

**Ethnic Studies 2022-23
ANNUAL PROGRAM REPORT**

College	CLASS
Department	Ethnic Studies
Program	Ethnic Studies
Reporting for Academic Year	2022-23
Last 5-Year Review	2018-19
Next 5-Year Review	2023-24 (this has been Postponed until the 2024-25 Academic year)
Department Chair	Nicholas L. Baham III
Author of Review	Nicholas L. Baham III
Date Submitted	10/1/2023

SELF-STUDY *(suggested length of 1-2 pages)*

A. Five-Year Review Planning Goals

Plan

3.1 Curriculum

Goals that were established in the 2021-22 Annual Report were achieved in the 2022-23 academic year. Foremost among these goals was the hiring of 3 new tenure-track faculty; increasing Ethnic Studies majors; continued development of Area F courses; preparing for the rollout of the INSPIRE cluster program; supporting the application for tenure of Ethnic Studies faculty; and developing new courses to meet the ever-changing needs of our students.

GOAL #1: Hiring three new tenure-track faculty in the following areas:

- a. Comparative Ethnic Studies
- b. Liberal Studies
- c. American Indian Studies

GOAL #2: Increase the number of Ethnic Studies majors and increase graduation rates

GOAL #3 Continued development of Area F courses to meet the new AB 1460 Ethnic Studies requirement is our biggest curricular task. This task also includes advising faculty outside of the department of Ethnic Studies who wish to offer Area F courses

within their home departments; certifying Area F courses in departments outside of Ethnic Studies; further aligning Ethnic Studies pedagogy with Liberal Studies with courses like ES 223 *Education for Liberation*; and the further creation and maintenance of mega-sections for ES 100 *Introduction to Social Justice*, ES 222 *Race in the City*, and ES 122 *The Black Fantastic*.

GOAL #4: Prepare for the full rollout and integration of the new INSPIRE program. INSPIRE offers Social Justice Curriculum through a cohort model and a General Education pathway that helps students build bridges between academics and lived experience. The cornerstone of INSPIRE includes the access that students have to faculty and advisors and the social support offered through a graduate student in the Social Work department. Thus, INSPIRE is a cohort program that is singularly devoted to the overall well-being and mental health of our students. Drs. Calvo and Sacramento have been responsible to developing Ethnic Studies courses for the INSPIRE program and for training the lecturer faculty who will teach through the INSPIRE model.

GOAL #5: Supporting the application for tenure for Dr. Anndretta. The Dept. of Ethnic Studies is a collegial and close environment and we value all of our faculty. The culture of our department emphasizes the support of tenure for our tenure-track colleagues.

GOAL #6: Developing new courses to meet the ever-changing needs of our students, and to accommodate the research and expertise of our faculty. The most important curricular development during the 2022-23 academic year was turning ES 300 *Writing for Social Justice* into ES 300w *Writing for Social Justice* so that we can have offer the writing standards requirement for our students, and the development of ES 223 *Education for Liberation* for the INSPIRE cluster program. Among the new courses introduced in the 2022-23 academic year were ES 338 *Asian American Politics*; ES 370 *South Asian Communities*; and ES 396 *Muslim American Activism: Beyond Islamophobia, Orientalism and Empire*. Additionally, we re-launched ES 247 *Hip Hop Nation*.

In previous annual reports we were happy to announce the launch of such courses as ES 222 *Race in the City*; ES 329 *Chicanx/Latinx Cultural Production*; ES 321 *Chicana Feminisms* (formerly *Latina Writers*); ES 365 *Asian American and Pacific Islander Environmental Voices*; ES 366 *Pinayism*; ES 122 *The Black Fantastic*; ES 395 *Muslims in America*.

3.2 Assessment

Goal: Continue to enact the assessment plan we laid out in semester conversion

As elaborated as far back as our 2019-20 Annual Report, we do not anticipate altering the new PLOs launched that year in the midst of semester conversion. We are maintaining our original plan for assessing outcomes at a rate of one per year. We have the outcomes tied to specific courses, including new courses introduced since 2020-21 by our new junior faculty. We will continue to use student artifacts from those courses. We will continue to maintain our focus on qualitative assessment strategies as suggested in previous annual reports.

3.3 Student Success

Goal #1: Increase graduation and retention rates for all Ethnic Studies majors and mitigate the impacts of COVID-19 for enrollment, retention, and graduation.

Goal #2 Take concrete steps to increase the quantity and quality of advising contacts between majors and major advisors

Goal #3: Track all advising contacts

Goal #4: Make contact with freshman and transfer students early in their time at CSUEB, and preferably as soon as they have declared a major in Ethnic Studies

Goal #5: Reduce DFW rates to 10% or lower across the curriculum by improving pedagogy

Discussion and strategy: The Department of Ethnic Studies has focused on two distinct areas in order to greater enhance Student Success: Advising and Reduction of DFW rate through changes in Pedagogy. Overall, the Dept. of Ethnic Studies wishes to increase graduation rates for Major/Minor students who enter our program.

Equity Gaps

During the 2022-23 academic year it appears that many Ethnic Studies courses had the lowest equity gaps across the College of Letters, Arts, and Social Sciences. ES 306 *American Indian Liberation*, ES 200 *Race & Resistance*, ES 326 *Peoples of Central America*, and ES 344 *Malcolm X* all had lower than a -0.01 gpa gap for under-represented minority students.

Over the past 3 academic years this trend towards low equity gaps in the College of Letters, Arts, and Social Sciences is also evident. ES 121 *The People's History 2* (590 students); ES 302 *Eating the Landscape* (180 students) all had no course gpa gap for first-generation students over the past three years.

However, there are some things that the department must be concerned with. In the College of Letters Arts and Social Sciences, during the 2022-23 academic year ES 222 *Race in the City* had a 1.30 gender gpa gap. This course was being taught by a lecturer during this period while course author and founder Dr. Jennifer Tran was on Leave of Absence. With Dr. Tran back on duty for the 2023-24 academic year, we anticipate the end of this gender equity gap. Additionally, ES 245 *Black Flix* had a 0.79 gpa equity gap for first-generation students in CLASS during 2022-23. ES 343 *Black Power* had a 0.85 g.p.a. gap in CLASS for under-represented minority students. It appears that courses with large equity gaps were taught by lecturer faculty and the department of Ethnic Studies will apply its Academic Senate approved DFWU policy in the evaluation of these lecturer faculty. In short, the department has mechanisms at its disposal for correcting these equity gaps.

Freshman Graduation Rates

In light of the recent Chancellor's Initiative for Graduation, Cal State East Bay has a goal of 35% graduation rates for 4-year freshman by 2023, and in 2018 (current data) the university rate was 21.6%. The freshman 6-year goal was 65% and in 2018 the university rate was 45.5%. The transfer 2-year goal was 49% and in 2018 the university rate was 41.7%. The 4-year transfer goal was 83% and in 2018 the university rate was 78.5%.

With respect to current data on graduation rates for the Department of Ethnic Studies, the limited number of freshman students served by the department does not provide us with any substantive data. When calculating frosh 6-year graduation rates, Cal State East Bay looks at the entering frosh students from Fall 2016. There were 3 entering frosh students and 0 students graduated within 6 years. The 6-year grad rate for freshman in Ethnic Studies would also be 0%. There is one frosh student in the data who likely switched majors into the program and does not get included into the calculation. Looking at a different group of students for the 4-year graduation rate, there were 8 students who started in Fall 2018 in the Ethnic Studies major. Zero students have graduated in 4 years and the graduation rate would be 0%.

Transfer Student Graduation Rates

Because the Department of Ethnic Studies largely serves a transfer student population, there is relevant data that can assist us with our planning.

- The 4-year graduation rate at Cal State East Bay looks at Transfer students who entered in Fall 2018 as an Ethnic Studies Major. There were 12 students in this cohort and 7 transfer students have graduated (58.3%). The university average is now 76%.
- The 2-year graduation rate looks at transfer students who entered in Fall 2020 as an Ethnic Studies Major. There were 24 students in this cohort and 10 transfer students have graduated in 2 years (41.7%). The university average is 45%.

In the 2021-22 Annual Report for the Department of Ethnic Studies, the department was able to report a general **graduation rate that rose 71% to 77%** in the early era of COVID-19 and even as overall university graduation rates decreased. This figure lumped together 2-year and 4-Year Transfer students. **During that period, the university was only graduating students at a rate of 48% (6-year Freshman); 18% (4-year Freshman); and 46% (2 and 4-year Transfer).** The Department of Ethnic Studies was then outpacing the university as a whole.

What we have seen since the 2021-22 Annual Report is a slight dip in our graduation rates for 2-Year and 4-year Transfer students. The full impact of COVID-19 and attendant low enrollment may well have impacted this number.

Our north star is clearly for all Ethnic Studies majors to graduate and to get our rate as close to 100% as possible. We remained committed to our DFW policies and for

our practices of “intrusive” advising. We believe that we are still headed in the right direction.

Major Growth

Our majors are also growing in number, certainly as a consequence of our continued addition of new faculty. **We have 236 total majors, with 115 enrolled in Fall 2023. This is up from the 115 majors reported in the 2021-22 Annual Report and up from the 91 majors reported in our 2019-20 Annual Report.**

With respect to advising, our goal has been and continues to be tracking and advising contacts. Our goal of capturing freshmen and new transfer students as soon as they enter is underway thanks in large measure to the improved use of the university’s technological infrastructure for advising (e.g. use of BayAdvisor), texting students through BayAdvisor, large group ZOOM advising sessions, and “intrusive” outreach to students by faculty advisors. We continue to hold advising sessions in advance of deadlines for filing for graduation and Fall and Spring registration.

Since 2019-20, the Annual Reports for the Department of Ethnic Studies elaborated a plan that included the following steps:

- Train regular faculty to use Bay Advisor
- Provide a coherent and enduring advising breakdown for all faculty that establishes clear faculty responsibilities for students organized alphabetically.
- Creating and disseminating an advising packet for regular faculty with pertinent information on the overall process of student advising
- Use university hour to holding mass advising sessions perhaps twice a semester that would bring all majors/minors together with faculty advisors

This plan has been maintained through the 2022-23 academic year. “Intrusive” early intervention advising strategies involve Dept. of Ethnic Studies faculty engaging in early intervention and reaching out to majors and minors rather than merely waiting for them to come to us. We have trained our faculty in Bay Advisor in order to facilitate communication with students. Our rationale for this intrusive early intervention advising paradigm is bound up with the concern that student success may well be negatively affected when students wait until the very end of their program to seek faculty for graduation checks, etc. We have noted that generally speaking, students who engage with faculty advisors to create a plan for graduation early in their educational experience often achieve greater success and higher rates of graduation.

In our forthcoming 5-Year Review we will have a detailed breakdown of the efficacy of intrusive advising as well as faculty training in BayAdvisor.

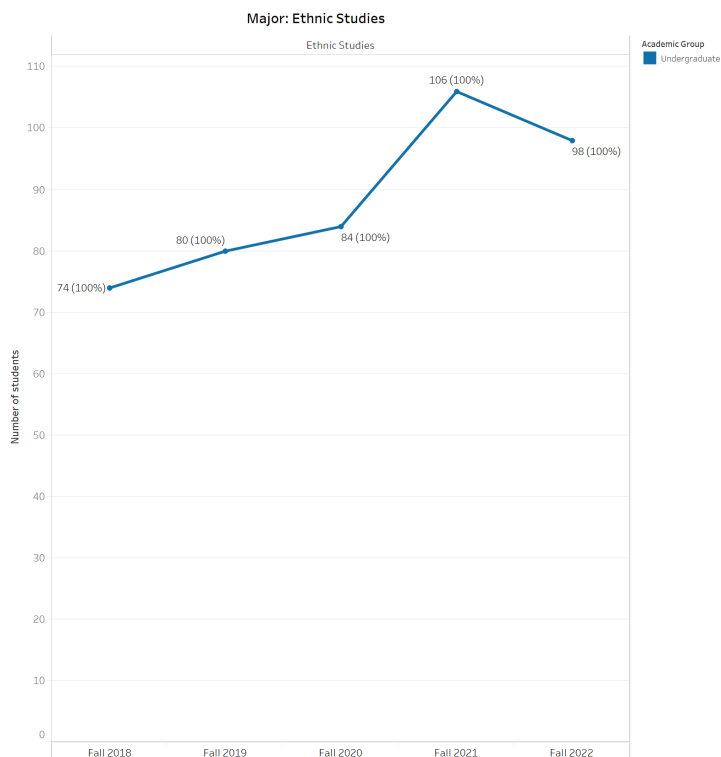
With respect to reducing the DFW rate, in the 2019-20 Annual Report the Dept. of Ethnic Studies set a goal of reducing the overall DFW rate to less than 10% overall department-wide

In order to achieve this goal, our plan involved several steps including:

- Direct oversight and monitoring of DFW rates by the Chair

- Consider DFW rates in the evaluation of faculty, both regular and lecturer
- Mentoring faculty with DFW rates in excess of 10%
- Developing a department-wide written plan of best practices for lowering the DFW rate (**this policy was passed by the Academic Senate during the 2020-21 session and has been implemented for all faculty including full faculty, tenure-track, and lecturers**).

The data below underscore our major growth, the demographic composition of our students, and graduation rates. However, the figure of 98 majors enrolled for Fall 2023 is inaccurate. Our department has 115 of its 236 majors enrolled this Fall 2023.



Ethnic Studies: Concentration											
		Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
		n	%	n	%	n	%	n	%	n	%
Undergraduate		19	26%	15	19%	3	4%	2	2%	3	3%
	African American Studies	7	9%	7	9%						
	American Indian Studies	1	1%							3	3%
	Asian American Studies			1	1%	1	1%	4	4%	6	6%
	Black Studies	4	5%	14	18%	17	20%	21	20%	15	15%
	Chicanx & Latinx Studies	7	9%	11	14%	20	24%	18	17%	25	26%
	Comparative Ethnic Studies	15	20%	19	24%	26	31%	36	34%	31	32%
	Gender & Sexualities Com Co..	13	18%	11	14%	17	20%	24	23%	15	15%
	Latino/a Studies	8	11%	2	3%						
	Total	74	100%	80	100%	84	100%	105	100%	98	100%
Postbaccalaureate	Gender & Sex Com Color Addl..									1	100%
	Total									1	100%
Grand Total		74	100%	80	100%	84	100%	105	100%	99	100%

Ethnic Studies: Race/Ethnicity											
		Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
		n	%	n	%	n	%	n	%	n	%
Undergraduate	Asian	3	4%	4	5%	4	5%	8	8%	9	9%
	Black	21	28%	25	31%	18	21%	24	23%	20	20%
	International	2	3%	2	3%	1	1%	2	2%		
	Latinx	36	49%	32	40%	39	46%	41	39%	45	46%
	Multirace	5	7%	7	9%	8	10%	10	10%	8	8%
	Native American									1	1%
	Unknown	2	3%	5	6%	5	6%	5	5%	5	5%
	White	5	7%	5	6%	9	11%	15	14%	10	10%
	Total	74	100%	80	100%	84	100%	105	100%	98	100%
Postbaccalaureate	White									1	100%
	Total									1	100%
Grand Total		74	100%	80	100%	84	100%	105	100%	99	100%

Ethnic Studies: Sex											
		Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
		n	%	n	%	n	%	n	%	n	%
Undergraduate	Female	58	78%	58	73%	62	74%	75	71%	71	72%
	Male	16	22%	22	28%	22	26%	29	28%	27	28%
	Nonbinary							1	1%		
	Total	74	100%	80	100%	84	100%	105	100%	98	100%
Postbaccalaureate	Male									1	100%
	Total									1	100%
Grand Total		74	100%	80	100%	84	100%	105	100%	99	100%

Ethnic Studies: First Generation											
		Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
		n	%	n	%	n	%	n	%	n	%
Undergraduate	FG	58	78%	53	66%	59	70%	66	63%	71	72%
	Non-FG	16	22%	27	34%	25	30%	39	37%	27	28%
	Total	74	100%	80	100%	84	100%	105	100%	98	100%
Postbaccalaureate	Non-FG									1	100%
	Total									1	100%
Grand Total		74	100%	80	100%	84	100%	105	100%	99	100%

Ethnic Studies: Admit Type									
		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
		n	%	n	%	n	%	n	%
Undergraduate	First-time Fr..	31	42%	32	40%	24	29%	25	24%
	Transfer	43	58%	48	60%	60	71%	81	76%
	Total	74	100%	80	100%	84	100%	106	100%
Grand Total		74	100%	80	100%	84	100%	106	100%

Ethnic Studies: Class Level											
		Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
		n	%	n	%	n	%	n	%	n	%
Undergraduate	Frosh	11	15%	11	14%	7	8%	6	6%	6	6%
	Sophomore	5	7%	3	4%	10	12%	9	9%	8	8%
	Junior	27	36%	27	34%	29	35%	40	38%	32	33%
	Senior	31	42%	39	49%	38	45%	50	48%	52	53%
	Total	74	100%	80	100%	84	100%	105	100%	98	100%
Postbaccalaureate	Postbacc									1	100%
	Total									1	100%
Grand Total		74	100%	80	100%	84	100%	105	100%	99	100%

Graduation/Degree Data

Time to Degree Years (and Headcount)		
	Transfer	First-time Freshmen
Overall	3.4 (28)	4.2 (1)
CLASS Ethnic Studies	3.4 (28)	4.2 (1)

APR Coursework Data: Summary: Fall Term as of Census

FTES, FTEF (instruction), and SFR of all state-side coursework

College	Department	Fall 2018			Fall 2019			Term & Year Fall 2020			Fall 2021			Fall 2022		
		FTES	FTEF	SFR	FTES	FTEF	SFR	FTES	FTEF	SFR	FTES	FTEF	SFR	FTES	FTEF	SFR
CLASS	ES	201.1	8.5	23.7	239.0	8.0	29.9	245.9	8.4	29.3	318.4	11.0	28.9	297.3	9.7	30.6
	Total	201.1	8.5	23.7	239.0	8.0	29.9	245.9	8.4	29.3	318.4	11.0	28.9	297.3	9.7	30.6
Grand Total		201.1	8.5	23.7	239.0	8.0	29.9	245.9	8.4	29.3	318.4	11.0	28.9	297.3	9.7	30.6

3.4. Faculty

Regular Faculty

In 2022-23 we were able to hire three new tenure-track faculty:

Dr. Maharaj “Raju” Desai – Liberal Studies

Dr. Stacey Moultry – Comparative Ethnic Studies

Dr. Michael Lerma – American Indian Studies

The Department of Ethnic Studies is now at 11 tenured or tenure-track faculty members. This number includes the return of Dr. Luz Calvo from administrative service during the 2023-24 academic year.

Lecturer Faculty

We currently have a healthy pool of lecturer faculty. We have been able to increase this pool in light of the increasing demand for new Ethnic Studies sections. We are mindful of lecturers who teach classes with high equity gaps and are using our DFW policy to hold these lecturer faculty accountable. We are also aware that we could do a better job of developing community between regular faculty and lecturers, some of whom teach only online and are not physically present in the Bay Area. To that end, we are continuing to schedule ZOOM meetings on the topic of pedagogy and student success so that lecturer faculty may have the opportunity to share ideas and strategies that will build our abilities to teach effectively, lower our DFW rates, and increase graduation and retention rates of our students.

Department Chair

From 2006-2017, our department chair received 4 course load reduction (4 quarter units x 4 = 16-unit reduction). Under Dr. Salomon's time as chair, this was reduced to 12 quarter units of reduction). Under semesters, Dr. Calvo received a 3-course reduction (9 semester units).

Dr. Baham, who assumed the position of chair during Summer 2021 and is scheduled to serve until Summer 2024, is receiving 12 semester units of course release. This seems

proper and a significant positive change in prior policy. Particularly in light of the increasing responsibilities posed by AB 1460 and Area F, 12 semester units offer far greater flexibility for the department chair to complete their duties. **The Department insists that this remains the policy going forward for all future chairs.**

3.4 Resources

One of the most powerful resources that the Dept. of Ethnic Studies possesses is AB 1460 funding. There has been little or no transparency regarding these funds since the rollout. We have come to understand that these funds are simply added to the general fund for CLASS and are likely used to compensate new hires and provide so-called “fringe benefits” (e.g. professional development, technology and technological assistance, etc.) for Ethnic Studies and Liberal Studies faculty.

We believe that the purpose of AB1460 is to support the development of Ethnic Studies. We wonder, if these funds are used to pay for new faculty salaries and professional development instead of college general funds, is there anything substantive that remains for us to spend on the growth of our discipline?

In light of the imminent retirement of Dr. Luz Calvo (FERP) and our increasing responsibilities and dedication to AB 1460, we will in fact need another faculty hire in the very near future and we anticipate that state funding for AB 1460 will again be used for this hire. We will be looking for a Queer Latinx Scholar/Activist with a potential for leadership.

The Department of Ethnic Studies may propose additional resources to assist with its Area F responsibilities, and these will likely be on-going and institutional in nature. The purpose and spirit of AB 1460 involves infusing the university with Ethnic Studies pedagogy. In order for Ethnic Studies to be a rightful lead player in this state-mandated mission, there will be an on-going need for resources and institutional support.

We need to maintain the 4-course or 12 semester unit reduction in teaching load for the Chair of the Department of Ethnic Studies. Additionally, the Director of Liberal Studies will require adequate course release and an advisor for Liberal Studies majors.

Progress Toward Five-Year Review Planning Goals

The COVID-19 pandemic deserves some mention here. our department pioneered online education at CSU East Bay, we were well positioned to provide the same rigorous pedagogy online that we had offered face-to-face. As we emerge out of the pandemic, we have noticed that new tenure track faculty are teaching more hybrid courses, either face-to-face/asynch or synch/asynch models. This is in alignment with prerogatives set forward by university strategic planning and President Cathy Sandeen.

Of notable mention are the following achievements:

- We now have 236 total majors, both enrolled and not enrolled. This is a significant spike up from 115 majors reported in the 2021-22 Annual Report; up from 91 in the 2019-20 academic year. We are doing something right and will continue moving in this direction
- We hired three faculty in the areas of Liberal Studies, Comparative Ethnic Studies, and American Indian Studies
- We have further reduced our DFW rates and emerging data supports the positive contribution of this strategy in increasing courses with a Zero Equity Gap
- All faculty advisors are trained in Bay Advisor and are using Bay Advisor to make advising appointments, to store graduation check sheets that are in progress, and to record notes on student advising appointments. We are now entering our second year of implementing what we garnered from our training in BayAdvisor and using it to advance our “intrusive” advising agenda. Clearly emerging data is showing positive results of such practices.
- Since the first year of implementation of our new advising policies the department chair sent emails to all new transfer students several times in the Spring and Summer and also held a “group advising session” via Zoom in the summer. This task is now being shared by a dedicated faculty member. The department chair and dedicated faculty member also now work together with new transfer students to get them enrolled in courses so that they could start making progress towards their degree in the first semester.

B. Program Changes and Needs

Overview: Our department has been teaching largely synchronous and asynchronous online courses throughout the COVID-19 pandemic, with the exception of 1 lecturer faculty who prefers to teach face-to-face. In spite of the pandemic, we have been able to expand our curriculum, add new courses, and increase majors. **As we emerge out of the pandemic, we find that many of our new tenure track faculty wish to teach hybrid courses and we are expanding our offering of in-person/asynch courses in particular. This aligns with President Sandeen’s mandate for offering flexible course scheduling for working students.**

Curriculum: New courses were introduced including ES 300w *Writing for Social Justice*; ES 223 *Education for Liberation* for the INSPIRE cluster program; ES 338 *Asian American Politics*; ES 370 *South Asian Communities*; and ES 396 *Muslim American Activism: Beyond Islamophobia, Orientalism and Empire*. Additionally, we re-launched ES 247 *Hip Hop Nation*.

In previous annual reports we were happy to announce the launch of such courses as ES 222 *Race in the City*; ES 329 *Chicanx/Latinx Cultural Production*; ES 321 *Chicana Feminisms* (formerly *Latina Writers*); ES 365 *Asian American and Pacific Islander Environmental Voices*; ES 366 *Pinayism*; ES 122 *The Black Fantastic*; ES 395 *Muslims in America*.

Students: **We now have 236 majors in the 2022-23 year, with 115 enrolled for Fall 2023.** The Department of Ethnic Studies is continuing to grow.

Faculty: We hired three new faculty, including Dr. Maharaj (Raju) Desai (Liberal Studies); Dr. Stacey Moultry (Comparative Ethnic Studies); and Dr. Michael Lerma (American Indian Studies).

Staff: Erika Diaz-Apodaca received a reclassification in status to ASC II and continues as our administrative assistant and, without her hard work and dedication, the vision that we are beginning to realize would not have been possible. We are grateful for her reclassification, but the truth is that she works as more of an Analyst for our department, managing Ethnic Studies and Liberal Studies and remains vastly underpaid and under-valued given her contributions to this department. The Dept. of Ethnic Studies simply could not function without her.

Resources: AB 1460 funds are being used to compensate our 3 new tenure track faculty. As for physical resources, we have expanded our office space in order to accommodate 3 new tenure track faculty.

Assessment: Assessment has not been completed for several years. Per 19-20 CAPR 21, Temporary Policy for Five-Year Reviews and Annual Reports, our department took advantage of the option to take a pause on assessment in 2019-20 so that we could instead focus on serving our students in the midst of a pandemic. The Department obtained an extension of its 5-Year Review and, during the 2023-24 academic year, the department plans to resume assessment in preparation for completion of the 5-year Review during 2024-25.

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

A. **Program Learning Outcomes (PLO)**

	PROGRAM STUDENT LEARNING OUTCOMES	
	Students graduating with a B.A. in Ethnic Studies from Cal State East Bay will be able to:	
1	Apply Ethnic Studies frameworks and key concepts to promote equity and social justice in our communities.	
2	Explain discipline-specific theoretical frameworks including critical race theory, intersectionality, women of color feminisms, and/or queer of color theories	
3	Recognize the complexity, heterogeneity and power dynamics between and within racialized groups in the US.	

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	Explain the concepts of colonialism, decolonization, genocide, environmental racism, and/or resilience as foundations of indigenous epistemologies and sovereignty.	

A. Summary of Assessment Process

Summarize your assessment process briefly using the following sub-headings. Instrument(s):

Qualitative review of student artifacts using a rubric

Sampling Procedure: Courses aligned w/ SLO submit randomly selected work

Sample Characteristics: Student artifacts, such as papers, essay questions, or discussion board posts that are assignments development to assess the PLO

Data Collection: Data is collected at the end of the course and submitted to Department chair for dissemination.

Data Analysis: All faculty participate in data analysis and closing the loop discussions and agreements.

B. Summary of Assessment Results

None. The Department obtained an extension for completing its 5-Year Review assessment for the present 2022-23 Annual Report. Ethnic Studies did not complete assessment. We will complete our assessment and include it in our 5-Year Review.

C. Assessment Plans for Next Year

We will assess PLO#2 during the 2024-25 academic year for our 5-Year Report.

V. DISCUSSION OF PROGRAM DATA & RESOURCE REQUESTS

A. Discussion of Trends and Reflections

Trend #1: Number of majors continues to grow at a steady pace

Trend #2: Our FTES are also growing; by Fall 2023 Ethnic Studies was offering a record number of 50 sections and in Spring 2024 Ethnic Studies will offer 54 sections, including 2 mega-sections

Trend #3: Our DFW rates are decreasing

Trend #4 Graduation rates for our largely transfer population took a slight dip toward the latter end of the pandemic; although we do not see this as a trend but rather a consequence of overall low enrollment trends and the impact of the latter years of the pandemic

Trend#5 Ethnic Studies is becoming an increasingly important component of combatting systemic racism in the university as is being reported in recent university climate surveys

Trend #6 Because of this increasingly larger role on the campus, Ethnic Studies has been invited to migrate from CLASS to CEAS and will undertake exploration of this opportunity during the 2023-24 academic year

Reflections on Trends and Program Statistics:

We continue to be leaders in online education and have been well-prepared for the exigencies of the pandemic. We are leaders in the implementation of AB 1460. Our majors and minors continue to increase. Our courses are consistently full and with waiting lists and we are consistently offered additional sections.

We are seeing positive results from our “intrusive” early intervention advising of majors and minors. These efforts are producing fewer DFW grades and rising graduation rates.

Our new faculty are contributing to developments in our pedagogy and have further contributed to the “family” atmosphere and unique experience that we have created for our majors and minors. We love our students and we want our students to experience that love and concern. Our new faculty have made significant contributions to the spirit of this department. We have always recognized that our students face tremendous pressure, and the pandemic has only increased this pressure. We are continuing to provide a loving and caring environment that is fully inclusive and prepares students for the challenging world that they will face upon graduation.

We anticipate further growth of our tenure-track faculty in Ethnic Studies and Liberal Studies in light of AB 1460 funding.

We are clearly in a growth mode as a department and we look forward optimistically to the role that we can play in infusing the university with Ethnic Studies pedagogy.

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

In light of our increasing responsibilities and dedication to AB 1460, we will in fact need greater transparency of these funds. During the 2022-23 academic year a limited amount of these funds were deposited into our S&S budget. However, we received these funds very late in the academic year, did not have time to properly spend them, and have been left with a lack of clarity regarding whether they carry over into the 2023-24 academic year.

Our main concern regarding resources is centered on transparency over AB 1460 funds. There are no authorities on campus who have shown us the precise amounts that we receive as a campus, neither have we achieved any clarity on how these funds are being used to pay for new hires and for searches.

In light of our consistency in enrollment, even in an era of low enrollment, and our ability to offer courses that have long waitlists, we request a revisitation of the model for determining FTES/SCU and course allocations. We think that the dollars should

follow the enrollment, and, if we are able to maintain consistently high enrollment and waitlists, our allocations should reflect this. The Dept. of Ethnic Studies engaged in strategic planning over the past two decades that prioritized obtaining GE for all of its courses and for teaching online. This planning continues to pay dividends, even through the pandemic and the present era of low enrollment. We think that funding for courses should reward this planning.

VI. Diversity Issues

Ethnic Studies faculty are more diverse than any department on campus. Our recent hires embrace the broad diversity and expansion of our program into Comparative Ethnic Studies, Asian American/Pacific Islander/Filipinx Studies, and South Asian and Muslim Studies. We are very close to initiating a Muslim American Studies minor and a Filipinx Minor and our faculty composition also reflects representation in these areas.

However, Ethnic Studies has long abandoned a simple “diversity” paradigm that centers on representation. We are a department that embraces antiracism and social justice. That is our history as a discipline. To simply answer the question of “diversity” in an annual report for Ethnic Studies misses the depth and nuance of our commitment to our student population. In other words, Ethnic Studies faculty do far more than merely “represent” diversity. We have community engaged scholar/activists in our ranks. Our comparative orientation speaks to our emphasis on intercultural coalition building and helping our students to recognize community. Our Genders & Sexualities in Communities of Color program, the first of its kind in the CSU, underscores our commitment to gender and sexual identity diversity. Our Muslim American Studies and South Asian American Studies courses highlight our continued growth and desire for greater levels of inclusion.

In short, we have far exceeded the parameters of the standard “diversity” question that is presented as the final item in our department and program annual reviews, and, in my capacity as Chair of the Department of Ethnic Studies, I would recommend updating the “diversity” question on all Annual Review templates going forward so that we can better self-assess our commitment to antiracism and social justice.

Dernières réflexions

Dans les rapports annuels précédents, j’ai composé une section Réflexions finales que j’ai traduite en français. C’est un geste ludique, bien sûr, mais je m’inquiète également de savoir si quelqu’un lit ces documents que les présidents passent tant de temps à composer. Je prends au sérieux mon travail et mes services en tant que directeur du Département d’études ethniques et j’apprécierai peut-être des commentaires ou des discussions sur ce rapport annuel après sa présentation. Sans ce genre de processus, la composition de ces rapports annuels devient une question purement interne au ministère. Et pourtant, il y a des éléments de l’auto-étude qui nécessitent un Sénat académique ou une réflexion et une consultation administratives. Nous essayons tous de faire mieux pour nos merveilleux étudiants chaque jour.

