

**Minnesota State University Moorhead
2006-2007 Assessment Plan Cover Sheet**

(An electronic version of this form can be accessed at <http://www.mnstate.edu/assess>)

Note: All programs will complete this form.

Degree Program: American Multicultural Studies B.A

Department: American Multicultural Studies

College: Social & Natural Sciences

Date: September 2006

Is this assessment plan your existing plan, a new assessment plan or a revision of an existing plan?

Existing New Revision

1. Name(s) of Department Assessment Coordinator and/or Assessment Committee Members

Phyllis May-Machunda, Helen Klassen, Dieter Berninger, Wendy Geniusz and Jane Ball

2. List of All Student Learning Outcomes. (List and number all outcomes, placing an asterisk (*) by the outcomes you are assessing this year.)

1. Recognize the status, concerns, achievements, representations and experiences of African Americans, Native American Indians, Chicanos/Latinos, and Asian Americans.
2. Examine and apply key concepts from multicultural American experiences, values, beliefs and behaviors to core visual, aural and literary texts.
3. Comprehend and critique humanistic and social scientific texts within their historical and cultural contexts.
4. Identify, analyze and discuss complex issues and policies in American society from critical interdisciplinary, comparative, and multicultural perspectives.
5. Interpret and synthesize research materials using interdisciplinary methodologies and skills.
6. Create and critically evaluate oral, written, and visual presentations of multicultural research.

3. Explain how the student learning outcomes are appropriate to department or program goals, as identified in your most recent Quality Improvement Plan. Please note if the program is accredited by an external agency.

We have no prior Quality Improvement plan because we are a new major. However, these outcomes will measure the skills we believe are necessary for developing multicultural competence.

This program is not accredited by an external agency.

4. Signatures

Department Chair or Program Director

Dean or Director

Required Attachments:

1. Assessment Planning Forms
2. Records of department meetings when Assessment Plan was discussed and approved.

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Academic Program: B.A in American Multicultural Studies

1. Identify Student Learning Outcome in the box below and note its number (to correspond with the list on the cover sheet):

1. Recognize the status, concerns, achievements, representations and experiences of African Americans, Native American Indians, Chicanos/Latinos and Asian Americans.

2. Which MSUM mission goals are addressed by this learning outcome? (check all that apply)

<input checked="" type="checkbox"/> Knowledge/content	<input checked="" type="checkbox"/> Information literacy
<input checked="" type="checkbox"/> Intellectual development	<input checked="" type="checkbox"/> Lifelong learning
<input type="checkbox"/> Talents	<input type="checkbox"/> Service
<input checked="" type="checkbox"/> Critical thinking	<input checked="" type="checkbox"/> Citizenship
<input checked="" type="checkbox"/> Oral communication	<input checked="" type="checkbox"/> Responsibility and ethics
<input checked="" type="checkbox"/> Written communication	<input checked="" type="checkbox"/> Global understanding
<input type="checkbox"/> Mathematics	<input type="checkbox"/> Other:
<input checked="" type="checkbox"/> Multiculturalism/diversity	<input type="checkbox"/> Other:

3. How is this learning outcome achieved through the program's curriculum? Identify the courses or extra-curricular opportunities that address this outcome.

This outcome is addressed through all courses in curriculum. Extra curricular opportunities include participation in programs through Multicultural Student Affairs and other diverse campus events, diversity and antiracism training opportunities, internship opportunities and opportunities for targeted community involvement.

4. What methods of assessment will be used for this outcome? (Specify instrument and submit electronically with plan.)

Embedded essay questions in quizzes and exams.
Performance in research papers and presentations in upper level courses

5. Who is assessed? When are they assessed?

Majors at the end of AMCS 312 and 313 through exams
as well as AMCS 300 through projects
and AMCS 498 (or substitute) research based capstone project.

6. Who is responsible in the department for collecting data? How and when will the results be discussed by members of the program?

The instructors of each course and chair. We will hold a department meeting each semester to discuss results.

7. What is level of student performance is expected for this outcome?

By AMCS 300 must demonstrate:

- recognition of own biases
- basic knowledge of at least 2 culture groups in major
- movement from simplistic to more nuanced generalizations
- recognition of inter and intracultural differences
- a beginning understanding of the intersections of race, class, gender as social constructions
- understanding that oppression and resistance have been factors in the experiences of people of color

In AMCS 312 & 313--must demonstrate mastery of basic course content as demonstrated by C or better in course

--must demonstrate basic knowledge of all 4 groups in major

In AMCS 498--must demonstrate an ability:

- to do original research
- to synthesize and appropriately critique diverse material within the cultural context within which it occurs
- to present an oral/written research project showing mastery of content as demonstrated by B or better quality for project and C for course.

Student Learning Outcome 1: Recognize the status, concerns, representations and experiences of African American, Native American Indians, Chicanos/Latinos and Asian Americans

Attributes related to learning outcome	Qualities of a 0	Qualities of a 1	Qualities of a 2	Qualities of a 3	Student Score
Student will know key demographics of people of color in American society	Does not know size of population or distribution of group	Some idea of demographic features of one or two groups of color	Able to describe key population features of all groups	Ability to compare size of population, distribution and key socio-economic features between groups.	
Student recognizes key concerns of diverse groups.	Little awareness of key issues	Some idea of key concerns faced by one or two groups	Able to discuss key issues of all groups	Able to contrast key issues and possible solutions facing all groups.	
Student knows contributions of groups of color to American culture and society	Unable to name more than a few contributions	Can discuss one group's contributions fairly well.	Can discuss distinct contributions of all groups	Can discuss American culture as a product of multicultural encounters	
Student knows key features of experiences of groups of color in U.S.	Little sense of cultural-historical origins	Some awareness of cultural-historical patterns of at least two groups	Able to relate historical patterns to present situation of all groups	Can connect past experience, cultural development and contemporary patterns of all four groups	

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Academic Program: B. A in American Multicultural Studies

1. Identify Student Learning Outcome in the box below and note its number (to correspond with the list on the cover sheet):

2. Examine and apply key concepts from multicultural American experiences, values, beliefs and behaviors to core visual, aural and literary texts.

2. Which MSUM mission goals are addressed by this learning outcome? (check all that apply)

<input checked="" type="checkbox"/> Knowledge/content	<input checked="" type="checkbox"/> Information literacy
<input checked="" type="checkbox"/> Intellectual development	<input checked="" type="checkbox"/> Lifelong learning
<input type="checkbox"/> Talents	<input type="checkbox"/> Service
<input checked="" type="checkbox"/> Critical thinking	<input checked="" type="checkbox"/> Citizenship
<input checked="" type="checkbox"/> Oral communication	<input checked="" type="checkbox"/> Responsibility and ethics
<input checked="" type="checkbox"/> Written communication	<input checked="" type="checkbox"/> Global understanding
<input type="checkbox"/> Mathematics	<input type="checkbox"/> Other:
<input checked="" type="checkbox"/> Multiculturalism/diversity	<input type="checkbox"/> Other:

3. How is this learning outcome achieved through the program's curriculum? Identify the courses or extra-curricular opportunities that address this outcome.

The entire curriculum focusses on achieving this outcome.

4. What methods of assessment will be used for this outcome? (Specify instrument and submit electronically with plan.)

Exams in courses
Short research papers
Capstone research paper

5. Who is assessed? When are they assessed?

AMCS Majors at the end of AMCS 300, 312 and 313 and 498

6. Who is responsible in the department for collecting data? How and when will the results be discussed by members of the program?

Instructors of each course

7. What is level of student performance is expected for this outcome?

Students will be expected to demonstrate basic knowledge used in Multicultural Studies at a C level or better.

Learning Outcome 2: Student will examine and apply key concepts from multicultural American experiences, values, beliefs and behaviors to core visual, aural and literary texts				
Qualities of a 0	Qualities of a 1	Qualities of a 2	Qualities of a 3	Student Score
Student neither applied nor examined any key concepts from multicultural American experiences, values, beliefs and behaviors to core visual, aural and literary texts	Student attempted to examine and apply key concepts from multicultural American experiences, values, beliefs and behaviors to core visual, aural and literary texts but was largely unsuccessful in making these connections	Student examined and applied a fair amount of key concepts from multicultural American experiences, values, beliefs and behaviors to core visual, aural and literary texts but did not always make these connections.	Student fully and successfully examined and applied key concepts from multicultural American experiences, values, beliefs and behaviors to core visual, aural and literary texts and was always able to make these connections.	

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Academic Program: B.A. in American Multicultural Studies

1. Identify Student Learning Outcome in the box below and note its number (to correspond with the list on the cover sheet):

3. Comprehend and critique humanistic and social scientific texts within their historical and cultural contexts. .

2. Which MSUM mission goals are addressed by this learning outcome? (check all that apply)

<input checked="" type="checkbox"/> Knowledge/content	<input checked="" type="checkbox"/> Information literacy
<input checked="" type="checkbox"/> Intellectual development	<input checked="" type="checkbox"/> Lifelong learning
<input type="checkbox"/> Talents	<input type="checkbox"/> Service
<input checked="" type="checkbox"/> Critical thinking	<input checked="" type="checkbox"/> Citizenship
<input checked="" type="checkbox"/> Oral communication	<input checked="" type="checkbox"/> Responsibility and ethics
<input checked="" type="checkbox"/> Written communication	<input checked="" type="checkbox"/> Global understanding
<input type="checkbox"/> Mathematics	<input type="checkbox"/> Other:
<input checked="" type="checkbox"/> Multiculturalism/diversity	<input type="checkbox"/> Other:

3. How is this learning outcome achieved through the program's curriculum? Identify the courses or extra-curricular opportunities that address this outcome.

The entire curriculum is focussed on this outcome.

4. What methods of assessment will be used for this outcome? (Specify instrument and submit electronically with plan.)

AMCS 300- several small projects and a final paper integrating what they have learned.
AMCS 498-Senior research project culminating in a 10-15 page research paper and an oral presentation at the Student Academic Conference.

5. Who is assessed? When are they assessed?

Majors at the end of AMCS 300 and AMCS 498

6. Who is responsible in the department for collecting data? How and when will the results be discussed by members of the program?

The instructors of AMCS 300 & AMCS 498 (or its substitute)

7. What is level of student performance is expected for this outcome?

AMCS 300-Identify and defend appropriate cultural texts.

-Demonstrate ability to interpret and analyze multicultural texts appropriately

AMCS 498-Demonstrate integrative skills in multicultural studies through presentation at Student Academic Conference and Senior project at a B level or better

Earn C level or better on all work in major as measured on a rubric

Student Learning Outcome 3: Comprehend and critique humanistic and social scientific texts within their historical and cultural contexts.				
Qualities of a 0	Qualities of a 1	Qualities of a 2	Qualities of a 3	Student Score
Students are unable to differentiate between humanistic and social science texts; students do not have the skill or competence to think critically about multicultural content; students have little or no knowledge about diverse cultural groups or our shared history.	Students are able recognize the differences in foci of the humanities and social sciences; students minimally demonstrate interest in learning to think critically about multicultural content; students begin to understand the importance of comparing and contrasting cultures within a historical framework	Students learn the differences between methodology and theory; students comprehend the difference between criticism and critical thinking; students better understand cultural diversity within a historical perspective.	Students exhibit the ability to work with the texts and can recognize the need to utilize both humanities and social sciences; students know how to think critically and how to separate fact from fiction; students have knowledge of the four cultural groups and their historical contributions and interactions.	

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Academic Program: B.A. in American Multicultural Studies

1. Identify Student Learning Outcome in the box below and note its number (to correspond with the list on the cover sheet):

4. Identify, analyze and discuss complex issues in American society from critical interdisciplinary and multicultural perspectives.

2. Which MSUM mission goals are addressed by this learning outcome? (check all that apply)

<input checked="" type="checkbox"/> Knowledge/content	<input checked="" type="checkbox"/> Information literacy
<input checked="" type="checkbox"/> Intellectual development	<input checked="" type="checkbox"/> Lifelong learning
<input type="checkbox"/> Talents	<input type="checkbox"/> Service
<input checked="" type="checkbox"/> Critical thinking	<input checked="" type="checkbox"/> Citizenship
<input checked="" type="checkbox"/> Oral communication	<input checked="" type="checkbox"/> Responsibility and ethics
<input checked="" type="checkbox"/> Written communication	<input checked="" type="checkbox"/> Global understanding
<input type="checkbox"/> Mathematics	<input type="checkbox"/> Other:
<input checked="" type="checkbox"/> Multiculturalism/diversity	<input type="checkbox"/> Other:

3. How is this learning outcome achieved through the program's curriculum? Identify the courses or extra-curricular opportunities that address this outcome.

It is achieved through class discussion, papers and/or presentations in all classes in this major.

4. What methods of assessment will be used for this outcome? (Specify instrument and submit electronically with plan.)

In all AMCS classes students produce papers and /or presentations

In AMCS 498, students will be required to produce a 10-15 page research paper and a presentation at the Student Academic Conference.

5. Who is assessed? When are they assessed?

Majors at AMCS 300 and 498.

6. Who is responsible in the department for collecting data? How and when will the results be discussed by members of the program?

Each instructor. In a departmental meeting at the beginning of each semester for the previous semester.

7. What is level of student performance is expected for this outcome?

By AMCS 300 students must demonstrate

- the ability to discuss multicultural issues related to more than one culture from more than one disciplinary perspective
- an understanding of causal relationships
- recognition of stereotypes and critically assess cultural images.

By AMCS 498 students must be able to apply these skills to an original research topic. Students must earn a B for class project/paper; C for course.

Student Learning Outcome 4:					
Identify, analyze and discuss complex issues in American society from critical interdisciplinary and multicultural perspectives.					
Attributes related to learning outcome	Qualities of a 0	Qualities of a 1	Qualities of a 2	Qualities of a 3	Student Score
Student can identify key complex issues in American society	Unable to identify complex issues in American society	Budding ability to identify complex issues	Adequate ability to identify complex issues	Outstanding ability to identify complex issues	
Student demonstrates ability to analyze American social issues from interdisciplinary perspectives	Unable to analyze American social issues from interdisciplinary perspectives	Budding ability to analyze issues from interdisciplinary perspectives	Adequate ability to analyze issues from interdisciplinary perspectives	Outstanding ability to analyze issues from interdisciplinary perspectives	
Student demonstrates ability to examine complex issues in American society from perspectives of both people of color and mainstream culture	Unable to examine complex issues in American society from both emic/etic perspectives	Budding ability to examine complex issues from emic/etic perspectives. Student mostly examines issues from only one perspective.	Adequate ability to examine complex issues from emic/etic perspectives	Sophisticated ability to examine complex issues from emic/etic perspectives	
Student can discuss social justice implications of complex issues in American society	Unable to connect social justice to complex issues in American society	Budding ability to discuss social justice implications of complex issues in American society	Adequate ability to discuss social justice implications of complex issues in American society	Outstanding ability to discuss social justice implications of complex issues in American society	

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Academic Program: B.A. in American Multicultural Studies

1. Identify Student Learning Outcome in the box below and note its number (to correspond with the list on the cover sheet):

5. Interpret and synthesize research materials using interdisciplinary methodologies and skills.

2. Which MSUM mission goals are addressed by this learning outcome? (check all that apply)

<input checked="" type="checkbox"/> Knowledge/content	<input checked="" type="checkbox"/> Information literacy
<input checked="" type="checkbox"/> Intellectual development	<input checked="" type="checkbox"/> Lifelong learning
<input type="checkbox"/> Talents	<input type="checkbox"/> Service
<input checked="" type="checkbox"/> Critical thinking	<input checked="" type="checkbox"/> Citizenship
<input checked="" type="checkbox"/> Oral communication	<input checked="" type="checkbox"/> Responsibility and ethics
<input checked="" type="checkbox"/> Written communication	<input checked="" type="checkbox"/> Global understanding
<input type="checkbox"/> Mathematics	<input type="checkbox"/> Other:
<input checked="" type="checkbox"/> Multiculturalism/diversity	<input type="checkbox"/> Other:

3. How is this learning outcome achieved through the program's curriculum? Identify the courses or extra-curricular opportunities that address this outcome.

This is measured in AMCS 300 and AMCS 498 through research projects.

4. What methods of assessment will be used for this outcome? (Specify instrument and submit electronically with plan.)

AMCS 300- several small projects and a final paper integrating what they have learned.
AMCS 498-Senior research project culminating in a 10-15 page research paper and an oral presentation at the Student Academic Conference.

5. Who is assessed? When are they assessed?

Majors at the end of AMCS 300 and AMCS 498

6. Who is responsible in the department for collecting data? How and when will the results be discussed by members of the program?

The instructors of AMCS 300 & AMCS 498 (or its substitute)

7. What is level of student performance is expected for this outcome?

AMCS 300-Identify and defend appropriate cultural texts.

-Demonstrate ability to interpret and analyze multicultural texts appropriately

AMCS 498-Demonstrate integrative skills in multicultural studies through presentation at Student Academic Conference and Senior project

Minimum of C level work as measured on a rubric

Student Learning Outcome 5: Interpret and synthesize research materials using interdisciplinary methodologies and skills.					
Attributes related to learning outcome	Qualities of a 0	Qualities of a 1	Qualities of a 2	Qualities of a 3	Student Score
Student will be able to select and assess appropriate research methods for research projects.	Knowledge of how to select and assess appropriate research methods absent	Inadequate knowledge of how to select and assess appropriate research methods	Acceptable skills in selecting, and assessing appropriate research methods	Outstanding skills in selecting and assessing appropriate research methods	
Student will be able to use basic library skills to conduct research.	Basic library skills absent	Inadequate use of basic library research skills	Acceptable use of basic library research skills	Outstanding use of basic library research skills	
Student will demonstrate ability to apply literary analysis.	No knowledge of literary analysis	Inadequate application of literary analysis	Acceptable application of literary analysis	Outstanding application of literary analysis	
Student will demonstrate skill in use of historical research methods.	No historical research skills	Inadequate skill in historical research	Acceptable skill in historical research	Outstanding skills in historical research	
Student will demonstrate competence in qualitative research methods	Lacking qualitative research skills	Inadequate skills in qualitative analysis	Acceptable skills in qualitative analysis	Outstanding skills in qualitative analysis	
Student will demonstrate introductory skills in quantitative analysis.	Lacking introductory quantitative analytic skills	Inadequate skill in quantitative analysis	Acceptable skill in quantitative analysis	Outstanding skills in quantitative analysis	
Student will integrate research methodologies in interdisciplinary research	Does not engage in interdisciplinary research	Unsuccessful integration of interdisciplinary research methods	Acceptable integration of interdisciplinary research methods	Outstanding integration of interdisciplinary research methods	
Student will interpret research data using appropriate cultural interpretive frameworks	Does not recognize appropriate cultural interpretative frameworks	Inadequate skill in applying appropriate cultural interpretative frameworks	Acceptable skills in applying appropriate cultural interpretative frameworks	Outstanding skills in applying appropriate cultural interpretative frameworks	

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Academic Program: B.A. in American Multicultural Studies

1. Identify Student Learning Outcome in the box below and note its number (to correspond with the list on the cover sheet):

6. Create and critically evaluate oral, written and visual presentations of multicultural research.

2. Which MSUM mission goals are addressed by this learning outcome? (check all that apply)

<input checked="" type="checkbox"/> Knowledge/content	<input checked="" type="checkbox"/> Information literacy
<input checked="" type="checkbox"/> Intellectual development	<input checked="" type="checkbox"/> Lifelong learning
<input type="checkbox"/> Talents	<input type="checkbox"/> Service
<input checked="" type="checkbox"/> Critical thinking	<input checked="" type="checkbox"/> Citizenship
<input checked="" type="checkbox"/> Oral communication	<input checked="" type="checkbox"/> Responsibility and ethics
<input checked="" type="checkbox"/> Written communication	<input checked="" type="checkbox"/> Global understanding
<input type="checkbox"/> Mathematics	<input type="checkbox"/> Other:
<input checked="" type="checkbox"/> Multiculturalism/diversity	<input type="checkbox"/> Other:

3. How is this learning outcome achieved through the program's curriculum? Identify the courses or extra-curricular opportunities that address this outcome.

The entire curriculum focusses on this outcome

4. What methods of assessment will be used for this outcome? (Specify instrument and submit electronically with plan.)

Journals, regular writing and rewriting assignments and presentations throughout the curriculum.

5. Who is assessed? When are they assessed?

Majors in AMCS 300 and 498 (or its substitute).

6. Who is responsible in the department for collecting data? How and when will the results be discussed by members of the program?

The instructors of each course

7. What is level of student performance is expected for this outcome?

- Minimum standard: Speak in terms of discipline
- Recognize different disciplines, schools of thought and methodologies within discipline
- Write in standard English with proper citation styles
- Ability to self criticize
- Demonstrate skills in both library and internet research
- Demonstrate a base knowledge of multicultural perspectives

Student Learning Outcome 6: Create and critically evaluate oral, written and visual presentations of multicultural research.					
Attributes related to learning outcome	Qualities of a 0	Qualities of a 1	Qualities of a 2	Qualities of a 3	Student Score
Student will be able to demonstrate skills in library and internet research	Did not demonstrate library or internet research skill	Demonstrates few library or internet research skills	Demonstrates average research skills	Demonstrates outstanding research skills	
Students will demonstrate skills in presenting multicultural research	Did not demonstrate skills in presenting multicultural research	Demonstrates few skills in presenting	Demonstrates average presentation skills	Demonstrates outstanding presentation skills	
Students will demonstrate writing skills using standard English	Unable to write in standard English	Minimal writing skills using standard English	Average skills using standard English	Demonstrates outstanding writing skills in standard English	
Students will critically evaluate films and other multicultural media	Unable to critically evaluate a film or other media	Minimally demonstrated the ability to critique a film or other media	Demonstrates an average ability to critique a film or other media	Demonstrates outstanding ability to critically evaluate multicultural media	
Students will demonstrate appropriate use of terminology in the discipline	Unable to utilize terminology of discipline	Minimally uses terminology of discipline	Average use of terminology of discipline	Outstanding use of terminology of discipline	

AMCS Dept.

Minutes

Lib 120D

Sept 27,2006

Present: Phyllis May-Machunda, Dieter Berninger, Helen Klassen, Wendy Geniusz and Jane Ball.

Department completed drafting Assessment Plan Student Learning Outcomes 1-2. Since we did not finish the entire plan, we will meet next week and ask Tim Borchers to meet with us on Oct. 25, same time & place.

AMCS Dept.

Minutes

Lib 120D

Oct. 4, 2006

Present: Phyllis May-Machunda, Dieter Berninger, Helen Klassen, Wendy Geniusz and Jane Ball.

Discussion of Preview Days. Dieter volunteered to represent department this time. Phyllis suggested that we will take turns and each department member will sign up to represent the department on one of the upcoming Dragon Days.

Department drafted Assessment Plan Student Learning Outcomes 3-6.

AMCS Department

Minutes

11/20/06

Lib. 120 D

Present: All members of Department. (as above)

Department finished drafting Internship Policy.

Department reviewed, revised and finalized full Assessment Plan.