Department of Ethnic Studies, CLASS



# **ASSESSMENT PLAN: B.A. in Ethnic Studies**

### Updated Date: Spring, 2013, By Enrique Salmon

| PROGRAM MISSION |
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| [CSUEB Missions, Commitments, and ILOs, 2012](http://www20.csueastbay.edu/about/strategic-planning/files/pdf/CSUEB%20Mission,%20Commitments%20and%20ILOs,%202012%20June%2019.pdf)  The Ethnic Studies major guides students through a systematic study of racialized groups with a particular focus on African American, American Indian, Asian American, and Latino/a peoples and communities within the United States. Our program is committed to comparative, transnational, and intersectional approaches. The content of our major mirrors three elements of Cal State East Bay’s mission to "support a diverse student body with academically rich, culturally relevant learning experiences which prepare students to apply their education to meaningful lifework, and to be socially responsible contributors to society, “work collaboratively and respectfully as members and leaders of diverse teams and communities, and to “apply knowledge of diversity and multicultural competencies to promote equity and social justice in our communities.” |

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| PROGRAM STUDENT LEARNING OUTCOMES (SLOs) | |
| Students graduating with a BA in Ethnic Studies will be able to: | |
| SLO 1 | Summarize the legacies of contact, conquest, and resistance to racial oppression in domestic and transnational frames by defining and explaining key concepts such as colonialism, oppression, slavery, genocide, racialization, class, sexism, homophobia, anti-racism, solidarity, whiteness, privilege, and environmental and social justice. |
| SLO 2 | Apply critical frameworks including decolonizing methodology, intersectionality, women of color, feminism, cultural and structural analysis. |
| SLO 3 | Identify and critique essentialist paradigms. Explain the complexity and heterogeneity of racialized groups in the US, including intra-group differences related to gender, class, region, sexuality, generation, immigration status, and language fluency. |
| SLO 4 | Research, write, and speak clearly and persuasively on issues that affect people of color in the United States. |
| SLO 5 | Participate in community-based or service-learning projects overseen by Ethnic Studies faculty that link the critical frameworks and key concepts of Ethnic Studies with experiential learning while encouraging students to engage in critical reflection about social and environmental justice through experience in community-based organizations. |
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| Year 1: 2012-2013 |  | |
| 1. Which SLO(s) to assess | | SLO #1: Summarize the legacies of contact, conquest, and resistance to racial oppression in domestic and transnational frames by defining and explaining key concepts such as colonialism, oppression, slavery, genocide, racialization, class, sexism, homophobia, anti-racism, solidarity, whiteness, privilege, and environmental and social justice. | |
| 1. Assessment indicators | | Exams, Instructor observations, and direct student surveys, Discussion Board, Blog Posts, Student Research Papers | |
| 1. Sample (courses/# of students) | | The student samples we evaluated came from the recent work of graduating Ethnic Studies seniors including work from Dr. Calvo's senior seminar ES4040, Dr. Calvo's ES 4300, Dr. Fong's ES 3553 and Dr. Salmon's ES 3310. | |
| 1. Time (which quarter(s)) | | Spring 2013 | |
| 1. Responsible person(s) | | Enrique Salmon | |
| 1. Ways of reporting (how, to who) | | Each member of the department read three separate examples of the student work samples independently scoring each sample. As a result of the assessment we were quite impressed with the written work produced by our students with regard to SLO # 1. Students were able to define and apply complex terms and concepts unique to our field. No faculty marked any of the work as "novice" and only one faculty marked a student a "developing" and that it was only in the area of a definition. | |
| 1. Ways of closing the loop | | The discussion about closing the loop centered on how to extend the work we are doing in those courses more evenly throughout the entire curriculum. Dr. Calvo shared how she is using an online glossary as a "knowledge base" for ES4300 and suggested that we institute the knowledge base throughout our entire curriculum by expanding on the work she has already done.  We agreed on the following steps:  1. Dr. Calvo will send her knowledge base to all the faculty  2. The faculty will help Dr. Calvo source the existing terms (find sources and expand)  3. Each faculty member will add three terms from their area of expertise to this initial knowledge base.  4.Dr. Calvo will ask Bernie Salvador to add this new expanded knowledge base as a set link on all of our courses.  5. Long term goal: establish a Moodle site with our collective knowledge base accompanied by short lectures by faculty on each term. | |

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| Year 2: 2013-2014 |  | |
| 1. Which SLO(s) to assess | | SLO #2: Apply critical frameworks including decolonizing methodology, intersectionality, women of color, feminism, cultural and structural analysis. | |
| 1. Assessment indicators | | [it is ideal to have both a “direct” indicator (a test, paper, observations, etc.) and an “indirect” indicator (surveys, reflections, etc.) for each SLO assessment.] | |
| 1. Sample (courses/# of students) | | Samples of written research papers, student blogs and discussions board postings, exams, and other written materials from graduating seniors representing all the Ethnic Studies options. | |
| 1. Time (which quarter(s)) | | Winter - Spring 2014 | |
| 1. Responsible person(s) | | A department member who will be determined by the Chair. | |
| 1. Ways of reporting (how, to who) | | In a department meeting each member of the department will read three separate examples of the student work samples independently scoring each sample. | |
| 1. Ways of closing the loop | | Extend the work we are doing in our various courses more evenly throughout the entire curriculum. Maintain the long-term goal of making available to the students the department’s collective knowledge. | |

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| Year 3: 2014-2015 |  | |
| 1. Which SLO(s) to assess | | SLO #3: Identify and critique essentialist paradigms. Explain the complexity and heterogeneity of racialized groups in the US, including intra-group differences related to gender, class, region, sexuality, generation, immigration status, and language fluency. | |
| 1. Assessment indicators | | [it is ideal to have both a “direct” indicator (a test, paper, observations, etc.) and an “indirect” indicator (surveys, reflections, etc.) for each SLO assessment.] | |
| 1. Sample (courses/# of students) | | Samples of written research papers, student blogs and discussions board postings, exams, and other written materials from graduating seniors representing all the Ethnic Studies options. | |
| 1. Time (which quarter(s)) | | Winter - Spring 2015 | |
| 1. Responsible person(s) | | A department member who will be determined by the Chair. | |
| 1. Ways of reporting (how, to who) | | In a department meeting each member of the department will read three separate examples of the student work samples independently scoring each sample. | |
| 1. Ways of closing the loop | | Extend the work we are doing in our various courses more evenly throughout the entire curriculum. Maintain the long-term goal of making available to the students the department’s collective knowledge. | |

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| Year 4: 2015-2016 |  | |
| 1. Which SLO(s) to assess | | SLO #4: Research, write, and speak clearly and persuasively on issues that affect people of color in the United States. | |
| 1. Assessment indicators | | [it is ideal to have both a “direct” indicator (a test, paper, observations, etc.) and an “indirect” indicator (surveys, reflections, etc.) for each SLO assessment.] | |
| 1. Sample (courses/# of students) | | Samples of written research papers, student blogs and discussions board postings, exams, and other written materials from graduating seniors representing all the Ethnic Studies options. | |
| 1. Time (which quarter(s)) | | Winter – Spring 2016 | |
| 1. Responsible person(s) | | A department member who will be determined by the Chair. | |
| 1. Ways of reporting (how, to who) | | In a department meeting each member of the department will read three separate examples of the student work samples independently scoring each sample. | |
| 1. Ways of closing the loop | |  | |

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| Year 5: 2016-2017 |  | |
| 1. Which SLO(s) to assess | | SLO #5: Participate in community-based or service-learning projects overseen by Ethnic Studies faculty that link the critical frameworks and key concepts of Ethnic Studies with experiential learning while encouraging students to engage in critical reflection about social and environmental justice through experience in community-based organizations. | |
| 1. Assessment indicators | | [it is ideal to have both a “direct” indicator (a test, paper, observations, etc.) and an “indirect” indicator (surveys, reflections, etc.) for each SLO assessment.] | |
| 1. Sample (courses/# of students) | | Samples of written research papers, student blogs and discussions board postings, exams, and other written materials from graduating seniors representing all the Ethnic Studies options. | |
| 1. Time (which quarter(s)) | | Winter – Spring 2017 | |
| 1. Responsible person(s) | | A department member who will be determined by the Chair. | |
| 1. Ways of reporting (how, to who) | | In a department meeting each member of the department will read three separate examples of the student work samples independently scoring each sample. | |
| 1. Ways of closing the loop | | Extend the work we are doing in our various courses more evenly throughout the entire curriculum. Maintain the long-term goal of making available to the students the department’s collective knowledge. | |