

Ethnic Studies

Curriculum Assessment

ETHN 195B – Seminar in Ethnic Studies – Spring 2013

This assessment is based on an assignment completed by students in ETHN 195B, Seminar in Ethnic Studies, a required course taken by students in all concentrations within the Ethnic Studies major. While there were a few exceptions, students enrolled in this course either graduated in Spring 2013 or are scheduled to graduate at the end of the Fall 2013 semester. As a required course for all concentrations within the Ethnic Studies major this course is viewed by faculty in the department as a capstone course taken concurrently with ETHN 195A (*Fieldwork in Ethnic Studies*). During Spring 2013, the 30 students enrolled in the course represented the following concentrations within the Ethnic Studies major: General Ethnic Studies = 9; Asian American Studies = 3; Chicana/o Studies = 12; Education = 2, and Pan African Studies = 1. In addition, there were an additional 3 students with Ethnic Studies as a second major (*because their other major was listed on the official roster, their Ethnic Studies concentration was not listed*).

In terms of assessing student work, faculty in the department have agreed to focus on the ability of student majors to critically apply *Concepts and Theories/Old and New in Ethnic Studies*. Over the course of the semester, students were engaged in a number of assignments, which included critical analysis through writing and presentations. In addition these assignments, students were actively engaged in critical discourse and discussion in the classroom. In terms of writing, students completed a series of 8 reflection papers, and some of these assignments were connected to other courses required for all Ethnic Studies and majors. In terms of assessing students on assignments directly related to theory and concepts, this assessment is based on a paper completed by students in response to *Asian Global Migration and Transnationalism Revisted* by Timothy Fong and James Sobredo. The prompt for this assignment stated:

Based on the Fong and Sobredo essay, thoughtfully discuss your understanding of *immigration, push-pull factors, and/or contemporary migration (transnationalism)* as they relate to Asian Americans.

This assignment was an application of concepts, and students were required to discuss concepts and identify examples from the reading. The required length of this assignment was about 3 double-spaced typed pages.

Assessment of Students

| | <i>Explanation</i> | <i>Evidence</i> | <i>Influence</i> | <i>Position</i> | <i>Conclusion</i> | <i>Total Score</i> |
|-------------|--------------------|-----------------|------------------|-----------------|-------------------|--------------------|
| <i>s-01</i> | 3 | 4 | 4 | 4 | 3 | 18 |
| <i>s-02</i> | 4 | 4 | 4 | 4 | 4 | 20 |
| <i>s-03</i> | 3 | 2 | 2 | 2 | 2 | 11 |
| <i>s-04</i> | 3 | 3 | 3 | 3 | 3 | 15 |
| <i>s-05</i> | 3 | 2 | 3 | 2 | 2 | 12 |
| <i>s-06</i> | 4 | 4 | 4 | 4 | 4 | 20 |
| <i>s-07</i> | 2 | 3 | 3 | 3 | 3 | 14 |
| <i>s-08</i> | na | na | na | na | na | na |
| <i>s-09</i> | 4 | 4 | 4 | 4 | 4 | 20 |
| <i>s-10</i> | 3 | 4 | 3 | 3 | 3 | 16 |
| <i>s-11</i> | 3 | 3 | 3 | 3 | 3 | 15 |
| <i>s-12</i> | na | na | na | na | na | na |
| <i>s-13</i> | 3 | 4 | 3 | 3 | 3 | 16 |
| <i>s-14</i> | 4 | 4 | 4 | 4 | 4 | 20 |
| <i>s-15</i> | 4 | 4 | 4 | 4 | 4 | 20 |
| <i>s-16</i> | na | na | na | na | na | na |
| <i>s-17</i> | 4 | 4 | 4 | 4 | 4 | 20 |
| <i>s-18</i> | 3 | 3 | 3 | 3 | 3 | 16 |
| <i>s-19</i> | 3 | 4 | 4 | 4 | 4 | 19 |
| <i>s-20</i> | 3 | 4 | 3 | 4 | 4 | 18 |
| <i>s-21</i> | na | na | na | na | na | na |
| <i>s-22</i> | 2 | 2 | 2 | 2 | 2 | 10 |
| <i>s-23</i> | 3 | 2 | 2 | 3 | 3 | 13 |
| <i>s-24</i> | 2 | 3 | 2 | 2 | 2 | 11 |
| <i>s-25</i> | na | na | na | na | na | na |
| <i>s-26</i> | na | na | na | na | na | na |
| <i>s-27</i> | 4 | 4 | 3 | 3 | 4 | 18 |
| <i>s-28</i> | 3 | 3 | 3 | 3 | 3 | 15 |
| <i>s-29</i> | 3 | 2 | 2 | 2 | 2 | 11 |
| <i>s-30</i> | 2 | 3 | 3 | 2 | 2 | 12 |
| | | | | | | |

For this one assignment, students had the option of completing a paper based on an alternative article. Because of this, a total of 6 students are not included in this assessment, and these cases are designated by *na* (*not applicable*). Of the 24 students included in the table above, 6 students received scores of 20. At the same time, 41% (n=10) received high scores in the 18-20 range. In addition, an additional 25% (n=6) received scores in the 15-17 range (*receiving a minimum score of 3 within each of the five categories*). Overall, 66% of the students received scores between 15 and 20 while 34% (n=8) received scores 10-14 range.

On one level, these scores reflect a combination content mastery and writing quality. In general, students scoring in the range of 13 to 16 had difficulty in communicating effectively in writing while having an understanding of the concepts being applied in the analysis. At the same time, students in the 10 to range, some difficulty in either following the directions and/or applying the concepts in addition to writing effectively.