

## 2016-2017 Annual Assessment Report Template

For instructions and guidelines visit our [website](#)  
or [contact us](#) for more help.

Please begin by selecting your program name in the drop down. If the program name is not listed, please enter it below:

**BA Ethnic Studies**

OR

### Question 1: Program Learning Outcomes

#### Q1.1.

Which of the following Program Learning Outcomes (PLOs), Sac State Baccalaureate Learning Goals (BLGs), and emboldened Graduate Learning Goals (GLGs) **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, Competency, and Perspectives**
- 13. Ethical Reasoning
- 14. Foundations and Skills for Lifelong Learning
- 15. **Global Learning and Perspectives**
- 16. Integrative and Applied Learning
- 17. Overall Competencies for GE Knowledge
- 18. **Overall Disciplinary Knowledge**
- 19. **Professionalism**
- 20. 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 including how your specific PLOs are **explicitly** linked to the Sac State **BLGs/GLGs**:

The PLO is Communication Skills: In this PLO we evaluate how students:

- a) Effectively and clearly write about the experience of ethnic groups
- b) Effectively and convincingly verbalize the ethnic group experience.

This PLO is linked to Sac State **Intellectual and Practical Skills that includes:** inquiry and analysis, critical, philosophical, and creative thinking, written and oral communication.

**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:

**Q1.3.**

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

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

**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)

**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

**Q1.5.**

Did your program use the *Degree Qualification Profile* ("DQP", see <http://degreeprofile.org>) 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

**Q1.6.**

Did you use action verbs to make each PLO measurable?

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

(Remember: **Save your progress**)

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

**Q2.1.**

Select **OR** type in **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):

Written Communication

If your PLO is **not listed**, please enter it here:

**Q2.1.1.**

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

In previous years we have assessed different PLOs. Last year we examined Oral communication. This year we chose Written communication.  
 We decided to focus on the Ethn 194 course with two sections in spring 2017. Two professors teach this course and have one section each. This is a course that the students develop and write research papers on an Ethnic Studies topic. In addition, the majority of students who enroll in Ethn 194 are Ethnic Studies majors.  
 We utilized the Written Communication Value Rubric with the Association of American College and Universities

**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

**Q2.3.**

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

We utilized the Association of America Colleges and Universities Written Communication Value Rubric.



Ethnic Studies Written Communication Rubric and Table.pdf  
238.23 KB



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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 checked="" 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)

#### Q3.1.1.

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

#### 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)

#### 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:

We drew the data from two sections of Ethn 194. Five papers from each section were selected to reflect an overall performance for the class. Only Ethnic Studies majors were evaluated with their names removed from the papers, as more than one professor read each paper and scored according to the AACU Rubric.

(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)

**Q3.3.1.**

Which of the following direct measures (key assignments, projects, portfolios, course work, student tests, etc.) 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 **provide** the direct measure (key assignments, projects, portfolios, course work, student tests, etc.) you used to collect data, THEN **explain** how it assesses the PLO:

The direct measure was a research topic for both classes. Students were expected to write a paper on a common topic. The paper was to identify and analyze major issues in Ethnic Studies and follow MLA format.

We utilized the Association of America Colleges and Universities Written Communication Value Rubric.



Ethnic Studies Written Communication Rubric and Table.pdf  
238.23 KB



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**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.)

**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

**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

**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

**Q3.5.**

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

4

**Q3.5.1.**

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

4

**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

**Q3.6.**

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

Two faculty who teach one section each of Ethnic Studies 194, Research Class selected a group of five research papers from each section which reflected each section or class as a whole. These research papers ranged between 20-29 pages. Therefore, there was a total of ten research papers for the sample.

**Q3.6.1.**

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

In a Departmental faculty meeting and with Four faculty on the committee the number of papers were discussed. The committee decided that 10 papers (5 from each of the two sections) would be sufficient in this assessment.

**Q3.6.2.**

How many students were in the class or program?

46 students with approximately  
33 being Ethnic Studies majors

**Q3.6.3.**

How many samples of student work did you evaluated?

10

**Q3.6.4.**

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

1. Yes  
 2. No  
 3. Don't know

(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**)

**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:

**Q3.7.2.**If surveys were used, how was the sample size **decided**?**Q3.7.3.**If surveys were used, how did you **select** your sample:**Q3.7.4.**

If surveys were used, what was the response rate?

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

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**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:

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(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 in **Q2.1**:

Throughout the 2016-2017 year, Ethnic Studies Department and key faculty members (Ricky Green, Boatamo Mosuypoe, Annette Reed, James Sobredo form the "Assessment Team") met to discuss and plan our Assessment for 2016-2017. The topic of Assessment was discussed in our 1st Faculty meeting/Retreat for Fall 2016, and an Assessment Team was formed. Throughout the year, the Assessment Team discussed and worked on Assessment. At year's end, the Assessment Team met again to finalize the Report. Professors Green and Reed successfully collected, assessed and analyzed a sample size of 10 students (randomly chosen) from our ETHN 194 Capstone courses. This year the Department chose to assess "Written Communication" and utilized the "Civic Engagement Value Rubric" (Assoc. of American Colleges & Universities) to conduct our final Assessment Report. The results show that the majority of our students (78%) rank within the Capstone or Milestones 3 criteria.


 Table and Rubric Ethnic Studies.htm\_ 136 KB

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**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?

The majority of our Ethnic Studies students (78%) ranked within the Capstone or Milestones 3 criteria. Thus, the majority of our students are doing well and meet the Department program standards. We excelled in the category of "Sources and Evidence" (90% were in Captone 4 or Milestone 3), and our students also did very well in "Context and Purpose of Writing" and "Content Development" (80% were in Captone 4 or Milestone 3). In the category of "Genre Disciplinary Conventions," our students did not score as well: although the majority (70%) still ranked in Captone 4 or Milesone 3), and this is an area where we have long been concerned about and have seen the need to hire a faculty to address this issue in particular. Another category is "Control Syntax Mechanics" (70% were in Captone 4 or Milestone 3): Our faculty teaching ETHN 194 will also work to improve this this area as well. We hope that, with this last faculty hire in Chicano Studies and our upcoming hire in Asian American Studies, we will finally have the resources to improve in these areas. In sum the Department is glad that we excel or did very well in some areas, and we are also aware about those areas that need improvement. We have plans to address this issue and will do so at our first faculty meeting/retreat at the beginning of Fall 2017.

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#### 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

### 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.

As a result of the assessment the course will utilize more of a standardized reference book for “how to write a research paper.” In addition to this, the professors will spend more time on formatting and clarity of statement of topic.

Drafts of the papers were provided by the students to 3 of their peers for comments. That worked very well and will continue to be used in the course.

The course is already a research and writing course, thus there is already a great deal of emphasis on both. In order to produce a solid research paper, the students need to research. The students met with library personnel for classes on finding sources in both the main library and special collections. This has been part of the course for years and is proving to be valuable, thus will continue

**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.**

Since your last assessment report, **how have the assessment data from then been used** so far?

	1. Very Much	2. Quite a Bit	3. Some	4. Not at All	5. N/A
1. Improving specific courses	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Modifying curriculum	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Improving advising and mentoring	<input type="radio"/>	<input checked="" 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 checked="" type="radio"/>	<input type="radio"/>
5. Revising rubrics and/or expectations	<input type="radio"/>	<input checked="" 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 checked="" type="radio"/>
7. Annual assessment reports	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Program review	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
9. Prospective student and family information	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Alumni communication	<input type="radio"/>	<input checked="" 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 checked="" type="radio"/>
12. Program accreditation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
13. External accountability reporting requirement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
14. Trustee/Governing Board deliberations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
15. Strategic planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
16. Institutional benchmarking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
17. Academic policy development or modifications	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Institutional improvement	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Resource allocation and budgeting	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. New faculty hiring	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Professional development for faculty and staff					

	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Recruitment of new students	<input type="radio"/>	<input checked="" 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:

1. SHARE the Assessment Report Data with our faculty in the 1st ETHN faculty meeting/retreat.  
 2. Work with (a) ALL Ethnic Studies faculty and (b) ESPECIALLY faculty teaching ETHN 194 to address these areas.  
 3. Work with new/incoming faculty to address these areas, esp. "Genre Disciplinary Conventions" (the "Theory" class which may cover this area.

**Q5.3.**

To what extent did you apply **last year's feedback** from the Office of Academic Program Assessment in the following areas?

	1. Very Much	2. Quite a bit	3. Some	4. Not at All	5. N/A
1. Program Learning Outcomes	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Standards of Performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
3. Measures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
4. Rubrics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
5. Alignment	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Data Collection	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Data Analysis and Presentation	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Use of Assessment Data	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Other, please specify: <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q5.3.1.**

Please share with us an example of how you applied **last year's feedback** from the Office of Academic Program Assessment in any of the areas above:

In the feedback you noted that we made a mistake of checking more than one PLO. We assessed one but checked three, that created confusion for you in evaluating our report. We did not make that mistake this year.

Program Learning Outcomes: we chose a different outcome because we determined that students did well in oral communication and there was no need to re-do... We integrate data collection through oral means and presentation and were professionally recorded and presentation on interview assignments. Students orally presented on readings

(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

 No file attached

 No file attached

**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, Competency, and Perspectives**
- 13. Ethical Reasoning
- 14. Foundations and Skills for Lifelong Learning
- 15. **Global Learning and Perspectives**
- 16. Integrative and Applied Learning
- 17. Overall Competencies for GE Knowledge
- 18. **Overall Disciplinary Knowledge**
- 19. **Professionalism**
- 20. Other, specify any PLOs not included above:

- a.
- b.
- c.

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

 No file attached

 No file attached

 No file attached

 No file attached

**Q8.1.**

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

Rubric and Table on one page

Road/Curriculum Map

Assessment Plan

Ethnic Studies PLOs and Alignment with University BLG

## Program Information (**Required**)

Program:

(If you typed your program name at the beginning, please skip to Q10)

**Q9.**

Program/Concentration Name: [skip if program name appears above]

BA Ethnic Studies

**Q10.**

Report Author(s):

Boatamo Mosupyoe, James Sobredo, Annette Reed, Ricky Green

**Q10.1.**

Department Chair/Program Director:

Boatamo Mosupyoe

**Q10.2.**

Assessment Coordinator:

Boatamo Mosupyoe

**Q11.**

Department/Division/Program of Academic Unit

Ethnic Studies

**Q12.**

College:

College of Social Sciences & Interdisciplinary Studies

**Q13.**

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

201

**Q14.**

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:

**Q15.** Number of **undergraduate degree programs** the academic unit has?

1

Q15.1. List all the names:

Q15.2. How many concentrations appear on the diploma for this undergraduate program?

5

Q16. Number of **master's degree programs** the academic unit has?

Don't know

Q16.1. List all the names:

N/A

Q16.2. How many concentrations appear on the diploma for this master's program?

Don't know

Q17. Number of **credential programs** the academic unit has?

N/A

Q17.1. List all the names:

Q18. Number of **doctorate degree programs** the academic unit has?


N/A

Q18.1. List all the names:

When was your <b>assessment plan</b> ...	1. Before 2011-12	2. 2012-13	3. 2013-14	4. 2014-15	5. 2015-16	6. 2016-17	7. No Plan	8. Don't know
<b>Q19.</b> developed?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Q19.1.</b> last updated?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q19.2. (REQUIRED)**

Please **obtain** and **attach** your latest **assessment plan**:


ETHNIC STUDIES ASSESMENT PLAN 2016-2021.docx  
25.45 KB


**Q20.**

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

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

**Q20.1.**

Please **obtain** and **attach** your latest **curriculum map**:


Ethnic Studies Road Map.xlsx  
19.12 KB

**Q21.**

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

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

**Q22.**

Does your program have a capstone class?

- 1. Yes, indicate:
- 2. No
- 3. Don't know

**Q22.1.**

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

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



(Remember: **Save your progress**)

ver. 5.15/17

## Ethnic Studies Department: Written Communication Value Rubric

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1	Total
Context and Purpose for Writing	50%	30%	20%	0%	(100%, N=10)
Content Development	50%	30%	20%	0%	(100%, N=10)
Genre Disciplinary Conventions	40%	30%	20%	10%	(100%, N=10)
Sources and Evidence	50%	40%	10%	0%	(100%, N=10)
Control Syntax Mechanics	30%	40%	30%	0%	(100%, N=10)

### WRITTEN COMMUNICATION VALUE RUBRIC

*for more information, please contact [value@aacu.org](mailto:value@aacu.org)*



#### Definition

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

	Capstone 4	Milestones		Benchmark 1
		3	2	
<b>Context of and Purpose for Writing</b> <i>Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).</i>	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
<b>Content Development</b>	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
<b>Genre and Disciplinary Conventions</b> <i>Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).</i>	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation	Attempts to use a consistent system for basic organization and presentation.
<b>Sources and Evidence</b>	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.
<b>Control of Syntax and Mechanics</b>	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.

TOTAL UNITS		120	UNIT SUM					
Course/Requirement Description	Subject	Catalog #	Units	Min Grade	pre-req	Requirement Line Notes	general notes	
<b>SEMESTER 1</b>								
GE Area A1			3					
GE Area A2			3					
GE Area E			3					
GE Area D (US History)			3				Complete Area D from three different disciplines. Take US History if not demonstrated competency through challenge exam or AP History exam with score of 3 or higher.	
<b>SEMESTER 2</b>								
GE Area A3			3					
GE Area B4			3					
GE Area C1-Arts			3					
			3					
			3					
<b>SEMESTER 3</b>								
GE Area C2- Humanities			3					
GE Area B1 w/B3			3			3-4 units		
English 20			3					
Elective/Foreign Language			3			If requirement not completed in high school or through testing, substitute two semesters of Foreign Language for electives	3-4 units	
<b>SEMESTER 4</b>								

GE Area D			3				Complete Area D from three different disciplines
GE Area B2 w/ B3			3				3-4 units
Elective/Foreign Language			3			If requirement not completed in high school or through testing, substitute two semesters of Foreign Language for electives	3-4 units
<b>SEMESTER 5</b>							
GE Area B5			3				
GE Area D (US Const/CA Govt)			3				Complete Area D from three different disciplines. Take US Government & Politics if not demonstrated competency through challenge exam or AP History exam with score of 3 or higher.
<b>SEMESTER 6</b>							
GE Area C- Upper Division			3				
<b>SEMESTER 7</b>							

GE Area D Upper Division			3				Complete Area D from three different disciplines
<b>SEMESTER 8</b>							
GE Area C Upper Division (Writing Intensive)			3			Writing Intensive class after complete WPJ or ENGL 109W/M before enrolling	

**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**

<p><b>Learning Outcomes</b></p>	<p><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."</p>
<p>Methods of Assessment</p>	<p>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.</p>
<p>Assessment Results</p>	<p>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.</p>
	<p>One way our department can improve is to begin having the students take the</p>

Action Plan (Use of Results for Improvement)	research course earlier than their last semester.
<b>AY—2016-2017</b>	
<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."
Methods of Assessment and Performance	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	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.  A team of faculty will randomly select 5-10 papers to assess using Civic Engagement value Rubric from American Association of Colleges & Universities' Valid Assessment of Learning in Undergraduate Education (VALUE). This rubric will be discussed with students before the assignment is given.
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>	<b>Competence in the Disciplines:</b> The ability to

<p>Understanding Interdisciplinary Approaches</p> <p>Social Histories of Ethnic Groups</p> <p>Concepts and Theories</p> <p>Social Justice Issues</p> <p>Gender, Race, Class</p>	<p>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.</p> <p><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.</p>
<p><b>III. Community Engagement/Service Based Community Learning</b></p>	<p><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.</p>
<p><b>IV. Self-Development</b></p>	<p><b>Integrative Learning:</b> synthesis and advanced accomplishment across general and specialized studies.</p>