

ANNUAL PROGRAM REPORT

College	CLASS
Department	Ethnic Studies
Program	Liberal Studies
Reporting for Academic Year	2021-22
Last 5-Year Review	2019-20
Next 5-Year Review	2024-25
Department Chair	Nicholas Baham
Author of Review	Arun Rasiah (Liberal Studies Director)
Date Submitted	10/1/22

I. SELF-STUDY

A. Five-Year Review Planning Goals

Present your planning goals from your last 5-year plan.

1. House Liberal Studies in the Ethnic Studies department
2. Hire program director
3. Streamline concentrations to focus on Teacher Preparation, Liberal Arts, and Early Childhood Education
4. CTC Waivers
5. Increase course offerings

B. Progress Toward Five-Year Review Planning Goals

Report on your progress toward achievement of the 5-Year Plan. Include discussion of problems reaching each goal, revised goals, and any new initiatives taken with respect to each goal.

1. Moved to Ethnic Studies department (2020-21)
2. Program director hired (Summer 2020)
3. Streamlined concentrations, discontinued Foundational Math, Foundational Science, Early Childhood Development, and Studies in Education Psychology (2020-21)
4. CTC Waivers no longer required after passage of AB 130 (Summer 2021)
5. Created a new course LBST 223: Education for Liberation (2021-22) meeting the Area F Ethnic Studies requirement. Modifying concentrations, increasing course offerings and options and a new Ethnic Studies Education concentration (2022-23).

C. Program Changes and Needs

Report on changes and emerging needs not already discussed above. Include any changes related to SB1440, significant events which have occurred or are imminent, program demand projections, notable changes in resources, retirements/new hires, curricular changes, honors received, etc., and their implications for attaining program goals. Organize your discussion using the following subheadings.

Overview: With three concentrations (Teacher Preparation, Early Childhood Education, and Liberal Arts), the program is currently building collaborative, cross-listed courses in Ethnic Studies, the first of which, ES/LBST 223: Education for Liberation, meeting the

Area F requirement, was approved in 2021-22. The new direction of the program emphasizing ethnic studies curriculum and ethos is illustrated by a redesigned website that aims to provide students with information, guidance and opportunities. The program has made strong connections with the Teacher Education Department and solidified the TED 470 series for 21-22 (25 LBST majors with Early Childhood Education concentration enrolled in each course), which provides students with an ECE minor. The departure of the Lead Advisor left a void that the director, faculty and staff filled, which slowed down program work in other areas. Currently, a dedicated advisor for Hayward-based majors (225 students) provides all graduation checks, while two advisors serve PACE and Concord majors (21 and 4 students respectively).

Curriculum: The existing concentrations can be modified to meet the subject matter and career requirements of future early childhood and elementary school teachers, while the Liberal Arts concentration can be decoupled from an education focus to serve student interests, potentially as a bachelor completion program. Furthermore, a new Ethnic Studies Education concentration will integrate the program with the department while providing a pathway for ES and LBST majors seeking to implement ethnic studies in classroom settings.

Students: Numbers of LBST majors have declined over the last two years, similar to that of the university overall, while ethnic studies majors have increased.

Faculty: Dr. Arun Rasiah is in the role of director and during the 2021-22 AY advised majors directly. Dr. Elizabeth Ellis-Marino, with expertise in history, remains a part-time lecturer teaching three sections of the two LBST core courses per semester. Dr. Jocyl Sacramento, an Ethnic Studies faculty member with expertise in pedagogy, plays an advisory role as well as being a Faculty Advising Fellow for majors and teaches LBST 223.

Staff: Erika Diaz-Apodaca continues to provide administrative support at .5 FTE.

Resources: No additional need for physical space is required at this time.

Assessment: Assessment takes place in the Liberal Studies seminar, LBST 499.

Other: The program was modified for both online and on-ground modalities to meet WASC regulations. Widening available course options, particularly from existing Ethnic Studies offerings, will give students alternatives to impacted courses, while integrating LBST and ES curriculum.

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

A. Program Learning Outcomes (PLO)

List all your PLO in this box. Indicate for each PLO its alignment with one or more institutional learning outcomes (ILO). For example: "PLO 1. Apply advanced computer science theory to computation problems (ILO 2 & 6)."

Program Learning Outcome(S) Assessed. List the PLO(s) assessed. Provide a brief background on your program's history of assessing the PLO(s) (e.g., annually, first time, part of other assessments, etc.)

PLO 1: Demonstrate solid understanding of major contemporary global issues about individuals, society, and nature, by integrating interdisciplinary knowledge of humanity, social science, and natural science, with more in-depth understanding of one specialized subject area or discipline (ILO 5, 6);

PLO 2: Apply methods of different disciplines to critically thinking about these issues (ILO 1);

PLO 3: Communicate ideas clearly and persuasively in speech and writing (ILO 2);
PLO 4: Work with others in teams collaboratively and productively, showing sensitivity and respect for others, and readiness to learn from others (ILO 3, 4);
PLO 5: Demonstrate commitment to promoting social justice, diversity, democratic values, and sustainable environment (ILO 3, 5).

B. Summary of Assessment Process

In AY 2021-22, assessment for the program occurred in the spring semester senior-level course. In LBST 499 Senior Seminar we assessed PLO 2. Critical Thinking: Apply methods of different disciplines to critically thinking about these issues (ILO 1). This was aligned to course SLO: Analyze a contemporary global issue from interdisciplinary perspectives with clear articulation of the issue, past attempts to address the issue, and remaining problems, with solid evidence and clear reasoning.

The assessment activity constituted secondary assessment of capstone project.

Instrument(s): Rubric

Sampling Procedure: The sample included 15 LBST majors who took LBST 499 in Spring 2022. (LBST 499 is a required course for all LBST majors. Students usually take this course in their senior year.)

Sample Characteristics: Sample of 15 LBST majors in LBST 499 in Spring 2022 were all seniors.

Data Collection: Students in LBST 499 complete a portfolio project (20% of grade), in which they addressed a global issue.

Main Findings: 9 of 15 students in LBST 499 achieved this outcome. The distribution of the scores (0-100 points) is as follows: 90-100 points (3), 80-89 points (4), 70-79 points (2), 60-69 points (3), and under 59 points (3). Students who did not meet proficiency on this assignment lacked clarity, did not address the prompt, did not include a thesis statement, present alternative viewpoints or supporting evidence.

Recommendations for Program Improvement: Students can improve their performance by using the ILO Critical Thinking Rubric and writing preliminary drafts. Discussion with course instructor on ways to improve curriculum and pedagogy. Perhaps using a different assignment would provide a better indicator of critical thinking since the portfolio project tends to be oriented toward reflection rather than argument.

Next Step(s) for Closing the Loop: The instructor of LBST 499 will work with the instructor to implement these recommendations in Spring 2022.

D. Assessment Plans for Next Year

Summarize your assessment plans for the next year, including the PLO(s) you plan to assess, any revisions to the program assessment plan presented in your last five-year plan self-study, and any other relevant information.

In AY 2022-23, assessment for the program will occur in spring semester senior-level courses. LBST 499 Senior Seminar is expected to assess PLO 3: Communication.

III. DISCUSSION OF PROGRAM DATA & RESOURCE REQUESTS *(suggested length of 2 pages)*

Each program should provide a one-page discussion of the program data available through University Dashboard. This discussion should include an analysis of trends and areas of concern. Programs should also include in this discussion requests for additional resources including space and tenure-track hires. Resource requests must be supported by reference to University Dashboard data.

Requests for tenure-track hires should indicate the area and rank that the program is requesting to hire. If a program is not requesting resources in that year, indicate that no resources are requested.

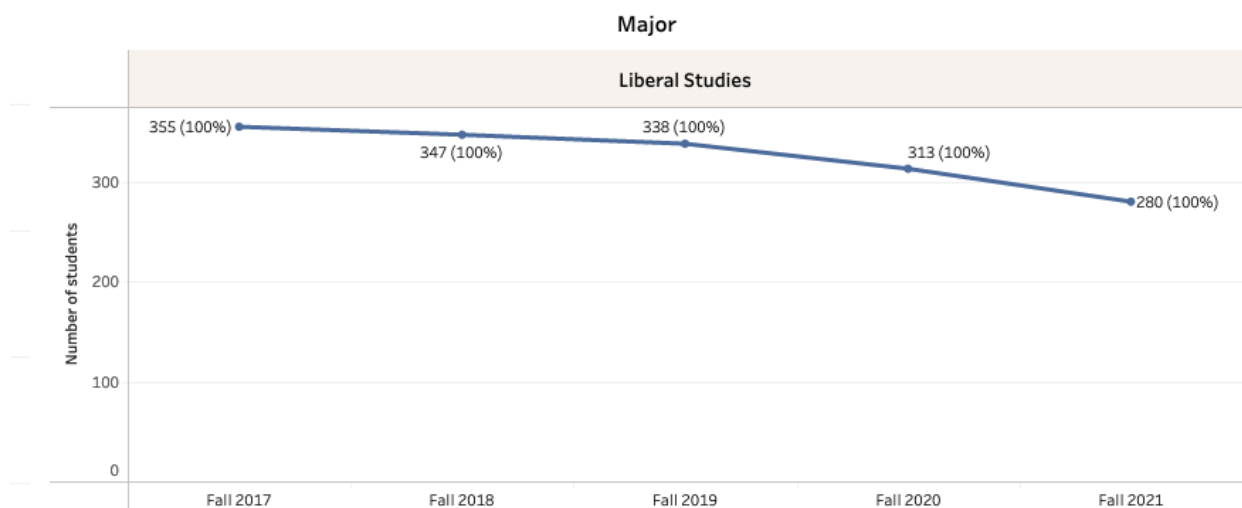
A. Discussion of Trends & Reflections Notable Trends;

Summarize and discuss any notable trends occurring in your program over the past 3-5 years based on program statistics (1-2 paragraphs). You may include 1-2 pages of supplemental information as appendices to this report (e.g., graphs and tables).

Reflections on Trends and Program Statistics:

Provide your reflections on the trends discussed above and statistics and supplemental information presented in this report.

Liberal studies enrollments have been in decline since 2017 and dropped further during the COVID-19 pandemic. 280 Liberal Studies majors enrolled in classes in Fall 2021 and that number has fallen to 249 in Fall 2022. Roughly 100 majors graduated in the Spring and Summer. Reversing this decline by outreach and recruitment at the community college level is a priority of the program.



All required and concentration courses in Liberal Studies are offered by departments outside of the program, except for two required courses: LBST 201: Introduction to Liberal Studies and LBST 499: Liberal Studies Senior Seminar. These courses have seen a slight downturn in enrollments, which has led to canceling summer sections. A new course, LBST 223, is being

piloted by the Inspire project in Fall 2022 and will meet the Area F Ethnic Studies requirement for majors beginning next year.

Liberal Studies tends to have more juniors and seniors enrolled than lower division students:

Spring 2022:

Freshmen: 12

Sophomores: 18

Juniors: 75

Seniors: 107

Fall 2022:

Freshmen: 15

Sophomores: 15

Juniors: 90

Seniors: 128

The two Liberal Studies concentrations with the largest enrollments are Teacher Preparation and Liberal Arts.

Teacher Prep: 106

Liberal Arts: 66

Early Childhood Education: 60

The following concentrations have been discontinued:

Early Childhood Development: 8

Educational Psychology: 2

Foundational Math: 1

Foundational Science: 1

Student ethnic composition is comparable to that of the university, while gender distribution remains predominantly female (87%). Slightly less than half of majors are categorized as low income.

Long term program goals have shifted with the passage of AB 130, effective July 2021. Significant changes to the California education code allow majors to meet the requirement for the Basic Skills Requirement and Elementary Subject Matter competency. The law recognizes a Liberal Studies B.A. degree and therefore eliminates the need to submit a Multiple Subject CSET Waiver to the California Commission on Teacher Credentialing. The change enables Liberal Studies majors with the Teaching Preparation concentration to apply for credentialing programs without taking three Multiple Subject CSET exams if a grade of B- or better is earned in appropriate coursework. Secondly, this development could encourage more students to select the Liberal Studies major with the Teacher Preparation concentration, which may drive growth in the department.

Housed in the Ethnic Studies department, with strong support from college deans in CLASS and CEAS, the Liberal Studies program has enormous potential to address challenges around the crisis in public education, such as the achievement gap, lack of diversity in teaching careers, low recruitment and high attrition by connecting these issues to ethnic studies pedagogy and content. The department's faculty are highly qualified to deliver curriculum that meets the needs of students, schools and the teaching profession more broadly. In future a pedagogy course in each of the individual Ethnic Studies concentrations (American Indian

Studies, Asian American Studies, Black Studies, Chicanx/Latinx Studies, Comparative Ethnic Studies and Genders and Sexualities in Communities of Color) will enrich approaches to education theory and practice in addition to other innovative courses in the proposed Ethnic Studies Education concentration.

B. Request for Resources

1. Request for Tenure-Track Hires: provide evidence from trends provided
Demand for ethnic studies courses and education courses with integrated ethnic studies content and pedagogy will increase under new ethnic studies requirements in the CSU and public schools, and in particular to address the statewide teacher shortage. An additional tenure line in Liberal Studies with a focus on early childhood and/or elementary education and ethnic studies curriculum and instruction will allow the department and program to meet growing needs and a wide array of duties such as creating new courses and recruiting students to teach in public schools, community college outreach and undergraduate mentoring.

Tentative description

Assistant or Associate Professor of Ethnic Studies (Liberal Studies Program), Tenure-Track Faculty 2022-23

California State University-East Bay: College of Letters, Arts, and Social Sciences: Ethnic Studies

THE PROGRAM AND DEPARTMENT: Since Fall 2020, the Liberal Studies Program has been housed in the Department of Ethnic Studies. The Liberal Studies Program serves approximately 250 majors and offers a B.A. degree that consists of a common core and three concentration options: Multiple Subject Preparation for Teaching, Early Childhood Education, and Liberal Arts. About half of the majors are in the Teacher Preparation options. A new Ethnic Studies Education option will be offered in the future.

<https://www.csueastbay.edu/ls/>

The Department of Ethnic Studies has eight full-time faculty members and four full-time lecturers. We offer a BA in Ethnic Studies with concentrations in Black Studies, Chicanx/Latinx Studies, Asian American Studies, American Indian Studies, Genders and Sexualities in Communities of Color and in Comparative Ethnic Studies. The Department of Ethnic Studies is committed to interdisciplinary, intersectional, decolonial, and social justice-oriented course content and pedagogies. <https://www.csueastbay.edu/ethnic/>

DUTIES OF THE POSITION: The faculty member in this position will serve in the Liberal Studies program and will teach and develop courses in both Liberal Studies and Ethnic Studies. A successful candidate would be prepared to teach large courses through an intersectional lens and CSU-required Ethnic Studies courses (Area F). Candidates should have a firm grounding in praxis-centered, interdisciplinary and intersectional Ethnic Studies pedagogies that are humanizing, decolonial, and culturally sustaining. We seek candidates who would be able to teach and develop courses for the Liberal Studies program, develop education-themed and other courses for the Department of Ethnic Studies, and have a grounding in teacher preparation issues for early childhood and/or elementary education. Desirable research foci include (but are not limited to) Indigenous, abolitionist, feminist, queer, bilingual and other critical approaches to educational theory, policy and/or practice.

The faculty member may be assigned administrative time for assistance in coordinating the Liberal Studies program. Please note that teaching assignments at California State University, East Bay include courses at the Hayward, Concord, and Online campuses. In addition to teaching, all faculty are required to advise and mentor students, assist the department with administrative and committee work, and assume campus-wide committee responsibilities.

MINIMUM QUALIFICATIONS:

- Demonstrated commitment to Ethnic Studies, anticolonial and antiracist pedagogical strategies and mentoring undergraduate students.
- Specialization in Latina/x/o Education, Asian American & Pacific Islanders in Education, Black/African American Education, American Indian/Indigenous Education, LGBTQ Education, Disability Studies in Education, and/or Social Justice Education
- Experience in preschool and/or TK-8 classroom settings.
- Actively engaged in research and demonstrated record of success (or potential for success) in research or creative activities with diverse populations.
- Ph.D. or Ed.D. (or ABD with doctorate degree awarded by August 2023) in Ethnic Studies, Education, Sociology, Psychology or related interdisciplinary field.

DESIRED QUALIFICATIONS:

- Familiarity with Commission on Teacher Credentialing guidelines (Elementary Subject Matter, Early Childhood Education Matrix).
- Research/training in genders and sexualities, women of color feminist approaches to education.
- Experience as an instructor or as a teaching assistant at the college level.

RANK AND SALARY: Assistant or Associate Professor. Salary is dependent upon educational preparation and experience. Subject to budgetary authorization.

DATE OF APPOINTMENT: Fall Semester, 2023.

2. Request for Other Resources

Currently the Director receives three units of reassigned time each semester to administer the program. However, unlike other majors, Liberal Studies requires extensive engagement with early childhood education stakeholders, TK-12 school districts, community colleges, the Commission on Teacher Credentialing (CTC), and other bodies such as the statewide CSU Liberal Studies program directors' group (CSULIBS). Furthermore, the director, being the only full time Liberal Studies faculty member, is responsible for mentoring a large number of majors and troubleshooting a variety of issues around advising. For these reasons, a release of three additional units per semester will enable the director to complete duties and prioritize program needs.

With changes to the California education code, there is a greater demand for transcript evaluation at the undergraduate level. Liberal Studies leaders across the CSUs are dealing with this unintended consequence of creating new regulations at the state level. The credential analyst in CEAS cannot undertake transcript evaluation of undergraduates, while students do not have the requisite technical knowledge of guidelines to undertake this task themselves. Hiring a pre-credential analyst at the undergraduate program level would help to meet CTC Elementary Subject Matter requirements and assist our majors' matriculation into credential/master's programs in education at CSUEB.