

## **2012-2013 Annual Program Assessment Report**

Please submit report to your department chair or program coordinator, the Associate Dean of your College and the assessment office by Monday, September 30, 2013. You may submit a separate report for each program which conducted assessment activities.

**College: Humanities**

**Department:**

**Program: Central American Studies**

**Assessment liaison: Linda Alvarez/Douglas Carranza**

**1. Overview of Annual Assessment Project(s).** Provide a brief overview of this year's assessment plan and process.

In the 2013-2014 AY the Central American Studies will assess SLO #2, which states, "Students will acquire an awareness of the complexity of the historical, social, and cultural developments in Central America as well as an understanding of the diverse Central American cultures, ethnicities, experiences, and worldviews. We will conduct our assessment in CAS 201 (Survey of Central American Literature).

Professor Linda Alvarez will be our assessment liaison for the 2013-2014 Academic Year. Her responsibilities include, attend assessment meetings, communicate and share assessment information with faculty, participate with other faculty members in the assessment evaluation, and write the annual report. The process includes the syllabi review, the inclusion of the most appropriate SLO to be assessed, identification of evaluation methods, rubrics elaboration, pedagogical techniques and the establishing assessments meeting plan between the assessment liaison and the faculty involved.

**2. Assessment Buy-In.** Describe how your chair and faculty were involved in assessment related activities. Did department meetings include discussion of student learning assessment in a manner that included the department faculty as a whole?

During the AY 2012-2013 we paid special attention to the issues of cultural diversity and according to our five-year assessment plan this academic year and the Ancient to Pre-modern History of the Central American People (CAS 309) was the class to be assessed.

Throughout our past AY (Fall and Spring semesters) our faculty meetings included a report and discussion on the assessment objectives, the inclusion of the appropriate SLOS to be measured in each class and syllabi review.

3. **Student Learning Outcome Assessment Project.** Answer items a-f for each SLO assessed this year. If you assessed an additional SLO, copy and paste items a-f below, BEFORE you answer them here, to provide additional reporting space.

**3a. Which Student Learning Outcome was measured this year?**

This AY 2012-2013 we selected SLO #2 that states the following: “Students will acquire an awareness of the complexity of the historical, social, and cultural developments in Central America as well as an understanding of the diverse Central American cultures, ethnicities, experiences, and worldviews”

**3b. Does this learning outcome align with one or more of the university’s Big 5 Competencies?** (Delete any which do not apply)

- Critical Thinking: SLO# 2 aligns with Critical Thinking Competency
- Oral Communication: N/A
- Written Communication: SLO# 2 aligns with Written Communication Competency
- Information Literacy: SLO# 2 aligns with Information Literacy Competency
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**3c. Does this learning outcome align with University’s commitment to supporting diversity through the cultivation and exchange of a wide variety of ideas and points of view? In what ways did the assessed SLO incorporate diverse perspectives related to race, ethnic/cultural identity/cultural orientations, religion, sexual orientation, gender/gender identity, disability, socio-economic status, veteran status, national origin, age, language, and employment rank?**

**SLO #2**, is specifically focused in inviting to learn about other diverse cultural perspectives, in this class it emphasizes the study of a Mesoamerican and Lower Central American philosophical views that stand outside of the western traditional taught. These diverse ideas are the result of thousands of years of cultural blending and experience that uses specific metaphors that had produced spirituality and world -views that created a multiplicity of identities. Through out the semester this class addressed the construction

of race and ethnicity that was the result of the imposition of racial categories that drastically modified our understanding of Central American people today.

**3d. What direct and/or indirect instrument(s) were used to measure this SLO?**

Our measurement was done at different levels: A) Bi-weekly quizzes that directly measured the students understanding of Mesoamerican thought, for example: learning of the basic Maya mathematics and calendar systems. B) Interpretation of Maya and Nahuatl thought by developing two short essays that answer questions pertaining to the Sacred book of the Maya, The Popol Vuh, and Nahuatl cultural practices C) Development of a final term paper that addressed any of the topics discussed during the semester, D) class discussions

**3e. Describe the assessment design methodology:** For example, was this SLO assessed longitudinally (same students at different points) or was a cross-sectional comparison used (Comparing freshmen with seniors)? If so, describe the assessment points used. This class CAS 309 is a GE class and upper division level. In that sense our assessment was done with same students (mostly seniors). We do not have a prescriptive assessment design in the traditional longitudinal sense; instead, we produced questions for the two essays to be developed and we also measured the process through out developing 3 categories that unveiled the knowledge of the subject matter, interpretation of the subject, and the student knowledge.

**3f. Assessment Results & Analysis of this SLO:** Provide a summary of how the results were analyzed and highlight findings from the collected evidence.

Students were able to develop the necessary critical thinking skills through the recognition, understanding and evaluation of the material on the topic, gaining growth to move on to the seminars level. Students were able to develop an advanced research term paper that engaged critically on issues of cultural diversity, race/ethnicity, and understanding the past to comprehend contemporary Central America. Students' short essays and research paper demonstrated their ability to interpret an ancient text and cultural practices, research and present cohesive papers, and to elaborate arguments, provide evidence and making a sound interpretation of the diverse world-views existing in Central America.

**3g. Use of Assessment Results of this SLO:** Describe how assessment results were used to improve student learning. Were assessment results from previous years or from this year used to make program changes in this reporting year? (Possible changes include: changes to course content/topics covered, changes to course sequence, additions/deletions of courses in program, changes

in pedagogy, changes to student advisement, changes to student support services, revisions to program SLOs, new or revised assessment instruments, other academic programmatic changes, and changes to the assessment plan.)Changes to course

content/topics covered No

Course sequence No

Addition/deletion of courses in program No

Describe other academic programmatic changes No

Student support service No

Revisions to program SLOs No

Assessment instruments No

Describe other assessment plan changes N/A

4. **Assessment of Previous Changes:** Present documentation that demonstrates how the previous changes in the program resulted in improved student learning.

N/A

5. **Changes to SLOs?** Please attach an updated course alignment matrix if any changes were made. (Refer to the Curriculum Alignment Matrix Template, [http://www.csun.edu/assessment/forms\\_guides.html](http://www.csun.edu/assessment/forms_guides.html).)

No Changes were made to our SLO's

6. **Assessment Plan:** Evaluate the effectiveness of your 5 year assessment plan. How well did it inform and guide your assessment work this academic year? What process is used to develop/update the 5 year assessment plan? Please attach an updated 5 year assessment plan for 2013-2018. (Refer to Five Year Planning Template, plan B or C, [http://www.csun.edu/assessment/forms\\_guides.html](http://www.csun.edu/assessment/forms_guides.html).)

This assessment process is strategically aligned to our overall Central American Studies Academic Plan. Our procedure emphasizes that our vision and mission are closely connected to the College of Humanities and CSUN's Mission Statements. In the last 5 years, the program has

demonstrated that it meets all its SLOs through different courses. The objective of the program is to ensure that we do so at different levels (Introductory and advanced)

**7. Has someone in your program completed, submitted or published a manuscript which uses or describes assessment activities in your program?** Please provide citation or discuss.

N/A

**8. Other information, assessment or reflective activities or processes not captured above.**

None