

CALIFORNIA STATE UNIVERSITY, EAST BAY
COMMITTEE ON ACADEMIC PLANNING AND REVIEW

19-20 CAPR 12

DATE SUBMITTED: Feb 10, 2020

TO: The Academic Senate
FROM: The Committee on Academic Planning and Review (CAPR)
SUBJECT: 19-20 CAPR 12: CAPR Analysis of Ethnic Studies Five-Year Program Review
PURPOSE: For Action by the Academic Senate
ACTION REQUESTED: Acceptance of the Five-Year Program Review of the Ethnic Studies Program; it is recommended that the program continue without modification.

BACKGROUND:

CAPR took an email vote on February 10 by email, and CAPR members approved the Ethnic Studies Five-Year Review. The vote was unanimous. This recommendation is based on conversations that took place during CAPR meetings with the Chair of Ethnic Studies, Luz Calvo and with the liaisons. The summary of the Five-Year Review is attached to this memo and was approved by Chair Calvo. It is recommended that the program continue without modification.

Following approval of this memo by the Senate, the Provost will review the summary and meet with members of the Ethnic Studies program and the CAPR chair at a time mutually agreeable during the Spring 2020 term to devise a five-year plan moving forward. The Provost will then create a Memorandum of Understanding (MOU) with the Ethnic Studies program and return that MOU to the Senate as an information item as soon as possible (completion of an MOU may require extension into the following Fall semester given scheduling timelines).

1.0 BACKGROUND

At its meeting on November 7, 2019, CAPR invited Dr. Calvo to discuss the [Ethnic Studies 5-Year Review](#). Following this meeting, the liaisons to the program (Nidhi Khosla and Patricia Drew) worked with the writer of the 5-year review (Dr. Calvo) to complete the following summary.

Ethnic Studies is an interdisciplinary approach to the study of cultures, languages, historical and contemporary issues relating to African Americans, Asian Americans, Chicana/os-Latina/os and Native American communities. Ethnic Studies has a transformed curriculum that reflects the latest developments in the field of Ethnic Studies (p. 4). Forty out of the forty-one new semester courses received GE and overlay designations (p. 4). The core curriculum has grown from four to six courses (p. 51), program learning outcomes (PLOs) are aligned with course courses in a systematic sequence (p. 10) and a writing course, ES 300, “Writing for Social Justice” has been developed so that students can take this in place of the Writing Skills Test (WST) requirement for graduation (p. 5). A service-learning course, “Engaging Communities of Color” was launched in 2014 and has been transformed under semesters.

The department has a diverse set of students who have declared Ethnic Studies as their major. The number of Ethnic Studies majors has grown to 74 from 28 in 2011 (p. 5). They have created a student organization called, “Students United in Solidarity” (p. 5).

The faculty are engaged in research and community engagement. The Department Chair position is rotated to develop leadership potential. The SFR has decreased from 32 to 28.1 (p. 22). There are five regular faculty at present with a search for a faculty member in Asian-American Studies underway. The ratio of the lecturer faculty to regular faculty has ranged from 59% to 79% which the department feels is excessive (p. 23).

2.0 CHECKLIST OF DOCUMENTS SUBMITTED WITH THE FIVE YEAR REVIEW

- Self-study (pp. 5-29)
- Five-year plan (pp. 30-33)
- External reviewer’s report (pp. 33-40)
- Program response to the external reviewer’s report (pp. 41-42)

3.0 CAPR ANALYSIS/EXECUTIVE SUMMARY

3.1 DISCUSS THE STRENGTHS AND ASSETS OF THE PROGRAM WITH RESPECT TO FACULTY, STUDENT SUCCESS, CURRICULUM, PROGRAM ENHANCEMENT, ASSESSMENT PLANS AS WELL AS NOTABLE ACCOMPLISHMENTS.

Ethnic Studies has a strong program with a revitalized curriculum in which PLOs are aligned to all core courses. Nearly 100% of the courses have GE and other overlays, thus offering an important service to the university (p. 24). The department has a very diverse faculty with two African American, two ChicanX and one indigenous (Raramuri) faculty (p. 24). They rotate leadership within the department. A search is underway for an Asian American studies scholar to be followed by a planned search for a comparative studies scholar the following year. Student testimonials listed in the external reviewer's report are very positive (pp. 36-37).

The program has made good progress towards the five-year goals identified in the last review (p. 34). Of these goals, they seek to make further progress in the area of a social media presence (goal 3) and hiring in African American and Arab/Islamic studies (goal 5), the latter being deferred in favor of hiring an Asian America studies scholar to replace Dr Colleen Fong.

The program launched an online major in 2011-12 (p. 34). The department has a social media presence to attract new students. PLO assessment is qualitative (p. 11), and the entire faculty participates in the reflection and discussion. Three courses have received Quality Matters (QM) certification thus far (p. 30).

The curriculum has been recreated for semesters. Thirty-six credits are required for the major (p. 16). They have a service-learning (p. 30) as well as a writing skills course (p. 17), thus helping students by not having to take the WST. A 2-year teaching schedule has been developed so that all core courses are offered both online and in person (p. 17). Further, courses in the areas of concentration are offered at least every alternate year (p. 17).

3.2 DESCRIBE THE KEY ISSUES AND/OR CONCERNS THAT WERE CENTRAL TO THE FIVE-YEAR YEAR REVIEW PROCESS AND HOW THE DEPARTMENT/PROGRAM PLANS TO ADDRESS THEM;

The report incorrectly states that the external reviewer made five recommendations, but actually only four are listed (pp. 39 – 41). These are: 1) Develop new GE courses in more areas, 2) document, support and expand the use of high impact practices, 3) more resources, 4) suggestions on rephrasing the faculty search advertisement for the position in Asian-American studies.

The department thoughtfully responded to the external reviewer's recommendations (pp. 41-42) and is working towards incorporating the following changes: 1) the department is looking into developing an A2 course; 2) the department is setting up a method for documenting use of high impact practices; 3) The department is requesting additional resources; and 4) the department has made changes in the faculty recruitment advertisement.

3.3 NOTE THE PROGRAM'S VISION FOR THE NEXT FIVE YEARS AND WHAT THE PROGRAM HOPES TO ACCOMPLISH.

The program seeks to make some minor changes in the new curriculum, develop a few new courses in African American and Asian American studies, implement their assessment plan using the new PLOs, and enhance student success by focusing on two key areas-advising and reducing the DFW rate through pedagogical change (pp. 30-32; p. 41).

3.4 PROVIDE CONCRETE STEPS ON HOW THE PROGRAM PLANS TO ACHIEVE ITS VISION IN THE NEXT FIVE YEARS

Dr Andretta Wilson is planning some new African American Studies courses (p. 30) and the new hire will plan some courses in Asian American studies. For student success, training is being provided to regular faculty on using Bay Advisor, holding mass advising sessions and providing more training and resources to all regular faculty for advising.

4.0 CAPR RECOMMENDATION(S) FOR CONTINUATION OF THE PROGRAM:

CAPR recommends continuation of the program without modification based on all elements satisfied in the five-year report.

The next five-year review for Ethnic Studies is due in the Spring of the 2023-2024 academic year.