

ETHNIC STUDIES ASSESMENT PLAN 2016-2021
Revised and Updated (2019)

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>Action Plan (Use of Results for Improvement)</p>	<p>One way our department can improve is to begin having the students take the research course earlier than their last semester.</p>

AY—2016-2017

<p>Learning Outcomes</p>	<p>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</p>
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	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.
AY 2017-2018/Revised (Assessed 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 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
AY 2018-2019	
Learning Outcome	Content Mastery: Gender, Race/Ethnicity, Class, and Sexuality: Inquiry and Analysis 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 (Revised)	
Learning Outcome	Content Mastery: 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)	

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
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.