Annual Update Report

Academic - Ethnic Studies (ETHN) - (AHSS)

Working towards creating a Chicanx/Latinx Studies major. (Goal 1)

Program Goal: Working towards creating a Chicanx/Latinx Studies major
Goal Status: Active

Mapping
2022 - 2028 Strategic Plan: *(X)*
- **Increase Hiring and Retention of Diverse Employees:** Working towards creating a Chicanx/Latinx Studies major (**X**)

Summary of Progress or Results
Summary Date: 09/20/2024
Summary of Progress or Results: Received Area F approval for Introduction to Chicana/o Studies course. Plan to offer in person in Fall 2025
Reporting Period: 2024 - 2025
Status: In Progress - will carry forward into next year
What resources, if any, are needed to achieve this goal? (Select all that apply): New faculty position
Action steps for this academic year.:
• Creating Chicanx courses
• Securing a tenure-track line
• Taking steps to create the certificate

Program Overview and Update

Lead Author
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Dean/Manager(s)
Lauren Halsted

Initial Collaboration Date with Dean
11/14/2024

Please summarize the changes, additions, and achievements that have occurred in your program since the last program review.
>   Created and submitted approval for three courses seeking designation for Area F, Area C, and Area D to CSU (Fall) 1 received Area F and Area D approval (Intoduction to Chicana/o Studies).
>   Submitted approval Cuyamaca curriculum committee for above courses (and got it!) (Fall)
Deleted 8 courses because all 12 of our Ethnic Studies courses are cross-listed (Fall)

Assessment and Student Achievement

After looking at the SLO information for the past year in Nuventive Improve, are you are on track for the 4-year assessment cycle?
No

If you answered no above, please describe the department's plan to ensure SLOs are assessed every 4 years.
Per discussion with my dean: Discussing this with my dean, we agreed that I am not sure of SLO assessment because transitioning and cross-listing. Currently all of my department's courses are cross-listed and most are being assessed in the cross-listed department. I am deleting many courses and creating new courses and will start assessing SLOs.

Which courses have not been assessed in the last 4 years?
ETHN 114/SOC 114
ETHN 120
ETHN 128
ETHN 145
ETHN 130/HIST131
ETHN 132/HIST 132
ETHN 133/HIST 133

If you did not assess in the last year, please share why, including whether your program is experiencing barriers to assessment or data submission, and/or if your program would benefit from outcomes and assessment support.
ETHN 130/HIST131
ETHN 132/HIST 132
ETHN 133/HIST 133
These courses fall under Kumeyaay Studies.

ETHN 120
ETHN 128
ETHN 145
These are brand new courses that have not been offered yet (pending per Area F approval. I am aiming to offer one of these this fall)

ETHN 114/SOC 114

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Student Achievement

Please discuss any equity gaps in access or success.

ETHN

Success Rates By Demographics

While there were equity gaps for Fall 2021 and Fall 2022 in retention rates during certain semesters (3 semesters) and equity gaps during those times for success rates (4 semesters), there were zero equity gaps for Fall 2023. African Americans, Hispanics/Latinos, and Middle Eastern students had equity gaps in Fall 2022. Hispanic/Latino students also had equity gaps in Fall 2021. In Fall 2023, there were no equity gaps. Of these groups, Hispanics/Latinos had at least a 70% success rate in Fall 2023. The highest number of success rates was for Hispanic/Latinos at 52 whereas the year before was 36, so the number of students as a whole and with success rates is the highest in this demographic of students. I was not at Cuyamaca Fall 2021 and Fall 2022. But I have been here for Fall 2023.

ETHN ETHN 107/HIST 107, one of the core courses, has highest the success rate (50) of almost all of the other student success rates for ETHN in Fall 2023 (64). This, however, does not include the HIST 107 success rates as it is listed in history.

Ethn The success rates of online vs. in-person have higher success rates in-person compared to online. Higher in person success rates in most groups except Middle Eastern, Asian, and Multiple races.

HIST 107 (which is cross-listed with ETHN 107) had the highest success rate for HIST courses for Fall 2023 at 86% with the next highest being a different history course 78% for Fall 2023. HIST 107 also had the second highest enrollment numbers and success numbers in all of Fall 2023 history courses. There was one equity gap in Fall 2023 with Middle Eastern students, but the success rate was still 81%. Hispanic/Latinos, Asian students, Black students, and multiple race students had success rates of at least 88%. It's hard to disaggregates some of the data for online and in-person since it compiles it for all of history. But in general for all of history, there are more equity gaps for Black and Hispanic/Latino students online than there are in-person for Fall 2023, but does better for ETHN/HIST 107. I think for some Middle Eastern students (not all) there may be some challenges with English and we discussed this in department meetings.

ETHN Success Rates by Demographics

It is stated that there is an equity gap from Sp 2024 amongst Black Students. However not only is the retention rate 86%, but also every single student that was retained successfully passed. ME/NA students had a retention rate gap even at 90% retained, but still maintained an 83% success rate. H/L students maintained the highest retention rates (93%) and success rates (86%) (along with Black student success rates at 86%) for Spring 2024 out of Hispanic/Latino, Black, Asian, and Middle Eastern. There are retention rate equity gaps for Black, Asian, Hispanic/Latino, and Middle Eastern/North African students but they all have retention rates of above 90% still. I think for the number of students we serve per semester, 90% and above retention rates are good. It is challenging for instructors to have multiple classes with 50 students, especially in an online environment. In terms of these retention rates, so often through my semesters I have students that end up getting a new job then cannot attend anymore. A lot of my students have jobs and it's difficult sometimes when employers aren't flexible or cannot accommodate school schedules. Spring was

also the first semester where they were required to submit late work by certain dates. In the past, sometimes I would let then submit till the very end, but I realize that they weren't getting what they needed from their learning processes. We will continue to work on addressing equity gaps.

Success rate on campus vs. in person
The success rates of online vs. in-person have higher success rates in-person compared to online. It is also not the most appropriate comparison because, for example, Black students have the same retention rates and success rates but both are at 83% for on campus, even though only one Black student dropped.

Access to the Program
In spring 2024, HIST 107 has the highest enrollment, the highest amount retained, and the highest amount succeeded of all history classes. HIST, as with Ethnic Studies, have higher success rates of in-person classes.

I have a problem with the way that equity gaps are measured… if a student drops the class it doesn't necessarily mean it's an equity gap. I've had students drop because of deaths in the family and therefore being unable to complete their work. I've had students have to get jobs and unable to finish the course. Furthermore, sometimes inability to complete the work in the time available isn't always an issue of incompetence but an issue of compliance.

What action will the department or discipline take to address these equity gaps?
I think for some Middle Eastern students (not all) there may be some challenges with English and we discussed this in department meetings and we discussed this happening especially with older males. This sometimes lends to more students using AI so I am planning on joining the Teaching and Learning Committee's Community of Practice on AI so that I can better address the use of A.I. and help my department better address this as well. I have been trying to incorporate more personal connection to help them feel more comfortable with concepts and more able to understand them before applying them to other instances. I mentioned in the equity gaps that I tried to change deadlines of when they need to submit late work and, for example, they have a deadline for discussion boards (online classes) but are now allowed 2 days to submit for reduced credit, so they still can get the majority of the points and get the same educational benefits rather than putting it all off until the end. In this way, I uphold standards of excellence and also give some grace that students need. I will be holding monthly department meetings where we will explicitly discuss equity gaps and together come up with ways to do so. It is important that this work does not just fall squarely on me, as the only full-time instructor (and chair). I will also find articles and strategies for us to read and/or discuss as a department. A great approach, for example, includes improving classroom culture which can help in strengthening relationships between students and between professor and student, which can aid in retention.

Please describe any enrollment changes (increases/decreases) over the past year and the context for these changes.
Enrollment for ethnic studies is up, generally speaking. The California Community College requirement for taking an ethnic studies course as well as the upcoming Cal-GETC requirement contributes to this. Slowly this is emerging.

ETHN
Number of Hispanic/Latino increased over the last few years from 12 in Fall 2021 32% to 56 46% in Fall 2022 to 70 and 45% in Fall 2023. This is higher than the collegewide average of 34%. Even though it went down one percentage, it went up numerically.

There was a retention in the amount of African American Students from 6 at 16% in Fall 2021, to 10 at 8% in Fall 2022, to 10 at 6% in Fall 2023. This is above the college-wide 5%.

Annual Update

There are an increasing number of Asian students from Fall 2021 there were 0, to 3 in Fall 2022 at 2% to 8 in Fall 2023 at 5%, which matches the college-wide percent of 5%.

The majority of our students are full time, and increasingly so: 16 at 42% in Fall 2021, 72 at 59% in Fall 2022 and 95 at 61% in Fall 2023. This is higher than the college wide average of 46%. There are 39% of students who are less than full-time, which is the inverse of the college-wide comparison. College-wide there are 54% less than full-time and 46% at full-time. Now, our students are juggling more classes and have more academic demands at one time.

The vast majority of students aim to transfer with a degree at 106 at 68% compared to the college wide average of 51%.

Chicano lit enrollment in the Fall increased since 2021 and is steady at about 20 students.

Ethn
Access to the program…
Black students: 6 (Spring 2022) to 22 (Spring 2024) higher % avg than college (9% v 5%)
H/L: 29 (SP 22) to 103 (SP 2024) higher % avg than college (40% vs 34%)
ME/NA: 5 (SP 22) to 42 (SP 2024)

Ed goal
Transfer with Degree 45 (Sp 22) - 158 (Sp 24)
Transfer without 7 (Sp 22 – 40 (Sp. 24)

Less than fulltime- 34 (Sp 22) to105 (Sp 24)
Full 31(Sp 22) -153 (Sp 24)

Access to the Program
In spring 2024, HIST 107 has the highest enrollment, the highest amount retained, and the highest amount succeeded of all history classes. HIST, as with Ethnic Studies, have higher success rates of in-person classes.

Enrollment management
101 out of 169 = 60% of MY Spring 2024 enrollments were HIST students (in ETHN/HIST courses). I say this because there is a large number of ethnic studies students not being accounted for in ethnic studies data.
4 sections of HIST from 14 total

Fall 23 82% fill rate
Spring 24 85% fill rate
--both above Cuyamaca standards

Waitlists comparable to COMM, ENGL, and ESL
In the Spring had the highest waitlist number of all of AHSS, at 56, with the next number being 40

Because Ethnic Studies is cross-listed with other classes, it is difficult to truly discern the growth rates and related statistics. For example, many students enrolled in the core course ETHN 107/HIST 107 are mostly enrolled at HIST students. This can show skewed rates in the History department as having more students and I don't truly know demographics of students due to it being aggregated for the entire HIST department instead of at the course level. We (myself and my dean) have decided to

only offer Area F ethnic studies courses that would meet the requirement for a CSU ethnic studies course, so we have been waiting for Area F approval on ethnic studies designated courses that aren't cross-listed before offering them to students.

What has this data revealed about the progress of the program review goals you set?
The increasing enrollment for Hispanic/Latino students shows increased need for courses and major. I have adjusted the goal from being a certificate to a major. I submitted three ethnic studies courses for Area F approval and one was accepted, the Introduction to Chicana/o Studies course. I hope to offer this in-person in the Fall. I will put the Black Studies certificate goal on hold and re-assess for now, while focusing on this Chicana/o/x and Latina/x/o major goal first.

> 1) In the past, Chicanx/Latinx had some of the lowest success rates in ethnic studies courses with equity gaps. In Fall 2023, they have some of the highest success rates in ethnic studies and the highest enrollments of all demographics in ethnic studies. They had a retention equity gap in Spring of 2024, but it was still at least a 90% retention rate! They also had a success rate gap in Spring 2024 in ETHN/HIST 107 but it was the highest success rate of all other Spring semesters at 81%. They want ethnic studies and they do well in ethnic studies!
> 2) The number of Hispanic/Latino students in ethnic studies increased over the last few years from 12 in Fall 2021 at 32% to 56 students at 46% in Fall 2022 to 70 students at 45% in Fall 2023. This is higher than the collegewide average of 34%. Even though it went down one percentage, it went up numerically.
> 3) As of Fall 2020, the Hispanic/Latinx student population comprises 35% of the student population, tied for the highest group represented along with white students. We need to support students from historically marginalized groups such as Chicana/x/o students.
> 4) In the past, Chicanx/Latinx had some of the lowest success rates in ethnic studies courses with equity gaps. In Fall 2023, they have some of the highest success rates in ethnic studies and the highest enrollments of all demographics in ethnic studies. They had a retention equity gap in Spring of 2024, but it was still at least a 90% retention rate! They also had a success rate gap in Spring 2024 in ETHN/HIST 107 but it was the highest success rate of all other Spring semesters at 81%. They want ethnic studies and they do well in ethnic studies!

Distance Education Course Success (If Applicable)

If your department offers distance education classes, how do you ensure Regular and Substantive Interaction (RSI) is being implemented?
I took the TOC course as will my adjunct, who is teaching online. I admit that my RSI hasn't been strong, as I got confused but now, I know what it is supposed to be. I had guidance from my tenure committee, in particular Karla Gutierrez that cleared up the confusion.

Program Goals

Program Goals Status
Updated progress on my previous goals & added new.

Program Goals Mapping
Mapping for all active Program Goals complete.

Submission

Program Review response is complete and ready for review.
Yes - Response complete and ready for review