

## CRITICAL DIVERSITY STUDIES, ASSESSEMENT REPORT 2020-2021

### Option Selected: Year of Reflection

A year of reflection allows the department/program to review the totality of your assessment practices and results, and to consider how to work towards bettering your program and/or assessment plan. This could result in changes to PLOs, assessment strategies, curriculum, or other assessment activities. Your faculty might consider where they envision the program going next. Or, perhaps, there is some goal the faculty would like to approach or some question relevant to student learning they would like to answer. A year of reflection emphasizes the true meaning of assessment, allowing for continuous improvement of your program.

### Report

#### Name(s) of program(s) and degree type(s) (Major, Minor, Graduate, or Non-Degree)

- **Critical Diversity Studies (Major)**  
Critical Diversity Studies (CDS) is a non-Departmental interdisciplinary major at the University of San Francisco (USF) that was formally established in 2014-15, and is housed in the College of Arts and Sciences' Social Science Division. To complete the major, students take 20 units of required core courses in the major; then they take 20 units in a concentration of their choosing: Comparative Diversity Studies (CDS), African American Studies (AFAM), Asian Pacific American Studies (APAS), Chicanx/Latinx/Indigenous Studies (CLS), or Gender and Sexualities Studies (GSS). Curriculum and instruction for AFAM, APAS, CLS, and GSS courses are managed by the coordinators and boards of those affiliate minor programs.

Names and contact information of the faculty coordinating the assessment of each program and report.

- Christina Garcia Lopez ([cglopez3@usfca.edu](mailto:cglopez3@usfca.edu))

Your Mission Statement; note any changes since last report.

- **CDS' stated mission** is to “engage students in critical analyses of the social and historical construction of race, ethnicity, class, gender, sexualities, citizenship, religion, and other social categories and to [especially to] explor[e] 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 mission is exceptionally 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.”

Your PLOs; note any changes since last report.

- J. Garrett Walker, our prior director (currently on leave), emailed Nov.30, 2020, stating that the following PLO updates would be submitted, based upon previous assessment reports and board meetings, though I am not sure whether that was a submission to Curriculog or elsewhere.  
**Question:** Where can I confirm that these changes were formally accepted in the system?

Old PLO 1: Comparatively analyze social, economic, and political forces shaping the historical experiences of diverse U.S. ethnic and racial communities through academic and/or service learning contexts.

***New PLO 1: Analyze social, economic, and/or political forces that have shaped historically marginalized and underrepresented communities.***

Old PLO 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).

***New PLO 2: Articulate responses and solutions to systemic injustice***

Old PLO 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)

***New PLO 3: Compare the histories and experiences of multiple historically marginalized and underrepresented US groups, and appraise how these have influenced inter-group relationships*** (originally this PLO was articulated as PLO 4, but in the March 2018 CDS meeting it was decided that the original PLO 3 should be deleted).

Your current Curricular Map; note any changes since last report. (see attached)

- I am attaching the curricular maps which were last updated and corrected by the prior director, J. Garrett-Walker. I am not sure the specific changes made, but they were cleared with professors, who were requested to input their updates or approve the updates suggested. Thus, it was a collaborative process.

Your assessment schedule between APRs: a year-by-year list of PLOs assessed since your last APR and those to be assessed before your next APR. Contact your FDCD for clarification if needed.

- Our first program review is scheduled for Fall 2022, thus we are beginning preparations.  
2017—PLO1, using CD 100 (pre-requisite class) first year of assessment  
2018—PLO1, using CDS 400 (capstone)  
2019---PLO1, using CDS 100  
2020—Reflection Option  
2021---Year in Reflection

Description of the methodology including rubrics or other instruments for the required and/or alternative assessment process.

- Since I am new to this position, and the prior director is on leave, I have searched the google drive and my emails to determine the above information. As for the below information, I am basing it upon a series of board meeting conversations, as well as my own observations, and regular meetings with our program assistant.
- Description of your results noting any significant findings from the data or assessment process.  
*Faculty Board*—The board is made up of the directors from each minor; as DEI work has increased and the number of faculty at USF (especially faculty of color) has decreased, all

faculty are doing additional work. This means faculty are stretched to their capacities working for their home departments, the minors they direct, and the other service roles they hold in addition to CDS. Thus, it remains an increasing challenge for CDS to operate with similar work as a department, without any faculty lines devoted to the program.

*Assessment Practices*—We have only assessed PLO1 thus far, several times over, which means that we definitely need to assess PLOs 2 and 3. Unfortunately, we will not have a chance to do so prior to program review. However, the positive aspect is that we have a longitudinal sense of PLO1, having assessed both the entry level course, CDS 100, and the capstone course, CDS 400.

*File Organization*--We should update our Google Drive and CDS webpage to include the mission statement and the PLOs. This will likely be part of our process of preparations for the program review. It should all be easily accessible for students, as well as for when there is a change in leadership, as institutional memory is essential.

*Structure of the Major*--We also need to consider how to clarify the relationship of the minors to the CDS major, as the minors are distinct from the CDS tracks/concentrations, but there seems to be some confusion around that. For example, as CDS director, I receive emails notifying me when students add the minors, but those are actually not under the purview of the CDS director. Rather, the boards of the minors determine the curriculum for the correlated tracks. Additionally, we need to have each minor director re-evaluate the curriculum for their respective track, to determine whether it should be adjusted. But overall, the structure of 20 units of foundational courses plus 20 units of concentration/track courses seems to work well, as long as we can consistently offer the courses needed.

*Instructor/Course Availability*—As the instructors who teach for CDS have obligations to their home departments, it is sometimes unpredictable as to whether we can offer certain courses. Additionally, it would be ideal to have more than 1 professor who can teach each course, so as to be able to rotate them, and to be able to ensure they are taught even if the usual professor is on sabbatical or on leave. This would ensure consistency and stability for our students and program.

*Course Designations*—We realize that some of our courses that should obviously hold the Cultural Diversity (CD) designation for the university core, such as CDS 301 Narratives of U.S. America, currently do not, due to the need to request those changes through the formal process. We need to make a list of all the courses that should carry this designation, and determine the process by which to make those requests. This will make the courses more attractive to potential students, and help those who do take them by providing the proper credits.

*Affiliate/Stakeholder Role*—While the current board structure, which consists of the director of each minor (one of whom is the CDS director), works well currently, we would like a way to draw on assistance from affiliates and/or stakeholders, from time to time. They would not have voting power, but might be able to play some role in the work of the major.

*Potential Minor*--The most popular track is the “Comparative Diversity Studies” track, with most students who choose it opting to take 1 course from each of the 4 specialized tracks (African American Studies, Asian Pacific American Studies, Chicanx-Latinx & Indigenous Studies, and Gender & Sexuality Studies) plus 1 additional course from any track. There has been some discussion of creating a CDS minor that might work in a similar way. However, the imperative is not to compete with the existing minors.

Description of how the results were shared with faculty and how your department/program responded to the results. This is where you should lay out any plans for future improvement or assessment of your program indicated by the results.

- The reflections were based on board meeting conversations as well as conversations with our program assistant, as we prepare for our first program review; thus, faculty is aware of these findings and this report will be emailed to all board members. Our plan is to integrate our findings into our self-study report, which will be submitted for the external review process. We hope that the extended self-reflection as well as the feedback from external reviewers will enable us to recalibrate where needed, and potentially gain new resources for our program. Preparing for the program review will also require us to organize our files/archives and update our website, which will help us going forward. There are also some straight forward changes we can make, such as ensuring that in the assessments for next year and the following year, we assess PLOs 2 and 3.

- Discussion of any significant feedback from your previous year's report and how your department/program responded to that feedback.

Though I submitted the CDS assessment report (reflection option) for last year, as I was the interim director in the fall, I believe the feedback may have been sent to J Garrett-Walker, who was the director by the time that feedback was created. I do not have a record of the feedback, unfortunately. However, I can see that the year before, the suggestion was made to amend the PLOs in the system. J Garret Walker, our prior director, worked diligently last year to make updates in the system, such as curriculum updates in the online degree evaluation system. I also know the PLOs were re-written (see above) and the curricular maps updated. Please let me know if there is anything else that I need to do regarding the PLOs, as I do not know where to check to see if they are in the system. Thank you!