

Comprehensive Program Review

A. Department Information

Mission

Please enter your department's mission statement here.

The Comparative Ethnic Studies Department offers courses aimed at exploring the **arts, histories, politics and social issues of historically marginalized** racial groups in the United States. These courses aim to:

- develop students' critical thinking skills by looking at and centering multiple, diverse perspectives from different ethnic groups
- empower students by affirming their lived experiences, histories, cultures and contributions in the United States
- advocate for racial justice and equity
- build community
- understand race and racism in the U.S.

How does your program mission statement relate to the mission, vision and values of the college? (<https://www.deanza.edu/about-us/mission-and-values.html>)?

The program's mission statement directly ties into the college's mission of providing "an academically rich, multicultural learning environment that challenges students of every background to develop their intellect, character and abilities" and "to be socially responsible leaders". Courses that affirm students' identities also helps them achieve their goals, whatever they may be. The mission ties directly into De Anza's values including those of equity and key factors of student success, included feeling engaged, connected and valued.

Program Goals

Enter 1-3 goals for your department to be achieved by spring 2027. Each annual reflection will ask your department to report on progress in meeting your goals. Each goal should be aligned to your department's mission and the college mission. All resource requests and personnel requests should be aligned with your program's mission and goals.

Goal title	Goal description	Responsible parties	Collaboration with	Guided Pathways engagement	What evidence will be used to monitor progress?	How will you assess achievement of the goal?
Hire a new FT instructor	A FT instructor is needed to provide guidance and vision for this growing department.	Dean and Governance committees	Division faculty		Whether or not FT instructor gets hired	Whether or not FT instructor gets hired
Certificate of Achievement	Create a new certificate of achievement in Ethnic Studies. Potential students include high school instructors, professionals who work in DEI, and students who want to minor in Ethnic Studies.	Faculty and Curriculum committee	Division faculty		State approval of certificate and program review data	State approval and look at number of certificate recipients
Associate's degree for transfer in Ethnic Studies	Create an AD-T in Ethnic Studies.	Faculty and Curriculum committee	Division faculty		State approval of degree and program review data	State approval and look at number of degree recipients

Changes Imposed by Internal/External Regulations or Factors

Are there factors unique to your program that may affect your enrollment, success rates or staffing that RAPP should be aware of? (e.g., curriculum changes, program reorganization, noncredit curriculum, loss of personnel, legislative mandates, etc.)

In 2020, AB 1460 passed thereby requiring all CSU students take an Ethnic Studies class. To comply with this new law, the CSU's created the CSU GE Area F: Ethnic Studies requirement, a lower division GE requirement, starting in Fall 2021. The UC's also decided to require Ethnic Studies. Area 7 was added to the IGETC for the 2023/24 academic year. Starting Fall 2024, Ethnic Studies will be a requirement for all Associate's degrees awarded at the CA community colleges. Due to this legislation, there is an anticipated strong growth for Ethnic Studies courses. The department already has two CETH courses, CETH 10 and CETH 29, that meet the GE requirements.

Currently, there is no dedicated FT instructor in the department since the lone, dedicated FT instructor resigned in 2022. Another FT instructor who teaches CETH courses is on Article 18: 50% reduced load. Three long-time PT instructors who taught in CETH have retired. Many PT instructors teach at multiple institutions and it can be a challenge for them to teach in-person classes especially if they have long commutes.

B. Enrollment Trends

Enrollment Variables and Trends

Enrollment Trends

Intercultural/Internation Stu - Comparative Ethnic Studies

	2021-22	2022-23	2-yr %Inc
Unduplicated Headcount	634	677	6.8%
Enrollment	653	713	9.2%
Sections	27	25	-7.4%
WSCH	871	951	9.2%
FTEF (end of term)	59	63	6.8%
FTEF (end of term)	1.7	1.6	-5.9%
Productivity (WSCH/FTEF)	512	594	16.0%

In the data table above, what does the Enrollment trend indicate? For definitions of enrollment terms, please see the glossary (<https://www.deanza.edu/ir/documents/Glossary.pdf>).

- the data trend shows an increase in Enrollment
- the data trend shows a decrease in Enrollment
- the data trend shows no change and/or flat in Enrollment

Reflect on Enrollment Trends

Discuss the factors that would help the college understand your programs' enrollment trends. How may these trends align with your program mission and goals?

The enrollment has been increasing even though the number of sections offered decreased last year. There is a huge demand for Ethnic Studies courses with the new GE requirement. The reason why more sections were not offered is due to the limited amount of FTEF (load) available to the division. The fill rate and productivity for these courses are extremely high (max seat count for these courses is 50). Demand will continue to grow since the UC's and the CA community colleges have added Ethnic Studies as a requirement as well. We need to be prepared to handle this new demand by having more dedicated FTEF to offer these courses.

The enrollment for the CETH courses approved for Area F has increased tremendously. The demand for CETH 10 has increased by nearly 66% while maintaining a productivity of 592. The demand for CETH 29 (cross-listed with ADMJ 29) has increased by nearly 90%. This demand can be partially attributed to the new GE requirement.

CTE Programs - Statewide and Regional Labor Market Trends

CTE Programs Only

1. Review and summarize the Lightcast Analyst Occupational Outlook data for your CTE program (<https://foothilldeanza.sharepoint.com/:f:/s/dactedepartments/EiRTueQ8GrNLqItlQw2twpsBMFCs7X5djTVeo6Jss3W0Jg?e=1ybpMY>).
2. Cite current industry trends.
3. Provide an overview of your program advisory committee's recommendations relating to existing and new course and certificate/degree offerings. Cite additional data when applicable.

N/A

D. Course Success

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Course Success

Comparative Ethnic Studies

Who uses this report:

All users who want to further explore their enrollment or course success data.

What is this report:

This report is an extension of the Program Review Data Sheet. It has additional student characteristics and users can compare two groups of students at the same time.

Limits:



Limits:

Measures: Enrollments and Course Success Rate and Success Count

	2021-22			2022-23		
	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count
Measures	653	70%	457	713	70%	499

Data loaded 17-Aug-2023

In the data table above, what overall trends are you seeing in Course Success?

- the data trend shows an increase in Course Success
- the data trend shows a decrease in Course Success
- the data trend shows no change in Course Success

Exploring Course Success Rate Trends

1. What could be factors that influence success rates in your department?
2. What strategies does your department have in place to increase or maintain current success rates?
3. Are there other trends that you see when exploring different courses in the same department (How to access success rates by course: https://www.deanza.edu/ir/documents/How_to_Access_Your_Program_Review_Data.pdf)
4. How do course success rate trends align with your program goals?

1. Some factors that influence success rates include faculty becoming more experienced teaching online courses. They have gained more strategies to teaching online. However, students may still not have reliable access to wi-fi and computers to do their assignments.
2. The department has invited faculty from the Office of Online Ed and Office of Professional Development to come talk about teaching strategies and resources available to them on campus.
3. The success rates for the courses that have been approved for Area F have a higher success rate than other CETH courses. Faculty teaching these courses use course materials relevant to the lived experiences of historically marginalized racial groups, incorporate community into their courses with community building being one of the core competencies for Area F approved Ethnic Studies, and use teaching practices that ask students to critically analyze their personal connections to the course readings and content.

Course Success with Disproportionate Impact (credit and non-credit)

Limits: 2022-23

Who uses this report:

All users who want to explore student equity and disproportionate impact in course success.

What is this report:

This report highlights student groups with a negative percentage point gap and student groups experiencing disproportionate impact. Data reflects credit sections. Student groups with "N/A" enrollment denotes suppressed data.

How to interpret the data:

A negative percentage point gap means a student group has a lower success rate than the comparison group consisting of all students not in the student group being examined. When a student group is experiencing disproportionate impact, this means that (1) there is a negative percentage point gap and (2) this gap is unlikely to be due to chance. Programs are encouraged to prioritize discussions and address the student groups experiencing disproportionate impact.

New features:

To display only student groups with disproportionate impact, click on the link "Click here to show only groups with disproportionate impact." To add a comparison unit that is one level higher (e.g., course level compared to department level), **be sure to select a college, division, department or course**, then click on the link "Click here to show and compare disproportionate impact with [X]".

Success rate

The number of students receiving an A, B, C or P grade divided by the total number of students receiving a grade. Rate is rounded.

Comparison success rate

The success of all students except for the group being examined (e.g., the comparison success rate for Latinx students is the success rate of all students who are not Latinx). Rate is rounded.

Additional successes needed to erase percentage point

This value provides a way for practitioners to think of gaps in terms of student successes, and illustrates the number of additional successes needed to avoid a percentage point gap.

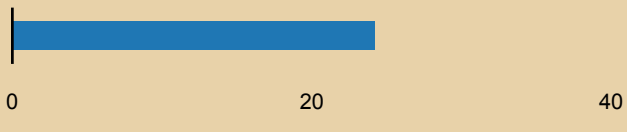
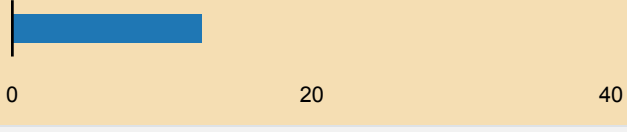
Legend:

Yellow: Student groups experiencing a negative percentage point gap that is not statistically significant

Orange: Student groups experiencing disproportionate impact according to the Percentage Point Gap Minus One (PPG-1) method¹
Currently showing all groups. [Click here to show only groups with disproportionate impact.](#)

[Click here to show and compare disproportionate impact with .](#)

Number of sections: 25

Student group	Enrollment at census	Student group success rate	Comparison success rate	Percentage point gap	Chart	Additional successes needed to erase percentage point gap
All Students (Comparative Ethnic Studies, 25 sections)	713	70%	70%	0		
Asian	253	79%	65%	+14		
Black	32	47%	71%	-24		8
Filipinx	51	75%	70%	+5		
Latinx	232	66%	72%	-6		14
Native American	N/A					
Pacific Islander	10	50%	70%	-20		3
Unknown ethnicity	20	75%	70%	+5		
White	114	63%	71%	-8		10
Female	410	72%	68%	+4		
Male	286	67%	72%	-5		14
Non-Binary	0					
Unknown gender	17	76%	70%	+7		
Foster youth	N/A					
Individuals with disabilities	16	75%	70%	+5		
Low Income	348	64%	76%	-13		45
Not Low Income	365	76%	64%	+13		
Veterans	12	50%	70%	-20		3

¹The PPG-1 method follows the CCCC method for calculating disproportionate impact. Disproportionate impact is when (1) a student group's PPG value is less than -2 (e.g., -3, -4, -5, etc.) and (2) the absolute PPG value is greater than the calculated margin of error. PPG is calculated by comparing a student group's success rate against the success rates of all students except for the group being examined (e.g., Latinx PPG is Latinx success minus the success of all students except for Latinx students).

In the data table above, what does the data indicate about the Success rate of various ethnic groups within your department compared to the comparison group for the most recent academic year? (i.e., as displayed in the Percentage point gap column)

The Percentage point gap between Asian students and all other students shows:

- there is no gap (e.g., 0)

- there is a negative gap of 5-percentage points or less (e.g., -5)
- there is a negative gap greater than 6 percentage points (e.g., -6)
- there is a positive percentage point gap (e.g., +2)

The Percentage point gap between Black students and all other students is:

- there is no gap
- there is a negative gap of 5-percentage points or less
- there is a negative gap greater than 6 percentage points
- there is a positive percentage point gap

The Percentage point gap between Filipinx students and all other students is:

- there is no gap
- there is a negative gap of 5-percentage points or less
- there is a negative gap greater than 6 percentage points
- there is a positive percentage point gap

The Percentage point gap between Latinx students and all other students is:

- there is no gap
- there is a negative gap of 5-percentage points or less
- there is a negative gap greater than 6 percentage points
- there is a positive percentage point gap

The Percentage point gap between White students and all other students is:

- there is no gap
- there is a negative gap of 5-percentage points or less
- there is a negative gap greater than 6 percentage points
- there is a positive percentage point gap

The Percentage point gap of one additional group of your choice:

- there is no gap
- there is a negative gap of 5-percentage points or less
- there is a negative gap greater than 6 percentage points
- there is a positive percentage point gap
- not applicable

Exploring Gaps in Successful Course Completion by Ethnicity

1. What differences do you see in successful course completion rates by ethnicity?
2. What are your thoughts on these differences?
3. Are there other trends that you see when drilling into the data that may be important for your department to explore (e.g., foster youth, individuals with disabilities, low income, veterans)?
4. Which additional student group did you choose to explore and why?
5. How do these trends align with your program's mission and goals?

The overall course success rate for CETH classes is 70%. The differences that are most striking include:

1. **Black Students:** a negative 24% difference between the success rates for Black students and non-Black students. The data set is comprised of 32 students.
2. **Latinx Students:** a negative 6% difference between the success rates for Latinx students and non-Latinx students. The data set is comprised of 232 students.
3. **Low Income Students:** a negative 13% difference between the success rates for low income students and non-low income students. The data set is comprised of 348 students.

It is important to look at the trends for these populations. The trends in this department are not unique and these trends seem to be similar to the college overall.

We chose to look at the low income students since the difference in their success rates is substantially different from students who are not low income. We surmise that there is some intersectionality between Black & Latinx students and low income students.

Teaching and Learning Strategies

1. What teaching and learning strategies might be helpful in narrowing any gaps in successful course completion?
2. How do the listed teaching and learning strategies align with your program's mission and goals?

Since success rates are higher for the CETH 10 and CETH 29 courses, we should look more at the teaching pedagogies used in those courses and see if they can be incorporated into the other CETH courses. The department is looking into possibly rewriting the course outlines for classes in this department to be Area F approved. The changes to content and how curriculum is delivered will be significant in order to meet the requirements for Area F.

Updating the course outline is in alignment with the program's missions and goals since they match the core competencies for Area F approved courses. Some of the core competencies include "actively engaging with practices and movements in Native American, African American, Asian American and/or Latinx communities to build a just and equitable society", which matches the program's mission of building community and empowering students.

1: Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, whiteness, supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism as analyzed in any one or more of the following: Native American Studies, African American Studies, Asian American Studies, and Latina and Latino American Studies. 2: Apply theory and knowledge produced by Native American, African American, Asian American, and/or Latina and Latino American communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles of those groups with a particular emphasis on agency and group-affirmation. 3: Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age in Native American, African American, Asian American, and/or Latina and Latino American communities. 4: Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by Native Americans, African Americans, Asian Americans and/or Latina and Latino Americans are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies. 5: Describe and actively engage with anti-racist and anti-colonial issues and the practices and movements in Native American, African American, Asian American and/or Latina and Latino communities to build a just and equitable society

Trends in Awards

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Degrees and Certificates by Ethnicity

Comparative Ethnic Studies

Who uses this report:

All users who need degree and certificate data.

What is this report:

This report provides the degree and certificate counts by college, division and department. Additionally, all users could explore degree and certificate awarded by ethnicity and gender.

Data loaded 24-Oct-2023

No data returned for the criteria selected

In the data table above, what are the trends in regard to the number of awards within your program?

Trends in Associate Degrees awarded show:

- an increase in the number of Associate Degrees awarded
- a decrease in the number of Associate Degrees awarded
- no change in the number of Associate Degrees awarded
- Not applicable

Trends in Associate Degrees for Transfer awarded show;

- an increase in the number of Associate Degrees for Transfer awarded
- a decrease in the number of Associate Degrees for Transfer awarded
- no change in the number of Associate Degrees for Transfer awarded
- Not applicable

Trends in Credit Certificates awarded show:

- an increase in the number of Credit Certificates awarded
- a decrease in the number of Credit Certificates awarded
- no change in the number of Credit Certificates awarded
- Not applicable

Trends in Non Credit Certificates awarded show:

- an increase in the number of Noncredit Certificates awarded
- a decrease in the number of Noncredit Certificates awarded
- no change in the number of Noncredit Certificates awarded
- Not applicable

Reflecting on Trends in Awards

1. What trends do you see across awards in your department?
2. How do the trends in awards align with your program's mission and goals?

N/A

Reflecting on Award Offerings

1. For each program leading to an award, identify any courses that have not been offered in the last two years. Briefly explain why the courses have not been offered. For courses that will not be offered, how does your program plan to update the program so that students can complete the requirements?
2. Based on a review of course offerings and the number of awards offered and conferred, is your department planning on removing any degrees or certificates from the college catalog? If so, please list those being removed and a short explanation as to why.
3. Does your department have any plans to offer new degrees or certificates? If so, please list and provide a short explanation as to why.

N/A

Staffing Trends

Faculty Workload

Faculty Workload			
Intercultural/Internation Stu - Comparative Ethnic Studies			
	2021-22	2022-23	2-yr %Inc
Full Time Load	1.4	1.0	-29%
Full Time %	82.4%	62.5%	-24%
Part Time Load	0.3	0.6	100%
Part Time %	17.6%	37.5%	113%
Total FTEF	1.7	1.6	-6%

What trends do you see in the last five years in regard to the Full Time %? (i.e., percentage of classes being taught by full time faculty, not including overload or summer)

- the data trend shows an increase in Full Time %
- the data trend shows a decrease in Full Time %
- the data trend shows no change in Full Time %

Staffing Needs

Provide a brief overview of your department's staffing needs. Personnel requests are to be submitted on a separate form.

1. What are full time faculty needs to ensure the program's health, growth or vitality?
2. What are classified staffing needs to ensure the program's health, growth or vitality?

3. What strategies does your program have in place to ensure students are being successful when faced with the current staffing ratios?
4. What strategies does your program have in place to retain new faculty, if applicable?

The department lost its lone FT instructor who resigned in 2022. Another FT instructor is on Article 18 and has a reduced load of 50%. Also, that instructor splits her teaching load with INTL courses. The department needs a FT instructor to replace the instructor who resigned. The FT instructor is needed to provide guidance and vision for the department. A number of courses need to be revised or developed to meet the Area F requirements and the needs of the Associate's degree for transfer in Ethnic Studies. The division does not funds to pay PT instructors to make these curriculum changes. Currently, the dean is serving as the department chair but curriculum

Assessment Cycle

Student Learning Outcomes Assessment Cycle

Navigate to <https://www.deanza.edu/slo/#post> which will take you to an accordion listing of SLO assessments under “Student Learning Outcomes and Assessments Summaries by Division”

1. Summarize the dialogue that has resulted from SLO and/ or PLO assessments.
2. What specific strategies has your department implemented, or plan to implement, based on the results of the SLO/PLO assessments conducted?
3. How do these strategies align with the program's mission and goals.

The dean was not here during the 2020/21 year when SLO's were last done in this division. Since the course outlines were rewritten to meet the Area F GE competencies, the SLO's have been updated and need to be assessed in the next SLO cycle. The CETH courses are new and have changed prefixes due to the new GE requirement.

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.

STOP. Do not submit form. Please inform your dean/manager when the form is complete. They will submit the form when they have added their comments above.

This form is completed and ready for acceptance.