

ETHNIC STUDIES EXPECTED LEARNING OUTCOMES

1. Students will have developed an understanding of the socio-historical relations shaping the political, economic and/or social trajectory of at least two U.S. based ethnic groups.
2. Students will be able to explain at least two of the social and historical forces shaping the formation of race and racial categories in the U.S.
3. Students will be able to define and explain key concepts that underpin the program's content (e.g., intersectionality, racial formation, cultural knowledge, social justice, essentialist and cultural)
4. Students will be able to define the ways in which race, gender, and social class intersect in producing different world views and knowledge frameworks of at least two U.S. based ethnic groups.
5. Students will be able to employ and differentiate between theories to explain patterns and events of social protest and domination that comprise the landscape of U.S. history.
6. A summative evaluation will be built into the capstone course. Specifically, the course will include a summative course paper that prompts students to trace one of the key threads that they have engaged in during their coursework. This paper will demonstrate college level proficiency in writing academic texts in the social sciences or humanities. In addition, students will present their work and articulate their research findings using key concepts, theories, and processes from the field of Ethnic Studies.

ASSESSING ETHNIC STUDIES EXPECTED LEARNING OUTCOMES

Program faculty will provide syllabi for core and non-core courses taught on a regular basis to an assessment coordinator. The assessment coordinator will meet individually with Ethnic Studies faculty members if there are any questions about the course's purpose, goals, and/or assignments. After these discussions, the assessment coordinator will map specific expected learning outcomes onto specific courses for potential evaluation through selected assignments (Table 1).

Table 1: Ethnic Studies Expected Learning Outcomes Matrix						
University of Utah, 2014						
Course	ELO 1	ELO 2	ELO 3	ELO 4	ELO 5	ELO 6
2500: Intro	D;E	E;P;SL	E;P;SL	E;P;SL		
2550: African American Experience		E;RP	E;RP		E	
2560: Chicana/o Experience		D;E;RP	D;E;RP		E	
2570: American Indian Experience		D;E;Q	D;E;Q		D;E;Q	
2580: Asian Pacific American Experience	E;QS	E;QS	E;QS			
2590: Pacific Islander Experience		E;J	E;J		E;J	
3100: US Third World Feminism						
3365: Ethnic Minorities in America*						
3520: Asian Am Contemporary Issues	E	E	E	E		
3790: Transnational Education						
3870: American Indian Women	PJ;SM	PJ;SM	PJ;SM	PJ;SM	PJ;SM	
5900: Interdisciplinary Research Methods		RP	RP			RP

*Crosslisted and taught by non-Ethnic Studies Faculty

ASSESSMENT METHODS:

BR = Book Review

CP = Cultural or Artistic Performance

D = Discussion

E = Exam

J = Journal

M = Mural Project

RP = Research Paper

P = Paper (Short Reaction Paper)

PJ = Project

PT = Presentation

S = Service Learning

SM = Systems Map

Q = Quiz

QS = Question Set

N/A = Not Available

Systematically Gathering, Analyzing, and Interpreting Evidence

Taking into consideration the program's limited resources, the faculty has developed a feasible assessment process to provide useful ongoing feedback for necessary curricular adjustments and future resource planning.

A direct summative evaluation embedded in the course for the task of evaluating expected learning outcomes will be employed. Direct proof of learning is concrete, observable, clear evidence of what students have or have not learned. Summative assessment transpires after the completion of a class or program and used for documenting and presenting student learning outcomes to internal and/or external stakeholders. Embedded assessments entrenched into the regular course requirements supply a twofold function of individual student assessment and academic program assessment.

The process will entail staggering the assessment of two student learning outcomes per semester over a three-semester period. Each semester, appraisal of a selected learning outcome will occur through an upper- and a lower-division course with an agreed upon assignment/activity relevant to the outcome and using a simple holistic rubric.

A simple holistic rubric is a short narrative description of the type of work identifiable and acceptable for a particular learning outcome (see Figure 2). This entails employing a qualitative analysis that is more flexible and naturalistic in searching for recurring patterns and themes. The goal is not precision in measurement, but truthful information about what students have learned.

With an accompanying descriptive narrative and example for each particular outcome as their guide, independent readers can determine if students' work from selected assignments demonstrate sufficient evidence for the expected learning outcome. Readers can add comments to substantiate their evaluations.

Student learning assessment will occur after the semester is over and independent from the instructor's individual assessment of a student's work. To ensure further anonymity and confidentiality, the Ethnic Studies office manager will remove students' names and any other potential identifiers from assignments.

Figure 2: Socio-Historical Relations and Ethnic Group Trajectory

The assignment shows students have developed an understanding of the socio-historical relations shaping the political, economic and/or social trajectory of at least two U.S. based ethnic groups.		
For example, students can compare and contrast the socio-historical factors that led to the development of minority status between American Indians and African Americans.		
relations	trajectory	Ethnic groups

Comments:

Timeline:

- Fall 2014—Collect course syllabi and begin development of assessment matrix
- Spring 2015— Collect course syllabi and continue development of assessment matrix;
 - Collect, analyze, and discuss assessment data from 1 lower-division and 1 upper-division Fall 2014 courses for Expected Learning Outcomes 1 and 2
- Fall 2015— Collect course syllabi and continue development of assessment matrix;
 - Collect and analyze assessment data from 1 lower-division and 1 upper-division Spring 2015 courses for Expected Learning Outcomes 3 and 4
- Spring 2016— Collect course syllabi and continue development of assessment matrix;
 - Collect and analyze assessment data from 1 lower-division and 1 upper-division Fall 2015 courses for Expected Learning Outcomes 5 and 6
- Fall 2016—Begin Second iteration of process above