Program Overview

Please verify the mission statement for your program. If there is no mission statement listed, please add it here.

ETHNIC STUDIES+

Ethnic Studies and its related strands (African American Studies, Asian American and Pacific Islander Studies, and Mexican/Latin American Studies) at Berkeley City College offers students and the community a dynamic and interdisciplinary understanding of race and ethnicity, with an emphasis on intersectional, decolonial, and relational approaches to the field. Our classes provide learners with a critical understanding of the historical and contemporary experiences and cultural expressions of diverse groups that can be used in the workplace, as well as provide a foundation for further study in the field.

At the present time the Ethnic Studies program offers courses in African American Studies, Asian American Studies, and Mexican and Latin American Studies that can be taken separately or in conjunction with Ethnic Studies. Similar to other disciplines in the social sciences, students of ethnic studies can complete coursework for IGETC general education Area 4 in the social sciences including (AFRAM 1, AFRAM 30, and ETHST 1). Furthermore, we allow students to complete coursework for IGETC Area 3 Arts and Humanities (ASAME 30 and MLAT 30a/30b).

The Ethnic Studies discipline, through its course offerings and contribution towards degree completion and transfer, supports the College Mission in promoting student success, providing our diverse community with educational opportunities and transforming lives.

List your Faculty and/or Staff

Alejandro Wolbert Pérez is the sole full-time instructor in the discipline at BCC.
Jeffrey Ow and Robert McKnight are the part-time instructors who have taught for more than one semester in the discipline.

The Program Goals below are from your most recent Program Review or APU. If none are listed, please add your most recent program goals. Then, indicate the status of this goal, and which College and District goal your program goal aligns to. If your goal has been completed, please answer the follow up question regarding how you measured the achievement of this goal.

ETHNIC STUDIES
- **Goal 1. Curriculum:**
  Activities and Rationale:
  Ethnic Studies and strands updated existing courses during the previous three-year cycle. During this time we added two new courses (ASAME 11, ETHST 2) and adopted one existing course (MLAT 33).

- **Goal 2. Assessment:**
  Activities and Rationale:
  Ethnic Studies and strands have assessed all courses offered during the previous three year cycle.

- **Goal 3. Instruction:**
  Activities and Rationale:
  Ethnic Studies and strands appreciate the work of its long-term part-time instructors. As need arises we seek to staff openings with instructors representative of diverse voices. In particular we are interested in achieving at a minimum gender parity among the instructional body in the discipline. While we have made strides in approaching this particular goal our instructional staff remains disproportionately male.

- **Goal 4. Student Success and Student Equity:**
  Activities and Rationale:
  The Ethnic Studies program lead has continued his involvement with the Undocumented Community Resource Center and Undocumented Student Task Force (formerly Dreamers Task Force).
  The program lead has participated in campus-wide discussions around student equity, and continues to work in collaboration towards BCC receiving Hispanic Serving Institution designation.
  The program is supportive of the UMOJA learning community, and currently offers one dedicated AFRAM class per academic year through this collaboration.
  At least once per semester the program has invited a guest speaker to talk with students at BCC. These individuals include Aurora Guerrero, director of *Mosquita y Mari*; Anthony Lucero, director of *East Side Sushi*; Emmy-award winning producer Ray Telles, and University of Utah Assistant Professor Annie Fukushima, author of the upcoming book *Migrant Crossings: Unsettling Witnessing of Asians and Latinas/os in the United States*.
  Finally, as the program seeks to blur the division between "campus" and "community" at least once each semester we have organized division-wide field trip excursions to historically and culturally relevant sites throughout the area. These include visits to the Oakland Museum of California, the Ethnic Studies Library at UC Berkeley, the Museum of the African Diaspora, and a walking tour of the historic Latinx Calle 24, both in San Francisco.

- **Goal 5. Professional Development, Community, Institutional and Professional Engagement and Partnerships:**
  Activities and Rationale:
  The program lead remains in communication with others in the discipline across the district. Furthermore, he has sought partnerships with those in the related strands at colleges and universities in the greater SF Bay Area, including UC Berkeley, SFSU, and SJSU. The program lead is currently serving the district as coordinator of the Faculty Diversity Internship Program.

Describe your current utilization of facilities, including labs and other space

Social science faculty members utilize the larger classrooms at 2050 Center St. (rooms 422-424) as well as several of the rooms located in the basement of main campus. Many classrooms in 2050 Center Street do not have usable whiteboard space if the projector/screen are also in use that impacts our delivery of instruction.

In keeping with a pedagogical praxis of inclusivity, ETHST+ courses emphasize classroom discussions. An ideal classroom would have the space and/or ability to be converted into a discussion 'in the round,' as well as allowing for multiple breakout groups.

In collaboration colleagues in Humanities offering film classes, we collectively need updated and wider film screening facilities (devoted library room with staffing) and technology (computers with DVD players, headphones) for our film studies courses. At the minimum we recommend a dedicated classroom for courses that rely/utilize media.

Enrollment Trends

Enrollment Trends Power BI dashboard

Note: Please consider the most recent 3 years when answering the questions below.

Set the filters above to your discipline, and discuss enrollment trends over the past three years

ETHST+
While productivity has risen, enrollment in Ethnic Studies and its strands (ES+) dropped considerably between 2016-2017 and 2017-2018.
AFRAM saw a decline in 2016-2017 but a sizeable increase in 2017-2018, with a three-year high of 143 students during the academic year.
MLAT is trending upward across the three-year period.
ASAME has been steadily consistent.
The largest decline came from ETHST between 2016-2107 and 2017-2018.

Set the filter above to consider whether the time of day each course is offered meets the needs of students.

Evening enrollment across ES remained unchanged between 2016-2017 and 2017-2018.
Daytime enrollment varied, with a high of 282 students and a 17.1 productivity in 2016-2017.

Are courses scheduled in a manner that meets student needs and demands? How do you know?

Courses in ES+ are scheduled across a range of dates, times, and modalities (including DE & hybrid) to better meet students' needs.
As a point of comparison it would be beneficial to receive data on course cancellations at different times (day of week/time of day).
ES + strands will pursue dual enrollment in collaboration with area high schools.

Describe effective and innovative teaching strategies used by faculty to increase student learning and engagement.

Ethnic Studies employ a variety of strategies in involving students in the learning process. This includes small and large group discussion, peer-to-peer mentoring, and the use of conventional and non-traditional presentations in the creation of a student-centered classroom. Instructors employ the available technology to the fullest extent possible, and encourage students to make use of their resources available to them.

How is technology used by the discipline, department?

The discipline and department utilizes the available technology to the fullest extent. This includes classroom-based resources, such as the computers and projectors, as well as software provided through the district, such as Canvas and Turnitin.

The ETHST program lead is scheduled for a laptop update during the 2018-2019 academic cycle.

How does the discipline, department, or program maintain the integrity and consistency of academic standards with all methods of delivery, including face to face, hybrid, and Distance Education courses?

Ethnic Studies classes seek to maintain consistency across methods of delivery through the recognition of the core differences between face-to-face, hybrid and DE courses, and develop a curriculum and assessment that reflects this understanding. Instructors note that in the planning the format of courses that certain courses or dedicated courses for specific programs should take into consideration the type of format. For example, the DE courses deviate considerable from their face-to-face analogues in terms of the weight placed upon assessing participation (on-line discussion forums vs. in-class discussion).

Curriculum

Please review your course outlines of record in CurricUNet Meta to determine if they have been updated or deactivated in the past three years. Specify when your department will update each one, within the next three years.

All course across the program are currently up-to-date. Courses will be updated as necessary, starting in the 2020-20201 academic year.

CurriQunet Meta

Please summarize the Discipline, Department or program of study plans for curriculum plans for improvement. Below, please provide details for individual course improvement. Add plans for new courses here.

Ethnic Studies and related fields will continue to develop courses to support transfer students, continuing education, and student seeking a two-year degree, in response to the needs and demands of our students. During the previous three-year period we added two new courses and adopted one from within the district. We presently offer one foundational/intro course in each strand and the field as a whole, and at least one additional course.

Over the following three-year period Ethnic Studies seeks to expand course offerings in Ethnic Studies, African American Studies, Mexican/Latin American Studies, and Asian American Studies. In addition, we plan to introduce course offerings in Native American/American Indian/Indigenous Studies should they no longer be able to be housed within History.

At the present time Ethnic Studies and related fields are examining the AD-T in Social Justice Studies and will be developing a certificate in Ethnic Studies. In consultation with the articulation officer our hope is to best align our students wishing to transfer to a UC or CSU institution.

Assessment – Instructional

Student Learning Outcomes Assessment

List your Student Learning Outcomes

ETHST 1: Explain concepts, terms, and/or definitions as they relate to the experiences of African Americans, Asian Americans, Mexican/Hispanic Chicano/Latino Americans, Native Americans, and other groups.
Compare and contrast the cultural histories of different ethnic groups in the U.S. using interdisciplinary methods.
Describe social events, organizations, and movements of different ethnic minorities, and evaluate their effectiveness over time.

AFRAM 1: Identify the central figures, movements, and events that have shaped the African American experience.
Analyze contemporary issues of concern within the African American community from an historical perspective.
Synthesize the historiography of African American political, economic, and social life.
Articulate and defend views in a collegial and convincing manner.

AFRAM 33: Describe the evolution and character of African American cultural expression, as well as the historical factors that have shaped its development.
Describe and analyze the diversity and complexities of the African American cultural experience.

ASAME 30: Evaluate global impact of Asian Americans in film, both behind and in front of the camera.
Analyze and critique common themes of Asian-American films.
Differentiate among film genres

MLAT 30A: Identify and analyze critical perspectives on Chicano/Latino cinema in a broad media framework.
Compare and contrast the different movements and genres within the emergent Chicano/Latino film community in the US.
Analyze the enduring stereotypes of Latinas/os in mainstream media productions and attempts by Latina/o filmmakers to challenge stereotypes by presenting more multifaceted characters and a multi-focal understanding of Chicano/Latino history, experience and culture

MLAT 30B: Analyze films from the United States and Latin America which present various events and historical issues in Latin America.
Interpret Latin American films within their historical/cultural context in Latin America.

Were there any obstacles experienced during assessment? What worked well? (Mainly based on evidence in the report, attach other evidence as necessary)

SLO assessment for the 2015-2018 cycle consisted of the compilation and submission of representative samples of student work, including exam essays and responses to a "minute paper"-type of broad-based questionnaire. What we found worked best were instances where the instructor participated in the design and implementation of the assessment, with sufficient time to reflect and respond to suggestions and recommendations.

What percent of your programs have been assessed? (mainly based on evidence in the report, attach other evidence as necessary; note: a complete program assessment means all Program Learning Outcomes (PLOs) have been assessed for that program)

For the 2015-2018 cycle all courses were assessed.

Program Learning Outcomes for Ethnic Studies and strands:
Because ETHST+ strands are not degree-granting programs we are in the process of program outcome creation.

How has your dept worked together on assessment (planning together)? Describe how your dept works well on assessment? Describe things that went well or obstacles. What aspects of assessment work went especially well in your department and what improvements are most needed?

It is the opinion of this program lead that the instructor knows their course the best. Formal assessment is at best a snapshot of a particular course at a given moment or across a specific time period. It is in the day-to-day interactions, with the many adjustments that take place, where these changes take place gradually.

Collaboration

For the coming 2018-2021 assessment cycle we will be pursuing a new strategy wherein program leads will assess courses in their purview. This will necessitate greater collaboration with instructors.

Leadership Roles

I was the department's assessment liaison a majority of the 2015-2018 assessment cycle.

Planning Process

ETHST and its stands will be assessed in the coming academic year, although planning has already begun through informal discussions as to the nature of the assessment.

Dept meetings for Collaboration

The department meets as needed, typically twice a semester during flex days and at least one to two more times during a given semester.

Data Analysis

Under the new approach to assessment courses will be assessed holistically, across all SLOs. This is expected to provide more meaningful assessment results, and may lead to the revision or consolidation of a given course's SLOs.

What were the most important things your department learned from assessment? Did implementation of your action plans result in better student learning? In other words, how has your department used the results of assessment to improve student learning and/or curriculum? Please be as detailed as possible.

While the assessment cycle remains an 'open-loop,' through the collection and reviewing of academic materials to be submitted we found and addressed a number of things.
1. Course syllabi: We have made an effort to ensure that course syllabi includes SLOs across the discipline, and continue to encourage instructors to be as comprehensive as possible in doing so.
2. Although nested within the Social Science department, ETHST (+ strands) is a truly interdisciplinary field. The courses as well as the course work reflects this interdisciplinarity, and we expect it to continue to do so.
3. Along these same lines, the assessment methods for these courses will not necessarily be tidy or easily contained by something akin to a multiple choice questionnaire or the like.

Does your department participate in the assessment of multidisciplinary programs? If Yes, Describe your department's participation and what you learned from the assessment of the program that was applicable to your own discipline.

No.

Does your department participate in your college's Institutional Learning Outcomes (ILOs) assessment? If Yes, Please describe your departments participation in assessing Institutional Learning Outcomes.

We have continued to participate in ILO assessment however recent changes at the college cause us to be focused more on SLO assessing. The social sciences did submit material to ILO assessment and one of our major issues was hearing back on the findings based off of the material submitted. Too the purview of this data was quite wide in scope and so specifics actions that an instructor should take to improve a course were often lacking. While the information might have been general, participation in the ILO assessments for critical thinking, global cultural awareness, and information competency did provide some general trends that did end up aligning with our department goals.

What support does your department need from administrators, assessment coordinators and/or your campus assessment committee to continue to make progress in assessment of outcomes and implementation of action plans?

The changes in the way the college approaches assessment, along with the supportive approach by the department's assessment liaison, all point towards a positive outcome. The biggest gap in the previous approach was 'closing the loop,' and giving feedback; here, this evaluation and processing seems worked into the design. Given the amount of responsibilities and duties the liaison will take on in assisting these endeavors we would recommend further institutional support.

Please verify the mission statement for your program. If there is no mission statement listed, please add it here.

Verified.

Course Completion
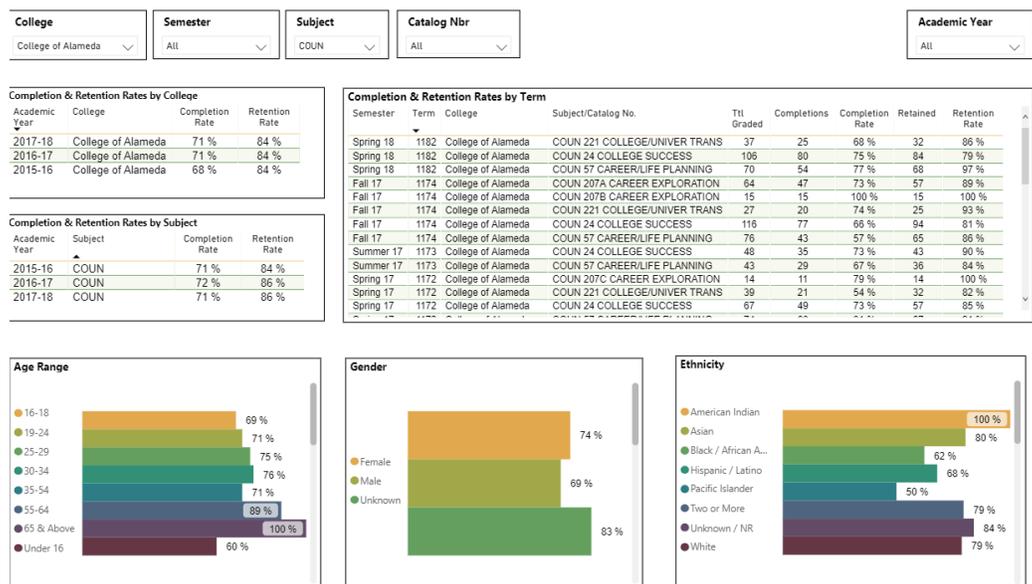
[Course Completion Power BI Dashboard](#)

Consider your course completion rates over the past three years (% of student who earned a grade of "C" or better).

Use the filters on the top and right of the graphs to disaggregate your program or discipline data. When disaggregated, are there any groups whose course completion rate falls more than 3% points below the discipline average? If so, indicate yes and explain what your department is doing to address the disproportionate impact for the group.

Age

Course completion rate overall for ETHST + strands is fairly consistent at 66% for the previous two years, 2017-2018 and 2016-2017, and 65% for the 2015-2016 academic year.

Breaking this down by the strands paints a different picture, as we find both AFRAM and ASAME demonstrating significantly higher course completion rates than ETHST and MLAT.

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Academic Year ▾	Subject	Completion Rate	Retention Rate
2017-18	AFRAM	74 %	82 %
2017-18	ASAME	84 %	84 %
2017-18	ETHST	44 %	69 %
2017-18	M/LAT	56 %	78 %
2016-17	AFRAM	73 %	76 %
2016-17	ASAME	78 %	87 %
2016-17	ETHST	41 %	60 %
2016-17	M/LAT	50 %	67 %
2015-16	AFRAM	63 %	74 %
2015-16	ASAME	80 %	90 %
2015-16	ETHST	45 %	64 %
2015-16	M/LAT	52 %	74 %

https://app.powerbi.com/view?r=eyJrIjoiZDYwMDRhN2EtMGEwOS00Nzg2LWJiMzEtN2U4ODVlODUzOWZhIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9

Aggregating the course completion rates in this way would explain, in part, the larger disparity show when examining completion by age. While on average ETHST sits at 66%, the completion rate ranges from 53% (25-29 year olds) to a high of 67% (55-64), with the outlier being those 65 and above, competing at 33%.

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Age Range ▲	Ttl Graded	Completions	Completion Rate
15 or younger	2	0	0 %
16-18	156	95	61 %
19-24	937	561	60 %
25-29	195	103	53 %
30-34	72	39	54 %
35-54	117	73	62 %
55-64	21	14	67 %
65 & Above	9	3	33 %

The vast majority of students are in the 19-24 age range.

We hypothesize that there are a number of factors directly impacting course completion. While things such as housing insecurity and the demands of employment are beyond our control or immediate influence, the program has made attempts to assist and accommodate students who may find themselves wrestling with these circumstances. The program is invested in advertising and promoting, in the hopes of seeking a wider range of students and developing partnerships with area schools to address these concerns around completion.

Ethnicity

The results of course completion by ethnicity remain largely troubling, especially the numbers for Black and Latinx student completion as these two groups are also the largest student populations at BCC. Again, there remains the issue of conditions beyond the classroom. Within the classroom, and across campus, the program strongly supports the creation, implementation, and continuation of programming, resources, student supports, and spaces towards retention.

Ethnicity	Ttl Graded	Completions	Completion Rate
American Indian	2	1	50 %
Asian	338	242	72 %
Black / African American	421	213	51 %
Hispanic / Latino	388	203	52 %
Pacific Islander	6	3	50 %
Two or More	154	103	67 %
Unknown / NR	36	17	47 %
White	164	106	65 %

Gender

Students who identify as male or female have matching completion rates. Interestingly enough, female students outnumber male students by an almost 2 to 1 ratio across the program strands (and in contrast to the student body as a whole—as well as the instructional pool for our courses). Those identifying as unknown (or opting not to identify) have a 35% course completion. Again, this speaks perhaps to larger issues. One thing we would like to see for future reporting is a greater range of self-identification, so as to better address this question.

Foster Youth Status

The number of foster youth taking classes in the program has gone from a high of 5, in 2016-2017, to a low of 4, in 2015-16 and 2017-18. The completion rates have dropped, however, from 75%, to 33%, to 0 across 2015-2016 through 2017-2018. While the limited number of students makes any conclusions difficult to surmise, the completion rates run contrary to the awareness the program has made around BCC's supports for former foster youth. Certainly, more attention is needed here.

Disability Status

DSPS students completion rates are within the purview of the overall average.

Low Income Status

Low income student completion rates climbed from 58% and 54% to 63% over the course of the past three years, and are now within the acceptable threshold of overall averages.

Veteran Status

While the number of veterans has dropped, their completion rate has increased over the three year reporting period and now surpasses the overall completion rate.

Consider your course completion rates over the past three years by mode of instruction. What do you observe?

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Academic Year	Distance Ed	No. of Students	Completion Rate
2017-18	100% online	148	67 %
2017-18	Face to face	296	66 %
2017-18	Hybrid	42	31 %
2016-17	100% online	185	58 %
2016-17	Face to face	247	61 %
2016-17	Hybrid	78	29 %
2015-16	100% online	202	53 %
2015-16	Face to face	227	67 %
2015-16	Hybrid	45	38 %

Face-to-Face

Completion rates for 100% online and face-to-face courses have achieved parity over the past two out of three years. Whereas the first year of reporting saw a not-insignificant 14% difference between the two, they came within 3% of each other in 2016-2017, and 1% for 2017-2018.

Hybrid

Hybrid course completion remained consistently low across the previous three years.

Note: I thought we discontinued offering hybrid courses in 2015-2016.

100% Online

Online course completion is a respectable 66% as of 2017-2018.

Completion rates for 100% online and face-to-face courses have achieved parity over the past two out of three years. Whereas the first year of reporting saw a not-insignificant 14% difference between the two, they came within 3% of each other in 2016-2017, and 1% for 2017-2018.

Dual Enrollment

The program does not as of now offer DE classes.

Day time

While overall daytime courses have a higher completion rate, along with more students, than the evening courses, the completion rates have varied from year to year. For the most recent year the number of students taking courses either in the daytime or evening is the closest it has been, and there is a 5% greater completion rate for those in the daytime. It is possible that the daytime courses fit the schedule of more 'traditional' students, who are less encumbered by the demands of work or other responsibilities.

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Academic Year	TIME_OF_DAY	No. of Students	Completion Rate
2017-18	DAY	243	66 %
2017-18	EVENING	242	61 %
2016-17	DAY	271	53 %
2016-17	EVENING	238	58 %
2015-16	DAY	270	62 %
2015-16	EVENING	202	53 %

How do the course completion rates for your program or discipline compare to your college's Institution-Set Standard for course completion?

Course completion rates are lower than the college overall.

Are there differences in course completion rates between face to face and Distance Education/hybrid courses? If so, how does the discipline, department or program deal with this situation? How do you assess the overall effectiveness of Distance Education/hybrid course?

Surprisingly not.

Describe the course retention rates over the last three years. If your college has an Institution-Set Standard for course retention, how does your program or discipline course retention rates compare to the standard?

Course retention tracks lower overall.

What has the discipline, department, or program done to improve course completion and retention rates?

As Ethnic Studies continues to grow the program has worked towards creating spaces of inclusion. I wish to underscore the importance of student support within and beyond the classroom.

Ethnic Studies at BCC and across the discipline takes a cautious stance towards innovations or approaches to education that seek to streamline the student experience. Given the contentious history behind Ethnic Studies and its strands, as well as the equally pressing concerns around enrollment, the program fears this double marginalization may also inform the perceived importance placed upon the courses themselves. Thus, ETHST+ envisions addressing course completion as part of a larger effort to expand the course offerings, engage in community partnerships (dual enrollment, learning communities such as UMOJA), and increase transfer-approved courses.

Degrees & Certificates Conferred

[Degrees & Certificates Power BI dashboard](#)

What has the discipline, department, or program done to improve the number of degrees and certificates awarded? Include the number of degrees and certificates awarded by year, for the past three years.

> The discipline is a non-degree granting discipline at this point in time. We have focused upon developing the range of courses available, with the goal of being able to offer a degree in the near future.

Over the next 3 years, will you be focusing on increasing the number of degrees and certificates awarded?

> Yes.

What is planned for the next 3 years to increase the number of certificates and degrees awarded?

> The ETHST program has serious reservations around the Social Justice ADT as it presently stands. That being said however, the program recognizes the importance in aligning courses to aid students interested in transferring and majoring in the different areas. To this end we plan on developing certificates in the program, and to further develop coursework across different areas.

Engagement

Discuss how faculty and staff have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that full-time faculty participate in.

As the program's sole full-time instructor Alejandro Wolbert Pérez has maintained an active presence on campus. He has supported campus- and student-run programs, through promotion, participation, and public speaking, and has sought to increase the visibility of ETHST's programs and broader partnerships by inviting guest speakers and presenters from the community.

Committee participation + other membership includes:

Coordinator, Faculty Diversity Internship Program.
HSI-designation discussion group
Hiring + TRC Committee (Studio Art)
PACTLA, Peralta Association of Chican@s/Latin@s de Aztlán
PIE (Assessment) Committee
Undocumented Community Resource Center and Undocumented Student Task Force (formerly Dreamers Task Force)

Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

See above.

Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.

Part-time instructors are involved in discussions around curriculum and course design, and have been consulted for input regarding the future direction of the program.

Prioritized Resource Requests Summary

In the boxes below, please add resource requests for your program. If there are no resource requested, leave the boxes blank.

Resource Category	Description/Justification	Estimated Annual Salary Costs	Estimated Annual Benefits Costs	Total Estimated Cost
Personnel: Classified Staff	BCC Online/Canvas support person.	$80,000	40,000	12,000
Personnel: Student Worker				
Personnel: Part Time Faculty	PT faculty as needed for courses.			
Personnel: Full Time Faculty				

Resource Category	Description/Justification	Total Estimated Cost
Professional Development: Department wide PD needed		
Professional Development: Personal/Individual PD needed		

Prioritized Resource Requests Summary - Continued

Resource Category	Description/Justification	Total Estimated Cost
Supplies: Software	Kanopy—institutional support.	$50,000
Supplies: Books, Magazines, and/or Periodicals	Films and videos for courses (i.e. *Palante!¸Please Don't Bury Me Alive.*)	$200
Supplies: Instructional Supplies		
Supplies: Non-Instructional Supplies		
Supplies: Library Collections	See supplies: Books etc.	

Resource Category	Description/Justification	Total Estimated Cost
Technology & Equipment: New	Computer upgrade.	$3,000

Technology & Equipment: Replacement		

Prioritized Resource Requests Summary - Continued

Resource Category	Description/Justification	Total Estimated Cost
Facilities: Classrooms		
Facilities: Offices		
Facilities: Labs		
Facilities: Other		

Resource Category	Description/Justification	Total Estimated Cost
Library: Library materials		
Library: Library collections		

Resource Category	Description/Justification	Total Estimated Cost
OTHER		