

7.1 Program Assessment

The following are the Learning Goals and desired SLO (Student Learning Outcomes) identified by the program for students to meet:

Learning Goals

To prepare students with the knowledge and applied research skills to undertake community-based, ethnic specific or comparative research projects;

To provide students with a solid grounding in the various theoretical approaches and methodologies that define the field of Ethnic Studies and prepare them to conduct a culminating research project on a particular topic in Ethnic Studies.

To expand graduate student's research skills, academic training, and equip them for making contributions to Ethnic Studies scholarship, community-based research, and professional service.

Student Learning Outcomes

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 field of study.

Students will demonstrate knowledge of the comparative, social, cultural, historical, theoretical, and interdisciplinary development of each area.

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

During this review period the College of Ethnic Studies' MA program's Graduate Council along with the Graduate Coordinator instituted steps to improve assessment of student attainment of SL and other aspects of the program in the following manner:

In 2009, faculty who taught MA courses on the Graduate Council revisited which courses address specific SLOs. In addition, faculty delineated how SLO were assessed in courses. See TABLE 7.1a. Addressing how the program can be improved in the 2010 assessment report (Appendix D) primarily came from student course evaluations

In 2010, the Graduate Coordinator and the Graduate Council created an "EXIT SURVEY" for students to complete as our assessment instrument. The survey includes following: a. Demographics, b. Quality of Faculty and Instruction in Program Coursework, c. Advising and Assistance, d. Content of Curriculum (where SLOs are addressed) and, e. Impact of the Masters Degree. Assessment data from the EXIT SURVEY for two cohorts is in Appendix E. The intent is to use survey results in improving multiple aspects of the Program, including SLOs.

Table 7.1.a

STUDENT LEARNING OBJECTIVES	PLACE IN THE CURRICULUM WHERE SLO IS ADDRESSED	ASSESSMENT/PROCEDURES METHODS/STRATEGIES
<p>SLO1</p> <p>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</p> <p>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 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</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 .</p> <p>AAS 800: 1) Students write 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</p>

<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>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 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>ETHS 720 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 comprehensive research and creative work projects toward students’ cumulating experience.</p> <p>ETHS 898: Masters Thesis</p>	<p>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 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>For ETHS 720,ETHS 820 and ETHS 898</p> <p>1) student 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.</p> <p>2) the number of students who submit ATC/Thesis proposals/Human Subjects protocol and research proposal for approval</p> <p>3) Completion of a thesis or field study as a capstone requirement</p> <p>4) Sent out ‘exit survey’ to students regarding overall program, including guidance/content on completing cumulating experience.</p>
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It is clear that assignments in core courses of readings, critical essays/critiques, oral presentations cover

themes of the M.A. program that, in turn, assisted students in acquiring Student Learning Outcomes. Critical article and/or literature reviews are also required in core courses and assist in enhancing their Level II writing skills required in ETHS 898 (thesis writing). The research course ETHS 720 emphasizes student acquisition of research skills through oral presentations, critical commentaries of course readings, and final thesis proposals reflecting their knowledge of research methods from readings. Students receive feedback from peers and the instructor, with incorporation of that feedback in their thesis proposal. ETHS 820 has students write, critique and rewrite selected chapters of their Thesis. The emphasis of ETHS 820 in “fine tuning” selected thesis chapters is added support that assists students completing their thesis in the following semester.

7.1b Student Exit Survey Results of Ethnic Studies Master of Arts program

Section 7.1a cited how specific course work presented content related to student learning outcomes (SLO) as well as how SLOs were assessed. In 2010, the Graduate Council created, with the assistance of the Graduate Coordinator, a student exit survey to assess the program, including attainment of SLOs. The complete exit survey is in Appendix D. Two Cohorts of students were sent the exit survey in May 2011 (2009 Cohort) and May 2012 (2010 Cohort). The number of exit surveys received in 2011 (for cohort that began in 2009) was 6, and in 2012 (for cohort that began in 2010) was 10.

For the purposes of this section, particular elements of the exit survey are extracted to show students’ assessment of program effectiveness as it relates to the Student Learning Outcomes.

Section B of the exit survey: “Quality of Faculty and Instruction in Program Coursework” assess: a) instructors command of their subject matter, b) courses in ethnic specific areas provided a strong foundation in Ethnic Studies, and c) instructors’ assessment procedures were relevant to course content. Students from both 2011 and 2012 gave scores of 4.0-4.8 in these categories. This is within the realm of Agree and Strongly Agree.

The Program’s ability to effectively deliver content which meet SLOs is also corroborated in:

Section D, “Content of Curriculum” where scores for both Cohorts indicates that: 1) Ethnic specific seminars, AFRS 705, AAS 800, LTNS 707 and AIS 701 provided them with “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, “ Student Learning Outcome (SLO#1). Scores ranged between 3.3 and 4.8. The lower score of 3.3 for AAS 800 was atypical because the same course AAS 800 in the previous year received a 4.8 rating. Perhaps the course being offered in the third semester of the students’ program instead of the first semester of their program had an adverse affect for the 2012 graduates. The course has since been reverted back to that first semester course offering.

The following are the mean score of the exit survey from graduates of the 2009 and 2010 MA students.

Number of Participants who submitted survey in May 2011: 6

Assessment Scale: (1) Strongly Disagree, (2) Disagree, (3) Unsure, (4) Agree, (5) Strongly Agree

B. Quality of Faculty & Instruction in Program Coursework:	Mean
B.1 Instructors had command of their subject matter	4.7
B.2 Courses in ethnic specific areas (AAS 800, AFRS 705, AIS 701,RAZA 707) provided a strong foundation in Ethnic Studies	4.0
B.3 Instructors' assessment procedures were relevant to course content.	4.0
B.4 Instructors engaged students in participation.	4.3
B.5 Instructors showed respect for students with differing points of view	4.0
B.6 Overall, the teaching of instructors was effective.	4.2
C. Advising and Assistance	
C.1 The admissions process was efficient	4.5
C.2 Program information was accessible and clear.	4.3
C.3 The Graduate Coordinator (Associate Dean) was accessible and knowledgeable	4.8
C.4 It was clear where to go for information and assistance	4.2
C.5 Problems I had were solved effectively by the Graduate Coordinator, staff or faculty.	4.7
C.6 Classes were scheduled conveniently for me.	4.5
C.7 The University Graduate Office was effective in providing information I needed to complete my graduate studies	4.3
C.8 I received quality advising from my primary advisor during the completion of my thesis or field study	4.5
D. Content of Curriculum:	
D.1 AFRS 705 provided me with the understanding of the historically, culturally grounded and emancipatory approaches to studying the thought and behavior of people of African descent in several dimensions; historically, psychological, religious, social, political, economic and aesthetic.	4.2
D.2 AAS 800 provided me with the understanding of the history of Asians in American to the founding of Asian American/Ethnic Studies disciplines with a survey of concepts relating to positionality, heterogeneity and the intersectionality of race, gender, sexuality and class.	4.8
D.3 RAZA (changed to LTNS) 707 provided me with the understanding of the field of Latina/o Studies in examining immigration, transnationalism, globality, decolonization, racial formation, sexuality and gender as central themes in the field.	4.0
D.4 AIS 701 provided me with the understanding of concepts and historical events in the American Indian experience that include: relationship between historical and contemporary policies and representations of Native Americans, the complexity of Native Identity and socio-cultural issues as they relate to economic, political, racial, decolonization strategies/ methodologies, religion, gender and sexuality.	4.7

D.5 ETHS 710 (Theories and Issues in E.S.) provided me with the understanding of key theories to critically analyze the histories and experiences of people of color in the United States.	3.8
D.6 ETHS 720 (Research Methods in E.S.) provided me with the necessary content and research tool to create and complete my thesis field of study.	4.5
D.7 There is adequate coursework that provided me with the understanding of key concepts and themes that intersect across ethnic/cultural groups.	4.2
D.8 My overall level of satisfaction with the M.A. program is high.	4.3

2012 Survey Results

Number of Participants who submitted Survey in May 2012 graduating Cohort: 10

Assessment Scale: (1) Strongly Disagree, (2) Disagree, (3) Unsure, (4) Agree, (5) Strongly Agree

B. Quality of Faculty & Instruction in Program Coursework:	Mean
B.1 Instructors had command of their subject matter	4.7
B.2 Courses in ethnic specific areas (AAS 800, AFRS 705, AIS 701,RAZA 707) provided a strong foundation in Ethnic Studies	4.0
B.3 Instructors' assessment procedures were relevant to course content.	4.4
B.4 Instructors engaged students in participation.	4.8
B.5 Instructors showed respect for students with differing points of view	4.7
B.6 Overall, the teaching of instructors was effective.	4.3
C. Advising and Assistance	
C.1 The admissions process was efficient	4.7
C.2 Program information was accessible and clear.	4.3
C.3 The Graduate Coordinator (Associate Dean) was accessible and knowledgeable	4.8
C.4 It was clear where to go for information and assistance	4.6
C.5 Problems I had were solved effectively by the Graduate Coordinator, staff or faculty.	4.6
C.6 Classes were scheduled conveniently for me.	4.4
C.7 The University Graduate Office was effective in providing information I needed to complete my graduate studies	4.0
C.8 I received quality advising from my primary advisor during the completion of my thesis or field study	4.8
D. Content of Curriculum:	
D.1 AFRS 705 provided me with the understanding of the historically, culturally grounded and emancipatory approaches to studying the thought and behavior of people of African descent in several dimensions; historically, psychological, religious, social, political, economic and aesthetic.	4.0

D.2 AAS 800 provided me with the understanding of the history of Asians in American to the founding of Asian American/Ethnic Studies disciplines with a survey of concepts relating to positionality, heterogeneity and the intersectionality of race, gender, sexuality and class.	3.3
D.3 RAZA (changed to LTNS) 707 provided me with the understanding of the field of Latina/o Studies in examining immigration, transnationalism, globality, decolonization, racial formation, sexuality and gender as central themes in the field.	4.8
D.4 AIS 701 provided me with the understanding of concepts and historical events in the American Indian experience that include: relationship between historical and contemporary policies and representations of Native Americans, the complexity of Native Identity and socio-cultural issues as they relate to economic, political, racial, decolonization strategies/ methodologies, religion, gender and sexuality.	4.9
D.5 ETHS 710 (Theories and Issues in E.S.) provided me with the understanding of key theories to critically analyze the histories and experiences of people of color in the United States.	2.4
D.6 ETHS 720 (Research Methods in E.S.) provided me with the necessary content and research tool to create and complete my thesis field of study.	4.5
D.7 There is adequate coursework that provided me with the understanding of key concepts and themes that intersect across ethnic/cultural groups.	3.8
D.8 My overall level of satisfaction with the M.A. program is high.	4.0

7.2 Advising

Lauren Chew, was the primary graduate coordinator during this period of review. It was part of her Associate Deans role. She met with prospective applicants, worked with the College Graduate Committee in evaluating program applications for acceptance, and provided entrance advisement for new students, as well as provide on-going advisement to existing students. Department faculty from Africana Studies, American Indian Studies, Asian American Studies, Latina/o Studies and the Race and Resistance unit serve as thesis advisor within the MA in Ethnic Studies Program.

Students, in the exit surveys, gave “Advisement” definitive “4+” ratings. It is clear that they see advising as strong in the program. The Graduate Coordinator, faculty thesis advisors and College program staff all received above 4.5 in their rating of advising students. A copy of the Exit Survey and complete data of 2009/2010 survey results are in Appendix E.