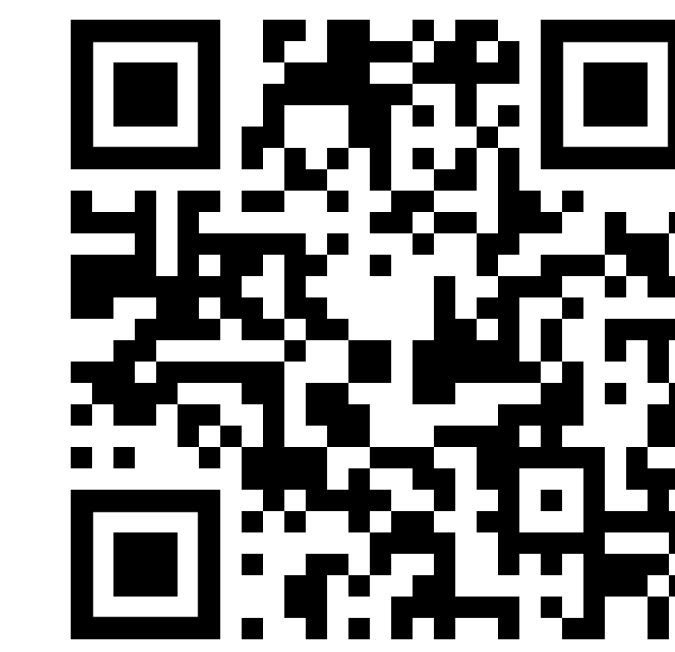


**Ethnic Studies 119 Launch
Data Project**

College of Liberal Arts | Ethnic Studies Research Team

Dr. Jose Moreno (CHLS), Dr. May Lin (ASAM), Dr. Theresa Gregor (AIS), Dr. Darío Valles (CHLS)
& Liza Ivezaj (CLA Data Analyst)



Scan the QR code on your mobile device to access more information on the Data Fellow's program.

1. Open your camera app on your mobile device.
2. Hold your device over the QR code so that it is clearly visible.
3. Open the website when it pops up on your screen.

Research Questions

Exploring CSULB Ethnic Studies GE Requirement

Research Questions:

1. Is there a relationship and a correlation to students' racial/ethnic background and the department of the 119 section they enroll in?
2. What was the choice-process for students, if there was one, in determining which section to enroll in?
3. What are students' sentiments and experiences about Ethnic Studies as a GE requirement?
 - a. What are students' sentiments and experiences about the Ethnic Studies coursework (readings, assignments, activities) they have taken or are taking?

Project History & Introduction

- In 2020 California State Legislature passed AB1460 establishing the new CSU Ethnic Studies GE Requirement
- Beginning Fall 2021, for class of '24-'25, the new ES GE requires all CSU graduates to complete one 3-unit course ES course
- In 2020, CSULB ES Departments developed a lower division course (119) and upper division course (319) to be taught across all ES Departments/Program; with an equal allocation of course sections for each Department/Program
- Our exploratory analysis seeks to document and develop an understanding of the demographics of ES GE courses, the experiences of students within the state-mandated learning outcomes, and curricular development of the new GE
- We seek to develop baseline information, and document, the implementation and formation of the ES GE to provide meaningful data for faculty orientation, learning, and collaborative support
- The overall benefit to the College of Liberal Arts, CSULB, and Higher Education is to develop a model of data collection and analysis that can guide faculty orientation, learning, and supports in GE program

Methods

- Analysis of Fall '21 – Spring '23 enrollment data for *all* CSULB sections of 119 offered in AFRS, AIS, ASAM, & CHLS disaggregated by select student demographics, e.g., race/ethnicity, gender, Pell-eligibility, etc. (*Data Source: Beach Connect; SSD 2.0; LBSR0419 Class Schedule Data Report*)
- Survey of all 119 students in Spring '23 (*in process*) with the intention of surveying all students who have completed the course between Fall '21 – Spring '23
- Content analysis of 119 syllabi from Fall '21 – Spring '23 with focus on types of assignments, reading load, breadth of curriculum, and modes of pedagogy, e.g., lecture, discussion, course activities, etc.

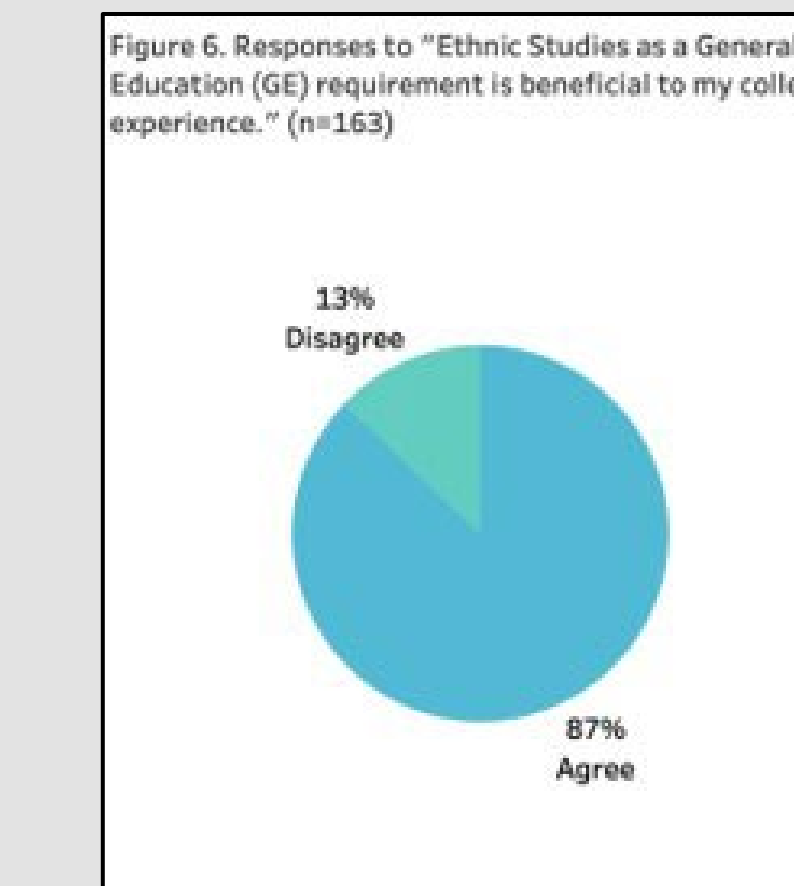
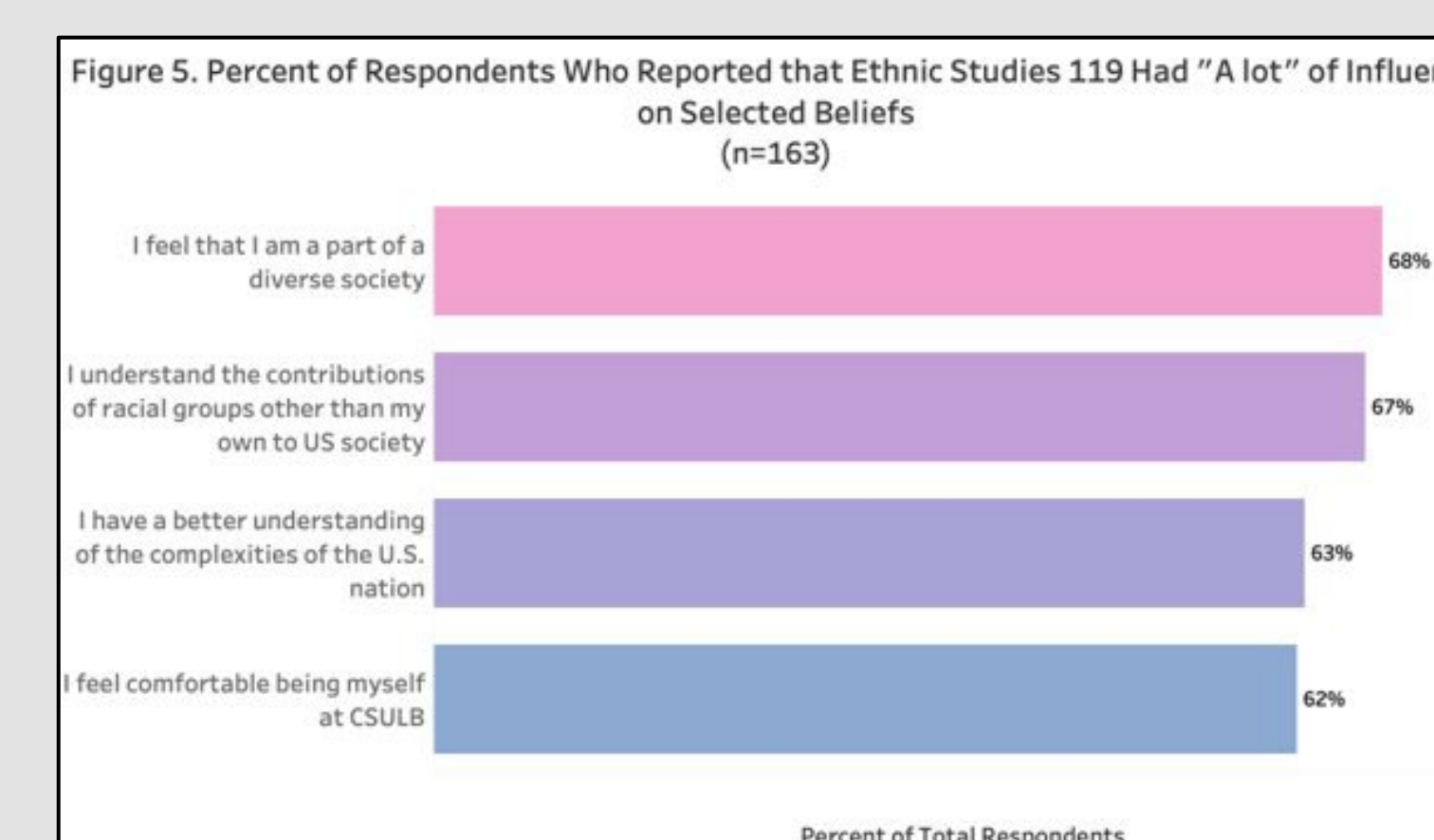
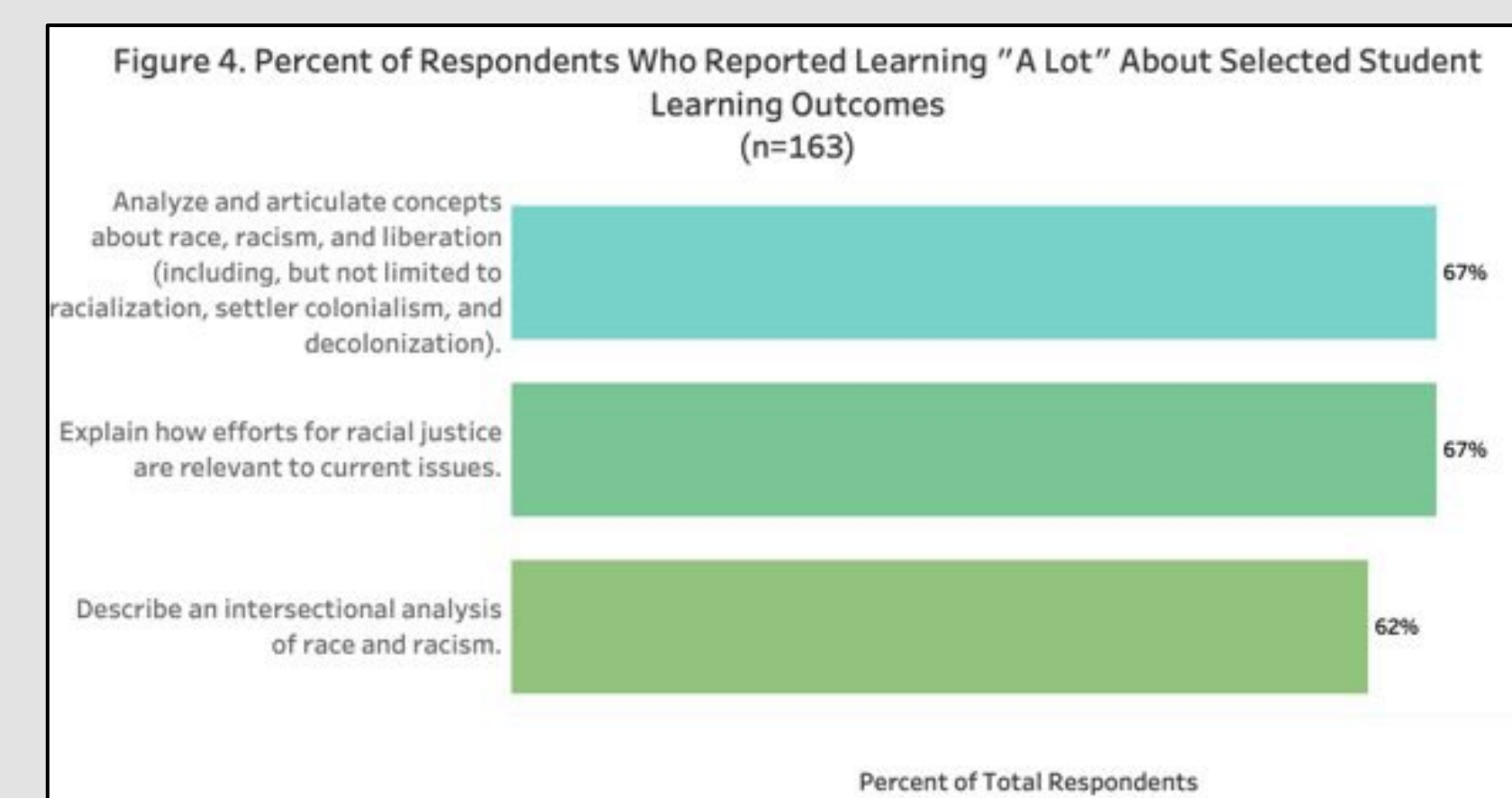
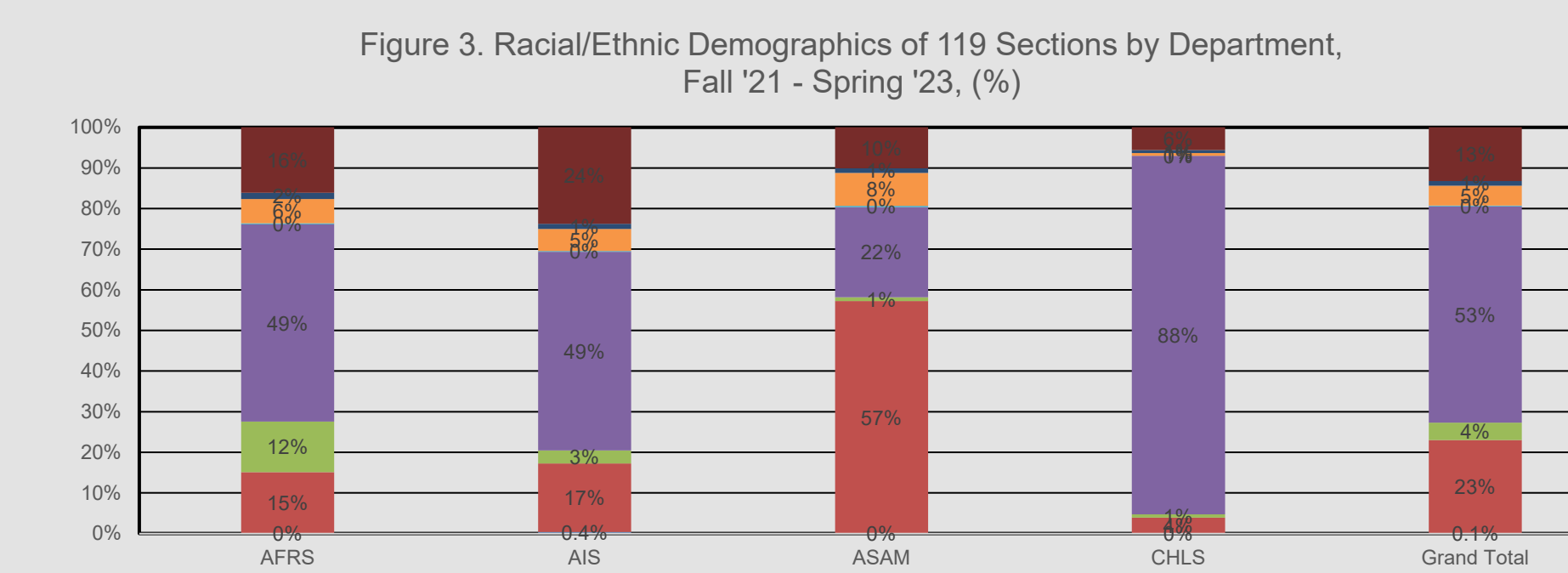
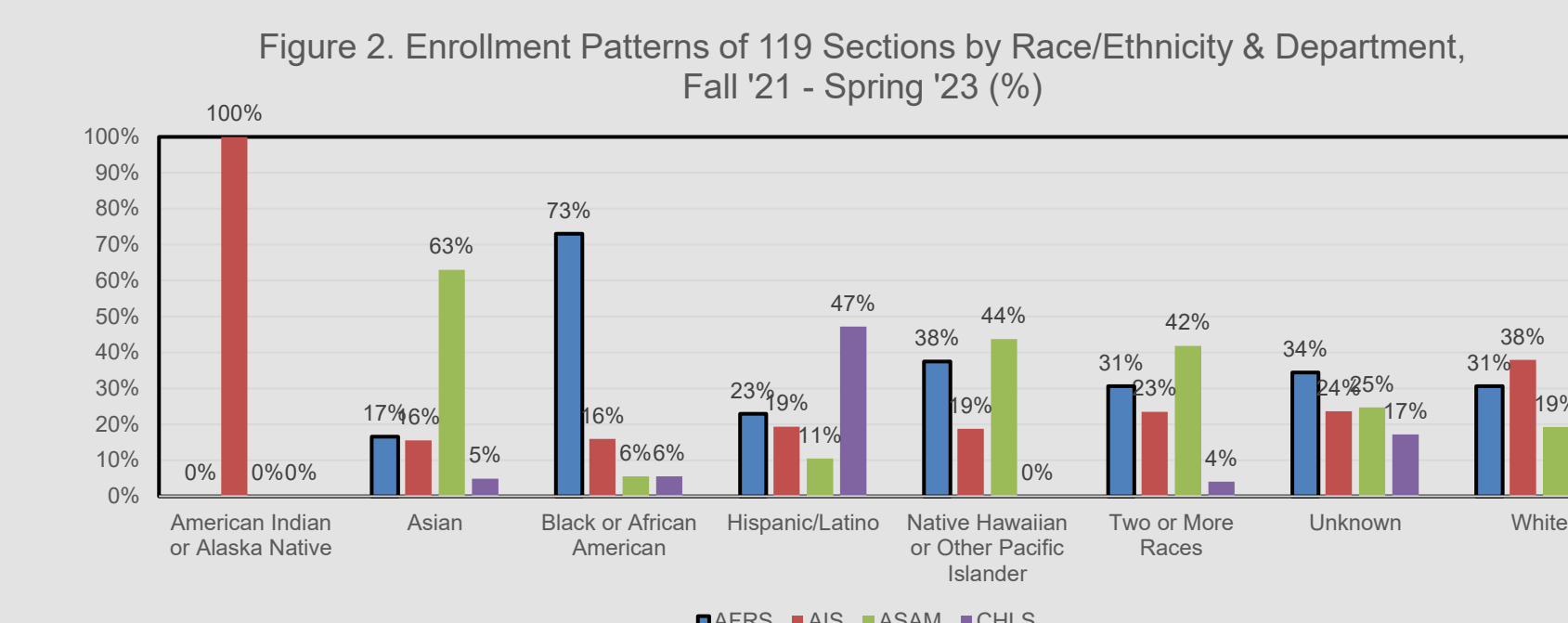
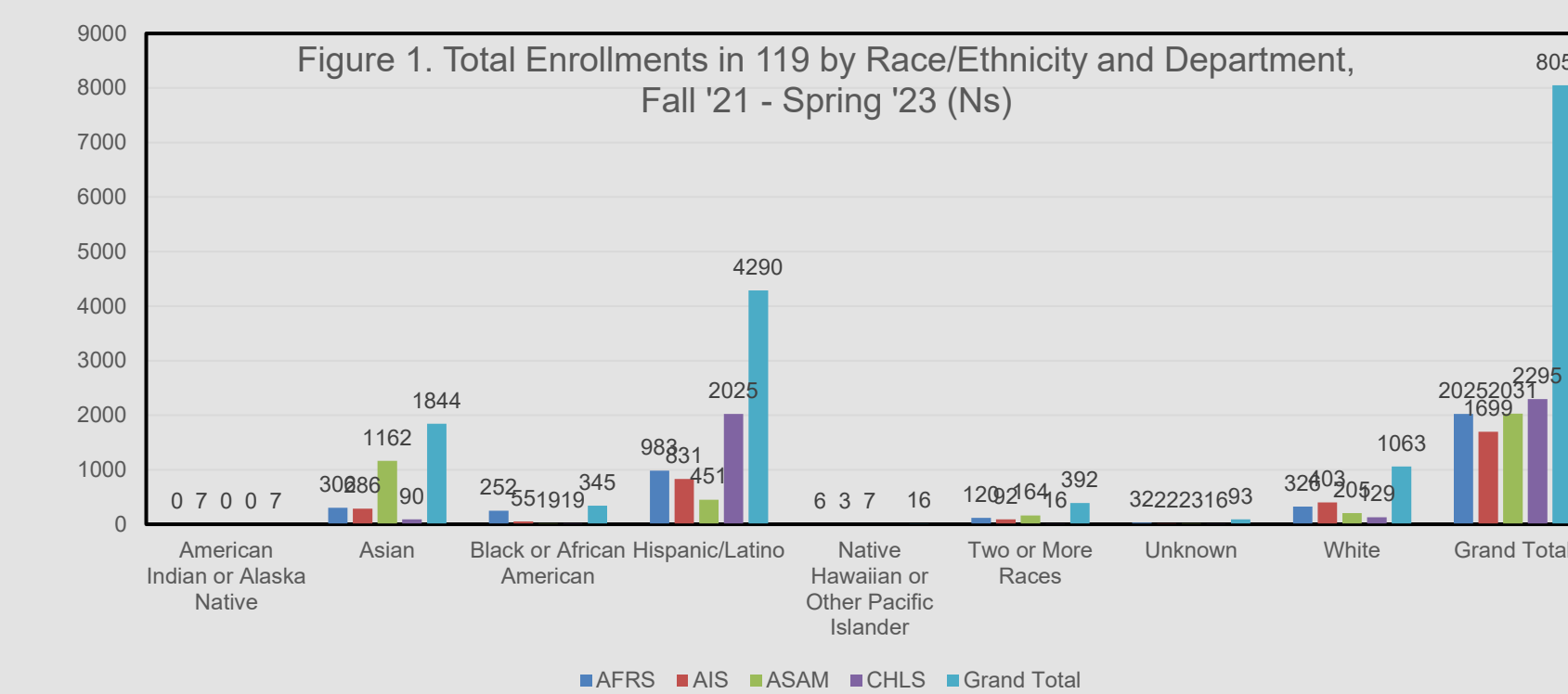
Results

Emerging Enrollment Patterns

- Over 8,050 students enrolled in a 119 section between Fall '21 and Spring '23 (Fig. 1).
- Chicax/Latinx students are the largest of enrollments at 4,290 followed by Asian American, White, Multi-racial and African American students at 1,844, 1,063, 392, and 345, respectively.
- *Of alarming note*, only seven of the approximately 8,050 students enrolled, identified as American Indian (Fig. 1).
- As displayed in Figure 2., enrollments in 119 sections across the four departments reflect students' racial/ethnic background.
 - ✓ 73% of African American students enrolled in an AFRS 119 section.
 - ✓ 63% of Asian American students enrolled in an ASAM 119 section.
 - ✓ 47% of Chicax/Latinx students enrolled in a CHLS 119 section.
 - ✓ *While small in absolute numbers at seven students*, and all seven American Indian students enrolled in an AIS 119 section.

These results become more insightful when viewed as a demographic snapshot of 119 sections within each Department.

- Figure 3. shows that more than 88% of CHLS 119 sections are comprised of Chicax/Latinx students, with 57% of ASAM 119 enrollments being Asian American.
- Sections with the largest percentage of African American students are in AFRS 119 at 12%.
- Of note is that roughly a quarter (24%) of AIS section enrollments are made up of White students (Fig 3.) which is not surprising given that more than 3/5 (38%) of White students enrolled in AIS sections, the largest of any of the racial/ethnic groups in the sample (Fig 2.).



Preliminary Selected Results from Exploratory Student Survey

- Figure 4 shows that about 2/3rds of students surveyed responded that they learned "a lot" about analyzing and articulating concepts about race, racism, and liberation, as well as explaining how efforts for racial justice are relevant to current issues. Additionally, 62% reported learning "a lot" about describing an intersectional analysis of race and racism. This draws from a section of the survey that asked students to self-report their learning about student learning outcomes.
- Figure 5 shows selected self-reported impacts of the ES 119 course on sentiments and beliefs. Results show that about 2/3rds of students surveyed stated that their course had "a lot of" influence on feeling that they are a part of a diverse society and understanding the contributions of racial groups other than their own to U.S. society. A slightly more than 60% also stated that they have a better understanding of the complexities of the U.S. nation, and that they feel more comfortable being themselves at CSULB.
- Fig. 6 shows that 87% of students surveyed agree or strongly agree that the Ethnic Studies 119 GE requirement is beneficial to their college experience at CSULB.

Conclusion & Discussion

Conclusions:

1. Enrollments in 119 sections Fall '21 – Spring '23 reflect a racial/ethnic pattern.
2. Enrollment patterns and survey data suggests that students are satisfying their Ethnic Studies GE through the Academic ES Department that reflects their own "racial/ethnic affinity."
3. These patterns do not appear to be influenced by other variables, e.g., gender, Pell-eligibility
4. Preliminary exploratory research data suggests that students find the Ethnic Studies GE to be beneficial to their college experience, and that it positively impacts their sense of belonging to a diverse society and CSULB, as well as other sentiments and understandings of race, racism, and liberation.

Discussion:

1. Students may believe that the pre-fix of the section they are enrolling in (AFRS, AIS, ASAM, CHLS) means the section they are taking will focus only on that *specific ethnic group's* historical, social, cultural experience.
2. However, the Student Survey data to date suggests students value the GE requirement, including the way it is designed to learn about multiple groups. For example, close to 2/3rds of respondents stated that they learned a lot about the contributions of other racial groups.

Implications for Action

The overall benefit to the College of Liberal Arts, CSULB, and Higher Education is to develop and conduct data collection and analysis to:

1. track/measure student and faculty experiences of the ES GE, 2. determine the course impact on student learning, including their perceptions about race/ethnicity, inclusiveness, equity, and other relational factors that impact student retention, persistence, and graduation, 3. support faculty learning and implementation across the GE program, 4. support SOAR, EOP, and admissions with advising, 5. develop greater evidence for investing in faculty learning and supports.

Next Steps & Future Directions

Student Survey & Focus Groups

- Share data for faculty learning
- Further develop focus groups and future iterations of survey

Content Analysis

- Complete coding of the syllabi content throughout Fall 2023
- Write up trends and themes of ES 119 assignments, readings, and content type throughout Fall 2023
- Determine feasibility and need to conduct faculty 119 survey and faculty focus groups informed by survey responses Spring 2024-Fall 2025
- Collect data for faculty learning & implementation