Program Review - Overall Report

2024 - 2027

Instructional: Ethnic Studies

2024 - 2027

Overall Trends

What overall trends do you see in success, retention, program of study, educational planning, and awards over the past 3 or more years?

I will underscore that Ethnic Studies (ETS), as discipline, has had a very short tenure on the Norco College campus. Nevertheless, over the past three academic cycles (2020-2021, 2021-2022 and 2022-2023), ETS courses have enrolled 295 students and retained 220 or 74.6%. The data shows that who are identified as males have retained better than identified as femailes - 77.7% of males and 73.2% of females. However, this 4.5% gap is significantly larger for students who identify as African American females, who were retained at a 46.7%. This gap in student retention is an area to keep in mind.

Gender	Enrolled	Retained	Retention Rate	DI	Close Gap
Female	190	139	73.2%	0	8
African American	15	7	46.7%	1	5
Asian	Masked Data			0	
Hispanic	122	90	73.8%	0	2
Pacific Islander	Masked Data			0	
White	30	25	83.3%	0	0
Two or More	11	8	72.7%	0	1
Unknown	Masked Data			0	
Male	103	80	77.7%	0	0
African American	Masked Data			0	
Asian	Masked Data			0	
Hispanic	58	42	72.4%	0	2
Native American	Masked Data			0	
White	17	14	82.4%	0	0
Two or More	Masked Data			0	
Unknown	Masked Data			0	
Unknown	**Masked Data**			**0**	
Asian	Masked Data			0	
Unknown	Masked Data			0	
Total	295	220	74.6%	0	0

Gender	Enrolled	Retained	Retention Rate	DI	Close Gap
Female	190	139	73.2%	0	8
African American	15	7	46.7%	1	5
Asian	Masked Data			0	
Hispanic	122	90	73.8%	0	2
Pacific Islander	Masked Data			0	
White	30	25	83.3%	0	0
Two or More	11	8	72.7%	0	1
Unknown	Masked Data			0	
Male	103	80	77.7%	0	0
African American	Masked Data			0	
Asian	Masked Data			0	
Hispanic	58	42	72.4%	0	2
Native American	Masked Data			0	
White	17	14	82.4%	0	0
Two or More	Masked Data			0	
Unknown	Masked Data			0	
Unknown	**Masked Data**			**0**	
Asian	Masked Data			0	
Unknown	Masked Data			0	
Total	295	220	74.6%	0	0

Please add any relevant documents here.

Disaggregated Student Subgroups

Look at the disaggregated student subgroups in success, retention, program of study, educational planning, and awards for your area. Are there any equity gaps that you will address in the next 3 years?

From 2020 to 2023, a 46.7% retention gap that has emerged with African American females.

If there are any concerning trends over the past 3 or more years, or if equity gaps exist, what is your action plan to address them?

According to the most current Norco College Research, the 2023–2024 Student Equity Program Research Findings & Student Reccomendations Report, many Black students are "overscheduled and sleep deprived, often waking predawn to care for children, start their workday...all in addition to their coursework." These overscheduled students often speak with "lots of positive verbiage about being able to handle their rigorous schedules without discussion on what would happen if they (or their children) became ill, had an accident, or anything else occurred to upset the delicate balance" of their overscheduled lives.

The research also found that the same students "often describe various pre-enrollment elements as 'easy' even when they later describe their inability to navigate those 'easy' elements."

Data Review

Moreover, these sames students "are less likely than new students to report multiple conflicting responsibilities." It is perhaps here where we may be able to intervene. My influence or reach with students is very limited when it comes to modifying their lives. Many still need to work to provide for their families, many will still have their children to attend to, and their pursuit of higher education is admirable and legitimate.

Institutionally, we we can work to present <u>asking for help</u> (namely to develop skills, access tutoring and other services) as part and parcel of a typical academic journey. We, as a discipline and as an institution, should strive to intervene early so as to <u>encourage our students to ask for help</u> in further developing their skills and accessing tutoring and other services specially with students who come to our doors with multiple responsibilities.

Please add any relevant documents here.

Establish Associate Degrees for Transfer (ADT)

Program/Unit Goal
Establish Associate Degrees for Transfer (ADT)

Goal Cycle
2024 - 2027

What are you doing now in support of this goal?
Currently working with Ethnic Studies faculty accross our District reviewing and re-writing curriculum.

What are your plans (3-year) regarding this goal?
Continue to write curriculum.

Hire additional faculty.

Please add any relevant documents here.

Mapping
Educational Master Plan (2020-2025): ( )
- 2025 Objective 1.2 - KPI 2 (Student Services):
- 2030 Goal 1: Access:
- 2030 Goal 2: Success:

Evidence

Evidence Date
03/16/2024

Please provide any assessment data or other evidence that supports this Program/Unit Goal.
Establishing an Ethnic Studies ADT would place students on the path to transfer to the CSU or UC and be given priority admission.

Is there a resource request associated with this Goal?
Yes

If yes, please provide a short description.
Additional full-time faculty.

Please add any relevant documents here.

Equity

2024 - 2027

1. Which equity-related professional development trainings have members of your area participated in to improve student learning, student support, and/or college support?

Promotion of Ethnic Studies; Professional Training and Conference Attendance; Work on Student Equity Program Initiative

2. What knowledge or skills/techniques have members in your area implemented from these trainings and what changes have you seen?

Collaboration with Library; Collaboration with Counseling; Provide FLEX Training

3. What additional equity-related professional development/trainings do you seek to better support your area?

Ongoing Professional Training and Conference Attendance

Please add any relevant documents here.

2024 - 2027

Are all your courses current (within four years)?

Yes

What percentage of your courses are out of date?

0%

If you have courses that are not current, are they in the curriculum process?

N/A

For out of date courses that are not already in progress of updating, what is your plan?

N/A

Do you have proposals in progress for all the DE courses you intend to file?

No

Do you require help to get your courses up to date?

No

Please add any relevant documents here.

Student's ability to analyze and articulate concepts of ethnic studies (i.e. race and ethnicity, racialization, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization and anti-racism).

Date
12/16/2022
Observation
What did you notice?
Students do better when presenting their understanding and analysis than when writing their understanding and analysis by a margin of 20.6% to 33.8%.
Course(s)
ETS 1
SLO(s)
#2 - Analyze and articulate concepts of ethnic studies, including but not limited to race and ethnicity, racialization, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization and anti-racism.
Discussion/Analysis
This differential is evidence that students can grapple, understand and analyze difficult concepts. It is also evident that could benefit from skill building. We must understand that many students, namely student of color, for whatever reasons have experienced upwards of 12 years of aversion to writing and we can help.
Please paste any relevant screenshots here.
ETS 1 | 31372 | WINTER 2024

DUE | ENGAGED PARTICIPATION | Responses to Classmate's INFOGRAPHIC PRESENTATIONS
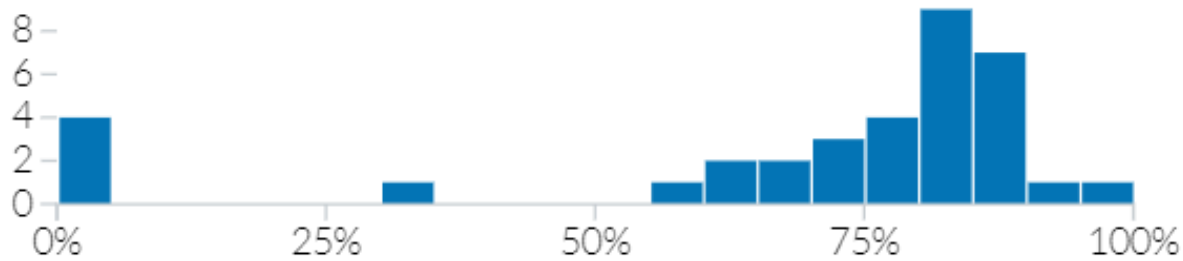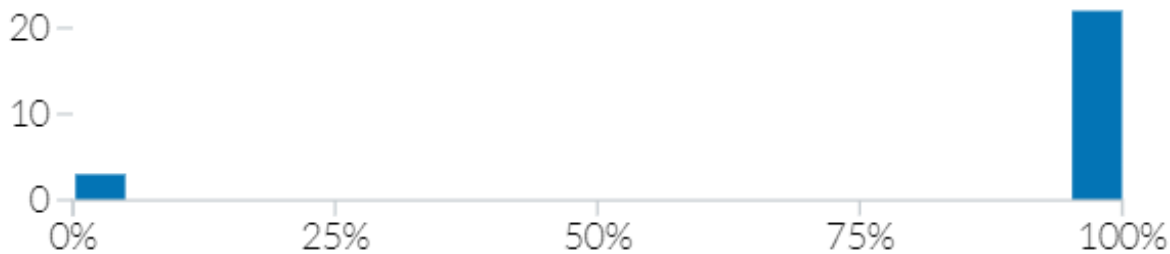
Due Feb 5

Average Grade	Low	High	Missing	Late
88.9%	0.0%	100.0%	0	5
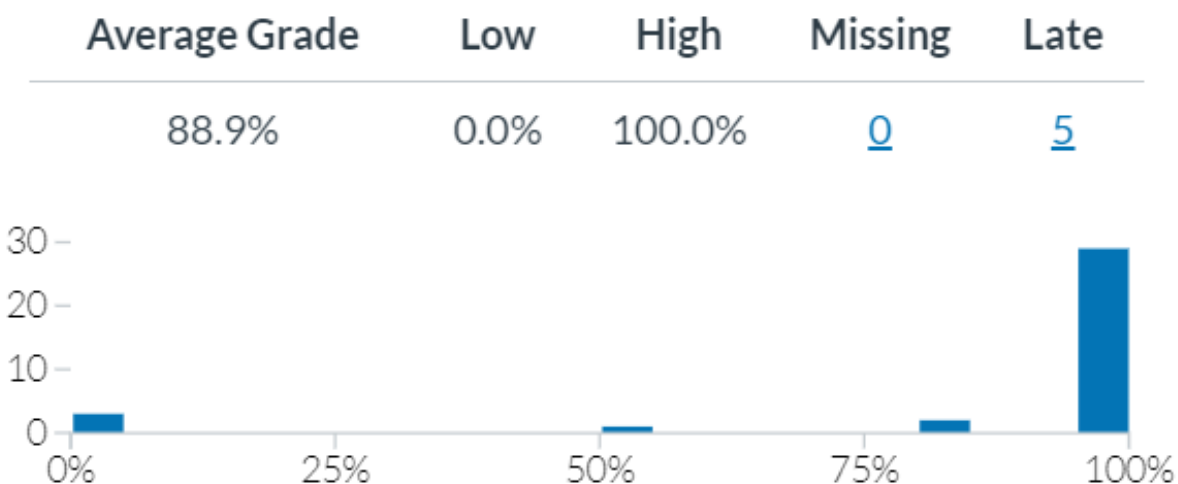
DUE | MY MIGRATION STORY - FINAL

Due Feb 8

Average Grade	Low	High	Missing	Late
68.3%	0.0%	95.0%	0	0

ETS 1 | 31373 | WINTER 2024

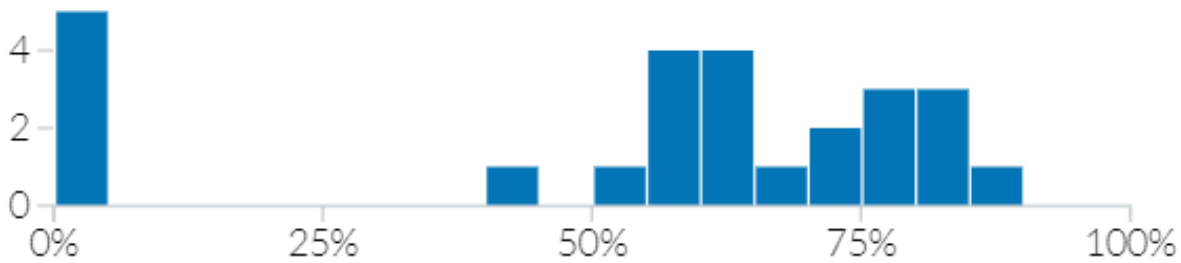# DUE | ENGAGED PARTICIPATION | Responses to Classmate's INFOGRAPHIC PRESENTATIONS

Due Feb 5

Average Grade	Low	High	Missing	Late
88.0%	0.0%	100.0%	0	0

DUE | MY MIGRATION STORY - FINAL

Due Feb 8

Average Grade	Low	High	Missing	Late
54.2%	0.0%	87.0%	0	0

Please add any relevant documents here.

Curriculum Mapping
ETS-1 (X)

Dedicated Classroom.1

Resource Year
2024 - 2027

What resources do we already have?
none

What resources do you need?
Dedicated Classroom

$ Amount Requested
10,000

Resource Type
BUDGET: Facilities Building, Remodel

Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.
Goal 3 Equity Close all student equity gaps.

Goal 10 Facilities Build a comprehensive and inspiring campus integrated into the region that serves as a destination for education, commerce, life, and the arts.

Goal 12 Resources Develop innovative and diversified resources to build and sustain a comprehensive college and achieve its visionary goals.

Having a dedicated classroom for ETS provides an specific academic space for BIPOC student. Students can begin to visualize ETS as the established academic field it is and which they can pursue.

This request for my area is Priority #:
2

Is this request
New

Mapping
Instructional: Ethnic Studies: (.)
- Establish Associate Degrees for Transfer (ADT) : .

Resource Request

What resources do we already have?

Potential Funding Source(s)

Equity,FPDC,GRANT: PACES Title V HSI

What resources do you need?

Conference Attendance to begin taking students to these professional spaces.

Request related to EMP goal or Assessment?

EMP Goal 3,EMP Goal 12

$ Amount Requested

25,000

Resource Type

FACULTY: Professional Development

The evidence to support this request can be found in:

Equity

This request for my area is Priority #:

2

Professional Development Activity Funding Request Application

Attendee and Activity Information

Has this professional development request been discussed and approved by your department chair?

No

Date of Request

03/16/2024

Activity Date(s)

future

Attendee Name

2-4 Students and Faculty Member

Position

Full-time Faculty

Discipline

ETHNIC STUDIES

Name of Activity and Organization/Sponsor

Conferences: NCORE, MALCS, OIES, Ethnic Studies

Faculty Professional Development Requests

Link to Activity Website

EVIDENCE of Effectiveness:

Prajukti Bhattacharyya, University of Wisconsin-Whitewater

bhattacj@uww.edu

Catherine W.M. Chan, University of Wisconsin-Eau Claire

chancw@uwec.edu

Bhattacharyya, P. and Chan, C. W. M. (2021) "Can Undergraduate Research Participation Reduce the Equity Gap?" *Journal of the Scholarship of Teaching and Learning,* Vol. 21, No. 1, April 2021, pp. 287-300. doi: 10.14434/josotl.v21i1.30462

Abstract: Undergraduate research (UGR), one of several high-impact practices (HIPs) in education, can positively impact student retention and graduation rates. H

Location

Out-of-state

City, State

varying locations

Have you sought any other co-sponsorship (other internal and/or external funding)?

No

If yes, list source and total dollar amount.

n/a

Estimated Costs ($)

Registration

4,000

What is included with Registration?

conference attendance

Air Travel or Mileage (65.5 cents/mile)

4,000

Hotel (tax included)

4,000

Airport Parking

400

Ground Transportation

400

Meals ($75/day maximum)

1,500

Hotel Parking

400

Incidentals

400

Faculty Professional Development Requests

Total Costs

15,100

Justification for Funding Request

Select the categories of professional development that best support your request. (Check all that apply)

Other activities determined to be related to educational and professional development,Development of innovations in instructional and administrative techniques & program effectiveness

Briefly describe the objective of the activity and how it will benefit you and the work you do for the college. If this activity aligns with the objectives of any special programs, grants, or plans (e.g., Equity, AB 705, Guided Pathways, STEM, etc.) please explain.

Equity | Students who are introduced to Research in their academic trajectory begin to envision themselves as belonging within the academy. Introducing students to these opportunities not only encourages students, but places them within the context of those spaces which, in most cases, are new and unknown to them.

How do you plan to share the information gained from the activity to your department/division? See "Dissemination Plan Ideas" document for ways to disseminate information and check all that apply.

Develop a Flex day activity,Provide adjunct training,Host a Workshop or "Brown Bag" discussion,Change something in your classroom

Briefly explain your selection above.

Introducing students to research and presentation opportunities opens the doors for them, but they can then share their experience with their peers and a single spark has the potential to achieve a huge fire.

Is there anything else you would like to add?

Ethnic Studies is transformative and student who engage in understanding their lives and their communities as "worthy" of study and analysis experience that transformation in incredible ways!

Approve and Submit

Proof of approval is uploaded, ready to submit?

null

Please upload proof of approval for travel from your department chair or Dean.

For Administrative Use Only

Funding Status

Notes

2024 - 2027

Resource Request

What resources do we already have?

1-Full-Time Faculty position

Potential Funding Source(s)

What resources do you need?

2 new Full-Time Faculty positions

Request related to EMP goal or Assessment?

EMP Goal 2,EMP Goal 3,EMP Goal 7

$ Amount Requested

400,000

Resource Type

FACULTY: New Full time Faculty (Associate faculty requested through Department Chair and Dean)

The evidence to support this request can be found in:

Equity,Program/Unit Goals

This request for my area is Priority #:

1

Faculty Hiring Resource Request Form

Department Information

Department Chair Email:

Faculty Requesting Email:

Faculty Position Requested:

This request is for:

In what sections of your program review can the objectives and justifications for a new faculty hire be found?

Faculty Hiring Resource Requests

Statistical Data - Please email Research@norcocollege.edu to request assistance with completing questions requesting data, dashboards are under development.

Student Enrollment

Provide the total number of students enrolled in the discipline for each term in the last three years:
Provide the percent capacity/fill rate for each semester in the discipline for the last three years:
Provide the average class size at Census for each semester for the last three years:
Provide the efficiency (WSCH/FTEF) for the last three years:

Instructional Data

Total number of sections offered in the discipline for the primary semesters in the previous year:

Are any of the sections cross-listed?

If so, how many?

Total number of units offered in the discipline for the primary semesters in the previous year:

Proportion of full-time vs adjunct instruction

Number of full-time instructors currently in the discipline:

Full-time instructors by headcount:

Full-time instructors by FTEF:

Number of associate faculty instructors currently in the discipline:

Associate faculty instructors by headcount:

Associate faculty instructors by FTEF:

Total FTEF reassign NOT reoccurring each year (do not include dept. chair):

How many additional full-time faculty can this discipline support towards reaching a 75/25 full-time to adjunct ratio?

Educational Program - Responses should provide detailed information specifically addressing what is asked. This section will be scored as a whole, so please avoid redundancy, there will be no advantage to restating the same information in multiple answers. Please do not include data that is already included

in the above sections. Also, the information you provide should reflect justifications in program review sections. (50 Points)

Describe how this discipline/program/unit contributes to the Educational Master Plan with regard to the Goals and Objectives. If relevant to this application, provide data for certificates, degrees, employment opportunities, etc...

Indicate what this new hire will contribute to your department or discipline that currently cannot be accomplished by the existing faculty.

Explain the impact this hire will have on other disciplines, programs, and the college.

Explain the impact if this faculty position is NOT hired.

Please describe any other factors not already addressed that reinforce the need for a full-time faculty hire.

Instructional Summary - Complete this section for Instructional Faculty only

1. How many additional full-time faculty can this discipline support towards reaching a 75/25 full time to adjunct ratio?

2. How many approved hires within this discipline are currently unfilled?

3. How many growth positions in this discipline are being requested and prioritized before this position?

4. Complete the calculation = (1-2-3) =

5. How many full-time faculty were employed in the discipline in the most recent Fall term?

1

6. Department Relative need total:

Counseling Summary - Complete this section for Counseling Faculty only

1. The number of students for the most recent Fall term relevant to your program.

2. How many full-time faculty are in your discipline, including retiring faculty?

3. How many growth positions in this discipline are being requested and prioritized before this position?

4. Calculation: (2) + (3) =

5. Please provide a state-mandated or institutional set student per faculty target ratio.

6. Complete the calculation using the above questions [(1)-(5)x(4)]/(5)=

7. Relevant Need: (6/4)=

Library Summary- Complete this section for Library Faculty only

1. The number of FTES for the most recent Fall term.

2. How many full-time faculty are in your discipline, including retiring faculty?

3. How many growth positions in this discipline are being requested and prioritized before this position?

4. Calculation: (2) + (3) =

5. The state-mandated or institutional set FTE per faculty ratio.

6. Complete the calculation using the above questions [(1)-(5)x(4)]/(5)=

7. Relevant Need: (6/4)=

Submit

Ready to Submit?

For Administrative Use Only

Funding Status

APC Ranking

Notes

2024 - 2027

Resource Request

What resources do we already have?

1-Full-Time Faculty position

Potential Funding Source(s)

What resources do you need?

2 new Full-Time Faculty positions

Request related to EMP goal or Assessment?

EMP Goal 2,EMP Goal 3,EMP Goal 7

Faculty Hiring Resource Requests

$ Amount Requested

262,272

Resource Type

FACULTY: New Full time Faculty (Associate faculty requested through Department Chair and Dean)

The evidence to support this request can be found in:

Equity,Program/Unit Goals

This request for my area is Priority #:

1

Faculty Hiring Resource Request Form

Department Information

Department Chair Email:

Alexis.Gray@norcocollege.edu

Faculty Requesting Email:

Nancy.Quinones@norcocollege.edu

Faculty Position Requested:

Ethnic Studies Professors

This request is for:

Growth position in existing program

In what sections of your program review can the objectives and justifications for a new faculty hire be found?

Statistical Data - Please email Research@norcocollege.edu to request assistance with completing questions requesting data, dashboards are under development.
Student Enrollment

Provide the total number of students enrolled in the discipline for each term in the last three years:
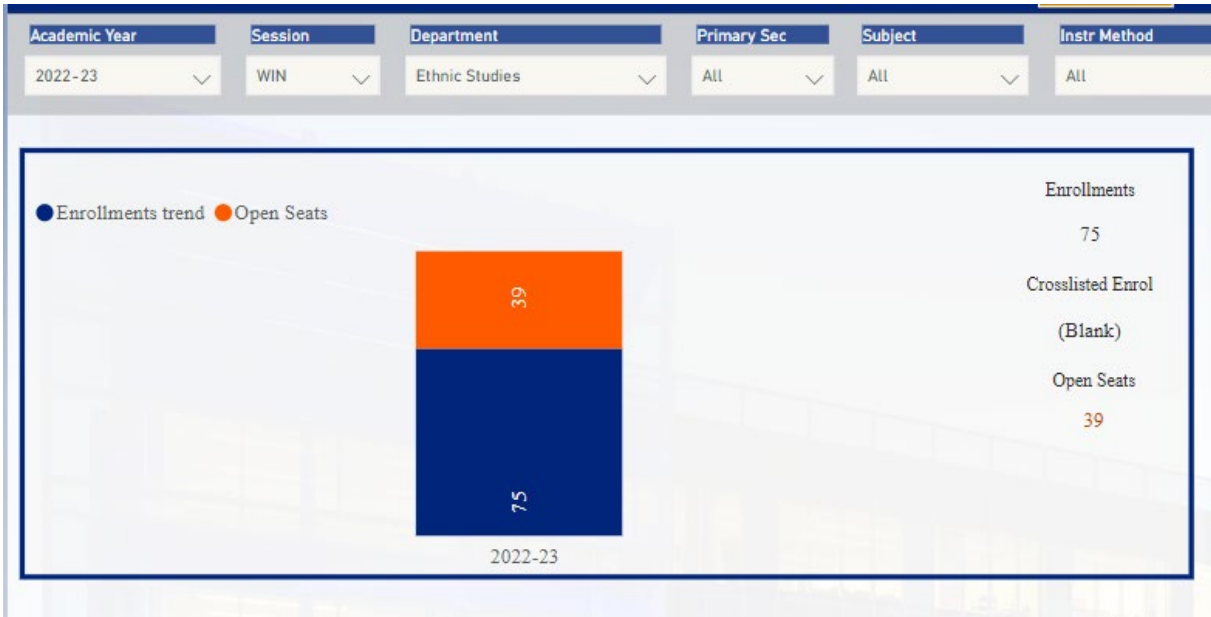
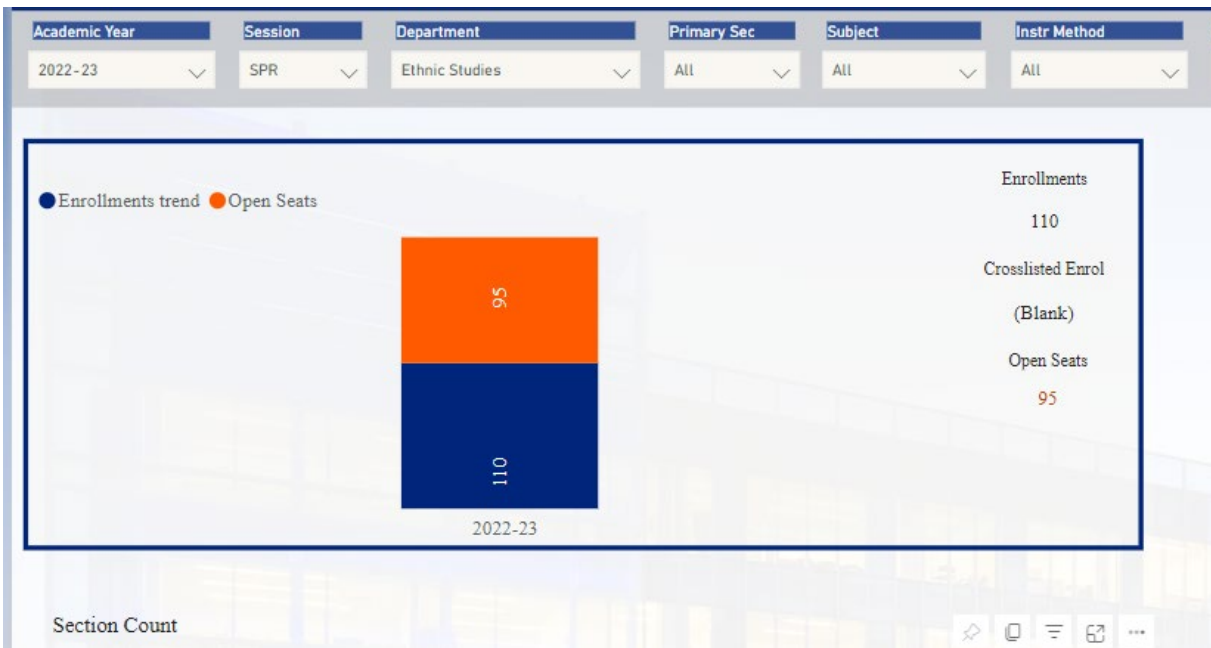Note: Only 2022-23 avaliable, 2021-22 One course in Spring.

Fall

Faculty Hiring Resource Requests

Winter

Spring

Provide the percent capacity/fill rate for each semester in the discipline for the last three years:

Fill rate	2022-23
Fall	61.1%
Winter	65.8%
Spring	53.7%

Faculty Hiring Resource Requests

Provide the average class size at Census for each semester for the last three years:

Adverage Class size	2021-22	2022-23
Summer	N/A	N/A
Fall	N/A	21.4
Winter	N/A	25.0
Spring	5	22.0

Provide the efficiency (WSCH/FTEF) for the last three years:

Since the establishing Ethnic Studies as a graduation requirement, there has been a huge demand for ETS courses. Here at Norco, we have made several attempts to hire part-time instructors with no success. The current load and overload are carried by one full-time faculty. Adding two full-time professor will be instrumental in increasing capacity, efficiency and meeting the current and future demand for ETS course on our campus.

Instructional Data

Total number of sections offered in the discipline for the primary semesters in the previous year:

13

Are any of the sections cross-listed?

no

If so, how many?

Total number of units offered in the discipline for the primary semesters in the previous year:

5

Faculty Hiring Resource Requests

Proportion of full-time vs adjunct instruction

Number of full-time instructors currently in the discipline:

1

Full-time instructors by headcount:

1

Full-time instructors by FTEF:

2.6

Number of associate faculty instructors currently in the discipline:

0

Associate faculty instructors by headcount:

0

Associate faculty instructors by FTEF:

0

Total FTEF reassign NOT reoccurring each year (do not include dept. chair):

0

How many additional full-time faculty can this discipline support towards reaching a 75/25 full-time to adjunct ratio?

Educational Program - Responses should provide detailed information specifically addressing what is asked. This section will be scored as a whole, so please avoid redundancy, there will be no advantage to restating the same information in multiple answers. Please do not include data that is already included in the above sections. Also, the information you provide should reflect justifications in program review sections. (50 Points)

Describe how this discipline/program/unit contributes to the Educational Master Plan with regard to the Goals and Objectives. If relevant to this application, provide data for certificates, degrees, employment opportunities, etc...

Goal 3 Equity Close all student equity gaps.

Goal 12 Resources Develop innovative and diversified resources to build and sustain a comprehensive college and achieve its visionary goals.

Ethnic Studies is the history of how we have become the United States of America (warts and all) - the obstacles we have faced, overcome and will continue to face. By exploring the central role race, ethnicity, class and gender have played in U.S. society, Ethnic Studies provides a critical lens to examine and contextualize what is happening right now.

How did we get to this point? What lies ahead? Should we attempt to make sense of it all? If we are curious about any variations of these questions, Ethnic Studies provides a historical, intellectual, hard-fought and dignified map of the struggle toward a comprehensive and respectable answer.

As a nation, the U.S. is an extraordinary paradox. The U.S. is the socio-political experiment that declared "all men equal" while concurrently dehumanizing and enslaving thousands. The U.S. is a socio-cultural experiment that touts the idea of itself as a "melting pot" nation of immigrants while concurrently writing laws to keep thousands out because they were deemed "unsuitable" to be "Americans." The U.S. fought Nazism and fascism, while imprisoning thousands of its own citizens in internment camps and segregating communities.

Moreover, Ethnic Studies does more than provide insight or hindsight into our historical record of injustice. The discipline helps us navigate our present. Ethnic Studies is a gateway for our students into

rigorous research and writing. Ethnic Studies positions our students, and ourselves, to enter a workplace that is more diverse than ever. Ethnic Studies gives students (and us) the language, strength and the bravery to engage in difficult dialogue.

Ethnic Studies is much more than an academic discipline. Ethnic Studies leads to a commitment to a life of justice, empowerment and advocacy. Ethnic Studies raises our consciousness and most often our lives can never be the same again. We need to understand the significance of Ethnic Studies and the impact it can have on our campus.

Indicate what this new hire will contribute to your department or discipline that currently cannot be accomplished by the existing faculty.

The numbers of full-time and part-time faculty in community colleges has been a matter of national concern, namely when it comes to student engagement and retention. Full-time faculty hires allows for allows for **more consistent engagement with students**. Full-time faculty members are able to contribute more comprehensively to the institution by participating in committees, academic governance, and other aspects of the college.

Explain the impact this hire will have on other disciplines, programs, and the college.

As a newly required discipline for all ADTs and ASTs, the demand for ETS courses has increased. Additional ETS faculty would facilitate Inter-departmental coalboration and would help transition Ethnic Studies from the margins of "elective" to the center as a required academic discipline. Building the department would be a team venture versus a "lone wolf" project. With a partner in the discipline we could accelerate the evolution of an ADT and would also give the opportunity to develop and offer additional curriculum.

Explain the impact if this faculty position is NOT hired.

ETS remains on the margins of academic life. Eventhough ETS is a newly required discipline for all ADTs and ASTs and the demand for ETS courses has increased, we will not be able to meet the demand.

Additionally, the current ETS faculty would be limited in capacity for Inter-departmental coalboration. ETS would be limited in transitioning from the margins because the pace will be delayed for lack of capacity.

Building the department, future ADT, grow the curriculum will all be delayed for lack of capacity.

Please describe any other factors not already addressed that reinforce the need for a full-time faculty hire.

Instructional Summary - Complete this section for Instructional Faculty only

1. How many additional full-time faculty can this discipline support towards reaching a 75/25 full time to adjunct ratio?

2. How many approved hires within this discipline are currently unfilled?

3. How many growth positions in this discipline are being requested and prioritized before this position?

4. Complete the calculation = (1-2-3) =

5. How many full-time faculty were employed in the discipline in the most recent Fall term?

1

6. Department Relative need total:

Counseling Summary - Complete this section for Counseling Faculty only

1. The number of students for the most recent Fall term relevant to your program.

2. How many full-time faculty are in your discipline, including retiring faculty?

3. How many growth positions in this discipline are being requested and prioritized before this position?

4. Calculation: (2) + (3) =

5. Please provide a state-mandated or institutional set student per faculty target ratio.

6. Complete the calculation using the above questions [(1)-(5)x(4)]/(5)=

7. Relevant Need: (6/4)=

Library Summary- Complete this section for Library Faculty only

1. The number of FTES for the most recent Fall term.

2. How many full-time faculty are in your discipline, including retiring faculty?

3. How many growth positions in this discipline are being requested and prioritized before this position?

4. Calculation: (2) + (3) =

5. The state-mandated or institutional set FTE per faculty ratio.

6. Complete the calculation using the above questions [(1)-(5)x(4)]/(5)=

7. Relevant Need: (6/4)=

Submit

Ready to Submit?

For Administrative Use Only

Funding Status

    APC Ranking

    Notes

2024 - 2027

Resource Request

What resources do we already have?

1-Full-Time Faculty position

Potential Funding Source(s)

What resources do you need?

2 new Full-Time Faculty positions

Request related to EMP goal or Assessment?

EMP Goal 2,EMP Goal 3,EMP Goal 7

$ Amount Requested

262,272

Resource Type

FACULTY: New Full time Faculty (Associate faculty requested through Department Chair and Dean)

The evidence to support this request can be found in:

Equity,Program/Unit Goals

This request for my area is Priority #:

1

Faculty Hiring Resource Request Form

Department Information

Department Chair Email:

Alexis.Gray@norcocollege.edu

Faculty Requesting Email:

Nancy.Quinones@norcocollege.edu

Faculty Position Requested:

Ethnic Studies Professors

This request is for:

Growth position in existing program

In what sections of your program review can the objectives and justifications for a new faculty hire be found?

Program Review Part 1
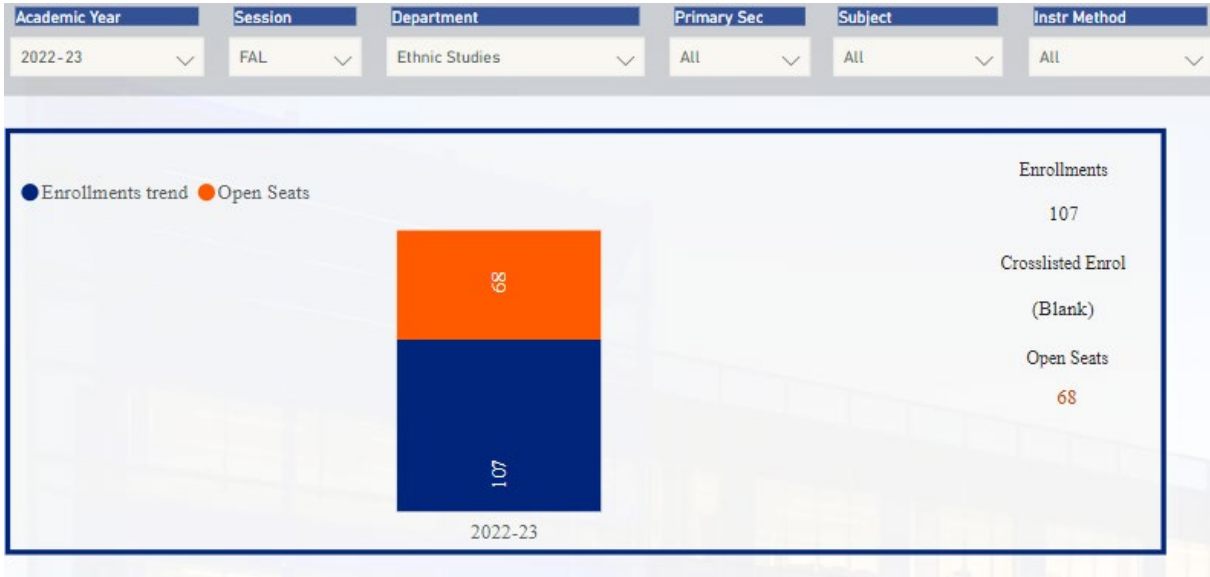
Faculty Hiring Resource Requests

Statistical Data - Please email Research@norcocollege.edu to request assistance with completing questions requesting data, dashboards are under development.
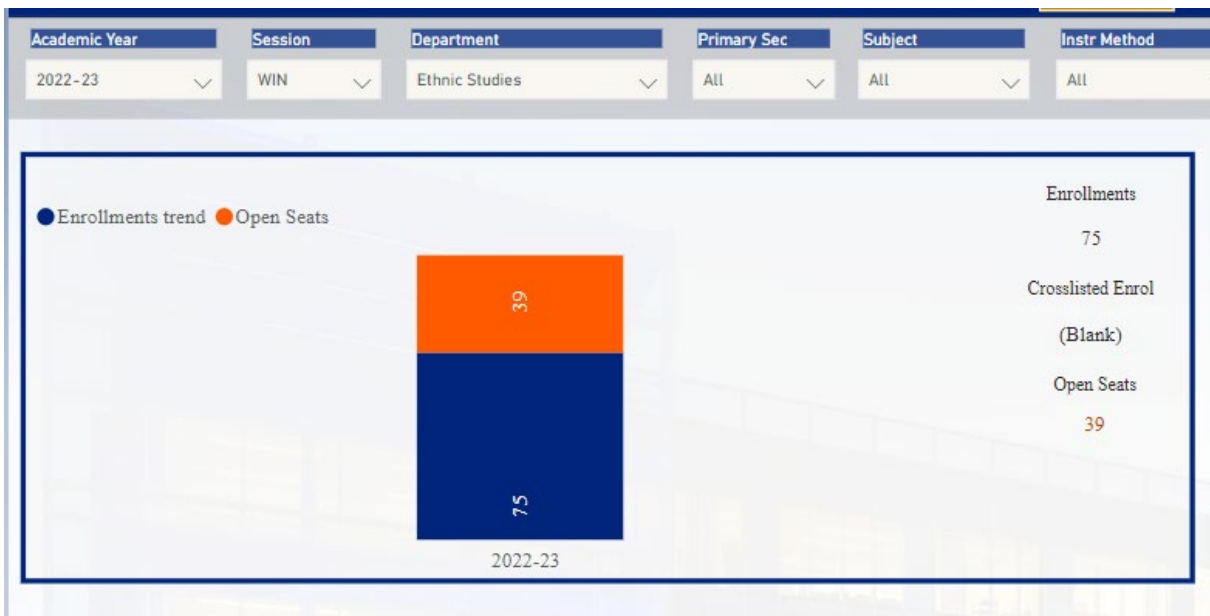
Student Enrollment

Provide the total number of students enrolled in the discipline for each term in the last three years:

Note: Only 2022-23 avaliable, 2021-22 One course in Spring.

Fall

Winter

Spring

Faculty Hiring Resource Requests

Provide the percent capacity/fill rate for each semester in the discipline for the last three years:

Fill rate	2022-23
Fall	61.1%
Winter	65.8%
Spring	53.7%

Provide the average class size at Census for each semester for the last three years:

Adverage Class size	2021-22	2022-23
Summer	N/A	N/A
Fall	N/A	21.4
Winter	N/A	25.0
Spring	5	22.0

Provide the efficiency (WSCH/FTEF) for the last three years:

Since the establishing Ethnic Studies as a graduation requirement, there has been a huge demand for ETS courses. Here at Norco, we have made several attempts to hire part-time instructors with no success. The current load and overload are carried by one full-time faculty. Adding two full-time professor will be

Faculty Hiring Resource Requests

instrumental in increasing capacity, efficiency and meeting the current and future demand for ETS course on our campus.

Instructional Data

Total number of sections offered in the discipline for the primary semesters in the previous year:

13

Are any of the sections cross-listed?

no
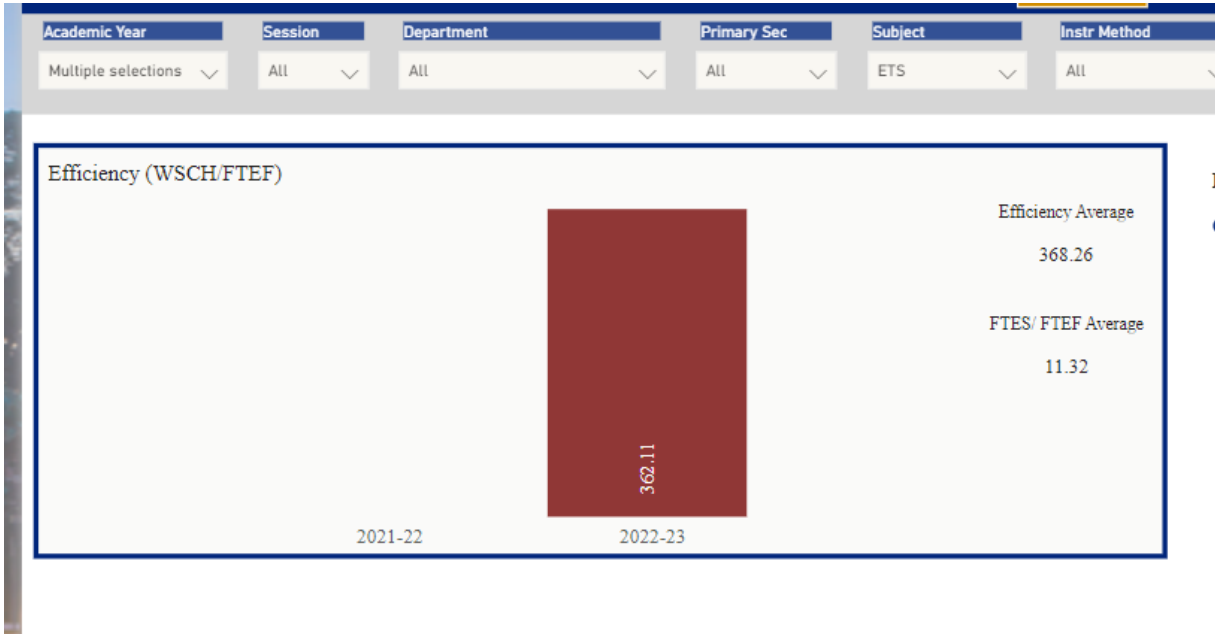
If so, how many?

Total number of units offered in the discipline for the primary semesters in the previous year:

39

Proportion of full-time vs adjunct instruction

Number of full-time instructors currently in the discipline:

1

Full-time instructors by headcount:

1

Full-time instructors by FTEF:

2.6

Number of associate faculty instructors currently in the discipline:

0

Associate faculty instructors by headcount:

0

Associate faculty instructors by FTEF:

0

Total FTEF reassign NOT reoccurring each year (do not include dept. chair):

0

Faculty Hiring Resource Requests

How many additional full-time faculty can this discipline support towards reaching a 75/25 full-time to adjunct ratio?

Educational Program - Responses should provide detailed information specifically addressing what is asked. This section will be scored as a whole, so please avoid redundancy, there will be no advantage to restating the same information in multiple answers. Please do not include data that is already included in the above sections. Also, the information you provide should reflect justifications in program review sections. (50 Points)

Describe how this discipline/program/unit contributes to the Educational Master Plan with regard to the Goals and Objectives. If relevant to this application, provide data for certificates, degrees, employment opportunities, etc...

Goal 3 Equity Close all student equity gaps.

Goal 12 Resources Develop innovative and diversified resources to build and sustain a comprehensive college and achieve its visionary goals.

Ethnic Studies is the history of how we have become the United States of America (warts and all) - the obstacles we have faced, overcome and will continue to face. By exploring the central role race, ethnicity, class and gender have played in U.S. society, Ethnic Studies provides a critical lens to examine and contextualize what is happening right now.

How did we get to this point? What lies ahead? Should we attempt to make sense of it all? If we are curious about any variations of these questions, Ethnic Studies provides a historical, intellectual, hard-fought and dignified map of the struggle toward a comprehensive and respectable answer.

As a nation, the U.S. is an extraordinary paradox. The U.S. is the socio-political experiment that declared "all men equal" while concurrently dehumanizing and enslaving thousands. The U.S. is a socio-cultural experiment that touts the idea of itself as a "melting pot" nation of immigrants while concurrently writing laws to keep thousands out because they were deemed "unsuitable" to be "Americans." The U.S. fought Nazism and fascism, while imprisoning thousands of its own citizens in internment camps and segregating communities.

Moreover, Ethnic Studies does more than provide insight or hindsight into our historical record of injustice. The discipline helps us navigate our present. Ethnic Studies is a gateway for our students into rigorous research and writing. Ethnic Studies positions our students, and ourselves, to enter a workplace that is more diverse than ever. Ethnic Studies gives students (and us) the language, strength and the bravery to engage in difficult dialogue.

Ethnic Studies is much more than an academic discipline. Ethnic Studies leads to a commitment to a life of justice, empowerment and advocacy. Ethnic Studies raises our consciousness and most often our lives can never be the same again. We need to understand the significance of Ethnic Studies and the impact it can have on our campus.

Indicate what this new hire will contribute to your department or discipline that currently cannot be accomplished by the existing faculty.

The numbers of full-time and part-time faculty in community colleges has been a matter of national concern, namely when it comes to student engagement and retention. Full-time faculty hires allows for allows for **more consistent engagement with students**. Full-time faculty members are able to contribute more comprehensively to the institution by participating in committees, academic governance, and other aspects of the college.

Explain the impact this hire will have on other disciplines, programs, and the college.

As a newly required discipline for all ADTs and ASTs, the demand for ETS courses has increased. Additional ETS faculty would facilitate Inter-departmental colaboration and would help transition Ethnic Studies from the margins of "elective" to the center as a required academic discipline. Building the department would be a team

venture versus a "lone wolf" project. With a partner in the discipline we could accelerate the evolution of an ADT and would also give the opportunity to develop and offer additional curriculum.

Explain the impact if this faculty position is NOT hired.

ETS remains on the margins of academic life. Eventhough ETS is a newly required discipline for all ADTs and ASTs and the demand for ETS courses has increased, we will not be able to meet the demand.

Additionally, the current ETS faculty would be limited in capacity for Inter-departmental coalboration. ETS would be limited in transitioning from the margins because the pace will be delayed for lack of capacity.

Building the department, future ADT, grow the curriculum will all be delayed for lack of capacity.

Please describe any other factors not already addressed that reinforce the need for a full-time faculty hire.

Instructional Summary - Complete this section for Instructional Faculty only

1. How many additional full-time faculty can this discipline support towards reaching a 75/25 full time to adjunct ratio?

2. How many approved hires within this discipline are currently unfilled?

3. How many growth positions in this discipline are being requested and prioritized before this position?

4. Complete the calculation = (1-2-3) =

5. How many full-time faculty were employed in the discipline in the most recent Fall term?

1

6. Department Relative need total:

Counseling Summary - Complete this section for Counseling Faculty only

1. The number of students for the most recent Fall term relevant to your program.

2. How many full-time faculty are in your discipline, including retiring faculty?

3. How many growth positions in this discipline are being requested and prioritized before this position?

4. Calculation: (2) + (3) =

5. Please provide a state-mandated or institutional set student per faculty target ratio.

6. Complete the calculation using the above questions [(1)-(5)x(4)]/(5)=

7. Relevant Need: (6/4)=

Library Summary- Complete this section for Library Faculty only

1. The number of FTES for the most recent Fall term.

2. How many full-time faculty are in your discipline, including retiring faculty?

3. How many growth positions in this discipline are being requested and prioritized before this position?

4. Calculation: (2) + (3) =

5. The state-mandated or institutional set FTE per faculty ratio.

6. Complete the calculation using the above questions [(1)-(5)x(4)]/(5)=

7. Relevant Need: (6/4)=

Submit

Ready to Submit?

For Administrative Use Only

Funding Status

APC Ranking

Notes

<div align="center">2024 - 2027</div>

Program Review Reflections

What would make program review meaningful and relevant for your unit?

Program review is part assessement and part dreaming, thus I think the Program Review process will be more meaningful when one, we have more data and two, when I have a colleague and partner (at least another Ethnic Studies Faculty) with whom to collaborate.

What questions do we need to ask to understand your program plans, goals, needs?

Growing a program like Ethnic Studies from the ground up, within the socio-political and socio-cultural landscape today, is more than a challenge.

What types of data do you need to support your program plans, goals, needs?

Increased institutional data about our program.

If there are any supporting documents you would like to attach, please attach them here.

Submission

All parts of my Program Review have been completed and it is ready for review.

Yes