



2008-2009 Assessment Plan Report

PROGRAM ASSESSMENT REPORT-SERVICE UNITS AY 2008-2009

Report Date: June 1, 2009
Division/Office: University Life
Department/Program: Multicultural Student Services
Person completing the Report: Mary Grace A. Almandrez

1. **Overview Statement:** Briefly summarize the assessment activities that were undertaken this academic year, indicating:
 - a. which program learning outcomes were assessed this year
 - b. who in your department/program was involved in the assessment of the above learning outcomes

This year's primary program goal was focused on students' abilities to develop consciousness of their individual identities and social group memberships. The two learning outcomes associated with this goal were: 1) Students will examine their own values, worldview, assumptions, and biases, and 2) Students will demonstrate an understanding of their multiple identities. Both the Assistant Dean and the Assistant Director measured these learning outcomes through learning activities in the Esther Madriz Diversity Scholars (EMDS) program and Storytelling to Engage Multiculturalism (StEM), respectively.

2. **Please Answers the Following Questions for Each of the Student Outcomes Assessed:**

a. **What did you do?**

Describe clearly and concisely how you assessed the learning outcomes that were evaluated this year (e.g., measures, research methods, etc.). [please use bullet points to answer this question]

- In addition to sociology and social justice education materials, students in EMDS participated in co-curricular activities to help them understand and articulate their individual and social group identities. Learning outcomes were evaluated using a sociobiography essay, quizzes, and change project, each with appropriate grading rubrics.
- The primary measurement tool for StEM participants was the StEM Showcase. Participants shared their artistic expressions of their individual identities through painting, poetry, and storytelling in a public forum. In addition, evaluations and testimonials were collected.



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b. What did the staff in the department or program learn?

Summarize your findings and conclusions as a result of the assessment indicating strengths and weaknesses in student learning demonstrated by this assessment.

Students in EMDS and StEM were able to demonstrate learning around individual identity, worldview, values, and social group memberships through multiple mediums, including reflection essays, quizzes, and artistic expressions. The varied means of teaching the material were equally important. A pedagogical model based on learning communities and integrated learning techniques were critical components for each program.

Students who demonstrated high levels of learning indicated the sense of community, experiential activities, and learning over time (i.e., over the course of one semester) helped make their understanding of identity more meaningful for them personally. Additional strengths included: reciprocal learning (where students and facilitators interact as both educators and students), sense of trust within the group, and sense that instructors genuinely cared about students' learning. One weakness is the absence of a learning rubric for the StEM Showcase. This would provide rich data using a direct measure. Another weakness is the students' opportunity to participate in self-assessment. This would allow students to see their individual growth and learning.

c. What will be done differently as a result of what was learned?

Discuss how programs will be changed to improve student learning as a result of the assessment. Include a discussion of how staff will help students overcome their weaknesses and improve their strengths.

Social justice education begins with an understanding of self, particularly individual values and identity. The sensitivity of the discussion topics that arise from the exploration, expression, and articulation of identity requires that students and educators alike build a sense of inclusion and trust. Therefore, MCSS staff will continue to facilitate opportunities for students to learn within community, using an integrated learning approach. To address the weaknesses mentioned above, a rubric for the StEM Showcase and student self-assessment exercises will be developed and implemented.

3. Attach a copy of the components of the department/program assessment plan that have been modified since its initial submission:

- a. Program Mission
- b. Program Learning Goals
- c. Program Learning Outcomes
- d. Program Learning Rubrics aligned with outcomes



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e. Curriculum map that shows the programs that pertain to the outcome

No changes were made to any of the

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You can send your replies as either a Word attachment (to: marin@usfca.edu) or as a hard copy to: Provost Office, Lone Mountain Rossi Wing 4th floor.

If you have any questions, please contact: William Murry, Director of Institutional Assessment (wmurry@usfca.edu or x5486).