**GE AREA F: ETHNIC STUDIES**

**SLO Evaluation Report July 2024:**

**Background/Description of GE Program ePortfolio:**

Prior to the 2017-2018 AY, departments/programs were responsible for assessing GE student learning outcomes and submitting a report every year for the GE Committee to review. This system had several weaknesses. Departments and programs were responsible for deciding which of the two to four outcomes designated for a specific GE Area to assess; thus, some outcomes were evaluated multiple times within a year and others were not evaluated at all in certain years. It was also not possible for departments to access and evaluate a representative sample of student work, nor was it possible to compare the results from GE courses in the same GE Area taught by different departments/programs, because each department/program used its own criteria/rubrics. Finally, the GE Committee was not able to review and analyze the GE assessment reports in a comprehensive fashion, since the committee was also tasked with reviewing all GE curriculum proposals, as well as with discussing and updating GE policies and procedures.

Therefore, Fresno State developed a proposal for a new system of evaluating GE student learning outcomes during the 2014-2015 AY. The proposal was approved by Fresno State’s Academic Senate in May 2017 and by the President in August of 2017. Essentially, all freshmen and transfer students admitted to Fresno State beginning in Fall 2018 will submit one designated assignment aligned to one GE student outcome from lower-division (for freshmen) and upper-division (for freshmen and transfer students) GE courses to a GE Program ePortfolio. Students will also write 300-word reflections (first-year students write three and transfer students write one) about their learning and submit these to the GE Program ePortfolio. The GE Program ePortfolio was set up by the Director of Assessment and students were automatically enrolled. Handouts, r videos, and other resources that were posted previously to Blackboard were uploaded to Canvas when the campus transitioned from Blackboard to Canvas.

During the first year of implementation (2017-2018 AY), efforts focused on electing members to the new GE Assessment Subcommittee and on approving common rubrics to be used to evaluate GE student learning outcomes. Fresno State’s GE student learning outcomes were approved by the Academic Senate in 2010. These forty outcomes were originally to be evaluated on a five-year rotating schedule. With the addition of Area F to the GE curriculum (below), the outcomes are now evaluated on a six-year schedule.

The ePortfolio submission process changed Fall 2023. The original ePortfolio submission process was creating difficulties for students, advisors, and faculty. Students were responsible for submitting the assignment designated by their professor. If students did not submit the assignments as required, their registration could be blocked. This caused consternation among the students. It also resulted in numerous consultations between students, their GE professors, and (especially) their advisers as they tried to meet the ePortfolio requirement. These meetings took time away from the primary responsibilities of campus advisors and faculty members.

These difficulties led to discussions between Kathy Dunbar, Assistant Director of the University Advising Center and the director of assessment. Ms. Dunbar asked if there was a way that the designated GE ePortfolio student assignments could be automatically submitted to their ePortfolio at the same time they submitted the assignment to their professor in Canvas. After discussing the possibility of this solution with JoLynne Blake, an instructional designer in the Office of Ideas, Ms. Blake and the assessment director reached out to the Canvas support team to determine whether this type of concurrent assignment submission process would be possible. The Canvas staff determined that such a process was technically feasible, and Provost Fu agreed to fund the conversion. The university contracted with Canvas to develop an assignment LTI that eliminates the need for students to submit the designated assignments to their ePortfolio. When GE faculty set up their course in Canvas, they designate which assignment is the ePortfolio assignment. When students submit the designated assignment to their professor, the LTI duplicates the assignment and seamlessly routes that copy to their ePortfolio.

The new ePortfolio system was successful and there are a sizable number of assignments available for assessment in each GE Area, including Area F.

**Incorporation of Area F into GE and GE Assessment**

On August 6, 2020, AB 1460 was signed into law. AB 1460 provided that, beginning with AY 2021-22, the California State University shall provide courses in Ethnic Studies at each campus. Beginning with students graduating in AY 2024-25, the CSU will require one 3-unit Ethnic Studies course as a graduation requirement.

The California State University Chancellor’s Office issued Executive Order 1100, implementing the Ethnic Studies requirement in the CSU system. The Executive Order indicated that any course approved for Area F must include three of the following five core competencies:

1. Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno- centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism as analyzed in any one or more of the following: Native American Studies, African American Studies, Asian American Studies, and Latina and Latino American Studies.
2. Apply theory and knowledge produced by Native American, African American, Asian American, and/or Latina and Latino American communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles of those groups with a particular emphasis on agency and group-affirmation.
3. Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age in Native American, African American, Asian American, and/or Latina and Latino American communities.
4. Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by Native Americans, African Americans, Asian Americans and/or Latina and Latino Americans are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, or language policies.
5. Describe and actively engage with anti-racist and anti-colonial issues and the practices and movements in Native American, African American, Asian American and/or Latina and Latino communities to build a just and equitable society.

Fresno State faculty members submitted course proposals for the new Area F during AY 2020-21. The GE Committee reviewed and approved a substantial number of course proposals for Area F, and the classes began to be offered in AY 2021-22. There are currently twenty-five Area F courses in AY 2024-25.

**GE Assessment Subcommittee: Area F Assessment Process**

Student proficiency in Area F was assessed at Fresno State for the first time in AY 23-24. Two members of the GE Assessment Subcommittee were assigned to evaluate the papers for each learning outcome, using the rubrics that the subcommittee had approved. The rubrics had been developed in a collaboration between the subcommittee and faculty members who teach in Area F. The papers were evaluated as advanced (3), proficient (2), or developing (1). If the two reviewers disagreed on whether the paper was proficient (scoring either a 2 or a 3) or not-proficient (scoring a 1), the Director of Assessment evaluated the paper and classified it as either proficient or not-proficient.

**Student Learning Outcomes and Measures (assignments) Used to Evaluate Proficiency.**

***Overall Results:*** One hundred thirty-seven papers from Area F courses were assessed. Overall, the students did a very good job in this Area, with 94.9% of the students earning a rating of advanced or proficient. The results for the papers in total were as follows:

* Advanced 60 (43.8%)
* Proficient 70 (51.1%)
* Developing 7 (5.1%)

Two faculty members each assignment. Inter-rater reliability was 89.8%, which was just below Fresno State’s benchmark of 90%.

The student work was also divided up among the five learning outcomes, based on which outcome with which the assignment best aligned.

***Student Learning Outcome 1:***

Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethnocentrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism as analyzed in any one or more of the following: Native American Studies, African American Studies, Asian American Studies, and Latina and Latino Studies.

Several different assignments were evaluated in this assessment, including assignments from American Indian Studies, Africana Studies, Asian American Studies, and Chicano and Latin American Studies courses. Students discussed concepts such as racism, stereotypes, decolonization, sovereignty, settler colonialism, and genocide.

The results of the assessment of student proficiency are as follows:

* Proficient 35 (100%)
* Not Proficient 0 (0%)

The two raters agreed on the rating for each paper, thus inter-rater reliability was 100%.

Fourteen papers were rated advanced. Common characteristics of these papers included:

* Selected foundational theories and principles and explained them well
* Use of multiple examples to support claims
* Cited several credible research sources
* Effective discussion of the impact of social structures
* Good use of historical and current examples

Twenty-one papers were rated proficient. The following were key differences between advanced and proficient papers:

* Effective use of examples, but not as many examples were used or some examples were less applicable
* Briefer analysis of the concept being discussed
* Relied primarily on a sole source
* Provided brief definitions or explanations of concepts, did not develop in detail

***Student Learning Outcome 2:***

Apply theory and knowledge produced by Native American, African American, Asian American, and/or Latina and Latino American communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles of those groups with a particular emphasis on agency and group-affirmation.

A number of assignments called for students to apply knowledge and theory produced by scholars and authors of color. Winona LaDuke and Vine Deloria were among the most often cited, other papers cited Evelyn Glenn, bell hooks, Bianca Mabute-Louie, Ronald Jackson, Elizabeth Cook Lynn, Daniel Healy Justice, and Ada Pecos Melton.

The results of the assessment for student proficiency were:

* Proficient 26 (92.8%)
* Not Proficient 2 (7.2%)

Two raters assessed the student work for this learning outcome and the inter-rater reliability for this learning outcome was 96.4%.

Thirteen of the assignments received a rating of advanced from both reviewers. Representative comments for this student work included:

* Strong focus on knowledge produced by people of color
* Thorough discussion of critical events and histories
* Excellent explanation of cultures and traditions
* Effective use of narratives for examples
* Very good examples of resistance to environmental racism

Thirteen assignments received a rating of proficient from one or both reviewers. Typical reasons a paper was placed in the proficient category included:

* Good explanation of Native American culture, but needed to cite more scholarship to support
* Solid presentation of information, could have elaborated on examples more
* Selected appropriate authors, could have applied their theories to the topic in more detail
* Made some good points, but the paper was brief compared to many of the others

Two assignments received a rating of developing. The primary reason for each score was:

* The paper was very brief, minimal discussion of any concepts from the course
* The paper was a historical summary, and it did not cite any works by people of color to support the analysis

***Student Learning Outcome 3:***

Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age in Native American, African American, Asian American, and/or Latina and Latino American communities.

Several different assignments had students analyzing the intersection of race and racism as it relates to other social categorizations. One of the most frequently assigned topics was the intersection between race and tribal sovereignty. Other societal categorizations included class, national origin, immigration status, gender, and religion.

The results of the assessment of student proficiency are as follows:

* Proficient 21 (91.3%)
* Not Proficient 2 (8.7%)

The inter-rater reliability for SLO 3 was significantly lower (65.2%) than it was for the other four learning outcomes. The reviewers had an honest difference of opinion about what a paper needed to do to count as an analysis of the intersection of race and racism and other characteristics.

A significant number of the students’ assignments were excellent, earning a rating of advanced (3) from at least one reviewer. Strengths of these papers included:

* Very good in-depth examples
* Consistent citation of research
* Extended analysis of how government policies infringe on tribal sovereignty
* Excellent examples, related to the Central Valley
* In-depth analysis of how Latinas are creating space in low-rider culture, also good discussion of how race relates to class
* Excellent explanation of how settler colonialism affected tribal sovereignty

The papers that were rated developing had the following issues:

* Good comparisons of cultural experiences, but no analysis of any intersection
* Criticized government policies, but very limited analysis of how the policies related to tribal citizenship or sovereignty
* Very casual writing style, made it difficult to discern what intersections were being discussed

***Student Learning Outcome 4:***

Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by Native Americans, African Americans, Asian Americans and/or Latina and Latino Americans are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, or language policies.

Assignments reviewed for this SLO included papers from Africana Studies, American Indian Studies, Asian American Studies, and Chicano and Latin American Studies courses. Examples of resistance and solidarity came from social movements, community efforts, individual leadership, literature and film.

The results of the assessment of student proficiency are as follows:

* Proficient 25 (92.6%)
* Not Proficient 2 (7.4%)

Two subcommittee members assessed the student work for SLO and the inter-rater reliability for was 92.6%.

Nine of the assignments received a rating of advanced from both reviewers. Representative comments for this student work included:

* Excellent development of examples of American Indian resistance
* Excellent comparison and contrast of resistance by the Black Panther Party and the Civil Rights Movement
* Effective blending of resistance expressed through literature and historical examples of Latinx and Puerto Rian community solidarity
* Very good discussion of parallels between Asian American and Mexican American resistance

Sixteen of the assignments received a rating of proficient from both reviewers or a rating of advanced from one reviewer and proficient for the other. Comments included the following:

* Very good visual examples of resistance. Elaborate on the connection of images to resistance and solidarity.
* Especially good historical analysis. Needed more connection to current issues.
* Interesting idea to discuss film as resistance, develop more explanation of how film serves this purpose.
* Good explanation of racism during the COVID pandemic, develop your analysis of struggle and resistance to racism in more depth.

Two of the assignments were rated developing had the following issues:

* The paper primarily summarized the articles that were assigned, it did not tie them into the SLO.
* The student work was very brief, did not link to the SLO
* Needed to link the Tik Tok ban to struggle, resistance, or justice. The paper assumed the link was self-evident.

***Student Learning Outcome 5:***

Describe and actively engage with anti-racist and anti-colonial issues and the practices and movements in Native American, African American, Asian American and/or Latina and Latino communities to build a just and equitable society.

The student work was taken from Africana Studies, American Indian Studies, Asian American Studies, and Chicano and Latin American Studies courses. The assignments considered a wide variety of practices and strategies to build a just and equitable society, including the establishment of departments at universities (e.g., Chicano Studies and American Indian Studies), literature, social movements, critical thinking, and challenging stereotypes.

The results of the assessment of student proficiency are as follows:

* Proficient 23 (100%)
* Developing 0 (0%)

Two faculty members assessed each assignment and inter-rater reliability was 100%.

Eleven papers were assessed as advanced by both reviewers. Comments about these papers included:

* Developed examples in great detail
* Strong examples of Asian Americans challenging stereotypes
* Very good examples of the Chicano Movement’s initiatives
* Excellent analysis of how the absence of critical thinking perpetuates structures of oppression
* Very good explanation of policy changes as a means of building a more just society

Twelve papers were assessed as proficient by both reviewers or advanced by one reviewer and proficient by the other. Comments about these papers included:

* Made good points, but could have used more examples
* Very good examples of protest movements, needed to expand on the link to a just society
* Only wrote about one and one-half pages. Analysis was good but could have expanded on how oppressive structures can be eradicated.

**CONCLUSION**

Fresno State students did very well on the Area F assessment overall, with one hundred thirty out of one hundred thirty-seven students achieving proficiency (94.9%). This met Fresno State’s benchmark of 90%. The level of proficiency was over 90% on each of the five learning outcomes. It is noteworthy that sixty students (43.8%) earned a rating of advanced. Clearly there has been good teaching and learning happening in Area F.

The GE Assessment Subcommittee and faculty members teaching Area F may wish to consider discussing whether it is the best method of assessment to allocate assignments to a single learning outcome. Many of the assignments aligned with multiple learning outcomes, rather than focusing on a single discrete outcome. A rubric that can be used across the different learning outcomes could be a better process for assessing learning.

**Faculty Reviewers for AY 2023-24: Dr. Yushin Ahn, Dr. Mario Banuelos, Dr. Daniel Calleros Villarreal, Dr. Amrit Deol, Dr. Nupur Hajela, and Dr. Sunantha Teyarachakul.**

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