

**Ethnic Studies
Assessment Report
2004-2005**

1. Student Learning Outcomes (SLO) for the Ethnic Studies B.A. Degree Program

A. Bodies of Skills

1. Critical thinking
 - a) the ability to contrast and compare ethnic group experiences
 - b) ability to frame conclusions from a range of information
 - c) ability to predict outcomes based on known information

2. Communication Skills
 - a) ability to clearly and effectively write about experiences of ethnic groups
 - b) ability to effectively and convincingly verbalize the ethnic groups experience
 - c) ability to work effectively and collaboratively in group processes and with people of diverse cultural backgrounds

3. Research Skills
 - a) familiarity with research trends and directions in Ethnic Studies
 - b) familiarity with data bases and internet resources in ethnic studies
 - c) proficiency with basic computing skills
 - d) ability to discern valid research conclusions
 - e) ability to design, conduct, complete and critically review a research project

B. Content Mastery

1. understanding of interdisciplinary approaches to knowledge of the ethnic group experience and ethnic/race relations in the United States, with emphasis on Hawai'i
 - a) understanding of concepts of culture, acculturation, assimilation, cultural pluralism and models of "majority/minority" relations, diaspora and transnationalism
 - b) understanding of concepts of race, racism, ethnicity, ethnic identity, indigenous groups and indigeneity.
 - c) understanding of concepts and implications of discrimination, slavery, colonialism, migration and immigration, and ethnocentrism

- d) understanding of concepts of language, religion, worldview, art, literature, music and dance as they pertain to cultural and ethnic minorities
2. Social Histories of Ethnic Groups
- a) understanding of ethno-socio-historical perspectives of African and African Americans, Asian and Pacific Island Americans, Latinos/Hispanic Americans and Native Americans
 - b) understanding of political, economic and cultural factors that shape migration, immigration, colonial settlements, diasporic and transnational communities.
 - c) understanding of the economic and other contributions of ethnic groups to the United States, Hawai'i and human civilization in general
 - d) understanding of the roles of community formations and institution building among ethnic groups
3. Concepts and Theories/Old and New in Ethnic Studies
- a) understanding and ability to analyze concepts of "race" and the evolution of human species
 - b) ability to subject concepts such as melting pot, culture of poverty, deprivation and other socio-pathological models to critical analysis
 - c) understanding and ability to apply new models and paradigms to the study of the ethnic group experience
4. Social Justice
- a) understanding of the history of the U.S. judicial system and major laws and policies that have shaped race and ethnic relations in Hawai'i and American society
 - b) understanding of both past and present processes of *de jure* and *de facto* segregation and institutionalized discrimination
 - c) understanding of continuing effects and practices of discrimination
 - d) understanding of the struggle for sovereignty and self-determination of Hawaiians and Native Americans, indigenous and colonized people throughout the world.
 - e) ability to develop recommendation and strategies for ameliorating discrimination and social inequality.
5. Gender, Race, class and Ethnic Issues
- a) understanding of social stratification across social class, gender, race and ethnic lines
 - b) understanding of educational attainment and issues across gender, race and ethnic lines
 - c) understanding of "glass ceiling" phenomenon

- d) understanding of the “double jeopardy” experiences of women of color

C. Civic Engagement, Community and Service Learning

- a) documented service learning and community-based or participatory action research and engagement
- b) ability to understand the relationship of this mode of learning and pedagogy to the attainment of the academic goals of the Ethnic Studies major
- c) Understanding the need to reflect upon and derive meaning from service experiences employing writing, speaking, listening, and reading skills, ultimately to help service learners think critically about their activities and involvement in the community.
- d) empower students to address social problems, foster citizenship, leadership and social responsibility; encourage cross-cultural and intergenerational relationships and promote greater understanding of communities
- e) enhance student learning by joining theory with experience and thought with action; help students clarify career paths and directions.

2. Where are these SLOs published?

They will be published in the most recent Ethnic Studies brochure that is now being prepared for publication in Fall 2005. They will also appear in the ES website.

3. How does your SLOs map onto your curriculum (i.e. how does your curriculum produce specific SLOs in your students?)

These SLOs are clearly integrated into the Introduction to Ethnic Studies (100-level), “Ethnic-Specific” courses, (at the 200- and 300-level), “Topics in Ethnic Studies” (300- and 400-level), and the Field Work/Directed Reading courses (ES 380 and 399)

4. What specific methodologies were used to collect data?

- a. What was the nature of the instrument used?
Course evaluations with common survey questions; reflection journals and written essays of students taking courses that offered service learning options; individualized meetings with ES majors during “golden rod”/final ES grad session.
- b. What was the nature of the data obtained in your assessment?
Perceptual/attitudinal indicators that tell us about students’ perceptions of the department and the academic requirements for the BA (and Certificate) in

Ethnic Studies; their sharing of their experiences in the department; their attitude toward the department and its faculty.

Performance indicators (i.e. course grades, papers and project reports) that tell us something about the level of competence with skills or content that students attained as a result of going through the BA program in Ethnic Studies.

- c. When were the data collected?
The data is collected throughout the semester, during initial interview and review with the students of their academic background and experiences when they sign up to become an ES major; during academic advising when ES majors are being advised on which courses to take; during “jump” session when ES majors conduct initial review of graduation requirements, and finally during the “golden rod” review as ES major prepare for their final semester prior to graduation.
- d. What population is covered by your assessment?
Ethnic Studies majors and Certificate students.
- e. Who were your actual subjects and how were they used in your assessment?
ES majors who came in for academic advising in preparation for the “jump session” and “golden rod” session with College of Arts & Sciences academic advisers.
- f. Who examined or assessed the data?
The Ethnic Studies Department chair and one of the faculty who assists the ES chair in academic advising of majors and Certificate students
- g. Where were the data collected?
In the offices of the ES chair and faculty academic adviser.

5. How were the assessment/data resulted used to inform decisions concerning the curriculum and administration of the program?

- a. Was pedagogy changed?
Yes. The “best practices” were highlighted and highly critical and/or negative comments of students in course evaluations were discussed with particular instructors by the chair and curriculum committee.
- b. Did you make administrative changes?
Yes. Academic advising sessions at least once during the semester were made mandatory for all Ethnic Studies majors and Certificate students
- c. Were there changes in interactions with students? Advising, counseling, etc?
Yes. The chair and the faculty academic adviser became more familiar with each of the ES majors and Certificate students and vice versa.

- d. Were degree requirements changed?
No. The curriculum committee, however, continues to review the BA requirement in Ethnic Studies

- e. Were courses changed?
Some courses made specific changes as they adopted service learning or were designated as of the UH Manoa General Education requirements (i.e. Writing Intensive, Hawaii Asia Pacific, Ethnic or Oral Communication).

6. General Education Assessment Within the major:

Manoa's General Education Program includes the following requirements of majors. All students who graduate with the major:

- a) are proficient in the primary information-accessing and information-processing methods of the field; by either integrating such skills within courses or research projects or by recommending an appropriate course offered in another department (computer/info sciences, etc.);

- b) are proficient in the problem-solving and oral communication methods of the field;

- c) have had training and experience in the modes of inquiry and analysis appropriate to the field. The purpose is to have all students actively engaged in scholarship at a high level, and to avoid having students completing their degrees by means of passive learning alone.

How have you met the above requirements in your degree program?

Yes. Many, if not the majority of Ethnic Studies courses have been approved and designated to meet the UHM General Education Program requirements (Writing Intensive, HAP, Oral Communication, and Ethic)