**Annual Assessment Report for 2020-2021 AY**

Reports completed on assessment activities carried out during the 2020-21 AY will be due September 30th, 2021, and must be e-mailed to the Director of Assessment, Dr. Douglas Fraleigh (douglasf@csufresno.edu).

Provide detailed responses for each of the following questions within this word document. Please do NOT insert an index or add formatting. Furthermore, only report on two or three student learning outcomes even if your external accreditor requires you to evaluate four or more outcomes each year. Also, be sure to explain or omit specialized or discipline-specific terms.

Department/Program: Chicano and Latin American Studies

Degree: B.A.

Assessment Coordinator: Annabella España-Nájera

1. Please list the learning outcomes you assessed this year.

**Outcome #3:** Students will identify and analyze sources of racism, classism, sexism, and homophobia that have contributed to the historic oppression of Chicanos/as and Latinos/as;

**Outcome #4:** Students will demonstrate critical thinking skills and be able to express complex ideas in written assignments;

**Outcome #5:** Students will demonstrate the ability to conduct research using standard methodologies to critically evaluate evidence, document the source of their information, and write well-organized arguments supported by evidence.

**2.** What assignment or survey did you use to assess the outcomes and what method (criteria or rubric) did you use to evaluate the assignment? **Please describe the assignment and the criteria or rubric used to evaluate the assignment in detail and, if possible, include copies of the assignment and criteria/rubric at the end of this report.**

 **Assignment:** Research Project

Students completed a research project on assimilation and acculturation. The purpose of the research project was to give students the opportunity to discuss and evaluate readings, explore important concepts around race/ethnicity in the U.S., and develop strong research and writing skills.

The research project was broken down into four steps: 1) identifying a relevant research question, 2) identifying and using reliable sources of information, 3) writing an essay, 4) providing and using feedback to make improvements to their writing, and 5) writing a final paper (see Appendix I for full instructions).

A rubric was used to evaluate student essays. The same rubric was used to grade the first draft and final essay, and students used the same rubric to provide peer feedback. The main criteria used to evaluate the assignment was to gauge the extent to which students could present a clear thesis on their chosen topic and how well they could support that thesis with reliable evidence (see Appendix II). In addition, students were evaluated on their ability to present a coherent and well-organized essay that was well written and that included precise citations and references.

3. What did you learn from your analysis of the data? Please include sample size (how many students were evaluated) and indicate how many students (number or percentage instead of a median or mean) were designated as proficient.

The upper-division course, CLAS128: Latinx Politics, was taught synchronously in the Fall 2020 semester. The class was a small, elective course with 18 students; ten were Chicano Studies majors, and two were double majors. The remaining students were from several different departments. The following are the percentages of students who met the outcome based on the rubric, measuring outcomes numbers 3, 4, and 5.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|   | Research Question | Sources | First Draft | Final Draft |
| Students who met the outcome (proficient) | 94% (17/18) | 94% (17/18) | 56% (10) | 78% (14) |
| Average Grade (all students) | 94% (18) | 94% (18) | 61% (18) | 70% (18) |
| Average (students who submitted assignments) | 94% (18) | 94% (18) | 72% (16) | 83% (16) |

Note: Number of students in parentheses.

Overall, the assignment was successful. A majority of students were able to demonstrate their ability to identify and analyze the historical experience of Chicanos/as and Latinos/as (outcome 3), demonstrate their ability to write critically about complex ideas (outcome 4) and demonstrated their ability to conduct research (outcome 5).

Breaking the assignment into smaller steps meant that students received feedback at various points. The first two steps, submitting the research question and sources, made it possible to steer students in the right direction in the early stages of the project. In addition, the data revealed that students were able to use the feedback on their first draft to make substantial improvements to their final essay. A greater number of students met the outcome in the final essay, 14 compared to 10 in the first draft. Additionally, the average grade improved by one letter grade.

4. What changes, if any, do you recommend based on the assessment data?

 Moving forward, we will continue to break down the primary assignment into smaller steps. By breaking the writing assignment into smaller steps, students receive feedback throughout the writing process. This is a successful strategy for improving student research and writing skills.

 One recommendation for change is to provide a workshop on writing research papers before the first draft is due. The focus on writing should help students do better in their first draft so that in the final essay, they can use the feedback to fine-tune their writing.

5. If you recommended any changes in your response to Question 4 in last year’s assessment report, what progress have you made in implementing these changes? If you did not recommend making any changes in last year’s report please write N/A as your answer to this question.

 N/A

6. What assessment activities will you be conducting during the next academic year?

We will be assessing CLAS 163 Latinx in Education. The course includes a presentation assignment that meets CLAS’s learning outcomes 1, 2, and 3.

**Outcome #1:** Students will demonstrate an understanding of the variable constructions and/or ideologies of race, class, and gender.

**Outcome #2:** Students will demonstrate knowledge of current and past issues that affect Latin Americans.

**Outcome #3:** Students will identify and analyze sources of racism, classism, sexism, and homophobia that have contributed to the historic oppression of Chicanos/as and Latinos/as.

7. Identify and discuss any major issues identified during your last Program Review and in what ways these issues have or have not been addressed.

The department has made a number of significant changes to our program since our last review. We added new courses, in different modalities, as well as cross-listed a number of courses within our college and with Arts & Humanities. We also created a “Cultural Competence” certificate in collaboration with major departments. Last year, the department made a number of changes to its curriculum to accommodate the new G.E. Ethnic Studies classes that will be offered to students.

Appendix I

Assignment Instructions

# STEP I: Selecting a Research Question

Over the next few weeks, you will be working on your second research project. Below, I included a few topics. Please choose **one** of the topics included in the list.

For this assignment, you’ll need to provide a clear and concise research question. A question that you will seek to answer by researching the topic. **You can take a local focus, focus on the state (California or a different state), or focus on the national level.** At the end of this process, you will write a short essay answering your research question.

Please remember that when doing your research, I want you to work on something concrete. The final essay that you will write is ***not***an opinion essay. While you can include your position on the topic, you need to research the topic and provide evidence/examples to support the main point that you seeking to make.

**TOPICS:**

1. What evidence supports the argument that the Latinx community (or a sub-group) assimilates or not into the dominant culture? [You should provide at least two reasons for assimilation or not. You should provide examples/evidence to support your reasons.
2. What evidence supports the argument that the Latinx community (or a sub-group) practices acculturation or not into the dominant culture? [You should provide at least two reasons for acculturation or not. You should provide examples/evidence to support your reasons.
3. Should the Latinx community assimilate or acculturate in the U.S.? [You should make an argument for one or the other and provide at least two reasons for your position. You should provide examples/evidence to support your reasons]
4. Bi-lingual education is essential (or not) to the Latinx community. Politicians should promote bi-lingual education (or not). [You should make an argument for one or the other and provide at least two reasons for your position. You should provide examples/evidence to support your reasons.
5. Are there important differences within the Latinx community in terms of assimilation and/or acculturation? [You should provide evidence that there are (or are not) differences]
6. Examine whether there are there significant differences in opinions between the Latinx community and the majority in terms of two "American core values." Part of your essay needs to address what what makes the two values you selected, American core voles.

**GUIDELINES:**

**What is a research question?**

A research question is a question around which you center your research. It should be:

* **clear**: it provides enough specifics that one’s audience can easily understand its purpose without needing additional explanation.
* **focused**: it is narrow enough to be answered thoroughly in the space the writing task allows.
* **concise**: it is expressed in the fewest possible words.
* **complex**: it is not answerable with a simple “yes” or “no,” but requires synthesis and analysis of ideas and sources before composing an answer.
* **arguable**: its potential answers are open to debate rather than accepted facts.

You should ask a question about an issue that you are genuinely curious and passionate about for this assignment.

**Steps to developing a research question:**

1. *Choose an interesting general topic.* Most professional researchers focus on issues they are genuinely interested in studying. Writers should choose a broad topic about which they genuinely would like to know more. An example of a general topic might be “Slavery in the American South” or “Films of the 1930s.”
2. *Start asking questions.* Considering all of the above, start asking yourself open-ended “how” and “why” questions about your general topic. For example, “Why were slave narratives effective tools in working toward the abolishment of slavery?” or “How did the films of the 1930s reflect or respond to the conditions of the Great Depression?”
3. *Evaluate your question.* After you’ve put a question or even a couple of questions down on paper, evaluate these questions to determine whether they would be practical research questions or need more revision and refining.

**Sample Research Question**

**Unclear:** *How should social networking sites address the harm they cause?*

**Clear:** *What action should social networking sites like Snapchat and Facebook take to protect users’ personal information and privacy?*

# STEP II: Sources for your research project

Using your [Wakelet](https://wakelet.com/) account, please Please submit the sources that you have identified as being relevant and helpful for your research project. Remember, these sources should help you answer your research question.

At a minimum, the sources submitted should meet these criteria. Remember that these are the sources that you will rely on to write your essay.

1. Two academic sources, at least one of them published after 2010.
2. Two articles from a national or local newspaper.
3. Two articles that provide demographic data (this data can come from the Census, the [Pew Research](https://www.pewresearch.org/hispanic/), [FiveThirtyEight,](https://fivethirtyeight.com/)  the [Public Policy Institute of Califonia](https://www.ppic.org/) or similar websites.)

When creating your Collection on Wakelet, you should include a brief description of the source and why you selected it (a few sentences). Please be specific about how you are going to use the source; it is not enough to say, "I will get data/numbers from this website." Tell me how the source will contribute to your paper, what information it adds.

Once you have completed your Collection in Wakelet, please submit it here by embedding the Collection. For a reminder of embedding a collection in Canvas, please see the [Introduction DB. Remember to](https://fresnostate.instructure.com/courses/30021/discussion_topics/317817) check the sharing settings of your collection!

# STEP III: First Draft

Please submit a short essay on your research question. Essays should be between 500-700 words (between 2 - 3 **double-spaced** pages). This is a short essay, which means you need to be concise and to the point. To fulfill the essay requirements, make sure that you include the following:

* A clear title that directly references the central point of your essay.
* A clear introduction (1-2 paragraphs)
	+ Outlines the topic
	+ Presents your research question
* The body of the essay (1-2 pages)
	+ Brief literature overview (1-2 paragraphs)
		- What do we know about the topic from the existing literature?
	+ Evidence that helps to answer your research question
* Concluding thoughts (1-2 paragraphs)
	+ What did you learn about the topic?
	+ What outstanding questions remain to be answered?

Sources:

* Please use either MLA or APA in your essay. You should include in-text citations and a Works Cited or Bibliography page (depending on the style that you are using).
* **You need to include a minimum of FIVE resources; at least one of them must be academic.**
* You are limited to using ONE direct quote. This quote has to be, at most, between 10-5 words.

# STEP IV: Final Draft

Please submit your final research paper. Essays should be between 500-700 words (between 2 - 3 **double-spaced** pages). This is a short essay, which means you need to be concise and to the point. To fulfill the essay requirements, make sure that you include the following:

* A clear title that directly references the central point of your essay.
* A clear introduction (1-2 paragraphs)
	+ Outlines the topic
	+ Presents your research question
* The body of the essay (1-2 pages)
	+ Brief literature overview (1-2 paragraphs)
		- What do we know about the topic from the existing literature?
	+ Evidence that helps to answer your research question
* Concluding thoughts (1-2 paragraphs)
	+ What did you learn about the topic?
	+ What outstanding questions remain to be answered?

**You need to use the feedback you received on your first draft to review and improve your essay.**

Sources:

* Please use either MLA or APA in your essay. You should include in-text citations and a Works Cited or Bibliography page (depending on the style that you are using).
* **You need to include a minimum of FIVE resources; at least one of them must be academic.**
* You are limited to using ONE direct quote. This quote has to be, at most, between 10-5 words.

Appendix II

**Rubric**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |
| Introduction | **15 pts****Excellent engagement of argument**Clear topic, sets up the necessary information and includes a thesis. | **11 pts****Strong engagement of argument**Clear topic, includes thesis but set up needs coherence and/or development. | **8 pts****Attempts but delivers incomplete argument**The thesis is only partially clear, and the setup is not developed appropriately. | **3 pts****Failed engagement**Does not include a thesis or a clear setup of basic information. | 15 pts |
| Central Point | **20 pts****Excellent engagement of argument/central point**The central point is clear throughout the paper and includes a clear indication of the premises. | **15 pts****Strong engagement of argument/central point**The central point is strong but the premises are not clear. | **11 pts****Attempts but delivers incomplete argument/central point**The central point and premises are unevenly developed. | **8 pts****Failed engagement**No clear central point or premises, or has more than one central point. | 20 pts |
| Support and development of Central Point | **20 pts****Excellent engagement of central point**The Paper fully develops the central point using reliable sources, including academic ones. The paper also presents clear evidence/support for the point that it is making. | **15 pts****Strong engagement of central point**The paper develops the central point based on reliable resources, including academic ones. The paper presents some clear evidence/support for the point that it is making. | **11 pts****Attempts but delivers an incomplete central point**Paper lacks effective development and/or support for the central point. The paper presents weak evidence/support for the point that it is making. | **8 pts****Failed engagement.**The Paper does not develop the central point. It provides no clear evidence/support for the point that it is making. | 20 pts |
| Paper organization | **15 pts****Excellent engagement of central point**Content material, data, and concepts are understood and presented coherently. | **12 pts****Strong engagement of central point**Most of the content material, data, and concepts are understood. | **11.5 pts****Attempts but delivers an incomplete central point**Content material, data, and concepts are uneven, distracting, and/or confusing. | **9 pts****Failed engagement**Content material, data, and concepts are not understood. | 15 pts |
| Grammar | **15 pts****Excellent writing and clear engagement**Punctuation and/or word choice problems do not distract from the reading. | **12 pts****Strong writing and engagement**Slight problem with punctuation and/or word choice. | **11.5 pts****Unclear writing and weak engagement**Major problems with punctuation and/or word choice distracts and/or cause confusion. | **9 pts****Poor writing**The paper could not be understood. | 15 pts |
| Competent use of citation format | **15 pts****Citations are done correctly**Citations are done appropriately and clearly support generalizations or positions. The paper includes at least five reliable sources of information, and one of them is academic. | **12 pts****Most citations are done correctly**Citations need some format corrections and some clarifying of generalizations’ or positions’ support. The paper includes most of the required sources of information, and one of them is academic. Some sources are missing or not cited correctly. | **11.5 pts**Citations need corrections and/or to be clearly supporting generalizations and/or positions. Citations need some format corrections and some clarifying of generalizations’ or positions’ support. The paper does not include most of the required sources of information, and/or one of them is not an academic one. There are many sources that are missing or not cited correctly. | **9 pts****Failed to cite**Citations are not done appropriately and/nor clearly support generalizations or positions. Citations need corrections and/or to be clearly supporting generalizations and/or positions. Citations need some format corrections and some clarifying of generalizations’ or positions’ support. The paper is missing almost all required sources of information, and/or has no academic citation. Most sources are missing or not cited correctly. | 15 pts |