

Instructional Units Program Review Year Five Update - Social Justice Studies Latest Version

This cycle is for Instructional Units to complete the Year Five Update of the Program Review Cycle.

Instructional Units Program Review Year Five Update

1. Program Update : Version by Simone, Adrianna on 02/16/2022 22:34

1a. Provide any important changes or updates within your program since your Program Review Year Three Update (2019-20). (New degrees, new curriculum, staffing changes, etc.)

Program Review Year Three was the first year that I was hired as the discipline lead in Social Justice Studies. As I was new to the college and its processes, and I was also pregnant, I was unable to submit the Program Review Year Three Update (2019-20). Social Justice Studies is also a brand-new program that was just developed prior to my hiring. Changes within the program included my hire in Fall 2019, the creation of the MOU between the Social Science Department and the English Department for cross-listed courses, and a new part-time hire between my discipline and History, Daniel Elkan. There has also been work done in creating an Ethnic Studies Program and Ethnic Studies classes.

1b. Please address the following enrollment data provided for your program.

1.b.1. What are the enrollment trends over the past 3 years, beginning with Fall 2018? (Please address census enrollment, census fill rate, and productivity (FTES/FTEF))

I have included the enrollment trends from over the past 3 years. Beginning with fall 2018, census enrollment and census fill rate steadily increased every semester, with drops occurring in 2020 due to the Covid 19 pandemic. Despite the dip, productivity (FTES/FTEF) has steadily increased and remained high as well. Since its creation, the program is thriving and students continue to take Social Justice Studies classes.

Enrollment and Productivity View

To get today's information, set Term Period to Start of Term. Type in the number of days and then press Enter.
Hint: The default number of days is zero. This gives you the start of term date. Subtract today's date from the start of term date to determine how many days to enter.

Source: Colleges. Daily snapshot. Last updated: 2/15/2022 7:59:11 AM.

Census 0 Days

Level 1	Level 2	Level 3	Ftes	Ftef	Census Enrollm.	Census Fill Rate	Ftes/Ftef	Sec. Count	Wschy/Ftef
LMC	2017-2018	2018SP	8.6	0.69	85	55.9%	14.4	3	432.0
		2017FA	6.9	0.50	69	59.9%	13.8	3	414.0
Level 2	2018-2019	2018SP	9.8	0.90	93	40.9%	10.9	6	352.2
		2018FA	11.4	0.80	106	89.7%	19.0	4	600.0
Academic Year	2019-2020	2020SP	11.2	0.90	106	43.9%	12.5	7	401.1
		2018FA	16.6	1.10	160	61.9%	15.1	7	493.6
Level 3	2020-2021	2021SP	11.9	1.00	123	43.2%	11.9	8	417.0
		2020FA	17.3	1.00	164	64.2%	17.3	7	556.8
Term	2021-2022	2022SP	8.5	0.70	88	40.7%	12.1	6	425.7
		2021FA	10.5	0.80	111	51.4%	13.2	6	467.5
Grand Total			112.9	8.10	1,105	51.8%	13.9	58	455.7

Measures:

- Census Enrollment
- Census Fill Rate
- Count of Migrated Data
- Current Enrollment
- Current Fill Rate
- Enrollment Capacity
- Ftes
- Ftes/Ftef
- Number Retained
- Number Successful
- Retention Rate
- Sec. Count
- Success Rate
- Wschy/Ftef

1b. Please address the following enrollment data provided for your program.

1.b.2. What does the data suggest in terms of future needs/directions?

Enrollment increased the semesters when I was hired and working, with small dips the semester when I took maternity leave. There was also a decrease due to the Covid 19 pandemic. Success rates of the students steadily increased and is holding at a 69% success rate.

In terms of future needs/directions, the data suggests that Social Justice Studies needs more faculty hires as productively is high. With more classes coming through with Ethnic Studies, my role as lead for both Social Justice Studies and Ethnic Studies will require at least more part-time faculty helping with the FTES/FETF load.

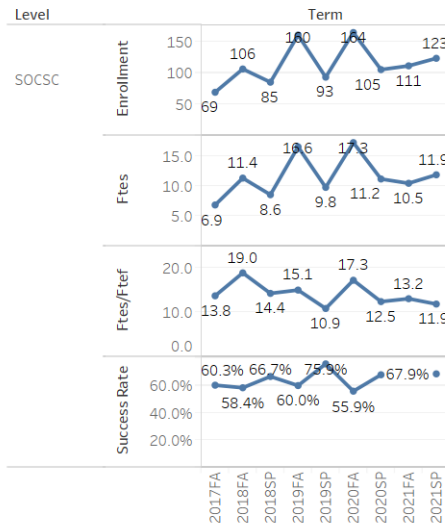
Ideally, I want to increase the success rate for the enrolled students and get it closer to the 80% success range. Social Justice Studies did acquire a specific peer tutor in fall 2021, and I believe it will have a positive affect on the success rates for the 2021-2022 academic year.



Program Enrollment and Productivity at Census

* Success rates for the active term are incomplete until the end of term occurs.

Source: 4CD's internal data system, Colleague. Last updated 10/31/2021 11:07:57 PM.
 Click on a topic in the Level column to filter the data.



Level	Term	Census Enrmt	Fill Rate	Ftes	Ftes/Ftef	Ftef	Sections	Success Rate*
SOCSC	2017FA	69.0	59%	6.9	13.8	0.50	3.0	60.3%
	2018FA	106.0	70%	11.4	19.0	0.60	4.0	58.4%
	2018SP	85.0	56%	8.6	14.4	0.60	4.0	66.7%
	2019FA	160.0	62%	16.6	15.1	1.10	7.0	60.0%
	2019SP	93.0	41%	9.8	10.9	0.90	6.0	75.9%
	2020FA	164.0	64%	17.3	17.3	1.00	7.0	55.9%
	2020SP	105.0	42%	11.2	12.5	0.90	7.0	67.9%
	2021FA	111.0	51%	10.5	13.2	0.80	6.0	
	2021SP	123.0	43%	11.9	11.9	1.00	8.0	68.6%

1c. Provide a brief update on the timeline for your program's goals as listed in your Program Review Year Three Update (2019-2020). If your program's goals are in progress or modified, please include action steps and responsible parties in your explanation.

Although Social Justice Studies does not have a Program Review Year Three Update (2019-2020), the program has definitive goals that are completed or are currently in progress. There are also future projects that are on the horizon for Social Justice Studies. Key goals include:

1. The prefix to the SOCSC classes was edited via Curriculum Committee in fall 2021, and the new prefix is now SJS. (completed)
2. The Social Justice Studies website needs a major overhaul, and I am currently working with Eloine Chapman to get this accomplished. The web pages for the different ADT programs need clarification, and they map to various other pages on the Los Medanos website. We are meeting on Friday, 2/18/2022 to go over some preliminary design thoughts. Once Eloine fixes some of the more complicated page linking issues, she plans to give me access to edit the pages myself. Eventually, we will have another program page for the Ethnic Studies program as well, which might be linked to the Social Justice Studies program page. Since the changes are extensive, I estimate that this level of work could take the entire spring 2022 semester to correct and clarify for students that want to transfer with an ADT in Social Justice Studies. (currently in progress)
3. The Social Justice Studies program needs new part-time faculty, especially with the new Ethnic Studies courses that are going to be offered in Fall 2022. I have created a hiring call, and I am taking the video training. The goal is to hire 1-3 part-time faculty as needed to help cover the teaching loads between Social Justice Studies and Ethnic Studies. There is the possibility of also creating a lecturer pool, in which we can request part-time faculty to teach a class or two as needed each semester. The new hire(s) would start in Fall 2022. (currently in progress)
4. As lead discipline coordinator in both Social Justice Studies and Ethnic Studies, I am managing the Ethnic Studies Workgroup Taskforce. One of the new charges approved by senate, is to develop a new department proposal that will include Social Justice Studies. New department processes will be followed, and more discussion with management will occur. Moving Social Justice Studies to a new department will allow the program to grow, encourage more transdisciplinary collaborations across the college, improve personnel working conditions, and better serve the student body population.
5. Advocate at the state level in the discussions surrounding updates and changes to the Social Justice Studies ADTs. Then, update the Social Justice Studies ADTs at the local level at Los Medanos College.
6. With the creation of a new Social Justice Studies and Ethnic Studies Department, and the additional classes submitted for the new Ethnic Studies program, I will put in a request for a Box 2A to hire another full-time faculty member with either experience in Social Justice Studies, Ethnic Studies, or both disciplines. There is funding from the state of California to

- get money to hire additional Ethnic Studies faculty at our college, and there is enough classes for two full-time faculty within either Social Justice Studies and/or Ethnic Studies. (future project)
- 7. The Social Justice Studies program would like to develop a new class or two that are transferrable to CSU/UC. I am currently speaking with faculty about creating an Introduction to Disabilities Study class. I am also researching how it will articulate to the CSU/UC. Other class ideas include a Social Justice Literature course, a service learning course, and a Feminist Studies course. (future project)
- 8. The Social Justice Studies program would like to develop marketing materials for the ADT options for students and have these posted in the Student Services building and maybe in the Student Union building as is appropriate. A question I do have is whether I would work with marketing to create these flyers and then who prints and distributes them in the appropriate spots on campus. (future project)
- 9. Through continued advertisements and hosting Social Justice Studies events around campus and the larger district, I hope to increase the number of students who want to transfer with an ADT in Social Justice Studies. (future project)
- 10. Social Justice Studies wants to host more sponsored events and guest speakers across the campus and district as a way to increase student enrollment in the program. (future project)
- 11. Social Justice Studies wants to strengthen community outreach and community engagement through creating service learning opportunities through a new service learning class and through the current Introduction to Social Justice Studies class.

FOR CTE PROGRAMS ONLY

1c. Community and Labor Market Needs (Link Ed Code 78016 (http://leginfo.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC§ionNum=78016), Title 5, 51022 ([https://govt.westlaw.com/calregs/Document/169DDBCC0B6CB11DFB199EEE3FF08959C?viewType=FullText&listSource=Search&originationContext=Search+Result&transitionType=SearchItem&contextData=\(sc.Search\)&navigationPath=Search%2fv1%2fresults%2fnavigation%2f0ad7140b0000016c911a16d7fb7f969b%3fNav%3dREGULATION_PUBLICVIEW%26fragmentIdentifier%3d169DDBCC0B6CB11DFB199EEE3FF08959C%26startInde](https://govt.westlaw.com/calregs/Document/169DDBCC0B6CB11DFB199EEE3FF08959C?viewType=FullText&listSource=Search&originationContext=Search+Result&transitionType=SearchItem&contextData=(sc.Search)&navigationPath=Search%2fv1%2fresults%2fnavigation%2f0ad7140b0000016c911a16d7fb7f969b%3fNav%3dREGULATION_PUBLICVIEW%26fragmentIdentifier%3d169DDBCC0B6CB11DFB199EEE3FF08959C%26startInde)))

No Value

FOR CTE PROGRAMS ONLY

1d. Advisory Board Update and Analysis (CTE related only) Include dates of Advisory Board meetings in 2020-2021, and those completed or planned in 2021-2022.

No Value

2. Vision for Success Goals Update : Version by **Simone, Adrianna** on **02/16/2022 22:34**

2a. The following table lists the *Vision for Success* indicators that we must align to as a College and as a District. Please look at your program data (Tableau) for each of the following *Vision for Success* indicators. Please address all indicators that are relevant to your program and provide a status update on your program goals from your Program Review Year Three Update. Please include action steps if your goal(s) has been modified and an explanation and an explanation if your goal(s) has been abandoned. *

**NOTE - Please copy and paste the table below in your response and complete accordingly.*

Vision for Success Indicators and ACCJC Indicator	Program Set Goals (from PR Year 3 Update)	Status (Indicate Modified, Completed, or Abandoned)	Timeline	Responsible Parties	Action Steps/ Explanation
Course Success					
Degrees (AA, AS, ADT)					
Certificates of Achievement					
Unit Reduction					
CTE Jobs					

As there was no Program Set Goals (from PR Year 3 Update), I do not have anything to report here yet. The Social Justice Studies program is extremely new, and we just started offering the ADT recently. When the next review period comes around, we will have more data to report on for the *Vision for Success* indicators mapped in the data (Tableau).

2b. The *Vision for Success Goal 5 - Equity* is designed to reduce the equity achievement gap on course success for disproportionately impacted (DI) student populations. The College has identified the following three disproportionately impacted (DI) populations: African-American, economically disadvantage students (low income), and foster youth students.



Please review your program data (Tableau) for each of the aforementioned DI populations, and provide a status update on your program goal(s) for your previously selected DI population(s) in your Program Review Year Three Update. If your goal(s) has been modified please include action steps and if your goal(s) has been abandoned please provide an explanation.*

**NOTE - Please copy and paste the table below in your response and complete accordingly.*

Course Success by DI Population	Program Set Goals (PR Year 3 Update)	Status (Indicate Modified, Completed or Abandoned)	Timeline	Responsible Parties	Action Steps/ Explanation
African American					
Low Income					
Foster Youth					

Again, I do not have the Program Year Three Update. I did pull data from the past five years, though, that shows success rate/completion in the Social Justice Studies courses for all college students, ethnicity specific data, low income data, and identified foster youth students. The average of the success rates in all categories were between the 70th and 80th percentiles. The lowest success rates were those other/unidentified racial groups that were low income, which were in the 40th percentile in the 2017-2018 academic year. That academic year had some of

the lower success rates for students. For additional information about the course success rates in the identified categories, see the table included below.

Course Success View (W/O Student IDs)
If you notice data issues, please contact CHallie Hsieh, LMC Dean of PIE.

Rows Hierarchy:		Columns Hierarchy: Level 1 Academic Year										Level 2 All	Level 3 All	Measures:	
Level 1	Course College	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	Grand Total								
Level 2	Foster Youth														
Level 3	Ethnicity														
Level 4	Low Income														
Level 5	All														
Filters:															
Course College	LMC														
Course Campus	PIT														
Term Type	All														
Term	Multiple values														
Course Department	LS007 - LMC Social Science														
Course Subject	All														
Student ID:															

3. Assessment Status Update and CSLO Assessment Effectiveness : Version by Simone, Adrianna on 02/16/2022 22:34

a. Please review the data provided on the assessment status of courses in your discipline for Cycle Two (2017/18-2020/21). For any courses that were not assessed in Cycle Two please list them in the table below in your response including why they were not assessed, when you are going to assess them, and who is going to assess them.*

***NOTE - Please copy and paste the table below in your response and complete accordingly (add extra rows if needed).**

Course Name/ Number	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment

***NOTE - Please copy and paste the table below in your response and complete accordingly (add extra rows if needed).**

Course Name/ Number	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment
ENGL 110	It was the first semester that I was hired, and it was the first time that I taught the course.	It will be assessed in the next cycle of assessments.	Adrianna Simone
ENGL 135	It was the first semester that LD Green taught the course.	It will be assessed in spring 2022	LD Green
ENGL 136	It is currently being taught by an English part-time faculty member.	It is supposed to be assessed at the end of the 2021-2022 AY. Depending on my conversation with the English Department, it might not get assessed until Fall 2022.	Brandon Diaz (current English instructor)

b. Discuss the results of any CSLO assessments performed this year. What changes, if any, are planned to improve student success (ex. pedagogy, assessment instruments are not appropriate to measure, CSLO rewritten etc.)?

SOCSC/ENGL 110 had a COR update, and the CSLO's were not changed this year. The only change was to the prefix, SOCSC is now SJS, and the textbooks were also updated to newer editions.

4. Course Outline of Record Updates : Version by Simone, Adrianna on 02/16/2022 22:34

Please review the data provided in eLumen for the status of the Course Outline of Records (COORs) in your discipline. Please indicate in the table below any COOR(s) for your discipline that has not been updated and identify the faculty member responsible for submitting the updated COORs to the Curriculum Committee by November 1, 2021.*

***NOTE - Copy and paste the table below in your response and complete accordingly (add extra rows if necessary).**

Course (Enter Course Name ex. ENGL-100)	Faculty Responsible for COOR Update

Course (Enter Course Name ex. ENGL-100)	Faculty Responsible for COOR Update
SOCSC/ENGL 135	LD Green

Impact of Resource Allocation