

ANNUAL PROGRAM REPORT

I. SELF-STUDY

A. Five-Year Review Planning Goals

1. Provide students with the knowledge and skills essential to our disciplines, and with the ability to think analytically about the problems of Humanity and Earth.
2. Restructure our curriculum to be ever more intellectually stimulating, personally fulfilling, and relevant to the career goals of our students.
3. Place more of our courses in the university's General Education offerings as a means of increasing the number and diversity of majors in each of our programs.
4. Raise the visibility of our department, and thus steer transfer students to our programs, by fostering ties with the region's community colleges.
5. Increase the breadth and depth of our faculty by seeking a new tenure-track position that emphasizes the ties between environment, culture, and everyday life in California in general and in the San Francisco Bay Area in particular.

B. Progress Toward Five-Year Review Planning Goals

(GEOG 3030, 4605) courses, improved/enhanced software packages become available on an 18-month cycle; for the most part AGES is able to acquire state-of-the-art software. New equipment arrives regularly for archaeology (ANTH 4250) and environmental field (ENVT/GEOG 3480, ENVT 4300) courses, and for the Solar Suitcase course (ENVT 3999). Providing opportunities in our classes (through individual and group assignments) for students to think analytically across the three curriculums remains the

now has alumni teaching at several of the university's primary feeder colleges, so we expect to develop a smoother transfer pipeline when East Bay becomes a semester school, thus matching the academic calendars of our feeders.

5. AGES's hiring plan commits to crossing fluid disciplinary boundaries to reshape the department's programs with positions that will serve more than one discipline's curriculum. As AGES has integrated a new tenure-track hire (Archaeology) into its curriculum the past two years while simultaneously reshaping its three programs for semester conversion, the department did not propose a tenure-track hire in 2016-17.

The first proposal in this new five-year plan is a hybrid position in *Environmental Anthropology*. Our preferred direction is toward the curricular areas associated with that position.

Submit Proposal in 2017-18:

Position: *Environmental Anthropology (hybrid)*

The preferred candidate will have expertise in some combination of cultural ecology, conservation, urbanism, and sustainable development. Courses currently existing and those to be created by the successful candidate will apply to more than one discipline and contribute to at least two of the three programs within AGES.

Submit Proposal in 2018-19:

Position: *Environmental Geography (hybrid)*

The preferred candidate will have expertise in the physical Earth and its resources. Programmatic needs by the dawn of the next decade will require the ability to teach a combination of courses focusing on the growing field of *global change* and the so-called *Anthropocene*: climate change, global land-use change, earth-surface processes, Geographical Information Systems, and human responses/adaptations to environmental change.

C. Program Changes and Needs

Overview: AY 2016-17 was a year of transition and awards for AGES faculty. Professor *Emeritus* Scott Stine, an internationally recognized authority on climate change and a former Outstanding Professor at our university, completed the fifth and final year of his FERP appointment in spring. Professor Michael Lee spent the year as a Visiting Scientist at CSU's Moss Landing Marine Lab conducting research and curriculum development in aquaculture. While there, Prof. Lee learned from the Chancellor's Office that he had been appointed to serve as Resident Director, CSU in Spain during AY 2017-18. He thus becomes the first faculty member in the history of our university to have been awarded that prestigious systemwide position. Professor Gary Li continued his multi-year research project in the Kenai Peninsula, Alaska, studying the feasibility of extracting methane from saturated sand-beds. The World Oil Company Ltd (Hong Kong) has been buying out 55% of Prof. Li's time. His 45% teaching obligation is fulfilled by offering environmental classes online

Lecturers with 3-Year entitlements (two in ANTH, one in GEOG/ENVT) and three Lecturers with 1-year contracts (again, two in ANTH and one in GEOG/ENVT).

Looking ahead: In AY 2017-18, Professor *Emerita* Laurie Price will complete the fifth and final year of her FERP, taking with her into full retirement a recognized expertise in medical, environmental, and socio-cultural anthropology.

Staff: After a robust recruitment for an ASC I to replace a longtime staff member who retired in summer 2016, AGES, AGES

Apologies in advance for going off-scale in this section.

2016-2017 Assessment Year End Report, June, 2017

Program Name(s)	Assessment Coordinator	Department Chair
GEOGRAPHY BA/BS	Michael Lee	David Larson

A. Program Student Learning Outcomes

SLO 1 demonstrate a broad and deep understanding of the fundamental concepts and techniques of the discipline of Geography;

SLO 2 prepare, use, and interpret maps and other spatial data with and without the aid of computers;

SLO 3 communicate geographic ideas, perspectives and conclusions clearly and persuasively orally, in writing and t

The results of the review are listed in Table 1 below. An average score of 1.5 or lower means that the student got a preponderance of advanced proficiency judgments for the attributes evaluated using the rubric, hence the higher designation is applied. An average score of 1.5 to 2.5 suggests a preponderance of proficient scores with the odd developing score not balanced by a mastery score, thus the proficient designation is applied. A value greater than or equal to 2.5 suggests a preponderance of developing or lacking development scores (3 & 4) and thus the lower designation (SLO not yet attained by the student) is warranted.

Average scores were calculated from the evaluations performed for each major by each Assessment Team member Prof. Michael Lee (ML), Prof. David Larson (DL) and Prof. David Woo (DW). From these scores, a classification was determined and from those three classifications per student, a final determination was made with respect to whether the student had demonstrated they had achieved the SLO (i.e. could be classified as proficient – P or advanced A) or not (i.e. were classified as not yet proficient - NYP). To be considered proficient, a majority of the Assessment Team had to have scored the student with an average score of 2.5 or lower (1.5 or less for advanced and >1.5 to 2.5 for proficient).

Table 1 shows that all five majors selected from the class in Fall 2016 achieved the overall standards of the SLO articulated in the rubric with one showing proficiency and four showing advanced performance.

ANTHROPOLOGY, GEOGRAPHY AND ENVIRONMENTAL STUDIES ASSESSMENT RUBRIC	
Academic Year	2016-17
Major	GEOGRAPHY BA/BS
Course	GEOG 3540 CHINA AND JAPAN
Term	Spring Quarter 2016
SLO	SLO 5 - students will "demonstrate their knowledge of the characteristics and cultures of two world regions in addition to their own."

emissions; Air
quality
problems in
Beijing; Acid
rain issues)

Emergency information:

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-
-

7th week ----- Japan: Physical Geography

-
-
-

8th week ----- Japan: Industrialization and Population

-
-

Tokyo

-

9th week ----- Japan: Globalization of Economic Power

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	D/4 Lacking development (Amateurish, unpolished)	C/3 Developing	B/2 Proficient	A/1 Advanced (Highly professional and polished)

2016-2017 Assessment Year-End Report, June, 2017

Program Name(s)	Assessment Coordinator	Department Chair
ENVIRONMENTAL STUDIES BA	Michael Lee	David Larson

A. Program Student Learning Outcomes

SLO 1 demonstrate the knowledge, skills and sensitivities needed to perform effectively as an environmental professional individually and in a team setting;

SLO 2 demonstrate a basic understanding of politics, law, economics, ethics, biology, chemistry, geography and geology as they apply to the environmental studies field;

SLO 3 communicate clearly and persuasively concerning a range of environmental issues both orally and in writing and to critically analyze environmental impact reports, statements and assessments;

SLO 4 apply scientific reasoning and quantitative and statistical methods applicable in the environmental field;

SLO 5 understand the practical/field dimensions of a range of Bay Area environmental issues and their linkages to regional, national and global processes critical to sustainable development;

B. Program Student Learning Outcome(s) Assessed

SLO 3 communicate clearly and persuasively concerning a range of environmental issues both orally and in writing and to critically analyze environmental impact reports, statements and assessments.

C. Summary of Assessment Process

Year 5: 2016-2017

1. Which SLO(s) to assess = SLO3

2. Assessment indicators = We will use "direct" indicator (oral presentation, paper, and observations) for this SLO assessment.

3. Sample (courses/# of students) = ENVT 4100: **Environmental Impact Analysis Winter**
 4. Time (which quarter(s)) = Winter, 2017
 5. Responsible person(s) = Greta Brownlow (Adjunct Lecturer)
 6. Ways of reporting (how, to who) = **Observation, paper, to the instructor**
 7. Ways of closing the loop = Results are checked against the goals laid out in the syllabus using a rubric developed from the assignment.
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The course used to assess this SLO is traditionally taught by a lecturer who is a specialist in the NEPA/CEQA environmental impact review process. In 2016-17, the lecturer was Dr. Greta Brownlow Ph.D., a professional planner and adjunct faculty member in Geography and Environmental Studies at Cal State East Bay and Urban and Regional Planning at SJSU. Greta is currently employed as a Senior Project Manager at Atkins, a global design, engineering, and project management consultancy. As a lecturer, Dr. Brownlow was asked to assist the Geography and Environmental Studies Assessment Team in identifying an appropriate assessment instrument from her course and in accessing the material necessary for the evaluation of the selected SLO. She was not asked to perform the assessment per se, but rather, as an expert in this field, to share her grades with the Assessment Coordinator through the medium of Blackboard and to ensure that the assignment details and the assignment work submitted by students in the class were electronically submitted and thus downloadable by the Assessment Coordinator, who she kindly added to her Blackboard class as an instructor.

On completion of the quarter and finalization of grades, the gradebook was downloaded as an Excel document by the Assessment Coordinator along with all of the work submitted by students for the chosen assignment. The class list of 44 students was reviewed by AGES Chair Prof. David Larson and Environmental Studies BA Director Prof. Karina Garbesi to identify Environmental Studies majors taking the class. There were a total of 18.

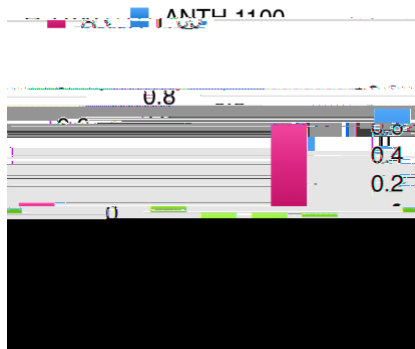
Based on a review of Dr. Brownlow's assignment, it was determined that the best vehicle to assess this SLO for Environmental Studies majors was the CEQA Case Law Assignment in which students were to choose and read a CEQA case and demonstrate, in writing, an understanding of the circumstances of the case, the decision handed down by the court, and the importance of the outcome for community planners and CEQA practitioners. The complete assignment details are included in Appendix 1.

In consultation with Dr. Brownlow, the Assessment Coordinator developed a rubric for the evaluation of the work submitted by Environmental Studies majors that would allow the Assessment Team to review selected submissions by ENVT majors to as objectively as possible determine the standard of the work using normative statements that described what constituted advanced proficiency (1), proficiency (2), developing (3), and lacking development (not yet developed = 4) with respect to each element of the assignment (Appendix 2). The GES assessment team then read the CEQA cases selected by those majors, reviewed the written reports submitted by those majors, and applied the rubric to the written reports.

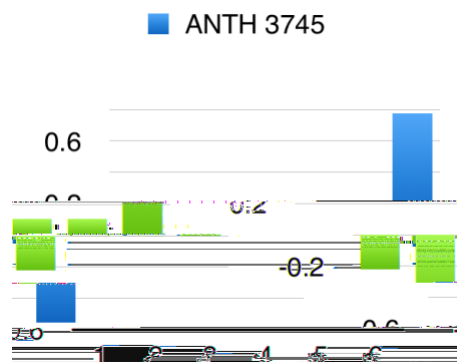
Since Dr. Brownlow is the expert in her field, it was decided to use her grades for the assignment as a determinant of whether a major had submitted work in the advanced proficiency category (if they achieved a score of 27/30 or above) or in the not yet developed category (if they received a score of less than 21/30). Only those majors graded with a C (a score of 21/30-23/30) and a B (a score of 24/30-26/30) by Dr. Brownlow were reviewed in order to determine whether they should be considered developing (not yet having achieved the SLO) or proficient (having achieved the SLO) in the opinion of the Assessment Team. The assumption was that students graded with a D/F or an A by Dr. Brownlow were clearly in the lacking development camp or proficient/advanced camp, respectively.

No ENVT major scored below 21/30 in Dr. Brownlow's class in Winter 2017 and 14 majors scored 27/30 or higher, placing them in the Advanced proficiency category and thus clearly having achieved the SLO. That left four majors to be assessed using the Assessment Team rubric to determine whether they should be classes as proficient and having achieved SLO 3 based on the instrument chosen, or still in the developing proficiency category and thus not yet having achieved SLO 3 based on the instrument chosen.

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the midline, that question was below the average for the class by that amount. Question 1 about students overall CSUEB experience was at a baseline for ANTH 1100 (Introduction to Biological Anthropology). As expected, as a lower-division GE course, general interest in anthropology was low for students in ANTH 1100. Also expected, due to the nature of the course's focus on human evolutionary origins, students retained high scores for question 6. Surprisingly, for a course that focuses very directly on ideas of diversity, race, ethnicity, and human biological variation, ANTH 1100 scored relatively low. There was not writing component of the course. This is likely due to the unfortunate unpopularity of science when it comes to concepts of race and identity. Much energy at CSUEB is aimed at promoting diversity through emphasizing the validity and sociopolitical importance of racial groups. While scientists of human evolutionary biology are in consensus over their understanding that *Homo sapiens* naturally uses visual cues when instinctively perceiving groups and forming an individual identity, the evidence that the artificial groups we instinctively perceive are scientifically invalid is overwhelming. For many students, the notion that race is not a scientifically valid concept is unsettling and politically unnerving. ANTH 3745 (Human



Sexuality: Anthropological Perspectives) is also a GE course mostly taken by non-majors, hence the low student interest in anthropology. For all of the questions, ANTH 3745 scored better than the student's rating of their experience at CSUEB. As a writing course, students rated their writing experience higher than in others assessed. Especially emphasized was the

from students in their classes. For those classes that were assessed, students appear to be rating Anthropology relatively well for SLO #4 relative to their overall experience at CSUEB, and very well relative to their interest in anthropology. There is insufficient data to judge students perceptions that they received good instruction in writing, SLO #6.

Assessment Plans for Next Year

In AY 2017-18:

Geography will assess **PLO 2** “prepare, use, and interpret maps and other spatial data with and without the aid of computers” in GEOG 3410 (Air-Photo Interpretation) in Fall Quarter.

Environmental Studies will assess **PLO 2** “prepare, use, and interpret maps and other spatial data with and without the aid of computers” in GEOG 3410 (Air-Photo Interpretation) in Fall Quarter. **PLO 3** “analyze and evaluate environmental issues and their linkage to regional, national and global processes central to sustainable development” in ENVT 4300 (Environmental Field Capstone) in Spring Quarter.

Anthropology

