



COMMITTEE ON ACADEMIC PLANNING AND REVIEW
ANNUAL PROGRAM REPORT

College	CLASS
Department	Ethnic Studies
Reporting for Academic Year	2013-2014
Department Chair	Enrique Salmon
Date Submitted	May 30, 2014

1. SELF-STUDY

A. Five-year Review Planning Goals

The Department of Ethnic Studies continues to work in an environment in which we are required to do more with less. We have lost one tenured tracked professor and another is in her final Quarter of FERP. However, we have not hired any new faculty since 2008. Still we remain committed 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. In our five-year review from 2011-2012 we outlined five (5) overarching goals:

- To revise and streamline our curriculum including the implementation of an online major
- To develop a meaningful, vibrant, and high-impact service-learning component
- To 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
- To rewrite students learning outcomes (SLOs) to align with new Institutional Learning Outcomes (ILOs) and develop a sustainable assessment plan
- To hire two additional faculty members in the fields of African American Studies and Arab/Islamic Studies

We strive for a dynamic major, grounded in an intellectually challenging curriculum that maintains continuity with foundational research from the past and yet remains open to new and innovative changes in the field. In this manner we can provide our students with a high-impact educational program while linking it to local communities. We strive also to increase our number of majors and the visibility of our department on the campus and region. We want to accomplish these goals while maintaining our strength in the area of African American Studies. In the future we hope to further develop coursework in Arab/Muslim Studies.

B. Five-year Review Planning Goals Progress

In light of our proposed goals we have eliminated the requirements of the “secondary option” and “breadth requirements.” The primary option remains in place. The secondary option and breadth requirement have been replaced with electives that allow students to focus on either a single or multiple groups. Students are still required to study groups outside of their “primary option” but they have greater latitude of how to put their program together. We are phasing out 4020/4030, Senior Thesis/ Seminar, requirement and replacing these courses with a service-

learning requirement. We are preparing a proposal and hope to receive a Community Engagement grant in order to help us better construct and implement our new Service Learning component. We discontinued the Latin American Studies Program and folded it into the Latino/a Studies option under new title, "Latino/a and Latin American Studies.

Working with campus media specialists we created and chose a new logo. The new logo already appears on our updated website and is featured as a header on our Blackboard course pages. We also produced book marks with the new logo that we distribute among existing and new students, to potential students, and to guests.

Since the Five-Year Review our department rewrote our Student Learning Outcomes (SLO's). During the Summer 2012 our department planned and held a retreat in order to to develop our department's SLOs with the intention to align them with CSUEB's new ILO's. Several Ethnic Studies faculty participated in the process of defining and writing these ILOs. We also developed a plan to assess one SLO each year and to link the new department SLOs to each of our courses. Furthermore, three of our faculty have participated in the Faculty Assessment Coordinator Team (FACT) and one is a member of the campus assessment committee.

When Dr. Paige completes her FERP program at the end of the Spring 2014 Quarter, we will be down to one full time faculty member with an expertise in African American studies. We are in agreement that we need to hire a replacement for her position in the next year. Moreover, with Dr. Paige's departure, we will be left with a gender imbalance in the department (three men, one woman, and one gender non-conforming person). Our strategy is to participate in a proposed integrated "Teaching Sustainability in Diversity" affinity hire that will fill a position in African American studies and also merge the part of our mission to substantively contribute to the University's public commitment to provide a multicultural, socially conscious learning experience. Moreover, such a candidate could develop our strengths in the areas of African American Studies and Genders and Sexualities of Color.

C. Program Changes and Needs

Our current departmental goals remain the same as they have for the previous academic year. We are currently discussing how our department will need to adjust to the loss of three faculty in the last five years with little opportunity to replace them. This, therefore, is having an impact our ability to maintain our programs at a high standard. Our current needs are to:

- Hire new tenure track faculty members in the areas of African and Asian American Studies as soon as possible.
- Continue to grow our number of majors
- Continue to adjust our curriculum and programing to meet the needs of our students

2. SUMMARY OF ASSESSMENT

A. Program Student Learning Outcomes

The Ethnic Studies major guides students through a systematic study of racialized groups with a particular focus on African American, American Indian, Asian American, Latino/a peoples, and Genders and Sexualities of Color communities within the United States. Our program is committed to comparative, transnational, and intersectional approaches. The content of our major mirrors three elements of Cal State East Bay's mission to "support a diverse student body with academically rich, culturally relevant learning experiences which prepare students to apply their education to meaningful lifework, and to be socially responsible contributors to society, "work collaboratively and respectfully as members and leaders of diverse teams and communities, and to "apply knowledge of diversity and multicultural competencies to promote equity and social justice in our communities.

- Learning Outcome 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.
- Learning Outcome 2: Apply critical frameworks including decolonizing methodology, intersectionality, women of color, feminism, cultural and structural analysis.
- Learning Outcome 3: Be able to 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.
- Learning Outcome 4: Research, write, and speak clearly and persuasively on issues that affect people of color in the United States
- Learning Outcome 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 based on experience in community-based organizations

B. Program Student Learning Outcome(s) Assessed

During the winter and spring 2013 Quarters our department assessed SLO #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. This process was lead by Dr. Salmon. During the winter and spring 2014 Quarters we have assessed SLO #2: Apply critical frameworks including decolonizing methodology, intersectionality, women of color, feminism, cultural and structural analysis. This process has been lead by Dr. Baham.

C. Summary of Assessment Process

For our assessment indicators we relied on student Exams, Instructor observations, direct student surveys, Discussion Board, Blog Posts, and Student Research Papers. The student samples we evaluated came from the recent work of graduating Ethnic Studies seniors including work from Dr. Calvo's senior seminar ES4040, Dr. Baham's 3146 & 3710, Dr. Calvo's ES 4300, Dr. Fong's ES 3553 and Dr. Salmon's ES 3310.

Each member of the department read three separate examples of the student work samples independently scoring each sample.

D. Summary of Assessment Results

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 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 upon and implemented the following steps:

1. Dr. Calvo sent her knowledge base to all the faculty
2. The faculty helped Dr. Calvo source the existing terms
3. Each faculty member added three terms from their area of expertise to this initial knowledge base.
4. Dr. 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.

After the first assessment we have closed the assessment loop with the creation of an Ethnic Studies Knowledge Base glossary that will be featured in our Blackboard course sites and used to enhance student understanding of our discipline.

With regard to SLO #2, 6 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 "phallogocentric." 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 "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 "machismo. This was, however, a fairly cut and dried assignment and student's inability to cite theory and provide applications may be result of limited parameters of the assignment.

Paper #6 – Understanding of “decolonization” needs development. Student needs to develop a thesis that links “decolonization” to ethnographic literature.

Members of the Dept. of Ethnic Studies then discussed strategies for “closing the loop” 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.

During academic year 2014-15 the chair will charge another member of the department to assess SLO #3.

3. STATISTICAL DATA

What follows are graphical summaries of statistical data provided by CAPR. It should be made aware, however, that there are inconsistencies between the statistical information provide by CAPR and that maintained by the Department of Ethnic Studies. There are conflicts in various statistical reports which make it difficult for departments to track their growth and progress. For example, the CAPR statistics show that the number of majors in Ethnic Studies in 213 was 46 when the departmental count places the number of majors at 48. The data at hand demonstrates that the number of majors in Ethnic Studies since 2009 has remained statistically steady. It also reveals that the demographic composition of our majors closely mirrors the student body at CSUEB.

California State University, East Bay					
APR Summary Data					
Fall 2009 - 2013					
Ethnic Studies					
	Fall Quarter				
	2009	2010	2011	2012	2013
A. Students Headcount					
1. Undergraduate	45	34	28	34	46
2. Postbaccalaureate	3	0	0	0	0
3. Graduate	0	0	0	0	0
4. Total Number of Majors	48	34	28	34	46
	College Years				
B. Degrees Awarded	08-09	09-10	10-11	11-12	12-13
1. Undergraduate	16	8	7	5	10
2. Graduate	0	0	0	0	0
3. Total	16	8	7	5	10
	Fall Quarter				

	2009	2010	2011	2012	2013
C. Faculty					
Tenured/Track Headcount					
1. Full-Time	5	5	4	6	4
2. Part-Time	1	0	1	0	1
3a. Total Tenure Track	6	5	5	6	5
3b. % Tenure Track	0.5454545 45454545	0.555555555 555556	0.4545454 54545455	0.666666666 6666667	0.454545454 545455
Lecturer Headcount					
4. Full-Time	2	1	1	0	0
5. Part-Time	3	3	5	3	6
6a. Total Non-Tenure Track	5	4	6	3	6
6b. % Non-Tenure Track	0.4545454 54545455	0.444444444 444444	0.5454545 45454545	0.333333333 3333333	0.545454545 454545
7. Grand Total All Faculty	11	9	11	9	11
Instructional FTE Faculty (FTEF)					
8. Tenured/Track FTEF	3.05	4.73	4.47	5.33	2.87
9. Lecturer FTEF	4.33	2.33	3.6	1.34	3.2
10. Total Instructional FTEF	7.38	7.07	8.07	6.67	6.07
Lecturer Teaching					
11a. FTES Taught by Tenure/Track	60	115.47	109.6	140.27	76.53
11b. % of FTES Taught by Tenure/Track	0.3403869 06450332	0.610726186 068652	0.5012118 71770247	0.742955550 8474576	0.415314484 180822
12a. FTES Taught by Lecturer	116.27	73.6	109.07	48.53	107.73
12b. % of FTES Taught by Lecturer	0.6596130 93549668	0.389273813 931348	0.4987881 28229753	0.25704449 1525424	0.584631247 625767
13. Total FTES taught	176.27	189.07	218.67	188.8	184.27
14. Total SCU taught	2644	2836	3280	2832	2764
D. Student Faculty Ratios					
1. Tenured/Track	19.67	24.4	24.54	26.31	26.69
2. Lecturer	26.83	31.55	30.3	36.35	33.66
3. SFR By Level (All Faculty)	23.87	26.76	27.11	28.32	30.36
4. Lower Division	22.76	28.47	27.75	31.26	34.28
5. Upper Division	24.85	25.19	26.79	26.12	28.47
6. Graduate	0	0	0	0	0
E. Section Size					
1. Number of Sections Offered	22.8	26	25	21	21
2. Average Section Size	30.3	30.7	32.8	35.4	34.4
3. Average Section Size for LD	29.5	32.7	35.1	37.2	36.3
4. Average Section Size for UD	31.1	28.8	31.7	33.8	33.4
5. Average Section Size for GD	0	0	0	0	0

6. LD Section taught by Tenured/Track	6	9	5	7	4
7. UD Section taught by Tenured/Track	3	8	7	9	5
8. GD Section taught by Tenured/Track	0	0	0	0	0
9. LD Section taught by Lecturer	4	2	3	2	3
10. UD Section taught by Lecturer	10	7	10	3	9
11. GD Section taught by Lecturer	0	0	0	0	0

Source and definitions available at:	http://www.csueastbay.edu/ira/apr/summary/definitions.pdf				

Fall Quarter					
Headcount Enrollment	2009	2010	2011	2012	2013
<i>Ethnic Studie</i>					
1. Undergraduate	41	31	26	31	41
2. Postbaccalaureate	3	0	0	0	0
3. Graduate	0	0	0	0	0
4. Total Number of Majors	44	31	26	31	41
<i>Latin American Studies</i>					
1. Undergraduate	4	3	2	3	5
2. Postbaccalaureate	0	0	0	0	0
3. Graduate	0	0	0	0	0
4. Total Number of Majors	4	3	2	3	5
College Years					
Degrees Awarded	08-09	09-10	10-11	11-12	12-13
<i>Ethnic Studie</i>					
1. Undergraduate	15	7	6	4	10
2. Graduate	0	0	0	0	0
3. Total Number of Majors	15	7	6	4	10
<i>Latin American Studies</i>					
1. Undergraduate	1	1	1	1	0

2. Graduate	0	0	0	0	0
3. Total Number of Majors	1	1	1	1	0
<i>D. Student Faculty Ratios</i>	Ethnic Studies				
1. Tenured/Track	19.74	24.4	24.54	26.31	26.69
2. Lecturer	26.83	31.55	30.3	36.35	33.66
3. SFR By Level (All Faculty)	23.91	26.76	27.11	28.32	30.36
4. Lower Division	22.76	28.47	27.75	31.26	34.28
5. Upper Division	24.93	25.19	26.79	26.12	28.47
6. Graduate	0	0	0	0	0
<i>E. Section Size</i>					
1. Number of Sections Offered	21.8	26	25	21	21
2. SCU taught	2640	2836	3280	2832	2764
3. Average Section Size	30.3	30.7	32.8	35.4	34.4
4. Average Section Size for LD	29.5	32.7	35.1	37.2	36.3
5. Average Section Size for UD	31.1	28.8	31.7	33.8	33.4
6. Average Section Size for GD	0	0	0	0	0
7. LD Section taught by Tenured/Track	6	9	5	7	4
8. UD Section taught by Tenured/Track	2	8	7	9	5
9. GD Section taught by Tenured/Track	0	0	0	0	0
10. LD Section taught by Lecturer	4	2	3	2	3
11. UD Section taught by Lecturer	10	7	10	3	9
12. GD Section taught by Lecturer	0	0	0	0	0
<i>D. Student Faculty Ratios</i>	Latin American Studies				
1. Tenured/Track	11.11	0	0	0	0
2. Lecturer	0	0	0	0	0
3. SFR By Level (All Faculty)	11.11	0	0	0	0
4. Lower Division	0	0	0	0	0
5. Upper Division	11.11	0	0	0	0
6. Graduate	0	0	0	0	0
<i>E. Section Size</i>					
1. Number of Sections Offered	1	0	0	0	0
2. SCU taught	4	0	0	0	0
3. Average Section Size	0	0	0	0	0

4. Average Section Size for LD	0	0	0	0	0
5. Average Section Size for UD	0	0	0	0	0
6. Average Section Size for GD	0	0	0	0	0
7. LD Section taught by Tenured/Track	0	0	0	0	0
8. UD Section taught by Tenured/Track	1	0	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

