Main Finding

For non-Ethnic Studies majors, passing AFRS, RRS, ETHS, LTNS, AA and AIS courses is a significant predictor for graduation.

* More students who dropped out did not enroll in Ethnicity Studies classes.

Our finding is consistent with other qualitative and quantitative studies in a variety of educational contexts

Several studies have shown that students’ cultural and linguistic identification with course content increases engagement in the curriculum and the educational community in high school and college:


Media articles on the topic:


“Ethnic Studies Courses Benefit All Students”, The San Diego Union Tribune, September 26, 2015

How might you incorporate this finding into your role as teacher and advisor?

• What are some easy ways to modify your course curriculum to ensure students “see themselves” in class content?
• How could your department devote more attention to ethnic studies within the overall major experience?
• How might this finding affect your undergraduate student advising?
• How does the study of ethnic and cultural practice build community within the classroom and across the university?

Stick your ideas here!

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