

El Camino Community College

PROGRAM REVIEW 2021-2022

Behavioral and Social Science

Ethnic and Social Justice Studies



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SECTION 1

Program Overview

A) Provide a brief narrative description of the current program, (e.g., the program’s mission statement, a description of the students it serves) and any highlights of the program’s previous success, future vision, and related needs.

The Ethnic and Social Justice Studies Department at El Camino College offers a diverse range of study that includes the following:

I. Ethnic Studies

The ethnic studies program provides students with an interdisciplinary foundation for the study of American ethnic groups. The A.A. degree from this program can be earned in a single ethnic subject category or in the combined American cultures option. The curriculum incorporates a range of cultural, historical, political, and sociological methodologies that provide students with a theoretical framework for analysis of the contributions, role and major issues of African Americans, Asian Americans, Chicanos, and Native Americans. Students will apply these theoretical perspectives to analyze socioeconomic and political factors that confront ethnic minorities as they interact with the majority society. Competencies will be assessed through examinations, essays, research papers, and directed projects.

It is important to note that the recent socio-political climate in this country has really pressed the need for students to become more familiarized and sensitive toward the presence and issues affecting ethnic minority groups. More elaborate analysis of a marginalized, oppressed groups has been ongoing due to this, especially since the Spring 2020 COVID-19 outbreak, where online learning taking place from Spring 2020-present and in-class instruction has drawn a lot from the discrimination and overt racism currently affecting today’s society. Our program will continue to adapt to include current and relevant issues affecting the various ethnic groups that form part of American society.

II. Social Justice Studies

The social justice program aims toward familiarizing students with theories and the historical and contemporary responses to inequality and injustice. The role of imbalances of power in society, social movements, culture, politics and institutions are also a primary focus. In addition, students explore a broad range of issues including notions of inequality based on race, class, gender, sexuality and others related to environmental and criminal justice and human rights. Diverse theories and practical applications of social justice and social movements that have been made over time to remedy social injustice are also examined.

In addition to courses in ethnic and social justice studies, the ESJS Department also offers a survey course in the social sciences, SSCI 101: Introduction to Social Sciences. This course introduces students to the fields of study that comprise the social sciences and their interrelationship. In SSCI 101, students are introduced to the basic theories and methods of social science disciplines and how their contributions facilitate our understanding of the social and cultural worlds humans inhabit and the problems experienced by contemporary societies. This course also exposes students to the concepts and techniques that are used in social science research and in career choices available to students pursuing a degree in the social sciences. SSCI 101 is taught by various instructors within the ECC’s Behavioral and Social Justice Division and not restricted to ESJS faculty.

Courses offered in ESJS have been particularly popular among students with an interest and connection to African-American, Asian, Chicano and Native American cultures as well as related social justices prevalent to minority communities. However, due to the newly incorporated CSU Area F Ethnic Studies requirement, it appears ESJS courses at ECC will be in higher demand among a wider range of students since this CSU requirement can be fulfilled through the completion of approved community college ethnic studies courses that are in compliance with Area F standards. Most of ECC ethnic studies courses have been approved by the CSU, and one more is currently in the review stages. Also, other ethnic studies requirements in the State of California applicable to high schools (ECC ESJS courses are part of a part of local area high school dual enrollment curricula) and community colleges are very likely to add to this as well in the near future.

As far as the CSU Area F Ethnic Studies requirement is concerned, the idea for this requirement stems out of the social-political activism and ideologies taking place and spreading at the various CSU campuses over fifty years ago, which now represent a critical, foundational source of the dynamic diversity that is now such an intrinsic and inextricable part of the California State University's make-up. In fact, academic excellence at the CSU is utterly dependent on the higher and richer learning that occurs for all students when a university is diverse in its people, programs and shared ideas. Although most of our California State University campuses have offered ethnic studies courses for many years, beginning in fall 2021 every campus will have them available to students. Additionally, starting with the students who begin their journey to a CSU degree in fall 2021, there will be a requirement in place that students complete a 3-unit course in Ethnic Studies as part of their baccalaureate degree. These courses can encompass one or more of the four traditional ethnic studies groups of Native Americans, African Americans, Asian Americans and Latinos.

Currently, there is only one full-time and seven adjunct faculty members in ESJS. Therefore, is a pressing need to hire more full-time faculty in the very near future to be able to teach and develop the variety of courses needed to make the newly established ESJS Department fully functional and even more effective in catering to the needs of the college and student population. The new ethnic studies requirements through various statewide and local institutions may become difficult to handle at ECC should additional full-time faculty not be hired soon.

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

An Associate of Arts Degree in Ethnic Studies. The degree in Ethnic Studies provides students with an interdisciplinary foundation for the study of American ethnic groups. The degree can be earned in a single ethnic subject category or in the combined American cultures option. The curriculum incorporates a range of cultural, historical, political, and sociological methodologies that provide students with a theoretical framework for analysis of the contributions, role and major issues of African Americans, Asian Americans, Chicanos, and Native Americans. Students will apply these theoretical perspectives to analyze socioeconomic and political factors that confront ethnic minorities as they interact with the majority society. Competencies will be assessed through examinations, essays, research papers, and directed projects.

1. Completion of 60 semester units that are eligible for transfer to the California State University.
2. The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education – Breadth Requirements.

3. A minimum of 21 semester units in a major or area of emphasis.
4. Obtainment of a minimum grade point average of 2.0.
5. A grade of “C” or better in all courses required for the major or area of emphasis.

The Social Justice Studies A.A.-Transfer Degree at El Camino College meets the lower division requirements for various Social Science majors (or similar majors) at a CSU for students interested in baccalaureate African American Studies; Africana Studies; American Indian Studies; American Studies; Arabic Language, Literature and Culture; Asian American Studies; Chicano/Chicana Studies; Ethnic Studies; Gender Studies; Labor and Employment Studies; Labor Studies; Latin American Studies; Liberal Studies w/Option in Interdisciplinary Studies in Culture & Society; Liberal Studies - Border Studies Option; Mexican-American Studies; Modern Jewish Studies; Negotiation, Conflict Resolution and Peacebuilding; Sociology - Concentration in Critical Race Studies; Sociology – Concentration Race, Class, and Gender; Sociology with Inequalities and Diversity Option; Social Science with Emphasis in Islamic and Arabic Studies; Women, Gender, and Sexuality Studies; Women’s Studies; and LGBTQ .

The Social Justice Studies A.A.-Transfer Degree introduces students to social justice theories and the historical and contemporary responses to inequality and injustice. The role of imbalances of power in society, social movements, culture, politics, and institutions are also explored along with a broad range of issues including notions of inequality based on race, class, gender, sexuality, and issues related to environmental and criminal justice and human rights. Students completing the Social Justice Studies A.A.-Transfer Degree analyze social, cultural, and historical developments to understand systems of power, privilege, oppression, and resistance that have evolved over time. Diverse theories and practical applications of social justice and social movements that have been made over time to remedy social injustice are also explored.

The realities of social injustice are explored at local, national, and global realities levels. The Social Justice Studies A.A.-Transfer Degree also prepares students to become agents of change in society through the pursuit of social justice.

Students completing the Social Justice Studies A.A.-Transfer Degree will:

- Students will be able to identify and analyze the cultural, historical, political, economic, institutional, and social causes of inequality the United States.
- Students will identify and analyze social policies and social justice strategies that that can dismantle systems inequality in the United States.

A total of 18 units are required for the degree.

C) Explain how the program fulfills the college's mission.

The mission of El Camino College is to make a positive difference in people's lives by providing a comprehensive educational programs and services that promote student learning and success in collaboration with our diverse communities.

The Ethnic and Social Justice Studies Department, in fact, is very much involved in collaborating with many of the college's innovative and comprehensive educational programs that promote student learning, equity and success. Among the programs on campus offering ESJS courses are Project Success, FYE, MyPath (formerly Student Equity Re-envisioned-SER), the Dual Enrollment for High School Students and the Summer Study Abroad Program in Madrid, Spain. South Bay Promise students are also enrolled in certain ESJS courses, and recently, the Puente program has invited ESJS faculty to present in some of its events promoting cultural awareness among its students.

D) Discuss the status of recommendations from your previous program review.

If more than ten recommendations were presented in the previous program review, expand the enumerated list below as needed.

Note: Ethnic and Social Justice Studies is a newly established department in the Behavioral and Social Sciences Division. ESTU and SJ courses have been housed within the History Department. In the previous review, recommendations for the History Department as a whole. Only one recommendation was made specifically mentioning Ethnic Studies in the 2019 program review.

1. **Recommendation:** (Future Direction and Vision) Continue the development of Ethnic Studies, American Studies and Women's Studies as programs to further enhance the History Department's diverse course offerings.

Status: Ongoing

Notes/Comments: Ethnic and Social Justice Studies is now a separate department. The development of new courses in these areas is in the process. Two courses from Ethnic Studies (ESTU 1: Introduction to Ethnic Studies and ESTU 3: The Chicano in Contemporary United States Society) are now approved courses that fulfill the new CSU Area F Ethnic Studies requirement, A third course, ESTU 5: Chicano Culture, has been submitted to CSU for this same approval. Status is still pending.

SECTION 2

Program Assessment

Program Contribution to Student Success and Equity

For the program under review, examine the following data for the last four years by:

- **Disaggregating by race/ethnicity, gender, and age where possible.**
 - **Discussing internal and external factors contributing to constant, increasing or decreasing trends.**
 - **Highlighting equity gaps found among different groups of students.**
- ❖ *If the program under review is a Career Education Program, please examine a) through k) from the list below.*
- ❖ *If students taking courses from the program under review end with a degree or certificate issued by the program, please examine a) through h) from the list below.*
- ❖ *If students taking courses from the program under review do not end with a degree or certificate issued by the program, please examine d) through g) from the list below.*

a) Degree Completion: Number/percent of students earning a program degree

Degrees in Ethnic Studies have been few in the past four years, and in terms of the Social Justice component, there have not been any granted since it is a new part of the program. From 2016-2020, there have been a total of 7 students who have earned degrees in Ethnic Studies. The following breaks down these degrees earned per year:

2016-2017: 1
2017-2018: 2
2018-2019: 0
2019-2020: 4

- In 2016-2017, the single student earning a AA degree in Ethnic Studies was Asian, male and between the ages of 20-24 years old.
- In 2017-2018, the two students earning degrees in Ethnic Studies were both female, one of them being Black/African-American and the other Hispanic. Both were between the ages of 20-24 years old.
- In 2018-2019, there were no degrees awarded in Ethnic Studies.
- In 2019-2020, of the four student earning degrees in Ethnic Studies, two were Hispanic females, on between the ages of 20-24 and the other between the ages of 24-34. There was one Black/African-American female student between the ages of 20-24 earning a

degree in the discipline and one Hispanic male between the ages of 20-24 earning the same degree.

b) *Certificate Completion: Number/percent of students earning a program certificate*

No students received certificates in ESJS as they are not granted, only AA degrees.

c) *Transfer to a four-year institution: Number/percent of students transferring to a four-year institution*

From 2016-2020, all but one of the students earning a degree in Ethnic Studies transferred to a four-year institution. This is a rate of six out of seven students, an 85% transfer rate.

d) *Scheduling of courses: Percentage of students enrolled in day/evening courses, on campus/online/hybrid courses, days of the week*

From 2017-2020, enrollment in Ethnic Studies grew from 612 students to 817. The fill rate of students in ESTU classes typically fluctuated from 83%-86% during this time. Typically, enrollment in day classes on campus filled on an average of 84%-90%. The few evening classes offered in 2017-2018 and 2019-2020 had a 43%-59% fill rate. Online sections from 2018-2021 filled at rates of 75%-91%. Sections offered during the COVID-19 pandemics had the highest online fill rate.

e) *Fill rate: Percentage of actual students enrolled in a term in relation to total seats offered*

From 2017-2020, there have been 10-13 sections of Ethnic Studies courses offered per year. Typically, ESTU sections have been capped at 45 with the exception of those sections offered through programs such as FYE where the enrollment capacity is normally lower. The fill rate for these sections from 2017-2020 fluctuated from 84%-95%. This means an average of 38-42 students were enrolled in section with up to a 45 student enrollment capacity.

f) *Grade Distribution: Percentage of students in a course receiving each of the possible grades that can be awarded*

Making use figures of the Fall 2017 ESTU 5: Chicano Culture section as an example, the following breaks down the percentage of student receiving each of the possible grades that can be awarded:

Number of students enrolled: 47

Percentage of students receiving grades of...

A= 63.8%

B= 6.3%

C= 10.6%

D= 0%

F= 10.5%

W= 8.5%

g) Course Success: Percentage of students enrolled at census who complete the course with a grade of A, B, C, or P

Once again, utilizing figures from the Fall 2017 ESTU 5: Chicano Culture section as an example, the following breaks down the percentage of students who completed this course with a grade of A, B or C (a grade of P was not given) :

A= 63.8%

B= 6.3%

C= 10.6%

To compare course success rates for this particular course, the following figures from other semesters have been provided:

Fall 2018: A= 74%, B= 7.4%, C=3.7%

Spring 2019: A= 68%, B= 2%, C=2%

Spring 2020: A= 41%, B= 13.9, C=13.9

In analyzing success by demographics, the results are the following from 2017-2021:

1. African American females displayed a 65% success rate in the 2017-2018 school year, but then highly improved to acquire and 84.9% success rate the year after (2018-2019). This success rate declined to 78% from 2019-2021 to a great degree due to the negative effects the COVID-19 pandemic and the online learning mode has had on many students at all campuses.

2. In 2017-2018, African American males had a 69.2% success rate in ESJS courses, and this increased to 73.2% success rate in 2018-2019. In the 2019-2020, there was even further increase in the success rate going up to 87.8%, but then there was a decline in this that figured at 66.2% in 2020-2021. The big decline in the success rate, like with other groups, is most likely do to the effects of the COVID-19 pandemic and the new online learning mode.
3. From the 2017-2018 school year to 2019-2020, Hispanic/Latina students showed a consistently high success rate ranging from 80.8%-84.8%. The success rate dropped slightly to 77.1 % in 2020-2021, again, to do the hardships of the COVID-19 pandemic, most likely.
4. Hispanic/Latino males displayed a success rate from 2017-2020 that ranged from 74.1%-76.7%. However, just like with their Latina counterparts, there a drop in success rate for Latino males in 2020-2021, again, most likely due to the difficulties affecting students during the COVID-19 pandemic.
5. Asian female students maintained a very high success rate ranging from 94.1%-94.4% from 2017-2020, but slightly declined to 88.2% in 2020-2021.
6. Asian male students also had a consistent success rate ranging from 87%-90.9% from 2017-2020 but dropped to 73.5% in 2020-2021. Like with all other groups, the drop in success rate is most likely due to the hardships of the COVID-19 pandemic.
7. White female student had a very high success rate in 2017-2018 but have seen a decline in the years to follow. In 2018-2019, the success rate for this group was at 76.9% and in 2019-2020, this improved to 85.7%. The success rate dropped to 75% the year after (2020-2021).
8. The White male success rate fluctuated from 80%-100% from 2017-2020 with the 2018-2019 school year displaying the highest success rate at 100%. The decline in success rate for White male students comes in 2020-2021 where the figure is at 75%, most likely due to the hardships students experienced with the COVID-19 pandemic the seemed to affect all group during this year.

h) Unit Accumulation: Number of units accumulated by students working towards a program degree/certificate. Discuss whether students who take units beyond the requirements for their educational goals serve educational purposes or not. Focus on general trends, not on particular courses within the program.

Students take a minimum of 21 semester units in a major or area of emphasis in Ethnic Studies. These areas include African American Studies, Asian American Studies, Chicano Studies and Native American Studies. Students who take units beyond the requirements for their educational goals are potentially better

prepared, acquiring more knowledge and skills that will allow for a more well-rounded understanding of Ethnic Studies. Additional related courses taken in fields such as History, Sociology a Political Science, for instance, simply add depth to student learning, and research and writing notably improve for the most part.

i) *Annual earnings:* Median annual income of alumni who attended the program under review (or the closest related sector)

N/A

ESJS is a very new program. Most students who have gone through the program with a completed AA Degree have recently transferred to a four-year university or have recently completed an undergraduate degree at one of these institutions. Not enough time has gone by to actually determine this, and most program alumni have not transitioned into the workforce as of yet.

j) *Living Wage Attainment:* Percent of alumni who attended the program under review (or the closest related sector) and earn living wage

N/A

k) *Job in Field of Study:* Percent of alumni who pursued a career education path with a job related to their field of study.

Of the seven students receiving AA degrees in Ethnic Studies from 2017-2020, at least six (85%) have transferred to a four-year universities in order to pursue degrees in an Ethnic Studies specialization. Chicano Studies and African American Studies are the preferred fields of study among these students. These same students all aspire to work in education as K-12 teachers, college and university instructor or as academic counselors serving students of color.

Curriculum and Outcomes Assessment

a) Examine the program curriculum using an equity lens by responding to the following questions: To what extent does the curriculum:

- **Prepare students to actively engage in a diverse society?**

The intrinsic nature of the ESJS Department is geared toward students attaining a profound understanding of cultural, ethnic and racial diversity in society. The curriculum in Ethnic Studies covers a wide range of cultural, historical, political, and sociological content that provides students with in-depth knowledge of issues related to African Americans, Asian Americans, Chicanos, and Native Americans, which, in turn, leads to a better active engagement with these communities. The Social Justice Studies component of the department aims at familiarizing students with theories and the historical and contemporary responses to inequality and injustice in a diverse society. This provides for a deeper connection and engagement with multiple groups.

- **Include multicultural content?**

ESJS courses address multiculturalism with focus on African Americans, Asian Americans, Chicanos, and Native Americans. Multicultural content on these and other groups is at the core of the broad disciplines of this department.

- **Respond to diverse students' learning needs?**

ESJS courses are open to the general student population, but some are offered through campus programs such as FYE, Project Success and MyPath. These programs ensure that students enrolled in ESJS courses experience a better understand of content and a connection with their instructors through linked courses, specialized counseling services, tutoring and mentorship. In addition, cultural relevancy is foundational in all courses taught in this department, which allows for better engagement and connection for students of diverse backgrounds.

- **Encourage instructors and students to investigate their own views, biases and values and discuss multiple perspectives different from their own?**

Students enrolled in ESJS courses thoroughly study and analyze concepts of race, ethnicity and culture as well as diverse historical experiences and perspectives. There is much emphasis placed in these courses on issues of anti-racism, racialization and ethnocentrism in addition to group affirmation and identity in order allow students to critically reflect on common socio-cultural biases in society and the core values various groups.

The ESJS faculty is also very much involved in spreading cultural and equity awareness among ECC faculty. ESJS faculty organizes the yearly lecture and performance series, *A Celebration of Chicano Culture*, in order generate familiarity and appreciation of the Mexican and Chicano experiences. Additionally, ESJS faculty form of the ECC's Equity Minded Teaching Institute Committee to educate

faculty on issues of race, ethnicity and equity. Faculty from this department has also presented in workshops on the same issues for Faculty Development Day and The MyPath program.

- **Use critical/equity-oriented pedagogy?**

The ESJS Department outlook on pedagogy is centered around a curriculum with substantial cultural relevance for students, a strong interaction between students and faculty and a partnership with equity-oriented programs services on campus geared toward student success such as Project Success, EMTI and MyPath.

- **Ensure creating an empowering classroom environment?**

The emphasis that the ESJS Department on faculty/student connections, peer relationships and the culturally relevant content create a classroom environment where students feel supported, connected, validated and inspired. This, in turn, leads to an empowering sentiment among students who become readily determined to succeed academically and give back to their communities.

- **Use multiple evaluation techniques sensitive to the diverse ways students can demonstrate understanding?**

Student academic performance in ESJS is typically evaluated through a variety of methods which include essay assignments, oral group presentations, quizzes, journal entries and critical reflection writing assignments. These assignment are varied in order to address a diversity of perspectives, learning styles and levels of understanding. Students are also encouraged to tap into their own backgrounds and lived experiences in the assignments they do.

b) Summarize SLO and PLO assessment results over the past four years for key/gateway courses. Gateway courses are determined by your department & division – contact your Dean and/or campus SLO Coordinator.

The gateway courses in ESJS are ESTU 1: Introduction to Ethnic Studies and SSC 103: Introduction to Social Justice. From 2017-2020, ESTU 1 was assessed twice by Ethnic Studies faculty and SSC 1 was assessed once. In 2018, Professor Hong Herrera-Thomas assessed the following course SLOs for ESTU 1:

SLO #2: Historical Analysis - Upon completion of Introduction to Ethnic Studies, students will be able to identify and analyze, through a written assignment, historical factors shaping the presence and sociocultural experiences of major ethnic groups in American society.

And

SLO #3: Social Justice and Sociopolitical Movements - Upon completion of Introduction to Ethnic Studies, students will be able to identify and analyze, through a written assignment, ideologies and practices for resolutions of social injustices within major sociopolitical movements in American society.

The written assignment used by Professor Herrera-Thomas to assess these SLOs was the following:

Using course texts, write a 2-3 page essay answering the question: How has race shaped the experience of individuals in the United States? There MUST be an argument. This is NOT an informative paper. College writing and thinking is about the ability to understand and critically assess information, thus, you are asked to form an original argument based on the information provided in class. You will be assessed on how well you articulate your argument, the quality of evidence, and depth of analysis provided.

Professor Herrera-Thomas estimated 75% of students would earn a score of 70% or higher on this assignment. This professor's target was met and, in fact, exceeded her success rate estimation. 33 out of 38 students enrolled in her course received a score of 35/50 points or higher, which resulted in an actual success rate of 87%.

For 2020-2021, Professor Xocoyotzin Herrera assessed the following SLO for ESTU 1:

SLO #1 Developing and Arguing a Persuasive Historical Thesis - Upon completion of Introduction to Ethnic Studies, students will be able to develop and persuasively argue a thesis in a written assignment that applies interdisciplinary theoretical frameworks to analyze socioeconomic

and political factors that confront ethnic minorities as they interact in American society.

The following assignment was used to assess SLO #1:

Explain what you feel is meant by the “melting pot” theory. In your answer make sure you describe what sociopolitical factors are involved in the tactics that have been used to implement this theory of cultural assimilation in American public schools. Also, describe how addressing the “melting pot” theory in public schools has affected minority students throughout history.

Professor Herrera estimated 70% of students would score 70% or higher on this assignment. The standard was met, as 21 out of 30 students scored 70% or higher. In attempt to maintain or to surpass the targeted success score for this type of assignment, the instructor will conduct more formative assessments of student progress through course discussions and reflection questions in order to monitor better student needs for better content comprehension.

SSCI 103 was assessed for 2020 by Professor Jessica Rodriguez. The following SLOs were assessed:

SLO #1 Theory - Upon completion of Social Science 103: Introduction to Social Justice Studies, students will demonstrate an understanding of the socioeconomic and political factors that give rise to social injustices and social inequities at national and global levels.

And

SLO #2 Application - Upon completion of Social Science 103: Introduction to Social Justice Studies, students will demonstrate the ability to propose resolutions to social injustices drawing on social theory, historical precedents, and methods pertinent to the study of social structures and change.

Professor Rodriguez used the following assignment to assess the SLOs:

Students will be asked to write an essay analyzing the socioeconomic and political factors that influenced the rise of a social justice movement of their choice. They are to choose a documentary that highlights the factors that contribute to a specific social injustice and the ways in which the movements aim to dismantle them.

Professor Rodriguez's estimated target success rate was set at 80% of students receiving a score of 75% or higher on this assignment. The actual outcome was that 75% of student in this course received a score of 75% or higher on this assignment. This professor will also conduct additional formative assessments to monitor student learning prior to assigning this particular assignment. This will serve to assure targeted success scores are at the very least met.

For Ethnic Studies, only one of two Program Learning Outcomes has been assessed. No PLOs have been assessed for Social Justice Studies.

The following is the PLO that has so far been assessed Ethnic Studies:

PLO #1: Theory

Upon completion of their course of study in the Ethnic and Social Justice Studies Department, students will demonstrate the ability to analyze, articulate, and apply concepts and theories of race, ethnicity, racial and social justice, intersection of race and ethnicity, de-colonization, agency and group affirmation, and historical and social struggles of Native American, African American, Asian American, and/or Latina and Latino American communities.

The following assignment was used to asses PLO #1:

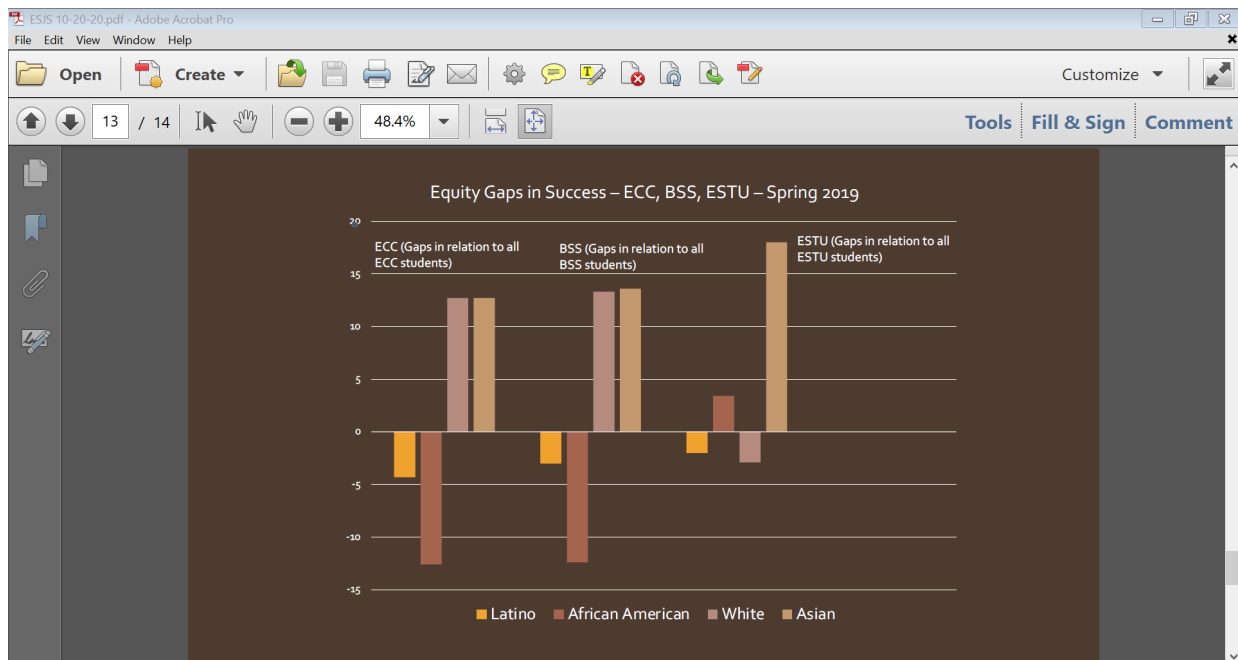
In 3-5 paragraphs, Explain and assess how issues of race and ethnicity, struggle, resistance, social justice and group solidarity, as experienced, enacted, and studied by Mexican-Americans has lead to the establishment of Ethnic and Chicano Studies departments and programs in higher education to address cultural affirmation and student success among minority groups in American society.

Out of 10 students who attempted and completed the assignment in ESTU 3: Chicanos in Contemporary U.S. Society, eight received a score of 80% or above (40/50). 80% of students met the standard expected.

- c) **Discuss programmatic factors contributing to constant, increasing or decreasing trends in the results for SLO and PLO assessment within the previously examined courses.**

The overall high success rates in Ethnic and Social Justice Studies courses can be attributed to the nature of the courses which consist of culturally relevant content that keep students engaged and motivated. Additionally, ESJS faculty implement equity-minded teaching strategies such as collaborative learning and consistent progress monitoring in order to ensure student success. Furthermore, ESJS sections offered through programs on campus such as MyPath, Project Success and FYE provide students with added support in tutoring, mentorship and specialized counseling. The one significant problematic issue that impeded progress for students who have not met ESJS success target is the sudden switch to online instruction as a result of the COVID-19 pandemic. Enrollment declined in all sections of ESJS courses because of difficulties the new transitions to online instruction created for many students.

- d) **Highlight equity gaps found in SLO and PLO assessment results among different groups of students.**



Equity gaps in SLO and PLO assessments in ESJS courses tend to be aligned with the equity gaps in relation to overall student success in Ethnic Studies courses. The above chart highlighting equity gaps in success for Spring 2019 provides figures in relation to this that are typical of other

semesters throughout recent years. Asian students seems to have higher success rates than others, but African American and Latino students tend to have a narrower equity gap than White students. This may be due to the fact that ESJS courses are more culturally relevant to minority students, and also, most ESJS instructors are of color, which may constitute for a better instructor-student relationship to some degree.

SECTION 3

Program Vision and Future Planning

Program Vision

- A) Describe the vision of the program for the next four years considering the assessment reported in the previous section, student groups that are underrepresented in the program's field, and any relevant changes within the program field/industry. A vision statement describes the desired future state of the program.**

The vision of El Camino College's Ethnic and Social Justice Studies Department in the present and for the future is to prepare both departmental majors and non-majors to be successful in their academic, career, and personal objectives. From transferring to a four-year institution and job preparation to being productive global citizens, we want to assist every one of students in achieving their goals in and out of the classroom.

Additionally, for the next four years, the ESJS Department will continue to develop new ways to generate more student interest in the study of American ethnic groups and social justice through diverse course offerings and related events held on campus. These course offerings and events in turn will provide learning opportunities and skills for our students and inspire the necessary sensitivity and awareness to better understand the communities we live in, the communities that surround us, and the changing world at large. The ESJS Department ultimately strives to nurture this and to develop students who are well rounded academically and are best prepared for being global citizens and contributing to our communities. Furthermore, departmental instructors are fully committed, and have taken responsible action, to ensure all students enrolled in our courses have what they need to succeed. This is the result of an equity-minded vision, and the department's focus on working with ECC's MyPath and EMTI programs to further foster its vision for student mentoring, teaching and faculty hiring for the future.

The ESJS Department will achieve its vision in the following ways:

1. Continue to work with MyPath, which combines data analysis, theory and practice in addressing equity gaps in the classroom. This includes MyPath trainings (workshops and online) and ensuring faculty stay current in best classroom practices.
2. Continue to work with EMTI which provides training for faculty to ensure equitable and anti-racist teaching strategies are incorporated in the classroom.
3. Faculty continuing to be part of ECC's Study Abroad Program, offering Ethnic Studies courses abroad for El Camino College students enrolled and experiencing diverse communities and cultures at a broader international level.
4. Future hiring of part-time and full-time faculty will stress equity mindedness and a commitment to student success and retention for potential candidates.

5. Continue to develop curriculum that is robust with regards to the diversity and multi-cultural options offered to serve the academic interests of our student population.
6. Continue to generate interest among students with department-planned culturally relevant campus events in conjunction with the Office of Student Equity and Success and ECC's Social Justice Center.
7. Continue to offer Ethnic and Social Justice Studies courses for first-year students through the FYE program.
8. Establish a working partnership with the campus' Puente Program for linked ESJS course.
9. Continue to offer courses through Project Success.

Future Planning

A) Based on the assessment reported in the previous section, develop program goals to be completed during the next four years in relation to:

- **Adjusting the curriculum for coherence and alignment with students' workforce needs**
- **Advancing towards a more equitable program to close equity gaps among groups of students**
- **Clarifying students' paths to completion, further education and employment**
- **Helping students explore options and build foundation skills**
- **Helping students stay on the path**
- **Integrating applied learning experiences**

Proposed program goals to be met in the next four years in Ethnic and Social Justice Studies include the following:

1. Continue the development of courses in Ethnic Studies in order to offer a broader variety of courses that fulfill transfer and graduation requirements.
2. Continue the development of courses in Social Justice Studies also for the purpose widening course offerings that fulfill transfer and graduation requirements.
3. Develop additional courses in Ethnic Studies that provided students more options and a broader breadth of knowledge in the areas of African Americans Studies, Asian American Studies, Chicano Studies and Native American Studies.
4. Develop additional courses in Social Justice Studies that provide more options

and a broader breadth of knowledge in areas related to contemporary responses to inequality and injustice in American society.

5. Hire and mentor more faculty who are equity minded and committed to a rich, diverse Ethnic and Social Justice Studies curriculum.
6. Continue collaborations with on-campus programs such as MyPath, Project Success and FYE, which promote equity, student success and especially assist minority students with direction toward an appropriate academic path.
7. Establish a collaboration with the Puente Program in order to further address student equity, success and appropriate academic paths.

B) What projects will the program complete to achieve the desired goals? Please specify at least two for each goal.

9. Continue the development of courses in Ethnic Studies in order to offer a broader variety of courses that fulfill transfer and graduation requirements.

Projects to achieve goal:

1. Additional Ethnic Studies courses developed will be geared toward creating a more robust program that will also include the creation of an AAT degree.
2. Cross-listed courses with other departments will be established. Some courses considered for cross-listing with ESJS include HIST 108 - United States History: The American Indian Experience, HIST 110 - The African American in the United States to 1877, HIST 111 - The African American in the United States from 1877 to the Present, HIST 114 - History of the Asian American in the United States, History 112- History of the Chicano in the United States, HIST 122 - United States Social History: Cultural Pluralism in America and HIST 154 - A History of Mexico among others in other departments.
3. Additional Ethnic Studies courses developed will be submitted to the CSU for approval to fulfill the CSU Area F Ethnic Studies graduation requirement.

10. Continue the development of courses in Social Justice Studies in order to offer a broader variety of courses that fulfill transfer and graduation requirements.

Projects to achieve goal:

1. Cross-listed courses with other departments as previously stated will be established.
2. Newly developed courses will also be submitted to the CSU for approval to fulfill the CSU Area F Ethnic Studies graduation requirement.

11. Develop additional courses in Ethnic Studies that provided students more options and a broader breadth of knowledge in the areas of African Americans Studies, Asian American Studies, Chicano Studies and Native American Studies.

Projects to achieve goal:

- A) Course proposals for new courses in African American Studies, Asian American Studies, Chicano Studies and Native American Studies will be submitted to the BSS Division and College Curriculum Committees for approval.
- B) Existing courses in other departments specific and/or relevant to the fields of African American Studies, Asian American Studies, Chicano Studies and Native American Studies will be cross-listed with Ethnic Studies.

12. Develop additional courses in Social Justice Studies that provide more options and a broader breadth of knowledge in areas related to contemporary responses to inequality and injustice in American society.

Projects to achieve goal:

- 1. Course proposals for new courses in Social Justice Studies will be submitted to the BSS Division and College Curriculum Committees for approval.
- 2. Existing courses in other departments specific and/or relevant to the field of Social Justice Studies will be cross-listed in Ethnic Studies.

13. Hire and mentor more faculty who are equity-minded and committed to a rich, diverse Ethnic and Social Justice Studies curriculum.

Projects to achieve goal:

- 1. Submit proposals to for full-time faculty hires in African American Studies, Asian American Studies, Chicano Studies, Native American Studies and Social Justice Studies.
- 2. Encourage new faculty to participate and in equity training through programs such as MyPath and EMTI.

14. Continue collaborations with on-campus programs such as MyPath, Project Success and FYE, which promote equity, student success and especially assist minority students with direction toward an appropriate academic path.

Projects to achieve goal:

- 1. Establishing experimental cohorts consisting of Latino students to take courses with a team of Latino MyPath faculty teaching culturally relevant material.
- 2. Working with FYE to better establish collaborations between ESJS faculty and other faculty on campus.

15. Establish a collaboration with the Puente Program in order to further address student equity, success and appropriate academic paths.

Projects to achieve goal:

1. Offer Ethnic Studies courses through the Puente program
2. Collaborate with Puente faculty in workshops and events on campus

B) When the next program review is due, how will the program determine if the goals have been met? Please specify at least one quantitative target or qualitative accomplishment for each goal.

1. Continue the development of courses in Ethnic Studies in order to offer a broader variety of courses that fulfill transfer and graduation requirements.

Substantial increased enrollment in Ethnic Studies courses among students fulfilling local, CSU and other institutional graduation and transfer requirements will allow this goal to be met. The CSU Area F Ethnic Studies requirement as well as the Ethnic Studies requirement in local high schools, which can be fulfilled through dual enrollment course offered through El Camino College, will really make enrollment grow potentially. However, for the college to cater to the growing number of students taking Ethnic Studies courses, it is imperative for ECC to hire more full-time faculty in this discipline.

2. Continue the development of courses in Social Justice Studies also for the purpose widening course offerings that fulfill transfer and graduation requirements.

Substantial increased enrollment in Social Justice Studies courses among students fulfilling local, CSU and other institutional graduation and transfer requirements will allow this goal to be met. Also, the wide range of courses that should be developed in order to match the nature of the program requires more full-time faculty with diverse expertise in Ethnic Studies. Currently, the sole full-time faculty member in ESJS is a specialist in Chicano Studies. All other faculty are part-time with expertise in Chicano Studies, with the exception of one adjunct instructor who has a background in African American Studies. There are currently no faculty member in ESJS with specializations in Native American and Asian American Studies. We need more full-time hires, especially in African American, Asian American and Native American Studies for the Department of ESJS to cover its full spectrum of content.

3. Develop additional courses in Ethnic Studies that provided students more options and a broader breadth of knowledge in the areas of African Americans Studies, Asian American Studies, Chicano Studies and Native American Studies.

Higher success rates due to greater student interest will be established.

4. Develop additional courses in Social Justice Studies that provide more options and a broader

breadth of knowledge in areas related to contemporary responses to inequality and injustice in American society.

Higher success rates due to greater student interest will be established.

5. Hire and mentor more faculty who are equity minded and committed to a rich, diverse Ethnic and Social Justice Studies curriculum.

The hiring of additional faculty who practice equity-minded teaching and can contribute to further course development and student success will allow this goal to be met.

6. Continue collaborations with on-campus programs such as MyPath, Project Success and FYE, which promote equity, student success and especially assist minority students with direction toward an appropriate academic path.

Higher success rates and narrower equity gaps among students in experimental cohorts will ensure this continued collaboration with these programs, especially MyPath, is successful meets this goal.

7. Establish a collaboration with the Puente Program in order to further address student equity, success and appropriate academic paths.

Courses offered through the Puente Program that result in higher success rates and generate further interest in ESJS will ensure that equity has been addressed, students are in appropriate academic paths and that the overall goal is met.

Program Resources

In the following areas, what are the resources needed by the program to meet the goals for the next four years?

- **List resources in order of priority. You might want to prioritize them within each category and/or develop an overall prioritized list of resources.**

- **Explain how these resources contribute to the [College's equity goals](#).**

a) Staffing

The Ethnic and Social Justice Studies Department desperately needs to hire more full-time faculty in order to continue serving the demand for its courses and needs of ECC's students. Currently, there is only one full-time faculty member in Ethnic Studies with primary expertise in the area of Chicano Studies. There simply needs to be other full-time faculty who can teach and oversee the courses in African American, Asian American and Native American Studies as well as Social Justice Studies. To be clear, the ESJS Department needs the following to be able to keep with the demands of Ethnic Studies requirements, its course curricula and the student population:

1. A full-time faculty member specializing in African American Studies
2. A full-time faculty member specializing in Asian American Studies
3. A full-time faculty member specializing in Native American Studies
4. An additional full-time faculty member specializing in Chicano Studies

The current part time faculty at El Camino College consists of the following:

Jose Arrieta (Chicano Studies specialist), Ismael de la O (Chicano Studies specialist), Raul Herrer (Chicano Studies specialist), Jessica Rodriguez (Chicano Studies and Social Justice specialist), Omar Gonzalez (Chicano Studies specialist) and Lawrence Smith (African American Studies specialist).

It is quite evident our faculty has no one to teach courses in Native American and Asian American Studies courses and only one person to teach ESJS courses in African American Studies. Also, part-time faculty members tend to be temporary, and some of them often leave to pursue other endeavors. We cannot rely on part-time faculty to fill all our courses in ESJS, even those many adjunct instructors at we have in our department specializing in Chicano Studies. They simply will not be with us long-term, and replacements for them will be necessary. We simply need more full-time faculty who are contractually committed specialists in all fields we cover, especially in those areas where we have no instructors.

Furthermore, the demand for Ethnic Studies courses, in particular, given the new CSU Ethnic Studies Area F requirement and other needs at state and local levels, is extremely high and consistently growing. The adjunct faculty members in the department are excellent instructor, but their duties are grounded in and almost exclusive to class instruction. More full-time instructors are needed to be able to extend their professional duties beyond teaching to committee involvement, course development, student mentorship, SLO assessment and other crucial areas. One full-time faculty member is not enough to bring this newly department to its fullest potential and growth.

b) Facilities and Equipment

The Ethnic and Social Justice Studies Department would like to propose, in collaboration with students and other faculty and staff on campus, the creation of a Chicano/Latino Center. This would require a space on campus to house the center, funding for operation of the center, access to campus other campus resources and staffing. The following provides

justification for the establishment of the center and a proposed description of the nature and purpose of the center:

In 2019-2020, El Camino College was home to 33, 247 students. Of those 33, 247 students, 15,669 self-identified as Latino, and, more specifically, 10,616 as Mexican. So, 32 % checked off Mexican and 15% checked off other Pan-Latino categories. Together, this is 47% of our student population: the majority.

Currently, El Camino College does not have a student center for this reported 47% of students. Ideally, a space large enough to create a sense of belonging for four specific sub-groups who have very diverse needs, but are often grouped under “Latino”, would be needed. These include the following:

- 1) The Mexican/Mexican-American/Chicano student, whose historical roots to this land pre-date any other group under the Pan-Latino umbrella and who, when preferring the term Chicano to Mexican-American recognize the indigenous ancestry we carry as well as the Amerindian populations that founded this land.
- 2) The Central-American, Caribbean, and South American student, whose struggle we see, acknowledge, and extend our hand to.
- 3) The Undocumented Scholar, who also has our full support in spirit and practice.
- 4) The Puente scholar, who is part of one of the oldest programs at El Camino College and is part of a network of 7 middle schools, 36 high schools and 65 community colleges

This center would not only serve to connect all Latino students with the ECC campus and bring them a sense of belonging and community, it will also serve to address student equity and inclusion of this population of students, who despite being the largest group on campus, is often heavily ignored. A collaboration between the center, the wide range of students it serves and the Ethnic and Social Justice Studies Department can certainly ensure higher success, completion and transfer rates, not to mention the narrowing of equity gaps that are prevalent among students of color, especially the Latino population. The ESJS Department not only seeks a long over-due center for our Latino and Chicano students where they establish a place of belonging on campus, but a center that is directly tied to our department and that allows for consistent collaboration and connection between faculty and students, so much that these students of color also view the ESJS Department as its home-base and strong support center for them.

c) Technology/Software

Have IT test classroom computers on a regular cycle to ensure all computers (and their ports) are fully working.

Refresh full-time faculty laptops on a five-year cycle. Provide faculty with a choice between Windows and Mac laptops.

Increase ECC email capacity, both in terms of storage and in terms of being able to send large files.

d) Contracts/Services

APPENDIX A

CAREER EDUCATION (CE) SUPPLEMENTAL QUESTIONS

CE programs must conduct a full program review every 4 years. The comprehensive program review includes responses to the CE supplemental questions below. Every two years (once between full program reviews) these supplemental questions must be answered and submitted to Academic Affairs for posting on the College website.

Use labor market data, advisory committee input/feedback, and institutional and program-level data to respond to the following questions:

- 1. How strong is the occupational demand for the program?** In your response, describe any changes in demand over the past 5 years and discuss the occupational outlook for next five (5) years. Provide applicable labor market data (e.g., US Bureau of Labor Statistics, Employment Development Department) that address state and local needs.

The occupational demand for the program has grown in the past several years for a number of reasons, which include demographics, cultural awareness and sensitivity, equity and the recent socio-political climate. In the state of California alone, the non-White population has increased significantly with the Latino population growing to almost 40%. In Los Angeles County, the population of this group is nearly at 50%. Public educational institutions throughout the state are said to strive to have their curricula and faculty reflect the communities they serve. To better understand and address these growing populations of color, equity-minded educators with a background in Ethnic Studies and a better understanding of these groups are most ideal. The state of California is currently the second state in the nation with the highest employment level for post-secondary teachers with specialization in Ethnic and Cultural Studies (Please see the chart below). The level of employment in California of teachers with Ethnic Studies preparation certainly reflects the occupation demand for this discipline.

States with the highest employment level in Area, Ethnic, and Cultural Studies Teachers, Postsecondary:

State	Employment (1)	Employment per thousand jobs	Location quotient (9)	Hourly mean wage	Annual mean wage (2)
New York	1,630	0.19	2.62	(4)	\$ 111,390
California	900	0.06	0.77	(8)	(8)
Texas	730	0.06	0.85	(4)	\$ 64,400
Massachusetts	640	0.19	2.65	(4)	\$ 97,050
Pennsylvania	540	0.10	1.36	(4)	\$ 90,310

From 2016-2020, the country experienced a rise in racist sentiment encouraged by the

administration and rhetoric of President Donald Trump and his supporters. In an attempt to reverse this, there have been significant efforts made throughout the state of California to create an anti-racist climate in public education and to spread a deeper appreciation and sensitivity toward minority groups and people of color. California high schools and the CSU system have recently implemented a new Ethnic Studies requirement for their students. This is something else that also creates a significant demand for a greater number of educators with academic backgrounds in Ethnic Studies.

- 2. How does the program address needs that are not met by similar programs in the region?** In your response, identify any distinctive components of the program (e.g., curriculum, facilities, resources) and/or describe any unique contributions the program or its students/graduates make to the community served.

The ESJS Department is in its early stages and is in the process of additional course development. It is also in much need of more full-time faculty committed to the expansion of the department, especially in the areas of African American Studies, Asian American Studies and Native American Studies. There are other older Ethnic Studies departments in community colleges of the greater Los Angeles area which are more established with more courses offered and extensive faculty diversity. However, part of the uniqueness of the ESJS Department at ECC lies within its Social Justice component. To my knowledge, there are many Ethnic Studies programs and departments nearby at local communities, but none are designed to provide students with preparation in both Ethnic Studies areas and Social Justice Studies. This makes educational experience of students going through the program more thorough and complete.

Additionally, the ESJS Department offers various course sections through campus programs that focus heavily on students enrichment and equity such as Project Success, FYE, MyPath (formerly Student Equity Re-envisioned-SER), the Dual Enrollment for High School Students and the Summer Study Abroad Program in Madrid, Spain. Other similar programs in the region, while older and more established, may not have the same partnerships at their schools with equity-minded programs geared toward promoting student success and achievement to the extent that ESJS at ECC does.

- 3. What are the completion, success, and employment rates for students in the program?** In your response, identify the standards set by the program and discuss any factors that may impact completion, success, and employment rates among students in the program. Describe the status of any action plans for maintaining/improving rates relative to such benchmarks.

From the Fall of 2017 to the Spring of 2021, success rates in ESJS courses have ranged from 92.6%-100%. Success rates have ranged from 72.6%- 97% throughout the same time. Employment rates are unavailable not applicable in this regard.

Determining factors regarding the high student completion and success rates in ESJS course are rooted in equitably and

culturally-minded ESJS faculty. The department's faculty highly implements teaching strategies that include cooperative student learning, encouragement of critical reflection, student performance monitoring and culturally relevant content that is relatable especially to students of color. This approach to teaching has proven to elevate comprehension, student interest and engagement and higher completion and success rates overall. Furthermore, the ESJS Department offers courses through FYE and MyPath. Both programs offer support services such as specialized counseling, tutoring and mentorship to ensure success and completion among students. This allows for the higher success and completion rates as well.

- 4. List any licensure/certification exam(s) required for entry into the workforce in the field of study and report the most recent pass rate(s) among program graduates.** In your response, identify any applicable performance benchmarks set by regulatory agencies and describe the status of any action plans for maintaining/improving pass rates relative to such benchmarks.

N/A

- 5. Are the students satisfied with their preparation for employment? Are the employers in the field satisfied with the level of preparation of program graduates?**
Use data from

Students are very satisfied with the instruction they receive in ESJS courses. Instructor student evaluations averages tend to surpass the BSS Division average, and typically, students have commented quite favorably on the preparedness and helpfulness of ESJS instructors.

- 6. Is the advisory committee satisfied with the level of preparation of program graduates? How has advisory committee input and feedback been used in the past two years to ensure employer needs are met by the program?** Describe the status and impact of any advisory committee recommendations.

N/A

California Education Code 78016 requires that the review process for CE programs includes the review and comments of a program's advisory committee. **Provide the following information:**

- a. Advisory committee membership list and credentials.
- b. Meeting minutes or other documentation to demonstrate that the CE program review process has met the above Education Code requirement.

N/A