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| **Chicano and Latin American Studies**  **\*College of Social Sciences\*** |
| **Student Outcomes Assessment Plan (Soap)** |
| 1. **Mission Statement** |
| The Department of Chicano and Latin American Studies (CLAS) offers an interdisciplinary program that incorporates the experience of Chicanas/os/Latinas/os and Latin Americans using the literature of the Social Sciences, Humanities, Education, Community Studies, the Arts, and other subject areas. CLAS provides an opportunity for a pluralistic exchange of ideas in an interdisciplinary academic setting, where faculty, students, and visiting scholars can share experiences and create a dynamic and intellectual environment. The Department will graduate students possessing a strong knowledge of the principal cultural, intellectual, social, economic, and political currents that have contributed to the historical development of the Chicana/o/Latina/o and Latin American experience. Students will also possess an understanding of how interdisciplinary methodology can advance comprehension about the subject matter. Finally, the program is designed to prepare students for myriad careers, graduate study in numerous fields, and public service to the broader community. These aims align with those of the College of Social Science and also advance the aims of Fresno State. |

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| 1. **Goals and Student Learning Outcomes** |
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* 1. Students will be provided with specific content knowledge on crucial issues and event, such as race/ethnicity, social class, and gender, which are significant in Chicano and Latin American area studies.
     1. Students will demonstrate an understanding of the variable constructions and/or ideologies of race, class, and gender.
     2. Students will demonstrate knowledge of current and past issues that affect Latin Americans.
     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.

**Benchmark:** a 1 is "meeting the standard" and a 2 is "partially meeting the standard" while a 3 is "not meeting the standard." The majority of the students will demonstrate that they “meet the standard”.

* 1. Students will be required to complete a diverse array of assignments and will receive feedback that will assist them in improving their critical thinking, research, and writing skills.

1. Students will demonstrate critical thinking skills and be able to express complex ideas in written assignments. A **rubric** for writing and peer review will be used.

**Benchmark:** a 1 is "meeting the standard" and a 2 is "not meeting the standard." The majority of the students will demonstrate that they “meet the standard”.

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

**Benchmark:** a 1 is "meeting the standard" and a 2 "partially meeting the standard" while a 3 is "not meeting the standard." The majority of the students will demonstrate that they “meet the standard”.

* 1. Students will develop skills that enable them to identify norms and values associated with becoming part of a professional group.

1. Students will demonstrate an understanding of the requirements in terms of knowledge and behavior exhibited by professionals in fields relating to Chicano and Latin American Studies.

**Benchmark:** a 1 is "meeting the standard" and a 2 is "partially meeting the standard" while a 3 is "not meeting the standard." The majority of the students will demonstrate that they “meet the standard”.

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| 1. **Curriculum Map (Matrix of Courses X Learning Outcomes)**   **I stands for introduced, R for reinforced, E for emphasis , M for Mastered** |
| |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | Courses: | Outcome 1 | Outcome 2 | Outcome 3 | Outcome 4 | Outcome 5 | Outcome 6 | | **Lower Division:** |  |  |  |  |  |  | | CLAS 3 | I/E | I | I | I | I | I | | CLAS 5 | I | I | I |  |  |  | | CLAS 9 | I | I | I |  |  |  | | CLAS 30 |  |  |  | I/E | I | I | | CLAS 70 | I | I | I | I | I/R |  | | **Upper Division:** |  |  |  |  |  |  | |  |  |  |  |  |  |  | | CLAS 100 | R | R | R | R | R |  | | CLAS 102W | R | R | R | R | E |  | |  |  |  |  |  |  |  | | CLAS 114 | R | R | R | R | R |  | | CLAS 120 | R |  | R/E | R | R | R | | CLAS 130 | R |  | R | E | R/E |  | | CLAS 152 | R | R | R | R | R |  | | CLAS 160 | R | R | R | R | R |  | | CLAS 162 | R |  | I | I | I |  | | CLAS 170 | M | M |  | E/M | M |  | |  |  |  |  |  |  |  | |

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| 1. **Assessment Methods** |
| * 1. **Direct Measures (at least three)** |
| * + 1. The (former Blackboard-based) now Canvas-based Discussion Board Assignment: In this assignment, students discuss and analyze a reading on Canvas Discussion Board, peer review an editorial based on the reading and their discussion, and submit a final editorial. The Assignment created more opportunities for the students to write (low stakes) exercises. Additionally, by the time the students prepared their final research paper (high stakes work), they had gained editing and writing experience, and developed critical thinking skills and informational literacy.     2. Exams and/or Research Papers: Student examinations and research papers submitted in Upper-Division courses are used to assess content knowledge as well as the research and writing skills of students. For example, the CLAS 114 research paper involves an initial version and then a final version which are analyzed for quality of content and writing skills.     3. Information Literacy Assignment: The goal is for students to learn how to incorporate information literacy skills through a two part assignment that imparts information literacy skills through library and classroom activities in which students learn to access, evaluate, use and integrate information and ideas found in print, media, and digital resources enabling them to function in a knowledge-based economy and technologically-oriented society.     4. Peer Review Group Projects: A peer review rubric is used in multiple course sections, which is implemented by students and instructor, e.g., the rubric assists students by providing clear guidelines and expectations and the peer process gives students feedback for re-editing their writing assignment. |
| * 1. **Indirect Measures** |
| * + 1. Alumni Survey – Students who have graduated were surveyed to determine whether they pursued further education or gained employment and were asked what aspects of the program most prepared them for further education or a career. Additionally, they were asked for recommendations and feedback to help the Department identify areas where faculty can further strengthen the program.     2. Student Survey – Students will take a survey at the end of the 2013-2014 academic year. They will be asked in what specific ways they benefitted from the program as well as their impressions in regard to various aspects of the program. |

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| 1. **Student Learning Outcomes X Assessment Methods Matrix** | | | | | | | | |
| |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Assessment Measures:** | Outcome 1 | Outcome 2 | Outcome 3 | Outcome 4 | Outcome 5 | Outcome 6 | | Pre and Post tests | x | x | x |  |  |  | | Exams and/or Research Papers | x | x | x | x | X |  | | Group Projects: Discussion Board Assignment | x |  | x | x | x |  | | Information Literacy Assignment | x |  | x | x | x |  | | Student Survey | X | X | X | X | X | X | | Alumni Survey | X | X | X | X | X | X | | | | | | | | | |
| Oral Communication Evaluation Assignment:*rubric assessment* |  |  | X |  |  | X |
| Written Communication Evaluation Assignment*:**rubric assessment* | X |  | X | X |  |  |

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| 1. **Timeline for Implementation of Assessment Methods and Summary Evaluations** |
| **Year 2010 to 2011**   |  |  |  |  | | --- | --- | --- | --- | |  | A pre- and post-test administered | CLAS 30 | 1, 2 ,3 | |  | Process approach research paper | CLAS 114 | 1, 2, 3, 4, 5 |   **Year 2011 to 2012**   |  |  |  |  | | --- | --- | --- | --- | |  | Research paper | CLAS 30 | 1, 2 ,3 |   **Year 2012 to 2013**   |  |  |  |  | | --- | --- | --- | --- | |  | Completed the questionnaire for the Alumni Survey |  | 1, 2 ,3, 4, 5, and 6 | |  | Written Work: editorial process | CLAS 30 | 4, 5, and 6 | |  | Blackboard-based Discussion Board Assignment | CLAS 30 | 1,3, 4, and 5 |   **Year 2013 to 2014**   |  |  |  |  | | --- | --- | --- | --- | |  | Administered Alumni Survey |  | 1, 2 ,3, 4, 5,and 6 | |  | The Department continued to assess the Blackboard-based Discussion Board Assignment in CLAS 30 | CLAS 30 | 4, 5, and 6 | |  | Blackboard-based Discussion Board Assignment | CLAS 116 | 1,3, 4, and 5 | |  | Students used technology software, Pearson’s My Writing Lab program, to assist them in developing and reinforcing their writing and critical analysis skills in connection to the research paper. | CLAS 170 | 4 and 5, | |  | Department in process of assessing data from the Alumni Survey questionnaire for the Fresno State Chicano and Latin American Studies Graduates |  | 1, 2 ,3, 4, 5,and 6 | |  | Department developed a CLAS Student Survey implemented at the end of the 2013-2014 academic year |  | 1, 2 ,3, 4, 5,and 6 | |  | The Information Literacy assignment applied in CLAS 130 |  | 1, 3, 4 , and 5 |   **Year 2014 to 2015**   |  |  |  |  | | --- | --- | --- | --- | |  | The *Blackboard-based Discussion Board Assignment* | *CLAS 3* Introduction to Chicano/Latino Studies (online and face to face) courses | 1, 3,4, 5, and 6 | |  | The *Information Literacy assignment* was used in the CLAS 3 Introduction to Chicano/Latino Studies | *CLAS 3* Introduction to Chicano/Latino Studies (online and face to face) courses | 1,3,4 and 5 |   **Year 2015 to 2016**   |  |  |  |  | | --- | --- | --- | --- | |  | The *Blackboard-based Discussion Board Assignment* | *CLAS 3* Introduction to Chicano/Latino Studies (online and face to face) ; *CLAS 120* Latina/o Cultural Changes; *CLAS 30* Critical Thinking in Chicano and Latin American Studies | 1, 3,4, 5, and 6 | |  | The *Information Literacy assignment* was used in the CLAS 3 Introduction to Chicano/Latino Studies | *CLAS 3* Introduction to Chicano/Latino Studies (online and face to face) courses | 1,3,4 and 5 |   **Year 2016 to 2017**   |  |  |  |  | | --- | --- | --- | --- | |  | *Written and Oral Communication Evaluation Assignment* | CLAS 9 Chicano Artistic Expression | *1,3,* 4,and 6 |   **Year 2017 to 2018**   |  |  |  |  | | --- | --- | --- | --- | |  | *Oral Communication Evaluation Assignment:**rubric assessment* | CLAS 9 Chicano Artistic Expression | *1, 3,* and 4 |   **Year 2018 to 2019**   |  |  |  |  | | --- | --- | --- | --- | |  | *Written Communication Evaluation Assignment*: rubric assessment | CLAS 102W Contemporary Chicana/Latina Writing and Culture | *1,3,* and 4 |   **Year 2019 to 2020**   |  |  |  |  | | --- | --- | --- | --- | |  | *Written Communication Evaluation Assignment*: rubric assessment | CLAS 170 Latin American Studies online course | *1,3,* and 4 | |

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| 1. **Closing the Loop - Summary Evaluation, Curriculum Adjustment, and Reporting**   The Department of Chicano and Latin American Studies has revised its assessment to more effectively evaluate the fundamental aspects of the program that prepare the students for their post B.A. pursuits. It is important to consider that most of the students in CLAS courses are non-CLAS majors. Based on the Department’s previous assessments, the faculty re-worked its approaches and focus on the following areas in the current SOAP: (a) the development of student communication skills, (b) the furthering of their critical thinking abilities (which includes the strengthening of their research skills).  For the long term, the Department’s focus is on the areas of student ***communication*** and ***critical thinking*** skills. Consequently, the former ***Blackboard-based*** now ***Canvas-based Discussion Board Assignments***, e.g.,writing aspect of the assignment has proven promising. The assessment results suggest that students are engaging issues, applying critical thinking, and developing communication skills. These processes (1) broaden the students’ perspective and (2) make them capable of using and understanding information in a deep and comprehensive manner.  During the academic year, CLAS faculty worked to adjust the assessment measures to address areas that will strengthen student development and the Department’s effectiveness. The CLAS Department will implement the Oral Communication Evaluation Assignment with rubric in CLAS 9 Chicano Artistic Expression course (outcomes 3 and 6) for the next academic year, continuing advancing communication and critical thinking skills but in a different area.  With the assistance of the SOAP, the Department carries on with the commitment to enhance the curriculum by continuing to redesign, modify, and/or create new/updated courses. In addressing the above mentioned focuses, the Department has implemented and is enhancing—as part of the Department’s Action Plan—the curriculum by continuing to redesign, modify, and/or create new/updated courses, e.g., a CLAS 102W Chicana/Latina Writing and Culture course (all undergraduate students must demonstrate competency in writing skills at the upper-division [junior-senior] level as a requirement for graduation. Students must complete Fresno State's writing requirement, either by taking a course with a “W” designation or passing the writing exam); e.g., *Cross-listed courses*: CLAS 171 Multicultural, Brazil/HIST 161 and CLAS 173/PLSI 148 officially cross-listed; e.g., *On-line courses*: CLAS 3, 9, 30, 170 and in process CLAS 114; e.g., *Discover e tablet courses:* CLAS 9, 30, 145: **Service Learning:**  approved CLAS 172S Migration in the Americas and CLAS 145S Service Learning in Chican@/Latin@ Settings.  The Department is in the process of reconsidering and reworking the **questionnaire**  for the Chicano and Latin American Studies Majors.  The faulty members continue to discuss the assessment issues to examine and  evaluate the evolving assessment measures (such as the *Written Communication Evaluation*  *Assignment*: rubric assessment) and to monitor the process and assure that the Department  assessment plan is in place.  For the long term, the Department will continue to address student weaknesses in  the areas of communication and critical thinking as part of the teaching-learning  process. The Department will examine and address the issues of student  ***communication*** and ***critical thinking*** skills along with consideration of available  resources to assist in improving student learning and development. |