

Program Review – Annual Program/Discipline Update

Administrative Response and Follow Up

2020-2021

Program/Discipline: RING

SAC Chair(s): Michele Wilson, Jimena Alvarado, Blake Hausman

SAC Administrative Liaison: Jeremy Estrella

Other Division Dean(s): Christopher Rose, Laura Sanders, Lynn Montoya-Quinn, Julie Kopet, Gene Flores, Cheryl Scott

Department Chair(s): Teela Foxworth, Blake Hausman, Sylvia Gray, Ivan Kidoguchi, Christine Weber, Jamee Kristen, Chris Edwards, Justin Elardo

Date: April 12th, 2021

- Strengths and successes of the program as evidenced by the data, analysis and reflection:

As an interdisciplinary SAC (Subject Area Committee), RING (Race, Indigenti, Nations, and Gender) courses and curriculum center around the lived experiences of our most marginalized students. The preliminary data indicating that Pell students may be more successful in CHLA (Chicana/o Students) and NAS (Native American Studies) courses (+7 and +10% respectively) than other disciplines may suggest the content and approach of these courses, aligned with culturally relevant and inclusive practices, may contribute to higher success rates for these students. As pointed out by the SAC, “suggest that students from impoverished or under-resourced backgrounds are drawn toward RING courses that speak to BIPOC (Black, Indigenous, and People of Color) and working class experiences.” Further data analysis and comparison to other disciplines is needed.

Due to the small sample sizes of the data used and availability of comparable data, it's challenging to draw conclusions from the existing data. I'm aware that some of the RING courses are in their infancy at PCC and are slowly gaining enrollment. A re-examination of some data points (Pell eligible success rates for ES101, CHLA203, WS201 and WS202) would help to draw more statistically significant conclusions with a larger sample size. Further institutional capacity to capture data on trans students, multiracial (with multiracial associations) and intersectional identities would help to create more understanding of these populations in RING and other courses.

Acknowledging that the RING SAC has been in existence since 2019-2020 (and data available included the time of the COVID 19 pandemic), there are some courses in CHLA and WS that have been in existence longer. Longitudinal data from these disciplines may produce some helpful inferences around the areas of interest in the APU.

- Areas of challenge or concern, if any: No concerns. Challenges with drawing conclusions from data based on small sample sizes related to small class enrollments (noted above).
- Reflection on goals and resources:

The RING SAC Cluster Hire Proposal and Process is making great strides in challenging our underlying systems in order to center culturally responsive and inclusive practices in our hiring processes. With declining enrollment and challenges to meet workload in our current environment, it may require us to hold up joint positions with workload met through larger enrolling disciplines. This would allow forward movement and momentum on the hiring process during this time of declining enrollment. Please work with your Division Dean and SAC Administrative Liaison in the interim and the Dean of Academic & Career Pathways and Program Dean in the new organizational structure in collaboration with the Associate Vice Presidents of Academic & Career Pathways to identify next steps to continue pursuit of joint FT Faculty positions.

For SAC assessment of Integrative Learning Artifacts and College-Wide Cultural Literacy assessment workshops, please work with the newly formed Teaching and Learning Support administrative area under the leadership of Dr. Sarah Tillery and POD.

In regards to your request to formalize a relationship between the RING SAC and college processes for cultural planning, please continue to engage the DLDC and the Steering and Action Groups. For more institutional planning, engagement with the newly formed B-JEDI Council will be instrumental. The AA Leadership will engage B-JEDI (Belonging, Justice, Equity, Diversity, and Inclusion) Council around next steps and outreach to RING.

The two Associate Vice Presidents of Academic & Career Pathways will present the request that FT RING faculty develop structural connections with HR and OEI and in support of each new top-tier "Leader" to the Vice President of Academic Affairs and Vice President of Student Affairs. Accountability to cultural competency and commitment to equity and inclusion work is a college value. Our leadership should be held accountable to these principles and values as well.

For the request for administration to prioritize its investment in Native/ Indigenous Communities, a few suggested next steps.

- For an Indigenous Student House, please explore grant opportunities. In the meantime, an exploration of processes and budget structures to develop similar spaces can glean useful information, such as the Dreamers Resource Center at Rock Creek.
- For the hiring of more Indigenous faculty, staff, and decision makers, scaling up the RING Hiring Process will be useful.
- For “in state tuition” rates for all Native American students, engagement with Enrollment Strategy and Services would be useful as well as conversations with other Oregon Community Colleges and Universities.
- Tuition free PCC credit courses. Please work with the Foundation on next steps.

Proceed as planned on program review schedule

Follow up conversation needed with SAC, Dept Chair(s) and Dean

- Additional comments/questions:

The RING SAC has taken on a leadership role as a change agent at the college, challenging the status quo, and helping us achieve our values around equitable student success. The Critical Educator of Color Program and RING SAC Hiring Process are two such examples of how the RING SAC is demonstrating their critical equity work.

An analysis of policies and procedures around outreach to specific student identities would have value to inform steps that can be taken to inform student populations about the existence of RING courses, which may help students achieve their degree goals with courses that center their lived experiences. I recommend collaboration with the newly formed B-JEDI Council and the Native Nations and Indigenous Equity SAG.

Collaboration with other advising and other student affairs areas will be important to determine how students are advised into RING discipline courses and how advising can be linked to belonging and exposure of RING courses that align with students' goals. With Academic & Career Pathways and the possibility of higher success rates for BIPOC students in RING courses, I want to explore the SAC connections with student intake, advising, and support services, and capacity of the EAB Navigate tool to consider student success aligned with student identity.

In regards to General Education Designation and ability of some RING disciplines to possibly fulfill both Arts & Letters and Social Science. The Curriculum Committee discussed this item back in 2017. While there are some interdisciplinary courses that can speak authentically to more than one AAOT General Education designation area, the concern is that hypothetically a student can fulfill most of their Gen Ed requirements in

one area, focus, discipline, or program. The spirit of a General Education distribution list is to expose students to different courses, perspectives, and areas of study. An important conversation will be how to balance these two pieces.