Comprehensive Program Review and Dean Feedback Report

Academic - Ethnic Studies (ETHN) - (AHSS)

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

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

Mapping
2022 - 2028 Strategic Plan: *(X)*
- **Increase Equitable Access:** Working towards creating a Chicanx/Latinx Studies major (**X**)

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

Summary of Progress or Results
Summary Date: 01/11/2026 **Summary of Progress or Results:** our Area F status got taken away due to the new Area 6 status. I resubmitted the same course with edits for Area 6 approval and it got denied. I resubmitted again after 24/25 school year. I submitted a request for tenure-track line in Chicanx/Latinx Studies. It got approved so that is in progress. Still waiting on TMC for Ethnic Studies and Chicanx/Latinx Studies. **Reporting Period:** 2025 - 2026 **Status:** In Progress - will carry forward into next year **Action steps for this academic year.:** --Continue progress on tenure-track hire. --If Area 6 approval for Intro to Chicana/o Studies is offered, offer the class in Spring. If it is not offered, work on revision with new hire and resubmit in the Fall.

Program Overview and Update

Lead Author
Teresa Hodges

Please briefly share the ways in which you collaborated with colleagues within and outside of your department to gather input to inform your program review.
I spoke with a few colleagues who teach some of the Ethnic Studies courses. For example, I asked about attendance/retention, student engagement, and more.

Dean/Manager(s)
Jane Gazale

Please briefly share the ways in which you collaborated with your Dean on your program review to discuss your vision, goals, and resource needs/requests.
I have talked to Jane about these in our one-on-one meetings. She advised some things that I am reflecting on, including what kind of goals I should make. Our main resource request has been filled (tenure-track hire) so we are working on how to support that in the department and our course offerings moving forward.

Program Reflection and Description

Provide your program's mission statement. If your program does not have a mission statement, what is your timeline for creating a mission statement?
We are revising our program's mission Spring/Summer 2026. We have completed work to be able to do this now.

Is the program description in the current college catalog up to date and accurate?
No

If you answered no above, what steps will you take to revise the college catalog description?
We are revising our program's mission Spring/Summer 2026. We have completed work to be able to do this now.

Describe how your program advances the College's vision of equity, excellence, and social justice through education. How does the program reflect the College's mission and values?
-In order to be student-centered, we need culturally relevant pedagogies: Ethnic Studies has these!
-In order to address inequities on our campus, we need our faculty to reflect our students.
-In order to promote student success, we need to ensure that our curriculum is relevant: Ethnic Studies is!
-In order to strive for innovation, we need to include diverse voices: yup, we have this too!
-In order to promote excellence, we need to make sure we have experts that can help guide us.
-In order to promote social justice, we need to help ensure that ethnic studies grows and does what it's supposed to do: cultivate and support community, provide access, and be relevant to our students.
-In order to cultivate community, we need to uplift the marginalized and hold space for those who are told their culture is incompatible with academia: We stive to do this!

Curriculum Review and Development

Have all of your active course outlines been reviewed within the last five years?
No

If you answered "No" above, please explain.
ETHN/SOC 114, ETHN/ENGL 236, ETHN/ENGL 238 have all been reviewed. ETHN/HIST 130 and 131 have not been reviewed (we were in communication with Stan to do so—these fall under Kumeyaay Studies.**).**

Please list any planned changes from the current semester forward for curriculum (courses, degrees, and/or certificates) and the rationale for those changes.
--ETHN degree: will be removing one required course to the degree to mirror other related degrees.
--waiting for the Transfer Model Curriculum (TMC) template for ETHN (STILL waiting!) so we can offer a transfer degree.
--We are waiting for the TMC template for Chicanx/Latinx Studies
--We are still waiting for Area 6 approvals from CSU. We recently obtained Area 6 approval for Introduction to Black Studies. We had Area F approval for Introduction to Chicana/o Studies, but that then it got disapproved for Area 6 and we had to re-submit for approval (to no success yet). Once these approvals go through, we can create a ADT and also modify the existing degree.

For Transfer Programs: How is your program meeting the transfer needs of students, and/or articulation with four-year institutions? If not a transfer program, please enter N/A
N/A

Student Learning Outcomes (SLO) Assessment

What do your course SLO data over the past 4 years suggest about student experiences, successes, and challenges in your service area?
I started in 2023, and to my knowledge SLOs weren't assessed prior to that (I think we barely became a department by then). Currently all of my department's courses are cross-listed and most are being assessed in the cross-listed department. **We have not yet assessed SLOs in ETHN formally because we have been in the process of submitting approvals for new Ethnic Studies only courses and therefore either delete/decrosslist/change the existing courses. Unfortunately, things have not been going as planned and we just secured one new approval last Spring. But I was told that I can update the SLOs to make them more Ethnic Studies appropriate then we can begin assessing them. My plan is to update the SLOs Spring 2026 for ETHN/HIST 107 (that is what I mainly teach), discuss some of the other SLOs with my colleagues to update those, and then implement SLO assessment for Fall.**

Share an example of meaningful, innovative, equitable, and/or student-centered SLO assessment happening in your program.
See above

Discuss how your SLO data are being used for course and/or program improvements for student retention, success, and/or goal achievement.
See above

Degree and Certificate Programs

For each degree and certificate indicate how many awards were conferred in the past five years. Please comment on any trends and provide context to explain any increases or decreases.
1 degree awarded in 2021
1 degree awarded in 2023

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We haven't been offering a bunch of different classes for students because we've been waiting for approvals from CSU for Area 6. It's been incredibly frustrating not getting approved because Dean Lauren Halsted and I agreed that we would offer courses that students can use for CSU transfer, in order to not be confusing for students and their requirements.

Indicate when each degree and certificate was last reviewed and updated (semester), if this information is available (e.g., via internal program records or Curriculum Committee minutes).
The actual degree was reviewed and updated in 2023/2024. We had first submitted the ETHN courses for approval, including Cuyamaca curriculum approval. Since then we'd been editing the same courses trying to get approval, so that didn't change the degree offering but 2025/2026 we submitted approval for a new course, ETHN 162, so that may indicate a degree change.

Can students complete the degree/certificate requirements within a two-year period?
Yes

How is your program currently assessing its PLOs? Please select all that apply.
Other

If you answered "Other" above, please specify here.
I plan on revising PLOs Spring/Summer 2026 to better reflect Ethnic Studies. The current ones were created before I was here. I am doing less curriculum work so it will be the perfect time to do so. We can begin assessing Fall/Spring 2026/2027.

Please provide the following for each degree/certificate: • The most recent semester each of your program(s) assessed PLOs; • Brief summary of findings; and • Overview of changes made as a result.
See above

Are all of your degree maps completed?
No

If you answered "No" above, what are your plans to complete the degree maps for your program?
I honestly didn't feel comfortable posting a map that determined other courses they should be taking.

Are the degree maps posted to the college website?
No

If you answered "No" above, what are your plans to publish the degree maps for your program?
I had attempted to meet with Marissa to discuss my issue, but it was the end of her time in doing this officially. I will discuss this more with my colleagues and consider ways to do this (I had seen some ways departments have done this that resemble a way I can participate).

How are you currently assessing your PLOs? If you are not currently assessing PLOs, what is your plan to assess PLOs in the future?
I plan on revising PLOs Spring/Summer 2026 to better reflect Ethnic Studies. The current ones were created before I was here. I am doing less curriculum work so it will be the perfect time to do so. We can begin assessing Fall/Spring 2026/2027.

How are your PLO assessments informing improvements/changes to your program?
See above.

Student Access and Achievement

Please describe any enrollment changes (increases/decreases) over the past 4 years and the context for these changes.
Enrollment for ethnic studies is up, generally speaking. The California Community College requirement for taking an ethnic studies course as well as the upcoming Cal-GETC requirement contributes to this. Slowly this is emerging.

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If your program has seen a significant decline in enrollment over the past 4 years, what resources or support would be helpful to improve program enrollment and access?
N/A

What is the program doing to increase student enrollment or access?
We received a tenure-track hire line for Chicanx/Latinx Studies. We hope to provide more culturally relevant curriculum and teaching that can better support our Hispanic/Latino students, for one. A faculty in ESL approached me with possibly creating a joint course where students take both ESL and ETHN at the same time, and we provide more nuanced and built-in support for the Ethnic Studies class. We are in the talks about this. This would be a great endeavor as we've had AI issues with second language speakers in our online classes especially.

What is your program's overall course success rate? How has it changed over the past 4-5 years?
Fall 2024:
Success rate for ETHN is highest of all years overall (percent and numbers 152 this year the previous year was the second highest at 114) 83% success for Fall 2024—highest ever for Fall in ETHN since 2020.
Highest retention rate in numbers (this year was 170, the previous year was the second highest at 149), second highest percent retention rate only by 1%
Of all of the equity gaps per race/ethnicity, even with gaps for Black American, Hispanic/Latino, and Multiple races/ethnicities, the **numbers** of their success rates are the highest than all of the years. This also includes increases in enrollment and retention for all of them as well.
Some examples:
ETHN 107
Highest enrollment/retained/successful numbers by far, maintaining similar percentages compared to last year

ETHN 114
Highest enrolled/retained/successful numbers, highest success rate %

236
Have had higher enrollment and retained rate once for each in the past, but the success rate for Fall 2024 is the highest of all (numbers and percent)
238
Have had higher enrollment and retained rate once for each in the past, but the success rate for Fall 2024 is the highest of all (numbers and percent)
Spring 2025:
Highest numbers of enrollment, retention, success compared to Spring numbers since 2021…. Not highest success percent

Which groups are experiencing equity gaps in your program for success rate and/or retention rate?
Something to note is the equity gap of groups in Spring 2025:
Black American: 71% success rate
Hispanic/Latino: 71% success rate
Multiples race/ethnicities: 71% success rate
One thing to keep in mind is that in Spring we serve a lot more students and in general we serve more students from these backgrounds compared to the average. For example, in Spring 2026 we served 43% Hispanic/Latino students in ETHN compared to 35% of the college average. Serving more H/L students means that we need more resources to do so. We recently received a tenure-track line for Chicanx/Latinx Studies, so I hope that our department will find ways to better serve the needs of our students. Although 71% isn't the worst success rate, and even though we have larger numbers of these students compared to average, we still need to do better in contributing to retention. One Ethnic Studies professor mentioned that she has scheduled in-class quizzes and attendance is much better on those days. When teaching online last year, I had revised a policy where students have to submit the discussion board assignment by the deadline and that it locks 2 days after, and that would guarantee way more on-time submissions.

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

What department/discipline (or institutional) factors may be contributing to these lower rates of success for these groups of students?
One thing we have definitely discussed is how our class sizes for online is way too much, and it makes it difficult to maintain what it takes to reach out to individual students regularly and stay on top of feedback and responses in a timely manner. This can especially be challenging in aiding those who need more help or more structure due to the numbers we serve.

How has this data shaped your comprehensive program review goals and action steps?
Because Ethnic Studies is cross-listed with other classes, it is difficult to truly discern the growth rates and related statistics. For example, many students enrolled in the core course ETHN 107/HIST 107 are mostly enrolled at HIST students. This can show skewed rates in the History department as having more students and I don't truly know demographics of students due to it being aggregated for the entire HIST department instead of at the course level.

Discuss your department/discipline's plan for diversifying department faculty in alignment with the GCCCD Board Resolution 20-015.
We received a tenure-track line for Chicanx/Latinx Studies, so this absolutely is in alignment in diversifying department faculty. I am also one of two Black tenure-track faculty members here, and I don't know how many Asian American tenure-track faculty we have, but I am Black and Asian.

What other qualitative or quantitative data, if any, is the department/discipline using to inform its planning for this comprehensive program review?
--Looking at FTEF.
--Looking at data such as how many are pursuing transfer degrees (the majority), how many are full time (more than before and increasingly so—also way more taking ETHN than the college average), and all of this speaks to how currently one of the main functions of ETHN is for transfer and degree, so we are also getting students who HAVE to take the class but might not necessarily want to. This puts a lot more pressure on us to constantly adjust and provide relevant material in an engaging way, to help retention and success.
--I would like to re-emphasize that ALL Ethnic Studies courses are cross-listed so the data is incomplete. We have more students taking Ethnic Studies (but are listed under History, Sociology, English, for example). So, in order to do this comprehensive review, I had to scour through different disciplines as well.

Distance Education Course Success (If Applicable)

If your department offers distance education classes, how do you ensure Regular and Substantive Interaction (RSI) is being implemented?
I share from ILAT.
I also brought Bri Brown to speak about RSI at our department meeting.
We discuss RSI during other times (check-ins, other department meetings, etc)

If there are differences in success rates for distance education (online) versus in-person classes, what will the program do to address these disparities? If there are no differences, what did the program do to achieve that?
Success rate percent in Fall 2024 was 71%. That fall was the highest success numbers of all fall semesters. We had 100% rate of 8 week students, which are only offered online. There are some equity gaps for fall, such as for African American and Hispanic/Latino students but Middle Eastern students has a higher rate of success at 88%. Interestingly, through discussion with faculty we also experience a lot more AI issues/usage from online students, and most notably through Middle Eastern students. As a department, we've discussed our experiences surrounding this and are still trying to figure this out. I've talked to others who are doing work in this, and we have some good information (i.e. about AI policy). But one thing we have definitely discussed is how

our class sizes for online is way too much, and it makes it difficult to maintain what it takes to reach out to individual students regularly and stay on top of feedback and responses in a timely manner. This can especially be challenging in aiding those who need more help or more structure due to the numbers we serve. There were no equity gaps by race/ethnicity in Spring for any ETHN sections, but there were Hispanic/Latino equity gaps for 100% online students. The non-ETHN sections had equity gaps.

Career Exploration and Program Demand (Career Education Programs Only)

Is your program a career education program (e.g., does it prepare students to directly enter the workforce)?
No (Skip to the question at the end of this section starting with "What do the latest labor market data reveal ...")

What do the latest labor market data reveal about the careers (including those for transfer students) for which your program prepares students?
There isn't labor market data on our (Cuyamaca) program review site. If I google labor market ethnic studies it says a lot about racial and ethnic discrimination in the workplace. Googling labor market outlook ethnic studies leads me to Area/Ethnic/Cultural Studies teachers only.

Strengths, Challenges & External Influences

Please describe your program's strengths.
--Expertise. Our professors know their discipline, and even cross-listing they can teach in a way that meets the basic needs until we get the approvals needed for Area 6.
--Hardworking faculty.
--Supportive Dean.
--Sometimes, the students really shine!

Please describe your program's challenges.
--I feel like not offering a larger variety of courses is tricky. We can likely better serve our students when we do. But it would be a disservice for us to offer a non-Area 6 course only for a student to find this out after taking the course that it didn't suffice. So, I get the conundrum.
--What to do about AI.
--CSU Area 6 approvals.

Please describe external influences that affect your program (both positively and negatively).
--I lost an adjunct for a variety of reasons, but one being for the amount of work she has to do to teach online (so many students and then issues come up), she is not compensated enough for it compared to other schools.
--CSU Area 6 approvals.
--Large class sizes. Someone have mercy on us and help us all.

Given these factors, what opportunities exist for the service area to advance the College's goals in the next 4 years?
We have been and continue to advance the College's goals. With the upcoming hire happening, the possible collaborations, revising SLOs and PLOs, and continued dialogue amongst ETHN faculty, we are really cultivating a beautiful department.

Program Goals

Program Goals Status
 I have updated the progress on my previous goals.

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Program Goals Mapping

Mapping for all active Program Goals complete.

Submission

Dean Review