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

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

During this period of assessment we focused on Learning Objective IC (Research Skills). This learning objective/outcome was assessed in our ETHN 194 (Research in Ethnic Studies) classes taught in fall 2010 and spring 2011. This is consistent with our June 2010 report which stated the department would pilot an assessment in our ETHN 194 course. See Appendix 1 for current Ethnic Studies Student Learning Objectives.

2. How did you assess these learning outcomes?

a. Describe the measures you used and the information gathered

We experimented with a new Research Skills/Inquiry and Analysis rubric adapted from the American Association of Colleges and Universities’ Valid Assessment of Learning in Undergraduate Education (VALUE). See Appendix 2 for details.

The department also created a committee of faculty members to review student research papers.

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 2010 and the spring 2011 semesters (16 students were assessed). It should be noted that ETHN 194 in fall 2010 and spring 2011 were open to all students and not just Ethnic Studies majors. This assessment is based only on research papers by Ethnic Studies majors.

<table>
<thead>
<tr>
<th>Research Skills/Inquiry and Analysis</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>Topic Selection</td>
<td>4</td>
<td>9</td>
<td>3</td>
<td>0</td>
<td>81%</td>
</tr>
<tr>
<td>Existing Knowledge and Research</td>
<td>6</td>
<td>8</td>
<td>2</td>
<td>0</td>
<td>85.5%</td>
</tr>
<tr>
<td>Design Process</td>
<td>0</td>
<td>13</td>
<td>3</td>
<td>0</td>
<td>81%</td>
</tr>
<tr>
<td>Analysis</td>
<td>1</td>
<td>9</td>
<td>6</td>
<td>0</td>
<td>62.5%</td>
</tr>
<tr>
<td>Conclusion</td>
<td>0</td>
<td>12</td>
<td>4</td>
<td>0</td>
<td>75%</td>
</tr>
</tbody>
</table>
c. **In what areas are students doing well and achieving expectations?**

Over 80 percent of students met expectations in Topic Selection, Existing Knowledge and Research (Literature Review), and Design Process. A great deal of attention was placed on teaching students information literacy. There were regularly scheduled meetings with the Ethnic Studies librarian (Reza Peigahi) who was extremely helpful to students. The result is the highest percentage of students meeting expectations (85.5%) was in the area of Existing Knowledge and Research. This was a very successful partnership that will continue in the future.

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

Just over 60 percent of students met expectations in the area of Analysis. This stems from relatively weak writing and organization skills.

In 2010-11 we saw a larger than usual number of non-Ethnic Studies majors with no background in race relations taking ETHN 194. This unplanned situation emerged because more students were trying to fill in their schedules due to budget cuts and limited course offerings. As a result, an inordinate amount of time was taken accommodating non-majors while Ethnic Studies majors were not able to get the attention they should have gotten in this important research class.

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

   a. **If so, what are those changes?**

   **First,** the department has already placed a new prerequisite requiring at least one upper division Ethnic Studies course be taken prior to enrolling in ETHN 194. The department is willing to reduce the number of students in the course in order to better support the needs of our majors.

   **Second,** in our fall 2011 department retreat we will discuss this assessment report and consider formalizing the American Association of Colleges and Universities’ Valid Assessment of Learning in Undergraduate Education (VALUE) Research Skills/Inquiry and Analysis rubric.

   **Third,** in our fall 2011 department retreat we will also discuss ways to improve the writing skills of Ethnic Studies majors. There have already been some suggestions such as developing a writing intensive course just for majors, targeting majors in core required courses for additional writing assignments and support, and looking into the Faculty Senate proposal for “alternative pathways” for students to complete their Writing Intensive requirement. One proposal includes special designation for departments that meet specific writing intensive guidelines for their majors. See Appendix 3 for the draft proposal.

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

Using the baseline data from 2010-11, we will be able to see if the percentage of students meeting or exceeding expectations increases or decreases.
4. Did your department engage in any other assessment activities such as the development of rubrics, course alignment?

Yes, the department also changed our capstone ETHN 195 (Ethnic Studies Fieldwork and Seminar) to a graded course rather than as a CR/NC course. Ethnic Studies majors will now fully and clearly realize the importance of this course in their major. This course is only available to Ethnic Studies majors.

As stated above, the department also created an assessment committee of faculty members to review student research papers in ETHN 194 and future portfolios in ETHN 195.

Lastly, planned activities to give greater attention to student advising has been implemented. All majors now meet with an advisor every semester. Majors are informed about regular advising through the SacSend emailing system, fliers posted in the department office and on the doors of faculty offices, and faculty make announcements in class at the beginning, middle and end of each semester reminding students to come in for routine advising. During advising students are regularly reminded of Ethnic Studies learning objectives and how the objectives will be assessed in ETHN 194 and ETHN 195.

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

There are several assessment activities we want to work on in 2011-12:

First, the department will again review and continue to 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 again review and continue to look into revising 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 assess a specific Content Mastery area (II.B Social Histories of Ethnic Groups), as well as Service Based Community Learning and Self Development in ETHN 195 course when it is next offered the spring 2012.

Fourth, the Department will continue to look at streamlining its current Content Mastery Student Learning Objections section in order to make future assessment in ETHN 195 more efficient and manageable.
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.
APPENDIX 2
Student Learning Outcomes for Ethnic Studies Majors
Adapted from the American Association of Colleges & Universities’ Valid Assessment of Learning in Undergraduate Education (VALUE)

I. Bodies of Skills
C. Research (Inquiry and Analysis)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic selection</td>
<td>Identifies a creative, focused, and manageable topic that addresses a potentially significant or less-explored topic</td>
<td>Identifies a focused and manageable topic</td>
<td>Identifies a topic that while doable, is narrowly focused and leaves out relevant aspects of the topic</td>
<td>Identifies a topic that is too general to be manageable and/or doable</td>
<td></td>
</tr>
<tr>
<td>Existing knowledge and research</td>
<td>Presents in-depth information from relevant sources representing various points of view</td>
<td>Presents information from relevant sources representing various points of view</td>
<td>Presents general information from limited sources and minimally representing various points of view</td>
<td>Does not present information from relevant sources representing various points of view</td>
<td></td>
</tr>
<tr>
<td>Design process</td>
<td>All elements of the methodology or theoretical framework are skillfully developed</td>
<td>Important elements of the methodology or theoretical framework are appropriately developed</td>
<td>Critical elements of the methodology or theoretical framework are underdeveloped or unfocused</td>
<td>Inquiry design demonstrates a misunderstanding of the methodology or theoretical framework</td>
<td></td>
</tr>
<tr>
<td>Analysis</td>
<td>Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities</td>
<td>Organizes evidence to reveal insightful patterns, differences, or similarities</td>
<td>Organizes evidence, but is not effective in revealing insightful patterns, differences, or similarities</td>
<td>Lists evidence that is not organized and unrelated</td>
<td></td>
</tr>
<tr>
<td>Conclusion</td>
<td>States a creative and thoughtful conclusion that is a logical extrapolation from the inquiry findings</td>
<td>States a conclusion that is a logical extrapolation from the inquiry findings</td>
<td>States a general conclusion that is a loosely based on inquiry findings</td>
<td>States an ambiguous, illogical or unsupported conclusion</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX 3
Alternative Pathway for Departments to Fulfill Writing Intensive Outcomes Draft

Students will:

- Practice revision and self-editing based on feedback from peers and the instructor
- Make appropriate rhetorical choices about genre, purpose, visuals, format, evidence, tone, and organization to meet the expectations of audience members in the discipline
- Use reading and writing to think critically about disciplinary content (to make and support arguments, to understand key concepts, to summarize and synthesize information, to reflect on personal experiences, to explore ideas, etc.)
- Practice the research methods of the discipline in WI courses required for majors

Instructors will:

- Require student revision based on instructor feedback
- Focus response on higher order concerns such as content, analysis, and organization but also ask students to edit for lower order concerns such as grammar and style
- Integrate writing throughout the semester and not just in a final term paper
- Assign a variety of disciplinary genres

Writing Intensive Program Assessment will:

- Use different guidelines for classes with mostly majors vs. mostly non-majors
- Be conducted by faculty in the major for WI courses that are in the major
- Consider students’ progress/process as well as product-focused outcomes

Some Suggestions Regarding What to Assign and How to Teach and Assess Writing

✔ teach writing as a process, breaking longer assignments into sequences: for example, breaking a longer research project into a research proposal, annotated bibliography, literature review, and final report
✔ require guided peer feedback
✔ provide detailed feedback on drafts in writing and/or in one-on-one student conferences
✔ require student revision based on your feedback; assign a grade only to later drafts
✔ assign reading and writing in the types of genres used in the discipline: for example, scholarly research articles, arguments, self-reflective writings, poster presentations, grant proposals, autobiographies, letters, research designs, definitions of key concepts, reviews, experientially-based learning logs, reports on primary research, self-exploratory and introspective writing, annotated bibliographies, case studies
✔ use a departmental rubric, a common rubric across multiple sections of the WI course, or an individual rubric designed by the instructor