

College of Arts and Sciences (CAS) 2016 - 2017 Yearly Assessment Report

If you would like to preview this form before you begin submitting, please follow this link:
https://myusf.usfca.edu/sites/default/files/2017_Yearly_Assessment_Report_preview.pdf

NOTES:

- *2016-2017 Yearly Assessment Reports* for all CAS Majors, Minors, Graduate Programs, and Non-Degree Seeking Programs are due by 10/28/17; early submissions are welcome.
- Reports, including Curriculum Map(s) should be submitted to the Program Assistant; he/she will upload documents to Gnosis.
 - Undergraduate programs (majors and minors) must include two curricular maps – one showing how courses map onto Program Learning Outcomes (PLOs) and one showing how PLOs map onto Institutional Learning Outcomes (ILOs).
 - Graduate programs must include one curricular map showing how courses map onto PLOs.
 - Non-degree seeking programs must include one curricular map showing how PLOs map onto ILOs.
- This form **cannot be saved** once it is in-progress. If you close out of the form before submission, responses will be **discarded**. Please ensure you are ready to fill out the full form once you begin, and/or keep a backup copy of your responses.
- If you encounter any issues while utilizing this form, please contact Corie Schwabenland Garcia, Academic Data and Assessment Analyst, at x4285 or ceschwabenland@usfca.edu

Identifying Information 

Name of Program *

Chican@-Latin@ Studies

Type of Program *

Minor

**College of Arts and Sciences Division ***

Humanities

**Name/Title/E-mail Address of Submitter ***

Christina Garcia Lopez, Program Director, cglopez3@usfca.edu

Name(s)/E-mail Address(es) of Additional Individual(s) Who Should Receive Feedback

Gladys Perez/ gaperez5@usfca.edu

Submissions via the following Google form are strongly encouraged. However, if your department/program wishes to upload its assessment report in lieu of completing this form, you can do so here. Would you like to upload a PDF version of your Yearly Assessment Report?

Yes

No

Yearly Assessment Report PDF Upload

If you wish to submit a separate PDF report, please be sure to include all the components listed in this google form (screen shots of the google form are available at https://myusf.usfca.edu/sites/default/files/2017_Yearly_Assessment_Report_preview.pdf)

Please upload a PDF version of your Yearly Assessment Report here: *

Please upload your program's PLO x Courses Curriculum map here (all file types allowed) *

Please upload your program's PLO x ILO Curriculum map here (all file types allowed)

If you would like to upload any other files (i.e. rubrics used to evaluate student work products, scripts/surveys/other indirect methods used to evaluate student work), you may upload them here. Please use descriptive file names (i.e. "SociologyAssessmentRubric").

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Mission Statement

Please type and/or copy-and-paste directly into the space below:

*

Chican@-Latin@ Studies prepares students for informed political action and justice work with, and within Chican@ and Latin@ communities. The program is based on the recognition of the country's growing Latin@ 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, socio-economic, and political issues affecting Chican@ and Latin@ 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 skill necessary for professional and graduate work in areas such as social work, education, business, health sciences, the arts and humanities, law, and management.

Program Learning Outcomes (PLOs)

Please type and/or copy-and-paste directly into the space below:

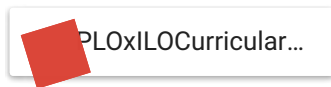
*

1. Comparatively analyze social, economic, and/or political forces shaping the historical experiences of Chicanx and Latinx communities through academic contexts.
 2. Students can read and write academically and intellectually sophisticated texts that examine, interrogate, and consider issues relating to Chicanx and Latinx communities.
 3. 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.
 4. Students can summarize and critically assess current social, political, and economic issues that affect Chicanx and Latinx Studies.
-

Curriculum Maps

Please upload your Curriculum Maps below. All file types (Excel, PDF, etc.) are allowed.

Please upload your PLOs to Courses Curriculum map here *



Please upload your PLOs to ILOs Curriculum map here *

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Assessment Methods



Which of your Program Learning Outcomes did you assess during 2016-2017? *

PLO #2: Students can read and write academically and intellectually sophisticated texts that examine, interrogate, and consider issues relating to Chicano and Latinx communities.

What student work products did you use to assess your PLO(s)? Pick one or more direct methods from the list below and briefly describe below what specific work product(s) you used. *

- Published (Standardized) Test (e.g., Major Field Test)
- Class Tests & Quizzes with Embedded Questions
- Class Presentations
- Off-Campus Presentations (NGOs, clients, agencies, etc.)
- Research Projects Reports
- Case Studies
- Term Papers
- Portfolio
- Artistic Performances, Recitals & Products
- Capstone Projects
- Poster Presentations
- Comprehensive Exams
- Thesis, Dissertation
- Pass Rates on Certification or Licensure Exams
- Group Projects
- In-/Out-of Class Presentations
- Competency Interviews (e.g., oral exams)
- Simulations
- Juried Presentations



Other:

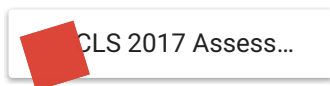
Brief description of student work products used to assess PLOs: *

We used an assignment from ENGL 212 Introduction to Chicano/a Literary Survey. The assignment was a 4-5 page novel analysis (based on Rudolfo Anaya's novel Bless Me, Ultima). With attention to formal and thematic elements, students were required to make a clearly identifiable argument about a specific aspect of the text, drawing on textual evidence and 1 piece of secondary scholarship.

What tools did you use to evaluate the student work product(s) (e.g. rubric, test score)? *

We created a rubric to evaluate the above stated work product.

Please upload any tools used to evaluate student work product(s) here in PDF format only. Please use descriptive file names (e.g. "SociologyAssessmentRubric.PDF").



Who evaluated the student work product? Check all that apply. *

- FT faculty members who were not instructor(s) of the course(s)
- FT faculty members who were instructor(s) of the course(s)
- PT faculty members who were not instructor(s) of the course(s)
- PT faculty members who were instructor(s) of the course(s)
- Other:

Describe the calibration procedure you employed, if any (i.e., how did you assure that faculty raters were consistent with each other in how they rated the student work products):

Once we created and agreed upon a rubric, we met again to assess the work product. To 'norm' the process, we each read the same two sample papers and scored them individually. Then, one at a time, we discussed our individual scoring rationales. We used the rubric as a baseline to explain our scoring, consistently referring back to the language of the PLO. In this way, we were able to negotiate a collective understanding for best practices for scoring this work product. Once we were all on the same page, with a shared baseline of expectations, we were confident to move forward with scoring the rest of the papers.

What indirect methods did you employ, if any?

- Student Survey
- Student Interview
- Focus Groups
- Reflection Sessions
- Reflection Essays
- Faculty Survey
- Exit (end of program) Survey
- Exit (end of program) Interview
- Alumni Survey
- Employer Survey
- Diaries or Journals
- Data from Institutional Surveys
- Curriculum/Syllabus Analysis
- Other:

Please indicate and briefly describe what indirect methods you used (and/or attach the survey/script/interview below).

As the instructor from the course of the selected work product, I had to explain to the other faculty members (Nicole Gonzalez Howell and Danny Gascon) what the terms of the original assignment were, as well as provide a brief description and summary of the novel upon which the papers were based. When they had questions about the content in relation to the novel, I was able to provide that information.

Attach survey/script/interview here as needed

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Results

What were the direct data results? *

We assessed 14 papers with a 3x3 rubric. The highest possible individual score was a 9 (100%), a perfect score which 2 out of the 14 students earned. The lowest score possible was a 3 (33%); however, the lowest score earned was a 4 (44%), earned by a single student. The average score received was a 6.9 out of 9 (77%). Out of 14 papers, 11 students received a score of 6 or above, which means that they either met expectations, or exceeded them, for this PLO. Conversely, this means that only 3 students (21.42% of the total students, or roughly 1/5) did not meet expectations.

What were the indirect data results? (If applicable)

We realized that we could probably simplify the PLO, as "examine, interrogate, and consider" really just mean "analyze."

How do you interpret these results? What do they mean? *

We interpreted the results to be generally affirmative, demonstrating that the students in this course were, for the most part, able to meet expectations for reading and writing texts that analyze (examine, interrogate, consider) issues relevant to Chicanx/Latinx communities. The students, in large proportion, showed that they knew how to state an argument, give textual evidence to support that argument, provide context for the evidence given, and engage close reading and organizational skills, while drawing on a secondary text. In this way, they showed that they had a firm understanding, and thus reading, of the text, and its themes which are socially relevant to Chicanx/Latinx communities.

Closing the Loop

"Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change: Assessment alone changes little. Its greatest contribution comes on campuses where the quality of teaching and learning is visibly valued and worked at. On such campuses, the push to improve educational performance is a visible and primary goal of leadership; improving the quality of undergraduate education is central to the institution's planning, budgeting, and personnel decisions. On such campuses, information about learning outcomes is seen as an integral part of decision making, and avidly sought."

--9 Principles of Good Practice for Assessing Student Learning: American Association for Higher Education

Purpose: In the current field of higher education today, Assessment of student learning is seen as a critical tool to assist in the mission of student centered education. It is a way for faculty and the other university constituents involved in learning to use data driven results to bring about needed curricular or programmatic changes to improve student outcomes.

In the previous section, you have analyzed the data to get some critical insights into student learning. This section is for our way forward, and touches upon a few core areas:

What might you do as a result of these assessment results? What curricular or programmatic changes might you implement? *

- Revision of PLOs
- Changes in pedagogical practices
- Revision of program course sequence
- Revision of course(s) content
- Curriculum Changes (e.g. addition and/or deletion of courses)
- Modified program policies or procedures
- Designed measurement tools more aptly suited for the task
- Improved within and across school/college collaboration
- Improved within and across school/college communication
- Revised student learning outcomes in one or more courses
- Modified rubric
- Developed new rubric
- Developed more stringent measures (key assessments)
- Modified course offering schedules
- Changes to faculty and/or staff
- Changes in program modality of delivery

Other:

We would make sure that next time, we have more than 3 faculty to score, which would allow us to do more extensive cross-checking of each other's scoring.

Description of the Proposed Changes (as checked above): *

We intend to revise our PLO, as "examine, interrogate, and consider" seem to actually mean the same thing---"analyze."

Amendments to your assessment plan: If, in course of conducting current assessment, you felt a need to amend the assessment plan itself for future assessments, please discuss it here in a few sentences: *

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