2007-08 Assessment Report

Name: David J. León, Chair and Professor

Department: Ethnic Studies

Contact: leondj@csus.edu

1. What goals or learning objectives/outcomes were assessed in AY 2007-2008?

   Current Ethnic Studies learning outcomes are divided into four areas: bodies of skills, content mastery, service-based community learning, and self-development. Please see www.csus.edu/portfolio/prog/ethn05-06/1assess.stm.

   For 2007-2008, Ethnic Studies embarked on a comprehensive review of these learning objectives/outcomes and we expect to complete it by the end of the semester. Meanwhile, for the Fall 2007, we administered a survey based on the old model to majors in ETHN 194 (Research in Ethnic Studies) and ETHN 195 (Field Work in Ethnic Studies). Both are required courses for all majors.

2. How did you assess these learning outcomes?

   a. Describe the measures you used and the information gathered? (Description, data administered, results)

      The Office of Institutional Research developed a 20-statement survey (see Appendix A) based on the old model of learning outcomes. In November 2007 we asked 14 students in our ETHN 194 and 195 classes — most of them exit-level students — to complete it (see Appendix B).

      Overall, Ethnic Studies majors strongly agreed with most statements. However, we have concerns about responses to four:

         • Item 4: “Course content in Ethnic Studies has enabled me to talk effectively about the experiences of ethnic groups” — 85% agreed to strongly agreed.
         • Item 13: “I know about the contributions of ethnic groups to world civilizations” — 85% agreed to strongly agreed.
         • Item 14: “I am aware of old and new models/paradigms used to explain the social histories of people of color” — 77% agreed to strongly agreed.
         • Item 16: “I am aware of the options available to me regarding combating injustice” — 61% agreed to strongly agreed.

      Detailed results from the entire survey can be found in Appendix C.
b. As a result of these assessments what did you learn about the program’s success in helping its students achieve these learning outcomes?

Students perceived a high level of success in general, and we are addressing the four questions where the response fell short of excellent.

Item 4 entails improving our majors’ communication skills, and we have upgraded our Research in Ethnic Studies (ETHN 194). Please see section 3A.

Item 13 involves knowledge about how ethnic groups have enriched the world. We already present this information in our classes as evidenced by the 85% agreement, but 15% of our students do not perceive success with this learning outcome.

Item 14 involves old and new theories about people of color. Again, we already incorporate them in most of our classes, but it appears some majors are still having difficulty. We have discussed this matter in our faculty meetings and may develop a theory course for our majors. Please refer to section 3A.

Item 16, “I am aware of the options available to me regarding combating injustice,” yielded agreement from slightly more than half of our majors. This response is puzzling because in class we certainly discuss minorities’ long and varied struggles against racial and ethnic inequities. The score may simply reflect the real-world challenges here, since some students may feel they have few options. Even so, it suggests we should highlight the successful strategies more emphatically. To enhance our students’ grasp of change and with the support of the faculty, we have assigned the text *Exploring Leadership for Students Who Want to Make a Difference* for our field work class (ETHN 195), required of all majors. Please see section 3A for more details.

c. In what areas are students doing well and achieving expectations?

In the main, Ethnic Studies majors clearly agree with the 15 statements found in Appendix B. They feel they can compare and contrast the experiences of diverse ethnic groups, frame conclusions from a wide range of information about ethnic groups, and write effectively about the historical experiences of ethnic groups. They are familiar with research methods used in Ethnic Studies scholarship and they can design, conduct, and defend a research project. They have an interdisciplinary understanding of key concepts (e.g., racism, discrimination, colonization) in Ethnic Studies scholarship. They have a very good understanding of historical and contemporary issues and key social questions regarding immigration, migrations, and the factors leading to the displacement of people. They grasp the role of race, gender, and class in the experiences of men and women in the U.S. They understand the struggle for civil and human rights in the U.S. and have grown both intellectually and personally because of the major. We, in the department, are quite proud of the accomplishments of our majors.
d. What areas are seen as needing improvement within your program?

We must examine the extent to which we should require our majors to give more oral presentations (Item 4), to discuss more thoroughly the “contributions of ethnic groups to world civilizations” (Item 13), and to apply “old and new models/paradigm” (Item 14) in all our classes.

3. As a result of faculty reflection on these results, are there any program changes anticipated?

Yes. Please see below.

a) If so, what are those changes?

In response to positive elements in survey results, we support continuing the Ethnic Studies Research Symposium for AY 2007-2008. The symposium features the research of our majors enrolled in ETHN 194, Research in Ethnic Studies, in the Fall and Spring. All ETHN 194 students complete a paper based on original research and deliver an oral presentation in class. Classmates rate each from 1 to 5, with 5 being excellent. The instructor reviews the scores and determines the winners, who present their papers again in a symposium attended by other majors and faculty. This class gives students valuable, intense, well-focused work on oral communication skills (Item 4).

In addition:

1. In response to Items 13 and 14, the faculty have discussed developing a 3-unit course in theory meant only for our majors. The course will also apply perspectives such as transnational theory to stress the contributions of ethnic groups to world society. During the summer, the department chair will develop a syllabus in consultation with the program directors. He will submit this syllabus to the faculty for review. We hope to make this theory course a requirement for students entering Ethnic Studies as majors in the Fall 2009.

2. We have slightly modified the requirements for students in ETHN 195, Field Work in Ethnic Studies. Students already have to keep a diary of their activities and turn in a reflective paper at the end of the semester. In addition, we now ask each student to submit two letters from the site supervisor, one mid-term and one final. As third-party evaluations, the letters should give students incentive to communicate better and help us understand how well they are in fact communicating (Item 4). They should also enhance student motivation to grasp successful strategies to combat injustice in the field where it matters most (Item 16). At the end of the semester, the instructor requires students to submit a portfolio consisting of their reflective paper, diary, and the two site supervisor letters, with attachments noting their contributions at the sites. The portfolios remain in the department office for students to consult. See Section 5 for portfolio assessment.

3. We have asked all ETHN 195 students to meet twice a week as a group and to read the text Exploring Leadership for Students Who Want to Make a Difference. We discuss concrete
ideas for implementing change in their field assignments and organizations and by reflecting on their personal and professional goals. The aim is to strengthen our majors’ oral communication skills (Item 4) expose them to more successful strategies (Item 16), and give them a deeper understanding of how and why they work (Item 14).

b. How will you know if these changes achieved the desired results?

We will:

1. Give students the same 20-question survey at the end of the semester and compare results, to determine if students’ attitudes have improved in the four key areas.

2. Compare portfolios of the next academic year to those from this year, seeking change in level of student communication and awareness of how to battle injustice.

4. Did your department engage in any other assessment activities such as the development of rubrics, course alignment?

Not at this point. However, we plan to develop a new course alignment table once the faculty approves our new and updated student learning outcomes.

5. What assessment activities are planned for the upcoming academic year?

For AY 08-09, Ethnic Studies will construct a new questionnaire based on our revised and updated student learning outcomes. The department chair will begin this task during the summer of 2008 in consultation with the Office of Institutional Research, and will present the revised questionnaire to the faculty for approval at our retreat in August 2008.

We realize that this questionnaire is an indirect measure, but we will ask the faculty to consider two direct measures (see below) for AY 08-09 at our retreat in August.

Almost all majors enroll in ETHN 194 and 195 in the semester before they graduate. Hence they are essentially our capstone courses. As mentioned earlier, ETHN 194 students must write a paper based on original research while ETHN 195 students must produce a portfolio from their field experiences. Normally, about 15-18 students complete these courses each semester.

We will ask the faculty to review a certain number of papers at random from each class when the fall semester ends. In the Spring, faculty representing the four program areas (Asian American, Chicana/o, Native American, and Pan African) will examine the papers based on our revised and updated learning outcomes. This analysis will help us determine whether our majors are meeting our new learning outcomes.

We will also use the new Office of Academic Program Assessment to help us continue to improve our results.
Appendix A

Department of Ethnic Studies
Learning Outcomes Assessment

Please circle response and return this questionnaire in the enclosed envelope to the Ethnic Studies Department by. Thank you.

A.) strongly agree;       B.) agree;      C.) neutral;       D.) disagree;       E.) strongly disagree;

1.) Course content I have taken in Ethnic Studies has generally provided me with the ability to contrast and compare the experiences of diverse ethnic groups. (A) (B) (C) (D) (E)

2.) I am able to frame conclusions from a wide range of information about ethnic groups. (A) (B) (C) (D) (E)

3.) This major has provided me with skills which enable me to effectively write about the historical experiences of ethnic groups. (A) (B) (C) (D) (E)

4.) Course content in Ethnic Studies has enabled me effectively to talk about the experiences of ethnic groups. (A) (B) (C) (D) (E)

5.) This major has provided me with a familiarity with research methods used in Ethnic Studies scholarship. (A) (B) (C) (D) (E)

6.) I have the ability to design, conduct and defend a research project. (A) (B) (C) (D) (E)

7.) This major has provided me with an understanding of interdisciplinary approaches to knowledge about the experience of ethnic groups. (A) (B) (C) (D) (E)

8.) This major has helped me better understand the meaning of key concepts used in Ethnic Studies scholarship. For example, culture, acculturation, assimilation. (A) (B) (C) (D) (E)

9.) This major has improved my understanding
of racism and discrimination in this nation.  

10.) The Ethnic Studies major has provided me with a higher level of understanding of roles of slavery and colonization in shaping the social experiences of people of color.

11.) The Ethnic Studies major has helped me develop a sophisticated understanding of the social histories of people of color.

12.) I have a very good understanding of the historical and contemporary issues relating to immigration, migrations and the factors leading to the displacement of people.

13.) I know about the contributions of ethnic groups to world civilizations.

14.) I am aware of old and new models/paradigms used to explain the social histories of people of color.

15.) I now have a strong foundation of knowledge about key social justice issues in the U.S.

16.) I am aware of the options available to me regarding combating injustice.

17.) I have a good understanding of the role race, gender, and class play in shaping the experiences of men and women in the nation.

18.) This major has helped me develop a good understanding of struggle for civil and human rights in this nation.

19.) My course works in the major provided me the opportunity for community based learning.

20.) I believe that I have grown both intellectually and personally because of this major.
21.) Recommendations for improving the major:

______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________
Appendix B

1. 99% agreed to strongly agreed with: “Course content I have taken in Ethnic Studies has generally provided me with the ability to contrast and compare the experiences of diverse ethnic groups.”

2. 99% agreed to strongly agreed with: “I am able to frame conclusions from a wide range of information about ethnic groups.”

3. 92% agreed to strongly agreed with: “This major has provided me with skills which enable me to write effectively about the historical experiences of ethnic groups.”

4. 85% agreed to strongly agreed with: “Course content in Ethnic Studies has enabled me to talk effectively about the experiences of ethnic groups.”

5. 92% agreed to strongly agreed with: “This major has provided me with a familiarity with research methods used in Ethnic Studies scholarship.”

6. 92% agreed to strongly agreed with: “I have the ability to design, conduct, and defend a research project.”

7. 100% agreed to strongly agreed with: “This major has provided me with an understanding of interdisciplinary approaches to knowledge about the experiences of ethnic groups.”

8. 99% agreed to strongly agreed with: “This major has helped me better understand the meaning of key concepts used in Ethnic Studies scholarship.”

9. 99% agreed to strongly agreed with: “This major has improved my understanding of racism and discrimination in the nation.”

10. 95% agreed to strongly agreed with: “The Ethnic Studies major has provided me with a higher level of understanding of roles of slavery and colonization in shaping the social experiences of people of color.”

11. 92% agreed to strongly agreed with: “The Ethnic Studies major has helped me develop a sophisticated understanding of the social histories of people of color.”

12. 92% agreed to strongly agreed with: “I have a very good understanding of the historical and contemporary issues relating to immigration, migrations, and the factors leading to the displacement of people.”

13. 85% agreed to strongly agreed with: “I know about the contributions of ethnic groups to world civilizations.”
14. 77% agreed to strongly agreed with: “I am aware of old and new models/paradigms used to explain the social histories of people of color.”

15. 92% agreed to strongly agreed with: “I now have a strong foundation of knowledge about key social justice issues in the U.S.”

16. 61% agreed to strongly agreed with: “I am aware of the options available to me regarding combating injustice.”

17. 99% agreed to strongly agreed with: “I have a good understanding of the role race, gender, and class play in shaping the experiences of men and women in the nation.”

18. 99% agreed to strongly agreed with: “This major has helped me develop a good understanding of struggle for civil and human rights in this nation.”

19. 85% agreed to strongly agreed with: “My course work in the major provided me the opportunity for community-based learning.”

20. 99% agreed to strongly agreed with: “I believe that I have grown both intellectually and personally because of this major.”
### Ethnic Study Survey Report
#### Appendix C

#### Questions:

<table>
<thead>
<tr>
<th>Questions</th>
<th>Strongly Agree/Agree</th>
<th>Neutral</th>
<th>Strongly Disagree/Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course content I have taken in Ethnic Studies has generally provided me with the ability to contrast and compare the experiences of diverse ethnic groups.</td>
<td>12 and 2 (85.7% and 14.3%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am able to frame conclusions from a wide range of information about ethnic groups</td>
<td>10 and 4 (71.4 % and 28.6%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>This major has provided me with skills which enable me to effectively write about the historical experiences of ethnic groups.</td>
<td>6 and 7 (42.9 % and 50.0%)</td>
<td>0 and 1 (0 % and 7.1%)</td>
<td></td>
</tr>
<tr>
<td>Course content in Ethnic Studies has enabled me effectively to talk about the experiences of ethnic groups.</td>
<td>8 and 4 (57.1 % and 28.6%)</td>
<td>0 and 1 (0 % and 7.1%)</td>
<td></td>
</tr>
<tr>
<td>This major has provided me with a familiarity with research methods used in Ethnic Studies scholarship.</td>
<td>6 and 7 (42.9 % and 50.0%)</td>
<td>1 (7.1%)</td>
<td>0 and 1 (7.1%)</td>
</tr>
<tr>
<td>I have the ability to design, conduct and defend a research project.</td>
<td>8 and 5 (57.1 % and 35.7%)</td>
<td>1 (7.1%)</td>
<td></td>
</tr>
<tr>
<td>This major has provided me with an understanding of interdisciplinary approaches to knowledge about the experience of ethnic groups.</td>
<td>9 and 5 (64.3 % and 35.7%)</td>
<td>0 and 1 (0 % and 7.1%)</td>
<td></td>
</tr>
<tr>
<td>This major has helped me better understand the meaning of key concepts used in Ethnic Studies scholarship. For example, culture, acculturation, assimilation</td>
<td>13 and 1 (92.9 % and 7.1%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>This major has improved my understanding of racism and discrimination in this nation.</td>
<td>11 and 3 (78.6 % and 21.4%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Ethnic Studies major has provided me with a higher level of understanding of roles of slavery and colonization in shaping the social experiences of people of color</td>
<td>10 and 3 (71.4 % and 21.4%)</td>
<td>1 (7.1%)</td>
<td></td>
</tr>
<tr>
<td>The Ethnic Studies major has helped me develop a sophisticated understanding of the social histories of people of color.</td>
<td>11 and 2 (78.6 % and 14.3%)</td>
<td>1 (7.1%)</td>
<td></td>
</tr>
<tr>
<td>I have a very good understanding of the historical and contemporary issues relating to immigration, migrations and the factors leading to the displacement of people</td>
<td>9 and 4 (64.3 % and 28.6%)</td>
<td>0 and 1 (0 % and 7.1%)</td>
<td></td>
</tr>
<tr>
<td>I know about the contributions of ethnic groups to world civilizations</td>
<td>9 and 3 (64.3 % and 21.4%)</td>
<td>2 (14.3%)</td>
<td></td>
</tr>
<tr>
<td>Questions:</td>
<td>Strongly Agree/Agree</td>
<td>Neutral</td>
<td>Strongly Disagree/Disagree</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>----------------------</td>
<td>---------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>I am aware of old and new models/paradigms used to explain the social</td>
<td>5 and 6 (35.7% and</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>histories of people of color.</td>
<td>42.9%)</td>
<td></td>
<td>(21.4%)</td>
</tr>
<tr>
<td>Q14</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I now have a strong foundation of knowledge about key social justice</td>
<td>8 and 5 (57.1% and</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>issues in the U.S.</td>
<td>35.7%)</td>
<td></td>
<td>(7.1%)</td>
</tr>
<tr>
<td>Q15</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am aware of the options available to me regarding combating injustice.</td>
<td>3 and 5 (23.1% and</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Q16</td>
<td>38.5%)</td>
<td></td>
<td>(38.5%)</td>
</tr>
<tr>
<td>I have a good understanding of the role race, gender, and class play in</td>
<td>12 and 2 (85.7% and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>shaping the experiences of men and women in the nation.</td>
<td>14.3%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q17</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>This major has helped me develop a good understanding of struggle for</td>
<td>12 and 2 (85.7% and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>civil and human rights in this nation.</td>
<td>14.3%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q18</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My course works in the major provided me the opportunity for community</td>
<td>8 and 4 (57.1% and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>based learning.</td>
<td>28.6%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q19</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I believe that I have grown both intellectually and personally because</td>
<td>12 and 2 (85.7% and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>of this major.</td>
<td>14.3%)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>