

2024 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2023-2024

PROGRAM(S): ETHNIC STUDIES

CLUSTER: SOCIAL & BEHAVIORAL SCIENCES, BUSINESS, & AGRICULTURE

AREA OF STUDY: SOCIAL AND BEHAVIORAL SCIENCES AND HUMAN SERVICES

LAST YEAR CPPR COMPLETED: N/A NEXT SCHEDULED CPPR: 2024-2025

CURRENT DATE: 3/1/2024

The Annual Program Planning Worksheet (APPW) is the process for:

- reviewing, analyzing and assessing programs on an annual basis
- documenting relevant program changes, trends, and plans for the upcoming year
- identifying program needs, if any, that will become part of the program's **Resource Plan**, which can be downloaded from this **SharePoint folder**. Please review the **Resource Allocation Rubric** when preparing the resource plan.
- highlighting specific program accomplishments and updates since last year's APPW
- tracking progress on a Program Sustainability Plan if established previously

Note: Degrees and/or certificates for the *same* program **may be consolidated** into one APPW.

This APPW encompasses the following programs of study (degrees and/or certificates):

Social Justice Studies AAT

General Program Update

The major update for this academic year is the placement of Ethnic Studies within the Applied Behavioral Sciences Division. This has connected our program with resources, representation, and collegial connections. We are also now housing the existing Social Justice Studies AAT and have been rapidly growing our curriculum. This includes multiple new degrees which are approved for next year's catalog:

- Social Justice: Ethnic Studies Associate of Arts for Transfer
- Social Justice: Gender Studies Associate of Arts for Transfer
- Social Justice: Chicano Studies Associate of Arts for Transfer
- Ethnic Studies for Educators Certificate of Achievement
- Ethnic Studies for Educators Certificates of Specialization: Ethnic Studies & Anti-Bias Education

Our program has been identified as the first eligible degree to be constructed as a Zero

Textbook Cost degree pathway for the College. We are working with a cross-campus Taskforce to support these efforts and to lead the way for increased accessibility, affordability, and anti-racist content across the College.

We have been collaborating with stakeholders in the Curriculum Committee to respond to the upcoming Ethnic Studies Graduation Requirement (Fall '24) and General Education Area Requirement (Fall '25).

Program Sustainability Plan Update

Was a Program Sustainability Plan established in your program's most recent Comprehensive Program Plan and Review?

Yes If yes, please complete the Program Sustainability Plan Progress Report below.

No If no, you do not need to complete a Progress Report.

If you selected yes, please complete the Program Sustainability Plan Progress Report below after you complete the Data Analysis section. That data collection and analysis will help you to update, if necessary, your Program Sustainability Plan.

Data Analysis and Program-Specific Measurements

Your responses to the prompts for the data elements below should be for the entire program. If this APPW is for multiple degrees and/or certificates, then you MAY want to comment on each degree and/or certificate or discuss them holistically for the entire program being sure to highlight relevant trends for particular degrees and/or certificates if necessary. Responses in this document need only reference the most recent year's available data.

A. **General Enrollment (Insert Aggregated Data Chart)**

Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data - Enrollment

Department:
Multiple values

Course:
Multiple values

Dual Enrollment:
All

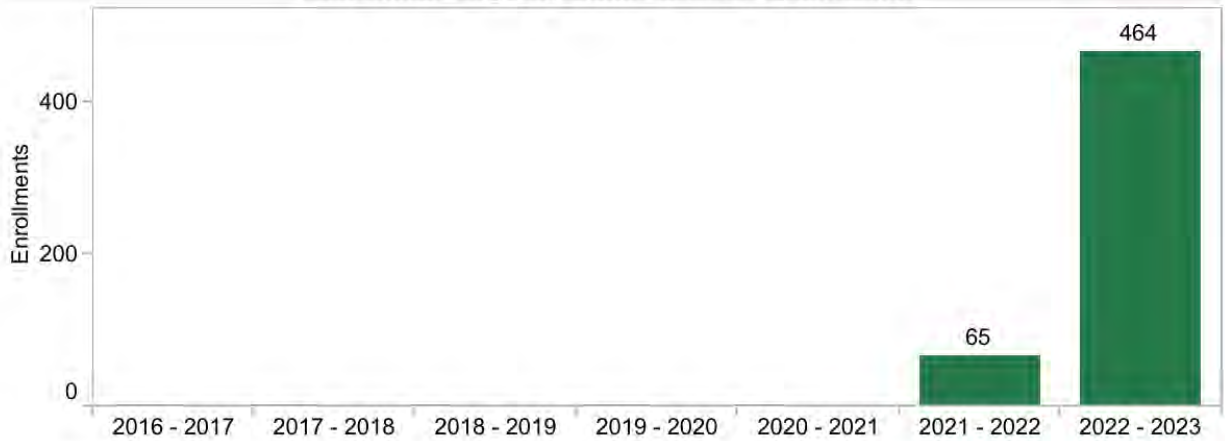
Prison:
All

Region: All

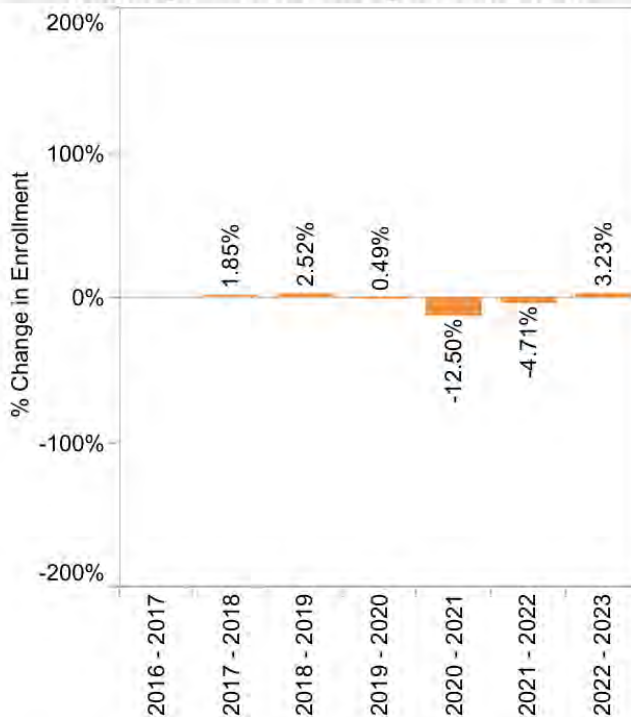
TERM

All

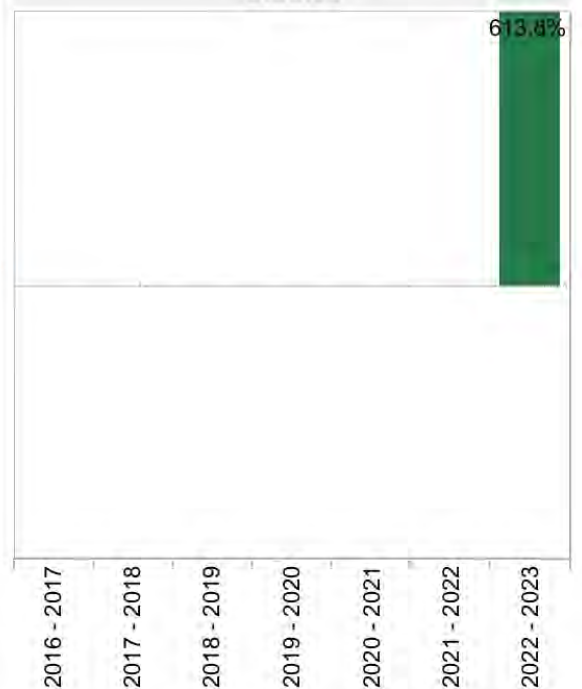
Education, English, Ethnic Studies Enrollments



% Change - Overall College Enrollments



% Change - Education, English, Ethnic Studies



Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

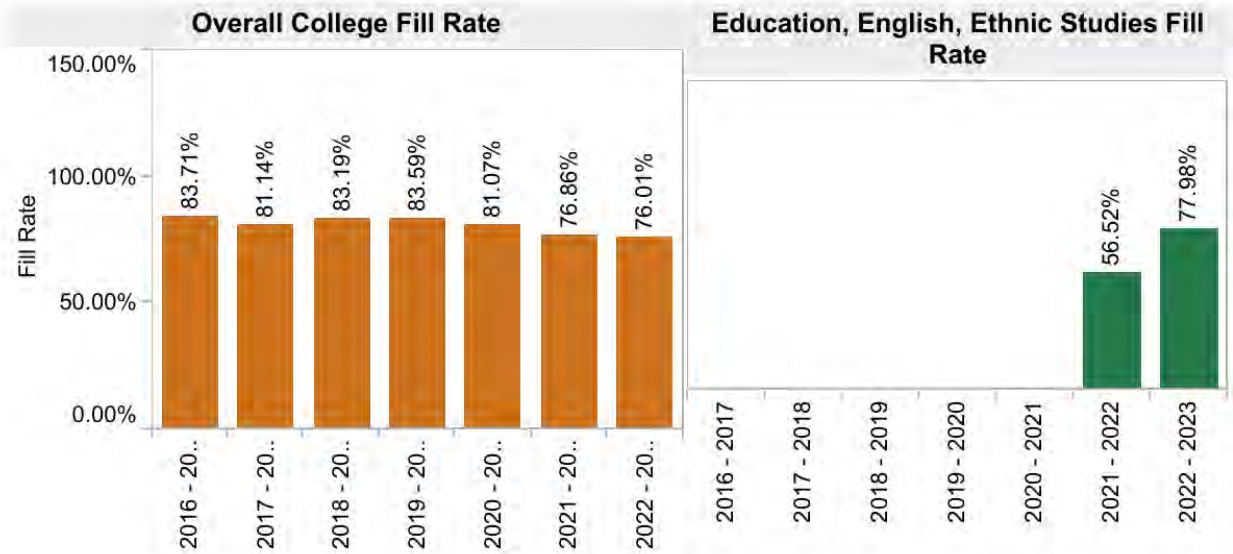
While College enrollment has been mostly shaped by the pandemic and related economic factors, the Ethnic Studies department enrollment has been shaped by the growth in students taking courses to meet the general education requirement Area F for CSU transfer.

B. General Student Demand (Fill Rate) (Insert Aggregated Data Chart)

Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department: Multiple values **Course:** Multiple values **Dual Enrollment:** All **Prison:** All



Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately. Also, courses with zero class limits are excluded from this measure.

In our second year, the Ethnic Studies department has now exceeded the College’s average fill rate. We expect these rates to increase with the implementation of the Title 5 Ethnic Studies CCC local requirement and additional courses in consideration for Area F/7 (CSU/IGETC transfer).

C. General Efficiency (FTES/FTEF) (Insert Aggregated Data Chart)

Insert the data chart and explain observed differences between the program and the college.

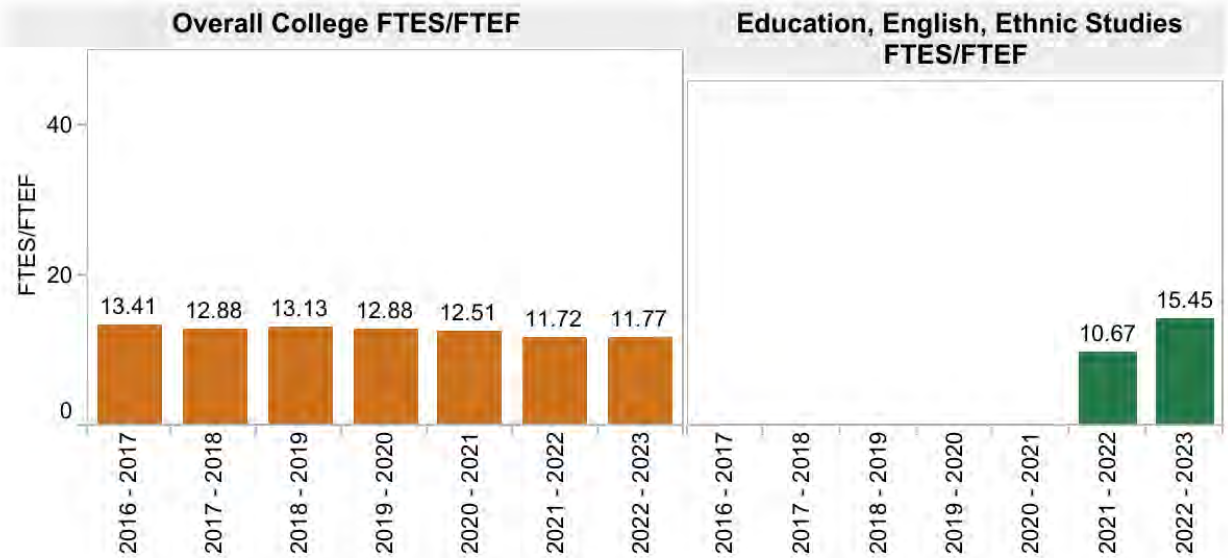
SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:
Multiple values

Course:
Multiple values

Dual Enrollment:
All

Prison:
All



FTES/FTEF: The ratio of total FTES to Full-Time Equivalent Faculty
(SXD4 Total-Hours/17.5)/XE03 FACULTY-ASSIGNMENT-FTE)

The ETHN department has exceeded the College's efficiency, likely due to our high course caps (40) and multiple over-enrolled courses.

D. Student Success—Course Completion by Modality (Insert Data Chart)

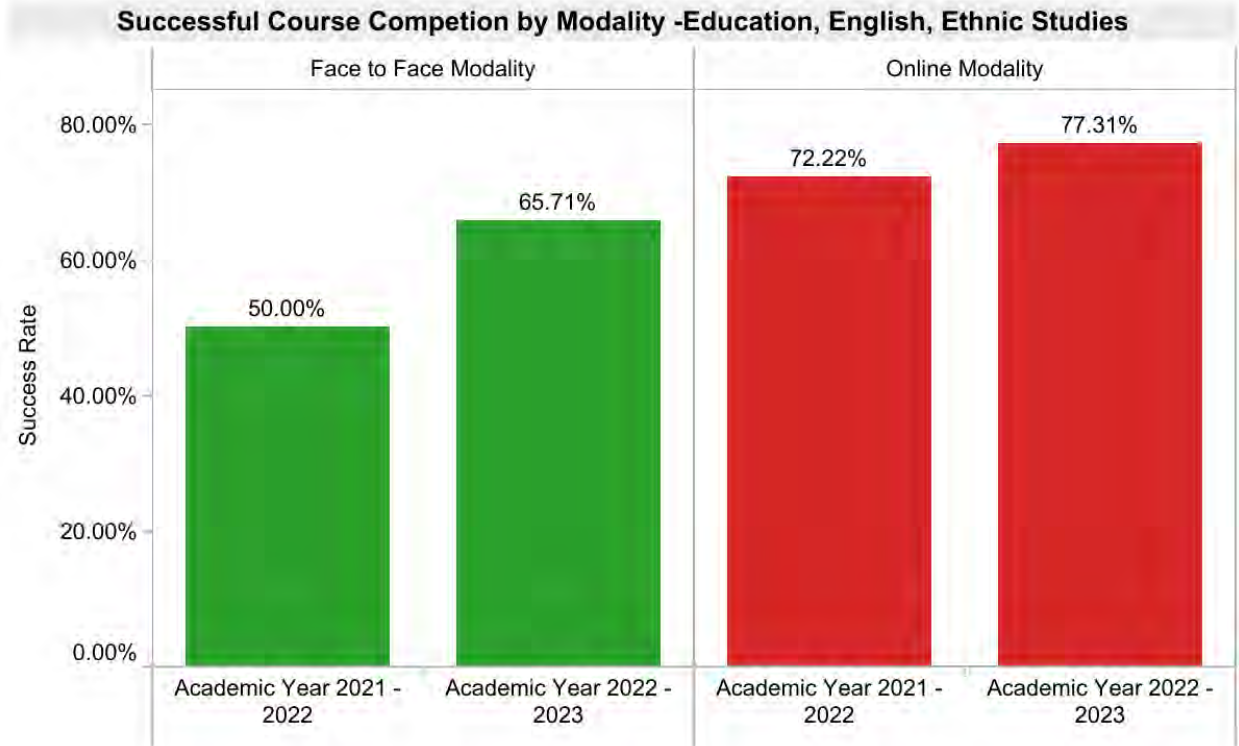
Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Multiple values

Course:
Multiple values

Legend:
■ Face to Face Modality
■ Online Modality



Successful Course Completion by Modality Table - Education, English, Ethnic Studies

		Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023
Face to Face Modality	Department Success Rate	75.08%	71.75%	79.32%	73.67%	65.49%	69.85%
	Total Department Enrollm..	3,642	3,364	3,378	346	1,233	1,691
Online Modality	Department Success Rate	59.70%	69.41%	75.66%	65.47%	63.72%	66.14%
	Total Department Enrollm..	1,067	1,216	1,374	4,306	3,033	2,958

Results show greater completion for online courses as well as higher completion rates over time.

E. Degrees and Certificates Awarded (Insert Data Chart)

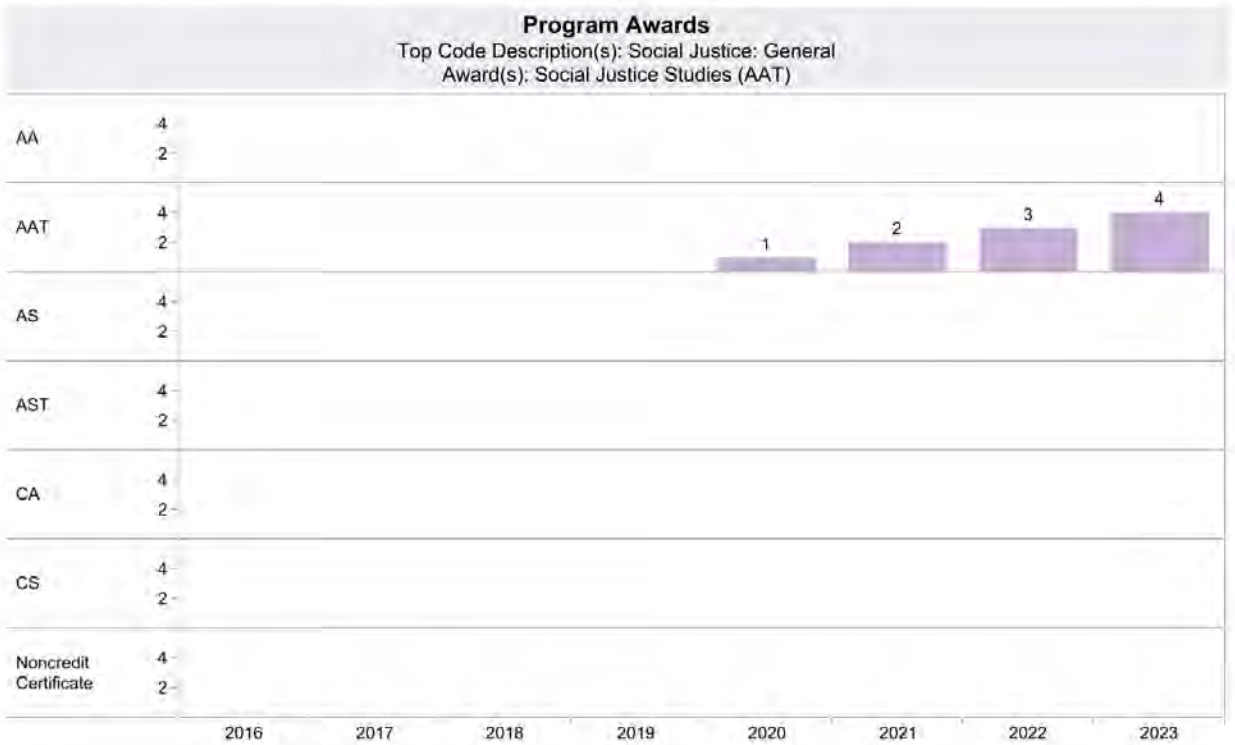
Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data: Degrees and Certificates Awarded

Program:
Social Justice: General

Award Type:
All

Area of Study
All



Award Type	Award	2016	2017	2018	2019	2020	2021	2022	2023
AAT	Social Justice Studies (AAT)					1	2	3	4
	Total					1	2	3	4
Grand Total						1	2	3	4

Program Awards: The number of degrees and certificates awarded by program type

There has been a steady increase in the number of degrees awarded for the Social Justice AAT. We hope that by offering multiple degrees and certificates, we can attract more students to complete our programs. For instance, the Ethnic Studies Teacher Pathway initiative is working to advertise and support all our AAT and CA/CS options. As noted above, we have three degrees and three certificates that will be added to the catalog in AY 2024-2025.

F. General Student Success – Course Completion (Insert Aggregated Data Chart)

Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Multiple values

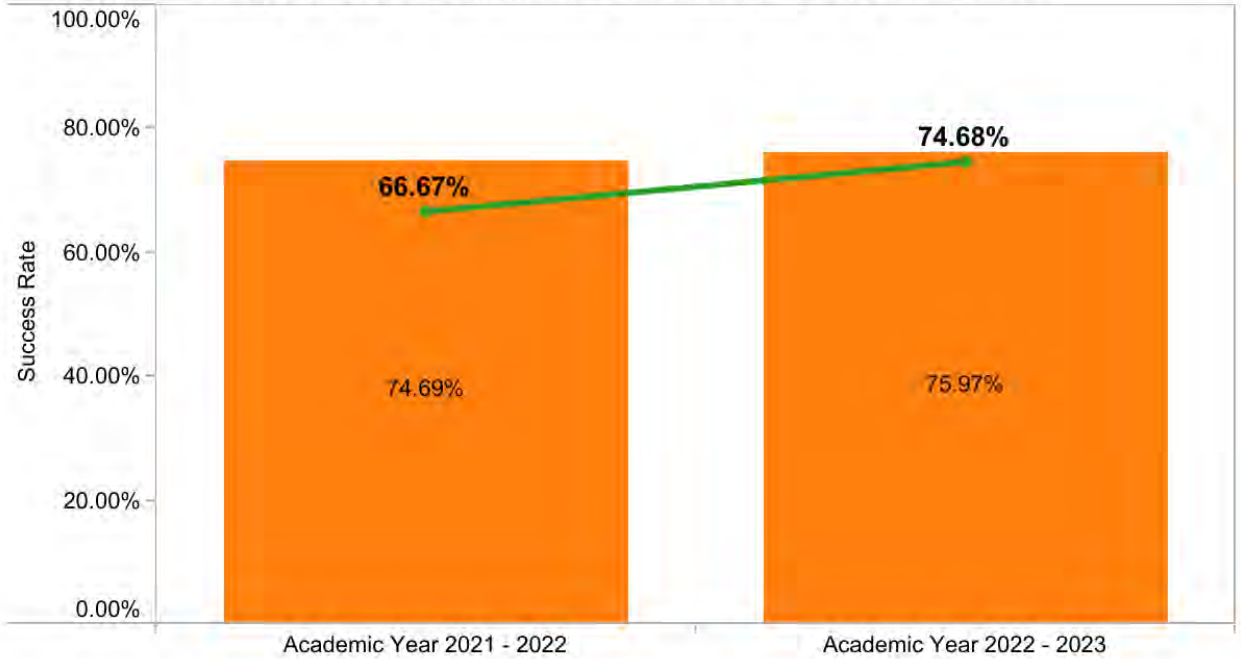
TERM
All

Measure Names

- Department Success Rate
- Overall College Success Rate

COURSE
Multiple values

Successful Course Completion - Education, English, Ethnic Studies



Education, English, Ethnic Studies Success Rate Table

	Academic Year 2021 - 2022	Academic Year 2022 - 2023
Department Success..	66.67%	74.68%
Total Enrollments	24	311

Success: The Percentage of student enrollments resulting in a final grade of "C" or better

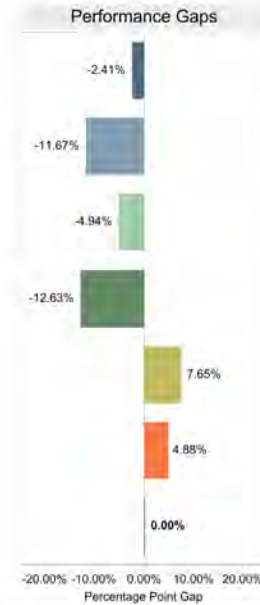
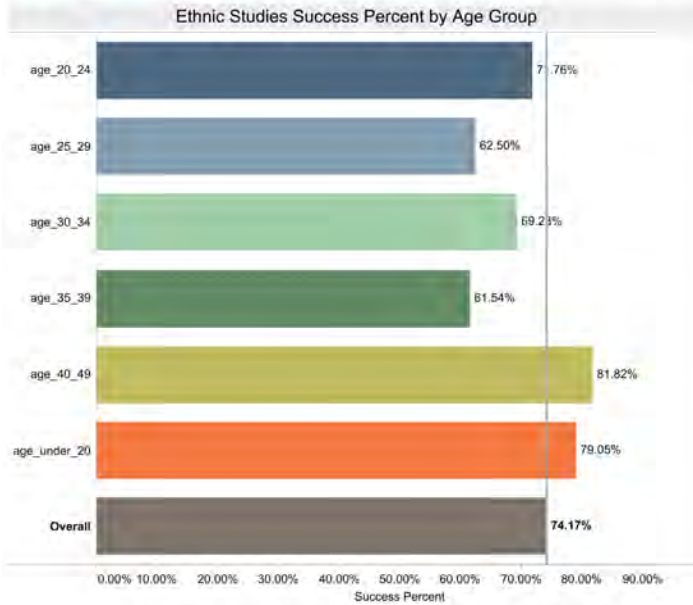
In the past two years, overall student success has risen to a rate that is comparable to the College overall.

- G. Review the **Disaggregated Student Success** charts; include any charts that you will reference. Describe any departmental or pedagogical outcomes that have occurred as a result of programmatic discussion regarding the data presented.



Successful Course Completion by Student Subpopulation

Academic Year: All
 Department: Ethnic Studies
 Region: All
 Enroll Status: All
 Dual Enrollment: All
 Prison: All
 Disaggregate By: Age Group

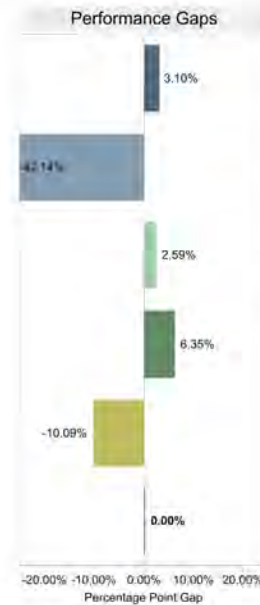
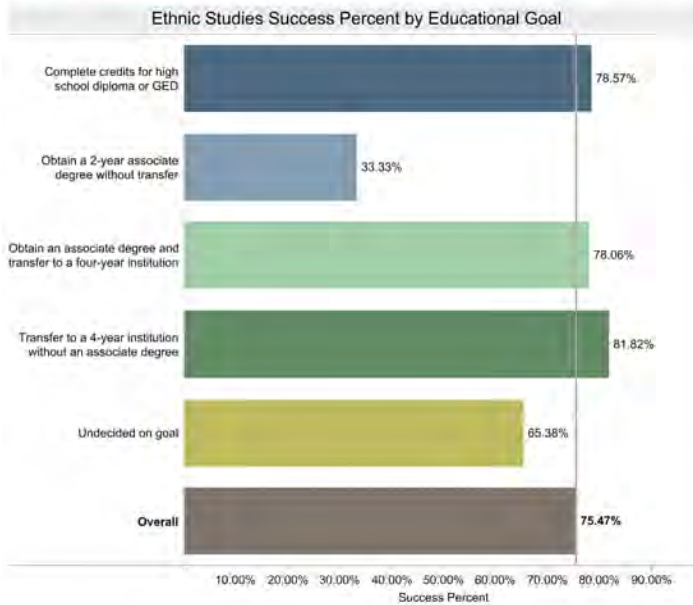


Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B-, C+, C, CR or P to all valid grades.



Successful Course Completion by Student Subpopulation

Academic Year: All
 Department: Ethnic Studies
 Region: All
 Enroll Status: All
 Dual Enrollment: All
 Prison: All
 Disaggregate By: Educational Goal



Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B-, C+, C, CR or P to all valid grades.

With respect to available data, there were notable differences (>10%) with respect to five variables. Three of those variables (academically disadvantaged, transfer math, and transfer English) all refer to factors that reflect structural barriers to students' success. The other two notable variables are included here: student academic goal and age. The data show a trend of 25–29-year-old students, 35–39-year-old students, and those with the goal of an AA without transfer having lower success rates than their peers. These two variables may explain each other, as there is likely substantial overlap between these two groups. Non-traditional young adult students are more likely to have economic and familial pressures that make transfer to a four-year university untenable or undesirable. One important factor that will be changing in the coming years is the implementation of the local Ethnic Studies requirement, which will increase student success by providing a structural incentive to complete the course the first time.

Programs and Curriculum Review PROGRESS

A. For the following questions, please refer to the 5-year update calendar in the **Curriculum Review Worksheet** (or classic template if your last CPPR was conducted before 2023) from your most recent CPPR.

- List those programs of study (degrees and/or certificates) and courses that were scheduled for major or minor modification during the ____ year in the 5-year calendar of the Curriculum Review Worksheet.

N/A – WE ARE IN THE FIRST YEAR OF HOUSING THE SOCIAL JUSTICE STUDIES AAT AND THE CPPR HAS NOT YET BEEN ESTABLISHED FOR THIS DEPARTMENT.

- From the list generated in #1, identify those programs of study and courses that underwent the scheduled modifications during the ____ year. Complete the table below for those items only.

Program of Study OR Prefix and Course #	Major/Minor Modification (select one)	Date completed (semester and year)

- From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were scheduled during the ____ year. Complete the table below for those items only.

Program of Study OR Prefix and Course #	Past Due Date for Modification	Briefly state why modification was not completed on schedule	Re-scheduled date for modification (must be within 1

			year)

B. For the following questions, please refer to Part A, #3 of the previous year’s APPW (please also refer to any APPW completed since your most recent CPPR which have incomplete curriculum updates that aren’t already referenced in the previous year’s APPW).

List those programs of study and courses that are listed in previous APPW that were listed under #3. Complete the table below for those items only. If there were no courses included under #3 of previous APPW, please type “N/A” in the first row of the table.

Program of Study OR Prefix and Course #	Past Due Date for Modification	Re-scheduled date for modification	Completed (yes or no)
N/A			

From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were scheduled during the ____ year. Complete the table below for those items only. You may leave this table blank if you wrote “N/A” for the previous table.

Program of Study OR Prefix and Course #	Past Re-scheduled Due Date for Modification	Briefly state why modification was not completed as rescheduled	Second re-scheduled date for modification (must be within 6 months)

Other Relevant Program Data (optional)

Provide and comment on any other data that is relevant to your program such as state or national certification/licensure exam results, employment data, etc. If necessary, describe origin and/or data collection methods used.

Program Outcomes Assessment Checklist and Narrative

Checklist

- SLO assessment cycle calendar is up to date.
- All courses scheduled for assessment have been assessed in eLumen.
- Program Sustainability Plan progress report completed (if applicable).

Narrative

Briefly describe program changes, if any, which have been implemented in the previous year as a direct result of the Program or Student Services Learning Outcomes Assessment. *If no program changes have been made as results of Program or Student Services Learning Outcomes Assessment, indicate: NONE.*

Program Planning / Forecasting for the Next Academic Year

Briefly describe any program plans for the upcoming academic year. These may include but are not limited to the following: *(Note: you do not need to respond to each of the items below). If there are no forecasted plans for the program, for the upcoming year, indicate: NONE.*

A. New or modified plans for achieving program-learning outcomes and addressing equity gaps

In the upcoming academic year, we plan to continue the growth and success of the department by establishing greater support for our students, growing awareness of our programs, and expanding our reach. Specifically, we have established the Ethnic Studies Teacher Pathway initiative and will be incorporating aspects of student support, community building, and mentorship into this program. This will help to bring student attention and energy to the opportunity to be an Ethnic Studies major. We will also continue to make people aware of the Ethnic Studies department through our annual Teach-In, which informs community members and the campus about the history of the discipline and the changes that are coming with respect to general education. Finally, we plan to expand our reach by continuing to connect with community members and faculty to infuse collaboration and engagement into our entire curriculum, including through study abroad.

B. Anticipated changes in curriculum, scheduling or delivery modality

We will be adding a new dual enrollment course in Atascadero, with plans to offer all their high school's Ethnic Studies courses as Cuesta-led dual enrollment. We are also scheduling our first class at the South County Center for Fall 2024. As all students need Ethnic Studies, we are aware of the importance of expanding our capacity to reach students in all available modalities and locations.

Since our last APPW, we have established ETHN 252 and ETHN/ASHS 262 and have been contributing to a new and growing Women's, Feminist, and Queer Studies curriculum. This includes a course reactivation in collaboration with ASHS for the class, "Feminist Approaches to Care and Community Wellness" and the addition of the Social Justice: Gender Studies AAT for AY

24-25 catalog. We also are contributing to two proposals for one course and one program which are currently being considered as notices of intent: ETHN 218 Introduction to Feminist Studies, which corresponds to C-ID: SJS 120 Introduction to Women's Studies, as well as a Certificate of Specialization in Women's, Feminist, and Queer Studies.

Through consultation and collaborations with a range of stakeholders, we have resubmitted eight courses for Area F/7 approval: ETHN 231, 234, 235, 240, 250, 260, 262, and 270. Having these courses Area F/7 approved would greatly expand the enrollment in these courses and remove some burden from the long waitlists on ETHN 230 and ETHN/EDUC 210.

With a robust set of ETHN classes available, our emphasis for curriculum development moving forward is to continue to collaborate with other departments to offer Ethnic Studies courses that respond to specific disciplines (e.g., CUL and NUTR), as well as expanding our Chicanx and Latinx Studies offerings to provide a more robust experience for students completing the Chicano Studies AAT and in alignment with the forthcoming transfer model curriculum in Chicano Studies and related C-IDs. To further support and facilitate student success in this area, we are planning to develop and introduce new prefixes, starting with Chicanx and Latinx Studies (CLST) and followed by additional prefixes for each of the four core disciplines Black Studies (BLST), Native American and Indigenous Studies (NAIS), and Asian American and Pacific Islander Studies (AAPI), as well as Women's, Feminist, and Queer Studies (WFQS).

C. Levels, delivery or types of services

We have increased the level of services by offering additional courses from a range of new instructors and class offerings in Ethnic Studies.

D. Facilities changes

This academic year we have changed our facilities set up so that the Ethnic Studies faculty offices are in the Applied Behavioral Sciences Division (Building 4000). This has provided greater collegial connection and efficiency.

As we look forward, we will need additional space for PT and FT faculty in Ethnic Studies. Although they all teach remote, none of our PT faculty currently have an office space if they required it on campus. Also, another FT faculty member will be needed, and they will need additional office space.

We also seek to contribute to the overall wellbeing of the campus and shared facilities spaces. We are proposing working with students and other stakeholders on campus to create an Ethnic Studies mural.

E. Staffing projections

In Fall 2023 and Spring 2024 we conducted PT faculty hiring to provide additional instruction for ETHN courses. This yielded five new faculty members in Fall 2023 and shows promise for Spring 2024 for additional capacity. With an increase in PT faculty and many courses filling with long waitlists for CSU/UC Area F/7 and the upcoming Title 5 Area 6 requirement, there is a need for an additional full-time faculty member in the department. In order to continue to grow our capacity and address the needs of our curriculum, it would be helpful if this individual has a background in Black / African American Studies. As we move forward and anticipate the continued growth of the ETHN department, we have identified that the best practices used across the state and country are to incorporate at least one lead faculty member for each of the four core disciplines, in addition to comparative ethnic studies.

F. Other

Program Sustainability Plan Progress Report

This section only needs to be completed if a program has an existing Program Sustainability Plan. Indicate whether objectives established in your Program Sustainability Plan have been addressed or not, and if improvement targets have been met.

Area of Decline or Challenge	Identified Objective (Paste from PSP)	Planning Steps (Check all that apply)	Has the Improvement Target Been Met?
Enrollment		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Demand (Fill Rate)		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Efficiency (FTES/FTEF)		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Success – Course Completion		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Success – Course Modality		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Degrees and Certificates Awarded		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one

If Program Sustainability Plan is still necessary, provide a brief description of how you plan to continue your PSP and update your PSP to remove any objectives that have been addressed and include any new objectives that are needed.