

ASSESSMENT PLAN: B.A. Ethnic Studies

Date Updated: Spring 2022

PROGRAM LEARNING OUTCOMES (PLOs)	
Students graduating with a B.A. in Ethnic Studies will be able to:	
PLO 1	Apply Ethnic Studies frameworks and key concepts to promote equity and social justice in our communities
PLO 2	Explain discipline-specific theoretical frameworks including critical race theory, intersectionality, women of color feminisms, and/or queer of color theories
PLO 3	Recognize the complexity, heterogeneity and power dynamics between and within racialized groups in the US
PLO 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
PLO 5	Explain the concepts of colonialism, decolonization, genocide, environmental racism, and/or resilience as foundations of indigenous epistemologies and sovereignty

Year 1: 2018-2019	
1. Which PLO(s) to assess	PLO 1: Apply Ethnic Studies frameworks and key concepts to promote equity and social justice in our communities
2. Is it aligned to an ILO?	Yes
3. If yes, list ILO.	Diversity
4. Course name and number	ES 389 Engaging Communities of Color
5. SLO from course	#1 To enhance skills through practical application and observe cultural norms within the Bay Area community in conjunction with an increased awareness of civic responsibility and social justice while developing critical thinking and problem solving skills.

6. <i>Assessment activity</i>	All department faculty participate in the secondary assessment of student artifacts
7. <i>Assessment Instrument</i>	Rubric developed by department faculty
8. <i>How data will be reported</i>	Qualitatively
9. <i>Responsible person(s)</i>	Department Chair
10. <i>Time (which semester(s))</i>	Spring
11. <i>Ways of closing the loop</i>	Discuss assessment findings with department to plan for curricular or other changes needed to support student achievement of the PLO

Year 2: 2019-2020

1. <i>Which PLO(s) to assess</i>	PLO 2: Explain discipline-specific theoretical frameworks including critical race theory, intersectionality, women of color feminisms, and/or queer of color theories
2. <i>Is it aligned to an ILO?</i>	YES
3. <i>If yes, list ILO.</i>	Demonstrate expertise and integration of ideas, methods, theory and practice in a specialized discipline of study
4. <i>Course name and number</i>	ES 301 Black Feminisms
5. <i>SLO from course</i>	Explain the history and evolution of theoretical frameworks associated with Black Feminisms and Black Feminist thinkers
6. <i>Assessment activity</i>	All department faculty participate in the secondary assessment of student artifacts
7. <i>Assessment Instrument</i>	Rubric developed by department faculty
8. <i>How data will be reported</i>	Qualitatively
9. <i>Responsible person(s)</i>	Department Chair
10. <i>Time (which semester(s))</i>	Spring
11. <i>Ways of closing the loop</i>	Discuss assessment findings with department to plan for curricular or other changes needed to support student achievement of the PLO

Year 3: 2020-2021

1. <i>Which PLO(s) to assess</i>	PLO 3: Recognize the complexity, heterogeneity and power dynamics between and within racialized groups in the US
2. <i>Is it aligned to an ILO?</i>	YES
3. <i>If yes, list ILO.</i>	Apply knowledge of diversity and multicultural competencies to promote equity and social justice in our communities
4. <i>Course name and number</i>	ES 301: Black Feminisms
5. <i>SLO from course</i>	Recognize the complexity, heterogeneity of different expressions of Black Feminism/Womanism
6. <i>Assessment activity</i>	All department faculty participate in the secondary assessment of student artifacts

<i>7. Assessment Instrument</i>	Department rubrics
<i>8. How data will be reported</i>	Qualitatively

9. <i>Responsible person(s)</i>	Department Chair
10. <i>Time (which semester(s))</i>	Spring
11. <i>Ways of closing the loop</i>	Discuss assessment findings with department to plan for curricular or other changes needed to support student achievement of the PLO
Year 4: 2021-2022	
1. <i>Which PLO(s) to assess</i>	Research and write effectively, in individual or collaborative contexts, on issues, ideas, perspectives, and values that affect people of color in the United States
2. <i>Is it aligned to an ILO?</i>	Yes
3. <i>If yes, list ILO.</i>	Written Communication
4. <i>Course name and number</i>	ES 300 Writing for Social Justice
5. <i>SLO from course</i>	Effectively frame and analyze a topic or problem related to social justice for oppressed communities;
6. <i>Assessment activity</i>	All department faculty participate in the assessment of student artifacts
7. <i>Assessment Instrument</i>	department rubric
8. <i>How data will be reported</i>	Qualitatively
9. <i>Responsible person(s)</i>	Department Chair
10. <i>Time (which semester(s))</i>	Spring
11. <i>Ways of closing the loop</i>	Discuss assessment findings with department to plan for curricular or other changes needed to support student achievement of the PLO
Year 5: 2022-2023	
1. <i>Which PLO(s) to assess</i>	Explain the concepts of colonialism, decolonization, genocide, environmental racism, and/or resilience as foundations of indigenous epistemologies and sovereignty
2. <i>Is it aligned to an ILO?</i>	Yes
3. <i>If yes, list ILO.</i>	Written communication
4. <i>Course name and number</i>	ES 302 Eating the Landscape
5. <i>SLO from course</i>	Students will be able to apply their understanding of Resilience Theory, Ethnoscience to American Indian agroecological paradigms
6. <i>Assessment activity</i>	All department faculty participate in the assessment of student artifacts
7. <i>Assessment Instrument</i>	Department rubric
8. <i>How data will be reported</i>	Qualitative
9. <i>Responsible person(s)</i>	Department Chair
10. <i>Time (which semester(s))</i>	Spring
11. <i>Ways of closing the loop</i>	Discuss assessment findings with department to plan for curricular or other changes needed to support student achievement of the PLO