

# Annual Assessment Report Template AY22-23

*Extension Granted: Friday, December 15, 2023, 2023*

## Report

- *Name of program and degree type assessed*  
Chicanx/Latinx Studies (Minor)
- *Names and contact information of the faculty coordinating the assessment:*  
Christina Garcia Lopez [cglopez3@usfca.edu](mailto:cglopez3@usfca.edu)
- *Your Mission Statement; note any changes since last report*  
Chicanx-Latinx Studies prepares students for informed political action and justice work with and within Chicanx and Latinx communities. The program is based on the recognition of the country's growing Latinx communities and their historical role in the fight for decolonization, re-definitions of nationhood and citizenship, as well as their broader struggles and interconnections across the Americas. Students are introduced to major theories and perspectives on the cultural, socioeconomic, and political issues affecting Chicanx and Latinx populations in the United States. Through the program, students come to understand how structures of race, class, gender, sexuality, and ideology condition inequality and social conflict. Students develop the skills necessary for professional and graduate work in areas such as social work, education, business, health sciences, the arts and humanities, law, and management.
- *Your PLOs; note any changes since last report*  
PLO1. Comparatively analyze social, economic, and/or political forces shaping the historical experiences of Chicanx and Latinx communities through academic contexts.  
  
PLO2. Students can read and write academically and intellectually sophisticated texts that analyze issues relating to Chicanx and Latinx communities.  
  
PLO3. Students can describe, appraise, and criticize master narratives from popular, scholarly, and/or civic discourse that often perpetuate systemic inequalities especially as they relate to the Chicanx and Latinx populations.  
  
PLO4. Students can summarize and critically assess current social, political, and economic issues that affect Chicanx and Latinx Studies.

- *Your current Curricular Map; note any changes since last report*  
[Please see attachment]
- *Your assessment schedule between APRs: a year by year list of PLOs assessed since your last APR and those to be assessed before your next APR*

We have not had an APR, as a minor program; however, below is our assessment schedule, since I have been director. Since we finished an assessment cycle last year, having assessed all 4 PLOs, we restarted the cycle by assessing PLO2 this time, as it had not been assessed since 2016-2017. Our next assessment should ideally assess PLO4, which was last assessed 2017-2018.

2016-2017: PLO2

2017-2018: PLO4

2018-2019: PLO1

2019-2020: Alternative Reflection

2020-2021: Year of Reflection

2021-2022: PLO3

2022-2023: PLO2

- *Description of the assessment methodology*

Noting our intention to assess PLO2, I reached out to Wendy Arce, who taught THRS 345 Religion of U.S. Latinos in the S23 semester. She sent me students' final reflection papers, in which they engage with three films and three readings of their choosing. I determined that this would be a fitting work product by which to assess PLO2, which is focused on reading, writing, and analyzing. I then recruited two co-readers: Nicole Gonzalez Howell and Melisa Garcia, both professors from the Rhetoric department who also serve on the CLS advisory board.

Professors Gonzalez Howell, Garcia, and myself met and, examining the PLO's parts, collectively created a 3x2 rubric (see below), which focuses on 2 points of criteria, and breaks each of those points into 3 gradations (does not meet/ meets/ exceeds) to assess how well students were fulfilling each point of criteria. We then executed a norming process for 2 papers, starting with independent reading and scoring, followed by group discussion and argumentation. Of 31 papers, 2 were normed, leaving 29 papers. Of those 29, we determined to assess the first 20. Christina received 10 readings (1-10); Melisa received a completely different 10 readings (11-20); and Nicole received all of the odd numbers (5 of one group and 5 of the other group for a total of 10). The overlap in Nicole's reading serves to "second read" 10 of the texts.

Next, each of the 3 readers separately read and scored their assigned readings, inputting scores into shared data table. I calculated the data, figuring each reader's total, and each reader's individual average score. Then, given that Nicole served as a "control" reader, I calculated the average across 2 readers for each of the papers that she read (myself/Nicole, and Melisa/Nicole). I then totaled those scores and determined their average, in order to have the strongest approximation of a true average.

- Assessment Rubric for PLO2.Students can read and write academically and intellectually sophisticated texts that analyze issues relating to Chicanx and Latinx communities.

Criteria	3=Exceeds	2=Meets	1=Does Not Meet
Reading and writing sophisticated texts related to the Chicanx/Latinx communities, academically and intellectually	Articulating issues relating to Chicanx/Latinx communities in a way that highly demonstrates sophistication (complexity)	Demonstrates adequate sophistication (complexity) in articulating issues relating to Chicanx/Latinx communities through reading and writing	Does not adequately demonstrate sophisticated (complex) reading and writings on an academic and intellectual level
Analyzes issues relating to Chicanx and Latinx communities	Analyzes issues relating to Chicanx and Latinx communities in a way that demonstrates an exceptional understanding	Analyzes issues relating to Chicanx and Latinx communities in a way that is relevant and substantiated but does not demonstrate deep understanding	Does not offer critical analysis relating to Chicanx and Latinx communities in a way that demonstrates an understanding of issues relating to Chicanx and Latinx communities

## Shared Data Table for Scoring

Assessment Scores CLS 2023

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N24

	A	B	C	D	E	F
1	Essay #	Reader #1 (C)	Reader #2 (M)	Reader #3 (N)	AVG across 2 readers	
2	1	4 (2/2)		3 (2/1)	3.5	
3	2	5 (3/2)				
4	3	4 (2/2)		5 (2/3)	4.5	
5	4	4 (2/2)				
6	5	4 (2/2)		6 (3/3)	5	
7	6	3 (1/2)				
8	7	6 (3/3)		4 (2/2)	5	
9	8	6 (3/3)				
10	9	6 (3/3)		6 (3/3)	6	
11	10	6 (3/3)				
12	11		6(3/3)	4 (2/2)	5	
13	12		5(2/3)			
14	13		5(2/3)	4 (2/2)	4.5	
15	14		4(2/2)			
16	15		6(3/3)	6 (3/3)	6	
17	16		6(3/3)			
18	17		5(3/2)	4 (2/2)	4.5	
19	18		6(3/3)			
20	19		4 (2/2)	4 (2/2)	4	
21	20		4(2/2)			
22	total	48	51	46	48	
23	individual avg	4.8	5.1	4.6	4.8	
24						
25	Highest possible score per student = 6					
26	Highest possible total = 60					
27	Highest possible individual avg = 6					
28						
29	Christina's avg (papers 1-10): 4.8 out of 6 (80%)					
30	Melisa's avg (papers 11-20): 5.1 out of 6 (85%)					
31	Nicole's avg (odd numbered papers): 4.6 out of 6 (77%)					
32	AVG score across 2 readers: 4.8 out of 6 (80%)					
33						
34	A score of 6 = exceeds expectations					
35	A score of 4 = meets expectations					
36	A score of 2 = does not meet expectations					

- Description of your results, noting any significant findings from the data/assessment*

From this assessment process, I interpret the results to indicate that on average, students are performing somewhat above “meeting expectations” for this PLO. More specifically, an average of 4 would represent “meeting expectations” whereas an average of 6 (the highest possible score) would represent “exceeding expectations.” While students, on average, are not “exceeding expectations,” we can solidly affirm that they are “meeting expectations.” Each of the 3 readers had an average *above* 4: Christina (papers 1-10: avg 4.8), Melisa (papers 11-20, avg 5.1), Nicole (odd numbered papers: avg 4.6). Further, when calculating across shared papers (papers that either Christina/Nicole both read, or that Melisa/Nicole both read), we come up with an average of 4.8. Another way of understanding this average of 4.8 is that students are, on average, achieving this PLO at a rate of 80% fulfilment. I consider this to be a positive finding, showing that while there is room for improvement, students are, for the most part, demonstrating ability to read and write academically and intellectually sophisticated texts that analyze issues relating to Chicanx and Latinx communities.
- Description of how the results were shared with faculty and how your department/program responded to the results, including any plans for future improvement or assessment of your program indicated by the results.*

I will send this report via email to the entire Chicanx/Latinx Studies advisory board, which includes: Nicole Gonzalez Howell, Melisa Garcia, Roberto Varea, Julio Moreno, Jorge Aquino, and Omar Miranda. We will discuss the findings at the first spring ‘24 advisory board meeting. One change that we may discuss for this PLO is whether to change the word “sophisticated” to “complex,” as this was a discussion point that emerged in our process of creating the rubric; in that discussion, we determined that “complex” was the best way to understand what is meant by “sophisticated.” We can discuss as a board whether it is necessary to change this word in the PLO, or whether we simply want to keep this rubric on hand for the next time we assess it, as the word “sophisticated” is not incorrect, just somewhat ambiguous.

Because the findings show students meeting this PLO at a rate of 80%, we do not anticipate any major shifts needed, as this is an expected rate for students who are at various points in their academic careers. To be clear THRS 345, the class this work product was taken from, can be taken by students anywhere from freshman to senior, so again, it is not surprising that there would be some variation in their abilities to read, write, and analyze intellectually challenging texts.
- Discussion of any significant feedback from your previous year’s report and how your program responded to that feedback.*

Feedback from last year's report affirmed that our assessment practices for the CLS minor have been detailed, relevant, and supported by direct evidence, and thus functioning at a high level. Given this supportive feedback, and the fortune of having advisory board members from the Rhetoric program, with strong skills in and understanding of assessment practices, we feel encouraged to continue moving forward. I will discuss with our program assistant, creating a file for our rubrics, so that they will be easy for the next director to find, particularly as I hope to be on sabbatical next academic year.