

# 2015-2016 Annual Assessment Report Template

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Report: BA Ethnic Studies

## Question 1: Program Learning Outcomes

### Q1.1.

Which of the following Program Learning Outcomes (PLOs) and Sac State Baccalaureate Learning Goals (BLGs) **did you assess?** [Check all that apply]

- ☐ 1. Critical Thinking
- ☐ 2. Information Literacy
- ☐ 3. Written Communication
- ☒ 4. Oral Communication
- ☐ 5. Quantitative Literacy
- ☐ 6. Inquiry and Analysis
- ☐ 7. Creative Thinking
- ☐ 8. Reading
- ☐ 9. Team Work
- ☐ 10. Problem Solving
- ☐ 11. Civic Knowledge and Engagement
- ☐ 12. Intercultural Knowledge and Competency
- ☐ 13. Ethical Reasoning
- ☐ 14. Foundations and Skills for Lifelong Learning
- ☐ 15. Global Learning
- ☐ 16. Integrative and Applied Learning
- ☐ 17. Overall Competencies for GE Knowledge
- ☐ 18. Overall Competencies in the Major/Discipline
- ☐ 19. Other, specify any assessed PLOs not included above:

- a.
- b.
- c.

### Q1.2.

Please provide more detailed background information about **EACH PLO** you checked above and other information such as how your specific PLOs are **explicitly** linked to the Sac State BLGs:

Ethnic Studies Department has developed 5 Learning Outcomes. For three years we have assessed Critical Thinking Skills in response to the feedback from the Directors of Office of Academic Program Review and Assessment. This year our focus is on Communication Skills with particular focus on Oral Communication.

This PLO is linked to the following Sac State BLG: Competency in Discipline, Knowledge of Human Cultures, Intellectual and Practical Skills as they relate to Oral Communication and information literacy.

#### 1. Ethnic Studies Communication Skills:

- 1. **Effectively and clearly** write about experience of ethnic groups
- 2. Effectively and convincingly verbalize the ethnic group experience
- 3. **Work effectively** in group processes

### Q1.2.1.

Do you have rubrics for your PLOs?

- ☒ 1. Yes, for all PLOs
- ☐ 2. Yes, but for some PLOs
- ☐ 3. No rubrics for PLOs

☐ 4. N/A

☐ 5. Other, specify:

Undo

**Q1.3.**

Are your PLOs closely aligned with the mission of the university?

☒ 1. Yes

☐ 2. No

☐ 3. Don't know

Undo

**Q1.4.**

Is your program externally accredited (other than through WASC Senior College and University Commission (WSCUC))?

☐ 1. Yes

☒ 2. No (skip to **Q1.5**)

☐ 3. Don't know (skip to **Q1.5**)

Undo

**Q1.4.1.**

If the answer to Q1.4 is **yes**, are your PLOs closely aligned with the mission/goals/outcomes of the accreditation agency?

☐ 1. Yes

☐ 2. No

☐ 3. Don't know

Undo

**Q1.5.**

Did your program use the *Degree Qualification Profile* (DQP) to develop your PLO(s)?

☐ 1. Yes

☒ 2. No, but I know what the DQP is

☐ 3. No, I don't know what the DQP is

☐ 4. Don't know

Undo

**Q1.6.**

Did you use action verbs to make each PLO measurable?

☒ 1. Yes

☐ 2. No

☐ 3. Don't know

Undo

(Remember: Save your progress)

## Question 2: Standard of Performance for the Selected PLO

**Q2.1.**

Select **ONE(1)** PLO here as an example to illustrate how you conducted assessment (be sure you *checked the correct box* for this PLO in Q1.1):

Oral Communication



**Q2.1.1.**

Please provide more background information about the **specific PLO** you've chosen in Q2.1.

This year's focus for our Assessment Report is COMMUNICATIONS SKILLS, which is from our Department's "Learning Outcomes/Expectations for Ethnic Studies Majors." We will evaluate how students "Effectively and clearly write about the experience of ethnic groups" and how students "Effectively and convincingly verbalize the ethnic group experience." These COMMUNICATION SKILLS are tied in to RESEARCH SKILLS, in which students have to "Apply research trends and directions in Ethnic Studies"; "Utilize data bases in Ethnic Studies"; "Utilize and discern valid research conclusions"; and finally students must be able to "Utilize, design, conduct and defend a research project."

We use the "Oral Communication Value Rubric" as our assessment tool of the video presentations given by students.

Please see the table for the results of our Assessment using the " Oral Communication Value Rubric"

#### Q2.2.

Has the program developed or adopted **explicit** standards of performance for this PLO?


- ☒ 1. Yes  
☐ 2. No  
☐ 3. Don't know  
☐ 4. N/A

Undo

#### Q2.3.

Please **provide the rubric(s)** and **standards of performance** that you have developed for this PLO here or in the appendix.

See attachment.

 Click here to attach a file



@Communication Rubric Ethnic Studies.pages.zip  
303.97 KB

Q2.4. PLO	Q2.5. Stdrd	Q2.6. Rubric	Please indicate where you have published the <b>PLO</b> , the <b>standard</b> of performance, and the <b>rubric</b> that was used to measure the PLO:
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1. In <b>SOME</b> course syllabi/assignments in the program that address the PLO
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2. In <b>ALL</b> course syllabi/assignments in the program that address the PLO
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. In the student handbook/advising handbook
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. In the university catalogue
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	5. On the academic unit website or in newsletters
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	6. In the assessment or program review reports, plans, resources, or activities
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. In new course proposal forms in the department/college/university
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. In the department/college/university's strategic plans and other planning documents
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. In the department/college/university's budget plans and other resource allocation documents
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. Other, specify: <input type="text"/>

### Question 3: Data Collection Methods and Evaluation of Data Quality for the Selected PLO

#### Q3.1.

Was assessment data/evidence **collected** for the selected PLO?

- ☒ 1. Yes  
☐ 2. No (skip to **Q6**)  
☐ 3. Don't know (skip to **Q6**)  
☐ 4. N/A (skip to **Q6**)

Undo

**Q3.1.1.**

How many assessment tools/methods/measures **in total** did you use to assess this PLO?

1

**Q3.2.**

Was the data **scored/evaluated** for this PLO?

- ☒ 1. Yes  
☐ 2. No (skip to **Q6**)  
☐ 3. Don't know (skip to **Q6**)  
☐ 4. N/A (skip to **Q6**)

Undo

**Q3.2.1.**

Please describe how you collected the assessment data for the selected PLO. For example, in what course(s) or by what means were data collected:

The faculty selected the course Ethnic Studies 194 – “Research in Ethnic Studies” due to the higher concentration of Ethnic Studies majors. The Assessment was done for Fall 2015 and Spring 2016. In the course, the instructors provided and discussed the attached rubric with the students.

The students presented their research to the class. The media center recorded each presentation and provided a link. The link was sent to all Ethnic Studies faculty in December of 2015 and May of 2016. Three faculty members each reviewed the research presentations and assessed the data based on Oral Communications.

(Remember: Save your progress)

## Question 3A: Direct Measures (key assignments, projects, portfolios, etc.)

**Q3.3.**

Were direct measures (key assignments, projects, portfolios, course work, student tests, etc.) used to assess this PLO?

- ☒ 1. Yes  
☐ 2. No (skip to **Q3.7**)  
☐ 3. Don't know (skip to **Q3.7**)

Undo

**Q3.3.1.**

Which of the following direct measures were used? [**Check all that apply**]

- ☒ 1. Capstone project (e.g. theses, senior theses), courses, or experiences  
☒ 2. Key assignments from required classes in the program  
☐ 3. Key assignments from elective classes  
☐ 4. Classroom based performance assessment such as simulations, comprehensive exams, or critiques  
☐ 5. External performance assessments such as internships or other community-based projects  
☐ 6. E-Portfolios  
☐ 7. Other Portfolios  
☐ 8. Other, specify:

**Q3.3.2.**

Please **explain** and **attach** the direct measure you used to collect data:

As part of a collection of work during fall 2015 semester and spring 2016 semester, the following was used as the direct measure for the data:


Quotation:


The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

*The type of oral communication most likely to be included in a collection of student work is an oral presentation and therefore is the focus for the application of this rubric.* (End of Quote)

The rubric provided value for the following categories: Organization, Language, Delivery, Supporting Materials and Central Message.

A rating of a 4 would be considered “Capstone”; a rating of 3/2 would be “Milestones”; and a rating of 1 reflected “Benchmark.”

 [Click here to attach a file](#)

 [Click here to attach a file](#)

**Q3.4.**

What tool was used to evaluate the data?

- ☐ 1. **No** rubric is used to interpret the evidence (skip to **Q3.4.4.**)
- ☐ 2. Used rubric developed/modified by the faculty who teaches the class (skip to **Q3.4.2.**)
- ☐ 3. Used rubric developed/modified by a group of faculty (skip to **Q3.4.2.**)
- ☐ 4. Used rubric pilot-tested and refined by a group of faculty (skip to **Q3.4.2.**)
- ☒ 5. The VALUE rubric(s) (skip to **Q3.4.2.**)
- ☐ 6. Modified VALUE rubric(s) (skip to **Q3.4.2.**)
- ☐ 7. Used other means (Answer **Q3.4.1.**)

Undo

**Q3.4.1.**

If you used other means, which of the following measures was used? [**Check all that apply**]

- ☐ 1. National disciplinary exams or state/professional licensure exams (skip to **Q3.4.4.**)
- ☐ 2. General knowledge and skills measures (e.g. CLA, ETS PP, etc.) (skip to **Q3.4.4.**)
- ☐ 3. Other standardized knowledge and skill exams (e.g. ETC, GRE, etc.) (skip to **Q3.4.4.**)
- ☐ 4. Other, specify:  (skip to **Q3.4.4.**)

**Q3.4.2.**

Was the **rubric** aligned directly and explicitly **with the PLO**?

- ☒ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know
- ☐ 4. N/A

Undo

**Q3.4.3.**

Was the **direct measure** (e.g. assignment, thesis, etc.) aligned directly and explicitly **with the rubric**?

- ☒ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know
- ☐ 4. N/A

Undo

**Q3.4.4.**

Was the **direct measure** (e.g. assignment, thesis, etc.) aligned directly and explicitly **with the PLO**?

- ☒ 1. Yes  
☐ 2. No  
☐ 3. Don't know  
☐ 4. N/A

Undo

**Q3.5.**

How many faculty members participated in planning the assessment data **collection** of the selected PLO?

All tenured/tenure track Ethnic

**Q3.5.1.**

How many faculty members participated in the **evaluation** of the assessment data for the selected PLO?

3 faculty members. Drs. Bake...

**Q3.5.2.**

**If** the data was evaluated by multiple scorers, was there a norming process (a procedure to make sure everyone was scoring similarly)?

- ☒ 1. Yes  
☐ 2. No  
☐ 3. Don't know  
☐ 4. N/A

Undo

**Q3.6.**

How did you **select** the sample of student work (papers, projects, portfolios, etc.)?

**Dr. James Sobredo:** For this Assessment Report, students were chosen randomly in Dr. Annette Reed's class ETHNIC STUDIES 194 (Fall 2015): Videotape presentations of thirteen (13) students were given to Dr. James Sobredo, who then randomly selected video files for observation. Names were given to the video files selected and the first ten (10) students in the list were chosen and included in the Assessment Report. Students in Dr. Ricky Green's ETHNIC STUDIES 194 (Spring 2016) class were all included in the Assessment Report. There were five (5) videotapes of student presentations that were given.

**Dr. Brian Baker:** A list of students majors from ETHN 194 was provided for Fall 2015 and Spring 2016. While there were 15 in Fall 2015, the presentations for two students were not recorded. Excluding those two, the list included a total of 13. There were 5 in Spring 2016. Students were assigned numbers in each course, and from each list, 1-13 (fall) and 1-5 (spring), students with "odd numbers" were selected from each course. This gives a total of 10 randomly selected students.

**Dr. Reed:** Dr. Reed assessed 13 students from Fall 2015 ETHN 194 class.

**Q3.6.1.**

How did you **decide** how many samples of student work to review?

At a department meeting Ethnic Studies faculty decided to assess Ethnic Studies students enrolled in ETHN 194 on the basis of Oral Communication. Gerontology Majors enroll in the class, but the assessment focused on Ethnic Studies Majors only.

**Q3.6.2.**

How many students were in the class or program?

S 2016 43  
F 2015 36  
Not all were Ethnic Studies Ma

**Q3.6.3.**

How many samples of student work did you evaluate?

Dr. Baker evaluated 10 choser  
from both Spring and Fall  
semesters. Dr. Sobredo  
evaluated 10 from fall and 5

**Q3.6.4.**

Was the sample size of student work for the direct measure adequate?

- ☒ 1. Yes  
☐ 2. No  
☐ 3. Don't know

Undo

(Remember: Save your progress)

**Question 3B: Indirect Measures (surveys, focus groups, interviews, etc.)****Q3.7.**

Were indirect measures used to assess the PLO?

- ☐ 1. Yes  
☒ 2. No (skip to **Q3.8**)  
☐ 3. Don't Know (skip to **Q3.8**)

Undo

**Q3.7.1.**


Which of the following indirect measures were used? [**Check all that apply**]


- ☐ 1. National student surveys (e.g. NSSE)  
☐ 2. University conducted student surveys (e.g. OIR)  
☐ 3. College/department/program student surveys or focus groups  
☐ 4. Alumni surveys, focus groups, or interviews  
☐ 5. Employer surveys, focus groups, or interviews  
☐ 6. Advisory board surveys, focus groups, or interviews  
☐ 7. Other, specify:

**Q3.7.1.1.**

Please explain and attach the indirect measure you used to collect data:

N/A

 Click here to attach a file

 Click here to attach a file

**Q3.7.2.**

If surveys were used, how was the sample size **decided**?

N/A

**Q3.7.3.**If surveys were used, how did you **select** your sample:

N/A

**Q3.7.4.**

If surveys were used, what was the response rate?

N/A

**Question 3C: Other Measures (external benchmarking, licensing exams, standardized tests, etc.)****Q3.8.**

Were external benchmarking data, such as licensing exams or standardized tests, used to assess the PLO?

- ☐ 1. Yes
- ☒ 2. No (skip to **Q3.8.2**)
- ☐ 3. Don't Know (skip to **Q3.8.2**)

**Q3.8.1.**Which of the following measures was used? **[Check all that apply]**

- ☐ 1. National disciplinary exams or state/professional licensure exams
- ☐ 2. General knowledge and skills measures (e.g. CLA, ETS PP, etc.)
- ☐ 3. Other standardized knowledge and skill exams (e.g. ETC, GRE, etc.)
- ☐ 4. Other, specify:

**Q3.8.2.**

Were other measures used to assess the PLO?


- ☐ 1. Yes
- ☒ 2. No (skip to **Q4.1**)
- ☐ 3. Don't know (skip to **Q4.1**)


**Q3.8.3.**

If other measures were used, please specify:



N/A

 Click here to attach a file

 Click here to attach a file

(Remember: Save your progress)

## Question 4: Data, Findings, and Conclusions

### Q4.1.

Please provide simple tables and/or graphs to summarize the assessment data, findings, and conclusions for the selected PLO for **Q2.1**:

Dr. Sobredo's tables are attached under Q4.2



@@@ Dr. Reed's Evaluation .pages.zip  
78.04 KB



@@@. Dr Brian Baker Evaluation of Ass. data.pdf  
64.49 KB

### Q4.2.

Are students doing well and meeting the program standard? If not, how will the program work to improve student performance of the selected PLO?

From the assessment data using the "Oral Communication Value Rubric," students in our program are doing very well: The majority of our students were in the 4 (Capstone) and 3 (Milestone) performance range. None of our students were the 1 (Benchmark) ranking. It is significant to note that in one of our classes, the majority of students were solidly in the 4 (Capstone) ranking. In sum, our students are doing well and have more than met the Program Learning Objectives.

There is always room for improvement. One way our department can improve is to begin having the students take the research course earlier than their last semester.



@@@Sobredo\_Assessment\_Table\_.pages.zip  
261.22 KB



Click here to attach a file

### Q4.3.

For the selected PLO, the student performance:

- ☐ 1. **Exceeded** expectation/standard
- ☒ 2. **Met** expectation/standard
- ☐ 3. **Partially** met expectation/standard
- ☐ 4. Did not meet expectation/standard
- ☐ 5. No expectation/standard has been specified
- ☐ 6. Don't know

Undo

## Question 4A: Alignment and Quality

### Q4.4.

Did the data, including the direct measures, from all the different assessment tools/measures/methods directly align with the PLO?

- ☒ 1. Yes  
☐ 2. No  
☐ 3. Don't know

**Q4.5.**

Were **all** the assessment tools/measures/methods that were used good measures of the PLO?

- ☒ 1. Yes  
☐ 2. No  
☐ 3. Don't know

## Question 5: Use of Assessment Data (Closing the Loop)

**Q5.1.**

As a result of the assessment effort and based on prior feedback from OAPA, do you anticipate *making any changes* for your program (e.g. course structure, course content, or modification of PLOs)?

- ☐ 1. Yes  
☒ 2. No (skip to **Q5.2**)  
☐ 3. Don't know (skip to **Q5.2**)

**Q5.1.1.**

Please describe *what changes* you plan to make in your program as a result of your assessment of this PLO. Include a description of how you plan to assess the impact of these changes.

We will continue to make students aware of learning goals at advising. We will also continue to encourage students to save their assignments from all the core courses in preparation for ETHN 195B as they reach the end of their undergraduate path.

We will continue to develop signature assignments in core courses. This facilitates the assessment of papers in portfolios when students take Ethn 195B.

We plan to assess a different PLO every year so that we assess where our program needs to be strengthened. Three assessments on Critical Thinking and this one on Oral Communication have established that our students meet performance expectations in these areas.

**Q5.1.2.**

Do you have a plan to assess the *impact of the changes* that you anticipate making?

- ☒ 1. Yes  
☐ 2. No  
☐ 3. Don't know

**Q5.2.**

How have the assessment data from the last annual assessment been used so far? **[Check all that apply]**

	1. Very Much	2. Quite a Bit	3. Some	4. Not at All	5. N/A
1. Improving specific courses	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Modifying curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Improving advising and mentoring	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Revising learning outcomes/goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Revising rubrics and/or expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Developing/updating assessment plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Annual assessment reports	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Program review	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Prospective student and family information	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Alumni communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. WSCUC accreditation (regional accreditation)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Program accreditation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. External accountability reporting requirement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Trustee/Governing Board deliberations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Strategic planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Institutional benchmarking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Academic policy development or modifications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Institutional improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Resource allocation and budgeting	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. New faculty hiring	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Professional development for faculty and staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Recruitment of new students	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

23. Other, specify:

#### Q5.2.1.

Please provide a detailed example of how you used the assessment data above:

We continue discussions of how the data allows us to have starting point to address faculty learning curves regarding the utilization of rubrics, still aim for the creation of a rubric that will more responsively speak to the nature and discipline of Ethnic Studies. We also use the assessment data to improve our classroom teaching and to effectively collaborate between the programs.


(Remember: Save your progress)


## Additional Assessment Activities

#### Q6.

Many academic units have collected assessment data on aspect of their program *that are not related to the PLOs* (i.e. impacts of an advising center, etc.). **If** your program/academic unit has collected data on program *elements*, please briefly report your results here:

N/A

 Click here to attach a file

 Click here to attach a file

#### Q7.

What PLO(s) do you plan to assess next year? **[Check all that apply]**

- ☐ 1. Critical Thinking
- ☐ 2. Information Literacy
- ☒ 3. Written Communication
- ☒ 4. Oral Communication
- ☐ 5. Quantitative Literacy
- ☐ 6. Inquiry and Analysis
- ☐ 7. Creative Thinking
- ☐ 8. Reading

- ☐ 9. Team Work
- ☐ 10. Problem Solving
- ☒ 11. Civic Knowledge and Engagement
- ☐ 12. Intercultural Knowledge and Competency
- ☐ 13. Ethical Reasoning
- ☐ 14. Foundations and Skills for Lifelong Learning
- ☒ 15. Global Learning
- ☐ 16. Integrative and Applied Learning
- ☐ 17. Overall Competencies for GE Knowledge
- ☐ 18. Overall Competencies in the Major/Discipline
- ☐ 19. Other, specify any PLOs not included above:

a.

b.

c.

**Q8.** Please attach any additional files here:

**Q8.1.**

Have you attached any files to this form? If yes, please list every attached file here:

Oral Communication Rubric

Dr. James Sobredo ETHN 194 evaluation results

Dr. Brian Baker ETHN 194 evaluation results

Dr. Annette Reed ETHN 194 evalaution results

Curriculum Map.

Assessment Plan

## Program Information (Required)

**P1.**

Program/Concentration Name(s): [by degree]

BA Ethnic Studies

**P1.1.**

Program/Concentration Name(s): [by department]

Ethnic Studies BA

**P2.**

Report Author(s):

Boatamo Mosupyoe. James Sobredo, Brian Baker, Annette Reed, Ricky Green

**P2.1.**

Department Chair/Program Director:

Boatamo Mosupyoe

**P2.2.**

Assessment Coordinator:

Boatamo Mosupyoe

**P3.**

Department/Division/Program of Academic Unit

Ethnic Studies

**P4.**

College:

College of Social Sciences & Interdisciplinary Studies

**P5.**

Total enrollment for Academic Unit during assessment semester (see Departmental Fact Book):

Fall 15 2056  
Spring 2016 1886

**P6.**

Program Type:

- ☒ 1. Undergraduate baccalaureate major
- ☐ 2. Credential
- ☐ 3. Master's Degree
- ☐ 4. Doctorate (Ph.D./Ed.D./Ed.S./D.P.T./etc.)
- ☐ 5. Other, specify:

**P7.** Number of **undergraduate degree programs** the academic unit has?

5

**P7.1.** List all the names:

Ethnic Studies General, Asian American Concentration, Chicano/a Studies Concentration, Native American Concentration, Pan African Studies Concentration and Education Concentration.

**P7.2.** How many concentrations appear on the diploma for this undergraduate program?

5

**P8.** Number of **master's degree programs** the academic unit has?

0

**P8.1.** List all the names:

N/A

**P8.2.** How many concentrations appear on the diploma for this master's program?

Don't know

**P9.** Number of **credential programs** the academic unit has?

Don't know

**P9.1.** List all the names:

N/A

**P10.** Number of **doctorate degree programs** the academic unit has?

0

**P10.1.** List all the names:

N/A

When was your **assessment plan...**

Undo

1.  
Before  
2010-11

2.  
2011-12

3.  
2012-13

4.  
2013-14

5.  
2014-15

6.  
No Plan

7.  
Don't  
know

**P11.** developed?



**P11.1.** last updated?



**P11.3.**

Please attach your latest **assessment plan**:



**Ethnic Studies Assessment Plan 2015-2020.docx**  
37.53 KB

**P12.**

Has your program developed a **curriculum map**?



1. Yes



2. No



3. Don't know

Undo

**P12.1.**

Please attach your latest **curriculum map**:



@@@Ethnic Studies Road Map.numbers.zip  
121.43 KB

**P13.**

Has your program indicated in the curriculum map where assessment **of student learning** occurs?



1. Yes



2. No



3. Don't know

Undo

**P14.**

Does your program have a capstone class?



1. Yes, indicate: Ethn 194, Ethn 195



2. No



3. Don't know

Undo

**P14.1.**

Does your program have **any** capstone project?



1. Yes



2. No



3. Don't know

Undo

**(Remember: Save your progress)**

## ORAL COMMUNICATION VALUE RUBRIC

for more information, please contact rubric@uconn.edu

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

*The type of oral communication most likely to be included in a rubric is an oral presentation and therefore is the focus for the application of this rubric.*

### Definition

Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

### Framing Language

Oral communication takes many forms. This rubric is specifically designed to evaluate oral presentations of a single speaker at a time and is best applied to live or video-recorded presentations. For panel presentations or group presentations, it is recommended that each speaker be evaluated separately. This rubric best applies to presentations of sufficient length such that a central message is conveyed, supported by one or more forms of supporting materials and includes a purposeful organization. An oral answer to a single question not designed to be structured into a presentation does not readily apply to this rubric.

### Glossary

*The definitions that follow were developed to clarify terms and concepts used in this rubric's text.*

- **Central message:** The main point/thesis/"bottom line"/"take-away" of a presentation. A clear central message is easy to identify; a compelling central message is also vivid and memorable.
- **Delivery techniques:** Posture, gestures, eye contact, and use of the voice. Delivery techniques enhance the effectiveness of the presentation when the speaker stands and moves with authority.
- **Looks more confident and competent than this/here speaking materials/notes, uses the voice expressively, and uses a few vocal fillers ("um," "uh," "like," "you know," etc.).**
- **Language:** Vocabulary, terminology, and sentence structure. Language that supports the effectiveness of a presentation is appropriate to the topic and audience, grammatical, clear, and free from bias. Language that enhances the effectiveness of a presentation is also vivid, imaginative, and expressive.
- **Organization:** The grouping and sequencing of ideas and supporting material in a presentation. An organizational pattern that supports the effectiveness of a presentation typically includes an introduction, one or more identifiable sections in the body of the speech, and a conclusion. An organizational pattern that enhances the effectiveness of the presentation reflects a purposeful choice among possible alternatives, such as a chronological pattern, a problem-solution pattern, an analysis-of-parts pattern, etc., that makes the content of the presentation easier to follow and more likely to accomplish its purpose.
- **Supporting material:** Explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities, and other kinds of information or analysis that supports the principal ideas of the presentation. Supporting material is generally credible when it is relevant and derived from reliable and appropriate sources. Supporting material is highly credible when it is also vivid and varied across the types listed above (e.g., a mix of examples, statistics, and references to authorities). Supporting material may also serve the purpose of establishing the speaker's credibility. For example, in presenting a creative work such as a dramatic reading of Shakespeare, supporting evidence may not advance the ideas of Shakespeare, but rather serve to establish the speaker as a credible Shakespearean actor.

## ORAL COMMUNICATION VALUE RUBRIC

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### Definition

Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

*Evaluators are encouraged to assign a score to any work sample or collection of work that does not meet benchmarks (all one) level performance.*

	Capstone 4	Milestones 3/2	Benchmark 1
<b>Organization</b>	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skilful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
<b>Language</b>	L. language choices are imaginative, memorable, and compelling and enhance the effectiveness of the presentation. L. language in presentation is appropriate to audience.	L. language choices are thoughtful and generally support the effectiveness of the presentation. L. language in presentation is appropriate to audience.	L. language choices are unclear and minimally support the effectiveness of the presentation. L. language in presentation is not appropriate to audience.
<b>Delivery</b>	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
<b>Supporting Material</b>	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/ authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/ authority on the topic.
<b>Central Message</b>	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message can be deduced, but is not explicitly stated in the presentation.



**Submitted by Dr. Brian Baker**

**ETHN 194 – Research Methods – Fall 2015/Spring 2016**

**Assessment on Oral Communication**

	Capstone (4)	Milestones (3)      (2)		Benchmark (1)
Organization	7	3	0	0
Language	4	6	0	0
Delivery	5	4	1	0
Supporting Material	6	3	1	0
Central Message	7	2	1	0

Given the rubric, students are evaluated in five categories. Within each category, students received a scores between 1 (low) and 4 (high). The maximum score is 20.

Based on the student sample, scores range between 12 and 20:

<u>Score</u>	<u>Number</u>
20	3
18	4
17	1
15	1
12	1

Dr. Annette Reed Evaluation Fall 2015					
Five Criteria (Areas)	Capstone 4	Milestone 3	Milestone 2	Benchmark 1	(N15)
Organization	3	4	4	2	
Language	3	4	4	2	
Delivery	4	3	4	1	
Supporting Material	3	3	5	2	
Central Message	4	4	3	2	

**Completed and Submitted by Dr. James Sobredo**

<b>Dr. Annette Reed ETHNIC STUDIES 194: FALL 2015</b>					
<b>Five Criteria (Areas)</b>	<b>Capstone 4</b>	<b>Milestone 3</b>	<b>Milestone 2</b>	<b>Benchmark 1</b>	<b>Total (N=1)</b>
<b>Organization</b>	50%	20%	30%		
<b>Language</b>	80%	20%			
<b>Delivery</b>	30%	60%	10%		
<b>Supporting Material</b>	40%	20%	40%		
<b>Central Message</b>	50%	30%	10%		

<b>Dr Ricky Green ETHNIC STUDIES 194: SPRING 2016</b>					
<b>Five Criteria (Areas)</b>	<b>Capstone 4</b>	<b>Milestone 3</b>	<b>Milestone 2</b>	<b>Benchmark 1</b>	<b>Total (N=5)</b>
<b>Organization</b>	80%	20%			
<b>Language</b>	80%		20%		
<b>Delivery</b>	80%		20%		
<b>Supporting Material</b>	80%		20%		
<b>Central Message</b>	60%	40%			

**EXCEL FILE: RAW ASSESSMENT DATA using the " Oral Communication Value Rubric"**

[illegible]

# ETHNIC STUDIES ASSESMENT PLAN 2016-2021

## Unit: Ethnic Studies

**Unit Mission Statement:** The Mission of the Department of Ethnic Studies is to provide excellence in teaching, research, and community-based service learning. Through an interdisciplinary and comparative approach, we invite students to critically examine the experiences of Asian Americans, Chican@s/Latin@s, Native Americans, and peoples of African descent. Building upon the Ethnic Studies' tradition of analyzing race/ethnicity, class and gender, our scholarly practice and community engagement enables us to recognize the role and impact of social justice, transnationalism, leadership, activism, and sovereignty within and between local, national and global communities.

## AY-2015-2016

<b>Learning Outcomes</b>	<b>Communication Skills: Oral Communication:</b> Department's "Learning Outcomes/Expectations for Ethnic Studies Majors." We will evaluate how students "Effectively and clearly write about the experience of ethnic groups" and how students "Effectively and convincingly verbalize the ethnic group experience." These COMMUNICATION SKILLS are tied in to RESEARCH SKILLS, in which students have to "Apply research trends and directions in ethnic studies"; "Utilize data bases in ethnic studies"; "Utilize and discern valid research conclusions"; and finally students must be able to "Utilize, design, conduct and defend a research project."
<b>Methods of Assessment</b>	The faculty selected the course Ethnic Studies 194 – "Research in Ethnic Studies" due to the higher concentration of Ethnic Studies majors. In the course, the instructor provided and discussed the attached rubric with the students. The students presented their research to the class. The media center recorded each presentation and provided a link. The link was sent to all Ethnic Studies faculty in December of 2015. They each reviewed the research presentations and assessed the data based on oral communications.
<b>Assessment Results</b>	From the assessment data using the "Oral Communication Value Rubric," students in our program and doing very well: The majority of our students were in the 4 (Capstone) and 3 (Milestone) performance range. None of our students were the 1(Benchmark) ranking. It is significant to note that in one of our classes, the majority of students were solidly in the 4 (Capstone) ranking. In sum, our students are doing well and have more than met the Program Learning Objectives.
<b>Action Plan (Use of Results for Improvement)</b>	One way our department can improve is to begin having the students take the research course earlier than their last semester.

## AY—2016-2017

<b>Learning Outcomes</b>	<b>Communication Skills: Written Communication:</b> Department's "Learning Outcomes/Expectations for Ethnic Studies Majors." We will evaluate how students "Effectively and clearly write about the experience of ethnic groups" and how students "Effectively and convincingly verbalize the ethnic group experience." These COMMUNICATION SKILLS are tied in to RESEARCH SKILLS, in which students have to "Apply research trends and directions in ethnic studies"; "Utilize data bases in ethnic studies"; "Utilize and discern valid research conclusions"; and finally students must be able to "Utilize, design, conduct and defend a research project."
<b>Methods of Assessment and Performance</b>	Random selection of 5-10 papers from the 20-25 page research papers from all Ethnic Studies majors will be reviewed based on Written Communication skills rubric. Students will be required to answer a research question. The assessment on the skill will be conducted by a team of faculty. The Written Communication Skills rubric will be adapted from the American Association of Colleges & Universities' Valid Assessment of Learning in Undergraduate Education (VALUE).

Assessment Results	
Action Plan (Use of Results for Improvement)	
<b>AY 2017-2018</b>	
<b>Learning Outcomes</b>	<b>Service Based Community Learning:</b> Department's "Learning Outcomes/Expectations for Ethnic Studies Majors." We will evaluate how students "Effectively and clearly apply community based learning, relate and connect the relationship between service learning and the major, generate first- hand knowledge regarding ethnic group experience and promote community and civic engagement to provide service to others.
Methods of Assessment and Performance	<p>The faculty will select one or more of the courses that integrate 65<sup>th</sup> Corridor Service Learning component to assess. Student will be given a signature assignment. The assignment will require students to reflect on their educational experience in the 65<sup>th</sup> Corridor service activity and how the activity helped them to gain deeper understanding of the course content, the appreciation of Ethnic Studies Discipline, and their sense of civic responsibility.</p> <p>A team of faculty will randomly select 5-10 papers to assess using Civic Engagement value Rubric from American Association of Colleges &amp; Universities' Valid Assessment of Learning in Undergraduate Education (VALUE). This rubric will be discussed with students before the assignment is given.</p>
Assessment Results	
Action Plan (Use of Results for Improvement)	
<b>AY 2018-2019</b>	
<b>Learning Outcome</b>	<b>Content Mastery: Gender, Race/Ethnicity, Class, and Sexuality:</b> Department's "Learning Outcomes/Expectations for Ethnic Studies Majors." We will evaluate how students "Effectively and clearly analyze the intersection of gender, race/ethnicity, class and sexuality, interpret educational attainment across these lines, analyze the experiences of women of color and the glass ceiling phenomenon.
Methods of Assessment and Performance	The faculty will select the capstone course Ethnic Studies 195 – due to the higher concentration of Ethnic Studies majors. In the course, the instructor will provide and discuss the Intercultural Knowledge and Competence VALUE Rubric from the American Association of Colleges & Universities' Valid Assessment of Learning in Undergraduate Education (VALUE). The student will be given a written assignment in which they explore the boundaries within which individuals operate and the values they share or not share with a group. The assignment will require students to identify and critically analyze cultural rules and biases. Random selection of 5-10 papers from the 20-25 page research papers from all Ethnic Studies majors will be reviewed by a team of faculty based on the rubric.
Action Plan (Use of Results for Improvement)	
Assessment Results	
<b>AY 2019-2020</b>	

<b>Learning Outcome</b>	<b>Content Mastery: Gender, Race/Ethnicity, Class, and Sexuality:</b> Department's "Learning Outcomes/Expectations for Ethnic Studies Majors." We will evaluate how students "Effectively and clearly analyze and interpret key civil and human rights legislation, e.g., voting rights, affirmative action, and open ....
Methods of Assessment and Performance	The faculty will select the capstone course Ethnic Studies 195 – due to the higher concentration of Ethnic Studies majors. In the course, the instructor will provide and discuss the Intercultural Knowledge and Competence VALUE Rubric from the American Association of Colleges & Universities' Valid Assessment of Learning in Undergraduate Education (VALUE). The student will be given a written assignment in which they explore the boundaries within which individuals operate and the values they share or not share with a group. The assignment will require students to identify and critically analyze cultural rules and biases. Random selection of 5-10 papers from the 20-25 page research papers from all Ethnic Studies majors will be reviewed by a team of faculty based on the rubric.
Assessment Results	
Action Plan (Use of Results for Improvement)	

a) Ethnic Studies Assessment Trajectory

The learning-outcome and assessment trajectory for Department of Ethnic Studies continues to be steady, progressive, and positive. A look at our trajectory shows our three step evolutionary process.

**2006-2007 and 2007-2008** — the department focused its assessment effort on student surveys on select learning outcomes.

**2009-2010 and 2010-2011**— the department assessed (1) integrated in *senior-level capstone courses* (ETHN 194 and 195), (2) required students to **demonstrate** their competencies in department learning outcomes.

**2011-2012**—the department assessed Research Skills in ETHN 194 using signature assignments.

**2012-2013**— the next formalized assessment of Critical Thinking with a faculty committee was conducted in one general Ethnic Studies course and a core course in each of the four concentrations: Asian American Studies, Chicano/a Studies, Native American Studies, and Pan African American Studies.

**2013-2014**— the next formalized assessment of Critical Thinking with a faculty committee was conducted in one general Ethnic Studies course ETHN 195. This was per the recommendation of the director of Assessment, Dr. Amy Liu.

**2014-2015**—the department chair, Dr. Boatamo Mosupyoe attended a yearlong Faculty Learning Community Training on Assessment. As per the recommendation of the training team, Ethnic Studies assessed Critical Thinking in the senior level capstone course ETHN 195.

b) Ethnic Studies Learning Outcomes

Learning Outcomes/Expectations for Ethnic Studies majors align **extremely** well with the University's Baccalaureate Learning Goals.

Learning Outcomes/Expectations for Ethnic Studies majors	Sac State Baccalaureate Learning Goals
<b>I. Bodies of Skills</b> Critical Thinking Communication Skills (written and oral) Research Skills	<b>Intellectual and Practical Skills:</b> 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.
<b>II. Content Mastery</b> Understanding Interdisciplinary Approaches Social Histories of Ethnic Groups Concepts and Theories Social Justice Issues Gender, Race, Class	<b>Competence in the Disciplines:</b> 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.  <b>Knowledge of Human Cultures (and the Physical Sciences):</b> 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.
<b>III. Community Engagement/Service Based Community Learning</b>	<b>Personal and Social Responsibility:</b> 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.
<b>IV. Self-Development</b>	<b>Integrative Learning:</b> synthesis and advanced accomplishment across general and specialized studies.