

## 2025 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

**CURRENT YEAR: 2024-2025**      **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: 2025-2026 CURRENT DATE: 2/28/2025**

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 the [IPPR Program Review Documents 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):

### Active:

- **Ethnic Studies for Educators Certificate of Achievement**
- **Ethnic Studies for Educators Certificate of Specialization:**
- **Ethnic Studies Ethnic Studies for Educators Certificate of Specialization:**
- **Anti-Bias Education Social Justice Studies Associate in Arts for Transfer**
- **Social Justice: Ethnic Studies Associate in Arts for Transfer**

### Approved:

- **Women's, Feminist, and Queer Studies Certificate of Achievement**
- **Social Justice: Gender Studies Associate in Arts for Transfer**

### Launched:

- **Chicana/o, Latina/o Studies Associate in Arts for Transfer**
- **Social Justice: Chicano Studies Associate in Arts for Transfer**

### Drafted:

- **Ethnic Studies Associate in Arts for Transfer**

## GENERAL PROGRAM UPDATE

Describe changes and improvements to the program, such as changes to the mission, purpose, or direction. In particular, indicate any changes that have been made to address equity gaps.

The department has grown substantially in the past year, including hiring six part-time faculty members, one of whom will be starting as a full-time faculty member in the next academic year.

To build community among our faculty and share best teaching practices, we hosted a faculty retreat in January 2025. At this retreat, we had a facilitated discussion led by faculty experts from Ehecatl Wind Philosophies, and through this process and a follow up faculty meeting, we substantially revised our department's acknowledgments and department values.

These revisions emphasized the local context that affects students in San Luis Obispo County and Community College District, as well as the diverse lived experiences of our students and the online students who join our courses.

We also adapted the department values to reflect the current dialogues and perspectives that students are sharing in our classroom and online discussions.

### Land and Structural Racism Acknowledgments

We acknowledge that Cuesta College occupies the ancestral, traditional, and contemporary lands of the Salinan and Northern Chumash peoples, who have cared for this land since time immemorial and continue to do so today.

We recognize that the United States was built on stolen land and the uncompensated labor of enslaved Africans and Indigenous peoples. On the Central Coast, we honor the Chinese laborers who built the railroads, the Filipinx and Latinx farmworkers who sustain our agriculture, and the Japanese Americans who endured internment during World War II. We also acknowledge the incarcerated people at California Men's Colony, who perform essential underpaid labor such as firefighting and manufacturing.

We stand in solidarity with all those resisting colonial occupation; who continue to face dispossession, state-sanctioned violence, and human rights violations. This acknowledgment is a call to action to collaborate with those most impacted by these systems of oppression as we work toward justice, equity, and liberation.

## Cuesta College Ethnic Studies Department Values

Our department is guided by four core values that shape our approach to education and community engagement: Liberation, Intersectionality, Transformation, and Resistance.

By embracing these values, we aim to create an educational environment that empowers students, celebrates diversity, and instills a lifelong commitment to racial justice and decolonization. These values are a living commitment, and our department regularly discusses and updates our values.

**Liberation:** We challenge systems of oppression, fostering agency and autonomy. We equip ourselves and others to advocate for justice and equity.

**Intersectionality:** We recognize the interconnectedness of race, gender, class, sexuality, disability, and other identities. Advocacy and resistance are necessary to disrupt systems of domination.

**Transformation:** Education challenges our perspectives and inspires us to grow together. Through classroom teaching and community engagement, we cultivate critical thinking and social responsibility.

**Resistance:** We remain committed to the ethos and praxis of Diversity, Equity, and Inclusion in the face of the evolving political landscape. We believe in the collective power of social justice, solidarity, and affirm that Ethnic Studies is an outcome of student-led activism and third-world liberation.

## 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.

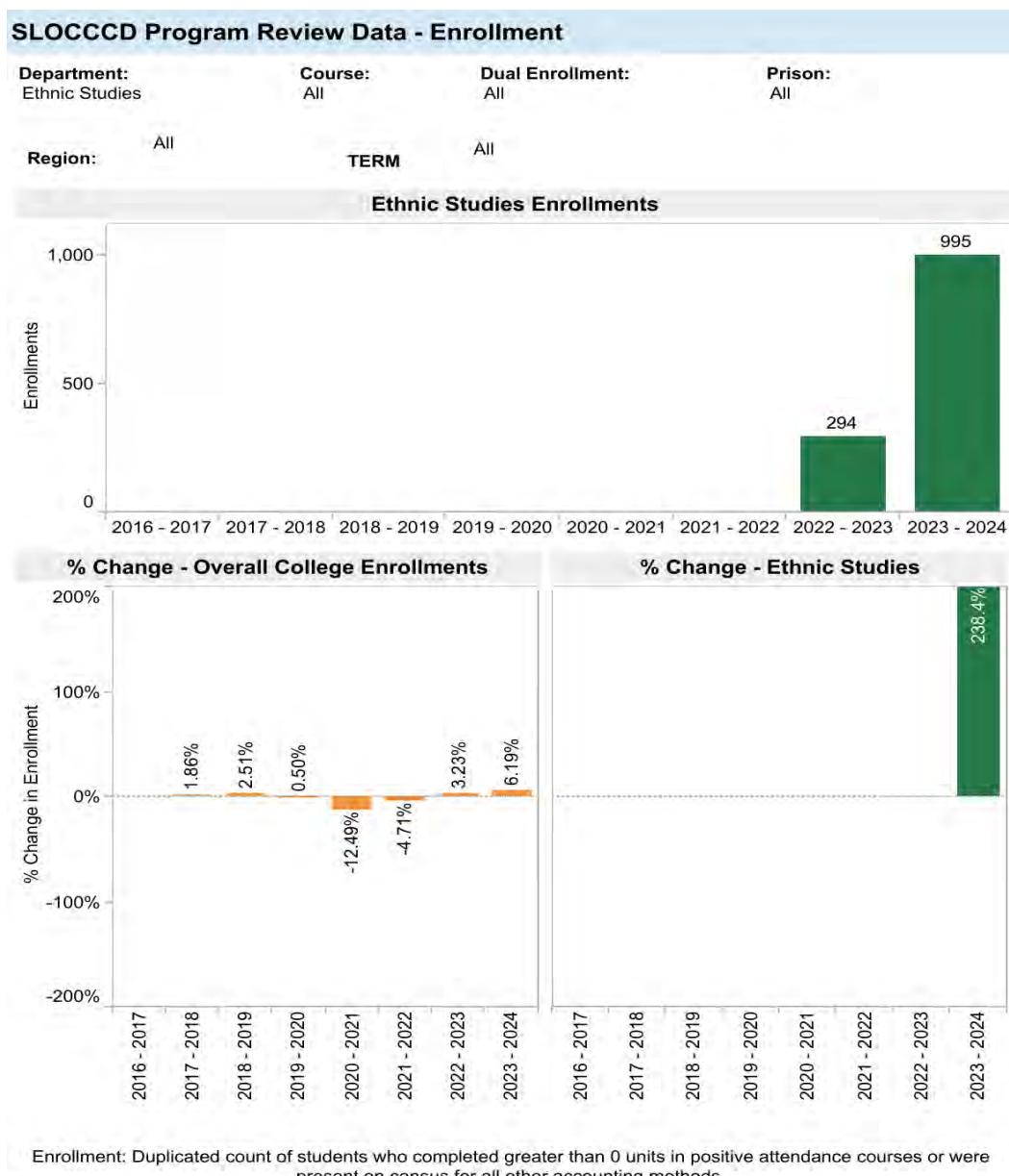
No  If no, you do not need to complete a Progress Report.

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.

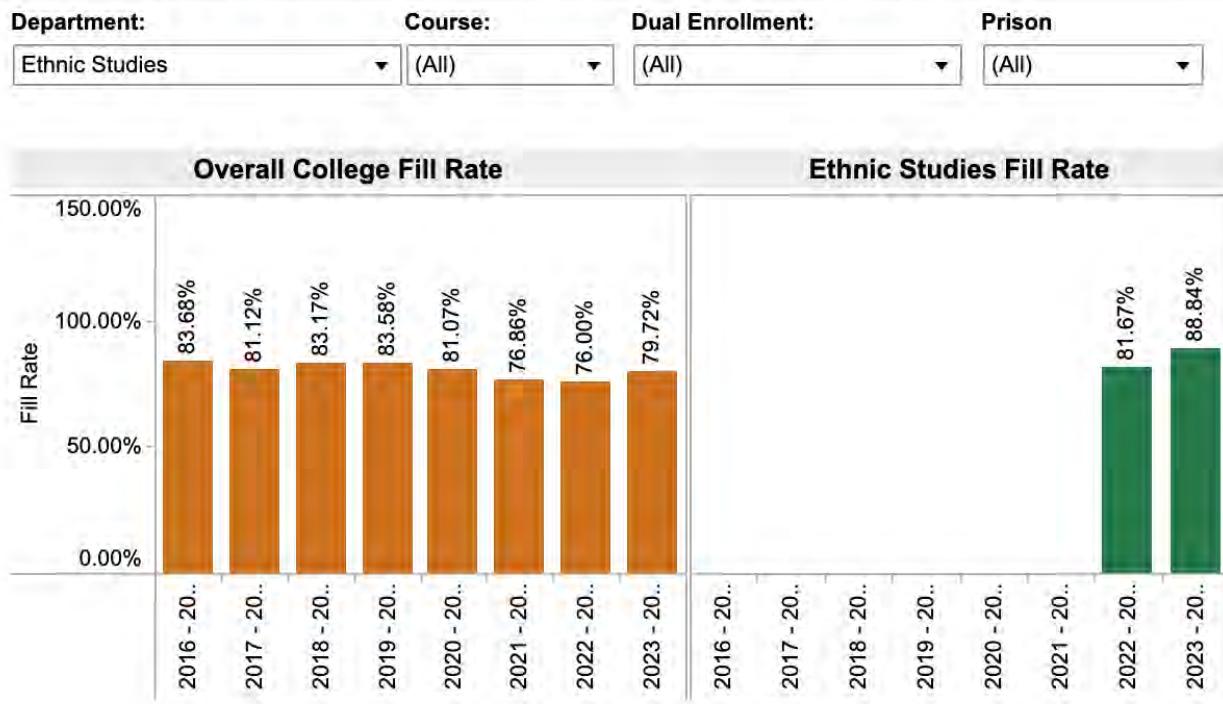
### A. General Enrollment)



The department offerings have seen substantial growth, largely related to the implementation of the general education Ethnic Studies requirements for CSU/IGETC and the local California Community Colleges requirement.

## B. General Student Demand (Fill Rate)

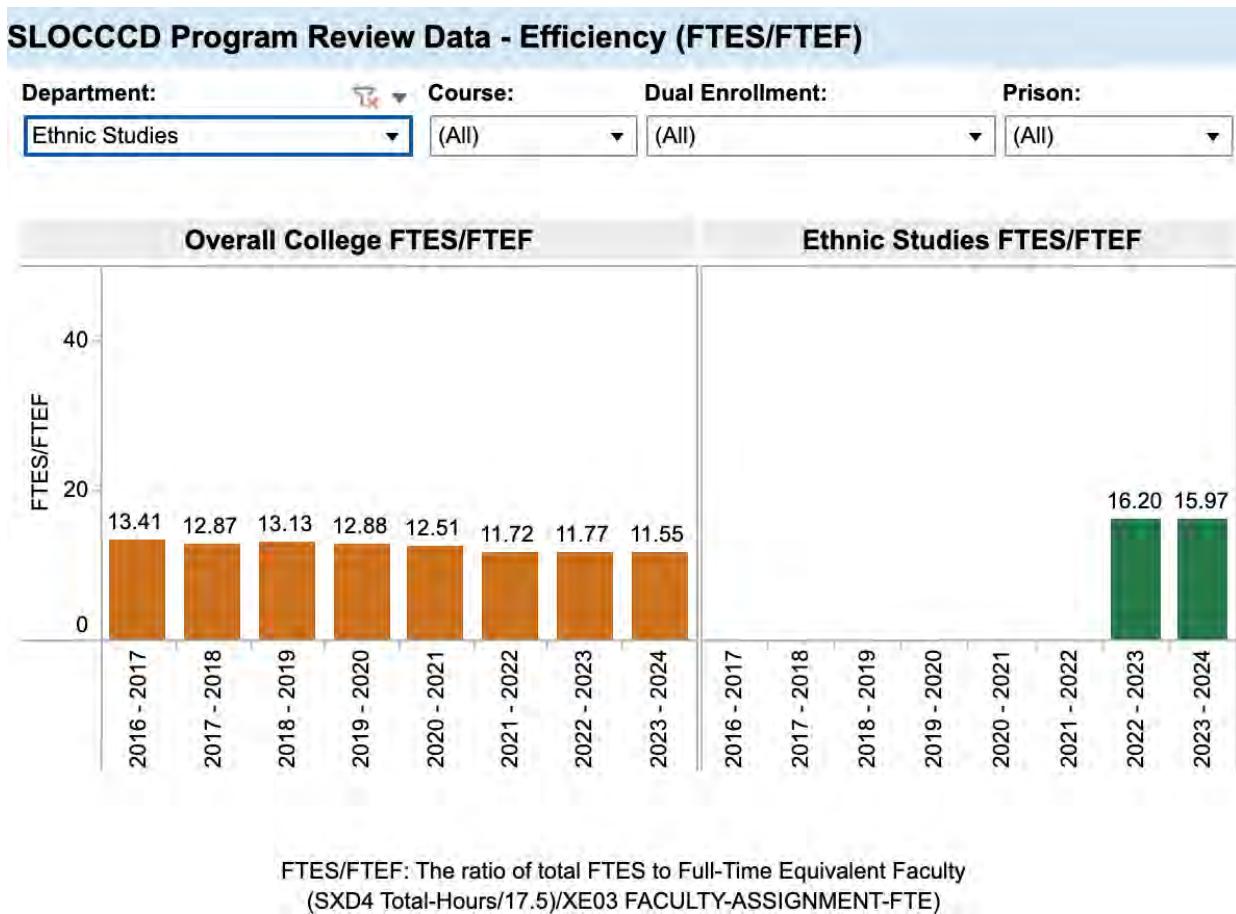
### SLOCCCD Program Review Data - Student Demand (Fill Rate)



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.

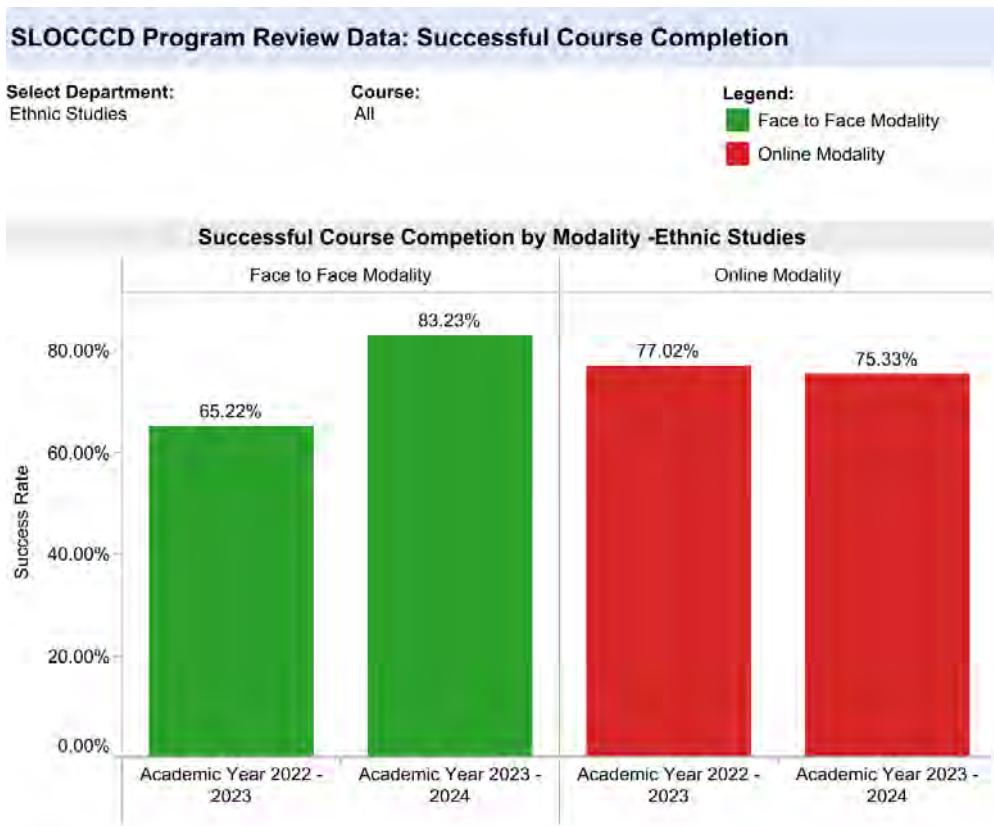
The Fill Rates for Ethnic Studies courses have been consistently higher than the College average for the past two years. This is likely related to the general education requirements mentioned above.

### C. General Efficiency (FTES/FTEF)



The efficiency metrics are higher than the College as a whole, which is related to the enrollment trends discussed above. The efficiency metric exceeds the college average at a higher ratio than the enrollment metrics, because the majority of ethnic studies courses have a high course cap of 40 students per section.

## D. Student Success—Course Completion by Modality

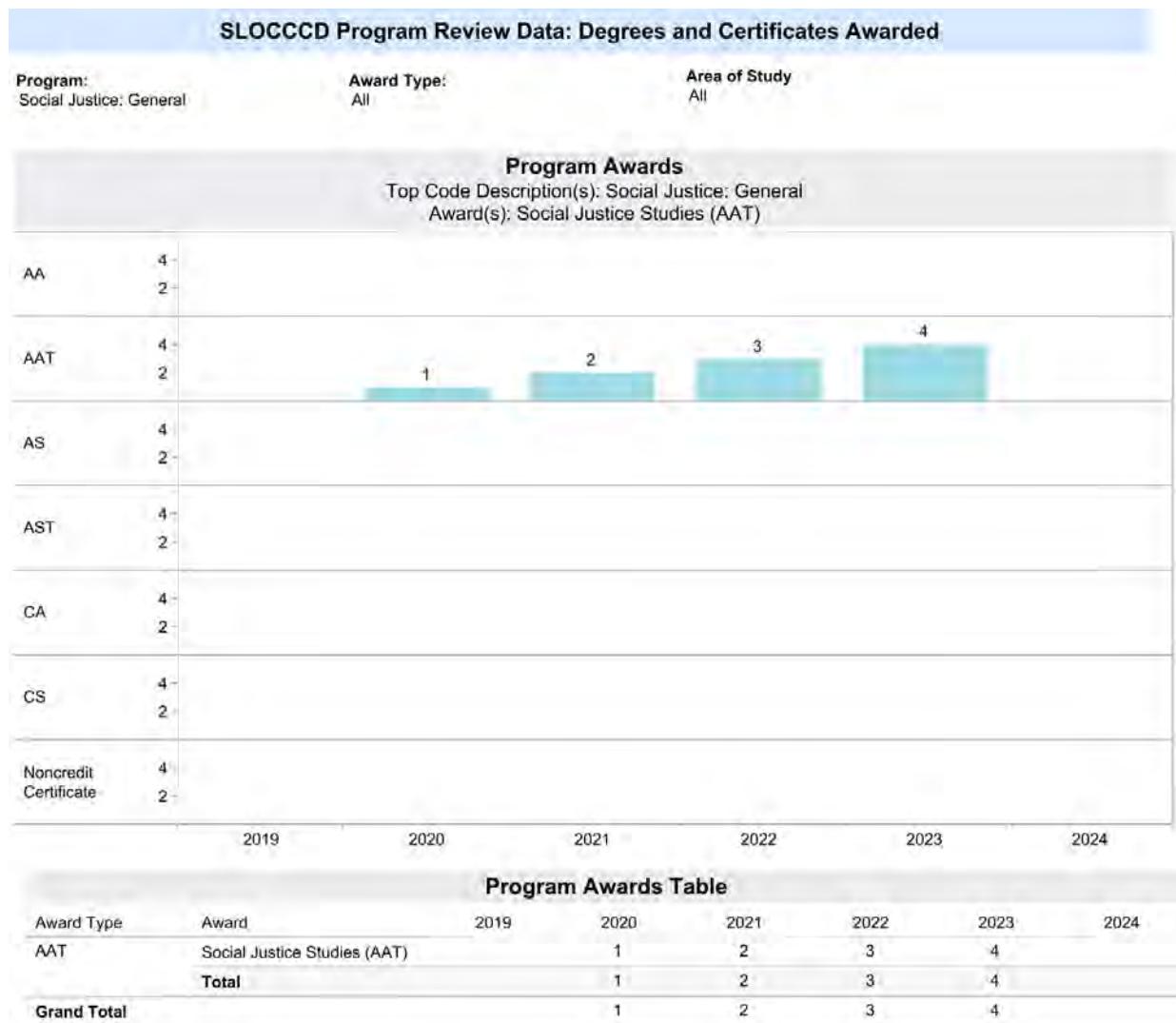


**Successful Course Competition by Modality Table - Ethnic Studies**

		Academic Year 2022 - 2023	Academic Year 2023 - 2024
Face to Face Modality	Department Success Rate	65.22%	83.23%
	Total Department Enrollments	70.0	161.0
Online Modality	Department Success Rate	77.02%	75.33%
	Total Department Enrollments	236.0	914.0

These metrics indicate that course completion has increased for face-to-face students and shown a marginal decrease for online students.

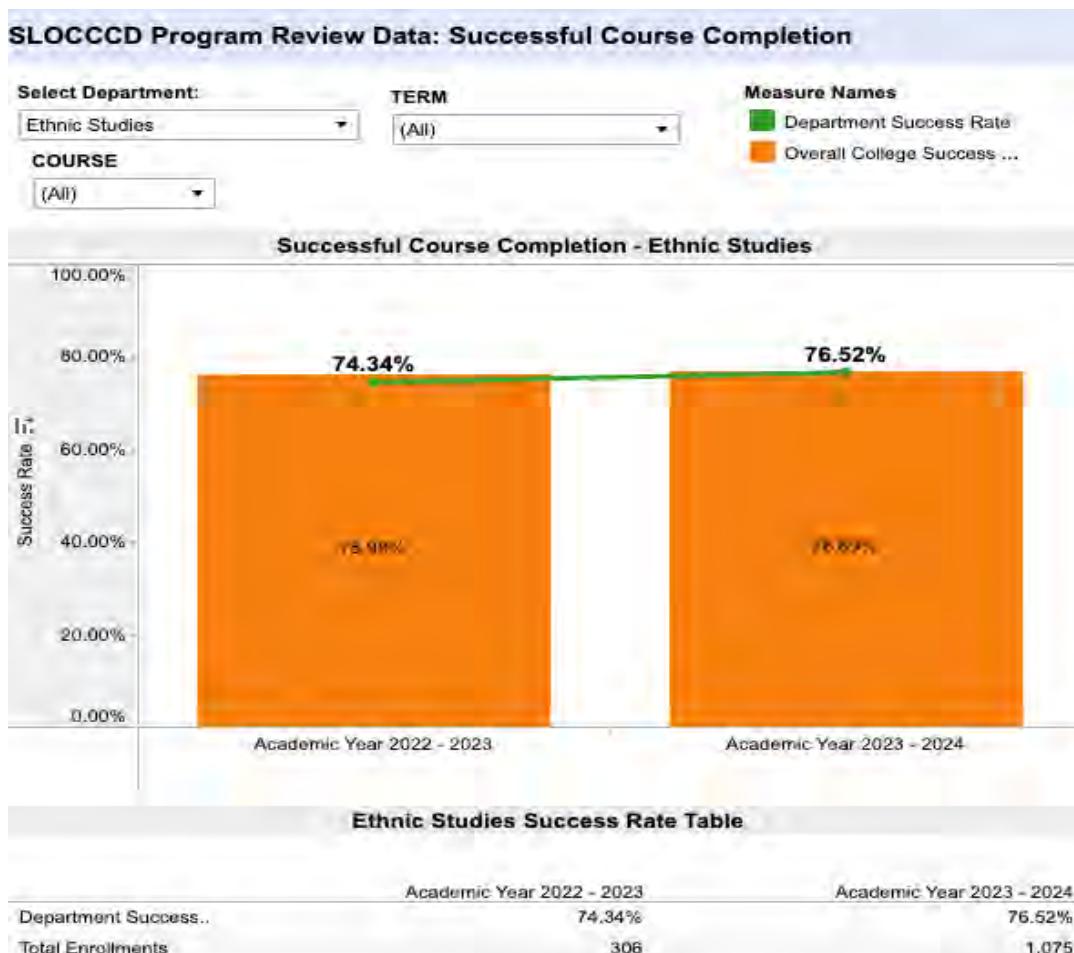
## E. Degrees and Certificates Awarded



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

No awards were granted in this academic year, which disrupts a trend of overall growth. This may be due to the additional degree opportunities that have become available, and students may be delaying their degree to adjust their course plan or to pursue one of these new opportunities. To help build awareness of our existing and new programs, we are planning an annual departmental open house for students and the community in Fall.

## F. General Student Success – Course Completion



Success rates are consistent with the College as a whole and show steady increase over time.

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.

The department shows a successful commitment to inclusion and belonging through the relatively low discrepancies by disaggregate group. Specifically, the following categories showed a marginal difference of less than 10% performance gap: DSPS, English Placement, Ethnicity, Financial Aid Status, First Generation, Gender, Math Placement, Promise, Veteran, EOPS, and Local HS.

Age, Foster Youth, Educational Goal, and Cal Works all showed a larger than 10% discrepancy.

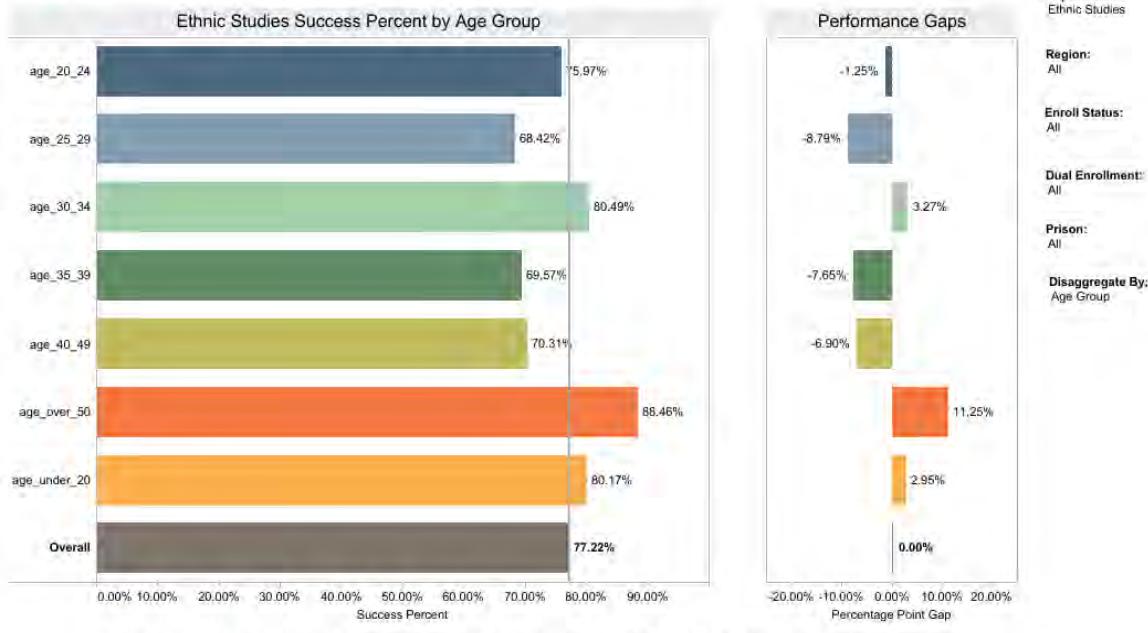
With respect to age, older students (over 50) are more likely to succeed in Ethnic Studies courses (11.3%). This could be due to the motivation to complete the course and the reservoir of relevant personal knowledge many of these students can bring to discussions about Ethnic Studies.

Those students associated with the CalWORKS program tended to perform better in Ethnic Studies classes overall (12.8%), despite tending to face more barriers to success in the College as a whole. Many of the CalWORKS counselors have personal or professional familiarity with Ethnic Studies and may be serving as particularly effective resources for these students.

Those students who were identified as current/former foster youth showed evidence of a performance gap of 12.7% which is nearly the same as the College as a whole (12.1%). This demonstrates the need for greater support to the programs serving foster youth and outreach between available resources and students in need.

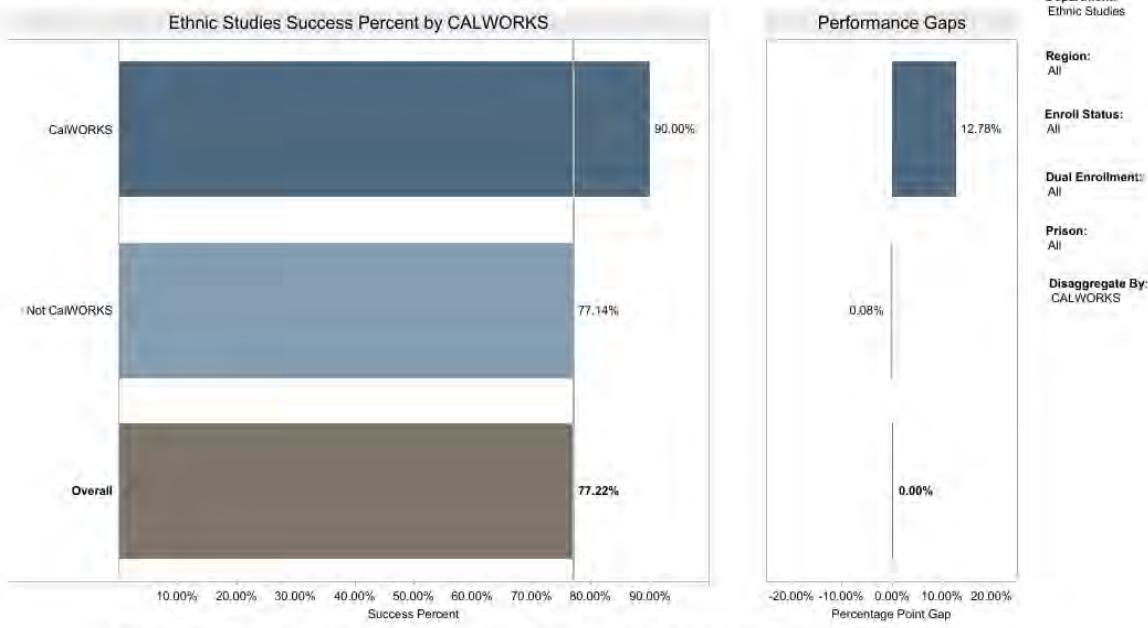
Finally, the largest gaps can be seen within the metric sub-divided by educational goal. Those who were seeking to “Advance in current job / career (update job skills)” were 31.7% less likely to finish a class and those with the goals for “Educational development (intellectual, cultural)” (15.6%), “prepare for a new career (acquire job skills)” (11.9%), “discover / formulate career interests, plans, and goals” (10.5%) and “earn a vocational certificate with transfer” (10.5%) were less likely to complete the course. This directly relates to Ethnic Studies courses being a transfer requirement and creating a greater incentive to complete for students with goals that are primarily academic or transfer- related.

### Successful Course Completion by Student Subpopulation



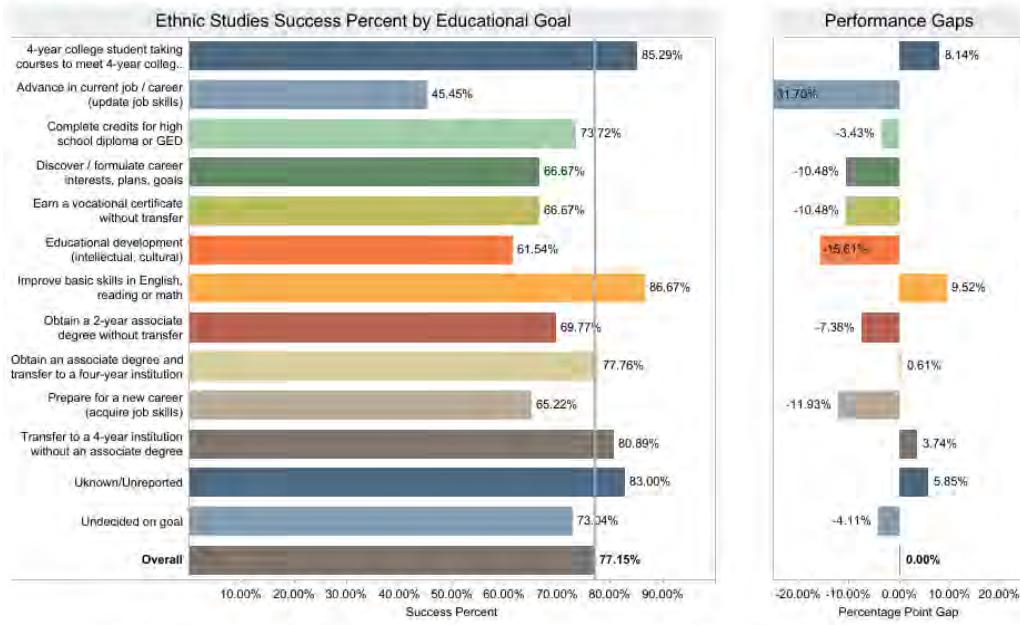
Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.

### Successful Course Completion by Student Subpopulation

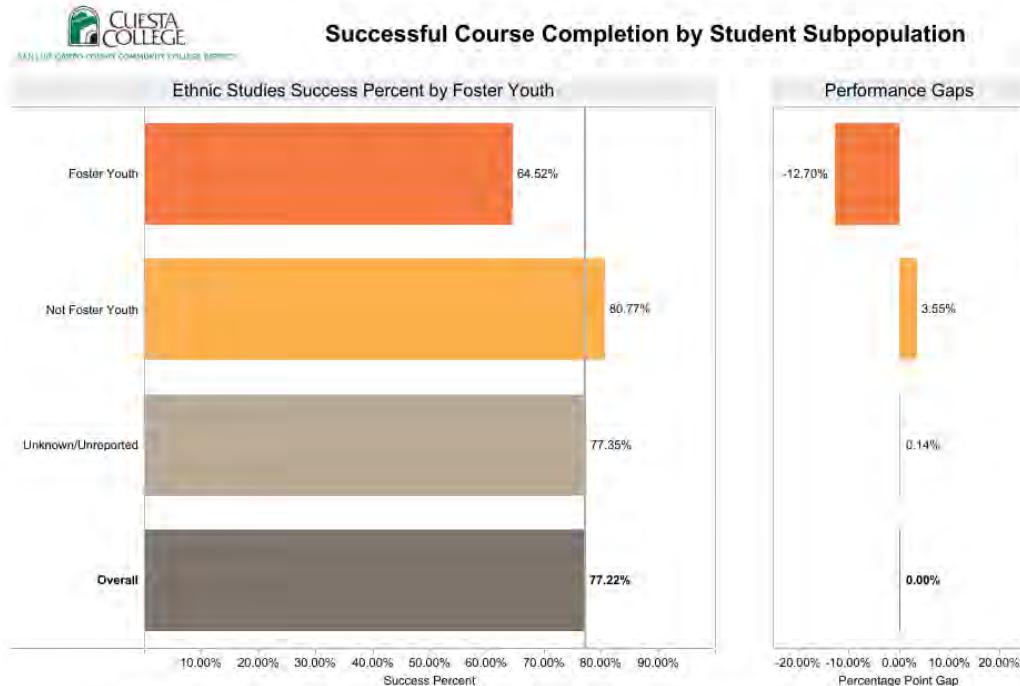


Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.

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## PROGRAMS AND CURRICULUM REVIEW PROGRESS

### SECTION 1: PROGRESS CHECK ON SCHEDULED CURRICULUM UPDATES FROM CPPR

Directions:

For the following questions, please refer to #3 in Section 1 of the Programs and Curriculum Review Progress portion of last year's APPW.

1. List those programs of study (degrees and/or certificates) and courses that were scheduled for major or minor modification during the 2024 academic year in the 5-year calendar of the Curriculum Review Worksheet.

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2. From the list generated in #1, identify those programs of study and courses that underwent the scheduled modifications during the 2024 academic 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)

3. 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 2024 academic 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)

## SECTION 2: PROGRESS CHECK ON PREVIOUSLY OUT-OF-DATE CURRICULUM UPDATES FROM CPPR

*Directions:* For the following questions, please refer to #3 in Section 1 of the Programs and Curriculum Review Progress portion of APPW from years before the previous academic year where incomplete curriculum updates were re-scheduled to be addressed in 2024.

1. List those programs of study and courses that are listed in the older APPW that were listed in #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 box of 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)

2. From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were re-scheduled to during the 2024 academic 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.*

We have developed a robust Ethnic Studies curriculum and offer courses in multiple modalities at all available campus locations. We plan to sustain and grow this work with the following priorities:

- Promote student engagement and build community among Ethnic Studies majors and students pursuing an Ethnic Studies certificate.
- Identify and develop necessary courses to offer upcoming AAT degrees in Black Studies, Native American Studies, and Asian American and Pacific Islander Studies.
- Continue to expand the available schedule to meet growing student need for an Ethnic Studies general education course, including current and new faculty.
- Promote student participation and enrollment at the North County Campus, South County Center, and through dual enrollment.
- Collaborate with faculty and identify funding to provide cultural events, guest lectures, field trips, study abroad, and internships, as these are priorities identified by Ethnic Studies students.
- Support a positive campus culture to promote staff and faculty collaboration, reduce turnover, and increase capacity for student support, clubs, and initiatives.
- As the Ethnic Studies general education requirement phases in for all students, we expect that staffing levels will need to match existing departments that offer an entire general education area.

## 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.