

Academic Program Review Template - Ethnic Studies - 2024 Cycle Latest Version

Academic Program Review: (1) Overview of the program Final Submission: Version by Lopez, Nathan on 10/01/2024 23:54

Provide a brief narrative description of the current program, including the program's mission statement and the students it serves.

The Compton College Ethnic Studies Program offers interdisciplinary instruction focused on the study of race, ethnicity, and identity. The overarching goal of the Program is to cultivate students' understanding of the histories, struggles, and contributions of African Americans, Latinx, Native Americans, Asian Americans, and other underrepresented communities. The program provides students with the critical tools needed to analyze the historical, cultural, social, and political dynamics that shape diverse racial and ethnic groups. The Ethnic Studies Program's mission is to foster critical thinking and a commitment to social justice, while empowering students to engage in transformative scholarship, advocacy, and community service. The program serves a diverse student population, reflecting the demographics of Compton College and the surrounding communities, as many of our students are first-generation college students, working adults, and dual-enrollment high school students who bring varied life experiences to the classroom. Currently, the Program is developing content to fulfill California's new Ethnic Studies mandate for the California State University (CSU) and University of California systems, ensuring that Compton College students are well-prepared for transfer and success at the CSU and UC level. Additionally, the program is creating Associate in Arts for Transfer (AAT) and Associate of Arts (AA) degrees in Chicano Studies. These pathways will enhance academic and professional opportunities, strengthen the program's offerings, and contribute to the intellectual and social vitality of the college community, reflecting the program's commitment to providing relevant and impactful educational experiences.

Describe the degrees and/or certificates offered by the program.

The Program offers three AA degrees in Ethnic Studies: American Culture, Chicano Studies, and African American Studies. The AA degrees are designed to provide students with a broad education in the field of Ethnic Studies and American Cultures. To earn an AA degree, students must complete the following:

- 60 semester units or 90 quarter units of degree-applicable courses that are eligible for transfer to the California State University system.
- The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education – Breadth Requirements.
- A minimum of 18 semester units in the major or area of emphasis, as determined by the community college district.
- The obtainment of a minimum overall grade point average of 2.0.
- A grade of "C" (or "P") or better in all courses required for the major or area of emphasis.

It should be noted that while an AA degree in Ethnic Studies can transfer to a university, it does not guarantee admission or priority consideration, and the receiving institution may require additional coursework for upper-division transfer. The Program is currently making efforts to create an Ethnic Studies AAT degree as a means of strengthening transfer pathways for Ethnic Studies majors.

Explain how the program fulfills the College's mission and aligns with the strategic initiatives.

The Compton College Mission Statement reads:

"Compton College is a welcoming and inclusive community where diverse students are supported to pursue and attain success. Compton College provides solutions to challenges, utilizes the latest techniques for preparing the workforce, and provides clear pathways for completion of programs of study, transition to a university, and securing living-wage employment."

Strategic Initiatives of Compton College:

- Improve recruitment, enrollment, retention, and completion rates for our students.
- Support the success of all students to meet their education, and career goals.
- Support the success of students through the use of technology.
- Offer excellent programs that lead to degrees and certificates in Allied Health and Technical fields.

The Ethnic Studies Program plays a vital role in advancing the College's mission by fostering an inclusive, academically enriching environment where diverse students are empowered to succeed. Through its curriculum, the Program engages students with critical issues of race, ethnicity, and social justice, thereby addressing the challenges that affect both individual and community well-being. This directly supports the College's mission of being a "welcoming and inclusive community" by creating spaces where diverse perspectives are valued, and students are encouraged to explore their identities, histories and contributions to society.

The Program supports the College's strategic initiatives by improving student recruitment, retention, and completion rates through culturally relevant coursework. It helps students meet their educational and career goals by developing skills applicable across various professions and integrating technology to enhance the learning experience. Further, the Program complements these disciplines by preparing graduates with a critical understanding of diversity and equity issues.

Discuss the status of recommendations from your previous program review.

This is the first Program Review for Ethnic Studies as a standalone Program at Compton College. Ethnic Studies was previously integrated with other academic disciplines within the Social Sciences Program, and as such, no prior program-specific recommendations exist. This inaugural review will serve as a foundation to establish key goals, recommendations, and benchmarks for the development of the Ethnic Studies Program moving forward. Future reviews will build upon the insights and outcomes from this initial assessment, ensuring that the program evolves to meet the needs of our students and the Compton College community.

Academic Program Review: (2) Analysis of Research Data Final Submission: Version by Lopez, Nathan on 10/01/2024 23:55

Head Count: Identify and explain trends in enrollment. Analyze enrollment demographic variables, including gender, ethnicity, age, educational goal and full-time/part-time status.

Student Counts

Gender	Fall '20	Fall '21	Fall '22	Fall '23	Spring '20	Spring '21	Spring '22	Spring '23
Man	27% (11)	39% (12)	39% (89)	32% (96)		33% (20)	56% (30)	40% (107)
Unknown/Non-Respondent	7% (<5)	3% (<5)	4% (9)	2% (6)			4% (<5)	2% (5)
Woman	66% (27)	58% (18)	57% (130)	66% (200)	100% (9)	67% (40)	41% (22)	58% (157)
Grand Total	100% (41)	100% (31)	100% (228)	100% (302)	100% (9)	100% (60)	100% (54)	100% (269)

Between 2020 and 2023, student enrollment showed significant growth after the initial disruption caused by the COVID-19 pandemic. In Fall 2020, enrollment was low (41 students), reflecting pandemic-related uncertainties. Enrollment gradually recovered, reaching 228 students in Fall 2022 and 302 by Fall 2023. This is partly due to the expansion of online courses available, both synchronously and asynchronously, and the implementation of the Area F Ethnic Studies requirement. Since Fall 2022, enrollment in Ethnic Studies courses has risen significantly. This is most likely due to the Area F Ethnic Studies graduation and transfer requirement. As more students return to school and begin to complete their graduation and transfer requirements, we expect more students to be enrolled in subsequent semester.

Student Counts

Gender	Fall '20	Fall '21	Fall '22	Fall '23	Spring '20	Spring '21	Spring '22	Spring '23
Man	27% (11)	39% (12)	39% (89)	32% (96)		33% (20)	56% (30)	40% (107)
Unknown/Non-Respondent	7% (<5)	3% (<5)	4% (9)	2% (6)			4% (<5)	2% (5)
Woman	66% (27)	58% (18)	57% (130)	66% (200)	100% (9)	67% (40)	41% (22)	58% (157)
Grand Total	100% (41)	100% (31)	100% (228)	100% (302)	100% (9)	100% (60)	100% (54)	100% (269)

The enrollment gap between men and women in Ethnic Studies courses is consistent with the overall enrollment trends at the school. On average, women make up 64% of Ethnic Studies enrollment, consistently outnumbering men. This mirrors the broader enrollment challenges facing men at Compton College. While the Black and Males of Color Initiative is a positive step, this gap highlights a larger educational disparity between men and women from working-class communities.

Ethnicity	Fall '20	Fall '21	Fall '22	Fall '23	Spring '20	Spring '21	Spring '22	Spring '23
American Indian ..			0% (<5)	0% (<5)				
Asian		3% (<5)	0% (<5)	0% (<5)			2% (<5)	0% (<5)
Black or African ..	49% (20)	23% (7)	24% (55)	32% (97)	67% (6)	32% (19)	33% (18)	18% (48)
Latinx	39% (16)	48% (15)	68% (154)	61% (184)	22% (<5)	37% (22)	48% (26)	75% (201)
Native Hawaiian..			1% (<5)	0% (<5)			4% (<5)	
Unknown/Non-R..	7% (<5)	10% (<5)	5% (11)	5% (16)	11% (<5)	23% (14)	11% (6)	6% (15)
White	5% (<5)	16% (5)	1% (<5)	1% (<5)		8% (5)	2% (<5)	1% (<5)
Grand Total	100% (41)	100% (31)	100% (228)	100% (302)	100% (9)	100% (60)	100% (54)	100% (269)

Latinx and Black or African American students consistently make up the majority of the enrollment in Ethnic Studies courses. Since Fall 2020, Latinx students have demonstrated the most significant growth among all demographics. As more students are expected to take Ethnic Studies courses to satisfy the Area F requirement, and as more courses are offered, we anticipate that the demographics of these courses will increasingly reflect the overall student population on campus. Additionally, with the planned introduction of courses in Black, Asian American, and Native American studies, there will be more opportunities for students to enroll in Ethnic Studies, further diversifying the enrollment in these courses.

Age Group	Fall '20	Fall '21	Fall '22	Fall '23
Under 18	22% (9)		46% (106)	31% (94)
18 to 24	32% (13)	55% (17)	29% (66)	26% (78)
25 to 29	12% (5)	6% (<5)	7% (16)	14% (42)
30 to 39	15% (6)	16% (5)	11% (24)	17% (50)
40 to 49	2% (<5)	6% (<5)	5% (11)	8% (23)
50+	12% (5)	13% (<5)	1% (<5)	5% (14)
Unknown/Non-Re..	5% (<5)	3% (<5)	1% (<5)	0% (<5)
Grand Total	100% (41)	100% (31)	100% (228)	100% (302)


Age Group	Spring '20	Spring '21	Spring '22	Spring '23
Under 18		5% (<5)		43% (117)
18 to 24	33% (<5)	42% (25)	56% (30)	33% (88)
25 to 29	22% (<5)	13% (8)	17% (9)	6% (17)
30 to 39	11% (<5)	22% (13)	19% (10)	12% (33)
40 to 49	11% (<5)	10% (6)	6% (<5)	3% (7)
50+	22% (<5)	8% (5)	2% (<5)	1% (<5)
Unknown/Non-Re..			2% (<5)	1% (<5)
Grand Total	100% (9)	100% (60)	100% (54)	100% (269)

There has been a notable rise in enrollment for students under 18, from 22% in Fall 2020 to 43% in Spring 2023. This rise is due to the dual enrollment program. Enrollment of students in the traditional college ages, and above, have seen a slight decline in enrollment. Enrollment in Ethnic Studies courses by students over 50, have especially declined. This is due in part to the over reliance on Dual Enrollment and Distance Education courses. As more students are required to take Ethnic Studies courses, and the overall greater success rates of in person courses, more courses should be added to facilitate in-person students.

Class Load	Fall '20	Fall '21	Fall '22	Fall '23
Full-time	22% (9)	35% (11)	16% (36)	24% (71)
Part-time	78% (32)	65% (20)	84% (192)	76% (231)
Grand Total	100% (41)	100% (31)	100% (228)	100% (302)

Class Load	Spring '20	Spring '21	Spring '22	Spring '23
Full-time	11% (<5)	32% (19)	54% (29)	22% (58)
Part-time	89% (8)	68% (41)	46% (25)	78% (211)
Grand Total	100% (9)	100% (60)	100% (54)	100% (269)

Part time students dominate the enrollment in our courses across all four years analyzed. Full time enrolled students showed a volatility in their enrollment rate, reaching peaks of 54% in Spring 2022, but also valleys like 11% in Spring 2020. These numbers are a reminder that our students have other responsibilities outside of the classroom including work and family obligations. As we continue to develop courses we need to be mindful of these factors to ensure the our students' success.

Educational Goal 	Fall '20	Fall '21	Fall '22	Fall '23
Intend to Transfer	20% (8)	3% (<5)	96% (220)	
Degree/Cert Only	2% (<5)			
Retrain/Recertify			0% (<5)	
Basic Skills			0% (<5)	
Enrichment	76% (31)	94% (29)	1% (<5)	
Undecided/Unstated	2% (<5)	3% (<5)	2% (<5)	
NA				100% (302)
Grand Total	100% (41)	100% (31)	100% (228)	100% (302)

Educational Goal	Spring '20	Spring '21	Spring '22	Spring '23
Intend to Transfer	11% (<5)	12% (7)		98% (264)
Degree/Cert Only		2% (<5)		
Basic Skills				0% (<5)
Enrichment	67% (6)	80% (48)	96% (52)	0% (<5)
Undecided/Unstated	22% (<5)	7% (<5)	4% (<5)	1% (<5)
Grand Total	100% (9)	100% (60)	100% (54)	100% (269)

The data indicates a shift in students' educational goals, with a transition from the majority enrolling in Ethnic Studies courses for enrichment purposes to an intention to transfer. By Spring 2023, nearly all students (98%) reported their goal as intending to transfer. However, there may be some inconsistencies in the data. Since Fall 2020, students are required to take an Ethnic Studies course, and a high percentage of students claimed they were taking the course for enrichment—94% in Fall 2021, 80% in Spring 2021, and 96% in Spring 2022. This discrepancy could be due to the way questions were phrased or how the "enrichment" category was explained to students, leading to potential confusion or a data aberration.

Course Grade Distribution: Identify and explain trends in course grades. Make sure to address gaps in grade distribution if applicable.

Academic Y..	Course	Final Grade					
		A	B	C	D	F	W
2019-20	ESTU 101	70.37% 19	7.41% <5	3.70% <5	3.70% <5		14.81% <5
2020-21	ESTU 101	41.46% 17	12.20% 5	9.76% <5	7.32% <5	4.88% <5	24.39% 10
2021-22	ESTU 101	11.11% <5	22.22% <5	5.56% <5	5.56% <5	5.56% <5	50.00% 9
	ESTU 105	28.57% <5	14.29% <5	21.43% <5	7.14% <5	21.43% <5	7.14% <5
2022-23	ESTU 101	28.24% 61	25.00% 54	11.11% 24	0.46% <5	19.44% 42	15.74% 34
	ESTU 103	33.33% <5	33.33% <5			16.67% <5	16.67% <5

Academic Y..	Course	Final Grade							
		A	B	C	D	EW	F	W	P
2019-20	ESTU 101	22.22% <5	11.11% <5	11.11% <5		44.44% <5			11.11% <5
2020-21	ESTU 101	37.70% 23	9.84% 6	4.92% <5		3.28% <5	26.23% 16	18.03% 11	
2021-22	ESTU 101	39.53% 17	18.60% 8	20.93% 9			11.63% 5	9.30% <5	
	ESTU 103	18.18% <5	36.36% <5	18.18% <5	9.09% <5		18.18% <5		
2022-23	ESTU 101	34.95% 72	33.98% 70	10.68% 22	2.43% 5	0.49% <5	9.22% 19	8.25% 17	
	ESTU 103	33.33% 9	33.33% 9	11.11% <5	3.70% <5		11.11% <5	7.41% <5	
	ESTU 105	47.22% 17	16.67% 6				30.56% 11	5.56% <5	

The data shows a decline in the percentage of students earning A's in ESTU 101 from 2019-20 to 2021-22, followed by a slight improvement in 2022-23. This upward trend in 2022-23 aligns with the increased success rates in in-person classes, which are discussed later in the report. Additionally, there is a widening distribution of grades, with more students receiving lower grades (C, D, and F) from 2020-21 onward. The rise in failing grades, especially in 2021-22, suggests challenges with student performance. Withdrawal rates were particularly high, peaking at 50% in 2021-22 for ESTU 101, indicating difficulties students had completing the course. This is consistent with lower success rates in asynchronous courses in Fall 2022 and Fall 2023.

Courses such as ESTU 103 and ESTU 105, which focus on Chicanx culture and arts, had a higher percentage of students receiving A's and B's compared to ESTU 101 (Introduction to Ethnic Studies) during the same periods. This suggests students perform better in courses that resonate with their lived experiences. The Ethnic Studies department will continue introducing culturally relevant courses while maintaining academic rigor.

Success Rates: Identify and explain trends in success rates. Make sure to address equity gaps in success rates if applicable.

Overall Success Rate

Academic Y..

2019-20	81% (27)
2020-21	63% (41)
2021-22	50% (32)
2022-23	64% (228)
Grand Total	65% (328)

The general trend of Overall Success Rates show a decline in success rate, from 81% in 2019-2020 to a low of 50% in 2021-22, and a rebound of 64% 2022-23. This fluctuation suggests that external factors, such as instructional modalities (in-person, synchronous, asynchronous), likely influenced student success. While the COVID-19 lockdowns likely influenced the low success rates between 2020 through 2022, there is a rebound of success rates beginning in 2022-23. The data suggests that instructional modality plays a significant role in student success, with in-person and synchronous courses performing better in recent years - more on modalities will be discussed later in the report.

Course	2019-20	2020-21	2021-22	2022-23
ESTU 101	81% (27)	63% (41)	39% (18)	64% (216)
ESTU 103				67% (12)
ESTU 105			64% (14)	
Grand Total	81% (27)	63% (41)	50% (32)	64% (228)

Similar to the discussion on student grade distribution, success rates in ESTU 101 have shown a gradual decline reaching the lowest point in 2021-22 at 29%. This could be due to the transition towards online courses offered synchronously and asynchronously. This coincides with the gradual downward trend of success rates in asynchronous courses. Since their introduction, ESTU 103 and ESTU 105 have shown positive and consistent student success rates. Once again, courses that deal with culturally relevant material tend to show increased success rates, as students relate more closely to the material presented.

Age Group	Fall '20	Fall '21	Fall '22	Fall '23
Under 18	22% (9)		46% (106)	31% (94)
18 to 24	32% (13)	55% (17)	29% (66)	26% (78)
25 to 29	12% (5)	6% (<5)	7% (16)	14% (42)
30 to 39	15% (6)	16% (5)	11% (24)	17% (50)
40 to 49	2% (<5)	6% (<5)	5% (11)	8% (23)
50+	12% (5)	13% (<5)	1% (<5)	5% (14)
Unknown/Non-Re..	5% (<5)	3% (<5)	1% (<5)	0% (<5)
Grand Total	100% (41)	100% (31)	100% (228)	100% (302)

Age Group	Spring '20	Spring '21	Spring '22	Spring '23
Under 18		5% (<5)		43% (117)
18 to 24	33% (<5)	42% (25)	56% (30)	33% (88)
25 to 29	22% (<5)	13% (8)	17% (9)	6% (17)
30 to 39	11% (<5)	22% (13)	19% (10)	12% (33)
40 to 49	11% (<5)	10% (6)	6% (<5)	3% (7)
50+	22% (<5)	8% (5)	2% (<5)	1% (<5)
Unknown/Non-Re..			2% (<5)	1% (<5)
Grand Total	100% (9)	100% (60)	100% (54)	100% (269)

The data shows a varied trend in success rates across age groups, with both improvements and challenges. The 18 to 24 group showed fluctuations, dropping from 54% in Fall 2020 to 50% in Fall 2022, but recovering to 61% in Fall 2023. Similarly, the 25 to 29 group saw steady gains, from 60% in Fall 2020 to 64% in Fall 2023. The 30 to 39 group faced a dip to 42% in Fall 2022 but rebounded to 68% in Fall 2023. Older students, particularly those aged 40 to 49 and 50+, experienced greater variability. The 40 to 49 group dropped to 0% in Fall 2021 but recovered to 67% by Fall 2023. The 50+ group fluctuated from 40% in Fall 2020, improved to 64% in Fall 2023, but faced steep declines during the pandemic. The Under 18 group consistently performed well, with success rates rising from 78% in Fall 2020 to 94% in Fall 2023. While older students showed signs of struggle, recent improvements suggest equity gaps are closing, especially as success rates stabilize in 2023 across most age groups. These growths for Under 18 students are due to the educational cache and cultural capital they have as students, whereas non-traditional students (i.e.: students over 40 years of age) are returning after years of not attending school, to new technologies and modalities that they may not be used to. This equity gap can only be addressed if returning and non-traditional students are given orientations to the online educational learning systems, encourage students to engage in courses that build and develop college student skills, i.e.: navigating the learning management system, campus resources, and other student functions.

Ethnicity	AZ	Fall '20	Fall '21	Fall '22	Fall '23
American Indian o..				0%(<5)	100%(<5)
Asian			0%(<5)	100%(<5)	0%(<5)
Black or African A..		50%(20)	86%(7)	51%(55)	66%(98)
Latinx		81%(16)	50%(16)	74%(154)	78%(185)
Native Hawaiian o..				33%(<5)	0%(<5)
Unknown/Non-Re..		100%(<5)	33%(<5)	18%(11)	75%(16)
White		0%(<5)	20%(5)	33%(<5)	0%(<5)


Age Group	Spring '20	Spring '21	Spring '22	Spring '23
18 to 24	67%(<5)	64%(25)	73%(30)	73%(88)
25 to 29	50%(<5)	44%(9)	78%(9)	88%(17)
30 to 39	100%(<5)	62%(13)	90%(10)	70%(33)
40 to 49	0%(<5)	17%(6)	100%(<5)	86%(7)
50+	50%(<5)	20%(5)	0%(<5)	75%(<5)
Under 18		67%(<5)		81%(117)
Unknown/Non-R..			100%(<5)	67%(<5)

The majority of students identify as Black or African-American or Latinx. These groups have the most significant number of students enrolling in Ethnic Studies courses. Black or African American students experienced significant fluctuations, with success rates ranging from 50% (20 students) in Fall 2020, peaking at 86% (7 students) in Fall 2021, and dropping to 51% (55 students) in Fall 2022 before recovering to 66% (98 students) in Fall 2023. Spring terms showed more stable success, reaching 83% (18 students) in Spring 2022, though equity gaps remain. Latinx students consistently performed well, with rates recovering from 50% (16 students) in Fall 2021 to 78% (185 students) in Fall 2023. Spring terms remained high, peaking at 81% (201 students) in Spring 2023, reflecting fewer equity concerns. Asian, Native Hawaiian or Pacific Islander, and White student rates are negligible due to their low numbers. Students identifying as Unknown or Non Reported have shown fluctuations, but not enough data is present to address equity gaps.

Gender	Fall '20	Fall '21	Fall '22	Fall '23
Man	45%(11)	46%(13)	65%(89)	74%(97)
Unknown/Non-Re..	100%(<5)	100%(<5)	67%(9)	83%(6)
Woman	67%(27)	50%(18)	64%(130)	73%(201)

Gender	Spring '20	Spring '21	Spring '22	Spring '23
Man		48%(21)	73%(30)	79%(107)
Unknown/Non-Re..			100%(<5)	60%(5)
Woman	56%(9)	55%(40)	82%(22)	76%(157)

Enrollment of men in Community Colleges have been declining due to the COVID 19 pandemic, this is reflected in the significantly lower enrollment rates of men in Ethnic Studies courses. In spite of these record low numbers of enrollment of men, there is a positive upward trend among men since the Fall 2022 semester, suggesting that equity gaps for men have been narrowing. Women's success rates have remained relatively stable, reaching 82% in Spring 2022 and stabilizing in the mid 70's in Spring 2023 (76%) and Fall 2023 (73%). Students who did not provide gender identification peaked at 9 in Fall 2022, and have fluctuated from 100% in Fall 2020 to 60% in Spring 2023. While women have outperformed men, men have narrowed the gender success gap since 2022. By Fall 2023, men's success rate reached 74%, exceeding women's 73% in that same semester. This was continued in the Spring 2023 where men's success rate was 79% and women's was 76%. The gap between genders has narrowed, this is likely due to increased engagement with students or the smaller sample sizes of men compared to women, but the equity gaps for these groups should be monitored.

Educational Goal 	Fall '20	Fall '21	Fall '22	Fall '23
Intend to Transfer	20% (8)	3% (<5)	96% (220)	
Degree/Cert Only	2% (<5)			
Retrain/Recertify			0% (<5)	
Basic Skills			0% (<5)	
Enrichment	76% (31)	94% (29)	1% (<5)	
Undecided/Unstated	2% (<5)	3% (<5)	2% (<5)	
NA				100% (302)
Grand Total	100% (41)	100% (31)	100% (228)	100% (302)

Educational Goal	Spring '20	Spring '21	Spring '22	Spring '23
Intend to Transfer	11% (<5)	12% (7)		98% (264)
Degree/Cert Only		2% (<5)		
Basic Skills				0% (<5)
Enrichment	67% (6)	80% (48)	96% (52)	0% (<5)
Undecided/Unstated	22% (<5)	7% (<5)	4% (<5)	1% (<5)
Grand Total	100% (9)	100% (60)	100% (54)	100% (269)

Similar to the chart on enrollment based on Educational Goal, there has been a massive transition from students enrolled in the course for enrichment towards intention to transfer. Students enrolled in Ethnic Studies courses for Enrichment purposes maintained exceedingly high success rates peaking in the 2021-2022 academic year at 94% in Fall and 96% in the Spring semester. The following year those numbers plummeted to 1% in Fall 2022 and 0% in Spring 2023. This is likely due to the way questions were phrased or how the "enrichment" category was explained to students, leading to potential confusion or a data aberration. Since the 2020-21 academic year, Ethnic Studies courses are required for transfer, and while the Pandemic played a role in student's educational goals shifting, there needs to be more investigation as to why students selected Enrichment and the following year selected Intend to Transfer.

Class Load	Fall '20	Fall '21	Fall '22	Fall '23
Full-time	22% (9)	35% (11)	16% (36)	24% (71)
Part-time	78% (32)	65% (20)	84% (192)	76% (231)
Grand Total	100% (41)	100% (31)	100% (228)	100% (302)

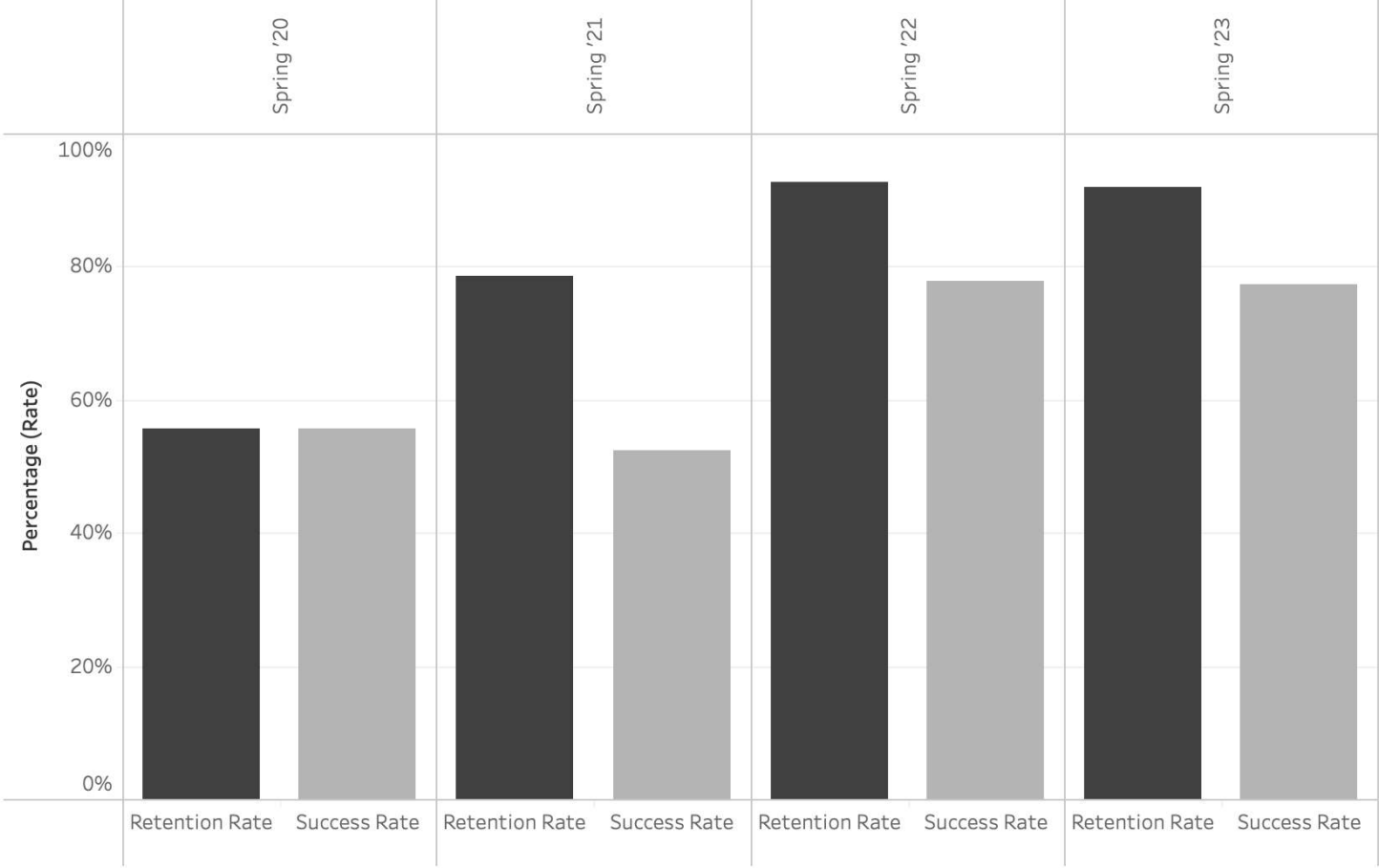
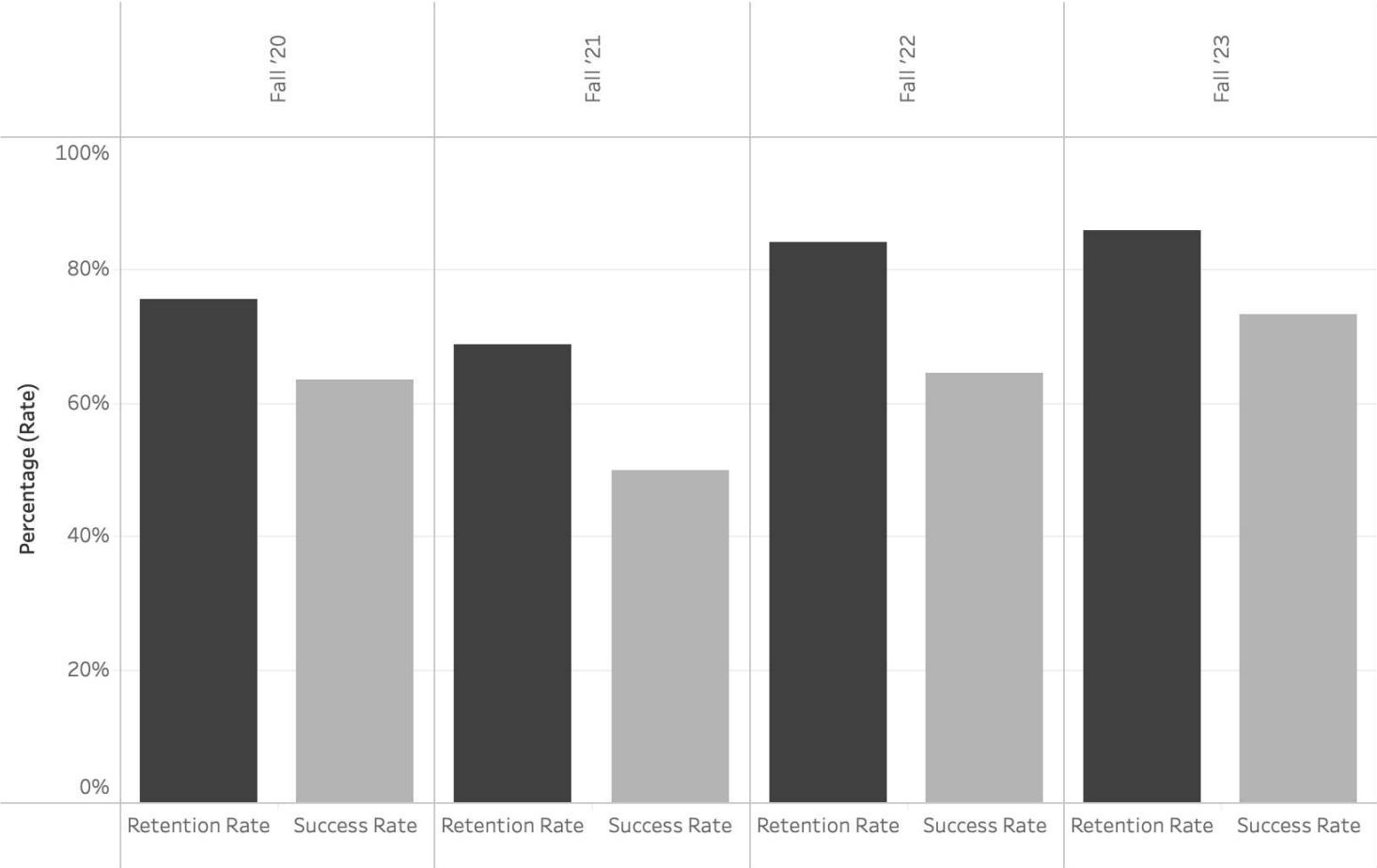
Class Load	Spring '20	Spring '21	Spring '22	Spring '23
Full-time	11% (<5)	32% (19)	54% (29)	22% (58)
Part-time	89% (8)	68% (41)	46% (25)	78% (211)
Grand Total	100% (9)	100% (60)	100% (54)	100% (269)

While Full-Time students account for the smallest percentages of students enrolled in Ethnic Studies courses, their success rates are consistently high peaking at 92% in the Fall 2021 semester and again in the Spring 2023 at 90%. This indicates that students who are able to commit to a full time student schedule may have better access to resources, more engagement in the coursework, and/or more dedicated time to engage with their faculty member. This is in stark contrast to the success rates of Part-Time students. While success rates have shown an overall improvement over time, there is still a gap to the success rates of full-time students. Fall 2021 showed a 25% success rate for Part-Time students, which is likely due to the effects of distance learning and synchronous online teaching. While there has been an improvement for student success among Part-Time students, stabilizing in the 70s at 72% in Spring 2022, 70% in Fall 2023, and 74% in Spring 2023. Part-Time students are also dealing with non-academic factors that likely affect their ability to complete courses successfully.

Retention Rates: Identify and explain trends in retention rates. Make sure to address equity gaps in retention rates if applicable.

Overall Retention Rate

Academic Y..	
2020-21	76% (41)
2021-22	69% (32)
2022-23	84% (228)
2023-24*	86% (304)
Grand Total	84% (605)



The data reveals a persistent gap between retention and success rates, particularly during and after the pandemic. Retention rates have improved steadily, reaching 86% in 2023-24, which

is a positive trend. Overall success rates have shown similar improvement, though not at par. While Retention rates reached over 80% to 90% between Fall 2022 through Spring 2023, success rates maintained a proportional growth, though under 80% for the same time. The impact of the pandemic can be seen in the rates between Spring 2020 and Fall 2021, but show a gradual improvement following the full re-opening of the campus to students. This data correlates with the success and enrollment data of Distance Education success rates. As more online courses are offered, we are seeing a dramatic drop in success rates, while in-person Ethnic Studies course are showing a significant growth in success.

Distance Education: Compare and contrast success and retention rates between in-person and distance education courses.

Instructional M..	Fall '20	Fall '21	Fall '22	Fall '23
In-Person	63%(41)		78%(148)	81%(145)
Synchronous		39%(18)		
Asynchronous			40%(80)	62%(132)
Hybrid		64%(14)		
Unknown				85%(27)

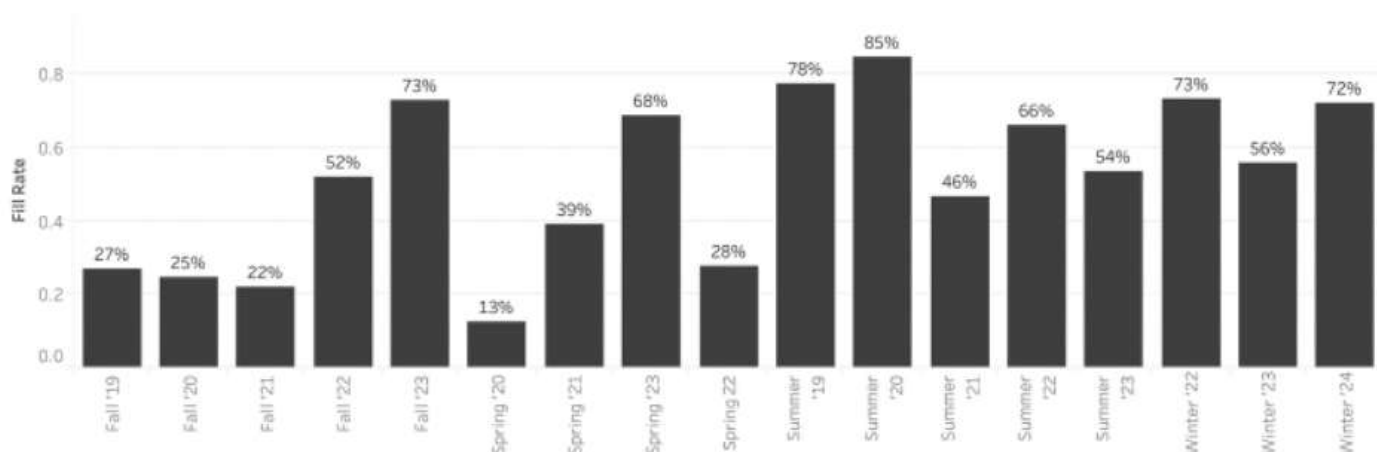
Instructional M..	Spring '20	Spring '21	Spring '22	Spring '23
In-Person	56%(9)		73%(11)	78%(158)
Synchronous			80%(10)	79%(14)
Asynchronous		52%(61)	79%(33)	76%(97)

Success rates show a clear improvement for in-person instruction across the time assessed, likely due to students adapting to post-pandemic educational settings. Synchronous instruction saw better success rates in Spring than Fall, indicating that students may have adjusted to live online learning after the initial disruption of the pandemic. Asynchronous learning showed a significant increase in success rates, but it still trails behind in-person instruction, suggesting that students face challenges with self-paced online courses.

The data reflects many of the situations faced by Ethnic Studies faculty in online learning. The rise of generative online chat bots (a.k.a. Artificial Intelligence) have made Ethnic Studies faculty more vigilant of its uses. "Artificial Intelligence," which is not only ideologically inconsistent with the foundations of Ethnic Studies, prevents students from fully engaging with the material in the asynchronous courses. While there is a slight improvement of Asynchronous success, the gradual growth does not match the significant growth of in-person classes. Many students do not "pace" themselves accordingly with the assigned material and fall behind, which leads to a disconnect between where the rest of the class is to where students who fall behind are. In-person students have the ability to meet with faculty in one-on-one situations to receive enhanced instruction and mentoring.

Retention rates are currently not available.

Fill Rates: Discuss course sections offered and fill rates. Analyze any applicable trends.



Overall, the fill rates indicate a recovery in student enrollment, particularly in Fall semester, after the significant impact of the pandemic. The increased demand for Ethnic Studies courses has led to an increase of student fill rates since the Fall 2022 semester. As students are returning to campus, the fill rates are improving, as seen in the Fall 2022 (52%), Spring 2023 (68%), and Fall 2023 (73%) rates. We expect these rates to continue to increase as more students will be required to take these courses to complete AA graduation requirements, transfer requirement, and high school requirements.

Course	Fall '20	Fall '21	Fall '22	Fall '23	Spring '20	Spring '21	Spring '23	Spring '22
ESTU 101	25% (31)	13% (9)	55% (182)	84% (268)	13% (5)	39% (49)	76% (191)	26% (39)
ESTU 103			25% (10)	29% (23)			71% (25)	35% (11)
ESTU 105		43% (13)					43% (34)	

Ethnic Studies 101 has been the primary course that students at Compton College enroll in for this department. Fill rates have been trending upwards since the COVID-19 restrictions were ended and the campus reopened to students. As more students are enrolling in Ethnic Studies courses due to graduation and transfer requirements, we expect there will be an increased fill rate over the coming years. We see this gradual trend begin in Fall 2022 (55%) and continuing through Spring 2023 (76%). There has also been an increase in fill rates for Ethnic Studies 103 from 25% in Spring 2022 to 71% in Spring 2023. This is likely due to more students being guided towards ESTU 103 by their counselors. We have seen a stabilization of Fill Rates for ESTU 105 at 43%, but an increase in the total number of students from 13 to 34 over the two semesters the class has been offered. As students are more aware of their options for completing the Ethnic Studies requirements, and the introduction of new courses in Ethnic Studies, the fill rates should be spread out evenly among the various upcoming Ethnic Studies courses to be offered.

Course Scheduling: Discuss the days and times offered for courses. Why were these choices made? Should changes be made for future scheduling?

Meeting Ti..	Fall '20	Fall '21	Fall '22	Fall '23
Morning	22% (9)	63% (20)	28% (64)	27% (83)
Afternoon	78% (32)	38% (12)	37% (84)	29% (89)
Self-Paced			35% (80)	43% (131)

Meeting Ti..	Spring '20	Spring '21	Spring '22	Spring '23
Morning	100% (9)		20% (11)	59% (158)
Evening			19% (10)	5% (14)
Self-Paced		100% (60)	61% (33)	36% (97)

The Pandemic years, Spring 2020-Fall 2021 saw an increase of Online courses and a need for flexibility to meet the changing conditions of the time. There are some inconsistencies in the manner in which Ethnic Studies courses are offered. While courses are consistently taught in the mornings and online asynchronously, afternoon and evening classes are split between semesters, Fall having afternoon courses, and Spring evening courses. As demonstrated in the data regarding students enrollment by class load (full-time vs. part-time) a stronger push to accommodate non-traditional and working students in the evening will be necessary across the entire academic year, not simply in the Spring. Future scheduling should reflect the need for part-time students to have an opportunity to take an in-person class in the evening at times that better accommodate their work schedule.

Degree and Transfer: What number of students earn degrees or certificates? What number of students transfer?

Award Types

2021-22

< 5
Degrees

Fewer than five students have earned degrees in Ethnic Studies since 2020. No information is available on whether students are transferring with an Ethnic Studies degree. This needs to be addressed in various ways. First, the curriculum for the Ethnic Studies AA-T needs to be created. This will ensure that students are able to take Ethnic Studies courses and earn a transferable degree. Second, since the separation with El Camino College, the Chicano Studies degree has not been updated. This has prevented students from fully participating in the major itself. This along with the lack of course offerings needed to complete the degree have ensured that students do not attempted the degree in the first place. Updating the degree in Curricunet will need to be done to address this issue. Third, the creation of a Black/African-American studies degree will ensure that students will have options beyond Chicano Studies or general Ethnic Studies to complete their degree.

List any related recommendations

- 1. Increase the amount of in-person courses.
- 2. Increase the amount of in-person courses offered on campus.
- 3. Increase the amount of courses offered in the evenings in the Fall Semester, and in the afternoon in the Spring Semester.
- 4. Fix the Chicano Studies AA program
- 5. Create Ethnic Studies AA-T degree
- 6. Introduce new courses in Black Studies, Native American Studies, and Asian American StudiesCreate Black Studies AA-T degree

Academic Program Review: (3) Curriculum Final Submission: Version by Lopez, Nathan on 10/01/2024 23:55

Provide the curriculum course review timeline to ensure all courses are reviewed at least once every 6 years.

Compton College 6-year Course Review Cycle Worksheet													
Division: Social Science	Department: Ethnic Studies												
Total # of Courses: 6	Last Course Review	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
		FA '20	SP '21	FA '21	SP '22	FA '22	SP '23	FA '23	SP '24	FA '24	SP '25	FA '25	SP '26
ESTU - 101	Spring '21		x										x
ESTU - 101H	New Course, Fall '23						x						
ESTU - 102	New Course, Fall '25											x	
ESTU - 103	Spring '21		x										x
ESTU - 104	New Course, Fall '25											x	
ESTU - 105	Fall '24				x					x			
ESTU - 106	New Course, Fall '25											x	

Explain any course additions to current course offerings.

The Ethnic Studies department has added four new courses, which include:

- Ethnic Studies 101H – Honors Introduction to Ethnic Studies
- Ethnic Studies 102 – Introduction to African American Studies
- Ethnic Studies 104 – Introduction to Native American Studies

- Ethnic Studies 106 – Introduction to Asian American Studies

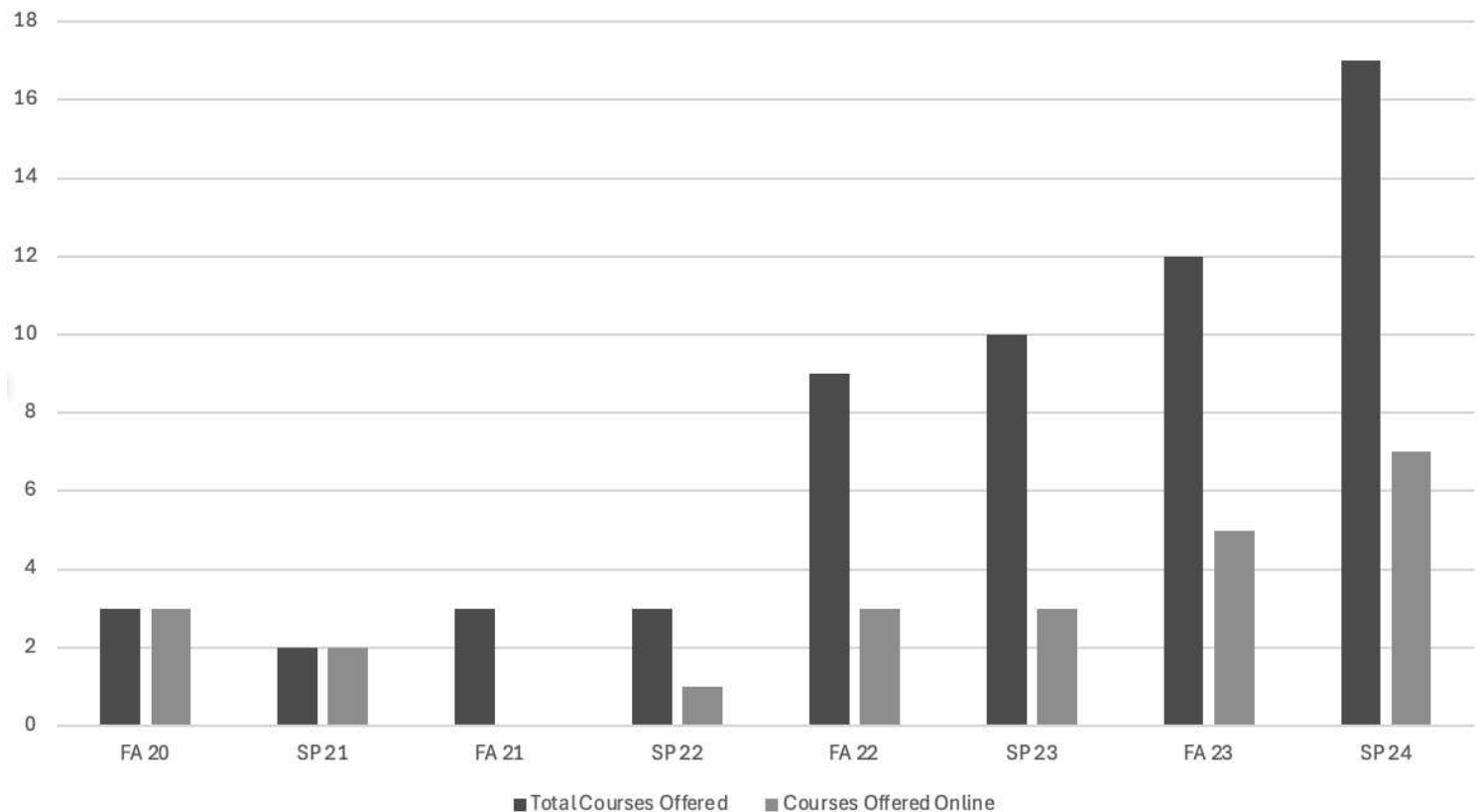
The California State University system introduced a new transfer requirement known as Area F, which requires students to complete a course in Ethnic Studies as part of the General Education plan for any student starting their academic work after the Fall 2021 semester. To meet this growing need and ensure that students receive culturally relevant material while fulfilling their course requirements, the Ethnic Studies department has introduced three new courses. These courses aim to provide a deeper understanding of the role of race and racism in the United States. Additionally, the department has introduced an Honors section of ESTU 101. This Honors course is designed to support students in the Honors Transfer Program in meeting their requirements as more students complete their transfer requirements in Ethnic Studies.

Explain any course deletions and inactivations from current course offerings.

There were no course deletions or inactivations.

Describe the courses and number of sections offered in distance education. (Distance education includes hybrid classes.)

ESTU (ALL) Sections Total + Distance Education



The number of Distance Education courses has increased significantly between the FA 20 and SP 24 semesters. Due to the COVID-19 pandemic, offering courses asynchronously in Fall 2020 and Spring 2021 was necessary. Since the Spring 2022 semester, the increased demand for Ethnic Studies courses has led to a corresponding increase in sections offered asynchronously, and we expect this trend to continue. This growth in demand is not unique to Compton College but reflects a statewide increase due to the implementation of the Area F transfer requirements by the CSU system. We aim to continue offering courses online and list them in the CCCCO's California Virtual College to ensure that our courses are accessible to students across the state who need them. This initiative will require our faculty to be POCR certified.

Discuss how well the courses, degrees, or certificates meet students' transfer or career training needs.

Our courses are adapting to the changing needs of students. Since the implementation of the Area F transfer requirements in the Fall 2021 semester, the Ethnic Studies department has continued to offer courses that fulfill this new transfer requirement. As demand for Ethnic Studies grows, we are developing AA-T pathways for students, which are contingent on approval from the state chancellor. Once these pathways are approved and implemented, the Ethnic Studies department will expand course offerings to better serve students. Additionally, we are working on improving our Chicano Studies AA degree program. Since separating from El Camino College, many courses required for the Chicano Studies program have not been offered through other departments, thus hindering students' ability to complete this degree. To address this, we will revise the program to ensure that students have a clearer path to completing degrees in Chicano Studies.

How many students earn degrees and/or certificates in your program? Set an attainable, measurable goal related to student completion of the program's degrees/certificates.

The Ethnic Studies program has awarded fewer than five degrees during the period covered in this review. This is likely due to the limited number of courses and the lack of clear pathways toward completion available to students. To address this, the Ethnic Studies program will transition to offering a Chicano Studies AA. Additionally, to support students in completing the Chicano Studies AD-T, the department will develop new courses aligned with the Transfer Model Curriculum established by the California Community College Chancellor's Office in May 2021. Specifically, the department will create two history courses and a Chicana feminism course. The history courses will need to be cross-listed with the History department, but we do not anticipate significant resistance from that department. Furthermore, we will ensure readiness to adapt our course offerings in response to any new Transfer Model Curriculum enacted by the CCCCO in areas such as Black Studies, Asian-American Studies, and Native-American Studies. These changes will provide students with a clearer pathway to earning a degree in Ethnic Studies.

Are any licensure/certification exams required for program completion or career entry? If so, what is the pass rate among graduates? Set an attainable, measurable goal for

pass rates and identify any applicable performance benchmarks set by regulatory agencies.

There are no licensure/certification exams required for Ethnic Studies.

List any related recommendations.

1. Create courses to meet the Chicano Studies AD-T
2. Amend current Chicano Studies AA degree
3. Create new courses
4. Promote the usage of more OER/ZTC textbooks in Ethnic Studies courses.
5. Encourage faculty to become POER Certified, so that their courses will be offered through the California Virtual Campus.

Academic Program Review: (4) Assessment of Student Learning Outcomes (SLO's) Final Submission: Version by
Lopez, Nathan on 10/01/2024 23:55

Provide a copy of your alignment grid, which shows how course, program, and institutional learning outcomes are aligned.

The Ethnic Studies department houses three-degree pathways for students:

1. Ethnic Studies – A.A. in American Cultures

Date _____

Program Name ETHNIC STUDIES – A.A. in African American Studies

List PLOs:

1. Analyze in a written or oral thesis the theoretical and conceptual social science constructs applied to contemporary issues relative to the specific disciplines of Anthropology, Ethnic Studies, Economics, Sociology, and Women's Studies.
2. Apply critical thinking methodology that is consistent within the specific discipline of the program.
3. Formulate research that is designed to examine social issues in a specific discipline of the program.
4. _____
5. _____
6. _____

SLO-PLO Alignment Grid

Course	SLO #	SLO statement	SLO to PLO (Mark with an X)					
			P1	P2	P3	P4	P5	P6
ESTU 101	1	Describe and analyze the historical, political, social, and cultural turning points in the experiences of people of color in the United States both past and present with an emphasis on self-determination and social justice.	X	X	X			
ESTU 101	2	Describe the intersection of gender, race, class, sexual orientation, religious/spiritual persuasion, immigration status and ability as it relates to hierarchy, oppression and/or empowerment as it relates to people of color.	X	X	X			
ESTU 101	3	Demonstrate active engagement in addressing the importance of understanding diversity and equity inside and outside of the classroom.	X	X	X			
ANTH 106	1	Demonstrate an understanding of the four-field approach in anthropology as it relates to the study of native peoples of North America. Students will need to identify each of the four sub-fields of anthropology, the major area(s) of study within each field and describe how each field might approach the study of native peoples.	X	X				

ANTH 106	2	Demonstrate an understanding of how contact with Europeans dramatically altered native populations and their various cultures. Using a selected case study, students will need to identify specific areas of native culture that were changed by contact and describe the changes that took place.	X	X				
ANTH 106	3	Demonstrate an understanding of culture as an integrated system. Using a selected native group as a case study, students will need to identify a minimum of parts of culture that may be interconnected and describe how these parts are interrelated.	X	X				
ART 207	1	Analyze major artworks of Mexico, Central America, and South America in relation to social, cultural, political, economic, philosophical, and religious factors.	X	X				
ART 207	2	Demonstrate the ability to comprehend and critique art works from Mexico, Central America and South America in terms of form, medium, and style.		X				
ART 207	3	Demonstrate the ability to effectively communicate ideas about Mexican, Central American and South American art verbally or by written methods.		X				
ENGL 242	1	Identify and analyze representative works of literature in terms of historical and cultural backgrounds, regional ethnic experiences, and unifying themes and motifs that reflect the Chicano/Latinx experience.	X	X				
ENGL 242	2	Present a clear thesis that makes an interpretative argument about Chicano/Latinx texts and that is developed through appropriate identification of representative cultural themes.	X	X				
ENGL 242	3	Support a thesis by including relevant quotations from primary and multiple secondary texts throughout the paper as well as detailed interpretation of these quotations.	X	X				
ENGL 242	4	Use correct MLA documentation methods as well as correct grammar, spelling and punctuation.						
ENGL 243	1	Analyze representative works of African American literature in terms of its historical progression.	X	X				
ENGL 243	2	Analyze representative works of African American literature in terms of unifying themes and motifs.	X	X				
ENGL 243	3	Analyze representative works of African American literature in terms of regional, cultural, and ethnic considerations.	X	X				
ENGL 244	1	Analyze literary text(s) representative of a variety of American cultures.	X	X				

ENGL 244	2	Employ literary, theoretical, and/or historical concepts related to cultural studies in the analysis of foundational and contemporary literary texts.	X	X				
ENGL 244	3	Write a literary analysis essay utilizing critical theory and close reading focused on a text representative of one of the marginalized cultures covered in class.	X	X	X			
ESTU 103	1	Describe and analyze the development of the discipline of Chicano Studies.	X	X	X			
ESTU 103	2	Describe and analyze the historical, political, social and cultural turning points in the experiences of Chicanos and Chicanas in the United States both past and present with an emphasis on self-determination and social justice.	X	X	X			
ESTU 103	3	Describe the intersection of gender, race, class, sexual orientation, religious/spiritual persuasion, immigration status and ability as it relates to hierarchy, oppression and/or empowerment as it relates to Chicanos and Chicanas in the United States.	X	X	X			
ESTU 105	1	Describe the elements that make up a culture and how they apply to the Chicano cultural experience, making use of appropriate terminology and theoretical frameworks.	X	X	X			
ESTU 105	2	Identify, critically examine and interpret components and expressions of Chicano culture found in language, values and belief systems, customs and rituals and the arts.	X	X	X			
ESTU 105	3	Explain and analyze the major historical factors that have contributed to the formation of Chicano culture.	X	X	X			
HIST 108	1	Develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in American Indians history and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.	X	X	X			
HIST 110	1	Develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in African Americans in history to 1877 and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.	X	X	X			
HIS 111	1	Develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural	X	X	X			

		historical themes or patterns in African Americans in history from 1877 to the present and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.							
HIST 112	1	Develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in Chicano history and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.	X	X	X				
HIST 122	1	Develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in the history of ethnic and racial minorities in the United States and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.	X	X	X				
PSYC 110	1	Examine and assess African American psychological research pertaining to the development of ethnic identity.	X	X					
PSYC 110	2	Compare and contrast the major theoretical perspectives of African American psychology.	X	X					
PSYC 110	3	Describe and assess the treatment of mental health problems in the African American community.	X	X					
SOCI 107	1	Define and demonstrate an understanding of sociological concepts, such as intergroup relations, racism, prejudice, discrimination, and minority/dominant groups by applying them to issues of race and ethnic relations in American society.	X	X					
SOCI 107	2	Demonstrate an understanding of the purpose of theoretical perspectives and apply sociological perspectives such as the human capital theory, the race relations cycle theory, and the Blauner hypothesis to issues of race and ethnicity in American society.	X	X					
ANTH 102	1	Demonstrate an understanding of the holistic approach in anthropology by identifying its appropriate definition.	X	X					
ANTH 102	2	Demonstrate their understanding of subsistence strategies by identifying three of the four types recognized by anthropologists and by explaining five features that correspond to each.	X	X					

ANTH 102	3	Demonstrate their understanding of political organization by identifying the four types recognized by anthropologists and by explaining three features that correspond to each.	X	X				
HIST 154	1	Develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in Mexican history and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.	X	X	X			
HIST 175	1	Develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in Asian history from 1600 to the present and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.	X	X	X			
HIST 176	1	Develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in Chinese history and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.	X	X	X			
HIST 183	1	Develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in African history to 1885 and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.	X	X	X			
HIST 184	1	Develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in African history since 1885 and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.	X	X	X			
MUSI 113		N/A						
POLI 105	1	Demonstrate knowledge and analyze the inclusion strategies used by minority groups within the democratic system as applicable to urban politics.	X	X				

SOCI 104	1	Demonstrate an understanding of the purpose of theoretical perspectives and apply sociological perspectives such as functionalism, conflict theory, and interactionism to social problems.	X	X				
SOCI 104	2	Define and demonstrate an understanding of sociological concepts, such as deviance, crime, racism, and globalization by applying them to social scenarios.	X	X				
SOCI 104	3	Analyze causes, consequences, and solutions to social problems as they exist in contemporary society.	X	X				

2. Ethnic Studies – A.A. in African American Studies

Date _____

Program Name ETHNIC STUDIES – A.A. in African American Studies

List PLOs:

1. Analyze in a written or oral thesis the theoretical and conceptual social science constructs applied to contemporary issues relative to the specific disciplines of Anthropology, Ethnic Studies, Economics, Sociology, and Women's Studies.
2. Apply critical thinking methodology that is consistent within the specific discipline of the program.
3. Formulate research that is designed to examine social issues in a specific discipline of the program.
4. _____
5. _____
6. _____

SLO-PLO Alignment Grid

Course	SLO #	SLO statement	SLO to PLO (Mark with an X)					
			P1	P2	P3	P4	P5	P6
ENGL 243	1	Analyze representative works of African American literature in terms of its historical progression.	X	X				
ENGL 243	2	Analyze representative works of African American literature in terms of unifying themes and motifs.	X	X				
ENGL 243	3	Analyze representative works of African American literature in terms of regional, cultural, and ethnic considerations.	X	X				
ESTU 101	1	Describe and analyze the historical, political, social, and cultural turning points in the experiences of people of color in the United States both past and present with an emphasis on self-determination and social justice.	X	X	X			
ESTU 101	2	Describe the intersection of gender, race, class, sexual orientation, religious/spiritual persuasion, immigration status and ability as it relates to hierarchy, oppression and/or empowerment as it relates to people of color.	X	X	X			
ESTU 101	3	Demonstrate active engagement in addressing the importance of understanding diversity and equity inside and outside of the classroom.	X	X	X			

HIST 110	1	Develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in African Americans in history to 1877 and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.	X	X	X			
HIST 111	1	Develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in African Americans in history from 1877 to the present and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.	X	X	X			
HIST 183	1	Develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in African history to 1885 and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.	X	X	X			
PSYC 110	1	Examine and assess African American psychological research pertaining to the development of ethnic identity.	X	X				
PSYC 110	2	Compare and contrast the major theoretical perspectives of African American psychology.	X	X				
PSYC 110	3	Describe and assess the treatment of mental health problems in the African American community.	X	X				
ART 209	1	Analyze and explain content through the historical, geographical, and chronological context of African art.	X	X				
ART 209	2	Demonstrate the ability to comprehend and critique African art works in terms of form, medium, and style		X				
ART 209	3	Demonstrate the ability to effectively communicate ideas about African art verbally or by written methods		X				
ENGL 244	1	Analyze literary text(s) representative of a variety of American cultures.	X	X				
ENGL 244	2	Employ literary, theoretical, and/or historical concepts related to cultural studies in the analysis of foundational and contemporary literary texts.	X	X				

ENGL 244	3	Write a literary analysis essay utilizing critical theory and close reading focused on a text representative of one of the marginalized cultures covered in class.	X	X	X			
HIST 122	1	Develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in the history of ethnic and racial minorities in the United States and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.	X	X	X			
HIST 184	1	Develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in African history since 1885 and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.	X	X	X			
MUSI 113		N/A						
POLI 105	1	Demonstrate knowledge and analyze the inclusion strategies used by minority groups within the democratic system as applicable to urban politics.	X	X				
SOCI 104	1	Demonstrate an understanding of the purpose of theoretical perspectives and apply sociological perspectives such as functionalism, conflict theory, and interactionism to social problems.	X	X				
SOCI 104	2	Define and demonstrate an understanding of sociological concepts, such as deviance, crime, racism, and globalization by applying them to social scenarios.	X	X				
SOCI 104	3	Analyze causes, consequences, and solutions to social problems as they exist in contemporary society.	X	X				
SOCI 107	1	Define and demonstrate an understanding of sociological concepts, such as intergroup relations, racism, prejudice, discrimination, and minority/dominant groups by applying them to issues of race and ethnic relations in American society.	X	X				
SOCI 107	2	Demonstrate an understanding of the purpose of theoretical perspectives and apply sociological perspectives such as the human capital theory, the race	X	X				

		relations cycle theory, and the Blauner hypothesis to issues of race and ethnicity in American society.						
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Date _____

Program Name ETHNIC STUDIES – A.A. in Chicano Studies

List PLOs:

1. Analyze in a written or oral thesis the theoretical and conceptual social science constructs applied to contemporary issues relative to the specific disciplines of Anthropology, Ethnic Studies, Economics, Sociology, and Women's Studies.
2. Apply critical thinking methodology that is consistent within the specific discipline of the program.
3. Formulate research that is designed to examine social issues in a specific discipline of the program.
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6. _____

SLO-PLO Alignment Grid

Course	SLO #	SLO statement	SLO to PLO (Mark with an X)					
			P1	P2	P3	P4	P5	P6
ART 207	1	Analyze major artworks of Mexico, Central America, and South America in relation to social, cultural, political, economic, philosophical, and religious factors.	X	X				
ART 207	2	Demonstrate the ability to comprehend and critique art works from Mexico, Central America and South America in terms of form, medium, and style.		X				
ART 207	3	Demonstrate the ability to effectively communicate ideas about Mexican, Central American and South American art verbally or by written methods.		X				
ENGL 242	1	Identify and analyze representative works of literature in terms of historical and cultural backgrounds, regional ethnic experiences, and unifying themes and motifs that reflect the Chicano/Latinx experience.	X	X				
ENGL 242	2	Present a clear thesis that makes an interpretative argument about Chicano/Latinx texts and that is developed through appropriate identification of representative cultural themes.	X	X				

ENGL 242	3	Support a thesis by including relevant quotations from primary and multiple secondary texts throughout the paper as well as detailed interpretation of these quotations.	X	X				
ENGL 242	4	Use correct MLA documentation methods as well as correct grammar, spelling and punctuation.						
ESTU 103	1	Describe and analyze the development of the discipline of Chicano Studies.	X	X	X			
ESTU 103	2	Describe and analyze the historical, political, social and cultural turning points in the experiences of Chicanos and Chicanas in the United States both past and present with an emphasis on self-determination and social justice.	X	X	X			
ESTU 103	3	Describe the intersection of gender, race, class, sexual orientation, religious/spiritual persuasion, immigration status and ability as it relates to hierarchy, oppression and/or empowerment as it relates to Chicanos and Chicanas in the United States.	X	X	X			
ESTU 105	1	Describe the elements that make up a culture and how they apply to the Chicano cultural experience, making use of appropriate terminology and theoretical frameworks.	X	X	X			
ESTU 105	2	Identify, critically examine and interpret components and expressions of Chicano culture found in language, values and belief systems, customs and rituals and the arts.	X	X	X			
ESTU 105	3	Explain and analyze the major historical factors that have contributed to the formation of Chicano culture.	X	X	X			
HIST 112	1	Develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in Chicano history and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.	X	X	X			
HIST 154	1	Develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in Mexican history and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.	X	X	X			
ENGL 244	1	Analyze literary text(s) representative of a variety of American cultures.	X	X				

ENGL 244	2	Employ literary, theoretical, and/or historical concepts related to cultural studies in the analysis of foundational and contemporary literary texts.	X	X				
ENGL 244	3	Write a literary analysis essay utilizing critical theory and close reading focused on a text representative of one of the marginalized cultures covered in class.	X	X	X			
ESTU 101	1	Describe and analyze the historical, political, social, and cultural turning points in the experiences of people of color in the United States both past and present with an emphasis on self-determination and social justice.	X	X	X			
ESTU 101	2	Describe the intersection of gender, race, class, sexual orientation, religious/spiritual persuasion, immigration status and ability as it relates to hierarchy, oppression and/or empowerment as it relates to people of color.	X	X	X			
ESTU 101	3	Demonstrate active engagement in addressing the importance of understanding diversity and equity inside and outside of the classroom.	X	X	X			
POLI 105	1	Demonstrate knowledge and analyze the inclusion strategies used by minority groups within the democratic system as applicable to urban politics.	X	X				
SOCI 104	1	Demonstrate an understanding of the purpose of theoretical perspectives and apply sociological perspectives such as functionalism, conflict theory, and interactionism to social problems.	X	X				
SOCI 104	2	Define and demonstrate an understanding of sociological concepts, such as deviance, crime, racism, and globalization by applying them to social scenarios.	X	X				
SOCI 104	3	Analyze causes, consequences, and solutions to social problems as they exist in contemporary society.	X	X				
SOCI 107	1	Define and demonstrate an understanding of sociological concepts, such as intergroup relations, racism, prejudice, discrimination, and minority/dominant groups by applying them to issues of race and ethnic relations in American society.	X	X				
SOCI 107	2	Demonstrate an understanding of the purpose of theoretical perspectives and apply sociological perspectives such as the human capital theory, the race relations cycle theory, and the Blauner hypothesis to issues of race and ethnicity in American society.	X	X				

Provide a timeline for your course and program level SLO assessments.

Compton College
Student Learning Outcome Course Report Timelines
2025-2036

All academic programs course report due date: end of Spring semester of year indicated.

Academic Program	Division	CTE	Course Report Due		
Administration of Justice	HEPS	Yes	2026	2030	2034
Art	FACH	No	2025	2029	2033
Auto Collision Repair and Painting	BIST	Yes	2025	2029	2033
Auto Technology	BIST	Yes	2025	2029	2033
Business	BIST	Yes	2025	2029	2033
Chemistry	STEM	No	2026	2030	2034
Child Development	SSCI	Yes	2028	2032	2036
Communication Studies	FACH	No	2028	2032	2036
Computer Information Systems	BIST	Yes	2025	2029	2033
Cosmetology	BIST	Yes	2027	2031	2035
Dance	FACH	No	2025	2029	2033
Theater	FACH	No	2025	2029	2033
Earth Science	STEM	No	2026	2030	2034
English	FACH	No	2028	2032	2036
English as a Second Language	FACH	No	2028	2032	2036
Heating, Ventilation, A/C and Refrigeration	BIST	Yes	2025	2029	2033
History	SSCI	No	2028	2032	2036
Human Development	HEPS	No	2026	2030	2034
Kinesiology and PE (First Aid, Kinesiology, Physical Education, Recreation)	HEPS	No	2025	2029	2033
Languages (American Sign Language, Spanish)	FACH	No	2026	2030	2034
Library and Library Science	FACH	No	2028	2032	2036
Life Sciences	STEM	No	2028	2032	2036
Machine Tool and Manufacturing Technology	BIST	Yes	2027	2031	2035
Mathematics	STEM	No	2026	2030	2034
Music (*Commercial Music, Music)	FACH	*Yes	2025	2029	2033
Nursing	HEPS	Yes	2025	2029	2033
Physics/Astronomy	STEM	No	2026	2030	2034
Political Science	SSCI	No	2028	2032	2036
Psychology	SSCI	No	2026	2030	2034
Social Media and Film/Video					
Social Science (Anthropology, Economics, Ethnic Studies, Sociology, Women's Studies)	SSCI	No	2028	2032	2036
Welding	BIST	Yes	2025	2029	2033

State the percent of course and program SLO statements that have been assessed.

Assessments have not been conducted for the Ethnic Studies department as this is the first Program Review.

Summarize the SLO and PLO assessment results over the past four years and describe how an analysis of those results led to improved student learning. Analyze and describe those changes. Provide specific examples.

Assessments have not been conducted for the Ethnic Studies department as this is the first Program Review.

Describe how you have improved your SLO/PLO assessment process and engaged in dialogue about assessment results.

Assessments have not been conducted for the Ethnic Studies department as this is the first Program Review.

List any related recommendations.
The Ethnic Studies department will engage a review of SLO and PLO assessments when they are scheduled in 2028.

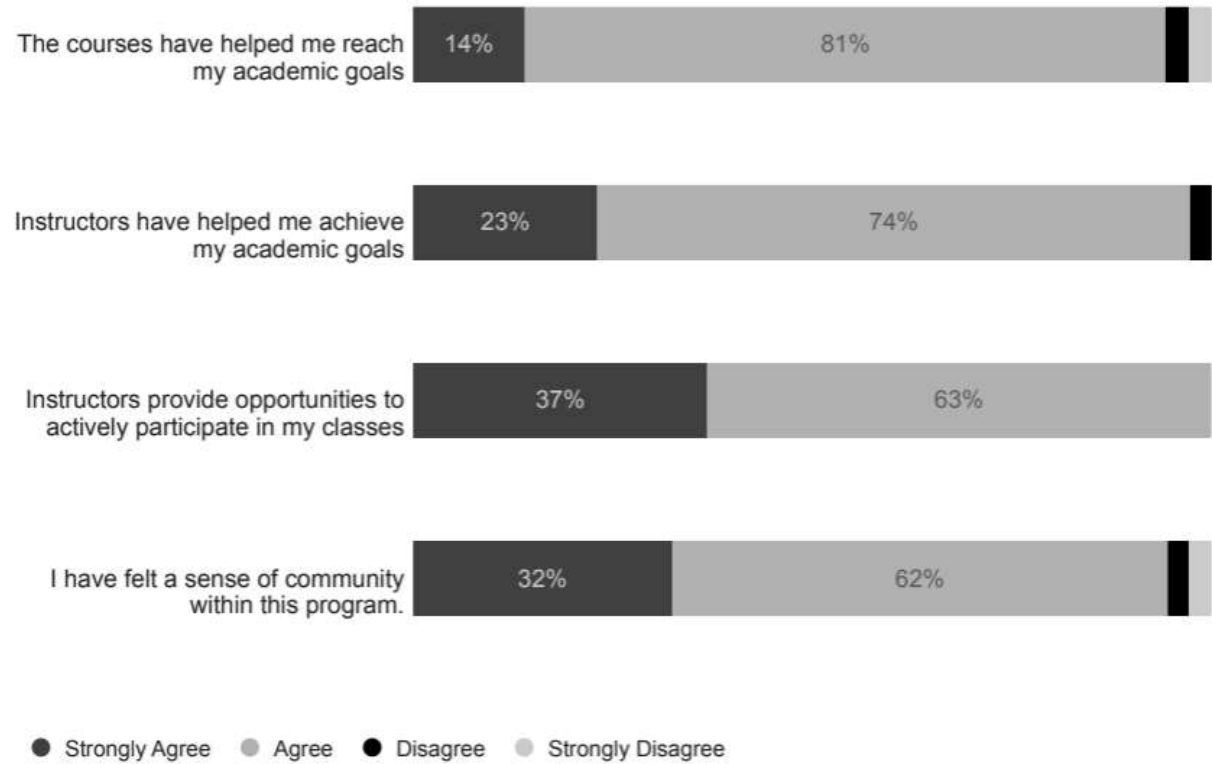
Academic Program Review: (5) Analysis of Student Feedback Final Submission: Version by Lopez, Nathan on 10/01/2024 23:55

Describe the results of the student survey in the area of student support.

Academic Support and Development

Please rate how much you agree or disagree with the following statements about this program.

39 Responses



Most respondents (81%) agreed that instructors have been instrumental in helping them achieve their academic goals. This indicates strong academic guidance, effective teaching strategies, and mentorship that aligns with student success. It reflects that Ethnic Studies faculty are providing the necessary tools, resources, and personalized feedback to enable students to thrive academically. Continuing to support this strength can further boost student confidence and academic outcomes.

With 74% of students feeling that instructors provide opportunities for active participation in classes, it shows that Ethnic Studies instructors are fostering environments that encourage student involvement. This is accomplished through group discussions, interactive projects and activities, or assignments that require student input. High levels of engagement contribute to better learning retention and more meaningful educational experiences.

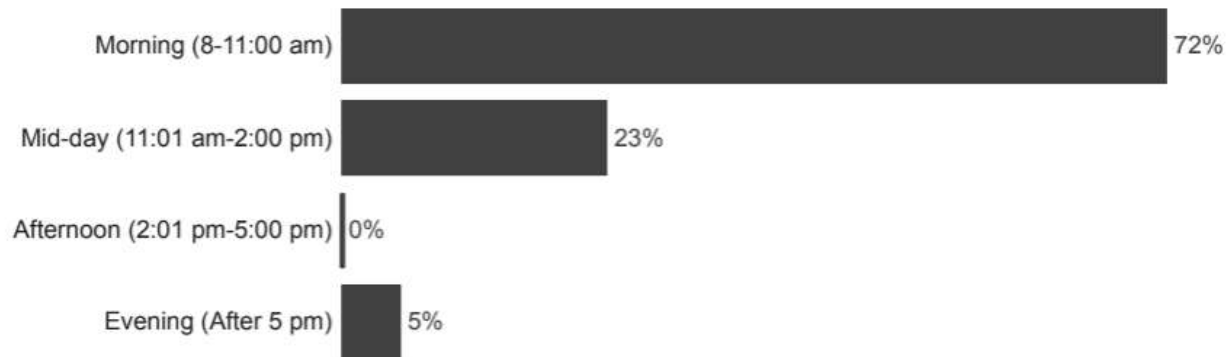
The area where student feedback shows room for improvement is the sense of community, with only 62% of respondents agreeing that they feel connected to the program. The lower score in community-building could be attributed to several factors. For example, if students are participating in online or hybrid courses, it may be harder to foster a sense of belonging compared to in-person interactions. Also, remote courses offer fewer opportunities for social interaction, group work, or student-led initiatives can prevent students from building relationships with peers. Strengthening communication channels, such as creating an online community space (through platforms like Slack or Discord) where students can discuss academic and non-academic topics, might promote stronger social connections outside of formal classroom settings. Lastly, increasing the frequency of virtual meetups or themed discussions (on current events, program topics, etc.) could also be a means of strengthening connection for students outside of the classroom, particularly for those who might struggle to attend in-person events.

Describe the results of the student survey in the area of curriculum.

Curriculum

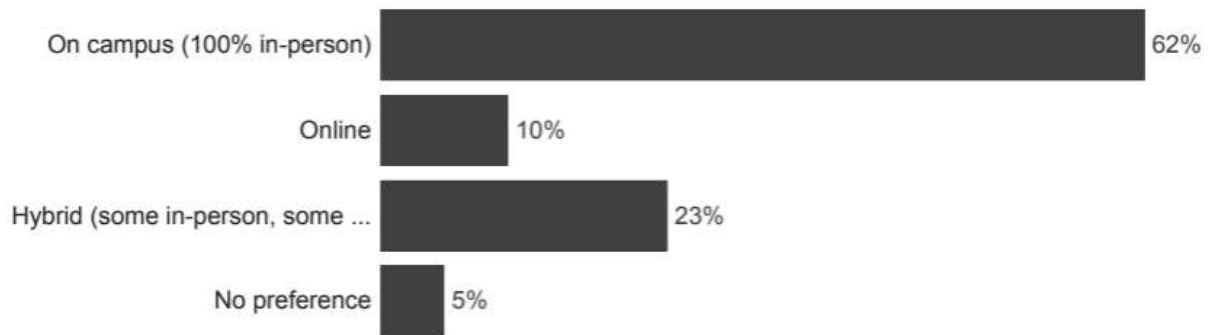
What time of the day do you prefer to take courses at Compton College?

39 Responses



Which teaching method do you prefer?

39 Responses



The student survey results in the area of curriculum offer key insights into student preferences and satisfaction with Ethnic Studies course offerings and scheduling. For example, a significant majority (72%) of students expressed a preference for taking courses in the morning. This suggests that students may find morning classes more convenient, either due to their personal schedules, work commitments, or learning preferences. It indicates that offering more morning Ethnic Studies class options could align better with student needs and may improve class attendance and overall satisfaction.

With respect to teaching method preferences, 62% of students preferred on-campus, in-person instruction, showing that most students still value face-to-face learning despite the growing focus of Online education. This suggests that many students find the in-person format more effective for their learning or social needs. It highlights the importance of maintaining a strong in-person course presence, even as Online and hybrid formats continue to expand across the nation.

Regarding course offerings, 65% of students felt that there was an appropriate range of courses offered within the Ethnic Studies Program. While this majority indicates general satisfaction with the diversity of course options, there remains a notable portion of students who may feel that certain topics or elective options are lacking. The Program is in the process of expanding Ethnic Studies course offerings to improve satisfaction in this area.

Please rate how much you agree or disagree with the following statements about the program

35 Responses



● Strongly Agree ● Agree ● Disagree ● Strongly Disagree

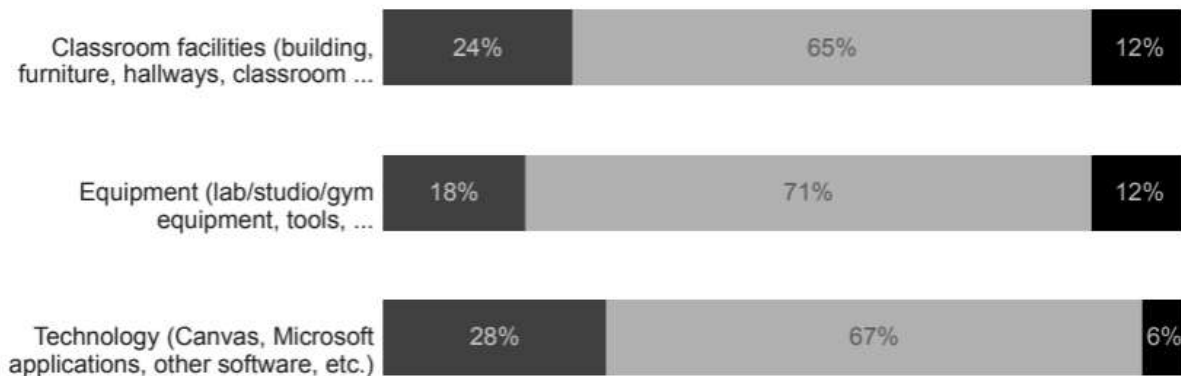
Once concerning trend was class registration, with only 39% of students agreeing that they were able to register for the classes they needed within the Ethnic Studies Program. This points to a potential issue with course availability, due to limited sections, course conflicts, and high demand for specific classes such as ESTU 101. The results suggest that students may be experiencing delays in completing their program on time, which can affect their academic progress and satisfaction.

Describe the results of the student survey in the area of facilities, equipment and technology.

Facilities, Equipment, and Technology

Please rate the program's facilities, equipment, and technology (*Full text of questions available below)

36 Responses



● Excellent ● Satisfactory ● Poor

***Question 1:** Classroom facilities (building, furniture, hallways, classroom features, etc.)

***Question 2:** Equipment (lab/studio/gym equipment, tools, computers/electronics, etc.)

The student survey results in the area of facilities, equipment, and technology highlight a general sense of satisfaction with some room for improvement. For example, 65% of students rated the classroom facilities as satisfactory, while 24% considered them excellent. This indicates that while most students feel the facilities meet basic standards, only a smaller portion find them exceptional. The majority being in the "satisfactory" range suggests there may be areas where classrooms could be updated or improved to better meet student needs, whether in terms of space, comfort, or learning resources.

Survey results also indicate 71% of students rated the equipment as satisfactory, with only 18% rating it as excellent. This suggests that, although students generally feel the equipment is functional and adequate for their academic needs, there is limited enthusiasm about its quality or innovation. The relatively low percentage of "excellent" ratings may point to opportunities for upgrades or modernization, especially in specialized equipment needed for hands-on learning.

With respect to educational technology, 67% of students rated the technology as satisfactory, and 28% considered it excellent. Like the results for equipment, while most students find the technology adequate, there is a notable gap between "satisfactory" and "excellent" ratings. Given the increasing reliance on technology in education, this area might benefit from enhancements such as faster internet, better classroom tech tools (e.g., projectors, smart boards, audio systems), or access to more up-to-date software and hardware.

Describe the results of the student survey in the area of program objectives.

Program Objectives

Indicate the degree to which you agree with the following: (*full text of questions listed below)

38 Responses



● Strongly Agree ● Agree ● Disagree ● Strongly Disagree

***Question 1:** I am aware of the course outcomes- what I should be able to learn and what skills I should possess after completing courses in the program.

***Question 2:** After taking this program's course, I am much more knowledgeable about the subject than before.

The student survey results in program objectives reveal that most students are aware of the Ethnic Studies course outcomes, with 68% agreeing that they have a clear understanding of what they are expected to achieve. While this demonstrates that most students feel informed, a notable portion remains uncertain about the course goals, suggesting that communication of learning objectives could be enhanced.

In terms of knowledge gained, 67% of students felt that they became significantly more knowledgeable about the subject matter after completing the program's courses. This indicates that the majority perceive the program as effective in increasing their understanding, but there is still room for improvement.

The Program can address these areas by reinforcing course outcomes throughout the semester and incorporating experiential learning opportunities. This could help solidify students' understanding of expectations and deepen their engagement with the material. So, too, would soliciting specific feedback on areas where students feel less knowledgeable could guide targeted improvements in the program's curriculum and teaching strategies.

Discuss the implications of the survey results for the program.

The survey results provide valuable insights into both the strengths and areas for improvement within the Ethnic Studies Program. The strong sense of support from Ethnic Studies instructors, with 81% of students agreeing that instructors helped them achieve their academic goals, is a highly positive outcome. This suggests that student engagement is a key strength of the Program, as the relationship between students and instructors plays a critical role in fostering academic success and motivation. Such a strong foundation of support can be further leveraged to maintain high levels of student satisfaction and retention.

Additionally, the survey highlights a potential issue with Ethnic Studies course availability and the registration process. With only 39% of students strongly agreeing that they could register for the courses they need, the Program may need to consider expanding course offerings or refining the registration system to ensure students can access required classes in a timely manner.

However, the moderate satisfaction levels regarding facilities, equipment, and technology, with a majority rating them as only "satisfactory" rather than "excellent," indicate that there is room for improvement. Upgrading classroom spaces, modernizing equipment, and enhancing technological resources could significantly enhance the overall learning experience.

Discuss the results of other relevant surveys (if applicable).

The discussion of other relevant surveys is not applicable to the Ethnic Studies Program. No additional surveys were conducted or referenced within the report provided.

List any related recommendations

To improve student satisfaction, the Ethnic Studies Program would benefit from the college prioritizing the enhancement of its facilities, equipment, and technology. Upgrading classroom environments, modernizing outdated equipment, and improving access to technological resources would significantly enhance the learning experience and address current student

concerns.

Additionally, the Program will continue to focus on faculty engagement strategies, which have proven highly effective in fostering student participation and creating a strong sense of support. Maintaining and strengthening these efforts will help sustain the positive impact that instructors have on student success and engagement. Finally, it will be important for the college to review course availability and registration processes to better meet student needs. Expanding course offerings and streamlining the registration system would ensure that students can access the classes they need in a timely manner, helping them stay on track with their academic goals.

Academic Program Review: (6) Facilities and Equipment Final Submission: Version by Lopez, Nathan on 10/01/2024 23:55

Describe and assess the existing program facilities and equipment.

Currently, the department of Ethnic Studies teaches courses in both Instructional Building 1 and 2. Classrooms are fitted with computers, projectors, sound systems, and white boards. In many instances the sound projection can be faulty, reducing the amount of sound available for the class. This prevents the faculty's ability to engage the classroom with diverse teaching methods and material – which is a fundamental aspect of the Ethnic Studies field.

Explain the immediate (1-2 years) needs related to facilities and equipment. Provide a cost estimate for each need and explain how it will help the program better meet its goals.

The Ethnic Studies faculty is deeply committed to engaging students in and out of the classroom. The department hosts 4 events, on average per semester. This includes field trips, on campus speakers, and cultural events. Relaying this information to students is essential to ensuring the success of these events. In the spirit of that communication, the department needs a public method of communication in Instructional Building 1. Display cases are necessary to ensure that events are highlighted, and student work can be showcased. Instructional Building 2 has display cases, but Instructional Building 1 does not. We are requesting the following item:

U-Line, Enclosed Cork Board with Aluminum Frame, 4'x3', model number: H-3041.

Cost for 3 or more cases: \$475. Total Cost: \$1553.25

Since becoming a graduation requirement, Ethnic Studies courses are now in demand. This has led to a spike of student enrollment, with diverse age ranges. Many of our students are required to submit work, but are not always able to be on campus. In addition, the many events the department hosts requires paperwork to be signed by students. In many instances, students and faculty are not on campus at the same time. A mailbox for Instructional Building 1 room 131 would be beneficial, as it would provide a space for the Ethnic Studies faculty, who are all housed in Instructional Building 1 room 131, to receive paperwork, classwork, or messages from students when the office is closed. The department requests the following item: IKEA, KVISSLE, Wall magazine rack, white.

Total cost for 1 rack: \$33.14

Explain the long-range (2-4+ years) needs related to facilities and equipment. Provide a cost estimate for each need and explain how it will help the program better meet its goals.

There are no long-range needs related to facilities and equipment for the Ethnic Studies department.

List any related recommendations.

- U-Line, Enclosed Cork Board with Aluminum Frame, 4'x3', model number: H-3041. Cost for 3 or more cases: \$475. Total Cost: \$1553.25
- IKEA, KVISSLE, Wall magazine rack, white. Total cost for 1 rack: \$33.14

Academic Program Review: (7) Technology and Software Final Submission: Version by Lopez, Nathan on 10/01/2024 23:55

Describe and assess the adequacy and currency of the technology and software used by the program.

The Ethnic Studies department utilizes the standard technology and software provided by Compton College, including Microsoft Office, Canvas, Honorlock, Adobe, and campus-wide online journal databases. This software is up-to-date and adequately meets the needs of both students and faculty. However, as a social science discipline, the department requires more access to social science-specific databases like JSTOR. While we currently have access to EBSCO host, it primarily focuses on humanities, making it less suited for our pedagogical needs. A dedicated social science database would better support our research, especially for topics such as race, housing, healthcare, social settings, transportation, and education, which are essential for research papers in our field.

Explain the immediate (1-2 years) needs related to technology and software. Provide a cost estimate for each need and explain how it will help the program better meet its goals.

To better prepare our students to meet their educational goals and support our faculty's pedagogical needs, we propose purchasing a subscription to JSTOR. JSTOR offers an annual subscription at \$2,600 or a one-time payment option of \$44,200. Given that the one-time payment equals the total cost of 17 years of annual fees, it is the more cost-effective option. The JSTOR collection is a one time payment for over 2,800 archival journals and primary sources covering nearly every academic discipline that our campus offers. And that this will help our campus ZTC goals because this includes PDF versions of academic monographs. This is also the standard for universities and research institutions. JStor Annual Fee \$2,600 or JStor one time payment \$44,000

Explain the long-range (2-4+ years) needs related to technology and software. Provide a cost estimate for each need and explain how it will help the program better meet its goals.

There are no long range needs in the department.

List any related recommendations.

JStor – One Time Payment, total cost: \$44,000

Academic Program Review: (8) Staffing Final Submission: Version by Lopez, Nathan on 10/01/2024 23:55

Describe the program's current staffing, including faculty, administration, and classified staff.

The Ethnic Studies department is housed in the Social Sciences Guided Pathways Division at Compton College. Our administrator is Dr. Paul Flor, Dean of Student Learning. The department is staffed by our Instructional Division Coordinator Celia Valdez and our Senior Administrative Assistant to the Dean of Student Learning Nicole Gordon.

We have four full time faculty members: Dr. Kendahl Radcliffe, Nathan Lopez, Dr. David Chavez, and Richard "Gabe" Flores. Our Part-Time faculty numbers fluctuate based on department needs.

Explain and justify the program's staffing needs in the immediate (1-2 years) and long-term (2-4+ years). Provide cost estimates and explain how the position/s will help the program better meet its goals.

The Ethnic Studies department has introduced three new specialty courses: Ethnic Studies 102: Introduction to African American Studies, Ethnic Studies 104: Introduction to Native American Studies, and Ethnic Studies 106: Introduction to Asian American Studies. The department currently has full-time and part-time faculty members specializing in African American and Native American Studies. However, to offer students a more comprehensive look at Asian Americans in the U.S., the new course in Asian American Studies will require the hiring of a part-time faculty member. This hire would require a budget of \$3,931.49 for a 20% teaching load. This amount is based on the part-time faculty salary schedule, specifically for faculty at Range 6, Step 4, which is \$72.27 per hour.

List any related recommendations.

Hire one part-time faculty member specializing in Asian American Studies, total cost per year **\$7862.98**

Academic Program Review: (9) Direction and Vision Final Submission: Version by Lopez, Nathan on 10/01/2024 23:55

Describe relevant changes within the academic field/industry. How will these changes impact the program in the next four years?

In recent years, the field of Ethnic Studies has seen significant growth, particularly at the community college level, driven by a heightened recognition of its role in addressing systemic inequities and promoting social justice. This shift, influenced by national movements advocating for racial equity, has increased demand for courses that explore the histories and contributions of diverse communities. And in our home state of California, students are required to take at least one course in Ethnic Studies at the community college and CSU.

This growth will significantly impact the Ethnic Studies Program at Compton College over the next four years in several ways:

- **Curriculum Development:** The program will need to continue developing Area F content to meet state requirements, ensuring that courses align with new ethnic studies mandates. This will involve creating and updating new and existing C.O.R.s and syllabi to incorporate contemporary topics, interdisciplinary approaches, and diverse methodologies.
- **Enrollment:** As awareness of the importance of ethnic studies grows, the program can expect increased enrollment from students seeking to fulfill transfer requirements and engage in meaningful scholarship. This influx will require additional resources, such as adjunct faculty support and course offerings, to accommodate the growing interest.
- **Course Offerings:** The development of Associate in Arts for Transfer (AAT) and Associate of Arts (AA) degrees in Chicano Studies will attract students interested in focused studies that prepare them for careers in education, public service, and advocacy. Additionally, the creation of Area F content will introduce introductory courses in Native American Studies, African American Studies, and Asian American Studies, broadening the scope of the program and enriching the curriculum. This is important as we move toward strengthening the Ethnic Studies AA degree pathway and building an Ethnic Studies AAT degree pathway.
- **Online Educational Resources (OER):** The growing emphasis on OER is reshaping how educational materials are accessed and used. As more institutions and faculty adopt OER, it becomes increasingly important to ensure that our program's resources remain not only accessible but also high-quality and relevant. With the college now implementing full OER/ZTC pathways, Ethnic Studies will be a key component of many of these student tracks. While this transition will likely expand access to cost-effective materials, it also demands that we stay vigilant in preserving the rigor and credibility of our sources. require faculty training, collaboration with instructional designers, and careful attention to maintaining academic rigor and accessibility standards.
- **Artificial Intelligence (AI):** With AI tools increasingly used by students for research and writing, the Ethnic Studies Program must address concerns about academic integrity, accuracy, and the authenticity of AI-generated work. However, the college plays a crucial role in supporting these efforts by providing AI detection software and offering comprehensive training for both students and faculty on the ethical and appropriate use of AI in academic work. The Program would benefit from institutional support to ensure that students are equipped to critically evaluate AI-generated content, while faculty are trained to effectively manage and assess AI's impact on academic standards.

Explain the direction and vision of the program and how you plan to achieve it.

Compton College's Ethnic Studies Program strives to empower students by deepening their understanding of the diverse histories, experiences, and contributions of communities of color in the United States. To achieve this vision, we aim to expand our course offerings, provide flexible learning options, and create robust academic pathways for students pursuing Ethnic Studies and related disciplines.

A key goal is the development of a variety of Ethnic Studies courses that reflect the diverse and evolving interests of our student body. We are also working toward the creation of both an Associate of Arts for Transfer (AAT) in Ethnic Studies and a Chicano Studies AAT degree. These degrees will provide students with a solid foundation in ethnic studies, allowing them to transfer to four-year institutions or enter related fields, including education, social work, public policy, and more. To achieve the goal of expanding the Ethnic Studies Program at Compton College, we will focus on several key strategies. These include developing a broader range of courses across multiple disciplines, creating Associate of Arts for Transfer (AAT) degrees in Ethnic Studies and Chicano Studies, and increasing the availability of in-person classes to boost student success and retention.

We will also seek to hire additional adjunct faculty who specialize in areas such as Asian American Studies. Moreover, we will continue to strengthen community outreach and partnerships by building meaningful connections with local high schools, community organizations, and four-year institutions. For example, co-hosting events, speaker series, and workshops that highlight social justice issues and foster a deeper connection between Compton College and the surrounding community. Lastly, we will adapt to policy changes, particularly California's new Ethnic Studies requirement, to meet growing demand and ensure compliance while reflecting the needs of our diverse student body. By embracing California's new Ethnic Studies requirement, we are not only fulfilling a policy obligation but also committing to a more equitable and inclusive educational framework.

List any related recommendations.

Expanding Ethnic Studies course offerings or providing more varied electives could improve satisfaction in curriculum. Given the strong preference for morning courses, offering more sections during these hours could better accommodate student schedules and reduce conflicts. Also, survey results indicate most students prefer in-person learning, making maintaining or increasing the number of face-to-face course offerings essential. (Where possible, providing hybrid options could also satisfy both in-person and online learners.) The low satisfaction with class registration suggests a need to assess the availability of required courses. Offering more sections of high-demand courses, improving scheduling flexibility, and perhaps utilizing waitlists more effectively could help address this issue. Lastly, expanding electives or offering special topics courses in areas of student interest could enhance the curriculum's appeal and comprehensiveness.

To strengthen the Ethnic Studies Program at Compton College and ensure a comprehensive, inclusive curriculum, we also recommend prioritizing the hiring of adjunct faculty who specialize in a range of Ethnic Studies fields, including Asian American Studies. This includes the creation of job postings for adjunct faculty positions that clearly specify the need for expertise in underrepresented Ethnic Studies fields, including Asian American Studies. This will attract a pool of candidates who bring specialized knowledge, enriching the program's curriculum and meeting the growing demand for diverse course offerings.

California's new Ethnic Studies requirement represents a significant step toward enriching our academic offerings and better serving our diverse student population. Through thoughtful curriculum development, community engagement, and continuous improvement, we can create an educational environment that empowers all students to thrive, understand, and appreciate the rich tapestry of cultural identities that shape our society.

In conclusion, the Ethnic Studies Program at Compton College stands at a pivotal moment, with the potential to enhance student engagement, success, and retention through targeted strategies. Together, these recommendations will not only strengthen the Ethnic Studies Program but also reinforce Compton College's commitment to providing a relevant, inclusive, and high-quality education for all students.

Academic Program Review: (10) Prioritized Recommendations Final Submission: Version by Lopez, Nathan on 10/01/2024 23:55

Provide a single, prioritized list of recommendations and needs for your program/department (drawn from your recommendations in sections 2-8). Include cost estimates and list the college strategic initiative that supports each recommendation.

Prioritized recommendations

Recommendation	Strategic Initiative	Cost Estimate
1. Increase the amount of in-person courses.	Improve recruitment, enrollment, retention, and completion rates for our students (Objective 4: Provide a student-centered environment that leads to student success).	\$0
2. Introduce new courses in Black Studies, Native American Studies, and Asian American Studies.	Improve recruitment, enrollment, retention, and completion rates for our students (Objective 1).	\$0
3. Amend the current Chicano Studies AA degree.	Improve recruitment, enrollment, retention, and completion rates for our students (Objective 1).	\$0
4. Hire one part-time faculty member specializing in Asian American Studies, total cost per year	Support the success of all students to meet their education and career goals (Objective 1).	\$7862.98 per year
5. JStor – One Time Payment,	Support the success of students through the use of technology (Objective 2 and 3).	\$44,000
6. U-Line, Enclosed Cork Board with Aluminum Frame, 4'x3', model number: H-3041. Cost for 3 or more cases: \$475.	Improve recruitment, enrollment, retention, and completion rates for our students (Objective 4).	Total Cost: \$1553.25
7. IKEA, KVISSLE, Wall magazine rack, white. Total cost for 1 rack:	Improve recruitment, enrollment, retention, and completion rates for our students (Objective 4).	\$33.14
8. Create courses to meet the Chicano Studies AD-T.	Improve recruitment, enrollment, retention, and completion rates for our students (Objective 1).	\$0
9. Create a Black Studies AA-T degree.	Improve recruitment, enrollment, retention, and completion rates for our students (Objective 1).	\$0
10. Create an Ethnic Studies AA-T degree.	Improve recruitment, enrollment, retention, and completion rates for our students (Objective 1).	\$0
11. Promote the usage of more OER/ZTC textbooks in Ethnic Studies courses.	Support the success of students through the use of technology (Objective 2: Provide robust distance education course and service offerings).	\$0
12. Increase the amount of courses offered in the evenings in the Fall Semester and in the afternoon in the Spring Semester.	Support the success of all students to meet their education and career goals (Objective 1: Attract and retain traditional students, and focus on retaining non-traditional students).	\$0
13. Engage a review of SLO and PLO assessments in 2028.	Improve recruitment, enrollment, retention, and completion rates for our students (Objective 3: Enhance student preparation for academic success and completion).	\$0
14. Encourage faculty to become POCR Certified so their courses can be offered through the California Virtual Campus.	Support the success of students through the use of technology (Objective 3: Enhance technology for teaching and learning through professional development).	\$0
15. Prioritize the enhancement of facilities, equipment, and technology.	Support the success of students through the use of technology (Objective 3).	\$0
16. Upgrade classroom environments.	Improve recruitment, enrollment, retention, and completion rates for our students (Objective 4).	\$0
17. Continue focusing on faculty engagement strategies.	Improve recruitment, enrollment, retention, and completion rates for our students (Objective 4).	\$0
18. Maintain and strengthen faculty engagement efforts.	Improve recruitment, enrollment, retention, and completion rates for our students (Objective 4).	\$0
19. Review course availability and registration processes.	Improve recruitment, enrollment, retention, and completion rates for our students (Objective 2: Educate students about pathways to graduation).	\$0