Option 1: Narrative Submission: please address the following questions.

1. What goals or learning objectives/outcomes were assessed in the AY ending June 30?

The department piloted an assessment of the following Learning Objectives:

IIa.1 (Content Mastery/Interdisciplinary Approaches to Knowledge of Ethnic Group Experiences in the United States.)

III. Service Based Community Learning

IV. Self-Development

All were assessed in our newly created capstone course ETHN 195 (Fieldwork and Seminar in Ethnic Studies) that was taught in fall 2009 and spring 2010.

See Appendix 1 for all Ethnic Studies Student Learning Objectives.

2. How did you assess these learning outcomes?

   a. Describe the measures you used and the information gathered

Our newly designed hybrid ETHN 195 course has two objectives. First, students engage in a minimum of 30 hours of community service (Learning Objective III). Second, students organize a portfolio that gathers samples of previous work in Ethnic Studies courses to provide evidence of coverage of Learning Outcomes. Students in ETHN 195 also had to write a final 10-15 page paper intended to demonstrate their competency in the areas assessed and the student’s own personal development (Learning Objectives IIa.1 and IV). See Appendix 2 for final paper prompt.

Rubrics for all of the Learning Objectives were established and available to students for their review. See Appendices 3-5 for Rubrics.

   b. As a result of these assessments what did you learn about the program’s success in helping its students achieve these learning outcomes?

Below is a summary of the results rating the final papers for the fall 2009 and the spring 2010 semesters (23 students were assessed and 5 students received Incompletes).
<table>
<thead>
<tr>
<th>Student Learning Objectives</th>
<th>3 Exceeds Expectations</th>
<th>2 Meets Expectations</th>
<th>1 Approaching Expectations</th>
<th>0 Below Expectations</th>
<th>Percentage Meeting Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>IIa.1</td>
<td>7</td>
<td>11</td>
<td>3</td>
<td>2</td>
<td>78%</td>
</tr>
<tr>
<td>IIa.2</td>
<td>7</td>
<td>8</td>
<td>6</td>
<td>2</td>
<td>70%</td>
</tr>
<tr>
<td>IIa.3</td>
<td>7</td>
<td>11</td>
<td>3</td>
<td>2</td>
<td>78%</td>
</tr>
<tr>
<td>IIa.4</td>
<td>7</td>
<td>10</td>
<td>4</td>
<td>2</td>
<td>74%</td>
</tr>
<tr>
<td>III.1</td>
<td>9</td>
<td>11</td>
<td>2</td>
<td>0</td>
<td>87%</td>
</tr>
<tr>
<td>III.2</td>
<td>5</td>
<td>15</td>
<td>2</td>
<td>1</td>
<td>87%</td>
</tr>
<tr>
<td>III.3</td>
<td>5</td>
<td>15</td>
<td>2</td>
<td>1</td>
<td>87%</td>
</tr>
<tr>
<td>III.4</td>
<td>6</td>
<td>12</td>
<td>5</td>
<td>0</td>
<td>78%</td>
</tr>
<tr>
<td>IV.1</td>
<td>9</td>
<td>7</td>
<td>4</td>
<td>3</td>
<td>69%</td>
</tr>
<tr>
<td>IV.2</td>
<td>8</td>
<td>10</td>
<td>5</td>
<td>0</td>
<td>78%</td>
</tr>
</tbody>
</table>

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

In all Student Learning Objectives except for one (IV.1), at least 70 percent of Ethnic Studies majors were assessed as Exceeding or Meeting Expectations. Note that the percentage of students who exceeded and meet expectations in area III. Community Based Service Learning was especially high since it was a requirement they fulfill a minimum of 30 hours of service in the community. Most made the connection to community service and the importance for the major. Most students also expressed a strong desire and expectation to continue to actively volunteer in their community organizations.

d. What areas are seen as needing improvement within your program?

At this time there is no glaring need for major program improvement based on this current assessment. However, the data shows a lower percentage of students were able to directly connect the Content Mastery with the previous coursework in the major. Students were also less apt to specifically and directly connect their fieldwork experience and previous coursework with their own Self Development. In this area students tended to describe their self development in only the most generalized terms.

These findings are not surprising since ETHN 195 was historically only involved fieldwork and did not include a seminar and assessment component. In addition, students historically could take this course at any time once they became a major. This is no longer the case.

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

Although the percentage of Ethnic Studies majors meeting expectations is generally high, this course was redesigned for graduating seniors who have completed all of the core requirements of major (ETHN 11, 100, 110, 130 or 131, 140, 170). It turned out a majority students in ETHN 195 were not graduating seniors and so allowances were made for students to draw from elective coursework in Ethnic Studies to reflect on the Student Learning Objectives. There were also five
students who had to take an “I” or Incomplete for the ETHN 195 course because they could not adequately reflect on Student Learning Outcomes due to the limited number of require courses taken in the major.

a. If so, what are those changes?

First, all majors now meet with an advisor every semester. Written materials have been developed specifically informing students about the enhanced expectations in ETHN 195. Students are also informed that ETHN 195 should be taken at or very near the last semester before they graduate, and students should save work from previous Ethnic Studies courses to serve as samples for the ETHN 195 portfolio and final paper. See Appendix 6 for the revised Student Advising Form.

Second, in our fall 2010 department retreat we will discuss this assessment report and consider creating “signature assignments” in each required course for students to specifically review and address Ethnic Studies Student Learning Objectives. Faculty members should also remind majors about saving their coursework for possible inclusion in the ETHN 195 portfolio.

Third, the department will work to change ETHN 195 to a graded course rather than as a CR/NC course. Students should fully and clearly realize the importance of this course in their major.

Fourth, the department will work to formally create a committee of faculty members to review student portfolios.

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

Using the baseline data from 2009-10, we will be able to see if the percentage of students meeting or exceeding expectations increases or decreases. The department has not specifically identified a percentage which is deemed the basic standard for our majors. Is 70 percent meeting or exceeding expectations adequate? Should the number be higher?

There is another major concern we will face next year. Because of budget cuts and the pressure to increase class sizes, ETHN 195 will only be taught in spring 2011. The larger number of students in this course coupled with the fact that the course is only offered once a year may work against any progress we hope to accomplish.

Assessment will also indicate to us whether or not ETHN 195 can be effectively taught in a larger class format or if it should go back to being a smaller seminar course for the benefit of our majors.

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

Yes. Rubrics were developed for Learning Outcomes that were assessed. See Appendices 3-5 for Rubrics. In addition, the department worked with Assessment Coordinator, Amy Liu, to
examine the Association of American Colleges and Universities’ Valid Assessment of Learning in Undergraduate Education (VALUE) Rubrics. (See http://www.aacu.org/value/index.cfm)

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

There are several assessment activities we want to work on in 2010-11:

**First**, the department will review and work to integrate the Western Association of Colleges and Universities (WASC) rubrics on Program Learning Outcomes, Portfolios, and Capstone Courses: http://www.wascsenior.org/findit/files/forms/Program_Learning_Outcome_Rubric_080430.pdf

**Second**, the department will review and revise our current Ethnic Studies Learning Objectives section, Bodies of Skills (Critical Thinking, Communication Skills, and Research Skills), and incorporate AAC&U VALUE Rubrics.

**Third**, the department will pilot assessment of some of the Bodies of Skills in our ETHN 195 (Research in Ethnic Studies) course.

**Fourth**, the department will look to streamline its current Content Mastery Student Learning Objections section. This will help to make future assessment in ETHN 195 more efficient and manageable.

**Fifth**, the department will continue to assess Content Mastery, Service Based Community Learning and Self Development in ETHN 195.
APPENDIX 1
LEARNING OUTCOMES/EXPECTATIONS FOR ETHNIC STUDIES MAJORS
(Updated Spring 2008)

I. Body of Skills

A. Critical Thinking
   1. Demonstrate ability to compare and contrast ethnic group experiences.
   2. Demonstrate ability to analyze and interpret data.
   3. Demonstrate ability to develop conclusions from multiple sources.
   4. Demonstrate ability to predict outcomes based on data.

B. Communication Skills
   1. Demonstrate ability to clearly and effectively write about the experiences of ethnic groups.
   2. Demonstrate ability to engage in critical dialogue and debate about aspects of ethnic group experiences.
   3. Demonstrate ability to work effectively in group activities.

C. Research Skills
   1. Demonstrate familiarity with research trends and directions in Ethnic Studies.
   2. Demonstrate knowledge of qualitative and quantitative research methods.
   3. Demonstrate familiarity and ability to use data bases related to Ethnic Studies.
   4. Demonstrate ability to recognize and develop inquiry practices in Ethnic Studies.
   5. Demonstrate ability to critically analyze and evaluate research and research conclusions.
   6. Demonstrate ability to design, conduct and defend a research project.

II. Content Mastery

A. Understanding of Interdisciplinary Approaches to Knowledge of Ethnic Group Experiences in the United States
   1. Demonstrate an understanding of concepts of culture, acculturation, assimilation, and cultural pluralism.
   3. Demonstrate an understanding of concepts and implications of discrimination, slavery, forced Americanization, colonialism, sexism, color consciousness on the social experiences of men and women of color.
   4. Demonstrate understanding of concepts of language, religion, worldview, art, literature, music and/or dance.

B. Social Histories of Ethnic Groups
   1. Demonstrate an understanding of ethno-socio-historical perspectives of African and African Americans, Asian and Pacific Islander Americans, Mexican/Latino Americans and Native Americans, and indigenous peoples.
   2. Demonstrate an understanding of concepts of immigration, migration, emigration, push-pull factors, and globalization.
   3. Demonstrate understanding the social, economic, and cultural contributions of ethnic groups to the United States and worldwide.
   4. Demonstrate understanding of the roles that community formations and institution building play among ethnic groups.

C. Concepts and Theories in Ethnic Studies
   1. Demonstrate the ability to understand and analyze the concepts of “race” and other social categories (ethnicity, religion, etc.).
   2. Demonstrate ability to critically analyze concepts such as melting pot, culture of poverty, deprivation, and other appropriate models.
   3. Demonstrate ability to understand and apply new models and paradigms to the study of ethnic group experiences.
D. Social Justice Issues
   1. Demonstrate an understanding of the judicial system and its implications on ethnic groups.
   2. Demonstrate an understanding of past and present processes and consequences of de jure and de facto segregation.
   3. Demonstrate an understanding of continuing effects of individual and institutional discrimination.
   4. Demonstrate an ability to conceptualize and develop policy recommendations and strategies to ameliorate individual and institutional discrimination.

E. Gender, Race, Class, and Ethnic Issues
   1. Demonstrate an understanding of the intersection of socio-economic levels across gender, race, class and ethnic lines.
   2. Demonstrate an understanding of educational experiences across these lines.
   3. Demonstrate an understanding of the "glass ceiling" and "glass wall" phenomenon.
   4. Demonstrate an understanding of the "double jeopardy" experiences of women of color.
   5. Demonstrate an understanding of grassroots movements, public policies, key civil and human rights legislation (e.g., voting rights, affirmative action, open housing, self determination, sovereignty, etc.), as these continue to shape ethnic group experience.

III. Service Learning & Community-Based Participatory Research
   1. Participate in community-based learning.
   2. Generate first-hand knowledge regarding the ethnic group experience.
   3. Demonstrate an ability to understand the relationship of this mode of learning to the major.
   4. Demonstrate an understanding of the civic responsibility and engagement to provide service to others.

IV. Self-Development
   1. Demonstrate an ability to reflect on learning opportunities that evoke personal and intellectual growth.
   2. Demonstrate an understanding of the value of social consciousness, personally responsibility, and life-long learning.
You are to write a 10-15 page paper analyzing what you learned as an Ethnic Studies major through your coursework, ETHN 195 course assignments, and fieldwork experience in relation to the select Ethnic Studies Student Learning Outcomes (SLOs). This paper is intended to be an assessment of what you learned as well as an assessment of the department to deliver the body of knowledge we expect of our majors. Feel free to be as critical and honest as possible. The paper is to be organized in three parts.

Part One of the paper is brief overview about yourself, your background, what led you to major in Ethnic Studies, what are your career objectives, and any other relevant information you would like to share. (2-3 pages)

Part Two of the paper should focus on integrating the course readings in ETHN 195 and samples of your coursework with Ethnic Studies Student Learning Objective IIA (Understanding Interdisciplinary Approaches to Knowledge of Ethnic Group Experiences in the United States). Thoughtfully address all four concept areas as best you can. (6-8 pages)

Part Three of the paper is an overall reflection of what you gained through your fieldwork experience (SLO III), as well as your own personal self-development from being an Ethnic Studies major (SLO IV). (2-4 pages)
## Appendix 3

### Student Learning Outcomes for Ethnic Studies Majors

**ETHN 195 (Fall, 2009)**

### II. Content Mastery

#### A. Interdisciplinary Approaches to Knowledge of Ethnic Group Experiences in the United States.

<table>
<thead>
<tr>
<th>Content Areas</th>
<th>3. Exceeds Expectations</th>
<th>2. Meets Expectations</th>
<th>1. Approaching Expectations</th>
<th>0. Below Expectations</th>
<th>Total Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Understand concepts of culture (acculturation, assimilation, cultural pluralism)</td>
<td>*Clearly well written analysis consistent with work sample.</td>
<td>*Well written analysis consistent with work sample.</td>
<td>*Less well written analysis consistent with work sample.</td>
<td>*Analysis not consistent with work sample.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>*Thoughtfully compares and contrasts analysis to assigned readings.</td>
<td>*Compared and contrasts analysis to assigned readings.</td>
<td>*Generally relates analysis to assigned readings.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>*Thoughtfully compares and contrasts analysis to assigned readings.</td>
<td>*Compared and contrasts analysis to assigned readings.</td>
<td>*Generally relates analysis to assigned readings.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>*Thoughtfully compares and contrasts analysis to assigned readings.</td>
<td>*Compared and contrasts analysis to assigned readings.</td>
<td>*Generally relates analysis to assigned readings.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Understand concepts of language, worldview, art, literature, music and dance</td>
<td>*Clearly well written analysis consistent with work sample.</td>
<td>*Well written analysis consistent with work sample.</td>
<td>*Less well written analysis consistent with work sample.</td>
<td>*Analysis not consistent with work sample.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>*Thoughtfully compares and contrasts analysis to assigned readings.</td>
<td>*Compared and contrasts analysis to assigned readings.</td>
<td>*Generally relates analysis to assigned readings.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### III. Service Based Community Learning

<table>
<thead>
<tr>
<th>Content Areas</th>
<th>3. Exceeds Expectations</th>
<th>2. Meets Expectations</th>
<th>1. Approaching Expectations</th>
<th>0. Below Expectations</th>
<th>Total Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>* Actively seeks and finds appropriate fieldwork placement based on interests and career objectives.</td>
<td>* Seeks to find appropriate fieldwork placement based on interests or career objectives.</td>
<td>* Finds an adequate fieldwork placement that is convenient and only with the help of the instructor.</td>
<td>* Does not find a fieldwork placement despite help from instructor.</td>
<td></td>
</tr>
<tr>
<td>2. Understand relationship of this mode of learning to major.</td>
<td>* Clearly well written fieldwork logs on this content area.</td>
<td>* Well written fieldwork logs on this content area.</td>
<td>* Less well written fieldwork logs on this content area.</td>
<td>* Poorly written fieldwork logs on this content area.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>* Student expresses and acts out a personal role in solution.</td>
<td>* Student expresses empathy and makes a connection to the bigger picture.</td>
<td>* Student demonstrates limited awareness of service learning.</td>
<td>* Student demonstrates no awareness of service learning.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>* Thoughtfully compares and contrasts fieldwork to assigned readings and Ethnic Studies course content.</td>
<td>* Compares and contrasts fieldwork to assigned readings and Ethnic Studies course content.</td>
<td>* Minimally compares and contrasts fieldwork to assigned readings and Ethnic Studies course content.</td>
<td>* Does not compare and contrast fieldwork to assigned readings and Ethnic Studies course content.</td>
<td></td>
</tr>
<tr>
<td>3. Generate first-hand knowledge regarding ethnic group experience.</td>
<td>* Clearly well written fieldwork logs discussing this content area.</td>
<td>* Clearly well written fieldwork logs discussing this content area.</td>
<td>* Poorly written fieldwork logs on this content area.</td>
<td>* Poorly written fieldwork logs on this content area.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>* Student is actively engaged in a project that relates directly to this content area.</td>
<td>* Student is actively engaged in a project that relates directly to this content area.</td>
<td>* Poorly written fieldwork logs on this content area.</td>
<td>* Poorly written fieldwork logs on this content area.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>* Thoughtfully compares and contrasts fieldwork to assigned readings and Ethnic Studies course content.</td>
<td>* Compares and contrasts fieldwork to assigned readings and Ethnic Studies course content.</td>
<td>* Minimally compares and contrasts fieldwork to assigned readings and Ethnic Studies course content.</td>
<td>* Does not compare and contrast fieldwork to assigned readings and Ethnic Studies course content.</td>
<td></td>
</tr>
<tr>
<td>4. Understand the social-cultural responsibility to provide service to others.</td>
<td>* Clearly well written fieldwork logs on this content area.</td>
<td>* Well written fieldwork logs on this content area.</td>
<td>* Less well written fieldwork logs on this content area.</td>
<td>* Poorly written fieldwork logs on this content area.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>* Student acknowledges a responsibility to the community and expresses a commitment to working towards solutions. In addition, student gets others involved.</td>
<td>* Student acknowledges a responsibility to the community and expresses a commitment to working towards solutions.</td>
<td>* Student demonstrates a limited awareness of personal responsibility to the community.</td>
<td>* Student demonstrates no awareness of personal responsibility to the community.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>* Thoughtfully compares and contrasts fieldwork to assigned readings and Ethnic Studies course content.</td>
<td>* Compares and contrasts fieldwork to assigned readings and Ethnic Studies course content.</td>
<td>* Minimally compares and contrasts fieldwork to assigned readings and Ethnic Studies course content.</td>
<td>* Does not compare and contrast fieldwork to assigned readings and Ethnic Studies course content.</td>
<td></td>
</tr>
</tbody>
</table>
### Appendix 5

**Student Learning Outcomes for Ethnic Studies Majors**  
**ETHN 195 (Fall 2009)**

#### IV. Self Development

<table>
<thead>
<tr>
<th>Content Areas</th>
<th>3. Exceeds Expectations</th>
<th>2. Meets Expectations</th>
<th>1. Approaching Expectations</th>
<th>0. Below Expectations</th>
<th>Total Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Reflect on roles of learning on personal and intellectual growth.</td>
<td><em>Student uses fieldwork experience thoroughly and critically evaluate course readings and Ethnic Studies course content.</em></td>
<td><em>Student uses fieldwork experience to thoughtfully evaluate course readings and Ethnic Studies course content.</em></td>
<td><em>Student uses fieldwork experience to generally evaluate course readings and Ethnic Studies course content.</em></td>
<td><em>Student does not use fieldwork experience to evaluate course readings and Ethnic Studies course content.</em></td>
<td></td>
</tr>
</tbody>
</table>

| 2. Understand the value of social consciousness and personal responsibility. | *Student expresses change(s) in perspective to inform choices and behaviors in issues related to fieldwork, as well as other areas. *Thoughtfully compares and contrasts analysis of understanding to course readings and Ethnic Studies course content.* | *Student expresses change(s) in perspective to inform choices and behaviors in issues related to fieldwork. *Compares and contrasts analysis of understanding to course readings and Ethnic Studies course content.* | *Student expresses a connection between self and fieldwork experience. *Minimally compares and contrasts analysis of understanding to course readings and Ethnic Studies course content.* | *Student is unclear about the connection with fieldwork. *Does not compare and contrast analysis of understanding to course readings and Ethnic Studies course content.* |             |
Appendix 6
ETHNIC STUDIES ADVISING FORM

Student: 
Phone: 
Email: 
Faculty Advisor: 
Date: 
Double Major/Selected Minor: 
Career Objective: 

<table>
<thead>
<tr>
<th>Major/Minor Requirements</th>
<th>Grade</th>
<th>Taken</th>
<th>Concentration</th>
<th>Grade</th>
<th>Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>ETHN 11</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ETHN 100</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>ETHN 110</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>ETHN 130/131</td>
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<tr>
<td>ETHN 140</td>
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<td>ETHN 170</td>
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<td></td>
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<tr>
<td>ETHN 194</td>
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<tr>
<td>ETHN 195 (Take last semester before you graduate!)</td>
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</tr>
</tbody>
</table>

REMINDERS FOR STUDENTS:
See an advisor every semester!
Discuss double major or specialized minor with an advisor!
Petition to graduate one year (two semesters) in advance!
Review Writing Placement for Juniors (WPJ)!
Review the Student Learning Objectives on the Department Webpage!
Save all work from Ethnic Studies courses for ETHN 195 portfolio!
See advisor or Department Chair for ETHN 195 fieldwork placement!
See Department Chair for career advising!