



ANNUAL PROGRAM REPORT

College	CLASS
Department	Ethnic Studies
Program	
Reporting for Academic Year	2016-2017
Last 5-Year Review	2011-12
Next 5-Year Review	2018
Department Chair	Carlos Salomon
Date Submitted	October 12, 2017

I. **SELF-STUDY** (*suggested length of 1-3 pages*)

A. **Five-Year Review Planning Goals**

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

“We have focused our five-year plan on five goals which we believe will lead to continued growth: 1) Revise and streamline the curriculum, including the launching of an online major; 2) Develop a meaningful, vibrant, and high-impact service-learning course; 3) 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) Rewrite students learning outcomes (SLOs) to align with new Institutional Learning Outcomes (ILOs) and develop a sustainable assessment plan; and 5) Hire two additional faculty members in the fields of African American Studies and Arab/Islamic Studies.”

B. **Progress Toward Five-Year Review Planning Goals**

Report on your progress toward achievement of the 5-Year Plan. Include discussion of problems reaching each goal, revised goals, and any new initiatives taken with respect to each goal.

In 2016 our department completed the requirements for Semester Conversion. This includes the creation of an online degree in Comparative Ethnic Studies.

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 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.” 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 meaningful 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 was awarded a PEIL grant along with Linda Ivey, History, and Albert Gonzalez, AGES. Dr. Luz Calvo continues to teach Decolonize Your Diet, which opens ancestral food knowledge and cooking techniques to students.

Through the use of social media, public engagements, publications, and effective mentoring we have grown our department to serve the highest number of students in well over a decade. Dr. Calvo, Salomon, Baham, and Salmon continue to give public talks on their books: Dr. Luz Calvo, "Decolonize Your Diet", Dr. Salomon, Pio Pico: The Last Governor of Mexican California", Dr. Baham, "The Coltrain Church", and Dr. Salmon, "Eating the Landscape". Dr. Calvo and Dr. Baham have also been frequent guests on radio programs, most notably KPFA. We have also created a new program brochure and Facebook page, which we share with prospective students. Finally, we have been engaged in the lives of students, their activities, and their research.

During the 2014-2015 academic year Ethnic Studies met the goal of hiring a tenure track African American Studies faculty member. A candidate was selected and agreed to begin tenure during 2015 Fall quarter. Unfortunately, the chosen candidate failed to complete her degree requirements by the suggested deadline and our line for an African American Studies professor was terminated. During the 2015-2016 academic year we applied for a new position, and hired Dr. Anndretta Wilson, who is currently teaching in our department.

We are currently planning to launch a search for an Asian American specialist in which we will seek someone with knowledge in Asian American issues including environmental justice and gender.

C. Program Changes and Needs

Report on changes and emerging needs not already discussed above. Include any changes related to SB1440, significant events which have occurred or are imminent, program demand projections, notable changes in resources, retirements/new hires, curricular changes, honors received, etc., and their implications for attaining program goals. Organize your discussion using the following subheadings.

Overview: With the addition of Dr. Wilson, we are poised to attract new students. However, as mentioned above, we do have the need for a replacement for Dr. Colleen Fong. But the addition of Dr. Wilson has led to the start of a conversation about the future of Black Studies in our department. She is eager to add new courses to our curriculum and to make changes to our existing program. In the area of teaching we have two issues that are of concern. One is the approval of our online degree in the areas of Comparative Ethnic Studies and Genders and Sexuality in Communities of Color. Because our capstone course is based on community service, we must work closely with the Center for Community Engagement to ensure that students outside of our geographic area have volunteer opportunities. Our other concern came to us as a surprise as we were notified that we have a couple courses with high DFW rates.

Curriculum: With the addition of Dr. Wilson, Black Studies and Genders and Sexualities on Communities of Color will receive a much needed addition. After all, university data shows that 78% of our students are female, with a high Black student representation. New courses should be developed in these areas, paying particular attention to our focus on community engagement.

Students: We expect that our students will grow with the addition of our online program of Comparative Ethnic Studies. We are currently working on a faculty learning community that point our students toward the completion of a teaching credential. Cities across the state of California are implementing a mandatory Ethnic Studies curriculum for high school students.

Faculty: Aside from the addition of Dr. Wilson and the retirement of Dr. Fong, we have learned that we have a high DFW rate in courses taught by lecturers. We plan of getting them the help they need in order to immediately address this issue. The first step is for the Chair to meet with them all and to discuss the core issues leading to these grades.

Staff: We have recently received the appointment of Ms Jamane Joseph as our office administrator. We are please with her and believe she will be a tremendous asset as we grow.

Resources: *(facilities, space, equipment, etc.) n/a*

Assessment: The next step for us is to conduct our Five Year Review. We are excited about the future of our department and will plan accordingly for the next five years.

Other: *(e.g., major program modifications)*

II. SUMMARY OF ASSESSMENT *(suggested length of 1-2 pages)*

A. Program Learning Outcomes (PLO)

List all your PLO in this box. Indicate for each PLO its alignment with one or more institutional learning outcomes (ILO). For example: "PLO 1. Apply advanced computer science theory to computation problems (ILO 2 & 6)."

Students graduating with a B.A. in Ethnic Studies from Cal State East Bay will be able to:

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;
2. Apply critical frameworks including decolonizing methodology, intersectionality, women of color, feminism, cultural and structural analysis;
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;
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;
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 Learning Outcome(S) Assessed

List the PLO(s) assessed. Provide a brief background on your program’s history of assessing the PLO(s) (e.g., annually, first time, part of other assessments, etc.)

SLO #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.

C. Summary of Assessment Process

Summarize your assessment process briefly using the following sub-headings.

Instrument(s): (include if new or old instrument, how developed, description of content)

Using a rubric for assessing SLO 5, faculty scored assignments from ES majors in range of 3 to 6, with 6 being the maximum possible and 2 being the minimum (see Addendum below).

Beginning	Developing	Advanced
A preliminary ability as demonstrated in critical writing, journal entries, multimedia presentations, or collaborative work to link the critical frameworks and key concepts of Ethnic Studies with experiential learning	A developing ability as demonstrated in critical writing, journal entries, multimedia presentations, or collaborative work to link the critical frameworks and key concepts of Ethnic Studies with experiential learning	An advanced ability as demonstrated in critical writing, journal entries, multimedia presentations, or collaborative work to link the critical frameworks and key concepts of Ethnic Studies with experiential learning
A preliminary ability as demonstrated in critical writing, journal entries, multimedia presentations, or collaborative work to engage in critical reflection about social and environmental justice through experience in community-based organizations	A developing ability as demonstrated in critical writing, journal entries, multimedia presentations, or collaborative work to engage in critical reflection about social and environmental justice through experience in community-based organizations	An advanced ability as demonstrated in critical writing, journal entries, multimedia presentations, or collaborative work to engage in critical reflection about social and environmental justice through experience in community-based organizations

Rubric Scoring (6 total possible points)

Beginning (1 point)	Developing (2 points)	Advanced (3 points)

Sampling Procedure:

The Department of Ethnic Studies assessed final papers and PowerPoint presentations from ES 3889 Engaging Communities of Color course that explicitly addresses the objectives of SLO #5. ES 3889 is a required course for majors and minors that requires Service Learning.

Sample Characteristics:

Students demonstrated an ability to not only participate in community-based or service-learning projects overseen by Ethnic Studies faculty, but an ability to link many of the critical frameworks and key concepts of Ethnic Studies with experiential learning. Final papers and PowerPoint presentations reflect a great depth of critical reflection about social and environmental justice. In the final papers, a student assessment of the overall quarter-long experiential learning process, students demonstrated an ability to make significant linkages between their Service Learning experiences and core disciplinary concepts and theories such as racism and racial formation, intersectionality, queer of color theory, and women of color feminisms

Data Collection: *(include when, who, and how collected)*

Data was collected by Dr. Enrique Salmon in his Winter 2017 ES 3889 course. Course papers from the following students were assessed (faculty assessment scores are included):

- Imani Sanders Final Paper – 3/3
- Kimberley Radford PowerPoint 2/2
- Families of Color Seattle PowerPoint 3/3
- Halli Floyd PowerPoint 2/2
- Eloisa Diep PowerPoint 2.5/2.5
- Harry Centeno Final Paper 3/3
- Michael Robinson Final Paper 3/3
- Gena Bowman Final Paper 3/3
- Denise Thompson Final Paper 3/3
- Salvation Army PowerPoint 2/2
- Eloisa Diep Final Paper 3/3

Data Analysis:

The department was impressed with the quality of argumentative writing and introspection demonstrated by students. With respect to PowerPoint presentations, the committee was deeply impressed with the level of organization and depth of annotations. There is evidence that majors and minors in the Department of Ethnic Studies are capable of great creativity and out-of-the-box thinking. Because the work assessed was completed in our new service learning course, the Department of Ethnic Studies was encouraged by its ability to create new learning opportunities that can produce highly original and introspective work regarding issues, perspectives, and values of people of color in the U.S.

D. Summary of Assessment Results

Summarize your assessment results briefly using the following sub-headings.

Main Findings: The discussion about closing the loop centered on five core areas:

1. Increasing our collaboration with university Service Learning and Faculty Development;
2. Working to create more volunteer sites that will enable students to connect with communities of color throughout the Bay Area;
3. Increase our emphasis across the curriculum for supporting Service Learning;
4. Improve integration of Service Learning initiatives with the broader Ethnic Studies Curriculum;

Recommendations for Program Improvement: *(changes in course content, course sequence, student advising)*

The Department of Ethnic Studies plans to achieve the above goals during their on-going process of quarter-to-semester conversion. Dr. Baham, for example, has already piloted the integration of Service Learning in his ES 3165 African American Sexuality course and this will continue during semesters as the class transitions to Black Sexualities. During its Faculty Retreat Summer 2017, the department developed a plan for phasing in greater integration of Service Learning components across the curriculum. For example, the department is planning to integrate a Service Learning component in its planned Black Power course for semesters.

Next Step(s) for Closing the Loop: *(recommendations to address findings, how & when)*

As a part of this process, faculty will integrate more explicit expectations for Service Learning in all syllabi being prepared for quarter-to-semester conversion, advisors will emphasize preparation for ES 3889 Engaging Communities of Color, and the department will strengthen its relationship with the university Service Learning and Faculty Development.

Other Reflections:

E. Assessment Plans for Next Year

Summarize your assessment plans for the next year, including the PLO(s) you plan to assess, any revisions to the program assessment plan presented in your last five-year plan self-study, and any other relevant information.

The Department of Ethnic Studies is at the end of its five-year cycle and we are preparing for our Five Year Review. We have assessed all of our PLO's and now need to reflect on how these will change as we enter semesters. We plan to assess the efficacy of our online concentrations and the strength of the program we built during the semester conversion process.

III. DISCUSSION OF PROGRAM DATA & RESOURCE REQUESTS

Each program should provide a one-page discussion of the program data available through CAPR. This discussion should include an analysis of trends and areas of concern. Programs should also include in this discussion requests for additional resources including space and

tenure-track hires. Resource requests must be supported by reference to CAPR data only. Requests for tenure-track hires should indicate the area and rank that the program is requesting to hire. If a program is not requesting resources in that year, indicate that no resources are requested.

A. Discussion of Trends & Reflections

Notable Trends:

Summarize and discuss any notable trends occurring in your program over the past 3-5 years based on program statistics (1-2 paragraphs). You may include 1-2 pages of supplemental information as appendices to this report (e.g., graphs and tables).

Over the past five years the Department of Ethnic Studies has grown steadily, with 19 majors graduating in the last academic year. Despite the fact that over a third of our majors graduated in the last year, our department continues to attract students.

Degrees Awarded

(2011-12 = 4); (2012-13 = 10); (2013-14 = 15); (2014-15 = 10); (2015-16 = 19)

Majors

(2012 = 34); (2013 = 46); (2014 = 40); (2015 = 50); (2016 = 55); 2017 = 46)

FTES/%DIST

(2012 = 188.9/1.5); (2013 = 184.3/1.4); (2014 = 240.4/1.8); (2015 = 202.9/1.5); (2016 = 244.3/1.8)

Total SCU

Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
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Tenured and Tenure Track

1644.0	2104.0	1148.0	1344.0	1252.0
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Lecturer

1636.0	728.0	1616.0	2260.0	1792.0
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Totals

3280.0	2832.0	2764.0	3604.0	3044.0
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Term-Full-time Equivalent Faculty					Term-Student Faculty Ratio				
Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015

Tenured and Tenure Track

4.47	5.33	2.87	2.66	3.73	24.63	26.34	26.69	33.68	22.37
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Lecturer

3.60	1.34	3.20	4.94	2.78	30.30	36.35	33.66	30.51	43.04
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Total

8.07	6.67	6.07	7.60	6.51	27.16	28.34	30.36	31.62	31.19
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Reflections on Trends and Program Statistics:

Provide your reflections on the trends discussed above and statistics and supplemental information presented in this report.

In our last five year review we predicted the growth of our major and took steps to ensure its success. The rise of our major is the product of our efforts to update our course offerings, hire new tenure track faculty, and to incorporate new, community-engaged, pedagogical approaches. Currently we have five Tenured-Tenure Track faculty, and four entitled lecturers who are all motivated to engage students in the community and to utilize high impact practices in the classroom. We believe that our major will continue to grow.

B. Request for Resources *(suggested length of 1 page)*

1. Request for Tenure-Track Hires

This year our long time colleague, Colleen Fong retired. This has left a huge gap in our department because Dr. Fong was the only faculty who directed our concentration in Asian American Studies. Therefore, we would like to request a Tenure Track hire in Asian American Studies. We need someone who is capable of directing this concentration, while at the same time, able to teach comparative Ethnic Studies.

Position Description:

We seek a cutting edge scholar with training in Asian American and Comparative Ethnic Studies. Candidates should have a firm grounding in interdisciplinary and intersectional Ethnic Studies approaches and methodologies. Ideal candidate would be able to teach and develop courses in Asian American and Pacific Islander Studies, Comparative Ethnic Studies, and Genders and Sexualities in Communities of Color. We especially welcome candidates with additional specialization(s) in environmental justice, ethnic literatures, community engagement, decolonial theory, women of color feminisms, and/or GLBTQIA issues.

2. Request for Other Resources -

We would like to have access to a classroom with a sink for our popular class – Decolonize your Diet.