



strategic partnership with the Peralta Hacienda in Oakland, in which students will engage with community building, historical research, and city planning. He was

**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 theory to com*

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.





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)

<b>Total SCU</b>
------------------

<b>Fall 2011</b>	<b>Fall 2012</b>	<b>Fall 2013</b>	<b>Fall 2014</b>	<b>Fall 2015</b>
------------------	------------------	------------------	------------------	------------------

**Tenured and Tenure Track**

1644.0	2104.0	1148.0	1344.0	1252.0
--------	--------	--------	--------	--------

**Lecturer**

1636.0	728.0	1616.0	2260.0	1792.0
--------	-------	--------	--------	--------

**Totals**

3280.0	2832.0	2764.0	3604.0	3044.0
--------	--------	--------	--------	--------

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
------	------	------	------	------	-------	-------	-------	-------	-------

**Lecturer**

3.60	1.34	3.20	4.94	2.78	30.30	36.35	33.66	30.51	43.04
------	------	------	------	------	-------	-------	-------	-------	-------



## 2. Request for Other Resources -

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