**2015-2016 Yearly Assessment Report**

**College of Arts and Sciences (CAS)**

1. **Identifying Information**

Name of Program: Critical Diversity Studies

Type of Program: Major

College of Arts and Sciences Division: Social Sciences

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Name/Email Address of Additional Individuals Who Should Receive Feedback: Evelyn Rodriguez, erodriguez4@usfca.edu

1. **Mission Statement:**

The Critical Diversity Studies (CDS) Major, alongside its affiliated tracks and minors, African American Studies, Asian Pacific American Studies, Latin@/Chican@ and Indigenous Studies, and Gender and Sexualities Studies, engages students in critical analyses of the social and historical construction of race, ethnicity, class, gender, sexualities, citizenship, religion, and other social categories. A key focus of the major is the exploration of intersectionality and hybridities within and across these social categories as they constitute historical and contemporary U.S. culture as well as U.S.’s relationships with other countries. This focus is aligned with USF’s mission of offering “students the knowledge and skills needed to succeed as persons and professionals, and the values and sensitivity necessary to be men and women for others.”

Has this statement been revised in the last few years? No (CDS has only been in a program/major for two years)

1. **Program Goals:**

The program goals of CDS are in response to USF’s vision of “educating leaders who will fashion a more humane and just world”:

1. Bring marginalized perspectives and experiences into dialogue with dominant narratives of race, ethnicity, culture, and nation through insight and coursework from interdisciplinary fields like sociology, politics, literature, media studies, psychology, performance studies, and history
2. Inspire and engage students in collaborative, creative, and critical social justice work developed with and for the university, home communities, and broader society
3. Prepare graduates for careers teaching Critical Diversity Studies subjects in elementary, secondary, community and college level institutions: and/ or combining Critical Diversity understandings and practices with professional and vocational skills in business, social welfare, politics, law, and medicine
4. **Program Learning Outcomes (PLOs)**

Students who have successfully completed their studies in the CDS major will be able to:

1. Comparatively analyze social, economic, and political forces shaping the historical experiences of diverse U.S. ethnic and racial communities through academic and service learning contexts.
2. Be prepared to work in diverse professional settings (e.g., careers in health, education, human resources, public policy, law, social work, non-profit, and for-profit organizational management).
3. Build upon the coursework in other academic programs where diversity expertise is especially useful (especially those who are double majoring in CDS and another major like Sociology, Education, or Urban Studies)
4. **Brief Summary of Most Recent Assessment Plan**
	1. Collection of S16 Capstone students’ work
		1. As the first cohort of graduating CDS majors, we collected these students’ reflection papers and major assignments from CDS390 (Capstone) and analyzed them in relation to the learning outcomes.
		2. Papers and assignments were selected by CDS390 course instructor in consultation with the CDS director. Together, the course instructor and director developed the scoring rubric and served as the two raters who will apply the scoring rubric and calibrate their ratings to ensure inter-rater reliability[[1]](#footnote-1). (PLO1)
		3. The first cohort of graduated CDS students were asked to participate in an exit interview at the end of the S16 semester. This exit interview protocol was developed by the CDS director and included questions regarding the students’ opinions of having achieved the PLOs (PLO1, 2, 3)
5. **Academic Program Review**

Date of most recent Academic Program Review’s External Reviewer Visit: N/A

Date of most recent Action Plan Meeting: N/A

Brief Summary of the most recent Action Plan: N/A

1. **Methods**

Student work from the CDS Capstone class was collected. Since this class ran as an independent study, the students’ final term papers were selected as the most fitting piece of work. Additionally, an exit interview was conducted with the three graduating students. Questions that were asked included: What are your post-graduation plans and how did your training in CDS prepare you for these plans? The responses were audio and video taped.

1. **Results**

With the change in CDS directorship, it seemed most fitting for the incoming/returning director to take on the assessment work with the CDS capstone instructor; as such, the term paper calibration data results will be available at the beginning of fall 2016.

Based on the exit interview data, the three students interviewed all had post-graduation plans that included higher education (MA degree in Higher Education and Student Affairs), teaching (Teach for America), and non-profit work. All three students credited CDS with their pursuing of these fields, which seems to have aligned well with the PLOs.

As these were only three students and CDS is still a very young program, future work includes interviewing more of its students (current and graduating) as well as its faculty.

1. There are three members of CDS majors graduating S16, and this seems like a manageable number of students for CDS to assess. [↑](#footnote-ref-1)