

# The Instructional Program Review Narrative Report

## 1. College: Merritt

**Discipline, Department or Program: Ethnic Studies**

**Date: February, 2010**

**Members of the Instructional Program Review Team: Siri Brown, Claudio Duran**

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## 2. Narrative Description of the Discipline, Department or Program:

The Mission of the Department of Ethnic Studies is to offer opportunities for students to deepen their understanding of the multicultural and multi-racial history and character of the American experience generally and the varied racial and ethnic experiences specifically. In addition, the aim is to locate the experiences of people of color in a larger global context in terms of identity, culture, sociology, history and economic relations between nations.

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## 3. Curriculum:

- Is the curriculum current and effective? Have course outlines been updated within the last three years? If not, what plans are in place to remedy this?  
Afram and MLAT curriculum are current and updated with SLOs. ASAME curriculum needs to be updates including the addition of SLOs and will be completed during the fall, 2010 semester.
- Has your department conducted a curriculum review of course outlines? If not, what are the plans to remedy this?  
Yes for Afram and MLAT. ASAME see above
- What are the department's plans for curriculum improvement (i.e., courses to be developed, updated, enhanced, or deactivated)? Have prerequisites, co-requisites, and advisories been validated? Is the date of validation on the course outline?  
MLAT—New course ideas include Roots of Culture course, MLAT literature course, MLAT Psych course. MLAT major  
ASAME—bring in additional adjunct from Laney.  
Over all strengthening of Ethnic Studies including NATAME course offerings and development

- What steps has the department taken to incorporate student learning outcomes in the curriculum? Are outcomes set for each course? If not, which courses do not have outcomes?

MLAT and AFRAM SLOs are complete for course level. ASAME SLOs are 50% completed and the remainder will be evaluated in the fall, 2010 to determine if they should be deactivated or updated with SLOs

AFRAM is doing course level and program level assessment this spring, 2010 in conjunction with the SLOAC committee.

- Describe the efforts to develop outcomes at the program level. In which ways do these outcomes align with the institutional outcomes?

AFRAM map and program outcomes are complete. MLATs will be completed during the 2010-2100 academic year.

AFRAM is doing course level and program level assessment this spring, 2010 in conjunction with the SLOAC committee.

ASAME and NATAME will be included in an Ethnic Studies Program outcome

- Recommendations and priorities.

Complete all course level SLOs and assesment

#### **4. Instruction:**

- Describe effective and innovative strategies used by faculty to involve students in the learning process. How has new technology been used by the department to improve student learning?

Cooperative learning, on-line courses, interactive methods of teaching. Study abroad and Service Learning are used to increase learning. New technology is used by all instructors including powerpoint, on-line in class sites and internet assignments.

- How does the department maintain the integrity and consistency of academic standards within the discipline?

All courses are college level transfer. High academic standards are met in all written, exam, group project, and text selection for courses.

- Discuss the enrollment trends of your department. What is the student demand for specific courses? How do you know? What do you think are the salient trends affecting enrollments?

AFRAM FTES has grown from 14.17 to 23.59 (2008) to 26.7 (2009)

ASAME FTES remains low from 14 to 17. Additional adjunct will begin summer, 2010

MLAT FTES has grown and exceeds the college goal.

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

Yes, courses are offered during prime times and in a variety of manners including short term, evening, learning communities, weekend and on-line.

- Recommendations and priorities.

### 5. Student Success: African American Studies

<b>Student Retention Rate</b> <i>Students who do not withdraw or drop</i> <b>by Ethnicity</b>		
Ethnicity	Baseline Fall 2004-07	Fall 2008
African American	67%	73% (334)
Asian	89%	78% (9)
Filipino	69%	100% (1)
Hispanic/Latino	80%	77% (13)
Native American	33%	60% (5)
Other	90%	80% (5)
White	80%	92% (12)
Unknown	80%	69% (32)
<b>AFRAM Average</b>	69%	73% (411)
<b>College Average: 72%</b>		

..AFRAM

<b>Student Retention Rate</b> <i>Students who do not withdraw or drop</i> <b>by Gender</b>		
Gender	Baseline Fall 2004-07	Fall 2008
Female	68%	73% (261)
Male	72%	75% (130)
Not Supplied	71%	75% (20)

AFRAM

<b>Student Course Completion Rate (SCCR)</b> <i>Students who receive grades A, B, C or Credit</i> <b>by Ethnicity</b>		
Ethnicity	Baseline Fall 04-07	Fall 08
African American	54%	60% (334)
Asian	86%	56% (9)
Filipino	69%	100% (1)
Hispanic/Latino	68%	62% (13)
Native American	33%	60% (5)
Other	80%	80% (5)
White	76%	75% (12)

Unknown	62%	53% (32)
<b>AFRAM Average</b>	57%	60% (411)
<b>College Average: 60%</b>		

M/LAT

<b>Student Course Completion Rate (SCCR)</b> <i>Students who receive grades A, B, C or Credit</i> <b>by Gender</b>		
Gender	Baseline Fall 04-07	Fall 08
Female	57%	59% (241)
Male	56%	63% (106)
Not Supplied	35%	0% (1)

M/LAT

<b>Student Retention Rate</b> <i>Students who do not withdraw or drop</i> <b>by Ethnicity</b>		
Ethnicity	Baseline Fall 2004-07	Fall 2008
African American	50%	100% (3)
Asian	67%	0% (1)
Filipino	67%	0%
Hispanic/Latino	80%	86% (35)
Native American	0%	100% (1)
Other	N/A	N/A
White	67%	50% (2)
Unknown	83%	50% (2)
<b>MLAT Average</b>	78%	82% (44)
<b>College Average: 72%</b>		

M/LAT

<b>Student Retention Rate</b> <i>Students who do not withdraw or drop</i> <b>by Gender</b>		
Gender	Baseline Fall 2004-07	Fall 2008
Female	90% (29)	80%
Male	69% (13)	75%
Not Supplied	50% (2)	50%

- Describe student retention and program completion (degrees, certificates, persistence

rates) trends in the department. What initiatives can the department take to improve retention and completion rates?

Student retention and completion rates exceed college averages.

- What are the key needs of students that affect their learning? What services are needed for these students to improve their learning? Describe the department's efforts to access these services. What are your department's instructional support needs?

Assistance with all forms of writing and term papers, especially in college level classes. Students are encouraged to use the Learning Center, tutoring and supplemental instruction is offered in AFRAM MAP courses.

- Describe the department's effort to assess student learning at the course level. Describe the efforts to assess student learning at the program level. In which ways has the department used student learning assessment results for improvement? Assessment has not occurred in Ethnic Studies. AFRAM is participating in the first Assessment process this term.
  - Recommendations and priorities.
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## **6. Human and Physical Resources (including equipment and facilities)**

- Describe your current level of staff, including full-time and part-time faculty, classified staff, and other categories of employment.  
AFRAM has 1.80, 1 FT 1.0 and 5 PT  
ASAME has .40 taught by FT overload  
MLAT has .40 taught by FT instructor who also teaches History.
  - Describe your current utilization of facilities and equipment.  
MLAT and AFRAM have permanent classrooms in the A building  
AFRAM has space in the renovated LC for the Africana Research Center.
  - Are the human and physical resources, including equipment and location, adequate for all the courses offered by your department (or program)? What are your key staffing and facilities needs for the next three years? Why?  
AFRAM will need a larger lecture room. Demand exceeds space.
  - Recommendations and priorities.
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## **7. Community Outreach and Articulation**

### ***For vocational programs:***

- Describe the department's connection with industry. Is there an Advisory Board or Advisory Committee for the program? If so, how often does it meet? Is the program adequately preparing students for careers in the field? How do you know?
- Have students completing the program attained a foundation of technical and career skills? How do you know? What are the completion rates in your program?
- What are the employment placement rates? Include a description of job titles and salaries. What is the relationship between completion rates and employment rates?
- What industry trends are most critical for the future viability of the program? How do you know? What are the implications of these trends for curriculum development and improvement?

### ***For transfer programs:***

- Describe the department's efforts in meeting with and collaborating with local 4-year institutions. Is the program adequately preparing students for upper division course work? How do you know?  
MLAT and AFRAM have relationships with 4 year institutions including SFSU, CAL and Stanford. Updates to outlines were done with particular attention paid to offerings and trends at each of the 4-year institutions mentioned.

### ***For all instructional programs:***

- Describe the department's effort to ensure that the curriculum responds to the needs of the constituencies that it serves.  
Ethnic Studies necessitates knowledge of current events and issues facing communities of color. It is taught in a manner that is applicable to the everyday lives and learning needs of students.
- Recommendations and priorities.

## Instructional Program Review Resource Needs Reporting Template

<b>Division: I</b>		<b>Department/Program:</b> <i>Ethnic Studies</i>			<b>Contact:</b> Siri Brown
<b>Item Identified in Program Review (justification)</b>	<b>Human Resources (Staffing)</b>	<b>Physical Resources (Facilities)</b>	<b>Technology and/or Equipment</b>	<b>Supplies Budget</b>	<b>C</b>
	ASAME additional adjunct	Funding secured for Africana Center L bldg	\$2000 screens for film viewing		
	NATAME adjunct				


## Integrated Planning Template

<b>Division:</b>		<b>Department/Program:</b>			<b>Contact:</b>
<b>Strategic Direction __:</b>					
<b>Institutional Goal __:</b>					
<b>Objective:</b>					<b>Priority:</b>
Activities/Tasks	Responsibility Lead person(s)	Resources	Timeline	Comments	
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2.					
3.					
4.					
5.					

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\*College Planning Links:  
 Budget Committee  
 Facilities Committee  
 Technology Committee  
 Curriculum Committee  
 Learning Assessment (SLO) Committee

## Student Learning Outcomes Reporting Template (Course Level Outcomes)

<b>Division: I</b>		<b>Department/Program:</b> <i>Ethnic Studies</i>			<b>Course:</b>
<b>Student Learning Outcome</b>	<b>Outcome Measure</b>	<b>Definition of Data (Sample/Population)</b>	<b>Method of Data Collection &amp; Source</b>	<b>Expected Level of Performance</b>	<b>A</b>
See Attached					

## Student Learning Outcomes Reporting Template (Program Level Outcomes)

<b>Division:</b>		<b>Department/Program:</b>			<b>Contact:</b>
<b>Student Learning Outcome</b>	<b>Outcome Measure</b>	<b>Definition of Data (Sample/Population)</b>	<b>Method of Data Collection &amp; Source</b>	<b>Expected Level of Performance</b>	<b>A</b>
See attached					