2015-2016 CLASS FACT Assessment Year End Report, June, 2016

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<th>Program Name(s)</th>
<th>FACT Faculty Fellow</th>
<th>Department Chair</th>
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<td>Ethnic Studies</td>
<td>Nicholas L. Baham III, Ph.D.</td>
<td>Carlos Salomon, Ph.D.</td>
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[NOTE: Items A, B, C, and D are identical to your Page 2 on your Annual Report for CAPR. Please simply cut and paste from there. Item E is unique to the CLASS FACT Project.]

A. Program Student Learning Outcomes

Students graduating with a B.A. in Ethnic Studies from Cal State East Bay will be able to:

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;

2. Apply critical frameworks including decolonizing methodology, intersectionality, women of color, feminism, cultural and structural analysis;

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;

4. Research and write effectively, in individual or collaborative contexts, on issues, ideas, perspectives, and values that affect people of color in the United States;

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.

B. Program Student Learning Outcome(s) Assessed

SLO #4 - Research and write effectively, in individual or collaborative contexts, on issues, ideas, perspectives, and values that affect people of color in the United States;

C. Summary of Assessment Process

All student assignments—including critical argumentative papers, short assignments, and PowerPoint presentations—explicitly addressed the objectives of SLO #4. Using a rubric for assessing SLO 4, faculty scores assignments from ES majors in range of 4 to 6, with 6 being the maximum possible. Students demonstrated an ability to write far better than they were able to conduct research. Research was largely judged by ES faculty in terms of the ability to students to make arguments and cite research. ES faculty believe that good ideas and concepts need to be supported with properly cited evidence. There is evidence that the Department of Ethnic Studies is pushing towards greater creativity and out-of-the-box thinking, but must work to improve the ability of students to conduct research and properly cite evidence. Because
the work assessed was completed in individual and collaborative contexts, the Department of Ethnic Studies is encouraged by its ability to create learning opportunities that can produce highly original work regarding issues, perspectives, and values of people of color in the U.S. At the same time, both individual and collaborative writing and research opportunities created by faculty need to increase their emphasis on research and proper support and citation of arguments. The work we evaluated came from Dr. Baham’s African American Sexuality and The Internationalist Worldview of Malcolm X courses; and Dr. Salmon’s American Indian Revitalization Movements course.

D. Summary of Assessment Results

The discussion about closing the loop centered on five core areas:

1. Increasing our collaboration with the CSUEB library, including inviting CSUEB librarians to provide presentations for Ethnic Studies majors and minors;
2. Commitment to more explicitly outlining expectations for research and for providing and citing evidence on all Ethnic Studies course syllabi;
3. Increase our emphasis across the curriculum on supporting arguments and out-of-the-box thinking with evidence, using primary sources, and emphasizing the importance of research as a critical element of an intent to persuade;
4. Improve integration of research principles in individual and collaborative writing contexts which may include a greater emphasis on peer review and providing clear guidelines for peer review of research;
5. Applying the above principles across the curriculum but with a particular emphasis on lower division courses.

The Department of Ethnic Studies plans to achieve the above goals during their on-going process of quarter-to-semester conversion. During its proposed faculty retreat Summer 2016, the department will develop a plan for improving student research across the curriculum. As a part of this process, faculty will integrate more explicit expectations in all syllabi being prepared for quarter-to-semester conversion, and strengthen its relationship with the university library. During its proposed faculty retreat Summer 2016 the department plans to finalize its plans for improving student performance of SLO #4 with the final production of its revised semester compliant syllabi.

E. Suggestions and Recommendations for the CLASS FACT Project in the Future