

Ethnic Studies Program Review 2019/2020

Note to Preparers:

Please complete this form that includes the Program Review criteria for the comprehensive instructional program review. One of the major functions of Program Review is to ensure that all work units of the Evergreen Valley College are aligned with its goals. **If your work is not submitted by the December 1 deadline your program will not be eligible for possible funding based on criteria established by the budget committee.** The college's goals are set forth in its Mission and Strategic Initiatives, which are expressed in the narrative below.

Program relevant data sets are provided- via email- by the Office of Research, Planning and Institutional Effectiveness. Please see your Dean if you need additional help.

Additional information, including a submission timeline (**Due December 1st for feedback**) and samples of recent Program Reviews, are available on the college website <http://www.evc.edu/discover-evc/institutional-effectiveness/program-review>. If you have any questions, please feel free to contact any member of EVC's Institutional Effectiveness Committee (IEC).

After your submission to IEC, members of the committee will provide feedback to assist you in preparing a final version. The review committee will consist of IEC members and an optional external reader of your choice. The review committee will make a recommendation and your Program Review will precede to College Council and the EVC President for his/her final approval. Completed/approved Program Reviews will be eligible to participate in resource allocation through the allocation process in the College Budget Committee.

Evergreen Valley College's Mission:

With equity, opportunity and social justice as our guiding principles, Evergreen Valley College's mission is to empower and prepare students from diverse backgrounds to succeed academically, and to be civically responsible global citizens.

Strategic Initiatives:

1. Student-Centered: We provide access to quality and efficient programs and services to ensure student success.

Areas of focus are:

- Access
- Curriculum and programs
- Services

2. Community Engagement: We will transform the college image and enhance partnerships with community, business and educational institutions.

Areas of focus are:

- Increase visibility
- Develop strategic partnerships
- Building campus community

3. Organizational Transformation: We create a trusting environment where everyone is valued and empowered.

Areas of focus are:

- Communication
- Employee development

- Transparent Infrastructure

Department/Program Name: Ethnic Studies

Year of Last Comprehensive Review: 2014-2015

Year of Last Mini Review, if applicable: N/A

Preparers' Name(s): Arturo Villarreal & Melissa-Ann Nievera-Lozano

Area Dean: Brad Carothers, SSHAPE

Overview of the Department/Program

- 1. Provide a brief summary of your program. Please include a brief history and discuss any factors that have been important to the program's development.**

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.

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.

- 2. Please provide an update on the program's progress in achieving the goals (3 years) set during the last comprehensive program review.**

During the last comprehensive program review, the program's goals were to: provide 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.

The program continues to achieve these goals by (1) developing more courses for deeper scholarship and understanding and (2) collaborating with campus cultural programs to host events and strengthen EVC's campus climate and learning environment.

Courses in development at this time are: Latinx Culture and Experience; Filipinx American Identities; Women of Color in the U.S., and Independent Studies.

Members of our department bring and operationalize our Ethnic Studies lenses in collaborative projects with campus organizations. Ongoing campus collaborations among our faculty include: programming for Black History Month, Native American Heritage Month, National Latinx Heritage Month, Filipinx American History Month, and Asian Pacific American Heritage Month; being a mentor for EVC's Enlace and San Jose Promise Programs; an advisor for the AFFIRM program and Black Student Union; a workshop facilitator for SEAASE; a curriculum consultant for ASPIRE; a mentoring consultant for the Women and Gender Studies: Access To Success project; a division representative on the Faculty Union, as well as a senator on the Academic Senate.

3. Please state any recent accomplishments for your program and show how it contributes to the College's mission and success.

One recent accomplishment for our program is the hiring of Melissa-Ann Nievera-Lozano to serve as the second full-time faculty member for Ethnic Studies. With her experience employing critical pedagogy to underserved student populations for 10 years at campuses across the Bay Area (i.e., EVC, USF, SFSU, SJSU, CCSF, and De Anza College), hiring her helps answer our growing need in EVC to "prepare students from diverse backgrounds."

Another recent accomplishment we have is lending our efforts towards the development of four (4) AAT degrees in social justice: one (1) with an emphasis in Ethnic Studies; one (1) with an emphasis in Asian American Studies; one (1) with an emphasis in Chicana/o Studies; and one (1) with an emphasis in African American Studies. All are pending Curriculum Committee approval, and can possibly be in place by Spring 2020 or Fall 2020. Our ability to provide consciousness-raising education around societal issues concerning racism and power, contributes to EVC's mission by guiding students to become "civically responsible global citizens, with equity, opportunity and social justice as guiding principles" during their academic journeys and beyond.

4. If you received resource allocation for your last program review cycle, please indicate the resources you received and how these resources were utilized to impact student success and / or importance to your program. (The resources can be personnel or fiscal).

N/A

5. Please describe where you would like your program to be three years from now (program goals) and how these support the college mission, strategic initiatives and student success.

Three years from now, our program goals are to develop and offer new courses, such as: Latinx Culture and Experience; Filipinx American Identities; Women of Color in the U.S., and Independent Studies. We would also like to hire a 3rd full-time Ethnic Studies instructor. Doing so will provide students more options to sharpen their analytical tools and critical thinking skills through a larger selection of Ethnic Studies courses, with support from more faculty. With more learning opportunities in ethnic studies, students can more deeply understand how equity and social justice can be built in our community. They can also discover different ways of serving as civically responsible global citizens.

We will continue to prepare students from diverse backgrounds, by providing them learning environments where the diversity of their backgrounds becomes the center of our teaching. Our Ethnic Studies courses often become an experience of healing, health and mental wellness for our students, as we invite students to bring their lives and truths into the classroom. This transformative experience offers hope to students of marginalized populations who may not have seen themselves (their stories and histories) in the curriculum, prior to enrolling at EVC. With new hope, students begin to make new connections with their lives and career goals in ways that open up more possibilities towards their success.

PART A: Program Effectiveness and student success- please note that the Excel data workbook you received from the Research Office will be needed to complete this section. With each of the data elements, the underlined header corresponds with the name of the tab on the data spreadsheet to indicate where you will locate the data.

1. Program Set Standards (Summary Tab)

Overall, EVC’s Institution Set Standard for success rate is **71%**, and the aspirational goal for student success is **73%**.

<i>Success Rate</i> (completion with “C” or better)	Program	EVC	Program Set Standard (established during last comprehensive PR)	Program Success Goal (new)
F’14-F’18 average	70.44%	71%		72%

Program Set Standard: It is recommended that programs identify a success standard. This standard should reflect the *baseline* success rate.

Recommendation: 90% of the 5 year average success rate could be your program standard (average x 0.9).

Program Success Goal: It is recommended that programs identify a success goal. This goal should reflect the success rate to which your program *aspires*.

a) Is your program success rate higher or lower than the campus?	The average of our program success rate from 2014-2018, closely matches the campus success rate. We are currently lower by 0.56%.
b) If your success rate is higher than the campus, how are you helping students succeed in and outside the classroom? If your program success rate is lower, what are some strategies your program is implementing to improve?	

With a program success rate slightly lower, some strategies our we are implementing to improve are: the use of Canvas to administer testing, the employment of alternative learning methodologies in the classrooms, and incorporating a service-learning component in select courses.

c) Is the current program success rate higher than the program set standard?

Unable to locate the “program set standard” established in our last 2014-2015 Program Review (http://www.evc.edu/AcademicAffairs/Documents/14_15_Ethnic-Studies-Program-Review.pdf)

d) How close is the program to meeting the program success goal?

As of Fall 2018, our program success rate fell to 66.32%. Applying a year-over-year growth rate of 1.65%, we are establishing a new program success goal of 72% by year 5 (2023).

e) Are these measures (program set standard and program success goal) still current/accurate? If not, please describe here and reset the standards.

Unable to locate the “program set standard” established in our last 2014-2015 Program Review (http://www.evc.edu/AcademicAffairs/Documents/14_15_Ethnic-Studies-Program-Review.pdf)

2. Success Rate (“C” or better)-average Fall 2014- Fall 2018

<i>Success Rates: Measures by IPEDs</i> Race/Ethnicity	Program (average total enrolled students)	Program (average success rate)	EVC	
American Indian	2	90.74%	142	78.2%
Asian	200	76.14%	10,301	77.4%
Black or African American	18	64.15%	575	61.6%
Hawaiian/Pacific Islander	3	64.60%	113	66.9%
Hispanic	328	65.96%	9,786	63.9%
Two or More Races	15	77.39%	704	69.0%
Unknown	56	70.09%	2,212	72.0%
White	25	83.73%	1,560	74.0%
<i>Success Rates: Measures by Gender</i>	Program (average total enrolled students)	Program (average success rate)	EVC	

Female	373	71.57%	13,577	72.8%
Male	272	68.89%	11,749	68.8%
No Value Entered	3	78.31%	85	72.1%
Success Rates: Measures by Age	Program (average total enrolled students)	Program (average success rate)	EVC	
17 & Below	48	78.37%	639	82.2%
18-24	474	67.68%	16,883	68.0%
25-39	94	76.71%	5,418	74.9%
40 & Over	31	79.93%	2,427	79.4%
Unknown	1.4	80.00%	25	66.3%

a. With respect to disaggregated success rates, list any equity gaps that are identified and discuss possible interventions your program will implement to address these equity gaps? Please include a timeline of implementation and reassessment.

Equity gaps identified with respect to disaggregated success rates are: Black, Hawaiian/Pacific Islander, and Hispanic students appear to require more resources to succeed. Possible interventions our program will implement to address these equity gaps are to:

- Target the bottom 20% of students failing the course.
- Create stronger partnerships with UMOJA-AFFIRM and ENLACE so that students are aware and reminded of the culturally-relevant resources available (incorporate assignments that have students attend their events or visit their offices to learn more).
- Create relationships with counselors specifically from UMOJA-AFFIRM and ENLACE to develop a remediation program where students make appointments to discuss their performance in Ethnic Studies at least once a month.
- Continue to utilize the Early Alert program.
- On Canvas, instructors can incorporate personal alert systems within their courses so that students who are not passing after the first major assignment are contacted directly, weekly, throughout the month prior to the Withdrawal deadline to understand Withdrawal options.
- On Canvas, instructors can incorporate personal alert systems within their courses so that students who are not signing onto Canvas to complete assignments regularly are contacted directly, weekly, throughout the month prior to the Withdrawal deadline to understand Withdrawal options.

- b. With respect to disaggregated success rates (ethnicity/race, gender and age), discuss student performance in reaching your program set standard for student success as well as reaching the program success goal. (For data please refer to Program Set Standards in question #1 on page 3)

Unable to locate the “program set standard” established in our last 2014-2015 Program Review (http://www.evc.edu/AcademicAffairs/Documents/14_15_Ethnic-Studies-Program-Review.pdf)

- c. If your program offers course sections fully online, please contact the office of Research, Planning and Institutional Effectiveness to obtain a student success report on the online sections. Address any differences in student success rates between fully online courses and classroom courses.

3. Program Awards- if applicable

If the classes in your program lead to a degree or certificate, please visit the DataMart and indicate how many degrees/certificates were awarded in your program: http://datamart.cccco.edu/Outcomes/Program_Awards.aspx You will need to select drop down menus as shown below and then “select program type by major of study” (for example, select Legal for paralegal studies).

Program Awards Summary Report - Parameter Selection Area

Select State-District-College: Collegewide Search

Select District-College: Evergreen Valley

Select Academic Year: Annual 2015-2016

Select Award Type: All Awards

Select Program Type: ALL

View Report

Program Awards Summary for Special Population/Group, please click here.

Then at the bottom of the report, select the box “program type- four digits TOP”, then update report to get program specific information.

Report Format Selection Area - Check field to include in the report

Row Options

District Name

College Name

Award Type

Program CDCP Status

Program Type - Two Digits TOP

Program Type - Four Digits TOP

Program Type - Six Digits TOP

Update Report

Degree Type:	<i>Number of Awards (Examine 2015-16, 2016-17, and 2017-18 data)</i>
AA	N/A
AS	N/A
AS-T	N/A
AA-T	pending Curriculum Committee approval
Certificate 12-18 units	N/A
Certificate less than 12 (for data on these certificates please see your division administrator) N/A	
Discussion: N/A	

4. Student Enrollment Types (average F14-F18)

Day or Evening Student	Program average Headcount	Pct of Total	EVC (average headcount and percent of total headcount)	
Day	356	56.33%	4,619	50.3%
Day & Evening	224.5	35.52%	3,239	35.3%
Evening	51.3	8.15%	1,087	11.8%
Unknown			239	2.6%
Academic Load	Program average Headcount	Pct of Total	EVC (average headcount and percent of total headcount)*	
Full Time	242	38.16%	2,243	24.4%
Half Time or less than half time	286	45.36%	6,175	67.2%
Less than half time	77	12.14%		
Overload	2.5	0.41%		
Withdrawn	25	3.93%		

*Note: Not reported here are overload/withdrawn to equal 100%

- a. Discuss any changes in program enrollment types (day vs evening, full-time vs part-time) since your last program review? Discuss how do your program enrollments (Pct of total) compare to EVC? Based on the data, would you recommend any changes?

- Since our last program review, it remains that two or three courses are offered during the day and one course in the evening. Thus, our program shows a higher percentage of students attending during the day than in the evening-- similar to EVC's percentages.
- Our program shows a higher percentage full time students (38.16%) , than that of EVC (24.4%).
- No changes are recommended at this time.

5. Student Demographics- Headcount (average F14-F18)

Program Total Headcount			Headcount & Pct of Total	
Gender	Headcount	Pct of Total	EVC	
Female	363	57.39%	4959	54.0%
Male	266	42.11%	4185	45.6%
No Value Entered	3	0.50%	38	0.4%
Age	Headcount	Pct of Total	EVC	
17 & Below	48	7.56%	393	4.3%
18-24	463	73.21%	5483	59.7%
25-39	91	14.39%	2266	24.7%
40 & Over	30	4.71%	1029	11.2%
Unknown	1	0.22%	10	0.1%
Race/Ethnicity (IPEDS Classification)	Headcount	Pct of Total	EVC	
American Indian	2	0.33%	50	0.5%
Asian	196	31.02%	3596	39.2%
Black or African American	18	2.88%	226	2.5%
Hawaiian/Pacific Islander	3	0.47%	39	0.4%
Hispanic	319	50.51%	3609	39.3%
Two or More Races	14	2.24%	249	2.7%
Unknown	55	8.72%	806	8.8%
White	25	3.93%	608	6.6%

a. Based on the program total headcount and percent change year to year, discuss if your program growing or declining.

If so, what do you attribute these changes in enrollment to and what changes will the program implement to address them?

- The total program headcount is holding steady overall, as shown between 2014-2018.
- In some years, the headcount decreases from Fall to Spring, which could be due to students completing the course in the Fall (as it requires no prerequisites).
- There is a noted increase with enrollment among female students.
- There is also a noted decrease with enrollment among male students.

b. Discuss any gaps have you identified in your program. Discuss how your program enrollment is similar or different from the campus. Discuss which gender, age, and/or ethnic group are proportionally smaller than campus make up.

- Our program enrollment is similar to campus makeup in terms of students enrolled in evening and day courses; as well as the ratio between female and male students.
- Our older students aged 25 and above are proportionally smaller than campus makeup.

c. Discuss what interventions the program can implement to address any gaps in enrollment.

- To enroll more older students aged 25 and above, our program can intervene by offering more evening classes.
- To enroll more white students, our program can research further how white students perceive Ethnic Studies courses and create interventions using data collected.

6. Institutional Effectiveness (5 year average, see Summary Tab)

	Program	EVC
Capacity	77.48%	68.14%
Productivity (goal 16)	20.1	14.08

Is your capacity rate higher or lower than the campus?	Our capacity rate is <i>higher</i> than the campus.
Is your productivity goal higher or lower than the campus?	Our productivity goal is <i>higher</i> than the campus.
If the program capacity and/or productivity is lower than the campus, please provide rationale:	

PART B: Curriculum

1. Identify any updates to curriculum since the last comprehensive program review, including any new programs and indicate the 6-year timeline for scheduled course outline revision.

- We have updated our curriculum in Ethnic Studies 10.
- As stated earlier, we have four (4) AAT degrees in social justice awaiting approval from the Curriculum Committee: one (1) with an emphasis in Ethnic Studies; one (1) with an emphasis in Asian American Studies; one (1) with an emphasis in Chicana/o Studies; and one (1) with an emphasis in African American Studies. They will be in place by Fall 2020.
- This semester (Spring 2020), we are scheduling a meeting with Curriculum Committee Chair Eric Narveson to understand the details of what is needed to update curriculum for the following courses: ETH 11 - Ethnic Film, ETH 30 - Chicano@ Culture, ETH 35 - Soc of Chicano@ Experience, and ETH 42 - APA Culture & Experience.
- This work of updating the curriculum will include a 6-year timeline for scheduled course outline.

2. Identify all the courses offered in the program and describe how these courses remain relevant in the discipline and real-life experiences for students.

For courses your program has not offered in the past two years, please discuss a plan on how to deal with these courses (if your program is not going to de-activate these courses, please explain why).

Please include the list or diagram (program major sheet) of the courses reflecting course sequencing in the major and how often the courses within the program have been offered.

All courses in the program -- ETH 10, 11, 20, 30, 40 and 42 -- remain relevant in the discipline and real-life experiences for students as we invite students to bring their lived experiences into the classroom in connection to course material. We also incorporate learning activities and assignments that require students to operationalize their theoretical lenses outside of the classroom to practice better decision making concerning race relations and to encourage fostering relationships and deeper understanding throughout the larger community.

3. If you have a degree or certificate, please include a diagram of your program's guided pathways program map. (A program map indicates courses suggested for each semester, across two years, upon completion a student would qualify for a degree/certificate).

Also related to guided pathways, please describe conversations held in the classroom related to a student's future success in college (attaining a degree) or success in the workplace (attaining employment related to their education/program of study).

N/A

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

To maximize student learning and success, we do the following:

- Employ Canvas more intricately so as to streamline accessibility to course material.
- Utilize the online platform Kahoots! to engage students with test preparation.
- Assign classroom activities and off-campus research projects that have them participate in the knowledge-production process of course concepts.

Students note these strategies help them release the financial stress of textbook purchases; help raise their test scores through the semester; and remember course material beyond the end of the semester after having completed projects in which they took ownership of their learning process.

5. Discuss plans for future curricular development and/or program (degrees & certificates included) modification.

As stated earlier, we have four (4) AAT degrees in social justice awaiting approval from the Curriculum Committee: one (1) with an emphasis in Ethnic Studies; one (1) with an emphasis in Asian American Studies; one (1) with an emphasis in Chicana/o Studies; and one (1) with an emphasis in African American Studies. They can possibly be in place by Spring 2020 or Fall 2020.

We are also in the process of including a service-learning component to select courses, giving students the opportunity to volunteer in community organizations serving marginalized population whose very histories are covered in our courses.

6. Describe how your program is articulated with High School Districts, and/or other four year institutions. (Include articulation agreements, CID, ADTs...)

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.

N/A

PART C: Student Learning Outcomes and Assessment

1. On the program level, defined as a course of study leading to degree or certificate, list the Program Learning Outcomes (PLOs), and how they relate to the GE/ILOs (<http://www.evc.edu/discover-evc/student-learning-outcomes-%28slos%29>). Please also indicate how the course SLOs have been mapped to the PLOs.

If you are completing this program review as a department or discipline and do not offer any degrees or certificates, please write N/A in this space.

N/A

2. **Since your last program review, summarize SLO assessment activities and results at the course and program level. Please include dialogue regarding SLO assessment results with division/department/college colleagues and/or GE areas. Provide evidence of the dialogue (i.e. department meeting minutes or division meeting minutes, etc.). Your program review will not be approved unless every SLO for every course in your program, and every PLO (if your program has a degree or certificate) is complete and approved by EVC's SLO Coordinator. All SLOs and PLOs must be assessed every two years.**

Assessment mechanisms are being identified at the course and section level through projects and 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 SLOs, faculty need to conduct item analysis on questions to determine if modifying the question or eliminating the question is the most effective intervention.

We are meeting with EVC SLO Coordinator Joanna Arroyo to find out precisely what needs to be done (i.e., the completion of a Course Level SLO and Assessment Matrix for reach course) in order to have SLO assessment for our program up to date.

3. What plans for improvement have been implemented to your courses or program as a result of SLO assessment? Please share one or two success stories about the impacts of SLO assessment on student learning.

Plans for improvement will be drafted following a complete update of our SLO assessment, under the guidance of EVC SLO Coordinator Joanna Arroyo. We will then collect success stories about the impacts of SLO assessments on student learning by the end of this semester.

PART D: Faculty and Staff

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

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

Professor Villarreal's position contributes to program success with a breadth of experience as he 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. It is now a national historic site. A documentary on the history of San Jose was produced in 2015 titled: *Changing Boundaries: The History of San Jose* in which I was a featured Interviewee. In 2018, I authored a book titled "Jose Manuel Gonzales: Apache Mayor of San Jose". On Campus I am a member of the ENLACE coordinating committee and I serve as a mentor for the ENLACE students . I am a division representative on the Faculty Union and I serve as a senator on the Academic Senate.

Melissa-Ann Nievera-Lozano

AA, Sociology, Southwestern College; BA, Sociology, UCSD; MA, Asian American Studies, SFSU; Ph.D, Education, UCSC. Areas of Expertise: Critical race and ethnic studies, decolonial feminist methodologies, Asian American educational experience, Filipinx American identity formation and family dynamics, qualitative methods, portraiture

Professor Nievera-Lozano's position contributes to program success as she has been teaching in EVC's Ethnic Studies Department for 2 years, and for 10 years at campuses across the Bay Area, including: USF, SFSU, SJSU, CCSF, and De Anza College. She is the co-editor of *The Pilipinx Radical Imagination Reader* (2018), which documents contemporary lived experiences of Filipinx throughout the diaspora, offering a critical look inward to intersectional identity formation as a pathway to healing. She also has a chapter entitled, "Pain + Love = Growth: The Labor of Pinayist Pedagogical Praxis," published in K. L. Valverde and W. M. Dariotis (Eds.), *Fight the Tower: Asian American Women Scholars' Resistance and Renewal in the Academy* (2019). Professor Nievera-Lozano attends and presents at the Asian Pacific Americans in Higher Education (APAHE) Conference and the American Educational Research Association (AERA) Conference to sharpen her pedagogical tools for students of marginalized populations, and to foster connections with colleagues committed to student and faculty success. To stay analytically sharp on issues, developments, and conflicts in the field of Ethnic Studies and/or Asian American Studies, she attends and has presented at: the Association for Asian American Studies (AAAS) Conference, the American Studies Association (ASA) Conference, the Filipino American National Historical Society (FANHS) Conference, and for the first time this year will attend the Conference on Race and Ethnicity in American Higher Education (NCORE). At EVC, she collaborates with staff and faculty in the Southeast Asian American Student Excellence (SEAASE) program, the ASPIRE (Asian/Pacific Islander Resources for Excellence) Program, and the developing Women and Gender Studies: Access To Success project, to collectivize around providing culturally responsive resources and bridging relationships in our campus community.

PART TIME INSTRUCTORS

Macario Ortiz

B.A. in History with an emphasis in Latin America from San Jose State University; M.A. in Psychology with an emphasis in person centered education from United States International University; Graduate studies in Mexican American Studies from San Jose State University; Ryan Teaching Credential (K-12) from U.C. Santa Cruz and ED.D studies in education from NOVA Southeastern University. Areas of Expertise: Pre-European Ancient American Studies, European thought and culture, Chicano Studies, Latin American Studies, thought and culture, transformative aesthetics, history and politics of underdevelopment and development, transformative education and culture and community organizer.

Professor Mr. Ortiz's position contributes to program success as he has taught Chicano and Chicana studies for over 20 years at EVC. He has lectured extensively at Sacramento State University in the Ethnic Studies Program. He co-taught, on a volunteer basis, at San Jose State University's Chicano/a Studies Department with Dr. Gregorio Mora-Torres for one year and one semester as a paid staff. Professor Ortiz and Dr. Mauro Chavez developed the "idea" of the "dual enrollment" program at EVC over 20 years ago. Mr. Ortiz became one of the first mentor professors in the ENLACE Program at EVC. Professor Ortiz also served as the first state-wide director of CAP (Concilio de Arte Popular), a state-wide Chicano/a Latino/a organization of artists. Professor Ortiz is very knowledgeable on the historical roots of the Chicano Movement/Civil Rights Movement in America (Alaska-Punta Arenas South America). All this knowledge enables Professor Ortiz in transforming his approach to teaching in the content area and in becoming a better professor.

Angelina M. Loyola

AA, Psychology, Evergreen Valley College, 2007 BA, Sociology (Criminology), San Jose State University, 2010 MA, Mexican American Studies (Education), San Jose State University 2014. Areas of Expertise: Chicano Culture, Chicano Resistance, Critical Race Theory, School-to-Prison Pipeline, Intergenerational Trauma/ Internalized Oppression.

Professor Loyola's position contributes to program success as she has been teaching for the San Jose Evergreen Community College District since 2016. As an EVC alumni she has returned to EVC as Adjunct Faculty to teach Chicana and Chicano Studies and Sociology courses. Contributions to the success of the program are demonstrated through her personal connection to the college and the student demographic. As a first-generation college student, she has a profound understanding of the challenges that underrepresented student's experience. Her pedagogy is grounded in Critical Race Theory and facilitating courses that are student centered. Angelina is also a mentor for EVC's Enlace and San Jose Promise Programs and a current member of The National Association for Chicana/o Studies (NACCS) where she has presented twice. She also attends annual conferences held by (XITO) Xicanx Institute for Teaching and Organizing and the National Compadres Network where she is certified to teach their curriculum (Indigenous epistemology- Nahui Ollin and Xinachtli). She is the recipient of the William R. Hearst/CSU Trustees' Award for Outstanding Achievement and received a California Senate Resolution from Senator Elaine K. Alquist in 2009.

Thien-Huong Ninh

B.A. History, Asian American Studies, and Southeast Asian Studies, UCLA; M.A. and Ph.D. in Sociology, University of Southern California. Areas of Expertise: Race and ethnicity, global migration, gender, religion, refugees, Vietnamese diaspora

Professor Ninh's position contributes to program success as she has been teaching in Ethnic Studies at EVC since Spring 2020 as an adjunct professor. She has taught at other colleges and universities since 2012 in Sociology, Anthropology, Humanities and Religious Studies, and Ethnic Studies. Professor Ninh has several academic publications, including her book, *Race, Gender, and Religion in the Vietnamese Diaspora The New Chosen People* (Palgrave). She has been invited by and regularly make academic presentations about her research at different universities and academic conferences. Professor Ninh has been awarded several fellowships from governments and institutions around the world, including those in Germany, the Netherlands, Taiwan, and Japan. She currently serves on the American Academy of Religion/Western Region board as the Northern California Representative.

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; Postcolonialism; 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 THEIR POSITION CONTRIBUTES TO PROGRAM SUCCESS: Holds experience 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 15 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 was 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. In addition to major professional development activities completed by faculty and staff in the past, in particular with regards to students' success, equity, distance education, SLO assessment, guided pathways and/or innovative teaching/learning strategies, are there any additional professional development needs of your department in the future? What are they? Please provide details about a timeline.**

Additional professional development needs of our department in the future are:

- For full-time and part-time staff: More independent SLO training.
- For full-time staff: Training which helps demonstrate direct connections between curriculum updates to SLO assessment updates to the requirements of the Program Review.
- Timeline: If EVC can offer such training sessions (i.e., 3 of each session per semester), staff should have a window of 2 semesters to complete the training.
- Otherwise, staff might independently contact the SLO coordinator for extra one-on-one training, and complete them within the window of 2 semesters.

PART E: Budget Planning

- 1. With your Dean, review the department Fund 10 budget (operational budget) and discuss the adequacy of the budget in meeting the program's needs.**

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.

- 2. Identify an external (fund 17) funding the department/program receives, and describe its primary use.**

N/A

PART F: Technology and Equipment

- 1. Review the current department technology and equipment needed and assess program adequacy. List any changes to technology or equipment since the last program review. If changes were made please indicate how the change impacted student success.**

There are no changes to technology or equipment needs since the last program review. Classrooms with smaller tables and/or two-person tables/desks to promote cooperative learning have been used and traditional single-seat desk classrooms now offer a way for students to more freely reconfigure the classroom to work with desks in circles for easier collaborative communication.

PART G: Additional Information

Please provide any other pertinent information about the program that these questions did not give you an opportunity to address.

N/A

PART H: Future Needs and Resource Allocation Request:

two years. Please provide rationale on how the request connects back to SLO/PLO assessment, strategic initiatives or student success. If no additional requests are needed in any of the areas, put N/A. Based on the areas noted below, please indicate any unmet needs for the program to maintain or build over the next

Faculty and staffing requests N/A	Ongoing Budget Needs: One-time Expenditure:	Request linked to: SLO/PLO #: Strategic Initiatives (student centered, organizational transformation, community engagement): Improving Student success rates: Achievement of program set standard for student success:
Facilities N/A	Ongoing Budget Needs: One-time Expenditure:	Request linked to: SLO/PLO #: Strategic Initiatives (student centered, organizational transformation, community engagement): Improving Student success rates: Achievement of program set standard for student success:
Technology (Considerations: keep in mind accessibility of all technology requests so that it is 508 compliant)	Ongoing Budget Needs: One-time Expenditure:	Request linked to: SLO/PLO #: Strategic Initiatives (student centered, organizational transformation, community engagement):

<p>(Also discuss how long the technology you are requesting will be viable; how frequently will this technology need to be replaced; also discuss any issues surrounding disposal of requested technology items).</p> <p>N/A</p>		<p>Improving Student success rates: Achievement of program set standard for student success:</p>
<p>Equipment/Supplies</p> <p>N/A</p>	<p>Ongoing Budget Needs:</p> <p>One-time Expenditure:</p>	<p>Request linked to: SLO/PLO #: Strategic Initiatives (student centered, organizational transformation, community engagement): Improving Student success rates: Achievement of program set standard for student success:</p>