

ETHNIC STUDIES ASSESMENT PLAN 2016-2021

Unit: Ethnic Studies

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

AY-2015-2016

<p>Learning Outcomes</p>	<p>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."</p>
<p>Methods of Assessment</p>	<p>The faculty selected the course Ethnic Studies 194 – “Research in Ethnic Studies” due to the higher concentration of Ethnic Studies majors. In the course, the instructor provided and discussed the attached rubric with the students. The students presented their research to the class. The media center recorded each presentation and provided a link. The link was sent to all Ethnic Studies faculty in December of 2015. They each reviewed the research presentations and assessed the data based on oral communications.</p>
<p>Assessment Results</p>	<p>From the assessment data using the "Oral Communication Value Rubric," students in our program and doing very well: The majority of our students were in the 4 (Capstone) and 3 (Milestone) performance range. None of our students were the 1 (Benchmark) ranking. It is significant to note that in one of our classes, the majority of students were solidly in the 4 (Capstone) ranking. In sum, our students are doing well and have more than met the Program Learning Objectives.</p>
	<p>One way our department can improve is to begin having the students take the</p>

Action Plan (Use of Results for Improvement)	research course earlier than their last semester.
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	
Action Plan (Use of Results for Improvement)	
AY 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 65 th 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 th 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 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 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	
AY 2019-2020	
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 discuss the Intercultural Knowledge and Competence VALUE Rubric from the American Association of Colleges & Universities' Valid Assessment of Learning in Undergraduate Education (VALUE). The student will be given a written assignment in which they explore the boundaries within which individuals operate and the values they share or not share with a group. The assignment will require students to identify and critically analyze cultural rules and biases. Random selection of 5-10 papers from the 20-25 page research papers from all Ethnic Studies majors will be reviewed by a team of faculty based on the rubric.

Assessment Results	
Action Plan (Use of Results for Improvement)	

a. Ethnic Studies Assessment Trajectory

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

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

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

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

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

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

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

b. Ethnic Studies Learning Outcomes

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

Learning Outcomes/Expectations for Ethnic Studies majors	Sac State Baccalaureate Learning Goals
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	Competence in the Disciplines: The ability to

<p>Understanding Interdisciplinary Approaches</p> <p>Social Histories of Ethnic Groups</p> <p>Concepts and Theories</p> <p>Social Justice Issues</p> <p>Gender, Race, Class</p>	<p>demonstrate the competencies and values listed ...in at least one major field of study and to demonstrate informed understandings of other fields, drawing on the knowledge and skills of disciplines outside the major.</p> <p>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.</p>
<p>III. Community Engagement/Service Based Community Learning</p>	<p>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.</p>
<p>IV. Self-Development</p>	<p>Integrative Learning: synthesis and advanced accomplishment across general and specialized studies.</p>