

COMMITTEE ON ACADEMIC PLANNING AND REVIEW
ANNUAL PROGRAM REPORT

College	CLASS
Department	Ethnic Studies
Reporting for Academic Year	2014-2015
Department Chair	Enrique Salmon
Date Submitted	Nov 23, 2015

1. SELF-STUDY

Five-year Review Planning Goals

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

B. Five-year Review Planning Goals Progress

During the 2014-2015 academic our department addressed the goal of hiring a tenure track African American Studies faculty member. The hiring committee received over 80 applications. Three candidates were invited to campus to be interviewed. A candidate was selected and agreed to begin tenure during 2015 Fall quarter. This was assuming that her Ph.D. degree requirements were successfully completed before the beginning of the Fall quarter. Unfortunately, the chosen candidate failed to complete her degree requirements by the suggested deadline. The department appealed to the Dean of CLASS as well as to the Provost office. The appeal was denied and our line for an African American Studies professor was terminated. Another departmental goal was to develop and add a meaningful, vibrant, and high-impact service-learning component to our curriculum. As a result we have phased out the two pronged Senior Seminar and Senior Thesis courses and replace them with a single capstone course entitled Engaging Communities of Color. The first class launch during the Winter 2015 Quarter. This course is service-learning based and provides an immersion opportunity in a real world supervised Service Learning internship designed to enable students to apply ethnic studies analytical perspectives that center on race, class, gender and sexual identities. It is in keeping with one of CSUEB's Institutional Learning Outcomes "to educate individuals to think and act as ethical leaders and responsible citizens in the global community." The student is required to perform hours of service as designated on the course calendar with a community partner. Students in the course engage with organizations reflecting their personal interests in social justice, the environment, health, art, youth, etc. An objective is for students to experience how race/ethnicity affects everyday lives in the Bay Area community. Students, therefore, get first-hand experience

in"doing" Ethnic Studies. Students design a research project around this issue, collect data, and write a report that analyzes the data collected. The course has been a success. Many of students have expressed how the course has changed their lives while several of the students were offered paid positions by their respective internship organizations. Finally, at the beginning of the Fall 2015 Quarter, Dr. Colleen Fong entered into FERP. As a result our departmental hiring goals will need to be adjusted to reflect the need for an Asian American Studies faculty member.

C. Program Changes and Needs

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. The lack of full time faculty 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

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: 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 through experience in community-based organizations.

B. Program Student Learning Outcome(s) Assessed

During the winter and spring 2014 Quarters our department assessed SLO #3: Identify and critique essentialist paradigms. Explain the complexity and heterogeneity of racialized groups in the US, including intra-group differences related to gender, class, region, sexuality, generation, immigration status, and language fluency. This process was lead by Dr. Baham.

C. Summary of Assessment Process

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.

D. Summary of Assessment Results

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

During academic year 2015-16 the chair will charge another member of the department to assess SLO #4.

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.

Our department is down to one full time faculty member with an expertise in African American studies. We are in agreement that we need to hire a tenure track assistant or associate professor in the next year. We plan to proposed a hire that will fill a position in African American femi-

nist 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

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- 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: 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.
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- 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 through experience in community-based organizations.

B. Program Student Learning Outcome(s) Assessed

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C. Summary of Assessment Process

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D. Summary of Assessment Results

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done.

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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 2013 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 2010 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 2010 - 2014

Ethnic Studies					
	Fall Quarter				
	2010	2011	2012	2013	2014
A. Students Headcount					
1. Undergraduate	34	28	34	46	40
2. Postbaccalaureate	0	0	0	0	0
3. Graduate	0	0	0	0	0
4. Total Number of Majors	34	28	34	46	40
	College Years				
B. Degrees Awarded	09-10	10-11	11-12	12-13	13-14
1. Undergraduate	8	7	5	10	15
2. Graduate	0	0	0	0	0
3. Total	8	7	5	10	15
	Fall Quarter				
	2010	2011	2012	2013	2014
C. Faculty					
Tenured/Track Headcount					
1. Full-Time	5	4	6	4	4
2. Part-Time	0	1	0	1	0
3a. Total Tenure Track	5	5	6	5	4
3b. % Tenure Track	55.6%	45.5%	66.7%	45.5%	40.0%
Lecturer Headcount					
4. Full-Time	1	1	0	0	0
5. Part-Time	3	5	3	6	6
6a. Total Non-Tenure Track	4	6	3	6	6
6b. % Non-Tenure Track	44.4%	54.5%	33.3%	54.5%	60.0%
7. Grand Total All Faculty	11	9	11	9	11

Instructional FTE Faculty (FTEF)					
8. Tenured/Track FTEF	4.7	4.5	5.3	2.9	2.7
9. Lecturer FTEF	2.3	3.6	1.3	3.2	4.9
10. Total Instructional FTEF	7.1	8.1	6.7	6.1	7.6
Lecturer Teaching					
11a. FTES Taught by Tenure/Track	115.47	109.6	140.27	76.53	89.6
11b. % of FTES Taught by Tenure/Track	61.1%	50.1%	74.3%	41.5%	37.3%
12a. FTES Taught by Lecturer	73.6	109.07	48.53	107.73	150.7
12b. % of FTES Taught by Lecturer	38.9%	49.9%	25.7%	58.5%	62.7%
13. Total FTES taught	189.07	218.67	188.8	184.27	240.3
14. Total SCU taught	2836	3280	2832	2764	3604.0
D. Student Faculty Ratios					
1. Tenured/Track	24.4	24.54	26.31	26.69	33.6
2. Lecturer	31.54	30.2	36.34	33.7	30.5
3. SFR By Level (All Faculty)	26.76	27.11	28.32	30.36	31.6
4. Lower Division	28.47	27.75	31.26	34.28	33.7
5. Upper Division	25.19	26.79	26.12	28.47	30.7
6. Graduate	0	0	0	0	0
E. Section Size					
1. Number of Sections Offered	26	25	21	21	28.0
2. Average Section Size	30.7	32.8	35.4	34.4	33.3
3. Average Section Size for LD	32.7	35.1	37.2	36.3	33.7
4. Average Section Size for UD	28.8	31.7	33.8	33.4	33.2
5. Average Section Size for GD	0	0	0	0	0
6. LD Section taught by Tenured/Track	9	5	7	4	3
7. UD Section taught by Tenured/Track	8	7	9	5	7
8. GD Section taught by Tenured/Track	0	0	0	0	0
9. LD Section taught by Lecturer	2	3	2	3	6

10. UD Section taught by Lecturer	7	10	3	9	12
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	31	26	31	41	39
2. Postbaccalaureate	0	0	0	0	0
3. Graduate	0	0	0	0	0
4. Total Number of Majors	31	26	31	41	39
<i>Latin American Studies</i>					
1. Undergraduate	3	2	3	5	1
2. Postbaccalaureate	0	0	0	0	0
3. Graduate	0	0	0	0	0
4. Total Number of Majors	3	2	3	5	1
	College Years				
Degrees Awarded	08-09	09-10	10-11	11-12	12-13
<i>Ethnic Studie</i>					

1. Undergraduate	7	6	4	10	15
2. Graduate	0	0	0	0	0
3. Total Number of Majors	7	6	4	10	15
<i>Latin American Studies</i>					
1. Undergraduate	1	1	1	0	0
2. Graduate	0	0	0	0	0
3. Total Number of Majors	1	1	1	0	0
<i>D. Student Faculty Ratios</i>					
	Ethnic Studies				
1. Tenured/Track	24.4	24.54	26.31	26.69	33.6
2. Lecturer	31.55	30.3	36.35	33.66	30.5
3. SFR By Level (All Faculty)	26.76	27.11	28.32	30.36	31.6
4. Lower Division	28.5	27.8	31.3	34.3	33.7
5. Upper Division	25.1	26.8	26.1	28.5	30.7
6. Graduate	0	0	0	0	0
<i>E. Section Size</i>					
1. Number of Sections Offered	26	25	21	21	28
2. SCU taught	2836	3280	2832	2764	3604
3. Average Section Size	30.7	32.8	35.4	34.4	33.3
4. Average Section Size for LD	32.7	35.1	37.2	36.3	33.7
5. Average Section Size for UD	28.8	31.7	33.8	33.4	33.2
6. Average Section Size for GD	0	0	0	0	0
7. LD Section taught by Tenured/Track	9	5	7	4	3
8. UD Section taught by Tenured/Track	8	7	9	5	7
9. GD Section taught by Tenured/Track	0	0	0	0	0
10. LD Section taught by Lecturer	2	3	2	3	6

11. UD Section taught by Lecturer	7	10	3	9	12
12. GD Section taught by Lecturer	0	0	0	0	0
<i>D. Student Faculty Ratios</i>	Latin American Studies				
1. Tenured/Track	0	0	0	0	0
2. Lecturer	0	0	0	0	0
3. SFR By Level (All Faculty)	0	0	0	0	0
4. Lower Division	0	0	0	0	0
5. Upper Division	0	0	0	0	0
6. Graduate	0	0	0	0	0
<i>E. Section Size</i>					
1. Number of Sections Offered	0	0	0	0	0
2. SCU taught	0	0	0	0	0
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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
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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

