SOCIAL SCIENCE DEPARTMENT

ASIAN AMERICAN STUDIES
SOCIAL SCIENCE
SOCIAL SCIENCE TEACHER EDUCATION
WOMEN’S STUDIES

FIVE YEAR REVIEW

January 2008

BY:

Alex Yamato, Professor and Chair
Maria L. Alaniz, Professor
Hien Duc Do, Professor/Coordinator – Asian American Studies
Estela Habal, Assistant Professor
Shahin Gerami, Associate Professor/Coordinator – Women’s Studies
Henry J. Gutierrez, Associate Professor/Director of SOCS Teacher Education

Received by: George E. Barzynski
04/31/08
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Fall 2007 Assessment Report  
Spring 2007 Semester Program Assessment Report  
Social Science Department’s Assessment Activities Spring 2006
Executive Summary

The Social Science Department 5 year review document is a shorter report to the one that was submitted in 2005. This report will summarize and highlight some of the changes and progress that have been made since our report in 2005.

In the past three years, our department has faced some drastic reduction in our faculty. We have lost four faculty members to resignations, early retirement and accepting a position at another institution. Dr. Lois Helmbold accepted a position at UNLV in Spring 2002, Dr. Victoria Byerly took early retirement in 2004, Dr. Charla Ogaz resigned in 2004, and Dr. Curtiss Rooks took a leave of absence in 2006 and subsequently resigned in 2007.

The reduction in faculty members negatively impacted our department’s stability as well as our ability to implement some of the plans that we articulated in our original report. Even though the Coordinator of the Women Studies Program is central position in our Department, we were not permitted to recruit a Women Studies Coordinator after the sudden resignation of Dr. Helmbold. Instead, we had two different interim Women Studies Coordinators, Dr. Wenshu Lee (2003 -2004) and Dr. Jennifer Rycenga (2004 – 2006) and no probationary faculty in the Women Studies Program. While we were grateful for their service to the department and appreciated their hard work during those years, our courses were primarily staffed by part-time lecturers and, although the quality of instructions was good, the enrollments, continuity and visibility of the program suffered. In order to rebuild and strengthen the Women Studies Program, we did a national search for a new Women Studies Coordinator and were fortunate to bring Dr. Shahin Gerami as the new Coordinator in Fall 2006. We have completed a successful search for an
Assistant Professor AY 2007-2008 and will have a new faculty member joining us next year. The addition of Dr. Gerami and one new faculty hire has begun to stabilize the Women’s Studies Program but we still need additional positions to fully service our students, develop new curriculum and fulfill the mission of the program.

The Asian American Studies Program continues to have a high demand for our Asian American Studies 33A and 33B courses. On average, we offer 8 or 9 sections each semester and all are completely full. However, we continue to have trouble staffing some of these sections for a variety of reasons. First, the leave of absence and eventual resignation of Dr. Rooks created not only one fewer faculty member to teach our lower division courses but also placed in jeopardy his popular Multi-Racial Course. Second, we were not allocated the necessary resources to hire additional positions until AY 2006-2007 when we were allocated one tenure track position. We were able to conduct a national search and hire Dr. Estella Habal to teach our lower division courses and to also offer the very popular AAS 125, Filipino American Experience. Third, because of the quality of our part time lectures, they have been recruited to teach in other departments, including American Studies, Anthropology and Sociology, which reduces our pool of lecturers. Although we have increased and diversified our pool to remedy the situation, the stability and consistency of these courses also suffer. Even though we are hopeful that we will be able to replace Dr. Rooks’ position soon, given the reality of the budget crisis and the way that our College operates, at the moment, this is quite uncertain. Although we continue to offer upper division courses in Asian American Studies, they have to be balanced with the need to maintain high enrollments in our lower division courses. Given the work load and the small number of faculty, we have not had the opportunities to develop new courses but hope that with the addition of Dr. Habal and perhaps a replacement for Dr. Rooks (and others
who have left before, i.e. Dr. Soo Young Chin and Dr. Wendy Ng) our program will add new upper division courses as well as a Bachelor of Arts in Asian American Studies. We will continue to seek Departmental status for Asian American Studies.

The Social Science Teacher Preparation Program has also gone through some revision and changes as noted in the report. The challenges faced were primarily with due to the multiple demands from several departments in developing a set of courses that would satisfy both the departments involved, the CCTC and provide our department the ability to offer some of these courses. This was also exacerbated by the lack of clear direction from the Dean’s office. We have nevertheless submitted the report to CCTC. The Social Science Program also needs additional faculty members in order to staff the necessary courses, place students in the local high schools for their required placements, and to coordinate the many facets of the program.

Overall, despite the aforementioned challenges, the Social Science Department has also been actively participating in enhancing our assessment of our students’ learning activities. To this end, we have developed our assessment plan and have collected and analyzed data, and submitted them to the College Assessment Coordinator, Dr. Ronald Rogers. Finally, our department held a one-day Assessment Retreat on November 2, 2007, with Dr. Rogers where we presented our plan and asked for his input and have finalize our 5 year assessment plan to coincide with the next 5 year report. In short, during this period, we developed an assessment plan and will use the data collected to enhance the different programs and help inform us about what changes are needed and ways to enhance our department.
<table>
<thead>
<tr>
<th>Name</th>
<th>Degree</th>
<th>Year</th>
<th>University</th>
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<tbody>
<tr>
<td>Maria Luisa Alaniz</td>
<td>Ph.D.</td>
<td>1986</td>
<td>Stanford University</td>
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<tr>
<td>Professor</td>
<td></td>
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<tr>
<td>Hien Duc Do</td>
<td>Ph.D.</td>
<td>1993</td>
<td>UC Santa Barbara</td>
</tr>
<tr>
<td>Professor, Coordinator, Asian American Studies</td>
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<tr>
<td>Shahin Gerami</td>
<td>Ph.D.</td>
<td>1983</td>
<td>University of Oklahoma</td>
</tr>
<tr>
<td>Associate Professor, Coordinator, Women’s Studies</td>
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<tr>
<td>Henry J. Gutierrez</td>
<td>Ph.D.</td>
<td>1990</td>
<td>UC Irvine</td>
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<tr>
<td>Associate Professor</td>
<td></td>
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<tr>
<td>Estella Habal</td>
<td>Ph.D.</td>
<td>2003</td>
<td>UC Davis</td>
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<tr>
<td>Assistant Professor</td>
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<tr>
<td>Alexander Yamato</td>
<td>Ph.D.</td>
<td>1986</td>
<td>UC Berkeley</td>
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<td>Professor and Chair</td>
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**Lecturers**

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<tr>
<th>Name</th>
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<th>Year</th>
<th>University</th>
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<tr>
<td>Apryl Berney</td>
<td>Ph.D. Candidate</td>
<td></td>
<td>UC Santa Cruz</td>
</tr>
<tr>
<td>Kate Davis</td>
<td>Ph.D.</td>
<td>2002</td>
<td>UC Berkeley</td>
</tr>
<tr>
<td>Steve G. Doi</td>
<td>J.D.</td>
<td>1978</td>
<td>Santa Clara University</td>
</tr>
<tr>
<td>Soo Choi</td>
<td>Ph.D.</td>
<td>1993</td>
<td>City University New York</td>
</tr>
<tr>
<td>Joel Franks</td>
<td>Ph.D.</td>
<td>1983</td>
<td>UC Irvine</td>
</tr>
<tr>
<td>Susan Gallardo</td>
<td>Ph.D. Candidate</td>
<td></td>
<td>Stanford University</td>
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Philip Hanasaki                  MA       1971       San Jose State University
Jane Narveson                   MA       1986       San Jose State University
Maria Ochoa                     Ph.D.    1995       UC Santa Cruz
Victoria Rue                     Ph.D.    1994       Graduate Theological Union
Frances Schwab                   MA       1975       Wayne State University

Staff

Jacqueline Townsend
MISSION STATEMENT

The Social Science Department is distinctive at San Jose State University in its training of K-12 public school teachers and as social change agents through an interdisciplinary approach to understanding, analyzing and critiquing the conditions of women and people of color in our local community, California, the U.S. and globally. The department is committed to race/ethnic, class and gender equitable learning. We strive to build relationships with community agencies to encourage faculty and students to transcend classroom boundaries for learning, creative activity and community service.

It is our goal to produce students who will apply their interdisciplinary social science training to contribute to the betterment of society. The goals of the Social Science Department are:

To train our students in critical thinking and communication skills to understand, make decisions and act upon social and political issues in their professional and personal lives;

To train our students in interdisciplinary approaches to the study, research and analysis of social phenomena;

To develop the knowledge and skill base of our students to respectfully lead in their chosen field;

To develop within our students the analytical frameworks that emphasize the theoretical perspectives of women, racial and ethnic minorities, and other underrepresented groups in U.S. society and globally;

To develop within our students a sense of social responsibility to contribute to the betterment of their community;

To provide our students with a bibliography of resources forming a solid foundation for critically interpreting the world around them;

To provide our students the opportunity to develop work place and professional skills (e.g. public speaking, basic computer literacy, and internet technology) and practice;

To train Social Science teachers to work effectively with the demographically diverse student population of California's public schools;

To increase the diversity of the K-12 teacher workforce in California public schools.
CHRONOLOGY OF SOCIAL SCIENCE DEPARTMENT

1965  The Social Science Program was established for the purpose of training social studies teachers for the public schools. Also offers interdisciplinary social science majors and graduate program.

1970  Community activists found Asian American Studies Program as independent program in School of Social Sciences. Founding Coordinator: Greg Mark.

1972  Students, faculty, and community activists found Women’s Studies Program as independent program in School of Social Sciences, associated with Social Science Program. Begins offering MA through interdisciplinary Social Science graduate program. Founding coordinator: Fauneil Rinn.

1987  Administrative reorganization results in formation of Social Science Department: Asian American Studies, Mexican American Studies, Social Science, and Women’s Studies. Afro-American Studies chooses not to participate and leaves School of Social Sciences for new home in School of Social Work.

AY 1988-1989  5-Year Review of Social Science Department

Faculty: Asian American: Lou (Coordinator); Mexican American: Carrasco (Coordinator); Social Science: Heller, Nalty (Chair and Coordinator of Social Science), Wilson; Women’s Studies: Polatnick (new hire), Schaffer (external Coordinator).


AY 1989 - 1990

Department of Social Science now consists of Asian American Studies, Cultural Pluralism, Social Science, and Women’s Studies.

Faculty: AAS: Lou (Coordinator), Ng (new hire, joint appointment with Sociology); CP: Alaniz (new hire), Lou (Coordinator); SocS: Alaniz (new hire), Heller, Kumamoto (new hire), Nalty (Chair and Coordinator of Social Science), Wilson (FERP); WomS: Helmbold (Coordinator, new hire), Polatnick.

Faculty status: 3 tenured, 1 FERP, 4.5 probationary
Summer 1990: Ray Lou selected as AAVP/Undergraduate Studies, leaves department

Charge to Social Science Department from University following 1988-1989 review:
(1) set goals and define mission,
(2) develop a common core curriculum for all majors, integrate as a department,
update graduate program,
clarify relationship with School of Education

Organizational: Alaniz (Coordinator) begins revision of MA program
Organizational: four coordinators serve as administrative committee for the department, but meet infrequently. Most business is accomplished by individual programs. Department meetings usually held only at the beginning of semesters.

Curriculum: SocS courses added:
   SocS 99, Sophomore Writing (has never been offered)
   SocS 127, Advanced Writing (has never been offered)
   SocS 178, History/Social Science in the Schools
   SocS 193, Women & Minorities in the Social Sciences
   SocS 194, Social Science Literature
   SocS 199, Senior Thesis

AY 1990 - 1991

Faculty: AAS: Doi (lecturer, Acting Coordinator), Ng; CP: Alaniz (Coordinator), Helmbold; SocS: Alaniz, Hanna (new hire), Heller (FERP), Kumamoto, Nalty (Chair and Coordinator), Wilson (FERP); WomS: Helmbold (Coordinator), Polatnick

   Faculty status: 1 tenured, 2 FERP, 5.5 probationary
   Summer 1991: Nalty retires

   Curricular: All four programs adopt 190 as Internship.

AY 1991 - 1992

Faculty: AAS: Chin (new hire, joint appointment with Anthropology), Ng, Yamato (new Hire, Coordinator); CP: Alaniz (Coordinator), Helmbold; SocS: Alaniz (leave), Hanna, Heller (FERP), Kumamoto (Chair and Coordinator), Wilson (FERP); WomS Helmbold (Coordinator), Kaplan (new hire), Polatnick.

   Faculty status: 0 tenured, 2 FERP, 9 (7 + .5 + .5) probationary
   Summer 1992: Kaplan resigns
   Summer 1992: Heller retires

Women’s Studies celebrates 20th anniversary.
AY 1992 - 1993

Faculty: AAS: Chin, Do (new hire), Ng, Yamato (Coordinator; CP: Alaniz (Coordinator), Gutierrez (new hire), Helmbold; SocS: Alaniz (leave), Do (new hire), Gutierrez (new hire), Hanna, Heller (volunteer emeritus faculty), Kumamoto (Chair and Coordinator), Wilson (FERP); WomS: Helmbold (Coordinator), Polatnick

Faculty status: 0 tenured, 1 FERP, 10 (8 + .5 + .5) probationary
May 1993: Helmbold tenured and promoted to full professor

Organizational: Chin (Graduate Coordinator) convenes Graduate Studies Committee with representation from all programs and Anthropology. Revision of graduate curriculum and procedures begins.

Curricular: GE recertifications begin

Curricular: AAS adds new course:
   AAS 185, Multicultural Perspectives on American Society

Curricular: WomS adds courses:
   WomS 150, Media Images and Women
   WomS 155, Contemporary Women’s Movement
   WomS 160, Women, Race, and Class

Curricular: Department retreat (January, 1993) to discuss requirements for majors.

College: College of Social Sciences ranks college priorities. Social Science Department ranks “responding to cultural diversity” #2. College-wide, cultural diversity is ranked last of eight priorities.

University: Council of Deans develops “Restructuring SJSU: A Planning Proposal,” which calls for Social Science Teacher Education to move to History and the development of a new department, Comparative American Culture, incorporating American Studies, Afro-Am, Asian American, Mexican American, and Women’s Studies, within the College of Social Science. Social Science Department strongly disagrees with this plan, because we see no intellectual, economic, personnel, or curricular justification, and because restructuring would threaten our graduate program.

AY 1993 - 1994

Faculty: AAS: Chin (spring 1994 leave, post-doctoral fellowship, U of Chicago), Do, Ng, Yamato (Coordinator); CP: Alaniz (Coordinator), Gutierrez, Helmbold; SocS: Alaniz (.5 leave), Do, Gutierrez, Hanna, Heller (volunteer/emeritus), Kumamoto (Chair and Coordinator), Wilson (FERP); WomS: Helmbold (Coordinator), Polatnick
Faculty status: 1 tenured, 1 FERP, 9 (7+.5+.5) probationary
May 1994: Bill Hanna tenured
May 1994: Bob Kumamoto tenured

Spring 1994: Hanna and Kumamoto propose leaving the department, along with teacher preparation majors, to go to History Department. Department votes against this plan. Dean Walsh vetoes plan.

Curricular: AAS adds new courses:
AAS 182, Ethnicity and Aging
AAS 186, Vietnamese Experience
AAS 275, Asian American Community

Curricular: WomS adds new courses:
WomS 144, Vietnamese Women in America
WomS 192, Senior Seminar in Women’s Studies
WomS 238, Feminist Methodology in the Social Sciences

Curricular: Women’s Studies revised and updated requirements for WomS minor.

Curricular: Cultural Pluralism minor approved.

Curricular: Cultural Pluralism adds new course:
CP 191, Cultural Pluralism in the US

Organizational: Department Finance Committee formed.

Organizational: Department begins proportional voting policy.

AY 1994 - 1995

Faculty: AAS: Chin (leave) Do, Ng, Yamato (Coordinator); CP: Alaniz, Gutierrez (Coordinator), Helmbold (sabbatical); SocS: Alaniz (.5 leave), Do, Gutierrez, Hanna, Kumamoto (Chair and Coordinator), Wilson (FERP); WomS: Boyd (lecturer, Acting Coordinator), Hase (new hire), Helmbold (sabbatical), Polatnick

Faculty status: 3 tenured, 1 FERP, 7 (.5 + .5 + .5) probationary
May 1995: Yamato tenured
Summer 1995: Wilson retires

AY 1995 - 1996

Faculty: AAS: Chin (leave), Do, Ng, Yamato (Coordinator), CP: Alaniz (Coordinator), Gutierrez, Helmbold (Chair); SocS: Alaniz (.5 leave), Do, Gutierrez (Coordinator), Hanna, Hill (new hire), Kumamoto (fall sabbatical); WomS: Hase, Helmbold (Chair and Coordinator), Polatnick.
Faculty status: four tenured, 8 (6 + .5 + .5) probationary

Organizational: 5-Year Review Committees

Secession: Hanna and Kumamoto, without discussion in the department, resume secession plans, approaching History Department, Dean Daoud, Provost Bain, President Caret. Department disagrees with secession.

Academic Year 1996-1997
Faculty by Program:

Asian American Studies: Do, Ng, and Yamato (Coordinator)
Cultural Pluralism:
Social Science: Maria Alaniz (sabbatical leave), Henry Gutierrez, Bill Hanna, Lois Helmbold, Patricia Hill, and Robert Kumamoto
Women's Studies: Lois Helmbold (Chair and Coordinator), Mino Moallem, and Rivka Polatnick

Faculty status: Eight tenured and three probationary
Full-time equivalent faculty positions 12.70
January 1997 Yamato promoted to Professor

Academic Year 1997-1998
Faculty by Program:

Asian American Studies: Do, Ng, and Yamato (Coordinator)
Cultural Pluralism:
Social Science: Alaniz, Gutierrez, Hanna, Hill, and Kumamoto
Women's Studies: Helmbold (Chair and Coordinator), and Polatnick

Faculty status: Eight tenured and two probationary
Full-time equivalent faculty positions 12.40
May 1998 Hien Do received tenure and promoted to Associate Professor
May 1998 Henry Gutierrez received tenure and promoted to Associate Professor
December 1997 Robert Kumamoto transferred to the History Department
May 1998 Rivka Polatnick resigned
May 1998 William Hanna transferred to the College of Education.

Organizational:
- Department conducted a survey of students enrolled in Master's Program from 1992 to 1998.
- Women's Studies Advisory Board
Academic Year 1998-1999
Faculty by Program:

**Asian American Studies**: Do (Chair), Ng, Rooks (new hire), and Yamato (Sabbatical Leave)

**Cultural Pluralism**:

**Social Science**: Alaniz, Gutierrez (Coordinator), and Hill (Director, SOCS Teacher Education)

**Women's Studies**: Alaniz (Coordinator), and Helmbold (Sabbatical Leave)

Faculty Status: Seven tenured and one probationary
Full-time equivalent faculty positions used **10.35**

Organizational: Program and department review for reorganization.

Academic Year 1999-2000
Faculty by Program:

**Asian American Studies**: Do (Chair), Ng, Rooks, Yamato (Coordinator)

**Cultural Pluralism**:

**Social Science**: Alaniz, Gutierrez, and Hill (Director, SOCS Teacher Education)

**Women's Studies**: Helmbold (Coordinator)

Faculty Status: Seven tenured and one probationary
Full-time equivalent faculty positions used **10.05**

Curricular: Asian American Studies (AAS) Program added AAS 187 Multiracial Asian Americans Experience which is cross listed with Social Science 187.

Academic Year 2000-2001
Faculty by Program:

**Asian American Studies**: Do (Sabbatical Leave), Rooks, and Yamato (Coordinator)

**Cultural Pluralism**:

**Social Science**: Alaniz, Gutierrez (Acting Chair), and Hill

**Women's Studies**: Victoria Byerly (new hire), Charla Ogaz (new hire), and Helmbold (Coordinator)

Faculty Status: Six tenured and three probationary
Full-time equivalent faculty positions **10.20**

Curricular: Added two new Women’s Studies courses:

- WOMS 157 – Feminist Oral History and Personal Memoir
- WOMS 187 – Gender and Education

Academic Year 2001-2002
Faculty by Program:

**Asian American Studies**: Do (Chair), Ng, Rooks, and Yamato (Coordinator)

**Cultural Pluralism**:

**Social Science**: Alaniz, Gutierrez, and Hill (Director SOCS Teacher Education)

**Women’s Studies**: Byerly, Ogaz, and Helmbold (Coordinator)
Faculty Status: Seven tenured and three probationary
Full-time equivalent faculty positions 10.20
August 2001 Alaniz promoted to Professor
Spring 2002 Lois Helmbold resigned from the department, Patricia Hill transferred to the History Department, and Wendy Ng transferred to the Sociology Department.

Curricular: Women’s Studies courses 157 and 187 approved and offered Spring 2002

Organizational:
• Center for Faculty Development and Support appointed Gutierrez “Faculty-in-Residence for Diversity
• Center for Faculty Development and Support appointed Alaniz to work with the Interdisciplinary Diversity Project Team Program

Academic Year 2002-2003
Faculty by Program:
Asian American Studies: Do, Rooks, and Yamato (Coordinator)
Social Science: Alaniz (Chair and Director SOCS Teacher Education), and Gutierrez (Sabbatical Leave)
Women’s Studies: Byerly and Ogaz

Faculty Status: Four tenure and three probationary
Full-time equivalent faculty positions used 9.10

Curricular: Three Social Science courses added:
SOCS 137 – California in Historical and Social Scientific Perspectives
SOCS 138 – United States in Historical and Social Science Perspectives
SOCS 139 – The World in Historical and Social Science Perspectives

Curricular: Asian American Studies 136 is cross-listed with Mass Communications (MCOM) 136

Organizational:
• No new admissions to the Social Science Masters Degree Program
• No Cultural Pluralism courses offered
• Spring 2003 campus wide Women’s Studies Event
• Department surveyed Social Science classes, majors, minors, and alumni in preparation for the five-year review
• Department brochure developed
• Department Office redesigned (received a face lift)

Academic Year 2003-2004
Faculty by Program:
Asian American Studies: Do, Rooks, and Yamato (Coordinator)
Social Science: Alaniz (Chair), and Gutierrez
Social Science Teacher Education: Alaniz, Director of SOCS Teacher Education
Women's Studies: Byerly, Lee (Interim Coordinator), and Ogaz

Faculty Status: Four tenured and three probationary
Full-time equivalent faculty positions used 9.00
May 2004 Curtiss Rooks received tenure

Curricular: Three Social Science courses, SOCS 137, 138, and 139 approved
SOCS 138 offered Spring 2004

Curricular: Cultural Pluralism curriculum deleted from the department

Organizational:
• Chair implemented assigned department advisors for all majors

Academic Year 2004-2005
Faculty by Program:
Asian American Studies: Do, Rooks, and Yamato (Coordinator/Acting Chair)
Social Science: Gutierrez (Leave/Chair) and Alaniz (Leave)
Social Science Teacher Education: Gutierrez, Interim Chair, and Director of SOCS
Teacher Education
Women's Studies: Rycenga (Interim Coordinator) and Ogaz (Leave) Byerly (Retired)

Faculty Status: Five tenured and one probationary
Full-time equivalent faculty positions used 8.50
August 2004 Hien Duc Do promoted to Professor

Academic Year 2005-2006
Asian American Studies: Do, Rooks (Leave), and Yamato (Chair)
Social Science: Gutierrez and Alaniz
Social Science Teacher Education: Gutierrez, Interim Chair, and Director of SOCS
Teacher Education
Women’s Studies: Gerami (Coordinator, new hire)

Faculty Status: Four tenured and one probationary
Full-time equivalent faculty positions used 8.00

Academic Year 2006-2007
Asian American Studies: Do, Rooks (Leave), and Yamato (Chair)
Social Science: Gutierrez and Alaniz
Social Science Teacher Education: Gutierrez, Interim Chair, and Director of SOCS
Teacher Education
Women’s Studies: Gerami (Coordinator) and Ogaz (Resigned)

Faculty Status: Five tenured and one probationary

16
A. Centrality to the Mission of the University

History
The Social Science Department was created in 1965 to provide for social science teacher education and interdisciplinary social science majors. In 1987, there was an attempt by the College of Social Science Dean to consolidate small departments. African American Studies, Asian American Studies, Mexican American Studies and Women's Studies were added the Social Science Department. African American Studies transferred to the College of Social Work where it was granted departmental status. From 1987 to 1989 AAS, MAS, Social Science and Women's Studies composed the department. In 1989, MAS decided to transfer to the College of Social Work to obtain departmental status. In 1989, Dean Walsh added the Cultural Pluralism program developed in response to a new GE Cultural Pluralism requirement. In 2003, the Cultural Pluralism Program was discontinued due to low enrollments based on the elimination of the GE CP requirement in 1998. The Social Science Department is currently composed of four programs: AAS, WS, Social Science and Social Science Teacher Preparation.

Overview
The Social Science Department consists of four programs: Asian American Studies, Women's Studies, Social Science and Social Science Teacher Preparation:

Asian American Studies Program
The Asian American Studies Program offers an interdisciplinary curriculum that examines the multicultural diversity of American society. The courses provide an in-depth understanding of the Asian American experience and emphasize the importance of the inclusion of Asian American perspectives in Social Science theories and methodologies.

Minor:
The Asian American Studies Minor offers a broad range of courses emphasizing the diversity of Asian American Studies and is relevant for students planning careers in social service and public policy.

Social Science Program
Students may choose an interdisciplinary BA degree in four topical areas:
- Asian American Studies
- Comparative Studies in Race/Ethnicity, Class and Gender
- Public Service and Social Change
- Women's Studies

Social Science Teacher Preparation
A) Multiple Subject - Grades K - 8
This major is designed for students interested in teaching elementary or middle school. The Multiple Subject Matter Preparation Program is approved by the California Commission on Teacher Credentialing.

B) Single Subject - Grades 6 - 12

This major is designed for students interested in teaching history, political science (government), geography, economics, or social science in high school and middle school. The Single Subject Matter Preparation is approved by the California Commission on Teacher Credentialing.

Since our last review in 2005, we have modified both the Single Subject and Multiple Subject Major requirements approved by the California Commission on Teacher Credentialing. The following are detail changes that were implemented:

The mission of the Department of Social Science Teacher Preparation programs is to promote and foster the success of all students. Ultimately we strive to engage in and model teaching practices that provide equal educational opportunity for all. We are committed to training teachers who will use knowledge and practice to enable diverse students to reach challenging learning goals and reach their potentials. We believe that teachers are best taught through studying, interacting and reflecting in the classroom and in public school settings. Our program also emphasizes the need to develop teachers as activists and leaders in their school sites. We strive to train teachers who will see beyond the walls of the classroom to the social, political and economic effects on education on their students and their everyday experiences as teachers. It is critical that teachers promote civic engagement and active involvement in order to encourage them to engage in the democratic process.

The Department of Social Science at San Jose State University has designed the proposed subject teacher preparation (SMP) curriculum to meet the State adopted Academic Content Standards for K-12 students. We have carefully selected and designed courses to meet the standards in the subject matter areas and developed new courses where there were gaps in the content area. A committee of faculty from History, Geography, Political Science, Economics and Social Science met over a period of one year to determine that each of the standards was met in a minimum of one course. For clarity and to insure that all the standards are met, we require that each SMP course syllabus identify the relevant K-12 standards after the course description. We encourage students to keep their SMP course syllabi in a binder for quick reference to the standards and course materials during their student teaching experience. The K-12 Standards document is required textbook in SocS 195: Theory and Practice in the Social Sciences.

We believe that education is critical to a democratic society. Given the changing demographics it is clear that our schools must become effective in educating diverse learners. One of the major indicators of student success is the quality of the classroom teacher. Research clearly shows that teachers with strong content knowledge and preparation for teaching; who understand that students learn in different ways and have the skills to support a variety of learning styles, are the most effective in the classroom. It is our commitment to prepare teachers who will be competent in teaching in today’s classroom. To that end we developed a required course for SMP majors:
Teaching in the Diverse Classroom. The course deals with the major issues associated with effective delivery of content to students with a variety of learning styles and backgrounds.

Students in our major are prepared to master the content areas required to teach the K-12 standards. Teaching the subject matter content area is the foundation of teaching. Our major provides our students with the necessary content in history, geography, economics and political science but we fully understand that this knowledge base is only the first step in preparing teachers. They are also trained with the skills to work with diverse students and to understand that learning takes place in a complex social context. Two courses: Social Science 177; Society and Education and Social Science 185; Teaching in the Diverse Classroom, provide the theory, study and practice to provide students with the understanding that teaching requires more than a routine task of developing lessons plans, but also will require that they too assess the histories, cultures, communities of the students.

In developing our major, we considered not only the what teachers must know, but also what they must be prepared to do in the classroom to effectively deliver the required subject matter. Teachers must go beyond transmitting knowledge. If teachers are to ensure the acquisition of knowledge they must have an understanding of the learning process and have the skills to assist students in learning. Our combination of coursework in the content areas and interdisciplinary courses that focus on learning, teaching and the social contexts of education provide a knowledge base that will give students the foundation to make the connections between planning, instruction, assessment, subject matter and the students. Our major prepares future teachers to use their knowledge to confront the daily complex activity of teaching in non-routine ways that will best meet the needs of their students.

Our complex society requires that teachers have the ability to draw from more than one source. Teachers need to extend beyond textbooks to connect students with sources of information to allow for the exploration of ideas and the synthesis of information. The contemporary teacher must use a wide array of resources to present information. In order to work effectively with today’s youth, teachers must have multiple teaching strategies, tools and techniques. Social Science 185; Teaching in a Diverse Society, incorporates the use of technology in a classroom based assignment. In Social Science 177; Society and Education students present on their field experience and engage in a group project.

The Social Science Teacher Preparation Major is based on the understanding that it is vital that students have a foundation in pedagogical content knowledge, curriculum resources and technology and a variety of teaching strategies.

The core courses in the major provide content knowledge. The courses are aligned to the standards to ensure that our majors will be well prepared with a foundation in the subject matter content. We require that each course syllabus explicitly state the K-12 Standard it will cover so the student will have easy access and reference to the materials s/he will need in preparing lesson plans.

The courses in the major provide our students with the essential pedagogical skills in curriculum and technologies to deliver material in ways that will challenge students with diverse learning
styles. Understanding diversity also includes differences that may arise from culture, language, family, community, gender and other factors that shape peoples life experience. The innovative teacher will extend his/her learning beyond the textbook to provide multiple perspectives and provide engaging presentations in the classroom. It is also important that teachers have a variety of teaching modalities in order to adapt to the diversity among students. Teachers need to understand that students learn in different ways and that materials can be presented in a multiplicity of formats and styles.

Subject Matter Preparation: Multiple Subject Major

Underlying the SMP curriculum is the belief that subject matter preparation is not simply a collection of separate areas of learning and the acquisition of unrelated facts, issues, experiences, and ideas. Rather, the SMP values the integration of curriculum across the various content areas to guarantee that prospective educators acquire the knowledge, skills, dispositions and ethics that will ensure equity and excellence for all students in a culturally diverse, technologically complex, global community.

All students who enroll in the SMP will earn undergraduate degrees that share a common universe of discourse that will enhance their later activities in teacher preparation programs and in their teaching careers.

History and Social Science requirements are met with a set of three new upper division courses designed for the SJSU Core Curriculum. The new courses are SocS 137 (California History), SocS 138 (U.S. History), and SocS 139 (World History). One of these courses, SocS 137, includes field experience in K-8 classrooms. It is expected that a pair of lower division courses that also deal with United States History will have been taken by all students to meet university general education and graduation requirements. There are two course sets that may be selected to meet the lower division requirements.

<table>
<thead>
<tr>
<th>Content Specifications</th>
<th>SJSU Core Curriculum</th>
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<tbody>
<tr>
<td></td>
<td>All Courses Required</td>
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<tr>
<td>History and Social Science</td>
<td>SocS 139</td>
</tr>
<tr>
<td>Domain 1: World History</td>
<td></td>
</tr>
<tr>
<td>1.1 Ancient History</td>
<td>C</td>
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<tr>
<td>1.2 Medieval and Early Modern History</td>
<td>C</td>
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<tr>
<td>Domain 2: U.S. History</td>
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<tr>
<td>2.1 European Exploration &amp; Settlement</td>
<td>C</td>
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<tr>
<td>2.2 Political System of U.S.</td>
<td>C</td>
</tr>
<tr>
<td>2.3 Anti-slavery Movement</td>
<td>C</td>
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</tbody>
</table>
2.4 Urban Growth in the United States

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<tr>
<th>Domain 3: California History</th>
<th>C</th>
<th>P</th>
<th>P</th>
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<tbody>
<tr>
<td>3.1 Pre-Columbian to Gold Rush</td>
<td></td>
<td>C</td>
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<tr>
<td>3.2 Development Since 1850s</td>
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<td>C</td>
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</table>

Legend. C = Completely addresses the domain. P = Partial coverage of the Domain

Course codes and titles for History and Social Science are as follows:
SocS 139 The World in History and Social Science Perspectives
SocS 138 The United States in Historical and Social Scientific Perspectives
SocS 137 California in Historical and Social Scientific Perspectives
Hist/Pols 15A&B U.S. History and Government
ASS 33A&B Asian Americans in the United States: Historical and Political Process

Subject Matter Preparation: Single Subject

The San Jose State University College of Social Science Single Subject Matter Preparation Program is a 45 unit major. The core is 30 units of course work in the required content areas taught in middle and high school. Fifteen units of extended studies require that students take courses especially designed for the major in areas that provide breadth, depth and perspective on the field of social science education.

Core Courses: Students are required to take 6 units of lower division World History and 6 units of lower division United States History and Government. These courses provide our majors with a broad foundation in the history and political science content they will need to teach Social Studies in the middle and high school. Upper division history courses consist of 3 units of World History, 6 of U.S. History and 3 units of California History. In addition students take two courses (6 units) that are especially designed for teacher preparation majors in the fields of Geography and Economics.

Extended Studies consists of three Social Science courses and two upper division courses in United States Geography and Political Science. The Social Science courses emphasize social science of education theory, exemplary studies in the field of education, diversity, practice in using technology in the classroom, modeling of varied teaching experiences, field work in the public schools and formative and summative assessment. Collectively these course compliment the core by providing the student with the opportunity to read and discuss issues relating to creating and maintaining an effective environment for student learning, engaging and supporting all students in learning, organizing subject matter for student learning and the role of teachers as leaders and advocates beyond the classroom. The Geography and Political Science courses provide depth in each field specific to the study of the United States.

Core Coursework

World History
HIST 1A World History to 1500 3
HIST 1B World History Since 1500 3
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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</thead>
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<tr>
<td>HIST 155</td>
<td>Twentieth-Century World History</td>
<td>3</td>
</tr>
<tr>
<td>U.S. History</td>
<td>Select one sequence of U.S. History and Government:</td>
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<tr>
<td>HIST/POLS 15A/B</td>
<td>U.S. History and Government I and II</td>
<td>6</td>
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<tr>
<td>AFAM 2A/B</td>
<td>African Americans and the Development of</td>
<td></td>
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<tr>
<td></td>
<td>Americas History and Government</td>
<td>6</td>
</tr>
<tr>
<td>MAS 10 A/B</td>
<td>Mexican Americans and the Development of</td>
<td></td>
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<tr>
<td></td>
<td>Americas History and Government</td>
<td>6</td>
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<tr>
<td>AAS 33A/B</td>
<td>Asian Americans in the United States</td>
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<tr>
<td></td>
<td>Historical and Political Process</td>
<td></td>
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<tr>
<td>(Select Two)</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>HIST 172A</td>
<td>American Diplomatic Before 1913</td>
<td></td>
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<tr>
<td>HIST 172B</td>
<td>American Diplomatic Since 1913</td>
<td></td>
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<tr>
<td>HIST 173</td>
<td>Colonial America</td>
<td></td>
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<tr>
<td>HIST 174</td>
<td>Revolutionary America</td>
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<tr>
<td>HIST 175</td>
<td>Inventing America, 1800-1860</td>
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<tr>
<td>HIST 176</td>
<td>Civil War America</td>
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<td>HIST 177</td>
<td>The U.S. in the Industrial Age</td>
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<td>HIST 178</td>
<td>Crash, Depression and War, 1920-1950</td>
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<td>HIST 179</td>
<td>Cold War America and Beyond, 1950-Present</td>
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<tr>
<td>HIST 186</td>
<td>Ethnic History of the United States</td>
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<tr>
<td>HIST 187</td>
<td>U.S. Social History</td>
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<tr>
<td>California History</td>
<td>California Since 1900</td>
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<tr>
<td>Economics</td>
<td>Economics for Teachers</td>
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<tr>
<td>ECON 109</td>
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<tr>
<td>Geography</td>
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<td>GEOG 123</td>
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<td>Extended Studies</td>
<td>Society and Education</td>
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<tr>
<td>Social Science</td>
<td>Diversity in the Classroom</td>
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<td>SOCS 177</td>
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<tr>
<td>SOCS 185</td>
<td>Theory and Practice in the Social Sciences</td>
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<td>SOCS 195</td>
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<td>Geography</td>
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<td>GEOG 140</td>
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<tr>
<td>Political Science</td>
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Total Units 45

The Women Studies Program has recently benefited with the appointment of Dr. Shahin Gerami as its new Coordinator. As a result, Dr. Gerami has reshaped the program and has infused new energy and has been working to strengthen and develop the program. To that end, the following section describes the new vision and objectives of the program.

Women's Studies

The Women's Studies Program offers a comprehensive course of study, providing students with a multidisciplinary body of knowledge -- both theoretical and factual -- about women and gender systems. The curriculum emphasizes the diversity as well as the commonalities among women.

Minor

A Women's Studies Minor provides students with information about women's experience, history and changing roles, thus offering a critical expertise for most professions and an important complement to any major.

Women's Studies Program Objectives

Similar to the Social Science Multiple and Single Subject Majors, we have met some of the program objectives envisioned in 2005, striving toward others, and revising our goals for program growth within the department.

I. Enrollment and Curriculum

A. Curricular Objectives met were;
   a. Globalization and Health; addressing the global dimension of the program. The Women's Studies Program is revising its curriculum toward a global perspective on women's health.
   b. New offering of WOMS 192, under Gender and Sexuality in Islamic Perspective; Spring 07 and 2008.
   c. New General Education Class: a new general education class for area V titled “The Global Study of Women,” WOMS 102 was approved by the Curriculum Committee of College of Social Sciences and is under review by BUGG, fall of 2007.

B. Future curricular Goals
   b. Revising the WOMS 150 "Women in Popular Culture" course to reflect the cultural changes in new digital mediums (like MY Space) as well as visual and print media.
c. Revising WOMS 160, Women, Race and Class to reflect the diversity of the community and the global dimension of our program.
d. Designing and seeking approval for a BA major in Women’s Studies within the Department of Social Sciences during the next 5 year planning.

C. Enrollment Goals
The Women Studies Program is eager to increase enrollment numbers, and to reach the widest possible range of undergraduate students. To achieve these goals an on line version of WOMS 10 was offered, Fall 2007, which had a large enrollment.

a. Increasing on-line offering of this and other general education classes

b. Revising the minor to reflect changes in demographic of students in terms of culture and diversity and keeping up with the growing literature on global gender.

c. Doing more outreach to community colleges and high schools is important for the long-term viability of Women's Studies and women's perspectives in the curriculum of San Jose State. While this is a crucial part of our plan, it cannot be accomplished without adequate faculty staffing.

II. Faculty

1. One faculty/coordinate position (those vacated by the retirements of Byerly and the transfer of Helmbold) has been filled and another full time is being hired this year. The program has suffered from lack of staff and resources for the past four years. Another faculty position is necessary to:
   • cover our general education courses on a regular basis;
   • provide continuity for the program; and
   • advance toward a BA in Women’s Studies. This future hire for next year (2008-09) will be a generalist in women/gender studies with secondary areas of sexuality.

2. The pool of temporary faculty has been strengthened this year, but extending the network of contacts at local community colleges and graduate programs will be an important area for the permanent new coordinator to pursue.

3. Making the connection between the Women's Studies Program and the Women's Resource Center (WRC) more formal would include helping to pay for the salary of the director of the WRC. If this person was also a part-time faculty member for the Women's Studies Program, the connections would be quite visible to both students and administration.

III. Visibility on Campus and in the Community

The Women Studies Program has taken a strong imitative in community outreach. It initiated a program of Women’s History Month during March of 2007 which included many panels and a guest speaker. It also included a Service Fair in which twenty organizations participated.
1. Developing the connection between the WRC and Women's Studies will benefit both. It will bring students to the academic program, meet the needs of women on campus, and highlight the activist origins of our program.

2. Strengthening the Women's Studies Advisory Council (WSAC) with new faculty and community members. The WSAC is a university-wide advocate body for Women's Studies, and also helps with practical matters such as evaluating classroom teaching and fund-raising. The individual faculty members on the WSAC also funnel students to Women's Studies courses.

3. Having a consistent core of full-time faculty will facilitate the ability to bring to campus high-profile women speakers, and facilitate the organizing of women's studies forums and events (especially during Women's History Month in March).

The Women Studies Program would like to make community action a hallmark of our program (once again, this is dependent upon appropriate faculty resources). Doing so would prepare our majors and minors for specific career options in politics, public policy, public health, and more. This is a time-intensive perspective, but it is also in line with the University's general direction. Specifically, this direction within Women's Studies calls for
   a) developing relationships with diverse communities, across lines of race, class, gender, sexuality, language, ethnicity, ability, and immigration;
   b) developing relationships with community organizations, including NGOs, political and other groups;
   c) developing relationships with community businesses and government.

IV. Resources:
The Women Studies Program has the potential to grow and contribute significantly to the campus and the larger community. The past 4-5 years history of resignations and part time staffing has affected the program both in terms of enrollment and program development. The program needs at least three full time tenure-track faculty members, including the Coordinator to reach the pre-resignations stage. Additionally it needs staffing, ideally a part time staff (in conjugation with Asian American Studies) for the department or at least a graduate/ student assistant budget on a regular basis instead of intermittently. The coordinator should have a ‘.4-.2’ per year to energize the program and mentor the new hires until this program has some senior faculty like the other programs in the department.


This section will address the major recommendations set forth in the external review from the External Review Report submitted by Dr. Tim Fong and Dr. Bettina Aptheker in 2005.

Recommendation 1: "It is recommended that the Social Science Department and the university seriously examine the possibility of the incorporation of the Afro-American Studies Department and the Mexican American Studies Department to create a School of Ethnic and Women’s Studies.”
In academic year 2005 - 2006, with the support of the Dean’s office, the Social Science faculty, the African American Studies Department and Mexican American Studies Department, along with the Dean and Associate Dean held a retreat to discuss the future of these Departments along with a proposal to be submitted to the Dean and Provost. After the initial retreat, faculty members from all the departments and programs met for an additional year to develop and finalize the plan and proposal that was ultimately submitted to the Dean and Provost. In that document, we proposed to maintain the autonomy of each Department and to augment the Women Studies and Asian American Studies Programs to departmental status with the necessary administrative support as well as faculty lines. We also proposed to create a Center for the Research of Ethnic and Gender Studies (CREGS), along with ways to collaborate among and the various Departments and Programs both at the curricular and programmatic levels and the necessary resources and commitments from the University to bring this into fruition. Although our proposal was partially supported, we were unable to bring this vision into fruition because our faculty could not take on the enormous additional time, energy, and efforts needed since we were already over loaded with our assignments and teaching loads. We are still collaborating with faculty from the African American Studies and Mexican American Studies Departments to develop cross-listed courses and to support curricular and programmatic projects. We continue to work on bringing the Center to our campus.

Recommendation 2: "It is recommended that the Social Science Department look at the Ethnic and Women’s Studies Department at Cal Poly Pomona as a possible model for the future...."

We have looked at Cal Poly Pomona and other universities both in the CSU as well as comparable institutions around the country with Ethnic and Women’s Studies Programs/Departments to use as our model. Due to the retirement (Byerly), resignations (Rooks and Ogaz), and acceptance of positions elsewhere (Helmhold), our department has been trying to replace these faculty. In AY 2005 - 2006 we successfully recruited Dr. Shahin Gerami to be the Coordinator of Women’s Studies. In AY 2007-2008 we have hired Dr. Estella Habal in the Asian American Studies Program. We are currently awaiting acceptance notification of an Assistant Professor in the Women Studies Program. We have also participated in a series of mini-retreats to continue to refine our department and to integrate our faculty.

Recommendation 3: "It is recommended that the Social Science Department work towards developing a major in Asian American Studies. The student population at SJSU is 40% Asian American (including Filipino Americans and Pacific Islander Americans) and there is no reason not to offer students the opportunity to earn a Bachelor of Arts Degree in Asian American Studies."

We followed the recommendation and submitted a request to be on the Master Calendar to Undergraduate Studies in AY 2005-2006 but because of the uncertainty with the future of African American and Mexican American Studies Departments, our request was put on hold. Although the Provost advised that we could still offer an Asian American Studies major without Departmental status, we were not sure how plausible that would be. We have nevertheless resubmitted our request this Fall 2007 to get on the master calendar and to take the necessary
steps to have a Bachelor of Arts in Asian American Studies. The Coordinator will take the lead to bring this proposal to fruition as soon as possible.

**Recommendation 4:** "It is recommended that the Social Science Department support the development of a major in Women’s Studies...."

We completely agree with this recommendation and have worked diligently toward achieving it. We have hired a senior scholar, Dr. Shahin Gerami, to be the Coordinator of Women Studies. This year, we have concluded a successful search for an Assistant Professor in Women Studies with a focus on women’s health and globalization. We will continue to develop courses that will facilitate cross-listings courses in the department for Women Studies major to take. We will also integrate our curriculum to offer more cross-listed courses without our department as well as with other Departments and Colleges.

**Recommendations 5:** "It is recommended that the departments of Women’s Studies at CSU San Francisco and Northridge be used as curricular models for the development of such a department at SJSU."

Although we have followed part of the recommendation, our faculty members have agreed to work with and support Dr. Gerami and her vision for the Women Studies curricular and to participate in the hiring of new faculty that will bring the necessary scholarship and energy to help establish a strong and vibrant program.

**Recommendations 6:** “It is recommended that the Social Science Department consider ways to revitalize its Master’s Degree Program in Women’s Studies...”

Although we completely agree with this recommendation, under present circumstances and workload conditions, we are unable to even discuss this due to lack of resources from the department and college. Our small faculty continues to be over loaded with committee assignments, teaching, departmental duties, student advising and community outreach. Once we achieve a critical mass and have a few more faculty members and increase our enrollment, we will revisit this important recommendation.

**Recommendation 7 and 8:** "It is recommended that strong efforts be made to maintain the Social Science Department’s teacher preparation programs, both the multiple and single subject areas..." “It is recommended that the Social Science Department begin working immediately on submitting their “Single Subject Matter Standards of Quality and Effectiveness for Programs in Social Science” to the California Commission on Teacher Credentialing (CCTC).”

These two recommendations have been two of the most challenging recommendations to fulfill. Although we strongly agree with the recommendation, the last several years have been difficult in accomplishing this task due to the multiple demands from several departments and the lack of clear direction from the Dean’s office. However, as reported earlier in this report, we have made great stride to complete this task. We have submitted the report to CCTC.
Recommendations 9: "It is recommended that the Social Science Department be the only department to offer a single subject teacher preparation major at SJSU."

Although we agree with this recommendation and tried to persuade the Dean as well as other departments in the College of Social Sciences, this has been a contested issue and has come to a fragile agreement among the departments involved. We are currently at the implementation stage with respect to the curricular changes.

B. Quality of the Instructional Program

The Social Science Department provides a distinctive educational experience at San Jose State University in its interdisciplinary approach to the understanding, analyzing and critiquing the historical, social, political, economic and cultural condition of women and people of color in the local community, California, the United States and around the world. We demonstrate a commitment to race, ethnic, class and gender equitable learning. We strive to build relationship with community organizations/agencies to encourage faculty and students to transcend classroom boundaries for learning, creative activity and community service.

Our faculty provides an interdisciplinary blend of scholar practitioners who bring their intellectual, professional and personal experiences to the classroom allowing students to see the theory and practice lived out in our lives.

The Department is comprised of three academic programs:

- Asian American Studies
- Social Science Education
- Women’s Studies

Students may choose an interdisciplinary Bachelors of Arts (BA) in Social Science in three categories:

- Bachelor of Arts in Social Science
  - Topical Emphasis
    - Asian American Studies
    - Comparative Studies in Race/Ethnicity, Class and Gender
    - Public Service and Social Change
    - Women’s Studies
  - Teacher Preparation – Multiple Subjects (K-8)
  - Teacher Preparation – Single Subject (6-12)

In addition to the Bachelor of Arts degree, we offer minors in:

- Asian American Studies
- Social Science
• Women’s Studies

The Asian American Studies Program offers an interdisciplinary curriculum that examines the multicultural diversity of American society. Course work in Asian American Studies provide an in-depth understanding of Asian American experiences and emphasizes the importance of the inclusion of Asian American perspectives in the understanding of U.S. history and political processes, as well as in social science theories and methodologies. Through Asian American Studies courses, students can place their own experiences in broader structural social and cultural contexts through the understanding of race, class, ethnicity, and gender.

The topical major in Asian American Studies primarily prepares students for careers in social services, public policy and/or academia. Regardless of eventual career choices, both majors and minors in Asian American Studies gain a solid grounding in contemporary issues, practice and theory relating to the lives of Asian Americans providing an important compliment to any profession.

The Social Science Program offers an interdisciplinary social science curriculum that allows students to tailor interest in either “Comparative Studies in Race/Ethnicity, Class and Gender” or “Public Service and Social Change” topical majors. Focusing on social justice and change students receive training positioning them for either further academic training or social service and public policy. These topical majors require internships with community-based organization and/or public sector agencies. In this way, students gain hands on experience. The minor in Social Science provides students with the means of understanding and synthesizing societal issues from various social, political, historical and cultural perspectives and processes.

The Social Science Education Program offers two major options: 1) Multiple Subject (K-8), and 2) Single Subject (6-12). The Multiple Subject major is designed for students interested in teaching elementary school or middle school. Successful completion of the Multiple Subject Matter Preparation Program and curriculum waives the MSAT examination requirement for candidates for the elementary teaching program in the College of Education at SJSU. The Single Subject major is designed for students interested in teaching history, political science (government), geography, economics or social science in high school or middle school. Successful completion of the Single Subject Matter Preparation Program and curriculum waives the PRAXIS/SSAT requirements for the secondary teaching credential program in the College of Education. Students in both teacher preparation majors also receive student teaching training and mentoring.

The Women’s Studies Program offers a comprehensive course of study, providing students with a multidisciplinary body of knowledge – both theoretical and factual -- about women and gender systems. Students discover the diversity and commonalities among women, including gender roles, sexuality, race/ethnic and class perspectives. The Women's Studies curriculum explores society from a women's-centered perspective, giving broader insights into structural and cultural forces of change and continuity. Both majors and minors receive a firm foundation in women's experience, history and changing roles, offering a critical expertise for any profession, including academia, social or public service, and policy work.
Women find a place where their voices are heard through Women's Studies courses that reflect their lived experiences. The validation of the students' "inside-out" perspective provides a space to explore and dialogue explanations often not recognized in the larger society. Men taking Women's Studies courses interact with women's voices and ideas in ways that challenge traditional gendered notions, while they find a place to work out new understandings of their own. In short, men find a place to hear women's voices, in a woman's context.

**Social Science Students**

In our previous report, we submitted the profile of our students compiled from a survey that was sent home. In an effort to compile more data, we conducted surveys of students in our courses during AY 2006-2007. The surveys were conducted in 7 courses, including WomS 101, SocS 177 (3 sections), SocS 193, and WomS 192. The following data are some of the highlights.

*Surveys of Students taking Social Science courses (N=169):*

Among the 169 students responding to a student survey conducted during Spring 2007, the majority (75%) were women while 25% were men. The overall age of these students is 24.30. The majority of the students surveyed indicated that they were senior (51%) followed by Juniors (23%) and 14% did not answer the question.

Unlike our previous survey, the majority of our students, 63% listed “Other” for their racial/ethnic classification. Seventeen percent (17%) were European American, 5% Latina/o, 3% Asian American, 9% African American and 2% declined to indicate a race/ethnic background. Since we did not conduct in-depth interviews, and this was self-reported, the data is unclear regarding the majority students taking our classes or perhaps they simply thought this was irrelevant. Thirty-eight (38%) of the students taking these courses listed social science as their major. The Single Subject major constituted the largest number (25, 39%), followed by Multiple Subject (13, 20%), Social Science (11, 17%), Women Studies (10, 16%), and finally, Asian American Studies (5, 8%).

Thirty-eight percent (44%) spoke a language other than English at home, and among those 68% learned this language in the home. There were a wide variety of languages spoken at home, including Vietnamese, Tagalog, Japanese, Cambodian, Mandarin, Arabic, German, Urdu, Greek, Turkish, Spanish, Korean, Laotian, Punjabi, Kampangang, Hindi, Tamil, Italian, and Portugese.

Majors and minors were most likely to be the first (50%) or second (35%) generation in their family to attend college. No significant differences were found between age and/or racial/ethnic group.

There were a series of questions in the survey that asked the students questions regarding their interactions with the faculty and the department as a whole. When asked if they “consider at least one Social Science faculty member to be my mentor”, 23% answered Agree and Strongly Agree while 11% answered Disagree or Strongly Disagree. The majority either did not answer 31% or replied Don’t Know 25%. We also asked if “I received satisfactory advising to achieve my goals within the major/minor” and 35% Agree and Strongly Agree, 6% Disagree or Strongly
Disagree, 24% Don’t Know, and 27% did not respond. When asked if “Advisors were generally available and I felt comfortable approaching them,” 34% replied positively, 31% did not answer, 18% didn’t know, and only 11% negatively.

We also wanted to know more specifically about the office staff and posed the following question: “my experience with the Social Science office staff was always helpful”. 34% of our students reported Agree and Strongly Agree followed by 31% who did not answer, 24% with don’t know and finally 5% with Disagree and Strongly Disagree. One of the changes that we have implemented this year in our department is to designate one faculty member as the primary advisor to all of our students. Our preliminary observation indicates that this solution seems to be working and we look forward to gathering more feedback and data from our students.

The majority (57%) work at least part-time, and 16% reported working full-time. Thirty-six percent (25%) said they were not employed at the time of the survey. For those working, they average 21.67 hours per week.

Students (84%) overwhelmingly take Social Science course to fulfill core general education requirements, while 41%, the next highest response, indicated personal interest as their motivation. Twenty-nine percent (29%) reported intellectual interest as a reason for taking Social Science classes.

The majority of the students represented students who have taken other courses in our department in all of the programs. By and large, students taking social science department courses were academically sound. Students in the survey self-reported an overall SJSU GPA of 3.14 and 3.16 for our majors.

The Faculty

The Social Science Department faculty provides a unique blend of academic discipline and personal experiences that mirrors the lives of our students. We also have a very good pool of part-time faculty that shares similar characteristics of our faculty as well as our students. Our faculty represents a vast array of personal, professional and intellectual experiences that mirror our students. The majority comes from bilingual nuclear families and a number remain bilingual with native language skills (learned in the home & community) in Spanish, Vietnamese, Korean, Tagalog and Farsi. Others are elite bilinguals (learned in an educational environment as a second or third language) of a language other than English. At least six faculty members (tenure and part-time) live in multiracial/biracial and/or multicultural households. The majority comes from first generation immigrant families hailing from Mexico, Vietnam, Japan, Iran, Taiwan, Korea and the Philippines. In addition, most of the faculty is the first generation of their families to graduate from college, as well as obtain a master’s and/or doctoral degrees. In essence, we look like and share the life experiences of our students. For our European American students—particularly those in the teacher preparation program—we represent the greater communities, neighborhoods and society in which they will teach and live.
Asian American Studies 175: Asian American Communities

How:
A) For SosS 194, each student is required to select one of the theorists in Social Theory: The Multicultural and Classic Readings by Charles Lemert and to be able to understand and present how the variety of theorists and their theories were grounded in the historical, cultural, political, and social contexts of their time and to be able to apply to their daily life.

Results: 98% of the students completed the readings and presentations. All students presented their chosen author, book, and significance in class. The students had the opportunity to read, learn, and critique different social science theorists and apply their theories into their daily life. They also reflected on how some of these theories will be applied in their professional careers.

B) For AAS 175, each student was asked to Students were also asked to complete a group research paper and to present it to the class at the end of the semester. The topics chosen focused on the development of Asian American Communities as well as contemporary issues in those communities. They also needed to reflect in their papers and group discussions on how the readings challenged some of the fundamental assumptions about different Asian American communities (model minority thesis, generational issues, educational achievement, domestic violence, occupational choices, race relations, etc.) and ways in which members of the community are addressing these issues.

Results: All students completed and presented their research papers and results in the last 2 weeks of class.

C) For Asian American Studies 187: Course readings while addressing the disciplinary approaches to the research and knowledge of social phenomena included studies that addressed specific social issues facing our society:

Reading topics included:

- Japanese American internment (history)
- Japanese American ethnic community development (history & political economy)
- Family and the role of children in contemporary families (sociology)
- Racial identity and the effects of racism (psychology)
- Cultural adaptation and ethnic community development (anthropology & political science)
- Identity development and ethnic identity maintenance (communication studies)

The AAS 187 class participated in the all university Tunnel of Oppression program sponsored by the MOSIAC multicultural center at San Jose State University. The Tunnel of Oppression features various “rooms of oppression” in viewers are confronted with various forms of oppression in our society today.
The students in AAS187 were responsible for a room addressing the contemporary issue of multiracial identity and acceptance within U.S. society. Using the readings, discussions and additional research roughly half the class developed, designed and installed the multiracial room of oppression for the Tunnel of Oppression (TOP) class project. The other half of the class played the role of reviewer of the Tunnel of Oppression (TOP) class project. TOP architects were required at each point to the process to present project ideas, including theoretical grounding of display ideas, storyboard of the display and final display items to the reviewing group. The TOP group then incorporated appropriate feedback into the final display and installation.

Feedback from MOSAIC, which conducted debriefing discussions with all TOP viewers, indicated that the “multiracial identity room” received enormous feedback as viewers were, many for the first time, enlightened to the issues and oppression facing multiracial persons in U.S. society as well as understanding the depths at which racism continues to infect our society today. Statements such as, “I never knew” and “Wow, I never thought about it, particularly with today’s more open attitudes about race, but I guess we still have a long way to go.” (paraphrased from discussions with student affairs personnel in charge of TOP, debrief counselors and the Director of MOSAIC).

Results: Students demonstrated an understanding of the course readings and lectures in an applied project to develop interdisciplinary research grant proposals and develop a related all university exhibit at MOSAIC.

3) Goal: To develop within our students a sense of social responsibility to contribute to the betterment of their community.

Learning objective: Will engage in an internship/fieldwork assignment and related reflective writing assignment on current social/political issues and problems in their local communities.

When: This objective will be assessed on an annual basis.

Where: Social Science 177: Society and Education

How: Students are required to engage in 15 hours of fieldwork in a diverse classroom in an urban public school setting. They engaged in intensive reading of educational public policy issues, educational inequity, and race, class and gender issues in schools. The primary reading to enhance this objective is Jonathan Kozol’s “Shame of Nation.” His book details the various inequities in the schools at the national level such as segregation, tracking, and inequity in resources. He also provides detailed observation and critique of the effects of mandatory testing on pedagogy in the classroom and the overall functioning of schools. After in depth discussion and critique, students are asked to write a reflective paper on their reaction to the problematic issues presented in the book. They were also required to write a three page reflective essay on their fieldwork experience and present their observations to the class at the end of the semester.
Results: Students expressed concern and dismay regarding the status of our schools. They compared their fieldwork settings to Kozol’s descriptions of schools emphasizing the vast discrepancies in affluent vs. poor schools. They also clearly stated the need to remedy the situation either by entering the school system as teachers or through public policy.

3. For Fall 05 data: how and when summarized? (retreat, meeting, report to faculty?)

Collection of data began in Fall 05 and was discussed in meetings to the faculty in Spring 06. Additionally, the department had a meeting at the beginning of spring semester to that focused exclusively on assessment.

4. What findings emerged from departmental analysis of Fall 05 data?

The department chair reviewed and analyzed data from student presentations on fieldwork experience, as a measure of program assessment. This information was shared with the faculty at their first faculty meeting of Spring 2006. The chair reports that the outcomes were very positive and met their objectives. The department continues to discuss assessment at all their department meetings; it is an ongoing discussion among the faculty.

5. What actions are planned to address the findings?

Based on discussion and review of the results of our spring 2006 assessment, the department concluded that they are meeting the goals and objectives measured in spring 06. Their majors receive multiple opportunities to engage in the objectives they set out for them based on our emphasis on critical thinking, theoretical understanding and social responsibility across our curriculum.

6. Further assessment data collection and calendar:

The department plans to further discuss the best way to coordinate efforts to maximize on the students’ learning experience. In the fall 2006, the department plans to assess the following objectives:

Goal: To train students in interdisciplinary approaches to the study, research and analysis of social phenomena:

Learning Objective: Students will be able to demonstrate knowledge of fundamental Social Science assumptions, questions, and methodologies in history, sociology, anthropology, ethnic and women’s studies.

Goal: To develop the knowledge and skill base of students to respectfully lead in their chosen field.
Learning objective: Students will acquire knowledge of diverse communities, including race, class and gender through case studies of leaders in a historical and contemporary context.

7. Any revisions to the department's SLOs?

None.
March 27, 2009

To: Robert Cooper, AVP, Office of Undergraduate Studies

From: Tim Hegstrom, Dean, College of Social Sciences

Copies: Alex Yamato, Chair, Social Science Department
University Program Planning Committee

Re: Dean’s Review of Social Science Program Plan

In general, I am in agreement with the college committee’s report. My sense is that the faculty have done a good job creating a nurturing group climate where students feel welcome. The revival of the Women’s Studies program has been of particular interest during the past review period. Also, faculty from the program have been featured at book talks at the request of the Dean and the Provost.

I encourage the department to move forward in integrating curriculum and sharing resources with both African American Studies and with Mexican American Studies. Ultimately, the college would welcome any plans that merged the Social Science Department with the other two departments into a new department of Ethnic and Women’s Studies, or similarly named entity. Such a department could maintain its current programs and develop additional programs as appropriate. The main benefit would be that it would solve the “small department problem.” Faculty would be able to specialize and focus on research and teaching instead of giving so much of their time to the requirements of collegial governance in which each department is expected to be represented on college committees, which in small departments, has the effect of unbalancing faculty workloads. However, there is currently no plan from the Dean’s office to force such a merger, which would be ineffective if there were no will on the part of faculty to implement such a solution. In the meantime, curricular integration and integration of research efforts among these various programs would be useful.

I would also like to provide some nuanced responses with regard to the college committee’s recommendations in two areas: (1) level of support and (2) the rift resulting from disagreements about teacher education.

Since the time that the self-report was prepared, the college has increased assigned time. Within the last year, we have improved on the campus-wide A-time (Administrative time) formula by adding assigned time at the mid-point intervals. Thus, we have defined the
level at which the college will add a course reduction to the A-time of a department chair, bringing the total assigned time to .30 or .50. Under this plan the Chair of Social Science receives assigned time at the same level as department chairs in the college who have to supervise a similar number of FTEF's. Further, since the self study was written the dean has increased assigned time in the department for administrative tasks, some of which may be used for program development. The coordinator of each of the three program areas in the department (Social Science major, Asian-American Studies, and Women's Studies) receive assigned time in addition to the Department Chair. This is more assigned time proportionately than other departments in the college receive, but perhaps can be justified given the variety of program areas.

The conflict between departments regarding the teacher education program is unlikely to be solved by a “crisis level” discussion as recommended by the college committee. Some of the wounds with regard to the teacher education issue are decades old and involve faculty who left the Social Science Department for other departments a long time ago. Recently, discussions between the two departments occasioned a great deal of bellicosity, and unfortunately, crossed the line in terms of insult and disagreeableness. These are problems that are not likely to be resolved by talking about them; we should instead be talking about the important substantive issues before the college. What is needed is to find some success in working together and then building a track record of further successes that could help to restore trust. With respect to teacher education, we have plodded on and have a very good single subject proposal before the CCTC thanks to the hard work of faculty like Maria Alaniz (Social Science) and Libra Hilde (History). This is an important success. Another is that the unit requirement for the proposed SMP (subject matter preparation program) is small enough to encourage some students to consider double majors. Another hopeful sign, is that faculty from other units in the college have stepped up to help with the teacher education function.

Should the department, as suggested in the college committee’s second recommendation “develop curriculum and growth plans that are not contingent on collaborations with departments perceived as hostile”? Yes, in part. However, the department will need to continue to work with the four other departments responsible for delivering the teacher education curriculum in social science. It should not “focus on its own Teacher Preparation certification” as suggested by the college committee. As presently defined by the state, the single-subject SMP for the social sciences must continue to be a college-wide, not a department-specific, concern. Half of the requirements are in history.
One-sixth are in economics. One-sixth are in geography, and the final one-sixth are in government (political science). So, unless the social science department (or the history department, for that matter), can find the resources to hire faculty with graduate degrees in all of these areas of expertise, they should continue to work with the other departments in the college in developing and implementing the SMP. Decisions affecting the teacher education program, including SMP’s and credentials are now being made jointly by the dean and a committee consisting of the dean, the teacher education coordinator, and the department chairs of Social Science, History, Political Science, Economics, and Geography. Department Chairs in all these departments must share responsibility for teacher education, one of the highest priorities of the CSU.
May 29, 2008

TO: Dean Tim Hegstrom

FROM: Members of the Review Committee for Social Science – Steven Millner, Rachel O’Malley, Marcos Pizarro, George L. Vásquez

SUBJECT: Social Science Department’s Five-Year Review

**Strengths of Program**

The Committee finds that the Social Science Department plays a vital role at SJSU by preparing students to be engaged and informed citizens and community members with a skill set to work collaboratively to improve life in our communities. The students themselves demonstrate the important ways in which they learn to use their education for something more than just themselves. One of the most essential contributions the department makes is in training students to become teachers and not simply experts in specific subject matter.

**External Reviewers’ Report**

The Department Faculty and External Reviewers called out specific concerns regarding professional jealousy or hostility perceived as emanating from the Department of History towards members of the Department of Social Science. Such conflicts occur altogether too frequently in Academic Communities, usually as a result of scarce resources, but they invariably hurt all Faculty and Departments involved. The College Committee takes this report very seriously, and wishes to reiterate that there is no place in the College of Social Sciences for such conflicts, especially in light of Senate Policy Recommendation S01-13, signed by President Caret on 7/19/2001.

In general, the suggestions made by the outside reviewers are solid. Given the current budget climate immediate hopes for “new hires” may not occur but the direction of the recommendations can move forward. Remaining open minded about studying the “Cal-Poly Pomona” model of an Ethnic Studies-Women Studies Department should not be rejected out of hand. Furthermore, given the talented faculty currently on board, this is a Department that can, should and must provide on going service to our ever-changing student body. The Committee agrees that the development of a strong Center for Race, Ethnicity and Gender Studies would not only strengthen the department but would better help the university fulfill its mission and meet the needs of our increasingly diverse student body.
In conclusion, a minor correction of fact is required regarding the staffing of the Social Science Department. The department has never had 2.5 full-time office staff employees as is stated in the Program Plan Review. At the height of the department’s FTE, there was only 1.5 office staff. Now with less than half the number of tenured and tenure-track faculty the staff has been reduced by .5 to 1 full-time office staff member.

**Recommendations by the College Committee**

1. Each of the programs in the Department of Social Science is critical to the mission of the university and each should have independent majors with a solid core of faculty. The College Committee agrees that the College should help the department achieve this goal.

2. The Department of Social Science should develop curriculum and growth plans that are not contingent on collaborations with Departments perceived as hostile. Rather it should focus on its own Teacher Preparation certification as well as coalacing Departmental growth in new areas of opportunity such as Asian American and Women’s Studies with generally supportive Departments across campus.

3. Members of the Social Science Program should continue to aggressively seek cross listing opportunities with units both within and outside the college. This might be especially important for growing enrollments in the Women’s Studies classes. Vigorous outreach to the College of Business and College of Education to design and reposition curriculum that would broaden their enrollment base should be explored.

4. Members of the Department should explore possible ties/mutual relationships with the recently announced “Punjabi Center “ that will be housed in the Foreign Language Department. This seems a natural “outreach” direction for Asian-American Studies faculty and may offer chances for positive development. Guidance from the Provost’s office about the positive possibilities that might accrue for both units should be provided.

5. Meeting student needs will also require development of the programs, which will require that the department receive release time and other forms of needed support to be able to make those changes. One specific form of support that seems needed is to increase the release time for the chair to .4 per semester.

6. The Dean should initiate a “crisis level” discussion regarding the “broken relationship” between the History Dept.’s members and the Social Science Dept. regarding the “single-subject” matter. The level of antagonism that currently characterizes these matters has to be resolved. Even though the two departments have agreed to proceed in their respective ways – leaving Social Science as the College’s sole conduit for single subject secondary preparation and History to continue to prepare its teacher preparation majors to take the CSET examination – the College should consider conducting a new, carefully moderated series of discussions and seminars to help develop strategies to minimize or resolve the tensions among departments, involving faculty from all departments in the College.
7. The Committee suggests that the Dean’s office facilitate a college-wide analysis of ways to support small departments through emphasizing their strengths and connecting them to other departments by way of minors and other mechanisms of complementing the curricula of these larger departments.

Conclusion

The Committee commends the Department of Social Science for its achievements during the period under review. This is particularly true, given the level of resources and personnel available to the Department. The Committee also feels it is vitally important for the administration to highlight the department and its contributions so that this department is recognized across campus for its enormous contribution to helping SJSU meet its goals.
San Jose State University
Social Science Department
External Review Report

Prepared by

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March, 2008
San Jose State University  
Social Science Department  
External Review Report

Introduction

This review is based on reading the January 2008 Social Science Department Self-Study and interviews conducted with administrators, faculty, students and staff on February 22, 2008. The goal of this report is to identify the strengths and challenges in the department and to provide strategies to move the department forward for the future. We met with University administrators Timothy Hegstrom (Dean of the College of Social Sciences), Robert Cooper (AVP of Undergraduate Studies), and William Nance (Vice Provost for Academic Budgets and Planning) at the beginning and end of the day.

The Department has an interesting and unique history starting in 1965 with its initial mission of training social studies teachers for the public schools. By 1987, the Department was reorganized and included: Asian American Studies, Mexican American Studies, Social Science, and Women's Studies. African American Studies chose not to participate and joined the School of Social Work. Mexican American Studies left the Social Science Department and joined the College of Social Work in 1989.

The Department currently consists of four programs: Asian American Studies, Social Science, Social Science Teacher Education, and Women's Studies. The size of the Department's full-time equivalent (FTE) faculty has fluctuated from a high of 12.70 in 1996-97 to a low of 6.00 this AY (2007-08). Thus, the Social Science Department is currently at its all-time low FTE and this is less than half the FTEs in the department in 1996-97.

Among the important questions we were asked to address by the administration or that were raised in interviews were:

1. How is the new faculty fitting in?
2. How to expand and enhance Women's Studies?
3. How does Social Science fit in with the rest of the college?

The reviewers will address these three questions report. We chose to organize this review report in the same manner as the Self Study.
Section A: Centrality to the Mission

In collaboration with nearby industries and communities, SJSU faculty and staff are dedicated to achieving the university’s mission as a responsive institution of the State of California: To enrich the lives of its students, to transmit knowledge to its students along with the necessary skills for applying it in the service of our society, and to expand the base of knowledge through research and scholarship.

SJSU Mission Statement

Commendations:

1. The Social Science Department clearly fulfills the mission statement in terms of its preparation of students with the skills to be effective teachers who are culturally competent in the areas of race/ethnicity, gender, and class issues. The department is exemplary in its curriculum and faculty in terms of the education and knowledge, but also the diversity of the faculty and the topics and areas taught.

2. Interviews with the students allowed reports of very enthusiastic learners who very much appreciated the intelligence, rigor, compassion of the Social Science faculty and courses. Also consistent with the University mission, the students reported life-altering experiences in the community work they did in their courses. These students stated confidence in the Department’s ability to provide them with great preparedness for becoming teachers in the California school systems, and even globally.

Comments:

1. The reviewers see that the Asian American Studies and Women’s Studies are programs under the Social Science Department, while African American and Mexican American Studies are their own (respective) departments within the same college. The reviewers recognize there is a history behind this formation and we clearly understand that neither African American Studies nor Mexican American Studies have any interest in losing departmental status to become a program under Social Studies, which certainly makes sense.

2. The reviewers found a historical trend of Social Science Department hiring and losing faculty, often losing them to other departments on campus. While some turnover in a department is natural, this trend is clearly demoralizing to the faculty, staff, and students in the department. Between retirements and faculty leaving, the department is at an all-time low number of FTEs. The administration shows support by authorizing for new hires, but is less sure about the causes for faculty leaving.
3. The reviewers have concerns about the Social Science faculty members’ and student reports of disrespect and outright hostility from faculty in other departments within the college. This lack of collegiality appears to be a long term problem, is a factor for the lack of faculty retention, is cause for student embarrassment, and is exacerbated in part to the Social Science Departments efforts to submit their “Single Subject Matter Standards of Quality and Effectiveness for Programs in Social Science” to the California Commission on Teacher Credentialing (CCTC). The situation appears to the reviewers as being out of hand, excessively petty, and unbecoming of a major metropolitan university.

Recommendations:

1. The reviewers recommend there be further attempts to create an umbrella center or unit of “Ethnic/Racial and Gender Studies” which includes the programs within the Social Science department, Mexican American Studies, and African American Studies departments. At the same time, we would hope that ultimately, Asian American Studies and Women’s Studies might both achieve their own unique department status (similar to African American and Mexican American Studies). This more inclusive Center of Ethnic/Racial and Gender Studies may decrease the balkanization of these units that appears to weaken these smaller units. The reviewers are very aware that any efforts to unify these departments will involve a great deal of time and thoughtful negotiation.

2. The reviewers recommend that the Social Science Department continue to work towards developing a major in Asian American Studies. The student population at SJSU is about 40 percent Asian American (including Filipino Americans and Pacific Islander Americans). This reiterates a recommendation in the last external review.

3. The reviewers recommend that the Social Science Department continue to develop a major in Women’s Studies. A critical understanding of gender as well as an understanding of the co-emergence of race, class, gender, citizenship, ethnicity, and sexuality as interlocking structures in society is critical to educational mission.

4. The reviewers recommend that the Social Science Department continue to look at the Ethnic and Women’s Studies Department at Cal Poly Pomona as a possible model for the future. It is important to note that the Ethnic and Women’s Studies Department at Cal Poly Pomona includes a growing pre-credential option. This reiterates a recommendation in the last external review.

5. The reviewers recommend that the administration to be more proactive in encouraging a collegial culture that can support the efforts of the faculty, students, staff, and courses in the Social Science Department rather than ignoring and perpetuating a hostile work environment.

6. The reviewers recommend that the Social Science Department continue working on submitting their “Single Subject Matter Standards of Quality and Effectiveness for Programs in Social Science” to the California Commission on Teacher
Credentialing (CCTC). The existing Social Science single subject teacher preparation major does not meet the new standards.

7. The reviewers recommend that the administration maintain its commitment to provide the resources necessary to allow these units, particularly Women’s Studies, the ability to regain the majors it had in previous years.

**Section B: Quality of Instructional Program**

Commendations:

1. Student interviews were truly remarkable in their support of the faculty, their courses, and their views of being prepared to do the work they wanted to do upon graduation. The only complaints the students reported were more structural: (1) feeling that their major was not respected or understood on campus; and (2) cancelled courses (especially in Women’s Studies) due to lack of enrollment. The students were unanimous in their reports and support of the high quality of instruction in the Social Science Department. (Please see Appendix A for quotes from the external reviewers’ meeting with the students.)

Recommendations:

1. The reviewers recommend that the Social Science Department develop a separate assessment for majors in the Subject Matter Preparation program. An assessment plan is a standard requirement of the California Commission on Teacher Credentialing, but was not available for the reviewers on this visit.

2. The reviewers recommend that Social Science Department initiate discussion with the College of Education to either take on or share advising duties for the Social Science Department’s multiple and single subject students.

**Section C: Student Demand**

Commendations:

1. The 2008 Self-Study reports an indication of decreased enrollments from fall 2003, with the highest enrollments in spring 2003 and the lowest in spring 2005. The Social Science enrollments have had more of an upward trend, while the Asian American and Women’s Studies have somewhat of a downward trend.

Recommendations:

1. As a clear majority of students in the Social Science Department come from local community colleges, the reviewers recommend that the Social Science faculty make greater effort to provide clear and continued assistance to the community college personnel to counsel at students interested in the various majors in the department. The last open house for community college faculty, staff and counselors was in 2000.

2. It is again recommended that the Social Science Department and the university give strong consideration of creating an umbrella center or unit of Ethnic and
Women's Studies (Section A, Recommendation 1). The Self Study acknowledges that the term "Social Science" is confusing to both students and administrators, and likely to other academic departments (faculty) on the campus. Historical circumstances have created the scattered organization that exists today. A new approach is in order.

3. The reviewers recommend there be allowances for the Women’s Studies Program to have some latitude in enrollment requirements while it is in the process of rebuilding. Although administration, understandably, has been worried about the low enrollments, it is the reviewers’ belief that this is in large part due to a huge loss of Women’s Studies faculty, particularly in non-temporary positions, until the recent hire of Dr. Gerami. With the new assistant professor hired for next year, it is our belief that the students will come to this major (especially given their very enthusiastic reports about the Women’s Studies courses) if the administration can be patient during this time of major rebuilding.

Section D: Societal Need

Commendations:

1. The curriculum in the Social Science Department appears to fulfill the SJSU "Curricular Priorities" for Societal Need. The students reported feeling very well rounded in numerous areas (race, gender, class, nationality) to work in a diverse world, particularly in teaching youth in the public school system.

Recommendations:

1. The reviewers read the Report of the WASC Visiting Team Educational Effectiveness (April 10, 2007), which expressed concerns related to the University’s “Inclusive Excellence.” The reviewers recommend the administration work closely with the Social Science Department work closely with the administration on addressing the issues raised by WASC, especially in the area of “ongoing engagement with the human diversity in the curriculum and co-curriculum.” (p. 25)

Section E: Financial Resource Effectiveness, Viability and Efficiency

Commendations:

1. The small cadre of faculty members in Social Science Department keeps the various majors alive despite increasing demands, personnel shifts, and limited resources. The external reviewers were deeply impressed with the strong commitment from the six tenured and tenure-track faculty who have the skills, knowledge, and training to grow the department.

2. The current coordinator of Women’s Studies is working hard to rebuild the Women’s Studies Advisory Committee with members from four colleges and nine departments.
3. The sole office staff person juggles all the various duties required in a complex interdisciplinary program. In addition, she has undertaken upon herself to contact undeclared majors taking Social Science courses with mailed information in an effort to increase the number of Social Science majors.

Recommendations:

1. The reviewers recommend that the Vice President and Dean of the college provide resources such as assigned time to Social Science faculty members over the next few years to coordinate the efforts to create an umbrella center or unit of Ethnic and Women’s Studies and its new expansive role in the university. See Section A, Recommendation 1.

2. The reviewers recommend that the Vice President and Dean of the college provide resources during the next five years to recruit faculty to replace faculty members who have recently left the Social Science Department. This is especially critical to the continued viability of the Women’s Studies and Asian American Studies Programs. Faculty recruitment is vital to the success of the Department.

3. The reviewers recommend serious attention for additional help for the lone support staff member. She reports in the past there were 2.5 full-time office staff employees and two student assistants ran the office. Now there is only her.

4. The reviewers recommend the Social Science Department be part of any discussion regarding space issues as a matter of common courtesy. There is some concern by the faculty and staff that other departments are coming around eyeing Social Studies office space without consultation.

Section F: Interdependence of Programs

Commendations:

1. It appears that the Department does well with their lower division General Education courses, especially AAS 33A and 33B. There are multiple sections of this two-course series taught every semester.

2. The Social Science Department has been creative in its offerings of service courses and cross-listed courses to enhance its visibility.

Recommendations:

1. The reviewers recommend greater efforts by the administration to encourage other departments to cooperate with the Social Science Department, particularly with the single subject matter program. The existing single subject matter program is 66 units, but the newly developed program is just 45 units. The current single subject program in the History Department is 69 units. While the proposed new program in the Social Science Department is more efficient, it may be questionable if it will meet all of the new standards and subject matter domains of
the California Commission on Teacher Credentialing. The reviewers are concerned that the reduction in course offerings is a result of the lack of cooperation seen in Section A, Comment 3 and Recommendation 5.

Section G: Capacity to Contribute to an Academic Field
Commendations:

1. The Self Study highlighted many activities of some of the Social Science Department’s faculty members.

Recommendations:
None.

Section H: Availability of Instructional Alternatives
Commendations:

1. The reviewers agree that the Social Science Department’s organization uniquely and overtly incorporates critical perspectives of race, class, and gender especially in teacher preparation.

Recommendations
None.

CONCLUSION

Our external review found a beleaguered yet highly committed faculty whom students greatly appreciate. Furthermore, the course topics and student reports indicate a curriculum very consistent with the University mission. The reviewers are concerned about the ramifications of the seemingly diminished status of the Social Science Department on the campus (exemplified in part by the significant number of faculty who moved to departments elsewhere on campus) on both the more long term as well as the newer faculty. The faculty reported overall satisfaction with support from the administration, but also indicated that additional support is vital for the Department to succeed. Given the importance of teacher education and preparation and the California State University’s mission about this priority, it is the reviewers’ belief that investment in the Social Science Department will result in a more sustainable program.
APPENDIX A

The External Reviewers’ Meeting with Students

The external reviewers met with 11 undergraduate students. Seven were Social Science Department (SSD) majors and four were minors. The non-SSD majors were majoring in psychology, comparative literature, humanities, and sociology. The students were very impressive in their insights and the external reviewers were overwhelmed with their enthusiasm for this program and its faculty.

They could not seem to find enough praise for the various faculty members, the classes, and their learning experiences. Many talked about how when they signed up for a course they were not very excited after learning how much reading there was going to be or about an obligation to do a certain number of community service hours. Nonetheless, the students stayed in the class, thoroughly enjoyed the reading and did more community service hours than they were required to do. We heard this repeatedly from the students in our group. Students credit the Social Science faculty members for their individual help inside and outside the class.

The only negative comments from the students had to do with the reputation of the SSD courses on campus and having Social Science classes cancelled due to low enrollment.

The students were frustrated that others on campus seemed unaware of the importance of Social Science classes, the topics they cover, or even some hostility regarding Women’s Studies ("are they all feminist man haters?"). When asked if it might be better if the department name was changed to Ethnic and Gender Studies, the students were somewhat mixed in their responses. Some thought it would not make any difference, but more thought it might help.

The students did not appreciate comments by professors in other departments saying disrespectful comments to them about the Social Science Department. Students found this particularly troubling given that they found the Social Science courses were much better than the courses they took in the departments that made disparaging remarks.

The external reviewers were very impressed with the glowing reports these students made during their meeting with us. Here are some comments from the students during our meeting with them:

- I changed majors from social work to social studies because I am more interested in the root causes of social problems and social studies did this much better. I've had great classes and am really glad I made the change. In my social studies classes I often felt like I was going to a small liberal arts college. We really get to dialogue and the professors are amazing teachers and resources.
- I started as a liberal studies then a business major. Then I switched to social studies because I loved Asian American Studies 33a and 33b. It was interesting, I loved learning about institutionalized racism and prejudice. I’m taking
Vietnamese American Experience in America now and it’s great! All this stuff I didn’t know about. It’s a smaller community over here and all of the pros know your name.

- I wanted to be a history teacher and then I started taking Social Science classes and loved the students and classes so much more. We sit in circles and communicate and interact with each other all the time.
- Field work was great!
- I took Dr. Aliniz’s class. I thought, “how do I do all of this volunteer work?” It was supposed to be 15 hours, but after I did 25 hours I quit counting. I loved it so much! Social Science is like “wow”! It’s advanced my education in so many ways.
- I took 33a and b as GE and just loved that class so went to minor in it. I would have switched majors completely if I were not so far along already. I get the impression from the faculty that they don’t have to teach, they want to teach! I love learning about South Asian people.
- I’m a Psych major, not exposed to women’s studies, and didn’t even know it existed until I picked Women 10 (Intro) and loved it! The whole class was so interactive. It was really interesting. So now Women’s Studies is my minor. A lot of students don’t know about women’s studies or think “I don’t want to be around those feminists.” They don’t know we talk about men and all people. I have had a great experience with my classes. I loved all 5 that I took!
- I took my women’s studies class, 160, as an elective. I really liked it! People were really passionate about what they were learning and wanted to learn more and take it out in the world. I got sick of people asking “Is your teacher a big feminist who hates men?”
- I’ve never had the same high in other classes as I’ve had in Social Science classes. You can stand up and say “This is what I think” and not everyone has to agree with each other.
- The faculty is so diverse ethnically and in the area they live in. That’s why our conversations are so good: We’re so comfortable. Our pros have done lots of community work. They are true role models.
- History is hording the majors and bashes the Social Science major.
- History and others look down on you for wanting to be a teacher.
- Business and engineering don’t run into the problems we do when organizing an event. Getting a place, getting food, reaching out to students....This is a business and engineering school and clearly the money is going there.
- The professors aren’t recognized enough. They are outstanding. Professor Do I’ll take even if I don’t need the class. And they work really, really hard.
- As an older student coming back, Social Science, especially Women’s Studies, are important to everyone. What is the history in this country?
- I dreaded women’s studies 101 when I looked at the books, but I gave it a try. I saw how hard the prof worked to get students engaged, and it worked. She packaged these classes as every day life. Men who take Women’s Studies classes are very engaged, too.
When asked what they thought about changing the name of the department to Ethnic and Gender Studies, here is how the students responded:

- It might make it clearer what it is. I think it would help and be less confusing.
- I think it would help but would depend on how you market it.
- They would need to market it so that it would count for business and general education.
- It would be a good way to get rid of our segregation on campus. For example, there could be classes cross-listed in business called “women and work.”
14 November 2007

Dr. Timothy P. Fong, Ph.D.
3004 Audubon Circle
Davis, CA 95616

Dear Dr. Fong:

Thank you for agreeing to serve as the external reviewer for San José State University's Program in Social Science (Asian American Studies and Social Science). Reviewers take on such a task only out of love for the profession and respect for their colleagues, definitely not as a way of building a retirement income. SJSU will pay an honorarium of $1,000 in appreciation of your willingness to serve as a reviewer, and from that amount you are expected to cover your own expenses. Typically the host department provides at least some meals. The Chair of the program, Dr. Alex Yamato, will help you complete the necessary paperwork, and will see that you are paid promptly.

In accepting this assignment, you agree to review the self-study prepared by the program. Please feel free to ask Dr. Yamato or this office for any additional materials you need. Additionally, the university web site has much information, especially on the College of Social Science at http://www.oir.sjsu.edu/assessment/progrew/ and http://oir.sjsu.edu/Courses/

The visit itself should take about a day and a half to two days. It typically begins with an administrative overview that includes me, the College Dean Tim Hegstrom, and the Vice Provost for Academic Planning and Budgets Bill Nance. This will be a good opportunity for you to clarify with us the key university goals of your visit. You will then meet with faculty, staff, students, and graduates of the program. I encourage you to be forthright in your questioning and probing. Please let me know if, having seen the schedule for the visit, you would like to have any additions made to that schedule.

The visit ends with your presenting an exit interview of around an hour. Some reviewers prefer to make a statement that is then open to questions; others prefer an interactive format throughout the interview. That choice is yours. The interview may be recorded for the use of faculty who are not able to attend. Your exit interview will be attended by several administrators, the College Dean, the liaison faculty member from the Program Planning Committee, the Director of Assessment and as many program faculty as are available. Reviewers normally do not have meetings with the Provost.

San José State’s review process emphasizes planning rather than retrospective evaluation. The Dean and the Provost want to ensure that the program is making realistic plans for curricular development, for faculty hiring and for strategies to garner whatever additional resources might be necessary for the program’s success. In the CSU, a program’s intentions must match the probability that there will in fact continue to be students desirous of enrolling in the program, so it is important to take into account the SJSU student in evaluating the plans.
The Program Planning guidelines, which I enclose, require that the program have a definite plan for collecting evidence of student learning. As you are aware, regional and specialized accreditation agencies now insist that programs document their educational successes, and show how they are making program modifications based on data rather than anecdote. SJSU believes that assessment of student learning must be carried out by faculty, and that the program level is the most effective place for faculty to undertake this work. As of the spring 2006 all programs were expected to have collected and analyzed data on at least some student learning outcomes. Please address the program’s strengths and weaknesses in systematic assessment of student learning in the exit interview and in your written report. Such assessment often takes different forms in graduate programs, yet such typically undergraduate “general education” issues as communication skills, team-work, global and cultural sensitivity, environmental awareness, and the like, remain critical. Also, a program’s encouragement for and success in research and scholarship is essential at the graduate level. In all events, the program’s assessments should be closely matched to its specific goals.

We will expect a written report within three weeks of your visit. Please send that report to me. The written report, and any comments the program cares to make, will then provide the basis for recommendations to the Provost by a College committee, the College Dean, and the Program Planning committee.

Again, thank you for your assistance in this process, and I encourage you to call or email me (Robert.cooper@sjsu.edu) should you have questions or should you like to engage in any preliminary discussion about your visit. I look forward to meeting you, and I thank you for your assistance in this important planning task. Dr. Yamato will contact you directly about scheduling the date of the visit.

Sincerely,

Robert Cooper, Ph.D
Associate Vice President

Attachments

Cc: Alex Yamato, Chair, Department of Social Sciences
    Tim Hegstrom, Dean, College of Social Sciences
    George Vasquez, Associate Dean, College of Social Sciences
    Dan Perales, Chair, Program Planning Committee
14 November 2007

Dr. Joanne Belknap, Ph.D.
Department of Sociology
Campus Box 327
University of Colorado
Boulder, CO 80309-0327

Dear Dr. Belknap:

Thank you for agreeing to serve as the external reviewer for San José State University's Program in Social Science-Women's Studies. Reviewers take on such a task only out of love for the profession and respect for their colleagues, definitely not as a way of building a retirement income. SJSU will pay an honorarium of $1,000 in appreciation of your willingness to serve as a reviewer, and from that amount you are expected to cover your own expenses. Typically the host department provides at least some meals. The Chair of the program, Dr. Alex Yamato, will help you complete the necessary paperwork, and will see that you are paid promptly.

In accepting this assignment, you agree to review the self-study prepared by the program. Please feel free to ask Dr. Yamato or this office for any additional materials you need. Additionally, the university web site has much information, especially on the College of Social Science at http://www.oir.sjsu.edu/assessment/progrev/ and http://oir.sjsu.edu/Courses/

The visit itself should take about a day and a half to two days. It typically begins with an administrative overview that includes me, the College Dean Tim Hegstrom, and the Vice Provost for Academic Planning and Budgets Bill Nance. This will be a good opportunity for you to clarify with us the key university goals of your visit. You will then meet with faculty, staff, students, and graduates of the program. I encourage you to be forthright in your questioning and probing. Please let me know if, having seen the schedule for the visit, you would like to have any additions made to that schedule.

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might be necessary for the program's success. In the CSU, a program's intentions must match the probability that there will in fact continue to be students desirous of enrolling in the program, so it is important to take into account the SJSU student in evaluating the plans.

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We will expect a written report within three weeks of your visit. Please send that report to me. The written report, and any comments the program cares to make, will then provide the basis for recommendations to the Provost by a College committee, the College Dean, and the Program Planning committee.

Again, thank you for your assistance in this process, and I encourage you to call or email me (Robert.cooper@sjsu.edu) should you have questions or should you like to engage in any preliminary discussion about your visit. I look forward to meeting you, and I thank you for your assistance in this important planning task. Dr. Yamato will contact you directly about scheduling the date of the visit.

Sincerely,

Robert Cooper, Ph.D
Associate Vice President

Attachments

Cc: Alex Yamato, Chair, Social Science Department
Tim Hegstrom, Dean, College of Social Sciences
George Vasquez, Associate Dean, College of Social Sciences
Dan Perales, Chair, Program Planning Committee
November 5, 2007

To: Robert Cooper, AVP, Undergraduate Studies

From: Tim Hegstrom, Dean, Social Sciences

C: Alex Yamato, Chair, Social Science

Re: Program Review Consultant, Social Science Department

Attached you will find vitae for two candidates for program review consultants in Social Science. A memo from Alex Yamato, Chair of Social Science, accompanies the vitae. Although three nominees are standard, I support the department’s recommendation for these two candidates.

Timothy Fong is director of both an Asian American program and a teacher preparation program. We have similar programs in the Department of Social Science. He reviewed these programs in the previous review cycle for our SJSU department. For most departments, we would prefer to get a different opinion in this next review cycle. However, the faculty composition of the department has changed somewhat since he was here last, with Curiiss Rooks’s resignation and Estella Habal’s appointment, and we think that Dr. Fong’s re-evaluation of the program would be appropriate at this time.

Since the last review, Dr. Shahin Gerami has been hired to coordinate the Women’s Studies program. She has been rebuilding this program, and we think a fresh look from someone outside the CSU might generate some new ideas. So, Dr. Belknap has been nominated to join Dr. Fong in the review.

The department is currently involved in writing the self-study. They expect to complete the task this semester and to invite the outside reviewer in the spring.
Our faculty also brings diversity in sexual orientation, family household structures (ranging from single adopted parent to multigenerational with extended kin) and geographic experiences with faculty having extended living and or research experiences in the Midwest, South, New England, Southwest, California and internationally. Moreover, several faculty members are native to California with the majority of their lived experiences in the state.

Currently faculty members participate in research projects—both individually and in research collaboratives—that include: Asian American religious beliefs and practices, Pilipino American community, Afghan refugees in Iran, ethnography of San Joaquin Valley Mexican American communities, Japanese American resettlement post-Internment camp, public health issues: tobacco, diabetes and cardiovascular risk and the development of different ethnic communities.

Professionally, the Social Science faculty has been actively involved their various discipline and area studies professional/academic associations. We have served as officers and committee members on our academic and disciplinary associations.

On-campus service by Social Science faculty include serving as past-President of the Asian American Faculty and Staff Association, Co-chair of the Latina/o Faculty and Staff Association, University Retention, Tenure and Promotion Committee, University Affirmative Action Committee, Campus Climate Committee, Library Advisory Board, Asian Pacific Islander Heritage Month program committee, University Salzburg Global Seminar Fellows Selection Committee, University Student Affairs Personnel Committee, MOSIAC adjunct faculty and advisory committee to the Social Service Learning program and the Achieving Greater Expectations Advisory Board.

In the arena of service off-campus, Social Science faculty served on the Board of Directors of community-based organizations, advisory boards to county agency and non-profit organizations, and volunteered their expertise and services at the community level. Professor Hien Duc Do serves as President of the Board of the American Institute for Asian American Families, Professor Maria Alaniz serves on the Board of Directors of Praxis, Assistant Professor Estella Habal sits on the Manila Heritage Foundation, and Professor Alex Yamato works with the Japanese American National Museum.

Intellectually and professionally, the faculty’s interdisciplinary backgrounds provide the flexibility to deal with a complex and changing U.S. and global society characterized by population migrationshifts and cultural adaptation, conflict and resolution. With M.A. and Ph.D. traditional disciplinary degrees in Anthropology, History, Sociology, Policy Studies, English, Education and Communication Studies, along with interdisciplinary Ph.D. degrees in Comparative Culture and History of Consciousness and one J.D., the Social Science faculty provides students with a broad spectrum of scholastic explanation allowing them stronger critical thinking skills. Moreover, this diverse intellectual and professional background exposes students to a variety of bodies of knowledge unavailable in a singular disciplinary approach. Our ability then, to address race, class, gender, and sexual orientation along with other diverse perspectives from a variety of directions enhances the richness of the educational experience received by our students.
Student Opinion of Teaching Effectiveness

During the review period the university conducted surveys of Student Opinion of Teaching Effectiveness (SOTE) from students each semester. SOTE surveys are conducted anonymously and are student supervised. Instructors were assessed on 14 items. Each full-time instructor is required to conduct at least two SOTE surveys each academic year. Among our faculty it is not uncommon to SOTE each class she or he teaches. As a department, the average SOTE scores rank equal to or above College and University averages on each of the 14 items.

Student Perceptions of Skills and Knowledge Gain in the Social Science Major/Minor and Social Science Course

A major goal of the Social Science Department is provide a foundation for students to critically assess the world around them relative to issues of diversity, along with understanding that they are participants in that world. Thus, it is also important for students to understand themselves in relation to the world and social phenomena. A first set of questions addressed student perceptions of the learning gained in social science classes and cumulatively as a major or a minor.

Perceptions of major/minor and general education students about the value of their learning in Social Science courses is supported by their perceptions about their choice of their major/minor and course selections. Seventy-four percent (74%) of the majors/minor surveyed in 2003 agreed or strongly agreed that if they had to do their education over again they would still choose the Social Science major. These ratings increase to 87% of the respondents when those who responded slightly agree are added. Conversely, no respondent indicated that she/he strongly disagreed with their major/minor choice. Likewise, students in Social Science classes (51% agreed or strongly agreed) indicated that they would take another Social Science class, and an additional 28% (slightly agreed) would consider taking another Social Science class.

However, in perhaps the most telling indication of overall student satisfaction with learning in the Social Science courses both major/minor (79%) and general students (73%) agreed or strongly agreed that they would recommend Social Science courses to friends and/or relatives. These responses increase 96% and 91% respectively when slightly agree responses are added.

Advising/Administration for Social Science Major/Minors

In the last Social Science Department self study, our students expressed dissatisfaction with the quality of advising. Since that finding, the faculty has worked to improve its performance in advising. Training sessions on advising, particularly in the teacher education preparation programs, along with a reconfiguring of topical major choices are among the changes implemented to better prepare faculty for advising. Although students are free to choose a faculty advisor that they are comfortable with or have an established relationship, our department now has one faculty member, Dr. Alaniz was designated as the primary advisor for the entire department to insure better advising for our students.
The Department Chair continues to play a vital component in the advising process, particularly during the summer months when the faculty members are not under assignment.

Major/minor assessment of advising and administration by the Social Science Department demonstrated a marked shift in satisfaction has improved since the last self-study as reported in our previous report.

Service to the Major/Minors

The Social Science Department hosts a graduation celebration for its majors and minors each spring following the University commencement ceremony. Graduates are not limited in the number of persons they invite. Graduates, their families and friend form the centerpiece of the department celebration—other than helping with set up and clean up duties, faculty members do not speak. We extend the opportunity for graduates to publicly thank three persons they feel have been most influential in their achieving graduation. The Department provides each graduate with a certificate of appreciation for each designated person. Typically, graduates names family members and friends as most influential and occasionally a Social Science faculty member will be so distinguished. Given the demographic nature of our students (50% are the first or second generation to attend college in their families and 35% are the second) graduation marks significant achievement not only for the students but for their families as well and so it seems to us that the families be honored as well.

C. Student Demand

The notion of a “Social Science Department” is a bit confusing for students, counselors and even college administrators. Name recognition and academic identity continues to make it difficult for students “discover us.” As an interdisciplinary department comprised of four academic programs—Asian American Studies, Social Science, Social Science Teacher Preparation and Women’s Studies—the Social Science Department offers three Bachelors of Arts degrees:

- B.A., in Social Science with topical emphasis in: Asian American Studies; Comparative Studies in Race/Ethnicity, Class and Gender; Public Service and Social Change; Women Studies.
- B.A. in Social Science, Teacher Preparation, Multiple Subject – Grades K-8.
- B.A. in Social Science, Teacher Preparation, Single Subject – Grades 6-12.

In addition, the department offers three minors:

- Asian American Studies
- Social Science
- Women’s Studies

Once finding our department however, majors, minors, and general students greatly appreciate the course content and relationships developed with the department’s professors. In a survey (N=74) of Social Science department majors and minors (see APPENDIX #) 74% agreed or strongly agreed that if they had to do their education over again, they would still choose Social
Science as their major/minor. Seventy-nine percent (79%) agreed or strongly agreed with recommending a Social Science major, minor to friend, or relative.

Overwhelmingly, Social Science majors and minors (91%) agreed or strongly agreed that what they learned in Social Science courses would be useful to them after leaving SJSU, while 90% agreed or strongly agreed that their Social Science courses helped them understand themselves relative to the world around them.

Non-major students taking Social Science classes echoed the responses of Social Science majors and minors. In the earlier surveys conducted among students (N=415) taking Social Science Department classes in Spring 2001, Fall 2001, Spring 2002 and Fall 2002 a majority (51%) of the students indicated (agreed or strongly agreed) that they would take another Social Science course during their career at SJSU. Sixty-three percent (63%--agreed or strongly agreed) indicated they would recommend their Social Science course to a friend or relative.

Additionally, the students agreed or strongly agreed that what they learned in Social Science courses would be useful after leaving SJSU (63%) and 71% agreed or strongly agreed that what they learned in their Social Science courses helped them understand the world around them. Moreover, 52% indicated (agreed or strongly agreed) that their Social Science courses provided them with specific skills for use in the “real world.”

Clearly, students who major or minor in the Social Science Department and non-major/minor students taking Social Science Department courses find value added to their educational experience and, indeed to their lives.

C1. Student Enrollment

Course Enrollments

Lower division classes accounted for roughly 75% of our undergraduate course offerings from Fall 2003 thru Fall 2006. The four most popular courses Asian American Studies 33A and 33B (Asian Americans in the U.S. Historical and Political Process), Women Studies 10 (Perspectives on Sex and Gender Roles), and Women Studies 20 (Women of Color in the U.S.) also meet lower division general education requirements.

Upper division courses represent 25% of our undergraduate courses. Asian American Studies 175 (Asian American Communities) and Women Studies 101 (The Study of Women) also meet upper division general education requirements. Multiple sections of Social Science 177 (Society and Education) make up the bulk of the remaining upper division offering and are requirements for Social Science majors and minors.

From Fall 2003 through Fall 2006, we averaged a student enrollment of 1,205 per semester and averaged an FTES of 235.93 per semester. As indicated in the table below, enrollment peaked in Spring 2003 at 1344, declining to a low of 1046 in Fall 2004, recovering to 1210 in Fall 2007.

35
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We hope to continue to increase our enrollment with the additions of the new faculty members the Women Studies Coordinator.

Enrollment figures during the past four semesters (since Fall 2003) tell only a portion of the student demand story. In the Asian American Studies Program, when budget considerations allowed student demand required the addition of one or more sections of Asian American Studies 33A and/or 33B. However, due to all the demands from teaching lower GE courses, that are very labor intensive and require a tremendous amount of work, we have decided to limit our maximum enrollments in the 33AB courses to 85 from about 95. Once the other programs become more stable, we anticipate an increase in our enrollments for the Department.

Department FTES fluctuated in a similar fashion to enrollments during this period as well. As indicated in the graph below FTES peaked in Spring 2003 at 268.73 reaching a nadir in Fall 2004 of 207.00, and then fluctuating between 216.50 and 265.50 between AY 2002-2003 and AY 2006-2007.

C2. Undergraduate Majors

In Fall 2003 we had 114 majors, in Spring 2007 we had 81, roughly a decrease of 29%. In general, lack of “brand name” recognition impacts the attraction of our majors. Word of mouth appears to play an important role. This drop may equate with two swings in economic fortunes. The first concerns the “dot.com” boom. Situated in the Silicon Valley students chased accessible (and profitable) opportunities in the computer and Internet industries rather than in teaching and public service, they perceive are the occupational trajectories of a Social Science major. The second concerns the “dot.com” bust. As with enrollment statistics we are beginning to see a recovery following a lull. Students appear to be looking for more “stable” occupations, of which, teaching is seen as stable. Clearly, we need to investigate this more closely to understand student choices. We also need to develop ways to attract students by developing a “brand name” that would attract them to the department.
It should also be noted that the department is continuing to work to find ways to attract students to our department as majors but with a small department that is overtaxed, we are put in a bind since resources are enrollment driven. We have experienced the loss of four faculty members in the last several years and, although we are slowly filling some of the positions, our faculty is still very small and cannot do all the things necessary to expand our department. Nevertheless, during this period the department revised the requirements for the major by limiting the topical concentrations and attempted to increase the number of courses to be taken within the department. We have continued to boost our minors in Asian American Studies, Social Science, and Women Studies in order to help increase our enrollment and our efforts in recruiting majors.

C3. Recruitment

During the period under review, the department has participated actively in the university and college programs. Whenever possible, as in Fall 2001, 2002 & 2003 80% of the full-time active faculty (i.e., not on sabbatical or other leave) has participated in the University Showcase for Learning. We have continued to work with Admission and Records to help incoming First Year and Transfer students by sharing with the counselors our majors, highlighting the department, and encouraging them to help us recruit students. We will work with other student services on campus, including residential life, and student activities to provide information about our department.

C4. Application and Admissions


The Social Science teacher preparation program accounts for the majority of the Department First Year (freshman) enrollees. For other majors and minors, they discover the Social Science Department once they arrive on campus. Often lured by a lower division G.E., or referral by a friend or relative, students discover the possibilities of a major or minor in the Social Science Department. We have successfully increased the number of minors in our department as a result of continuing efforts by our faculty to expose students to our curriculum.

C5. Analysis of Course Enrollments and Major/Minors

As an interdisciplinary department comprised of academic programs articulating and communicating a clear identity for students remains a challenge. Certainly, student both prior to and upon arrival have little understanding of our department and its academic offerings. Notions and knowledge about Asian American Studies and Women's Studies are at best abstract, if present at all. The Teacher Preparation Program serves a specific purpose and has clearly met a student demand. This appears to be particularly true of older returning students who are in the midst of career changes. Our approach to their training appears to fit their life experiences and provides them with the knowledge and critical thinking skills. Sixty percent (60%) and 59%
respectively ranked personal interest and job related application for a future career as reasons for majoring or minoring in Social Science.

For non-major students taking Social Science classes, the majority from both surveys indicated that meeting GE requirements was the major reason for taking our classes and a smaller percentage noted personal interest (e.g., gender or ethnic match).

In preparation for the external review, the department completed a survey of students during the 2001-2003 academic years in order to measure student preference and demand. We have followed that with the more recent surveys and the trend remains quite similar.

Currently, we have plans to develop a course that will include issues relevant to both globalization and quantitative research skills. Clearly, current and graduated students reflect back to us the accomplishment of our vision: to understand, analyze and critique the historical, social, political, economic, and cultural condition of women and people of color in our local community, California, the U.S. and around the world.

Our current vision to increase student demand is similar to our previous report and we hope that with the increasing stability of the department, this will become more evident. We intend to increase our course offering in General Education requirements as well as other upper division courses. The Women Studies Program has done some of that work in the last 3 semesters (see section of Women Studies). The faculty still plans to develop an introductory Asian American Studies to meet Area E. AAS 185 now meets core requirements in the topical major. We also have plans to revise and submit AAS 186 The Vietnamese American Experience to GE area V. Secondly, we plan to hire additional tenure-track faculty to meet student demand. There is a strong need for an additional faculty position in the Asian American Studies Program. In response to the great interest for upper division courses in Filipino American Studies, we now have Dr. Habal who will be able to offer the course on a regular basis. We still do not have a faculty to staff the courses on Asian American Women and the Vietnamese American Woman. The Asian American Studies Program also needs a scholar to address the emerging immigrant Asian communities as well as global issues. We will seek a position to replace the resignation of Dr. Rooks. Thirdly, the department has revised the multiple and single subject majors and we anticipate a rise in student demands.

Our goal is still to increase enrollment by at ten percent. The department is considering how to guide students through the translation of our major into a professional career. We also see growth potential in AAS 33A and 33B to reach 700-800 students a semester and in WomS 10 to reach 300 students a semester. We continue to recruit students through all of our general education classes by bringing speakers in to discuss alternative professions, i.e., community organizing, community based organizations, and the non-profit sector. We will also continue to support students to choose careers through service learning options; these include WomS 10 and SocS 177 and internships in AAS 190, SocS 190 and WomS 190. We have distributed our department brochure and plan to develop a teacher education brochure in the near future. Finally, the department plans to develop recruitment efforts through the high schools and community colleges, as well as to continue our fine mentoring of majors.
D. Societal Need

This section remains the same as in our previous report. The Social Science Department prepares students with considerable intellectual skills to conduct critical inquiry using social science methodologies and to effectively report their findings through written and oral communication. In addition, our courses offer knowledge about our multicultural society and the roles of ethnicity and gender to equip our students to become knowledgeable, active, and involved members of their communities and society. The department offers interdisciplinary courses that focus on a social science analysis of education, an interdisciplinary study of the social sciences, and the unique perspectives and contributions of scholars who are people of color and women. The department provides a setting for students and faculty at San Jose State University to study and understand life in a multicultural society.

In the lower and upper division courses, students are expected to practice and develop basic academic skills. Various assignments require students to research using secondary sources; in some limited circumstances, such as service learning or field studies, students collect primary data. Research activities are used to provide students with practice in defining social issues and evaluating evidence. Courses in the department include assignments that require students to practice written communication. These include in-class writing exercises, practice in summarizing what they have read, and the complete research report. Because many of our faculty members emphasize participatory pedagogy, students have opportunities to practice working in groups and preparing oral reports.

The Asian American Studies Program focuses on the perspectives of Asian Americans and their contributions in the development of the United States. It seeks to account for the similarities and differences in their participation in, and responses to, the societal and cultural processes. A major concern of the program is the quality of education that is made available to the university community, in recognition of the fact that American society is multi-culturally diverse and that social inquiry in the field of ethnic experience has been neglected. The program engages in the dissemination of knowledge, the expansion of knowledge through scholarly research, and the exchange of ideas between the community at large and the campus. This communication with the community has been spawned by the program’s unique interdisciplinary formula for teaching and research. As part of the program’s research and teaching activities, students and faculty have undertaken several projects in adjacent communities in which they join with nonacademic personnel working within their own institutions.

Likewise, the Women’s Studies Program offers a comprehensive course of study that provides students with a multidisciplinary body of knowledge - both theoretical and factual - about women and gender systems. The curriculum emphasizes the diversity as well as the commonalities among women, and prepares students to become community builders and leaders. Internships offer students hands-on training in shelters for battered women, women’s addiction recovery centers, rape crisis centers, pregnancy crisis centers, women’s health resources, and others.
E. Financial Resource Effectiveness, Viability and Efficiency

1. Effectiveness: The ability of the Department to effectively reach its goals is threatened by diminishing financial resources and the loss of key faculty members who have not been replaced. The Department has thus far successfully managed its financial resources to meet its goals but with the impending state budget crisis this may not continue.

The inability to replace faculty members who have retired, resigned or been reassigned is a serious threat to the Department’s ability to meet instructional goals and to address emerging trends in Asian American Studies, Women’s Studies and Social Science education. Increasingly, the Department has had to rely on temporary faculty members to teach important courses in the majors, minors and general education. Important courses for our majors, minors and general education that were formerly taught only by regular faculty but no longer include: SocS 100W, SocS 177, SSED 378, Woms 10, 20, 101. The internship and service learning components have also been adversely affected by the loss of faculty members.

The inability to replace faculty members has also affected the Department’s ability to respond to emerging trends in the areas of study. It is important to note that the Asian American Studies program lost its only woman faculty member. We have recently lost Dr. Rooks to another institution and although we have hired Dr. Estella Habal, it is difficult to develop a vibrant program with limited number of faculty members. As a result, although we are now able to offer the AAS 125 Pilipino American Experience course on a regular basis, we can no longer offer AAS 187 The Multiracial Experience. These courses are an important and vital part of the academic field.

The loss of key faculty members has also negatively affected the department’s graduate program offering the master’s degree in Social Science. For many years the department maintained a small but active graduate program, with virtually no resources. The coordinator functioned without any administrative assigned time, and faculty members served on theses committees in addition to their normal full time duties. This burden became unsustainable for the remaining faculty members.

2. Viability: The reduction of earnings from enrollments in continuing education represents a serious financial threat to the Department. These funds have been the most important source for augmenting the state budget allocation for our department. Our experience has been that actual costs of operation are not accurately reflected or accounted for in the state allocation.

3. Efficiency: In all but one of the last six years the Department has attained an SFR above the College level. And in the one year that the Department SFR fell below the College level it was by .62. Moreover, the annual SFR has gradually increased over this period. In relation to the other departments in the College, the Department has ranked as high as third and as low as fifth in terms of student-faculty ratio during this period. The Department SFR ranged from a low of 26.09 in AY ’04-05, to a high of 31.08 in AY ’05-06. During the same period the College SFR ranged from a low of 19.45 in AY ’98-99, to a high of 25.39 in AY ’03-04. The Department has made concerted efforts to maximize enrollment in general education.
courses and major courses by determining the optimum number of sections and scheduling at convenient times.

The Department also set up a schedule to offer lower enrolled courses, including electives for the majors, once a year to maximize enrollment. This allowed us to retain these courses in our schedule by trying to assure that when they are offered they will attract the maximum enrollment.

In addition, the department also revised the multiple subject matter preparation emphasis in the major to clarify the requirements and reduce the course options. This was an activity carried out in coordination with other multiple subject matter preparation programs on campus. The department added three new courses to the campus core of courses and streamlined the requirements for the program.

The Department makes very efficient use of one administrative coordinator to serve the needs of three programs. This position is augmented by part-time student assistants.

F. Interdependence of Programs

F1 General Education and American Institutions Courses

The Social Science Department offers a range of General Education courses from the Asian American Studies, Social Science, and Women’s Studies Programs for students throughout the university. Fundamental to these courses are the critical analyses of race, class, and gender.

The Women’s Studies Program offers two Core General Education courses. For Area D1, Human Behavior, the Women’s Studies Program offers Women’s Studies 10, Perspectives on Sex and Gender Roles, which examines interdisciplinary perspectives on gender and sexuality and the social, cultural, and historical contexts of femininity and masculinity. For Area D2, Comparative Systems, Women’s Studies/Asian American Studies 20, Women of Color in the United States, examines the historical and contemporary experience of women of color in the United States.

The Asian American Studies Program offers Asian American Studies 33 AB, Asian Americans in the United States: Historical and Political Process, a two semester course that satisfies the Core General Education areas of D2, Comparative Systems, and D3, Social Issues and the American Institutions requirements in the United States History, the Constitution, and California Government. Each section is a team-taught by faculty in the Social Science Department. The course emphasizes the impact of race, class, gender, ethnicity, and sexual orientation in the examination of the historical and political development of the United States. Sections of AAS 33 AB are in great demand, constituting over forty percent of the FTES for the department.

For Advanced General Education, Area S, Self and Society & Equality in the United States, the Social Science Department offers Women’s Studies 101, The Study of Women, Asian
American Studies 175, Asian American Communities, and Asian American Studies 185, Multicultural Perspectives of American Society. These courses employ interdisciplinary perspectives in studying the experiences of women or racial groups in the United States.

F2 Social Science Department Minors

The Social Science Department offers three minor programs, serving about forty to fifty students. The Asian American Studies Program requires AAS33 AB and AAS 175 and six additional units. The Social Science minor requires SOCS 195 and fifteen additional units. The Women’s Studies minor consists of WOMS 101, WOMS 192, and a course on women of color, plus six additional units.

F3 Service Courses

Child Development majors have the option of taking Social Science 177, Society and Education for their interdisciplinary requirement in Sociology. Child Development, Preparation for Teaching, majors also have the option of taking Social Science 177 for their interdisciplinary requirement and Asian American Studies 33 AB for their History and Social Science area. The Mexican American Studies Department includes AAS 185, Multicultural Perspectives in American Society, as an option for their M.A. degree program.

F4 Cross-listed Courses

The Social Science Department Program teaches Sociology and Education (SocS/Soci 177). The Asian American Studies Program is the home department for The Changing Majority: Power and Ethnicity in America (AAS/AfAm/MAS 25) and Ethnicity and Aging (AAS/Soci 187).

Cross-listed courses taught in their home departments include Statistical Applications for the Social Sciences (Soci/SocS15) and Masculinity and Femininity (Soci/WomS 175) offered by the Sociology Department, Urban Policies of the Inner City (AAS/URBP 145) taught by Urban and Regional Planning, and The Press and Camps: World War II (AAS/MCOM 136) staffed by Journalism and Mass Communication, The Psychology of Women (WomS/PSYC 107) found in the Psychology Department, and Gender, Sex, and Religion (WomS/RELS131) taught by the Religious Studies Program.

F5 Faculty Service to Other Departments & Programs

The Social Science faculty provide their expertise by serving on graduate thesis committees in other departments including Education, Theatre Arts, Sociology, and Art. Dr. Do served on the search for the Associate Dean to the College of Social Sciences and Dr. Alaniz served on the search for the Dean of Humanities. Dr. Alaniz served on the university-wide advisory committee for teacher preparation.

F6 Analysis of Interdependence of Programs
Because of the fact that the major in Social Science can be met by courses offered outside of the Social Science Department, students need only to take a core of three courses. As a result, our course offerings by necessity emphasize general education and American Institutions. The strength of the Social Science Department lies in the core general education and American Institutions courses. The demand for these courses reflects the recognition by students of the importance of learning and understanding issues of diversity.

F7 The Plan

The Social Science Department recently restructured the topical major program in Social Science to highlight the strengths of our department in Women’s Studies, Asian American Studies, Social Science, and teacher preparation. The Department faculty has participated in developing a course in California history and government to be required of Social Science Teacher Education majors. The faculty is currently discussing possibilities of developing courses to support the Social Science major such as a methodology course, a course on popular culture and the media, and a general education course to meet Area E. In order to support the strength of our core general education courses, additional advanced general education courses would be advisable to allow students the opportunity to build upon core general education skills.

G. Capacity to Contribute to an Academic Field.

Social Science Faculty have demonstrated the capacity to contribute to an academic field not only in the wide range of journal publications and professional conference presentations (see attached curriculum vitae), but in forums, lectures, workshops, and conferences organized by the faculty for students and the local community.

Dr. Yamato served as a consultant and Scholar for the PBS Documentary Return to the Valley (KTEH, 2003). He was also invited as the outsider reviewer for the Asian Pacific Studies Program at CSU Dominguez Hills in 1999. Finally, as a result of his expertise, Dr. Yamato was asked by the CSU Chancellor’s Office to review the BA Proposal in Asian American Studies at CSU Northridge in 1998.

Dr. Alaniz serves as a member on many academic, national, community and state boards. As a result of her renowned reputation, since 1997 she is a member of the Review Panel for the National Research Council of the Office of Scientific and Engineering Personnel. She is also a member of the Praxis Board of the Robert Wood Johnson Foundation Initiative to promote health advocacy in communities of color. Finally, she has served as member of the Santa Clara County Child Advocate Board, Members of the Executive Committee Board of the Mexican American Community Service Agency, the Santa Clara County Violence Prevention Planning Council the City of San Jose Day-Worker Advisory Committee, and many other city, county, and state Boards. In 2007, Dr. Alaniz was selected to participate in the prestigious Salzburg Global Seminar in Salzburg, Austria.

Dr. Do was invited to deliver San Jose State University’s Pacific Rim Institute Distinguish Lecture on May 2000. As a result of his scholarly reputation, he was one of only 30 scholars nationwide to be invited by Congressman Robert A. Underwood (Guam) to participate
in a *Summit on the Status of Pacific Islanders and Southeast Asian* in Washington D.C. in 2001. He was also the Speaker for the *Distinguished Lecture in Asian American History* on May 16, 2002 at Ohio State University. Dr. Do was elected President of the Association for Asian American Studies (2000-2002). In addition to his academic involvement, Dr. Do was appointed Commissioner of the Human Relations Commission of Santa Clara County (1996-2001) and has served as Chair of the Board for the American Institute for Asian American Families since 1995. Dr. Do has also served as an external reviewer for the Asian American Studies Program at CSU Fullerton. Dr. Do is currently serving as a consultant on “A Permanent Mark”, a documentary film about the impact of Agent Orange on Vietnamese and Vietnam War Veterans. In 2007, Dr. Do was selected as a Fellow to participate in the prestigious Salzburg Global Seminar in Salzburg, Austria.

Dr. Gutierrez is a recognized scholar in Chicano Studies Education. He recently served as the external reviewer of the Chicana and Chicano Studies Department at the California State University, Northridge. He was also featured in the PBS documentary, *Chicano! History of the Mexican American Civil Rights Movement*. In addition, he served as a consultant for developing an online curriculum for the California Department of Education.

Dr. Habal has recently published *San Francisco’s International Hotel: Mobilizing the Filipino Community in the Anti-Eviction Movement* (2007, Temple University Press). She has presented her research extensively throughout the country. She is currently a Board Member on the Manilatown Heritage Foundation. She has also served as the Project Manager for the Manilatown California Project.

Dr. Shahin Gerami has written on topics of gender and sexuality. She has published numerous articles, book chapters, and governmental reports, on women issues globally, including war, religion, violence and immigration. Her most recent work is undertaken under the aegis of the United High Commission on Refugees and focuses on Afghani refugee resettlements in Iran. She has presented her research and finding in a variety of forum, including national and international professional association meetings, public policies, and NGOs. She is a member of the board for the American Association of University Women.

### H. Availability of Instructional Alternatives

The Social Science Department, consisting of the Asian American Studies, Social Science, and Women’s Studies Programs, has the resources and expertise to provide interdisciplinary perspectives emphasizing diversity. Our students reflect a diverse background of class, race, ethnicity, and gender. In addition, over fifty percent of the students at SJSU are Asian Americans. Our department can provide these students with the skills to make sense of their experiences and to cope with a rapidly changing society. These programs in nearby institutions such as U. C. Santa Cruz, U. C. Berkeley, Santa Clara University, CSU Hayward, and San Francisco State University are usually in separate departments or in different colleges. The programs of Asian American Studies, Social Science, and Women’s Studies are uniquely situated to incorporate critical perspectives in race, class, and gender into general education and into teacher preparation programs.
Fall 2007 Assessment Report

Program: Social Science
Date: 1/11/08

Prepared by: Alex Yamato
phone: 924-5751
Email: yamato@email.sjsu.edu

Where multiple program curricula are almost identical, and SLOs and assessment plans are identical, it is acceptable to list more than one program in this report.


Please report any activity (collect data, analyze data, discuss results among faculty, implement changes) you completed prior to the fall 2007 semester that is not already posted on the Web (http://www.sjsu.edu/ugs/datareports/assess_report/). Please describe the content or results of the activity.

Are samples, results, rubrics, etc for this report archived in the location listed on the Cover page?

X YES  NO

C=Collect data  D=Discuss data among faculty  I=implement program changes based on data

Please report assessment activities completed in the fall 2007 semester (collect data, analyze data, discuss results among faculty, or implement changes. This table should match planned activities for fall 2007 in Table 2.

<table>
<thead>
<tr>
<th>SLO #</th>
<th>C, D, or I</th>
<th>Content or results of activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-9</td>
<td>D</td>
<td>An assessment retreat was held on November 2, 2007. The faculty identified five student learning objectives:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Demonstrate knowledge and understanding of theoretical concepts and methodologies and their application to current issues.</td>
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<tr>
<td></td>
<td></td>
<td>2. Demonstrate knowledge of fundamental interdisciplinary Social Science assumptions, questions and methodologies.</td>
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<tr>
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<td></td>
<td>3. Acquire an understanding of social change and agency within diverse communities, including race, class, and gender in historical and contemporary contexts.</td>
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<td></td>
<td></td>
<td>4. Critically evaluate social science theories in explaining race, class, and gender issues.</td>
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<tr>
<td></td>
<td></td>
<td>5. Engage in internship/fieldwork assignments and reflective processes and apply theoretical concepts to current social/political issues and problems in their communities or in diverse classrooms in local public K-12 schools.</td>
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<tr>
<td></td>
<td></td>
<td>A new alignment matrix was identified:</td>
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<tr>
<td></td>
<td></td>
<td>Objectives 1-4: all courses</td>
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<tr>
<td></td>
<td></td>
<td>Objective 5: 177, 190</td>
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</tbody>
</table>

Revised 11/13/07
Please describe how the activities planned for the spring 2008 semester will be executed.

**Spring 2008 assessment plan**
(should match schedule in Table 2):

<table>
<thead>
<tr>
<th>SLO</th>
<th>Planned</th>
<th>Execution of plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-5</td>
<td>Department meetings to discuss and refine and implement new SLO.</td>
<td></td>
</tr>
<tr>
<td>1-5</td>
<td>Develop assessment activities to measure SLO</td>
<td></td>
</tr>
<tr>
<td>1-5</td>
<td>Establish a schedule of assessment activities to correspond to the next program review.</td>
<td></td>
</tr>
</tbody>
</table>

Revised 11/13/07
Spring 2007 Semester Program Assessment Report  
(Please provide electronic and hard copy to your college facilitator.)

**Degree program**: Social Science  
**Chair**: Professor Maria Alaniz  
**Report Prepared by**: Professor Maria Alaniz  
**Department**: Social Science  
**Department Phone**: 924-5740  
**Date**: 5/31/2007

*Where multiple program curricula are almost identical, and SLOs and assessment plans are identical, it is acceptable to list more than one program in this report.*

Please list all Student Learning Outcomes/Objectives (SLOs) for this program in Tables 1A & 1B.

**Table 1A. Learning Outcomes (all outcomes if one program reported, or common outcomes if multiple programs reported on this form.)**

<table>
<thead>
<tr>
<th>SLO #</th>
<th>Exact wording of Student Learning Outcome (SLO)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Social Science Department Learning Objectives</strong></td>
</tr>
</tbody>
</table>

(1) To train students in critical thinking and communications skills;  
*Learning objective*: Will demonstrate knowledge, ability to apply/question and present oppositional theoretical concepts.  
*When*: Spring 2006 on an annual basis

(2) To train our students to understand, make decisions and act upon social and political issues in their professional and personal lives;  
*Learning objective*: Will be able to demonstrate fundamental assumptions, questions and methodologies relevant to current issues and alternative options for professional and personal involvement.  
*When*: Spring 2006 on an annual basis

(3) To train our students in interdisciplinary approaches to the study, research and analysis of social phenomena;  
*Learning objective*: Will be able to demonstrate knowledge of fundamental Social Science assumptions, questions and methodologies in history, sociology, anthropology, ethnic and women's studies.  
*When*: Fall 2006 on an annual basis

(4) To develop the knowledge and skill base of our students to respectfully lead in their chosen field;  
*Learning objective*: Will acquire knowledge of diverse communities, including race, class and gender, through case studies of leaders in a historical and contemporary context.  
*When*: Fall 2006 on an annual basis

(5) To develop within our students the analytical frameworks that emphasize the theoretical perspectives of women, racial/ethnic minorities, and other underrepresented groups in our society;  
*Learning objective*: Will be able to assess the strengths and weaknesses of social science theories in explaining race, class and gender issues in our society.
When: Spring 2007 on an annual basis

(6) To develop within our students a sense of social responsibility to contribute to the
betterment of their community;
Learning objective: Will engage in an internship/fieldwork assignment and reflective
process on current social/political issues and problems in their local communities.
When: Spring 2006 on an annual basis

(7) To provide our students with a bibliography and videography of resources
forming a solid foundation for critically interpreting the world around them;
Learning objective: Will acquire listing of resources relevant in the field through
Social Science Department course syllabi and web-site.
When: Spring 2007 on an annual basis

(8) To provide students with the opportunity to develop work place and professional
skills (e.g. public speaking, basic computer literacy, analytic writing, and internet
technology) and practice;
Learning objective: Will have the ability to present, submit a written assignment and
apply theoretical frameworks related to internship/field work assignment.
When: Spring 2007 on an annual basis

(9) To train Social Science teachers to work effectively with the demographically
diverse student population of California's public schools;
Learning objective: Will engage in fieldwork in a diverse classroom in local public
K-12 school.
When: Fall 2005 on an annual basis

Table 1B. Unique Learning Outcomes, if multiple programs reported on this form.
revised 3/19/07

<table>
<thead>
<tr>
<th>SLO #</th>
<th>Exact wording of Student Learning Outcome (SLO)</th>
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<tr>
<th>Program Name:</th>
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<tr>
<td>SLO#</td>
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</table>

Please complete the schedule of learning outcome assessment below by listing all program SLOs by number down the left column and indicating whether data were/will be collected (C), when they were/will be discussed by your faculty (D) and when changes resulting from those discussions were/will be implemented (I).

NOTE: * SJSU must provide data to WASC for all SLOs by the end of Sp07.

### Table 2

<table>
<thead>
<tr>
<th>C = data Collected</th>
<th>D = results Discussed</th>
<th>I = changes (if any)</th>
<th>Implemented</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO #</td>
<td>F05 or earlier</td>
<td>Sp06</td>
<td>F 06</td>
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<tr>
<td>1</td>
<td>CD</td>
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<tr>
<td>2</td>
<td>CD</td>
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<td>9</td>
<td>CD</td>
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</tbody>
</table>

1. **Check the SLOs listed at the UGS Website** (www.sjsu.edu/ugs/assessment/programs/objectives). Do they match the SLOs listed in Tables 1A and 1B?

_____ X _____ YES  ___________ NO

2. **Fall 2006 Performance Data:** Describe the direct assessment (performance) data that were collected in fall 2006 (‘C’ in F06 column of Table 2), how much and by whom. Be specific, for example: *Instructors in two sections (60 students) of PSYC 150, Anagnos and Cooper, gave an embedded exam question and in their summary report indicated the % of students who earned a 'B' or better, 'C', or less than 'C' using the same grading rubric for that question.*

<table>
<thead>
<tr>
<th>SLO #</th>
<th>Data collected, how much, by whom**</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Instructor Habal (AAS 125) measured learning of social cultural issues affecting identities based on race, class and gender and ethnicity resulting in conditions of equality, inequality, and pluralism such as Blaumer’s colonial contact and disadvantage position with an exam question. Professor Gutierrez (SosC 177) used worksheets and exam questions to measure learning of the relationship among rationalism, bureaucracy and certificates of education.</td>
</tr>
</tbody>
</table>
Professor Do (AAS 175) students read and discussed “mobilizing an Asian American Community” by Vo. The book focuses on how different communities mobilized and collaborated together to bring social justice to a multi-racial group in San Diego, Ca. Professor Alaniz (SocS 177) discussed and showed a documentary case study on teacher Sal Castro who led students in the LA school walkouts.

etc.

3. **Fall 2006 Indirect Measurement (if any):** Describe the indirect assessment data that were collected in fall 2006 (‘C’ in F06 column of Table 2), how much and by whom. Be specific, for example: 50 employers were surveyed by Margaret Wilkes, Career Planning and Placement about performance of recent hires who graduated from our program in 2004-5.

<table>
<thead>
<tr>
<th>SLO #</th>
<th>Data collected, how much, by whom**</th>
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<tbody>
<tr>
<td>1</td>
<td></td>
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</tbody>
</table>

4. **Fall 2006 Findings/Analysis:** Describe the findings that emerged from analysis of data collected in F06. Be specific. For Example: less than 50% of students met criteria for teamwork outcome. OR Employers indicated students have sufficient teamwork skills, no change needed.

Finding 1 (SLO # 3) Instructor Habal indicated that 90% of her students demonstrated understanding of the theoretical concepts and their social significance.

Professor Gutierrez reported that 83% of his students were able to define, compare and contrast the theoretical concepts.

Finding 2 (SLO # 4) 93% of Professor Do’s students read the assigned book and actively participated in the discussion.

85% of Professor Alaniz students participated in the discussion and viewed the documentary.

5. **Fall 2006 Actions:** What actions are planned and/or implemented to address the findings from fall 2006 data? These are indicated by ‘I’ in Table 2 for the SLO data collected in fall ’06. Examples of actions taken include curricular revision, pedagogical changes, student support services, resource management. Be specific. For example: revising ENGR 103 to include more teamwork.)

| Planned | Discuss, plan modifications at our department assessment retreat in the fall; September 2007 |

6. **Fall 2006 Process Changes:** Did your analysis of fall 2006 data result in revisiting/revising the Student Learning Outcomes or assessment process? Yes ___ No ___.

If the answer is yes, please explain and submit an updated version of the Student Learning Outcomes and/or assessment plan.
7. **Spring 2007 Performance Data:** Describe the direct assessment (performance) data that were collected spring 2007 (‘C’ in Spr07 column of Table 2), how much and by whom. Be specific. For example: *Instructor for MATH 188 (30 students), Stone, gave 3 embedded exam questions and in his summary report indicated the % of students who met or did not meet SLO #2.*

<table>
<thead>
<tr>
<th>SLO #</th>
<th>Data collected, how much, by whom**</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Professors in WOMS 101, 192 and AAS 125 assigned reading that use a theoretical framework to analyze inequity in society as it affects women, racial/ethnic minorities and other underrepresented groups.</td>
</tr>
<tr>
<td>7</td>
<td>Professor in WOMS 101, 192, AAS 125 and SocS 177 used anthologies to provide students with a range of readings in the subject matter; the texts were complimented with viewing of related documentaries and assignments.</td>
</tr>
<tr>
<td>8</td>
<td>Students in WOMS 101, 192, AAS 192 and SocS 177 presented the results of their research, including oral histories, development of multi-media presentation and field trips to culturally relevant sites.</td>
</tr>
</tbody>
</table>

8. **Spring 2007 Indirect Measurement (if any):** Describe the indirect assessment data that were collected (‘C’ in Spr07 column of Table 2), how much and by whom. Be specific, for example: *100 alumni were surveyed by the department with questions related to SLOs #1 & #2.*

<table>
<thead>
<tr>
<th>SLO #</th>
<th>Data collected, how much, by whom**</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

9. **Fall 2007 Direct Measurement:** For the SLOs scheduled to be assessed in fall 2007, describe the direct (performance) data that will be collected, how much and by whom. Be specific, for example: *Instructors in two sections of ART144, will assess SLOs #3 & #4 using a common rubric on the students’ final paper.*

<table>
<thead>
<tr>
<th>SLO #</th>
<th>Data to be collected, how much, by whom**</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>In the Spring 2007, our department completed data C/D for our 9 SLO’s. In the fall 2007 we will engage in in-depth discussion at our Assessment Retreat and plan possible revision of our courses to better meet our SLO’s and to develop a detailed plan for implementation.</td>
</tr>
</tbody>
</table>

10. **Fall 2007 Indirect Measurement (if any):** Describe the indirect assessment data that will be collected (‘C’ in F07 column of Table 2), how much and by whom. Be specific, for example: *graduating seniors in all capstone course sections will be surveyed on curriculum strengths & weaknesses.*

<table>
<thead>
<tr>
<th>SLO #</th>
<th>Data to be collected, how much, by whom**</th>
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SECTION B
FACILITATOR REPORT (FINAL REPORT)

SOCIAL SCIENCE DEPARTMENT'S ASSESSMENT ACTIVITIES
SPRING 2006

BA Program

1. SLOs that were focus of assessment

This semester the Department of Social Science assessed three goals and objectives:

Goal: To train students in critical thinking and communication skills.

Learning Objective: Will demonstrate knowledge, ability to apply/question and present oppositional theoretical concepts.

Goal: To train our students to understand, make decisions an act upon social and political issues in their professional and personal lives.

Learning Objective: Will be able to identify fundamental assumptions, questions, and methodologies relevant to current issues and options for professional and personal development.

Goal: To develop within our students a sense of social responsibility to contribute to the betterment of their community.

Learning objective: Will engage in an internship/fieldwork assignment and related reflective writing assignment on current social/political issues and problems in their local communities.

2. For each SLO: direct or indirect information collected?, how much?, and by whom?

1) Goal: To train students in critical thinking and communication skills.

Learning Objective: Will demonstrate knowledge, ability to apply/question and present oppositional theoretical concepts.

When: This goal/objective will be assessed on an annual basis.

Where: Social Science 194 Intellectual Foundation in Social Science
Asian American Studies 175: Asian American Communities
Social Science 195: Social Science Theory and Practice

How:
A) For SosS 194, each student is required to select one of the theorists in Social Theory: The Multicultural and Classic Readings by Charles Lemert and to present:
   - A summary paper of the assigned reading and two questions for class discussion
   - Lead a class discuss regarding the theory as well as an analysis and critical evaluation of that theory in comparison to other theories presented in class.
   - Repeat this exercise 3-4 times during the semester, depending on time constraints.

Additionally, each student is also required to read a primary manuscript of an author in the book and to write an in-depth analysis of the author’s theory and how it applies to our modern society. A short summary of the book is presented to the class at the end of the semester.

Results: 98% of the students completed the readings and presentations. All students presented their chosen author, book, and significance in class. The students had the opportunity to read, learn, and critique different social science theorists and apply their theories into their daily life.

B) For AAS 175, each student was asked to provide summary readings of the four required books and to apply different social science theories, including, conflict theory, assimilation theory, cultural pluralism theory, and functionalist theory to the development of different Asian American communities. Students were also asked to complete a group research paper and to present it to the class at the end of the semester.

Results: 97% of the students completed the readings and summaries. All students presented their research paper and results in the last 2 weeks of class.

C) For Social Science 195: This seminar trains students to understand the fundamental tenets in approaching and understanding social phenomena from an interdisciplinary perspective. In doing so students engage reading, discussing and analyzing the various social science disciplinary approaches to the application of theory relative to specific research questions. Students were responsible for specific readings in which they prepared a summary of the theoretical perspective, methodology, and critical analysis of the data sources used by the authors. Typically, these were monograph length studies such as Chester Winton’s Children as Caregivers (sociology) or Lon Kurashige’s Japanese American Celebration (history). As a capstone for the seminar, working in groups, students developed interdisciplinary research grant proposals addressing contemporary social science research topics/issues. Proposals were presented to the class who sat in judgment as the grant making committee assessing the worthiness of the projects for funding.

Scholarly journal article review (due in the first 6 weeks of the semester): Students identified the research question, theory, research method, and data analysis of the
article's author(s). Additionally, students assessed the accessibility of the article for a variety of audiences ranging from academics to the public at large.

Results: All students were able to accomplish this task with roughly 50% receiving "B" grades and 50% receiving an "A" grade.

• Scholarly book review (due in the 14th week of the semester): Using the feedback received on the journal article assignment students identified the research question, theory, research method(s), and data analyses of a book length monograph. Additionally, students assessed the accessibility of the book for a variety of audiences ranging from academics to the public at large.

Results: All students were able to accomplish this task. All students accomplished this task with 100% receiving a grade in the "A" range. Roughly 50% were "A-" with the remaining 50% receiving an "A" grade.

In class presentation: Students working in small 2-4 person groups during the second half of the semester were responsible for directing class discussion based on the course readings after summarizing the research question(s), theoretical approach(es), research method(s), and data analyses of the author. Discussions were initiated through questions that sought a deeper understanding of the author's intent, as well as broader applicability.

Results: All groups were able to accomplish this task.

Grant Proposal: Students worked in small groups (3-6 persons) to develop an interdisciplinary research problem that included defining research topic and question, literature review, rationale, research design, data collection strategies, proposed data analysis and dissemination plan.

Results: Four groups presented an array of topics. Two of four developed proposals the class voted to fund with little revision. One of four required strengthening of the research method and data gathering strategies. One of four required revision of the research question(s) and hypothesis for the final written proposals—this group completed the revisions requested gaining a stronger understanding of the research process.

2) Goal: To train our students to understand, make decisions an act upon social and political issues in their professional and personal lives.

Learning Objective: Will be able to identify fundamental assumptions, questions, and methodologies relevant to current issues and options for professional and personal development.

When: This objective will be reviewed on an annual basis.

Social Science 194 Intellectual Foundation in Social Science