

GROSSMONT COLLEGE
CROSS-CULTURAL STUDIES PROGRAM
ACADEMIC PROGRAM REVIEW
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This program review report for 2012 – 2018 is respectfully submitted by the members of the Grossmont College CROSS-CULTURAL STUDIES PROGRAM

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SECTION 1 – OVERVIEW.

DEPARTMENT HISTORY & PREVIOUS PROGRAM REVIEW RECOMMENDATIONS

1.1 Program Description and History

Grossmont's Cross-Cultural Studies

- *offers an AA in Cross-Cultural Studies*
- *offers certificates in Cultural Competence (3-9 units)*
- *prepares students to transfer in any one of 67 CSU Ethnic or Interdisciplinary Studies majors.*
- *prepares students through GE and certificates “to collaborate across national boundaries and cultural backgrounds” in any major.*
- *creates partnerships and collaborations within the college and community to meet the interdisciplinary and cross-cultural needs of students, the college and the community.*

INTRODUCTION: WHAT IS the Cross-Cultural Studies (CCS) Program? Because of confusion expressed college-wide about CCS in recent years, this introduces a framework for understanding CCS and analyzing its data. Like Earth or Behavioral Sciences, CCS is a Program with four distinct interdisciplinary *disciplines*: African American Studies, American Indian Studies, Chicano Studies, and Women’s Studies. The Program (which should rightly be a department – to be discussed later in this document) also has two core stand-alone courses for the CCS degree that are designed to provide cultural competency skills and knowledge; they serve as diversity General Education options for any Grossmont student. The four interdisciplinary disciplines (and others) were established in the Academy in the late 1960s; each of these disciplines at universities have their own majors, minors, MA and Ph.D. degrees; they often have their own departments; there are peer-reviewed journals and professional conferences for each one of them. They were formed initially with a social justice focus in the midst of various civil rights movements. But they quickly moved into theoretical frameworks and each discipline has a core epistemology—assumptions about the nature of knowledge and acceptable ways of generating or accumulating knowledge.

These *interdisciplinary* disciplines integrate and synthesize evidence and methods from multiple disciplines to examine complex systems experienced by the group--and in which the group impacts society and institutions. In the four CCS disciplines, evidence is most often derived from history, anthropology, sociology, psychology, literature, and political science. But scholars also draw from research in education, communication, medicine, and others who have studied issues unique to the discipline groups.

The interdisciplinary disciplines within CCS are not new nor unique. For many decades academic disciplines developed out of an interdisciplinary approach, such as Humanities, Medieval Studies and Jewish Studies. But others not so well known have developed recently, such as Computational and Systems Biology Studies or Humanities and Engineering Studies. Why did new interdisciplinary studies develop over time?

“Today, interdisciplinary learning at all levels is far more common as there is growing recognition that it is needed to answer complex questions, solve complex problems, and gain coherent understanding of complex issues that are increasingly beyond the ability of any single discipline to address comprehensively or resolve adequately” (Repko, 2008)

“The real-world research problems that scientists address rarely arise within orderly disciplinary categories, and neither do their solutions.” (Palmer, 2001)

“The strategic plan of the U.S. National Science Foundation (NSF) states: ‘Future generations of the U.S. science and engineering workforce will need to collaborate across national boundaries and cultural backgrounds, as well as across disciplines.’ (NSF, 2006, 6; Borrego & Newswander, 2010)¹

Faculty in the CCS Interdisciplinary programs and departments are trained in in one of two ways:

- Discipline specific, e.g., History, Sociology, Psychology, Communication, Political Science or English, (etc)
 - with an area of subspecialization such as African-American, women, Chicano, American Indian, or another research group.
- Interdisciplinary training in a university department with a focus on a group, such as Women Studies (which encompasses a multi-cultural or international focus), Chicano Studies, African-American Studies, or American Indian Studies

Grossmont’s CCS program has a “CCS” course indicator, using “Ethnic Studies” on the discipline list for all courses. This was the only available option at the beginning and during most of the history of the CCS Program. Now, however, we have the option--to be explored--to have separate discipline course indicators available from the California Community College Discipline list. The options on that

¹ Newell, William H. “A Theory of Interdisciplinary Studies,” *Issues in Integrative Studies* 19 (2001): 1-25 [as found on the MIT website http://web.mit.edu/jrankin/www/interdisciplinary/interdisc_Newell.pdf]

Palmer, Carole L. *Work at the Boundaries of Science: Information and the Interdisciplinary Research Process*. Dordrecht: Kluwer (2001).

Borrego, Maura and Lynita K. Newswander. “Definitions of Interdisciplinary Research: Toward Graduate-Level Interdisciplinary Learning Outcomes.” *The Review of Higher Education* 34:1 (2010): 61-84. [NSF, 2006, 6]

Repko, Allen F. *Interdisciplinary Research: Process and Theory*. Los Angeles: Thousand Oaks, CA: 2008)

list from ASCCC are currently: Ethnic Studies, Interdisciplinary Studies, African American Studies, Chicano Studies and Women's Studies. So, for example, CCS has 5 African American Studies Courses that might technically be listed as "AAS" within a CCS department.

CCS offers a total of **34** courses (not all offered annually); of those, **CCS is the home course – the “architect,” or “creator,” of 25**; **9** are duplicates of courses offered by other departments (and are cross-listed in the schedule so that enrollment through one discipline or the other is the same course). e.g., CCS/COMM 144 is one of those 9—a Communication Dept course, but important for CCS students: “Communication Studies: Race and Ethnicity.” Cross-listing allows students multiple ways to find and enroll in interdisciplinary classes that fit their interests/needs.

Of the 25 courses that are CCS courses (CCS created, maintains, staffs and updates in Curriculum), 15 are solely CCS (unduplicated/not cross-listed); the remaining 10 courses are cross-listed with Sociology, History or English, but CCS is the “head class.” For example: CCS 180: US History: Black Perspectives I is a CCS course but is also offered as “Hist 180.” It is a choice for students to be more connected to GE via their personal ed goals or interest. Like the general US history course, it meets *two* GE requirements: Social Science and American Institutions. Students searching the schedule in either History or CCS can find it to enroll—CCS garners the FTES either way, since CCS staffs the class and updates the curriculum.

History

In 1973, instructor Paul Jacques established the Multi-Cultural Studies Program at Grossmont College. Colleges and universities at that time were developing minority studies programs as an outgrowth of research during the Civil Rights Era. San Diego State University and Mesa College, for example were local leaders in creating Chicano Studies in the late 1960s. Across the U.S., faculty and students argued to have curriculum more inclusive. The disciplines of history, sociology, psychology and anthropology led the way (with others to follow) in publishing research about groups previously ignored in the Academy. From these new bodies of literature, universities began to establish departments and curriculum associated with Black Studies (or African American or Africana Studies), Chicano/Latino Studies, Asian American Studies, Native American (or American Indian) Studies, and Women's Studies. SDSU's Women's Studies Department was the first in the nation in 1969. Despite budget cuts, most universities and colleges maintain a commitment to the importance of these departments to the college or university. These interdisciplinary studies not only have their own department with full-time faculty, B.A. and M.A. degrees, they are popular GE offerings.

The University of California San Diego (UCSD) in the 1970s created an Ethnic Studies Program mostly drawing on fulltime faculty in other departments with expertise in African American, Chicano/Latino, Asian American or Native American studies. This configuration of creating a *program* by coordinating affiliated faculty from multiple departments was a common model throughout the country (and continues to be so today). This was the approach that Grossmont took when it developed the Multi-Cultural Studies Program (now CCS). However, most of the other local community colleges in San Diego created individual *departments* focusing on each ethnic group, perhaps because this better reflected

their population at the time than Grossmont in East County.

The first fulltime faculty member, along with some part-time faculty, developed Grossmont's Multi-Cultural Studies major and core courses with the support of Dean Carl Clark. Paul Jacques was a fulltime instructor when he taught in the department until he moved over to the Spanish Language department. Juanita Browne served in the department creating courses for, and teaching, African American Studies between 1975 and her retirement in 2000. MCS courses were cut in the late 1970s after Prop 13 was passed and educational funding was tight. An outcry from some members of the community in 1979 protested to the College President, Board, and State Chancellor's Office. The Civil Rights Movements were still underway, and one letter said that "if the college is to avoid being labeled uncooperative and racist it must act positively and effectively to create a strong program. . . . Grossmont community is enriched by the fact that East County has become integrated and to offer less MCS would be intolerable." MCS survived the cuts through better economic times later in the 1980s.

Tom Gamboa was hired fulltime in 1989 and served as coordinator of what was now called, "Cross Cultural Studies Program"(CCS). His immediate task was to upgrade the curriculum and organize CCS into the clusters of key ethnic studies disciplines. Students in the AA major must take the core courses of CCS 114 and 115, then move to a specialty. At the time, the belief was that the ideal model would have a fulltime faculty member for each discipline to engage students and build the specialty, build enrollment and connection with the community, and establish stronger connections with the university departments--one fulltime for African American Studies, Chicano/Latino Studies, Native American Studies, and, at the beginning of the program, Asian American Studies. While this never happened, these disciplines were developed through curriculum to serve students and provide the diversity and equity GE options for the college. The hope was that CCS would move from program status to departmental status. But without more fulltime faculty to fully develop each discipline, only three sustained over time – Chicano, American Indian and African American Studies. We have since also developed an Intro to Women's Studies Course as the current 4th discipline in CCS. (see brochure, Appendix 5).

CCS never had the continuity to get the model of more than one fulltime faculty off the ground to strengthen the disciplines. Throughout the 1990's, Tom Gamboa continued to assemble a team of part-time instructors. Elaine Pablo taught the Asian courses, Abullah Shabazz and Juanita Browne - African American, Danny Martinez – Chicano, and Gamboa taught Native American Studies. In 2001 Danny Martinez was hired as a second fulltime instructor to teach the core courses and Chicana/o Studies. Included among part time faculty were members of other departments that taught some of our courses to round out our offerings. To make up for the lack of fulltime faculty, fulltime and part-time faculty always worked together to upgrade CCS curriculum.

In 1999, Tom Gamboa started to develop a certificate that seemed to be in demand by the local native nations: "Tribal Gaming." The gaming program was designed to work with the various county tribes, so that students could have a certificate to enter the gaming industry or for promotion within the casinos. CCS gained the support of several of the county's tribal councils, but then the demand fell off with the independent growth of the casinos and without someone at Grossmont to be a bridge to promote the

certificate in the various Native communities once Tom retired in 2009.

By 2000, CCS enrollment was steady and growing, and the student population at Grossmont College was diversifying. Grossmont's 2012 50th anniversary materials pointed out the difference in the student population in the 1960's compared to the 21st century. As Grossmont's campus became more diverse, CCS classes became increasingly relevant to the campus population. Since the turn of the 21st century it has been a nationwide trend to place more emphasis on diversity and inclusion on college and university campuses to increase the success rates of students. Both lower-division and upper-division diversity requirements were developed. (A quick search reveals California examples: UCSD, USD, UCLA, UC Davis, SDSU and several other CSUs, Stanford, Santa Monica College, among others.) Often our former students request a CCS course syllabus to get diversity requirement credit after transfer. Non-white and white students have always taken CCS courses. In our early 21st-century program review student surveys, student comments indicated support for our courses and faculty because they had experienced diverse settings. They also indicated taking additional courses after their first one.

Students majoring in History, Sociology, Psychology, Nursing, Administration of Justice, just to name a few, take CCS courses to learn relevant course material for their major. Many discipline B.A.s require "diversity courses" as part of the major and/or pre-requisites to graduation. Cross-cultural competence has become either mandatory or central to succeed in a wide a variety of careers, such as various medical fields and business.

CCS courses started by educating students on the history and issues in the minority communities – basic "101" courses. But over time in the Academy, courses were developed about more specific topics, and CCS followed that trend. For instance, the politics of art (art as a communication tool in the political struggle) has been central to the African American, Women, and Chicano rights movement. This is particularly relevant here in San Diego, as the historic designation of Chicano Park reveals. CCS created a popular Chicano Art class in the context of the politics and sociology of Chicano rights, and this is a class also found at colleges and universities in the Western US.

While Grossmont and the District maintained a position of supporting diversity, in Grossmont's 2001 Accreditation, the College was critiqued for a lack of diversity in its programming. Then-VP Dean Colli asked the Curriculum Committee to address the accreditation deficit in the 2002-03 year, and the Committee established a sub-committee on diversity. Sub-committee members were CCS's Danny Martinez, along with Sue Gonda (chair), Sonia Giaine, Maria Pak and Roxanne Tuscan. Meeting between 2003 and 2006, after much research statewide and nationwide, and a gathering of data about courses already in the Grossmont curriculum, the sub-committee recommended to Curriculum that a Diversity requirement be established in Grossmont's GE package. The sub-committee recommended a way to create this requirement without students having to take any extra units, since classes that could be labeled for the diversity requirement were found throughout the college, and students could "double dip" by taking a diversity course already in their major or in other areas of the GE package. The proposal was rejected by the Curriculum Committee, and the matter dropped. By that time, the mid-term and final accreditation follow-up reports had been done indicating the sub-committee was doing

the work, and Grossmont was off the hook. Since that time, we know that just in SDCCCA alone, MiraCosta, Palomar, SDCCD, and Southwestern have such requirements. While this is an area where CCS could have been critical keeping Grossmont up-to-date with GE standards in the Academy, the opportunity was lost – but not forgotten, since discussions have recently begun again on this topic at both Grossmont and Cuyamaca.

Danny Martinez was the last of two FT faculty to retire in Spring 2015. Left without any fulltime faculty, Sue Gonda, who teaches multicultural U.S. history, has a background in Women’s Studies and experience with interdisciplinary programs, was designated as Coordinator. However, she does not teach CCS courses, as she teaches in the History Department. CCS applied for a fulltime faculty member for two years, and after some controversy, CCS was granted a hire and Raymundo Quezada, a specialist in Chicano Studies, began fulltime in Fall 2017. While he is still perfecting his teaching craft in Chicano Studies, Raymundo is also learning the duties to eventually take his turn as CCS Program/Department Coordinator. He had a grueling and unorthodox four preps as a first-year fulltime faculty member—a testament to the needs of the department and his willingness to bear more than his share of the burden (CCS 114, 115, 118, 119). He is contributing at the College level with Engagement and Retention programs like the Latinx Alliance, Puente and Dreamers Club Advising—again, all as a new FT teacher. He is becoming versed in Grossmont’s Outreach, Retention and Engagement efforts to improve the success of students with demonstrated achievement gaps who predominate in CCS courses. He is teaching Chicano Studies in the dual enrollment program at Helix High. As tireless as he and the Coordinator are working to meet the needs of the department and Grossmont’s students, it has not been enough. There has been a burden on CCS since Grossmont received the Title V Hispanic Serving Institution grant: the college committees and task force requests for CCS/Ethnic Studies discipline expertise to attend and give input about student success far exceed those made upon CCS before 2015. Given the College Strategic Plan to improve the achievement gap of students of color, the demand upon CCS has been so great that neither the current coordinator nor the new tenure track faculty member is able to accommodate the needs of the College.

Summary:

CCS began as a program of diversity courses, but grew into a multi-discipline department, despite only one or two fulltime faculty until 2015. The term “program” has been a misnomer, since *programs* of interdisciplinary studies are those in which there are no fulltime faculty, but rather one in which affiliated faculty from other disciplines teach the courses *in their discipline department*, and a coordinator puts together a program of study with those faculty and their curriculum. UCSD’s current Ethnic Studies Department, in fact, has a hybrid of a program and department, in that many faculty have joint appointments with other departments such as Communication, Literature, etc. Many courses are taught by “affiliated faculty” in other departments throughout the university. CCS surpassed the “program” status long ago, given the growth in number of courses administered by, and taught by, faculty hired by CCS. It’s time to move to department status.

CCS has grown from a small program providing a degree and diversity GE, to a “department” that also cultivates cultural competence (and an employment advantage) for students through its certificates; it is the College’s curriculum “arm” of diversity and social justice education. (There is wonderful work in

some areas of the College infusing diversity into their curriculum; CCS is the only department that focuses on it.) CCS faculty see our curriculum and student mentorship increasingly important for the collegewide efforts to engage, retain and reduce the achievement gap in students of color. CCS's importance to Grossmont is that our ethnic studies classrooms are a place that lead to, as stated in research, "racial understanding, perspective taking, [and] sense of commonality in values with students from different racial/ethnic backgrounds...." The research also shows that many students of color, like those whom we aim to support in our Strategic Plan, report feeling like outsiders as first generation college students.² CCS embraces the role, supported by data, of increasing student success by providing ethnic studies courses where students identify with college coursework; they are courses in which there is a safe space to "enrich first gen students by supporting their empowerment and sense of belonging." (Stanford's firstgen website) The descriptions of the updated curriculum below in this document reveal how the CCS curriculum is critical for engaging and retaining more students, per the College Strategic Plan Initiatives.

1.2 Program Review Recommendations from Fall 2012

The Committee recommends the following:

1. *Work with your Dean to assess your staffing needs and submit the appropriate request to assist with the development and implementation of campus-wide activities that highlight and celebrate the cultural diversity of the campus and its surrounding community (past activities have included the Pow Wow and Eje).*

There was no opportunity for one fulltime faculty member (Danny Martinez) for four disciplines to develop and implement campus-wide activities since 2012. His specialty was Chicano Studies, and the Pow Wow that had been coordinated by Gamboa in the past had been the kind of time-consuming job only feasible by a fulltime faculty who had connections into the East County tribal communities. 2012 was still in the midst of the Great Recession, and classified staff was not feasible. The current Coordinator has been submitting faculty staffing requests since 2016, since CCS was at that time without any fulltime faculty at all. CCS was granted a hire, and Raymundo Quezada began in the fall, 2017. CCS scored #2 in 2017-18 rankings for a faculty member specializing in African American Studies.

2. *Talk to SDSU, UCSD and other community colleges to determine how they have made their Ethnic Studies (CCS) programs and/or courses self-sustaining in order to develop similar strategies for your program.*

Done. Fulltime faculty at the universities and the other CCCs in SDICCA have fulltime African American, Chicano, Asian, or Women's Studies faculty to grow programs and improve student success. Only FTF have time to connect students in CCS courses with new College retention services, engagement opportunities, and other services for student success. FTF can work to add (1)

² C.E. Sleeter, "The Academic and Social Value of Ethnic Studies: A Research Review." Washington: National Education Association, 2011.

partnerships with other departments; (2) leadership in college-wide programming that promotes diversity, student engagement, and enrollment; (3) partnership with Student Services—Counseling and Outreach—to enroll freshmen into classes that will engage them and connect them personally to a college education and to their educational paths.

Partnerships with other departments and services are the “life’s blood” of interdisciplinary studies departments. Having said this, with no or with only one fulltime faculty since 2015, CCS has been increasingly partnering with new areas of the college. CCS had already collaborated with multiple departments for cross-listing of courses. Then UMOJA and Puente were using CCS courses in their programming. We have established a closer relationship with Puente, the new Student Engagement Coordinator, Latinx Alliance, Counseling, and student clubs. In 2015-16 the new Coordinator created a “CCS Growth Plan,” filed in TracDat (Appendix 6, attached). While the plan was designed for two new fulltime faculty to implement it, a good portion of the goals and initiatives in the plan were instituted even with 0 to 1 fulltime faculty member.

- 3. Conduct a comprehensive curriculum review to evaluate course offerings and then work with the appropriate departments to remove cross listed courses that don’t benefit the CCS program.*

Curriculum review began with the new Coordinator in 2015/2016, and courses have been updated, deleted, and newly articulated. This is ongoing work. See attached Curriculum report (Appendix 4) and further descriptions in Section 2.

- 4. Using the Course History Information Report, continue to submit curriculum modification proposals for those courses that have not been reviewed by the Curriculum Committee in more than four years or curriculum deletion forms for those courses that have not been offered in the last three years.*

Curriculum review began with the new Coordinator in 2015/2016, and courses have been updated, deleted, and newly articulated. This is ongoing work. See attached Curriculum report (Appendix 4) and further information in Section 2.

- 5. Use student-learning outcome data for continued course and program improvement.*

Admittedly, only minimal *formal* SLO work has been done in CCS. Because of CCS’ multiple disciplines, SLOs were created uniformly for courses and the Program with a broader Ethnic Studies focus. This was logical at first, particularly since there was only 1 fulltime faculty for 4 disciplines to handle the SLO work. Once the SLOs were formed, very little written evaluative information was put into place, but because CCS operated out of a common office space (with three desks—served as a gathering space), there was a great deal of discussion among the remaining fulltime faculty and part-time faculty about course outcomes, necessary changes in pedagogy, and how to create more effective assessment-assignments. The previous Coordinator was quite ill his last two years, and was unable to direct more formal assessment cycles. The emphasis since his retirement has been to update curriculum and grow the Program. Having said that, the course SLOs, while broad, were

designed to align with the course objectives, so that assessments in the diverse CCS courses capture whether students leave the courses with the expected outcomes. (See more in the SLO discussion in Section 3.) This semester, all CCS courses (meaning those under the control of CCS, not those administered by other departments) will undergo SLO assessment, and Program-wide discussions about the data will occur during Flex Week, January, 2019.

SECTION 2: CURRICULUM DEVELOPMENT AND ACADEMIC STANDARDS

2.1 How curriculum is maintained and/or developed.

CCS offers an Associate Degree in Cross-Cultural Studies. Students choose an area of emphasis in the discipline of their interest within the Program and which allows them to transfer to one of the 67 majors or minors in the CSU system or other universities. Beginning in 2015 a massive revision of courses was initiated to reflect the standards in the disciplines and social science rigor. Priority was given to courses with higher demand or have been consistently enrolled but were quite outdated and in need immediate attention. (New scholarship and teaching methods had been included by instructors in the classroom, but the outdated Outlines did not reflect the updated curriculum being taught.) Since 2015, the Coordinator has worked closely with the Articulation Officer to understand how CCS classes meet the needs of students, both for Grossmont GE and for transfer, and that prioritization continues.

In 2015-16, the following curriculum was submitted and approved:

CCS 114 (SOC 114): Intro to the Sociology of Minority Group Relations
Basic updates; approval for DE

CCS 119 (HIST 119): U.S. History: Chicano/Chicana Perspectives II
Basic updates; approval for DE

CCS 133: History and Cultures of California Indians
Basic updates; approval for DE

CCS 135: History and Culture of the Kumeyaay Nation

Modified to reflect true course content, which had always contextualized Kumeyaay with all the native nations of San Diego County: New Title: "American Indians of San Diego County." This modification is more in line with serving students in a county that has more registered American Indian nations than any other county in the United States. Approval for DE.

In 2016-17, the following curriculum was submitted and approved:

CCS 132: American Indian Lifestyles and Spirituality

Modification for title and content change for transfer; to match one of the two lower-division requirements for major/minor in American Indian Studies. New title: "American Indian Culture and Heritage." Approval for DE.

CCS 134: Intro to American Indian Art

Updates (last updated 2004); approval for DE.

CCS 116: Introduction to Women's Studies (new Addition)

One of the two lower-division requirements for a major/minor in Women's Studies at SDSU and other gender studies programs. A popular lower-division GE at SDSU.

CCS 115 – Formerly “Cross Cultural Awareness,” now “Cross Cultural Competence”

This modification, which includes a 3-unit “Certificate of Proficiency” for completion, was developed because East County employers have been demanding more “soft skills” of our graduates. At the same time, employers contract with trainers to provide cultural competency workshops, which can be woefully insufficient to provide skills necessary to meet the day-to-day encounters with diverse populations in our 21st century world.³

This was an innovative course update, unlike any other at the CCCs in that it is for *all* students, but based on courses taught for decades to students in majors requiring diversity training. It was updated with recent research and ideology to accurately reflect current trends and make the course more relevant for students' careers and ed goals. Why transform this course and include a Certificate? There is a large body of literature about acquiring and institutionalizing cultural competence to move institutions and services toward a culture of inclusion. This course and certificate gives our students the edge in the job market and in their education goals.

Studies show that

“differences in culture, leadership style, personality and gender can pose challenges to high performance. [C]ultural competency—demonstrating deep knowledge of and appreciation for a population or demographic—is key.” A Minnesota commissioner of transportation who underwent cultural competency training said “A common theme when I talk with my group of

³ See: M. G. Constantine & D. W. Sue (Eds.) *Strategies for building multicultural competence in mental health and educational settings*. Hoboken, NJ, US: John Wiley & Sons Inc., 2005; Joseph S. Gallegos , Cherie Tindall, Sheila A. Gallegos, “The Need for Advancement in the Conceptualization of Cultural Competence.” *Advances in Social Work* 9 (1), Spring 2008; Lindsey, R. B., Graham, S. M., Westphal, R. C., & Jew, C. L. (2008). *Culturally proficient inquiry: A lens for identifying and examining educational gaps*. (Thousand Oaks, CA: Corwin Press); Philip R. Harris and Robert T. Moran: *Managing Cultural Differences: Leadership Strategies for a New World of Business*. 5th ed. Houston: Gulf Professional Publishing, 2000; Randall B. Lindsey, Laraine M. Roberts and Franklin Campbell Jones. *The Culturally Proficient School: An Implementation Guide for School Leaders*, Corwin Press, 2005; and Sue, Derald Wing. “Multidimensional Facets of Cultural Competence.” *The Counseling Psychologist* 29 (6) 2001.

business leaders is that without doing this we'd be out of business. It's about how we treat people—clients, the public and employees. It's essential to the business and mission."⁴

The term “cultural competence” is now commonplace in human service and educational settings. The concept appeared first in social work literature and counseling psychology. Within a decade, several articles calling for cultural competence in nursing and education were published, and, most recently, courses have developed in medical education and for business majors. As early as the 1980's, following the civil rights movements, federal mandates and local governments made the inclusion of cultural competence objectives a funding requirement for service programs. Eventually business strategies included the need for cultural competence for success in a new global society.

Modification of CCS 115 was needed because although the course “Cross Cultural Awareness” was appropriate for the time it was created, research began to delve more deeply into successful diverse environments, and curriculum developed to provide students with cultural “competence” or in some disciplines, “cultural proficiency.” With its modification, Grossmont’s CCS 115: Cultural Competence is currently the only course of its kind, providing a curriculum for students on any career path. Other curriculums provide only specialized courses for counselors/social workers, psychologists, medical providers, or educators – and most of these courses are found at the upper division or graduate level. The new CCS 115 was developed out of a year-long research of the literature, meetings with Prof Reyes Quezada at USD, collaboration with Tacey Hosley, who has taught cultural competency for counselors at SDSU, and with Hosley’s research of CCCs for similar classes. Only a specialized class, at San Diego City, was found, for social workers.

2016-17 Curriculum Changes, Continued:

Three new Certificates of Proficiency.

CCS partnered with other departments to create these certificates. All courses are GE, so students are not taking extra units to achieve them as they pursue their ed goals. REASON FOR CREATION: Employers are demanding soft skills. This certification provides students with proof for employers that they have cultural competence skills and/or cross-cultural communication skills to be successful in diverse 21st-century communities. Data about the number of certificates issued will be placed in TracDat and shared with the departments in the certificates.

The following Certificates of Proficiency are designed for the student who needs to be prepared for effective interaction in increasingly diversified workplaces or other settings. A department-issued certificate is be awarded, but are low unit and will not appear on a student’s transcript.

⁴ Association of American Medical Colleges, “Cultural Competence Education” (2005) and J. Keane-Lee, “Diversity can be helped through ‘cultural competency’: Experts. <http://www.cnbc.com/2015/08/21/diversity-can-be-helped-through-cultural-competency-experts.html>

- **Cross-Cultural Competence** (3 units): CCS 115

This certificate accompanies course completion with a letter grade of “C” or higher. Completion of this course prepares a student to effectively work in our 21st-century cross-cultural environments, both within organizations and in interactions with the public.

- **Cross-Cultural Communication Skills** (9 units): CCS 115, COMM 124 or 144, ENG 120

Cultural proficiency through these courses provides students with a worldview and ways to effectively recognize, respond to, and plan for issues that arise in diverse workplaces. Completion of these courses prepares a student to integrate cross-cultural knowledge and communication skills when interacting orally or in writing with people of diverse backgrounds and/or identities.

- **Cross-Cultural Skills with Conversational-Level 2nd Language** (9-11 units): CCS 115, COMM 124 or 144; a World Language Conversation 251 course OR ASL 121 and 122

This certificate prepares students for a job requiring cross-cultural interpersonal communication and multi-lingual skills. Cultural proficiency through these courses provides students with a worldview and ways to effectively recognize, respond to, and plan for issues that arise in diverse environments. Completion of these courses prepares a student to integrate cross-cultural knowledge and communication skills when conversing in English or another language with people of diverse backgrounds and/or identities.

Courses deleted – from the Gaming Certificate:

CCS 172: Tribal Gaming and the Law

CCS 174: Organizational Culture of Gaming

CCS 176: Tribal Gaming Theory

CCS 178: Gambling Behavior: Addiction and Problem Gaming

In 2017-18, the following curriculum was submitted and approved:

CCS 114 (SOC 114): Intro to the Sociology of Minority Group Relations

Modify to satisfy SDSU C-ID reviewer and for articulation

CCS 127: Images of the Chicana/Latina

Modify: Name change to “La Chicana” to articulate with the lower division prep for the major/minor in Chicano Studies. Modify content to align with “Critical Issues in Chicana Studies” (SDSU course)

CCS 128: Culture and Identity: The Chicano/Chicana Experience

Modify: name change (“Intro to Chicana/o Studies”) and modify to articulate with the second of the two lower-division prep for major/minor in Chicano Studies.

CCS 143: Images of Black Women

Modify/update; it is incorrectly designated for GE and should be in Area C

CCS 145: Black American Lifestyles

Modify: name change (“Intro to Black Studies”) and update content to articulate as one of the two lower-division prep for the major in Africana Studies.

Submitted for DE approval: **CCS 115: Cross-Cultural Competence, CCS 116: Intro to Women’s Studies, CCS 118 (HIST 118): US History: Chicano/a Perspectives I, CCS 130: US Hist and Cultures: Native American Perspectives I, and CCS 131: US Hist and Cultures: Native American Perspectives II**

Regarding the following chart from Instructional Operations (see also Appendix 4) with curriculum updates: The asterisk indicates a class that is being offered and controlled by CCS. The hashtag # indicates courses not controlled by CCS. The remaining are inactive or in need of updates or deletion. That work is ongoing, as shown above.

Subject and Number	Governing Board Approval Date
*CCS 114	December 2017
*CCS 115	May 2017
*CCS 116	December 2016
*CCS 118	May 2014
*CCS 119	May 2014
#CCS 122	May 2018
#CCS 123	December 2013
CCS 124	April 2001
#CCS 125	May 2014
*CCS 126	April 2004
*CCS 127	December 2017
*CCS 128	December 2017
*CCS 130	December 2017
*CCS 131	May 2014
*CCS 132	May 2017
#CCS 133	April 2004
CCS 134	May 2017
*CCS 135	May 2017
*CCS 143	December 2017
#CCS 144	May 2008
*CCS 145	December 2017
*CCS 147	April 2004

Subject and Number	Governing Board Approval Date
#CCS 149	April 2002
#CCS 152	May 2008
#CCS 153	May 2010
#CCS 154	May 2000
#CCS 155	May 2014
CCS 170	April 2002
*CCS 180	April 2005
*CCS 181	April 2005
*CCS 194	June 1998
CCS 236	December 2013
CCS 237	April 2002
CCS 238	December 2013

2.2 Practice for reviewing outlines

Before 2015, it appears that curriculum had been submitted for updates and reviews regularly when there were two fulltime faculty members. When one retired, the sole remaining fulltime faculty member was overwhelmed with the responsibilities of this multi-discipline program. Beginning in fall, 2015, Gonda as coordinator (and a former Curriculum Committee Chair) began to systematically submit curriculum based on the most immediate needs for students and for the stability and growth of CCS. The above listings in 2.1 reflect that cycle, and it is ongoing.

2.3 Incorporating new material in courses on a semester-to-semester basis to maintain relevance and address current issues related to the discipline within the existing course outline.

New material and methods for making CCS's interdisciplinary studies relevant to students is at the heart of Cross-Cultural Studies. The very nature of interdisciplinary studies in this Program is to analyze and interpret current events using new research so that the disciplines are relevant to students and the issues of the day. African American, American Indian, Chicana/o, and Women's Studies all developed from social justice and rights-based research. Anthropologists, sociologists, historians, political scientists, and education scholars – among others – are constantly producing new literature to show not only the relevance of identity in society, but also the relevance of being part of a community at the micro and macro (national) levels. Faculty in CCS are constantly using new research as it pertains to CCS's interdisciplinary studies in three important core theses: (1) that there are differences between cultures--within the U.S. and internationally--experienced by individuals depending on their gender, race, socio-economic class, geographic location, and ability – among other contexts; and (2) all cultures share core similarities, such as shared values across differences and desire for community and support; and (3) prejudices and biases can be reduced with cultural understanding of the values, beliefs,

history, and worldview of diverse populations. The disciplines in this program set out to place their populations under study at the center of analysis, rather than at the margins as they were (and still are in many textbooks) in the broader traditional disciplines of history, sociology, psychology, etc. To do this, every instructor introduces current events and new analytic literature in their field.

CCS faculty attend scholarly conferences, incorporate new readings and new technology, and reference current events, all while also being active in the community. Since 2015, CCS sought approval to offer several courses online, and Section 2.1 above reveals that curriculum action. We currently have four faculty members who offer online courses. And as a reminder, between F2015 and F2017, all faculty were adjuncts.

2.4. Maintaining consistently high academic standards among faculty.

Since 2015, there has been a one-on-one relationship between the Coordinator and each faculty member in the Program. Department and individual meetings focus on the updates to curriculum and rigorous assessment of students. Frankly, we in the Program are aware that CCS in the past had a reputation among some at Grossmont of teaching classes were easily passed with minimal student effort or academic rigor--generalizations that had come from a few oft-repeated stories blown out of proportion. Assumptions that classes in Cross-Cultural Studies were not real studies at all, but merely recycling or duplication of courses in other departments came from ignorance about the structure of CCS as a Program and about the history of these interdisciplinary studies and their well-established place in the Academy.

Knowing this, the current Program Coordinator has conveyed the message to faculty to remain true to the discipline standards, theories, and analysis in which each was trained, such as history, sociology, anthropology, Chicano Studies, African American Studies, etc. We discuss syllabi, assignments, difficulties students are having grasping concepts or achieving mastery in written work. As with all departments, that rigor is more easily maintained with hiring outstanding faculty, particularly fulltime faculty, who have a proven record in staying current in both the discipline and pedagogy. CCS has not had the luxury of having at least one fulltime faculty leader in each discipline. But we have been fortunate in recent years in hiring outstanding, knowledgeable, and energetic instructors.

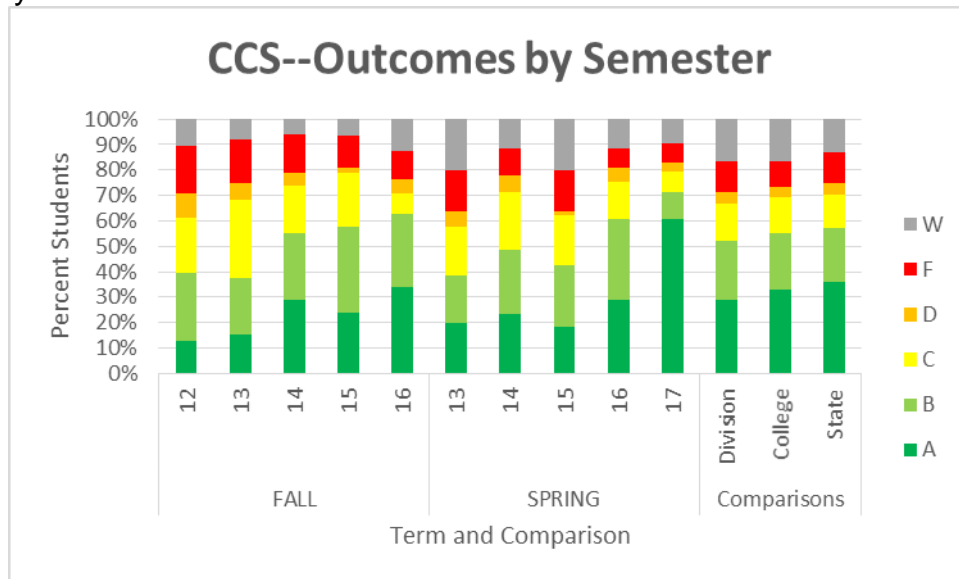
2.5 To gauge the overall patterns of student success, retention, and grade distributions across the course offerings in your department.

Appendix 1. Grade Distribution Summaries

Because we have so few duplications of course sections, there has not been an attempt to calibrate grading in CCS. However, with upcoming discussions of assessment data resulting from SLOs, we anticipate meaningful dialogue about the weight of a variety of factors that go into grading written work. The largest factor is to what extent does grammar, punctuation, etc. count versus a demonstration of

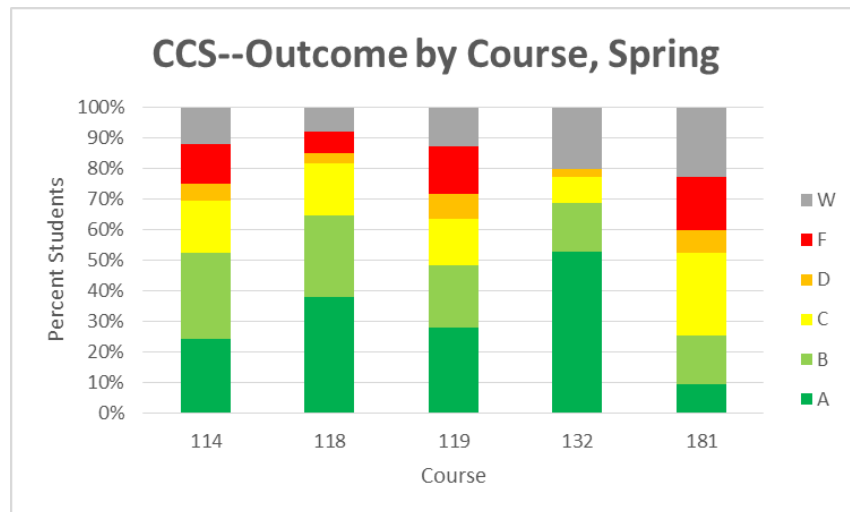
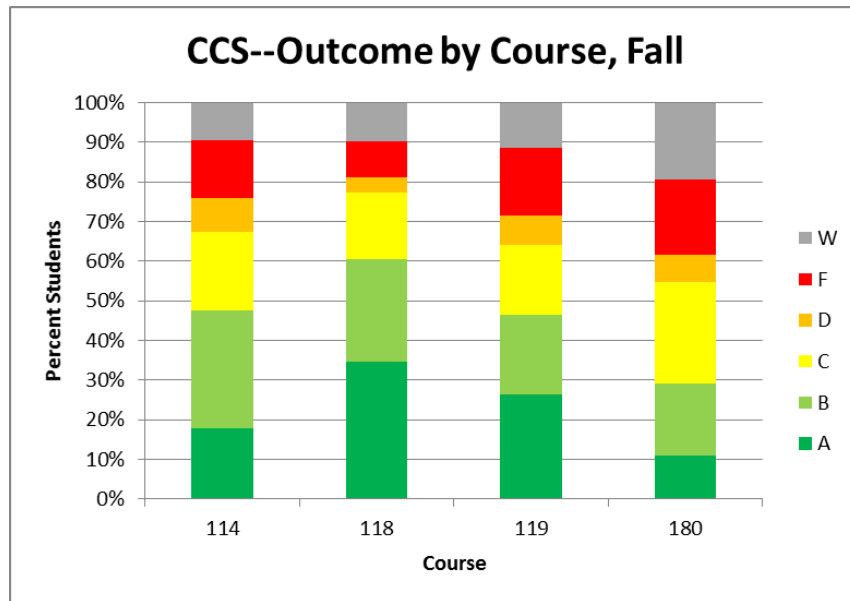
content knowledge, critical thinking and analysis. This is an ongoing discussion in general in the social sciences, and CCS is no different. Because so many of our students are basic skills students, we need to come to common understandings in our courses about grading, together with supplemental strategies for uplifting the caliber of students' work in our courses.

Below is a summary graph for Outcomes of all the disciplines in CCS. But it reflects only students enrolled in CCS-coded courses—leaving out those enrolled in the sections through the History or Sociology section number. It also includes those enrolled in courses that CCS does not control, such as a Japanese culture course, so it is not an accurate representation of students in CCS-regulated courses. (We understand collecting the data in our complicated Program is a challenge.) However, in graphs below showing the individual courses, students enrolled in the cross-listed section are included, so those accurately reflect the students in our classrooms.



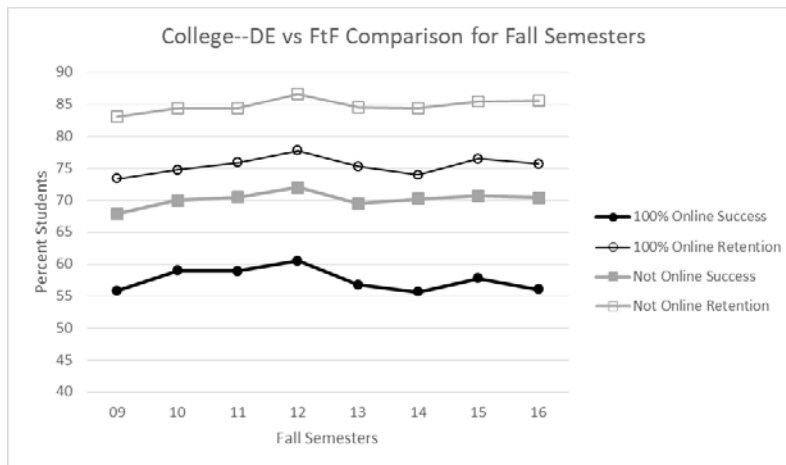
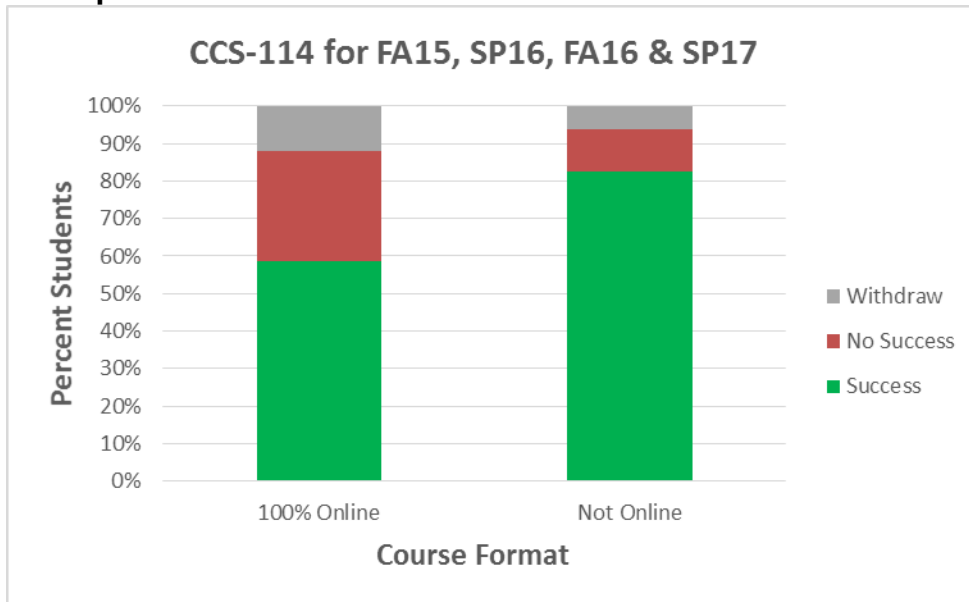
Above: on average across these semesters the proportions of student success and retention are on par with the college and state, and even a bit higher.

Because the department is small, there is more variation between semesters than is observed in larger departments. It is difficult to judge if an appearance of higher proportions of students earning A's and B's over the last several years is a meaningful trend, but the department has had changes. The 2012-13 year was still the tail end of the Great Recession, and we saw larger withdrawal and failure during those years-but an increase in students earning a C. The last fulltime faculty retired in Spring 2015, leaving only part-time faculty in the Fall, 2015, possibly accounting for higher grades from new adjuncts. However, that was also the year that CCS partnered with Puente, a program known for improving students' success rates, so the high-touch relationship between the faculty, students, Counseling, and engagement activities may more likely account for better success rates since then.



Above: CCS 114 is the core CCS/Sociology course and is the highest-enrolled course. It mirrors the Division, College and State Outcomes. It is difficult to know why the Modern Chicano History class (119) has lower outcomes than the Early Chicano History (118), other than enrollment is likely smaller for the 118 and therefore more likely to fluctuate. The grade distributions for 180 and 181 (African American History) point to the equity work needed at Grossmont. The majority of students in these two classes are African American, and the outcomes are on par with that group's collegewide average (under 60%). We need to do better with early alert interventions to improve outcomes in those courses.

2.6 To evaluate the department’s success with course delivery methods in online vs. hybrid vs. face-to-face platforms.



There is only one online class for data in this period. Taught by Danny Martinez, it is one of the two core courses. There is a gap in success rates for online students, with 82% for face-to-face versus 59% in the online format. Since college-wide the online success rate is 60% or less between 2009-2016, this trend in CCS is not out of line with the college. In fact, in 2016, the college was at 56%. The difference in the withdrawal rate for this course is notable between online (12%) and not online (5%), with the collegewide retention gap being closer to 10%

Today, we have four online instructors, but that data is beyond the scope of this report. The hope is that the switch to Canvas will allow more interaction between students and between the instructor and students, leading to better success rates. The plan is for all online instructors to receive ongoing online evaluation (as specified by the contract). Online instructors are also receiving professional development as to how to engage students in the online environment and

how to ensure that they are keeping up with the course, preventing the course from becoming overwhelming, avoiding text-heavy online instruction, and providing intuitive instruction and structure so the students stay in the class and succeed. That is currently happening.

2.7 Curricular collaboration efforts with K-12 schools.

CCS established dual enrollment courses at Helix High School. Since Fall, 2017, we have successfully offered **four** courses for dual enrollment at Helix. The counselor reports that students ask in advance for courses to be offered again in the next semester. The courses, **CCS/Hist 118 and 119 (Chicana/o History)** and **CCS/Hist 180 and 181** (African American history) fulfill the students' American Institutions GE while at the same time offering them a perspective outside the traditional high school American History courses. Courses are being taught by our fulltime faculty, Raymundo Quezada, and adjunct Natalye Pass Harpin.

2.8 Students are able to transfer to four-year universities via articulation agreements.

This has been a particular focus in the past three years. There are four discipline majors for transfer in CCS: African American Studies, American Indian Studies, Chicana/o Studies, and Women's Studies. (One course in CCS and one in Sociology articulate for the major/minor in LGBTQ Studies as well.) After three years of curriculum update, we are now able to offer the two lower-division requirements for the major/minor in all these disciplines. The following shows the course-to-course articulations for the following majors.

African American (Africana) Studies: CCS/Hist 180 US History: Black Perspectives I (choose one) AND **CCS 145:** Introduction to Black Studies. **CCS/Hist 181** US History: Black Perspectives II fulfills an additional requirement for the major.

American Indian Studies: CCS/Hist 130 and 131: US History and Cultures: Native American Perspectives I and II (choose one) AND **CCS 132:** American Indian Culture and Heritage.

Chicana/o Studies: CCS 127: La Chicana and **CCS 128** Introduction to Chicana/o Studies

Women's Studies: CCS 116 Intro to Women's Studies; (Humanities 125: Women in Western Culture fulfills the second of the two lower-division requirements)

As the letter from Grossmont's Articular Officer (Appendix 4) attests, the systematic updates of course outlines, together with close collaboration between the CCS Coordinator and AO ensure continued updated articulation for CCS courses.

SECTION 3 – STUDENT LEARNING OUTCOMES (SLOs)

3.1 Changes made to SLO assessment cycle.

The *formal* CCS SLO assessment cycle went dormant during the transitions of Program Coordinator between 2009 and 2015. The retirement of fulltime faculty meant lack of leadership or paid time for moving SLO assessment forward. This Fall is the first time the Program is able to get on track. This is due to having one fulltime faculty now in his second tenure-track year and one Coordinator who, after much curriculum update, can now team up to shepherd SLO work. In this new assessment schedule, all courses offered this term are being documented for SLO assessment and review, with discussions of those results slated for Flex week in January, 2019.

In Spring, 2019, courses not offered in the Fall will be documented for SLO assessment, with discussion of those results scheduled for Flex Week, Fall, 2019. Beginning in Fall, 2019, SLOs from three courses will be assessed, beginning a regular cycle of assessment each semester thereafter.

This is not to say that student outcomes have been ignored. All courses have SLOs. During the curriculum updates, SLOs were reviewed, and if necessary, revised, to align with new course content or objectives. With the hiring of new adjuncts and one fulltime faculty member, we have had discussions about course success rates, the needs of students that must be addressed to improve acquisition of course material, the importance of rigor in ensuring that both the objectives and the SLOs are assessed, and implementation of interventions to improve the outcomes in CCS courses. CCS teamed up with Puente in 2016-2017 and the US History Black Perspectives had been part of the UMOJA program.

3.2 Using SLO assessment results to improve a course, course sequence, and/or program

Since the 2014-15 year, improvements to courses and teaching methodology have come not from assessment of SLOs but from changes to the curriculum and instructional faculty. Reasons for this are stated above. The emphasis has been on student engagement in and out of the classroom to reinforce course content. Before retirement of the fulltime faculty member in Spring 2015, standard lecture format and Socratic method of instructor-student interaction during lecture was the norm. With the hiring of new adjuncts, emphases beginning F 2015 was on more classroom discussion between students, completion of projects and presentations, introduction of Powerpoint, use of Blackboard and Canvas, and engaging students in campus activities outside the classroom. Student engagement activities have always been emphasized in CCS, but in 2015 engagement in and outside of the classroom has been a concerted effort. Section 5.3 herein provides a list of student engagement methods used by our instructors for improving student outcomes in their classes. As examples – providing extra credit for campus activities, allowing students to do projects rather than only papers, and teaching each other with their projects. Student engagement effectiveness will be part of the SLO assessment from now on.

Course content has been updated in the Outlines to reflect currency in the field – and to be honest, to

reflect updated material already being used in the classroom.

Optimal SLO review and documentation has been at best difficult and at worst non-existent in a multi-discipline program with no fulltime faculty or even with one new fulltime faculty whose first year was focused on adjusting to teaching a full load while also engaging with student clubs outside of class. Now that Raymundo Quezada is in his second year, the formal SLO cycle can resume, and documentation of results begin at the end of this semester, with department sharing of those results and using the results to improve teaching and learning beginning Flex Week in January, 2019.

3.3 Resources needed to carry out these improvements

The single resource needed to develop a functional SLO cycle is either fulltime faculty or stipends for an experienced part-time faculty member to coordinate the work for the four disciplines. The Program Coordinator (who does not teach in CCS) has been able to shepherd courses through curriculum to update SLOs; up until now, the emphasis has been on updates and currency in the curriculum. With significant improvements to the courses, the Program can now create a schedule for SLO evaluation.

Having said this, adjuncts have been devoting their personal unpaid time to bolster student success by coordinating events or host students in engagement activities outside of class. For CCS to fully utilize SLOs for improved teaching and learning, there either needs to be funding for an adjunct to coordinate the work or more fulltime faculty.

3.4 Evidence to demonstrate that the planned improvements were successful

January, 2019 will be the first evaluation of assessment outcomes and plans for improvements. Faculty will not only document results of student learning outcomes, but also document the success of engagement-activity assignments. Engagement activities directly correlate to course SLOs. Most CCS courses have as two of their SLOs: “Define and appreciate cultural diversity” and “analyze the sources/causes of inequality and discrimination.” The engagement activities (as evidenced above) are designed to enhance students’ acquisition of one or both of these outcomes as well as keep them involved in their class.

3.5 Using evidence to ensure ongoing course and program improvements are sustained

Beginning with the department meeting during Flex Week, 2019, there will be a standing agenda item for SLO discussions at Program meetings. Both the fulltime faculty member and the adjuncts will analyze outcome data and develop a plan of strategies for improvements. The plan will be placed into TracDat for the continued cycle. In addition, beginning this semester, Fall 2018, there will be a second Program meeting scheduled during the semester. This has not been done in the past because it is a hardship for adjuncts to come to additional meetings. However, the Coordinator and fulltime faculty member will now invite adjuncts for snacks in a mid-semester discussion of teaching and learning based on evidence being collected.

SECTION 4 - FACILITIES AND SCHEDULING

PURPOSE OF SECTION 4.1 – 4.4: To determine how departments utilize various campus services and the impact on student access (consider facilities, scheduling, campus resources and technology).

4.1 Types of facility spaces the program utilizes for instruction: on-campus, off-campus, and virtual

CCS uses standard classrooms with the latest technology on campus. CCS courses also use Canvas (formerly Blackboard) and the online environment. Adjuncts have an office down in the 590 building in the back of campus, but instruction is limited there without paid office hours. It is not easy to find, and because most classes in CCS are taught by adjuncts, that means that the much-needed time with the instructor rarely takes place there. When there were two fulltime faculty, CCS had a three-desk office in the corner of the 500 buildings, with the third desk used by adjuncts. This office served as a community gathering place for CCS faculty and students – an informal “Cross-Cultural Center,” so to speak. In that office all faculty exchanged information about campus events, pedagogy, students and more. The space facilitated a sharing of strategies for teaching and learning in this multi-discipline Program. Students saw the space as a place to find Cross-Cultural faculty in a community environment. The hope is that CCS will be able to hire a second fulltime faculty member and that this office will return to CCS. This easy-to-find office can then continue to serve as a hub for Cross-Cultural Students, would strengthen more students’ ties to the campus and instructors through more student-instructor interaction, and the environment would be conducive for partnering with “Common Ground” Engagement space.

4.2 Are the spaces listed in 4.1 adequate to meet the program’s educational objectives?

Yes__XX_ No___

The 590 office space for adjuncts is minimally adequate. CCS courses require rooms where the chairs can be moved to create group activities. We have managed to get away from those rooms with fixed seating that can hinder interactive learning in the classroom.

4.3 What proactive steps have you taken with regards to facilities and scheduling?

The only applicable steps in this regard have been to request classrooms from Instructional Operations that have moveable furniture. There is an understanding with the Dean that until a second fulltime faculty is hired in CCS, the three-desk office is currently better utilized by English or another department where three fulltime faculty can use the space.

4.4 Identify and explain additional needed technological and equipment resources.

N/A

4.5 Are students trying to access your program impacted by the facility spaces listed in 4.1?

Yes___ No__XX_

There are no issues for standard classrooms with updated technology. Classes with waitlists are able to serve students by adding them, knowing a small percentage will drop before the end of week 2.

4.6 If applicable, include any additional information you feel is important regarding facilities

N/A

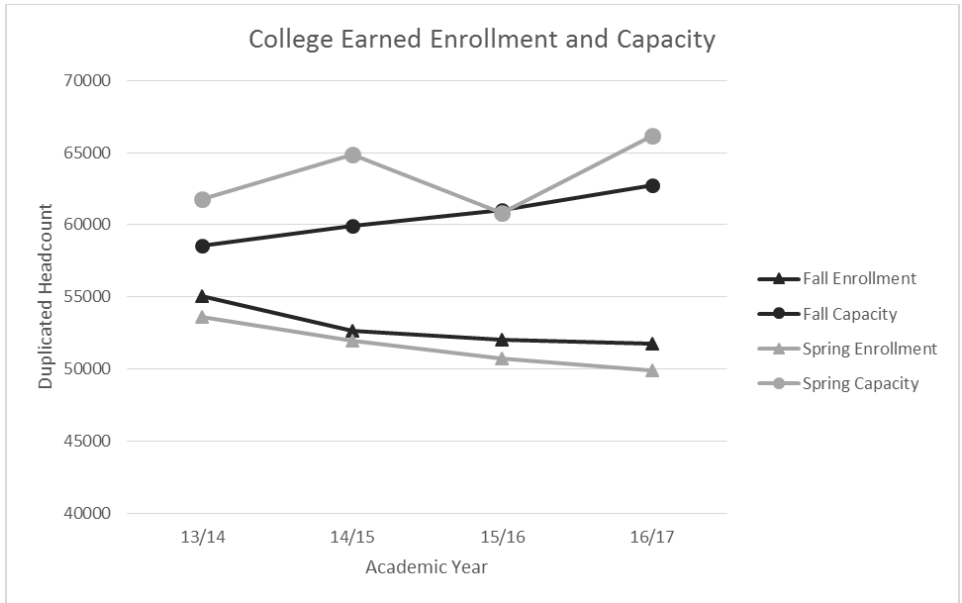
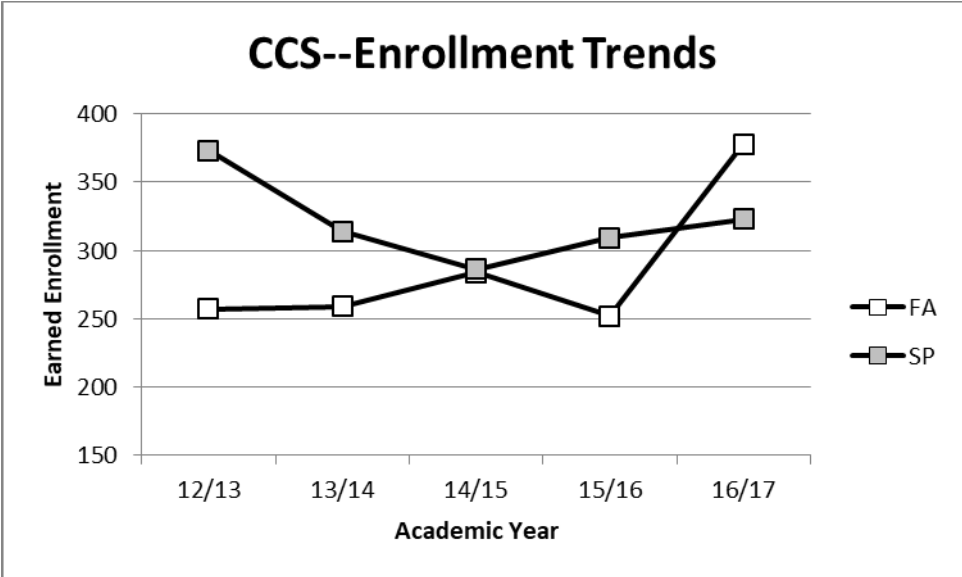
SECTION 5 – STUDENT EQUITY AND SUCCESS

5.1 PATTERNS IN CCS ENROLLMENT

Identifiable patterns and cause: See **Enrollment Trends Graph (below)**. CCS Fall enrollment was steady between 2012/13 and 2015/16—more consistent than a collegewide decline in this period. The exception is a slight decrease from F2014 to F2015. The sole fulltime faculty member (Martinez) in the 2014-15 year suffered a serious illness. That enrollment loss was regained—and significantly increased--in F2016 when multiple adjuncts were hired to replace Martinez after his S'15 retirement. While the collegewide Fall enrollment was flat F15 to F16, CCS grew.

Spring enrollment in CCS mirrored the collegewide trend--dropped between '12/13 and '14/15. However, unlike collegewide which dropped enrollment after that, CCS increased enrollments in the following years. CCS increase was due to partnerships with Outreach, Puente and UMOJA, re-scheduling course times more likely to attract students outside of prime time, and extensive promotion of classes by the individual faculty and Coordinator through fliers, posters, and discussions with counselors.

Another factor increasing enrollment was the first CCS online class offering in S2016. CCS/SOC 114 drew a packed class with a waitlist. The online class was an addition, so not only did it *not* draw enrollment away from the face-to-face 114 sections, it added a fully-enrolled section. Adding the section (rather replacing one) was a risk that paid off to serve more students.



Appendix 2, below, disaggregated enrollment data, reveals that males and females are enrolling in CCS in patterns seen collegewide. However, age data shows that students 19 or less remained steady collegewide, but CCS saw a steep drop between Fall '12 and Fall '14. While it picks up again in the next couple years, it remained less than at peak in Fall '12. It's difficult to know why this is, keeping in mind that the data sample is small compared to other departments. CCS has established a relationship with Outreach, and better brochures and flyers for use at the high schools, along with expanding dual enrollments at high schools other than Helix would hopefully expand our enrollment in this population.

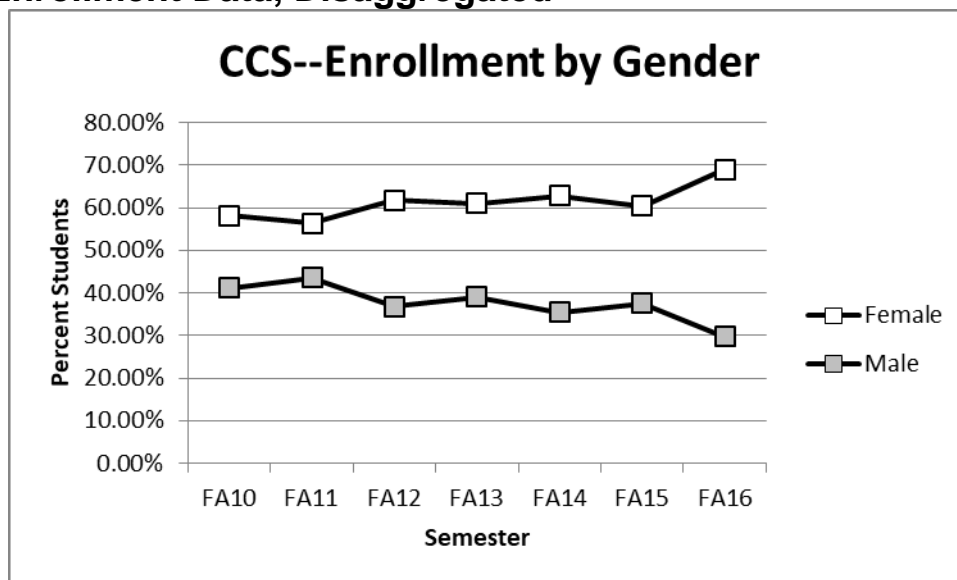
Examining enrollment by ethnicity – Hispanic & white, the trend is the opposite of the college, in that there are greater numbers of Hispanics/Latinx enrolling in CCS than whites – not surprising given the subject matter focusing on Chicano/a Studies and the Sociology of Minority Group Relations that draw greater numbers of Hispanic/Latinx students. Both CCS and collegewide, there is an increase in Hispanic/Latinx enrollments in recent years.

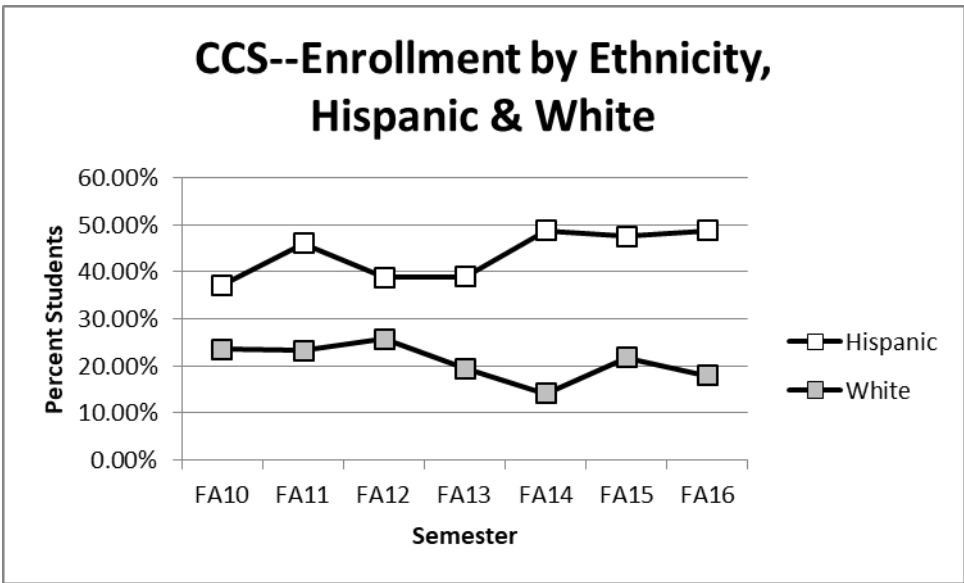
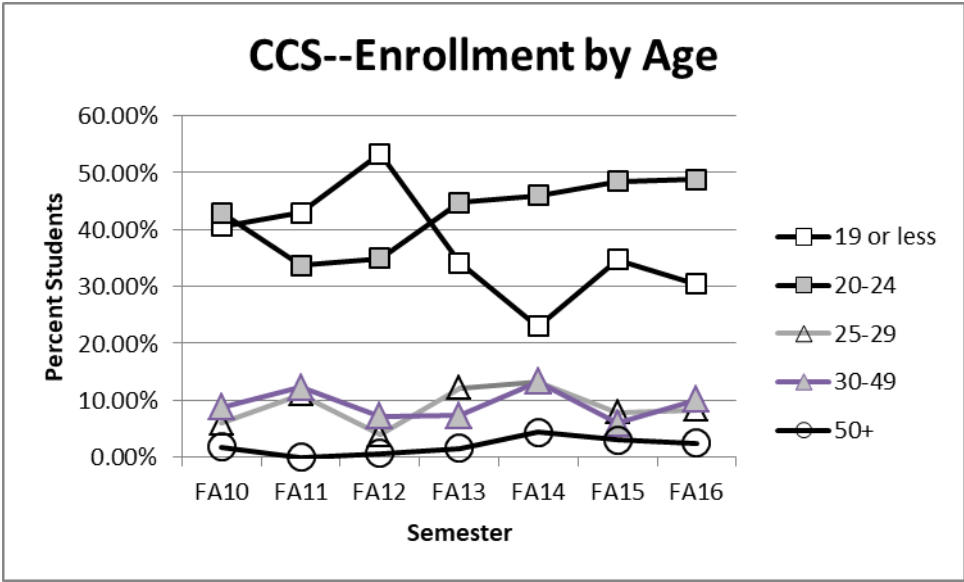
While the widening gap between white and Hispanic students in CCS classes is disconcerting, it must be noted that there is also more enrollment overall in recent years (and again, the sample is small for CCS). One cannot help but note the timing of this gap, given the anti-immigrant and white supremacy rhetoric during the 2015-16 election season. Indeed, racial slurs were found on desks in one CCS class, and adjuncts reported students having difficulty with anxiety in Chicano Studies classes. On an important note, *the data confirms that white students have always taken and benefited from CCS classes*, and we realize from this data that materials disseminated to attract students to a CCS class need to appeal to any student, regardless of race or ethnicity.

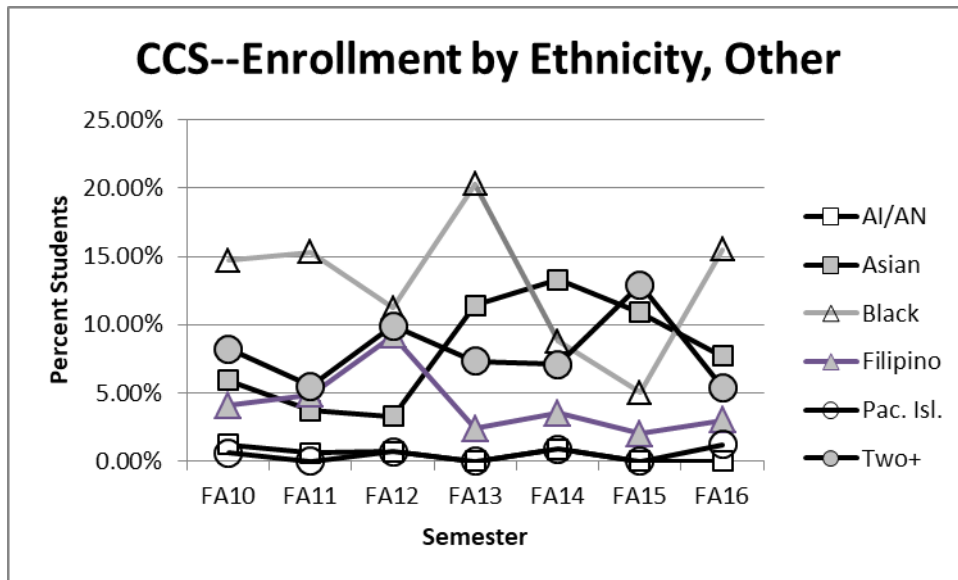
Most groups in the “other ethnicity” data chart are relatively close to the patterns at the College—with one notable exception. CCS enrollment of African American students (15%) is more than double the proportion of the rest of the college (6.5%), and as high as 20% when extra effort is expended in partnership with Student Services. This was just one of the data points made in the Fall 2017 Staffing Request for a faculty member in African American Studies (which ranked #2 by the committee).

While a decline in African American student enrollment F13 to F15 is parallel to collegewide decline, it appears more extreme in CCS. This may be due to the smaller number which would skew a graph. Enrollment increased by F16, and given one new (Intro to Black Studies) and other updated articulated courses, the upward trend is expected to continue.

Appendix 2. Enrollment Data, Disaggregated







All of the above graphs are relatively close to the patterns at the overall college, with the exception of about double the proportion of African American students at the college (in most semesters).

5.2 Trends in CCS student success and retention

On average, the proportion of CCS student success and retention across these semesters are on par or higher than the college and state. CCS retention has exceeded the College retention target.

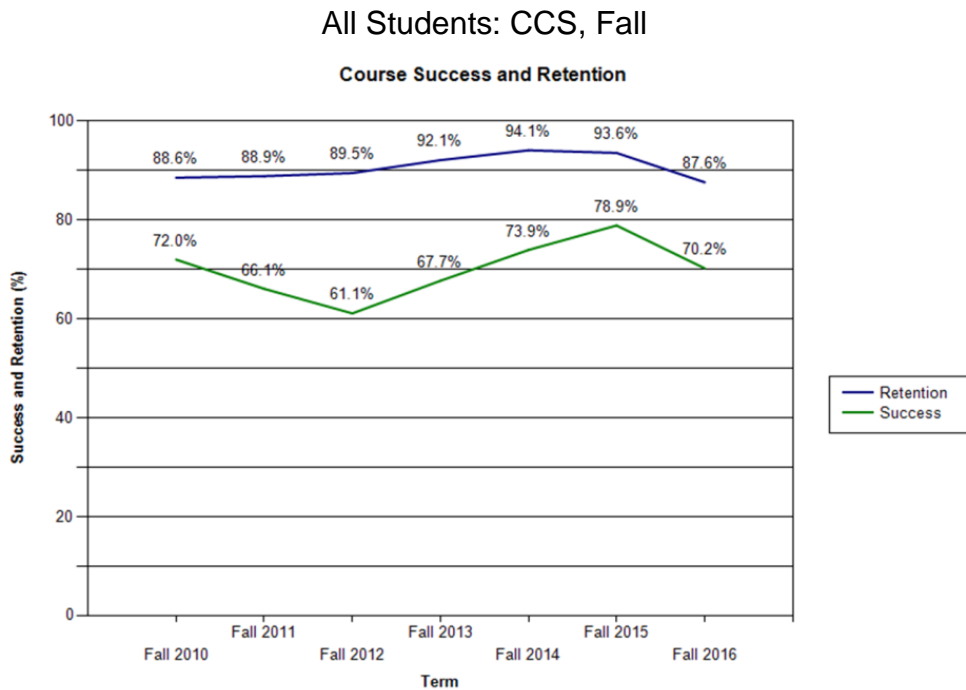
- College 5-YR Averages: Success 69% and Retention 84%
- CCS past 5-YR Averages: Success 69.84% and Retention 88.53%
(College Targets: Success 75% and Retention 85%)

Discussion of all CCS students, Fall and Spring. (There are not enough courses/students in Summer sessions to provide data. CCS expanded summer offerings after this data set in 2017.) There is a noticeable decline in 2012-13 in Fall success and Spring retention and success. It's difficult to explain this, given there was the slightest bump up in success at the college overall. Other than the fact that this was the tail end of the Great Recession which had a disproportional impact on low income people of color, there were no obvious changes or events in CCS to explain the decline. Whatever the reason, CCS student retention and success improved tremendously after that in the next two years, far surpassing what it had been before 2012. CCS partnered with English for Project Success links. The college as a whole increased success and retention since 2013, and one theory is that it correlates with an increase in student engagement focus collegewide.

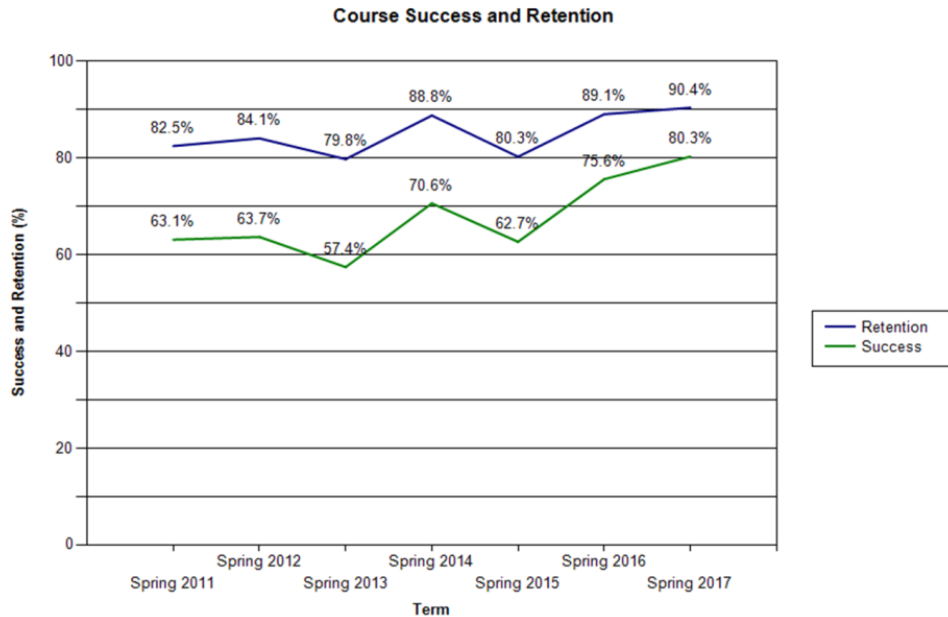
As successful as engagement is for student success, it is that much more so in Cross-Cultural Studies. A high proportion of our students are underprepared for college, which is why virtually every faculty member has been engaging students in cultural and socio-political events and venues. A cadre of new

energetic adjuncts joined our experienced adjuncts in prioritizing students' experiences outside the classroom that bring home the course material. (One of those, Raymundo Quezada, is now our sole fulltime faculty member.) This emphasis and creative energy from the faculty is the most likely explanation for the increase in both success and retention in the past several spring semesters (a pattern which is not happening college-wide). Anecdotally, faculty state that students in the Spring, with one semester of college experience under their belt, tend to struggle a bit less. Below in Sections 5.3, 5.4 and 7 are specific details about how that engagement has been taking place in CCS.

Appendix 3. Student Retention and Success Data



All Students, CCS, Spring

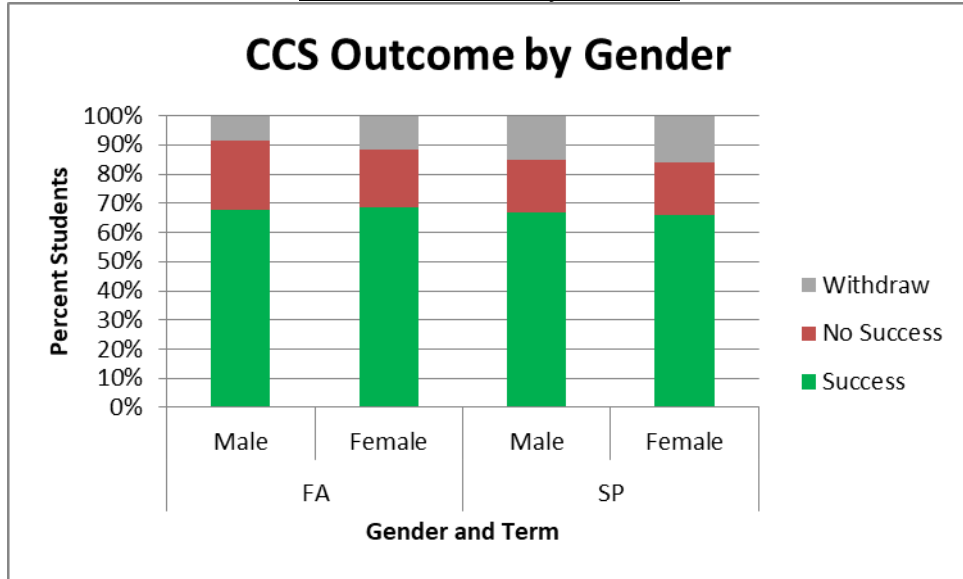


Discussion of Student Success & Retention, Disaggregated.

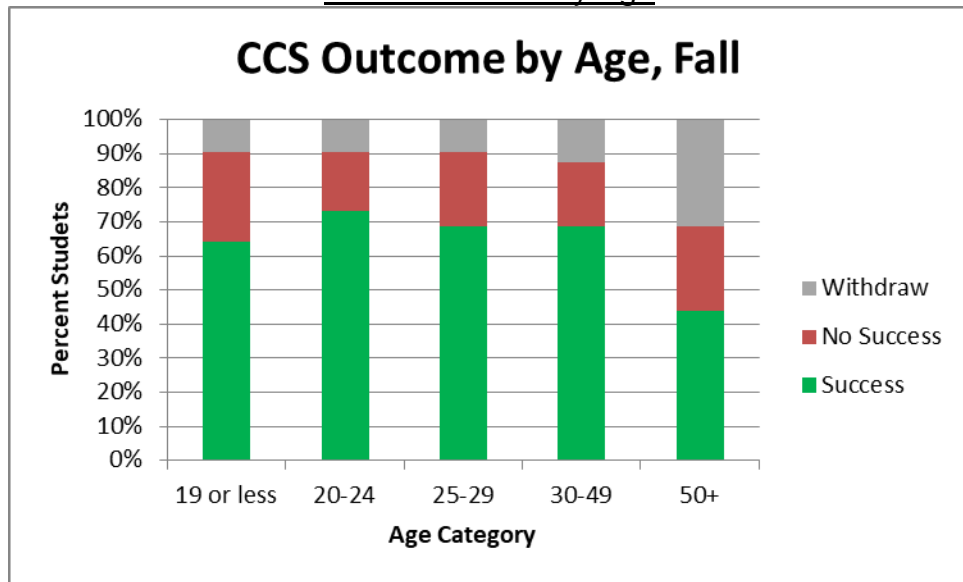
Disaggregated data show that CCS success rates are mostly on par with the rest of the College. But CCS at times has less *withdrawal* than collegewide, resulting in higher rates of failure. The low withdrawal/higher failure rates tend to be most true for the youngest students and our Black students. We clearly need to do a better job of monitoring the progress of students and provide better early support and interventions to students who show signs of struggling by the 3rd or 4th week of class. We need to find a way to partner with **Via Rapida** and its strategies, given our population of students. We should recruit tutors and make sure all adjuncts know about them and about the new Grad Coaches for student referrals. The students are staying in class and not passing – whether it is because they are engaged with the material but don't complete the work (anecdotally a common occurrence), or are merely staying in the class for financial aid reasons, or any of the variety of reasons that students struggle. We need to take the extra steps to motivate and provide support to the students to succeed in our classes.

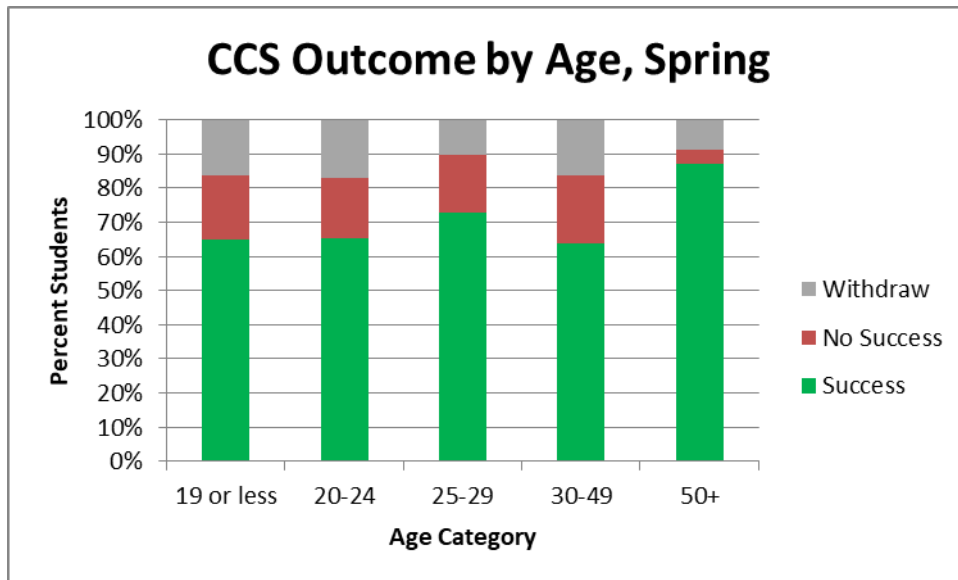
This disparity is not quite as true for gender outcomes, which in most categories are the same as those collegewide, but women in spring tend to have lower success – about 65% in CCS vs. 72% collegewide. Again, indicating that early intervention is key.

CCS Outcomes by Gender



CCS Outcomes by Age

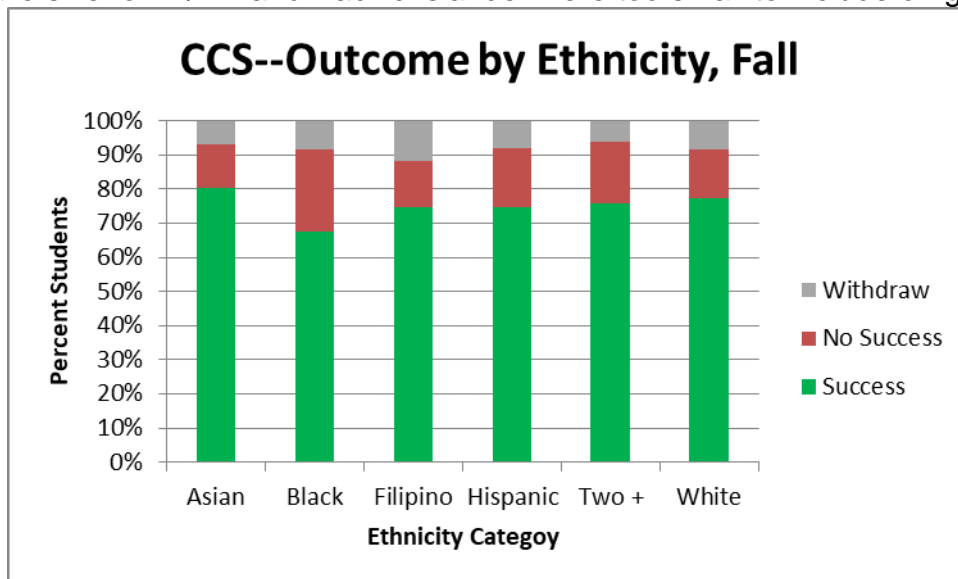




Pattern differences between Fall and Spring (especially in 50+ category) are due to small sample sizes. Males and females do equally well in your department, which is unusual.

CCS Outcomes by Ethnicity

Sample size for AI/AN and Pacific Islander were too small to include on graphs.



The pattern in Spring is similar, with discrepancies likely resulting from small sample sizes. Although student success is generally high, there is still a gap for Black students. There were no notable trends in success over time in any of the disaggregated groups.

5.3 Specific examples of departmental or individual efforts aimed at encouraging students to become actively engaged in the learning process in their classes.

Students in CCS classes have always had options for project-based assignments and for engaging the material through art, pop culture, political events, and more. Below in 5.4 is a table of specific activities that are brought into the class material. A civic, social, political or cultural engagement is standard in Ethnic and Women's Studies because of their interdisciplinarity. Our four+ disciplines originally developed from a social justice perspective of adding into the curriculum information about groups (and thus, students in those groups) largely left out of traditional disciplines. Pedagogy like analyzing and contextualizing movies using course theories and historical sources, or a creative final project that explains a theme or theory, allows students to examine in a personal, yet disciplined way, the social, political, economical and cultural topics within African American, American Indian, Chicano/Chicana, and Women's Studies.

While diverse students take CCS courses, it is true that more women gravitate to women's studies, blacks to black studies, etc. By the very nature of the course material, students are seeing themselves in their college courses, identifying personally with the material, and seeing themselves as belonging in college because of the familiarity of their college course. Thus first generation students who report feeling alienated and outsiders in college are able to connect with college material and begin a transition as an "insider" – to a college scholar who belongs.⁵ At the same time, all CCS classes have students outside of the group under study. These students, too, identify with the material as providing context and understanding of the world in which they live.

To bring all students together to deeper understandings of power structures or the historical, legal, social or economical impacts of the topics at hand, CCS instructors bring materials for the students to bond and to teach each other their insights. Instructors might provide (out of their own budget) artistic or office materials for in-class group discussion or for deconstruction of a socio-political phenomenon, such as poster boards, dozens of whiteboard markers, (and much more). This has been done, among others, in 114 Sociology of Minority Group Relations, 116 Intro to Women's Studies, 126 Chicano/Chicana and Mexican Art, 127 La Chicana, and 181 US History Black Perspectives II.

5.4 How the program incorporates opportunities for student engagement outside of class time and/or in collaboration with other departments

Student engagement is at the heart of CCS – as it is in Ethnic and Women's Studies around the country. Cross-Listing collaborations with other departments have been part of CCS from its inception.

⁵ C.E. Sleeter, "The Academic and Social Value of Ethnic Studies: A Research Review." Washington: National Education Association, 2011. "They reported developing a sense of community based on recognition of similar experiences and hardships." "Realizing there is an abundance of Chicano literature prompted feelings of ethnic and personal affirmation, confidence, empowerment, and finally occupying the place of 'insider' in an academic institution. Other studies find that "both students of color and white students have been found to benefit academically as well as socially from ethnic studies."

CCS began collaborating with Project Success links in the last Program Review cycle, and they continued until last year. At that point, due to decreases collegewide in enrollment, it was clear that the links did not draw enough enrollment without dedicated Outreach at the high schools to promote the links. The links are on hiatus until a solution can be found; since we have data that student success in Project success course links is high, we would like to get back to serving our students in this way.

Perhaps the largest current offerings of engagement opportunities come through a requirement of one or more outside-of-class events or offering extra credit for the multitude of activities relevant to our courses on- and off-campus. This has become easier since the Engagement Coordinator has started. Below is just a sampling student engagement methods to improve course outcomes:

Faculty	Course(s)	Method
C. Hinton	Various courses in American Indian Studies	Trip to Barona Museum; Pow Wows at Barona, Sycuan, Viejas; Barona Mission Church tour; Museum of Man, Mission Trails; Understanding Islam campus programming; Latinx Film Festival and Latinx Heritage Month events; Black History Month events; Community Service Learning as course credit
T Hosley	CCS 115 Cross-Cultural Competence	XC for Black History Month Events and other on-campus cultural events
D. Martinez	CCS/SOC 114 Sociology of Minority Group Relations	XC for on-campus events, such as the Low Rider exhibit, Political Economy week, English Dept. Literature forums, Banned Books week. Attend E. County Pow Wows
J. Myers	CCS/SOC 114 Sociology of Minority Group Relations	XC for up to 3 reflections for up to 30 points. Eligible events: relevant event at any college campus; event at any public library; an organized community rally, protest, town hall, or similar event; extra credit opportunities announced by the instructor.
J. Moreno	CCS 126 Chicano/Chicana and Mexican Art	XC for Chicano Park Day; Latinx Heritage Month lectures and events; DREAMers Advocacy Week; Gloria Muriel art exhibition at Hyde Art Gallery (forthcoming); writing requirement based on attendance at a Chicano Cultural Event of their choosing
R. Quezada	CCS/SOC 114 Sociology of Minority Group Relations; CCS/Hist 118 Early Chicana/o History;	XC or class credit when he took his classes (for events that took place during class time) to the GC Literary Arts Festival and Latinx Heritage

	CCS/Hist 119 Modern Chicana/o History	Month Lectures; South African Supreme Court Justice Edwin Cameron Lecture and Reception at USD 2015; Several tours of Chicano Park--about once a year; Julio Soto-led discussion at Griffin Gate after the murder of Alfred Olango; viewing the newly-released films: <i>Birth of a Nation</i> (2016), <i>Dolores</i> , <i>RBG</i> , <i>I am Not Your Negro</i> , <i>Blackkkkiansman</i> ; also for certain lectures in Political Economy Week based on Race and Ethnicity or U.S. Latin American relations. Collaborative projects with English and Counseling for the Puente cohort.
K. Ochoa	CCS 115 Cross-Cultural Competence	Meet at Chicano Park for the Annual May Day/International Workers Day event
M. Hernandez	CCS 118 & 119 U.S. History: Chicano/Chicana Perspectives I & II	Collaborative projects with English and Counseling for the Puente cohort; museum visits, Chicano Park tours

5.5 If state or federal licensing/registration examinations govern the program, please provide data and comment on student success trends.

N/A

5.6 If your program offers a degree or certificate in the college catalog, explain the trends regarding number of students who earn these degrees and/or certificates, including any changes that you have made to increase awards. Insert the “Degrees and Certificates” data table in this section. [This data table will be provided to you by the Program Review Data Research Liaison.]

Degrees	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	Total
Cross Cultural Studies	4	2	2	3	1	2		1	15

Knowing the low number of degrees completed by Grossmont students in CCS, it had been the hope to create a Social Justice Studies Associate of Arts for Transfer (AA-T) now available.⁶ However, after preparing for that curriculum, we discovered that SDSU is not recognizing that degree, but rather, that there are TAG agreements in place for students to transfer into the variety of Ethnic and Women’s Studies Departments. The CCC Chancellor’s Office reports that the ethnic, women’s and LGBTQ areas

⁶ It’s incredibly frustrating that SDSU, unlike other CSUs, is not accepting any of the Social Justice Studies AA-T degrees which focus on the disciplines in CCS – and more: Social Justice Studies (SJS) African American Studies; SJS Asian American Studies; SJS Chicano Studies; SJS Ethnic Studies; SJS Gender Studies; SJS General; SJS LGBTQ Studies; SJS Native American Studies.

of emphasis in the Social Justice AA-T transfers to 67 CSU and other California departments. While we had to abandon the AA-T, we turned instead to updating or creating the lower-division requirements for a major or minor in all of the disciplines in CCS. (That work is now done.) While the numbers of the degrees are disappointingly low, a better judge of CCS impact would be a study on the number of students who transferred into SDSU to major or minor in one of our disciplines, a study that may not be possible.

Now that the critical curriculum has been updated to articulate course-to-course, the next step is to work in tandem with Counseling, Articulation and the Transfer Center to determine what is the best route to degree for CCS students. It may be to make a greater effort on our website to show, via course maps, how students can get both a GC CCS degree AND a University Studies Degree for Transfer at the same time. Many students graduate with more than one degree due to the variety of course choices in the University Studies Degree. The CCS website is under redesign this semester to do that and more.

While we are working to help students gain degrees through their coursework in CCS, we are in the meantime providing students not only the fundamentals of our disciplines but also a range of GE fulfillment. Our Articulation Officer reports that “the large majority of courses in this discipline are transferrable to both CSU and UC Systems. Furthermore, Cross Cultural Studies courses have been evaluated by the CSU and UC systems to meet requirements for general education. As a result, Cross Cultural Studies courses assist students in meeting CSU General Education Breadth requirements in the following areas: Arts and Humanities, Social Sciences and American Institutions. Similarly, Cross Cultural Studies courses are approved in the following areas of IGETC: Arts and Humanities and Social and Behavioral Sciences.”

Lastly, the modification of CCS 115- Cross-Cultural Competency - provides students with an opportunity to get one or more certificates through CCS. The 3-unit 115 comes with a CCS (non-transcripted) certificate for students to present to employers who are demanding soft skills of a variety of competencies from our students. Two sections of 115 are offered every semester. CCS partnered with English and Communication, so that students who take our 115, and who also take their required GE of English 120 (Composition) and Comm 124 or 144 (Race and Ethnicity), are eligible for an additional 9-unit Certificate in Cross-Cultural Communication. Our next Program Review will have our first data about these certificates.

5.7 If you have any information on what students who major in your department go on to achieve after they leave Grossmont, please share that with us. For example, where do they transfer and do they graduate on time? What careers do they pursue? What are starting salaries in the field? Do you know if they go on to employment in their field and professional success? What impact did Grossmont have on their lives?

We do not have this data.

SECTION 6 - STUDENT SUPPORT AND CAMPUS RESOURCES

6.1 Are the college's student support services (Tutoring, Counseling, Health Center, Library, Financial Aid) adequate to meet your student's needs?

Today the support services are more available and helpful for our students than ever, thanks to the improvements under our Title V grant, among other things. There are more diverse sources in the Library, and thanks to new librarians, more accessible information literacy tools. Because most faculty in CCS are adjuncts, our challenge is now to provide the professional development that educates instructors on the early alert and referral services, such as the Grad Coaches.

CCS has never utilized tutoring, and its time has come. Because of our multiple disciplines and interdisciplinary scope, at first glance it would appear we would need 4 or 5 tutors to cover the material in the program. However, several of the courses are history based; some are sociology based. CCS can partner with history and sociology for tutoring; we can also utilize our top former students who can provide tutoring in our individual disciplines. There is an agenda item for our January, 2019 CCS meeting to provide an informational session on student success interventions; we can also have a discussion about how we might best be able to partner with the Tutoring Center. We realize that funding is limited for Tutoring, so we will have to work through our Dean to be sure the College can support an expansion of tutoring that is much-needed for CCS students (per the low withdrawal/higher failure data seen in this self study).

6.2 What services do students in your department/program use most often or that make the most difference? Can you provide any examples where services have clearly improved student retention and success?

Because many of our students are in Puente or UMOJA, the link with the counselors in those programs have been critical for our students. They have first-hand knowledge of each student, so there is a high-touch service to be sure the students succeed. The expansion our Student Mental Health has been critical for instructors to walk a student to that office, but it is still under-utilized. This is another case where more professional development about the services and best practices are needed so that students are getting the help they need.

6.3 Are college support services adequately supporting your faculty and staff? Consider IT, Instructional Operations, Business Services, Printing, Bookstore, Maintenance, CAPS, and any other support services important to your faculty and staff.

These services have been supportive of CCS faculty and programming. Addition of OER coordination and a structure for easy use of OER by more faculty will continue to be important for CCS students. Again, professional development is needed so our adjuncts know what is available for course use.

SECTION 7 – ON-CAMPUS/OFF-CAMPUS INVOLVEMENT

Faculty	Activity/Committee	Year(s)	Value to Student Success
<p>Raymundo Quezada (Chicano Studies and Cross-Cultural Competence)</p>	<p>Dreamers Club mentor, Latin@ Alliance Board member (campus events), Project Success links requiring coordination, Puente course link instructor requiring coordination; tabling for CCS classes in the quad; Puente training; Introduced and facilitated Q & A with Dr. Alvarez at the screening of “Lemon Grove Incident,” 2016; Literary Arts Festival ‘17: led readings done by Raymundo, students, and Dean Albarran of Luis Urrea, and organized the CCS-related event;</p> <p>teaching CCS classes at Helix High; co-teaching the first CCS 115 Cultural Competence section with his father, Prof Reyes Quezada of USD’s Dept. of Ed Grad School; “Get Out” Screening and Discussion, S2018: Organized and led discussion/lecture on History of African-Americans in Horror films, and discussion on symbolism within the film. *NOTE: He will be doing this again on October 30th, and working with Student Equity and Student Engagement to secure funding for food/halloween snacks; Latinx Heritage Month Disc, 2018: “Representations of Mexican-American Families in the Media”</p>	<p>Adj:’15-17</p> <p>FT:’17-pres.</p>	<p>All the activities serve cross-cultural students and students in CCS classes by perfecting his expertise, collaborating in student engagement and student success strategies, and helping to expand CCS in reaching more students.</p> <p>Enthusiastic, creative student engagement and support. Mundo has been tireless in organizing engagement activities and in his willingness to launch new efforts for the success of CCS students.</p>
<p>Kristi Abrecht, Adj Intro to Women’s Studies</p>	<p>1st semester teaching this new course: brought the authors and Teatro members of <i>Teatro Chicana – A Collective Memoir</i>—a book featuring 17 women’s stories about their experiences in Teatro de las Chicanas during the progressive street teatro movement of the 1960s-’70s. They wrote an additional skit specifically for the Grossmont performance; presenter to AAUW Club, “What is Feminism?”; led discussion for the AAUW Club Women’s #lerHERbereal showing of “MissRepresentation”</p>	<p>F2017-present</p> <p>F2017 Mar ‘17</p>	

	-Currently redesigning the CCS website so students can find CCS courses with searchable terms; better descriptions, certificates; ed pathway maps, etc		
Adisa Alkebulan , Adj. African American history	-UMOJA instructor; attended UMOJA events; -Led Discussion: "Daisy Bates: First Lady of Little Rock" film, Griffin Gate -"Our Lady of Kibeho" Talk back led by Drs. Alameen-Shavers & Adisa A. Alkebulan Moxie Theatre -Led discussion for UMOJA Movie Night "12 Years a Slave", Griffin Gate	'12-'17 2-23-16 2016 2014	Dr. Alkebulan, who teaches fulltime at SDSU Africana Studies, was an integral part of the UMOJA program until UMOJA statewide decided to focus the cohort on basic skills. The engagement and retention of our African American students has been one of CCS's successes
T. Ford , Adj. African American Studies	Involved her students in CCS 143 Images of Black Women and CCS/Eng 238 Black Literature with the Black History Month events she helped coordinate; among her coordinated efforts too numerous to mention, she brought to GC the film "Rosenwald" and its filmmaker – about the Sears magnate who provided seed money for black schools and YMCAs and black art centers throughout the US	'12-17	T Ford has been legendary for her coordination of educational engagement for students at Grossmont. She brought talent to campus so students could interact with them directly, connect with class material, and be inspired.
Monica Hernandez , Adj. Chicano Studies	Puente training, coordination, student mentoring; Latin@ Alliance member (campus events); Project Success links requiring coordination; organized the screening of "Lemon Grove Incident" including the descendant Dr. Alvarez, 2016	'15-17	Puente cohort with Counseling, CCS and English leads to student engagement and retention; The Alliance provides educational engagement campuswide; Project Success has a proven track record
Cheryl Hinton , Adj. American Indian Studies	Updated all American Indian Studies curriculum; Connects Grossmont to local Native Nations; Made Grossmont the venue, 2016 & '17 for East County Leadership Program as E.C.L. Arts/History/Culture Chair; Community Service Learning Committee and CSL for course credit; Lecture to	2012-present	No one has done more for CCS and student engagement over the long term than Cheryl, who was originally recruited by Tom Gamboa as Barona Museum Director. She

	Anthropology Club on Native Americans; arranged Native American Guest lectures: Stan Rodriguez, Ivan Sam, Kathy Willcuts, Steven Garcia; organized trips to the Barona Museum, of which she is the former Exec. Director.		was among the first to come to the new CSL Work Group and involve her students with YALLA East County. She brings her subject matter alive and connects GC students to the Native Nations of East County – and vice versa
Jennifer Moreno , Adj. Chicano/a Art	Helped organize End-of-Year Celebration for Puente students; organizing a Field Trip to UC Riverside and Museum of Latin American Art Museum for Puente students (forthcoming)	S2018-present	Jennifer was added last Spring as the CCS instructor for the Puente Cohort, a program known for retention and success.
Tacey Hosley , Adj, Cross-Cultural Competence	Advised and provided expertise to modify CCS 115 from “Cross-Cultural Awareness” to “Cross-Cultural Competence.” Helped organize Black History month events.	'16-17 '17-18	Provided expertise to launch the new certificated course in CCS and
Sue Gonda , Coordinator & CCS 194 (1 unit) Community Service Learning	-Latin@ Alliance -Title V grantwriting collaboration, -Developed CCS Growth Plan, 2015-19 (attached-filed in TracDat) Social Justice and Equity Team--Cultural Competency training planning for Faculty/Staff and Students; -College-wide Student Engagement: Coordinator Hiring Committee, One Theme Group, Community Service Learning Faculty and Student Group, -Created new curriculum: Cultural Competency Course and Three new Certificates - Collaborate with other departments for the Certificates; new Intro to Women’s Studies; Investigate Social Justice Studies Degrees -Expanded course offerings to meet student need and interest. -Advisor, SOGI (LGBTQ) Club and AAUW Club – personally mentor club leaders - Outreach : coordination with College and	'15-'17 '15-present	Virtually all activities by the coordinator have been to develop or expand Outreach, Engagement or Retention. From curriculum to better serve student ed goals and interests to the work towards an increase in equity-mindedness in the campus, all work at the college level has been to connect the relevance of the CCS Program to the college goals of student success and closing the achievement gap.

	Title V Outreach; partner with Puente Coordinators; developed Helix High School campus offerings; developed multiple course flyers; developed CCS brochure; tabling in the quad; attended CTE & Health Division meetings with brochures about new certificates; -Member, Student Success and Equity Work Group		
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7.1 Referring to the above table, what activities contributed most to student success?

Because CCS instructors excel at student engagement activities – both in- and outside of class, it is not possible to single out activities that have higher impact than others. Engagement is at the heart of our discipline pedagogy. The table is evidence of the fine work outside the classroom provided by CCS faculty. It should be noted that between 2015 and 2017 there were NO fulltime faculty--the extraordinary coordination of engagement activity has been done gratis by the part-time faculty.

The CCS data reveals that the student retention rate in our classes is quite high, and we would attribute that to the great lengths to which our faculty engage the students.

7.2 Please provide an overall reflection on your department’s activity displayed in your table.

The energy and creativity of one fulltime and virtually all parttime faculty is reflected in their diverse contributions. All of the disciplines in CCS are represented in the table. The work not only provides retention for our CCS students, but is offered collegewide for student engagement. This was true before we hired an Engagement Coordinator, and it is all the more rich now that she is on board.

7.3 Are your overall faculty professional development needs sufficient to ensure students are successful in your program?

Yes____ No __X__

All CCS faculty need to be educated about strategies for early intervention for struggling students and what services are available at Grossmont to ensure that the students we retain in our classes have every opportunity to pass. We need a handout for the faculty, much like the Student Services Referral sheet produced by Academic Affairs, outlining the intervention services available and how to hook students up with them. There also has been some discussion about sharing strategies for scaffolding assignments with low-stake skill-building assignments early in the semester, and building student skills for the writing and analysis necessary in our courses.

SECTION 8 – FISCAL & HUMAN RESOURCES

Fiscal Resources

CROSS-CULTURAL STUDIES						
	FA12	FA13	FA14	FA15	FA16	*FA17
Earned Enroll	257	259	284	252	378	411
Max Enroll	215	214	287	282	442	616
% Fill	119.53	121.03	98.95	89.36	85.52	66.7%
Earned WSCH	751.37	765.91	874.91	738.51	1,114.54	1,224.26
Total FTEF	1.20	1.20	1.40	1.20	2.20	2.60
Earned WSCH/FTEF	626.14	638.26	624.94	615.43	506.61	470.87
	SP13	SP14	SP15	SP16	SP17	
Earned Enroll	373	314	286	309	323	
Max Enroll	396	348	394	444	461	
% Fill	94.19	90.23	72.59	69.59	70.07	
Earned WSCH	1091.23	909.86	831.28	901.46	969.00	
Total FTEF	2.00	2.00	2.00	2.01	2.00	
Earned WSCH/FTEF	545.61	454.93	415.64	448.28	484.50	
	SU12	SU13	SU14	SU15	SU16	
Earned Enroll	0	34	31	0	0	
Max Enroll	0	50	50	0	0	
% Fill	N/A	68.00	62.00	N/A	N/A	
Earned WSCH	0	94.03	85.74	0	0	
Total FTEF	0	0.20	0.20	0	0	
Earned WSCH/FTEF	N/A	470.17	428.68	N/A	N/A	

*F2017 Data provided by Bonnie Ripley and CPIE for our F2017 Faculty Staffing Proposal

8.1 Patterns in enrollment; maximum enrollment and % fill

FALL: It is apparent that CCS is growing. In earned enrollment CCS largely remained steady or increased between F2012 and F2016. Collegewide, enrollment went down in F2014, but in CCS it increased from 259 to 284. While the college enrollment was flat between F'14 and F'16, in CCS earned enrollment increased significantly in F'16. This was due to increased offerings, new faculty – and the new collaboration with Puente and being part of the Puente cohort. In F'16, for the first time in in several years CCS courses had waitlists and multiple classes filled to capacity (the table below was cut and pasted from WebAdvisor for the “CCS Growth Plan”)

Fall 2016 **Waitlist Closed** CCS-114-9205 (9205) Soc/Minority Group Relation
Fall 2016 **Waitlist Closed** CCS-114-2656 (2656) Soc of Minority Group Relation
Fall 2016 **Waitlist Closed** CCS-118-2659 (2659) US Hist:Chicano/a Perspectv I
Fall 2016 **Closed** CCS-119-2660 (2660) US Hist:Chicano/a Prspectv II

Fall 2016 **Closed** CCS-180-2675 (2675) U.S. Hist: Black Perspectives I

Section sizes are determined by the contract and room capacity. The exceptions are those classes linked with an English class capped at 35 or in Puente which is capped at the number of students in the cohort.

CCS's Fall % fill rate was significantly higher than collegewide in these years

	F'12	F'13	F'14	F'15	F'16
% Fill College:	85	94	87	85	83
% Fill CCS:	119	121	99	89	85

SPRING: Starting with the % Fill, CCS did not maintain those high percentages over time in Spring, even though some years the earned enrollment was higher in spring than fall.

	S'13	S'14	S'15	S'16	S'17
%Fill College:	82	87	80	84	75
%Fill CCS:	94	90	72	69	70

We added sections in both fall and spring in recent years where there was the most demand. The only courses in CCS where we have multiple sections are the 114 Sociology of Minority Group Relations (2-3), 115 Cross-Cultural Competence (2), and the two Chicano History classes (2 each until the 3rd added at Helix in S'17). All other offerings are one section per semester or per year. We also moved some classes out of prime time where they seemed to be competing with courses students needed for their majors. This strategy has met with some success, but not in every case, and we are still looking for the right combination.

8.2 Patterns in Earned WSCH, FTEF and Earned WSCH/FTEF

The “**CCS Growth Plan**,” created in 2015, called for multiple tactics to grow the program and serve more students--more effectively. The outreach, curriculum updates and additional section offerings, and encouragement of faculty to participate in engagement opportunities began to produce larger numbers by 2017. Moving the times and days of courses was the most significant change to maximize efficiency. We found that too many CCS courses were competing with each other at the same time/day, so adjustments were made.

FALL: The total FTEF between F’12 and F’15 remained constant, but you can see the bump up from 1.2 to 2.2 between the ’15-’16 years. Again, new adjuncts were hired and more sections offered, as evidenced by the jump in earned WSCH in that same period from 738 to 1,114. More evidence that CCS was growing. The earned WSCH/FTEF was higher (some years significantly so) than collegewide:

	F’12	F’13	F’14	F’15	F’16	F’17
WSCH/FTEF College:	452	520	490	475	420	
WSCH/FTEF CCS:	626	638	624	615	506	

SPRING: There was more fluctuation in the earned Spring WSCH since the last Program Review, although spring FTEF remained constant at about 2 during this time. S’13 had the greatest earned WSCH, (the college peaked the following spring). There was greater fluctuation in the earned WSCH/FTEF as well, with CCS garnering higher numbers at the beginning and end of these years, but on par or below college level in between. Most importantly, by S’17, the **CCS Growth Plan** had been in effect for two years, and by then it was showing results.

	S’13	S’14	S’15	S’16	S’17
WSCH/FTEF College:	400	475	445	448	415
WSCH/FTEF CCS:	545	454	415	448	484

8.3. Adequate budget funding

In lieu of fulltime faculty, the department needs funding for one or more adjuncts to coordinate SLO assessment and the necessary discussions about teaching and learning that results from that assessment.

In other areas, funding has only been adequate because the department has not offered to reimburse faculty who bring additional materials into the classroom for student activities and do not offer stipends to the many guest lecturers brought to campus. Given that at one time all CCS courses were taught by adjuncts, and still most classes are, there has not been enough money in our tiny budget to cover those expenses, which has been unfair to adjuncts. The budget could be increased by a relatively small amount and cover those materials.

8.4 Outside financial support or subsidy

N/A: All funding has come through college processes.

Human Resources

NOTE: Please refer to the table provided by the Program Review Data Liaison to answer the following questions.

PURPOSE OF SECTION 8.5 & 8.6: The committee is interested in knowing about the people in your department and what they do. The committee also wants to understand your department/programs staffing needs.

CCS	FA12	FA13	FA14	FA15	FA16	FA 17*
FT Faculty Count	1	1	1	0	0	1
PT Faculty Count	4	4	6	7	6	13
Full-Time FTEF	0.80	0.80	0.80	0.00	0.00	.90
X-Pay FTEF	0.20	0.20	0.20	0.00	0.20	0.00
Part-Time FTEF	0.20	0.20	0.40	1.20	2.00	1.70
Total FTEF	1.20	1.20	1.40	1.20	2.20	2.60
FT Percent	83.3%	83.3%	71.4%	0.0%	9.1%	34.6%
Permanent RT	0.320	0.320	0.320	0.398	0.398	
Temporary RT						

*F2017 Data provided by Bonnie Ripley and CPIE for F2017 Faculty Staffing Proposal

8.5 Roles and responsibilities of full-time versus part-time faculty. Trends and Changes.

When Danny Martinez retired in S2015, CCS operated without any fulltime faculty teaching in the department for two years. (Raymundo Quezada was hired and began in F2017.) Sue Gonda, the Coordinator, did not teach in CCS (she teaches in History). T Ford, fulltime in Counseling but adjunct in CCS, accounts for the 9.1 FT% in F'16. Sue Gonda took on all Program responsibilities, including developing and executing the **CCS Growth Plan**. As discussed above, each adjunct went above and beyond to connect CCS with the College – and the College with CCS students. Their engagement efforts helped create a new and energized presence on campus for CCS.

CCS has not been able to fully serve the College due to a lack of more fulltime faculty with diversity and equity discipline knowledge and expertise. The requests for attendance at meetings, workshops, and

committees as the Title V work grew and student success and equity work expanded placed a hardship on the Program. The requests far exceeded those made upon CCS before 2015. The demand upon CCS was so great that neither the new coordinator nor the new tenure track faculty was always able to accommodate the needs of the College or students. This was because by F2015 the college was developing an Equity Plan and reformulating the Strategic Plan to devote College resources to the needs of Grossmont as a Hispanic-Serving institution and address the achievement gap of students of color and foster youth. The students that have become the focus of the college for increased success are precisely those that encompass the majority of CCS students.

The success of interdisciplinary programs is partnership. While Gonda and Quezada have worked to achieve partnerships within the college (Puente, UMOJA, Project Success, Outreach offices, Engagement Coordinator, and more), our CCS numbers are still lower than they could be in serving first-generation students of color (or indeed all first gen students), because there is still work to be done to partner throughout the college to engage more students. (35% of Grossmont students are first gen per our Scorecard.) Frankly, even the loss of some adjuncts has impacted CCS efforts. In the past, T Ford, while fulltime in Counseling, was adjunct for two CCS courses and was instrumental engaging and retaining African American students with her work for Black History Month, UMOJA, and year-long college events. She was instrumental in teaching cultural competence to diverse students within the African American cultural lens. She helped connect CCS curriculum to the college. With her retirement, CCS has had no one to continue this work and help the collegewide engagement efforts that disproportionately affect African American students – especially males. As is well established in research, cultural programming that benefits African American Students also increases the cultural diversity (world citizenship) experiences of all students.

8.6 Are the current levels of staffing of faculty adequate? Part-time vs. full-time ratios; issues surrounding the availability of part-time instructors; duties and responsibilities of full-time faculty members that influence their loads

It is clear that there is only one fulltime faculty member for courses offered in four disciplines. The “**CCS Growth Plan**” set out to double FTES between 2015 and Fall, 2018, but that was with the help of two fulltime faculty. CCS came close to that goal early with only 1 FTF and 13 adjuncts by F 2017: from an enrollment of 246 in F2015 to 411 in F2017. It should be noted that the increase to 13 adjuncts was even with the fulltime faculty hire teaching a full load.

There is much work to be done to increase CCS’s contribution to Grossmont’s Strategic Plan. Since the research is clear about the impact of ethnic studies on student engagement, retention and success, CCS can do much more to, in the words of our Strategic Plan, help build “A culture of participation among the College community, connecting to specialized events on campus that address cultural competency, social justice, student leadership development and advocacy.” Two more fulltime faculty would allow us to do all of the following strategies and more to increase enrollment in CCS classes and increase the capacity of the College to engage and retain more students:

- partner with CTE programs and the East County Labor Council about the cultural competency certificates;
- make presentations to clubs and orientations for Puente, UMOJA, and other student orientations – students need to know that the CCS courses and certificates exist
- work more closely with Outreach;
- work with the Title V programming so that CCS courses can help with retention after students are in *Via Rapida*.
- Include CCS classes in more student cohort initiatives, since national data that shows that ethnic studies courses engage and retain first-year students, and Grossmont's CCS data shows that we have high retention rates.
- etc

More about efficiency: It takes three separate faculty members to teach the four African American Studies classes. It takes three Chicano Studies faculty to teach those classes, even with one of them fulltime. We have been searching since 2015 for an adjunct skilled to teach the American Indian history classes, to no avail. These are classes that not only fulfill the Social Science GE and American Institutions GE, but serve as the lower-division requirement to major or minor in American Indian Studies at SDSU and other institutions. Grossmont no longer serves the American Indian population in East County, even though there are more registered nations in San Diego County than any other county in the U.S. And most of them are in East County. There is no one to do that outreach, which is a loss for Grossmont and for the County.

8.7 Justification for faculty request if staffing levels are not adequate; how this position would contribute to basic department function and/or the success, retention and engagement of students in the program.

This is largely answered in 8.6 above. CCS needs two more fulltime faculty to adequately serve Grossmont's students – and East County. At one time we had one specialist in American Indian Studies and one for Chicana/o Studies. Gamboa, for American Indian Studies, served to connect Grossmont to the East County tribes and provided outreach. Students in his classes were diverse, and the history courses fulfilled two GE requirements. The Pow Wow organized by Gamboa filled a niche in East County, since spring typically has none. Today, Cuyamaca fills that need.

One fulltime faculty member specializing in African American Studies and one in American Indian Studies would allow CCS – and Grossmont – to continue to expand our Ethnic, Women's and Social Justice section offerings and serve more students. Not only would the new fulltime faculty teach that content, they would provide the necessary outreach, retention and engagement work necessary to continue the growth trend in CCS and to help execute the Strategic and Equity Planning to reduce the achievement gap in our students of color. Section 8.6 above outlines many of those duties. The current Coordinator has started this work and continues to update curriculum (the new faculty would provide curriculum expertise as well), partner with the Engagement Coordinator for social justice events which engage our impassioned students in CCS classes, and more.

Just as important as our need for more outreach: our CCS data has shown a high retention rate. The next step is to get more services to students to pass since they are staying; at the same time, let's get more students into our classes, thus increase student retention at Grossmont overall.

While this was mentioned earlier in this document in a different context, it bears repeating that the reason why ethnic and women's studies courses increase student retention and persistence is that students see themselves in the course material, and the classes make their college education personal to them. Students outside of the group under study, too, identify with the material as providing context and understanding of the world in which they live. Research has well documented the reasons for higher retention of students as a result of ethnic studies courses.

See, for instance the 2011 review of the literature: C.E. Sleeter, "The Academic and Social Value of Ethnic Studies: A Research Review." Washington: National Education Association, 2011.

Ethnic Studies courses increase retention because students "reported developing a sense of community based on recognition of similar experiences and hardships. . . . Realizing there is an abundance of Chicano literature prompted feelings of ethnic and personal affirmation, confidence, empowerment, and finally occupying the place of 'insider' in an academic institution." The courses lead to "racial understanding, perspective taking, sense of commonality in values with students from different racial/ethnic backgrounds..." Students in ethnic studies courses find "agreement that diversity and democracy can be congenial," and their experience in those classes leads to "more student involvement in political affairs and community service during college as well as commitment to civic affairs after college."

See also any of the many more recent findings, e.g., Ashley A. Smith, "The Benefits of Ethnic Studies Courses" *Inside Higher Ed*, July 9, 2018.

<https://www.insidehighered.com/news/2018/07/09/san-francisco-state-finds-evidence-ethnic-studies-students-do-better>

The San Francisco State University "study also showed that students who enrolled in at least one ethnic studies class graduated at a higher rate than students who took no ethnic studies classes." This article reiterates what education research has long proven – that ethnic studies faculty do more mentoring; they are role models; they create a safe environment in the classroom for students who might feel alienated or outsiders in college as first gen students. Ethnic studies classes are places for *all* students to "feel the classroom as an oasis where they will not be attacked. It's easier to learn when you're not feeling under attack."

8.8 Non-faculty positions

N/A

8.8 Briefly describe the duties for each position.

N/A

SECTION 9 – SUMMARY AND RECOMMENDATIONS

9.1 Summarize program strengths in terms of:

Outreach

Since 2015, the Coordinator

- connected with Latino Alliance, UMOJA
- worked with Cheryl Hinton to produce the East County Chamber of Commerce History/Culture Day at Grossmont College (two years in a row); presented about the cultural competence course.
- met with Lorena, Heriberto (Outreach), and Creative Services to create the first CCS brochure
- met with two Outreach Coordinators – College and Title V; disseminate brochures
- created flyers of semester offerings, showing the GE areas they fulfill and distributed to all counselors
- Solicited flyers from instructors about individual courses and disseminated them in Building 10, at quad tabling, and posted around campus; worked with Raymundo (FTF) and adjuncts for tabling
- Developed flyers to explain and promote new CCS GE course and certificate 115: “Cross-Cultural Competence;” disseminated to counselors, Outreach Coordinator, posted them;
- Attended CTE & Health Division meetings (Spr 2017) with brochures and flyers about new CCS GE course and certificate 115: “Cross-Cultural Competence” available in Fall 2017.
- Fall 2017, attended ASGC and ICC with brochures and info about the new cultural competence certificate
- Attended initial Title V meetings after Title V Coordinator was hired
- Partnered with Engagement Coordinator in multiple events and initiatives, 2017-18; placed 1-unit CCS 194 Community Service Learning interns at “Common Ground.”
- Developed relationship with Puente Coordinator to be sure CCS courses are offered at times to benefit the Puente cohort; re-arranged scheduling to offer the best course for Puente needs.
- New website is under development so that CCS classes and the certificates are more easily found. “Ethnic Studies” “Black Studies” “Women’s Studies” “Gender Studies” “American Indian Studies” “Chicano Studies” will all be searchable terms. Educational pathway “maps” and benefits of getting a CCS Degree to be laid out

Engagement

- With the Engagement Coordinator, organized a “What is Justice” event (F2017) with multiple clubs: AOJ, Indivisible, AAUW, SOGI, Dreamers, EOPS
- partnered with college-wide projects such as working with T Ford to offer the film, “Rosenwald;”
- Encouraged part-time faculty to become involved with College initiatives. Adisa, Cheryl, Monica and Raymundo ALL engage in college cross-cultural events and projects.
 - SEE SECTION 7 Chart of Student Engagement Activities of individual faculty members.

Retention

One of the strengths of CCS is retention. CCS data shows much higher retention rate (87-94%) in CCS compared to collegewide. As explained in Section 8.7, this is not unusual for ethnic studies classes. Research has well established that both retention and persistence is high because of the sense of community, personal affirmation and feeling a sense of belonging in college as an insider.

9.2 Summarize program weaknesses in terms of:

Outreach

While much has been done since 2015, there is much work to be done to increase CCS's service to Grossmont students; we lack the human resources to do all of the following strategies and more to increase enrollment in CCS classes:

- partner with CTE programs and the East County Labor Council about the cultural competency certificates;
- make presentations to clubs and orientations for Puente, UMOJA, and other student orientations – students need to know that the CCS courses and certificates exist
- work more closely with Outreach;
- work with the Title V program so that CCS classes can help with retention during or after students are in *Via Rapida*.

Another weakness in outreach our weak website. Without a strong presence on the web, we are invisible, which is why this semester we have retained the services of one of our stellar adjuncts (Kristi Abrecht) to revamp it.

An obstacle to effective Outreach that we have discussed in our CCS meetings, and which must be addressed ASAP, is our name. "Cross-Cultural Studies" was a term from the 1980s, and students today are unfamiliar with that. It does not denote what we are – so much so, that even faculty and staff at Grossmont have been confused about what our program encompasses. We are ethnic studies, women's studies; we are social justice studies. In reviewing the terminology in the academy, we are considering a change to "**Ethnic, Gender and Social Justice Studies.**" It may be cumbersome, but we are multi-discipline. This suggestion makes it clear what we are and uses language that students will recognize, as it is found not only throughout the California Community Colleges, but nationally. The CCC Chancellor's office developed the Associate Degree for Transfer for Social Justice Studies to meet the needs of the students in disciplines that we have in CCS. It was designed for an area of emphasis in our four disciplines (and more). By embracing that terminology we are being consistent with the state while at the same time using 21st-century terms identifiable to millennials and post-millennials. Perhaps more than ever in the history of CCS, we are relevant to today's students. According to the Pew Research Center, "Some 43% of Millennial adults are non-white, the highest share of any generation."** If we are to reach out to students who will find value in our courses, they need to recognize us.

* <http://www.pewsocialtrends.org/2014/03/07/millennials-in-adulthood/>

Engagement

Student engagement, as seen above in Section 7, is perhaps our greatest strength.

Retention

Our greatest weakness is in our online environment, where students need more support and engagement to stay in, and succeed in, distance ed classes.

9.3 Concerns that may affect the program before the next review cycle such as retirements, decreases/increases in full or part time instructors, addition of new programs, external changes, funding issues etc.

Sue Gonda will be retiring after Spring of 2020. Raymundo Quezada is being mentored in college wide initiatives and chair duties. At least now, Gonda's Coordinator reassigned time, coupled with Quezada can maintain current growth. But with the loss of one person, that maintenance of four disciplines is not sustainable, much less the plans for growth which could serve the College and East County more fully.

9.4 Rank ordered list of program recommendations for the next six-year cycle based on the College's new Strategic Plan which includes outreach, engagement, and retention.

1. Keep applying for fulltime faculty
2. Continue assessing SLOs and sharing data and pedagogical strategies so that more students pass our classes
3. Provide professional development to all CCS faculty about:
 - a. low-stake assignments or other strategies that provide early alert for students struggling
 - b. the Grad Coaches, student peer mentors, and other student support services and interventions to improve student success in our classes.
4. Explore tutoring options – ethnic studies tutors or utilizing history and sociology tutors, etc.
5. Change the name of CCS so that it is recognizable to students; apply through Senate for department status to accurately reflect the work of the disciplines and for students
6. Expand outreach:
 - a. make presentations to clubs and orientations for Puente, UMOJA, and other student orientations – students need to know that the CCS courses and certificates exist
 - b. partner with individual CTE programs where the students will benefit from the cultural competence certificates for employers.
 - c. Reach out to the East County Labor Council about the cultural competency certificates;
 - d. work more closely with the Outreach Office
7. Work with the Title V program so that CCS classes can help with retention during or after students are in *Via Rapida*.
8. Continue to reward (through professional development credit or any other means) and encourage part-time faculty to organize engagement activities that can be shared college wide; be sure all part-time faculty have met the Engagement Coordinator

Cross Cultural Studies Department Program Review-Follow-up Questions

After reading each report the program review committee develops a list of follow-up questions. This allows us to get a deeper understanding of your department's operations and guides our commendations and recommendations for the next program review cycle (6 years). We have tried to make the questions clear and very specific to minimize the effort needed to answer them. Please have the answers to the questions below back to me by **email no later than Monday November 26th**.

Section/Page	Question	Response
1.1	What can be done now to restore the diversity requirement?	Do you mean restore the <i>discussions/planning</i> ? (There never was a diversity requirement.) There is no precedent for this process, but in last go-around, the assumption was that it would go through the Curriculum Committee and Senate. There had been a GE Committee, then a GE subcommittee of Curriculum. Then, the Curriculum Committee assumed responsibility for GE decisions before going to Senate. Gonda is having conversations with Moriah Gonzales-Meeks at Cuyamaca, because they are interested in instituting one, too. Having this as a district-wide initiative would make it more likely to happen. I have shared all our research and documentation from the early 2000s for the diversity requirement with Moriah.
2.3	Please provide some examples	<p>Each instructor has methods for obtaining new information and immediately incorporating it into their teaching. Because Ethnic Studies depends upon staying relevant – both for students and for the disciplines, faculty rely on information that they can instantly place into their courses as it becomes available. Here are some examples:</p> <ul style="list-style-type: none"> -Kristi Abrecht (Women's Studies) – Presented "The Intersection of Equity and Pedagogy: Changing the Narrative for Diverse College Students" Sept, 2018 AVID for Higher Education (AHE) in collaboration with the Community College Equity Assessment Lab (CCEAL) workshop to focus on improving instructional practices and systems for diverse learners, San Diego, CA; Book Review: "Faith: Hollywood and Vine by Jody Houser, Francis Portela, and Marguerite Sauvage" 13 Feb 2017 IN <i>Fat Studies: An Interdisciplinary Journal of Body Weight and Society</i> -Oscar Canedo (Chicano History) is obtaining his MA in history, even though he has a degree in Chicano Studies with a history emphasis. -Adisa Alkebulan (Black History) is full time in Africana Studies at SDSU, and as such is required to research and write as part of his load. -Natalye Pass Harpin (Black History @ Helix)- American Historical Association (AHA) 2018 Conf, presented "Race, Culture, & Pigmentocracy: Relating 18th Century Race to Present Historical Studies in the Classroom"

		<p>-Cheryl Hinton (American Indian Studies) is the Director Emeritus of the Barona Museum and is regularly called upon to research and present. Examples: Western Museums Association 2013-2015 Presented on Native American topics; Balboa Park Centennial meeting presented on Balboa Park and Native Americans, 2015; Organized and Presented for the Barbareño Chumash on their cultural center planning 2018; produced their Culture Center Concept Plan. Not a public conference.</p> <p>Raymundo Quezada (Chicano Studies and Sociology of Minority Group Relations) is a member of the Assoc. of Raza Educators (ARE); he has had Puente training and follows academics on Twitter who regularly post information about primary sources and point to articles and books with new interpretations and current examples in the news. Examples: @kevinkruse (History, Princeton; best selling author; Quezada most recently incorporated his sources and explanation “Since @kanyewest’s tweets have apparently made this topic unavoidable some thoughts on the history of the parties’ switch on civil rights...”), @timjacobwise (one of the best-known anti-racist academics, author, trainer, advisor to law enforcement), @prof_mirya (Mirya Holman, Political Science, Tulane- urban politics, women in politics, implicit bias- Quezada assigns a chapter from her book), @michaelydyson (Sociology, Georgetown U, and <i>NY Times</i> opinion writer)</p>
2.4	<p>What orientation is provided to new hires?</p> <p>How often are your department meetings?</p>	<p>MaryAnn Landry provides a consistent orientation to all new hires in our ESBS Division. Gonda provides the Course Outlines of Record, shares syllabi statements, and helps with resources as needed.</p> <p>Because almost all our instructors are part-time, it has not been possible to have more than one meeting per semester with a critical mass of instructors. Our one effective meeting is during Flex Week. However Raymundo Quezada, the only fulltime faculty, and Gonda, the Coordinator, meet in person or by phone at least once a month, and usually more often. Now that we are embarking on equity strategies as a college, and also now that CCS will be working on SLOs, we will be getting at least a few parttime faculty at a time to meet during the semester as well. It will probably take a few meetings with different instructors at each, since it is so hard to get everyone together once they are teaching at their varied institutions.</p>
2.5	Please provide an example of an “early alert intervention”.	1- After the first assignment, students who failed the assignment are consulted, either after class, or an office appointment is made. Instructor and student

	<p>What are your plans to address the equity gap in 180/181?</p>	<p>work to get to the reason for the failure and provide instruction for passing the next assignment.</p> <p>2- By week 4, students who are failing to show up regularly or are failing the class are sent emails expressing concern and inviting them to the office, noting that there are a variety of services available if they are having any difficulties.</p> <p>Re: 180/181: Grossmont's African American students have the highest achievement gap, so it makes sense that classes geared toward, and in which ¾ are attended by African Americans would show this gap. CCS instructors and students as a whole will be benefiting this coming semester from the Academic Senate's new organized effort to engage faculty in equity teaching and services, as we are all responsible for implementing the 10+1 of faculty responsibility. We in CCS will be: (1) sharing our own best practices for individualizing our teaching for students that need support; (2) learning and sharing new strategies for recognizing when students need to be encouraged to use their strengths and have the confidence to seek help; (3) sharing early-semester low-point assignments that both instill course content AND build skills necessary to succeed in the course.</p> <p>(Another topic for the January CCS Agenda: use of embedded tutors in identified classes with the largest gaps such as these. Embedded tutors have been highly successful in other disciplines.)</p>
<p>3.0</p>	<p>What plans do you have to align SLOs to PSLOs to ISLOs?</p>	<p>During our SLO meeting in January, we will evaluate which courses need adjustments to the SLOs. We then will chart all course SLOs to the Program and ISLOs. There will be follow-up meetings (or phone conversations if necessary) with instructors.</p>
<p>3.2</p>	<p>What are your plans for SLO discussions with adjuncts and full-time faculty who teach in other departments?</p>	<p>All but one CCS instructor are adjuncts. We have one adjunct in CCS (Ticey Hosley) who is full time in another department, and she is treated the same as all adjuncts.</p> <p>Because all but one instructor are part time, we will have "mini-meetings" with 1-3 instructors at a time to follow up on our Flex Week meeting. If necessary, follow-up conversations will happen by phone with the Coordinator.</p>
<p>4.2</p>	<p>Could you elaborate, or give a few examples on the type of group activities CCS Classes do in the program?</p>	<p>Cheryl Hinton (American Indian Studies): Online: Final Project: each student creates Native-inspired artwork or an essay on Native cultural revitalization, posts it to the Discussion Board, and then the class members individually discuss the projects. AND Students find articles on California Indians regarding activism and post; each class member comments individually on a selected article.</p> <p>Kristi Abrecht (Women's Studies) Two group activities: (1) Early in the semester: a "historical reenactment" role-playing</p>

		<p>exercise using a primary source document by the New York Radical Feminists on "How to Run a Consciousness Raising Group." In a group, students have a primary source handout, and pick a topic to discuss (e.g, as body image, parenting, aging, gender roles, work, violence, etc.) They try to find applicability of the topics to discuss from their own experience or perspective. Afterwards, we relate their experience to the historical significance of consciousness-raising groups and whether they think this type of group could work in today's context or if there is a current equivalent.</p> <p>(2) During my topic on violence. I have students create protest posters to process the topic of violence against marginalized communities through art. I provide a brief slide show of some images of protest posters and how they have been used in activist movements as a way to express peaceful protest as a political art form. I also provide various social media accounts that showcase activist movements so they can see how the power of the images of protest art also occur within a digital space. I bring in recycled cardboard and art supplies, and the students can choose to work together or individually on a protest poster on the theme of violence. They present their posters and discuss how they chose to interpret the prompt and why this issue is of primary importance to them and the context of Women's Studies.</p> <p>Natalye Pass Harpin (Black History): I have students analyze primary source documents, and answer thought questions about them in groups. We review the Mississippi Black Codes from 1865 and discuss state-law regulations on Black Americans after Reconstruction, and how Reconstruction was a social failure in the long run. We also take a Literacy Test from Louisiana state to discuss voter suppression and then relate it to modern-day issues of voter suppression among communities of color and the poor.</p>
5.4	<p>What solutions have you identified for returning to project success course links? P. 34</p>	<p>There has been a turnover in the Project Success coordinator, so that is on hold. Having said that, we need to have a meeting with the new Coordinator and Grossmont's Outreach Coordinator to brainstorm. There may be opportunities for students who have finished the first-year experience in <i>Via Rapida</i> to enroll in new links; we are planning to meet with Title V personnel in any event.</p>
5.6	<p>How do you market the CCS 115 competency to those outside Grossmont College (since employers desire this type of soft skill)? P.36</p>	<p>This is a next step. There have not been enough hours in the day for the Coordinator to do this yet, given the enormous load to upgrade curriculum and create marketing tools for the campus. However, part of the plan is to meet with the East County Chamber, East County Career Center, and the San Diego Workforce Partnership.</p>

	<p>How many COPs have been awarded for CCS 115 and how do you track them?</p>	<p>115 Certificates: 39 over two semesters. The Coordinator is maintaining the names and section numbers. When the SLOs in TracDat are updated, there will be a new Excel document also in TracDat with the student certificate information. Next step in marketing on campus: Presentation to Counselors in General Counseling, EOPS Counselors, Administration of Justice faculty, and one-on-one discussions with other CTE faculty.</p>
6.1	<p>Specify or elaborate on the diverse sources offered by the library and the literacy tools used. How is this being used in the classroom, or addressing student needs?</p> <p>What are your plans to coordinate with the tutoring center to address equity gaps?</p>	<p>By “sources,” we meant books. Over the past 15 years, but increasingly since Equity money has been available in the last few years, we have been sending titles to the librarians to purchase for the library. Before the hire of our one fulltime faculty, Sue Gonda and Carlos Contreras, who are in history, but who teach multicultural history, have been sending book requests. Gonda also requested, through equity funds, books about cultural competency and the development of cultural competency in educational settings.</p> <p>Tutoring and equity gaps: when the faculty in CCS have a discussion about tutoring (on the Agenda in January, along with SLOs), we will look for themes in which a CCS tutor could be useful for more than one discipline or one class – that is, study and analytical skills common to all the interdisciplinary studies in CCS. Next step: have faculty identify “A” students or former “A” students who can provide that service.</p>
7.0	<p>Please articulate the value to student success for Prof. Abrecht’s new course in Women’s Studies and her work redesigning the website to complete the table. (p. 38-39)</p> <p>Please provide 1 or 2 more recent examples of T. Ford’s projects directed at engaging students (table pg. 39)</p> <p>Please share some examples of Prof. Hinton’s CSL projects (table p. 39 and 34).</p>	<p>Seems to be a misunderstanding here. I did not mean to imply a link between the Women’s Studies class and the website. Rather, Kristi Abrecht has been hired to re-design the CCS website because she has experience doing the same thing for SDSU’s Women’s Studies Dept. website. She has the skills and creative acumen. Her BA was in art education, and as a Women’s Studies MA, she understands the interdisciplinarity of CCS.</p> <p>T Ford is retired. But the example in the document of bringing the filmmaker and the film “Rosenwald” was from 2016, so that is a recent example.</p> <p>Cheryl Hinton partnered with the Community Service Learning Coordinators (Maria Pak and Cathy Miller) to send students to YALLA East County. Her students kept a journal and wrote reflections after working with the East County refugee students in the YALLA program. Her students related their tutoring and bonding with the students to the course material about community, social structures, identity, and more.</p>

7.1	<p>Are there other Community Service Learning projects that your instructors have implemented that can be shared in this section?</p>	<p>“Any campus-wide CSL main semester themed events for the last five years. “</p> <p>“Any of the campus-wide CSL offerings for extra credit, e.g., Campus beautification, Meals for the homeless, understanding Islam with the Arabic Club. Music and communications event with Native Flute players Music and Storytelling 2018.”</p> <p>Sue Gonda is faculty for the 1-unit CSL class CCS 194 (60 hours). Students have been placed in “The Common Ground” multicultural student space headed by Student Engagement Coordinator Susan Berry. Students have worked with Food Insecurity programming and pantry coordination.</p> <p>Gonda has also piloted in her women’s history classes a model for CSL on campus for CCS instructors: as advisor for the AAUW women’s club and the SOGI LGBTQ club, she allows students to substitute the research paper for performing 15 hours service to the club and its campus events, keep a journal, and write a final reflection paper relating their service to activism of women in U.S. history. That reflection is presented at the end of the semester along with research presentations.</p> <p>Grossmont has many appropriate student clubs for Ethnic Studies students to relate campus service to course content, ranging from the EOPS and Dreamers to the Arabic Club and Black Student Union. In collaboration with those club advisors (Quezada is Dreamers co-Advisor), it is an ideal CSL opportunity for ethnic studies students.</p>
7.3	<p>What plans do you have to follow through with the ideas expressed in this section? (i.e. strategies for early intervention & scaffolding-p. 41)</p>	<p>Here, the answer is the same to Q 2.5 above regarding CCS/Hist 180 & 181:</p> <p>The Academic Senate is embarking on an organized effort to engage faculty in equity teaching and services. We in CCS will be having, mostly likely in “mini-meetings” to accommodate the varied adjuncts schedules: (1) sharing our own best practices for individualizing our teaching for students that need support; (2) learning and sharing new strategies for recognizing when students need to be encouraged to use their strengths and have the confidence to seek help; (3) sharing early-semester low-point assignments that both instill course content AND build skills necessary to succeed in the course.</p>
9.1	<p>What is the plan to promote the Program to a Department?</p>	<p>Well, the change from program to department is not really a “promotion.” Rather, it is currently mis-named. When started in the 1980s, CCS was a “program,” – that is, that faculty</p>

	<p>What impact would that have on the college?</p>	<p>from other departments offered classes from their department that would be a CCS class. Over time, however, CCS developed its OWN CURRICULUM, at times taught by fulltime faculty from other departments, but soon adjuncts were hired to teach classes. By the time Tom Gamboa was hired fulltime, CCS had its own curriculum and was staffing its own classes. This was a switch to a department, but that label was never changed. A Department has its own fulltime and part time faculty and has its own curriculum which it is required to maintain in Curriculum Committee every five years. That is what CCS has been since Gamboa, and then Danny Martinez were hired. It has not been a “program” for some time in practice. The fact that we are still called the old-fashioned term “Cross Cultural Studies” is an indication that the status and title have both been outdated for some time. (“Cross-Cultural Studies” was a term from the 1970s and 1980s)</p> <p>As to the process: After discussion in Program Review, we will work with the Dean, VPAA, Curriculum Chair, and Academic Senate to establish the process to be called a department and update the name. The impact to the College will be to have (and promote) a more recognizable Ethnic Studies Department on par with all those in SDICCCA. It will be up to those administrators consulted (above) to state if there are other impacts. Courses and the disciplines currently in CCS will not change.</p>
<p>9.2</p>	<p>The name you are considering changing to seems to go beyond what is currently taught in the program; are there plans to broaden the curriculum?</p> <p>What plans do you have to address the withdrawal and success gaps in online vs f2f classes?</p>	<p>The name change is still under discussion. “Ethnic & Gender Studies” would accurately denote what we currently are and what we currently do. It would be readily recognizable by students. It would reflect a currency in academic terminology. However, if CCS does more research, and if it appears that the ADT “Social Justice Studies” would be a more useful degree for students to pursue than our local CCS degree (even though SDSU does not accept it as the transfer degree for which it was intended), then adding “social justice” would better describe the department. There are many CSUs that DO accept the Social Justice Studies ADT.</p> <p>The data in this Program Review is for one class and one instructor. We now have a variety of experienced online instructors teaching in CCS, and we need to pull the data to see what our current online withdrawal and success rates are. This is also a situation ripe for tutoring help for the online students. For example, our current History Dept tutor helps students both in the Tutoring Center and online. And Professional Development is key for us to get the latest strategies in retention in the online environment.</p>

**PROGRAM REVIEW COMMITTEE
SUMMARY EVALUATION**

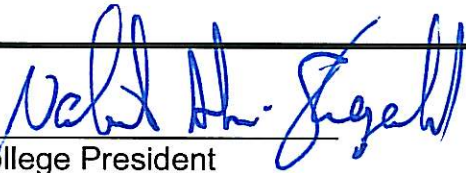
The committee recommends expanding this program. Following are the committee's specific commendations and recommendations.

The Program Review Committee commends the department for:

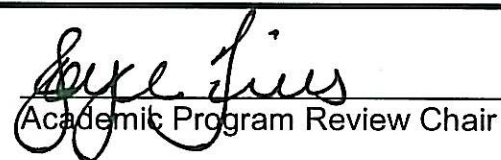
1. Major overhaul of curriculum:
 - a. Discontinuing out-of-date courses
 - b. Updating outlines to articulate with San Diego State and courses that fulfill prep for major requirements.
 - c. Revitalization of the program, hiring faculty, course, curriculum modifications, and certificates
2. Increasing enrollment despite college wide decline
3. The partnership with Puente/Umoja in ensuring student success (or a path to).
4. Providing extensive opportunities on and off campus for student engagement

Committee recommends the following:

1. Align PSLOs and complete SLO assessment cycle and report results in TracDat
2. Continue thoughtfully updating course outlines
3. Continue to increase your percent fill
4. Continue to reclassification of Program to Department and update name (Ethnic, Gender, and Social Justice Studies)


College President


Program or Department Chair


Academic Program Review Chair

CCS

Academic Year	Fall		Spring	
	% Fill	WSCH/FTEF	% Fill	WSCH/FTEF
2016-17	85.5	506.6	70.1	484.5
2015-16	89.4	615.4	69.6	448.3
2014-15	99.0	624.9	72.6	415.6
2013-14	121.0	638.3	90.2	454.9
2012-13	119.5	626.1	94.2	545.6