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<th>Program Name(s)</th>
<th>FACT Faculty Fellow</th>
<th>Department Chair</th>
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<td>Ethnic Studies</td>
<td>Nicholas L. Baham III, Ph.D.</td>
<td>Enrique Salmon, Ph.D.</td>
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[NOTE: Items A, B, C, and D are identical to your Page 2 on your Annual Report for CAPR. Please simply cut and paste from there. Item E is unique to the CLASS FACT Project.]

A. Program Student Learning Outcomes

Students graduating with a B.A. in Ethnic Studies from Cal State East Bay will be able to:

1. Summarize the legacies of contact, conquest, and resistance to racial oppression in domestic and transnational frames by defining and explaining key concepts such as colonialism, oppression, slavery, genocide, racialization, class, sexism, homophobia, anti-racism, solidarity, whiteness, privilege, and environmental and social justice;
2. Apply critical frameworks including decolonizing methodology, intersectionality, women of color, feminism, cultural and structural analysis;
3. Identify and critique essentialist paradigms. Explain the complexity and heterogeneity of racialized groups in the US, including intra-group differences related to gender, class, region, sexuality, generation, immigration status, and language fluency;
4. Research, write, and speak clearly and persuasively on issues that affect people of color in the United States; and
5. Participate in community-based or service-learning projects overseen by Ethnic Studies faculty that link the critical frameworks and key concepts of Ethnic Studies with experiential learning while encouraging students to engage in critical reflection about social and environmental justice through experience in community-based organizations.

B. Program Student Learning Outcome(s) Assessed

SLO 3. Identify and critique essentialist paradigms. Explain the complexity and heterogeneity of racialized groups in the US, including intra-group differences related to gender, class, region, sexuality, generation, immigration status, and language fluency;

C. Summary of Assessment Process

All student assignments –including critical argumentative papers, short assignments, and PowerPoint presentations- implicitly addressed the objectives of SLO #3 but did not explicitly address the objectives of SLO#3. Specifically, students implicitly demonstrated an understanding of heterogeneity and intra-group differences, but rarely explicitly developed critiques of essentialism. Average scores of all five faculty members indicated “developing” ability, although one faculty member consistently scored student work as “Beginning” and another faculty member consistently scored student work as “Advanced.” The work we evaluated came from Dr. Calvo's ES 2700 Queer of Color Subjects and Critical Theory course,
Dr. Baham’s ES 3710 Racialized Masculinities course, and Dr. Fong's ES 1001 Intro to Ethnic Studies.

D. Summary of Assessment Results

Because the assessed assignments did not explicitly address SLO# 3, but were rather implicitly linked, the discussion about closing the loop centered on four core areas:

1. Re-evaluating SLO # 3 and making sure that it is mapped to particular courses, and linked to signature assignments and second-level writing assignments in its core courses
2. Re-fashioning the department’s curriculum map so that it links all SLOs to all Ethnic Studies courses
3. Tighten up the relationship between SLO #3 and faculty syllabi, putting SLO # 3 and all SLOs on all faculty syllabi and making sure that all faculty syllabi are in alignment with a re-fashioned curriculum map
4. Develop signature assignments and second-level writing assignments in courses designed to address SLO #3 that specifically address this outcome

The Department of Ethnic Studies plans to achieve many of the above goals during the process of quarter-to-semester conversion. During its proposed faculty retreat Summer 2015 the department will develop a plan for integrating Social Justice and Sustainability in its core courses. As a part of this process, faculty will develop a vision for high impact courses, second-level writing, new curriculum mapping, and signature assignments to more explicitly address SLO # 3 and other departmental learning outcomes. During its proposed faculty retreat Summer 2016 the department plans to finalize its vision with the final production of its revised curricular map and semester compliant syllabi. Finally, the department also plans to move its entire assessment process to Blackboard and will work with Faculty Development to facilitate training.

E. Suggestions and Recommendations for the CLASS FACT Project in the Future