

Critical Diversity Studies (CDS) –2017 Assessment Report

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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.

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... [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.”

CDS’ submitted Program Learning Outcomes (PLOs) are:

- 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.**
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)

The CDS major has never formally assessed its PLOs. For 2017, CDS has assessed **PLO1**, by collectively evaluating the essay response to the **Spring 2017 Final Examination for its required introductory course, CDS 100/ HIST 128: "Ideals of Citizenship"**. To evaluate final essay responses, the CDS Board (who all composed the CDS PLO1 Assessment Team) created the following **rubric**:

CDS PLO1 Rubric				
Criteria	Performance Standards			
	Exceeds Expectations (4)	Meets Expectations (3)	Needs Improvement (2)	Below Expectations (1)
Identifies social, economic, and political forces shaping US history	Identifies social, economic, and political forces with exceptional specificity and accuracy.	Identifies social, economic, and political forces with acceptable specificity and accuracy.	Identifies some social, economic, and political forces with limited specificity or accuracy.	Did not identify social, economic, and political forces, or articulates content with excessive errors.
Explains how social, economic, and political forces have shaped historical experiences of US ethnic and racial communities	Explains how social, economic, and political forces have shaped historical experiences of US ethnic and racial communities with exceptional clarity and accuracy.	Explains how social, economic, and political forces have shaped historical experiences of US ethnic and racial communities with acceptable clarity and accuracy.	Explains how some social, economic, and political forces have shaped historical experiences of US ethnic and racial communities with limited clarity or accuracy.	Did not how social, economic, and political forces have shaped historical experiences of US ethnic and racial communities, or articulates significance with excessive errors.
Compares the historical experiences of diverse US ethnic and racial communities	Compares the historical experiences of diverse US ethnic and racial communities with exceptional understanding and insight (e.g. depth of analysis, astuteness, originality).	Compares the historical experiences of diverse US ethnic and racial communities with acceptable understanding and insight.	Compares the historical experiences of diverse US ethnic and racial communities with limited understanding or insight.	Did not compare the historical experiences of diverse US ethnic and racial communities.

To assure that the Assessment Team could consistently apply the PLO1 rubric, we underwent the following **calibration procedure**:

- Each member of the PLO1 Assessment Team individually evaluated the same, randomly-selected five (5) final essay assignments, drawn from two (2) CDS courses offered during 2016-17 (CDS 100: “Ideals of Citizenship” and CDS 195: “Youth In the City”).
- Afterwards, the assessment team held a norming session to compare and discuss individual members’ scores, and to establish clear methods for evaluating essay performance, so that we could apply the PLO1 Rubric uniformly.
- Based on our norming session, the assessment team concluded that, due to our stated PLOs and rubric, we should only review the essay responses from CDS 100 (since the CDS 195 essay prompt did not require students to analyze social, economic, and political forces), and that we should exclude from this assessment any CDS 100 essays that did not substantially discuss “experiences of US ethnic and racial communities”.

To complete assessment, the Assessment Team:

- Numbered and divided the remaining ten (10) essay responses for CDS 100. One member evaluated the first five essays, another evaluated the last five essays, another evaluated all odd-numbered essays, and the last evaluated all even-numbered essays.
- Used the rubric to evaluate each response (each member read a total of five responses, and each response was reviewed by two members of the team)
- Input initial reviewer scores for each PLO criteria, for each essay; then arrived at final scores for each essay by comparing individual reviewer scores and resolving any discrepancies to yield a single score.
- Tabulated the total number of Level 1 (“Below Expectations”), 2 (“Needs Improvement”), 3 (“Meets Expectations”), and 4 (“Exceed Expectations”) scores for each PLO criteria, for the entire course (see Table 1)
- Tabulated the total number of Level 1 (“Below Expectations”), 2 (“Needs Improvement”), 3 (“Meets Expectations”), and 4 (“Exceed Expectations”) scores for each PLO criteria, for CDS majors (see Table 2)
- Tabulated the total number of Level 1 (“Below Expectations”), 2 (“Needs Improvement”), 3 (“Meets Expectations”), and 4 (“Exceed Expectations”) scores for each PLO criteria, for non-CDS majors (see Table 3)

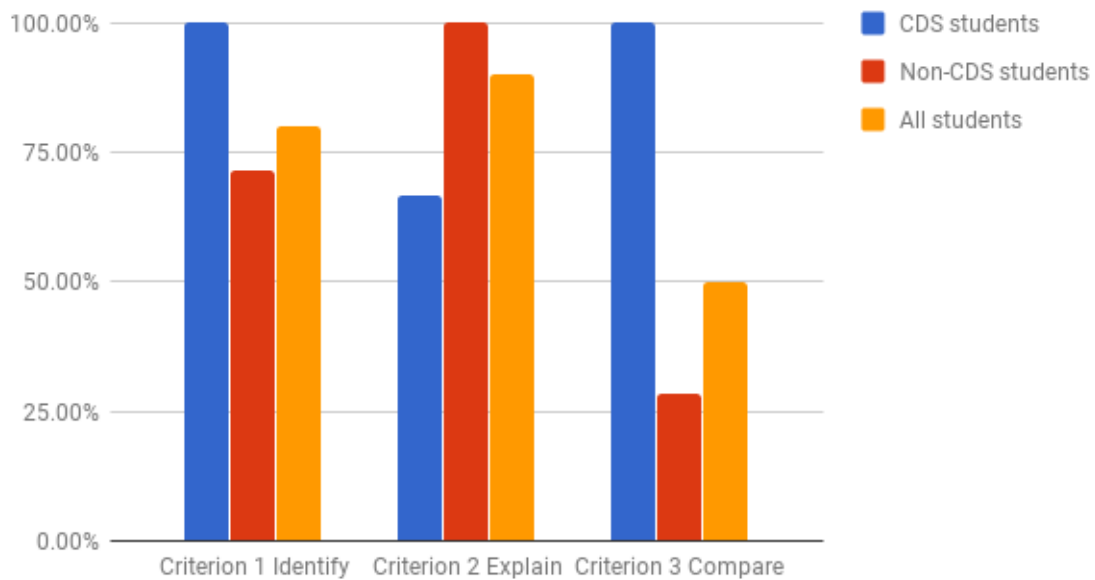
	Criterion 1 Identify	Criterion 2 Explain	Criterion 3 Compare
Level 1	0	0	2
Level 2	2	1	3
Level 3	3	6	4
Level 4	5	3	1

	Criterion 1 Identify	Criterion 2 Explain	Criterion 3 Compare
Level 1	0	0	0
Level 2	0	1	0
Level 3	1	0	2
Level 4	2	2	1

	Criterion 1 Identify	Criterion 2 Explain	Criterion 3 Compare
Level 1	0	0	2
Level 2	2	0	3
Level 3	2	6	2
Level 4	3	1	0

Our **direct data results** can be best summarized in the following chart:

Students Meeting/ Exceeding CDS PLO1



In other words, of all students in our CDS courses:

- The vast majority (80%) are meeting and exceeding PLO1 Criteria 1.
- The vast majority (90%) are meeting and exceeding PLO1 Criteria 2.
- Half (50%) are meeting and exceeding PLO1 Criteria 3.

Meanwhile, of identified CDS students in our CDS courses:

- All (100%) are meeting and exceeding PLO1 Criteria 1.
- About two-thirds (66.67%) are meeting and exceeding PLO1 Criteria 2.
- All (100%) are meeting and exceeding PLO1 Criteria 3.

By comparison, among non-CDS students in our CDS courses:

- A good majority (71.43%) are meeting and exceeding PLO1 Criteria 1.
- All (100%) are meeting and exceeding PLO1 Criteria 2.
- Over a quarter (28.57%) are meeting and exceeding PLO1 Criteria 3.

The Assessment Team **interprets these results** to mean:

- The vast majority of all students in our CDS courses are generally meeting or exceeding the expectation that they be able to “identify social, economic, and political forces shaping US history” (80%), and the expectation that they be able to “explain how social, economic, and political forces have shaped historical experiences of US ethnic and racial communities” (90%).
- All Critical Diversity Studies students (100%) excel at identifying the various forces shaping US history (PLO1 Criteria 1) and at comparing the historical experiences of diverse US ethnic and racial communities (PLO1 Criteria 3). The latter is especially notable, since this was the PLO1 Criteria most other students were least proficient in.
- While students were generally strongest at “explaining how various forces have shaped historical experiences of US ethnic and racial communities” (PLO1 Criteria 2), this was the area CDS students demonstrated the least mastery or proficiency in. This might reflect the fact that CDS majors in the course are probably earlier in the undergraduate careers, since CDS 100 is a pre-requisite for almost all other foundational courses in the major. It more likely is the result of CDS students inadequately elaborating on how US ethnic and racial communities have been shaped by various forces because they assume this is common knowledge.

To “**close the loop**” we will consider the following actions:

- Revising PLOs
- Modifying rubric
- Redesigning measurement tools more aptly suited for the task
- Changing pedagogical practices

To **elaborate** on above, the CDS Board plans to:

- Revise PLO1 to: “Identify social, economic, or political forces shaping the historical experiences of historically marginalized and underrepresented US

groups, and illustrate how such forces have influenced these communities' contemporary experiences." Such a revision will enable our PLO1 to also be applied to our Gender and Sexualities concentration.

- Add a new PLO (PLO4): "Compare the histories and experiences of multiple historically marginalized and underrepresented US groups, and appraise how these have influenced inter-group relationships."
- Revise the PLO1 rubric accordingly, and create a new rubric to assess PLO4.
- Advise course instructors to prepare clear assessment instruments (ie, assignment, examination, and/ or essay prompts, survey questions, etc.), to ensure that students have sufficient opportunity to demonstrate how they are meeting PLOs in a course.
- Instruct course instructors to identify which anonymous student materials were produced by both CDS majors and students in CDS' affiliated minor programs. Although this is not required by the University Assessment team, it would be helpful for CDS program instructors to see this data, especially to compare our CDS majors with our minors.
- Advise course instructors to emphasize to CDS majors that they must explicate how social, economic, and political forces have shaped US ethnic and racial communities—and should not presume this is common knowledge on assignments or examinations.
- Ask instructors to redact all student work for assessment review, and to identify both CDS Majors, as well as any minors in CDS' affiliated programs (AFAM, APAS, CLS, and/ or GSS).

	PLO1	PLO2	PLO3
Institutional Learning Outcomes X Program Learning Outcomes	Comparatively analyze social, economic, and political forces shaping the historical and contemporary experiences of diverse U.S. ethnic and racial communities through academic and service learning contexts.	Be equipped with knowledge and skills necessary 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).	Critically connect coursework with other academic and co-curricular programs where diversity expertise is especially useful (especially those who are double majoring in CDS and another major like Sociology, Education, or Urban Studies)
Institutional Learning Outcomes			
1. Students reflect on and analyze their attitudes, beliefs, values, and assumptions about diverse communities and cultures and contribute to the common good.	M: Student is fully able to connect their own experiences with other sociohistorical communities in the US.; D: student is moderately able to connect; I: student focuses mostly on own experiences/self	M: Student is able to successfully navigate internship experiences related to CDS; I: student is able to navigate with moderate success; D: student is only somewhat successful	M: Student connects various coursework together across disciplines and semesters; I: student is moderately able to connect coursework; D: student largely sticks to content one course at a time
2. Students explain and apply disciplinary concepts, practices, and ethics of their chosen academic discipline in diverse communities.	M: Student is fully able to articulate complex social issues across classes; D: student is moderately able to articulate; I: student can begin to articulate	M: Student interacts successfully across various professional internship settings; I: student moderately interacts; D: student limited to one setting	M: Student regularly connects material learned in various CDS courses to current course material; I: student moderately connects; D: student seldom connects
3. Students construct, interpret, analyze, and evaluate information and ideas derived from a multitude of sources.	M: Student is fully able to utilize library/researched sources to construct complex arguments; D: student is moderately able to utilize; I: student can begin to utilize	M: Student fully utilizes a range of interdisciplinary sources to explore diverse topics related to CDS; I: student moderately utilizes diverse sources; D: student limits to certain sources in certain fields	M: Student coalesces material from a variety of sources across coursework; I: student moderately coalesces; D: student sticks to certain types of sources and course material
4. Students communicate effectively in written and oral forms to interact within their personal and professional communities.	M: Student actively participates in university and local venues to present what is learned in class; D: student moderately participates in university or local venues; I: student work is limited to just university context	M: Student successfully presents orally and in written texts to community and university stakeholders about interdisciplinary concerns; D: student moderately engages in these presentations; I: student begins to engage	M: Student has consistent record of presenting orally and in written format across courses; I: student has less consistent record; D: student beginning to develop presenting skills
5. Students use technology to access and communicate information in their personal and professional lives.	M: Student fully utilizes technology through research or knowledge production to understand complex social issues; D: student moderately uses technology; I: student only begins to use technology	M: Student fully grasps and deploys technology and engages in diverse professional/internship settings; I: student moderately engages; D: student begins to engage	M: Student fully uses technology consistently across coursework to communicate; I: student moderately uses technology; I: student beginning to use or uses it limitedly

<p>6. Students use multiple methods of inquiry and research processes to answer questions and solve problems.</p>	<p>M: Student fully engages with community and university resources to look at complese social issues; D: student moderately engages; I: student only begins to engage with various resources</p>	<p>M: Student actively uses intersectional and interdisciplinary methods to explore complex social issues; D: student moderately uses intersectional/interdisciplinary methods; I: student is limited to certain methods</p>	<p>M: Student fully adapts methodology from various courses to answer questions about complex social issues; I: student moderately deploys various methodology; D: student limited to certain methods from certain courses</p>
<p>7. Students describe, analyze, and evaluate global interconnectedness in social, economic, environmental and political systems that shape diverse groups within the San Francisco Bay Area and the world.</p>	<p>M: Student fully engages locally and globally in connecting various social issues; D: student moderately engages; I: student begins to engage</p>	<p>M: Student fully interacts with local and international communities; D: student moderately interacts; I: student focuses mostly at local level</p>	<p>M: student fully understands the connectedness between local-global issues across coursework; D: student moderately engages local-global connections; I: student focuses mostly at local level and on certain courses</p>
	Key:		
	I = Introductory		
	D = Developing		
	M = Mastery		