

## **ANNUAL PROGRAM REPORT**

### **I. SELF-STUDY**

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

In our last 5-Year Review, we presented the following goals: "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

staff to set up a BB shell we all use. This shell directs students to our website and to our Facebook page.

4) Rewrite students learning outcomes (SLOs) to align with new Institutional Learning Outcomes (ILOs) and develop a sustainable assessment plan; and

Progress: We rewrote our PLOs in 2012

**Staff:** We share one administrative assistant, Jamane Joseph, with three other units.

**Resources:** No changes.

**Assessment:** For the past five years, we have developed our assessment procedures. We have five program learning outcomes and we have assessed one each for the past five years. Starting 2018-19, we will begin assessing the learning outcomes we launched with semester conversion.

**Other:**

## II. SUMMARY OF ASSESSMENT

Our faculty voted that it did not make sense for us to assess a learning outcome for 2017-18. During the previous 5-year period, we assessed and reported on all five of our learning outcomes. During the course of conversion to semesters, we created new learning outcomes and new core courses. We will be completing our five year review this academic year. To go back and assess an outcome for our old program doesn't make sense because we have in effect already "closed the loop" by revising our outcomes and completing a major overhaul of our major programs. We look forward to resuming our assessment efforts next year.

### **Program Learning Outcomes for Years 2012-2018:**

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, write, and speak clearly and persuasively on issues that affect people of color in the United States; and
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

**New Program Learning Outcomes Starting FALL 2018 (semesters):**

**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.

PLO and Year Assessed      5-Year Review

Writing for Social Justice ES 301 Black Feminisms						
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department supports the Senate-mandated cap of 30 students in C4 and D4 courses, as it enables us to provide our students with much-needed intensive writing instruction.

## **B. Request for Resources**

### Request for Tenure-Track Hires

In 2017, our long-time colleague, Colleen Fong retired. Our department is structured by six (6) areas of concentration: African American Studies, American Indian Studies, Asian American Studies, Genders and Sexualities in Communities of Color, Latino/a Studies, and Comparative Ethnic Studies (online only). Each concentration is led by 1-2 full time faculty members. The faculty with expertise in each area of concentration are responsible for developing curriculum, keeping courses current, teaching many of the courses in the area of concentration, and developing relationships with majors in the area of concentration. Without a full-time faculty member, all courses in the Asian-American concentration are taught by lecturers.



CSUEB STUDENT DEMOGRAPHICS

Asian American and Pacific Islander students represent the campus.

group on

FALL 2017

Asian 2152

Filipino 1323

Pacific Islander 126

(From CSU dashboard)

**Proposed Position Description:**

We seek a cutting-edge scholar/teacher 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 and Comparative Ethnic Studies. We welcome candidates with additional specialization(s) in immigration, environmental justice, ethnic literatures, critical race theory (CRT), decolonial theory, women of color feminisms, or LGBTQIA issues. Priority will be given to candidates with experience working successfully with Asian-American student groups



Appendix 1: APR Program Enrollment









