

CALIFORNIA STATE UNIVERSITY, EAST BAY

Designation Code: **2007-08 CAPR 10**

Date Submitted: January 23, 2008

TO: The Academic Senate

FROM: Committee on Academic Planning & Review (CAPR)

SUBJECT: Five-Year Program Review for the Ethnic Studies Program

PURPOSE: For Action by the Academic Senate

ACTION REQUESTED: Acceptance of the Five-Year Program Review of the Ethnic Studies Program and approval of the continuation of the program without modification

Executive Summary

1. BACKGROUND

The Ethnic Studies Program offers a B.A. with 5 Options, and a Minor in Ethnic Studies. The program also offers an Ethnic Studies Option as a concentration requirement of the Liberal Studies Major Program, has close ties with the PACE Program, and offers courses for the Cultural Groups/Women and the freshman clusters for the General Education Program. The Program has had a low number of major students in the past 5-year review period, but its FTES shows a steady increase, from 119 in 2001 to 123 in 2006, with the peak of 154 in 2004. The Program has 5 full time and 1 part time regular faculty members in 2006, with 3 part time lecturer faculty members. The FTE Faculty in 2006 is 4.3 for regular faculty, and 1.3 for lecturer faculty. The SFR is 21.8 in 2006, with lecturer faculty generating 32.2% of the total FTES. Average section size for 2006 is 26, with the 5 year average of 23.6.

2. CAPR Comments

CAPR is concerned with the low number of Ethnic Studies Majors, and supports the Program's efforts in creating a "critical mass" to increase the visibility of the Program on campus and to play a more important role in advancing multiculturalism for CSUEB. CAPR recommends that the Program develop more concrete plan for the two desired tenure track faculty members, and that the University and College work with the Program to strength the program and provide the academic and administrative resources it requires.

3. CAPR Recommendation for Continuation of the Program

CAPR recommends the continuation of the Ethnic Studies Bachelor of Arts degree program without modification. The date of the next Five-Year Review is 2010-2011.

Full CAPR Report

1. BACKGROUND

1.1 Overview description of the program:

- The Ethnic Studies Program offers a B.A. and a Minor in Ethnic Studies. The B.A. Major has 5 Options: African American, Asian American, Mexican American/Latino, Native American, and Genders and Sexualities Studies (new starting Fall, 2007). The minor is offered in Ethnic Studies, or in any one of the above mentioned 5 Option areas. The program also offers an Ethnic Studies Option as a concentration requirement of the Liberal Studies Major Program. The program has close ties with the Liberal Studies Program, the PACE Program, and offers courses for the Cultural Groups/Women and the freshman clusters for the General Education Program.
- The Ethnic Studies Program has had a low number of major students in the past 5-year review period, ranging between 16 and 21, with annual awarded degrees averaging 6.7, ranging from 1 to 12 across 6 years. The major student enrollment shows a slight decline during the 2003-2006 period as compared with 2000-2002 (although the Program Chair raised the issue of a discrepancy found between the Departmental records and the University database). However, FTES generated by the Program shows a steady increase, from 119 in 2001 to 123 in 2006, with the peak of 154 in 2004.
- The Ethnic Studies Program has 5 full time and 1 part time regular faculty members in 2006, with 3 part time lecturer faculty members. The FTE Faculty in 2006 is 4.3 for regular faculty, and 1.3 for lecturer faculty. The SFR is 21.8 in 2006, close to average, though lower than 2003-2004 (26.5 and 24.4 respectively), with lecturer faculty generating 32.2% of the total FTES. Average section size for 2006 is 26, with the 5 year average of 23.6.

1.2 Overview of the documents submitted to CAPR:

The report contains the following components as required by CAPR (2005-2006 CAPR-09):

- **Self-study Report**
 - *Summary:* clear and thorough description of last review, last 5 Year Plan and its implementation and discrepancies, and achievements and highlights.
 - *Curriculum and Student Learning:* This subsection contains
 - a very detailed comparison of 3 CSU campuses (Sacramento, Fullerton, and Sonoma), and one UC campus (Berkeley). (This part was placed at the end of the Self-study.)
 - Detailed Outcomes Assessment documents, including Mission, Goals, Outcomes and Indicators, and Assessment Methods and Plan.
 - NOTE: Offerings for G.E. are absent.
 - *Student, advising, and retention:* The Institutional Research data table for 2000-2005 is provided. Summaries of climate and advising are provided in detail.
 - *Faculty:* Faculty development and achievement information is provided in great detail for the Program's 6 regular faculty members.
 - *Resources:* No additional or unusual resources are needed. However, Instructional Technology support will be needed when one option is offered totally online in future.
 - *Unit Requirements:* The Program requires 180 units.

- **Five Year Plan for 2005-2009**
 - *Curriculum:* good details
 - *Students:* detailed plan (with program roadmap in Attachment A)
 - *Faculty:* substantial plan
 - *Resources:* no mention on this issue. But the resource issue for the future was mentioned in the Self-study above.
- **Outside Reviewer Report**
Prepared by Dr. Gordon Nakagawa, Director of Diversity Integration, Hamline University
- **Departmental Response to the Outside Reviewer's Report**
Submitted with the Outside Reviewer Report, dated October, 2007

2. FIVE-YEAR PROGRAM REVIEW/SELF-STUDY (2000-2004)

2.1 Summary of specific areas of the Self-Study

- *Summary of last 5-year review and plan* The last 5-year external reviewer strongly encouraged the university to support Ethnic Studies' 2002-2003 request for two tenure track positions (one in African American Studies and one in Native American Studies). Ethnic Studies obtained the former, but not the latter. One senior faculty retired and one FERPed in the past 5 years, but the Program also obtained 2 tenure track positions in Latino/a American Studies. The last 5-year plan included two major goals: 1) revising and strengthening the curriculum, and 2) increasing the major pool and expanding outreach activities.
- *Curriculum and student learning*
 - *Outcomes Assessment* The Program has developed three components of assessment: mission statement, 10 program goals, and 5 learning outcomes. Learning outcomes are accompanied with indicators, some of which are integrated with the curriculum, and with a tentative plan. The Program is "currently in the process of reviewing the existing assessment plan, and exploring ways to improve it."
 - *Other comparable programs* Three CSU campuses (Sacramento, Fullerton, and Sonoma) and 3 UC campuses (Berkeley, Riverside, and San Diego) have comparable programs. Sacramento's program is similar to Ethnic Studies, but it has 3 times more faculty members (15). Fullerton's programs are comparable, but the ethnic-specific areas are located in different departments. Sonoma's program is comparable; there, the department is called American Multicultural Studies, and students are required to do service learning. U.C. Berkeley has the nationally recognized program with 18 regular faculty members. The program is comparable, with more choices of courses and required field courses. No data were provided about their student enrollment.
 - *G.E. offerings* The Program offers Cultural Groups/Women and the freshman clusters for G.E. (This information is mentioned briefly in the Introduction, but no special section is provided in the Self-study).
- *Last 5-year achievement* In the last 5 year period, several accomplishments were achieved to expand or improve Ethnic Studies. Three new tenure track faculty members were hired (one in African American Studies, and 2 in Latino/a American Studies). A new Option in Genders and Sexualities was approved by the Senate and started to be offered in Fall, 2007.

Two new courses (ES 1201, ES 1202) have been developed and submitted for approval for G.E.'s American History and Institutions requirement. Two other Asian American Studies courses were developed. The Mexican American/Latino Option changed its name to Latino/a Option, and the African American Studies Option was modified.

As part of the strategies to engage in outreach and recruit students, the E.S. Department also sponsored or cosponsored many ethnic-specific events via the Department's student organization or the Ethnic Studies Academic Society, established an online journal, *Ethnic Studies Journal*, proactively solicited funds for several grants and scholarships, and strengthened faculty student advising efforts.

E.S. regular faculty members receive positive evaluations from students and actively participate in various on- or off-campus professional activities, and some faculty members are preparing articles and book-length publications.

- *Faculty gap* One senior faculty member (in African American Studies) will be retiring in the next year, and the program needs two tenure track positions, one in African American Studies and one in Asian American Studies (with a Filipino emphasis), for curriculum needs and a reasonable regular faculty percentage. The E.S. program also needs to retain a "critical mass" of faculty members specializing in ethnic studies as scholarly leadership for the entire University, in its effort towards embedding ethnic and cultural components across the curriculum.
- *Resources* Although the Women's Studies program is no longer with E.S., the administrative work load for the Latin American Studies Program and the Filipino American and Filipino Minor Program was added to the department.
- *180 unit requirement* No mention on this issue is found in the Report. In the University Catalog, 180 units are required for the B.A. degree.

2.2 Summary of supporting data

The Ethnic Studies Program has a low number of major students in the past 5-year review period, ranging between 16 and 21. Average awarded degrees per year are 6.7, ranging from 1 to 12 across 6 years. The major student enrollment shows a slight decline during the 2003-2006 period as compared with 2000-2002 (although the Program Chair raised the issue of a discrepancy found between the Departmental records and the University database). However, FTES generated by the Program shows a steady increase, from 119 in 2001 to 123 in 2006, with the peak of 154 in 2004.

The Ethnic Studies Program has 5 full time and 1 part time regular faculty members as of 2006, with 3 part time lecturer faculty members. The FTE Faculty in 2006 is 4.3 for regular faculty, and 1.3 for lecturer faculty. The SFR is 21.8 in 2006, close to average, though lower than 2003-2004 (26.5 and 24.4 respectively), with lecturer faculty generating 32.2% of the total FTES. Average section size for 2006 is 26, with the 5 year average of 23.6.

3. OUTSIDE REVIEWER'S COMMENTS & THE DEPARTMENT'S RESPONSE

3.1 Outside Reviewer's Comments

Dr. Gordon Nakagawa, Director of Diversity Integration at Hamline University, visited the program on campus in fall 2006 to evaluate the E.S. program and submitted a report in September, 2007 (with a significant delay due to personal illness). He reports that

“Comprised of outstanding faculty-scholars, and a wide-ranging curriculum that provides strong representation across communities of interest, the department contributes substantially to the intellectual life of the College of Letters, Arts, and Social Sciences and to the academic, professional and personal development of students. Facing similar challenges in recruiting majors and minors as other ethnic studies programs in California and across the nation, as well as constraints in budget and resources, the department has maintained high academic standards, while faculty have simultaneously pursued and achieved scholarly excellence.”

The problems include that:

- 1) most faculty members are new and are spread thin, and
- 2) majors are few in number (consistent with the CSU system and national patterns), and major course offerings need strengthening.

He made the following recommendations:

- 1) to grant the hiring of a Native American Studies tenure track position (CAPR note: This position was approved by the College while the report was prepared, and the search has started);
- 2) to conduct intensive and extensive E.S. faculty dialogue about re-visioning the program mission for future directions regarding the cross-roads the entire discipline is facing, which would have significant impact on future faculty hiring, curriculum development, and student recruitment;
- 3) to develop a systematic recruitment plan for major students, beyond past practices;
- 4) to develop further the student learning outcomes assessment plan with more clarification, alignment, and exploration of alternative methods, and to implement the plan soon.

3.2 Program’s response to outside reviewer’s report

The response considers the report “balanced,” with the following specific responses:

- 1) The Native American Specialist position was granted by the College for a 2007-2008 search.
- 2) As indicated by Dr. Nakagawa (the reviewer), the faculty is very aware of changing directions in the discipline, and the department has made adjustments accordingly, but the program cannot make more of a paradigm shift, as alluded to by Dr. Nakagawa, due to realistic resource reasons.
- 3) The Majors increased significantly during the year when the report was prepared. It indicates the department’s strategies are working. The program is also developing more courses in order to attract student attention and interest in E.S. as a major.
- 4) The assessment plan is a work in progress, and the program will continue to review and adjust the plan. However, without additional resources, the program may not be able to explore the suggested alternative methods.

4. Program’s Five-Year Strategic Plan (2005 – 2010)

• Curriculum

- Offer Genders and Sexualities in Communities of Color Option exclusively online.
- Develop more courses on the Diaspora experience, particularly linking Latin America to the hemispheric presence of Africans, Caucasians, and Asians.

- Continue the integration of the Latin American Studies Program and the Filipino American and Filipino Minor into the Ethnic Studies major program.
- Expand course offerings in one of the areas of E.S.: oral performance and literature, oral history, and narrative testimonials, with the long term goal of acquiring funding for an oral history archive focusing on ethnicity and identity.
- *Students*
 - Continue to build enrollment by integrating courses more to G.E., and promoting E.S. through various events.
 - Continue to schedule online, evening, and weekend classes to make courses accessible to diverse students, and at Concord campus and Oakland center.
 - Continue to expand community-based service and research in courses, and organize student field trips overseas.
 - Recruit and retain Native American students to the major.
 - Increase enrollment in ES 1001, an important window to attract student interests in E.S.
 - Explore and develop courses reflecting changing research trends in E.S. and meeting the G.E. requirements.
 - Develop and evaluate the assessment plan to align it more tightly with the curriculum.
 - Continue to sponsor and support both academic and non-academic programs and events beyond the classroom.
- *Faculty*
 - The plan states that a minimum of two new tenure track faculty members (one in African American Studies, and one in Asian American Studies with a Filipino emphasis) are needed for the curriculum needs and for building a “critical mass” of E.S. faculty for leadership in E.S. for the University. However, the plan did not state its application, search goal, strategies, or timeline.
- *Resources*
 - Not stated in the Plan.

5. CAPR Analysis of the Program’s Five-Year Review

CAPR commends 1) the important role played by the E.S. program in maintaining and strengthening the multi-culturalism component in the University’s curriculum through maintaining the Major, the Minor, and the G.E. programs and through the extracurricular activities; 2) the continued efforts in developing the E.S. curriculum by adding new courses and options, and by reviewing its mission in response to the changing trends in the field; and 3) the efforts in recruiting new faculty members when veteran faculty members retired at a fast rate. CAPR also appreciates the challenges E.S. faces in the difficulties in major students recruitment, which is a CSU system and national challenge, too. CAPR congratulates E.S.’ recent acquisition of the Punjabi Studies fund for a specially funded position.

CAPR has the following comments to highlight:

- *CAPR’s concerns*
 - The E.S. program has dwindled in faculty size from its peak of 9 tenure track faculty members to the current 5, one of whom is retiring in one year. Even though it is not

disproportional to its major student population in size, CAPR is concerned about the effect of a reduced “critical mass” of E.S. faculty in the current environment when the University is focusing on the increasing importance of multi-culturalism in the University’s curriculum. CAPR supports any efforts made by the program to increase this “critical mass.”

- CAPR is concerned about the small number of E.S. major students for the past years, especially given the geographical location of CSUEB. CAPR noted the E.S. statement about the significant increase of major students in the past year and the dilemma in balancing the needs for major students and G.E. service. However, CAPR is inclined to believe that a significantly larger body of majors is crucial to make the critical mass viable for E.S. and for a significant increase in the “critical mass” of its E.S. faculty.
- CAPR noted that the graduation figures dramatically decreased in the 2003-2006 period, as compared to previous years, **even though** the numbers of majors in these two periods were roughly comparable. This indicates that majors are graduating at a significantly slower rate. CAPR recommends that the program review the issue and take appropriate measures to remedy the problem, if any.
- *CAPR’s recommendations* CAPR considers the several measures proposed in the E.S. 5-Year Plan as crucial and thoughtful in maintaining and further developing the E.S. program for fulfilling the University’s mission for multi-culturalism, and for recruiting a significantly larger and viable body of E.S. majors. CAPR recommends that
 - 1) the E.S. program develop a viable and feasible plan to apply for the two additional tenure track positions proposed in the 5-Year Plan. Such a plan seems to be barely existent in the larger plan beyond general statements for the needs (it should be based on solid curriculum and FTES needs);
 - 2) the University (Academic Programs and G.E.) and College (CLASS) work with E.S. to explore ways to strengthen and expand the E.S. program so that it can break its vicious downward cycle (fewer faculty → fewer students → even fewer faculty). Given the importance of E.S. to the University’s mission, the University or College may consider some extra support by giving some initial preferential treatment for faculty hires as a head start; and
 - 3) the College work with the Program to review the administrative support needs as claimed in the Review.

CAPR wishes to see a strong E.S. program in CSUEB both for its role in contributing to the G.E. curriculum and for its desire to develop a sizable and visible body of major students. We concur with the “critical mass” concept as proposed by the Program in its report.

CAPR Recommendation for Continuation of the Program

CAPR recommends the continuation of the Ethnic Studies Bachelor of Arts degree program without modification.

Date of the Program’s Next Five-Year Review

2010-2011.