

COMMITTEE ON ACADEMIC PLANNING AND REVIEW ANNUAL PROGRAM REPORT

College	CLASS
Department	Ethnic Studies
Reporting for Academic Year	2015-2016
Department Chair	Carlos Salomon
Date Submitted	September 9, 2016

1. SELF-STUDY

Five-year Review Planning Goals

A. In our five-year review from 2011-2012 we outlined five (5) overarching goals:

1. To revise and streamline our curriculum including the implementation of an online major;
2. To develop a meaningful, vibrant, and high-impact service-learning component;
3. 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;
4. To rewrite students learning outcomes (SLOs) to align with new Institutional Learning Outcomes (ILOs) and develop a sustainable assessment plan;
5. Finally, 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 year Ethnic Studies met 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. During the 2015-2016 academic year we applied for a new position, also in African American Studies. Our proposal was accepted and we have recently issued an advertisement for the position.

Building upon our goal to develop courses with high impact practices, we successfully taught and finished the first year of our capstone course, 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 en-

able 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." 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. We have added more agencies and have even had some of our online students complete meaning service learning outside of the Bay Area. Chair of Ethnic Studies, Carlos Salomon, also developed a strategic partnership with the Peralta Hacienda in Oakland, in which students will engage with community building, historical research, and city planning. He has recently been awarded a PEIL grant along with Linda Ivey, History, and Albert Gonzalez, AGES.

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 will eventually have to replace Colleen Fong. Our current needs are to:

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

We have also seen a growth in the interest of our online major and anticipate The hire of a comparative Ethnic Studies expert to address the needs of our majors.

Finally, we have been engaged in Semester Conversion all year. Because our program is GE-heavy, we applied for and were granted an extension. The result was the transformation of many of our courses and the addition of others, making our major more relevant to contemporary 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: 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 2015 Quarters our department assessed SLO #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.

C. Summary of Assessment Process

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 “African American Sexuality” and “The Internationalist Worldview of Malcolm X” courses; and Dr. Salmon’s “American Indian Revitalization Movements” course. Using a rubric for assessing SLO 4, faculty scores assignments from ES majors in 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. Research was largely judged by ES faculty in terms of the ability to students to make arguments and cite research. 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.

D. Summary of Assessment Results

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.

The Department of Ethnic Studies plans to achieve the above goals during their on-going process of quarter-to-semester conversion. During its proposed faculty retreat Summer 2016, the department will develop a plan for improving student research across the curriculum. As a part of this process, faculty will integrate more explicit expectations in all syllabi being prepared for quarter-to-semester conversion, and strengthen its relationship with the university library. During its proposed faculty retreat Summer 2016 the department plans to finalize its plans for improving student performance of SLO #4 with the final production of its revised semester compliant syllabi.

During academic year 2016-17 the chair will charge another member of the department to assess SLO #5.

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 provided 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.

APR Summary Data					
Fall 2011 - 2015					
Ethnic Studies					
	Fall Quarter				
	2011	2012	2013	2014	2015
A. Students Headcount					
1. Undergraduate	28	34	46	40	50
2. Postbaccalaureate	0	0	0	0	0
3. Graduate	0	0	0	0	0
4. Total Number of Majors	28	34	46	40	50
	College Years				
B. Degrees Awarded	10-11	11-12	12-13	13-14	14-15
1. Undergraduate	7	5	10	15	10
2. Graduate	0	0	0	0	0
3. Total	7	5	10	15	10
	Fall Quarter				
	2011	2012	2013	2014	2015
C. Faculty					
Tenured/Track Headcount					
1. Full-Time	4	6	4	4	4
2. Part-Time	1	0	1	0	1
3a. Total Tenure Track	5	6	5	4	5
3b. % Tenure Track	45.5%	66.75%	45.5%	40%	45.5%
Lecturer Headcount					
4. Full-Time	1	0	0	0	1
5. Part-Time	5	3	6	6	5

6a. Total Non-Tenure Track	6	3	6	6	6
6b. % Non-Tenure Track	54.5%	33.3%	54.5%	60%	54.5%
7. Grand Total All Faculty	9	11	9	11	11
Instructional FTE Faculty (FTEF)					
8. Tenured/Track FTEF	4.5	5.3	2.9	2.7	3.7
9. Lecturer FTEF	3.6	1.3	3.2	4.9	2.8
10. Total Instructional FTEF	8.1	6.7	6.1	7.6	6.5
Lecturer Teaching					
11a. FTES Taught by Tenure/Track	109.6	140.27	76.53	89.6	83.47
11b. % of FTES Taught by Tenure/Track	50.1%	74.3%	41.5%	37.3%	41.1%
12a. FTES Taught by Lecturer	109.07	48.53	107.73	150.7	119.47
12b. % of FTES Taught by Lecturer	49.9%	25.7%	58.5%	62.7%	58.9%
13. Total FTES taught	218.67	188.8	184.27	240.3	202.93
14. Total SCU taught	3280	2832	2764	3604	3044
D. Student Faculty Ratios					
1. Tenured/Track	24.54	26.31	26.69	33.6	22.37
2. Lecturer	30.2	36.34	33.7	30.5	43.04
3. SFR By Level (All Faculty)	27.11	28.32	30.36	31.6	31.2
4. Lower Division	27.75	31.26	34.28	33.7	45.60
5. Upper Division	26.79	26.12	28.47	30.7	25.62
6. Graduate	0	0	0	0	0
E. Section Size					
1. Number of Sections Offered	25	21	21	28	24.0
2. Average Section Size	32.8	35.4	34.4	33.3	33.0

3. Average Section Size for LD	35.1	37.2	36.3	33.7	34.4
4. Average Section Size for UD	31.7	33.8	33.4	33.2	32.0
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>