**Annual Assessment Update**

### Program/department name: Ethnic Studies Academic year: 2011-2012

This form is to be used by programs with previously completed assessment plans. Please address the following areas. You may answer on this form by expanding the space between the steps or on an attachment.

Note: You should fill in steps 1-4 ONLY if you have made changes to your assessment plan. You must fill in steps 5 and 6.

# **Step 1: Mission**

Were any changes in your mission adopted during the past year?

 **X No** \_\_\_ Yes (Please describe the process used to approve these changes below or on an attachment and attach a copy of the new mission.)

# **Step 2: Learning outcomes**

Were any changes in your learning outcomes adopted during the past year?

 **X No** \_\_\_ Yes (Please describe the process used to approve these changes below or on an attachment and attach a copy of the new learning outcomes.)

**Step 3: Program components**

Did you change the program components in which you carry out assessment in any way?

 **X No** \_\_\_ Yes (Please describe below or on an attachment.)

**Step 4: Data collection methods**

Did you change your data collection methods in any way?

 **X No** \_\_\_ Yes (Please describe below or on an attachment.)

**Step 5: Summary and analysis of data collected during the past year**

Please describe and interpret the indirect and direct data you collected during this academic year.

Last year’s report stipulated that Ethnic Studies would develop assessment rubrics for our learning goals in the fall of 2012, and then implement these for the first time in the spring of 2012.

In the fall 2011 semester, Ethnic Studies focused on ETHN 103: Introduction to Ethnic Studies. We considered what rubrics, or other approaches to assessment, would be most appropriate for the class, program, and faculty teaching the courses. We wanted to find a holistic approach to assessment—an approach which would effectively assess our students and naturally lend itself to the exercises, assignments, and exams assigned within ETHN 103. We considered: What questions would we ask? What assignment would we use to evaluate the students both at the semester’s start and end? How could we most effectively collect data from ETHN 103?

By the semester’s end, we had not arrived at a conclusive approach or rubric for assessing ETHN 103. Unfortunately, because of both the turnover in faculty and the nature of Ethnic Studies, we postponed any further assessment until fall 2012. That is, Ethnic Studies depended on part-time adjunct faculty in 2010-2011, and again, with a new adjunct faculty member, in 2011-2012. Kyle Shanton, the Ethnic Studies chair, also went on sabbatical, meaning that Helena Mesa stepped in as acting chair for the fall semester. Thus, we did not collect data for 2011-2012.

**Step 6: Use of the data**

Please describe how you used assessment data in this academic year, including any changes you have made or plan to make to your program as a result of assessment.

As noted above, the Ethnic Studies committee did not collect data in the 2011-2012 year.

Our plan for next year is similar to the plan we had for this year:

1. In the fall, the Ethnic Studies committee will meet and further discuss assessment. By the semester’s end, we will design and complete an assessment rubric for ETHN 103, so Ethnic Studies faculty can test the rubric in the spring of 2013.
2. The committee will also design an exit interview for graduating Ethnic Studies majors in the fall, which we will then implement with the graduating class in the spring.
3. Lastly, the committee will study the gathered data in the fall of 2013, to determine how to improve our data collection and how to further advance our assessment of the program.