



Skyline College

Program Review Update Report 2025 - 2026

SKY Dept - Ethnic Studies

Bianca Rowden-Quince

A handwritten signature in black ink, appearing to read "Bianca Rowden-Quince".

03/02/2026

SKY Instructional Program Review Update

Submitter Name:

Rod Magbual; A Villela-Smith

Submitter Date:

02/13/2026

DIVISION:

Social Science and Creative Arts (SS/CA)

PROGRAM NAME:

Ethnic Studies

YEAR OF REVIEW:

2025 -2026

1. STUDENT LEARNING OUTCOMES

What notable conclusions were drawn from the assessment results? If available, note any differences in assessment results by key disaggregations (e.g. modality, learning communities, etc.). What have been the implications for the program? Specific questions to answer in your response:

i. What percentage of course SLOs have been assessed in the last three years?

Number of Course SLOs:

19

Percentage:

100

ii. Which course(s) were assessed in the last three years?

ETHN 103, 108, 109, 142, 265, 288

iii. Degree-bearing programs are expected to assess Institutional SLOs, ideally during each ISLO's featured year. List which course(s) were assessed for which ISLOs in the last three years.

N/A

iv. Drawing from course and institutional SLOs results, what notable conclusions were drawn? Which results led to action(s) that were planned or taken, if any, to enhance student learning in those courses?

The results show consistently strong alignment between course SLOs and institutional ISLOs across the Ethnic Studies curriculum. In most courses, including ETHN 103, 108, 142, and 109, student achievement exceeded the 75 percent benchmark, often reaching 95 to 100 percent success rates. These outcomes indicate that scaffolded, project based, performance driven, and community grounded assessments effectively support student learning in critical and creative thinking, communication, power analysis, and engagement with diverse perspectives. Capstone projects, oral histories, OER assignments, and multimedia presentations were particularly successful in deepening student comprehension and application of ethnic studies frameworks.

The primary area of concern emerged in ETHN 265, where SLO 2 and SLO 3 fell below benchmark in 2024 to 2025 due largely to non submissions rather than lack of conceptual understanding. In response, an action plan was developed to strengthen accountability and completion, including in class progress check outs, exit tickets focused on theoretical integration, peer accountability partnerships, targeted framework reviews, and post deadline follow up meetings. Overall, the findings affirm that course design and institutional alignment are strong, with planned enhancements focused on improving assignment completion and reinforcing integration of key theoretical concepts.

2. CURRICULUM

Please indicate whether the following tasks have been completed:

Submitted a current assessment calendar with all active courses to the Office of Planning, Research, and Institutional Effectiveness

Yes

Updated the Improvement Platform with new and/or changed SLOs, after approval by the Curriculum Committee

Yes

Updated the program website with new and/or changed PSLOs after they are published in the College Catalog

Not Applicable

Reviewed, updated (as needed), and submitted degree and certificate maps to the Curriculum Committee

Not Applicable

3. ADDITIONAL INFORMATION

Please note anything else that has not been captured above that is relevant to program accomplishments, challenges, and resource needs. Explain and document your response as needed.

We have completed a number of new courses, but have not created ADTs. Some of the challenges is the lack of full time faculty to complete the requirements. As a result, we need an additional faculty and a program coordinator to complete our goals.

Goals & Resource Requests

Create and Develop Department Degree Programs

Our goal, given the emergence of ethnic studies as a new discipline, is to create five area of study degree programs: Ethnic, Black, Asian, Latinx, and Indigenous Studies. These programs aim to empower students to become ethically responsible and culturally proficient citizens. By immersing themselves in the history, challenges, and achievements of these communities, students will develop a profound understanding of social issues and the significance of social justice. This knowledge equips them to engage actively in civic affairs, locally, nationally, and globally, advocating for transformative change and equity.

Moreover, although not immediately apparent, we aspire to cultivate empathy and emotional intelligence through these degree programs. By comprehending the history of racial and ethnic discrimination, as well as the enduring resilience of these communities, students will enhance their personal development and overall well-being. Additionally, we encourage students to participate in advocacy efforts to improve living conditions and promote well-being within these communities, which, in turn, enhances their own sense of well-being and personal growth.

Year Initiated

2023 - 2024

Goal Status

Inactive

Implementation Step(s) and Timelines

Fall 2023: Updating existing courses to meet State-mandated requirements for Ethnic Studies; Spring 2024, start mapping out and degree the degree programs to figure out which new courses need to be created. Fall 2024, create new classes for submission. Spring 2025, create actual degree program with an implementation data of Fall 2025

Mapping

- SKY Strategic Goals: (X - Highlight Selected)

- **Antiracist and Equitable Institution:** Be an antiracist and equitable institution (X)
- **Increased Student Enrollment:** Increase student enrollment by being responsive to communities we serve (X)
- **Student Support and Resources:** Ensure that all students have the support and resources needed to achieve their educational goals (X)
- **Thriving Environment:** Foster a thriving learning and work environment (X)
- **Civic Mindedness Cultivation:** Cultivate civic-mindedness to empower self and strengthen society (X)

UPDATE

Goal Update Date

02/13/2026

Academic Year Updated

2025 - 2026

Goal Update

Behind Schedule

Goal Update Narrative

Goals & Resource Requests

Since the 2023 Program Review, the Ethnic Studies program has made substantial progress toward establishing degree pathways while also refining the scope of implementation to reflect program capacity and statewide timelines. Although no degrees have yet been formally submitted, this reflects structural timing rather than lack of progress. Transfer Model Curricula and Associate Degree for Transfer templates for Ethnic Studies disciplines were not released by the state until early Fall 2025, which meant the program could not move forward with formal degree submissions prior to that point.

In response to both this statewide timeline and the realities of operating as a two person department, the program has adopted a phased implementation strategy. Rather than developing all five originally envisioned pathways simultaneously, the department is prioritizing three Associate Degrees for Transfer in African American Studies, Latina/o/x Studies, and Asian Pacific Islander American Studies. This shift allows the program to move forward in a realistic and sustainable way while still maintaining the long term vision of expanding into additional areas.

Since the last review, the department has focused heavily on building the curricular foundation required for these degrees. Multiple new courses have been created and approved, including ETHN 288 African American Cinema, ETHN 140 Introduction to Asian Pacific Islander American Studies, ETHN 120 Introduction to Black Studies, ETHN 107 Introduction to Native American Studies, and ETHN 101 Latin American and Indigenous Peoples History and Culture. Existing courses such as ETHN 265 Evolution of Hip Hop Culture and ETHN 142 Filipina/o/x Community Issues have also been substantially revised to strengthen disciplinary alignment and support future degree mapping. ETHN 130 Introduction to Latina/o/x Studies is currently moving through the curriculum process.

The department has also completed initial mapping of Skyline's course offerings to the newly released ADT requirements. This work shows that the program already aligns closely with statewide models; however, several additional courses will need to be created in order to fully meet state requirements for each ADT. As a result, the program is now transitioning into the next phase of targeted course development and sequence planning.

These curriculum developments have already benefited students by expanding access to culturally relevant coursework, strengthening transfer preparation, and allowing students to begin forming clearer academic pathways within Ethnic Studies even before formal degrees are launched. Students now have more opportunities to engage with identity specific histories, comparative frameworks, and community centered scholarship, all of which support civic engagement, persistence, and academic success.

In support of this work, the program requested two additional faculty positions in order to provide the disciplinary expertise required to develop and sustain multiple degree pathways. One position was funded, and the department is currently interviewing candidates. While this hire will significantly increase the program's ability to move toward degree implementation, a resource gap remains given the scale of curriculum development required.

While the original timeline anticipated degree implementation by Fall 2025, the delayed release of statewide frameworks combined with limited staffing has required a revised timeline. The goal itself remains active and unchanged in intent, and the program is now positioned to move into formal degree submission once the remaining courses are developed and faculty capacity increases.

Goals & Resource Requests

Create a more organized and efficient department

Delegating administrative duties enables faculty to dedicate more time to their academic roles, leading to a more enriching educational experience for students. This, in turn, allows faculty to create and deliver engaging, informative, and socially relevant content, fostering students' awareness of societal issues and social justice. Moreover, an organized and efficient department can effectively manage resources, including course research materials and academic support for students, which aids students in navigating their college completion goals. As institutions expand and invest in additional full-time faculty, departments can offer a wider range of courses, strengthen mentorship, and deepen community-engaged learning opportunities, further advancing equity-centered and socially responsive education. When faculty can concentrate on their core teaching and research responsibilities, they can innovate and develop creative teaching approaches, encouraging students to think critically and creatively while being exposed to diverse perspectives and pedagogical methods.

Year Initiated

2023 - 2024

Goal Status

Active

Implementation Step(s) and Timelines

Spring 2024, receiving funding; create and post job description by April 2024; Review Applications, Interview and hire by May 2024. Fall 2024 - Training and orientation, Aug 2024; Start first week of Fall semester.

Fall 2025 secured funding from Full Time Equivalent Faculty Allocation Committee (FTEFAC).

Spring 2026 currently in the interview process to hire an additional FTE.

Mapping

- SKY Strategic Goals: (X - Highlight Selected)

- **Increased Student Enrollment:** Increase student enrollment by being responsive to communities we serve (X)
- **Student Support and Resources:** Ensure that all students have the support and resources needed to achieve their educational goals (X)
- **Thriving Environment:** Foster a thriving learning and work environment (X)
- **Civic Mindedness Cultivation:** Cultivate civic-mindedness to empower self and strengthen society (X)

UPDATE

Goal Update Date

03/01/2026

Academic Year Updated

2025 - 2026

Goal Update

On Schedule

Goal Update Narrative

The Ethnic Studies program continues to experience steady growth as student interest and course enrollment have gradually increased over the past year. However, this expansion has outpaced our current departmental infrastructure and available resources. Without a dedicated program assistant, administrative responsibilities remain distributed among faculty, which limits our capacity to streamline operations and plan strategically for the program's long-term development.

To address this, we are actively exploring sustainable funding opportunities to support a full-time Program Coordinator position. Establishing this role remains a critical priority to ensure consistent administrative support, enhance student engagement, and strengthen partnerships across the institution. With additional staffing and infrastructure support, the department will be better equipped to meet the growing needs of our students and advance our mission of providing high-quality, community-grounded Ethnic Studies education.

UPDATE

Goal Update Date

Goals & Resource Requests

03/01/2026

Academic Year Updated

2025 - 2026

Goal Update

On Schedule

Goal Update Narrative

Through one-time Ethnic Studies state funding, the program significantly expanded its capacity for culturally responsive, media-rich instruction by purchasing microphones, cameras, audio recorders, external hard drives, a podcast studio kit, tripods, LED lighting kits, and cultural artifacts. These acquisitions have strengthened our ability to support digital storytelling, community-centered research projects, and multimodal learning experiences that align with the goals of Ethnic Studies and statewide implementation efforts, which have relied heavily on limited or one-time appropriations for program development.

A critical ongoing challenge is the absence of consistent funding mechanisms to maintain, replace, and upgrade this equipment once the current one-time allocation sunsets at the conclusion of the 2025–26 fiscal year. To address this gap, the program will prioritize identifying stable institutional funding, pursuing external grants, and cultivating partnerships that can support recurring technology and material costs, ensuring that students continue to have access to high-quality tools and resources necessary for robust Ethnic Studies teaching and learning.

Establish Ethnic Studies as a brand on campus and in the community

Our goal is to create ethnic studies as a brand in order to solidify our existence on campus and attract students. Effective branding and marketing play a pivotal role in attracting a diverse student body, nurturing a community of learners with a wide range of perspectives and backgrounds. This diversity enriches the educational experience, enhancing students' awareness of social issues, cultural diversity, and social justice. It consequently fosters informed and involved citizenship at local, national, and global levels. Moreover, our endeavor to establish ethnic studies will stimulate critical and creative thinking among students.

Year Initiated

2023 - 2024

Goal Status

Active

Implementation Step(s) and Timelines

Fall 2024 we will begin the conversations with Skyline's marketing office to create a brand identity that is uniquely ethnic studies. Spring 2024, we will create branded items (i.e. brochures, tshirts, bags, cups, etc). Fall 2024 and beyond, tabling at local high schools and campus events and partnering with learning communities.

Early Spring 2025: Developed a new Ethnic Studies logo and visual design to ensure consistent, culturally grounded branding across programs and events.

Spring 2025: Created a promotional video highlighting Ethnic Studies courses, faculty, and student experiences to increase awareness and enrollment.

Fall 2025: Purchased Ethnic Studies swag (shirts, stickers, buttons, and other branded items) to build program identity and student pride.

Fall 2025: Ordered and received promotional materials, including tablecloths, banners, and giveaway items, to support outreach at campus and community events.

Spring 2026 (May 2026) - 3 day Ethnic Studies Block Party that will include an intersectional identity panel, lunchtime social gathering on the second day; and a movie screening on the last day. This is to promote our program with existing learning communities, student organizations, and vendors.

Mapping

- SKY Strategic Goals: (X - Highlight Selected)

Goals & Resource Requests

- **Antiracist and Equitable Institution:** Be an antiracist and equitable institution (X)
- **Increased Student Enrollment:** Increase student enrollment by being responsive to communities we serve (X)
- **Thriving Environment:** Foster a thriving learning and work environment (X)
- **Civic Mindedness Cultivation:** Cultivate civic-mindedness to empower self and strengthen society (X)
- **Fiscal Stability:** Ensure fiscal stability to support the College mission and maintain public trust (X)

UPDATE

Goal Update Date

03/01/2026

Academic Year Updated

2025 - 2026

Goal Update

On Schedule

Goal Update Narrative

The Ethnic Studies program has made strong progress toward its goal of building a distinctive, equity-centered brand identity that increases student awareness, engagement, and enrollment.

In Fall 2024, we initiated collaboration with Skyline's Marketing and Communications office to develop a brand identity that is uniquely Ethnic Studies and aligned with the college's mission and values. In Spring 2024, we began planning and developing branded materials (brochures, t-shirts, bags, cups, and similar items) to support sustained outreach through tabling at local high schools, campus events, and in partnership with learning communities starting in Fall 2024 and continuing in subsequent terms.

By early Spring 2025, we had created a new Ethnic Studies logo and visual design system to ensure consistent, culturally grounded branding across courses, events, and digital platforms, and later that term we produced a promotional video highlighting Ethnic Studies courses, faculty, and student experiences to deepen understanding of the program and support enrollment.

In Fall 2025, we purchased Ethnic Studies swag (shirts, stickers, buttons, and other branded items) and ordered tablecloths, banners, and giveaway items, which have been used to increase visibility and build a stronger sense of belonging and pride among students at campus and community events.

These efforts will culminate in Spring 2026 with a three-day Ethnic Studies Block Party (May 2026) featuring an intersectional identity panel, a lunchtime social gathering, and a film screening designed in collaboration with learning communities, student organizations, and vendors to further amplify Ethnic Studies and promote clear pathways into the program

Goals & Resource Requests

Develop and Implement Transfer Aligned Ethnic Studies Degree Pathways

The goal of this initiative is to develop and implement transfer aligned Ethnic Studies Associate Degrees that provide students with clear, culturally relevant academic pathways leading to successful transfer and degree completion. Building on the foundational work completed since the previous review cycle, this goal focuses on aligning Skyline's curriculum with statewide Transfer Model Curricula and Associate Degree for Transfer requirements while expanding course offerings to ensure full compliance.

By completing this work, students will gain access to structured degree pathways in African American Studies, Latina/o/x Studies, and Asian Pacific Islander American Studies that support both transfer preparation and deeper engagement with the histories, cultures, and contemporary experiences of historically marginalized communities. These pathways will help students build stronger academic identities, increase persistence, and provide a clearer route to four year institutions.

In addition to improving transfer readiness, these degrees are intended to support students' civic awareness, cultural competency, and critical understanding of social systems. Through exposure to community grounded scholarship and identity specific coursework, students will be better prepared to engage in public life, pursue advanced study, and contribute meaningfully to their communities. Establishing these pathways will also strengthen program visibility and allow students to move from individual course taking into intentional program completion.

Year Initiated

2026 - 2027

Goal Status

Active

Implementation Step(s) and Timelines

Fall 2026

- " Confirm final ADT alignment and remaining course gaps
- " Prioritize which missing courses must be created first
- " Onboard new faculty and assign course development areas

Spring 2027

- " Develop and submit first round of required new courses
- " Begin drafting ADT program structures for the three pathways
- " Start informal counseling conversations about program maps

Fall 2027

- " Develop and submit any remaining required courses
- " Finalize ADT structures once curriculum pieces are approved
- " Prepare advising sheets and sequencing plans

Spring 2028

- " Submit completed ADTs for approval
- " Prepare student facing materials and outreach messaging

Fall 2028

- " Launch approved ADTs
- " Monitor enrollment and adjust course scheduling as needed

Mapping

- SKY Strategic Goals: (X - Highlight Selected)

- **Antiracist and Equitable Institution:** Be an antiracist and equitable institution (X)
- **Increased Student Enrollment:** Increase student enrollment by being responsive to communities we serve (X)
- **Student Support and Resources:** Ensure that all students have the support and resources needed to achieve their educational goals (X)
- **Civic Mindedness Cultivation:** Cultivate civic-mindedness to empower self and strengthen society (X)

Goals & Resource Requests

Review and Update Ethnic Studies Curriculum to Strengthen Course Quality, Pedagogy, and Student Success

The goal of this initiative is to systematically review and update existing Ethnic Studies courses to strengthen instructional quality, improve coherence across the curriculum, and better support student learning. As the program expands and develops degree pathways, it is important that individual courses remain current, academically rigorous, and structured in ways that help students build knowledge and skills progressively across the program.

Through a structured curriculum review process, the department will examine course outlines, learning outcomes, assignments, and instructional approaches to ensure they reflect current disciplinary knowledge and effective teaching practices. This work will include refining learning outcomes, improving course clarity, strengthening connections between courses, and incorporating high impact and culturally sustaining teaching approaches where appropriate.

For students, this effort will result in courses that are clearer, more engaging, and better connected to one another. Updated curriculum will support the development of critical thinking, research skills, and civic awareness while helping students move more confidently through the program. Strengthening course design and instructional coherence will improve the overall learning experience and help students succeed academically as they progress toward completion and transfer.

Year Initiated

2026 - 2027

Goal Status

Active

Implementation Step(s) and Timelines

Fall 2026

- " Identify all courses due for review or revision
- " Prioritize courses tied to ADT pathways and transfer alignment
- " Begin review of SLOs and course outlines for priority courses

Spring 2027

- " Revise priority courses to strengthen transfer alignment and sequencing
- " Update assignments or course structures where needed to improve student skill development
- " Submit revised courses to curriculum committee as required

Fall 2027

- " Continue review cycle for remaining courses
- " Identify opportunities to integrate high impact learning experiences such as research projects or applied learning activities
- " Ensure course updates align with ADT sequencing plans

Spring 2028

- " Complete review cycle for all courses
- " Document changes made and evaluate impact on student progression and transfer preparation
- " Establish ongoing curriculum review schedule for future cycles

Mapping

- SKY Strategic Goals: (X - Highlight Selected)

- **Antiracist and Equitable Institution:** Be an antiracist and equitable institution (X)
- **Increased Student Enrollment:** Increase student enrollment by being responsive to communities we serve (X)
- **Student Support and Resources:** Ensure that all students have the support and resources needed to achieve their educational goals (X)
- **Thriving Environment:** Foster a thriving learning and work environment (X)
- **Civic Mindedness Cultivation:** Cultivate civic-mindedness to empower self and strengthen society (X)

Goals & Resource Requests

Build and Implement a Faculty Onboarding and Collaboration Structure for Ethnic Studies

As Ethnic Studies continues to expand in response to the general education requirement and growing enrollment across transfer, dual enrollment, and Middle College programs, the department must ensure that faculty are supported in teaching within a consistent program framework and that new instructors can enter the program with clear guidance. Because the department is still relatively new, formal systems for onboarding and faculty collaboration are still developing.

This goal focuses on building and implementing structures that support both full time and adjunct faculty, including a department level onboarding process, shared teaching resources, and regular opportunities for collaboration. These systems will help ensure that faculty understand program expectations and course goals while creating space for ongoing dialogue about teaching and program development.

For students, this work will lead to clearer expectations across courses and more consistency in how Ethnic Studies is taught, regardless of instructor or section. When faculty share resources, understand program goals, and communicate regularly, students experience stronger continuity across the curriculum and more reliable preparation as they progress through the program.

Year Initiated

2026 - 2027

Goal Status

Active

Implementation Step(s) and Timelines

Fall 2026

- " Draft a department level onboarding outline for new full time and adjunct faculty
- " Identify shared program values, expectations, and core teaching resources
- " Create a basic repository of course materials and program information

Spring 2027

- " Pilot onboarding process with new hires or adjuncts
- " Establish a regular time each semester for faculty collaboration or check in meetings
- " Begin identifying opportunities for mentorship or peer support

Fall 2027

- " Refine onboarding materials based on feedback
- " Continue faculty collaboration meetings each semester
- " Develop strategies to better include adjunct faculty in program discussions

Spring 2028

- " Finalize onboarding materials and collaboration structure
- " Evaluate impact on course consistency and faculty engagement
- " Identify any long term support needs as the program grows

Mapping

- SKY Strategic Goals: (X - Highlight Selected)

- **Antiracist and Equitable Institution:** Be an antiracist and equitable institution (X)
- **Student Support and Resources:** Ensure that all students have the support and resources needed to achieve their educational goals (X)
- **Thriving Environment:** Foster a thriving learning and work environment (X)
- **Civic Mindedness Cultivation:** Cultivate civic-mindedness to empower self and strengthen society (X)

Goals & Resource Requests