

# Academic Program Review BA Ethnic Studies

## Table of Contents

[Recommendation to Faculty Senate](#)

[Self-Study](#)

[External Review](#)

[Internal Review](#)

[Action Plan](#)

**APRC Recommendation to Faculty Senate**  
**BA Ethnic Studies**

The Academic Program Review Committee (APRC) affirms that the Department of Ethnic Studies has completed program review as per policy, including self-study, external review, internal review, and action plan submission for the BA Ethnic Studies. APRC recommends that the next program review be scheduled for six years from Faculty Senate approval; or, should the College of Social Science and Interdisciplinary Studies decide to schedule a college-wide program review, the next program review will occur at that time.

APRC Chair: Jeffrey Brodd, Professor of Humanities and Religious Studies

## **Self-Study**

**Date: December 14, 2022**

**Date of Last Review: 2013**

**Academic Unit: Ethnic Studies**

### **Element One: Mission and Context**

#### **A. University, college, and academic unit missions:**

University Mission: As California's capital university, we transform lives by preparing students for leadership, service, and success. Sacramento State will be a recognized leader in education, innovation, and engagement. Our campus imperatives are Student Success, Philanthropy, Diversity & Inclusion, Public Safety, and Community Engagement.

College of Social Sciences and Interdisciplinary Studies: The College of Social Sciences and Interdisciplinary Studies (SSIS) provides a curriculum that examines human society in all aspects. The College focuses on such topics as relationships among individuals and groups, the functioning of the political system and economy, the nature and influence of culture, relationships among nations, and the relation of human society to the natural environment.

Ethnic Studies: Ethnic Studies is an interdisciplinary approach to the study of the cultures, languages, historical, and contemporary issues relating to African Americans, Asian Americans, Chicana/os Latina/os, and Native Americans. The program directs students to critically examine the cultural contributions made by these groups to world civilization and to American society. Ethnic Studies challenges all students to analyze existing generalizations, theories, and concepts about racial and ethnic groups in order to develop valid generalizations, concepts, and theories about the people and their experiences. Students are encouraged to actively work to eliminate problems based on discrimination. Students are also encouraged to blend professional area studies with Ethnic Studies. For example, a student may major in Ethnic Studies and minor in Business Administration. Similarly, students with a degree in Engineering Technology may minor in Ethnic Studies and emerge well-prepared professionally to assume middle management and supervisory positions in a multicultural society. Ethnic Studies majors and minors enter careers and professions in both the public and private sectors.

#### **B. Degrees offered, with link to the University Catalog**

<https://catalog.csus.edu/colleges/social-sciences-interdisciplinary-studies/ethnic-studies/>

BA in Ethnic Studies (Asian American Studies)

BA in Ethnic Studies (Chicana/o Studies)

BA in Ethnic Studies (General)

BA in Ethnic Studies (Native-American Studies)

BA in Ethnic Studies (Pan African Studies)

BA in Ethnic Studies (Teachers in Bilingual Education)

BA in Ethnic Studies (Teachers in Urban Settings)

### **C. Minors offered, with link to the University Catalog**

<https://catalog.csus.edu/colleges/social-sciences-interdisciplinary-studies/ethnic-studies/>

Certificate in Pan African Studies

Minor in Asian American Studies

Minor in Chicanx and Latinx Studies

Minor in Ethnic Studies

Minor in Native American Studies

### **D. Service to or from other departments, degree programs, and/or general education**

The Ethnic Studies Department is a primary driver of a number of equity-focused opportunities on the Sacramento State campus. Few departments do as much as Ethnic Studies to support anti-racist efforts at our university. This work includes the many programs we sponsor or have founded to support underrepresented students on campus. These programs include our work with the Cooper Woodson College Enhancement Program (CWC), the Full Circle Project (FCP), the College Assistance Migrant Program (CAMP), the Educational Opportunity Program (EOP), the McNair Scholars Program, and First Year Experience (FYE). CWC was founded in 1990 by Dr. Otis Scott, Chis Glen, and David Covin as a Pan African student retention program; FCP supports incoming Asian Pacific Islander Desi American students in their transition from high school or community college to Sacramento State; CAMP is a federally-funded program for students from migrant farm working backgrounds; EOP provides support for students who are California residents from low-income households; our Department contributes to the First Year Experience program by providing the ETHN 21 course for incoming freshmen. In addition to these four programs, we also work with the McNair Scholars Program to support juniors and seniors at the university with their admissions to graduate school. We partner with the College of Education through our Teachers in Bilingual Education program and our Teachers in Urban Settings program. We have additional partnerships with the College of Continuing Education and the Diversity Office on campus. In addition, our department offers and teaches all courses for the new area F, Ethnic Studies, for the General Education (GE) Program. Our courses also serve other areas of the GE program including area C (Arts and Humanities), area D (The Individual and Society), and area E (Understanding Personal Development). We also provide courses that satisfy the graduation requirement of Race and Ethnicity in American Society and Writing Intensive. Our Department delivers significant curriculum for the GE program and University graduation requirements.

### **E. External educational partnerships**

Our equity and inclusion work is not limited to on campus efforts. Drawing on our discipline's radical roots of the Third World Liberation Front strikes at San Francisco State College and UC Berkeley in 1968 and 1969, our department retains a commitment to supporting community efforts for progressive social change. Our department founded the 65th Street Corridor Community Collaborative Project, to increase academic achievement and foster student leadership in under-resourced neighborhoods. The project works specifically with Hiram Johnson High School and Will C Wood Middle School on a number of equity-driven projects. These include our Ethnic Studies Tutoring and Mentorship program that brings Ethnic Studies students to the high school to serve as tutors, our Ethnic Studies History Project in which

Ethnic Studies students present in classrooms at Hiram Johnson High School, Will C Wood Middle School, and Elder Creek Elementary School about their own personal and family histories and journey to become college students at Sac State. In the spring of 2022, the 65th Street Corridor Project along with teachers at Hiram Johnson will co-sponsor an Ethnic Studies History project for the schools Ethnic Studies classes. The project is also working toward a yearlong project in the 8th grade Ethnic Studies class, which the school started in 2020. The 6th Street Project staff has provided curriculum support, development, and even guest speakers such as Drs. Figueroa and Mark. The other two critical strands within the 65<sup>th</sup> Project are the Student Bridge Project and the Parent Bridge Project. Whereas the Student Bridge Program provides opportunities for students to immerse themselves in the campus, where they can develop an understanding of a “college-going culture,” the Parent Bridge Program invites middle school parents to spend a day at our university campus to learn about college preparation and higher education opportunities.

In addition to this work through Sacramento City public schools, we support other local school districts in their equity and inclusion work. We are currently working with a team lead through the College of Education to support the work of Natomas Unified in developing an Ethnic Studies curriculum for their 9th grade classes and integrating topics of race and social justice into their 4th, 5th and 8th grade curricula.

Finally, we also support the work of Roberts Family Development Center by sending our ETHN 195A students to mentor youth. Through the Robert’s Development Center, Ethnic Studies majors in the course provide one-on-one tutoring to elementary school students in the Twin Rivers School District. Additionally, Roberts Family Development Center also provides work opportunities for students in the Cooper Woodson Enhancement College Program. Cooper Woodson Enhancement College Program engages students in the Twin Rivers School District with the campus community through events.

#### **F. Major structural changes in academic unit since last review (new, moved, or discontinued degrees, concentrations, minors, etc.)**

- Concentrations in BA in Ethnic Studies (Teachers in Bilingual Education and Teachers in Urban Settings)
- Developed two graduate courses (ETHN 203 and ETHN 204) for the College of Education, MA Program in Multicultural Education.
- Development of new courses that provided more elective courses for the major
- Covid led to increase of online classes (synchronous and asynchronous)
- Implementation of Area F for the General Education Program after the passage of AB 1460

### **Elements Two: Learning Outcomes and Assessment to Maintain Success and Engage in Continuous Improvement**

#### **A. Current BA Ethnic Studies Program Learning Outcomes:**

##### **I. Bodies of Skills**

##### **A. Critical Thinking**

1. Contrast and compare ethnic group experiences
2. Frame conclusions from a range of information
3. Predict outcomes based on known information

**B. Communication Skills**

1. Effectively and clearly write about experience of ethnic group
2. Effectively and convincingly verbalize the ethnic group experience
3. Work effectively in group processes

**C. Research Skills**

1. Apply research trends and directions in ethnic studies
2. Utilize databases in Ethnic Studies
3. Utilize basic computing skills
4. Utilize and discern valid research conclusions
5. Utilize design, conduct, and defend a research project

**II. Content Mastery****A. Understanding of Interdisciplinary Approaches to Knowledge of the Ethnic Group Experience in the United States**

1. Analyze and apply concepts of culture, acculturation, assimilation, and cultural pluralism
2. Analyze and apply concepts of “race”, ethnicity, racism, and ethnocentrism
3. Analyze and apply concepts of implications of discrimination, slavery coerced Americanization, colonization, sexism, and color consciousness on the social experiences of men and women of color

**B. Social Histories of Ethnic Groups**

1. Distinguish ethno-socio-historical perspectives of African and African Americans, Asian and Pacific Island Americans, Mexican/Latino/a Americans and Native Americans
2. Distinguish concepts of immigration, migration, emigration, and push-pull factors
3. Distinguish economic and other contributions of ethnic groups to the United States and human civilization
4. Distinguish the roles of community formations and institutions building among ethnic groups

**C. Concepts and Theories/ Old and New in Ethnic Studies**

1. Analyze and apply the concept of “race” and the evolution of the human species
2. Analyze and apply concepts such as melting pot, culture of poverty, deprivation, and assorted sociological models to rigid analysis
3. Analyze and apply new models and paradigms to the study of the ethnic group experiences

**D. Social Justice Issues**

1. Evaluate judicial systems and the implications for the ethnic group experience
2. Evaluate past and present processes of de jure and de facto segregation
3. Evaluate continuing effects of discrimination

4. Evaluate recommendations and strategies for ameliorating discrimination

**E. Gender, Race/Ethnicity, Class, and Sexuality**

1. Analyze the intersections of gender, race/ethnicity, class, and sexuality
2. Interpret educational attainment across these lines
3. Analyze the “glass ceiling” phenomenon
4. Analyze the experiences of women of color
5. Interpret key civil and human rights legislation, e.g., voting rights, affirmative action, and open

**F. Service Based Community Learning**

1. Apply community based learning
2. Relate and connect the relationship between service learning and the major
3. Generate first-hand knowledge regarding the ethnic group experience
4. Promote community and civic engagement to provide service to others

**G. Self-Development**

1. Reflect on personal and intellectual growth
2. Reflect on the value of social consciousness and personal responsibility

A strong consensus arose that there was a need to revise the program learning outcomes while the program worked through the self-study. The revision will take more discussion, and will start with the following draft set of outcomes that were originally designed for a new MA program. The discussion would need to address alignment with CSUS bachelor learning goals and achievement expectations.

PLO #1: Evaluate and synthesize the interdisciplinary theories, concepts, methodologies, and practices of the discipline of Ethnic Studies

PLO #2: Demonstrate effective verbal communication about their own identity in relationship to the four historically defined racialized core groups: Native Americans, African Americans, Asian Americans, and Chicanxs/Latinxs and systems of power.

PLO #3: Write effectively about systems of power and marginalization and the ways communities of color respond such as social movements, resistance, and coalition building in the U.S. and globally

PLO #4: Evaluate and apply Ethnic Studies research methods and skills.

PLO #5: Develop professional skills toward career paths in or beyond Ethnic Studies

PLO #6: Create community or discipline based projects or theses on indigenous communities and/or communities of color.

**B. Provide a summary of data for each learning outcome.**

Currently our Program Learning Outcomes are divided into two categories: Bodies of Skills and Content Mastery. Each of these categories of our PLOs has numerous subcategories. Since the 2015-2016 academic year, we have assessed various aspects of our PLOs. Over that time period we have tested primarily Bodies of skills. Our assessments have evaluated the following PLOs: Communications Skills: Verbal; Communication Skills: Written; and Research Skills. In general these assessments have shown that our students are meeting standards for the skills we assessed. See the below chart for a summary of results for the corresponding academic year.

Year	PLO Assessed	Assessment Rubric	Assessment Tool	Results of Assessment	Needed Actions
2015-2016	Effectively and Convincingly verbalize the ethnic group Experience (B2)	Oral Communications Value Rubric	Recorded Presentations	The majority of our students were in the 4 (Capstone) and 3 (Milestone) performance range. None of our students were the 1(Benchmark) ranking."	As we move forward, we plan to assess oral communications as part of our ETHN 195B course, where our students make presentations at Hiram Johnson. Our assessment committee will make a new rubric that assesses this oral communications skill.
2016-2017	Effectively and clearly write about experience of ethnic group (B1)	Written Communications Value Rubric	Sampled 10 papers, five from each section of 194. There were 33 Ethnic Studies majors across these two classes. 20-25 page research paper	The majority of our Ethnic Studies students (78%) ranked within the Capstone or Milestones 3 criteria. Thus, the majority of our students are doing well and meet the Department program standards. We excelled in the category of "Sources and	What are we doing differently or the same to maintain success (ie. continue to assign papers in the 194 class, assign students to writing center, utilize campus resources, how do we improve student learning)  We plan to continue to use 194 to assess our students' skills in



				<p>Evidence" (90% were in Captone 4 or Milestone 3), and our students also did very well in "Context and Purpose of Writing" and "Content Development" (80% were in Captone 4 or Milestone 3).</p>	<p>writing. Over the summer of 2022, we developed a writing rubric as part of a Summer Leadership Program. We will be using this rubric as we move forward throughout our department, introducing the rubric in lower division classes and then culminating the assessment in the 194 course. We also plan to connect students who need support to the Writing Center.</p>
--	--	--	--	--	--

2017-2018	Utilize databases in Ethnic Studies, Utilize and discern valid research conclusions (C2, C4)	Informational Literacy Value Rubric	Sampled 10 research papers from 194 from Ethnic Studies students.	<p>Determine the extent of information needed 3.4</p> <p>Access the needed information 3.5</p> <p>Evaluate Informations and its Sources Critically 2.8</p> <p>Use Information Effectively to Accomplishment a Specific Purpose 3.1</p> <p>Access and Use Information Ethnically and Legally 3.9</p>	<p>The majority of the students are meeting our standards in four of the five categories.</p> <p>In hindsight, we felt that the Informational Literacy Value Rubric did allow us to properly assess our PLOs. The data from this rubric did not allow us to assess PLO C2 and C4. Moving forward we plan to develop a new PLO related to research and a new rubric to assess that PLO.</p>
2019-2020*	Interpret key civil and human rights legislation, e.g.,, voting rights, affirmative action, and open (E5)	Intercultural Knowledge and Competence VALUE Rubric	The faculty were going to select the capstone course Ethnic Studies 195. The Intercultural Knowledge and Competence VALUE Rubric was used. Students would have been given a written assignment in which they explore the boundaries	NO DATA	Faculty began the assessment process, but due to COVID were unable to conduct it.

			<p>within which individuals operate and the values they share or not share with a group. The assignment would have required students to identify and critically analyze cultural rules and biases. Random selection of 5-10 papers from the 20-25 page research papers from all Ethnic Studies majors will be reviewed by a team of faculty based on the rubric.</p>		
2020-2021	No assessment was done for this academic year due to Covid and the passage of AB 1460.				Due to AB 1460 , no assessments were conducted, but we redesigned five courses into area F for the General Education Program.
2021-22	No assessment was done for this academic year.				

**C. Provide analysis for each learning outcome by degree program, including how to maintain success and improve learning.**

See the Needed Actions column in the table above. Not all PLOs were assessed as it was the practice to assess categories using standard non-discipline specific rubrics. Even though previous annual assessments utilized different rubrics, they still captured student outcomes at specific moments in time. These assessments point towards our students meeting or exceeding the benchmarks that the Department has set. Having said this, because our instruments to gather data have changed periodically, we are unable to track

student change over time. Based on these rubrics and assessments that we have completed since 2015-2016, we realized that we need to reformulate our rubrics, assessments, and our PLOs and then use these new rubrics, assessments, and PLOs consistently to track change over time. As we revise our PLOs and related rubrics we will be able to use this new data to improve the learning of students in our degree program. We plan to formalize an assessment committee to create new PLOs.

In addition to the annual assessments of the PLOs using standardized rubrics, the Department has impacted student learning through a number of other methods not captured through standardized rubrics. Primary among these are department sponsored events that highlight community-based learning. These events include: Native American Day, Native American Studies' What is the Land event, CWC annual's Anna J. Cooper Lecture, and CWC's annual service project that connects campus departments with grassroots organizations as well as the Carter G. Woodson Lecture and the Pan-African Graduation. The Full Circle Project also provides annual events that impact academic achievement. Our programs also engage with the larger community to help students learn and understand the importance of applying what they learn in the classroom with their communities. In addition to these programs, we have created structures to support community engaged learning within our classrooms. This includes a partnership we created for students in ETHN 195A. Over the last three years, we have begun sending out ETHN195A students to Hiram Johnson as part of their fieldwork. We now have a consistent community partner for this capstone course. Students in ETHN 195A are placed in Ethnic Studies courses at the high school to work as mentors as part of their fieldwork. With this long-term partnership in place, we will be able to develop consistent ways of assessing PLOs in this capstone course.

During academic years 2019-21, we supported the passage of AB and implemented area F for the General Education Program. This has also resulted in the hiring of more tenure-track faculty and lecturers. The new faculty members, along with senior faculty, will continue to reassess the Department's practices to better serve students and their learning. Our Assessment Committee has also participated in technology and data driven trainings for Program Assessment, which will be the basis of our assessment efforts going forward. During the summer of 2022, three faculty attended the Faculty Leadership Program, Summer Leadership Program (SLP) entitled, "Using Data and Technology to Drive Student Learning and Success." They worked to develop a new writing rubric that can be used to assess student learning in the future. The three faculty will support the department and the assessment committee to reformulate all of our PLOs and assessments and to produce new rubrics for them. Our department also encourages additional faculty to attend the summer SLC.

**D. Summarize other relevant data (student surveys, alumni, licensure passage rates, grad school acceptance, internships, etc.) and how the data is used to maintain success and improve learning.**

We conducted a survey (Ethnic Studies Graduate Survey) with recent graduates and graduating seniors (fall 2021-spring 2023). The Ethnic Studies Graduate Survey leaves no doubt about the importance and significance of the BA program in Ethnic Studies as well as the enthusiasm for its expansion into a graduate program. Forty percent of graduates look forward to going to graduate school after graduating and 95% of those surveyed believe that Sacramento State should offer a Masters' degree in Ethnic Studies. One hundred percent of those that completed the exit survey said they developed the critical thinking skills to understand the various and unique experiences of communities of color, the ability to analyze and apply complex concepts of race and racism, gender, sexuality, educational inequities, etc., and gained an understanding of how systemic policies and institutions have and continue to impact various racial and ethnic groups. Students have developed an incredibly important lens for engaging in the world through a social justice lens and most importantly, 95% feel that they have reflected and experienced personal and intellectual growth while they were in the degree program at Sacramento State. Indeed, the survey also offered various areas of improvement. Along with fieldwork research that the

undergraduate degree offers, students would like to be more intimately involved in the community, as one student stated in the additional comments, “there should be some community service requirement to get individuals involved in the community.” Another area of growth is within the Department, as students would like to see more institutional and intra-department networking and community building. One student stated, “I want more resources for Ethnic Studies students to connect and get to know each other, other programs have career-based frats, mentorship programs, networking opportunities, etc.” As stated by the survey participants, the Department could develop additional internal and external opportunities for engagement.

#### E. Provide an updated comprehensive assessment plan for each degree program.

Once the PLOs for the BA in Ethnic Studies are revised, we will create a comprehensive assessment plan and curricular matrix using the CSU templates to ensure systematic and actionable assessment over the next review cycle.

### Elements Three: Student Success and Assessment to Maintain Success and Engage in Continuous Improvement

#### Enrollment Dashboard

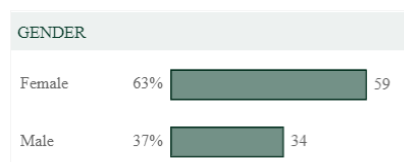
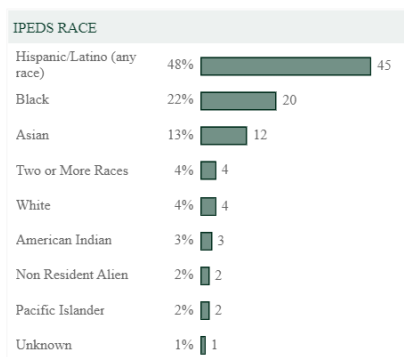
		Term / Year									
College	Department	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Social Sciences and Interd..	Ethnic Studies	75	78	83	87	127	131	107	110	92	91
Grand Total		75	78	83	87	127	131	107	110	92	91

\* Tables taken from: Office Of The President Institutional Research, Effectiveness, & Planning Enrollment Dashboard, BA in Ethnic Studies, 2013-2022

The Ethnic Studies Department had seen consistent growth in declared majors from 2013 to 2018 but have noticed a slight drop in enrollment since 2019. The majority of this decline we attribute to the COVID-19 global pandemic, which has affected enrollment numbers across the University. Furthermore, more than 90% of our majors identify as students of color and thus come from communities most impacted by the pandemic.

We do anticipate growth again in the number of our majors as we usher in the AB 1460 era, which put in place an Area F requirement within the General Education Program, and as the COVID pandemic continues to wane. We want to keep an eye on this and will review the data annually to track growth of our degree program.

**A. Provide admission data disaggregated by gender and ethnicity for each degree.**



\* Tables taken from: Office Of The President Institutional Research, Effectiveness, & Planning Enrollment Dashboard, Spring 2022 - BA in Ethnic Studies (Total Students = 93)\*

**B. Provide retention data disaggregated by gender and ethnicity for each degree.**

ALL STUDENTS

Student Progression & Graduation Dashboard

Grad/Retention Rates | Student Progression | Data Export

College: Social Sciences | Department: Ethnic Studies | Major: (Multiple values) | Pell Eligible @ Entry: (All) | First Generation @ Entry: (All) | Gender: (All) | IPEDS Race: (All)

	# Students		2nd Year		3rd Year		4th Year	
	First-Time Freshmen	Transfers	First-Time Freshmen	Transfers	First-Time Freshmen	Transfers	First-Time Freshmen	Transfers
Fall 2017	5	6	80.0%	100.0%			83.3%	83.3%
Fall 2018	13	12	84.6%	100.0%	92.3%	91.7%	84.6%	83.3%
Fall 2019	9	12	100.0%	83.3%	66.7%	75.0%		66.7%
Fall 2020	8	7	62.5%	71.4%				
Fall 2021	8	9						
Spring 2011		4		100.0%		100.0%		100.0%
Spring 2012		1		100.0%		100.0%		100.0%
Spring 2013		1		100.0%		100.0%		100.0%
Spring 2014		2		100.0%		100.0%		100.0%
Spring 2015		2		100.0%		100.0%		100.0%
Spring 2017		6		83.3%		83.3%		83.3%
Spring 2018		4		100.0%		75.0%		75.0%
Spring 2019		2		100.0%				

FEMALE STUDENTS

	# Students		2nd Year		3rd Year		4th Year	
	First-Time Freshmen	Transfers	First-Time Freshmen	Transfers	First-Time Freshmen	Transfers	First-Time Freshmen	Transfers
Fall 2017	3	4	66.7%	100.0%		100.0%		100.0%
Fall 2018	10	8	90.0%	100.0%	100.0%	87.5%	90.0%	87.5%
Fall 2019	5	8	100.0%	75.0%	80.0%	75.0%		62.5%
Fall 2020	3	4	66.7%	75.0%				
Fall 2021	7	6						
Spring 2011		4		100.0%		100.0%		100.0%
Spring 2014		1		100.0%		100.0%		100.0%
Spring 2015		2		100.0%		100.0%		100.0%
Spring 2017		4		75.0%		75.0%		75.0%
Spring 2018		3		100.0%		66.7%		66.7%
Spring 2020		2		100.0%		100.0%		
Spring 2021		2		100.0%				
Spring 2022		1						

### MALE STUDENTS

Retention Rates								
	# Students		2nd Year		3rd Year		4th Year	
	First-Time Freshmen	Transfers	First-Time Freshmen	Transfers	First-Time Freshmen	Transfers	First-Time Freshmen	Transfers
Fall 2017	2	2	100.0%	100.0%	100.0%		100.0%	
Fall 2018	3	4	66.7%	100.0%	66.7%	100.0%	66.7%	75.0%
Fall 2019	4	4	100.0%	100.0%		75.0%		75.0%
Fall 2020	5	3	60.0%	66.7%		66.7%		66.7%
Fall 2021	1	3						
Spring 2012	1	1		100.0%		100.0%		100.0%
Spring 2013		1		100.0%		100.0%		100.0%
Spring 2014	1	1		100.0%		100.0%		100.0%
Spring 2017	2			100.0%		100.0%		100.0%
Spring 2018	1	1		100.0%		100.0%		100.0%
Spring 2019	2			100.0%				
Spring 2020	4			75.0%		75.0%		
Spring 2021	1			100.0%				

### AFRICAN AMERICAN STUDENTS

Retention Rates								
	# Students		2nd Year		3rd Year		4th Year	
	First-Time Freshmen	Transfers	First-Time Freshmen	Transfers	First-Time Freshmen	Transfers	First-Time Freshmen	Transfers
Fall 2010		1		100.0%				
Fall 2011		2		100.0%		100.0%		100.0%
Fall 2015		1		100.0%		100.0%		100.0%
Fall 2016	1	1	100.0%	100.0%	100.0%		100.0%	100.0%
Fall 2017	1	1	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Fall 2018		2		100.0%				
Fall 2019	2	5	100.0%	80.0%	100.0%			
Fall 2020	3	2	33.3%	50.0%				
Fall 2021	1	2						
Spring 2011		1		100.0%		100.0%		100.0%
Spring 2013		1		100.0%		100.0%		100.0%
Spring 2015		1		100.0%		100.0%		100.0%
Spring 2017		1						

### ASIAN STUDENTS

Retention Rates								
	# Students		2nd Year		3rd Year		4th Year	
	First-Time Freshmen	Transfers	First-Time Freshmen	Transfers	First-Time Freshmen	Transfers	First-Time Freshmen	Transfers
Fall 2012	1	2		100.0%		100.0%		
Fall 2014	1	2	100.0%	100.0%	100.0%		100.0%	100.0%
Fall 2015		1		100.0%		100.0%		100.0%
Fall 2016	1	3	100.0%	100.0%	100.0%		100.0%	
Fall 2017	2		50.0%					
Fall 2018	1	1	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Fall 2019	1	3	100.0%	100.0%		100.0%		100.0%
Fall 2020	2	1	100.0%					
Fall 2021	1	1						
Spring 2011		1		100.0%		100.0%		100.0%
Spring 2017		1		100.0%		100.0%		100.0%
Spring 2022		1						

### HISPANIC STUDENTS

Retention Rates								
	# Students		2nd Year		3rd Year		4th Year	
	First-Time Freshmen	Transfers	First-Time Freshmen	Transfers	First-Time Freshmen	Transfers	First-Time Freshmen	Transfers
Fall 2018	10	8	80.0%	100.0%	90.0%	100.0%	80.0%	87.5%
Fall 2019	6	3	100.0%	100.0%	66.7%	100.0%		66.7%
Fall 2020	2	3	50.0%	100.0%		66.7%		66.7%
Fall 2021	4	3						
Spring 2011	1			100.0%		100.0%		100.0%
Spring 2012		1		100.0%		100.0%		100.0%
Spring 2014		1		100.0%		100.0%		100.0%
Spring 2015		1		100.0%		100.0%		100.0%
Spring 2017	2			100.0%		100.0%		100.0%
Spring 2018	4			100.0%		75.0%		75.0%
Spring 2020	5			80.0%		80.0%		
Spring 2021	1			100.0%				
Spring 2022	3							

### NATIVE AMERICAN STUDENTS

Retention Rates								
	# Students		2nd Year		3rd Year		4th Year	
	First-Time Freshmen	Transfers	First-Time Freshmen	Transfers	First-Time Freshmen	Transfers	First-Time Freshmen	Transfers
Fall 2020		1		100.0%		100.0%		100.0%
Fall 2021	1	1						
Spring 2019		1		100.0%				

### PACIFIC ISLANDER STUDENTS

Retention Rates								
	# Students		2nd Year		3rd Year		4th Year	
	First-Time Freshmen	Transfers	First-Time Freshmen	Transfers	First-Time Freshmen	Transfers	First-Time Freshmen	Transfers
Fall 2011		1		100.0%				
Fall 2014		1		100.0%				
Fall 2020	1		100.0%					
Fall 2021		1						

### STUDENTS WHO IDENTIFY WITH TWO OR MORE RACES

Retention Rates								
	# Students		2nd Year		3rd Year		4th Year	
	First-Time Freshmen	Transfers	First-Time Freshmen	Transfers	First-Time Freshmen	Transfers	First-Time Freshmen	Transfers
Fall 2009		1						
Fall 2011	1		100.0%		100.0%		100.0%	
Fall 2016	1	1	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Fall 2018	1	1	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Fall 2019		1						
Fall 2021		1						
Spring 2014		1		100.0%		100.0%		100.0%

### STUDENTS WITH UNKNOWN RACIAL IDENTITIES

Retention Rates								
	# Students		2nd Year		3rd Year		4th Year	
	First-Time Freshmen	Transfers	First-Time Freshmen	Transfers	First-Time Freshmen	Transfers	First-Time Freshmen	Transfers
Fall 2010		1		100.0%		100.0%		100.0%
Fall 2012		1		100.0%		100.0%		100.0%
Fall 2016		1		100.0%		100.0%		100.0%
Fall 2017		2		100.0%		100.0%		100.0%
Spring 2017		2		100.0%		100.0%		100.0%

### WHITE STUDENTS

Retention Rates								
	# Students		2nd Year		3rd Year		4th Year	
	First-Time Freshmen	Transfers	First-Time Freshmen	Transfers	First-Time Freshmen	Transfers	First-Time Freshmen	Transfers
Fall 2009		1		100.0%		100.0%		100.0%
Fall 2010		1		100.0%		100.0%		100.0%
Fall 2013		1						
Fall 2014		1		100.0%		100.0%		100.0%
Fall 2018	1		100.0%		100.0%		100.0%	
Fall 2021	1							
Spring 2011		1		100.0%		100.0%		100.0%
Spring 2019		1		100.0%		100.0%		100.0%
Spring 2021		1		100.0%				

Tables taken from: Office of The President Institutional Research, Effectiveness, & Planning *Student Progression & Graduation Dashboard*



**C. Provide 4-year and 6-year graduation data disaggregated by gender and ethnicity for each degree.**

**ALL STUDENTS**

**Student Progression & Graduation Dashboard**

Graduation Rates								
	# Students		2 years		4 years		6 years	
	First-Time Freshmen	Transfers	First-Time Freshmen	Transfers	First-Time Freshmen	Transfers	First-Time Freshmen	Transfers
Fall 2016	16	14		16.7%	31.3%	41.7%	43.8%	41.7%
Fall 2017	5	6		33.3%		66.7%		
Fall 2018	13	12		75.0%	38.5%	83.3%		
Fall 2019	8	12		33.3%				
Fall 2020	8	7		42.9%				
Fall 2021	7	9						
Spring 2011		4		75.0%		100.0%		100.0%
Spring 2012		1				100.0%		100.0%
Spring 2013		1		100.0%		100.0%		100.0%
Spring 2014		2		50.0%		100.0%		100.0%
Spring 2015		2				100.0%		100.0%
Spring 2017		6		50.0%		83.3%		
Spring 2018		4		25.0%		75.0%		
Spring 2019		2		50.0%				
Spring 2020		6		33.3%				
Spring 2021		3						
Spring 2022		4						

**FEMALE STUDENTS**

Graduation Rates								
	# Students		2 years		4 years		6 years	
	First-Time Freshmen	Transfers	First-Time Freshmen	Transfers	First-Time Freshmen	Transfers	First-Time Freshmen	Transfers
Fall 2013	4	4						
Fall 2014	3	3		33.3%		100.0%		100.0%
Fall 2015	3	3		33.3%		66.7%	66.7%	66.7%
Fall 2016	14	9		22.2%	28.6%	44.4%	35.7%	44.4%
Fall 2017	3	4		50.0%		100.0%		
Fall 2018	10	8		75.0%	40.0%	87.5%		
Fall 2019	4	8		25.0%				
Fall 2020	3	4		25.0%				
Fall 2021	6	6						
Spring 2011		4		75.0%		100.0%		100.0%
Spring 2014		1		100.0%		100.0%		100.0%
Spring 2015		2				100.0%		100.0%
Spring 2017		4		50.0%		75.0%		
Spring 2018		3		33.3%		66.7%		
Spring 2020		2						
Spring 2021		2						
Spring 2022		1						

**MALE STUDENTS**

Graduation Rates								
	# Students		2 years		4 years		6 years	
	First-Time Freshmen	Transfers	First-Time Freshmen	Transfers	First-Time Freshmen	Transfers	First-Time Freshmen	Transfers
Fall 2014	4	3						
Fall 2015	5	5		20.0%		60.0%		80.0%
Fall 2016	2	3			50.0%	33.3%	100.0%	33.3%
Fall 2017	2	2						
Fall 2018	3	4		75.0%	33.3%	75.0%		
Fall 2019	4	4		50.0%				
Fall 2020	5	3		66.7%				
Fall 2021	1	3						
Spring 2012		1				100.0%		100.0%
Spring 2013		1		100.0%		100.0%		100.0%
Spring 2014		1				100.0%		100.0%
Spring 2017		2		50.0%		100.0%		
Spring 2018		1				100.0%		
Spring 2019		2		50.0%				
Spring 2020		4		50.0%				
Spring 2021		1						
Spring 2022		3						

### AFRICAN AMERICAN STUDENTS

Graduation Rates								
	# Students		2 years		4 years		6 years	
	First-Time Freshmen	Transfers	First-Time Freshmen	Transfers	First-Time Freshmen	Transfers	First-Time Freshmen	Transfers
Fall 2010		1						
Fall 2011		2		50.0%		100.0%		100.0%
Fall 2015		1		100.0%		100.0%		100.0%
Fall 2016	1	1		100.0%	100.0%	100.0%	100.0%	100.0%
Fall 2017	1	1		100.0%		100.0%		
Fall 2018		2		50.0%		50.0%		
Fall 2019	2	5		20.0%				
Fall 2020	3	5						
Fall 2021	1	2						
Spring 2011				100.0%		100.0%		100.0%
Spring 2013		1		100.0%				100.0%
Spring 2015		1				100.0%		100.0%
Spring 2017		1						
Spring 2020		1						
Spring 2021		1						

### ASIAN STUDENTS

Graduation Rates								
	# Students		2 years		4 years		6 years	
	First-Time Freshmen	Transfers	First-Time Freshmen	Transfers	First-Time Freshmen	Transfers	First-Time Freshmen	Transfers
Fall 2012	1	2		50.0%				50.0%
Fall 2014	1	2		50.0%		100.0%	100.0%	100.0%
Fall 2015		1				100.0%		100.0%
Fall 2016	1	3					100.0%	
Fall 2017	2							
Fall 2018	1	1		100.0%		100.0%		
Fall 2019	1	3		33.3%				
Fall 2020	2	1						
Fall 2021	1	1						
Spring 2011		1				100.0%		100.0%
Spring 2017		1		100.0%		100.0%		
Spring 2022		1						

### HISPANIC STUDENTS

Graduation Rates								
	# Students		2 years		4 years		6 years	
	First-Time Freshmen	Transfers	First-Time Freshmen	Transfers	First-Time Freshmen	Transfers	First-Time Freshmen	Transfers
Fall 2014	4	6		33.0%				
Fall 2015	3	6		16.7%		50.0%	66.7%	66.7%
Fall 2016	13	6		16.7%	23.1%	33.3%	30.8%	33.3%
Fall 2017	2	3				33.3%		
Fall 2018	10	8		75.0%	50.0%	87.5%		
Fall 2019	5	3		66.7%				
Fall 2020	2	3		66.7%				
Fall 2021	4	3						
Spring 2011		1		100.0%		100.0%		100.0%
Spring 2012		1				100.0%		100.0%
Spring 2014		1				100.0%		100.0%
Spring 2015		1				100.0%		100.0%
Spring 2017		2				100.0%		
Spring 2018		4		25.0%		75.0%		
Spring 2020		5		40.0%				
Spring 2021		1						
Spring 2022		3						

### NATIVE AMERICAN STUDENTS

Graduation Rates								
	# Students		2 years		4 years		6 years	
	First-Time Freshmen	Transfers	First-Time Freshmen	Transfers	First-Time Freshmen	Transfers	First-Time Freshmen	Transfers
Fall 2020		1		100.0%				
Fall 2021	1	1						
Spring 2019		1						

### PACIFIC ISLANDER STUDENTS

Graduation Rates								
	# Students		2 years		4 years		6 years	
	First-Time Freshmen	Transfers	First-Time Freshmen	Transfers	First-Time Freshmen	Transfers	First-Time Freshmen	Transfers
Fall 2011		1						
Fall 2014		1						
Fall 2020	1							
Fall 2021		1						

### STUDENTS WHO IDENTIFY WITH TWO OR MORE RACES

Graduation Rates								
	# Students		2 years		4 years		6 years	
	First-Time Freshmen	Transfers	First-Time Freshmen	Transfers	First-Time Freshmen	Transfers	First-Time Freshmen	Transfers
Fall 2009		1						
Fall 2011	1						100.0%	
Fall 2016	1	1			100.0%	100.0%	100.0%	100.0%
Fall 2018	1	1		100.0%		100.0%		
Fall 2019		1						
Fall 2021		1						
Spring 2014		1		100.0%		100.0%		100.0%

## STUDENTS WITH UNKNOWN RACIAL IDENTITIES

Graduation Rates								
	# Students		2 years		4 years		6 years	
		Transfers		Transfers		Transfers		Transfers
Fall 2010		1		100.0%		100.0%		100.0%
Fall 2012		1		100.0%		100.0%		100.0%
Fall 2016		1				100.0%		100.0%
Fall 2017		2		50.0%		100.0%		
Spring 2017		2		100.0%		100.0%		

## WHITE STUDENTS

Graduation Rates								
	# Students		2 years		4 years		6 years	
	First-Time Freshmen	Transfers	First-Time Freshmen	Transfers	First-Time Freshmen	Transfers	First-Time Freshmen	Transfers
Fall 2009		1						
Fall 2010		1				100.0%		100.0%
Fall 2013		1						
Fall 2014		1				100.0%		100.0%
Fall 2018	1							
Spring 2011		1		100.0%		100.0%		100.0%
Spring 2019		1		100.0%				
Spring 2021		1						

Tables taken from: Office of The President Institutional Research, Effectiveness, & Planning Student Progression & Graduation Dashboard

**D. Provide analysis on admission, retention, and graduation data, including how to maintain success and improve time to degree, and consider concentrations as needed.**

The Department of Ethnic Studies has done a good job retaining and graduating their freshman and transfer students of all racial and gender identities over the years. However, what becomes clear after analyzing the department's admission, retention and graduation data, is that though Ethnic Studies declared freshmen and transfer majors progress well through the program, they consistently remain small in number. One reason for this is that students typically declare the Ethnic Studies major after changing their original majors. Ethnic Studies sees a lot of impacted majors transferring to the department as well as students adding a double major once they take an Ethnic Studies course for various campus graduation requirements like the Race and Ethnicity requirement. As such, overtime, Ethnic Studies anticipates more students adding an Ethnic Studies double major and more freshman students declaring the major as AB 1460, the requirement that all Cal State students must take an Ethnic Studies course to graduate, will expose more students to the field of Ethnic Studies. Along with AB 1460, California's junior colleges have also added a requirement to take an Ethnic Studies class before transferring to a 4-year institution. Because of this, it is also anticipated that more JC transfers will come to Sac State ready to major in Ethnic Studies after being exposed to the field at their previous institutions.

**E. If the program is impacted, summarize data and future impact plan.**

N/A

**F. Summarize current partnerships in success efforts (Advising, Writing Center, Library Student Success Center, internship sites, etc.) and consider ways to better work together to maintain success and improve time to degree.**

The current partnerships include the Full Circle Project, Cooper Woodson College Enhancement Program, and the 65th Corridor Community Collaborative Project. Below are brief summaries of each partnership as well as ways we are considering to improve the partnerships.

### **65th Street Corridor Community Collaborative Project**

With a long and healthy relationship with the Department of Ethnic Studies that spans over 20 years, the 65th Street Corridor Community Collaborative Project's primary goal is to promote college as a viable option for students attending the community schools partner sites (Hiram Johnson High School, Will C. Wood Middle School, and Elder Creek Elementary) along the 65th Street Corridor. Four components ground the project, namely: Ethnic Studies History Project, Student Bridge Program, Parent Bridge Program (both of which are fieldtrips to Sacramento State), the Hiram Johnson High School Ethnic Studies Tutoring/Mentoring Program, and the Will C. Wood 8th Grade Ethnic Studies Course. These four components thrive because we recruit Ethnic Studies majors to be involved as a way of promoting Civic Engagement and Student Leadership. Additionally, we also invite Ethnic Studies faculty to work with the 65th. The diversity of racial and ethnic embodied in the lives of Sacramento State's Ethnic Studies students serves as a critical visual for students in our partnering community schools. There is great benefit for students attending the community schools to interact with Sacramento State student mentor/tutors. Aside from seeing students that may relate to students also have different opportunities to converse with Ethnic Studies majors, for example, about their pathway to college. We center possibilities amidst life's challenges. Ethnic Studies majors are featured throughout the four components that comprise the 65th Project.

### **The Cooper Woodson College Enhancement Program**

The Cooper Woodson College Enhancement Program (CWC), is an Educational Equity, Pan African Student Retention Program at Sac State. Over the years, CWC has not only worked proficiently with the Ethnic Studies Department but also with the 65th Corridor Project. Both of these collaborations have been extremely valuable for CWC scholars, Ethnic Studies students and students attending the schools associated with the 65th project. Along with taking courses in the Ethnic Studies Department, CWC's work with 65th has created a bridge by connecting high school, middle school and elementary school students with scholars who look like them in college, who also help facilitate their learning in the field of Ethnic Studies. CWC also offers its students an opportunity to earn a Pan African Studies certificate through their participation in CWC. This certificate is offered through the Ethnic Studies Department.

### **The Full Circle Project**

The Full Circle Project (FCP) is a comprehensive academic support program by Sacramento State, the Department of Ethnic Studies, and the Asian American Studies program. FCP helps incoming Asian Pacific Islander Desi American (APIDA) first-year students transition from high school and community college and graduate from Sacramento State with a transformational university experience. FCP was conceived to create connections to the campus community, introduce concepts of Ethnic Studies that give context to student experiences, collaborate with campus partners, engage research on learning communities in higher education, align course content with General Education requirements, and outline clear communication of the FCP student learning objectives. The signature element of FCP is its two-semester Freshman Learning Community for 100 students each year. FCP students are from all majors, but the learning community is fundamentally grounded in Ethnic Studies and Asian American Studies. The two Ethnic Studies courses offered in the fall for FCP students are ETHN 14 (Introduction to Asian American Studies) and ETHN 21 (Freshman Seminar).

In order to improve partnerships with FCP, 65th, and CWC, all three of which operate within the purview of the Ethnic Studies Department, we will seek continued institutional support for these programs. This will help to sustain and advance their success and presence on campus.

The Department also participates in on campus programs including, College Assistance Migrant Program (CAMP), Sacramento State's Educational Opportunity Program (EOP), and McNair Scholars Program. The Ethnic Studies Department also has a close relationship with the College of Education, and provides courses and concentrations in the degree program. These programs and partnerships have been vital for the success of our majors and minors. To continue strengthening efforts around student success, we are in the process of developing Memorandums of Understanding (MOUs) for each of these partnerships. This will allow the Department to lay out clear sets of expectations and responsibilities so that we are able to effectively achieve our partnership goals for each program.

## **Element Four: Developing Resources to Ensure Sustainability**

**A. List key strategic initiatives for the academic unit, and append any strategic plan. These can be structural, such as new or discontinuations of degrees, concentrations, minors; tied to university strategic initiatives, such as Anchor University; or operational, such as ways to be more inclusive in the academic unit's planning.**

- Faculty in the Department are involved in University programs such as CWC, FCP, CAMP, EOP, FYE, CRISJ, Fellows Pathway, and McNair's Scholar Program and mentor and advise students toward graduation and success. We help improve student graduation rates through our active, ongoing leadership and participation in these programs. We also help prepare students for advanced education by providing workshops and mentorship for students who apply for graduate school. Ethnic Studies faculty play a crucial role in bridging equity gaps for students of color on campus. Through mentorship, critical pedagogy, and student support, Ethnic Studies faculty help with student retention and success to address the equity gap. Courses in Ethnic Studies also improves student engagement while increasing graduation and retention rates (aligns with Sacramento State's Strategic Goal: Learning and Student Success and Graduation Initiative, "Finish in Four").
- Teach and deliver all courses for area F, Ethnic Studies, for the General Education Program (aligns with the University's Strategic Goal: Embrace Justice Diversity, Equity, Belonging and Inclusion).
- Teach and develop anti-racism curriculum (aligns with the University's Strategic Goal: Embrace Justice Diversity, Equity, Belonging and Inclusion and the University's Antiracism and Inclusive Campus Plan, specifically with Antiracism Curriculum, Pedagogy, and Assessment, "Goal 1: Ensure that curriculum, pedagogy, and assessment is antiracist: From a Black, Indigenous, Chicana/Latina, Asian American and Pacific Islander, and other racially minoritized communities' perspective, fully integrating epistemologies of people of color, in an intersectional way; and that it centers and values students' different ways of knowing").
- Produce and disseminate research/scholarship and creative activities from the perspectives of indigenous communities and communities of color (aligns with the University's Strategic Goals: Innovation in Teaching, Research and Creative Activities and Embrace Justice Diversity, Equity, Belonging and Inclusion).
- Implement events for the campus and larger community focused on anti-racism, Ethnic Studies scholarship/research/pedagogy, and community engagement (aligns with the University's Strategic Goals: Embrace Justice Diversity, Equity, Belonging and Inclusion and Anchor University and Community Impact. This also aligns with the University's Antiracism and Inclusive Campus Plan, specifically with Mattering and Affirming, "Goal 1: Affirm and represent the Black, Indigenous, Chicana/Latina, Asian American and Pacific Islander, and other racially minoritized communities across the Sacramento State campus and community").
- Community engagement is a hallmark of the Department of Ethnic Studies at Sacramento State with everlasting, strong ties to community organizations in the region. Our involvement with the communities and community partners in the Sacramento region aligns directly with Sacramento State's Anchor University Initiative and Sacramento State's Strategic Goal: Anchor University and Community Impact.

**B. Summarize hiring needs for the academic unit, and append the multi-year faculty and staff hiring plan**

Our Department is growing and evolving, especially with the new area F requirement, delivering and improving the degree program, and developing the Master's Program in Ethnic Studies, which is expected to be implemented by Fall 2025. Given these specific needs and growth of our Department, we will have a continual need for tenure-track faculty and staff to support our ability to serve the students. We will need more discussion to create a hire plan for 5 years that can address these needs. We will revise this plan every year based on Department need, budget, and University initiatives such as cluster hires. During the academic year 2022-23, we did successfully obtain a tenure-track position through the cluster hires and we anticipate participating more in these hires in the future.

**C. Summarize other major budget concerns (facilities, equipment, student assistants, etc.).**

The Department and faculty need specific resources and institutional support to serve the students at Sacramento State. For instance, faculty need funding to support their research, scholarship, and creative activities, which they can use and integrate in their courses to improve pedagogy and student success. Faculty also need assigned time to support their active and ongoing involvement in the campus and larger community that often limit their ability and time to focus on their classes and provide quality instruction. Faculty of color are often culturally taxed for their participation and leadership on Department and University committees. As discussed earlier, our Department is experiencing rapid growth and change, and this requires faculty to step into leadership roles to address these changes. Particularly, with the passage of AB 1460 and the hires of Assistant Professors to fulfill this need, our faculty have shifted to largely junior faculty in the Department. Our faculty are in immediate need of support from the University such as assigned time to help faculty manage such tasks and responsibilities in the Department. Given the focus on community engagement of our Department and discipline, our faculty continually implement campus and community events and build partnerships with the larger community in significant ways. These efforts also engage our students and the campus community to build a sense of community and strengthen retention and graduation rates. Our focus and connections to historically underrepresented/underserved communities help the University build its relationship and strengthen its involvement with these communities. Our Department and faculty need more funding and assigned time to do our work in these communities and maintain our reputation as an Anchor University. Additionally, students who have enrolled in the ETHN 195 fieldwork class have expressed the need to have more Community Partners available to choose from to complete the fieldwork course. We will continue to work with the Community Engagement Office to expand networks of partners to provide a wider range of opportunities and internships for students. The Department will also need to hire at least five student assistants to help the office operate efficiently and to support students and faculty. With our growing faculty and staff, we need offices that are ideally in the same building, which will help us build community with one another as well as be centrally located to provide support for students. Although we do receive external funding such as grants to implement our programs and campus events, we would like the University to provide additional support for the work the faculty does for the campus community and students. Our programs are helping to bring and diversify our student population.

**D. Summarize revenue opportunities (grants, gifts, partnerships, etc.).**

N/A

## **Element Five: Planning to Maintain Success and Engage in Continuous Improvement**

### **A. Summary of Areas of Concern and Means of Improving**

Through this self-study, we realized the need to revise the program learning outcomes, which will help us improve assessment. We will need to develop new rubrics and other tools of assessment that are based on the new PLOs. We also need to complete a comprehensive assessment plan for the new PLOs. From the survey we conducted with recent graduates and graduating seniors, we learned that our majors are achieving the learning outcomes of the degree program. The survey also helped us understand how we can improve the degree program for the students. From the data on student success, we saw how the Covid-19 pandemic has significantly impacted the number of majors in our degree program. Although declared freshmen and transfer majors progress well through the degree program, the number of our majors are relatively few. However, we anticipate that with the passage of AB 1460, the new area F that requires students to take at least one course in Ethnic Studies for graduation, and the new requirement in Ethnic Studies at the community colleges, our degree program will grow with student interest and greater exposure to our discipline and courses. The Department has maintained successful partnerships with the Full Circle Project, the 65th Street Corridor Community Collaborative Project, and the Cooper Woodson College Enhancement Program and will continue to seek institutional support for these programs. The Department will also develop Memorandums of Understanding (MOUs) with on campus programs that include College Assistance Migrant Program (CAMP), Sacramento State's Educational Opportunity Program (EOP), McNair Scholars Program, and the College of Education. We will need to create a hire plan for 5 years that can address the growth and changes of the Department. The Department also has specific needs that require additional resources and institutional support to serve the students at Sacramento State. We will utilize on-campus resources as much as possible and seek external funding to support faculty, staff, and students. Below is a list of things we plan to do to improve the degree program and student learning for the next review cycle.

- Revise the program learning outcomes and align with CSUS bachelor learning goals and achievement expectations.
- Develop rubrics and other tools of assessment based on the new program learning outcomes.
- Complete a comprehensive assessment plan based on the new program learning outcomes.
- Provide more opportunities for students to be involved and engaged in the larger community.
- Provide opportunities for students to be more connected with each other and the Department.
- Review annual data for growth in our degree program.
- Continue to seek institutional support for programs that operate within the purview of the Department and develop Memorandums of Understanding (MOUs) with on campus programs.
- Develop a hiring plan (5 years) that can address the growth and changes of the Department.
- Utilize on-campus resources and seek external funding to support faculty, staff, and students.

## Appendix B. External Review Report Sample Template

**Academic Unit Name:**

**Ethnic Studies Department**

**Degrees:**

**BA in Ethnic Studies**

**Site Visit Dates: March 2-3, 2023**

STAGE	DESCRIPTION
<b>Initial</b>	The program is at a preliminary stage in this practice. The program shows the need for additional policies, resources, or practices in order for it to provide the education program to which it is committed or aspires. Insufficient data is available to make determinations.
<b>Emerging</b>	The program partially satisfies the criterion. Some data is available documenting this dimension. The program has many, but not all, of the policies, practices, and resources it needs to provide the educational program to which it is committed or aspires.
<b>Developed</b>	The program satisfies this criterion, with developed policies and practices. The program has the availability of sufficient resources to accomplish its program goals on this dimension. Data demonstrates accomplishment of this criterion.
<b>Highly Developed</b>	The program fully satisfies this criterion. The program may serve as a model and reference for others on campus. The program's practices, policies, and/or its resources contribute to program excellence on this dimension.

<b>ELEMENT ONE: ACADEMIC UNIT'S MISSION AND INSTITUTIONAL CONTEXT</b>	
INQUIRY	STAGE
Does the academic unit have a mission statement or statement of program goals that is appropriate?	E
Are the academic unit's mission and its programs aligned with CSUS and college missions and strategic priorities?	D
Is the academic unit supportive of the CSUS general education program and/or general graduate learning outcomes?	HD
Does the academic unit engage key constituencies and campus partners in academic and strategic planning, including faculty, professional colleagues, current and prospective students, and the community?	HD
Does the program have policies and procedures that facilitate articulation with community colleges and/or other external educational partners?	E
<p>Comments: The lack of staff and infrastructure to support the Department's strategic educational partnerships, along with the lack of College data makes it unclear if the Department is meeting criteria #5. (See attachment)</p> <p>Recommendations:            The following recommendations are <b>aligned with Imperative #1 of CSUS Strategic Plan to Elevate Student Learning and Success by Becoming a More Student Ready University</b>:</p>	



1. Develop mission and vision statements that are reflective of the unique and autonomous disciplines of Ethnic Studies;
2. Align Ethnic Studies degree programs with departmental advancements;
3. Develop a five-year strategic plan and assessment plan.
4. Review and expand curricular offerings to reflect advancements in the disciplines and current critical discourse;
5. Conduct a curriculum mapping with a Department curriculum committee;
6. Expand curricular offerings to prepare students for diverse career pathways.

## ELEMENT TWO: LEARNING OUTCOMES AND ASSESSMENT TO MAINTAIN SUCCESS AND ENGAGE IN CONTINUOUS IMPROVEMENT

INQUIRY	STAGE
Does each degree program have appropriate and measurable learning outcomes that reflect current standards in the discipline?	E
Does each course have appropriate and measurable learning outcomes that allow students to achieve program learning outcomes?	D
Are the curriculum and graduation requirements for each degree reflective of current standards in the discipline?	E
Are each degree's curriculum and graduation requirements appropriate for the degree level and do they reflect high expectations of students?	D
Is the assessment loop regularly being closed for each of the degree's program learning outcomes?	D
Is the learning assessment data being used to, per the Element Two heading, maintain success and engage in continuous improvement?	D
Do students feel connected to academic support services (writing, math, tutoring, library, etc.)?	D
<p>Comments: Updates to the Program Learning Outcomes (PLOs) are underway as the Department is attempting to streamline the learning objectives while maintaining alignment with the CSUS bachelor learning objectives.            Data was not available on students' use of campus academic support services, however, it was observed that students are connected to Departmental level research, civic, travel opportunities, and mentorship opportunities. (See attachment)</p>	
<p>Recommendations: The following recommendations are <b>aligned with Imperative #2 of CSUS Strategic Plan to Advance Innovative Teaching, Research, Scholarship and Creative Activity</b>:</p> <ol style="list-style-type: none"> <li>1. Revitalize PLOs to reflect the mission of the Department and student learning goals;</li> <li>2. Develop a 5-year assessment plan to assess alignment and effectiveness of new learning outcomes and curricular programs;</li> <li>3. Develop an assessment plan to evaluate the effectiveness of the Ethnic Studies Department in implementing AB1460.</li> <li>4. Consider developing each BA program into standalone disciplinary requirements to prepare for independent departments in the future.</li> </ol>	

## ELEMENT THREE: STUDENT SUCCESS AND ASSESSMENT TO MAINTAIN SUCCESS AND ENGAGE IN CONTINUOUS IMPROVEMENT

INQUIRY	STAGE
Does each degree program use aggregated and disaggregated data to understand admission trends and to manage enrollment with an eye to diversity and impact, or to address program-specific concerns?	E
Does each degree program use aggregated and disaggregated data to consider ways to improve retention?	D

Does each degree program use aggregated and disaggregated data to consider ways to improve time to degree or to close graduation gaps?	D
Does the program provide appropriate opportunities for students to participate in curricular-related activities, such as research and creative opportunities, service-learning experiences, performances, and internships?	HD
Does the program provide or partner with other entities to provide appropriate co-curricular activities for its students, such as clubs, field trips, lectures, and professional experiences?	HD
Does the program provide adequate student advising?	D
Do students feel connected to student success support services?	D
<p>Comments: The Department needs increased access to data on student success, retention, and graduation rates for the students served. Limited data was provided with inaccuracies. We applaud the Departments efforts to provide students with extra-curricular related activities despite underfunding and limited staff.</p> <p>Recommendations:</p> <ol style="list-style-type: none"> <li>1. Evaluate potential of transforming the community partnership programs into one or several centers that the Ethnic Studies Department can operate and manage;</li> <li>2. The University must provide “budgeted line-item” funding for the operational needs of 1) Full Circle Project; 2) Cooper Woodson College Enhancement Program, and 3) the 65th Corridor Community Collaborative Project <b>(Aligned with Imperative #4 of CSUS Strategic Plan to Ensure the Growth and Development of People, Fiscal, and Structural Resources);</b></li> <li>3. The University must adequately staff each program with full time ASAs and ASCs to support the programmatic needs of 1) Full Circle Project; 2) Cooper Woodson College Enhancement Program, and 3) the 65th Corridor Community Collaborative Project <b>(Aligned with Imperative #4 of CSUS Strategic Plan to Ensure the Growth and Development of People, Fiscal, and Structural Resources);</b></li> <li>4. The University must provide compensation and release time for faculty directors of the three programs <b>(Aligned with Imperative #4 of CSUS Strategic Plan to Ensure the Growth and Development of People, Fiscal, and Structural Resources);</b></li> <li>5. The University must provide funding to hire student employees for each program <b>(Aligned with Imperative #4 of CSUS Strategic Plan to Ensure the Growth and Development of People, Fiscal, and Structural Resources);</b></li> <li>6. The University must provide dedicated permanent space for each program <b>(Aligned with Imperative #4 of CSUS Strategic Plan to Ensure the Growth and Development of People, Fiscal, and Structural Resources);</b></li> <li>7. The University must effectively communicate to the campus the programs existence, significance and impact <b>(Aligned with Imperative #4 of CSUS Strategic Plan to Ensure the Growth and Development of People, Fiscal, and Structural Resources)</b></li> </ol>	

#### ELEMENT FOUR: DEVELOPING RESOURCES TO ENSURE SUSTAINABILITY

INQUIRY	STAGE
Does the program have faculty in sufficient numbers and with appropriate rank, qualification, and diversity to allow students to meet the program learning outcomes and deliver the curriculum for each degree program?	E
Does the program employ professional staff and/or appropriately partner with campus partners (e.g., graduate studies or College of Continuing Education) to support each degree program?	D
Are the program’s facilities, including offices, labs, and practice and performance spaces, adequate to support the program?	I
Does the program have access to information resources, technology, and expertise sufficient to deliver its academic offerings and advance the scholarship of its faculty?	D

Does the program seek and receive extramural support at the appropriate level, including grants, gifts, contracts, and alumni funding?	E
Has the program identified other concerns that impact budget and resource planning?	D
Comments: Funding sources are not permanent and vary by program.	
<p>Recommendations:</p> <ol style="list-style-type: none"> <li>1. The University must provide “budgeted line-item” funding for the operational needs of 1) Full Circle Project; 2) Cooper Woodson College Enhancement Program, and 3) the 65th Corridor Community Collaborative Project <b>(Aligned with Imperative #4 of CSUS Strategic Plan to Ensure the Growth and Development of People, Fiscal, and Structural Resources)</b>;</li> <li>2. The University must adequately staff each program with full time ASAs and ASCs to support the programmatic needs of 1) Full Circle Project; 2) Cooper Woodson College Enhancement Program, and 3) the 65th Corridor Community Collaborative Project <b>(Aligned with Imperative #4 of CSUS Strategic Plan to Ensure the Growth and Development of People, Fiscal, and Structural Resources)</b>;</li> <li>3. The University must provide compensation and release time for faculty directors of the three programs <b>(Aligned with Imperative #4 of CSUS Strategic Plan to Ensure the Growth and Development of People, Fiscal, and Structural Resources)</b>;</li> <li>4. The University must provide funding to hire student employees for each program <b>(Aligned with Imperative #4 of CSUS Strategic Plan to Ensure the Growth and Development of People, Fiscal, and Structural Resources)</b>;</li> <li>5. The University must provide dedicated permanent space for each program <b>(Aligned with Imperative #4 of CSUS Strategic Plan to Ensure the Growth and Development of People, Fiscal, and Structural Resources)</b>;</li> <li>6. The University must effectively communicate to the campus the programs existence, significance and impact <b>(Aligned with Imperative #4 of CSUS Strategic Plan to Ensure the Growth and Development of People, Fiscal, and Structural Resources)</b></li> </ol>	

## ELEMENT FIVE: PLANNING TO MAINTAIN SUCCESS AND ENGAGE IN CONTINUOUS IMPROVEMENT

INQUIRY	STAGE
Does the academic unit engage in planning activities which identify its academic priorities and their alignment with those of the college and the university?	HD
If appropriate, does the program have an advisory board or other links to community members and professionals? Does the program use community professional input for program improvement? Does the program maintain a relationship with its alumni?	D
Does the academic unit have a strategic plan, and other long term plans (5-year hiring, facilities, etc.)?	E
Does the academic unit have regular processes to revise plans and timelines?	E
Do plans include engagement with needed campus partnership and external entities to accomplish goals?	D
Comments: (See attachment)	
<p>Recommendations:</p> <ol style="list-style-type: none"> <li>1. the College should make the chair position 100% administrative so that they can provide adequate support to the Department, faculty and students; <b>(Aligned with Imperative #4 of CSUS Strategic Plan to Ensure the Growth and Development of People, Fiscal, and Structural Resources)</b></li> <li>2. Assign and fund an in-house professional advisor; <b>(Aligned with Imperative #4 of CSUS Strategic Plan to Ensure the Growth and Development of People, Fiscal, and Structural Resources)</b></li> <li>3. the University must actively work to diversify the general faculty population; <b>(Aligned with Imperative #4 of CSUS Strategic Plan to Ensure the Growth and Development of People, Fiscal, and Structural Resources)</b></li> <li>4. Increase communications between the Department and students;</li> <li>5. Expand capstone service hours and fieldwork options to include diverse career pathways.</li> </ol>	

6. The University must provide appropriate compensation and reassigned time for Ethnic Studies faculty work leading University JEDI initiatives (**Aligned with Imperative #3 of CSUS Strategic Plan to Enrich the Diversity and Equity of the University to Create a More Welcoming, Inclusive and Just Community**);
7. Development signature research platforms to disseminate knowledge and form partnerships that advance Ethnic Studies, dismantle systems of oppression, and challenge injustice;
8. Center restorative justice for faculty, staff, and students;
9. College should hire restorative justice professionals or ombudsperson to address University climate around justice, equity, and inclusion (**Aligned with Imperative #3 of CSUS Strategic Plan to Enrich the Diversity and Equity of the University to Create a More Welcoming, Inclusive and Just Community**);

Commendations:

Recommendations and Specific Considerations to Improve Learning and Student Success for Each Degree: Recommendations and Specific Considerations to Develop Resources to Ensure Sustainability: Recommendations and Specific Considerations to Improve Academic Unit Planning:

External Reviewer One Name: Dr. Marquita Gammage \_\_\_\_\_ Affiliation: CSUN \_\_\_\_\_

Signature: *Marquita Gammage* \_\_\_\_\_

External Reviewer Two Name: Dr. Xamuel Bañales \_\_\_\_\_ Affiliation: CSU, Stanislaus \_\_\_\_\_

Signature: *Xamuel Bañales*

**California State University Sacramento**  
**Department of Ethnic Studies**

**External Review Report**

The Department of Ethnic Studies at California State University Sacramento has an historic legacy of community engagement and educational enrichment for over 50 years. The Ethnic Studies Department comprises four programs: Asian American Studies; Chicana/Latina Studies; Native American Studies; and Pan African Studies. The Department continues to provide an interdisciplinary education to students who seek to gain a grounding in the study of cultures, histories, and experiences of African Americans, Asian Americans, Chicana/os Latina/os, and Native Americans.

The Ethnic Studies Department currently operates 12 different programs: 1. an Asian American Studies major; 2. Chicano Studies major; 3. a Native American Studies major; 4. a Pan African Studies major; 5) an Ethnic Studies General major; 6) a BA in Ethnic Studies (Teachers in Bilingual Education); 7. a BA in Ethnic Studies (Teachers in Urban Settings); 8. a Certificate in Pan African Studies; 9. a Minor in Asian American Studies; 10. a Minor in Chicana and Latina Studies; 11. a Minor in Ethnic Studies; and 12. a Minor in Native American Studies. Students are able to complete the degree requirements by completing a series of courses.

With the passing of AB1460, the Ethnic Studies Department at Sacramento State is in the process of growth and transformation. Over the last three years (including this academic year), the Ethnic Studies Department has hired a total of twelve tenure track faculty (in cohorts of 4 each year).

Based on our review, we offer the the following recommendations: 1) a revision of the Ethnic Studies Department objectives, which includes majors/minors, curriculum, programs, PLOs, and assessment; 2) College/University increase financial and institutional support for existing community engagement program operated by the Department; 3) College/University address/alleviate the cultural taxation of Ethnic Studies faculty by providing adequate compensation, including course releases and/or funds; 4) Department create community engagement opportunities for students and incorporate wellness and external restorative justice approaches to forster cohesion and unity.

The sections below detail the strengths and recommendations for enhancement of the Department/BA degree:

**I. Academic Unit Mission:**

*Department Mission*

The Department focuses on the study of the four major underrepresented/underserved groups that comprise the field of Ethnic Studies. The Department directs students to think critically, analyze experiences, concepts, and theories about society, and to actively work to challenge

discrimination. Finally, the Department encourages blending Ethnic Studies with other professional areas.

Each of the programs (Asian American Studies; Chicax/Latinx Studies; Native American Studies; and Pan African Studies) vary in their description (some are more developed than others). The Department's mission should reflect a more contemporary, dynamic, and invigorating tone that mirrors its new growth and transformation. This can include: embracing the field/department's unique foundation, identity, and contributions (e.g.: TWLF, third world strike; the inception of Ethnic Studies in 1970 at Sac State; community engagement); incorporating language and terms that reflect contemporary tenets and trends of the field (e.g.: sovereignty, decolonization, intersectionality, racism/racialization, power relations); highlighting community engagement as one of the Department's strengths (e.g.: active student participation, community work/service, action and social change).

We recommend that all of the program's descriptions reflect the uniqueness of their fields while also maintaining a thread of cohesion to one another, and that they align to the revamped mission of the Department. This work could be done through the creation of the curriculum committee that we suggest below (see curriculum section).

We also recommend the Department develop a five year strategic plan that details the implementation of the revised mission and vision and includes an assessment plan of the curriculum revisions, and AB1460 curriculum.

### ***Recommendations***

The following recommendations are **aligned with Imperative #1 of CSUS Strategic Plan to Elevate Student Learning and Success by Becoming a More Student Ready University:**

1. Develop mission and vision statements that are reflective of the unique and autonomous disciplines of Ethnic Studies;
2. Align Ethnic Studies degree programs with departmental advancements;
3. Develop a five year strategic plan and assessment plan.

## **II. Majors and Minors**

The data shows a steady number of majors (N= 96 Fall 22) and minors (N=51). There was a decrease in majors during the pandemic, which reflects an over trend across the country as many students experienced hardships or disengaged from attending college. Based on feedback from administrators and faculty, the current data of this semester highlights an increase of majors and minors.

There are several resources that complement students majoring or minoring in Ethnic Studies. These include: community engagement programs and opportunities; faculty mentorship relationships, and student organizations. Together, they compliment students' educational pathways and provide support. The faculty offer both academic enrichment as well as personal and professional empowerment opportunities for students. Students from diverse backgrounds

and majors benefit from the culturally literate curriculum and race conscious discourse. Students are challenged to critically interrogate systems of oppression, colonialism, racism and white supremacy. Applied Ethnic Studies is a hallmark pedagogy of the Department and fosters students' civic engagement in local communities. Seeking to advance their knowledge and research skills in Ethnic Studies, students are eagerly awaiting the launch of the Master's in Ethnic Studies at CSUS.

Students expressed the following recommendations for enhancing to the degree programs: 1) intentional advising including career pathways advisement; 2) increased access to courses for enrollment; 3) improve faculty/student ratio to more effectively serve diverse students, especially Latinx students as they are the largest student population; 4) alternative options for the capstone internship and internship hours that are inclusive of students diverse career paths and lived realities; 5) diversify career pathways options to enhance the majors beyond education and civic (government/non-profit routes) to prepare students to industry or creative leadership. The Department could also consider soliciting informal and formal feedback from majors/minors once an academic year, such as through surveys, faculty/student dialogues, and/or focus groups to improve the major/minor experience.

The Ethnic Studies field work and capstone experiences offer students invaluable opportunities to serve local communities and build partnerships that address injustice. The Department should consider providing students other options to complete their capstone hours. Perhaps there are online asynchronous/hybrid options that would allow students who work or have other commitments complete their hours in more flexible ways. The Department should also consider creating different partnerships with sectors beyond education/civic spaces and/or create an annual event in which alumni from diverse career paths can speak about their experiences.

There are several factors that can help increase the majors and minors, such as: 1) the Department is growing and has recently hired several faculty of color who have strong community engagement backgrounds and mentorship abilities; 2) new faculty expertise can contribute to adding new areas to the curriculum ; 3) the passing of AB1460 will expose students to the field earlier in their academic careers; 4) post-Covid, students may be more excited about returning back to college. Such factors may help with increasing the majors and minors.

There are other options for recruitment or retention that the Department can consider, such as 1) strengthening the already existing community engagement programs, especially those that offer on campus field trips to local high school students and parents in the community; 2) continue to provide professional opportunities for current students, such attending and presenting at research conferences; 3) promote and work on visibility of Ethnic Studies on campus. Since recruitment efforts are primarily the responsibility of the University, we recommend that Sacramento State create a task force between Ethnic Studies and key programs and offices on campus to work on supporting the recruitment and retention efforts of Ethnic Studies. The Department has already been doing this work, often uncompensated, so a task force could work to 1) identify the strengths of the current Ethnic Studies programs that do this work; 2) identify where there are gaps or areas of need that the programs have; 3) fill the gaps and provide support with University units so that Ethnic Studies can continue to do this work in adequately compensated and autonomous ways.

The College and University should seriously have conversations and develop an action plan to address the difference between Hispanic Enrolling Institutions and Hispanic Serving Institutions to address the disparity between Latinx faculty and student demographics (the work of Dr. Gina Ann Garcia is critical to the conversation). We recommend that the College/University consider this disparity as future hires in Chicanx/Latinx Studies are considered but attention simultaneously go to hires throughout the university to diversify the general faculty population;

### ***Recommendations***

1. the College should make the chair position 100% administrative so that they can provide adequate support to the Department, faculty and students; **(Aligned with Imperative #4 of CSUS Strategic Plan to Ensure the Growth and Development of People, Fiscal, and Structural Resources)**
2. Assign and fund an in-house professional advisor; **(Aligned with Imperative #4 of CSUS Strategic Plan to Ensure the Growth and Development of People, Fiscal, and Structural Resources)**
3. the University must actively work to diversify the general faculty population; **(Aligned with Imperative #4 of CSUS Strategic Plan to Ensure the Growth and Development of People, Fiscal, and Structural Resources)**
4. Increase communications between the Department and students;
5. Expand capstone service hours and fieldwork options to include diverse career pathways.

### **III. Curriculum**

The Department's curriculum is designed to cover the fields four essential areas of Asian American Studies; Chicanx/Latinx Studies; Native American Studies; and Pan African Studies. The Department specifies that they are "the only Department and discipline at Sacramento State University that has faculty and classes that focus primarily on race, class, and ethnicity." Furthermore, the Department states that, as an interdisciplinary field, it has expanded to include "contemporary issues and more critical approaches that connect global and national issues and address the experiences of racialized and indigenous groups in the U.S. in relation to power."

The bachelor degree programs require 24 units in the common core areas and 12 units in the specific subject areas. Both a fieldwork and senior seminar class are required. The majority of majors (n=46) are in the BA Ethnic Studies (General Area). Also, most majors are classified as juniors and seniors.

The Ethnic Studies Department curricular offerings also effectively serve the University's General Education programs with over 35 courses in the spanning over five different general education areas. The Department offers roughly six courses in Area C upper Division; 17 courses in upper division Area D and one lower division in Area D; five AB1460 courses in Area F; five courses for the Race and Ethnicity graduation requirement; and courses for first year seminar and the Honors program.



Because faculty have expertise in a variety of areas, the Department could benefit from modifying or creating new courses so that the curriculum reflects contemporary trends. For example, current trends in the field include attention on several critical topics, such as gender and sexuality (intersectionality; feminism; queer of color critique), decolonization, and recent protest movements. The field of Ethnic Studies is ever evolving, so it's important to revamp the curriculum, including course titles and potentially program names, to reflect contemporary topics of the field and can benefit the further development of the Department's BA degree and future MA program. Pacific Islander Studies is a growing field in Ethnic Studies so the Department should consider if this fits under Asian American Studies or if there are future plans to create a separate program. In addition, courses like ETHN 110 "Asian American Experience" or ETHN 140 "Native American Experience" should be plural (re: experiences) since there is no monolithic experience; the course ETHN 100 "Ethnic America" title should be revamped because Ethnic Studies includes critical examinations of processes of racialization. A title like, "Racism/Racial Formation in the U.S." would reflect a more critical approach that describes the field more accurately. The title of courses like ETHN 130 "Chicano/Mexican-American Experience" and ETHN 131 "La Raza Studies" could be updated to reflect the title of the program of Chicanx/Latinx Studies and current trends of the field. The curriculum would have to be revamped to match the modification of titles too. Such changes would match the growth and transformation of the Department, which could also help increase majors and minors since the changes could be more relevant to incoming generations of students.

We recommend for the Department to create a committee with one faculty member from each of the programs to engage in curriculum mapping in order to do a comprehensive review of the existing curriculum. This committee will identify additional curricular needs to reflect changes, updates, and transformations in the field and Department. The mapping will help each program to modify/create new courses that align with the Department, as well as identify new faculty lines to further develop Ethnic Studies. The college should offer assigned time/compensation for this work.

### ***Recommendations***

The following recommendations are **aligned with Imperative #2 of CSUS Strategic Plan to Advance Innovative Teaching, Research, Scholarship and Creative Activity**:

1. Review and expand curricular offerings to reflect advancements in the disciplines and current critical discourse;
2. Conduct a curriculum mapping with a Department curriculum committee;
3. Expand curricular offerings to prepare students for diverse career pathways.

### **IV. Assessment/PLOs**

The Department has extensive program learning outcomes for the BA in Ethnic Studies that is divided in two categories: I. Bodies of Skills (A. Critical Thinking; B. Communication Skills; C. Research Skills); II. Content Mastery (A. Understanding of Interdisciplinary Approaches to Knowledge of the Ethnic Group Experience in the United States; B. Social Histories of Ethnic Groups; C. Concepts and Theories/Old and New in Ethnic Studies; D. Social Justice Issues; E.

Gender, Race/Ethnicity, Class, and Sexuality; F. Service Based Community Learning; G. Self-Development). There are numerous subcategories and it appears that since 2015-2016 only the Bodies of Skills has been assessed. It appears that the results of the assessment in this area have been above average or high. Some data was not available due to external obstacles, such as restrictive/non-discipline specific rubrics or interruption of Covid-19.

Updates to the Program Learning Outcomes (PLOs) are underway as the Department is attempting to streamline the learning objectives while maintaining alignment with the CSUS bachelor learning objectives. In the self-study, there is consensus that the PLOs need to be revised. There is a draft for the PLOs for the MA program and there is awareness that the revised PLOs must align with CSUS BA learning goals and achievement expectations. We agree that the BA PLOs must be revised to reflect essential outcomes that reflect the Department. We recommend creating 4-6 Department PLOS, reformulating Department specific rubrics (which includes service/community engagement) and assessment. We recommend for the Department to formalize an assessment committee to work on these changes. The college should provide compensation or assigned time for this work.

### ***Recommendations***

The following recommendations are **aligned with Imperative #2 of CSUS Strategic Plan to Advance Innovative Teaching, Research, Scholarship and Creative Activity:**

1. Revitalize PLOs to reflect the mission of the Department and student learning goals;
2. Develop a 5-year assessment plan to assess alignment and effectiveness of new learning outcomes and curricular programs;
3. Develop an assessment plan to evaluate the effectiveness of the Ethnic Studies Department in implementing AB1460.
4. Consider developing each BA program into standalone disciplinary requirements to prepare for independent departments in the future.

### **V. Community Engagement and Service**

The Department continues to provide a high level of service to the campus especially in areas of service for justice, equity, diversity, and inclusion initiatives. The Department faculty serves on numerous campus committees and operates several signature programs that bridge the campus with the community and increase access to higher education to underserved and under-resourced communities.

The Ethnic Studies Department operates three original signature community empowerment programs for CSUS: 1) Full Circle Project; 2) Cooper Woodson College Enhancement Program, and 3) the 65th Corridor Community Collaborative Project. Each of these community partnerships are faculty-led and operated. They provide local underserved and under-resourced communities with culturally literate programs that center educational justice and access to higher education. Programs range from CSUS campus tours to international research engagement opportunities. These programs have a proven track record of increasing admissions of BIPOC

students to CSUS, increasing retention rates of CSUS students of color, and increasing graduation rates of CSUS students of color.

The Ethnic Studies Department programs face many challenges related to lack of institutional investment. These programs serve under-resourced schools with no dedicated funding from the University. Funding is needed to stabilize the program's presence in schools and to enhance and maintain the current programmatic offerings. Faculty directors should receive reassigned time to support the operational needs of the programs. In the past, when faculty directors have been on leave, the programs have halted due to lack of resources and limited staff. The unique programs require direct and ongoing funding lines to support research engagement, campus tours, and travel away programs. These programs have worked diligently to earn the respect and partnership of local communities and the University investment must protect the autonomy of the Ethnic Studies Department community engagement programs.

### ***Recommendations***

1. Evaluate potential of transforming the community partnership programs into one or several centers that the Ethnic Studies Department can operate and manage;
2. The University must provide “budgeted line-item” funding for the operational needs of 1) Full Circle Project; 2) Cooper Woodson College Enhancement Program, and 3) the 65th Corridor Community Collaborative Project (**Aligned with Imperative #4 of CSUS Strategic Plan to Ensure the Growth and Development of People, Fiscal, and Structural Resources**);
3. The University must adequate staff each program with full time ASAs and ASCs to support the programmatic needs of 1) Full Circle Project; 2) Cooper Woodson College Enhancement Program, and 3) the 65th Corridor Community Collaborative Project (**Aligned with Imperative #4 of CSUS Strategic Plan to Ensure the Growth and Development of People, Fiscal, and Structural Resources**);
4. The University must provide compensation and release time for faculty directors of the three programs (**Aligned with Imperative #4 of CSUS Strategic Plan to Ensure the Growth and Development of People, Fiscal, and Structural Resources**);
5. The University must provide funding to hire student employees for each program (**Aligned with Imperative #4 of CSUS Strategic Plan to Ensure the Growth and Development of People, Fiscal, and Structural Resources**);
6. The University must provide dedicated permanent space for each program (**Aligned with Imperative #4 of CSUS Strategic Plan to Ensure the Growth and Development of People, Fiscal, and Structural Resources**);
7. The University must effectively communicate to the campus the programs existence, significance and impact (**Aligned with Imperative #4 of CSUS Strategic Plan to Ensure the Growth and Development of People, Fiscal, and Structural Resources**)

### **IV. Program Governance, Climate and Sustainability**

The Department’s faculty expertise is consistently leveraged to advance the University’s and College’s commitment to equity, diversity, and inclusion. This level of service can contribute to cultural taxation where faculty of color take on additional service, often unpaid or not compensated, to support students and the campus in providing an equitable learning and work

environment. The University must be cognizant of the cultural taxation experienced by faculty of color, and particularly faculty in the Ethnic Studies Department. The lack of racial diversity among the faculty, often leads to faculty in Ethnic Studies Departments carrying the heavy load of JEDI initiatives. The University must recognize this JEDI cultural taxation and address the underrepresentation of faculty of color and the under-compensation of JEDI faculty experts.

The Ethnic Studies Department identity is intrinsically linked to the University's G.E. and JEDI initiatives. The Department needs to strengthen its identity beyond service to the University. The Department was overwhelmingly described as a service Department, and the disciplinary identity has been marginalized. The MA program can help with this because the focus can be scholarship/research. The creation of disciplinary signature scholastic programs may aid the Department in fortifying its independent identity, which includes original methodologies, theories, and foundations. Instituting an annual conference, educational celebration, and/or research forums can help with visibility, morale, and increasing majors.

The Department's service identity has brought challenges to the importance of the Department and contributions of the faculty. Also, the recent faculty hires as a result of AB1460 has caused tension across the campus, despite the fact that these hires are funded by AB1460 funds. Thus external conflicts comprise the growth of the Department. The University climate must reflect respect and appreciation for the expertise of Ethnic Studies faculty and the impactful work of the Ethnic Studies Department beyond service. As the Ethnic Studies Department grows and finetunes its mission, the Department will need additional University funded hires to support the curricular needs beyond AB1460.

External challenges and cultural taxation often impact the operations of ethnic studies departments. The Department must safeguard itself, faculty, and students from unhealthy climates that endanger the educational environment. Intra-department tensions were reported and observed that negatively impacted the climate of the Department. Concerns were raised regarding problematic behaviors such as bullying and harassment advanced by a minority of faculty in the Department. The Department should work to restore respect and collegiality among faculty, staff, and students. Events and programming centered on healing and restorative justice may aid in this process. University resources and funding should be provided and the Department should lead its efforts for restorative justice. Equally important is the responsibility of the University to hold problematic faculty accountable. Memorandums of expectation could be considered as an approach. The College and University must take issues of incivility against faculty/staff/students of color seriously, even when conducted within the Department.

### **Recommendations:**

1. The University must provide appropriate compensation and reassigned time for Ethnic Studies faculty work leading University JEDI initiatives (**Aligned with Imperative #3 of CSUS Strategic Plan to Enrich the Diversity and Equity of the University to Create a More Welcoming, Inclusive and Just Community**);
2. Development signature research platforms to disseminate knowledge and form partnerships that advance Ethnic Studies, dismantle systems of oppression, and challenge injustice;
3. Center restorative justice for faculty, staff, and students;

4. College should hire restorative justice professionals or ombudsperson to address University climate around justice, equity, and inclusion(**Aligned with Imperative #3 of CSUS Strategic Plan to Enrich the Diversity and Equity of the University to Create a More Welcoming, Inclusive and Just Community**);
5. The University should commit funding to hire additional faculty in the Ethnic Studies Department to build out the degree programs. (**Aligned with Imperative #3 of CSUS Strategic Plan to Enrich the Diversity and Equity of the University to Create a More Welcoming, Inclusive and Just Community**)

**External Reviewers:**

Dr. Xamuel Bañales  
Associate Professor (and former Chair)  
Ethnic Studies Department  
California State University, Stanislaus

Dr. Marquita Gammage  
Professor and Chair  
Africana Studies  
California State University, Northridge

## Internal Review Report

Internal Review Report:	Ethnic Studies
College:	College of Social Sciences and Interdisciplinary Studies (SSIS)
Degree Programs:	B.A. in Ethnic Studies (concentrations: Asian American Studies, Chicana/o Studies, General, Native-American Studies, Pan African Studies, Teachers in Bilingual Education, Teachers in Urban Settings) Certificate in Pan African Studies Minor in Asian American Studies Minor in Chicanx and Latinx Studies Minor in Ethnic Studies Minor in Native American Studies
Internal Reviewers:	Sharon Furtak, Department of Psychology, SSIS Clint Collins, Department of Biological Sciences, NSM
Date Submitted:	30 March 2023

### I. Context:

The B.A. in Ethnic Studies Self-Study included an overview of seven degrees offered under the direction of the Ethnic Studies department. The degrees offered in this department were not independently evaluated in the Self-Study; therefore, this Internal Report will synthesize the Self-Study in the context of multiple degrees and the generalized overview. **The Ethnic Studies Program was self-reflective and introspective**, offering insight and constructive criticism of the rapid growth and change over the last few years. **This program was timely**, offering data and evaluation through Spring 2022 in some cases. And, this **Self-Study was complete**, including thorough evaluations all aspects of departmental scholarship, service, and teaching.

The Self-Study document consists of 21 pages divided into five elements: **Element One**: Mission and Context; **Element Two**: Learning Outcomes and Assessment to Maintain Success and Engage in Continuous Improvement; **Element Three**: Student Success and Assessment to Maintain Success and Engage in Continuous Improvement; **Element Four**: Developing Resources to Ensure Sustainability; **Element Five**: Planning to Maintain Success and Engage in Continuous Improvement.

The external reviewers, Dr. Xamuel Bañales (Chair of the Ethnic Studies Department at California State University, Stanislaus) and Dr. Marquita Gammage (Chair of the Africana Studies Department, California State University, Northridge) were appropriate for this program. **The agenda was acceptable** even though the chair was not available during the visit. They were able to meet with the chair on an alternative day. On the day of the visit, the external reviewers did meet with other stakeholders including the Dean, the Acting Chair, the Chair of the Self-Study Assessment, faculty, staff and students/alumni. The external reviewers followed the recommended format and provided a **thoughtful and useful analysis of Ethnic Studies**.

The following interview review will synthesize the Self-Study and External Reviewers report within each Element as described in the Self-Study. Then, we will recommend potential action items according to the

### **Element One: Mission and Context**

The Ethnic Studies program offers seven bachelor degrees that each focus on a different principle of ethnic studies literacy. Generally, students in each major focus on one principle (e.g. Asian American studies) but learn to “analyze existing generalizations, theories, and concepts about racial and ethnic groups in order to develop valid generalizations, concepts, and theories about the people and their experiences” across multiple disciplines. The department offers one certificate and four minors. Faculty in this department are committed to service as exemplified in several on and off-campus programs such as the College Assistance Migrant Program (CAMP) and the 65<sup>th</sup> Street Corridor Community Collaborative Project. Ethnic Studies supports at least six campus programs on equity and inclusion, several GE courses (including all GE Area F courses) and supports a large scale community project on academic achievement in under-resources neighborhoods.

The external reviewers found that the degrees offered by Ethnic Studies vary in description and detail. Furthermore, noting the recent existential changes imposed upon the department including the COVID-19 pandemic, the passing of AB1460, and a nation-wide decrease in college enrollment. The external reviewers also noted that each program deserves a review and refresh to reflect the fast-paced changes of our modern socio-political climate and population dynamics. Given enrollment declines, the reviewers noted that enhanced recruitment efforts in the community through partnerships may sustain numbers, but the program requires investment from the university. The Ethnic Studies department expects enrollment growth due to increased interest when undergraduate students are required to take Ethnic Studies courses due to AB1460.

### **Element Two: Learning Outcomes and Assessment to Maintain Success and Engage in Continuous Improvement**

The Self-Study effectively assessed the B.A. Ethnic Studies Program Learning Outcomes from Bodies of Skills, through Content Mastery, provided reflective summary data for each program learning outcome (PLO), and self-assessment of PLOs. The Self-Study is congruent with the external reviewers, noting that the PLOs for the BA in Ethnic Studies require revision and more data especially considering AB1460 and the pandemic, which prevented consistent study. Notably, in completing the Self-Study, Ethnic Studies concluded they need to revise the program learning outcomes, which they plan to start by following a draft set of outcomes that were originally designed for the new MA program but would be realigned with CSUS bachelor learning goals and achievement expectations. Given this introspection, the program was especially successful in their Self-Study.

Data provided in this section indicate students meet or exceed expectations across rubrics. Not all data collection methods are consistent across years, yet through reorganization and careful planning, the program appears to be well-positioned for growth. They identified areas of growth such as incorporating oral communication and building an assessment tool for better measurement of a subset of the PLOs. Additionally, by offering a new M.A., Ethnic Studies hopes to meet the demands of its majors for more advanced programing that was indicated from a survey of recent and soon-to be graduates in their program.

The External Review was consistent with the Self-Study, noting that much needed updates to PLOs are underway. The department has undergone tremendous growth, hiring twelve faculty in only three years. Furthermore, the program faculty are strained with service on top of teaching. The community service achievements by Ethnic Studies are complementary to student learning; therefore, institutional investment and programmatic reorganization, streamlining, and mapping underway should help integrate scholarship, teaching, and service in Ethnic Studies.

### **Element Three: Student Success and Assessment to Maintain Success and Engage in Continuous Improvement**

Ethnic Studies majors join later relative to many majors as noted in the report. Often, students add as a second major after taking a required Ethnic Studies class, or transfer to Ethnic Studies from an impacted major. The program expects enrollment from lower-division students to increase due to lower division requirements per AB1460. The program will monitor growth as it restructures PLOs, program names, and organization. Of note are the majority historically-minoritized identifying students in Ethnic Studies. Ethnic Studies supports several programs aimed at academic success within marginalized communities. This support facilitates student recruitment and success in Ethnic Studies but also more broadly throughout the Sacramento State.

Ethnic Studies has an illustrious service record on campus in justice, equity, diversity, and inclusion initiatives. Many campus committees and programs unique to Ethnic Studies create integral links with local communities that help increase access to higher education. Specifically, Ethnic Studies created and maintains multiple partnerships such as the Full Circle Project, Cooper Woodson College Enhancement Program, and the 65<sup>th</sup> Corridor Community Collaborative Project keep the university engaged in critical areas of the Sacramento community.

#### **Element Four: Developing Resources to Ensure Sustainability**

The Self-Study described three areas relating to **Element Four**. Key strategic initiatives included the diverse investments by Ethnic Studies faculty in programs that play crucial roles in bridging equity gaps for students of color on campus. Faculty service aligns with Sacramento States Strategic Learning Goal (Finish in Four). Furthermore, the classes taught by faculty are inherently anti-racists; thus, the GE service courses are critical to the anti-racist pedagogy dictated by the University's Strategic goal.

Ethnic Studies is rapidly evolving given the new area F requirement via AB1460 and a new M.A. in Ethnic Studies. The department hired 4 faculty in each of the last three years and plans to use cluster hires in the future to meet the anticipated increased demand for service classes and scholarship in the M.A. program. The Self-Study noted assigned time to alleviate the costs of service and cultural taxation would facilitate sustainable scholarship and service. Given the service Ethnic Studies provides around the anti-racist initiative, additional institutional support would help support the department. The external reviewers also noted concerns raised around bullying and harassment among faculty that would benefit from restoring collegiality.

#### **Element Five: Planning to Maintain Success and Engage Continuous Improvement.**

The Ethnic Studies program is undergoing rapid change. Through the Self-Study, Ethnic Studies faculty realized the need to revise PLOs, develop new rubrics and assessments, and develop a comprehensive assessment plan for new PLOs. Therefore, the introspective Self-Study was effective. Ethnic Studies created a list of things to improve the degree program and student learning for the next review cycle. Furthermore, they plan to develop a MOU with on campus programs to ensure continued and improved service.

**II. Recommendations: Based on the self-study and external reviewer report the APRC Internal Review Subcommittee asks that the academic unit consider the following consistent findings, best policies, procedures, Sacramento State goals and initiatives, and best practices when drafting the action plan:**

- 1) According to goals articulated in the Self-Study, revise PLOs to reflect and integrate updated and state-of-the-art Ethnic Studies language and CSUS Bachelor learning goals and expectations.
- 2) Seek institutional support for community service via assigned time, administrative hiring (ASAs and ACEs), and student assistance hiring.
- 3) Draft new policies to ameliorate conflict, bullying, and harassment within the Ethnic Studies Department and connect with the Office of Cultural Transformation to ensure a positive path forward for all faculty.



- 4) Consult with the Directory of Faculty Diversity and Inclusion to develop a sustainable hiring plan to support anticipated increased teaching, scholarship, and service demand within the confines of an updated budget.
- 5) Review data and analysis efforts to ensure consistency across programs and years and develop a longitudinal assessment plan to evaluate the effectiveness of the response to AB1460.
- 6) Evaluate the development of each BA program to ensure consistency in detail, growth, and relevance to best current practices in cooperation
- 7) Advocate for reassigned time to accommodate anticipated increased scholarship.
- 8) Advocate for a full-time administrative chair.
- 9) Streamline and integrate teaching, service, and the increased scholarship to enhance PLOs and student / faculty satisfaction.
- 10) Articulate a mission statement or statement of program goals that is appropriate for each program that is linked measurable learning outcomes that reflect current standards in the discipline.

## MOU/Action Plan

The department will use the self-study, external reviewer report, and internal reviewer report to complete the MOU/Action Plan Template in conjunction with the Dean.

Program: Department of Ethnic Studies

College: Social Science and Interdisciplinary

Date: 6-26-23

Program Review

2YR Update

4YR Update

6YR Update

Program Review Finding	2 YR	4 YR	6 YR
Cite self-study, external review, internal review, and/or accreditation documentation	List goal, success indicator, responsible parties, and resource implications.	List goal, success indicator, responsible parties, and resource implications.	List goal, success indicator, responsible parties, and resource implications.
<b>To Maintain Success</b>			
<b>To Improve Student Learning (consider university/college goals on learning, research/scholarship, diversity)</b>			

1a. Revise the B.A. program learning outcomes and align with CSUS bachelor learning goals and achievement expectations.

1a. (Year 1) Revise and Pass with Ethnic Studies faculty the program learning outcomes. Assessment Committee is responsible, Entire Faculty votes on the new learning outcomes, Chair makes sure this continues to move in the process. (Year 2) 1a. Develop rubrics and other tools of assessment based on the new program learning outcomes. Assessment Committee is responsible, Entire Faculty votes on the new learning outcomes, Chair makes sure this continues to move in the process.

1a (Year 3) Complete a comprehensive assessment plan based on the new program learning outcomes. Assessment Committee is responsible, Entire Faculty votes on the assessment plan, Chair makes sure this continues to move in the process. Review curricular offerings to reflect advancements in the disciplines and current critical discourse. Curriculum Committee is responsible, Entire Faculty reviews and provides input into the curricular offerings, Chair makes sure this continues to move in the process. (Year 4) Administer/Implement the comprehensive assessment plan based on the new program learning outcomes. Assessment Committee is responsible, Entire Faculty votes on the assessment plan,

1a. (Year 5) Implement results from B.A. assessment of PLOs (e.g., curricular and pedagogy changes). (Year 6) Review implementation of assessment results and revise the program learning outcomes as needed and re-align with CSUS bachelor learning goals and achievement expectations, if necessary.

		Chair makes sure this continues to move in the process.	
1b. Develop mission and vision statements that are reflective of the unique and autonomous disciplines of Ethnic Studies	1b. Pass with Ethnic Studies faculty the mission and vision statements reflective of the unique and autonomous disciplines of Ethnic Studies. Assessment Committee is responsible, Entire Faculty votes on the mission and vision statements, Chair makes sure this continues to move in the process.	1b. Review faculty mission and vision statements and their impact on departmental decision-making and direction. Revise as needed.	1b. Review faculty mission and vision statements and their impact on departmental decision-making and direction. Revise as needed.
1c. Develop a 5-year plan for the MA program. The entire faculty discusses, votes and the Department Chair moves the process in faculty meetings.	1c. Submit new program proposal for MA program and launch initial student cohort.	1c (Year 3) Complete a comprehensive assessment plan of the MA program based on the new program learning outcomes. Assessment Committee is responsible, Entire Faculty votes on the assessment plan, Chair makes	1c. (Year 5) Implement results from M.A. assessment of PLOs (e.g., curricular and pedagogy changes). (Year 6) Review implementation of assessment results and revise the program learning outcomes as needed and re-align with CSUS bachelor learning goals and

		<p>sure this continues to move in the process. Review curricular offerings to reflect advancements in the disciplines and current critical discourse. Curriculum Committee is responsible, Entire Faculty reviews and provides input into the curricular offerings, Chair makes sure this continues to move in the process. (Year 4) Administer/Implement the comprehensive assessment plan based on the new program learning outcomes. Assessment Committee is responsible, Entire Faculty votes on the assessment plan, Chair makes sure this continues to move in the process.</p>	<p>achievement expectations, if necessary.</p>
--	--	---	--

<p>1d. Review, develop and approve curricular for the B.A. program with the Department curriculum committee and place through the workflow.</p>	<p>1d. Work through the process of new courses to be approved.</p>	<p>1d. Discuss and develop a review instrument for the curricular offerings.</p>	<p>1d. Based on the review of curricular offerings develop curriculum which reflects advancements in the disciplines and current critical discourse the faculty will develop courses and begin the curriculum review process. Chair of the curriculum committee and department chair makes sure this continues to move in the process.</p>
<p><b>To Improve Student Success</b> (consider university/college goals on recruitment, retention, graduation, diversity, engagement)</p>			
<p>2a. Provide more opportunities for students to be involved and engaged in the larger community.</p>	<p>2a. Develop and request an ASC I position to help with coordination of 65<sup>th</sup> Street Corridor Project, Ethn 195 A&amp;B the internships, and Community connections and opportunities for students. Can also offer support for the upcoming MA in Ethnic Studies Program.</p>	<p>2a. If approved, hire a full time ASC I to help with coordination of 65<sup>th</sup> Street Corridor Project, Ethn 195 A&amp;B the internships, and Community connections and opportunities for students. Can also offer support for the upcoming MA in Ethnic Studies Program.</p>	<p>2a Assess further need for programs within Ethnic Studies for staff positions. Assessment Committee is responsible,</p>

<p>2b. Provide opportunities for students to be more connected with each other and the Department.</p>	<p>2b. Develop funding opportunities for student/faculty events, panels, research presentations and programming offered by the Ethnic Studies faculty to aid in career development and prep for Graduate school programming.</p>	<p>2b. Contingent on funding availability, Present/Implement funding opportunities for student/faculty events, panels, research presentations and programming offered by the Ethnic Studies faculty to aid in career development and prep for Graduate school programming.</p>	<p>2b. Assess funding opportunities for student/faculty events, panels, research presentations and programming offered by the Ethnic Studies faculty to aid in career development and prep for Graduate school programming. Assessment Committee is responsible.</p>
<p>2c. Develop an assessment plan to evaluate the effectiveness of the Ethnic Studies Department in implementing AB1460</p>	<p>2c. Develop assessment plan for Area F classes</p>	<p>2c. Implement assessment plan for Area F classes and create a report</p>	<p>2c. Implement curricular and/or pedagogy adjustments as indicated by Area F assessment results and report recommendations.</p>
<p><b>To Build Partnerships and Resource Development to Enhance the Student Experience</b> (consider university/college goals on university as place, university experience, community engagement)</p>			
<p>3a. Need to support community engagement of our students led by faculty, which requires funding to</p>	<p>3a. Request funding for, and offer, a two-course release time for the Director/Coordinator of each</p>	<p>3a. Develop an assessment tool to assess impact of community engagement on student engagement,</p>	<p>3a. Assess Cooper Woodson College; Full Circle Project and 65<sup>th</sup> Street Corridor Project. Assessment committee will conduct the</p>

<p>support Cooper Woodson College; Full Circle Project and 65<sup>th</sup> Street Corridor Project. Seek and develop funding opportunities.</p>	<p>of the following programs: Cooper Woodson College; Full Circle Project and 65<sup>th</sup> Street Corridor Project to expand director activities (e.g., outreach, new programming)</p>	<p>satisfaction, and success for each of the following programs: Cooper Woodson College; Full Circle Project and 65<sup>th</sup> Street Corridor Project.</p>	<p>assessment. Utilize assessment results to adjust student engagement strategies, community partnership activities, outreach/recruitment, etc.</p>
<p>3b. Conduct a curriculum mapping survey with the Assessment and Curriculum Committees and the Department curriculum committee.</p>	<p>3b. Department Curriculum Committee create curriculum mapping with the Department Chair in light of revised PLOs.</p>	<p>3b Implement curriculum mapping by adjusting course expected learning outcomes (ELOs) to align with revised PLOs.</p>	<p>3b Assess curriculum mapping and revise as needed.</p>
<p>3c. Expand curricular offerings to prepare students for diverse career pathways.</p>	<p>3c. Entire Department faculty as the individual four programs and as the Department whole discuss, create, and implement the expansion of curricular</p>	<p>3c. Continue to create/develop curriculum that reflects needed curricular needs. Create assessment tool for newly developed curricular. Assessment</p>	<p>3c. Utilize assessment results to adjust course ELOs, pedagogy, and curricular offerings, as indicated, focusing on increased knowledge and</p>



	offerings to prepare students for diverse career pathways. This will be addressed in the 5-year plan and will be included in curriculum mapping project.	committee and Department Chair.	satisfaction and post-baccalaureate career plans.
3d. Consider developing each BA program into standalone disciplinary requirements to prepare for independent departments in the future.	3d. Will be discussed during the creation of the 5-year plan by the entire Department faculty. Find/Request resources to begin a feasibility study on creating a College of Ethnic Studies. Create ad hoc committee or task force to conduct the study. Creation questions regarding positives and things to avoid in a College of Ethnic Studies.	3d. Develop and Implement research component of potential College of Ethnic Studies. Conduct research, surveys, interviews, and data collection. Combine all collected in a report for the Ethnic Studies Department.	3d. Review feasibility study for potential College of Ethnic Studies, draft a proof-of-concept paper and list of questions/concerns; discuss and create action plan and/or decide to proceed or not with a College of Ethnic Studies. Engage College and upper administration and follow established procedures for proposing a new college. Begin implementation if proposal is successful.
<b>To Improve Strategic &amp; Budget and Operational Effectiveness and to Ensure Sustainability (consider university/college goals on innovative teaching, scholarship, research, university as place, university experience)</b>			

<p>4a. Faculty need funding to support their research, scholarship, and creative activities. Development signature research platforms to disseminate knowledge and form partnerships that advance Ethnic Studies and dismantle systems of oppression, and challenge injustice.</p>	<p>4a. The Department requests more aid in research funding from the University and College with help from the Office of Advancement. In addition, Ethnic Studies faculty to create a needs assessment on what type of funding and how it would be allocated. Research what types.</p>	<p>4a. With the aid of the Advancement Office and the SSIS Dean's Office identify, seek, and secure funding. to support their research, scholarship, and creative activities of Ethnic Studies faculty. Increase efforts for faculty to take advantage of existing internal and external research funding opportunities and seek release time to support development of grant proposals. Engage OFA and OREID to provide support.</p>	<p>4a. Provide monetary or release time type of aid for Ethnic Studies faculty with the identified research, scholarship, and creative activities. Re-assess faculty research productivity and satisfaction and revise support strategies as needed.</p>
<p>4b. Faculty need assigned time to support their active and ongoing involvement in the campus and larger community that often limit their ability and time to focus on their classes and provide quality instruction.</p>	<p>4b. Ethnic Studies faculty will identify their needs around assigned time and through discussion develop and action plan on how to move forward.</p>	<p>4b. Ethnic Studies Department will seek, and secure funding based on the needs assessment of faculty with the help of the Dean's Office and Advancement. Assess resource options to provide assigned time, e.g., utilize excess enrollment for</p>	<p>4b. Provide assign time type of aid for Ethnic Studies faculty with the identified research, scholarship, and creative activities. Assess impact on workload, cost of instruction, and community/institutional service and engagement.</p>

		<p>“internal” assigned time, request increase in lecturer hires to cover tenure-track classes.</p>	
<p>4c. Review annual data for growth, retention and graduation rate in our degree program.</p>	<p>4c. Entire Ethnic Studies faculty will review annual data regarding aspect/s of the Department, e.g., enrollment, major reports, degree progress in the major. The Assessment Committee and Department chair will submit an Annual Assessment each year.</p>	<p>4c Entire Ethnic Studies faculty will review annual data regarding and aspect/s of the Department. The Assessment Committee and Department chair will submit an Annual Assessment each year. Identify any negative impact of growth on degree attainment and intervene accordingly.</p>	<p>4c Entire Ethnic Studies faculty will review annual data regarding and aspect/s of the Department. The Assessment Committee and Department chair will submit an Annual Assessment each year. Re-assess impact of degree growth on student success.</p>
<p>4d. The Department will also need to hire at least five student assistants to help the office operate efficiently and to support students and faculty for 65<sup>th</sup> Street Project</p>		<p>4d. Continue with two student assistants hired part time to work in the new 65<sup>th</sup> Street Corridor Project Office.</p>	<p>4d. Continue with two student assistants hired part time to work in the new 65<sup>th</sup> Street Corridor Project Office.</p>

<p>and general operations within the Department of Ethnic Studies.</p>			
<p>4e. With our growing faculty and staff, we need offices that are ideally in the same building, which will help us build community with one another as well as be centrally located to provide support for students. Fall of 2024, Five faculty offices are needed for new tenure track faculty. All the lecturers in Ethnic Studies are now moved to either Humboldt Hall or Benicia.</p>	<p>4e. With our growing faculty and staff, we need offices that are ideally in the same building, which will help us build community with one another as well as be centrally located to provide support for students. Work with the College leadership to plan and provide appropriate office space for incoming faculty.</p>	<p>4e. With our growing faculty and staff, we need offices that are ideally in the same building, which will help us build community with one another as well as be centrally located to provide support for students. Work with the College leadership to plan and provide appropriate office space for incoming faculty.</p>	<p>4e. With our growing faculty and staff, we need offices that are ideally in the same building, which will help us build community with one another as well as be centrally located to provide support for students. Work with the College leadership to plan and provide appropriate office space for incoming faculty.</p>
<p>4f. Continue to seek and secure institutional support for programs that operate within the purview of the Department (IE Program support for Cooper Woodson</p>	<p>4f. Continue to seek and secure institutional support for programs that operate within the purview of the Department (IE Program support for Cooper Woodson</p>	<p>4f. Work with College and University to Increase in budgets as needed for both Cooper Woodson College and Full Circle Project. 65<sup>th</sup> Street</p>	<p>4f. Assess the impact of Increase in budgets needed for both Cooper Woodson College and Full Circle Project. 65<sup>th</sup> Street Corridor Project needs a budget which includes</p>

<p>College; Full Circle Project and 65<sup>th</sup> Street Corridor Project. The University must provide “budgeted line-item” funding for the operational needs of 1) Full Circle Project; 2) Cooper Woodson College Enhancement Program, and 3) the 65th Corridor Community Collaborative Project</p> <p>* The University must adequately staff each program with full time ASAs and ASCs to support the programmatic needs of 1) Full Circle Project; 2) Cooper Woodson College Enhancement Program, and 3) the 65th Corridor Community Collaborative Project</p> <p>* The University must provide compensation and release time for faculty directors of the three programs – Cooper Woodson; Full Circle; and 65<sup>th</sup> Street Corridor Project</p>	<p>College; Full Circle Project and 65<sup>th</sup> Street Corridor Project. The University must provide “budgeted line-item” funding for the operational needs of 1) Full Circle Project; 2) Cooper Woodson College Enhancement Program, and 3) the 65th Corridor Community Collaborative Project</p> <p>* Seek University support to adequately staff each program with full time ASAs and ASCs to support the programmatic needs of 1) Full Circle Project; 2) Cooper Woodson College Enhancement Program, and 3) the 65th Corridor Community Collaborative Project</p> <p>* Seek University support for compensation and release time for faculty directors of the three programs – Cooper Woodson; Full Circle; and 65<sup>th</sup> Street Corridor Project</p>	<p>Corridor Project needs a budget which includes release time for coordinator, development, and substantiality funding for meetings with program partners and a part time ASCI.</p> <p>4f. Each year reevaluate/review any MOA’s with campus partners to make sure they are current.</p>	<p>release time for coordinator, development, and substantiality funding for meetings with program partners and a part time ASCI. Explore department and college resources for funding of student assistants.</p> <p>4h. At each beginning of the year retreat all faculty will review, evaluate and if needed revise the 5-year plan for the Ethnic Studies Department. Implement plan for Year 5. Implement changes indicated by assessment results. Year 6 develop new 5-year plan based on 5-year results.</p>
---	--	---	--

<p>* The University must provide funding to hire student employees for each program.</p> <p>* The University must provide dedicated permanent space for each program.</p> <p>* The University must effectively communicate to the campus the programs existence, significance, and impact.</p>	<p>* Seek University support for funding to hire student employees for each program.</p> <p>* Seek University support to provide dedicated permanent space for each program.</p> <p>* Seek University support to effectively communicate to the campus the programs existence, significance, and impact.</p>		
<p>4g. Review and revise Department policy on the roles and responsibilities of Directors of Programs: Asian American Studies; Chicax/Latinx Studies; Native American Studies; and Pan African Studies.</p>	<p>4g. Based on the roles and responsibilities of the Program Directors, Request a release time for each of the program directors.</p>	<p>4g. Review and revise if needed the Department policy on the roles and responsibilities of Directors of Programs: Asian American Studies; Chicax/Latinx Studies; Native American Studies; and Pan African Studies.</p>	<p>4g. Review and revise if needed the Department policy on the roles and responsibilities of Directors of Programs: Asian American Studies; Chicax/Latinx Studies; Native American Studies; and Pan African Studies.</p>

<p>4h. The whole department faculty have begun the process of developing a 5-year plan and will continue this important effort at the faculty retreat in Aug 2023. The 5-year plan will be reviewed at the beginning of each academic year at the faculty retreat and will be edited to reflect the current status.</p>	<p>4h. At the beginning of each year at the faculty retreat all faculty will review, evaluate and if needed revise the 5-year plan for the Ethnic Studies Department. Create a yearly plan to complete all phases of the 5-year plan. Implement plan for Years 1 and 2. Implement changes indicated by assessment results.</p>	<p>4h. At each beginning of the year retreat all faculty will review, evaluate and if needed revise the 5-year plan for the Ethnic Studies Department. Implement plan for years 3 and 4. Implement changes indicated by assessment results.</p>	<p>4h. At each beginning of the year retreat all faculty will review, evaluate and if needed revise the 5-year plan for the Ethnic Studies Department. Implement plan for years 3 and 4. Implement changes indicated by assessment results.</p>

<p>4i. Discuss and develop Memorandums of Agreement MOAs with campus partners: EOP; CAMP; McNair and any others.</p>	<p>4i. After all partners agree, formalize through signatures the MOAs.</p>	<p>4i. Each year reevaluate/review MOAs to make sure they are current.</p>	<p>4i. Each year reevaluate/review MOAs to make sure they are current.</p>
--	---	--	--

**Department Chair Name/Signature** Annette Reed

*Annette Reed*

**College Dean Name/Signature** Dianne Hyson

*Dianne Hyson*