



Ethnic and Social Justice Studies Department Meeting

Thursday, September 22,
2022

Ethnic and Social Justice Studies Department Meeting

I) Reports

- a) Cheryl Kroll, Counseling
- b) David Reed, BSS Student Success Team – ECC Connect & Zero Cost Textbook Degrees: [Social Justice Studies ADT](#)

II) Scheduling and Enrollment

III) Department Business

- a) Study Abroad
- b) SLOs and PLOs
- c) Area F and CalGETC
- d) New Office Locations

Counseling Updates for Department Meetings: Fall 2022

Transfer Center Events:

<https://www.elcamino.edu/academics/transfer-center/events-and-workshops/index.aspx>.

On Campus University Fair: If your students could not attend today, please note that students may also book appointments with a wide variety of college/university representatives on our Transfer Center website as well.

September is TAG month and the Transfer Center will host TAG workshops all month, so please encourage students to sign up on the Transfer Center website if applicable.

CSU/UC Application workshops will commence on October 1st. Both in person and virtual options will be available. Students will sign up on the Transfer Center website.

Career Center Events:

<https://www.elcamino.edu/support/careers/index.aspx>

New resources have been added to this website and students can now access job opportunities here as well.

Scheduling Counseling Appointments:

Students are now able to book appointments via this link: <https://www.elcamino.edu/support/counseling/appointments.aspx>

My office is still temporarily located in MBAH 453 until we move into our new space.

Meta Major Outreach

In addition to our gateway courses, we will be reaching out to all new BSS meta major students for educational planning this semester.

We will also begin to host "What Can I Do With a Major In?" workshops for our majors, beginning with psychology and sociology this semester.

We likewise participated in the Student Support Expo on Monday, September 19th and were able to provide students with additional meta major resources at that event.

ECC Connect Boosts Fall-to-Spring Persistence

Fall to Spring Persistence	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Connect Student	82%	80%	78%	71%
In Support Program	88%	85%	85%	79%
Not in Support Program	71%	73%	71%	64%
American Indian	67%	92%	75%	78%
Asian	86%	84%	84%	75%
Black/African American	73%	73%	71%	65%
Hawaiian/Pacific Islander	84%	65%	73%	61%
Hispanic	83%	80%	77%	70%
Two or More Races	89%	79%	78%	75%
Unknown	67%	67%	73%	63%
White	83%	85%	80%	73%
Non-Connect Student	71%	65%	63%	54%
In Support Program	80%	73%	72%	64%
Not in Support Program	67%	62%	60%	50%
American Indian	77%	44%	65%	36%
Asian	78%	71%	67%	60%
Black or African American	61%	59%	58%	48%
Hawaiian/Pacific Islander	71%	60%	51%	58%
Hispanic	71%	64%	62%	53%
Two or More Races	76%	71%	66%	53%
Unknown	60%	53%	60%	54%
White	75%	67%	67%	56%

Recent data indicates that ECC Connect use by faculty has a positive effect on fall-to-spring persistence (11-16%).

In a time of decreased enrollment numbers, ECC Connect use by faculty is more important than ever!

Summer Section Count

Course	Summer 2020 (2 sections)	Summer 2021 (2 sections)	Summer 2022 (5 sections)
1	2	2	5
3	0	0	0
5	0	0	0

Fall Section Count 2020-22

Class	Fall 2020 (6 sections)	Fall 2021 (9 sections)	Fall 2022 (18 sections)
ESTU 1	4	7 (2 dual enrollment)	13 (2 dual enrollment)
ESTU 3	1	1	3
ESTU 5	1	1	2 (1 dual enrollment)

Class	Fall 2020 (0 sections)	Fall 2021 (7 sections)	Fall 2022 (4 sections)
SSCI 101	0	6 (6 South Bay Promise)	3
SSCI 103	0	1	1

Fall 2022 Schedule & Enrollment

(Snapshot in week three – not including dual enrollment)

Ethnic Studies

Total Sections – 11 sections

Seats Filled – 452

Overall Fill Rate – 94% fill rate

Online – 9 sections, 95% fill rate

On Campus – 0 sections

Hybrid – 2 sections, 92% fill rate

Social Science/Social Justice

Total Sections – 4 sections

Seats Filled - 101

Overall Fill Rate – 56% fill rate

Online – 2 sections, 81% fill rate

On Campus – 2 sections, 31% fill rate

Study Abroad – Summer 2023



SLOs and Curriculum

Spring 2022

ESTU 1 SLO #3

ESTU 3 SLO #1, 3

SSCI 101 SLO #1

SSCI 103 SLO #1

Curriculum

- None due for Fall 2022
- Area F – ESTU 5?

CalGETC: A single lower-division GE pathway for CSU and UC. A draft is currently in circulation for Finalization by summer 2023.

Proposed CalGETC pathway

CalGETC Area	Subject	Courses/Units
1 – English Communication	English Composition Critical Thinking and Composition Oral Communication	1 course (3 units) 1 course (3 units) 1 course (3 units)
2	Mathematical Concepts and Quantitative Reasoning	1 course (3 units)
3 – Arts and Humanities	Arts Humanities	1 course (3 units) 1 course (3 units)
4	Social and Behavioral Sciences	2 courses (6 units)
5	Physical Science Biological Science Laboratory (for Phys/Bio course)	1 course (3 units) 1 course (3 units) (1 unit)
<i>N/A</i>	Life Long Learning and Self Development <i>(CSU upper division GE)</i>	
6	Language other than English (LOTE) <i>(Currently UC only, carries no units)</i>	
7	Ethnic Studies	1 course (3 units)
Total Courses (units)		<i>11 courses (34 units)</i>

Ethnic Studies

In June 2020, the Chancellor's Office released the [Diversity, Equity and Inclusion \(DEI\) Call to Action](#) which called for, among other things, campuses to audit classroom climate and create action plans to create inclusive classrooms and anti-racist curriculum. Historically, ethnic studies is the interdisciplinary and comparative study of race and ethnicity with special focus on four historically defined racialized groups: Native Americans, African Americans, Asian Americans & Pacific Islanders, and Latina/o Americans. As such, instituting ethnic studies as a graduation requirement for the Associate degree is an important step in diversifying curriculum and one important tool for creating inclusive curriculum.

Also in 2020, the Academic Senate for California Community Colleges (ASCCC) adopted [resolution 9.03](#) calling for an ethnic studies graduation requirement. The [Student Senate for California Community Colleges](#) (SSCCC) similarly adopted [resolution S21.01.05](#) also advocating for an ethnic studies graduation requirement. Additionally, the California Community Colleges [Ethnic Studies Faculty Council](#) (CCCESFC), consisting of 200 ethnic studies faculty from across the California Community College system, hosted two CCC Ethnic Studies Summits advocating for this (and other) ethnic studies reform. There was a clear call from both faculty and students to implement an ethnic studies graduation requirement.

The Chancellor's Office and the [California Community Colleges Curriculum Committee](#) (5C) responded to that call and developed [revisions to California Code of Regulations, title 5, to implement an ethnic studies graduation requirement](#). At the July 2021 Board of Governors meeting, the Board unanimously approved those revisions, adding an ethnic studies graduation requirement. In collaboration with the ASCCC and the CCCESFC, an Ethnic Studies Taskforce was established to support the implementation of the CCC ethnic studies graduation requirement.

ELEMENTS OF A UC-APPROVED COURSE

Courses meeting the ethnic studies requirement would address each of the following guiding principles. ([Go here](#) to read the full proposal.)

CENTER an understanding of Indigeneity, routes, and roots through acknowledgement that the course takes place on stolen, unceded land of Native Peoples and in spaces forged through labor, paid, unpaid, and underpaid. This is taught through anti-racist and anti-colonial liberation, cultural work, self-worth, self-determination, and the holistic well-being of the widest conceivable collective, especially Native people and people of color.

CREATE and honor anti-colonial and liberatory movements that struggle for social justice on global and local levels. Engage in the critical study of struggles, locally and globally, against systems and ideas that attempt to divide and conquer people.

CULTIVATE communities that foster, acknowledge, and value the relationships of Indigenous and all communities of color for their survival. Place high value on Indigenous knowledges, worldviews, and epistemologies, and those of other communities of color.

CRITIQUE histories of imperialism, dehumanization, and genocide to expose how they are connected to present-day ideologies, systems, and dominant cultures that perpetuate racial violence, white supremacy, and other forms of oppressions.

CHALLENGE and examine how multiple oppressions and identities intersect (e.g., race, ethnicity, class, gender, culture, nationality, sexual orientation, belief-system, history, language).

CONCEPTUALIZE and create spaces that embrace the idea that racial and ethnic groups are not monolithic and model the joy, knowledge, agency, strength, and endurance of Indigenous and People of color communities.

