifaceted and timely, with the goals of liberation and creating social change. We ask students to interrogate the robust histories of social movements, artistic and cultural productions, legal discourse, political efficacy, community-based service learning, Indigenous and liberationist epistemological traditions, and decolonial practices. Students engage with histories of persistence, struggle, and knowledge production to acknowledge and ameliorate inequitable conditions and imagine new possibilities. For nearly 50 years, Fullerton College's Ethnic Studies Department has been instrumental in changing the lives of our students. Our alum reflects well on the department and campus at large; they have made contributions to local and global communities as educators, lawyers, politicians, social workers, journalists, writers, doctors, nurses, engineers, and graduate students. Ethnic Studies is particularly relevant during this era of national/global attention to the realities of racialized state violence vis-à-vis the mass Movement for Black Lives. As the public demands more socially conscious teachers, medical practitioners, artists, and workers, those with training in Ethnic Studies have an important role to play in creating more equitable environments. We are in dire need of populations that can practice radical empathy and compassion for themselves and their communities, think critically, and communicate their perspectives to create change.

## **3.0 Students**

Because there is a nearly infinite amount of student data that can be studied, please focus your analysis on the trends that stand out. The Office of Institutional Effectiveness (OIE) is providing data that will help you zero in on bottlenecks, gateways, and student equity issues. As per accreditation standards, OIE data will be broken down by race, ethnicity, gender, and other demographic categories. One of the purposes of this section is to identify inequities and make plans to remedy them.

### 3.1 Enrollment demographics

**Using the data provided by the OIE, briefly describe the enrollment trends in the program over the past five years.**

- a. Over the past five years, while all other programs saw a decrease in enrollments of -12.5% and a decrease in headcount of -11.7%, Ethnic Studies enrollments significantly increased by +45.2%, and our headcount increased by +37.8%, with the most notable increases occurring in the past academic year, 2020-21. The significant shift in percentages can be partially attributed to moving our courses online due to the pandemic and being able to offer more sections to a broader cross-section of students. In addition, the uprisings for racial justice in summer 2020 indeed brought attention to courses and programs that center critical analysis of race, racism, and liberation. Another factor is the ongoing movements to make Ethnic Studies a graduation requirement in California high schools, colleges, and universities. There has been a great deal of positive media coverage about Ethnic Studies, and more students, and the general public, are becoming aware of the necessity for an “education for liberation,” per our department motto. We also maintain frequent contact with our community through our department newsletter and social media. We use these platforms to promote courses with open seats, announce extra-curricular events, accolades, and opportunities, to keep our students and community engaged. Finally, in AY 19-20 and 20-21, we offered four new courses to meet students' needs and interests.

**Using the data provided by the OIE, describe the student population the department serves. Do you have a way of determining which students are majors, for example through a gateway course? Please explain.**

- b. **Low-Income.** Notably, the proportion of low-income students of color, LGBT, and female are higher in our program than in other programs on campus. 82% of students who take our courses are low-income, compared to 74% in all other programs. In terms of our majors, the data for income reveals that 73% of majors and 82% of non-majors are low-income. Recalling what was mentioned in 3.1.1, our courses center marginalized epistemologies and identities and interrogate supremacist structures such as [racial capitalism and elitism, which directly link to the perpetuation of economic poverty](#). As a result, our courses are relevant to our students' lived experiences, explaining why we serve a high percentage of low-income students.
- c. **Racially Diverse.** Racially, nearly 69% of our students are Latinx, compared to 57.5% in all other programs, and 4% of students are “Black/African American” compared to 2.8% across the campus. Nearly 72% of our majors are Latinx, a slight increase from our students overall. These numbers can be attributed to our Chicane/Latinx Studies and Black Studies curricula and professors actively engaged in programming for, connecting

with, and intentionally uplifting our Latinx students (i.e., Puente Program, Day of the Dead) and Black students (i.e., UMOJA, Kwanzaa).

- d. **LGBT.** Additionally, 14% of our students identify as LGBT compared to 9% in all other programs. Strikingly, 30% of our majors are LGBT compared to 14% of non-majors. Our numbers can be attributed to having out, queer, faculty of color, and strong allies who are active advocates in the LGBT community and understand our students' needs and experiences personally, politically, and academically. Our female students represent 63.2%, and 5.9% of our students identify outside the gender binary, compared to 52.8% and 4.5%, respectively, in all other programs. Ethnic Studies faculty intentionally integrate gender and sexuality studies into our courses. We manage and teach the Introduction to Women's Studies and Introduction to LGBT courses. We create programming for various student populations (i.e., Ethnic Studies Summit, Womxn of Color Conference, Creating Change Conference), so we attract these students also.
- e. **College graduates.** Of the students we serve, 24% of our majors are college grads compared to 3% of non-majors. In recent years, faculty colleagues across campus have taken our courses and described their experience as powerful and valuable in connecting more deeply with their diverse students. With the recent passage of AB 101, which requires all California high schools and charter schools to offer Ethnic Studies as a graduation requirement, we anticipate more working educators taking our classes. Our department is creating an Ethnic Studies Certificate program to prepare qualified teachers to teach these courses in their schools to meet this demand.

Additionally, we know more of the general population is seeing the usefulness of having a deeper understanding of race and power, topics that have entered the mainstream, which is one reason our course enrollment has remained high, even through the pandemic. In addition to providing context for the recent social movements and political upheaval, our coursework prepares students to meet the writing requirements and critical thinking skills needed to continue and finish their college careers successfully.

Additionally, we have built long-lasting relationships with our students, including continued mentorship after completing their journey at Fullerton College. Higher education was not established to serve the minoritized communities that we center in Ethnic Studies. So, we make it our priority to show our students that they are worthy of being intellectuals and can complete their college and career goals and make a positive impact in society. We guide them in navigating a more extensive education system and provide references that highlight our students' leadership and educational skills. We also provide professional development opportunities to aid in their confidence.

**Which classes have the highest demand and why? Are they offered regularly -- at different times of the day and week, in different formats (in-person, online, hybrid)? Please explain.**

- f. Three of our classes stand out as having the highest demand. In order, they are ETHS 101F, 130F, and 150F. ETHS 160F and 129F are also very popular. Generally, our classes are taught from a humanistic approach and include topics and perspectives relevant to our students' lived experiences while also incorporating contemporary social issues that are important to them. As a result, students regularly take more than one ethnic studies class and recommend our courses to their friends and family. Additionally, our department has partnered with student services that center affinity groups such as UMOJA and Puente. This partnership has also supported our enrollments by promoting our programs and recruiting students for our courses.
- g. **ETHS 101.** American Ethnic Studies: This introductory course is a comparative and interdisciplinary examination of the experiences of Black, Indigenous, and People of Color in the United States from the colonial era to today. We offered approximately 7-10 sections per semester. In the past five years, we taught 54 in-person sections, with 33% offered in the evening and 1,926 enrollments. This course has such high demand because it meets several transfers and graduation requirements, such as the CSU requirement in US History, Constitution, and American Ideals, Area D1 (CSU), and 4C (IGETC) as the multicultural requirement.
- h. **ETHS 130.** African American History I: This course examines the history of people of African descent from pre-colonial Africa to the civil war. We offer 2-3 sections every year, including summer. Out of 37 sections offered over the last five years, they had 1,422 enrollments; 13% were offered in the evening, and 8% were offered online. This course also meets several transfers and graduation requirements, including the CSU requirement in US History, Constitution, American Ideals, Humanities GE for CSU and IGETC, and the Social Sciences GEs.
- i. **ETHS 150 (formerly ETHS 140).** Introduction to Chicanx Studies: This is an introductory course to the field of Chicana/o/x Studies. We offer at least one section every semester, with an occasional summer section. Out of a total of 40 sections in the past five years, we had 1,161 enrollments. 12% were offered online, and 13% were offered in the evening. The course meets the social sciences GE requirements for both CSU and IGETC. As mentioned above, nearly 69% of the students who take our classes are Latinx, compared to 57.5% in all other programs. This shift can be attributed to students looking for courses that reflect their culture and experiences.

**Please describe how course offerings match students' preparation and goals.**

- j. Our approach allows students to be immersed in discussion-based pedagogy. As a result, our courses allow students to engage in critical conversations about social issues within and outside their communities. It also provides space for experiential connection between peers. These conversations are paired with critical readings of assigned course materials such as books, selected chapters, articles, novels, poetry, music, podcasts, films, video clips, and social media. Utilizing various media provides opportunities for students to engage with different ways of learning, sharing knowledge, and disseminating information. It also allows them to engage in technology that they already use. We also incorporate a variety of writing assignments. For example, in addition to intensive writing assignments such as critical essays and analyses, we also prepare our students to write succinctly by assigning project and conference proposals, abstracts, and other short writing assignments. Our courses meet CSU and IGETC general education requirements, which allow students to transfer to a four-year college and continue their educational journey. Finally, we adjust the course content to reflect students' requests and be relevant to contemporary issues and culture.

**Does enrollment vary by semester? Please describe how course offerings are adjusted to meet student demand and help students reach their academic goals.**

- k. Course offerings are adjusted to meet student demand by increasing seat counts in online courses; this has been true for ETHS 130F, 150F, and 160F. New in-person sections of ETHS 101F were added to the schedule when all other sections became full, and the waitlists were maxed. At the end of the academic year, we review the overall course demand and offer the courses with the highest demand in the summer. Historically this has been ETHS 101F, 130F, 150F, 160F, and 151F or 152F. We have also offered WMNS 100F: Intro to Women's Studies and SOSC 130F: Intro to LGBT Studies during summer sessions. In the past, we have experienced greater student demand and higher enrollment in the Fall semester, but this is proving to no longer be the case. We averaged 21 sections in fall and 22 sections in spring over the last five years, according to the data. While both Fall and Spring semesters offer most of our courses, including our most popular ones, some low-enrollment courses are only offered in the spring, which can explain the difference in section averages. However, it is essential to note that for some of those one-semester offerings, we have promoted and popularized the courses enough such that we have been able to offer them in the Fall and Spring (e.g., 151F/152F and 170F/171F).

### **3.2 Student Achievement and Equity (and student demographic profile)**

**Using the data provided by the OIE, briefly describe student achievement rates in your program over the past five years: completion, success, degrees/certificates, transfer, licensing, job placement, wage improvements (not all of these measures apply to every program).**

- a. The course completion rates in our program have been well over the 80th percentile, and our success rates have been well over the 70th percentile, above the average of all other programs in each academic year. From AY 16/17 to 19/20, our completion rates held steady between 86.2% to 89.7%, and our success rates were between 77.4% and 79.9%. We did experience a slight decline in both completion (82.5%) and success (72.4%) rates during AY 20/21, mirroring a decline experienced by most other programs, which corresponds to the global pandemic.
- b. Over the past five years, 27 students earned 13 AA degrees in Ethnic Studies. Eighteen students earned an AA degree in Chicana Studies, for a total of 31 Associate Degrees. 83% of students who take our courses successfully transferred to a four-year school compared to 77% across the college. For students who transferred from Ethnic Studies (34), 19 transferred to CSUs, 10 transferred to a UC, and 5 transferred to a university outside of the CSU/UC. About  $\frac{1}{3}$  of our students transferred to Cal State Fullerton, while the rest transferred to CSULB, UCLA, UCR, UCI, and Cal Poly Pomona.

**Please pay special attention to equity issues -- where a group of students has an achievement rate that is below average. What factors can explain this?**

- c. First and foremost, we view this question as flawed. It is asking faculty to make assumptions about our students that may or may not be accurate. Since we are only provided with quantitative data, the following are only our assumptions based on observation. For equity plans to be successful, we must use qualitative data that illuminates factors that create equity gaps. Only then will our equity plan have some direction of what our students need instead of what we think they need.
- d. Ethnic Studies has been highly successful with students completing our courses. However, there is an equity gap for completion and success for students who identify as 'not military.' Since this is most of our students, we can only assume that this gap is related to not having the same access to services provided to our active military and veteran students through FC's Veterans Center.
- e. The equity analysis chart reveals several gaps in success rates for specific student populations. For example, our Black/African American students experience a 62.4% course success rate gap. Based on long-term observation, discussion, and research, the Ethnic Studies Department faculty know that many of our Black male students come

from out-of-state with little to no economic or academic support provided by the college. While they are incredibly resilient and dedicated to achieving their educational goals, we also know that many of them are tasked with providing for themselves and their families. In addition, while our department has made strides to address some of the issues connected to this gap, there must be efforts on the administrative side to institutionalize services that center our Black or African American campus community. For example, Ethnic Studies and UMOJA partnered to hire an UMOJA counselor to address mental health issues and social stress. Black students experience heightened levels of stress due to [attending PWIs](#) and levels of [discrimination on and off campus](#). However, the position is part-time and, like all of the positions in UMOJA, temporary. A temporary status indicates a lack of institutional commitment to support our African-descended students. As faculty, we have no power over student services but urge the college to move towards institutionalizing services for Black students to help eliminate their equity gaps.

- f. These gaps do not only pertain to our Black students. According to the data, LGBT students report a completion rate of 72.4%, compared to 77.3% for “non-LGBT.” There are no institutionalized student support services for our queer community. While this is changing, it is moving at a snail’s pace. There is only one LGBT course. It is maintained and taught by Ethnic Studies and a few openly queer faculty members. [Associated Students passed a resolution last year, calling for the establishment of an LGBT program/department, which we believe will support queer students in their course success rates and educational experience overall](#). According to the [FC 2019 LGBT summit](#) and through conversations with queer students in our courses, LGBT students report needing more high-touch wrap-around services and more visibility across campus. Faculty and staff who undertake this work must be compensated for their emotional and physical labor. Lastly, both male students and foster youth are experiencing equity gaps within course success at 74.8% and 64.8%, respectively. As stated above, we lack qualitative data to prescribe possible solutions appropriately. However, one possible endeavor would be for ethnic studies faculty to attend the foster youth ally training hosted by the [FYSI office](#). Some of us are signed up for the training in December 2021.
- g. Overall, the majority of our students are [poor or working-class and first-generation college students](#), which can explain why some prioritize their basic needs over course “success.” They would benefit from early interventions and support, both institutional and peer to peer to 1) address the institutional barriers that they have encountered throughout their lives generally and in their education specifically and how to deal with those barriers, 2) to offset their lack of understanding of the higher education system and its culture, along with the need to 3) create an environment where they have a sense of belonging and develop a healthy positive self-image that can serve them in their daily life experiences on multiple levels.

**Does the department have regular discussions about equitable grading, attendance, late-work, and extra-credit policies, or about other strategies for helping students succeed? Could reforming classroom policies help more students succeed? Please explain.**

- h. The ethnic studies department holds formal meetings at the beginning of each semester where we discuss and strategize best practices for assignments, grading, policies, and pedagogy. We are in constant communication via email and text regarding troubleshooting issues as they arise. Faculty pose questions, engage in discussion and offer advice. We also centralize our communication via Canvas, sharing assignments, module pages, policy language, and resources. We work together to strategize how to best support students who are struggling for a variety of reasons. We have developed a department culture of ongoing self-reflection and communication to better support students throughout the semester.

**Please write a brief Equity Action Plan. What strategies can you implement to close this gap in student achievement within the next five years? What professional learning, curriculum development, or other forms of support does your department need?**

- a. **Full-time, tenure-track faculty.** As mentioned previously, functioning with three full-time faculty is insufficient to continue our equity-centered labor or provide space for us to grow as a department. One of the significant forms of support we need is at least three additional full-time ethnic studies faculty members. With adequate support, we can serve more students, participate in curriculum development for existing and underrepresented content, student advocacy, and the many other areas that support our priority of being radically student-centered.
- b. **Curricula Expansion.** We intend to expand our course offerings to help alleviate the equity gap for our LGBT and our African-descended students. We want to expand our curricula to include queer studies and gender and sexuality studies courses and develop a certificate and an AA degree in Queer Ethnic Studies. We are also in the process of expanding our African-centered curricula to include 200 level courses. This expansion takes time and requires work outside of our typical duties. As noted before, we need additional faculty to help realize this goal. The need to expand our curricula for equity gaps is also connected to our commitment to students' preparation and goals for their educational journey. According to the [NEA](#), students who participate in Ethnic Studies are "more academically engaged, develop a stronger sense of self-efficacy, and personal empowerment, perform better academically, and graduate at higher levels." Expanding our course offerings also increases the visibility of queer and Black-centered scholarship in academia and allows students a greater variety of knowledge.
- c. **Paid Internships.** We want to develop a 3-unit, paid internship course where students intern for community businesses and organizations that center intersectional communities

of color. Students benefit from learning relevant work skills, but it also provides an opportunity for students to apply what they have learned in our courses. We also believe providing relevant paid internships is one way to support students who are struggling financially and may have difficulty finding a balance between needing to work and attending class. As a department, we assert that people's labor is valuable, so having a paid internship will hopefully support students' necessities while also supporting their goals to graduate and transfer.

- d. **Increase Black and Queer Representation.** Fullerton College needs increased representation of radical Black, queer and trans faculty of color and staff who are equity advocates and active in the community (representation on its own is not enough). Currently, there is only one full-time Black faculty in our department and two in the entire Social Science division. The lack of Black representation is evidence that the college needs to take responsibility for the support and retention of Black faculty and staff since [African-descended students benefit academically from learning from Black teachers](#). As such, the ethnic studies department would like to provide opportunities for more African-descended people to work in our department and with our students. In addition to hiring Black faculty, we could also hire current students, alumni, and graduate students majoring in Africana Studies to be embedded tutors in our courses and participate in the [district mentorship program](#).
- e. **Educational Travel, Workshops, and Conferences.** Before the pandemic, ethnic studies faculty secured funding to take LGBT student delegations to two conferences in 2019: [Creating Change in Detroit, MI](#), and [¡Presente! Queer & Trans Conference at UC Riverside](#). We seek additional funding to take students to queer-centered conferences, workshops, and field trips.
- f. **Professional Development.** While the campus provides numerous opportunities to support faculty in teaching people of color, we also need PD that specifically teaches Black and LGBT students. Black people specifically have a [unique relationship with racialized oppression](#) not experienced by other groups of color, especially being a numeric minority on campus; this racialized trauma needs to be considered when educating Black students. Furthermore, as mentioned elsewhere in this report, there are limited opportunities to address the needs of our queer community on campus. What are some of the unique challenges that our LGBT students face in the classroom? What are some strategies we can implement to help close the success rate gap for our queer students? [We are part of a larger team that seeks institutionalized support for queer students, including establishing an LGBT Center and hiring a full-time director with support staff, including mental health counselors](#). We are also currently working on developing a safe(r) zone curriculum and seeking compensation from Staff Development to facilitate the training for our campus community.

- g. **Capacity and Community Building.** Ethnic Studies faculty have been working on short-term and long-term strategies to close equity gaps and better support LGBT and Black students since the last program review cycle. Part of this work entails building a solid community of Black and LGBT faculty, staff, student advocates, and co-strugglers. Capacity-community building takes time and has been ongoing.
- h. **Foster Youth.** Ethnic studies faculty can begin to address the equity gap for foster youth by attending the foster youth ally training hosted by the FYSI office and any other professional development workshops on this topic. Beyond that, there are institutional barriers that foster youth face, including but not limited to having their basic needs met. Regrettably, FC lags in providing adequate food, housing, mental health, and other basic needs for our students. The pandemic exacerbated these inequalities. As with other historically marginalized demographic groups, it is not the sole responsibility of the department to remedy the equity gaps that are present. There must be institutional shifts to remove barriers, eliminate discriminatory and problematic policies and practices, and empower students.
- i. **Male Students.** Amber González and Ziza Delgado Noguera both completed the Teaching Men of Color in the Community College Certificate Program in 2016 and Amber presented on the “Teaching Men of Color Faculty Panel” at the Adjunct Academy in January 2017. Our department is also working to create gender and sexuality studies courses targeted at empowering our men of color, by engaging them on topics that center their experiences and provide a critical language to analyze the intersections of race, gender, power, and masculinity. In the coming years, we plan to develop programming to address some of the issues we see our male students struggling most with, such as lack of affordable housing and food for out of state athletes and limited or no access to textbooks and technology. Currently, our faculty work hard to connect our male students with resources to address these gaps, both on and off campus. Additionally, we want to create opportunities for men to connect and have a community where they can discuss their experiences on and off campus and support each other's success. We would like to create similar opportunities for our male students as the ones we provide for womxn and non-binary students when we take them to UC Berkeley’s Empowering Womxn of Color Conference. We will use these funds to find organizations to partner with, similar to the college’s partnership with [A2MEND](#), so we can create community success cohorts for our male students. Additionally, we want to hire a full-time feminist man of color to support these efforts and develop workshops and other opportunities for our male students. Lastly, we plan to work with Hornets Tutoring to recommend and develop peer-to-peer mentorship.
- j. **Tutoring.** We have contacted Aaron Mezzano about partnering with embedded tutoring services with the FC Hornets Tutoring program for ETHS and WMNS courses. The Fullerton College Tutoring Center provides one-to-one and group tutoring for most

subjects and most classes offered at the college. We have also contacted Professor Arthur Hui about ETHS partnering with the FC Writing Center services for ETHS and WMNS courses. The Writing Center offers Fullerton College students tutorial sessions with supervised, trained tutors or English and ESL instructors. The Writing Center welcomes students from all disciplines for assistance with all writing projects and can receive help with all parts of the writing process: brainstorming, drafting, revising, and editing.

### **3.3 Student Achievement and Pathways**

**Using the data provided by the OIE, briefly describe how students have moved through the program over the past five years: unit accumulation, prerequisites, corequisites, substitutions, gateway courses, and bottleneck courses. (Not all of these measures apply to every program.)**

- a. Ethnic Studies does not have courses prerequisites or corequisites because we see them as barriers, however reflecting on how to better track students, we are seeking ways to understand when students declare an ETHS major, how to capture them sooner so we can support them sooner. All of our classes meet many GEs, and students often take courses to meet requirements, not necessarily to major in Ethnic Studies. Given the media coverage in the past year, the recent Ethnic Studies graduation requirements in California high schools, CCC, CSU, and UC, our dedicated promotional and recruitment endeavors, and with guided pathways, we anticipate capturing students sooner. It is important to note that over 96% of students who enroll in ethnic studies classes are non-majors. In AY 2020-21, we had 71 students enrolled as majors and 1,982 students as non-majors. Over the last five years, ETHS 101F had the highest enrollment. ETHS 171F, 170F, and 111F had success rates below 70%, and ETHS 150F, 170F, and 171F had withdrawal rates between 19.5-28.3%. ETHS 129F had the highest number of students repeating the course at 5%, the lowest success rate at 54%, and a withdrawal rate of 19%.

**For transfer degree programs: Are your current requirements in line with the Transfer Model Curriculum, or have you added extra steps, such as prerequisites? If you added extra steps, please explain.**

- a. N/A

**Please provide an update on the curriculum mapping you have done, perhaps in collaboration with Counseling. Are all programs (degrees and certificates) mapped? Based on course offerings for the last two to three years, could a student complete the map(s) you have created? If so, please demonstrate this with some facts from your schedules. If not, how will you address these discrepancies?**

- a. Department faculty have met with counselors and collaborated with the campus articulation officer to map three of our five AA degrees. Africana Studies and Chicana/Latinx Studies have been finalized, and Ethnic Studies is in the final stage. In Fall 2021, we launched two new AA degrees in Asian and Pacific Islander American Studies and American Indian and Indigenous Studies. We anticipate mapping these degrees before the end of the 2021-22 AY.

**Does the data reveal differences among your AA, ADT, or certificate programs (in enrollment, completion, or success, for example)? Please explain.**

- a. N/A

### **3.4 Faculty**

**Using the data provided by the OIE, briefly describe the faculty workload over the past five years: FTF (full-time faculty), PTF (part-time, or “adjunct” faculty), FTEF (full-time equivalent faculty), WSCH per FTEF (weekly student contact hours). (Not all of these measures apply to every program.)**

- a. The ethnic studies department has 3 full-time and 8 part-time faculty, or 12.4 FTEF. Over the past 5 years, part-time faculty have taught, on average, 42% of our sections. The number of sections has increased from 47 in AY 16/17 to 52 in AY 20/21. Our fill rate is usually between 86%-89%, averaging 86.6% over 5 years, and our average class size ranges between 29.2-39.6 students per course.
- b. The number of active sections was at a 5 year high (52) in AY 20/21, while canceled sections (1) were at a 5 year low. These figures are despite the COVID-19 public health emergency. The data from the last 5 years shows an increase in average class size and active classes, and our fill rates have been steady, despite large class sizes. We would benefit from 3 full-time growth hires since forthcoming state mandates will ensure enrollment increases. Our FTES/FTEF graph line appears to be flat, but the numbers have ranged from a minimum of 16.5 to a maximum of 20.3 over the last 5 years. Our WSCH graph has varied over the last 5 years, from a minimum of 494 to a maximum of 610.

**If your department plans to request hiring a full-time faculty member, this is the place to make the argument. Please discuss hiring needs in reference to data analyzed in sections 3.1 to 3.4.**

- c. In our 2017-2018 program review self-study, we anticipated the need for one growth hire in 4-6 years to implement our goals and sustain our work. Thus, we included this request in our *Long-Term Plans (7.0)*. In our 2020 Annual Program Review Update, we identified significant legislative changes that necessitated one additional growth hire, for a total of two. The Readers Reports supported these requests. The new Ethnic Studies graduation requirements (high school, CCC, CSU, UC) demonstrate the need for three full-time tenure track growth positions, which we are now requesting.
- d. As we increase our section offerings and add new courses and certificates to our curriculum, due partly to the growing demand for Ethnic Studies, we must maintain our student-centered pedagogy and innovative course design. We also want our department to continue to be active members of campus life and shared governance, and offer campus-wide opportunities for extracurricular learning. A primary goal is to maintain our high rates of student completion and success and increase these overall, especially where equity gaps exist. To meet all of these needs, our department will need to hire three full-time faculty members.
- e. There are three synergistic elements at play:
  - 1. Following legal mandates and increased enrollments, we have demonstrated a real need for growth hires in the form of appropriately trained scholars,
  - 2. We have student populations that are underserved, and
  - 3. COVID-19 discourse has revealed the dire need for truly equitable pedagogy and faculty adept at technological innovation. Upon the start of the public health crisis, our department switched to remote learning modalities to safeguard the health of our students and their families. Studies have shown that students of color do not fare as well online versus face-to face, so our faculty have taken every opportunity to modify course content and delivery to ensure equity.

Consistent with national and global trends in Ethnic Studies, our department has experienced growth in the last few years. 2020 and 2021 have ushered in statewide legislation mandating ethnic studies curricula be embedded in the graduation requirements for the California State University via AB 1460, the California Community College system via Title V revisions, and public and charter high schools via AB 101. As the largest higher education system in the nation and the [largest feeder system](#) into the CSUs (where 51% of CSU graduates started at a community college), CCCs will play a

vital role in ensuring students meet this new requirement. In addition, the growth of Ethnic Studies in high schools puts NOCCCD in the middle of a growing pipeline. Currently, Fullerton College is one of only a few dozen Ethnic Studies departments within the California Community College system. We have a unique opportunity to meet a growing need for current and prospective students. Many students attending nearby colleges that do not have Ethnic Studies departments/programs or that do not provide sufficient course offerings, will inevitably come to us to fulfill this requirement.

Additionally, through our online course offerings, we will be able to serve students across the state. Notably, during the COVID-19 public health crisis, we experienced substantial enrollment growth where most other programs on our campus experienced sharp declines, and with the implementation of new statewide mandates, we anticipate a massive influx of enrollees in our classes. We are looking ahead to the continued growth of our department's enrollment and the growth of a more ethnically diverse student body. **Granting us three growth hires would reflect a major transitional moment of the college's mission to commit to equity, to promote a sense of community to all students.**

We desire to grow our programs within the department since we operate as five separate areas of study housed within one department: Ethnic Studies, Africana Studies, American Indian and Indigenous Studies, Asian Pacific Islander American Studies, and Chicanx/Latinx Studies. We also manage and offer courses in LGBT Studies and Women's Studies. At other four-year universities and community colleges, what we have as AA degrees function as full departments, free-standing and supported by a full array of faculty and staff. At present, we have three full-time faculty members with area specialties in African American/Africana/Black Studies, Chicanx/Latinx Studies, and comparative Ethnic Studies. In our last full-time job search, we sought to hire someone specializing in social movements and comparative ethnic studies or Asian Pacific Islander American Studies. We were able to hire Dr. Ziza Delgado Noguera as an expert in the former.

We need additional faculty experts in American Indian Studies, Queer Ethnic Studies, and Asian Pacific Islander American Studies to round out the department's ability to teach specialty courses, grow our AIIS and APIA majors/degrees, and build extracurricular and student support programs. As of Spring 2021, FC was deemed eligible for designation as an [Asian American Native American Pacific Islander Serving Institution \(AANAPISI\)](#), which speaks to an even greater need to hire an area expert who is a part of the community. Our department was part of a campus-wide collective that applied for the grant, and while we were not selected for 2021-2022, we will be using the feedback for the 2022-2023 submission.

Moreover, we are in the process of developing a teacher education certificate to meet the growing needs of future instructors who will require training in ethnic studies curricula and pedagogy. Ethnic studies assists all educators, but future teachers need to be trained, certified, and assessed before going forth and teaching in the field. We also are in the process of adding a restorative/transformatory justice certificate to enrich our students' skill sets in a variety of majors and fields. We desire to offer internships and externships; our faculty has many community connections, and we want our students to benefit. We would love to offer more opportunities for specialized projects and guidance for students working on independent scholarly research. But in order to serve our students in those ways, we need more faculty.

There have been [massive cluster hire efforts nationwide](#) for full-time/tenure track instructors at academic institutions following [increased commitments](#) to DEI work. California academic institutions have increased tenure-line calls for Ethnic Studies faculty at the [UC](#), [CSU](#), and [community college](#) levels, following state mandates for ethnic studies graduation requirements.

FC must follow the trends and hire additional full-time ethnic studies faculty to meet current and emerging student needs to serve students more fully. At present, we do not have a sufficient number of full-time faculty to support sustained expansion because classes are offered each semester based on the limited availability of full-time and part-time faculty. This current limitation impacts our course offerings. While we have eight talented adjuncts, they teach at multiple colleges and universities elsewhere and cannot be expected to teach full loads, perform administrative functions, attend department meetings, serve on committees, perform advisory duties, work on department projects, complete SLOs, and develop programs and workshops for our students.

Ethnic Studies courses and faculty enrich student-centered educational experiences addressing long silenced issues of oppression and cultural resilience. Ethnic Studies courses center critical thinking around white supremacy, institutional racism, and power and promote social justice and anti-racist practices. All of these topics have recently been [highlighted as campus](#) and [district priorities](#). Thus, having additional experts to help our department bear the increased labor we have been called to take on and have volunteered will benefit the broader initiatives being implemented in the coming years. Our specialized pedagogy allows students to pursue personal interests in the field, assist with future dreams of teaching in primary, secondary, community, and university-level institutions. We enrich students' intersectional and critical thinking skills to inform professional skills in medicine, law, social welfare, and economics. Ethnic studies reify and center discursive formations of people of color from our perspectives and manifest itself through community members' collective energies and cooperative efforts, students, faculty, and staff. Fullerton College occupies a unique geographical space in that we

serve a multitude of diverse populations. As a field, Ethnic Studies furthers the understanding of these populations. We were the first Ethnic Studies department in Orange County and are one of the oldest in the CCC, founded by well-known activist scholars in the department. We want to continue to model for others as the premier department in the county. Expanding our full-time faculty ensures the stability and longevity of the department and is a necessity as a twenty-first-century institution invested in diversity, equity, inclusion, and anti-racism.

### 3.5 Covid-19

**Using the data provided by the OIE, briefly describe how the Covid-19 pandemic affected your department and how your department has adjusted. Did you make temporary changes? Or have you adopted new, long-lasting practices that enhance teaching?**

- a. All full-time faculty and most adjunct faculty in ethnic studies were certified to teach online at the onset of the pandemic in spring 2020. Of the two adjunct faculty who were not already certified, one was approved for equivalency and the other attended the [Online Teaching Certificate](#) bootcamp over the summer 2020. They were both granted emergency approval in the meantime. Online certification allowed us to move our courses to Canvas. Many of our faculty were already using the online learning platform in some capacity. Zoom was new to many of us and there was a learning curve through the 2020-21 AY. Throughout the pandemic, ethnic studies faculty have communicated regularly to discuss ways to adjust our high-touch, interactive, discussion-based pedagogy to an online format. In a typical semester, most faculty assign analytical essays, individual and group projects and presentations, and creative/artistic projects rather than objective exams. It was a monumental task to shift these learning modalities to an online format. To adjust our pedagogies to an online format, we created a Canvas course to share resources and assignment ideas and to pose questions.

We made many changes and faculty intend to adopt these into the future. These include: connecting students with Academic Technology Services directly to ensure they get laptops and headsets, accepting late assignments without penalty, extensions built into the assignments (eliminating the need for students to make requests), honoring all requests for extensions, not requiring a DSS letter to get accommodations, implementing UDL principles into course design, not timing exams or quizzes and having them be open notes/open book, thoughtful considerations around accessibility, organizing modules to have less clicking/be less cumbersome, provide students different modalities to learn content (articles/reading, multimedia, audio and visual materials, music, etc.), assignments and readings that are shorter in length, shorter lectures (5-20 minutes), posting slides and running them through accessibility checkers, sharing fun material like music playlists and podcasts, using OER, JSTOR, and other free online materials, low-

stakes assignments, collaborative assignments, structured but flexible assignments, using Pronto, Canvas, Zoom, Padlet to stay connected, well-being check-ins, [constructing care webs](#), inviting students to relevant virtual events offered by the community, and more! Offering courses online has allowed us to reach a wider audience (e.g., re-entry students and folks who have already graduated, parents). We see there is greater accessibility for other populations to take our courses.

Some of the practices that we've found to enhance our teaching that we will continue to include are assigning low-cost or no-cost materials that can be accessed digitally, ensuring accessibility of all materials, teaching with more empathy and tenderness, and staying up-to-date about campus resources to share with students.

### **3.6 What has not been asked?**

**Please tell us about other ways your department has been successful, ways that the previous questions might have missed.**

- a. Each of our full-time faculty advises student clubs including Queer People of Color (QPOC), Movimiento Estudiantil Chicano de Aztlán (MEChA), and Street Scholars (for formally incarcerated and system impacted students). In addition, Ethnic Studies faculty are instructors and support staff for the Puente and UMOJA Community Programs.

### **4.1 Program Student Learning Outcomes (PSLOs)**

**Since the last self-studies, the College adopted new Institutional Student Learning Outcomes (ISLOs) and new design principles for PSLOs. Please describe your department's PSLO revisions to date, and your PSLO plans.**

- a. We met with Jeanne Costello on October 7, 2021, to discuss our plans for PSLO revisions. We are scheduled to have them revised by February 2022.

### **4.2 PSLO Assessment**

**The new PSLO design principles encourage departments to use PSLOs as a way of gauging student learning once they have completed a degree or certificate, not just when they have completed a single course. Please describe how PSLOs are assessed or will be assessed in your department.**

- a. Department faculty are in on-going conversation about e-portfolios, surveys, capstone projects, or other high-impact educational practices that could gauge learning once students complete our program. We are thinking about the possibility of developing an ethnic studies capstone course and/or internships as a form of experiential learning.

### 4.3 CSLO Assessment

**Briefly describe the timeline your department uses to assess CSLOs on a regular basis and how you use the results to make improvements. This discussion should be based on SLO data, which is available on eLumen. (Your division's SLO reps can help with this.) Please include relevant CSLO charts or graphs in an Appendix. Since the last self-study, you should have assessed the CSLOs of every course that you have taught, at least once. If that is not the case, please describe how you will accomplish this as soon as possible.**

- a. The typical timeline to assess CSLOs was disrupted due to the pandemic and the outcomes themselves were not reliable given the abrupt disruption to student's learning. Despite this fact, ethnic studies faculty meet frequently to discuss student learning.

### 4.4 SLO Equity Analysis

1. Looking at CSLO attainment data, do you find significant differences by race, ethnicity, gender, and other categories? Please include some illustrations of this data in the Appendix. Describe here what the data shows. What strategies will you use to close the attainment gaps among groups of students? What kinds of professional learning would help?
2. Compare the equity analysis in this section to the equity analysis in Section 3.2. Are there some groups who have lower completion and success rates AND lower SLO attainment rates than other groups? Can new departmental strategies close both gaps? Please explain. [For example, many departments found that their SLO attainment gaps are quite a bit smaller than their success gaps (or the gaps don't exist). This might mean that many students who get a D or lower in a course are actually learning the material (i.e. attaining the SLOs) but they are winding up with a failing grade for other reasons: absences, tardies, missed assignments, missed exams, poor performance on high-stakes assignments.]

## 5.0 Other Areas of Program Effectiveness

### 5.1 Your Department and General Education

**Using the data provided by the OIE, please look at students who take your courses for GE credit. What role does your department play in helping students complete the GE pathway?**

- a. 91.9% of students who enroll in our classes take it to complete their general education requirements. As a department we write most of our curricula to meet two or more general education requirements. Courses with the highest enrollment (ETHS 101 and

130) meets the CSU graduation requirement in U.S. history. We can only assume that students see this as an opportunity to learn U.S. history from a critical perspective and still meet what they need to continue their academic career. ETHS 150, the third highest enrollment may be explained due to its content centering Latinx communities which reflect the culture and experiences of most of our student population. 100% of our courses meet CSU and IGETC GE requirements.

**Do you offer GE courses at a variety of time slots and at a frequency that allows students to fulfill GE requirements?**

- a. 50% of the classes we offer have evening options including the three most popular classes listed above. Additionally, prior to the pandemic we offered three courses online. However, because of some of the equity gap issues with prioritizing work over school, we're starting to offer more online to provide flexibility for our students.

**Please take into account daytime, evening, weekend, and online classes to provide a brief sketch of your GE course availability.**

- a. Except for weekend classes, our courses have a variety of availability. At least one section of each course is face-to-face, Monday through Thursday. There is also a mix of one day a week and two days a week. We also provide sections in the morning, mid-day, evening, and online for our three most popular courses. Additionally, for ETHS 101, we offer a one-day a week Friday class. Lastly, we offer honors classes in the morning or mid-day. We've also increased the size of some of our courses to accommodate 1.5 and doubles.

## **5.2 Outside Influences on Your Department**

**Describe any laws, regulations, trends, policies, procedures, or other influences that have an impact on your program. Please include any other data that may be relevant to student achievement, learning, and trends within your Basic Skills, CTE, or Transfer Education programs. Make sure you are including all degree and certificate programs, including the College's GE program. Please also consider not only your courses, but also prerequisite and corequisite courses that might be offered by a different department. If AB 705 applies to the program then how are you meeting its mandates?**

- a. 2021 has ushered in several statewide policies mandating ethnic studies at different academic tiers: AB 1460 for the California State University (CSU) system, Title V revisions for the California Community College system, and AB 101 for California public and charter high schools. Ethnic Studies is now a graduation requirement at the California State University ([Task Force](#)), University of California ([UC AS](#)), California

Community Colleges ([CCCCCO](#)), and California High Schools ([EdSource](#)). New programs, departments, courses, and degrees are being created in grades 9-16 and educators are being hired to teach millions of students across the state who will be taking an Ethnic Studies class to meet the graduation requirement, in addition to the many students who major in the field. At present, the CCC Chancellor's Office is creating new [Transfer Model Curriculum \(TMC\)](#) in Ethnic Studies, African American Studies, American Indian Studies, Asian American Studies and Chicano/Latino Studies, each with their required core courses to be submitted for [C-ID](#), which are transferable courses commonly articulated between the CCC and CSU. These developments will result in five new AA-Ts in Ethnic Studies and the four related disciplines.

- b. **AB1460.** As of August 16, 2020 California Governor Gavin Newsom signed AB 1460 into law. This policy has led to a steady influx of students registering for our ETHS courses at Fullerton College. The bill [requires all California State University graduates to take at least one 3 unit ETHS course to graduate](#). Starting in AY 21/22, the CSU system has provided ETHS courses at each of its campuses, resulting in an influx of cluster hires at those campuses. [The direct impact is on students graduating from the CSU in the 2024-2025 academic year](#). The welcome decision came amid a national push for ethnic studies curricula in public education and widespread calls to “dismantle systemic racism” and address institutional injustices.
- c. **Title V revisions.** As of July 13, 2021, the [California Community Colleges Board of Governors decided that community college students planning to complete an associate's degree will need to complete one 3 unit semester course or one 4 unit quarter course in ethnic studies](#). The California Community Colleges serve over 2 million students [and nearly 70% are from communities of color](#). Approximately 70 of the 116 community colleges or 60% offer an ethnic studies course. Many of these students attended California high schools and have not benefited from learning their history or cultures and contributions to society. Over the past 52 years, there have been some proactive efforts to provide the leadership and circumstances necessary to promote and integrate ethnic studies into the mainstream of the community college curriculum. In June 2020, the Chancellor's Office released the [Diversity, Equity and Inclusion \(DEI\) Call to Action](#) which called for, among other things, campuses to audit classroom climate and create action plans to create inclusive classrooms and anti-racism curricula. Instituting Ethnic Studies as a graduation requirement for the Associate's degree is an important first step in diversifying curriculum and one important tool for creating anti-racism curricula. In 2020, the Academic Senate for California Community Colleges (ASCCC) adopted [resolution 9.03](#) calling for an Ethnic Studies graduation requirement. The Student Senate for California Community Colleges (SSCCC) similarly adopted [resolution S21.01.05](#), advocating for an Ethnic Studies graduation requirement. In Spring 2021, the Fullerton College Associated Students put out a [resolution](#) in favor of these tenets. The California Community Colleges [Ethnic Studies Faculty Council](#), consisting of 200 Ethnic

Studies faculty from across the CCC system, including faculty in our department, also advocated for this reform. There was a clear call from faculty and students to implement an Ethnic Studies degree requirement. By implementing the Title V Revision, all California Community Colleges will provide the Ethnic Studies courses students need to prepare them for transfer to the CSU system. As California Community Colleges are doing the labor to institute Ethnic Studies as a transfer requirement, implementing an Ethnic Studies Associate degree requirement aligns with those efforts and ensures all students have access to Ethnic Studies curriculum.

- d. **AB 101.** The first in the nation, this bill follows antecedents AB 1460 and Title V revisions. California's student population is ethnically diverse and the [mandate impacts over 1.7 million students](#), but high schools will start offering the courses in 2025. Many school districts in California have already implemented ethnic studies into their high school graduation requirements, including [San Diego](#), [San Francisco](#), [Fresno](#) and [Los Angeles](#) Unified school districts. [The policy AB 101 was authored by Jose Medina, Assemblyman from Riverside](#) who says: "Students cannot have a full understanding of the history of our state and nation without the inclusion of the contributions and struggles of Native Americans, African Americans, Latinos, and Asian Americans."
- e. Starting in Fall 2024, if a student's transcript indicates full IGETC certification, Ethnic Studies is expected and required to be completed before transfer. Further information is forthcoming, expected to be announced in December 2021.
- f. **[AB 928](#), [AB 1111](#), and [AB 469](#).** As of October 6, 2021, California Governor Gavin Newsom also signed bills that address institutional barriers within the transfer process to [ensure streamlined pathways](#) and make getting funding easier for California community college students' matriculation into the states' four year public institutions. This super pathway encompassing UC and CSU transfer protocols will be effective starting in 2024-2025. These legal mandates are explained more thoroughly below. These bills were passed with [enthusiastic support](#) from California [community colleges](#), UC, and CSU students, staff, and faculty.
  - a. AB 928 mandates all [California Community Colleges put students who declare a transfer goal on an Associate Degree for Transfer \(ADT\) pathway for their intended major](#). It also requires that the 23 California State University campuses and 9 University of California undergraduate campuses establish a joint singular lower-division general education pathway for transfer. AB 928 mandates oversight of the ADT by a committee of community college and university representatives.
  - b. [AB 1111 removes a transfer barrier](#) to ameliorate student inequity and requires that California community colleges with similar courses adopt a common course numbering system to ensure they fulfill the same transfer requirements for CSU and UC systems. The goal is to ensure students' accessibility to transfer, clarify

any confusion, and create greater opportunities for the state's educational systems to communicate with each other.

- c. [AB 469 requires all students to submit a Free Application for Federal Student Aid or California Dream Act](#) application by September 2022. Assembly member Eloise Gomez Reyes authors the bill, D-San Bernardino, the bill addresses class inequities to make [financial aid more accessible to California high school students.](#)

### **5.3 Your Program's Active and Applied Learning and High-Impact Practices**

**The College wants to create an inventory of faculty efforts to make learning active and applied. Please briefly describe opportunities your students have to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad, and other experiential learning activities that you intentionally embed in coursework, or elsewhere in your program.**

- a. The Ethnic Studies Department is an active member of campus life and offers campus-wide opportunities for extracurricular learning, which attract and connect students to Ethnic Studies courses. We invest in high-impact institutional practices by embedding service and community-based learning into our courses, taking students on field trips to historically and culturally significant sites in Los Angeles, Orange, and San Diego counties, assigning collaborative projects (eg. publishing zines, making short films, producing podcast episodes, etc.), and taking student delegations to conferences. In the spring we typically take students to the Womxn of Color Conference at UC Berkeley, and we host an Ethnic Studies Summit every year, however, these events were canceled in spring 2019 and 2020 due to COVID-19. We host numerous annual events that we co-organize with students as a part of our classes and integrate as service-learning projects. These include Indigenous People's Day, Día de Los Muertos, Fall Harvest Fundraising Drive and Giveaway, and Kwanzaa. We also collaborate with other programs and departments on events such as Black History and Latinx Heritage Month, Cadena Center student forums and World Fest, and the 50th Anniversary Earth Day Webinar, and more. Our faculty are deeply committed to formal and informal mentoring on campus and throughout the community. The field of Ethnic Studies was founded with pedagogical practices that center service learning and project-based learning as a way for our students to apply their education to their lived experiences and the needs of their communities. With almost 50 years of experience in applied learning, the examples provided above reflect only a sample of our work in this area.

**Are there institutional barriers hindering your department's ability to offer or enhance these learning experiences for students? Please explain.**

- b. One of the primary institutional barriers is our need for additional full-time faculty to grow and deepen our offerings. We want to develop relationships with outside organizations to be able to offer paid internships, externships, service learning, and educational travel/field trips, and other experiential learning activities to our students. This type of work takes time and resources, which our current faculty have not been able to spare on top of teaching, campus and district service, and community advocacy work. We would also like to be able to offer relevant study abroad trips, however, we have come across roadblocks around which countries the study abroad committee deems worthy, safe, and appealing. One of our faculty has worked around this obstacle by taking students on short-term study abroad trips with educational touring companies because our campus has not been willing to support trips to Latin America (outside of Argentina) or other non-Western, non-imperial nations. We would also like to work on writing grants to make these experiential learning activities financially accessible to our students, however, this requires a great deal of time and administrative labor. We would greatly benefit from additional administrative support to be able to realize the many goals and dreams we have for our department, for our students, and for the campus.

## **6.0 Planning**

### **6.1 Progress on Previous Strategic Action Plans**

**Please briefly describe the goals (Strategic Action Plans, SAPs) from your last self-study. How much progress have you made on them? If you have reached a goal, explain how it allows ongoing improvement, especially if you received additional funding.**

- a. **SAP #1.** We met our goal to hire one FTEF, Dr. Ziza Delgado Noguera, as a replacement hire for Gerald Padilla. Ziza has been instrumental in the maintenance and growth of the ethnic studies department.
- b. **SAP #2.** We set a goal to improve our retention and success rates overall, but specifically for our Black and Hispanic students, who were disproportionately impacted. We sought to improve retention and success rates by 2% with an overall three-year average goal of 89-90% and success rates with an overall three-year average goal of 78-79%. We sought to increase the success rates of our Black students specifically by 1% annually so that they would move from 67.7% to 70.7% by 2019-20.
  - i. Over the past five years, the course completion rates in our program have been well over the 80th percentile and our success rates have been well over the 70th percentile, above the average of all other programs in each academic year. From AY 16/17 to 19/20 our completion rates held steady

between 86.2% to 89.7% and our success rates were between 77.4% and 79.9%. We did experience a slight decline in both completion (82.5%) and success (72.4%) rates during AY 20/21, mirroring a decline experienced by most other programs, which corresponds to the global pandemic.

- ii. For Black students, the course completion rate is 84.3% and success rate is 62.4% and for Latinx students' completion is 86.5% and success is 77.3%. There is still work we need to do to improve the completion and success rates for our Black students, with the institutional support of the college, as mentioned in 3.2.4b.
- c. **SAP #3.** We exceeded our goal to increase the number of Ethnic Studies majors incrementally by 5 per year. We strived to have 70 majors by 2019-20 and we ended up with 71 majors. In the last self-study, we averaged three degrees awarded per year and we hoped to increase this incrementally by 2 additional degrees awarded per year over a three-year period. We ended up awarding 31 degrees over the last five years, far exceeding our original goal. This can be partially attributed to the program review funding we received and utilized to create and distribute promotional materials and to cover the monthly costs of our newsletter/ mailing list to be able to increase our readership (which we did and now have over 6,000 unique subscribers). It is imperative that we maintain our efforts to promote and grow our program and to support and recognize our students. Part of this SAP that was not met was to have access to more classrooms during prime-time (7AM-3PM) and access to larger classrooms with adequate technology to offer double, 2.5, and triple sections. This goal is even more imperative now that we will surely offer more sections in the coming semester and coming years.
- d. **SAP #4.** We exceeded our goals to expand and diversify Ethnic Studies curriculum and course offerings to include honors courses, online courses, and 200-level courses. Since the last program review, we created three new AA degrees in Africana Studies, American Indian and Indigenous Studies, and Asian Pacific Islander American Studies. We successfully developed and offered four new courses, two of which are honors and two 200-level (111F, 235F, 101HF, 235HF). In addition, we developed and offered two other courses in Fall 2021, just outside the timeframe for this self-study (159F, 202F) and we have four more in the pipeline, three of which are honors (162F, 111HF, 129HF, 130HF).
- e. **SAP #5.** We received partial program review funding (\$10,000) to support our long-standing extracurricular cultural programming and to develop new and innovative events and programs. In AY 2019-20 and 2020-21, we hosted recruitment events each semester and an end-of-the-year celebration and recognition ceremony each spring for Ethnic Studies graduates. We also brought

speakers for Indigenous People's Day and co-hosted a financial literacy workshop for Black History Month with UMOJA. We believe these events contributed to our increase in enrollment and degrees awarded. To supplement what was not awarded from program review, we sought and were awarded student equity funds for our long-standing, extra-curricular programming, including Día de Los Muertos, Kwanzaa, the Ethnic Studies Summit, Empowering Womxn of Color Conference, and our Critical Dialogues speaker series. SEAC has changed its funding structure and they will no longer fund one-time events, so we will seek funding for these in our new SAP #2 below.

- f. **SAP #6.** We requested but were not granted funds to establish an Ethnic Studies Lab to increase success and retention rates. We had hoped to create an immersive, fully equipped space for students to study and be mentored, to access free printing and textbook lending to support our low-income students, and a peer-to-peer tutoring hub and discipline-specific writing services. This lab space is even more imperative as our enrollment has increased by over 45% in the last year when all other programs experienced a decline. Over 2,000 students took an ethnic studies class in 2020-21 alone and this number is expected to keep growing with the new ethnic studies graduation requirements. We re-envision the lab space as The Ethnic Studies Center in our new SAP #2 below.
2. If additional funds were NOT allocated to you in the last review cycle, how did the LACK of funds have an impact on your program? N/A

## 6.2 New Strategic Action Plans

Our SAPs are designed to address our Equity Action Plan (3.2.4) and contribute to the following measurable outcomes:

- Increase/improve student completion, success, and transfer rates.
- Increase enrollment and headcounts.
- Increase the number of Ethnic Studies majors and degrees awarded.

During AY 20/21 we experienced slight declines in completion and success rates due to the pandemic, and we're optimistic that over the next PR cycle we will move incrementally towards our pre-pandemic numbers from 82.5% completion towards 86% and from 72.4% success towards 77%, placing an emphasis on supporting our Black students' success rates moving from 62.4% towards 66%. We also seek to support our students' transfer goals. Of students who take our courses, 83% successfully transferred to a four-year school compared to 77% across the college, and we seek to maintain this impressive statistic. We speculate that our transfer rates will increase once we are able to develop and offer discipline-specific AA-T degrees.

Once the state finalizes the five Ethnic Studies TMCs (anticipated in 2022-23), it will take us an additional two years to develop them and be granted state approval, so this may be a longer-term goal. This is why we seek to maintain our high transfer rates for this PR cycle. In the meantime, we have developed three new AA degrees for a total of five effective fall 2021. We seek to grow our majors incrementally by 10% per year so that we eventually average approximately 100 students in our pipeline. We seek to increase our degrees awarded from an average of 6 per year towards 10 per year. As mentioned above, we anticipate a continued increase in enrollment and headcount as a result of recent ethnic studies legislation. While it is hard to predict specific numbers for these categories, the CSU Ethnic Studies requirement has already taken effect as of Fall 2021 and students are able to satisfy this requirement by taking an ethnic studies course at FC.

We also know that Fullerton College awards nearly 3,000 Associates degrees each year ([Annual Report 18/19](#)), and all students who earn an AA/AS will be required to take an ETHS course beginning in 2023, no later than 2024. This will likely be in addition to the 2,000 students who took our classes in AY 20/21. This means that our enrollment is likely to increase by more than double very soon. Finally, and most importantly, as a department rooted in community liberation and decolonization, we seek to contribute to a campus culture that acts in accordance with equitable and anti-racist values and to nurture a sense of safety, belonging, and empowerment, particularly for historically marginalized students. We want to be clear that a combination of quantitative *and qualitative* data will be required, such as the Survey Inquiry Group (SIG) 2021 report and student focus groups, to assess our SAP goals and outcomes. Department faculty will develop an exit survey for students who take our courses to be administered in all courses offered to gather this data.

**Strategic Action Plan (SAP) #1, department (or program) name: Ethnic Studies  
Department**

|                                 |   |
|---------------------------------|---|
| Describe Strategic Action Plan. | <b>Hire three additional full-time tenure track faculty (growth hires).</b> |
| List College goal/objective     | <b>GOAL 1: PROMOTE SUCCESS FOR EVERY STUDENT</b>                            |

|  |  |
|--|--|
| the plan meets.  | <ul style="list-style-type: none"> <li>Objective 4: Increase completion of courses, certificate and degree programs, and transfer-readiness</li> </ul> <p><b>GOAL 2: CULTIVATE A CULTURE OF EQUITY</b></p> <ul style="list-style-type: none"> <li>Objective 2: Increase equity in hiring and training</li> <li>Objective 3: Increase outreach to and recruitment of students from underserved populations</li> <li>Objective 4: Foster a sense of belonging where all are welcome, and student basic needs are addressed</li> </ul> <p><b>GOAL 3: STRENGTHEN CONNECTIONS WITH OUR COMMUNITY</b></p> <ul style="list-style-type: none"> <li>Objective 1: Create and expand partnerships with local K-12 and higher education institutions</li> <li>Objective 2: Create and expand relationships with local businesses and civic organizations</li> </ul> <p><b>SIG Report Recommendations (2021): (pending Senate approval)</b></p> <ul style="list-style-type: none"> <li><u>Theme 1: Becoming an Anti-Racist College:</u> The work, activities, and environment of the college should better reflect the diversity of our student population. Some ways to achieve that include: <ul style="list-style-type: none"> <li>1. Hiring more staff, faculty, and administrators of color;</li> <li>3. Training faculty on how to engage in meaningful conversations around race and cultural competencies.</li> </ul> </li> </ul> |
| Describe the SAP. Include persons responsible and timeframe. | <p><b><u><i>This is the principal SAP and must be fulfilled to successfully accomplish the others.</i></u></b></p> <p>We will need to hire two one-year temporary full-time positions for AY 22/23. In the meantime, our FT TT hires are approved. All current full-time faculty will serve on this hiring committee in spring 2022. We see this as a step en route to our goal of hiring three permanent full-time faculty for AY 23/24 in time for the implementation of the CCC ethnic studies graduation requirement. The hiring committee for the three FT TT positions should be formed in fall 2022, no later than spring 2023.</p>   |
| What Measurable Outcome do you anticipate                    | See 6.2 narrative above  |

|  |     |
|--|-----|
| for this SAP?  |     |
| What specific aspects of this SAP can you accomplish without additional financial resources? | N/A |

**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 HR and current salary schedule |                          |
| Facilities                    |  |                          |
| Equipment                     |  |                          |
| Supplies                      |  |                          |
| Computer hardware             |  |                          |
| Computer software             |  |                          |
| Training                      |  |                          |
| Other                         |  |                          |
| <b>TOTAL requested amount</b> | Determined by HR and current salary schedule |                          |

**Strategic Action Plan (SAP) #2, department (or program) name: Ethnic Studies**  
**Department**

|   |  |
|---|--|
| Describe Strategic Action Plan.             | <b>Establish an Ethnic Studies Center to sustain existing and develop new active and applied learning and high-impact practices.</b>   |
| List College goal/objective the plan meets. | <p><b>GOAL 1: PROMOTE SUCCESS FOR EVERY STUDENT</b></p> <ul style="list-style-type: none"> <li>• Objective 2: Enhance workforce training opportunities</li> <li>• Objective 4: Increase completion of courses, certificate and degree programs, and transfer-readiness</li> </ul> <p><b>GOAL 2: CULTIVATE A CULTURE OF EQUITY</b></p> <ul style="list-style-type: none"> <li>• Objective 1: Remove institutional barriers to student equity and success</li> <li>• Objective 2: Increase equity in hiring and training</li> <li>• Objective 3: Increase outreach to and recruitment of students from underserved populations</li> <li>• Objective 4: Foster a sense of belonging where all are welcome and student basic needs are addressed</li> </ul> <p><b>GOAL 3: STRENGTHEN CONNECTIONS WITH OUR COMMUNITY</b></p> <ul style="list-style-type: none"> <li>• Objective 1: Create and expand partnerships with local K-12 and higher education institutions</li> <li>• Objective 2: Create and expand relationships with local businesses and civic organizations</li> <li>• Objective 3: Be a cultural hub for the local community.</li> </ul> <p><b>GOAL 4: COMMIT TO ACCOUNTABILITY AND CONTINUOUS QUALITY IMPROVEMENT</b></p> <ul style="list-style-type: none"> <li>• Objective 3: Provide professional and career development opportunities for students, faculty and staff</li> </ul> <p><b>SIG Report Recommendations (2021):</b></p> <ul style="list-style-type: none"> <li>• <u>Theme 1: Becoming an Anti-Racist College:</u> The work, activities, and environment of the college should better reflect the diversity of our student population. Some ways to achieve that include: <ul style="list-style-type: none"> <li>○ Hiring more staff, faculty, and administrators of color.</li> </ul> </li> </ul> |

|  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>○ Creating and promoting course materials that are equity-oriented, culturally relevant, and anti-racist.</li> <li>○ Training faculty on how to engage in meaningful conversations around race and cultural competencies.</li> <li>○ Holding focus groups with students of color to identify specific ways to increase students' sense of mattering and belonging.</li> <li>● <u>Theme 2: Student Needs and Services:</u> Students' basic needs must be addressed through the intentional design around the student experience across all campus offices/spaces. Some ways to achieve this include: <ul style="list-style-type: none"> <li>○ Weave services into existing student experiences to help foster a sense of interdependence and belonging.</li> <li>○ Empower students to be a resource for other students through programs such as mentorship, embedded tutoring, office liaisons, and student governance and provide financial support to students serving the college in these roles.</li> </ul> </li> <li>● <u>Theme 3: Strengthening the Student Experience Through the Classroom:</u> The college should use classroom experiences to increase student-to-student interaction and supportive instructor-to-student interactions early each semester. The college should also identify ways to promote student-to-student interactions outside of the classroom and increase opportunities for adjunct and full-time faculty to meet with students. Some ways to achieve this include: <ul style="list-style-type: none"> <li>○ 1. Implement discipline-specific training in high-impact practices.</li> <li>○ 2. Support adjunct faculty participation in student-engagement training and other professional development.</li> <li>○ 3. Provide financial and other support necessary for adjunct faculty to meet with students outside of class</li> </ul> </li> <li>● <u>Theme 4: Supporting and Improving Existing Campus Services</u> <ul style="list-style-type: none"> <li>○ Recommendations 1. Identify and promote internships, paid opportunities, and work-experience classes</li> </ul> </li> </ul> |
| Describe the SAP. Include persons responsible and timeframe. | <p>We seek to establish an <i>Ethnic Studies Center</i> that will function as a hub for a variety of projects, initiatives, and programming.</p> <p>1) The Center will be a space to engage in district, regional, and statewide service to the discipline. Our faculty are key members of the CCCCCO Ethnic Studies Statewide Task Force, the CCC Ethnic Studies Faculty Council (CCCESFC), the NOCCCD Ethnic Studies Council, as well as discipline-specific statewide academic and community-</p>  |

|  |   |
|--|---|
|  | <p>based organizations. Because our department is one of the oldest in the state, we have a robust curriculum, and highly visible faculty experts, establishing The Center is an opportunity to formalize our role as leaders advancing the discipline. Colleagues from across the state are calling on us to assist with the development of courses, programs, and departments on their respective campuses. This work requires a space to host meetings and to develop and offer professional development workshops and training with our CCC colleagues as well as high school teachers who will soon be expected to offer Ethnic Studies classes, many of whom do not have appropriate disciplinary or pedagogical training.<sup>1</sup> It is beyond the scope of the 78 California high school districts with 1,322 schools that serve nearly 1.75 million students, to prepare future Ethnic Studies teachers alone (<a href="#">CDE</a>). Therefore, through The Center, we will develop an Ethnic Studies for Educators certificate (see SAP #3) and offer teacher preparation and continuing education training, <b>the first of its kind in the CCC</b>. This work demands that we remain knowledgeable of the pedagogical trends and paradigm shifts in the field. The Center will also be a space to conduct and publish innovative research and to organize our annual Ethnic Studies summit to showcase research emerging from The Center. Lastly, we seek to grow the ethnic studies 9-16 pipeline, which entails expanding our Dual Enrollment offerings and coordinating with our local high school, CSU, and UC community partners, local community activists, parents/guardians, and educational organizations such as <a href="#">the Association of Raza Educators (ARE)</a>. We require a permanent space to convene and engage in this important historical work to continue advancing the discipline.</p> <p>2) In addition to the local and state support we will provide around Ethnic Studies, The Center will also serve as a hub for our restorative, transformative, and healing justice, conflict resolution, and anti-racism consultation work. The offerings described below will benefit the district as well as outside organizations that seek out our support. Our faculty are expert practitioners and require a space to carry out the following programming:</p> <p>a) A new certificate program in Restorative Justice (see SAP #3)</p> |
|--|---|

<sup>1</sup> [LAUSD resolution implementing ES](#) graduation requirement to offer classes Fall 2022 and Spring 2024 will be the first cohort of graduates. It is imperative that we provide training for the high school teachers who will be tasked with offering these classes.

|  |   |
|--|---|
|  | <p>that builds on the work Ziza Delgado Noguera initiated when she created the first Restorative Justice Certificate program curriculum in 2018 for Glendale Community College (GCC). After her departure from GCC that program never came to fruition, allowing Fullerton College to offer the first such certificate in the CCC system. This training is in high demand as many of the large local school districts are moving away from punitive disciplinary practices and toward Restorative Justice. Starting the 2020 school year, all Los Angeles Unified School District (<a href="#">LAUSD</a>) schools had to implement Restorative Justice programs and many are still understaffed in meeting this need. Santa Ana Unified School District has also been expanding its Restorative Justice programs for the past few years. Thus, teachers and school staff are seeking opportunities to gain training in these practices to meet the requirements of the new policies.</p> <p>b) We require a permanent space to develop and offer relevant workshops and trainings for both the Restorative Justice and Ethnic Studies Certificate programs. This space will also be used to facilitate conflict resolution and restorative justice mediations.<sup>2</sup> Our Ethnic Studies faculty are involved in numerous district committees and initiatives (Racial Justice and Equity Committee and Black Lives Matter task force) that explicitly support the district in implementing Transformative and Restorative practices which emphasize accountability, connection, and community. Our vision is to have a central location to carry out this work that is available to students, faculty, staff and administrators. Establishing The Center for the purpose of restorative justice also addresses the BLM task force's demand for an 'ombudsperson' to handle conflict resolution that is outside of Human Resources and committed to healing and transformation rather than punitive discipline.</p> <p>By providing these services, our campus will gain statewide recognition as well as increasing our division's enrollment as</p> |
|--|---|

---

<sup>2</sup> Members of our faculty have been called on to support district leaders around Restorative and Transformative Justice issues that have arisen over the past few years. However, without a formal space and program the services we have been able to provide have been limited. Recently, the district hired an external Restorative Justice organization to facilitate conversations surrounding the incident at Cypress College, which could have been handled by our expert faculty.

|  |   |
|--|---|
|  | <p>working professionals take courses to complete these certificates. These certificates will also provide our current students with skills that are in high demand, increasing their job and career opportunities.</p> <p><u>Timeline:</u> By February 2022, our faculty will be submitting two new classes that will complete the programming for our Ethnic Studies and Restorative Justice Certificates. We will spend the AY 22/23 finalizing our certificate programs, building partnerships with local school districts (in alignment with the ROOTS Mentorship), and advertising our certificates to begin enrolling the first cohorts during the AY 23/24. Starting AY 23/24 we will need an administrative support staff person to help with the implementation of the first Ethnic Studies and Restorative Justice certificate cohorts, help planning the training and professional development for NOCCCD or outside organizations, and other events that will be housed in The Center.</p> <p>3) The Center will also be a space to organize off-campus field trips and conference travel and to host public speaking engagements and events featuring scholars, authors, artists, activists, cultural bearers, and performers. Two new programs to be developed and initiated include:</p> <p>a) <b>Indigenous Elder/Cultural Bearer in Residence Program</b> coordinated by Amber González. Modeled after <a href="#">UCSD's Program</a>, this initiative is intended to support the department's American Indian and Indigenous Studies (AIIS) AA program and the work of the Native American Faculty and Staff Alliance (NAFSA). It is part of a long-term strategy to advance NAFSA's mission to Create spaces to learn about, celebrate, and honor Native American cultures, perspectives, experiences, concerns, knowledge, and scholarship both within and outside the classroom; Empower and support Native American students; Counter dominant narratives, erasure, and invisibilization by increasing visibility and promoting a strong Native American presence; and Create and maintain a well-connected Native American community to increase a sense of belonging and affinity. Specifically, the program aims to build relationships between FC and Indigenous communities, to</p> |
|--|---|

|  |  |
|--|--|
|  | <p>foster understanding of Tongva, Acjachemen, California Native, and other Indigenous/American Indian nations. The program will introduce the campus community to respected Indigenous leaders who will teach, present, and meet with administrators, faculty, staff, and students about a key theme or topic every academic year. The resident will be tasked with hosting/facilitating 2-3 events per semester, developed in accordance with their area of expertise culminating with a luncheon in the spring semester. AY 23/24 will be a planning year. Amber will convene an advisory committee in fall 23 consisting of Ethnic Studies faculty, Indigenous students/AIIS majors, representatives from NAFSA, the Cadena Cultural Center, and Associated Students, and Indigenous community partners who will be tasked with defining the program's cultural protocols and selecting the inaugural elder/cultural bearer in residence. Spring 24 will be spent generating campus and community buy-in, making presentations to key stakeholders, meeting with various administrators and constituent groups, and ensuring all logistical items are in order. The program will commence in AY 24/25 and the advisory committee will serve as a support system for the resident throughout their tenure. At the end of the first-year pilot, the advisory committee will convene to assess the program outcomes and recommend the direction for the next year.</p> <p>b) Coordinated by Professor Patricia Gomez, <b>ROOTS Mentorship Program</b> intends to cultivate an ethnic studies pipeline and support students from high school dual enrollment through FC alumni. It also serves to enhance the experience of our dual enrollment students by providing a unique onboarding experience and creating networking opportunities. The primary goal is to bridge ethnic studies students at various academic levels in order to provide support, guidance, and encouragement, paying attention to the specific needs of first-generation college, students with disabilities, undocumented, active duty/reservists/veterans, formerly incarcerated and system impacted, homeless and/or home and food insecure students, student parents, adult re-entry students, queer/trans, and students of color. ROOTS relies on active and applied</p> |
|--|--|

|  |  |
|--|--|
|  | <p>learning and high-impact practices such as “diversity/global learning,” community-based and service learning, resource access and sharing, experiential workshops, and high-contact engagement. Research demonstrates “The range of informal, formal, peer-to-peer, group, and faculty/staff-student mentoring relationships have the power to minimize inequity in higher education and contribute to the nation’s completion agenda by arming students with social capital and a sense of belonging on campus” (<a href="#">Institutionalizing Mentoring in Community Colleges</a>). Full-time and part-time Ethnic Studies faculty will serve as <i>ROOTS faculty fellows</i> who formally mentor, advise, and support “Tree Communities,” consisting of FC students who have successfully completed at least one ES course in high school or college (the ROOTS) and Ethnic Studies DE students (the SEEDS).</p> <p>AY 22/23 will be a planning year. The program coordinator will refine the program goals and outcomes; develop the mentee application and selection criteria in collaboration with ROOTS faculty fellows; plan the first year calendar of events including workshops, guest speakers and trainers, and organize on and off-campus excursions, field-trips, and volunteer opportunities; design the program orientation; and promote ROOTS at FC and local high schools, in collaboration with Educational Partnerships and Programs. Students apply and are selected in spring 23. AY 23/24 is the pilot year. In Fall 23 we will host the kickoff orientation and pair students with ROOTS faculty fellows. During the academic year, faculty will lead weekly or biweekly group or one-on-one mentoring sessions. Tree Communities will attend and volunteer at ETHS events and attend workshops, which can count towards volunteer hours and service-learning credit. These include Day of the Dead, Kwanzaa, Indigenous People’s Day, Black History and Latinx Heritage Months, and the annual Ethnic Studies Summit, which will provide leadership training and empowering workshops for students in the program. ROOTS will also serve as a pipeline to the Writing Center and Hornets Tutoring, providing Ethnic Studies students relevant work experience. Faculty fellows will be encouraged to continue working with mentees by inviting their students to</p> |
|--|--|

|  |  |
|--|--|
|  | <p>become discipline-specific tutors. We have established a partnership with Hornets Tutoring and the Writing Center in anticipation.</p> <p>At the end of the first year, faculty and students will receive a survey to evaluate their experience in the program which will be used to assess the program outcomes and determine the direction for the remaining two years.</p> <p>In order to actualize this goal, we require administrative support and permanent space to house the center's staff, student workers and mentors. This will serve as a centralized location to create, sustain, and develop the new and existing active and applied learning and high-impact practices that enhance our curriculum and our ability to serve students and the community. We reiterate that Ethnic Studies faculty advise three student clubs, advise 70+ majors, mentor countless students and alumni, and teach over 2,000 students per semester. Thus, we envision <i>The Center</i> as a professional workspace where minoritized students, faculty, staff, and community members feel safe, empowered, and can cultivate a sense of belonging on campus. As the new cultural center plans are being finalized, we plan to meet with interim President Dr. Gilbert Contreras and Rod Garcia to discuss space options.</p> |
| What Measurable Outcome do you anticipate for this SAP?                                      | See 6.2 narrative above  |
| What specific aspects of this SAP can you accomplish without additional financial resources? | <p>We would be able to forego a larger permanent physical space in year one and the related funding (\$19,544) to establish The Center, but we absolutely require funding for personnel and programming.</p> <p>New buildings have been constructed and additional spaces will be built in the near future, freeing up existing rooms on campus. We are open to moving into an existing space that would not require substantial funding. For example, room 1246 could be a permanent home for the Ethnic Studies Center that has ample space and accommodations necessary to meet our goals. Also, if there is an overstock of office equipment and furnishings, we could use that surplus</p>  |

|  |   |
|--|---|
|  | for our permanent space. We also require Microsoft Office Suite and Adobe Creative Suite, which can be installed on our computers by ACT. |
|--|---|

**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        | <p><u>ES Center administrative staff</u> <b>\$38,400</b> (\$15 hr X 20 hours week = \$300 X 32 weeks = \$9,600 year X 4 years)</p> <p><u>Indigenous elder in residence</u></p> <p>The faculty coordinator should receive 6 units of course release time in the planning year (AY 23/24), 3 units per semester, to initiate the program. If course release is not available, a PE contract would be required @ \$55/hr X 108 hours = <b>\$5,940</b></p> <p><u>ROOTS Mentorship Program</u></p> <p><b>\$158,400</b> Faculty coordinator PE pay [\$55/hr X 20 hours week = \$1100 X 36 weeks (includes 4 weeks during breaks) = \$39,600 year X 4 years]</p> <p>PE pay for five faculty fellows @ \$55/hr X 54 hours per year = \$2,970 X 3 years = \$8,910 X 5 faculty = <b>\$44,550</b></p> |                          |

|                   |  |  |
|-------------------|--|--|
| Facilities        | A permanent space on campus that can accommodate up to 40 people   |  |
| Equipment         | <b>\$10,000</b> Ethnic Studies Center office furnishings: adjustable conference table, 20 office chairs, two desks, two computer chairs, two couches, laser printer, projector, screen, whiteboards, refrigerator, microwave   |  |
| Supplies          | <b>\$2,000</b> Ethnic Studies Center: dry erase markers and erasers, pencils, pens, printer paper, notebooks, folders, three-ring binders, etc. (\$500 per year)   |  |
| Computer hardware | <b>\$5,000</b> Ethnic Studies Center: Four desktop computers (two MAC & two PCs)   |  |
| Computer software | Ethnic Studies Center: monthly subscription for Adobe CS Suite \$52.99 X 48 months = <b>\$2,544</b>  |  |
| Training          |  |  |
| Other             | <u>Cultural Programming</u> <b>\$28,000</b><br>Day of the Dead \$20,000<br>(\$5,000 per year X 4 years)<br>Kwanzaa \$8,000<br>(\$2,000 per year x 4 years)<br><br><u>Indigenous Elder</u> <b>\$15,000</b><br>Resident Stipend \$10,000<br>(\$2,500 per semester x 4)<br>Luncheon \$5,000<br>(\$2,500 per year X 2 years)<br><br><u>Conferences, Guest Speakers &amp; Other</u> |  |

|                               |  |  |
|-------------------------------|--|--|
|                               | <u>Programming \$80,000</u><br>(\$20K per year x 4)<br><br>Examples of events: <ul style="list-style-type: none"> <li>• Ethnic Studies Summit</li> <li>• ES Graduation Celebrations</li> <li>• Critical Dialogues Series</li> <li>• Empowering Womxn of Color Conference (UCB)</li> <li>• Creating Change Conference</li> <li>• CCC LGBTQ+ Summit</li> <li>• National Council for Black Studies Conference</li> <li>• National Women's Studies Association (NWSA)</li> </ul> |  |
| <b>TOTAL requested amount</b> | <b>\$389,834</b>   |  |

**Strategic Action Plan (SAP) #3, department (or program) name: Ethnic Studies Department**

|   |   |
|---|---|
| Describe Strategic Action Plan.             | <b>Expand and diversify Ethnic Studies curriculum.</b>  |
| List College goal/objective the plan meets. | <p><b>GOAL 1: PROMOTE SUCCESS FOR EVERY STUDENT</b></p> <ul style="list-style-type: none"> <li>• Objective 1: Create a clear pathway for every student</li> <li>• Objective 3: Improve student critical thinking skills</li> <li>• Objective 4: Increase completion of courses, certificate and degree programs, and transfer-readiness</li> </ul> <p><b>GOAL 2: CULTIVATE A CULTURE OF EQUITY</b></p> <ul style="list-style-type: none"> <li>• Objective 1: Remove institutional barriers to student equity and success</li> </ul> |

|  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>• Objective 2: Increase equity in hiring and training</li> <li>• Objective 3: Increase outreach to and recruitment of students from underserved populations</li> <li>Objective 4: Foster a sense of belonging where all are welcome and student basic needs are addressed</li> </ul> <p><b>GOAL 3: STRENGTHEN CONNECTIONS WITH OUR COMMUNITY</b></p> <ul style="list-style-type: none"> <li>• Objective 1: Create and expand partnerships with local K-12 and higher education institutions</li> <li>• Objective 2: Create and expand relationships with local businesses and civic organizations</li> <li>• Objective 3: Be a cultural hub for the local community.</li> </ul> <p><b>GOAL 4: COMMIT TO ACCOUNTABILITY AND CONTINUOUS QUALITY IMPROVEMENT</b></p> <ul style="list-style-type: none"> <li>• Objective 3: Provide professional and career development opportunities for students, faculty and staff</li> </ul> <p><u>SIG Report Recommendations (2021):</u></p> <ul style="list-style-type: none"> <li>• Theme 1: Becoming an Anti-Racist College: The work, activities, and environment of the college should better reflect the diversity of our student population. Some ways to achieve that include: <ul style="list-style-type: none"> <li>○ 1. Hiring more staff, faculty, and administrators of color.</li> <li>○ 2. Creating and promoting course materials that are equity-oriented, culturally relevant, and anti-racist.</li> <li>○ 3. Training faculty on how to engage in meaningful conversations around race and cultural competencies.</li> <li>○ 4. Holding focus groups with students of color to identify specific ways to increase students' sense of mattering and belonging.</li> </ul> </li> <li>• <u>Theme 3: Strengthening the Student Experience Through the Classroom:</u> The college should use classroom experiences to increase student-to-student interaction and supportive instructor-to-student interactions early each semester. The college should also identify ways to promote student-to-student interactions outside of the classroom and increase opportunities for adjunct and full-time faculty to meet with students. Some ways to achieve this include: <ul style="list-style-type: none"> <li>○ 1. Implement discipline-specific training in high-impact practices.</li> </ul> </li> </ul> |
|--|---|

|  |  |
|--|--|
|  | <ul style="list-style-type: none"> <li>○ 2. Support adjunct faculty participation in student-engagement training and other professional development.</li> <li>○ 3. Provide financial and other support necessary for adjunct faculty to meet with students outside of class</li> <li>● <u>Theme 4: Supporting and Improving Existing Campus Services</u> <ul style="list-style-type: none"> <li>○ Recommendations 1. Identify and promote internships, paid opportunities, and work-experience classes</li> </ul> </li> </ul>  |
| Describe the SAP. Include persons responsible and timeframe.                                 | <p>All full-time faculty will continue expanding and diversifying Ethnic Studies curriculum and course offerings by developing</p> <ul style="list-style-type: none"> <li>● 200-level and honors courses for all five AAs;</li> <li>● a three-unit paid internship praxis course;</li> <li>● five new AA-Ts once the Ethnic Studies TMCs are finalized and</li> <li>● New courses and certificates in Ethnic Studies for Educators, Restorative and Transformative Justice, and Queer Ethnic Studies (Ethnic Studies with a gender and sexuality studies emphasis)</li> </ul>  |
| What Measurable Outcome do you anticipate for this SAP?                                      |  |
| What specific aspects of this SAP can you accomplish without additional financial resources? | <p>We can develop curriculum as part of our typical duties, however, we need additional full-time personnel (SAP #1) in order to meaningfully expand our curriculum and the five program areas to meet the growing demand for ethnic studies. We also require funding to cultivate an ethnic studies 9-16 pipeline and to develop related initiatives and support programs (SAP #2).</p> <p>In our last self-study, part of SAP #3 was not met and so we are reiterating the need here: we require access to classrooms during prime-time (7AM-3PM) and access to larger, technologically equipped classrooms to be able to offer double, 2.5, and triple sections. This goal is even more imperative now that we will surely offer additional sections in the coming semesters.</p> |

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> | None for this SAP       |                          |

**Strategic Action Plan (SAP) #4, department (or program) name: Ethnic Studies**  
**Department**

|   |   |
|---|---|
| Describe Strategic Action Plan.                   | <b>Publicity and Outreach.</b>  |
| List College goal/objective the plan meets.       |   |
| Describe the SAP. Include persons responsible and | We aim to maintain our publicity and outreach strategies to promote our curriculum offerings and the work coming out of the new Ethnic Studies lab. |

|  |   |
|--|---|
| timeframe.   |   |
| What Measurable Outcome do you anticipate for this SAP?                                      |   |
| What specific aspects of this SAP can you accomplish without additional financial resources? | We will continue utilizing our newsletter and social media as part of our publicity and outreach strategy. While it's possible to promote the department without financial resources, we have found program review funding to be extremely effective in reaching a wide audience through professional subscriptions, marketing materials, and recruitment events. |

**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          | Promotional materials <b>\$4,000</b><br>(\$1,000 per year X 4 years)<br><i>Including but not limited to t-shirts, bookmarks, buttons, stickers, flyers, posters, etc.</i> |                          |
| Computer hardware |   |                          |
| Computer software |   |                          |
| Training          |   |                          |

|                               |   |  |
|-------------------------------|---|--|
| Other                         | <ul style="list-style-type: none"> <li>• Monthly Mailchimp subscription <b>\$3600</b> (\$75 X 48 months)</li> <li>• Local <a href="#">Commercial advertising</a> (i.e. print, radio, television) <b>\$3000</b></li> <li>• (~\$30/airing x100 airs over 4 years)</li> <li>• Annual Canva subscription <b>\$480</b> (\$120 per year X 4 years)</li> </ul> |  |
| <b>TOTAL requested amount</b> | <b>\$11,080</b>   |  |

### 6.3 Optional: Long-Term Plans

Your department might have more plans than just immediate requests for funding. If so, please describe them here.

- We expect that as The Ethnic Studies Center and related programs grow, it will require permanent funding and institutional support, including, but not limited to a full-time director, additional staff, paid student interns and research assistants, as it scales to serve more students.
- We will continue our efforts to develop learning communities for Native American and APIDA (Asian, Pacific Islander, Desi American) students in collaboration with our campus allies.
- Deepen our collaboration efforts with queer, gender, and sexuality studies departments and programs at four-year universities to build a direct pipeline for our students to transfer and develop additional queer, gender and sexuality studies courses and degrees.
- Develop relationships with local businesses, non-profits, and grassroots organizations to offer paid internships and externships and meaningful volunteer, community service, and service-learning opportunities for our students.
- Develop relevant study abroad trips and extended field trips such as “alternative” breaks.
- Explore options to offer courses for currently and formerly incarcerated students ([Rising Scholars Network](#))

## 8.0 Publication Review

The College wants to maintain integrity in all representations of its mission, programs, and services. Please help this effort by reviewing your publications: professional social media profiles, websites, brochures, pamphlets, etc. Please tell us the date they were last reviewed and if you found them to be accurate in all representations of the College and program missions and services. Information on the college's graphic standards is available [here](#).

1. For each of your program's publications, please provide the URL where the publication can be viewed. If the publication cannot be accessed via the Internet, please contact Lisa McPheron, Director of Campus Communications at [lmcpheon@fullcoll.edu](mailto:lmcpheon@fullcoll.edu).
  - a. We do not have any print publications but we do have a department website: <https://socsci.fullcoll.edu/ethnic-studies/>
2. If you find an inaccurate publication, please explain how you will make corrections. N/A
3. If your department maintains a social media presence then please describe it here. What do you use it for? How do you monitor it? Who is in charge of it? In what ways is it benefiting the College and your program? Does it follow the [District's social media guidelines](#)?
  - a. <https://www.instagram.com/fcethnicstudies/>
  - b. <https://www.facebook.com/FCEthnicStudies>
  - c. Amber González manages the departments' social media. It is used to promote courses and degrees, department programming, announce campus events, and opportunities (eg. scholarships, jobs, etc.). We check tags and comments weekly. It benefits our program by keeping us connected with current students, alumni, and the greater community. It has been very helpful with increasing our enrollment and bringing awareness to our advocacy work.
4. If your program regularly communicates with the wider community, please describe how. What feedback do you get from the community?
  - a. We stay connected to our alumni, inviting them back to speak with prospective and current Ethnic Studies majors about their transfer and professional experience. We also maintain frequent communication with our community through our department newsletter, which now has over 6,000 unique subscribers and our Instagram account which has nearly 1,000 followers, keeping our students and community engaged.

**Fullerton College  
Instructional Program Review  
Fall 2021**

**APPENDIX A**

**Ethnic Studies**

**The following packet of information contains data for the comprehensive Instructional Program Review process for the Ethnic Studies program.**

**Data cover a five-year period: Summer 2016 - Spring 2021, which includes the 2016-2017 academic year through the 2020-2021 academic year. Data are current through August 1, 2021.**

***NOTE: An academic year includes the Summer, Fall, and Spring terms, so the AY 16/17 includes the Summer 2016, Fall 2016, and Spring 2017 terms.***

***If you have questions about the data packet, please contact the Office of Institutional Effectiveness.***

**Program Selector:**

**Ethnic Studies**

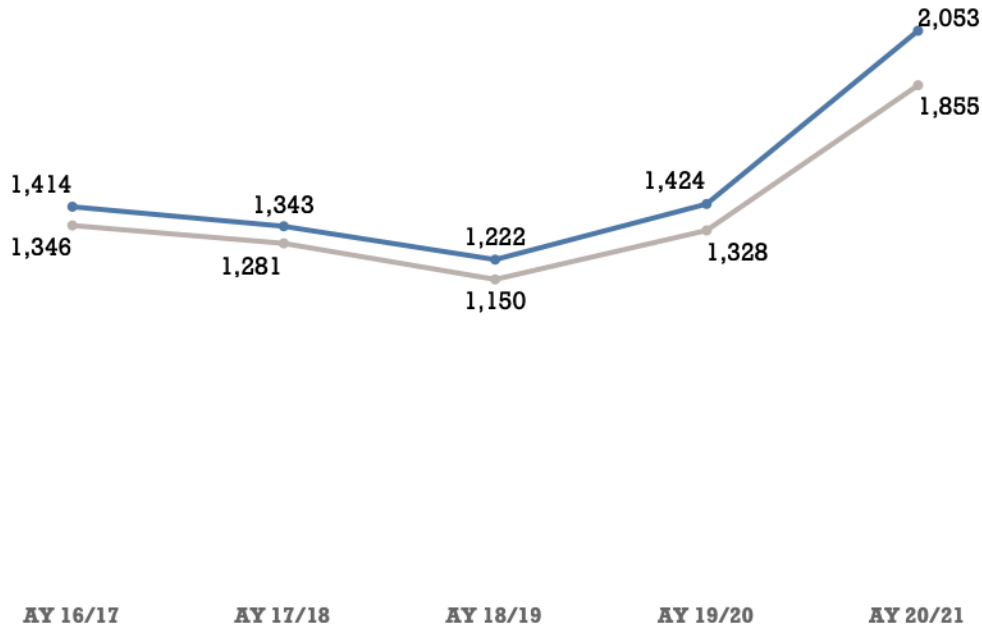
## APPENDIX A

### Fall 2021 Instructional Program Review

#### Ethnic Studies

**SECTION 3.1.1: Enrollment Demographics:** Using the data provided by the OIE, briefly describe the enrollment trends in your program over the past five years.

**Enrollments (Seat Count) +  
Students (Unduplicated Headcount)**



The "Enrollments and Students" graph to the left shows the number of **enrollments (seat count)** and the number of **unique students (headcount)** enrolling each academic year in the **Ethnic Studies** program.

#### 5-Year Change Calculation

The following table calculates the % change in **enrollments** and **headcount** between AY 16/17 and AY 20/21.

Note the table shows the change for "**This Program**" as well as the change for all other programs combined at the College.

|                                      |                    |        |
|--------------------------------------|--------------------|--------|
| 5-Year %<br>Change in<br>Enrollments | All Other Programs | -12.5% |
|                                      | This Program       | 45.2%  |
| % Change in<br>Headcount             | All Other Programs | -11.7% |
|                                      | This Program       | 37.8%  |

#### 1-Year Change Calculation

The following table calculates the % change in **enrollments** and **headcount** between AY 19/20 and AY 20/21.

Note the table shows the change for "**This Program**" as well as the change for all other programs combined at the College.

|                            |                    |       |
|----------------------------|--------------------|-------|
| % Change in<br>Enrollments | All Other Programs | -4.1% |
|                            | This Program       | 44.2% |
| % Change in<br>Headcount   | All Other Programs | -3.3% |
|                            | This Program       | 39.7% |

**SECTION 3.1.1:** Using the data provided by the OIE, briefly describe the enrollment trends in your program over the past five years.

**Enrollments (Seat Count) by Course for:  
Ethnic Studies**

| Course             | AY 16/17     | AY 17/18     | AY 18/19     | AY 19/20     | AY 20/21     |
|--------------------|--------------|--------------|--------------|--------------|--------------|
| ETHS 101 F         | 388          | 375          | 310          | 306          | 547          |
| ETHS 101HF         |              |              |              |              | 37           |
| ETHS 111 F         |              |              |              |              | 121          |
| ETHS 129 F         | 69           | 73           | 79           | 77           | 58           |
| ETHS 130 F         | 203          | 257          | 288          | 299          | 375          |
| ETHS 131 F         | 63           | 59           | 28           | 28           | 31           |
| ETHS 140 F         | 297          |              |              |              |              |
| ETHS 141 F         | 163          | 30           |              |              |              |
| ETHS 142 F         | 64           |              |              |              |              |
| ETHS 150 F         |              | 286          | 245          | 320          | 310          |
| ETHS 151 F         |              | 22           | 30           | 37           | 72           |
| ETHS 152 F         |              | 32           | 49           | 37           | 95           |
| ETHS 153 F         |              | 62           | 60           | 84           | 61           |
| ETHS 153HF         |              |              | 6            |              |              |
| ETHS 160 F         | 125          | 108          | 105          | 126          | 128          |
| ETHS 170 F         | 19           | 27           | 17           | 26           | 60           |
| ETHS 171 F         | 19           | 12           |              | 45           | 69           |
| ETHS 199 F         | 3            |              | 5            |              | 2            |
| ETHS 235 F         |              |              |              | 39           | 72           |
| ETHS 235HF         |              |              |              |              | 15           |
| ETHS 299 F         | 1            |              |              |              |              |
| <b>Grand Total</b> | <b>1,414</b> | <b>1,343</b> | <b>1,222</b> | <b>1,424</b> | <b>2,053</b> |

**1 Year  
Comparison**

**AY 19/20 v.  
AY 20/21**

| AY 20/21 |
|----------|
| 79%      |
|          |
|          |
| -25%     |
| 25%      |
| 11%      |
|          |
|          |
|          |
| -3%      |
| 95%      |
| 157%     |
| -27%     |
|          |
| 2%       |
| 131%     |
| 53%      |
|          |
| 85%      |
|          |
|          |
| 44%      |

**5 Year  
Comparison**

**AY 16/17 v.  
AY 20/21**

| AY 20/21 |
|----------|
| 41%      |
|          |
|          |
| -16%     |
| 85%      |
| -51%     |
| -100%    |
| -100%    |
| -100%    |
|          |
|          |
|          |
|          |
| 2%       |
| 216%     |
| 263%     |
| -33%     |
|          |
|          |
| -100%    |
| 45%      |

*Note: This page(s) is for any program that would like to add commentary on course-level enrollment trends for Section 3.1.1. This table shows course-specific enrollments from AY 16/17, AY 19/20, and AY 20/21. If additional data are needed, please consult FC's KPI Dashboard or connect with OIE.*

The number of different courses offered by the Ethnic Studies Program over the last 5 years:

**21**

**Course Enrollment for:  
Ethnic Studies**

*NOTE: For programs with < 45 courses, this page will be blank.*

| 1 Year<br>Comparison    | 5 Year<br>Comparison    |
|-------------------------|-------------------------|
| AY 19/20 v.<br>AY 20/21 | AY 16/17 v.<br>AY 20/21 |
|                         |                         |

The number of different  
courses offered by the  
Ethnic Studies Program  
over the last 5 years:

**21**

**NOTE: For programs with < 90 courses, this page will be blank.**

AY 19/20 v.  
AY 20/21AY 16/17 v.  
AY 20/21

21