# 2018-2019 Annual Program Assessment Report 9/27/2019 (Heading)

#

Please submit report to your department chair or program coordinator, the Associate Dean of your College, and to james.solomon@csun.edu, Director of the Office of Academic Assessment and Program Review, by September 30, 2019. You may, but are not required to, submit a separate report for each program, including graduate degree programs, which conducted assessment activities, or you may combine programs in a single report. Please identify your department/program in the file name for your report.

## Info on College (Heading)

College: Humanities

### Info on Department (Heading)

Department: Chicana/o Studies

#### Info on Program (Heading)

Program: Undergraduate

##### Info on Assessment Liaison (Heading)

Assessment liaison: Rosa RiVera Furumoto

###### Info on type of report (Heading)

D. Focused exclusively on the direct assessment measurement of General Education Arts and Humanities learning outcomes.

## Overview of Annual Assessment Project (Heading)

The 2018-2019 assessment was conducted by identifying General Education Arts and Humanities courses. We met with lead instructors from the courses to decide which General Education Student Learning Objectives they wanted to assess. For each course, we decided on a signature assignment that would provide information on students’ level of attainment of the identified General Education objectives. We developed or refined rubrics to measure the degree to which the students had attained the Student Learning Objectives.

##### Methods (Heading)

Faculty collected the signature assignments from students. Student papers were randomly selected from the course sections. For some courses all of the available papers from a section were scored. Faculty members held a meeting and used the rubric to read and score the randomly selected papers. Faculty members discussed their observations of the students’ papers and how well they think the students had attained the identified Student Learning Outcomes. Faculty members reflected upon the process and instruments used to score the students’ papers. They wrote a paragraph summarizing their findings, observations, and recommendations. The following General Education Arts and Humanities Student Learning Outcomes were assessed.

##### General Education Arts and Humanities Student Learning Outcomes (Heading)

##### Goal (Heading)

Students will understand the rich history and diversity of human knowledge, discourse and achievements of their own and other cultures as they are expressed in the arts, literatures, religions, and philosophy.

###### Student Learning Outcomes (Heading)

1. Students will be able to explain and reflect critically upon the human search for meaning, values, discourse and expression in one or more eras/stylistic periods or cultures;
2. Students will be able to analyze, interpret, and reflect critically upon ideas of value, meaning, discourse and expression from a variety of perspectives from the arts and/or humanities;
3. Students will be able to produce work/works of art that communicate to a diverse audience through a demonstrated understanding and fluency of expressive forms;
4. Students will be able to demonstrate ability to engage and reflect upon their intellectual and creative development within the arts and humanities;
5. Students will be able to use appropriate critical vocabulary to describe and analyze works of artistic expression, literature, philosophy, or religion and a comprehension of the historical context within which a body of work was created or a tradition emerged;
6. Students will be able to describe and explain the historical and/or cultural context within which a body of work was created or a tradition emerged.

#### LIST OF ASSESSED COURSES (Heading)

 Chicana/o Studies 201 Mexican Literature in Translation

Chicana/o Studies 310 Regional Music of Mexico

Chicana/o Studies 350 Religions and Spiritualities in Chicana/o Communities

Chicana/o Studies 351 Survey of Mexican Philosophical Thought

Chicana/o Studies 380 Chicana/o Literature

Chicana/o Studies 381 Contemporary Chicana Literature

# FINDINGS (Heading)

We report the findings for each of the Chicana/o Studies General Education Arts and Humanities courses in the following section:

### Findings Chicana/o Studies 201 Mexican Literature in Translation (Heading) (I section)

Signature assignment was a Close Reading Essay four to five pages in length. This assignment was designed to address General Education Arts and Humanities Student Learning Outcomes 1 and 5. Rubric had five criteria with 20 points possible. Sample size was sixteen randomly selected papers from a total pool of 38 students (1 section). Findings indicated that 93% or 15 out of 16 students in the CHS 201 sample scored 5’s or 4’s in the areas of Analysis and Complexity on the rubric.

#### Reflection Chicana/o Studies 201 Mexican Literature in Translation (Heading)

The faculty member noted that they spend a lot of time in class on doing close reading of a text which is a traditional method of literary analysis. They introduce basic literary terms. The faculty member sees these as their tools (literary concepts) which are used in discussion; practiced in class; used in class discussions and in written assignments. The faculty member’s focus is to support students’ ability to use these key concepts. They also want to support students to think in more complex ways.

For the criteria of *Organization* there was a cluster of five students or 31% that scored a 2 or less. The faculty member explained that for most students this was because they didn’t write enough even though their Analysis and Complexity scores were high (4s and 5s). To address this in the future the faculty member will review the rubric with students prior to the assignment to support them in understanding the importance of writing longer essays.

##### Findings Chicana/o Studies 310 Regional Music of Mexico (Heading) (4 sections)

Signature assignment was a capstone essay on a traditional Mexican song titled “La Borrachita.” Students were asked to discuss it with regard to vocal performance, lyric content, instrumental performance, historical and cultural context, and the diagnostic features of the genre to which the piece pertains. The assignment was designed to address General Education Arts and Humanities Student Learning Outcomes 5 and 6. Four of four sections of CHS 310 were assessed reporting average scores for 24 randomly selected papers. The overall average for the CHS 310 sections was 26.29 out of 30. Scores ranged from 19 out of 30 points (lowest score) to 30 out of 30 points (highest score).

##### Reflection Chicana/o Studies 310 Regional Music of Mexico (Heading)

In general, scores for vocal performance and lyric content analysis were particularly high, as vocal production, language style, verse structure, and meaning and values expressed in the song were analyzed thoroughly with proper use of vocabulary. Students were able to provide appropriate descriptions of the instruments used in the selection and the performance technique applicable to each, incorporating terminology consistent with the course content. In general, they were able to adequately describe the historical and cultural context related to the musical composition as well as the distinctive features of the genre of which it is part. Regarding SLO #5, students were definitely able to use the appropriate vocabulary to describe/analyze the historical and religious components tied to “La Borrachita.” To begin with, the majority of them used the term *noche de pernada* (right of first night) to describe a key issue addressed in this song. In addition, they defined clearly what the term means, identified its point of origin (Europe), and explained and how this practice made its way into Mexico (by way of Spanish colonization). For SLO #6, students were able to connect the historical and cultural context of the song. They provided important detail to support their premise. Students identified the themes that form part of the *canción tradicional* (traditional Mexican song genre) and then focused on the specific theme of “La Borrachita”: a formal protest against the accepted practice of *noche de pernada* (right of first night) in Mexico. Our sample essays suggest that, for the most part, students understood the subject matter well, that they reflected on it, and that they were able to discuss it in and informed and intelligent manner. We also observed that, although there has been a gradual improvement in student written expression throughout the semester, there remain areas where students would benefit from further tutoring, notably in points of basic grammar, sentence/paragraph construction, and punctuation. Scores in language usage generally lagged slightly behind scores in the other categories of the assessment rubric. While we provide tips for improvement of writing as part of the course, we feel that we need to increase our attention to this matter.

### Findings Chicana/o Studies 350 Religions and Spiritualities 350 (Heading)

Signature assignment was a three to four-page Critical Response Essay to the book, Barking to the Choir, by Gregory Boyle. This assignment was designed to address General Education Arts and Humanities Student Learning Outcomes 1 and 5. Sample size was seven randomly selected papers from one section of the course. A 30-point rubric with six criteria was used to score the papers. Average score was 23.4 points out of 30 points. Scores ranged from twenty-two points (lowest score) to twenty-seven points (highest score). Median score was 22.5 points.

### Reflection Chicana/o Studies 350 Religions and Spiritualities 350 (Heading)

Students definitely achieved SLO #1 as they were able to “explain and reflect critically upon the human search for meaning, values, discourse and expression in one or more cultures.” The text *Barking to the Choir* by Gregory Boyle gave them an insider perspective to the reasons why some youth join “gang culture” and how many are successfully striving to transform their lives with the support of Homeboy Industries. Student writings show that they acquired a new understanding for the forces that push youth into deviant behavior as well as the factors that will assist in positive transformation.

Students also achieved SLO #5: “Students will be able to use appropriate critical vocabulary to describe and analyze works of artistic expression, literature, philosophy, or religion and a comprehension of the historical context within which a body of work was created or a tradition emerged.” Religious ideas are a central part of *Barking to the Choir* and the central theme of the course. They acquired new understandings of how religious ideas can be liberating versus controlling.

Students continue to struggle with referencing quotes or providing strong evidence from the reading. Yet, overall their acquisition of the deeper meaning of the book’s content was evident.

### Findings Chicana/o Studies 351 Survey of Mexican Philosophical Thought (Heading) (2 sections)

General Education Arts and Humanities Student Learning Outcomes 5 and 6 were the focus of the assessment process. Signature assignment was a Glossary Assignment with three main objectives as follows:

1. Help students to contextualize what they were reading in the literature.
2. Help students avoid skipping important text when they were reading.
3. Help students slow down and concentrate on proper reading for understanding.

Student glossaries held 14 weeks of entries from course reading assignments. Forty-six randomly selected papers were selected from two sections of the course. The rubric consisted of 3 criteria with a maximum of 10 points possible. Thirty eight of 46 students or 82.6% scored 8-10 of 10 points. Seven scored 5-7 points out of 10 points possible.

### Reflection Chicana/o Studies 351 Survey of Mexican Philosophical Thought (Heading)

Overall, the assignment fulfills its objective, which is to encourage students to slow down in order to help them read properly and more closely. Because the class is focused on philosophical ideas, the assignment is structured as an exercise in contextualizing in the reading process. The class readings necessitate that students contextualize culture and history in order to analyze philosophical ideas. Because students look up entries consisting of any words that he/she is not familiar with (vocabulary words, ideas, terms, concepts, theories, etc.), this exercise of looking up entries and contextualizing them as they read is a practice that deepens student comprehension. Students have communicated to me how this assignment helped them to be more conscientious of their reading habits and how it helped them understand the complexity of the readings. Some students have even revealed to me that they are doing a glossary in other classes because it helps them read closely.

### Findings Chicana/o Studies 380 Chicana/o Literature (2 sections) (Heading)

General Education Arts and Humanities Student Learning Outcomes 4 and 5 were the focus of the assessment. Signature assignment was a 6-7-page literary analysis with three scholarly sources. Nine papers from each section of 34 students were randomly selected for scoring, N=18. A rubric with 100 points distributed across four criteria was used. Eighty nine percent of the students scored 80-100 points. Eleven percent scored from 60-79 points.

### Reflection Chicana/o Studies 380 Chicana/o Literature (Heading)

89% of the students who scored between 80-100 points were able to *creatively* select themes that required analytical thinking and application of concepts that they developed independently.

Throughout the course students read texts that represented the historical evolvement of contemporary literature by Chicanas beginning in the generation of the Chicana/o Movement. Their essays demonstrated that students understood the significance of this newly created literature by Chicanas, thus students successfully met the Student Learning Outcomes intended for this course: critical thinking abilities, intellectual development, and use of appropriate sophisticated language in writing.

11% of the students who scored between 60 and 79 understood the newly created literary tradition by Chicanas, and the historical significance of this new body of work, but were not able to apply independent ideas, nor were they able to demonstrate critical thinking skills. In addition, they did not introduce appropriate academic language in their writing. These students either wrote summaries instead of analysis; or papers were too brief, therefore, underdeveloped.

### Findings Chicana/o Studies 381 Contemporary Chicana Literature (1 section) (Heading)

The assessment focused on General Education Arts and Humanities Student Learning Outcomes 2 and 5. Signature assignment was a 6-7-page literary analysis with one to two scholarly sources. A rubric was developed with 8 criteria and a total of 20 points possible. Twenty-eight papers were scored from a class of 35 students N=28. Seven students did not complete the assignment. Six of twenty-eight or 21% scored 18 of 20 points; Seven of twenty-eight or 25% scored 15-17 points and eleven of twenty-eight or 39% scored from 12-14 points. Four of twenty-eight or 14% scored from 9-11 points. Overall 15 of 28 students or 54% of students scored in the 70% range of the rubric indicating an adequate grasp of the content. However, 13 of 28 or 46% scored 65% or lower indicating an inadequate grasp of the material.

### Reflection Chicana/o Studies 381 Contemporary Chicana Literature (Heading)

Students generally followed assignment guidelines and were able to organize their analytical paper. Most had an original title that gave a sense of the topic and fewer had a more precise title that provided the reader a sense of the argument. Students showed improvement in mechanics and citation guidelines. While many students demonstrated a better sense of how to more clearly examine the literary text selected much of the analysis was partially explained. There was, however, vast improvement from their first paper. In that paper most students relied on personal reflections and not closely analyzing the text. Yet, there were fewer students able to examine the literary strategies used by the authors even though these were discussed in class, and a quiz was provided in the middle of the semester. Similarly, thesis statements and the use of evidence showed improvement, but many still lacked a precise argument and better use of textual references to support claims. Next semester, I plan to modify the assignments and give students the opportunity to closely work on their thesis statement by making it a separate assignment. I am also considering requiring students to write another shorter close reading paper to further help strengthen their analytical skills.

### Preview of Planned Assessment Activities for 2019-20 (Heading)

For the 2019-20 semester we will assess General Education Social Science courses in the department. Key lead faculty have been notified and asked to identify the General Education Student Learning Outcomes for the identified course(s), as well as appropriate signature assignments. Rubrics will be identified or developed during the fall 2019. Collection, scoring, analysis, and reflection will occur Fall 2019-Spring 2020. The following General Education courses have been identified for assessment:

## LIST OF COURSES TO BE ASSESSED 2019-2020 (Heading)

CHS 345 History of the Mexican Peoples

CHS 346 History of the Chicana/Mexicana

CHS 361 Urbanization and the Chicana/o

CHS 366 Women in Latin America Findings (Heading)