

Chican@-Latin@ Studies

ASSESSMENT REPORT ACADEMIC YEAR 2017 – 2018

I. LOGISTICS & PROGRAM LEARNING OUTCOMES

- 1. Please indicate the name and email of the program contact person to whom feedback should be sent (usually Chair, Program Director, or Faculty Assessment Coordinator).**

Program Director: Christina Garcia Lopez (cglopez3@usfca.edu)

- 2. Were any changes made to the program mission statement since the last assessment cycle in October 2017? Kindly state “Yes” or “No.” Please provide the current mission statement below. If you are submitting an aggregate report, please provide the current mission statements of both the major and the minor program.**

“Yes” but officially “No”

Based on our feedback from last year, we have discussed shortening our mission statement to the suggested 50-75 words. Here, I list the 128 word current mission statement, and below that I list a shorter, 63 word version of that mission statement, which the board has come up with, though not yet officially approved.

(128 words)

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 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.

(63 words)

Chican@-Latin@ Studies prepares students for informed political action and justice work with and within Chican@ and Latin@ communities. 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. Further, students will come to understand how structures of race, class, gender, sexuality, and ideology condition inequality and social conflict.

- 3. Were any changes made to the program learning outcomes (PLOs) since the last assessment cycle in October 2017? Kindly state “Yes” or “No.” Please provide the current PLOs below. If you are submitting an aggregate report, please provide the current PLOs for both the major and the minor programs.**

Note: Major revisions in the program learning outcomes need to go through the College Curriculum Committee (contact: Professor Joshua Gamson, gamson@usfca.edu). Minor editorial changes are not required to go through the College Curriculum Committee.

Officially “No” but we have voted for a minor change to PLO2, noted 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.

*As stated in last year’s report, we realized that PLO 2, which previously stated “texts that examine, interrogate, and consider,” could be shortened to “texts that analyze.” We voted for the change, but need to update the website to reflect that.

4. Which particular Program Learning Outcome(s) did you assess for the academic year 2017-2018?

PLO 4 Students can summarize and critically assess current social, political, and economic issues that affect Chicanx and Latinx Studies.

II. METHODOLOGY

5. Describe the methodology that you used to assess the PLO(s).

Important: *Please attach, at the end of this report, a copy of the rubric used for assessment.*

We met as a board, and determined to assess an assignment from SOC 313 Latin@-Chican@ Culture & Society. After a pointing an assessment committee, we selected a Digital Storytelling group project. Students completed a series of tasks to produce a 4-6 minute mini documentary that sociologically explores how a contemporary U.S. issue is related to some aspect(s) of Latin@-Chican@ history. Then, the assessment committee collaborated to create a rubric to assess this work product. Next, we reviewed the original assignment prompt, in order to more clearly understand what the students had been asked to achieve.

To “norm” the process, we collectively watched the first video together, then individually scored it according to the rubric, followed by a collective discussion of scoring rationales. We used the rubric as a baseline of our scoring, consistently referring back to the language of the PLO. Thus, we negotiated a collective understanding for the best practices for scoring the work product. Once we were all on the same page, with a shared baseline of expectations, we were better able to trust our process. Then, we watched the other videos, each time silently scoring them and then following up with a collective conversation about them, and our rationales.

Specifics: Using a 2x3 rubric, we assessed 4 videos, each representative of a group of students. The highest possible score an individual faculty member could give for a single video was a 6, indicating that the project had excelled for both factors of the PLO. This means that the highest cumulative score for a single video (given three assessors) was an 18, making 12 the median score and 6 the lowest.

III. RESULTS & MAJOR FINDINGS

6. What are the major takeaways from your assessment exercise?

In result, 3 of the 4 projects scored *at or above* the median (2 scored above the median and 1 scored at the median). We interpret this as very positive, since the median score indicates that students “met” the requirements of the PLO. 1 project scored below the

median but above the lowest possible score, at a midway point between the two; since the median means “met” expectations and the lowest possible score means “did not meet” expectations, the students from this group at least partially met expectations.

Thus, we interpret that the *majority* of students (3 of the 4 groups) met or somewhat exceeded expectations, and 1 group at least *partially* met expectations. Adding all the scores together, the total was a 51, yielding an average score of 12.75, which is slightly *above* the median score of 12 (“met” expectations). Again, we interpret this as affirmative, though there is room for more mastery. Overall, we were pleased with the students’ demonstrated ability to summarize and critically assess current social, political, and economic issues that affect Chicana and Latina Studies.

IV. CLOSING THE LOOP

- 7. Based on your results, what changes/modifications are you planning in order to achieve the desired level of mastery in the assessed learning outcome? This section could also address more long-term planning that your department/program is considering and does not require that any changes need to be implemented in the next academic year itself.**

As an assessment team, we discussed how we might increase mastery. Specifically, we discussed placing greater emphasis on the importance of clarifying theoretical concepts and supplying evidence. In other words, we as faculty need to emphasize to students that they are expected to demonstrate clear understanding of theoretical concepts from the course and also supply specific evidence for their points. With greater emphasis on the importance of these, students may be more focused in demonstrating these aspects.

- 8. What were the most important suggestions/feedback from the FDCD on your last assessment report (for academic year 2016-2017, submitted in October 2017)? How did you incorporate or address the suggestion(s) in this report?**

The most significant feedback was to include a course to PLO map, which we are including here. It was also suggested that we shorten the mission statement, which we have tried to do as well, and have included above.

ADDITIONAL MATERIALS

(Any rubrics used for assessment, relevant tables, charts, figures should be included here)

CLS program learning outcomes assessment

PLO #4. Students can summarize and critically assess current social, political, and economic issues that affect Chicax and Latinx Studies.

- Course: SOC 218 (formerly Soc 313) Latinx/Chicanx Culture & Society
- Assignment: Digital Story

Criteria	3=Exceeds	2=Meets	1=Does Not Meet
Summarize	Summarizes issues currently affecting the Chicax/Latinx community both clearly and exceptionally well, in a detailed and comprehensive manner.	Summarizes issues currently affecting the Chicax/Latinx community in an adequate, though not exceptional, manner.	Either does not clearly or effectively summarize issues affecting the Chicax/Latinx community OR summarizes issues not currently relevant to the Chicax/Latinx community.
Critically assess	Critically assesses the issues in a way that demonstrates an exceptional understanding of course material and innovation of thought.	Critically assesses the issues in a way that is relevant and substantiated but does not necessarily show innovation in thought.	Does not offer critical assessment in a way that demonstrates understanding of course material/issues.