



COMMITTEE ON ACADEMIC PLANNING AND REVIEW
ANNUAL PROGRAM REPORT

College	CLASS
Department	Ethnic Studies
Program Unit	Ethnic Studies BA
Reporting for Academic Year	2012-13
Department Chair	Calvo
Date Submitted	6/10/2013

1. SELF-STUDY (about 1 page)

A. Five-year Review Planning Goals

Our five year plan is a response to the self study that we completed as part of the five-year review process. The plan takes into account what we have learned from the review process, and specifically addresses the concerns and observations that we identified as most important. We continue to work in an environment in which we are required to do more with less. The core of that “more” is a commitment to sustaining an academically rigorous program, and to expanding the number of students in our major, minors, and options in ways that meet the needs of our diverse student population. We have five (5) overarching goals for the next five years:

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

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

Goal #3: Enact a multipronged publicity campaign with the goal of increasing the number of majors and increasing the visibility of our department on the campus and regionally

Goal #4: Rewrite students learning outcomes (SLOs) to align with new Institutional Learning Outcomes (ILOs) and develop a sustainable assessment plan

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

B. Five-year Review Planning Goals Progress

Completed Goal #1:

Revise and streamline the curriculum, including the launching of an online major

In progress on Goal #2:

Develop a meaningful, vibrant, and high impact service learning course

In progress on Goal #3:

Enact a multipronged publicity campaign with the goal of increasing the number of majors and increasing the visibility of our department on the campus and regionally

Completed Goal #4:

Rewrite students learning outcomes (SLOs) to align with new Institutional Learning Outcomes (ILOs) and develop a sustainable assessment plan

In light of budget and the need of other departments, we did not attempt Goal #5:

Hire two additional faculty members in the fields of African American Studies and Arab/Islamic Studies

In addition, I would like to highlight the following accomplishments:

- We launched our online major.
- We wrote a completely new set of program SLOs, which more authentically reflect our values and aspirations.
- We finalized curriculum restructuring for our major and minors. Our revamped curriculum will go into effect 2014-15. We eliminated the secondary option for majors and reworked core curriculum and added service learning course for majors and minors.
- We launched our newly redesigned website with a logo we commissioned from *Dignidad Rebelde*.
- In an effort to better market and “brand” our department, we synched our Blackboard classes so they all use the ES logo as their banner. We also added links on our blackboard shell to our website and our facebook page.
- All ES faculty were trained to use rubrics on Blackboard writing assignments.
- We held a very successful award ceremony in the Fall, awarding two scholarships. Melanie Cervantes from *Dignidad Rebelde* gave an excellent keynote address.
- We hosted a Black History Month presentation by Charlotte O'Neal at the Diversity Center. Over 100 students, faculty and staff attended.
- We hosted Jan 2013 Fred Korematsu Day of Civil Liberties and the Constitution with a screening of *Piecing Memories*, a film that captures the story of how formerly interned Japanese American women came together to create a quilt of their World War II internment.
- We hosted Asian Pacific Heritage Month Event in may with a film screening of *The Oak Park Story*, a film that recounts the journeys of three families – from Cambodia, Mexico, and California – who band together in a run-down neighborhood in Oakland, CA and win a landmark settlement against their landlord. Film screening was followed by a question and answer session with the film’s co-producers Valerie Soe and Russell Jeung.

C. Program Changes and Needs

No changes beyond those mentioned. We will be asking to hire a African Americanist next year to replace Dr. Paige who will be in her last FERP year.

2. SUMMARY OF ASSESSMENT (about 1 page)

A. Program Student Learning Outcomes

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

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

B. Program Student Learning Outcome(s) Assessed

SLO #1

C. Summary of Assessment Process

This SLO was one of five SLO's that the department revised and created within the last year. As a result of the assessment we were quite impressed with the written work produced by our students with regard to SLO # 1. Students were able to define and apply complex terms and concepts unique to our field. No faculty marked any of the work as "novice" and only one faculty marked a student a "developing" and that it was only in the area of a definition. 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.

D. Summary of Assessment Results

The discussion about closing the loop centered on how to extend the work we are doing in those courses more evenly throughout the entire curriculum. Dr. Calvo shared how she is 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 she has 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 new expanded knowledge base as a set link on all of our courses.
5. Long term goal: establish a moodle site with our collective knowledge base accompanied by short lectures by faculty on each term.

3. STATISTICAL DATA (about 1 page)

California State University, East Bay
 APR Summary Data
 Fall 2008 - 2012

Ethnic Studies

	Fall Quarter				
	2008	2009	2010	2011	2012
A. Students Headcount					
1. Undergraduate	43	45	34	28	34
2. Postbaccalaureate	2	3	0	0	0
3. Graduate	0	0	0	0	0
4. Total Number of Majors	45	48	34	28	34
B. Degrees Awarded					
	07-08	08-09	09-10	10-11	11-12
1. Undergraduate	7	16	8	7	5
2. Graduate	0	0	0	0	0
3. Total	7	16	8	7	5
C. Faculty					
Tenured/Track Headcount					
1. Full-Time	5	5	5	4	6
2. Part-Time	1	1	0	1	0
3a. Total Tenure Track	6	6	5	5	6
3b. % Tenure Track	54.5%	54.5%	55.6%	45.5%	66.7%
Lecturer Headcount					
4. Full-Time	1	2	1	1	0
5. Part-Time	4	3	3	5	3

6a. Total Non-Tenure Track	5	5	4	6	3
6b. % Non-Tenure Track	45.5%	45.5%	44.4%	54.5%	33.3%
7. Grand Total All Faculty	11	11	9	11	9
Instructional FTE Faculty (FTEF)					
8. Tenured/Track FTEF	5.7	3.1	4.7	4.5	5.3
9. Lecturer FTEF	1.7	4.3	2.3	3.6	1.3
10. Total Instructional FTEF	7.4	7.4	7.1	8.1	6.7
Lecturer Teaching					
11a. FTES Taught by Tenure/Track	106.1	60.0	115.5	109.6	140.3
11b. % of FTES Taught by Tenure/Track	56.9%	34.0%	61.1%	50.1%	74.3%
12a. FTES Taught by Lecturer	80.5	116.3	73.6	109.1	48.5
12b. % of FTES Taught by Lecturer	43.1%	66.0%	38.9%	49.9%	25.7%
13. Total FTES taught	186.7	176.3	189.1	218.7	188.8
14. Total SCU taught	2800.0	2644.0	2836.0	3280.0	320.0
D. Student Faculty Ratios					
1. Tenured/Track	18.5	19.7	24.4	24.5	26.3
2. Lecturer	47.4	26.8	31.6	30.3	36.4
3. SFR By Level (All Faculty)	25.1	23.9	26.8	27.1	28.3
4. Lower Division	26.2	22.8	28.5	27.8	31.3
5. Upper Division	24.6	24.9	25.2	26.8	26.1
6. Graduate	.	.	.	.	.
E. Section Size					
1. Number of Sections Offered	31.0	22.8	26.0	25.0	21.0
2. Average Section Size	24.9	30.3	30.7	32.8	35.4
3. Average Section Size for LD	28.5	29.5	32.7	35.1	37.2
4. Average Section Size for UD	23.5	31.1	28.8	31.7	33.8
5. Average Section Size for GD	0	0	0	0	0
6. LD Section taught by Tenured/Track	5	6	9	5	7
7. UD Section taught by Tenured/Track	15	3	8	7	9
8. GD Section taught by Tenured/Track	0	0	0	0	0
9. LD Section taught by Lecturer	3	4	2	3	2
10. UD Section taught by Lecturer	8	10	7	10	3
11. GD Section taught by Lecturer	0	0	0	0	0

Source and definitions available at:

	Fall Quarter				
Headcount Enrollment	2008	2009	2010	2011	2012
Ethnic Studies					
1. Undergraduate	35	41	31	26	31
2. Postbaccalaureate	2	3	0	0	0
3. Graduate	0	0	0	0	0
4. Total Number of Majors	37	44	31	26	31
Latin American Studies					
1. Undergraduate	8	4	3	2	3
2. Postbaccalaureate	0	0	0	0	0
3. Graduate	0	0	0	0	0
4. Total Number of Majors	8	4	3	2	3

Degrees Awarded	College Years				
	07-08	08-09	09-10	10-11	11-12
Ethnic Studies					
1. Undergraduate	6	15	7	6	4
2. Graduate	0	0	0	0	0
3. Total Number of Majors	6	15	7	6	4
Latin American Studies					
1. Undergraduate	1	1	1	1	1
2. Graduate	0	0	0	0	0
3. Total Number of Majors	1	1	1	1	1

D. Student Faculty Ratios	Ethnic Studies				
1. Tenured/Track	19.1	19.7	24.4	24.5	26.3
2. Lecturer	47.4	26.8	31.6	30.3	36.4
3. SFR By Level (All Faculty)	25.8	23.9	26.8	27.1	28.3
4. Lower Division	26.2	22.8	28.5	27.8	31.3
5. Upper Division	25.7	24.9	25.2	26.8	26.1
6. Graduate	.	.	.	.	.
E. Section Size					
1. Number of Sections Offered	30.0	21.8	26.0	25.0	21.0
2. SCU taught	2752	2640	2836.03	280.02	2832.0
3. Average Section Size	25.4	30.3	30.7	32.8	35.4
4. Average Section Size for LD	28.5	29.5	32.7	35.1	37.2
5. Average Section Size for UD	24.1	31.1	28.8	31.7	33.8
6. Average Section Size for GD	0.0	0.0	0.0	0.0	0.0
7. LD Section taught by Tenured/Track	5	6	9	5	7
8. UD Section taught by Tenured/Track	14	2	8	7	9
9. GD Section taught by Tenured/Track	0	0	0	0	0
10. LD Section taught by Lecturer	3	4	2	3	2
11. UD Section taught by Lecturer	8	10	7	10	3
12. GD Section taught by Lecturer	0	0	0	0	0
D. Student Faculty Ratios	Latin American				
1. Tenured/Track	9.6	11.1.	.	.	.
2. Lecturer	.	.	.	.	.
3. SFR By Level (All Faculty)	9.6	11.1.	.	.	.
4. Lower Division	.	.	.	.	.
5. Upper Division	9.6	11.1.	.	.	.
6. Graduate	.	.	.	.	.
E. Section Size					
1. Number of Sections Offered	1.0	1.0	0.0	0.0	0.0
2. SCU taught	48.0	4.0	0.0	0.0	0.0
3. Average Section Size	12.0	0.0	0.0	0.0	0.0
4. Average Section Size for LD	0.0	0.0	0.0	0.0	0.0
5. Average Section Size for UD	12.0	0.0	0.0	0.0	0.0
6. Average Section Size for GD	0.0	0.0	0.0	0.0	0.0
7. LD Section taught by Tenured/Track	0.0	0.0	0.0	0.0	0.0
8. UD Section taught by Tenured/Track	1	1	0	0	0
9. GD Section taught by Tenured/Track	0	0	0	0	0

10. LD Section taught by Lecturer	0	0	0	0	0
11. UD Section taught by Lecturer	0	0	0	0	0
12. GD Section taught by Lecturer	0	0	0	0	0