

August 8, 2011

The following is a summary of notes from our last meeting on what should be included in our assessment report for the M.A. in Ethnic Studies:

SLO #1: understanding of the foundations of American Indian Studies, Asian American Studies, Africana Studies and Raza Studies from the perspective of each of the respective fields of study. The goal is to understand the core themes and issues that inform these respective areas of scholarly inquiry in Ethnic Studies research.

Tasks: a) Determine what the themes and issues are in each of the ethnic specific seminars, b) determine which themes and issues run across the ethnic specific seminar courses, c) determine themes and issues in ETHS 710: Theories and Issues in Ethnic Studies and if they are integrated in ethnic specific seminar courses, d) determine how students are assessed in their acquisition of themes and issues in the ethnic specific seminars and ETHS 710.

Assignments should assist students in attaining SLO #1

SLO #2: Students will demonstrate the ability to conduct a culminating research project (thesis or field study) as a capstone requirement

Tasks: 1) determine how ETHS 720 Research Methods in Ethnic Studies and ETHS 820 Advanced Research Seminar in Ethnic Studies assist students in the thinking process leading to the writing of the thesis.

The following assessment report attempts to address the aforementioned points. The themes and issues for each Ethnic specific seminar course are listed. There is evidence that certain themes are spoken to in more than one seminar (e.g race and sexuality), but there is no deliberate effort to have specific themes run through all ethnic specific seminars. Finally, the assessment of how the acquisition of knowledge is attained is stated in each course.

For the 2010-2011 year we have added SLO #2 as a new Student Learning Outcome. We also developed and sent out an Exit Survey to students who have completed the program. However, data from the Exit Survey was not received in time for this report.

This report will be shared with the College Graduate Council in Fall 2011 for suggestions on improving program as suggested in this assessment report.

SAN FRANCISCO STATE UNIVERSITY
INVENTORY OF PROGRAM ASSESSMENT ACTIVITIES, 2010_2011

Program: MASTER OF ARTS IN ETHNIC STUDIES

College: ETHNIC STUDIES

Date: July 18, 2011

Program Mission: Provide graduate training in Ethnic Studies subject areas and communities, theories, concepts and research methods.

STUDENT LEARNING OBJECTIVES (SLOs)	PLACE IN THE CURRICULUM WHERE SLO IS ADDRESSED	ACADEMIC YEAR ASSESSED	ASSESSMENT/PROCEDURES METHODS/STRATEGIES	SUMMARY OF FINDINGS ABOUT STUDENT LEARNING	USE OF FINDINGS FOR PROGRAM IMPROVEMENT
<p>SLO1 Students will demonstrate an understanding of the foundations of American Indian Studies, Asian American Studies, Africana Studies and Latina/o Studies from the perspective of each of the respective fields of study.</p> <p>SLO 2 Students will demonstrate knowledge of the comparative, social, cultural, historical, theoretical, and interdisciplinary development of each area.</p>	<p>AIS 701 Seminar In American Indian Studies: This course covers critical themes, concepts and contemporary issues surrounding Amer. Indians that include examining relationships between historical an contemporary policies dictated by economic and political resources that influence/affect Native communities</p> <p>AAS 800 Seminar: Contemporary Discourse</p>	<p>SLO #1 AND #2 2010-1011</p>	<p>Assessment data of SLOs include: 1) assessment measures in courses that are a combination of oral presentations, critical written commentaries of course readings, and final research papers, 2) 12 of 14 students submitted reflective essays to the College Graduate program core courses related to the attainment of SLOs 1 and 2, and 3) student evaluation of core courses.</p> <p>The following describes assessment methods as stated in course syllabi for meeting SLOs 1 and 2 :</p> <p>AIS 701:1) students write weekly 2-3 page memos on weekly readings that relate to theories and concepts in ethnic studies and to their own research, 2) students each are required to lead 3 seminar discussions on reading topics of their choice, and 3 students submit a final project that can be a community based project/investigation, a video or film documentary, a research paper, a music/poetry anthology or other artistic form of production. Project must consider and make use of at least three or more of weekly reading themes and texts, and take on the significance of the idea as being “authentic”, as either helpful and/or harmful to contemporary American Indian communities v</p> <p>AAS 800: 1) Students write</p>	<p>Data indicate that students are acquiring a solid foundation on areas related to various ethnic studies groups, as well as a worldview from the perspective of the groups under study. Data of student evaluations and reflective essays suggested that:</p> <p>*Each course substantively contributed to specific aspects of students’ learning outcomes related to theoretical foundations for each area.</p> <p>*Courses offered students the knowledge, and academic tools for critical thinking, research and presentation skills.</p> <p>*Courses provide student with theories to analyze and forge a comprehensive understanding of both the theoretical and historical intersections that characterize the experiences of people of color in the US</p> <p>*while the Ethnic Studies M.A. program is compartmentalized into 4</p>	<p>One third of student reflective essays regarding the cross-disciplinary/comparative/intersecting nature of the E.S. program suggest:</p> <ul style="list-style-type: none"> - the need to have explicit coursework on the “interconnected-ness” between the four groups in which the various groups have had similar experiences and worked together for social justice, community maintenance and empowerment. -that existing curriculum address and have thorough examinations of the dynamics and misunderstanding between the ethnic groups -that the cross-disciplinary connections between groups be addressed in the existing curriculum of each ethnic-specific seminar course. -that more communication occur between the ETHS 710 Theories in Ethnic Studies and professors of the ethnic specific seminars to enhance the commonality and/or comparative nature of struggle and overcoming oppression between groups as well as within groups.

	<p>in Asian American Studies: This course covers the history of Asians in America to the founding of the Asian American/Ethnic Studies disciplines and end in a survey of the most useful concepts relating to positionality related to heterogeneity, and the intersectionality of race, gender, sexuality and class.</p> <p>AFRS 705 Seminar in Africana Studies: This course covers historically, culturally grounded and emancipatory approaches to studying the thought and behavior of people of African descent in several dimensions: historical, psychological, religious social, political, economic and aesthetic.</p> <p>LTNS 707 Seminar In RAZA Studies: This course covers immigration, transnationalism, globality and decolonization as central themes in the field of Latina/o Studies. It also examines themes such as multiplicity, racial formation, sexuality, and gender in LTNS.</p> <p>ETHS 710: Theories and Issues in Ethnic Studies : This course covers the interdisciplinary and</p>		<p>commentary on the readings biweekly based on Critical Reading questions provided by professor. 4-5 pages each, 2) student participate in weekly discussant panel, which addresses all issues student raise about the week's reading, and, 3) a 15-20 page final paper that apply theory to lay groundwork for student's own research topic</p> <p>AFRS 705: 1) Students demonstrate thinking critically and creatively by writing weekly response papers in which they analyze, compare and contrast the ideas presented in their weekly readings., 2)Students also are responsible for presenting and leading class discussion on the main ideas, questions and concerns related to their research and readings, 3) students design a proposal to conduct their own investigation of ideas by producing a literature review and methodology addressing research questions relevant to the experiences, needs and concerns of Africana community.</p> <p>LTNS707: 1) Students write weekly papers critiquing multiple reading assignments, 2) students present their opinions and thoughts of the readings in a critical fashion and learn to effectively present their ideas orally, 3)students' final assignment is a literature review of the student's given topic in Latina/o Studies. The literature review surveys the field, critically responds to key theories and methods, and explains how their topic/research contributes, challenges and/or shifts the field.</p> <p>ETHS 710: students write memos, reflexive and critical class</p>	<p>seminars of particular ethnic groups, students were able to forge a general understanding of both the theoretical and historical intersections that characterize the experiences of people of color in the U.S as it relates to race, class, gender, sexuality and (dis)ability.</p> <p>Data gathered in student evaluations stated that this course provides the</p>	<p>Data from student evaluations and</p>
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	<p>interconnected theories of gender, sexuality, race, class and wealth, age ability, language, citizenship, immigration status, et.al, as it relates to the field of Ethnic Studies by critically framing subordination and resistance in a context of war, poverty, increased criminalization of border crossings, and claims of post-racial, post-feminist, and post-material world.</p>		<p>ethnographies, a book review on readings/other course materials related to stated course objectives. Students also give class presentations related to topics stated in course objectives.</p>	<p>foundation for students to make connections of issues and theories that exist between ethnic groups studied in ethnic specific seminars.</p>	<p>reflective essays of core courses suggest that theories and issues from ETHS 710 can be strengthened by: 1) incorporating key concepts from ETHS 710 into core seminars of individual ethnic groups, and,or 2) develop specific courses that demonstrate how key theories in ETHS 710 intersect through all groups.</p>
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MASTER OF ARTS IN ETHNIC STUDIES

MEASURABLE LEARNING OBJECTIVES	PLACE IN CURRICULUM WHERE SLO ADDRESSED	Year Assessed	ASSESSMENT/PROCEDURES METHODS/STRATEGIES	SUMMARY OF FINDINGS ABOUT STUDENT LEARNING	USE OF FINDINGS FOR PROGRAM IMPROVEMENT
<p>SLO 3</p> <p>Students will demonstrate the ability to conduct a culminating research project (thesis or field study) as a capstone requirement.</p>	<p>ETHS 710 Research Methods in Ethnic Studies: This course provides: 1) an understanding of the power relations that shape research 2) knowledge of how to craft research questions, reviewing relevant literature, constructing a research design, collecting and analyzing data, and, 3) the expectation of completing their Master’s thesis proposal.</p> <p>ETHS 820: Advanced Research Seminar: This course provide tools and opportunities to develop effective and comprehensive research and creative work projects toward students’ cumulating experience..</p> <p>ETHS 898: Thesis</p>	<p>2010-2011</p>	<p>Assessment data of SLOs include:</p> <ol style="list-style-type: none"> 1) students evaluations of courses that assessed their acquisition of research skills through oral presentations, critical commentaries of course readings, and final thesis proposals reflecting their knowledge of research methods from readings, receiving feedback from peers and the instructor, with incorporation that feedback in their thesis proposal. 2) the number of students who submit ATC/Thesis proposals/Human Subjects protocol and research proposal for approval . 3) Completion of a thesis or field study as a capstone requirement 4) Sent out ‘exit survey’ to students regarding overall program, including guidance/content on completing cumulating experience 	<p>ETHS 720 student evaluations strongly rated instruction as “high” (mean of 1.45 for ‘instructor expertise’ and ‘organization’ in presenting subject matter from 11 out of 11 respondents, in learning first hand how to conduct and designed research, attaining methodology skills, data collection, and critical analysis of data.</p> <p>ETHS 820: student evaluations strongly rated instruction as “high” in areas of ‘instructor expertise’ and presenting information in an ‘organized’ fashion conducive to student learning (mean score of 1.25 and 1.50 respectively).</p> <p>10 of 13 students submitted their research proposals and human subjects protocol for approval in Fall 2010.</p> <p>Completion of cumulating experience: A total of 13 students in cohort. 10 (76%) students submitted their proposal and human subjects protocol for approval. 6 of 13 (46%) filed for 5/11 graduation, 4 completed. 4 of 13(30%) filed for Summer 2011 graduation. Expect 76% graduation rate by Sum’11</p>	<ol style="list-style-type: none"> 1) ETHS 720: 3 of 11 respondents requested less “busy” work not related to their research, 2 of 11 respondents felt there were sometimes too many assignments on one day. A total of 5 out of 11 respondents made comments on improvements needed. 2) ETHS 820: 5 or 8 respondents gave comments regarding improvements to the course. Comments include: providing clearer expectations, more open-mindedness of student thinking. 3) Our goal is to further improve graduation rates. In 2010, the graduation rate at the end of Sum 2010 was 36%. If those who applied for May 2011 and Summer 2011 graduation complete their thesis by the end of August 2011, then we would have increased our graduation rate substantially from 36% in 2010 to 76% for 2011.