

# 2018 - 2019 Annual Program Assessment Report

The Office of Academic Program Assessment  
California State University, Sacramento

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

This year OAPA has refined the annual assessment reporting process to make it simple, clear, and of high quality at the same time.

## IMPORTANT REMINDER:

Please use the "[Guidelines](#)" and "[Examples for Answering Open-Ended Questions](#)" to answer each question in the template as you complete the report. Please provide and attach the following information:

1. PLO Assessed (Q1.1, Q2.1)
2. Definition of the PLO(s) (Q2.1.1)
3. Rubrics and Explicit Program (not class) Standards of Performance/Expectations (Q2.3)
4. Direct Measures (Q3.3.2)
5. Data Table(s) (Q4.1)
6. Curriculum Map (Q21.1)
7. Most Updated Assessment Plan (Q20.2)

Please provide only relevant information and limit all of your attachments to 30 pages.

**Please save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.**

**DEADLINE TO SUBMIT: JULY 1, 2019.**

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 enter program name:

## Section 1: Report All of the Program Learning Outcomes Assessed

### Question 1: All the Program Learning Outcomes Assessed

#### Q1.1.

Which of the following Program Learning Outcomes (PLOs) including Sac State Baccalaureate Learning Goals (BLGs) or 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. **Research**
- ☐ 21A. Other, specify any assessed PLOs not included above:

a.

b.

c.

- ☐ 21B. **Check here if your program has not collected any data for any PLOs.** Please go directly to Q6 (skip Q1.3.a. to Q5.3.1.)

**Q1.3.a.**

Are your PLOs closely aligned with the mission and/or the [strategic plan](#) of the university?

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

(Remember: **Save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.** )

## Section 2: Report One Learning Outcome in Detail

### Question 2: Detailed Information 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):

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

**Q2.1.1.**

Please provide the definition for this PLO ([See Appendix 15 Sample Answer to Q2.1.1](#)).

Thoroughly design, construct and evaluate a research project/paper by utilizing data bases in Ethnic Studies and valid research conclusions (Evidence).

This is under PLO Mastery II

**Q2.2.**

Has the program developed or adopted **explicit program standards of performance/expectations** for this PLO? (e.g. "We expect 80% 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

Undo

#### Q2.2.a.

Please provide the standards of performance/expectations for this PLO:

Ethnic Studies Program Standard of Performance expects seventy percent (70%) of students to be either on th...

#### Q2.3.

Please **provide and/or attach the rubric(s)** that you used to evaluate your assignment(

[See Appendix 15 Sample Answer to Q2.3](#)):

The Inquiry Analysis VALUE Rubric is Attached



INQUIRY ANALYSIS VALUE RUBRIC.pdf  
118.46 KB



INQUIRY ANALYSIS VALUE RUBRIC.pdf  
118.46 KB

Q2.4. PLO	Q2.5. Stdrd	Q2.6. Rubric	Please indicate where you have published the <b>PLO</b> , the <b>standard (stdrd)</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 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 type="checkbox"/>	5. On the academic unit website or in newsletters
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	6. In the assessment or program review reports, plans, resources, or activities
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. In new course proposal forms in the department/college/university
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. In the department/college/university's strategic plans and other planning documents
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	9. In the department/college/university's budget plans and other resource allocation documents
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. Other, specify: <input type="text"/>

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

**Q3.1.**

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

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

Undo

**Q3.1.1.**

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

1

**Q3.2.**

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

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

Undo

**Q3.2.1.**

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

We collected research papers from two separate Ethn 194 Research classes taught by two different professors, Dr. Ricky Green and Dr. Annette Reed. The classes usually enroll both Ethnic Studies and Gerontology Majors. The professors selected papers from Ethnic Studies majors only.

(Remember: **Save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.**)

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

**Q3.3.**

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

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

Undo

**Q3.3.1.**

Which of the following direct measures (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 **attach the assignment instructions that the students received to complete the assignment ( See Appendix 1 Sample Answer to Q3.3.2):**

ETHN 194 Key Assignment for Annual Assessment

The key assignment for the Ethnic Studies Program required students to design, construct and evaluate a research project/paper by utilizing data bases in Ethnic Studies, literature review to reach valid research conclusions. Ethnic Studies used the Value Rubric as its direct measure to assess its Inquiry and Analysis PLO.

For this culminating assignment students were given the following instructions:

- 1) Using data bases in Ethnic Studies and reviewed literature choose a topic related to intersection of gender, race/ethnicity, class and sexuality to construct a statement of purpose.
- 2) Write a 20 page research paper on the topic.
- 3) Interpret data through quantitative and/or qualitative analysis and through systematic argument.
- 4) Develop a hierarchy of proof using source material as support for argument.
- 5) Look for patterns between data to determine your findings/conclusion.



**ETHN 194 Key Assignment2.pdf**  
207.35 KB



**Click here to attach a file**

**Q3.4.**

What tool was used to evaluate the data?

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

Undo

**Q3.4.1.**

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

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

(skip to **Q3.4.4.**)

**Q3.4.2.**

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

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

**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?

**Q3.5.1.**

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

**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 Spring 2019 semester 19 students were selected from two "Ethn 194 Research in Ethnic Studies" classes. The classes are taught by two professors, Dr. Green and Dr. Reed. Ethn 194 is a required course for Ethnic Studies Majors. In the beginning of the semester students were informed that their work would be part of the Ethnic Studies Assessment Report for 2019. They were given the PLO and the Rubric for the Assessment. Dr. Green's class had 9 Ethnic Studies majors. All 9 papers were part of the assessment. Dr. Reed randomly chose papers from 10 Ethnic Studies majors, her class was large and had 40 students.

**Q3.6.1.**

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

We applied the recommendation of Dr. Amy Liu, the Director for the Office of Academic Program Assessment. 2016-2017 Dr. Liu's feedback recommended that for data collection we should choose papers at random. We applied that recommendation for 2017-2018. Dr. Liu's 2017-2018 feedback recommended that we assess all students rather than select a random sample of 10 when the population size is small. Consequently, for Dr. Green's class we selected all 9 students' papers who are Ethnic Studies majors to be assessed. In contrast, and in line with our understanding of both the 2016-2017 and 2017-2018 feedback from Dr. Liu, for Dr. Reed's class we randomly chose 10 papers since the class had a considerable number of Ethnic Studies majors.

**Q3.6.2a.**

Please enter the number (#) of students ***from ONLY your program*** that were assessed for this program learning outcome (not all students in the class).

**Q3.6.3a.**

Please enter the number (#) of samples of student work ***from ONLY your program*** that were evaluated for this program learning outcome.

**Q3.6.4.**

Was the sample size of student work for this program assessment adequate for assessing this program learning outcome?

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

(Remember: **Save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.**)

**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

 [Click here to attach a file](#)

 [Click here to attach a file](#)

**Q3.7.2.**

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

N/A

**Q3.7.3.**

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

N/A

**Q3.7.4.**

If surveys were used, please enter the response rate:

**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**)

Undo

**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**)


Undo

**Q3.8.3.**

If other measures were used, please specify:

N/A

 Click here to attach a file

 Click here to attach a file


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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](#).) Please do **NOT** include student names and other confidential information. This is going to be a **PUBLIC** document:

Summary of Inquiry and Analysis Data PLO Ethnic Studies Attached


 Summary of Inquiry and Analysis Data PLO Ethnic Studies 2.pdf  
336.03 KB


 Click here to attach a file

**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 ([See Appendix 15 Sample Answers to Q4.1-Q4.3](#))?

Yes. The Ethnic Studies Assessment team concludes that the Inquiry and Analysis Value Rubric scores of the summative assessment of the 20 page key assignment reveal that the majority of the students are on the mastery (4-Capstone) or developing mastery (3/2 Milestone) levels. Ethnic Studies Program Standard of Performance for the Inquiry and Analysis PLO expects seventy percent (70%) of students to be either on the side of mastery (4-Capstone) or developing mastery (3/2 Milestone).

 Click here to attach a file

 Click here to attach a file

**Q4.3.**

For the selected PLO, the student performance:

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

Undo

### Question 4A: Alignment and Quality

**Q4.4.**

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

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

Undo

**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

Undo

### 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**)

Undo

**Q5.1.1.**

Please describe **what changes** you plan to make in your program as a result of your assessment of this PLO.

Yes. We plan to continue to develop new courses to strengthened students's skills in research and critical analysis of information. We will enhance the course content by using VALUE Rubrics.

#### Q5.1.2.

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

- ☒ 1. Yes, describe your plan:

Yes we do have a plan as the Assessment Team. Next Fall Faculty retreat we will look at the result and decide what needs to be done as a collective. We work collaboratively and the team feels that the whole department must have an input in the decision.

One suggestion from the team is to conduct a survey from students who will be proceeding from Ethn 194 to Ethn 195, or have them write a reflection paper on the feedback from the assessment of their work.

- ☐ 2. No  
☐ 3. Don't know

Undo

#### Q5.2.

To what extent did you apply **previous assessment results** collected through your program in the following areas?

Undo 1-12 Undo 12-23

	1. Very Much	2. Quite a Bit	3. Some	4. Not at All	5. N/A
1. Improved specific courses	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Modified curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
3. Improved advising and mentoring	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Revised learning outcomes/goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
5. Revised rubrics and/or expectations	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Developed/updated assessment plan	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Annual assessment reports	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Program review	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
9. Prospective student and family information	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Alumni communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
11. WSCUC accreditation (regional accreditation)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
12. Program accreditation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
13. External accountability reporting requirement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
14. Trustee/Governing Board deliberations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
15. Strategic planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
16. Institutional benchmarking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

17. Academic policy development or modifications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
18. Institutional improvement	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Resource allocation and budgeting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" 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 type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Recruitment of new students	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Other, specify: <input type="text"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q5.2.1.**

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

The assessment data has informed many of our efforts to improve Ethnic Studies. We developed two graduate courses ETHN 203 Contemporary Ethnic Studies and ETHN 204 Theory and Foundations in Ethnic Studies. The justification for a new hire written by Dr. Bao Lo also illustrates how the assessment data has influenced the direction of the department. Dr. Bao Lo justified the most needed hire in the Asian American program by stating that *"the Department sees an urgent need to hire an Asian American Studies faculty specializing in the newer trends of Ethnic Studies and Asian American Studies. A new hire in Asian American Studies with these specialization areas would contribute courses toward the Department's efforts of a more contemporary and comparative curriculum. Currently, the major programmatic needs of Ethnic Studies include curriculum development and program delivery by scholars trained in the newer trends of the discipline and sub-disciplines, student recruitment, advising, and mentoring. For instance, the new hire would help develop and/or teach courses on Interdisciplinary Research Methods and Theories and Concepts in Ethnic Studies, which are foundational courses for the major in Ethnic Studies."*

**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	<input 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 type="radio"/>
3. Measures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Rubrics	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Alignment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Data Collection	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Data Analysis and Presentation	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Use of Assessment Data	<input type="radio"/>	<input 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 **previous feedback** from the Office of Academic Program Assessment in any of the areas above:

Dr. Liu recommended that we pay attention to Measures, Rubrics and their Alignment.

1. Rubric--Last year we used the 4 point VALUE rubric Scale. This year we applied the Inquiry and Analysis VALUE Rubric without any modifications. In this way the program standard of students to be either on the side of mastery (4-Capstone) or developing mastery (3/2 Milestone) corresponds with the VALUE Rubric. So we applied the Office of Academic Program Assessment recommendation in full.

2. 2016-2017 Dr. Liu's feedback recommended that for data collection we should choose papers at random. We applied that recommendation for 2017-2018. Dr. Liu's 2017-2018 feedback recommended that we assess all students rather than select a random sample of 10 when the population size is small. Consequently, for Dr. Green's class we selected all 9 students' papers who are Ethnic Studies majors to be assessed. In contrast and in line with our understanding of both the 2016-2017 and 2017-2018 feedback from Dr. Liu, for Dr. Reed's class we randomly chose 10 papers since the class had a considerable number of Ethnic Studies majors. Here too we applied the Office of Academic Program Assessment recommendation in full.

3) We used Appendix 12C for data analysis. Here too, we applied the Office of Academic Program Assessment recommendation in full.

**(Remember: Save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.)**


### 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

 Click here to attach a file

 Click here to attach a file

**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. **Research**
- ☐ 21. 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 : 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 contributes greatly towards the creation of new courses and revision of existing ones. We developed two Graduate Courses ETHN 203 and ETHN 204.

**Q9.** Please attach any additional files here:

Ethnic Studies Assessment Plan 2015-2020.pdf  
119.75 KB



Click here to attach a file



Click here to attach a file



Click here to attach a file

**Q9.1.**

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

The Inquiry Analysis Value Rubric is Attached

ETHN 194 Key Assignment for Annual Assessment

Raw Data Summary for the Inquiry and Analysis Skill for Ethnic Studies

Ethnic Studies Revised and Updated Assessment Plan

## Section 4: Background Information about the Program

## Program Information (**Required**)

### 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]

BA Ethnic Studies

#### **Q11.**

Report Author(s):

Dr. Ricky Green, Dr. Annette Reed, Dr. Boatamo Mosupyoe

#### **Q11.1.**

Department Chair/Program Director:

Dr. Boatamo Mosupyoe/Interim Chair

#### **Q11.2.**

Assessment Coordinator:

Dr. Ricky Green and Dr. Annette Reed Co-Cordinators

#### **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):

185

#### **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:

Undo

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

1

**Q16.1.** List all the names:

General 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?

**Q17.1.** List all the names:

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

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

**Q18.1.** List all the names:

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

**Q19.1.** List all the names:

When was your <b>Assessment Plan...</b>	1.	2.	3.	4.	5.	6.	7.	8.
<input type="button" value="Undo"/>	Before 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	No Plan	Don't know
<b>Q20.</b> Developed?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Q20.1.</b> Last updated?	<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"/>

**Q20.2. (Required)**

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

 **Ethnic Studies Assessment Plan 2015-2020.pdf**  
119.75 KB

**Q21.**


Has your program developed a **curriculum map**? Please note: A curriculum map is not a roadmap. A **roadmap** is a graphical representation of the courses students must take to graduate. A **curriculum map** is the matrix that represents in which course a certain program learning outcome (PLO), student learning outcome (SLO), or course learning outcome (CLO) was introduced, developed, and/or mastered.

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

**Q21.1.**



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

 Click here to attach a file

**Q22.**

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

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

Undo

**Q23.**

Does your program have a capstone class?

- ☒ 1. Yes, specify:

Ethn 195 A and B

- ☐ 2. No  
☐ 3. Don't know

Undo

**Q23.1.**

Does your program have a capstone project(s)?

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

Undo

**Q24.**

**BEFORE YOU SUBMIT:** Please **check** that you have included all of the following key evidences:

- ☒ 1. PLO Assessed **(Q1.1, Q2.1)**  
☒ 2. Definition of the PLO(s) **(Q2.1.1)**  
☒ 3. Rubrics and Explicit Program (not class) Standards of Performance/Expectations **(Q2.3)**  
☒ 4. Direct Measures **(Q3.3.2)**  
☒ 5. Data Table(s) **(Q4.1)**  
☐ 6. Curriculum Map **(Q21.1)**  
☒ 7. The Most Updated Assessment Plan **(Q20.2)**

Please do **NOT** include student names and other confidential information. This is going to be a **PUBLIC** document.

**Save When Completed!**

(Remember: **Save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.**)

**DEADLINE:** July 1, 2019.

Thank you and have a great summer!

ver. 03.11.19

## INQUIRY AND ANALYSIS VALUE RUBRIC

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

### Definition

Inquiry is a systematic process of exploring issues, objects or works through the collection and analysis of evidence that results in informed conclusions or judgments. Analysis is the process of breaking complex topics or issues into parts to gain a better understanding of them.

### Framing Language

This rubric is designed for use in a wide variety of disciplines. Since the terminology and process of inquiry are discipline-specific, an effort has been made to use broad language which reflects multiple approaches and assignments while addressing the fundamental elements of sound inquiry and analysis (including topic selection, existing knowledge, design, analysis, etc.) The rubric language assumes that the inquiry and analysis process carried out by the student is appropriate for the discipline required. For example, if analysis using statistical methods is appropriate for the discipline then a student would be expected to use an appropriate statistical methodology for that analysis. If a student does not use a discipline-appropriate process for any criterion, that work should receive a performance rating of "1" or "0" for that criterion.

In addition, this rubric addresses the **products** of analysis and inquiry, not the **processes** themselves. The complexity of inquiry and analysis tasks is determined in part by how much information or guidance is provided to a student and how much the student constructs. The more the student constructs, the more complex the inquiry process. For this reason, while the rubric can be used if the assignments or purposes for work are unknown, it will work most effectively when those are known. Finally, faculty are encouraged to adapt the essence and language of each rubric criterion to the disciplinary or interdisciplinary context to which it is applied.

### Glossary

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

- Conclusions: A synthesis of key findings drawn from research/evidence.
- Limitations: Critique of the process or evidence.
- Implications: How inquiry results apply to a larger context or the real world.

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

	<b>Capstone</b> 4	<b>Milestones</b>		<b>Benchmark</b> 1
		3	2	
<b>Topic selection</b>	Identifies a creative, focused, and manageable topic that addresses potentially significant yet previously less explored aspects of the topic.	Identifies a focused and manageable/doable topic that appropriately addresses relevant aspects of the topic.	Identifies a topic that while manageable/doable, is too narrowly focused and leaves out relevant aspects of the topic.	Identifies a topic that is far too general and wide-ranging as to be manageable and doable.
<b>Existing knowledge, research, and/or views</b>	Synthesizes in depth information from relevant sources representing various points of view/approaches.	Presents in depth information from relevant sources representing various points of view/approaches.	Presents information from relevant sources representing limited points of view/approaches.	Presents information from irrelevant sources representing limited points of view/approaches.
<b>Design process</b>	All elements of the methodology or theoretical framework are skillfully developed. Appropriate methodology or theoretical frameworks may be synthesized from across disciplines or from relevant sub-disciplines.	Critical elements of the methodology or theoretical framework are appropriately developed however more subtle elements are ignored or unaccounted for.	Critical elements of the methodology or theoretical framework are missing, incorrectly developed or unfocused.	Inquiry design demonstrates a misunderstanding of the methodology or theoretical framework.
<b>Analysis</b>	Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to focus.	Organizes evidence to reveal important patterns, differences, or similarities related to focus.	Organizes evidence but the organization is not effective in revealing important patterns, differences or similarities.	Lists evidence but it is not organized and/or is unrelated to focus.

<b>Conclusions</b>	States a conclusion that is a logical extrapolation from the inquiry findings.	States a conclusion focused solely on the inquiry findings. The conclusion arises specifically from and responds specifically to the inquiry findings.	States a general conclusion that, because it is so general, also applies beyond the scope of the inquiry findings.	States an ambiguous, illogical or unsupportable conclusion from inquiry findings.
<b>Limitations and implications</b>	Insightfully discusses in detail relevant and supported limitations and implications	Discusses relevant and supported limitations and implications	Presents relevant and supported limitations and implications	Presents limitations and implications, but they are possibly irrelevant and unsupported

## INQUIRY AND ANALYSIS VALUE RUBRIC

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

- **Conclusions:** A synthesis of key findings drawn from research/evidence.
- **Limitations:** Critique of the process or evidence.
- **Implications:** How inquiry results apply to a larger context or the real world.

# INQUIRY AND ANALYSIS VALUE RUBRIC

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*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                      2		Benchmark 1
<b>Topic selection</b>	Identifies a creative, focused, and manageable topic that addresses potentially significant yet previously less explored aspects of the topic.	Identifies a focused and manageable/doable topic that appropriately addresses relevant aspects of the topic.	Identifies a topic that while manageable/doable, is too narrowly focused and leaves out relevant aspects of the topic.	Identifies a topic that is far too general and wide-ranging as to be manageable and doable.
<b>Existing knowledge, research, and/or views</b>	Synthesizes in depth information from relevant sources representing various points of view/approaches.	Presents in depth information from relevant sources representing various points of view/approaches.	Presents information from relevant sources representing limited points of view/approaches.	Presents information from irrelevant sources representing limited points of view/approaches.
<b>Design process</b>	All elements of the methodology or theoretical framework are skillfully developed. Appropriate methodology or theoretical frameworks may be synthesized from across disciplines or from relevant sub-disciplines.	Critical elements of the methodology or theoretical framework are appropriately developed however more subtle elements are ignored or unaccounted for.	Critical elements of the methodology or theoretical framework are missing, incorrectly developed or unfocused.	Inquiry design demonstrates a misunderstanding of the methodology or theoretical framework.
<b>Analysis</b>	Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to focus.	Organizes evidence to reveal important patterns, differences, or similarities related to focus.	Organizes evidence but the organization is not effective in revealing important patterns, differences or similarities.	Lists evidence but it is not organized and/or is unrelated to focus.

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<b>Limitations and implications</b>	Insightfully discusses in detail relevant and supported limitations and implications	Discusses relevant and supported limitations and implications	Presents relevant and supported limitations and implications	Presents limitations and implications, but they are possibly irrelevant and unsupported

### ETHN 194 Key Assignment for Annual Assessment

The key assignment for the Ethnic Studies Program required students to design, construct and evaluate a research project/paper by utilizing data bases in Ethnic Studies, literature review to reach valid research conclusions. Ethnic Studies used the Value Rubric as its direct measure to assess its Inquiry and Analysis PLO.

For this culminating assignment students were given the following instructions:

- 1) Using data bases in Ethnic Studies and reviewed literature choose a topic related to intersection of gender, race/ethnicity, class and sexuality to construct a statement of purpose.
- 2) Write a 20 page research paper on the topic.
- 3) Interpret data through quantitative and/or qualitative analysis and through systematic argument.
- 4) Develop a hierarchy of proof using source material as support for argument.
- 5) Look for patterns between data to determine your findings/conclusion.



## INQUIRY AND ANALYSIS VALUE RUBRIC

	Capstone 4	Milestones 3                      2		Benchmark 1
<b>6.1 Topic selection</b>	Identifies a creative, focused, and manageable topic that addresses potentially significant yet previously lessexplored aspects of the topic.	Identifies a focused and manageable/doable topic that appropriately addresses relevant aspects of the topic.	Identifies a topic that while manageable/doable, is too narrowly focused and leaves out relevant aspects of the topic.	Identifies a topic that is far too general and wide-ranging as to be manageable and doable.
<b>6.2 Existing knowledge, research, and/or views</b>	Synthesizes in depth information from relevant sources representing various points of view/approaches.	Presents in depth information from relevant sources representing various points of view/approaches.	Presents information from relevant sources representing limited points of view/approaches.	Presents information from irrelevant sources representing limited points of view/approaches.
<b>6.3 Design process</b>	All elements of the methodology or theoretical framework are skillfully developed. Appropriate methodology or theoretical frameworks may be synthesized from across disciplines or from relevant sub-disciplines.	Critical elements of the methodology or theoretical framework are appropriately developed however more subtle elements are ignored or unaccounted for.	Critical elements of the methodology or theoretical framework are missing, incorrectly developed or unfocused.	Inquiry design demonstrates a misunderstanding of the methodology or theoretical framework.
<b>6.4 Analysis</b>	Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to focus.	Organizes evidence to reveal important patterns, differences, or similarities related to focus.	Organizes evidence but the organization is not effective in revealing important patterns, differences or similarities.	Lists evidence but it is not organized and/or is unrelated to focus.
<b>6.5 Conclusions</b>	States a conclusion that is a logical extrapolation from the inquiry findings.	States a conclusion focused solely on the inquiry findings. The conclusion arises specifically from and responds specifically to the inquiry findings.	States a general conclusion that, because it is so general, also applies beyond the scope of the inquiry findings.	States an ambiguous, illogical or unsupportable conclusion from inquiry findings.
<b>6.6 Limitations and implications</b>	Insightfully discusses in detail relevant and supported limitations and implications	Discusses relevant and supported limitations and implications	Presents relevant and supported limitations and implications	Presents limitations and implications, but they are possibly irrelevant and unsupported

## Raw Data Summary: Inquiry and Analysis Skill for Ethnic Studies

Program Level

### Data Summarized by Number of Students

Six Criteria (Areas)	Capstone = (4)	Milestones =(3)	Milestones –(2)	Benchmark =(1)	(total (N=19)
6.1: Topic Selection	14	2	2	1	(100%, N=19)
6.2: Existing Knowledge, Research, and/or Views	1	14	2	2	(100%, N=19)
6.3: Design Process	6	8	3	2	(100%, N=19)
6.4: Analysis	6	8	3	2	(100%, N=19)
6.5: Conclusions	6	8	3	2	(100%, N=19)
6.6: Limitations and Implications	2	9	7	0	(100%, N=19)

### Data Summarized by Percentages

Six Criteria (Areas)	Capstone = (4)	Milestones =(3)	Milestones –(2)	Benchmark =(1)	(total (N=19)
6.1:Topic Selection	74%	10%	10%	5.2%	(100%, N=19)
6.2: Existing Knowledge, Research, and/or Views	5.2%	74%	10%	10%	(100%, N=19)
6.3: Design Process	31%	42%	18%	10%	(100%, N=19)
6.4: Analysis	31%	42%	18%	10%	(100%, N=19)
6.5: Conclusions	31%	42%	18%	10%	(100%, N=19)
6.6: Limitations and Implications	10%	47%	36%	0%	(100%, N=19)

## **Discussion, and Conclusions for the Inquiry and Analysis Skill for Ethnic Studies**

The tables show in actual number of students and in percentages data summary of the Inquiry and Analysis assessment for the Ethnic Studies Program. We used the INQUIRY AND ANALYSIS VALUE RUBRIC to summarize data for students' work.

Students addressed 1 to 6 of Inquiry and Analysis PLO under Content Mastery relating to Content Gender, Race/Ethnicity, Class, and Sexuality within a 20 page writing assignment. Students were asked to design, construct and defend a research project/paper by utilizing data bases in Ethnic Studies and valid research conclusions. Further students were given the following instructions:

- 1) Using data bases in Ethnic Studies and reviewed literature choose a topic related to intersection of gender, race/ethnicity, class and sexuality, to construct a statement of purpose.
- 2) Interpret data through quantitative and/or qualitative analysis and through systematic argument.
- 3) Develop a hierarchy of proof using source material as support for argument
- 4) Look for patterns between data to determine your findings/conclusion.

Based on the standard and criteria 6.1 to 6.6 in the Inquiry and Analysis Rubric 74% of our students a able to use what they have learned in their Ethnic Studies degree path (data bases in Ethnic Studies) and literature review to effectively construct a statement of purpose for their project and choose a topic. In addition, 74% of students effectively identified and constructed a creative, focused and manageable topic (6.1 and 6.2). The main issue with students identified with Milestone (2) and Milestone (3) scores are two fold, 1) they did not sufficiently address the previously less explored aspects of the topic and 2) their topics had a narrow focus. The 1(5.2%) student on the side of Benchmark did not construct a topic that is focused and informed by data bases in Ethnic Studies and reviewed literature.

Based on the standard and criteria 6.2 in the Inquiry and Analysis Rubric the summative assessment for the Students' Existing Knowledge and Literature review reveal that 5.2% students are on Capstone 4 level, 74% on the Milestone 3 level, and 10% on the Milestone 2 level. Generally the majority of these students were able to validate their interpretation by using information from various sources. They also have a sense of organization to cohesively present information from various sources and approaches. 10% presented information from irrelevant sources.

The Rubric scores of the summative assessment for the Students' Design Process (6.3), Analysis, (6.4) and Conclusions (6.5) reveal that in all these three areas most students (74%) are in the Capstone 4 (31%) and Milestone 3 (42%) levels. Specifically with regard to Design Process 31% of students were able to develop theoretical frame work effectively and have included subtle elements of the arguments efficiently in an organized manner. 42% did very well but need improvement in argument organization and in effectively

including subtle elements in their arguments. The issue with 18% in Milestone 2 level was that they have a problem with developing a focused theoretical framework. 10% in Benchmark 1 misunderstood the methodology.

The Inquiry and Analysis Value Rubric scores of the summative assessment for Analysis (6.4) reveal that students were on the side of mastery (4-Capstone) or developing mastery (3/2 Milestone). 10% developed evidence that lacked organization and that is unrelated to the topic. Further, the Inquiry and Analysis Value Rubric scores of the summative assessment for Analysis (6.5) reveal that students were on the side of mastery (4-Capstone) or developing mastery (3/2 Milestone). The conclusions and related outcomes are logical. Students were able to develop a hierarchy of proof using source material as support for argument and they effectively placed patterns between data to determine findings/conclusion. 10% students' conclusions were inconsistently tied to some of the information discussed. They were unable to develop a hierarchy of proof using source material as support for argument.

The Inquiry and Analysis Value Rubric scores of the summative assessment for Limitations and Implications (6.5) reveal that students were on the side of mastery (4-Capstone) or developing mastery (3/2 Milestone). Specifically these students were able to discuss supported relevant limitations and implications. 10% presented irrelevant and unsupported limitations and implications.

The Ethnic Studies Assessment team concludes that the Inquiry and Analysis Value Rubric scores of the summative assessment of the 20 page key assignment reveal that the majority of the students are on the mastery (4-Capstone) or developing mastery (3/2 Milestone) levels. Ethnic Studies Program Standard of Performance for the Inquiry and Analysis PLO expects seventy percent (70%) of students to be either on the side of mastery (4-Capstone) or developing mastery (3/2 Milestone).

ETHNIC STUDIES ASSESMENT PLAN 2016-2021 Revised and Updated (2019)	
<b>Unit: Ethnic Studies</b>	
<p><b>Unit Mission Statement:</b> 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.</p>	
<b>AY-2015-2016</b>	
<b>Learning Outcomes</b>	<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>
Methods of Assessment	<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>
Assessment Results	<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>
Action Plan (Use of Results for Improvement)	<p>One way our department can improve is to begin having the students take the research course earlier than their last semester.</p>
<b>AY—2016-2017</b>	
<b>Learning Outcomes</b>	<p><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</p>

	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	Throughout the 2016-2017 year, Ethnic Studies Department and key faculty members (Ricky Green, Boatamo Mosupyoe, 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 Assoc. of American Colleges & Universities VALUE Rubric to conduct our final Assessment Report. The results show that the majority of our students (78%) rank within the Capstone or Milestones 3 criteria.
Action Plan (Use of Results for Improvement)	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 Capstone 4 or Milestone 3), and our students also did very well in "Context and Purpose of Writing" and "Content Development" (80% were in Capstone 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 Capstone 4 or Milestone 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 Capstone 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.
<b>AY 2017-2018/Revised (Assessed Information Literacy)</b>	
Learning Outcomes	<b>Information Literacy/Research Skills (under Bodies of Skills):</b> 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 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	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.
Action Plan (Use of Results for Improvement)	In terms of addressing Category 3, creating 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
<b>AY 2018-2019</b>	
Learning Outcome	<b>Content Mastery: Gender, Race/Ethnicity, Class, and Sexuality: Inquiry and Analysis</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 (Revised)</b>	
Learning Outcome	<b>Content Mastery: 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)	

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.

**2015-2016**—is year's focus for our Assessment Report was COMMUNICATIONS SKILLS, which is from our Department's "Learning Outcomes/Expectations for Ethnic Studies Majors." We evaluated 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 be able to "Utilize, design, conduct and defend a research project."



**2016-2017**—throughout the 2016-2017 year, Ethnic Studies Department and key faculty members (Ricky Green, Boatamo Mosupyoe, 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 Value Rubric" from the 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.

**2017-2018**—this year we assessed Information Literacy PLO under LO Bodies of Skills: Department's "Learning Outcomes/Expectations for Ethnic Studies Majors." 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 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 and across the curriculum.

## b) Ethnic Studies Learning Outcomes

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

Learning Outcomes/Expectations for Ethnic Studies majors	Sac State Baccalaureate Learning Goals
<b>I. Bodies of Skills</b> Critical Thinking Communication Skills (written and oral) Research Skills	<b>Intellectual and Practical Skills:</b> inquiry and analysis, critical, philosophical, and creative thinking, written and oral communication, quantitative literacy, information literacy, teamwork and problem solving, practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance.
<b>II. Content Mastery</b> Understanding Interdisciplinary Approaches Social Histories of Ethnic Groups Concepts and Theories Social Justice Issues Gender, Race, Class	<b>Competence in the Disciplines:</b> The ability to demonstrate the competencies and values listed ...in at least one major field of study and to demonstrate informed understandings of other fields, drawing on the knowledge and skills of disciplines outside the major.  <b>Knowledge of Human Cultures (and the Physical Sciences):</b> through the study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts. Focused by engagement with big questions, contemporary and enduring.
<b>III. Community Engagement/Service Based Community Learning</b>	<b>Personal and Social Responsibility:</b> civic knowledge and engagement-local and global, intercultural knowledge and competence, ethical reasoning and action, foundations and skills for lifelong learning anchored through active involvement with diverse communities in real-world challenges.
<b>IV. Self-Development</b>	<b>Integrative Learning:</b> synthesis and advanced accomplishment across general and specialized studies.