

Annual Assessment Report AY24-25

- **Name(s) of all program(s) and degree type(s) assessed**
 - Critical Diversity Studies (Major)

- **Names and contact information of the faculty coordinating the assessment of each program and report**
 - 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 intergroup relationships.
 - No changes since last report

- **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 (Contact your FDCD for clarification if needed)**
 - Our first program review took place in Fall 2022. Our program had the older version of PLO1 three times. 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. This year, we decided to move onto PLO3, and next year we will 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
- 2023-2024—PLO 2
- 2024-2025 (present year)—PLO 3

- **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, Latin American/Latiné 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.
- I opted to focus on PLO3: Compare the histories and experiences of multiple historically marginalized and underrepresented US groups, and appraise how these have influenced intergroup relationships because we have never assessed this PLO before. In S25, CDS 400 Capstone was taught by Professor Mana Hayakawa. We collected the 9 capstone papers from Mana to assess PLO2.
- I broke down PLO3 into 2 areas of criteria: the first focused on students' ability to compare the histories and experiences of multiple marginalized and underrepresented US groups, and the second focused on appraising how these histories/experiences influenced intergroup relations.
- Three different gradations - Exceeds, Meets, Does not Meet - were used to assess the level to which students were meeting those areas of criteria. Like last year, I created a data table to input scores, labeling the 9 papers and numbering them

- **Rubrics (and other instruments, if applicable)**

- Assessment rubric for PLO3

Assessment Rubric			
Criteria	3=Exceeds	2=Meets	1=Does Not Meet
Criteria 1: Compare the histories and experiences of multiple historically marginalized and underrepresented US groups	Compares the histories and experiences of multiple historically marginalized/underrepresented communities in the US, specifying their systemic nature, in a complex way that demonstrates detail and deep understanding.	Adequately explains the experiences BUT does not demonstrate strong detail or depth of understanding.	Does not adequately explain the experiences AND what makes those conditions systemic.
Criteria 2: Appraise how these have influenced intergroup relationships	Appraisals are refined, reflective, and demonstrate prolonged study or consideration.	Offers general responses/appraisals but lacks evidence that is refined, reflective, and does not demonstrate prolonged study or consideration.	Does not go beyond articulating beyond one group

Scoring Table for Capstones X PLO3:

Paper name	Criteria 1: Compare the histories and experiences of multiple historically marginalized and underrepresented US groups	Criteria 2: Appraise how these have influenced intergroup relationships	Total
1 A Critique of Jesuit Institutions' Approach to Reproductive Rights Through the Lens of a Black College Student	3	2	5
2 THE WORKPLACE DIVERSITY STRUGGLE: A Deep Dive on DEI's Challenges in U.S. Organizations and Their Failures to Commit to Equality	3	2	5
3 Emilia Pérez and the Colonial Gaze: Representation, Positionality, Resistance, and the Cost of Visibility	3	3	6
4 Red Lines and Real Lives: How Federal Housing Policy Created Local Consequences in Bayview Hunters Point	3	2	5
5 Cracks in the Foundation: How Families Endure, Resist, and Reclaim Housing in a Broken System	3	3	6
6 Incubating Change: Revolutionary Love as a Framework for Personal and Collective Transformation	3	2	5
7 The Myth of the 'Latino Vote': Examining Why the 'Latino Vote' Isn't Monolithic	3	3	6
8 The Effect of Mental Health on Male Collegiate Athletes	2	2	4
9 Empires Harvest: How U.S Imperialism Uprooted Mayan Communities in Guatemala	2	2	4
	AVG		5.111111111
	%		0.8518518519

- **Description of your results, noting any significant findings from the data or assessment process**
 - Based on my interpretations of the results, CDS students completing Capstone are, on average, working above “meeting expectations” for PLO3. 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 5.1 out of 6, it is reasonable to say, though the N-size is very small, that they articulate responses that compare marginalized communities in the US and appraise how these experiences have influenced intergroup relationships at 85%. I will note that the N-size for this round of assessment was higher than that of last year (at 4). This is still a good start for our first time in assessing PLO3.

- **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 PLO3 is limited (only 1 rater), we need more raters and more capstone papers to evaluate to have more statistically-meaningful results.

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

- This was last year's feedback:

Assessment Results and Closing the Loop: Results of this assessment clearly indicate that capstone students in CDS are generally exceeding expectations established for the selected outcome, providing strong evidence of the effectiveness of the program's curriculum. In addition, the use of a two-criteria analytic rubric enabled CDS faculty to determine elements of the outcome in which students were particularly successful and those in which (articulating responses and solutions) they might have opportunities to develop. The report indicates, however, that this latter element was not necessarily a requirement of the capstone project, perhaps explaining the slightly lower degree of success on that criterion. Since the language of the selected outcome refers specifically to articulating responses and solutions, faculty in CDS may consider whether the capstone project should align more closely with the language of that outcome (or if that outcome is addressed more directly elsewhere in the curriculum). The CDS report recognizes the need for more student work samples and (ideally) more faculty raters to enhance assessment validity. Overall, however, the results are clearly positive and indicative of student success in achieving the selected outcome, and they are based on program faculty's clear efforts to conduct valid direct assessment within the constraints of program staffing. The report indicates plans to move on to assessment of the program's third outcome to complete a full cycle of outcomes assessment.

Summary Comments: Faculty in CDS have conducted thoughtful direct assessment of student learning confirming effectiveness of the program's curriculum in enabling students to meet one of its three outcomes. Faculty plan to continue outcomes assessment in order to complete a full assessment cycle.

- Response: The feedback is correct in that there were some discrepancies when it comes to what the capstone seeks to achieve v. the language of the outcomes (for last year, PLO2). This also seems to be the case for PLO3 as well. To us, this is an indication that we need to have a stronger conversation loop about what the outcomes are and what the students are working on for their capstones. This may also require us to revise our PLOs moving forward. We hope to address this in next year's assessment.

	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