

Annual Progress Report

on Assessment of Student Learning for Undergraduate Programs (Rev 04/10)

The purpose of the Annual Progress Report (APR) of Student Learning Assessment is to provide a continuous improvement process through meaningful assessment of student. Results from assessment of student learning guide collective actions for curricular change, better learning opportunities for students, improvement of teaching, and more effective academic support services.

Introduction

Academic year:	2010
Department/Program:	American Ethnic Studies
Degree program(s):	Bachelor of Arts/Science
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Date submitted:	March 2011

I. Student learning Outcomes

A) List all current SLOs for the Department/Program

American Ethnic Studies has adapted the university-wide Tilford Multicultural Competencies for its curriculum program. These competencies are organized into the following categories:

- Knowledge
- Personal Attributes
- Skills

American Ethnic Studies students will be able to:

Knowledge:

1. Define their ethnic identity and understand how it influences identity development
2. Develop knowledge of diverse ethnic groups and cultures
3. Understand how race and ethnic relations have been shaped by economic, social and political realities
4. Understand the changing demographics of ethnic minority and majority populations

Personal Attributes

1. Evaluate their ability to respond and adapt to changing situations
2. Appreciate those who are different from themselves
3. Empathize and understand a different cultural perspectives

Skills

1. Develop verbal and nonverbal communication skills with others who are culturally different from themselves
2. Develop the ability to work effectively in culturally diverse groups
3. Develop effective listening skills
4. Apply conflict resolution skills in multicultural dyads and groups
5. Develop critical thinking skills
6. Develop ability to speak and write in more than one language
7. Develop leadership skills in multicultural settings that promote social justice

- B) Links to website where the Program SLOs, Assessment summary, and Alignment Matrix for the degree program are located (within two clicks of the Department/Program front page).

www.ksu.edu/ameth

II. Assessment Strategies:

For each SLO that was assessed for this annual report, please describe:

Two knowledge learning outcomes were assessed for this evaluation period:

American Ethnic Studies graduates will be able to:

1. Define their ethnic identity and understand how it influences identity development
2. Develop knowledge of diverse ethnic groups and cultures

- A) The measures used (approximately one-half of the measures used are to be direct measures, and at least one direct measure must be used for each student learning outcome) (Examples of direct measures can be accessed at <http://www.k-state.edu/assessment/plans/measures/direct.htm>).

SLO 1: Define their ethnic identity and understand how it influences identity development
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Personal Ethnography Assignment (Direct Measurement)

Approximately 400 students enrolled in the AMETH 160: Introduction to American Ethnic Studies course was required to complete personal ethnographies. The purpose of this assignment is to require students to identify significant events, issues, behaviors and critical questions related to their own ethnic identity.

Personal ethnography papers generally reflect a higher level of achievement because of students' interest and enjoyment to complete this assignment. For spring 2010 and fall 2011 approximately:

- 87% of students in the high percentage category
- 10% in pass category
- 3% students scored in the low pass category

Cross Cultural Progression Scale: Indirect Measurement

Two introductory classes (approximately 200 students) used the cross cultural progression scale a cognitive and affective tool, designed to demonstrate students past and/or preset perceptions, interactions and feelings about ethnic group exposure different from their own. The scale consists of eight levels of cross cultural expression:

- Level 1: Cultural Encapsulation

- Level 2: Cultural Shock
- Level 3: Risk Taking
- Level 4: Awareness
- Level 5: Understanding
- Level 6: Appreciation and Respect
- Level 7: Action
- Level 8: Enhance Self Esteem.

Results from the Cross Cultural Progression scale demonstrated improved growth from the previous year’s report. The first introductory class pre-test score was 4.2 and post-test was 4.8. The second introductory class pre-test score was 4.9 and post test was 5.6.

Faculty recognizes the research that confirms students will self-report themselves higher many times in the pre-test; thus post scores may actually reflect a higher increase in multicultural learning and experience than indicated.

SLO 2: Develop knowledge of diverse ethnic groups and cultures

The results of three exams focus on the knowledge about African Americans, Asians, Hispanics, Native Americans and White European groups were administered to approximately 400 students

Approximately 75% of students received a score of C or better; 18% in high pass category, 35% pass, and 17% low pass which demonstrate they are successful in gaining knowledge about diverse ethnic groups.

<i>Overall Assessment</i>	<i>Percentage Average</i>	
<i>High-Pass</i>	<i>18%</i>	
<i>Pass</i>	<i>40%</i>	
<i>Low-Pass</i>	<i>17%</i>	<i>C and above (75%)</i>
<i>Lowest-Pass</i>	<i>16%</i>	
<i>Fail</i>	<i>8%</i>	

- I. 90-100: HIGH PASS** indicates students know central stereotypes and specific history of the ethnic/racial groups under consideration. Short answers show that they also understand similarities and differences between and within groups and that they firmly grasp not only details and dates, but also the theoretical concepts that explain the development of racial and ethnic stratification in the U.S.
- II. 80-89: Pass** indicates students know central stereotypes and most of the details the class has studied about the specific histories of the ethnic/racial groups under consideration. Short answers show that they also understand similarities and differences between and within groups and that they have a largely accurate, but not complete grasp of not only details and dates, but also the theoretical concepts that explain the development of racial and ethnic stratification in the U.S.
- III. 70-79: Low Pass** indicates student know many, but not all of the central stereotypes and details the class has studied about the specific histories of the ethnic/racial groups under consideration. Short answers show that they also understand some of the similarities and differences between and within groups

and that they⁷ have a largely accurate, but not complete grasp of not only details and dates, but also the theoretical concepts that explain the development of racial and ethnic stratification in the U.S. these short answers tend to be marked by incomplete details.

- IV. **60-69: Lowest Pass** indicates students know a few of the central stereotypes and details the class has studied about the specific histories of the ethnic/racial groups under consideration. Students do not fully understand the similarities and differences between and within groups. Their grasp of details, dates and the theoretical concepts that explain the development of racial and ethnic stratification in the U.S. is often underdeveloped which suggest inadequate reading and/or student skills.
- V. **0-59: Fail** Indicates either the assignment was not completed or the content/level of detail suggest students did not read and/or comprehend material
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III. What was learned from the Assessment Results including, but not limited to:

- A) The sample of students from whom data were collected

Approximately 400 students enrolled in the introductory level course (AMETH 160) were assessed for this reporting period.

- B) The summarization of data collected (*did results meet prior-set student achievement goals?*)

SLO 1: Define their ethnic identity and understand how it influences identity development

The AMETH 160: Introduction to American Ethnic Studies classes appears to provide students an excellent framework to explore their ethnic identity. The ethnography paper provided students opportunities to develop and enhance research skills and to discuss critical questions about their ethnic identity. This assignment facilitates a great sense of ethnic pride and willingness to share newly found knowledge with family and community members.

SLO 2: Develop knowledge of diverse ethnic groups and cultures

Overall, it appears that the introductory course, AMETH 160 is a great foundational course that provides students a beginning understanding of diverse ethnic groups. However, it is difficult to ascertain if students have gained the same level of knowledge about each ethnic group discussed.

- C) What does this tell you about student learning? (*about strengths and weaknesses of your program*)

The AMETH program has completed a good working format for the introductory course. Diverse pedagogical strategies to facilitate multicultural learning appear to be successful in helping students gain knowledge related to Student Learning Outcomes #1 and 2. Students very clearly have gained knowledge about themselves and others. Even though the data suggest

students are learning more knowledge about diverse ethnic groups, considerable effort should be given to assess students learning related to specific ethnic groups. This possibly could be achieved using a pre-post test regarding specific ethnic knowledge.

One of the program's strength is its skilled faculty who has the ability to facilitate difficult dialogues on race and ethnicity and their understanding of the various pedagogical strategies which facilitate multicultural learning.

It may be helpful to explore additional identity development instruments that demonstrate reliability and validity to develop a more accurate assessment of students' ethnic identity development stages.

IV. Faculty Review of the Assessment Results

- A) Describe the process by which program faculty reviewed the results and decided on the actions and/or revisions that were indicated by those results.

The assessment results were reviewed by the AMETH core faculty who teach the introductory and required course for the undergraduate majors. The core faculty participates in a departmental summer retreat to discuss assessment strategies and student learning outcomes. However, greater effort and continuity is needed to make sure all faculty are aware of the diverse strategies for assessment, including the program's goals and current assessment focus. It may be helpful to facilitate discussion about assessment data results after each semester, so that core faculty can have a clear perception of assessment needs and focus.

V. Actions and Revisions Implemented

- A. Describe the actions and/or revisions that were implemented in response to the assessment results and review of the results by faculty.

Continual faculty development is needed to ensure faculty understands student learning assessment and the importance of this process to achieving the AMETH curriculum goals. Because we are new undergraduate major program, we are still learning to work with our new curriculum, but also exploring how to better assess our student learning outcomes.

To facilitate more cross cultural communication and affective learning, faculty reduced lecture time to include more class interaction and experiential dialogue. Also, more quizzes were implemented to facilitate greater learning of concepts, ethnic groups, etc. in preparation for improved examination performance. Faculty also developed guided reading questions to better understand the lengthy and dense reading requirements. This assessment period showed a smaller percentage of students in the "fail" category as compared to the previous assessment year.

VI. Effects on Student Learning and Future Plans *(for non-accredited programs)*

- A. Describe the effects on student learning of the actions and/or revisions that occurred during the review cycle

Based on last year's feedback from the assessment committee, emphasis was placed on making student learning outcomes measurable. Also, faculty discussed various options to collect indirect data regarding our student learning outcomes. This is very challenging for the academic discipline of race and ethnicity, especially when affective learning is also expected to be measured. Because of the cognitive and affective nature of race and ethnic relations, it becomes challenging to ascertain cross cultural progression growth, especially attributed to classroom experience, when the research clearly states that students' previous, knowledge, multicultural experiences and attitudes influence their learning in the classroom.

- B. Briefly describe the long-range plan to assess all of the outcomes if assessing over a sequence of years.

The AMETH program will continue to strengthen the indirect assessment strategies for measuring Student Learning Outcome #1 and 2. We will begin to identify behavioral indicators for each of the competencies to more clearly measure and delineate the achievement gains.

In preparation for next year's assessment cycle, core faculty will identify direct and indirect assessment strategies that can be used to measure, Student Learning Outcome #3. In addition, the following courses will be added to the assessment cycle, AMETH 453, 449 and 450.

A major new assessment component will be added next evaluation period; adding the portfolio assessment for the AMETH 650: Capstone Course. By using this assessment process, the program will be able to evaluate all student learning outcomes and to better correlate the accuracy of the student learning curriculum matrix.

Spring 2012 – Fall 2012 – Student Learning Outcomes 1, 2, 3 and 4 will be assessed and the continuation of the portfolio assessment, combined with an exit interview process. After the completion of this evaluation period, core faculty will re-assess future assessment directions, as we gain greater experience with the new undergraduate major.