

EVERGREEN VALLEY COLLEGE
PROGRAM REVIEW SELF-STUDY DOCUMENT
CRITERIA
14-15

In preparing this Program Review, keep the college mission, strategic plan CTAs in mind as a reminder that Program Review is to ensure that all programs are aligned with the institutional mission.

Evergreen Valley College's Mission: With student learning as our primary focus, Evergreen Valley College's mission is to empower students to expand their human potential and to succeed in a global, multicultural society. We prepare students of all ages and backgrounds for balanced and productive lives, so they can ultimately improve the workforce and quality of life in our communities.

DEPARTMENT/PROGRAM NAME: Ethnic Studies

PREPARED BY: Arturo Villarreal

LAST REVIEW: Unknown

CURRENT YEAR: 2014-2015

AREA DEAN: Mark Gonzalez, SSHAPE

SUMMARY OF THE DEPARTMENT/PROGRAM

Provide a brief summary of the department/program including brief history (impetus for department/program initiation if applicable, years of existence, progress made or not made over time, any other major factors that affected the program and current status)

The Ethnic Studies Department of Evergreen Valley College has offered Ethnic Studies classes since the inception of the school in 1975. Our department offers students an introduction into an understanding of the various racial and ethnic minorities and ethnic relations in the US.

Relevant areas of discussion include the

Through our course offerings, students learn how to analyze issues and form their own opinions regarding many of the greatest issues of our time, deliver critiques, advocate and critically debate ideas in social and political settings, appreciate and respect diverse viewpoints, work productively in task-oriented groups, and engage in rewarding interpersonal relationships. In our classrooms we strive to create a learning environment that is supportive and accessible to all students regardless of race, ethnicity, culture, gender, language, disability, sexual orientation or religion, and to ensure every student has the opportunity to succeed in developing her/his personal academic and career potential. The WSCH/FTE for Ethnic Studies ranks at or near the top of all programs offered at EVC, far, far exceeding the EVC average. Ethnic Studies is one of the very few disciplines at EVC that loads at 50-100 students per class, with long waiting lists for almost every class, almost every semester. A full time Ethnic Studies instructor will teach five classes each semester, with 50 or more students in each class. She or he will interact with over 300 students in each semester.

Given the challenging economic situation at EVC, we fully understand that our campus community faces a series of increased demands with fewer resources. The Ethnic Studies Department has continued to address the many challenges without substantial losses to our program. Despite the fact that there is only one full time faculty, the Ethnic Studies Department will continue to meet current and future challenges, redeploying resources and creating new ones, to add to the overall strength of our program. We strive to create new partnerships with San Jose City College, CSU San Jose, the UC system, local high schools, and our community.

PART A: Overview of Program

1. Identify EVC's CTA for this year.

A. Student Centered:

Provide access to quality and efficient programs and services to ensure student success.

B. Organizational Transformation

We create a trusting environment where everyone is valued and empowered.

C. Community Engagement:

Transform college image and enhance partnerships with community, business, and educational institutions.

2. Identify your program/department's CTA for this year.

A. Student Centered:

- Evaluate need for the creation of a General Studies Degree with an emphasis in Ethnic Studies
- Propose the establishment of courses that are available online
- Expand course offerings and explore the development of new courses
- Emphasize use of technology in the classroom
- Reevaluate materials and curriculum to keep current in the field
- Update curriculum to reflect academic trends

B. Organizational Transformation:

- Maintain consistent departmental communication by establishing regular departmental meetings
- Attend relevant educational development programs
- Develop partnerships with community organizations
- Maintain relationships with professional organizations

C. Community Engagement:

- Participate in Asian American Month
- Participate in African American Heritage Month
- Participate in Latino Heritage Month

- Participate in planning for Cinco de Mayo
- Participate in on-campus programs including Service Learning and Honors
- Promote other on-campus resources, including the TLC and Tutoring Center

3. How did your program/department meet the overall CTA of the College? Describe how your program/department met the overall CTA of the College. Describe areas where your program/department needs improvement to meet the overall CTA of the College. Describe specific plan to achieve this goal.

A. Student Centered CTAs met:

- Update Curriculum

B. Organizational Transformation CTAs met:

- Members of the Ethnic Studies faculty participated in shared governance by serving on: tenure review committees
- screening committees
- Increased afternoon and evening enrollment in existing Ethnic Studies classes
- Participated in hiring of three adjunct faculty being hired.
- Updated all course outlines for all courses
- Developed, revised and refined Student Learning Objectives for all courses

C. Community Engagement met:

- Participated in Service Learning Program
- Participated in Honors Program
- Participated in Latino Heritage Month
- Participated in Asian American Heritage Month
- Participated in African American Heritage Month
- Supported Disabled Student Program
- Supported Student Athletics Program

Each of our department's CTAs was created to help reach a goal set forth by the CTA of the college. Student Centeredness, Organizational Transformation and Community Engagement have been at the core of all our CTAs and each one relates to a desired area of focus for the College. As outlined above, there is no area that has not been addressed by our department.

4. Identify

A. Analysis of unmet goals:

- Ethnic Studies Degree
- Social Science Degree
- Hiring of Full time faculty

B. Accomplishments of the Ethnic Studies Department:

- Revised, updated, and improved Chicana/Culture course
- Revised, updated, and improved Introduction to Ethnic Studies course

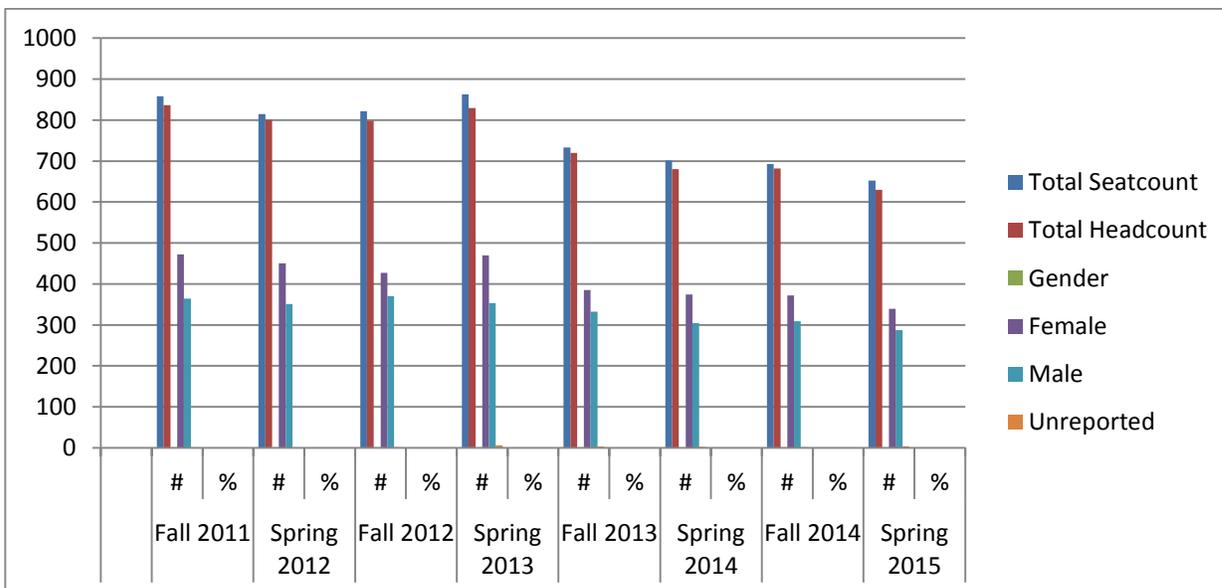
C. Three new initiatives:

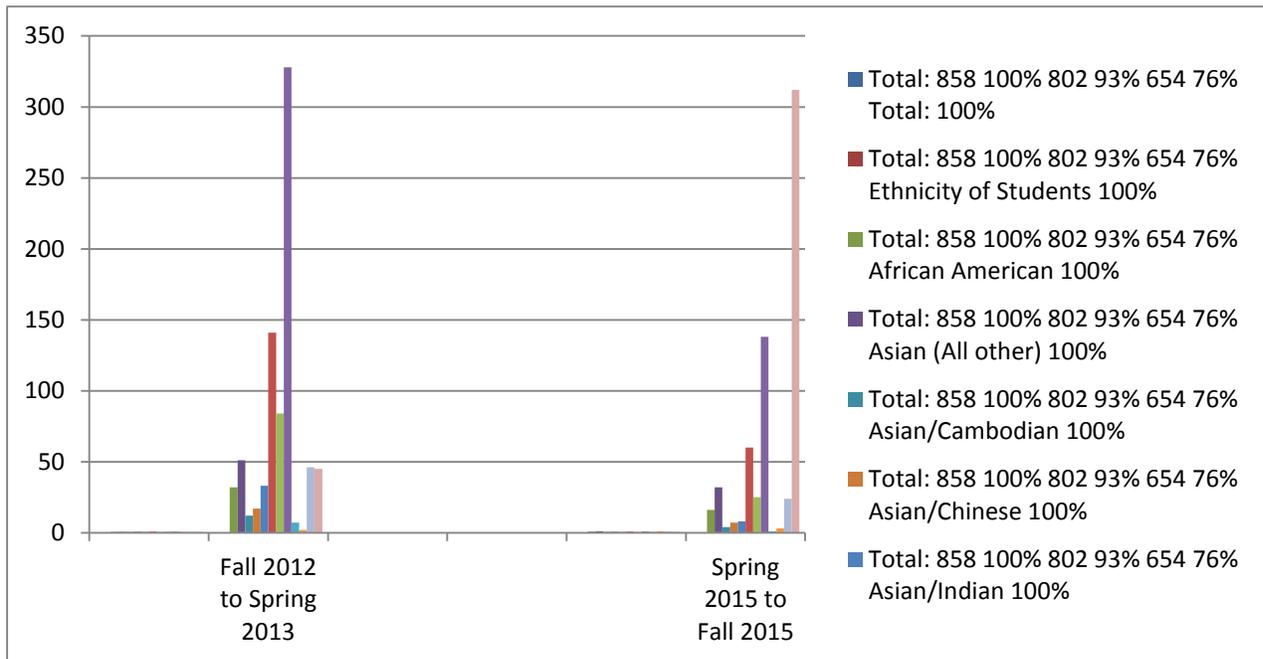
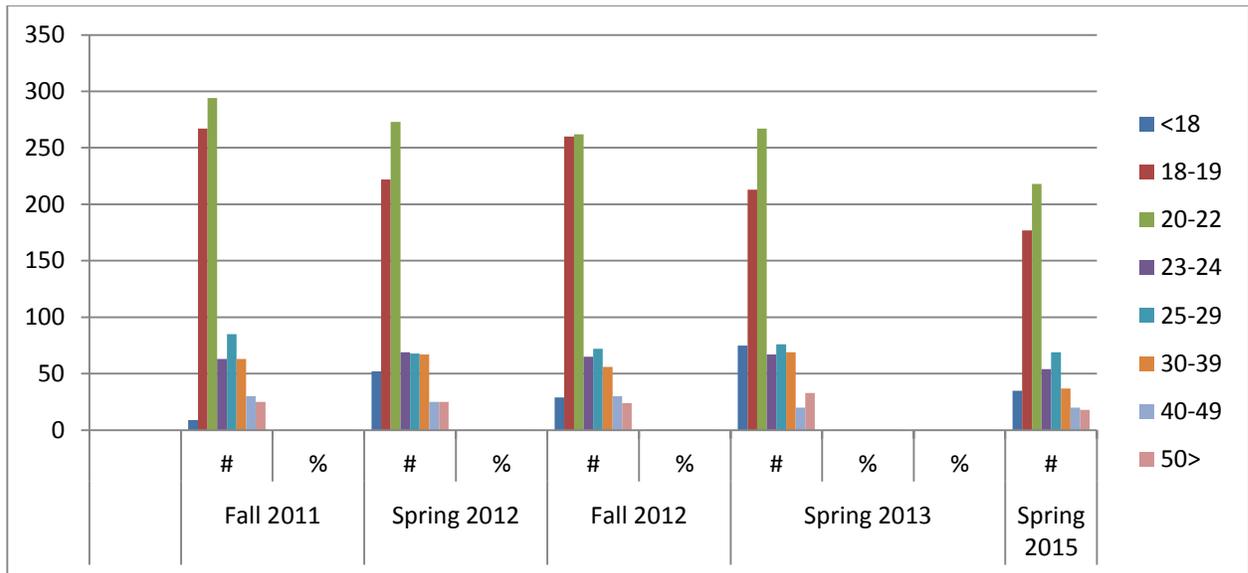
- Revive and update courses in Ethnic Studies
- Create a prerequisite of English 104 eligibility for Ethnic Studies courses
- Broaden the Ethnic Studies curriculum to reflect current community needs

5. State the goals and focus of this department/program and explain how the program contributes to the mission, comprehensive academic offerings, and priorities of the College and District.

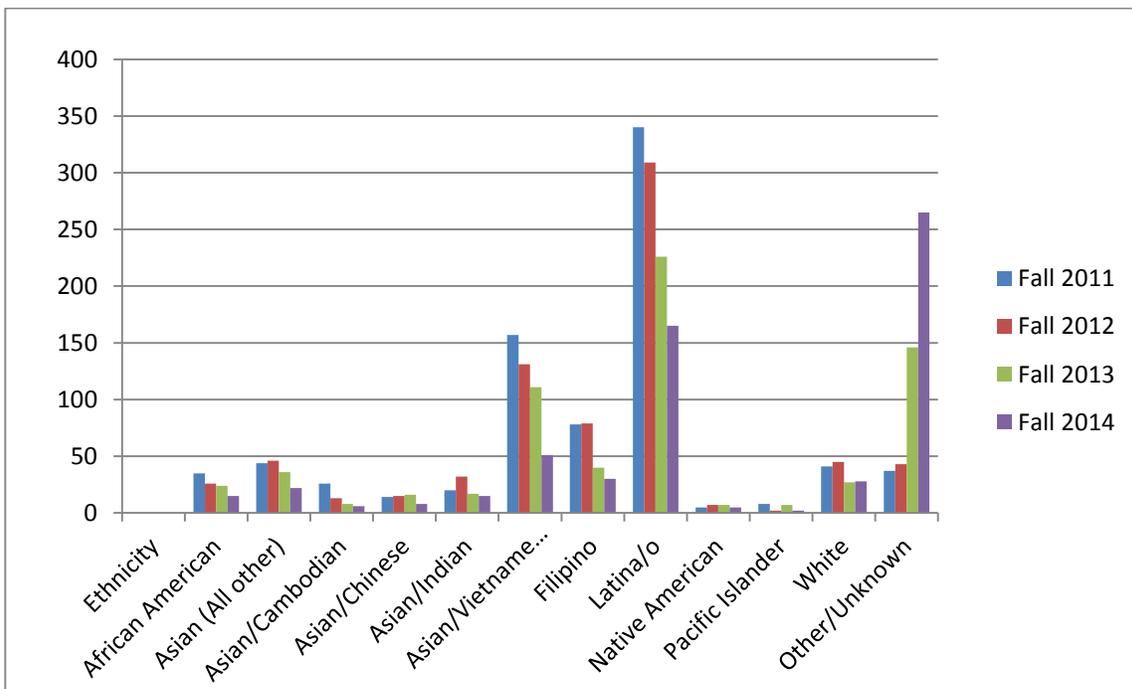
The Ethnic Studies Department fulfills EVC’s mission by providing a multicultural approach to developing curriculum. Most of our courses fulfill general education requirements that are necessary for transferring students. The Department’s courses fulfill transfer requirements to CSU, UC, and California’s private colleges and universities. Our courses provide the basis for understanding the interactions of various peoples of all backgrounds and ethnicities in the context of global development. We also provide courses that explore the development of the United States’ rich cultural diversity over time.

6. Identify current student demographics. If there are changes in student demographics, state how the program is addressing these changes.





	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Ethnicity	Total	Total	Total	Total
African American	35	26	24	15
Asian (All other)	44	46	36	22
Asian/Cambodian	26	13	8	6
Asian/Chinese	14	15	16	8
Asian/Indian	20	32	17	15
Asian/Vietnamese	157	131	111	51
Filipino	78	79	40	30
Latina/o	340	309	226	165
Native American	5	7	7	5
Pacific Islander	8	2	7	2
White	41	45	27	28
Other/Unknown	37	43	146	265



Summary of Demographic Data

- * Women have higher enrollment than male students.
- * On the average 65% of Ethnic Studies students are between the ages of 18-22.
- * On the average 56% are full time and 44% are part time.
- * African American Students range between 4%-5% of enrolled Ethnic Studies students.
- * Asian American students range between 42% - 45% of enrolled Ethnic Studies students.
- * Latina/o students range between 35%-37% of enrolled Ethnic Studies students.
- * White students range between 7%-8% of enrolled Ethnic Studies students.
- * Retention rates across all ethnicities average 92%.
- * Success rates across all ethnicities average 75%.

7. Identify enrollment patterns of the department/program in the last 6 years and analyze the pattern.

Ethnic Studies 010 is a course which has traditionally been co-taught by two or more instructors. Because it is the introductory course, the idea is to expose the students to a variety of ethnic minorities groups and their experiences. As a result, there are at least two instructors with an expertise in two or more ethnic groups to expose the students to not only a variety of ethnic groups but a variety of teachers with different styles and with an expertise in different areas. Three or four courses are offered each semester. Two or three courses are offered enduring the day and one course in the evening. One course is offered every intersession and one course is offered every summer session. The courses offered during prime time (10:45) usually always fill. The 7:45 am class and the evening class usually does not fill but has a good enough enrollment for it not to be dropped.

Eth- 020 has been offering 2 sections each semester.

Eth-030 has been offering three sections each semester. One class is offered every summer and one during Intersession as well. Every class fills and there is always a waiting list.

Eth-035 has been offering 1 section each semester.

Eth-040 has been offering two sections each semester.

Eth-042 has been offering one section each semester.

8. Identify department/program productivity.

This department produces extraordinary WSCH/FTEF for the college. Few, if any, departments are as productive. A full time Ethnic Studies instructor will teach five classes with 55 students per class, thus interacting with 275 students. This is more than double the number of students faced by many other full-time instructors in a typical semester at EVC. This places a special

responsibility upon the Ethnic Studies Department, and we are proud to have it. Only a few single-section classes have fallen below the target 525 mark. Overall, the college benefits greatly from the productive, very highly-enrolled Ethnic Studies courses offered at EVC.

9. Identify student success rate and patterns within the department/program, paying particular attention to our college's target groups.

The data indicates that all ethnic, gender, and age groups are experiencing success. However, there is room for improvement. African American and other students from historically disadvantaged backgrounds are a population that warrants more attention regarding their overall success at EVC.

10. If the program utilizes advisory boards and/or professional organizations, describe their roles

Although the department actively engages with other groups, colleagues, and community members, we do not currently utilize advisory boards.

PART B: Curriculum

1. Identify all courses offered in the program and describe how the courses offered in the program meet the needs of the students and the relevant discipline(s).

These are the Ethnic Studies courses offered at EVC:

- Eth 010 Introduction to Ethnic Studies(meets CSU GE Area D3, C2)
- Eth 11: Reel Studies (meets CSU GE Area D, D3)
- Eth 20: African American Culture (meets CSU GE area D3,C2)
- Eth 30: Chicana/o Culture (meets CSU GE Area D3, C2)
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- Eth 35: Sociology of the Chicano Experience (meets CSU
- Eth 40: Vietnamese Culture(meets CSU GE D3,C3)
- Eth 42: Asian American Culture(meets CSU GE D3,C2)

2. State how the program has remained current in the discipline(s).

The Ethnic Studies Program faculty will continue address revisions to the Ethnic Studies Program.

The Ethnic Studies Program is currently considering the development of the following courses to address areas of growing interest:

1. New Course – Introduction to Latinas/os in the U.S.

Curriculum updating: Ethnic Studies courses are currently being updated to accommodate for improved Student Learning Outcome evaluation.

3. All course outlines in this program should be reviewed and, if appropriate, revised every six years. If this has not occurred, please list the courses and present a plan for completing the process. (curriculum recency)

All Ethnic Studies courses have been updated in the last six years.

4. Identify and describe innovative pedagogy your department/program developed/offered to maximize student learning and success. How did they impact student learning and success?

The members of the Ethnic Studies Department faculty have agreed several years ago that most Ethnic Studies courses contain essay examinations as the primary method of assessment. As a result of this requirement, the faculty is considering requiring eligibility to English 104 as the prerequisite for most Ethnic Studies courses. Based upon the student success rate of these courses, the prerequisite may be applied to other courses as well.

The members of the Ethnic Studies Department encourage the use of technology and group work in all Ethnic Studies courses when appropriate to the course content and/or classroom facility.

5. Discuss plans for future curricular development and/or program (degrees & certificates included) modification. Use the Curriculum mapping form to lay out your plan.

- Develop a General Studies AA Degree with emphasis in Ethnic Studies.
- Developed a new course in Ethnic Studies.

6. Describe how your program is articulated with the High School Districts, CCOC (if applicable), and/or other four year institutions. (Include articulation agreements, common course numbering etc.)

All Ethnic Studies courses are transfer-level baccalaureate courses that have been articulated for CSU GE. Several courses are also required or elective options for the BA in Ethnic Studies at most local and national universities.

7. If external accreditation or certification is required, please state the certifying agency and status of the program.

There is no external accreditation for the program.

PART C: Student Outcomes

1. On the course level, list all the courses that have current student learning outcomes (included in the course outline) and provide link to the course outlines for review purpose. Provide a plan and timeline to include student outcomes for the courses that do not have one.

All Ethnic Studies courses possess student learning outcomes. The SLOs are updated regularly.

Eth 010

1. Compare and contrast traditional Eurocentric and alternative social science perspectives of ethnic groups in the U.S.
2. Describe and evaluate the reliability of major Integration theories (Anglo conformity, cultural pluralism, and melting pot) for their interpretation of the Asian American and Latina/o cultural experiences.
3. Describe and define the historic “cause and effect” relationship of racism, stereotyping, prejudice as well as structural barriers to socio-economic advancement into mainstream society.
4. Define the culture concept and recognize the basic concepts approaches and tools for the study and understanding of culture.
5. Develop a more accurate perspective toward the most visible and vocal racial-ethnic groups of contemporary American society.
6. Identify and evaluate patterns of ethnic relations in the United States.

Eth 020

1. Identify key historical and socio-political movements and barriers to African American advancement into mainstream society.
2. Analyze the depth and effect of racism and economic disparity on the African American community.
3. Describe how “institutionalized slavery” continues to affect the African American community.
4. Describe how literature, art, folklore, music, cinema, and theatre present African American self-images.
5. Analyze the significance and impact of African American sports and entertainment figures on the African American community.

Eth 030

1. Compare and contrast traditional Eurocentric and alternative social science perspectives of Mexican/Chicana/o culture and history.
2. Analyze the cultural and social factors which have generated such diverse appellations in the Mexican community as Spanish Americans, Latina/o, Chicana/o, Hispanic, Mexican American, and other labels and what they reveal about cultural change and continuity.
3. Describe and evaluate the reliability of major Integration theories (Anglo conformity, cultural pluralism, and melting pot) for their interpretation of the Mexican cultural experiences.
4. Compare and contrast the relationship between the dominant American culture and Chicana/o culture.
5. Describe and define the historic “cause and effect” relationship of racism, stereotyping, prejudice as well as structural barriers to socio-economic advancement into mainstream society.
6. Analyze the significance of major contributions in oral literature, art, murals, music, dance and theatre in the transmission of Mexican customs, traditions, values, and group identity.

Eth 040

Compare and contrast traditional Eurocentric and alternative perspectives of Vietnamese American culture and history.

Describe and define the historic "cause and effect" relationship of racism, stereotyping, prejudice as well as structural barriers to socio-economic advancement into mainstream society.

Describe and evaluate the reliability of major integration theories (Anglo conformity, cultural pluralism and melting pot) for their interpretation of the Vietnamese cultural experiences.

Students will submit a 6-page-paper that draws from the major concepts discussed in class and integrates their personal history within the larger narrative of Vietnamese Americans and Asian American/Pacific Islanders in the 21st Century.

Analyze the significance of major contributions in literature, art, music, dance and film in the transmission of Vietnamese American customs, traditions, values, and group identity.

2. On the program level, list all programs (and degrees) that have current student learning outcomes and provide the culture of evidence.

There is no Ethnic Studies degree or certificate at this time.

3. List or describe all assessment mechanisms you are using to evaluate SLOs. Provide results of analysis.

Assessment mechanisms are being identified at the course and section level through examinations, both midterm and final. These assessments have been conducted in ETH 10,11,30,40 and 42. Overall the students met the majority of learning outcomes. In some SLO's, faculty need to conduct item analysis on questions to determine if modifying the question or eliminating the question is the most effective intervention.

4. Since the last program review, provide a summary of SLO assessment results at the course and program level.

Ethnic studies has not completed a program review using SLO's before.

5. Discuss implemented improvement plans to course for program as a result of SLO assessment

Faculty are reviewing assessment questions to determine if they need modification to better measure student attainment of the outcomes or if they should be eliminated. In particular, questions associated with SLOs 1,2 & 6 for Ethnic 010, SLO 1 for ethnic studies 11, and SLOs 1-4 in ethnic 30. The question analysis and reassessment will occur in fall 2015, with results documented on the EVC assessment matrix.

Ethnic Studies 40 and 42 have all SLOs assessed, with minimal if any suggested interventions. Students achieved all SLOs at a level deemed appropriate by area faculty.

Ethnic studies 20 & 35 and ANTH 63 and 90 will undergo assessment planning and implementation during the next program review cycle. These courses will have all SLOs assessed before 2018 and will document summarized results and interventions on the EVC assessment matrices and report during the next program review cycle.

6. Discuss additional resources needed as a result of SLO assessment

No additional resources requested related to assessment results.

PART D: Faculty and Staff

- 1. List current faculty and staff members in the program, areas of expertise, and how positions contribute to the program success.**

FULL TIME INSTRUCTORS:

Arturo Villarreal – A.A. General Major, San Jose City College, B.A. Behavioral Science w/Double major in Cultural Anthropology and M.A., Social Science, San Jose State University.

Area of Expertise: Pre-Columbian Mexico, Mexican Culture, Chicano Culture, Chicano Movement, Culture Change, Syncretism

How My Position Contributes to Program Success: Professor Villarreal has been teaching at EVC since 1989. Initially, he was teaching Sociology and Anthropology as an adjunct professor. Villarreal was hired on full time in 1997 to teach Ethnic Studies. He has also taught at De Anza College, Mission College and the National Hispanic University.

Professional Development in the past Six Years: Professor Villarreal is a lifetime member of The National Association for Chicana/o Studies (NACCS). I attend annually and have presented at NACCS on three different occasions. I co-authored a book titled Mexicans in San Jose. I have presented in the Chicano community and local schools. I have produced documentaries in conjunction with SJSU which focus on the Chicano Movement of San Jose and the history of low riding in San Jose. I was the historical consultant that was hired by the office of Nora Campos to assist in proposal that led to the establishment of McDonnell Hall (The old Guadalupe Church) becoming a state historic site in October 2014. On Campus I am a member of the ENLACE coordinating committee and serve as a mentor for the ENLACE students.

ADJUNCT INSTRUCTORS

Viet Nguyen- B.S., Education, Indiana University, Bloomington, Indiana
M.A., Asian American Studies, University of California, Los Angeles

Area of Expertise: Viet Nguyen is currently an Adjunct Faculty in Ethnic Studies, Asian Pacific, and Vietnamese American Experience at Evergreen Valley College.

How my Position contributes to Program Success: His curriculum focuses on the history of Asian American communities in San Jose and through- out America. In addition, he implements a final project that has students connect with local Asian American and community-based organizations so that they can better understand the impact of these agencies in San Jose. His goal is to link the students at EVC to these agencies so they can actively engage and have civic responsibility, while building bridges within the San Jose community.

Professional Development in the Last Six Years: Being a part of FMCI, he worked with Latino and Vietnamese immigrant families and youth in San Jose. The focus of FMCI was to build self-sufficient families and to have them live in safe neighborhoods where their children graduate from high school and are prepared for college or career. Today, he still leads, mentors, and counsels high-risk youth at Yerba Buena High School in San Jose on a monthly basis to empower and encourage them to create goals so that they can graduate high school in order to attend a community college or a four-year university. He was previously the Program Manager for the Franklin McKinley Children's Initiative (FMCI) in San Jose.

Additional awards

Human Relations Award: County of Santa Clara, Office of Human Relations, Santa Clara County Supervisor Cindy Chavez – For efforts in promoting positive human relations and civil rights

Bobby Seals – A.A. African American Studies, B.A. African American Studies, M.A. Ethnic Studies w/ emphasis in Africana Studies, Ph.D. Social and Cultural Anthropology w/emphasis in African Diaspora Spaces and Resistance Studies (ABD).

Area of Expertise: Introduction to Ethnic Studies; African American Studies; Africana Studies; Introduction to Race & Ethnicity Race and Ethnicity in the Americas; Resistance Studies; Transnational Social Movements; Development Projects; Governmentality and Post-Development; Race, Gender and Political / Cultural Agency; Qualitative Methods Seminar; African Diasporic Studies; Native American Studies; Asian American Studies; Chicano Studies; Third World Liberation Studies; Whiteness Studies; Marronage Studies; African American Existential Experience; Subalternity; Indigeneity; 3rd World Subjectivity and Intersubjectivity; Post-colonialism; Neo-colonialism; Politics of Place and Space; Alienation and Alterity; Decolonization; Decolonizing Knowledge; Comparative critical and Decolonial Theorizing; Blackness in Asia; Blackness in Europe; Blackness in Latin American; Social Movements; Water Rights; Auto-Ethnography; Black Thought; World-System Analysis; Critical Race Theory; Adoption Studies; Deforestation; Seed Movement; DE colonial Feminism; Whiteness Studies; Black Radical Critical Thought; Race and Ethnicity; Social Movements; Globalization and Development; Latin America and Shadeism; Qualitative Research Methods.

How My Position Contributes to Program Success: Professor Seals has been teaching at EVC since 2011 as adjunct faculty. He has taught Ethnic Studies, African American Culture, and Cultural Anthropology as an adjunct professor for the past three years. Bobby Seals was hired on part time in 2011 to teach Ethnic Studies. He is also currently teaching *Introduction to Ethnic Studies-Searching for America* (which consist of the African American component, Asian American component, Chicano component and Native American component), *Contemporary African American Studies*, Honors course reading seminar in Humanities, which

focus on *Non-Western Critical Thought and Intersubjectivity* at California State University Stanislaus. He's been teaching at this campus since spring 2013. Other courses that he has thought and are scheduled to teach next spring 2015 semester at CSU Stanislaus are: *African American in Education, Honors: Colloquium-Issues / Advocacy Seminar, Honors: Reading Seminar in Social Sciences, African American Family, and California Ethnic Experience.*

Professional Development in the past Six Years: Professor Seals is pursuing his doctorate in Social and Cultural Anthropology and is his last phase in the program, "All But Dissertation" phase. He is scheduled to have his doctorate completed in summer 2015. He has taken an On-line course at EVC to learn how to teach on-line and taken a Spanish Introductory course to learn and speak the language for research and analysis in Spanish-speaking countries throughout the (African) diaspora. Spring 2015 he will be taking a Portuguese Introductory course to learn and speak the language for research and analysis in Portuguese-speaking countries throughout the (African) diaspora. Also linguistically, he is also currently learning Amharic (Ethiopian) and Zulu (South African). He has given presentations and invited as a guest lecturer at San Francisco State University; San Jose State University; Merritt College in Oakland; University of the West Indies Mona in Kingston, Jamaica; University of Puerto Rico, and this past summer 2014 was invited to the University of the West Indies campus in Belize City, Belize for the Black Summit Conference on Marronage and Resistance Studies. Locally, he has given many presentations at inner-city community programs and local schools. He has part of the faculty / staff team that took EVC students to Central America this past summer as a Study Abroad and Student Immersion Program. Also created a similar study abroad program at CSU Stanislaus in which focused on Belize this past summer and Rio de Janeiro, Brazil for summer 2015. He is currently faculty advisor for AFFIRM program, Black History Month, and Black Student Union here at EVC. He is also a mentor to many students here at EVC and at CSU Stanislaus. He is currently the faculty advisor for the Omega Nu Omega Co-Ed. Fraternity at CSU Stanislaus. He is also the Faculty In Residence in Student Housing at CSU Stanislaus, which focus on exposing students to diversity and cultural engagement activities and events. He is also the Regional Advisor for West Indies / Caribbean, South America, and Central America for the Office of International Education at CSU Stanislaus.

2. Identify current schedule for tenure review, regular faculty evaluation, adjunct faculty evaluation, and classified staff evaluation.

Arturo Villarreal last evaluated in fall 2014.

Evaluation of Non-tenured Faculty: The Ethnic Studies Department has not hired a full time faculty member since 1997. We look forward to doing so. When we do so, the department will follow the guidelines described in Article 20 of the Faculty Association Collective Bargaining Agreement (FACBA).

The non –tenured faculty member is evaluated for four years in order to give the faculty member an opportunity to demonstrate that they meet the performance criteria established by a Tenure Review committee which is composed of the following members: the Discipline administrator and faculty. The tenure evaluation process consists of:

- Tenure Review committee in which faculty play a central role

- A pre-evaluation plan
- A Growth and Development Plan
- Observations of performance
- Student evaluations
- Progress review conferences
- Improvement plan, when applicable
- Summary Evaluation Report and recommendation prepared by the TRC
- Post evaluation conference
- Self- Evaluation

After the four-year process the TRC will make its recommendation to the Board of Trustees to grant tenure to the faculty member.

At the beginning of the non –tenured faculty member’s first semester of employment with the District a Tenure Review Committee is formed according to the selection procedure stated in section 20 .2 of the FACBA. The non – tenured faculty committee is composed of a faculty member selected from the appropriate subject area by the division administrator; the non-tenured member shall select the second faculty member. This must be done by the eighth week of the first semester of the first year. The Academic Senate must approve the tenured faculty members serving on TRC committees.

During this process the division administrator appoints the non- tenured faculty a mentor in the discipline. The mentor shall be available for assistance, discussions, and support related to the successful performance of new non-tenured faculty.

In the first three years of service the non-tenured faculty must be informed by the administrator of the rights and responsibilities concerning the evaluation process.

A Pre-evaluation Conference is convened by the end of the ninth week in the first semester and by the end of the fifth week in the third and fifth semesters. The non-tenured faculty member’s classes are then visited and the TRC members conduct student’s evaluations.

The non- tenured faculty member is responsible for designing a Growth and Development Plan according to FACBA 20.8.2. The Progress Review Conference is convened by the end of the fourteenth week of the first, third and fifth semesters to review the information from the TRC members and student evaluations as well as the Growth and Development Plan. A Post – Evaluation Conference is then convened by the fourth week of the non-tenured faculty member’s second, fourth, and sixth semesters to review and finalize the faculty member’s Growth and Development Plan.

In the fourth year, the Pre-Evaluation, Progress review Evaluation and the Post –Evaluation conferences are all completed by the end of the non-tenured faculty member’s seventh semester. The TRC chairperson drafts a Summary Evaluation Report based on classroom observations, administrator and student evaluations, job description and the non-tenured faculty member’s Growth and Development Plan. The TRC will proceed with tenure recommendation and submitted to the College President for approval. The Board of Trustees makes the final decision.

Evaluation of Tenured Faculty:

Tenured faculty are informed each term, by their respective deans, to have one of their classes visited by a faculty member who will conduct the student evaluation process. The student evaluations are summarized and kept in file in the dean's office. If the dean perceives a problem, a conference will be convened by the dean with the faculty member, otherwise, a regular conference with the faculty member and the dean takes place once every three years to review student evaluations, issues and concerns related to the faculty member's curriculum and teaching methods.

Evaluation of Adjunct faculty:

Adjunct faculty is evaluated according to article 19 of the Faculty Association Collective Bargaining Agreement (FACBA). An evaluation committee is formed and shall consist of the division dean and a peer full-time faculty member. At least one of the members of the Committee shall observe the performance of the adjunct faculty member.

The evaluation process is as follows:

- The adjunct faculty shall be informed in advance of the evaluation process
- Observations should be scheduled in advanced and the adjunct faculty must consent.
- Student evaluations will be conducted at the end of the observation and collected by the committee member
- The adjunct faculty is provided with a written summary of the evaluations by the division dean in charge.
- A post evaluation conference shall be held with the adjunct faculty member and the dean at the conclusion of the evaluation process.

Classified Staff Evaluation:

Classified staff is evaluated in accordance with the schedule set forth in Article 16.2 of the CSEA contract.

Probationary New-Hire Classified Employees

Probationary new-hire classified employees are evaluated three times during the first year (twelve months) of employment. The first two evaluations take place after the third and sixth months of employment, and a final evaluation after eleven months, using the full progress report form.

Probationary Promotional Classified Employees

Classified employees promoted to a higher classification (pursuant to Article 15.4 of the CSEA contract) serve a probationary period of at least six months. Probationary promotional classified employees are evaluated at the end of the third and fifth months of employment in the new classification.

Permanent Classified Employees

After the probationary period, all classified employees are evaluated annually, on the employee's anniversary date of hire.

3. Describe the departmental orientation process (or mentoring) for new full-time and adjunct faculty and staff (please include student workers such as tutors and aides).

Orientation process for new faculty:

In addition to the orientation process given by the District, the department has a mentoring program for the new full –time faculty. During the first semester of service the new faculty member is appointed a mentor in the same discipline. The mentor serves as a guide and supporting person, assisting the new faculty in school procedures and deadlines. The mentor also advises the new faculty concerning curriculum development, college committees and tenure review.

The Teaching and Learning Center provides an orientation for all new faculty on the history of the college and shared governance. The center offers new faculty the opportunity to attend Friday Academies. The academy provides opportunities and discussions on teaching pedagogies and campus services. It offers a variety of workshops on education, service learning and has an extensive Faculty Resource center.

Orientation process for new adjunct:

The adjunct faculty is introduced to the campus by the division dean. The division dean assigns a faculty mentor to the adjunct faculty. The mentor familiarizes the adjunct with school procedures; teaching assignments, class syllabus and college deadlines. The Ethnic Studies department has open doors policy in which adjunct faculty are encouraged to review the course syllabi, attend department meetings and ask for advice. The adjunct faculty is encouraged to attend the Teaching and Learning orientation in order to become familiar with the history of the campus, shared governance and the opportunity to network with other faculty.

PART E: Facilities, Equipment, Materials and Maintenance

- 1. Identify facilities allocated to the program (including the facilities often used by the department/program)
Discuss the quality and accessibility of the facilities, equipment, equipment maintenance, and materials available to the program.
Faculty and staff can use the Instructional Equipment request form and process here as part of the information)
Identify facility needs and its rationale.**

The Ethnic Studies department teaches most of its classes in Montgomery Hall and in the Cedro Building. The classroom is designated a Smart classroom. The quality of the equipment in the classroom is adequate. The noise from air vents in C 105 is marginal, leading to some complaints. This matter should be resolved. The desks are too large for the room, a result of the retrofit to Cedro that was completed last year. As a result, we have 49 desks crammed into a room that loads at 55 students. This is not a long term problem, owing to some student attrition. Yet, this does make it almost impossible for any Ethnic Studies instructor to add students.

- 2. Describe the use and currency of technology used to enhance the department/program. Identify projected needs and rationale.**

The computers used in Montgomery Hall and in the Cedro Building are adequate. The technology in Montgomery Hall has been upgraded so that the Ethnic Studies department has developed a curriculum that meets the needs of the twenty-first century digital student.

3. If applicable, describe the support the program receives from industry. If the support is not adequate, what is necessary to improve that support?

There is no industry support. The Ethnic Studies Department is not a CTE program.

PART F: Future Needs

1. What faculty positions will be needed in the next six years in order to maintain or build the department?

The Ethnic Studies department could benefit from the hiring of another full-time Ethnic Studies instructor, in order to meet the needs of the community and the student population. Currently there is only one full time Ethnic Studies instructor. Over a dozen Ethnic Studies classes are being offered for spring 2014, so as a result, at the current time, there is a great need, for another full-time Ethnic Studies instructor.

2. What staff positions will be needed in the next six years in order to maintain or build the department? (Staff, facilities, equipment and/or supplies) will be needed in the next six years? Provide rationale.

There is no need for a staff position.

3. Identify budget allocated for the department/program through the division budget (fund 10). Discuss its adequacy and needs if applicable along with rationale. Identify any external (fund 17) funding the department/program receives and describe its primary use.

Considering the Department's amazing productivity (WSCH/FTES), the Ethnic Studies faculty believe more sections of Ethnic Studies should be offered to meet student demand.

Additional money should be allocated for attendance of professional conferences to maintain staff development and currency in the field.

Additional money should be allocated for visiting speakers and student field-trips.

4. What equipment will be needed in the next six years in order to maintain or build the department? Provide specific purpose and rationale.

Classrooms with smaller tables and/or two-person tables/desks to promote cooperative learning and a different pedagogy than the traditional single-seat desk classrooms.

5. What facilities will be needed in the next six years in order to maintain or build the department? Provide specific purpose and rationale.

Bigger classrooms to maintain and perhaps increase the incredibly high WSCH/FTEF productivity of the department

PART G: Additional Information

- 1. Describe any other pertinent information about the program that these questions did not address?**

PART H: Annual Assessment (Program Faculty and PR Committee)

The Ethnic Studies Department is interested in learning more about the students taking Ethnic Studies classes, and exploring options to improve student success. The faculty will continue to review student evaluations as well as student success data. The faculty will continue to work together to update program SLOs, update courses, and improve all existing methods of assessment.

Part I: Resource Allocation Table

Ethnic Studies Program

Total Number of students served in the last 6 semesters:

6,390 students

Full- Time Equivalent Student Average over 6 semesters (FTES):

8.99

Number of classes offered fall 2015:

15 (the vast majority of classes are taught by adjunct)

Full time faculty Dr. Tran retired in the year **2012**.

EVC now has only **one** Full time Ethnic Studies Instructor since **2012**.

San Jose City College has **three** full time Ethnic Studies instructors.

We have had **five** part timers come and go at EVC since **2012**.

