



ANNUAL PROGRAM REPORT

College	Letters, Arts, and Social Sciences
Department	AGES: Anthropology, Geography & Environmental Studies
Program	Anthropology (BA), Geography (BS), Environmental Studies (BA)
Reporting for Academic Year	2018-2019
Last 5-Year Review	2014-2015
Next 5-Year Review	2021-2022
Department Chair	David Larson
Author of Review	David Larson
Date Submitted	October 1, 2019

I. SELF-STUDY

A. Five-Year Review Planning Goals

Present your planning goals from your last 5-year plan.

1. Provide students with the knowledge and skills essential to our disciplines, and with the ability to think analytically about the problems of Humanity and Earth.
2. Restructure our curriculum to be ever more intellectually stimulating, personally fulfilling, and relevant to the career goals of our students.
3. Place more of our courses in the university’s General Education offerings as a means of increasing the number and diversity of majors in each of our programs.
4. Raise the visibility of our department, and thus steer transfer students to our programs, by fostering ties with the region’s community colleges.
5. Increase the breadth and depth of our faculty by seeking new tenure-track positions that emphasize the ties between environment, culture, and everyday life in California in general and in the San Francisco Bay Area in particular.

NOTE: At the time of our last 5-year plan, AGES was in its first official year as an academic department, resulting from the merger of Anthropology into Geography & Environmental Studies. Consequently, the program goals above were designed to be broad, department-wide goals. AGES receives one budget and is given a single SCU/FTES target, not targets broken down by programs. Consequently, scheduling decisions are often informed by what combination of classes will produce the desired SCU target. Our expectation, however, is that for the next 5-year review, in 2021-22, each program in AGES will have developed a specific set of planning goals.

B. Progress Toward Five-Year Review Planning Goals

Goal #1. Faculty in all three AGES programs who teach upper-division courses that revolve around quantitative problem-solving, research methods, and analysis have long looked for ways students could become more analytical in their thinking. With the university's conversion to the semester system, the additional contact time, particularly for our lab- and field-based classes, afforded more opportunities to enhance course content in these areas. In AY 2018-19 all three AGES programs benefited by the addition of new equipment that was funded by IREE, O&E, A2E2 or funds secured from having taught large-enrolled lower-division courses. As was noted in last year's Annual Report, a continuing problem for AGES is the uneven (often poor) quantitative skills of students new to our programs. So in the first year of semesters, the common mitigation by faculty was continuing a practice from the quarter system: spending additional time teaching/re-teaching material that should have been learned previously. In our case, since the vast majority of our majors are transfer students, that should have been learned at a community college or elsewhere.

Goal #2. The curricular re-design for semesters was guided by the notion that AGES should make every effort to prepare our graduates for the fluid and flexible 21st-century workforce. **Anthropology's** strengths, as reflected in the expertise of regular faculty, currently reside in Archaeology, Biological Anthropology, Linguistics and Applied Anthropology. An intellectually rigorous capstone course (ANTH 431: *Advanced Anthropological Theory*) was created for the semester system – and indeed was used for Anthropology's assessment in 2018-19 (Section II). Three concentrations were created for the **Geography** B.S. Two of them emphasize developing quantitative and graphical skills desired in the workforce for this field. **Environmental Studies** was transformed to better prepare our students for careers in the emerging areas of sustainability and environmental justice; enhanced problem-solving skills through multi-disciplinary approaches; and to leverage opportunities for collaboration made possible by having three distinct yet interrelated academic programs in one department.

Goal #3. Longtime contributors to Areas B6 and D4 in the university's General Education program, AGES programs now have an even broader presence in GE. Overlays are the reason. ANTH 342 (*Language and Sexuality*) and ANTH 372 (*Medical Anthropology*) are designated Diversity Overlay courses. ANTH 333 (*Women in Cross-Cultural Perspective*) and ANTH 341 (*Linguistic Diversity and Social Justice*) are in the Social Justice Overlay. ENVT 101 (*Environmental Challenges of the 21st Century*), ENVT 307 (*Social Impact through Sustainable Solar Design*), ENVT 307 (*Environment, Sustainability and Social Justice*), ENVT/GEOG 340 (*Climate Change*), ENVT/GEOG 447 (*Energy, Climate and Society*), ENVT/GEOG 465 (*Sustainable Communities and Development*), and GEOG 455 (*Sustainable Food Systems*) all have Sustainability Overlay designation. Through Overlay courses, AGES programs are now exposed to a broader and larger cross-section of the undergraduate student body

Goal #4. All three AGES programs are aligned with the lower-division transfer patterns used by California's community colleges. With this alignment, each of the programs should be more attractive to potential transfer students. Presently, transfers comprise the majority of students in all three AGES programs. The department's visibility on campus and in our community has been increased by Prof. Albert Gonzalez's stewardship of the Museum of Anthropology and by student clubs organized by Anthropology and Environmental Studies students.

Goal #5. As stated in last year's annual report, AGES "is committed to bridging fluid disciplinary boundaries to reshape the department with *positions that will contribute to the curriculum of more than one program.*" In other words, each position AGES has requested and will request going forward will be so-called hybrids, designed to contribute to two of the three programs in the department. The greatest area of need in the most recent Five-Year Plan is a hybrid position in *Environmental Anthropology*. Our 2018-19 proposal for this position was successful and a tenure-track search is underway in 2019-20.

This year, AGES will submit a tenure-track proposal for a position in Geography and Environmental Studies, an Assistant Professor of *Sustainable Urban Environments*. A description of the position, why it is critical, and how it is tied to GI 2025 is in Section III B.

C. Program Changes and Needs

Overview: AY 2018-19 brought unexpected rewards but also some unanticipated challenges for AGES. For the former, Geography & Environmental Studies received a \$40,000 Exceptional Effort Award from Academic Affairs for its sustained increase in degrees awarded between 2015 and 2017. The funds will be used by AGES faculty to enhance selected courses and/or student support in all three of our programs.

The challenges were noteworthy. In a development nobody saw coming, Prof. Michael Lee, freshly returned from a year serving as the Resident Director of CSU in Spain, was elected Chair of the Academic Senate in an unprecedented fall election do-over. With that appointment came a significant reduction in the number and kind of courses he was scheduled to teach last year. Instead of six or seven classes, his assigned time by-out for Senate Chair limited him to three and only one in spring 2019. Meanwhile, Prof. Gary Li continued his multi-year research project in Alaska, looking into the feasibility of extracting methane from saturated sand beds in the Kenai Peninsula. His project, funded by World Oil Company Ltd. of Hong Kong, bought out half of Prof. Li's teaching time base. He taught two online sections of the intro environment course each semester, often from his research site. Associate Professor Henry Gilbert requested and received an unexpected (for the department) second year of unpaid personal leave. His biological anthropology, human evolution, and human fossil record courses were covered by Lecturers.

AGES' regular faculty in residence were typically contributing in multiple areas outside the classroom. Prof. Karina Garbesi, Director of the Environmental Studies program, co-chaired CAP-IT (Climate Action Plan – Implementation Team) and largely wrote the university's report. She also received a Faculty Support Grant to work on a publication detailing the research and community engagement projects that led to her receiving (along with Erik Helgren, Chair of Physics) the prestigious CSU system-wide *Faculty Innovation and Leadership Award* from the Chancellor's Office. Prof. Andrew Wong, who serves as the Director of the International Studies program (over which AGES had administrative control) was named Cal State East Bay's representative to CSU's Council on International Programs. Assistant Professor Albert Gonzalez, Director of the C.E. Smith Museum of Anthropology, completed the write-up for his National Endowment for the Humanities and California Humanities grant and received faculty research grants. AGES Chair David Larson continued his service as the university's Faculty Athletics Representative, appointed by the president to represent our institution in its relationship with the NCAA and the California Collegiate Athletics Association. And last but surely not least, Lecturer Kerry Rohrmeier received a six-figure grant from the National Endowment for the Arts for the design and installation of public structures in Nevada associated with the annual Burning Man festival.

AGES faculty in AY 2018-19 continued its long tradition of faculty governance contributions. Prof. Lee was the Senate Chair from October through May (and was re-elected to a 2nd term for AY 2019-20). Prof. Garbesi completed a second year on the Senate's Executive Committee. Prof. Wong served on the University Tenure and Promotion Committee. Prof. Larson served the first year of a second two-year term on UARC (University Administrative Review Committee) and also represented CLASS on FAC's subcommittee charged with modifying the Retention, Tenure and Promotion document for the semester system. David Matsuda, of Anthropology, was one of four elected Lecturer representatives to the Academic Senate. Ellen Woodard, Geography & Environmental Studies lecturer, continued her service on the Concord Campus Advisory Committee.

Even with several regular faculty members out of the classroom via assigned-time buyouts or grants, AGES exceeded its CLASS-determined enrollment targets in both fall 2018 and spring 2019.

Fall Semester 2018: 298.0 FTES (106% of target)
Spring Semester 2019: 294.4 FTES (103% of target)

With multiple large sections (70-150 students) of lower-division intro survey courses, AGES annually offers up to ten small-capacity lab- and field-based courses that feature the high-impact, hands-on instruction our programs are known for. Furthermore, the large survey courses allow for the department to contribute significantly to the General Education program in area D4 and Overlays, where class enrollments are capped at 30.

Curriculum: In AY 2018-19 all AGES programs (ANTH BA, GEOG BS, ENVT BA plus the INTS BA) successfully navigated the first year on semesters. Degree Audit Reports, built for each, were used for advising. As was noted in last year's annual review, *SB 1440* figured prominently in the conversion of the Anthropology and Geography programs. Lower-division courses in our programs that did not articulate with community college courses were allowed to expire with the quarter-system. On semesters, the lower-division core in both ANTH and GEOG are aligned with the schema for the transfer degree. The lower-division core in Environmental Studies is comprised of courses that articulate with California community college offerings.

Two minor curricular changes are being discussed. One would create a lower-division introductory course in Forensic Anthropology. This 100- or 200-level course would not be added to the ANTH major (at least not initially). Rather, it would serve as a "gateway" course to related anthropology courses in the upper-division. It could be viewed as a recruiting tool to attract new majors. Another curricular change would be to return Geography's Resource Management course to the upper-division, where it enjoyed healthy enrollments on the quarter-system. During semester conversion the course was dropped down to the 200-level. It never found its footing last year, prompting some faculty to have converter's remorse.

Students: According to the Institutional Effectiveness and Research data from fall 2018, there were 104 majors in the three AGES programs plus an additional 39 majors in INTS, over which the department has administrative responsibility, totaling 143 majors in the department. As of fall 2019, however, there are cumulatively 30 more students listed on the majors pages on Blackboard, so the actual number of AGES majors appears higher now than a year ago.

Anthropology, with 51 majors (up from 39 in fall 2017), led the AGES programs. Environmental Studies and Geography together accounted for 53 majors. The 104 total is up from 97 last year and equal to the 104 in fall 2016. It was noted in last year's annual report that the erosion of majors in Anthropology, since its peak six or seven years ago, can be attributed to the absence of a regular faculty member in the socio-cultural area of the discipline. Every course in this area except for Prof. Wong's linguistics courses has been taught by part-time (including FERP) faculty since 2013. That shortcoming will be remedied with the expected arrival, in AY 2020-21, of a new tenure-track hire in Environmental Anthropology.

Students in AGES programs continue to distinguish themselves in ways that make the faculty and staff proud. Once again last year the Office of Sustainability hired several Environmental Studies majors to serve as Sustainability Ambassadors for the university. Their primary function is to assist in new and ongoing campus-based research projects that will help the university meet its sustainability goals. Fulfilling the requirement of the mandated Climate Action Plan is primary among these. Students trained by Prof. Garbesi have made lasting impressions off campus as well. Our students assisted middle school science teachers in the Hayward School District as part of Cal State East Bay's Hayward Promise Neighborhood grant. Other students contributed to the welfare of impoverished communities by installing "solar suitcases" on Native American lands in Humboldt and San Diego counties. Meanwhile, Anthropology students with training in curation worked as docents, essential to keeping the Museum of Anthropology open to the public throughout the academic year. Other students assisted Prof. Gonzalez in archaeological projects in the East Bay and Arizona.

Faculty: In the Overview (I. C) it was noted that almost all regular faculty members in AGES had some or nearly all of their teaching time-base reduced by assigned time buy-outs, grants, and contracts or, in one

case, personal leave. Every one of these could be classified as circumstantial, yet collectively they point to a group of faculty engaged in research and committed to university service, especially through faculty governance.

The lecturer faculty in AGES, of which there are usually 8 to 10 annually, are critical contributors to the curriculum of each of program and instrumental in the department having achieved its enrollment targets throughout 2018-19. Four AGES lecturers have 3-year entitlements (2 in ANTH and 2 in GEOG & ENVT), including one who is a Professor *Emeritus* whose love for teaching has persisted long after having officially retired from the university. Three other lecturers have annual contracts at time bases ranging from .40 to .80. Other lecturers are hired on an as-needed basis, typically to teach a single course that comes open when a faculty member receives a grant or buyout.

The demographics of the regular faculty are addressed in III. B in the context of a tenure-track request. No AGES faculty retired (including FERP) in AY 2018-19. But there is an increasing likelihood of at least one such transition in AY 2019-20.

Staff: AGES has two staff members. Jenn Palmer primarily provides administrative support for 16 regular and lecturer faculty and has sole administrative responsibility for the 140 majors in the three core AGES programs plus International Studies. It is her responsibility to process all major check sheets, major declaration forms, Late Adds and Withdrawals for ANTH, GEOG, ENVT and INTS. When she was hired, in January 2017, it was with the understanding that for at least a couple years she would work as one of two ASCs in the Robinson Hall administrative hub (the other ASC's primary programs are Theatre & Dance). During this time both ASCs would be "cross-trained" to learn the responsibilities and nuances of each program dependent upon the Robinson hub. But at some point, each of the ASCs would develop an identity with one department. For Jenn Palmer, that transition began in spring 2019 and continued through the summer. When the 2019-20 academic year began she was formally designated as the ASC for AGES.

AGES' second staff member is the Assistant Director of the Museum of Anthropology, Marjorie Rhodes-Ousley. An upgraded position description the year prior provided Marjorie with the imprimatur to assume a more proactive role in Museum affairs. She now actively seeks funding for the Museum's exhibits, including authoring A2E2 applications. Marjorie is the primary supervisor for all student workers hired to prepare the annual exhibit and the student docents who help make it available to the university community and public.

Resources: AY 2018-19 was a relatively quiet year for AGES. The year prior was a gold mine for the department as our 22-workstation GIS Lab was totally refreshed with faster computers, large high-resolution monitors, wireless printers, and updated software and site licenses. The funding came from A2E2-IREE (Instructional Research and Equipment Enhancement). Successful funding requests in 2018-19 resulted in new equipment and instruments for field courses in archaeology, geography and environmental studies and in Prof. Gonzalez's PEARL Lab (Pacific Earthen Architecture Research Laboratory) on the 4th floor of MI near the Museum.

Assessment: In AY 2018-19 the assessment plans for semesters designed back in 2015 became operational. Anthropology followed through splendidly, assessing its new capstone course. Challenges emerged regarding the designated Year-1 courses for Geography and Environmental Studies assessment. Unexpected circumstances precipitated the selection of two other courses to meet the assessment requirement. A more detailed explanation is found in Section II under Geography and Environmental Studies.

Other: Not Applicable.

II. SUMMARY OF ASSESSMENT

ANTHROPOLOGY

A. Program Learning Outcomes (PLO)

PLO 1. ANTH majors will identify, summarize and sequence the basic schools of anthropological thought in all four academic sub-fields of the discipline (ILO 1)

PLO 2. ANTH majors will apply basic qualitative and quantitative sociocultural (ethnographic) archaeological, or osteological research methods and skills (ILO 2)

PLO 3. ANTH majors will describe, compare, and relate human cultures across different regions of the globe (ILO 3)

PLO 4. ANTH majors will examine human diversity holistically and scientifically, discriminating among and analyzing conceptions and misconceptions of ethnicity, “race,” and human biological variation (ILO 1 & 3)

PLO 5. ANTH majors will identify pragmatic uses of anthropological methods and perspectives in approaching real-world solutions, and identify instances of and opportunities for applications of anthropological tools and ideas in employment and community development, both locally and globally (ILO 1, 4 & 5)

PLO 6. ANTH majors will communicate information clearly in written and oral forms (ILO 2)

B. Program Learning Outcome(s) Assessed

PLO 6. *Anthropology majors will communicate information clearly in written and oral forms.* This PLO maps to ILO 2: Graduates of Cal State East Bay will be able to communicate ideas, perspectives, and values clearly and persuasively while listening openly to others.

C. Summary of Assessment Process

Instrument(s): The “Critical Notes” assignment systematically divided response papers that encourage careful consideration of course reading material and require critical responses.

Sampling Procedure: The sample included all Anthropology majors enrolled in ANTH 431 (*Advanced Anthropological Theory*) in spring 2019 from Prof. Albert Gonzalez. (ANTH 431 is a required course for all ANTH majors. Students typically take this course in the spring semester of their senior year.)

Sample Characteristics: 19 of the 28 students in the course were seniors; all students enrolled in the course were ANTH majors.

Data Collection: Students read 2-3 chapters from two textbooks weekly and were expected to produce response papers using an Excel template, dividing their comments into Definition, Important Points, and Criticism columns, offering page numbers in citation. In terms of grades, the assignments were relatively high stakes. Students submitted the weekly assignments in class on paper, arriving to class with the document to support their in-class discussion of the course texts. Plagiarism is strictly and expressly forbidden, and students received weekly reminders of that fact. In class discussion in seminar style format took place on the same days as this assignment was due. Prof. Gonzalez kept track of student participation on paper.

Data Analysis: Prof. Gonzalez assessed student performance by evaluating the relative improvement of their writing from one week to the next and by providing detailed comments as to the clarity of their language and logic and quality of their critique. Most students progressed greatly by use of this systematic format, as it offers the opportunity for him to grade strategically, placing emphasis on evaluation of critique and on the way they relay their understanding of the subject matter they were asked to evaluate. Discussion improved by leaps and bounds over the course of the term, according to Prof. Gonzalez, as students were well prepared for weekly in-class discussions as a result. Thorough and systematically divided response paper writing appears to have produced confidence in most students in the course in discussion. Participation levels were the highest he has seen them at CSUEB for a class of this size.

D. Summary of Assessment Results

Main Findings: 20 of 28 (71%) students registered for ANTH 431 (Advanced Anthropological Theory) achieved this PLO judged on the clarity with which students in the course articulate their understanding of their readings and associated criticism. Of the 8 students that did not achieve the goal, 4 simply did not hand in assignments often enough for their work to be evaluated against that of the other students. Two students abandoned the course altogether midway through the semester without withdrawing, so the 71% rate is misleading.

Recommendations for Program Improvement: Prof. Gonzalez believes that stricter enforcement of the current prerequisite for ANTH 431 and advisor suggestion that the course not be taken until the last semester of senior year are potential solutions to the problem that some students, however few, may leave the program unable to articulate anthropological thought as clearly as the majority of their peers here and elsewhere.

Next Step(s) for Closing the Loop: For the present this is an easy solution to implement, as Prof. Gonzalez is the only faculty member who teaches the course and he is the program advisor, both for the foreseeable future. Until now, prerequisites have typically been waived by course instructors for ANTH 431, and he did the same in spring 2019. He will not do so in the future and, as undergraduate program coordinator, will advise students to wait until the very end to take the course.

Other Reflections: Prof. Gonzalez may not always be so well positioned to enforce the suggested solutions. ANTH might consider enshrining the warnings in course description or catalog notes.

E. Assessment Plans for Next Year

In AY 2019-20 the Anthropology program plans to assess PLO 2 in ANTH 421 (*Field Archaeology*), which will be taught in spring semester. ANTH 410, ANTH 411, ANTH 420 and ANTH 430 were other potential courses to be assessed but none of them will be offered in 2019-20 owing to either faculty being on leave or the courses being on an every-other-year rotation.

GEOGRAPHY

A. Program Learning Outcomes (PLO)

PLO 1. GEOG majors will synthesize geographic knowledge, apply research strategies and use quantitative tools to solve problems of a geographic nature and relevant to a changing world (e.g. in resource management, spatial analysis, environmental change, and sustainable development (ILO 1)

PLO 2. GEOG majors will identify and communicate key geographical processes, ideas, concepts and outcomes orally, in writing, and through the use of geographical information systems (GIS) and other spatial representations (ILO 2)

PLO 3. GEOG majors will identify, describe and explain the environmental, social, cultural, economic and other key characteristics and dynamics of different world regions (ILO 3)

PLO 4. GEOG majors will demonstrate effective teamwork ability by contributing to successful execution of group projects in the classroom, GIS laboratory and/or in the field (ILO 4)

PLO 5. GEOG majors will identify, describe and explain how local, regional and global environmental, human societal, and economic processes and their outcomes are related to sustainable development (ILO 1, 3, 4)

B. Program Learning Outcome(s) Assessed

In AY 2018-19 neither of the courses expected to be assessed (according to the June 2015 Five-Year Assessment Plan) were used. GEOG 425 (*Advanced GIS*) was devoted to a special project for the City of Hayward and GEOG 499 (*Senior Seminar*) was not taught, as its designated faculty member had become Chair of the Academic Senate in a special election in fall 2018. Instead, assessment responsibilities were assigned to GEOG 445 (*Water and Watershed Resources*).

PLO 1. *Geography majors will synthesize geographic knowledge, apply research strategies and use quantitative tools to solve problems of a geographic nature and relevant to a changing world (e.g. in resource management).* This PLO maps to ILO 1: Graduates of Cal State East Bay will be able to think critically and creatively and apply analytical and quantitative reasoning to address complex challenges and everyday problems.

C. Summary of Assessment Process

Instrument(s): 2 midterm exams and final exam, 5 quizzes, 12 lab activity worksheets and 12 data analysis projects were assessment tools

- (a) Quizzes were used to quickly assess the rate of understanding of the current material.
- (b) Lab activity worksheets and data analysis projects were the means of teaching and assessing how students can display and analyze the available statistical data and explain cause and effect relationships between various water-related natural and human phenomena.
- (c) Midterms and the final exam included questions and exercises that covered both statistical data analysis and more theoretical understanding of water-related phenomena and processes.

Sampling Procedure: The sample was comprised of Geography seniors and juniors in GEOG 445. These students were either completing the major based on the quarter-system requirements in which they would have needed (GEOG 4350: *Water Resources and Management*) or the new semester-system requirements which include this course

Course Learning Outcomes (CLOs)

At the end of the course students will be able to:

- (1) Explain cause-effect relationships between Earth's hydrosphere and various natural and anthropogenic factors
- (2) Understand and access the economic and social value of water resources
- (3) Understand and analyze the data presented in graphs, diagrams, and statistical datasets

Assessment Criteria: 90% of the students must earn a score of 65% in order to meet the expectations of the learning outcomes.

Data Analysis:

- (a) Out of 5 quizzes, the lowest average scores were 67% (Hydrology and Fluvial Geomorphology) and 69% (Water Chemistry)
- (b) 12 lab activities: mostly done well; the lowest average scores were 75% (Adiabatic Process/Air Stability) and 82% (Fluvial Landforms)
- (c) Projects #1 (Global Freshwater Resources) & #2 (Streamflow Data Analysis): avg. score 84-85%
- (d) Midterm #1 (Hydrologic Cycle, Hydrology and Fluvial Geomorphology, Groundwater) avg. 74%
25% of students (3) rated Outstanding (A grades), 33% (4) rated Proficient (B grades), 33% (4) rated Still Developing (C and D grades), 8% (1) Failed
Midterm #2 (Water Chemistry), Water Pollution, Aquatic Ecosystems, Water and Health) avg. 73%
0% of students rated Outstanding (A grades), 58% (7) rated Proficient (B grades), 46% (5) rated Still Developing (C and D grades)
Final Exam (Cumulative): average score 75%
17% of students (2) rated Outstanding (A grades), 50% (6) rated Proficient (B grades), 33% (4) rated Still Developing (C grades + 1 D grade)

D. Summary of Assessment Results

Main Findings: 11 of the 12 Geography majors in this course completed all of the instruments and met the expectations of the PLO. Based on the data, two knowledge gaps were identified: (1) fluvial geomorphology and the analysis of topographic maps; and (2) drawing conclusions based on the analysis of numeric data and descriptive analysis. One problem is that not all GEOG majors have recently (say within the past two years) completed lower-division courses in physical geography and statistics. Last year all Geography majors were transfer students, many with gaps in their educational arc. So the time between their lower-division courses and GEOG 445 was an issue. Another important issue is the need for Geography faculty to improve students' ability to draw conclusions based on the observed data and statistical trends. This is the most important student learning outcome when applying research strategies to better understand resource management issues.

Recommendations for Program Improvement: The core concepts of PLO 1 (synthesizing geographic knowledge, applying research strategies and using quantitative tools to solve problems of a geographic nature) should be given more emphasis in lower-division GEOG courses and, in part, incorporated into 300-level courses such as GEOG 310 (*Literature and Research Methods*) and GEOG 340 (*Climate Change*).

Next Step(s) for Closing the Loop: The next time this course will be offered (Spring 2020), Dr. Givental will: (a) Increase her focus on the knowledge gap areas, and include more practical assignments on topographic maps and fluvial geomorphology, as well as provide a coherent tutorial on the method of descriptive statistics for visualizing numeric data; (b) Place a greater emphasis on showing how the major relationships between water-related natural processes and society can be revealed through the analyses of numeric data and other available evidence; and (c) increase student collaboration through study groups and encourage struggling students to take advantage of her office-hour tutorials.

Other Reflections: PLO 1 can be used to assess several GEOG courses besides the capstone GIS (GEOG 425) and Senior Seminar (GEOG 499), as was believed 4-plus years ago when the semester-system assessment template was designed. It will be useful for the program to assess another 400-level course using PLO 1, perhaps as soon as AY 2020-21.

E. Assessment Plans for Next Year

In AY 2019-20 Geography plans to assess both GEOG 425 (*Advanced GIS*) and GEOG 499 (*Senior Seminar*). On the Five-Year Assessment Template created early in the semester conversion process (June 2015), it was anticipated that both GEOG 425 and GEOG 499 could be used to assess all five PLOs. Experience has shown this is not practical. Which PLOs will be assessed in which course, both to be taught in spring 2020, has not yet been determined.

ENVIRONMENTAL STUDIES

A Program Learning Outcomes (PLO)

PLO 1: ENVT majors will articulate key threats to the global environment, the scientific basis of the understanding of those threats, their underlying causes and implications for society (ILO 1, 2 & 5)

PLO 2: ENVT majors will articulate and apply key concepts to critical environmental problems including ecological limits, threshold effects, tragedy of the commons, and the interconnectedness of humans and natural systems (ILO 2, 4)

PLO 3: ENVT majors will identify and apply a range of prominent tools and strategies to maintain and restore environmental quality and achieve sustainability (ILO 4, 5)

PLO 4: ENVT majors will describe and evaluate social justice and equity issues in the context of sustainable development (ILO 3,5)

PLO 5: ENVT majors will identify, describe, and assess the environmental and associated equity and justice implications of human actions, including one's own (ILO 3, 5)

PLO 6: ENVT majors will apply qualitative and or quantitative approaches to identify, analyze and assess environmental problems (ILO 1, 4 & 5)

B. Program Learning Outcome(s) Assessed

In AY 2018-19 circumstances made it impossible to use either of the courses expected to be assessed (according to the June 2015 Five-Year Assessment Plan). ENVT 445 (*Water and Watershed Resources*), which is cross-listed with GEOG 445, was not used because GEOG 445 was needed for Geography's annual assessment. It would not have been appropriate to use one course to assess both ENVT and GEOG majors. ENVT 447 (*Climate, Energy and Society*) was not used because Prof. Garbesi was bought out of teaching that course by Academic Affairs (Office of Sustainability) so she could chair the Climate Action Plan – Implementation Team and write the university's report. Instead, assessment responsibilities were assigned to ENVT 410 (*Environmental Impact Analysis*), a required senior-level course.

PLO 3: *Environmental Studies majors will identify and apply a range of prominent tools and strategies to maintain and restore environmental quality and achieve sustainability.* This PLO maps to ILO 4: Graduates of Cal State East Bay will work collaboratively and respectfully as members and leaders of diverse teams and communities

C. Summary of Assessment Process

On Friday September 27, 2019, the assessment team (Profs. David Larson, Michael Lee, and David Woo) met with Prof. Karina Garbesi, the Director of the Environmental Studies Program, to discuss an appropriate strategy for conducting this assessment given that the students evaluated – seniors taking a Spring 2019 course – had spent at least part of their tenure as ENVT majors under the old PLOs and part under the new PLOs. Therefore it became a somewhat arbitrary choice as to which to apply. The Committee, with the consent of the Program Director, elected to evaluate based on the new PLOs, since they better reflected the direction that the department had been moving for a number of years.

The Committee and the Program Director also met with Dr. Ellen Woodard, the instructor of the class that was supplying the evaluation materials, to discuss the nature of the assignment used for this assessment, its alignment with ENVT PLO 3, and to perform the assessment.

In the assignment, student teams prepare a California Environmental Quality Act Environmental Impact Report (CEQA EIR) for a development project. The specifics of the requirement for the assessment are laid out in CEQA [Appendix G](#), including the following environmental factors potentially affected, each of which has an extensive list of factors to consider in developing the findings of the report:

- Aesthetics
- Biological Resources
- Greenhouse gas emissions
- Land Use / Planning
- Population / Housing
- Transportation / Traffic
- Agriculture and Forestry Resources
- Cultural Resources
- Hazards and Hazardous Materials
- Mineral Resources
- Public Services
- Tribal Cultural Resources
- Air Quality
- Geology / Soils
- Hydrology / Water Quality
- Noise
- Recreation
- Utilities / Service Systems
- Mandatory Finding of Significance

As part of the assignment, students had to identify which issues, assessment tools and strategies were applicable, depending on the nature of their development project. Thus, the assignment is a near-perfect vehicle for assessment of ENVT PLO 3.

Sample Characteristics: Because ENVT 410 is designed to be taken by Environmental Studies seniors, after they have taken a number of other courses teaching environmental analytical techniques and concepts, the Committee elected to include in the assessment only those Environmental Studies majors in the class who were seniors at the time. This resulted in a total of twelve students being evaluated (n = 12).

Data Collection: All assignments were turned in on Blackboard.

Data Analysis: Each student's performance on the assignment was evaluated using the metrics:

- Completeness (address all appropriate sections of Appendix G)
- Appropriate analyses (tools and approaches)
- Clarity of argument

The work was assessed out of a total possible of 225 points. The point scores were then translated into percentage scores, and thereafter assigned a proficiency rating, as reflected in the table below:

Table of Proficiency Ratings

Proficiency Rating	Meaning	Percentage Scores
4	Perfect or near-perfect	90 – 100%
3	Minor gaps	80 – 89%
2	Significant gaps	70 – 79%
1	Inadequate	69% or below

D. Summary of Assessment Results

The following table presents the results of the assignment assessment.

Student ID	Assessment Scores (Max = 225 pts)	Percentage Scores	Proficiency Rating
1	215	96%	4
2	215	96%	4
3	215	96%	4
4	215	96%	4
5	205	91%	4
6	200	89%	3
7	200	89%	3
8	195	87%	3
9	190	84%	3
10	185	82%	3
11	185	82%	3
12	170	76%	2

Main Findings: All but one of the students achieved rankings of 4 or 3, having executed CEQA EIRs with only minor gaps or near perfect results. The average score was 89%, having only very minor gaps. Only one of the twelve had significant gaps in their identification and application of appropriate assessment tool strategies. We therefore conclude that the ENVT program’s performance on this PLO is adequate.

Recommendations for Program Improvement: After one year on the semester system, these three recommendations to improve the ENVT program should be considered: (1) Return the department’s Resource Management course to a 300-level course. (It was dropped to a 200-level during the semester conversion.) (2) Introduce more case studies in upper-division courses. There is some evidence that coursework may be becoming too generalized and theoretical. (3) Increase student access to field experiences, including more emphasis on data collection and analysis and hands-on projects.

Next Step(s) for Closing the Loop: Environmental Studies should carefully consider developing a senior capstone course integrating study design, data acquisition, and data analysis.

Other Reflections: The Environmental Studies program, like all programs, has strengths and weaknesses. One of our greatest strengths during the quarter system was an awareness and use of courses in other departments for the ENVT major. The switch to semesters saw our program become more self-reliant, which is inherently fine if all faculty are available to teach their designated courses each year. When they are not, students would gain more flexibility by having a listed alternative course to take, even if in another department.

Assessment Plans for Next Year: In AY 2019-20, Environmental Studies plans to assess aspects of PLO 2 in ENVT 310 (*Literature and Research Methods*) and ENVT 447 (*Energy, Climate and Society*). ENVT 310 will be offered fall 2019; ENVT 447 will be taught in spring 2020.

III. DISCUSSION OF PROGRAM DATA & RESOURCE REQUESTS

A. Discussion of Trends & Reflections

Notable Trends (Data from Pioneer Insights)

The total number of majors in AGES programs over the past four years initially dipped but is now on the rise: 2015 (121), 2016 (104), 2017 (97), 2018 (104). The latter year does not include International Studies, as it was not a part of AGES for the three previous years. By adding 39 INTS majors in Fall 2018, the total number of majors in AGES programs last fall was 143. Early indications suggest that number will be higher next fall.

Over the past three years AGES programs (not including INTS) have produced healthy FTES:

Fall 2018: 298.0

Fall 2017: 321.6

Fall 2016: 299.6

SFR for Anthropology is particularly high, owing to the department's ability to offer large-enrolled lower-division survey courses. As explained elsewhere in this report, these high-enrolled classes allow the department to continue offering the small-enrollment (< 20 students) high-impact, hands-on lab and field courses that are integral to each program.

Fall 2018: 39.9

Fall 2017: 37.9

Fall 2016: 31.3

Geography & Environmental Studies does not currently offer any classes over 60 students and it offers more lab based courses so its SFR is predictably lower than ANTH's. Yet over the past three years the SFR has been remarkably consistent.

Fall 2018: 25.4

Fall 2017: 24.5

Fall 2016: 25.7

Last year, AGES' FTEF was the lowest of the past three years.

Fall 2018: 9.3

Fall 2017: 10.2

Fall 2016: 10.3

Nearly reaching 300 FTES in Fall 2018 with only 9.3 FTEF underscores the value of strategic scheduling decisions and the willingness of faculty to allow the chair to adjust their teaching schedules to match times when the largest number of students (our majors and others) could potentially be served.

The data on student demographics reveal both similarities and differences among the programs. (INTS is not included here as a separate Annual Review for International Studies was completed by its Director, Prof. Wong.)

All AGES programs are dominated by juniors and seniors and seemingly always have been. For Anthropology, the percentage of juniors and seniors in fall 2018 was 82%. The year prior it was 87% and the year before that it was 81%. For Environmental Studies the corresponding percentages were 86%, 83% and 93%. For Geography: 91%, 100% and 100%. These data strongly suggest that lower-division students do not arrive at the university with the notion that they will major in any of our programs. As a department, we attempt to recruit new majors (among natives) through force of example: excellent teaching in survey

courses. But that approach has been compromised by pressure on students to declare a major early on. Transfer students have comprised anywhere from 60% to more than 80% of the majors in our programs.

In 2018 - 19 there were more female ANTH majors (75%) than male ANTH majors (25%), numbers nearly identical to the prior year. The female/male ratio in ENVT for the past two years has been 33%/77% in 2018 and 49%/51% in 2017. For GEOG for the same two years it was 36%/64% and 27%/73%.

The majority of ANTH majors over the past three years have been first-generation students. In 2018 it was 65%; in 2017 it was 74% and in 2016 it was 54%. The numbers are similar for ENVT over the same 3-year period: 57%, 66% and 57%. GEOG departs from this trend over the same period: 36%, 27% and 38% (although in 2014 it was 47%).

The largest ethnic group in ANTH over the past three years has been Hispanic/Latino: 55% (2018), 59% (2017) and 50% (2016). In both ENVT and GEOG, Whites are the largest group (but rarely over 50%) while Hispanic/Latino is the second largest.

As has been noted in prior annual reports, AGES majors across the board are older than the “normal college age” for undergraduate students (although that metric is itself changing). Students typically find their way into AGES majors through non-direct pathways. A common characteristic of our majors has been and continues to be “re-entry” student.

Reflections on Trends and Program Statistics:

As noted above, the vast majority of majors in the AGES programs are upper-division students. The annual arrival of transfer students is supplemented by CSUEB natives who declare our majors after being exposed to the discipline in one or more courses. Our goal is to increase the number of natives we capture for our programs. ANTH and ENVT already offer multiple lower-division courses throughout the year. In 2018-19 we plan to offer the large-capacity GEOG 120: *Human Geography: Diversity and Globalization* in both fall and spring to promote the Geography program to first-year and second-year students and to encourage them to declare a GEOG major.

While it is still too early to determine if the converted and transformed curriculum has increased the appeal of AGES programs to community college students, at least now we are fully aligned with the established transfer patterns. Alums of our former graduate programs in ANTH and GEOG are now faculty members at three East Bay community colleges, so word-of-mouth recommendations may have a positive influence on transfer enrollment.

B. Request for Resources

Request for Tenure-Track Hires

As identified in Section I.B. Goal #5, in AY 2019-20 AGES will submit a tenure-track search proposal for an assistant professor of Geography and Environmental Studies: (*Sustainable Urban Environments*)

Position Description:

This position will address curricular imperatives in two interrelated academic programs: Geography and Environmental Studies. The successful candidate will have the expertise to make significant contributions to the management of urban environments, particularly in the areas of climate resilience and sustainability. Teaching responsibilities will include current and future courses focusing on natural resources, Geographic Information Systems, and human adaptations to environmental change, including the GE Overlay course in Sustainable Communities and Development. New courses will contribute to the university’s ILOs, particularly those involving sustainability and social justice.

Candidates should have a background that includes application of High-Impact Practices. The new hire would be expected to involve undergraduates in student-engaged research and collaborative learning while maintaining and enhancing AGES’ working relationship with the Office of Sustainability. This position

will require the development of community-based projects and establishing community contacts so as to provide students with the kind of service learning opportunities that increase retention and improve graduation rates.

As was stated in our 2017-2018 Annual Report, AGES is nearing a significant demographic transition. Since the 2014 merger that brought the department into existence, AGES has lost two tenured professors to retirement and one to U.C. Berkeley. It has added one assistant professor (in 2015) and will expect to add another one, an Environmental Anthropologist, in 2020. Three other AGES faculty members are either at or approaching their mid-60s. Five faculty members, all in Geography and Environmental Studies, have been at Cal State East Bay from 20 to 30+ years. It is not unreasonable to assume that at least one of them will FERP, or perhaps fully retire, at the conclusion of AY 2019-20.

Request for Other Resources

No additional resources are required at this time. AGES space needs are being met. The department maintains a presence in two buildings: the administrative home and most of the faculty offices are in Robinson Hall while a few faculty and one staff member are in MI adjacent to the Museum of Anthropology. A portion of the department's \$40,000 Exceptional Effort Award has been earmarked for the purchase of equipment and instruments that will enhance our high-impact hands-on courses. In the current academic year, the Museum of Anthropology will once again seek A2E2 support to fund the Museum's annual exhibition in 2020-21.