CALIFORNIA STATE UNIVERSITY, EAST BAY

FIVE-YEAR PROGRAM REVIEW FOR ETHNIC STUDIES

2018-19

Self-Study and 5-Year Plan approved by faculty on: February 15, 2019
External Reviewer Report received by the program on: May 13, 2019
Program’s Response to External Reviewer’s Report completed on: May 14, 2019
Complete 5-Year Program Review Report submitted to CAPR on: May 23, 2019
1. SUMMARY

The Department of Ethnic Studies underwent a five-year review in 2011-12. During the years that all departments were doing the bulk of their work on getting ready for semester conversion, CAPR temporarily suspended five-year reviews. Thus, our five-year review was rescheduled for 2018-19.

In the self-study below (Section 2), we consider the goals we set out in our previous five-year review and we provide evidence that we met most of those goals, even as we undertook the substantial task of transforming our curriculum in advance of semester conversion. We identify our strengths and weaknesses and develop a plan for the next five years. Our strengths include our active and engaged faculty, a steadily growing and diverse set of students who have declared Ethnic Studies as their major, and our transformed curriculum (See appendices 2, 3, 4, 7, and 8). Our curriculum is current and reflects the latest developments in the field of Ethnic Studies, 40/41 of our new semester courses received GE and overlay designations, and we developed a core curriculum that allows us to teach to and assess our program learning outcomes (See appendices 7 and 8). In the next five years, we expect to make minor tweaks to the curriculum we developed for semesters and follow the assessment plan that we developed in preparation for conversion.

In the period since our last review, we lost one faculty member, Dr. Colleen Fong, to retirement. We successfully hired in the area of Black Studies: Dr. Anndretta Wilson joined the department as an assistant professor in FALL 2017. We believe that our committed and engaged faculty are a strength of our department and we have been approved to search for a specialist in Asian American and Pacific Islander Studies in the 2019-20 school year.

In our self-study, we identify two weaknesses that we want to work on in the next five years: courses that have DFW rates above 10% and the lack of a systematic advising structure (See appendix 10). By remediating these two issues, we will be addressing some of the underlying reasons that students don’t graduate from our program higher rates (See appendix 9).

Our department’s major goal in the next five years is to increase our graduation and retention rates. To this end we will:

- Develop pedagogy, policies, and evaluation methods with the goal of reducing our DFW rates in courses that have more than 10% of students receiving grades of D, F, or W.
- Improve our practice of advising majors and minors by tracking contacts, increasing the number of contacts between advisee and advisor, and developing additional
strategies that will allow our students to successfully graduate with a degree in Ethnic Studies.

2. **Self-Study**

2.1 **Summary of Previous Five-Year Review and Plan and Subsequent Annual Program Reports**

We underwent our previous five-year review in 2011-12. Our review was pushed back two years due to the hiatus in reviews during the “semester conversion” years.

There have been many changes in our program since our last review. We highlight these changes here:

- We have seen a steady growth in the number of ES majors, from 28 majors in FALL 2011 to 74 majors in FALL 2018.
- In the process of converting from quarters to semesters, we undertook a major transformation of our curriculum. This transformation included:
  - We expanded our required core curriculum from four (4) courses to six (6) courses.
  - We aligned all of our PLOs with core courses so that PLOs are taught in a systematic progression.
  - We applied for and received GE and overlay designations in all our courses, with the exception of our capstone course (ES 389).
  - We developed a plan for assessing our PLOs using signature assignments from the core courses.
  - We developed a new area of concentration in Comparative Ethnic Studies for our online students.
  - We developed ES 300 “Writing for Social Justice” as a core course and second-tier writing course, allowing our students to graduate without taking the WST. We are teaching it for the first time in SPRING 2019.

- Our highly-valued and most experienced faculty member, Dr. Colleen Fong, retired in 2016.
- We hired Dr. Anndretta Wilson, a dynamic scholar with expertise in Black Studies. Dr. Wilson began her position in FALL 2017.
- Our faculty remain exceptionally active in research and community engagement.
- Ethnic Studies student have organized themselves into an organization called “Students United in Solidarity (SUS)
- We have continued our practice of rotating leadership roles in our department as a commitment to developing the leadership potential of senior faculty and to develop
a culture in our department of sharing and dividing tasks. Dr. Calvo chaired from 2010-12, Dr. Salmon chaired from 2012-2014, Dr. Salomon chaired from 2015-2018, Dr. Calvo is currently chairing again. Dr. Baham is slated to chair 2021-23.

Below, we outline the five goals we put forward in our last review (2011-12) and the progress we have made toward achieving each of these goals:

**Goal #1: Revise and streamline the curriculum, including the launching of an online major.**

**Progress:** We successfully revised and streamlined curriculum and launched an online major in 2011-12. In preparation for semester conversion, we transformed the entire curriculum again. In planning for the conversion to semesters, our faculty thought carefully about our program learning outcomes and how we could better integrate these learning outcomes into our overall major program at both beginning and advanced levels. We decided to expand the number of required core courses, creating new courses that would specifically address the learning outcomes at an introductory/intermediate level for lower division core courses and at an intermediate/advanced level for upper division core courses.

**Goal #2: Develop a meaningful, vibrant, and high-impact service-learning course.**

**Progress:** In 2014, we launched ES 3889 (now ES 389) "Engaging Communities of Color." This course requires students to complete an internship in a community agency that serves people of color. At the same time, the students are putting hours into their internships, they are also required to complete reading and writing assignments that allow them to reflect on key concepts in Ethnic Studies in relation to real-world issues they are confronting in their internships. Dr. Enrique Salmon has been assigned this course and he has played a key role in developing this curriculum. We plan to have him continue teaching the course until we are allowed to hire a new faculty member in Asian American Studies at which point we will consider assigning this core course to the new faculty member. In Spring 2019, we have 60 students enrolled in this course, with students on the waiting list. This is a capstone course and is required of all students with a major or minor in any of our programs. This course teaches to our revised learning outcome #1: "Apply Ethnic Studies frameworks and key concepts to promote equity and social justice in our communities." This course also has a social justice overlay and as a capstone course, aligns with all of six of our University’s institutional learning outcomes:

- think critically and creatively and apply analytical and quantitative reasoning to address complex challenges and everyday problems;
communicate ideas, perspectives, and values clearly and persuasively while listening openly to others;
apply knowledge of diversity and multicultural competencies to promote equity and social justice in our communities;
work collaboratively and respectfully as members and leaders of diverse teams and communities;
act responsibly and sustainably at local, national, and global levels;
demonstrate expertise and integration of ideas, methods, theory and practice in a specialized discipline of study.

**Goal #3:** Enact a multi-pronged publicity campaign with the goal of increasing the number of majors and increasing the visibility of our department on the campus and regionally.

**Progress:** Our department has a social media presence, primarily on Facebook but also on Instagram. We have used Blackboard to our advantage by working with staff to set up a BB shell template we use in all our courses. This shell directs students to our website and to our Facebook page. Admittedly, we have not made as much progress on this as we would have liked on this goal because semester conversion ending up taking most of our time and energy. Still, we think that the steady increase in the number of majors demonstrates that our outreach efforts have had some positive impact.

**Goal #4:** Rewrite program learning outcomes (PLOs) to align with new Institutional Learning Outcomes (ILOs) and develop a sustainable assessment plan.

**Progress:** We rewrote our PLOs in 2012 and have been assessing them at a rate of one per year. We developed an assessment plan that we have been able to maintain. All five PLOs have been assessed, as reflected in our annual reviews from the previous five years. For semester conversion, we refined our PLOs and our assessment plan a second time. We will start assessing new PLOs in 2019-2020.

**Goal #5:** Hire two additional faculty members in the fields of African American Studies and Arab/Islamic Studies.”

**Progress:** We hired in the field of African American Studies. Dr. Anndretta Wilson began her position in FALL of 2017. She is teaching our core course on Black Feminisms and additional courses in the area of Black Studies. With Dr. Fong’s retirement in 2014, the department voted to shift our priorities due to the urgent need to fill the position in Asian American Studies. In 2016-17, 2017-18, and 2018-19, we made requests to hire in the field of Asian American Studies. This year, the request was approved and we will search for the position next year.
2.2 Assessment and Curriculum

**PROGRAM LEARNING OUTCOMES FOR YEARS 2012-2018:**

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.
NEW PROGRAM LEARNING OUTCOMES BEGINNING FALL 2018 (SEMESTERS):

As the first step of our semester conversion, our department had a meeting with Jodi Servatius, who is an expert on assessment and learning outcomes. Based on our consultation, we revised and streamlined our PLOs as follows:

<table>
<thead>
<tr>
<th>PROGRAM STUDENT LEARNING OUTCOMES</th>
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<tbody>
<tr>
<td>Students graduating with a B.A. in Ethnic Studies from Cal State East Bay will be able to:</td>
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<tr>
<td>1. Apply Ethnic Studies frameworks and key concepts to promote equity and social justice in our communities.</td>
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<td>2. Explain discipline-specific theoretical frameworks including critical race theory, intersectionality, women of color feminisms, and/or queer of color theories.</td>
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<tr>
<td>3. Recognize the complexity, heterogeneity and power dynamics between and within racialized groups in the US.</td>
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<tr>
<td>4. Research and write effectively, in individual or collaborative contexts, on issues, ideas, perspectives, and values that affect people of color in the United States.</td>
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<tr>
<td>5. Explain the concepts of colonialism, decolonization, genocide, environmental racism, and/or resilience as foundations of indigenous epistemologies and sovereignty.</td>
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## New Curriculum Map: PLOs Aligned to Required Courses

Code: I=Introductory, D=Developing, M=Mastery

<table>
<thead>
<tr>
<th>PLOs</th>
<th>PLO 1</th>
<th>PLO 2</th>
<th>PLO 3</th>
<th>PLO 4</th>
<th>PLO 5</th>
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<td>ES 300 Writing for Social Justice</td>
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<td>D/M</td>
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<td>ES 301 Black Feminisms</td>
<td>D/M</td>
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<td>ES 302 Eating the Landscape</td>
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<td>D/M</td>
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<tr>
<td>ES 389 Engaging Communities of Color</td>
<td>D/M</td>
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### Assessment Schedule for Past Five Years

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<th>PLO and Year Assessed</th>
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### Assessment Schedule for the Next Five Years

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<tr>
<th>PLO and Year Assessed</th>
<th>5-Year Review</th>
<th>#1</th>
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<th>#4</th>
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### Assessment Measures

For the previous five-year period, our department has conducted qualitative assessments of one PLO per year (see "Assessment schedule for the past five years" above). During these years, CLASS supported assessment efforts by giving a small
stipend to a faculty member to be the "assessment coordinator" for the year. We rotated this role among regular faculty so that everyone would learn about the process. Our process was as follows:

- Members of the faculty contributed randomly-selected student artifacts relevant to the particular PLO we were assessing that year. We aimed to collect between 10-15 artifacts of student work per year, but we sometimes fell below that number. Because we were emphasizing a qualitative rather than quantitative assessment, we felt comfortable with the small number of artifacts.
- The faculty member who was leading assessment efforts each year was also charged with creating a rubric.
- The entire faculty then reads assesses student artifacts using the rubric.
- We then sit together as a faculty and discuss the strength and weaknesses of each artifact. We make note of overall weaknesses and strengths of student work.
- We reserve a good deal of our meeting time to a discussion of “closing the loop” proposals. We then commit to particular changes that we can realistically enact.
- Our emphasis is on qualitative rather than quantitative assessments. Because we are still a relatively small department, we feel that this qualitative approach provides for a deep and rich engagement with our students’ artifacts, our students learning processes, and our collective responsibility to find ways to improve. Further, we make it practice to reserve quality time on our “closing the loop discussion” as that seems to be the most important and authentic part of the process.

**Assessment Results 2012-2018**

<table>
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<tr>
<th>Year</th>
<th>2012-13.</th>
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<tbody>
<tr>
<td><strong>Program Learning Outcome</strong></td>
<td>Assessed PLO #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.”</td>
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<tr>
<td><strong>Method and Findings</strong></td>
<td>The work we evaluated came from Dr. Calvo’s senior seminar ES4040, Dr. Calvo’s ES 4300, Dr. Fong’s ES 3553, and Dr. Salmon’s ES 3310. Written work produced by our students with regard to SLO # 1 was generally strong. Students were able to define and apply complex terms and concepts unique to our field. No faculty marked any of the work as &quot;novice&quot; and only one faculty marked a student a &quot;developing.&quot;</td>
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<tr>
<td><strong>Closing the Loop</strong></td>
<td>Our discussion centered on how to extend the work we are doing in those courses more evenly throughout the entire curriculum. Dr. Calvo shared</td>
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how they are using an online glossary as a "knowledge base" for ES4300 and suggested that we institute the knowledge base throughout our entire curriculum by expanding on the work they have already done. We agreed on the following steps: 1. Calvo will send her knowledge base to all faculty 2. Faculty will help Dr. Calvo source the existing terms (find sources and expand) 3. Each faculty will add three terms from their area of expertise to this initial knowledge base. 4. Calvo will ask Bernie Salvador to add this newly expanded knowledge base as a set link on all of our courses.

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<tr>
<th>Year</th>
<th>2013-14.</th>
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<tr>
<td>Program Learning Outcome</td>
<td>Assessed PLO #2: “Apply critical frameworks including decolonizing methodology, intersectionality, women of color, feminism, cultural and structural analysis.”</td>
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<tr>
<td>Method and Findings</td>
<td>Six critical, argumentative papers were selected from a sample of graduating majors. Members of the Department of Ethnic Studies met during the Spring 2014 quarter, individually assessed each paper according to the rubric created by Dr. Baham, and collectively discussed the strengths and weaknesses of each paper. We recorded the following observations of the 6 sample papers that were assessed with the Critical Thinking Rubric: Paper #1 – Student developed and emphasized her own theory to the detriment of any explanation of existing theoretical principles. For example, “colonialism” is inadequately developed. This student scores highest on the ability to develop alternative perspectives and solutions. However, citations were inadequate. We wonder whether we are properly preparing the student for graduate level work. Paper #2 – “Imperialism” is inadequately defined. Paper is lacking proper citations. Student does take big steps on the 3rd page toward using theory creatively.  Paper #3 – Correct use of the term “phallocentric.” Inadequate citations. Paper #4 – Comprehensive and very well-written. However, the paper is largely fact-based and not analytical. Paper lacks a coherent definition of &quot;racialized criminality. Solid comparative work. Student needs to cover more theoretical ground.  Paper #5 – The only coherent theoretical principle here was restricted to an understanding of &quot;machismo. This was, however, a fairly cut and dried assignment and student’s inability to cite theory and provide applications may be the result of limited parameters of the assignment. Paper #6 – Understanding of &quot;decolonization&quot; needs development. Student needs to develop a thesis that links &quot;decolonization&quot; to ethnographic literature.</td>
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<tr>
<td>Closing the Loop</td>
<td>Members of the Dept. of Ethnic Studies then discussed strategies for &quot;closing the loop&quot; and improving how they teach critical thinking and writing and committed to attending a Summer 2014 retreat to finalize strategies that could be implemented across the curriculum. At the retreat,</td>
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we committed to using rubrics for papers that emphasize critical thinking and writing conventions in the discipline.

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<th>Year</th>
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<td>Program</td>
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<td>Learning</td>
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<td>Outcome</td>
<td>Assessed PLO #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</td>
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<tr>
<td>Method and</td>
<td>The work we evaluated came from Ethnic Studies Seniors in Dr. Calvo's ES 4300 Queer of Color Subjects and Critical Theory course. All student artifacts—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.” Each member of the department read three separate examples of the student work samples independently scoring each sample. We then discussed our findings and our investments in the PLO.</td>
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<tr>
<td>Findings</td>
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<tr>
<td>Closing the</td>
<td>Because the assessed assignments did not explicitly address SLO# 3, but were rather implicitly linked, our discussion of 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.</td>
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<td>Loop</td>
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<th>Year</th>
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<td>Program</td>
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<td>Learning</td>
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<tr>
<td>Outcome</td>
<td>Research and write effectively, in individual or collaborative contexts, on issues, ideas, perspectives, and values that affect people of color in the United States.</td>
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<tr>
<td>Method and</td>
<td>All student assignments—including critical argumentative papers, short assignments, and PowerPoint presentations—explicitly addressed the objectives of SLO #4. The work we evaluated came from Dr. Baham's &quot;African American Sexuality&quot; and &quot;The Internationalist Worldview of Malcolm X&quot; courses, and Dr. Salmon's &quot;American Indian Revitalization Movements&quot; course. Using a rubric for assessing SLO 4, faculty scores assignments from ES majors in the range of 4 to 6, with 6 being the maximum possible. Students demonstrated an ability to write far better than they were able to conduct research. Student research was largely</td>
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<td>Findings</td>
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judged by ES faculty in terms of the ability of students to make arguments and cite sources. ES faculty believe that good ideas and concepts need to be supported with properly cited evidence. There is evidence that the Department of Ethnic Studies is pushing towards greater creativity and out-of-the-box thinking, but must work to improve the ability of students to conduct research and properly cite evidence. Because the work assessed was completed in individual and collaborative contexts, the Department of Ethnic Studies is encouraged by its ability to create learning opportunities that can produce highly original work regarding issues, perspectives, and values of people of color in the U.S. At the same time, both individual and collaborative writing and research opportunities created by faculty need to increase their emphasis on research and proper support and citation of arguments.

### Closing the Loop

The discussion about closing the loop centered on five core areas:

1. Increasing our collaboration with the CSUEB library, including inviting CSUEB librarians to provide presentations for Ethnic Studies majors and minors;
2. Commitment to more explicitly outlining expectations for research and for providing and citing evidence on all Ethnic Studies course syllabi;
3. Increase our emphasis across the curriculum on supporting arguments and out-of-the-box thinking with evidence, using primary sources, and emphasizing the importance of research as a critical element of an intent to persuade;
4. Improve integration of research principles in individual and collaborative writing contexts which may include a greater emphasis on peer review and providing clear guidelines for peer review of research;
5. Applying the above principles across the curriculum but with a particular emphasis on lower division courses.

### Year

2016-17

### Program Learning Outcome

Assessed PLO #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.”

### Method and Findings

Data was collected by Dr. Enrique Salmon in his Winter 2017 ES 3889 course. Course papers from ten students were assessed. ES 3889 is a required course for majors and minors that requires Service Learning. Faculty found that students demonstrated an ability to not only participate in community-based or service-learning projects overseen by Ethnic Studies faculty but an ability to link many of the critical frameworks and key concepts of Ethnic Studies with experiential learning. Final papers and PowerPoint presentations reflect a great depth of critical reflection about social and environmental justice. In the final papers, a student assessment of the overall quarter-long experiential learning process, students
demonstrated an ability to make significant linkages between their Service Learning experiences and core disciplinary concepts and theories such as racism and racial formation, intersectionality, queer of color theory, and women of color feminisms. The department was impressed with the quality of argumentative writing and introspection demonstrated by students. With respect to PowerPoint presentations, the committee was deeply impressed with the level of organization and depth of annotations. There is evidence that majors and minors in the Department of Ethnic Studies are capable of great creativity and out-of-the-box thinking. Because the work assessed was completed in our new service-learning course, the Department of Ethnic Studies was encouraged by its ability to create new learning opportunities that can produce highly original and introspective work regarding issues, perspectives, and values of people of color in the U.S.

| Closing the Loop | The discussion about closing the loop centered on four core areas: 1. Increasing our collaboration with university Service-Learning and Faculty Development; 2. Working to create more volunteer sites that will enable students to connect with communities of color throughout the Bay Area; 3. Increase our emphasis across the curriculum for supporting Service Learning; 4. Improve integration of Service Learning initiatives with the broader Ethnic Studies Curriculum. |

### 2.3 STUDENT SUCCESS

Our department has been active in supporting both the GANAS and SANKOFA programs. Dr. Calvo and Mr. Alberto Valdivia (lecturer) teach “Decolonize Your Diet” for the GANAS program. Dr. Wilson and Dr. Baham have taught various courses for the SANKOFA program. Our participation in these programs, which are targeted to increase graduation and retention rates for students of color, is a significant contribution our department has made to remedying the achievement gap on our campus.

ES 3889/ES 389, our service learning capstone course, is an example of a required course that uses high impact practices.

We used the opportunity of semester conversion to think carefully about how to redesign our major to facilitate student success and increased graduation rates. We made the following decisions:

- The new major requires only 36 units, allowing students the flexibility to change from another major and to take electives outside of the major.
- A robust set of core courses that are taught by our tenured/tenure-track faculty.
- Core courses integrate high impact activities.
- Developed ES 300 as a core course and second-tier writing course, allowing our students to graduate without taking the WST.
- We have developed a 2-year teaching schedule so that all core courses are offered as both online and on-ground courses every year and courses in the areas of concentration are offered at least every other year.

That said, we have identified two areas that need improvement:

1. We need to better track the way we advise students and make sure that students do not slip through the cracks.
2. We need to reduce our DFW rate.

2.4 External Comparisons

Most CSUs have ethnic specific departments and majors. For example, SFSU has departments and majors in Latina/o Studies, Africana Studies, American Indians Studies, and Asian American Studies. Our campus is one of two in the CSU system offering an Ethnic Studies degree. (See Appendix 1)

Sacramento State has a structure that is most similar to ours, although they do not appear to offer concentrations as we do. This is their program:

BA in Ethnic Studies

Units required for Major: 36

Program Description

Ethnic Studies is an interdisciplinary approach to the study of the cultures, languages, historical, and contemporary issues relating to African Americans, Asian Americans, Chicana/os-Latina/os, and Native Americans. The program directs students to critically examine the cultural contributions made by these groups to world civilization and to American society. Ethnic Studies challenges all students to analyze existing generalizations, theories, and concepts about racial and ethnic groups in order to develop valid generalizations, concepts, and theories about the people and their experiences. Students are encouraged to actively work to eliminate problems based on discrimination.

Students are also encouraged to blend professional area studies with Ethnic Studies. For example, a student may major in Ethnic Studies and minor in Business Administration. Similarly, students with a degree in Engineering Technology may minor in Ethnic Studies and emerge well-prepared professionally to assume middle
management and supervisory positions in a multicultural society. Ethnic Studies majors and minors enter careers and professions in both the public and private sectors.

### Program Requirements

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<tr>
<th>Code</th>
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<td>The Asian American Experience</td>
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<td>or ETHN 131</td>
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<td>ETHN 140</td>
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2.5 General Program Discussion

A) Student Demographics of Majors, Minors, and Options

data source: https://data.csueastbay.edu (IRADS)

In the past five years, the enrollment of Ethnic Studies majors has almost doubled. CSU data shows seventy-four (74) majors enrolled in Fall 2018 which is an increase from thirty-nine majors (39) in 2014.

![Graph showing Ethnic Studies major enrollment from Fall 2014 to Fall 2018]

Additionally, CSUEB data housed within the Bay Advisor platform found at https://csueb.campus.eab.com accounts for an additional four double majors who listed Ethnic Studies as their "second" major. Bay Advisor reports a total of eighty-seven (87) majors enrolled FALL 2018. This discrepancy between IRADS and Bay Advisor might be attributed to the fact that multiple undergraduates switched majors to become Ethnic Studies students during Fall quarter but were not originally counted.
 Longer-term data on the number of ES Majors (2004-2018)  
Source: IRADS and Previous Five Year Reviews

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B) Student level of majors, minors, and options

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<th>Fall 2017</th>
<th>Fall 2018</th>
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<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
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<tbody>
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<td>Total</td>
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<td>74%</td>
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<th>Fall 2017</th>
<th>Fall 2018</th>
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<td>Total</td>
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<th>Fall 2017</th>
<th>Fall 2018</th>
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<td>Total</td>
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<td>60%</td>
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<td>100%</td>
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<td>Total Majors (including double majors) in Bay Advisor Platform</td>
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C) FACULTY AND ACADEMIC RESOURCE ALLOCATION

Our department is growing, as reflected in the number of majors. This growth is the result of various factors: our online degree completion program; changing student demographics, especially increased Latinx student population on campus, and shifts in the political climate that makes Ethnic Studies increasingly necessary.

We would like to increase our SFR, which has decreased from 32 to 28.1. We are constrained by various factors: most of our upper division courses carry GE and are capped at 30 and we are strongly committed to keeping our online courses capped at 35. To increase our SFR, we are experimenting with running mega-sections of 120 students in lower-division courses. Our hope is to create a balance between a few mega-sections, slightly larger lower-division courses (35-40 students), and our smaller upper-division courses (capped at 30), so that we work towards a financially stable
model that also provides our students with a high-quality, student-centered education. Our goal would be to return to a SFR of 32.

The FTES of the department has trended upward, ranging from 185 to 243 during the past five years. We think that by increasing our SFR as discussed above that our FTES will also improve.

The ratio of lecturer faculty to regular faculty has ranged from 59% to 79%. We feel this is way too high.

Due to the upper-division nature of our department, graduation rates for freshman are based on very small numbers. The rates for transfer students provide better information. The two-year graduation rate for transfer students starting in 2015 was 56% and the four-year rate was 67%. The dropout rate is high at 33%. In order to reduce the number of students dropping, we plan to focus on improving our advising and reducing our DFW rates (See Plan, Section 3)

D) **Course data**

**Discussion of courses for students majoring in Ethnic Studies**

The major in Ethnic Studies consists of 36 units: six (6) required core courses, four courses of the student’s choosing in their area of concentration, and two electives courses from other areas of concentration. All our courses are 3 units.

Students in the on-ground major may choose from five (5) areas of concentration: American Indian Studies, Black Studies, Asian American Studies, Chicanx and Latinx Studies, and Genders and Sexualities in Communities of Color. We currently offer an online major with a choice of two areas of concentration: Genders and Sexualities in Communities of Color and Comparative Ethnic Studies.

Our core courses consist of the following: ES 100 Introduction to Social Justice in Communities of Color; ES 200 Race and Resistance; ES 300 Writing for Social Justice; ES 301 Black Feminism; ES 302 Eating the Landscape; ES 389 Engaging Communities of Color. Our capstone course, ES 389, is a community engagement course that requires the student to work at an agency in conjunction with CSUEB’s Center of Community Engagement.

The major is organized this way to offer a comparative approach to Ethnic Studies while at the same time allowing students to concentrate on their area of interest. The majority of our majors come to the Department with upper-division standing. The majority of these students come to us as transfer students from community colleges. Students majoring in ES generally arrive to our campus having taken minimal, if any, coursework, coursework in Ethnic Studies. Our major is set up to allow transfer
students to complete the program in two years, even if they arrive without any completed coursework in Ethnic Studies.

In our current program, all of our courses, except for our capstone (ES 389) course are approved to meet a GE requirement and an overlay (social justice, diversity, or sustainability). GE designations provide two benefits: 1. They allow majors to complete several of their GE requirements within the department; and 2. The designations draw students from other departments which allow us to offer multiple sections of each course, thus meeting the needs of students who need a choice between time slots and format (online, on-ground, hybrid). For this reason, the majority of courses offered by the department are currently offered both in face-to-face and online formats. In the past several years, our classes have no problem filling, often with significant waitlists. Our challenge now is to make sure our majors get the courses they need when our courses are in high demand for GE across the university.

The department offers approximately 30 class sections each term (Spring 2019= 33 courses; Fall 2018=31 courses).

FACULTY DIVERSITY
The composition of regular faculty, as well as lecturer faculty in the Department of Ethnic Studies, is radically more diverse than typical departments. This has a significant impact on our pedagogy and workload in several significant areas. First of all, full faculty and lecturers in the Department of Ethnic Studies face tremendous cultural taxation. We have consistently offered aggressive advising including ongoing career and graduate school advice as well as mentoring, letters of recommendation, etc. Second, the Department of Ethnic Studies is considered a safe space on campus by students of color, LGBTQ students, and first-generation students. The department and department faculty are often the recipients of complaints from students regarding other disciplines and departments on campus, and we offer ourselves in guidance and counseling in order to help our students successfully navigate the university system.

Our regular and lecturer faculty a great strength in our department. We have expertise spread through our areas of concentration. Our faculty are engaged, active, and committed to student success. We have built up a reliable cadre of lecturer faculty who supplement our own areas of strength and teach courses at both lower and upper division levels. In our new curriculum, full-time faculty will be teaching the core courses. Our goal is to have every major take at least one course with each of regular faculty member, as we each offer a unique and different perspective.
Our regular faculty is racially, ethnically, and gender diverse and exceeds the diversity of any other departmental faculty. We have two Black faculty, two Chicana faculty, and one indigenous (Raramuri) faculty. In terms of gender, we are three cis-hetero-men, one cis-hetero-woman, and one of our faculty identifies as non-binary and queer. We are also diverse in terms of our training, we have degrees in anthropology, history, history of consciousness, and theater and performance studies. We are united in our commitment to our research, our communities, and our students.

Are regular faculty are highly engaged in the field of Ethnic Studies scholarship as evidenced by the following short biographical statements:

**Nicholas L. Baham III** (Professor) received his Ph.D. in Anthropology at Indiana University, Bloomington, and also holds a Master's degree of Anthropology at Stanford University and BA in Political Science from the University of Chicago. His academic research focuses on Jazz Studies, James Baldwin, Afrofuturism, the Black religious experience, and Black Sexualities. His book, *The Coltrane Church: Apostles of Sound, Agents of Social Justice* was published in 2015 by McFarland Press. He has a growing body of published journal articles on the John Coltrane Church, Jazz, African American musical and religious expression, and James Baldwin. He has presented his work nationally and internationally at the American University of Paris, Universite Paul-Valery in Montpellier, Stanford University, University of Pennsylvania, Tuskegee University, and Suffolk University. Dr. Baham has appeared on BET, local KPOO and KPFA radio, Canada’s SexTV and in *ColorLines* and *Esquire* magazine. He co-hosts a Critical Media Literacy podcast entitled Along the Line, and is the author of a blog of Black politics and culture called The Upper Room at nicholasbaham.blogspot.com. At California State University East Bay, Dr. Baham teaches courses on Afrofuturism, Jazz Cultures, Malcolm X, Black Sexualities, James Baldwin, Racialized Masculinities, and Introduction to Social Justice.

**Luz Calvo** (Professor) received their PhD in the History of Consciousness at UC Santa Cruz also holds an MA in Political Science (UCLA) and AB in Politics (Princeton University). Dr. Calvo teaches courses in Latino/a Studies, Gender and Sexuality Studies, Food Justice, and Ethnic Studies. Their current research focuses on decolonization. Dr. Calvo, along with their partner, Dr. Catriona R. Esquibel (SFSU), is the author of *Decolonize Your Diet: Plant-Based Recipes for Health and Healing* (Arsenal Pulp Press, 2015) and is the co-editor of *Mexican-Origin Foods, Foodways, and Social Movements* (University of Arkansas Press, 2017).

**Enrique Salmón** (Professor) has a B.S. from Western New Mexico University, an MAT in Southwestern Studies from Colorado College, and PhD. in anthropology from Arizona State University. Dr. Salmón is a Rarámuri (Tarahumara). He feels indigenous cultural
concepts of the natural world are only part of a complex and sophisticated understanding of landscapes and biocultural diversity, and he has dedicated his studies to ethnobiology, agroecology, and ancestral ecological knowledge in order to better understand his own and other cultural perceptions of culture, landscapes, and place. Dr. Salmon is the author of *Eating the Landscape* (U of Arizona Press, 2012) a critical exploration of small-scale Native farmers of the Greater Southwest and their role in maintaining biocultural diversity. (University of Arkansas Press, 2017).

**Carlos Salomon** (Professor) received his PhD in Borderlands/Latin American History from the University of New Mexico (2002). His teaching focuses on Latinx Studies, oral traditions, and Mesoamerican studies. He is the author of *Pio Pico: The Last Governor of Mexican California* (Oklahoma, 2012) and is the editor of the *Routledge History of Latin American Culture* (Francis and Taylor, 2018). He is currently working with the California Historical Society and UC Davis on *Teaching California*, which helps teachers and school districts implement California’s new History-Social Science Framework, adopted by the State Board of Education in July 2016.

**Anndretta Wilson** (Assistant Professor) received her PhD from the University of California, Los Angeles. Wilson’s current manuscript, “Labor, Pleasure, and Possession through Transnational Black Musical Performance” traces US Black American subterranean performances from community spaces where practitioners embodied African retentions to public commercial spaces where derivative performances have been feminized, racialized, and backgrounded in service to popular music globally. The study considers precarity, authorship, mastery, and mobility for Black performers through spaces within the US and circulating transnationally across technologies and geographies. A primary figure is former domestic worker Marion Williams whose forty-year career began in Pentecostal churches in the 1930s and extended to service as a US State Department musical ambassador across Africa and Europe. The study concludes with ethnography of contemporary francophone African performers in Paris who perform gospel concerts advertised as “Black American” for international tourists in Catholic cathedrals.

Our strength as regular faculty is supplemented by lecturer faculty who bring additional areas of expertise into the department. Frances Loden and Steven Cleveland both bring knowledge of film studies, which has allowed us to offer courses such as Interracial Sex and Marriage Through Film, Black Flix, and Asian American Film Festival.

**The ratio of Lecturer Faculty to Regular Faculty**

**Snapshot of Fall 2018:** The Department of Ethnic Studies included four (4) regular faculty including Drs. Calvo, Salmon, Solomon, and Wilson, with Dr. Nicholas Baham on sabbatical leave. Six (6) lecturer faculty taught in the department, including Cleveland,
Loden, Manyweather, Salinas, Tanemura, and Valdivia. Of note, two (2) of our lecturer faculty are graduates of our program (Manyweather and Valdivia).

- Zero (0) lower-division sections were taught by regular faculty while five (5) lower-division sections were taught by lecturer faculty.
- Thirteen (13) upper-division sections were taught by regular faculty while an equivalent thirteen (13) sections were taught by lecturer faculty.
- Of a total of 31 courses offered, we offered 19 online sections, three (3) hybrid sections, and nine (9) on-ground sections.

**SNAPSHOT OF SPRING 2018:** The Department of Ethnic Studies included four regular faculty, including Drs. Baham, Calvo, Solomon, and Wilson, with Dr. Enrique Salmon on sabbatical leave. Seven (7) lecturer faculty taught in the Department including Cleveland, Contreras, Liberato-Mercedes, Loden, Lodia, Tanemura, and Valdivia.

- Two (2) lower-division sections were taught by regular faculty while six (6) lower-division sections were taught by Lecturer Faculty.
- 8 Upper Division sections were taught by Tenured or Tenure-Track Faculty and 17 sections were taught by Lecturer Faculty.
- In total, for Spring Semester 2019, including both upper and lower Division courses, regular faculty taught 10 sections and lecturer faculty taught 23 sections.
- Of 33 sections offered, ten (10) were on-ground sections, two (2) were hybrid sections, twenty-one (21) were fully online sections.

The above numbers reflect on-going trends in the department, throughout the university, and throughout the CSU system. In FALL 2018, lecturer faculty accounted for 60% of the department’s faculty while regular faculty accounted for 40% of the department’s teaching faculty. By Spring 2019, this divide had only increased where lecturer faculty now accounted for almost 64% of teaching faculty in the department. Upon first glance there appears to be a heavy concentration of lecturer faculty in 100 and 200-level lower division courses, particularly in FALL 2018 where not a single lower-division course was taught by a member of the regular faculty, however this problem extends to upper-division courses as well where lecturer faculty have either taught an equivalent amount of Upper Division course sections to Full Tenured or Tenure-Track Faculty (Fall 2018) or have in fact taught more Upper Division sections than Full Tenure or Tenure-Track Faculty (Spring 2019).

The impact on our department of this ongoing imbalance is difficult to measure, but we are speculating that although it has not had an immediate impact on enrollment growth and major/minor growth, it may well have a long-term impact in both of these areas.
Further, DFW grades are partially attributable to the department’s over-reliance on lecturer faculty and, to this end, the Department of Ethnic Studies has established stricter policies for all faculty with regards to grading in a timely manner, dropping students before the add/drop deadline, and use of best practices to support student success. We are also increasing opportunities for mentoring within the Department.

These statistics also reveal that the Department of Ethnic Studies needs to continue building its core tenure and tenure-track faculty. At present, the absence of a tenure-track faculty member in Asian American/Pacific Island Studies may well highlight the imbalance.

**The ratio of students in upper-division courses between the program and General Education and how that proportion affects the courses and the program**

All lower-division Ethnic Studies courses are offered with general education (GE) credit. GE has been the lifeblood of the department which began its history as a service department to the university, providing a critical understanding to students on issues related to diversity, the history and impact of colonialism, and highlighting opportunities for community engagement and activism for students of color. This continues to be a vital role on a campus that is largely composed of students of color. If the university can use these numbers to boast of its accessibility to populations of people of color and first-generation students, the university must provide adequate resources for its population. The Department of Ethnic Studies has long served as that disciplinary resource.

At the same time, the Department of Ethnic Studies has seen great enrollment growth over the past decade and is growing its majors and minors at numbers once considered inconceivable for a largely service department. In order to simultaneously serve the interests of General Education and its majors and minors, the department faculty must grow in greater tenure density.

With the exception of the capstone course, our upper-division Ethnic Studies courses are offered with a GE designation (C4 or D4) and an overlay (Diversity, Social Justice, or Sustainability).

**Concord**

We do not offer courses on the Concord campus although those students do take our online courses.

**Online Courses and Programs**

The Department now offers online majors in Genders and Sexualities in Communities of Color and Comparative Ethnic Studies.
The data reveal that the Department of Ethnic Studies relies heavily on online courses. Our online classes are in high demand. The online classes fill first and often have large waiting lists. We are often called up to offer multiple sections of the same class to meet student need for GE and for completing major requirements. It should be noted that faculty are experimenting with various technologies and practices that allow us to connect online and on-ground sections of the same course through digital media, creating an enhanced learning experience for online students. In this fashion, online students can have increased access to the dialogic flow of the face-to-face classroom session as well as class lectures. However, there is no question that the trend toward online education, although it increases access and numbers and majors/minors and has become a central element of the neoliberal business model of the modern state university, may not serve the public good that public higher education is intended to serve. We are limited in our ability to improve the critical reading and writing skills of our students through the online forum in the same fashion as the face-to-face real-time classroom, and the absence of a real-time classroom community clearly limits the kind of engagement that is desirable for a liberal education. Furthermore, many of us have gleaned studies over the past decade that suggest that the deficiencies of a so-called online education may have a greater differential impact on students of color. The Department of Ethnic Studies continues to struggle with the pedagogical contradictions of a so-called online education because of our commitment to the transformative nature of an Ethnic Studies pedagogy and our desire to fully serve our students. As we move forward in the future, subsequent self-studies may provide evidence of the efficacy of technological tools being used by faculty to enhance the online experience.

**Graduate Programs**

None.

2.6. Faculty

We have submitted proposals for two tenure track hires since our last review.

The first position was for an African Americanist. We conducted a search in 2015-16 that failed. We searched again in 2016-17 which yielded a strong pool and we successfully hired Dr. Anndretta Wilson, who received her PhD from UCLA. She joined the faculty in FALL of 2017.

In 2017, Dr. Colleen Fong ended her FERP and retired. We have been authorized to conduct a search for an Asian American specialist next year (2019-20).

2.7 Resources
Library: We have a good working relationship with Kyzyl Fenno-Smith, our library liaison. She has been very helpful in working with us to get resources for our online teaching, including an increasingly useful variety of streaming films, online books, and relevant articles.

Blackboard Staff: We rely heavily on blackboard staff for help in setting up and navigating our blackboard platforms. To date, three of our courses have been QM certified.

Center for Community Engagement: Dr. Salmon, who teaches ES 389, our service learning course, works closely with the Center for Community Engagement.

Office Staff: We share our administrative assistant, Jamane Joseph, with the Liberal Studies and the CLASS student advising center. There are many times that our staff is stretched between too many competing demands. We hope that some sort of accommodation can be made so that fewer tasks are put on our staff person so that she has more time to devote to our department.

3. PLAN

3.1 CURRICULUM

GOAL #1: Make small changes as needed to correct small errors and oversights in the new curriculum

Goal #2: Develop a small number of new courses, especially in Black Studies and Asian American Studies

Because we underwent a major transformation of our curriculum during semester conversion, we do not anticipate major changes in the next five years. We do anticipate the need to clean up small errors and tweak some of our courses to best meet the needs of our students. Dr. Wilson has plans to develop a few new courses in African American Studies and once we hire in Asian American Studies, we expect the new hire will develop courses in their area of expertise.

3.2 ASSESSMENT

Goal: Enact the assessment plan we laid out in semester conversion

Since we just launched new PLOs this year with semester conversion, we do not anticipate changing them in the next five years. We do have a solid plan for assessing the outcomes at a rate of one per year. We now have the outcomes tied to specific courses. We will be drawing student artifacts from those courses, which we did not do previously. This will be
a significant improvement in our assessment plan. In addition, we will now be able to assess PLOs at both beginning, developing, and mastery levels. We will maintain our focus on qualitative assessment strategies.

3.3 STUDENT SUCCESS

Goal #1: Take concrete steps to increase the quantity and quality of advising contacts between majors and major advisors

Goal #2: Track all advising contacts

Goal #3: Make contact with freshman and transfer students early in their time at CSUEB

Goal #4: Reduce DFW rates to 10% or lower across the curriculum by improving pedagogy

Goal #5: Increase the graduation and retention rates of ES majors

Discussion and strategy: The Department of Ethnic Studies will focus on two distinct areas in order to greater enhance Student Success: Advising and Reduction of DFW rate through changes in Pedagogy. Overall, the Dept. of Ethnic Studies wishes to increase graduation rates for Major/Minor students who enter our program. Note: Because we have historically had a relatively small number of majors, data about graduation rates is lacking. We expect to have better data by our next five-year review.

With respect to advising, our goal is to track advising contacts. We have also set a goal of capturing freshmen and new transfer students as soon as they enter.

In order to achieve these goals, the Department of Ethnic Studies has developed a plan that includes the following steps:

- Train regular faculty to use Bay Advisor
- Provide a coherent and enduring advising breakdown for all faculty that establishes clear faculty responsibilities for students organized alphabetically. In other words, Dr. Baham might in perpetuity be assigned all majors/minors with last names ending in A-H, for example.
- Creating and disseminating an advising packet for regular faculty with pertinent information on the overall process of student advising
- Use university hour to holding mass advising sessions or “pizza advising” sessions perhaps twice a semester that would bring all majors/minors together with faculty advisors

Please note that our plan may overall be characterized in terms of the adoption of intrusive advising strategies where Dept. of Ethnic Studies faculty reach out to majors and minors rather than merely waiting for them to come to us. Our rationale for this intrusive advising
paradigm is bound up with the concern that student success may well be negatively affected when students wait until the very end of their program to seek faculty for graduation checks, etc. We have noted that generally speaking, students who engage with faculty advisors to create a plan for graduation early in their educational experience often achieve greater success and higher rates of graduation.

With respect to reducing the DFW rate, the Dept. of Ethnic Studies has set a goal of reducing the overall DFW rate to less than 10% overall department-wide.

In order to achieve this goal, our plan involves several steps including:

- Direct oversight and monitoring of DFW rates by the Chair
- Consider DFW rates in the evaluation of faculty, both regular and lecturer
- Mentoring faculty with DFW rates in excess of 10%
- Developing a department-wide written plan of best practices for lowering the DFW rate

3.4. FACULTY

Regular Faculty

Our program and the university as a whole would benefit from an increase in the number of regular faculty.

This is our plan:

- 2019-2020: Hire in Asian American and Pacific Islander Studies
- 2021-2022: Hire in Comparative Ethnic Studies, with secondary expertise social science qualitative and quantitative methods.

Lecturer Faculty

We currently have a healthy pool of lecturer faculty. We are mindful that we could do a better job of developing community between regular faculty and lecturers, some of whom teach only online and are not physically present in the Bay Area. To that end, we are going to schedule ZOOM meetings on the topic of pedagogy and student success so that lecturer faculty may have the opportunity to share ideas and strategies that will build our abilities to teach effectively, lower our DFW rates, and increase graduation and retention rates of our students.

Department Chair
From 2006-2017, our department chair received 4 course reduction in load (4 quarter units x 4 = 16-unit reduction). Under Dr. Salomon's time as chair, this was reduced to 12 quarter units of reduction). Under semesters, Dr. Calvo is received a 3-course reduction (9 semester units). This is an uneven exchange for the amount of labor required to run a department of our size, scope, and responsibility.

3.4 RESOURCES
The Department of Ethnic Studies does not need a lot of financial resources beyond committed faculty. We are satisfied with the resources provided to us with two exceptions: We would like our department chair to receive a 4-course reduction in load, instead of the current 3-course reduction.

4.OUTSIDE REVIEWER REPORT

External Review Report
California State University, East Bay
Ethnic Studies Department

Submitted by Grace J. Yoo
Professor of Asian American Studies, San Francisco State University

May 13, 2019

This external review was completed on April 24, 2019 and included meetings with chair Luz Calvo, faculty including Drs. Baham, Wilson, Salomon, students and the college Dean. This external review also included a review of several documents including the 2006 External Review; 2011-2012 5-year program review; and the 2019 Self-Study and 5-Year Plan. This review is organized with observations, summaries, commendations and recommendations on the department’s degree program, student success efforts, and faculty.

I. Department Degree Overview

The Cal State University East Bay Ethnic Studies department is one of only a handful in the California State University system. This department provides a unique offering including one of the only online degree programs in Ethnic Studies in the nation.
In their 2008 review, the department identified several goals that they planned to work through including revisiting the program learning outcomes, creating a service learning course and creating an online major.

Since the last program review, the department has worked towards meeting their goals. They have used various opportunities to “transform” the curriculum. During the 2016-17 academic school year, the university as a whole worked to convert courses from quarter to semesters, the department used this time to “transform” their curriculum in the following ways:

1) Expand core curriculum from four (4) courses to six (6) courses;
2) Scaffold program learning outcomes in core courses;
3) Submit GE and overlay designations in all courses, with exception of capstone;
4) Plan for assessments of these program learning outcomes through signature assignments from core courses.

In addition to “transforming” their curriculum, the departments worked to develop a new area of concentration in Comparative Ethnic Studies for online students.

In “transforming” the curriculum, the Ethnic Studies core courses are now distributed throughout General Education including in these GE designations and overlays:

- D1-3 - Lower Division Social Sciences
- C1 - Lower Division Arts
- University Writing Skills Requirement,
- D4 - Upper Division Social Sciences,
- C4 - Upper Division Arts or Humanities
- B6 - Upper Division Science Inquiry and Quantitative Reasoning
- Diversity, Social Justice and Sustainability.

In Fall 2018, the department worked to streamline their program learning outcomes. The streamlined program learning outcomes clearly illustrates the competencies and knowledge that student would obtain with a degree in Ethnic Studies.

<p>|   | Apply Ethnic Studies frameworks and key concepts to promote equity and social justice in our communities. |</p>
<table>
<thead>
<tr>
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<th>Explain discipline-specific theoretical frameworks including critical race theory, intersectionality, women of color feminisms, and/or queer of color theories</th>
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<tbody>
<tr>
<td>3</td>
<td>Recognize the complexity, heterogeneity and power dynamics between and within racialized groups in the US.</td>
</tr>
<tr>
<td>4</td>
<td>Research and write effectively, in individual or collaborative contexts, on issues, ideas, perspectives, and values that affect people of color in the United States;</td>
</tr>
<tr>
<td>5</td>
<td>Explain the concepts of colonialism, decolonization, genocide, environmental racism, and/or resilience as foundations of indigenous epistemologies and sovereignty.</td>
</tr>
</tbody>
</table>

With these thoughtful, well-formulated program learning outcomes, students in the department are now offered skills, competencies and knowledge that advance students’ understandings of communities of color while also preparing them for various career fields.

The work to “transform” the curriculum has added to the department’s high impact practices. Writing intensive courses were added such as ES 300 “Writing for Social Justice” as a core course and second-tier writing course. Moreover, as part of their transformation, the department also developed a “meaningful, vibrant and high-impact service learning course.” ES 398 Engaging Communities of Color focuses on service learning. Key department high impact practices have emerged including the following:

- a) Collaborative writing and research projects
- b) Community Service learning/Internships
- c) Writing intensive courses

Considering the heavy four-course teaching load, faculty in this department should be commended for creating high impact practices (https://www.aacu.org/leap/hips) that are a model for the California State University.

**II. Student Success**

The Cal State University East Bay Ethnic Studies department should be commended for its’ growth and the impact the degree program has had on students. **From 2011 to 2018, the growth of Ethnic Studies majors has tripled from 28 majors to 74 majors (or 87**
majors if counting double majors). This growth can be attributed to the development of the only online Ethnic Studies degree program in the nation and the increasing Latinx student population at CSUEB. The department is increasing enrollment in courses and numbers of majors and minors including double majors. This increase in majors is also attributed to faculty working to incorporate General Education into major courses, online degree pathways, and a comparative ethnic studies lens into their degree program. In meeting with students who are currently completing their Ethnic Studies degrees, they commented on these being strengths:

Degree programs prepares me for my future

I have liked everything. It makes me recognize things I didn’t know as a white person. I am in Central Valley and we are diversifying. If I want to be a good educator, I need to understand my students and have a reflective curriculum. As a result of being in this program, I feel like I have become more empathetic.

Degree program includes General Education allowing completion of degree

Being a transfer student, I really love the professors. They are really passionate about what their teaching. I really love the students and the environment. I get motivated by other students..... I really like the environment and what they offer...... There is an ethnic studies course that fulfills B6. I think it’s great that Ethnic Studies fulfills other requirements..... I was so excited that I could fulfill my science through Ethnic Studies. I like how they are developing courses to fulfill our GE and major.

Degree program includes an Online Comparative Ethnic Studies allowing completion of degree

I work full-time. I haven’t been on-campus for 25 years until I started my associate degree. Now I am returning to school to complete my bachelors. Having an online option has been invaluable. I don’t live in the Bay Are but in Sacramento. I work in education. I chose unique the online degree program in Ethnic Studies CSUEB because the concentration in sexuality studies. My daughter is transgender and I wanted to gain my relevant tools to better serve my students in that community. It is one of the few online and I liked the concentration.

I too have been away from school from 31 years ago. I decided to raise my family and decided last year to finish my credits from community college. The opportunity to do this online but was one of the best accomplishment … I live in Ontario. I love the online program the resources. The syllabus my professors has put out is so easy to follow. For someone who has been away so long.... This program has been user friendly.

According to the self-study, the department’s mission is to “support students of color while teaching challenging content and providing developmentally appropriate, clear, and well-explained pathways for successful completion” of courses. The department should be commended on their thoughtful, reflective and proactive approach to improving
**Student success and increasing retention/graduation among ethnic studies majors.**
The department faculty have identified in their self-study the need to improve the following:

- Improve their practice of advising majors
- Reduce DFW rates in Ethnic Studies courses

When asked how the department could improve, students mentioned advising. There comments included the following:

**Online students need onboarding and advising**

*Biggest challenge has been around communication. The university as a whole lose sight not everyone has access to people on-campus. Very difficult to get answers to questions... Dr. Calvo was my advisor the first term and I got a plan. In subsequent terms, there was a lack of advisors. It requires persistence. I worry I cause more work.*

**Need consistent, accessible and available advising**

*What the department could do better is advising... I had a lot of trouble getting a meeting with one of the advisors. To the point they would not respond or be at office hours. They could do better by making it a requirement to meet with advisors that would be good... Have the teacher personally email.... I would go out of my way and they still weren't there.*

Students, the chair and faculty have all mentioned advising as an improvement that they would like to see. In their self-study, the department has already identified steps that would allow these improvements to occur including 1) train faculty advisors 2) establish clear faculty responsibilities 3) assign major/minor advisees to each faculty member. They have identified innovative ways to also efficiently do this including 1) create and disseminate an advising packet for faculty and 2) use university hour for a mass advising sessions at least once a semester that would bring all majors together with faculty advisors.

In addition, in their self-study they have set a goal to reduce the overall DFW rate to less than 10%. In the Fall 2018, the department worked to craft best practices around reducing DFWS. They recommended the following:

1. Drop “no show” students by end of second week.
2. Online courses will have an assessment/assignment in first two weeks of class in order to gauge student participation
3. Encourage students who missed assignments to consider administrative drop deadline at end of week 5.
4. Alert students earning a C- or lower of their grade and remind them of their option to withdraw before week 12.

5. Grade all assignments within two calendar weeks of their respective due dates and keep grades updates in Blackboard.

6. Teaching face to face or online may be modified dependent on successful/unsuccessful student outcomes

7. Mentor faculty with DFW rates in excess of 10%

The department is to be commended on identifying the areas and actions needed that would increase retention and graduation of Ethnic Studies majors.

III. Faculty

The Ethnic Studies department has the most diverse faculty on-campus. They are racially, ethnically, and gender diverse with two Black faculty, two Chicana faculty, and one indigenous (Raramuri) faculty. Colleagues have a wide range of disciplinary training from anthropology, history, history of consciousness, to theater and performance studies. In Fall 2018, the Department of Ethnic Studies included four (4) regular faculty including Drs. Calvo, Salmon, Solomon, and Wilson, with Dr. Nicholas Baham on sabbatical leave and six lecturer faculty including Cleveland, Loden, Manyweather, Salinas, Tanemura, and Valdivia. Lecturer faculty account for 60% of the department faculty.

As mentioned in their self-study, faculty face a “cultural taxation” as they offer ongoing advising regarding career and graduate school, safe spaces for students of color, LGBT students and first-generation students. Moreover, they provide navigation of the university and offer passionate and innovative pedagogy in the classroom. In meeting with students who are currently completing their Ethnic Studies degrees, they have commented on the faculty strength to inspire and innovate:

**Instructors that inspire and innovate and create community**

I originally came in as sociology major but I didn’t connect with sociology. I felt comfortable as an Ethnic Studies major with a Black studies concentration. Ethnic studies has helped me learn about my race and culture. So I switched.

Being a transfer student, I really love the professors. They are really passionate about what their teaching. I really love the students and the environment. I get motivated by other students….. I really like the environment and how they offer courses.

I took ethnic studies during my first-year. I felt the most connected because the subject was so interesting and because of the environment of the classes. The professors who were so passionate which I didn’t see in my other GE courses. I felt more connected to them because
they provided different insights. I started as a business major... I couldn’t do it.... I started speaking to students in ethnic studies and saw how much they enjoyed the major and I saw their positive energy.

Faculty members are highly accomplished in their fields and are advancing Ethnic Studies through their research and various publications. Nicholas L. Baham’s research focuses on Jazz Studies, James Baldwin, Afrofuturism, the Black religious experience, and Black Sexualities. His book, *The Coltrane Church: Apostles of Sound, Agents of Social Justice* was published in 2015 by McFarland Press and has a growing body of published journal articles on the John Coltrane Church, Jazz, African American musical and religious expression, and James Baldwin. Luz Calvo’s current research focuses on decolonization. She is the author of *Decolonize Your Diet: Plant-Based Recipes for Health and Healing* (Arsenal Pulp Press, 2015) and is the co-editor of *Mexican-Origin Foods, Foodways, and Social Movements* (University of Arkansas Press, 2017). Dr. Enrique Salmon examines indigenous cultural concepts of the natural world, landscapes and biocultural diversity, and ethnobiology, agroeconomy, and ancestral ecological knowledge. He is the author of *Eating the Landscape* (U of Arizona Press, 2012). Dr. Carlos Salomon focuses on Latinx Studies, oral traditions, and Mesoamerican studies. He is the author of *Pio Pico: The Last Governor of Mexican California* (Oklahoma, 2012) and is the editor of the Routledge History of Latin American Culture (Francis and Taylor, 2018). He is currently working with the California Historical Society and UC Davis on Teaching California, which helps teachers and school districts implement California’s new History-Social Science Framework, adopted by the State Board of Education in July 2016. Dr. Anndretta Wilson had two articles accepted to peer-reviewed journals in 2019. The first publication, "*Preserving Sacred Space: Mahalia Jackson’s Transnational Song Labor During the Era of Decolonization*," appeared in the *Journal of African American Studies* (Springer, 2019). The second article, "*Between Duty and Romance: The Attraction of Sounding “Black” in Paris*," is set to be published in the next issue of the *Journal of Transnational American Studies* (University of California, 2019). Supported by a university-funded research grant, Wilson traveled to the National Archives to do research for her first book-length manuscript on transnational Black performance. The department faculty remain exceptionally active in research and community engagement and should be commended for the following:

1. Innovative pedagogies of care that is in the classroom and in their one on one meetings with students;
2. High productivity in terms of research and publications;
3. High involvement in faculty in service activities on-campus and off-campus;
4. High level of sharing of leadership, duties and tasks especially with the rotation of the chairship every two-three years.

**IV. Overall Recommendations**
The Department of Ethnic Studies is a welcoming department and experiencing a steady growth in ES majors and minors. There is high faculty-student interaction in the department. In their current review, the department faculty demonstrate high levels of care and excellence in reflecting on how they can best serve students. They are honest about the needs of their students and the work they need to do to fine-tune the curriculum and departmental processes. The recommendations provided are in this same spirit and in alignment with the 2025 CSU Graduation Initiative of increasing graduation rates for all CSU students. They include the following:

1. The Department should continually consider innovate and put forth new General Education courses that will allow for degree completion. Areas to consider include written communication, oral communication, quantitative reasoning, life-learning or science.
   a. Summer stipend or release time should be offered to faculty involved in preparing new general educations courses in quantitative reasoning, life-learning or science.

2. Faculty initiated student support projects should be commended as they contribute to student success. Student success work needs to be continually valued and documented.
   a. Document Ethnic Studies student success work that is done throughout the department & by individual faculty via the various high impact practices (Community service learning, Internships, Writing intensive courses, Collaborative learning, research)
   b. Work with Institutional research and other campus partners to track student success data. Clearly from my visit and the self-study, the Ethnic Studies department work consists of high impact practices. Documents and data could be better used to answer this question: How does taking Ethnic studies classes impact retention and graduation for CSUEB students?

3. Resources are needed to offset or ease the heavy four-course teaching load and to support the chair and faculty in high advising and high service to campus.
   a. Provide the department chair with additional release time so there is an on-boarding of online students, advising activities, programming to focus on student success and engagement activities.
   b. Provide faculty development and support (e.g. lunch & stipend) for a faculty (TTK, tenured and ft/pt lecturers) learning community that can focus on innovative pedagogy and student success.

   a. Consider specialties in Education and Filipino American Studies. These two areas in AAPI studies are important to grow since education is an area where many of our ethnic studies graduates go into. Filipino American studies is
also important to capture as this community is projected to grow and become the largest Asian American subgroup in California.

5. Department Response to Outside Reviewer Report

We appreciate Dr. Yoo’s insightful reflections on our program. We especially value the way that her report included direct quotations from students, which we found valuable.

We reaffirm that our priorities for the next five years are twofold: 1. We will improve the ways that we organize and provide advising to our majors and 2. We will work to lower our DFW rates. We learned from Dr. Yoo’s report that “on-boarding” of our online students is especially important.

Dr. Yoo provided a list of five recommendations:

1. Develop new GE courses in a greater variety of areas (written communication, oral communication, quantitative reasoning, etc.)

Response: Dr. Wilson is currently working on developing an A-2 course, with support from Online & Hybrid Course Quality Transformation. We think this is a good start. Given our need to meet the needs of our majors, we’re not sure it makes sense to develop additional lower division GE courses without additional allocation of SCU/FTES. We will reassess if our allocation increases.

2. Document, support, and expand use of high impact practices.

Response: We will set up a method of documenting high impact practices that we use in our courses and we will work with IR to see if they can provide data that shows the positive effect of students taking our classes. At SFSU, they have determined that students who take even one ES course have a higher graduation rate than students who do not.

3. Resources

Response: We are in strong agreement that the chair needs an additional 3 WTU per year to carry out the work of running the department. The chair is currently allocated 9 WTU/year. We will inquire with Faculty Development about the possibility of getting support for a FLC on innovative pedagogy and student success and assess our
collective capacity to take on this extra work. Dr. Wilson has agreed to lead the FLC if we can get one approved.

4. Asian American Studies Search for 2019-20

Response: We have made changes to the search announcement based on Dr. Yoo’s wise feedback.
APPENDIX 1: ETHNIC STUDIES PROGRAMS THROUGH THE CSU

CSU Ethnic Studies Academic Units by Campus

Bakersfield
- Black Studies Minor
- Concentration in Chicano/a Studies

Channel Islands
- Chicana/o Studies Program

Chico
- Multicultural and Gender Studies

Dominguez Hills
- Asian Pacific Studies
- Chicana/o Studies Department
- Department of Africana Studies

East Bay
- Department of Ethnic Studies

Fresno
- Africana Studies  Asian American Studies
- Department of Chicano and Latin
- American Studies

Fullerton
- African American Studies
- Department of Asian American Studies
- Chicana and Chicano Studies Department

Humboldt
- Critical Race, Gender and Sexuality Studies

Long Beach
- American Indian Studies Program
• Chicano & Latino Studies
• Department of Africana Studies
• Department of Asian and Asian American Studies

Los Angeles
• Asian and Asian American Studies Program
• Chicano Studies
• Department of Pan-African Studies

Monterey Bay
• Humanities and Communication

Northridge
• American Indian Studies Program
• Asian American Studies
• Chicano Studies Department
• Pan African Studies Department

Pomona
• Ethnic and Women’s Studies Department
• San Bernardino
• Ethnic Studies Minor Program

San Diego
• Africana Studies
• American Indian Studies
• Department of Chicana and Chicano Studies

San Francisco
• Africana Studies
• American Indian Studies
• Asian American Studies Department
• Latina/Latino Studies

San Jose
• Asian American Studies
• Department of African American Studies
• Department of Mexican American Studies

San Luis Obispo
• Ethnic Studies Department

San Marcos
• Ethnic Studies Department

Sonoma
• American Multi-Cultural Studies (AMCS)
• Chicano and Latino Studies (CALS),
• American Multicultural Studies Department

Stanislaus
• Ethnic Studies Program (Dept. of Anthropology/Geography/Ethnic Studies)

APPENDIX 2: MAJOR ENROLLMENT 2014-2018

Source: Pioneer Insights <https://data.csueastbay.edu/#/apr/program_data>
APPENDIX 3: ETHNIC STUDIES MAJOR GENDER

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<td>Total</td>
<td>39</td>
<td>100%</td>
<td>50</td>
<td>100%</td>
<td>49</td>
</tr>
<tr>
<td>Grand Total</td>
<td>39</td>
<td>100%</td>
<td>50</td>
<td>100%</td>
<td>49</td>
</tr>
</tbody>
</table>

Note: It is unfortunate our non-binary and transgender students are rendered invisible by this data.

Source: https://data.csueastbay.edu/#/apr/program_data/program_enrollment
## Appendix 4: Ethnic Majors by Race/Ethnicity

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
</tr>
<tr>
<td><strong>Undergraduate</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>2</td>
<td>5%</td>
<td>3</td>
<td>6%</td>
<td>2</td>
</tr>
<tr>
<td>Black/African American</td>
<td>13</td>
<td>33%</td>
<td>20</td>
<td>40%</td>
<td>14</td>
</tr>
<tr>
<td>Hawaiian/PI</td>
<td>1</td>
<td>2%</td>
<td>1</td>
<td>2%</td>
<td>1</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>13</td>
<td>33%</td>
<td>15</td>
<td>30%</td>
<td>16</td>
</tr>
<tr>
<td>International</td>
<td>2</td>
<td>5%</td>
<td>2</td>
<td>4%</td>
<td>4</td>
</tr>
<tr>
<td>Multiple Races</td>
<td>3</td>
<td>8%</td>
<td>4</td>
<td>8%</td>
<td>6</td>
</tr>
<tr>
<td>Unknown</td>
<td>2</td>
<td>4%</td>
<td>3</td>
<td>6%</td>
<td>3</td>
</tr>
<tr>
<td>White</td>
<td>5</td>
<td>15%</td>
<td>3</td>
<td>6%</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>39</td>
<td>100%</td>
<td>50</td>
<td>100%</td>
<td>49</td>
</tr>
</tbody>
</table>

Source: Pioneer Insights <https://data.csueastbay.edu/#/apr/program_data>
APPENDIX 5: ETHNIC STUDIES DEGREES AWARDED

5 Years Trend: Ethnic Studies
(This chart changes based on College or Program Major selection)

Source: Pioneer Insights <https://data.csueastbay.edu/#/apr/program_data>
APPENDIX 6: APR COURSEWORK DATA: FTE, FTEF, SFR

Orange=Lecturer Faculty; Blue=Regular Faculty

Source: Pioneer Insights <https://data.csueastbay.edu/#/apr/program_data>
APPENDIX 7: ETHNIC STUDIES MAJOR REQUIREMENTS

Source:
http://catalog.csueastbay.edu/preview_entity.php?catoid=19&ent_oid=1696&returnto=12552

Ethnic Studies Major Requirements (36 units)

Core Coursework

The following 18 units of lower- and upper-division core coursework are required:

ES 100 - Introduction to Social Justice in Communities of Color  
Units: 3; G.E./G.R. Area: D1-3; Social Justice
ES 200 - Race and Resistance  
Units: 3; G.E./G.R. Area: C1; Diversity
ES 300 - Writing for Social Justice  
Units: 3; G.E./G.R. Area: UWSR; Social Justice
ES 301 - Black Feminisms  
Units: 3; G.E./G.R. Area: D4; Diversity
ES 302 - Eating the Landscape  
Units: 3; G.E./G.R. Area: C4; Sustainability
ES 389 - Engaging Communities of Color  Units: 3

Elective Courses

Students must take an additional 6 units of electives in Ethnic Studies NOT in their area of concentration.

Concentrations

Students must choose one (1) concentration for 12 units below as part of the major requirements:

Ethnic Studies, B.A.: American Indian Studies Concentration
Ethnic Studies, B.A.: Asian American Studies Concentration
Ethnic Studies, B.A.: Black Studies Concentration
Ethnic Studies, B.A.: Chicano and Latinx Studies Concentration
Ethnic Studies, B.A.: Comparative Ethnic Studies Concentration (Available Online Only)
Ethnic Studies, B.A.: Genders and Sexualities in Communities of Color Concentration (Available Online)
APPENDIX 8: LIST OF ES COURSES

Source:
http://catalog.csueastbay.edu/preview_entity.php?catoid=19&ent_oid=1696&returnto=12552

Ethnic Studies

General Courses

- ES 100 - Introduction to Social Justice in Communities of Color  
  **Units:** 3; **G.E./G.R. Area:** D1-3; **Social Justice**
- ES 120 - The People’s History I  
  **Units:** 3; **G.E./G.R. Area:** US-1, US-2, US-3; **Social Justice**
- ES 121 - The People’s History II  
  **Units:** 3; **G.E./G.R. Area:** US-1, US-2, US-3; **Social Justice**
- ES 200 - Race and Resistance  
  **Units:** 3; **G.E./G.R. Area:** C1; **Diversity**
- ES 244 - Mixed Race Identities in the US  
  **Units:** 3; **G.E./G.R. Area:** D1-3; **Diversity**
- ES 247 - Hip Hop Nation  
  **Units:** 3; **G.E./G.R. Area:** C1; **Social Justice**
- ES 300 - Writing for Social Justice  
  **Units:** 3; **G.E./G.R. Area:** UWSR; **Social Justice**
- ES 302 - Eating the Landscape  
  **Units:** 3; **G.E./G.R. Area:** C4; **Sustainability**
- ES 308 - Cultures of Habitat  
  **Units:** 3; **G.E./G.R. Area:** B6; **Sustainability**
- ES 322 - Oral Traditions  
  **Units:** 3; **G.E./G.R. Area:** C4; **Diversity**
- ES 326 - Peoples of Central America  
  **Units:** 3; **G.E./G.R. Area:** D4; **Social Justice**
- ES 389 - Engaging Communities of Color  
  **Units:** 3
- ES 398 - Internship  
  **Units:** 1-3
- ES 490 - Independent Study  
  **Units:** 1-4
- ES 497 - Issues in Ethnic Studies  
  **Units:** 3

Ethnic Studies: African American Studies

- ES 245 - Black Flix  
  **Units:** 3; **G.E./G.R. Area:** C1; **Diversity**
- ES 301 - Black Feminisms  
  **Units:** 3; **G.E./G.R. Area:** D4; **Diversity**
- ES 340 - Black Literature  
  **Units:** 3; **G.E./G.R. Area:** C4; **Diversity**
- ES 341 - Enslavement and Resistance in the Americas  
  **Units:** 3; **G.E./G.R. Area:** D4; **Diversity**
- ES 342 - James Baldwin  
  **Units:** 3; **G.E./G.R. Area:** C4; **Social Justice**
- ES 343 - Black Power  
  **Units:** 3; **G.E./G.R. Area:** D4; **Social Justice**
- ES 344 - Malcolm X: Third World Revolutionary  
  **Units:** 3; **G.E./G.R. Area:** D4; **Social Justice**
- ES 345 - Jazz Cultures and Communities  
  **Units:** 3; **G.E./G.R. Area:** C4; **Diversity**
- ES 346 - Afrofuturism  
  **Units:** 3; **G.E./G.R. Area:** C4; **Diversity**
- ES 347 - Black Sexualities  
  **Units:** 3; **G.E./G.R. Area:** D4; **Diversity**

Ethnic Studies: American Indian Studies

- ES 303 - Debates in Contemporary Native America  
  **Units:** 3; **G.E./G.R. Area:** C4; **Diversity**
- ES 304 - American Indian Oral Literature  
  **Units:** 3; **G.E./G.R. Area:** C4; **Diversity**
- ES 305 - Reel Injun: American Indians in Film  
  **Units:** 3; **G.E./G.R. Area:** D4; **Social Justice**
- ES 306 - American Indian Liberation  
  **Units:** 3; **G.E./G.R. Area:** D4; **Social Justice**
- ES 307 - God is Red: American Indian Worldview  
  **Units:** 3; **G.E./G.R. Area:** C4; **Sustainability**

Ethnic Studies: Asian American Studies

- ES 360 - Asian American Intimacies and Families  
  **Units:** 3; **G.E./G.R. Area:** D4; **Diversity**
- ES 361 - Asian Immigrant and Refugee Women in Lit and Cinema  
  **Units:** 3; **G.E./G.R. Area:** C4; **Social Justice**
- ES 362 - Concentration Camps, USA  
  **Units:** 3; **G.E./G.R. Area:** D4; **Social Justice**
- ES 363 - Asian American & Pacific Islander Film Festival  
  **Units:** 3; **G.E./G.R. Area:** C4; **Diversity**
• ES 364 - Asian American & Pacific Islander Communities Units: 3; G.E./G.R. Area: D4; Diversity
• ES 365 - Asian American and Pacific Islander Environmental Voices Units: 3; G.E./G.R. Area: C4; Social Justice

Ethnic Studies: Genders and Sexualities in Communities of Color
• ES 380 - Queer of Color Histories, Cultures, and Identities Units: 3; G.E./G.R. Area: C4; Social Justice
• ES 381 - Racialized Masculinities Units: 3; G.E./G.R. Area: D4; Diversity
• ES 382 - Women of Color Writers: Race, Sex, and Resistance Units: 3; G.E./G.R. Area: C4; Diversity
• ES 384 - Interracial Sex and Marriage Units: 3; G.E./G.R. Area: C4; Social Justice

Ethnic Studies: Chicanx and Latinx Studies
• ES 320 - The Chicano/a Movement Units: 3; G.E./G.R. Area: D4
• ES 321 - Latinas in the US Units: 3; G.E./G.R. Area: C4; Diversity
• ES 323 - Latinx and Latin American Film Units: 3; G.E./G.R. Area: C4; Social Justice
• ES 324 - Latin American Immigration Units: 3; G.E./G.R. Area: C4; Diversity
• ES 325 - Cultural Production in Mexico and Mesoamerica Units: 3; G.E./G.R. Area: C4; Social Justice
• ES 327 - Decolonize Your Diet Units: 3; G.E./G.R. Area: D4; Sustainability
# Appendix 9: Graduation and Dropout Rate of Fall Transfer Students

Source: CSU Dashboard

<table>
<thead>
<tr>
<th>Year</th>
<th>Ethnic Studies Majors</th>
<th>Enrolled Students*</th>
<th>2-yr Grad Rate</th>
<th>4-yr Grad Rate</th>
<th>Dropout Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>1</td>
<td>1</td>
<td>100%</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2-yr Grad Rate</td>
<td>4-yr Grad Rate</td>
<td>Dropout Rate</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>0%</td>
<td>0%</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>2012</td>
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<td>0%</td>
<td>0%</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2-yr Grad Rate</td>
<td>4-yr Grad Rate</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>0%</td>
<td>0%</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2013</td>
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<td>67%</td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2-yr Grad Rate</td>
<td>4-yr Grad Rate</td>
<td></td>
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<tr>
<td></td>
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<td></td>
<td>0%</td>
<td>0%</td>
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<td>2-yr Grad Rate</td>
<td>4-yr Grad Rate</td>
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<tr>
<td></td>
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<td>0%</td>
<td>0%</td>
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<tr>
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<td></td>
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<tr>
<td>2015</td>
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<td>2-yr Grad Rate</td>
<td>Dropout Rate</td>
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<td>50%</td>
<td></td>
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<tr>
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<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>2016</td>
<td>7</td>
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<td></td>
<td></td>
<td>2-yr Grad Rate</td>
<td>Dropout Rate</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>0%</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2017</td>
<td>16</td>
<td>16</td>
<td>69%</td>
<td>31%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1-yr Persistence</td>
<td>Dropout Rate</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>0%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Enrolled Students: The average total units attempted of all graduates was 189 units.

Dropout Rate:
- 0% of these (0 out of 1) happened in the first year.
- The average total units attempted of all dropouts was 145 units.

2-yr Grad Rate:
- 100% of these (0 out of 2) happened in the first year.
- The average total units attempted of all dropouts was 194 units.

4-yr Grad Rate:
- 100% of these (5 out of 5) happened in the first year.
- The average total units attempted of all dropouts was 195 units.
APPENDIX 10: DFW RATES FALL 2018
APPENDIX 11: DEPARTMENT DFW POLICY

Instituted FALL 2018, Revised SPRING 2019

Our department has a goal of having less than 10% DFW rate* in ES courses (that is 3 or fewer students in a course of 30). This policy aligns with our Department’s mission to support students of color while teaching challenging content and providing developmentally appropriate, clear, and well-explained pathways for successful completion of our classes. This also policy aligns with the University’s Graduation Rate initiatives.

- Ethnic Studies instructors are expected to drop “no show” students by the end of the second week. A student can be dropped by an instructor or a department administrator for any of the following reasons:
  - Absence during the first in-person class meeting
  - Incompletion of the initial online activity or assignment
  - No response by student to instructor or department email regarding enrollment status during first week of class

- In online courses, ES faculty are expected to give an assignment or assessment the first two weeks of class in order to gauge student participation before the end of the second week of classes. For example, a syllabus quiz is a simple way to assess student engagement.

- Instructors should check again during WEEKS 4 and 5 and encourage students who have missed assignments to take advantage of the administrative drop deadline at the end of WEEK 5. (Administrative drop requires instructors and chair signatures).

- Before the deadline for “withdrawal” (WEEK 12), ES instructors are encouraged to alert students earning a C- or lower of their grade and remind them of their option to withdraw. Note: W grades do not count towards our DFW rates and do not affect students’ GPAs.

- Ethnic Studies instructors are expected to grade all assignments within two calendar weeks of their respective due dates and keep grades updates in Blackboard.

- Instructors who have a record of unsuccessful student outcomes when teaching online courses may be assigned in person courses in order to avoid negative outcomes for our students. In addition, excessive DFW rates will be considered when evaluating faculty.

- These policies apply to all faculty, including lecturers, tenure-track, and tenured.