

Annual Assessment Report Template AY23-24

Report

- *Name of program and degree type assessed*
Critical Diversity Studies (Major)
- *Names and contact information of the faculty coordinating the assessment:*
Genevieve Leung gleung2@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 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."
- *Your PLOs; note any changes since last report*
PLO1: Analyze social, economic, and/or political forces that have shaped historically marginalized and underrepresented communities.
PLO2: Articulate responses and/or solutions to systemic injustice.
PLO3: Compare the histories and experiences of multiple historically marginalized and underrepresented US groups, and appraise how these have influenced inter group relationships.
- *Your current Curricular Map; note any changes since last report*
[Please see attachment]
- *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.*
Our first program review took place in Fall 2022. Our program had the older version of PLO1 three times. Last year (2022-23) PLO2 was assessed for the first time. As previous CDS director, Christina Garcia-Lopez noted, this was considered a pilot year, since there was not a full assessment team; this year, because we only had 5 CDS students in Capstone (and 4 final papers submitted because one student took an incomplete), we decided to re-assess PLO2 (with a one-person team) to see how this year fared against last year. Moving forward, we can re-assess PLO2 with a proper team, or move onto PLO3, and the following year, assess the new PLO1.

2016-2017—Old PLO1, using CD 100 (pre-requisite class) first year of assessment
2017-2018—Old PLO1, using CDS 400 (capstone)

2018-2019—Old PLO1, using CDS 100
 2019-2020—Reflection Option
 2020-2021—Year in Reflection
 2021-2022—Self Study
 2022-2023—PLO 2

● *Description of the assessment methodology*

Due to the nature of our current structure, every member of the advisory board is also a director of a minor (African American Studies, Asian Pacific American Studies, Gender & Sexuality Studies, Chicanx/Latinx Studies). This means that every member not only has their own minor program to assess, but potentially also may be involved in assessment processes for their home department. For this reason, it can be challenging to build an assessment team, and this year was no exception.

Like last year, I opted to focus on *PLO2. Articulate responses and/or solutions to systemic injustice* because this PLO gets to the core of our program's intentions in terms of what we want our students to learn. Using CDS Capstone papers (as opposed to CDS100 papers, which we have done in the past), is more fruitful because this is the culminating piece of academic work CDS students complete. In S24, CDS 400 Capstone was taught by Professor Mana Hayakawa. We collected the four capstone papers from Mana to assess PLO2.

Using the rubric that Christina Garcia Lopez created for PLO2, breaking it down into 2 areas of criteria, the first focused on students' explanation of the systemic injustice of focus, and the second focused on articulation of solutions/responses. Three different gradations - Exceeds, Meets, Does not Meet - were used to assess the level to which students were meeting those areas of criteria.

Next, like last year, I created a data table to input scores, labeling the 4 papers according to the "systemic injustice" the project focused on, and numbering them

● *Assessment Rubric for PLO2. Articulate responses and/or solutions to systemic injustice*

Criteria	3=Exceeds	2=Meets	1=Does Not Meet
Clearly explains the systemic injustice.	Explains the conditions/circumstances of injustice, specifying their systemic nature, in a complex way that demonstrates detail and deep understanding.	Adequately explains the conditions/circumstances of injustice and their systemic nature BUT does not demonstrate strong detail or depth of understanding.	Does not adequately explain both the conditions/circumstances of injustice AND what makes those conditions systemic.

Articulate responses and/or solutions to that stated injustice.	Responses and/or solutions to stated injustice are refined, reflective, and demonstrate prolonged study or consideration.	Offers general responses and/or solutions to stated systemic injustice but lacks evidence that is refined, reflective, and does not demonstrate prolonged study or consideration.	Does not go beyond articulating systemic injustice to offer any potential solutions or responses.
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Scoring Table

Paper Name	Criteria 1	Criteria 2	Total	
1 The Commodification of Bodies in the Land of Smiles: Kathoey and the Tourism Industry in Thailand	3	2	5	
2 "I Know Who the Enemy Is": The Hunger Games as a Tool for Youth Organizing toward Collective Liberation	3	3	6	
3 My Mom Calls Me Black, My Dad Thinks Otherwise: Navigating Identities Within a Biracial Family	3	2	5	
4 "A Slimy and Incurable" Condition: Observing and Unlearning White Woman Racism	3	3	6	
AVG	3	2.5	5.5	
%	100%	83.33%	91.67%	
Assessment Rubric for PLO2. Articulate responses and/or solutions to systemic injustice				
	Criteria	3=Exceeds	2=Meets	1=Does Not Meet
	Clearly explains the systemic injustice.	Explains the conditions/circumstances of injustice, specifying their systemic nature, in a complex way that demonstrates detail and deep understanding.	Adequately explains the conditions/circumstances of injustice and their systemic nature BUT does not demonstrate strong detail or depth of understanding.	Does not adequately explain both the conditions/circumstances of injustice AND what makes those conditions systemic.
	Articulate responses and/or solutions to that stated injustice.	Responses and/or solutions to stated injustice are refined, reflective, and demonstrate prolonged study or consideration.	Offers general responses and/or solutions to stated systemic injustice but lacks evidence that is refined, reflective, and does not demonstrate prolonged study or consideration.	Does not go beyond articulating systemic injustice to offer any potential solutions or responses.

● *Description of your results, noting any significant findings from the data/assessment*

Based on my interpretations of the results, CDS students completing Capstone are, on average, still working well above “meeting expectations” for PLO2. More specifically, the highest score possible (“exceeds expectations”) would be a 6, and “meeting expectations” in both criteria areas would be represented by a score of 4. As students’ total scores, across both criteria areas, average at 5.5 out of 6, it is reasonable to say, though the N-size is very small, that they articulate responses and/or solutions to systemic injustice at a rate of 91.67%.

Broken down by criteria area, if we look at criteria area 1 (“Clearly explains the systemic injustice”), we see that students fulfilled this at a rate of 100%. Next, if we examine criteria area 2 (“Articulate responses and/or solutions to that stated injustice”), we see that students fulfilled this at a rate of 83.33%. This suggests that while students are doing

well in both criteria areas, they are more frequently successful at explaining systemic injustices than in offering solutions/responses. Of course, not every project is necessarily focused upon offering solutions, and that was not necessarily a requirement of the capstone project. Nevertheless, we see that by and far, the majority of CDS majors are completing capstone projects that do offer solutions/responses. Compared to last year's assessment, this year's set of Capstone papers fared slightly better, though similarly, to last year's set of papers, which is a positive sign. It may indicate that our students have adequately grasped PLO2.

As with last year, this assessment provides us tangible insight to: 1) the type of systemic injustices our seniors are self-selecting to focus on, 2) their level of depth in terms of explaining those injustices and what makes them systemic, and 3) how and to what degree students focus in on presenting potential solutions and/or responses.

- *Description of how the results were shared with faculty and how your department/program responded to the results, including any plans for future improvement or assessment of your program indicated by the results.*

This report will be sent to the CDS Advisory Board members, and we will discuss the outcomes at our spring advisory board meeting. Since the reliability of this assessment of PLO2 is limited (only 1 rater), we need more raters and more capstone papers to evaluate to have more statistically-meaningful results.

Having assessed PLO2 twice in two years, moving forward, we might want to move onto PLO3, which has never been assessed.

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

Unfortunately I (=Genevieve) am doing this super last minute and only now realize I do not have access to the feedback from last year's report, and Christina Garcia Lopez is currently on Sabbatical and our Program Assistant has taken vacation leave. We do not have the feedback to the report in our shared drives - I'm sorry! Moving forward we will organize our assessment materials better! (This is totally on me!)

	PLO1	PLO2	PLO3
CDS Foundational Courses X Program Learning Outcomes	Analyze social, economic, and/or political forces that have shaped historically marginalized and underrepresented communities.	Articulate responses and/or solutions to systemic injustice	Compare the histories and experiences of multiple historically marginalized and underrepresented US groups, and appraise how these have influenced inter-group relationships
	I = Introductory; D = Developing; M = Mastery		
CDS 100-Ideals of Citizenship	D	I	I
CDS 200-Intersectional Theory	D	D	D
CDS 201-Practicing Critical Diversity Studies	I	I	I
CDS 301-Narratives of US America	D	D	D
CDS 303-Performance and Cultural Resistance	D	D	D
CDS 400-Capstone	M	M	D