2017 - 2018
Annual Program Assessment Report

The Office of Academic Program Assessment
California State University, Sacramento

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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:

Select Program or Type in Below

OR enter program name:

Section 1: Report All of the Program Learning Outcomes Assessed

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**
- ☐ 20A. Other, specify any assessed PLOs not included above:

a. _____

b. _____

c. _____

- ☐ 20B. **Check here if your program has not collected any data for any PLOs**. Please go directly to Q6 (skip Q1.2 to Q5.3.1.)

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**:

Information Literacy under LO Bodies of Skills: Department's "Learning Outcomes/Expectations for Ethnic Studies Majors." We assess if students are able to: Determine the extent of information needed, Access the Needed Information, Evaluate Information and its Sources Critically, Use Information Effectively to Accomplish a Specific Purpose, Access and Use Information Ethically and Legally

These Information Literacy/Research Skills are linked to Sac State BLGs in which students are expected to have: Intellectual and Practical Skills, Including: 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

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)

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Section 2: Report One Learning Outcome in Detail

Question 2: Standard of Performance for the Selected PLO

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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):

Information Literacy

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

N/A

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: Oral communication, Critical Thinking, Written Communication etc. This year we decided to again use Ethn 194 Research Ethnic Studies course with two sections in spring 2018. We assessed Information Literacy in this course. 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 Information Literacy Value Rubric of the Association of American College and Universities . We did not feel the need to change the rubric since it perfectly fits the purpose of this assessment. (The recommendation from the University Assessment Team was for Ethnic Studies to adapt/modify the rubric to fit Ethnic Studies LO and Discipline).

We assessed if students are able to: Determine the extent of information needed, Access the Needed Information, Evaluate Information and its Sources Critically, Use Information Effectively to Accomplish a Specific Purpose, Access and Use Information Ethically and Legally.

Q2.2.
Has the program developed or adopted ***explicit program standards of performance/expectations*** for this PLO? (e.g. "We expect 70% of our students to achieve at least a score of 3 or higher in all dimensions of the Written Communication VALUE rubric.")
● 1. Yes
○ 2. No
○ 3. Don't know
○ 4. N/A

Q2.3.
Please **1) provide and/or attach the rubric(s) AND 2) the standards of performance/expectations** that you have developed for *the selected PLO* here:

1) We have attached the Rubric.

2) We expect our students to score in 3 (Satisfactory) and above

📎 Information Literacy Value Rubric Ethnic Studies (AACU).pdf
329.55 KB

📎 No file attached

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

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?
| 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**)

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 selected a sample of 10 research papers from ETHN 194 Research in Ethnic Studies. The class is designed to provide the students with contemporary theoretical knowledge and practical skills for conducting research in the Asian American, Black American, Chicano, and Native American Communities. We assessed students' research papers in order to determine their information literacy. We reviewed their papers and evaluated their ability to identify, locate, and evaluate sources to support their papers. In addition, we reviewed their citations to assess how effectively and responsibly they used and shared that information for their paper topics or thesis statements.

(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 **1) provide and/or attach the direct measure** (key assignments, projects, portfolios, course work, student tests, etc.) you used to collect data, **THEN 2) explain here** how it assesses the PLO:

Throughout the 2017-2018 year, Ethnic Studies Department and key faculty members (Boatamo Mosupyoe, Annette Reed, James Sobredo form the "Assessment Team") met to discuss and plan our Assessment for 2017-2018. The topic of Assessment was discussed in our 1st Faculty meeting/Retreat for Fall 2017, and faculty confirmed that Assessment Team consisting of Drs. Mosupyoe, Sobredo and Reed should complete the Assessment Report. Throughout the year, the Assessment Team discussed and worked on Assessment. At the end of the Spring 2018 semester, ten (10) students were randomly chosen from ETHN 195: Research Ethnic Studies (Prof. Annette Reed), which is a required, capstone course for all Ethnic Studies majors. In the beginning of the semester, students were informed that their works would be part of the Ethnic Studies assessment report for 2018. They were given the PLOs and Rubric for the Assessment.

For 2018 Assessment, the Ethnic Studies Department chose **Informational literary** as our PLO category to assess. The matrix that we will be using are whether students are able to
1) Determine the extent of information needed;
2) Access the Needed Information;
3) Evaluate Information and its Sources Critically;
4) Use Information Effectively to Accomplish a Specific Purpose; and finally
5) Access and Use Information Ethically and Legally.
Using this matrix and assessment tools, at the end of Spring 2018, Profs. Annette Reed and James Sobredo were randomly assigned 10 students' papers and gave a score to each student. Those scores were then tabulated and presented in a table.

Informational Literacy: Assessment Rubric & Data Scale: **5 = Excellent** **4 = Very Good** **3 = Satisfactory** **2 = Below Satisfactory** **1 = Did not meet requirement**	**AVERAGE** **SCORES**
Determine the extent of information needed	
Access the Needed Information	
Evaluate Information and its Sources Critically	
Use Information Effectively to Accomplish a Specific Purpose	
Access and Use Information Ethically and Legally	

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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.
Please enter the number (#) of faculty members who participated in planning the assessment data **collection** of the selected PLO?

> 3

Q3.5.1.
Please enter the number (#) of faculty members who participated in the **evaluation** of the assessment data for the selected PLO?

> 3

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.)?

At the end of the Spring 2018 semester, ten (10) students **were randomly chosen from ETHN 195**: Research Ethnic Studies (Prof. Annette Reed), which is a required, capstone course for all Ethnic Studies majors. In the beginning of the semester, students were informed that their works would be part of the Ethnic Studies assessment report for 2018. They were given the PLOs and Rubric for the Assessment.

Q3.6.1.

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

10 reflected 60% of the Ethnic Studies Students in class. The rest were Gerontology Students

Q3.6.2.

Please enter the number (#) of students that were in the class or program?

17 Ethnic Studies Students. The rest were Geron…

Q3.6.3.

Please enter the number (#) of samples of student work that 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:

N/A

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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, please enter 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:

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Question 4: Data, Findings, and Conclusions

Q4.1.

Please provide tables and/or graphs to summarize the assessment data, findings, and conclusions for the selected PLO in **Q2.1** (see Appendix 12 in our Feedback Packet Example):

Informational Literacy: Assessment Rubric & Data Scale: 5 = Excellent 4 = Very Good 3 = Satisfactory 2 = Below Satisfactory 1 = Did not meet requirement	AVERAGE SCORES
Determine the extent of information needed	3.4
Access the Needed Information	3.5
Evaluate Information and its Sources Critically	2.8
Use Information Effectively to Accomplish a Specific Purpose	3.1
Access and Use Information Ethically and Legally	3.9

Findings and Conclusions.

Ethnic Studies students met our PLOs and expectations. In all categories, the majority of our students scored 3 (Satisfactory) and above. In four of the five categories, 90 percent of our students scored 3 (Satisfactory) and above. Our weakest findings was for category 3: **"Evaluate Information and its Sources Critically" (3),** and this is something that our Department work on by specifically setting this as a PLO and incorporating it into our courses an "evaluation" of information and critical analysis of our sources.

See Attached Table for a detailed assessment summary and conlcusions.

📎 Summary of Findings Table Information Literacy.pdf
254.4 KB   📎 No file attached

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?

All our Ethnic Studies majors are doing well and meeting our program standards. In all the PLOs that we set, students scored a 3 ("Satisfactory" and above). Our major finding is that 90% of our students scored a 3 ("Satisfactory" and above) in Categories 1-2 and 4-5. Our "weakest" score was in Category 3, where only 80 percent of our students scored 3 ("Satisfactory" and above). Thus, the major conclusion is that our Ethnic Studies students are doing well and meeting our Department PLOs and learning standards. In terms of addressing Category 3, creting a new course by diving Ethn 194 into A and B will work towards improving the students' scores and skills. Ethn194A will focus on theory which would provide more time in Ethn 194B for the students to focus on Information literacy regarding the sources for their research papers.

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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.

In the future, as a Department we need to further discuss the possibility of adding a new course by dividing this course into two components, Ethn194A and Ethn194B. Ethn194A might focus on theory which would provide more time in Ethn 194B for the students to focus on Information literacy regarding the sources for their research papers.

Q5.1.2.
Do you have a plan to assess the *impact of the changes* that you anticipate making?

◉ 1. Yes, describe your plan:

The plan is to a) evaluate if we have enough faculty in order to adequately handle the increase work load, b) xplore the possibility of a faculty hire line specializing in Research Methodology and Theory c) make a convincing request for a faculty hire line.

○ 2. No

○ 3. Don't know

Q5.2.

To what extent did you apply **previous assessment results** collected through your program in the following areas?	1. Very Much	2. Quite a Bit	3. Some	4. Not at All	5. N/A
1. Improving specific courses	○	◉	○	○	○
2. Modifying curriculum	○	◉	○	○	○
3. Improving advising and mentoring	○	◉	○	○	○
4. Revising learning outcomes/goals	○	○	◉	○	○
5. Revising rubrics and/or expectations	○	○	◉	○	○
6. Developing/updating assessment plan	○	○	○	◉	○
7. Annual assessment reports	○	○	○	○	◉
8. Program review	○	○	◉	○	○
9. Prospective student and family information	○	○	○	○	◉
10. Alumni communication	○	○	◉	○	○
11. WSCUC accreditation (regional accreditation)	○	○	◉	○	○
12. Program accreditation	○	○	○	○	◉
13. External accountability reporting requirement	○	○	○	○	◉
14. Trustee/Governing Board deliberations	○	○	○	○	◉
15. Strategic planning	○	○	○	○	◉

	1.	2.	3.	4.	5.
16. Institutional benchmarking	○	○	○	○	◉
17. Academic policy development or modifications	○	○	○	○	◉
18. Institutional improvement	○	○	○	○	○
19. Resource allocation and budgeting	○	○	○	○	◉
20. New faculty hiring	○	○	◉	○	○
21. Professional development for faculty and staff	○	○	◉	○	○
22. Recruitment of new students	○	○	◉	○	○
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, the need of assessment and this year's focus on these areas

Q5.3. To what extent did you apply **previous assessment 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	○	○	○	○	◉
2. Standards of Performance	○	○	○	○	◉
3. Measures	○	○	○	○	◉
4. Rubrics	○	◉	○	○	○
5. Alignment	○	○	○	○	◉
6. Data Collection	○	◉	○	○	○
7. Data Analysis and Presentation	○	◉	○	○	○
8. Use of Assessment Data	○	○	○	○	◉
9. Other, please specify:	○	○	○	○	○

Q5.3.1.
Please share with us an example of how you applied **previous feedback** from the Office of Academic Program Assessment in any of the areas above:

We chose a different LO to assess because we determined that students did well in Written Communication.

This is the feedback that we received in relation to a) Data Collection and Presentation: <u>It is unclear what criteria were used to select the student papers. We recommend that the program choose papers at random:</u>   **Ethnic Studies Response**: The University assessment team missed that we did use random selection of papers and it was so stated in the last assessment report. We applied the same data collection and presentation for this assessment. b) <u>the program might find it useful to use the VALUE rubric by modifying or adding to the rubric to specify explicitly this particular aspect of your discipline</u>: **Ethnic Studies Response:** We appreciate the productive and meaningful feedback and it will be effected by the department in the future. For Information Literacy there was no need to modify the VALUE rubric.

(Remember: Save your progress)

Section 3: Report Other Assessment Activities

Other Assessment Activities

Q6.
If your program/academic unit conducted assessment activities that are **not directly related to the PLOs** for this year (i.e. impacts of an advising center, etc.), please provide those activities and results here:

N/A

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Q6.1.
Please explain how the assessment activities reported in **Q6** will be linked to any of your PLOs and/or PLO assessment in the future and to the mission, vision, and the strategic planning for the program and the university:

N/A

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 explain how this year's assessment activities help you address recommendations from your department's last program review?

The recommendation from last program review underlined followed by Ethnic Studies Response (not underlined) : a)the Department of Ethnic Studies needs to develop a long term, comprehensive assessment plan that would address and inform curriculum revision decisions. Our recently revised assessment plan will contribute greatly towards the creation of new courses and revision of existing ones. For example as we mentioned above in Q5.1.1 we intend to develop a new course by dividing Ethn 194 into two components, Ethn194A and Ethn194B. Ethn194A might focus on theory which would provide more time in Ethn 194B for the students to focus on Information literacy regarding the sources for their research papers.

b) The program should work with the Dean to develop a long-range hiring plan in both staff and faculty as the department will need to add new faculty as faculty retire and student enrollment continues to grow.   The plan is to a) evaluate if we have enough faculty in order to adequately handle the increase work load, b) xplore the possibility of a faculty hire line specializing in Research Methodology and Theory c) make a convincing request for a faculty hire line.

Q9. Please attach any additional files here:

| 📎 No file attached | 📎 No file attached |
| 📎 No file attached | 📎 No file attached |

Q9.1.
If you have attached **any** files to this form, please list **every** attached file here:

- Value Rubric
- Table: Summary of Findings Information Literacy
- Ethnic Studies Revised Assessament Plan
- Ethnic Studies Roadmap

Section 4: Background Information about the Program

<div style="border:1px solid black">

Program Information (**Required**)

</div>

Program:

(If you typed in your program name at the beginning, please skip to **Q11**)

Q10.
Program/Concentration Name: [skip if program name is already selected or appears above]

Select Program

Q11.
Report Author(s):

Boatamo Mosupyoe, Annette Reed, James Sobredo

Q11.1.
Department Chair/Program Director:

Boatamo Mosupyoe

Q11.2.
Assessment Coordinator:

Boatamo Mosupyoe

Q12.
Department/Division/Program of Academic Unit (select):

Ethnic Studies

Q13.
College:

College of Social Sciences & Interdisciplinary Studies

Q14.
What is the total enrollment (#) for Academic Unit during assessment (see Departmental Fact Book):

201

Q15.
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:

Q16. Number of **undergraduate degree programs** the academic unit has?

1

Q16.1. List all the names:

Ethnic Studies

Q16.2. How many concentrations appear on the diploma for this undergraduate program?

5

Q17. Number of **master's degree programs** the academic unit has?

Don't know

Q17.1. List all the names:

- Asian American Studies,
- Chicano/a American Studies,
- Native American Studies,
- Pan African Studies and
- Education

Q17.2. How many concentrations appear on the diploma for this master's program?

N/A

Q18. Number of **credential programs** the academic unit has?

N/A

Q18.1. List all the names:

N/A

Q19. Number of **doctorate degree programs** the academic unit has?

N/A

Q19.1. List all the names:

N/A

When was your **Assessment Plan**...	1. Before 2012-13	2. 2013-14	3. 2014-15	4. 2015-16	5. 2016-17	6. 2017-18	7. No Plan	8. Don't know
Q20. Developed?	○	○	○	●	○	○	○	○
Q20.1. Last updated?	○	○	○	○	●	○	○	○

Q20.2. (Required)

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

> 📎 **Ethnic Studies Revised Assessment Plan 2015-2021.docx**
> **31.26 KB**

Q21.
Has your program developed a **curriculum map?**

🔵 1. Yes
⚪ 2. No
⚪ 3. Don't know

Q21.1.
Please **obtain** and **attach** your latest **curriculum map**:

> 📎 Ethnic Studies Roadmap 2.pdf
> 430.12 KB

Q22.
Has your program indicated explicitly in the curriculum map where assessment **of student learning** occurs?

⚪ 1. Yes
🔵 2. No
⚪ 3. Don't know

Q23.
Does your program have a capstone class?

🔵 1. Yes, specify:

Ethn 194, Ethn 194 A and B

⚪ 2. No
⚪ 3. Don't know

Q23.1.
Does your program have a capstone project(s)?

🔵 1. Yes
⚪ 2. No
⚪ 3. Don't know

(**Remember**: **Save your progress**)
Save When Completed!

ver. 10.**31**.17

INFORMATION LITERACY VALUE RUBRIC

for more information, please contact value@aacu.org

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 by shared nationally through a common dialog and understanding of student success. In July 2013, there was a correction to Dimension 3: Evaluate Information and its Sources Critically.

Definition

The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand. - Adopted from the National Forum on Information Literacy

Framing Language

This rubric is recommended for use evaluating a collection of work, rather than a single work sample in order to fully gauge students' information skills. Ideally, a collection of work would contain a wide variety of different types of work and might include: research papers, editorials, speeches, grant proposals, marketing or business plans, PowerPoint presentations, posters, literature reviews, position papers, and argument critiques to name a few. In addition, a description of the assignments with the instructions that initiated the student work would be vital in providing the complete context for the work. Although a student's final work must stand on its own, evidence of a student's research and information gathering processes, such as a research journal/diary, could provide further demonstration of a student's information proficiency and for some criteria on this rubric would be required.

INFORMATION LITERACY VALUE RUBRIC

for more information, please contact value@aacu.org

Definition

The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand. - The National Forum on Information Literacy

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 3	Milestones 2	Benchmark 1
Determine the Extent of Information Needed	Effectively defines the scope of the research question or thesis. Effectively determines key concepts. Types of information (sources) selected directly relate to concepts or answer research question.	Defines the scope of the research question or thesis completely. Can determine key concepts. Types of information (sources) selected relate to concepts or answer research question.	Defines the scope of the research question or thesis incompletely (parts are missing, remains too broad or too narrow, etc.). Can determine key concepts. Types of information (sources) selected partially relate to concepts or answer research question.	Has difficulty defining the scope of the research question or thesis. Has difficulty determining key concepts. Types of information (sources) selected do not relate to concepts or answer research question.
Access the Needed Information	Accesses information using effective, well designed search strategies and most appropriate information sources.	Accesses information using variety of search strategies and some relevant information sources. Demonstrates ability to refine search.	Accesses information using simple search strategies, retrieves information from limited and similar sources.	Accesses information randomly, retrieves information that lacks relevance and quality.
Evaluate Information and its Sources Critically*	Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selects sources after considering the importance (to the researched topic) of the multiple criteria used (such as relevance to the research question, currency, authority, audience, and bias or point of view).	Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selects sources using multiple criteria (such as relevance to the research question, currency, and authority).	Chooses a variety of information sources. Selects sources using basic criteria (such as relevance to the research question and currency).	Chooses a few information sources. Selects sources using limited criteria (such as relevance to the research question).
Use Information Effectively to Accomplish a Specific Purpose	Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth	Communicates, organizes and synthesizes information from sources. Intended purpose is achieved.	Communicates and organizes information from sources. The information is not yet synthesized, so the intended purpose is not fully achieved.	Communicates information from sources. The information is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.), so the intended purpose is not achieved.

Access and Use Information Ethically and Legally	Students use correctly all of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly three of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly two of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly one of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.

*Corrected Dimension 3: Evaluate Information and its Sources Critically in July 2013

Table: Summary of Findings Ethnic Studies Information Literacy

Informational Literacy: Assessment Rubric & Data Scale: 5 = Excellent 4 = Very Good 3 = Satisfactory 2 = Below Satisfactory 1 = Did not meet requirement	AVERAGE SCORES
Determine the extent of information needed	3.4
Access the Needed Information	3.5
Evaluate Information and its Sources Critically	2.8
Use Information Effectively to Accomplish a Specific Purpose	3.1
Access and Use Information Ethically and Legally	3.9

Summary of Assessment Data:

1) **Determine the extent of information needed**. **Score = 3.4.** 90 percent of Ethnic Studies students scored in the "Satisfactory" (score = 3) and higher. Three students scored 4 (Very good) and one student scored 5 (Excellent).

2) **Access the Needed Information. Score = 3.5.** 90 percent of Ethnic Studies students scored in the "Satisfactory" (score = 3) and higher, with 50 percent in the "Very Good" (4) and "Excellent" (5) ranking.

3) **Evaluate Information and its Sources Critically. Score = 2.8.** 80 percent of Ethnic Studies students scored in the "Satisfactory" (score = 3) and higher. This is an area that would need more attention in the future.

4) **Use Information Effectively to Accomplish a Specific Purpose. Score = 3.1.** 90 percent of Ethnic Studies students scored in the "Satisfactory" (score = 3) and higher.

5) **Access and Use Information Ethically and Legally.** Score = 3.9. 100 percent of our students scored in the "Satisfactory" (score = 3) and higher, with 90% of students in the "Very Good" ranking. This is our strongest area.

Findings and Conclusions.

Ethnic Studies students met our PLOs and expectations. In all categories, the majority of our students scored 3 (Satisfactory) and above. In four of the five categories, 90 percent of our students scored 3 (Satisfactory) and above. Our weakest findings was for category 3: "**Evaluate Information and its Sources Critically" (3),** and this is something that our Department work on by specifically setting this as a PLO and incorporating it into our courses an "evaluation" of information and critical analysis of our sources.

REVISED: 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	
Learning Outcomes	**Communication Skills: Oral Communication:** 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	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.
Assessment Results	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.
Action Plan (Use of Results for Improvement)	One way our department can improve is to begin having the students take the research course earlier than their last semester.
AY—2016-2017	

Learning Outcomes	**Communication Skills: Written Communication:** 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	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.
Action Plan (Use of Results for Improvement)	We have plans to address this issue and will do so at our first faculty meeting/retreat at the beginning of Fall 2017.
AY 2017-2018/Revised (This year under Bodies of Skills we are assessing Information Literacy)	
Learning Outcomes	**Information Literacy/Research Skills (Under Bodies of Skills):** We assess if students are able to: Determine the extent of information needed, Access the Needed Information, Evaluate Information and its Sources Critically, Use Information Effectively to Accomplish a Specific Purpose, Access and Use Information Ethically and Legally
Methods of Assessment and Performance	Faculty will randomly select 5-10 research papers from ETHN 194 Research in Ethnic Studies. The class is designed to provide the students with contemporary theoretical knowledge and practical skills for conducting research in the Asian American, Black American, Chicano, and Native American Communities. We will assess students' research papers in order to determine their information literacy. We will review their papers and evaluate their ability to identify, locate, and evaluate sources to support their papers. In addition, we will review their citations to assess how effectively and responsibly they used and shared that

	information for their paper topics or thesis statements. We will use Information Literacy 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)	

AY 2018-2019 (Revised will be done in AY 2018-2019 and not 2017-2018)	
Learning Outcomes	**Service Based Community Learning:** 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 65th 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 65th 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)	

AY 2019-2020 (Revised will be done in AY 2019-2020 and not 2018-2019)	
Learning Outcome	**Content Mastery: Gender, Race/Ethnicity, Class, and Sexuality**: 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 discus 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	
AY 2020-2021 (Revised)	
Learning Outcome	**Content Mastery: Gender, Race/Ethnicity, Class, and Sexuality**: 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 discus 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)   <u>Ethnic Studies Learning Outcomes</u>

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

I. Bodies of Skills
    Critical Thinking
    Communication Skills (written and oral)
    Research Skills
	Intellectual and Practical Skills: 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.

II. Content Mastery
    Understanding Interdisciplinary Approaches
    Social Histories of Ethnic Groups
    Concepts and Theories
    Social Justice Issues
    Gender, Race, Class
	Competence in the Disciplines: 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.
	
	Knowledge of Human Cultures (and the Physical Sciences): 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.

III. Community Engagement/Service Based Community Learning	**Personal and Social Responsibility:** civic knowledge and engagement-local and global, intercultural knowledge and competence, ethical reasoning and action, foundations and

	skills for lifelong learning anchored through active involvement with diverse communities in real-world challenges.
IV. Self-Development	**Integrative Learning:** synthesis and advanced accomplishment across general and specialized studies.

Course/Requirement Description	Subject	Catalog #	Units	Min Grade	pre-req	Requirement Line Notes	general notes
TOTAL UNITS	120		**UNIT SUM**				
SEMESTER 1							
GE Area A1			3				
GE Area A2			3				
GE Area E			3				Ethn 115, Ethn, Ethn 132, and Ethn 133, satisfy GE Area E
GE Area D (US History)			3				Complete Area D from three different disciplines. Take US History if not demostrated competency through challenge exam or AP History exam with score of 3 or higher.
Ethn 11 (GE Area D)			3				
SEMESTER 2							
GE Area A3			3				
GE Area B4			3				
GE Area C1-Arts			3				
Elective			3				
Elective			3				
SEMESTER 3							
GE Area C2- Humanities			3				Engl/Ethn 180 A, Engl/Ethn 180 B, Ethn 143, ethn, 145, ethn,150 and ethn 171 satisfy GE are C2
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
Ethn 170			3				Core Class

SEMESTER 4						
GE Area D			3			Complete from these: Ethn 10, 11, 11H, 14, 30, 53, 70, 100, 110,112, 113, 114, 116, 122, 170, 130, 131, 136, 140, 141, 142, 155, and 170. Ethn 100 is Writing Intensive
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
Ethn 130 or 131			3			Core Class
Ethn 110			3			Core Class
SEMESTER 5						
GE Area B5			3			
Elective or Engl 109			3			
Ethn 140			3			Core Class
Ethn Elective (UD)			3			
Ethn Elective (UD)			3			
SEMESTER 6						
GE Area C- Upper Division			3			Engl/Ethn 180 A, Engl/Ethn 180 B, Ethn 143, ethn, 145, ethn,150 and ethn 171 satisfy GE are C2
Ethn 100			3		Writing Intensive class after completing WPJ of ENGL 109E/M before enrollment	Core Class
Ethn Elective			3			
Ethn Elective			3			

Ethn Elective (UD)			3				Complete Area D from three different disciplines. Take US Government & Politics if not demostrated competency through challenge exam or AP History exam with score of 3 or higher.
SEMESTER 7							
GE Area D Upper Division			3				Ethn 10, 11, 11H, 14, 30, 53, 70, 100, 110,112, 113, 114, 116, 122, 170, 130, 131, 136, 140, 141, 142, 155, and 170. Ethn 100 is writing intensive
Ethn 194			3				Core class
Ethn Elective (UD)			3				
Elective			3				
Elective			3				
SEMESTER 8							
GE Area C Upper Division			3				Engl/Ethn 180 A, Engl/Ethn 180 B, Ethn 143, ethn, 145, ethn,150 and ethn 171 satisfy GE are C2
Ethn 195 A			3				Core Class
Elective			3				
Ethn 195B			1				Core Class
Elective			3				