

## De Anza College

### Program Review – Annual Update Form

1. Briefly describe how your area has used the feedback from the Comprehensive Program Review provided by RAPP members (if unsure, request the feedback form from your dean/manager).

RAPP provided some good feedback and observations for the Comparative Ethnic Studies Department. The feedback included:

- engaging with guided pathways
- improving student success based on the current equity gaps
- clear explanation of teaching strategies and their alignment with the college's missions and goals

To address the first bullet, CETH submitted a certificate for approval last year in anticipation of the certificate having the ability to count towards the ADT that is being developed in Comparative Ethnic Studies. We are still waiting for the state to create and approve the transfer model curriculum for CETH. The department chair, who is the dean, has used Ethnic Studies funds from the state to pay PT faculty to rewrite curriculum to meet the Ethnic Studies GE criteria.

Since many of the courses offered in CETH have an asynchronous online component, all the faculty in this department have attended Part 1 of the RSI training and will probably be a part of the cohort training for Part 2. These trainings have made faculty think about how they communicate with their students and how they present their content. We are hoping that this training should benefit all students and will make a difference in the student success rates.

Most of the instructors who teach the CETH classes use open educational resources in their classes. There is an OER textbook, "Introduction to Ethnic Studies", that some instructors use for their classes. Using open educational resources is in alignment with the college's equity value. A number of studies have shown that all students benefit from having open access resources and the success rates for historically marginalized groups increase significantly.

2. Describe any changes or updates that have occurred since you last submitted program review (comprehensive program review [submissions](#))

The enrollments and demands for CETH 10, Introduction to Ethnic Studies, has doubled from 23/24 to 24/25. In the winter quarter, two late start sections were opened before the college

closed for the holidays; these classes filled prior to the start of the winter term including the wait lists. We opened late start section two weeks into the quarter and that section also filled within days. Enrollments in these classes are experiencing remarkable growth and are filling up at a pace faster than we are able to offer them. This surge in demand highlights the importance of these courses to our students, which meets the new general education requirement for CSU's and UC's, and underscores the need for a FT faculty member to oversee this department.

More sections are not able to be offered due to lack of 1320 funds. Also, it has been difficult to hire PT faculty to teach in this discipline since every single community college in CA is dealing with the growth in demand for these courses. We lost some of our PT faculty who were hired as FT faculty at other community colleges.

3. Provide a summary of the progress you have made on the goals identified in your last program review (as included in the comprehensive program review).

The success rates in CETH have increased from 70% (22/23 academic year) to 79% (23/24 academic year). However, there is still disproportionate impact among the black and low income population.

Out of the three goals CETH made last year, only one has been accomplished. The department wrote a certificate of achievement in Ethnic Studies and is awaiting state approval of the certificate. The other two goals include hiring a FT faculty in CETH, which the department is hoping the college will grant this year, and writing an AD-T in CETH, for which the department is waiting for the state to come out with the transfer model curriculum. Once the TMC comes out, the department can work on creating the degree.

4. If your goals are changing, use this space to provide rationale, or background information, for any new goals and resource requests that you'll be submitting that were not included in your last program review.

The goals are not changing. The department desperately needs a dedicated FT faculty in this department since there currently isn't one. This person would oversee the curriculum and help guide the direction of this department. Additionally, this would be the person who could put together the associate's degree for transfer once the state comes out with the transfer model curriculum.

The department would like to have at least two dedicated FT faculty. The department needs consistent faculty to teach these courses. As noted above, it has been difficult to hire PT faculty since they are teaching at multiple institutions and are getting hired for FT positions.

5. Describe the impact to date of previously requested resources (personnel and instructional equipment) including both requests that were approved and were not approved. What impact have these resources had on your program/department/office and measures of student success or client satisfaction? What have you been able to and unable to accomplish due to resource requests that were approved or not approved?

Due to the fact that the department did not get a FT faculty in CETH, the department remains without a dedicated FT faculty. The dean is serving as the department chair. Per 10+1, the dean can not handle curriculum nor teaching issues. The FT faculty would be the person who would oversee SLO assessments and facilitate discussions on how to serve students better in this department. The dean has had to pay PT faculty to rewrite course outlines in this department and put together a certificate. While it is appreciated that PT faculty are taking on these duties, the consistency of the courses may fluctuate due to the transient nature of PT faculty. Many of the PT faculty are teaching at multiple institutions and it can be difficult for them to keep up with the changes and demands from teaching at multiple institutions.

6. How have these resources (or lack of resources) specifically affected disproportionately impacted students/clients?

Since there is no FT faculty member in this department, there has not been discussions on teaching pedagogy, resources available to students, etc... which can be detrimental to disproportionately impacted students. Please see #5.

7. Refer back to your Comprehensive Program Review under the section titled Assessment Cycle as well as the SLO website (<https://www.deanza.edu/slo/>) for instructional programs. In the table below provide a brief summary of one learning outcome, the method of assessment used to assess the outcome, a summary of the assessment results, a reflection on the assessment results, and strategies your area has or plans to implement to improve student success and equity. If your area has not undergone an assessment cycle, please do so before completing the table below.

**Table 1. Reflection on Learning Outcomes (SLO, AUO, SSLO)**

Learning Outcome (SLO, AUO, SSLO)	Analyze a contemporary pattern of racialized inequality or racism with an intersectional analysis that pays attention to race, class, gender, sexuality, religion, national origin, citizenship, and/or language.
Method of Assessment of Learning Outcome (please elaborate)	This assignment was a group project where students had to select a topic based on the course module that highlighted key components of how race has been socially constructed. More importantly how that has led to the systemic racism we experience today. Each module not only highlighting racism, classism, and sexism but each highlighted of various stakeholders fought for social justice.
Summary of Assessment Results	40 students exceeded expectations. 5 students met expectations. 5 students are approaching expectations

<p>Reflection on Results</p>	<p>This was an amazing assignment that I was able to experiment with. It allowed students to demonstrate their mastery of the SLO but in a manner that was engaging, purposeful, and overall stimulating for them. They turned a research paper into a website that demanded just as much research but in a manner they were comfortable with. Not only that but they also presented this assignment to the community and each other, where normally students do not like doing public speaking. In addition the students were able to produce high quality websites that was informative to me as well. It was fun for me to grade and amazing to watch them produce.</p>
<p>Strategies Implemented or Plan to be Implemented (aka: enhancements)</p>	<p>I would want to dedicate more time to fine-tuning this project to allow them to dive deeper into understanding how racism impacts them today. This was my first time doing this project and it was rewarding.</p>

Done? Please email this form to your dean/manager.

8. Dean Manager Comments:

The dean is also the department chair for the CETH department since there is no FT instructor dedicated to CETH. It would not be appropriate for the dean to provide comments to their own program review.