

DEPARTMENT OF ETHNIC STUDIES: 2012-2013 ANNUAL ASSESSMENT REPORT

Introduction: The Department of Ethnic Studies is interdisciplinary and constitutes six interdependent programs. It is important to note that all the programs are integral and inseparable parts of Ethnic Studies. This year the Department decided to assess the core BA curriculum and BA concentrations. Our decision for a holistic approach while it follows the recommendations of the Director of Office of Academic Program Review and Assessment, also speaks to the unique nature of Ethnic Studies. The answers to the questions reflect information from BA curriculum and BA concentrations.

1. As a result of last year's assessment effort, have you implemented any changes for your assessment including learning outcomes, assessment plan, assessment tools (methods, rubrics, curriculum map, or key assignment etc.), and/or the university baccalaureate learning goals?

Yes we have made changes for our assessment plan.

Last year our assessment for the core BA curriculum was based on data collected from senior capstone courses only. This year the Department took into consideration one of the 2012 recommendation of the Director of Office of Academic Program Review and Assessment. In her Executive Summary Feedback, the Director of Office of Academic Program Review and Assessment recommended that Department of Ethnic Studies continue progress on developing assessment plans for minors and concentrations. To that effect, in order to achieve an overall programmatic assessment, we engaged in a holistic plan of action that expanded to cover both our core BA curriculum and BA concentrations. We implemented the changes by collecting data from **Ethnic 110 Asian Americans, Status and Identity; Ethnic 130, Chicano/Mexican American Experience; Ethnic 140 Native American Experience; and Ethnic 170 Pan African Studies**, in addition to a capstone course (**Ethnic 195 Fieldwork in Ethnic Studies**).

All these courses are required for Ethnic Studies majors.

This holistic approach allowed the department to bring greater transparency.

2. As a result of last year's assessment effort, have you implemented any other changes at the department, the college or the university, including advising, co-curriculum, budgeting and planning?

Yes we have. To close the assessment loop for the core BA curriculum we have developed a theory class that still needs to go through the curriculum committee process. The theory class will be required of all our majors in their second year. This structure in our curriculum, we strongly believe, will not only introduce the key learning opportunities early but will at the same time build student proficiency around threshold concepts for the major. In this way, we will, according to Mary Allen (2003), reinforce this learning throughout and promote a meaningful, manageable and sustainable assessment for our core BA curriculum and BA concentrations.

We have also used the findings to revise advising practices.

3. What PROGRAM (not course) learning outcome(s) have you assessed this academic year?

For spring 2013, the Department assessed Ethnic Studies core BA Curriculum and BA concentrations. The Department focused on Content Mastery; specifically section C, Concepts and Theories/Old and New in Ethnic Studies. The learning objectives within this section are as follows:

1. understanding and ability to analyze the concept of "race" and the evolution of the human species
2. ability to subject concepts such as melting pot, culture of poverty, deprivation, and assorted socio-pathological models to rigid analysis
3. understanding and ability to apply new models and paradigms to the study of the ethnic group experience.

4. What method(s)/measure(s) have you used to collect the data?

To meet the objective of a holistic programmatic assessment and accommodate the interdisciplinary nature of Ethnic Studies, we adopted a three prong approach.

1. We integrated program learning outcome on Content Mastery, Area C: Concepts and Theories/Old and New in Ethnic Studies into assignments for the Capstone Course Ethnic 195 Fieldwork in Ethnic Studies.
2. For Asian American Studies, Native American Studies, and Pan African Studies Concentrations, students in the following courses; Ethnic 110 Asian Americans, Status and Identity, Ethnic 140 Native American Experience, and Ethnic 170 Pan African Studies were assigned Reflective Essays on topics related to Content Mastery, Area C: Concepts and Theories/Old and New in Ethnic Studies. Students were asked to reflect on a selected issue.
3. For Chicano/a Latino/a Concentration, an objective question related to Content Mastery, Area C: Concepts and Theories/Old and New in Ethnic Studies was administered via a midterm exam to students in Ethnic 130, Chicano/Mexican American Experience.

5. What are the criteria and/or standards of performance for the program learning outcome?

The students were expected to demonstrate:

1. understanding and ability to analyze the concept of "race" and the evolution of the human species
2. ability to subject concepts such as melting pot, culture of poverty, deprivation, and assorted socio-pathological models to rigid analysis
3. understanding and ability to apply new models and paradigms to the study of the ethnic group experience.

We used the Critical Thinking Rubric (CTR) as criteria to measure performance (please see attached rubric)

6. What data have you collected? What are the results and findings, including the percentage of students who meet each standard?

Introduction: Since there is no "one" grand theory that is uniformly used in specific program courses within Ethnic Studies in assessing the core BA curriculum and BA concentrations, the department focused on different theoretical perspectives. Our goal was to assess a threshold theory among the majors

and concentrations. All those perspectives are within Content Mastery specifically section C, Concepts and Theories/Old and New in Ethnic Studies, with these three Learning Objectives:

1. understanding and ability to analyze the concept of "race" and the evolution of the human species
2. ability to subject concepts such as melting pot, culture of poverty, deprivation, and assorted socio-pathological models to rigid analysis
3. understanding and ability to apply new models and paradigms to the study of the ethnic group experience.

It is however important to note that a similar Critical Thinking Rubric (CTR) was used to assess the core BA curriculum and BA Concentration. Therefore, in answering the questions asked in this section our approach necessitates a detailed report of the data collected by all the programs and the results from each. The sequence is alphabetical and does not reflect hierarchical order.

Also note that the information from our holistic approach can be found in the attached appendices however, in order to effectively answer the question the information will be posted in most part here (verbatim).

I. Asian American Studies Program:

Course Background: There were 59 students enrolled in this course, with 13 students who were identified as Ethnic Studies majors. Of the 13 Ethnic Studies majors, five were general concentration, one was Asian American concentration, two were Chicano/a Studies concentration, three were Pan African Studies concentration, and two were Education concentration.

Assessment Assignment: Student Groups were asked to address all three of the learning objectives listed in the introduction above in a 3-page writing assignment with the following prompt: *Briefly discuss the "Push-Pull" theory of migration and critically analyze at least two weaknesses of the theory as it relates to the Asian American experience in the United States.*

Assessment Structure: It is important to note that in ETHN 110, all groups were assigned weekly quizzes and a final paper. There also were four 3-4 page group writing assignments that were assigned, including the work that was assessed for this report. In total, there were 15 groups and at least one Ethnic Studies major in 10 of the 15 groups. All groups were randomly assigned by SacCT.

There are both strengths and weaknesses to assessing group assignments. The Importance of discussion and collective effort needed to adequately answer the prompt is strength of the group process. A weakness is, it is impossible to know precisely the effort by individual members of the group. Nonetheless, this assessment provides baseline knowledge as the Asian American Studies Program and the Department of Ethnic Studies progress in future assessments.

Summative Assessment

Overall, the majority of groups with at least one Ethnic Studies major were able to explain the simplistic "push-pull" theory and adequately analyze at least two weaknesses. In particular, many groups specifically highlighted discriminatory laws that served to control the flow of immigrants from Asia to the United States and often artificially created a gender imbalance among several Asian ethnic groups. Some groups compared and contrasted early periods of limited immigration the number and the types of workers from Asians to the U.S. with contemporary laws that openly privilege family reunification and highly educated Asian immigrants. Other groups focused on the distinct periods of Southeast Asian

refugee migration and the uneven number and flow of refugees that came to the U.S. due to U.S. foreign policy decisions rather than just the desire of people wanting to leave their war-torn home countries.

Table 1: Summative Assessment Scores of Student Groups with Ethnic Studies Majors

	<u>Explanation</u>	<u>Evidence</u>	<u>Influence</u>	<u>Position</u>	<u>Conclusion</u>
Student Group 1	3	3	3	3	3
Student Group 2	3	2	2	3	2
Student Group 4	4	4	4	4	4
Student Group 5	2	2	2	2	2
Student Group 7	3	3	3	3	3
Student Group 8	4	4	4	4	4
Student Group 9	3	2	2	3	3
Student Group 10	2	3	3	3	2
Student Group 13	3	3	3	3	3
Student Group 14	3	2	2	2	3
% scores of 3 and above	7/10 = 70%	6/10 = 60%	6/10 = 60%	8/10 = 80%	7/10 = 70%

In contrast, a review of student groups that did not have an Ethnic Studies major showed a lower percentage of success with this written assignment prompt that required both explaining and analyzing skills necessary for critical thinking.

Table 2: Summative Assessment Scores of Student Groups **without** Ethnic Studies Majors

	<u>Explanation</u>	<u>Evidence</u>	<u>Influence</u>	<u>Position</u>	<u>Conclusion</u>
Student Group 3	4	4	4	4	4
Student Group 6	2	2	2	2	2
Student Group 11	2	2	2	2	2
Student Group 12	2	2	2	2	2
Student Group 15	3	3	3	3	3
% scores of 3 and above	2/5 = 40%	2/5 = 40%	2/5 = 40%	2/5 = 40%	2/5 = 40%

Conclusion and Recommendations

Assessment of Ethnic Studies majors in ETHN 110 shows a generally positive influence on the group assignment that focused on theory and critical thinking. Although not as precise an assessment as an individual written assignment, the data presented indicate that groups with at least one Ethnic Studies major may well have impacted the dynamics of the group discussion and final write up.

Table 1 shows a lower percentage of assignments addressed the Critical Thinking Rubric Criterion 3: Influence of Context and Assumptions. This criterion requires “analysis of own and others’ assumptions.” This criterion was a bit more difficult when reviewing the assessed group assignment for ETHN 110 and may need to be revised in the future.

At the same time, Table 1 showed a lower percentage of groups adequately addressed Criterion 2: Evidence. This criterion requires “selecting and using information to investigate a point of view or

conclusion.” Some groups relied more heavily on lecture than readings as the basis of their evidence, while others cited information from course readings but not as much or as well as other groups. More attention on emphasizing to students the need to directly and appropriately cite information needs to be addressed in the future.¹

2. Chicana/o Studies Latina/o Studies Program:

Summative Assessment: Scores and Comments

Course Background: In Ethnic Studies (Ethnic) 130, Chicano/Mexican American Experience, the written work of eight students who either majored in Ethnic Studies or had a concentration in Chicana/o Latina/o Studies was photocopied.

Assessment Assignment: A summative assessment was conducted by posing the following prompt in the *midterm exam*: Please discuss the Theories of Prejudice (Exploitation, Scapegoating, Normative, and Authoritarian) we reviewed in class and give examples that apply to the Chicano experience. Approximately 10 sentences were required from each student.

Assessment Structure: Preserving student anonymity, an artifact analysis (essay question-midterm examination) of seven students were scored according to the CTR criterion given the prompt identified in the midterm.

Each of the following tables identify each of the criteria for the CTR rubric, provide an overview of where a particular number of students scored for a particular criteria, and then below each of the five tables explains the score and its corresponding explanation. Finally, a brief discussion of analysis and future considerations is provided.

Table 2: Scored Criteria- Explanation of issues				
<i>Score</i>	4	3	2	1
<i># of Students</i>	2	3	2	1

Score Explanation:

4- Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.

3- Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions

2- Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, and boundaries undetermined, and/or backgrounds unknown.

1- Issue/problem to be considered critically is stated without clarification or description.

Overall Score Analysis for Table 2:

¹ From Appendix A Asian American Program Assessment Report

Students that scored a 4 did a great job either defining the concept or at couching their understanding of the concept in the examples. Students that scored either 3 or 2 are still developing their explanation of the issue. In terms of the student that scored 1, they began the written discussion but never completed their thought.

Table 3: Scored Criteria- Evidence: Selecting and Using Information to investigate a point of view or conclusion				
<i>Score</i>	4	3	2	1
<i># of Students</i>	3	3	1	1

Score Explanation:

4- Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.

3- Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.

2- Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.

1- Information is taken from source(s) without any. interpretation/evaluation. Viewpoints of experts are taken as fact, without question.

Overall Score Analysis for Table 3:

Three students that scored a 4 linked explanations to examples in a commanding manner. The four students that scored either a 3 or 2 are still developing a sense of how to relate their definitions to an example relevant to the class versus generally in society. In terms of the student that scored 1, they began the written discussion but never completed their thought.

Table 4: Scored Criteria- Influence of context and assumptions				
<i>Score</i>	4	3	2	1
<i># of Students</i>	3	4	0	1

Score Explanation:

4- Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.

3- Identifies own and others' assumptions and several relevant contexts when presenting a position.

1- Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.

Overall Score Analysis of Table 4:

The three students that scored a 4 were able to account for assumptions and context within their discussion of evidence as it related to understanding each of the theories. The four students whose score was 3 are clearly moving in the right direction for understanding the role of assumptions and analysis. In terms of the student that scored 1, they began the written discussion but never completed their thought.

Table 5: Scored Criteria- Student's position				
<i>Score</i>	4	3	2	1
<i># of Students</i>	2	4	1	1

Score Explanation:

4- Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis).

3- Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).

2- Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.

1- Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.

Overall Score Analysis for Table 5:

The 2 students that scored a 4 were able to take more than one perspective on a situation relative to their own experiences. The four students that scored either a 3 or 2 are still developing a way to reflect their awareness of complex issues versus reporting. In terms of the student that scored 1, they began the written discussion but never completed their thought.

Table 6: Criterion-Conclusions and related outcomes (implications and consequences)				
<i>Score</i>	4	3	2	1
<i># of Students</i>	3	0	3	2

Score Explanation:

4- Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.

2- Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.

1- Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

Overall Score Analysis for Table 6:

The three students that scored 4 addressed all aspects of the prompt including relating it back to the Chicano experience. The student the scored 2 were developing a discussin towards addressing the prompt but did not quite speak to the last part of the prompt which was to address the Chicano experience.

Summary Analysis:

Thus far, the CTR scores of the summative assessment namely the midterm reveal the majority of students were on the side of mastery (4-Capstone) or developing mastery (3/2 Milestone). The main issue for the students identified with Milestone scores was having a sense of organization to cohesively discuss findings rather than report out their findings. As for the lowest scoring student, the issue of time seemed to be the main cause for the minimal development in the essay.²

3. Native American Studies Program:

Course Background: This assessment is related to *Concepts and Theories/Old and New in Ethnic Studies*. Within this category, one of the learning goals addresses *understanding and ability to apply new models and paradigms to the study of ethnic group experience*.

A component of Exam II required students to complete a 350-400 word *take-home* essay due on the day of the exam. One week prior to the exam, students were provided with a prompt, which included a copy of an article titled *Pow Wow Wow Yippee Yo Yippy Yay* published in a student newspaper at California State University, Long Beach, on March 14, 2011. Written by a student reporter, the intent of the article was to provide “a review” of the pow wow as a public event held campus and jointly sponsored by the American Indian Studies Program and the American Indian Student Council at CSULB. However, the nature of the article was problematic because it included words, phrases and images directly connected to stereotypes and racism.

Assessment Assignment: At the beginning of the semester, students were presented with the problem of stereotypes and images associated with American Indians, and they are provided with a PowerPoint lecture on *The Americana Indian* and how words, phrases, images, among other things, are connected to *symbolic violence*. Based on this, and after carefully reading the article, students were required to write a response to the following prompt:

So far this semester, you have been exposed to information and knowledge concerning the historical experiences of Native Americans in the U.S. In addition, images and concepts relating to “the Americana

² Information comes from Appendix B Chicana/o Studies Latina/o Program Assessment Date: 6/11/12

Indian” were presented at the beginning of the semester. Identify and discuss “Americana Indian artifacts” and how this article is an expression of “symbolic violence.”

Assessment Structure: Of the 52 students enrolled in the course, there were 5 students listed on the official course roster as Ethnic Studies majors with the following concentrations: General Ethnic Studies = 2; Chicana/o Studies = 2; and Pan African Studies = 1. Despite the fact that there were not any student majors with a Native American Studies concentration enrolled in this section of ETHN 140, it is important to emphasize that ETHN 140 is a required course for all Ethnic Studies majors regardless of their specific concentration. In additions, NAS faculty have had student majors with a Native American Studies concentration in sections ETHN 140 offered previous semesters.

Assessment of Student Responses

	<i>Explanation</i>	<i>Evidence</i>	<i>Influence</i>	<i>Position</i>	<i>Conclusion</i>	<i>Total Score</i>
<i>Student-1</i>	3	4	3	3	3	16
<i>Student-2</i>	4	4	4	4	4	20
<i>Student-3</i>	4	4	4	4	4	20
<i>Student-4</i>	4	4	4	3	3	18
<i>Students-5</i>	4	3	4	3	3	17

Overall, these scores represent the goal and intent of the assignment: to critically analyze the content of the article provided. The assignment required students to apply the concept of *Americana Indian artifacts* by identifying and discussing examples drawn from the article. Further, they were required to view the article through the lens of symbolic violence as a theoretical perspective. In terms of this exercise in the application of theory and concepts, Ethnic Studies students were successful in completing this assignment.

The purpose of this assignment prompted students to critically review the article; therefore, the extent to which students took other or alternative viewpoints into consideration was not an intended part of the assignment. The *rubric* being used for this assessment included some attention to the ability of students to understand and/or take into consideration other points of view. For example, when assessing students on the *position* being articulated and expressed, the rubric takes into account the extent to which the student considered other/alternative viewpoints. In this case, students who made suggestions about what the author might have done to better understand the event the he reported on or offered a reason to explain the author’s limited understanding received a score of 4.³

4. Pan African Studies Program:

³ Information comes from Appendix C Native American Studies Program Assessment

Course Background: Like the others Pan African Studies conducted the assessment through Ethnic Studies 170 Pan African Studies on Content Mastery, Area C: Concepts and Theories/Old and New in Ethnic Studies focusing focused on learning objectives 2 and 3 listed in the introduction of this section.

Assessment Assignment: Students were asked to write a 6-7 page essay on the following question: In the Post-Civil Rights era, how have Black Self Determination, Black Consciousness, and Black Unity contributed to the development of Pan Africanism? Looking at two different movements explain the development of these concepts within Pan Africanism.

At the end of the semester forty two students were enrolled in Ethnic Studies 170 of those forty two, twelve were Ethnic Studies majors (8 general, 2 Chicano Studies, 1 Pan African Studies, 1 Native American Studies and 0 Asian American Studies). For purposes of assessment 10 ethnic studies majors papers were chosen (2 majors did not complete the assignment).

Assessment Structure: The table below is presents the assessment data drawn from the 10 papers. columns 1-5 represent the five criterion of assessment; explanation of issues, evidence, influence of context, students position (perspective, thesis/hypothesis), conclusions and related outcomes (implications and consequences) Scores ranged from 4 highest to 1 lowest reflecting the degree to which criterion is addressed by the perspective essay. Colum six represents the total score across criterion for the essay. The bottom row represents the mean for each criterion across the essays.

	<i>Explanation</i>	<i>Evidence</i>	<i>Influence</i>	<i>Position</i>	<i>Conclusion</i>	<i>Total Score</i>
<i>Student-1</i>	2	4	4	2	2	14
<i>Student-2</i>	4	4	4	4	4	20
<i>Student-3</i>	4	4	4	3	4	20
<i>Student-4</i>	2	1	1	2	2	19
<i>Students-5</i>	3	4	3	3	3	8
<i>Students-6</i>	3	3	3	3	3	16
<i>Students-7</i>	4	4	4	4	4	15
<i>Students-8</i>	2	2	2	2	2	20
<i>Students-9</i>	2	2	2	2	2	10
<i>Students-10</i>	3	4	4	4	4	10
<i>Scores</i>	2.9	3.2	3.1	2.9	3	19

Conclusions

First, the process revealed that students have an above average 3 to 4 on the scale used in understanding concepts that were directly related to the civil rights movement. In critically thinking, however, about concepts that developed outside the confines of the civil rights movement (including concepts of ethnicity that are post-civil rights), students' understanding was much more deficient. Also critical thinking about mass movements and concepts developing out of mass movements was also relatively deficient.

Second the process does represent the success in the major in teaching specific critical thinking concepts about race and ethnicity. These learning objectives were clearly met:

- 1) ability to subject concepts such as melting pot, culture of poverty, deprivation, and assorted socio-pathological models to rigid analysis
- 2) understanding and ability to apply new models and paradigms to the study of the ethnic group experience.

The success is evidenced by the fact that four of the ten students scored perfect or near perfect scores (18+) across all categories dealing with post-civil rights movements and concepts; these were essential in both learning objectives. The learning objective one: "understanding and ability to analyze the concept of race and the evolution of the human species" could not be accurately assessed due to the prominence of the term "race." The post-civil rights focus of the essay question, (the second aspect of the learning objective) was however, well represented since students could analyze "ethnicity" and evolution of humanity.⁴

5. Capstone Class Ethnic 195B

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*. In terms of assessing

⁴ Information comes from Appendix D, Pan African Studies Program Assessment

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 Revisited* 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>
s-01	3	4	4	4	3	18
s-02	4	4	4	4	4	20
s-03	3	2	2	2	2	11
s-04	3	3	3	3	3	15
s-05	3	2	3	2	2	12
s-06	4	4	4	4	4	20
s-07	2	3	3	3	3	14
s-08	na	na	na	na	na	na
s-09	4	4	4	4	4	20
s-10	3	4	3	3	3	16
s-11	3	3	3	3	3	15
s-12	na	na	na	na	na	na
s-13	3	4	3	3	3	16
s-14	4	4	4	4	4	20
s-15	4	4	4	4	4	20

s-16	na	na	na	na	na	na
s-17	4	4	4	4	4	20
s-18	3	3	3	3	3	16
s-19	3	4	4	4	4	19
s-20	3	4	3	4	4	18
s-21	na	na	na	na	na	na
s-22	2	2	2	2	2	10
s-23	3	2	2	3	3	13
s-24	2	3	2	2	2	11
s-25	na	na	na	na	na	na
s-26	na	na	na	na	na	na
s-27	4	4	3	3	4	18
s-28	3	3	3	3	3	15
s-29	3	2	2	2	2	11
s-30	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 range

experienced some difficulty in either following the directions and/or applying the concepts in addition to writing effectively.⁵

Summary:

A review of the results shows that the Department directly addresses Ethnic Studies' goals and educational objectives. The results are generally consistent; Ethnic Studies majors tend to do well and meet the learning objectives. The Department further notes the following:

- 1) Students need to directly and appropriately cite information (See Appendix A)
- 2) Critical Thinking Rubric Criterion 3: Influence of Context and Assumptions needs to be revised (See Appendix A)
- 3) In the short term, the Critical Thinking Rubric allows us to have starting point to address faculty learning curves regarding the utilization of rubrics. In the long term based on the lessons learned the Department would initiate the creation of a rubric that will more responsively speak to the nature and discipline of Ethnic Studies (See Appendix B).
- 4) The focus helped us assess students' ability to critically analyze and apply the knowledge that they have gained as Ethnic Studies majors to their fieldwork and real life experiences (See Appendix C).
- 5) The focus also helped us to determine if students are able to make a connection and sound comparison between the ethno-socio-historical perspectives of African and African Americans, Asian and Pacific Island Americans, Mexican/Latino/a Americans and Native Americans, and to contextualize various Ethnic Studies concepts (See Appendix A, B, C, and D).
- 6) Finally, we were able to determine if students possess the ability to analyze the economic and other contributions as well as the roles of community formations and institution building among ethnic groups.

Although students do generally meet the Learning Outcomes objectives, the Department is determined to do more. The Department is discussing if there is a way we could fuse the Critical Thinking Rubric with the Intercultural Rubric to best serve our program. The theory class will also be used to determine how the formative assessment impacts our summative assessment.

7. As a result of this year's assessment effort, do you anticipate or propose any changes for your program (e.g. structures, content, or learning outcomes)?

- a. If so, what changes do you anticipate? How do you plan to implement those changes?
- b. How do you know if these changes will achieve the desired results?

We will review the Critical Thinking Rubric to adapt it more to the nature and scope of Ethnic Studies. In addition, we will continue to identify areas within our Learning Objectives that can be measured. We will also map out our schedule to determine when to complete our summative assessment and complete one or two formative assessment.

8. Which program learning outcome(s) do you plan to assess next year? How?

We plan to assess the Content Mastery area and compare the results of this year and next year in order to draw specific conclusions regarding the performance of our majors. Because of the Interdisciplinary

⁵ Information comes from Appendix E Assessment Ethnic Studies 195B Capstone

nature of Ethnic Studies, we plan to utilize multiple assessment instruments. As mentioned above the Department is exploring ways to fuse the Critical Thinking Rubric with Intercultural Rubric to best serve Ethnic Studies program. We also plan to review the results for related parts that directly address our program goals and educational objectives. We will continue to use the data to pinpoint the areas in the program that are achieving program goals and also areas that need change for improvement.