Learning Outcomes Data for the Senate Committee on Instructional Program Priorities
Template

Department: Chican@ Latin@ Studies Minor
Number of students enrolled in the program in fall, 2011: 7 minors
Faculty member completing template: David J. Leon
Date: February 3, 2012

Period of reference in the template: 2006-07 to present

1. Please describe your program’s learning-outcomes trajectory since 2006-07: Has there been a transformation of organizational culture regarding the establishment of learning outcomes and the capacity to assess progress toward their achievement? If so, during which academic year would you say the transformation became noticeable? What lies ahead; what is the next likely step in developing a learning-outcomes organizational culture within the program? [Please limit your response to 200 words or less]

The minor in Chican@/Latin@ Studies will follow the model set forth by the General Ethnic Studies minor (see below). In addition, the Chican@ faculty will meet during the Spring to address this issue. Our deadline for this task will be at the end of Fall, 2012.

The learning outcomes for a General Ethnic Studies minor are similar, but more narrowly focused, compared to General Ethnic Studies majors.

The learning-outcome and assessment trajectory for Department of Ethnic Studies has been steady, progressive, and positive. A look at our trajectory shows our three step evolutionary process. Initially the department focused its assessment effort on student surveys on select learning outcomes (2006-07 and 2007-08). Second, the department sought the professional advice of Dr. Terry Underwood and Dr. Amy Liu to improve our learning outcome and assessment practice (2008-09). Following consultation with Drs. Underwood and Liu was when transformation became noticeable. Currently we are engaged in the recommended approach to assessment that is (1) integrated in senior-level capstone courses (ETHN 194 and 195), (2) requires students to demonstrate their competencies in department learning outcomes, (3) evaluation of competencies are based on rubrics, (4) students produce a learning portfolio that includes work samples from core required courses, and (5) results are reviewed by faculty (2009-10 and 2010-11).

2. Please list in prioritized order (or indicate no prioritization regarding) up to four desired learning outcomes (“takeaways” concerning such elements of curriculum as perspectives, specific content knowledge, skill sets, confidence levels) for students completing the program. For each stated outcome, please provide the reason that it was designated as desired by the faculty associated with the program. [Please limit your response per outcome to 300 words or less]
The minor in Chican@/Latin@ Studies will follow the model set forth by the General Ethnic Studies minor (see below). In addition, the Chican@ faculty will meet during the Spring to address this issue. Our deadline for this task will be at the end of Fall, 2012.

**Content Mastery** is the priority learning outcome area for Ethnic Studies minors. Content Mastery is core for Ethnic Studies and is solidly rooted in our Department’s Mission Statement. In addition, Content Mastery is directly related to the University’s Baccalaureate Learning Goal for “Competence in the Disciplines” and aligns prominently with “Knowledge of Human Cultures and the Physical Sciences.”

3. *For undergraduate programs only*, in what ways are the set of desired learning outcomes described above aligned with the University’s Baccalaureate Learning Goals? Please be as specific as possible. [Please limit your response to 400 words or less]

Overall, the Learning Outcomes/Expectations for Ethnic Studies majors align **extremely** well with all the University’s Baccalaureate Learning Goals.

For Ethnic Studies minors, the learning outcomes focus on **Content Mastery**.

<table>
<thead>
<tr>
<th>Learning Outcomes/Expectations for Ethnic Studies minors</th>
<th>Sac State Baccalaureate Learning Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. Bodies of Skills</strong></td>
<td><strong>Intellectual and Practical Skills</strong>: inquiry and analysis, critical, philosophical, and creative thinking, written and oral communication, quantitative literacy, information literacy, teamwork and problem solving, practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance.</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td><strong>Competence in the Disciplines</strong>: The ability to demonstrate the competencies and values listed …in at least one major field of study and to demonstrate informed understandings of other fields, drawing on the knowledge and skills of disciplines outside the major.</td>
</tr>
<tr>
<td>Communication Skills (written and oral)</td>
<td><strong>Knowledge of Human Cultures (and the Physical Sciences)</strong>: through the study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts. Focused by engagement with big questions, contemporary and enduring.</td>
</tr>
<tr>
<td>Research Skills</td>
<td></td>
</tr>
<tr>
<td>(This area is not assessed for Ethnic Studies minors because they are not required to take the capstone courses taken by majors: ETHN 194 Ethnic Studies Research and ETHN 195 Ethnic Studies Fieldwork and Seminar)</td>
<td></td>
</tr>
</tbody>
</table>
III. Service Based Community Learning

(Personal and Social Responsibility: civic knowledge and engagement-local and global, intercultural knowledge and competence, ethical reasoning and action, foundations and skills for lifelong learning anchored through active involvement with diverse communities in real-world challenges.)

(This area is not assessed for Ethnic Studies minors because they are not required to take one of the capstone courses taken by majors: ETHN 195 Ethnic Studies Fieldwork and Seminar)

IV. Self-Development

(Integrative Learning: synthesis and advanced accomplishment across general and specialized studies.)

(This area is not assessed for Ethnic Studies minors because they are not required to take one of the capstone courses taken by majors: ETHN 195 Ethnic Studies Fieldwork and Seminar)

4. For each desired outcome indicated in item 2 above, please:
   a) Describe the method(s) by which its ongoing pursuit is monitored and measured.
   b) Include a description of the sample of students (e.g., random sample of transfer students declaring the major; graduating seniors) from whom data were/will be collected and the frequency and schedule with which the data in question were/will be collected.
   c) Describe and append a sample (or samples) of the “instrument” (e.g., survey or test), “artifact” (e.g., writing sample and evaluative protocol, performance review sheet), or other device used to assess the status of the learning outcomes desired by the program.
   d) Explain how the program faculty analyzed and evaluated (will analyze and evaluate) the data to reach conclusions about each desired student learning outcome.
   e) [Please limit your response to 200 words or less per learning outcome]

(If the requested data and/or analysis are not yet available for any of the learning outcomes, please explain why and describe the plan by which these will occur. Please limit your response to 500 words or less.)

The minor in Chican@/Latin@ Studies will follow the model set forth by the General Ethnic Studies minor (see below). In addition, the Chican@ faculty will meet during the Spring to address this issue. Our deadline for this task will be at the end of Fall, 2012.

The General Ethnic Studies minor is made of up 21 units, compared to 36 units in the major. Appendix A shows General Ethnic Studies minors take a minimum five out of the eight required courses taken by all Ethnic Studies majors (ETHN 11, 110, 130 or 131, 140, 170). There is no
formalized or direct assessment specifically for General Ethnic Studies minors, because minors
are not required to take the two capstone courses required for all Ethnic Studies majors (ETHN
194 Ethnic Studies Research and ETHN 195 Ethnic Studies Fieldwork and Seminar). However,
there are over three times as many Ethnic Studies majors (88) compared to Ethnic Studies minors
(23). As a result, assessment of all Ethnic Studies majors provides a good sample representing
learning outcome achievement by Ethnic Studies minors.

For Ethnic Studies majors, **Content Mastery** has been assessed in the following manner: a) Assessment on Content Mastery learning outcome, “Understanding Interdisciplinary
Approaches” was last conducted in during the spring 2010 semester in ETHN 195. b) ETHN 195
is offered every spring semester and is capped at 30 students. Assessment of a specific Content
Master learning objective is integrated into specific writing in ETHN 195; c) **Appendix B** is the
rubric for “Understanding Interdisciplinary Approaches. This rubric was first tested in spring
2010. Because the department was satisfied with the results of the last assessment, a new
Content Mastery learning objective area will be assessed in spring 2012. **Appendix C** is the
rubric for Content Mastery learning objective “Social Histories of Ethnic Groups”; d) A report
and discussion on assessment findings on Content Mastery was held in the department's fall 2010
retreat and will be an agenda item during our department’s next fall 2012 retreat.

5. Regarding each outcome and method discussed in items 2 and 4 above, please provide
examples of how findings from the learning outcomes process have been utilized to
address decisions to revise or maintain elements of the curriculum (including decisions to
alter the program’s desired outcomes). If such decision-making has not yet occurred,
please describe the plan by which it will occur. [Please limit your response to 200
words or less per item]

The minor in Chican@/Latin@ Studies will review and revise the model set forth by the
General Ethnic Studies minor (see below). In addition, the Chican@ faculty will meet
during the Spring to address this issue. Our deadline for this task will be at the end of Fall,
2012.

Assessment findings for **Content Mastery** have resulted in several actions that have already
taken place that directly impact Ethnic Studies majors and indirectly impact Ethnic Studies
minors. First, in our fall 2010 department retreat we discussed these assessment areas and
looked into developing “signature assignments” in each required course for students to
specifically review and address Ethnic Studies Student Learning Objectives. Signature
assignments will be discussed again after the assessment of work samples submitted in student
learning portfolios turned in to ETHN 195 this spring 2012. Second, as part of the department's
upcoming six-year program review, we will soon begin to look at streamlining our current
Content Mastery Student Learning Objectives in order to make future assessment in ETHN 195
more efficient and manageable. Third, as a result of this Learning Objectives Data for the Senate
report, the faculty will discuss ways various options to assess Ethnic Studies minors. For example, the Ethnic Studies minor could consider requiring ETHN 194 and ETHN 195, which would mean Ethnic Studies minors will take seven out of the eight courses required of all Ethnic Studies majors and would allow for direct assessment of learning outcomes. However, any discussion on changing the Ethnic Studies minor must first involve the faculty in consultation with the dean, and must also carefully consider resource and workload issues.

6. Has the program systematically sought data from alumni to measure the longer-term effects of accomplishment of the program’s learning outcomes? If so, please describe the approach to this information-gathering and the ways in which the information will be applied to the program’s curriculum. If such activity has not yet occurred, please describe the plan by which it will occur. [Please limit your response to 300 words or less]

There is no alumni data on Chican@/Latin@ minors. Data from alumni are collected as part of the Department's six-year program review, and the alumni survey is only mailed out to majors.

7. Does the program pursue learning outcomes identified by an accrediting or other professional discipline-related organization as important? Does the set of outcomes pursued by your program exceed those identified as important by your accrediting or other professional discipline-related organization? [Please limit your response to 300 words or less]

There is no accrediting organization for Chican@ Studies. There is a National Association for Chican@/Latin@ Studies, but learning outcomes have not be required nor recommended.

8. Finally, what additional information would you like to share with the Senate Committee on Instructional Program Priorities regarding the program’s desired learning outcomes and assessment of their accomplishment? [Please limit your response to 200 words or less]

The minor in Chican@/Latin@ Studies will follow the model set forth by the General Ethnic Studies minor. See below for details.

The Department of Ethnic Studies is fully committed to an assessment process that is appropriate, meaningful, sustainable, and transformative. To these ends we have been working closely with Dr. Amy Liu and Dean Charles Gossett, and are particularly looking forward to constructive suggestion that will emerge from up upcoming program review.
APPENDIX A
Ethnic Studies Major and Minor

Bachelor of Arts Degree
Units Required for Major: 36

Required Lower Division Course (3 Units)
ETHN 11: Introduction to Ethnic Studies

Required Upper Division Courses (21 Units)
ETHN 100 Ethnic America
ETHN 110 Asian American Experience
ETHN 130 Mexican/Chicano Studies OR
ETHN 131 La Raza Studies
ETHN 140 Native American Experience
ETHN 170 Pan African Studies
ETHN 194 Ethnic Studies Research
ETHN 195 Ethnic Studies Fieldwork and Seminar

Electives (12 units)
Four upper division Ethnic Studies and/or cross-listed courses selected with advisor approval to provide the opportunity for social, cultural and historical study; should also apply to the area of concentration; see note below.

Notes:
*Contact the Department for a list of approved electives.
*A concentration must be declared in Asian American Studies, Chicana/o Studies, Education (Teachers in Urban Settings or Teachers in Bilingual Education), Native American Studies, Pan African Studies, or General Ethnic Studies. The concentration includes 12 units of electives.

Minor in Ethnic Studies
Total units required for Minor: 21 with no more than 6 lower division units.

ETHN 11: Introduction to Ethnic Studies
ETHN 110 Asian American Experience
ETHN 130 Mexican/Chicano Studies OR
ETHN 131 La Raza Studies
ETHN 140 Native American Experience
ETHN 170 Pan African Studies
Two elective courses approved by the appropriate program director or chair
## APPENDIX B

### Student Learning Outcomes for Ethnic Studies Majors

#### II. Content Mastery

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

|---------------|---------------------------------------------------------------------------------|---------------------------------------------------------------------------------|---------------------------------------------------------------------------------|---------------------------------------------------------------------------------|-------------------------------|--------------------------|

*Clearly well written analysis consistent with work sample.  *Demonstrates thorough and critical understanding of concepts.  *Thoughtfully compares and contrasts analysis to assigned readings.*
## APPENDIX C
### Student Learning Outcomes for Ethnic Studies Majors

#### II. Content Mastery
##### B. Social Histories of Ethnic Groups

<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>
</table>