

#27

COMPLETE

Collector: Email Invitation 1 (Email)
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Page 1: I. Program Overview and Update

Q1

1. Department(s) Reviewed:

Ethnic Studies

Q2

2. Lead Author:

Teresa Hodges

Q3

Respondent skipped this question

3. Collaborator(s) - list of any person that participated in the preparation of this report:

Q4

4. Dean/Manager(s):

Lauren Halsted

Q5

5. Initial Collaboration Date with Manager/Dean:

Enter the initial date you met **09/21/2023** with your dean to discuss your program review using this format: MM/DD/YYYY

Q6

6. Program Update (Required): Please summarize the changes, additions, and achievements that have occurred in your program since the last program review. You can access 2022 program reviews on the program review webpage.

N/A new department

Page 2: II. Assessment and Student Achievement

Q7

7. Did your program complete and submit SLO assessment in the last year? If you are unsure, check the most recent updates on your program's SLO Assessment Updates.

No: Please describe the department's plan to update them: Discussing this with my dean, we agreed that I am not sure of SLO assessment because transitioning and cross-listing. Currently all of my department's courses are cross-listed and most are being assessed in the cross-listed department. I am deleting many courses and creating new courses and will start assessing SLOs.

Q8

7a. Which SLOs did you assess in the last year? If you did not assess in the last year, please share why, including whether your program is experiencing barriers to assessment or data submission, and/or if your program would benefit from outcomes and assessment support.

No, New department

Q9

8. Please share any outcomes assessment projects your program has worked on in the last year, including SLOs on Canvas, PLOs by ACP, Equitable Assessment Strategies (innovative collective/common assessments, project-based, work-based learning, student-centered, etc.), or other.

None

Q10

Respondent skipped this question

OPTIONAL: You may upload a copy of any assessment-related documents here. If you have an Excel sheet, please convert it to one of the supported files listed below before submission.

Page 3: II. Assessment and Student Achievement

Q11

9. Please discuss any equity gaps in access or success

-Equity gaps in success for Black students, Latinx students, Middle Eastern Students, mixed race students. For one thing, there were more students in Fall 2022 compared to Fall 2021. For example, for Black students there were 10 enrolled in Fall 2022 and 6 enrolled in Fall 2021. More students retained in Fall 2022 than 2021 (7 rather than 5 in 2021) but percentagewise more students retained in Fall 2021 compared to Fall 2022. I was not here in 2021 and 2022 so I'm not sure why there were equity gaps.

Q12

10. What action will the department or discipline take to address these equity gaps? If equity gaps have been reduced or eliminated, please share what the program did to achieve this. If equity gaps still exist, consider the specific steps your department will take to address equity gaps.

-First, I will take the data and carefully consider factors that help or hinder our success. This includes enrollment, success, retention rates that are reflected through attendance and participation, contact with instructor, and access to support services. I am planning on becoming UMOJAFied this summer to help develop skills and tools for me to better serve my Black students in particular, but will help me serve all of my students. I am currently doing more online training to better serve my students and embrace best practices. One thing I am planning on doing is cultivating a better classroom environment in hopes of helping retention whether in person or online. I conduct midterm assessments with my in-person students where I anonymously ask them what works for them in the class and what doesn't work. I will do this also with my online courses.

- One thing that I want to point out is that there are more nuances than the data sometimes is able to express. For example, if there is enrollment of 40 Latinx students and retention of 38, sometimes there are things beyond our control that impact why retention works or doesn't. For example, I had a Black student one semester leave towards the end of the semester because she moved back to the Bay Area where she was from. She took classes here that semester because she wanted to stay in school. I had another Black student one semester who never showed up but kept saying he was working out home issues and ultimately I had to drop him when he didn't show up later. He wasn't able to work out the home issues, and that had nothing to do with school.

Q13

11. How has this data impacted the goals set in your previous comprehensive program review?

N/A

Q14

12. Please describe the most significant or impactful ways your program worked across the college to advance the college's vision of equity, excellence and social justice through education over the past year.

-The most significant/impactful ways my program worked across the college to advance the college's vision of equity, excellence, and social justice through education was hiring an Ethnic Studies tenure-track position. I am not saying this because it was me that took the position, I am saying this because now there are more courses offered, there is someone (me as the hire) who is developing the program—creating curriculum, applying for Area F approval, etc. It was amazing the way that people from different disciplines came together to create and hire for this position, the faculty hiring committee to see the need, and more. That takes a lot of work and a lot of teamwork.

Q15

13. What challenges is your program still experiencing due to the disruption of operations caused by the pandemic and the need to offer services in various modalities?

-Online teaching is challenging for various reasons, including how it is not the same experience as in-person and you can't expect it to be because online is a different modality. I find there are more issues with plagiarism online and I am currently working on developing stronger community within my online courses because there is often a disconnect. I also find that students online fall behind more or neglect to turn in assignments more than in-person students. I know that it is convenient for students to take online classes but I have had in-person students say that while they are grateful that they are able to take online classes, they are definitely more engaged in person.

Q16

Respondent skipped this question

OPTIONAL: Please upload any documentation you would like to include as part of your responses to this section of the program review.

Page 4: II. Assessment and Student Achievement continued

Q17

Yes

11. Does your department offer classes that are approved distance education courses?

Page 5: DE Course Success Rates

Q18

12. If there were differences in success rates for distance education (online) versus in-person sections of program courses in your last comprehensive program review, what has the department done to address these disparities? If online and in-person sections had comparable success rates, please describe what the program did to achieve that.

N/A

Page 6: III. Previous Goals: Update

Q19

Previous Goal 1:

N/A

Q20

Respondent skipped this question

Previous Goal 1:

Page 7: III. Previous Goals: Update continued

Q21

Please describe the results or explain the reason for deletion/completion of the goal:

N/A

Q22

No

Do you have another goal to update?

Page 8: III. Previous Goals: Update continued

Q23

Respondent skipped this question

Link to College Strategic Goal - Which College Strategic Goal does this department goal most directly support? (Check only one)

Q24

Respondent skipped this question

Action Steps for the Next Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new laptop computers).

Q25

Respondent skipped this question

What resources, if any, are needed to achieve this goal? Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

Q26

Respondent skipped this question

Do you have another goal to update?

Page 9: III. Previous Goals: Update continued

Q27

Respondent skipped this question

1. Previous Goal 2:

Q28

Respondent skipped this question

3. Goal Status

Page 10: III. Previous Goals: Update continued

Q29 Respondent skipped this question

Please describe the results or explain the reason for deletion/completion of the goal:

Q30 Respondent skipped this question

Do you have another goal to update?

Page 11: III. Previous Goals: Update (If Applicable) continued

Q31 Respondent skipped this question

Link to College Strategic Goal - Which College Strategic Goal does this department goal most directly support? (Check only one)

Q32 Respondent skipped this question

Action Steps for the Next Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new laptop computers).

Q33 Respondent skipped this question

What resources, if any, are needed to achieve this goal? Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

Q34 Respondent skipped this question

Do you have another goal to update?

Page 12: III. Previous Goals: Update continued

Q35 Respondent skipped this question

1. Previous Goal 3:

Q36 Respondent skipped this question

3. Goal Status

Page 13: III. Previous Goals: Update continued

Q37 Respondent skipped this question

Please describe the results or explain the reason for deletion/completion of the goal:

Q38 Respondent skipped this question

Do you have another goal to update?

Page 14: III. Previous Goals: Update continued

Q39 Respondent skipped this question

Link to College Strategic Goal - Which College Strategic Goal does this department goal most directly support? (Check only one)

Q40 Respondent skipped this question

Action Steps for the Next Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new laptop computers).

Q41 Respondent skipped this question

What resources, if any, are needed to achieve this goal? Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

Q42 Respondent skipped this question

Do you have another goal to update?

Page 15: III. Previous Goals: Update continued

Q43 Respondent skipped this question

1. Previous Goal 4:

Q44 Respondent skipped this question

3. Goal Status

Page 16: III. Previous Goals: Update continued

Q45

Respondent skipped this question

Please describe the results or explain the reason for deletion/completion of the goal:

Page 17: III. Previous Goals: Update continued

Q46

Respondent skipped this question

Link to College Strategic Goal - Which College Strategic Goal does this department goal most directly support? (Check only one)

Q47

Respondent skipped this question

Action Steps for the Next Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new laptop computers).

Q48

Respondent skipped this question

What resources, if any, are needed to achieve this goal? Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

Page 18: IV. New Goals

Q49

Yes

Would you like to propose any new goal(s)?

Page 19: IV. New Goals continued

Q50

1. New Goal 1:

working towards creating a Chicana Studies certificate

Q51

Increase hiring and retention of diverse employees to reflect the students and communities we serve

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

Q52

3. Please describe how this goal advances the college strategic goal identified above.

I am requesting to hire a Chicana Studies tenure-track faculty member to offer more Chicana Studies classes on campus in order to develop a Chicana Studies certificate across campus, all of which will help to advance the college strategic goal of increase hiring and retention of diverse employees to reflect the students and communities we serve.

Q53

4. Please indicate how this goal was informed by SLO (student learning outcomes) assessment results, PLO (program learning outcomes) assessment results, student achievement data, or other qualitative or quantitative data (from any source):

Enrollment of Latinx students in Ethnic Studies is increasing and that will also hopefully help equity and access gaps we have in retention and access. Ethnic Studies will be a requirement for all graduating students to take so we need more faculty to help address this need.

Data/Evidence in Support of Need—

- 1) Chicana/Latinx have some of the lowest success rates in ethnic studies courses.
- 2) In Fall 2022, Chicana/Latinx students comprised 46% of the population of ethnic studies students, which is about 20% more than the next demographic of students. 46% is a jump from the previous year at 32%. 46% even exceeds the college average.
- 3) Chicana/Latinx students have higher enrollment in ethnic studies courses. In Fall 2022, Chicana/Latinx students comprised 46% of the population of ethnic studies students, which is about 20% more than the next demographic of students. To have more courses available that meet ethnic studies graduation requirement but in Chicana studies could potentially also help with equity gaps.
- 4) As of Fall 2022, the current Chicana Ethnic Studies/Literature and Ethnic Studies/History courses have fill rates of at least 84%, the highest of all Ethnic Studies cross-listed courses.

Critical Need—

- 5) Per Title 5, ethnic studies will be a community college requirement for all students obtaining an associate degree across the state of California starting Fall 2024. We need more full-time faculty to meet this need.
 - 6) As of Fall 2020, the Hispanic/Latinx student population comprises 35% of the student population, tied for the highest group represented along with white students. We need to support students from historically marginalized groups such as Chicana/x/o students.
-

Q54

5. Action Steps for this Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new computer hardware).

- Creating Chicana courses
 - securing a tenure-track line
 - taking steps to create the certificate
-

Q55

6. How will this goal be evaluated?

- Creating Chicana courses
 - securing a tenure-track line
 - taking steps to create the certificate
-

Q56

New faculty position

What resources, if any, are needed to achieve this goal?
Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

Q57

Yes

Do you have another New Goal?

Page 20: IV. New Goals continued

Q58

1. New Goal 2:

working towards creating a Black Studies certificate

Q59

Eliminate equity gaps in course success (passing grade in class)

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

Q60

3. Please describe how this goal advances the college strategic goal(s) identified above.

My plans is to develop both Chicax Studies and Black Studies as a certificate on campus, with longer term goals as well. As UMOJA is currently being developed, I feel it is also the perfect time to prioritize curriculum for and about African Americans to help maintain the efforts to address inequities amongst Black students.

Q61

4. Please indicate how this goal was informed by SLO (student learning outcomes) assessment results, PLO (program learning outcomes) assessment results, student achievement data, or other qualitative or quantitative data (from any source):

Currently, Black students have the lowest retention rates in ethnic studies over the years and some of the lowest success rates in ethnic studies.

Q62

5. Action Steps for this Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new computer hardware).

- Creating Black Studies courses and seeking area F, C, and D approval.
- Dr. Hodges becoming UMOJAFied this summer.
- taking steps to create the certificate

Q63

6. How will this goal be evaluated?

- Creating Black Studies courses and seeking area F, C, and D approval.
- Dr. Hodges becoming UMOJAFied this summer.
- taking steps to create the certificate

Q64

Respondent skipped this question

What resources, if any, are needed to achieve this goal?
Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

Q65

No

Do you have another New Goal?

Page 21: IV. New Goals continued

Q66

Respondent skipped this question

1. New Goal 3:

Q67

Respondent skipped this question

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

Q68

Respondent skipped this question

3. Please describe how this goal advances the college strategic goal(s) identified above.

Q69

Respondent skipped this question

4. Please indicate how this goal was informed by SLO (student learning outcomes) assessment results, PLO (program learning outcomes) assessment results, student achievement data, or other qualitative or quantitative data (from any source):

Q70

Respondent skipped this question

5. Action Steps for this Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new computer hardware).

Q71 Respondent skipped this question

6. How will this goal be evaluated?

Q72 Respondent skipped this question

What resources, if any, are needed to achieve this goal?
Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

Q73 Respondent skipped this question

Do you have another New Goal?

Page 22: IV. New Goals continued

Q74 Respondent skipped this question

1. New Goal 4:

Q75 Respondent skipped this question

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

Q76 Respondent skipped this question

3. Please describe how this goal advances the college strategic goal(s) identified above.

Q77 Respondent skipped this question

4. Please indicate how this goal was informed by SLO (student learning outcomes) assessment results, PLO (program learning outcomes) assessment results, student achievement data, or other qualitative or quantitative data (from any source):

Q78 Respondent skipped this question

5. Action Steps for this Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new computer hardware).

Q79 Respondent skipped this question

6. How will this goal be evaluated?

Q80

Respondent skipped this question

What resources, if any, are needed to achieve this goal?
Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

Page 24: Final Check

Q81

I am ready to submit my program review

Are you ready to submit your program review? If you would like to go back and review a section, select a section and click "Next."
