**2012-2013 CLASS FACT Assessment Year End Report, June, 2013**

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| **Program Name(s)** | **FACT Faculty Fellow** | **Department Chair** |
| **Ethnic Studies** | **Enrique Salmon** | **Luz Calvo** |

[NOTE: Items A, B, C, and D are identical to your Page 2 on your Annual Report for CAPR. Please simply cut and paste from there. Item E is unique to the CLASS FACT Project.]

**A. Program Student Learning Outcomes**

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| Students graduating with a B.A. in Ethnic Studies from Cal State East Bay will be able to:  1. Summarize the legacies of contact, conquest, and resistance to racial oppression in domestic and transnational frames by defining and explaining key concepts such as colonialism, oppression, slavery, genocide, racialization, class, sexism, homophobia, anti-racism, solidarity, whiteness, privilege, and environmental and social justice; 2. Apply critical frameworks including decolonizing methodology, intersectionality, women of color, feminism, cultural and structural analysis; 3. Identify and critique essentialist paradigms. Explain the complexity and heterogeneity of racialized groups in the US, including intra-group differences related to gender, class, region, sexuality, generation, immigration status, and language fluency; 4. Research, write, and speak clearly and persuasively on issues that affect people of color in the United States; and 5. Participate in community-based or service-learning projects overseen by Ethnic Studies faculty that link the critical frameworks and key concepts of Ethnic Studies with experiential learning while encouraging students to engage in critical reflection about social and environmental justice through experience in community-based organizations. |

**B. Program Student Learning Outcome(s) Assessed**

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| SLO 1. Summarize the legacies of contact, conquest, and resistance to racial oppression in domestic and transnational frames by defining and explaining key concepts such as colonialism, oppression, slavery, genocide, racialization, class, sexism, homophobia, anti-racism, solidarity, whiteness, privilege, and environmental and social justice. |

**C. Summary of Assessment Process**

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| This SLO was one of five SLOs that the department revised and created within the last year. As a result of the assessment we were quite impressed with the written work produced by our students with regard to SLO # 1. Students were able to define and apply complex terms and concepts unique to our field. No faculty marked any of the work as "novice" and only one faculty marked a student a "developing" and that it was only in the area of a definition. The work we evaluated came from Dr. Calvo's senior seminar ES4040, Dr. Calvo's ES 4300, Dr. Fong's ES 3553 and Dr. Salmon's ES 3310. |

**D. Summary of Assessment Results**

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| The discussion about closing the loop centered on how to extend the work we are doing in those courses more evenly throughout the entire curriculum. Dr. Calvo shared how she is using an online glossary as a "knowledge base" for ES4300 and suggested that we institute the knowledge base throughout our entire curriculum by expanding on the work she has already done.   We agreed on the following steps:   1. Calvo will send her knowledge base to all faculty 2. Faculty will help Dr. Calvo source the existing terms (find sources and expand) 3. Each faculty will add three terms from their area of expertise to this initial knowledge base.  4. Calvo will ask Bernie Salvador to add this new expanded knowledge base as a set link on all of our courses.  5. Long term goal: establish a moodle site with our collective knowledge base accompanied by short lectures by faculty on each term. |

**E. Suggestions and Recommendations for the CLASS FACT Project in the Future**

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| Summarize assessment results, with interpretations of the most significant findings and recommendations for program improvements (e.g., changes in course content, course sequence, student advising). What are your assessment plans for the coming year, including revisions to the program's assessment process (e.g. add direct assessment, expand sample of student participants in indirect assessment)? |

Thank you for your hard work for the past year, and have a Great Summer!