

California State University, Fresno

College of Social Sciences

Chicano and Latin American Program

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**Student Outcomes Assessment Plan (SOAP)**

**I. Mission Statement**

The Department of Chicano and Latin American Studies (CLAS) offers interdisciplinary programs that incorporate the experience of Chicanas/x/o/s, Latinas/x/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/x, Latina/x/o and Latin American experience. Students will also possess an understanding of how interdisciplinary methodology can advance comprehension of the subject matter. Finally, the programs are 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 advance Fresno State's goals.

**II. Institutional Learning Outcomes, Program Learning Outcomes/Goals, and SLO's [a,b,c]**

A. Institutional Learning Outcomes. Fresno State ILO's are posted on the following webpage:

<http://fresnostate.edu/academics/oie/assessment/fresno-state-assessment.html>

1. Improving intellectual skills

2. Applying knowledge

B. Program Learning Outcomes (Also known as Goals) and related SLO's

Program Learning Outcomes or GOALS are the specific knowledge and skills that the department/program will develop or strengthen in students. These PLO's or Goals may be broader than SLO's but must be measurable and each PLO must have at least one SLO to which is directly linked/aligned.

1. PLO (Goal): Gain knowledge and understanding of the role of critical theory and perspectives to understand phenomena, including issues of race, ethnicity, class, gender, and politics and how these affect Chicanas/x/os/Latinas/x/os and Latin Americans.

- a. SLO: Students will learn, explain, and analyze the primary concepts, analytical techniques, and theoretical and empirical literature that address race, ethnicity, class, and gender in the United States and/or Latin America.
- 2. PLO (Goal): Understand how Latin American historical and current patterns of immigration affect the United States socially, economically, culturally, and politically while understanding how the historical and current policies of the United States affect Latin America's immigration patterns.
  - a. SLO: Students will be able to demonstrate a mastery of critical theory and evaluation skills, as well as the methods necessary to effectively present analyses of issues, theories, and policies and the arguments the information supports in a professional fashion, which includes both oral and written communication.
- 3. PLO (Goal): To improve students' ability to think critically, particularly in the area of information literacy, communicate effectively, and act on knowledge.
  - a. SLO: Students will be able to demonstrate communication skills by critically evaluating sources of information, accurately summarizing texts, approaches, concepts, and theories, and formulating arguments.

**III. Curriculum Map [d]: Courses in which SLO's are addressed and evaluated**

	PLO1/SLOa	PLO2/SLOa	PLO3/SLOa
Course	I, or D or M	I, or D or M	I, or D or M
CLAS 3. Introduction to Chicano/Latino Studies	I	I	I
CLAS 5. Chicano Culture	I	I	I
CLAS 9. Chicano Artistic Expression	I	I	I
CLAS 30. Critical Thinking in Chicano and Latin American Studies	I	I	I
CLAS 70. Introduction to Latin American Studies	I	I	I
CLAS 100. Chicano Literature	D		D
CLAS 102W. Contemporary Chicana/Latina Writing and Culture	M		
CLAS 108. Chicano Theatre	M		
CLAS 114. Mexico and the Southwest 1810-1910	D, M	D, M	D, M
CLAS 115. Mexico-U.S. Relations Since 1910	D, M	D, M	D, M
CLAS 120. Latina/o Cultural Changes	M		D, M
CLAS 128. Latinx Politics	D, M	D, M	D, M

	PLO1/SLOa	PLO2/SLOa	PLO3/SLOa
CLAS 130. Latina/o Culture and Media Studies	D, M		D, M
CLAS 140. Politics of Latina Health and Size	D, M		D, M
CLAS 141. The Chicano Family	D, M		D, M
CLAS 145S. Service Learning in Chicna@/Latin@ Settings	M	M	
CLAS 160. Sex, Race, and Class in American Society	D, M		D, M
CLAS 162. Chicana Women in a Changing Society	D, M		
CLAS 163. Latinx in Education	D, M	D, M	D, M
CLAS 170. Latin American Studies	I	I	D, M
CLAS 171. Multicultural Brazil	D, M	D, M	D, M
CLAS 172S. Migration in the Americas	M	M	D, M
CLAS 173. Latin American Politics	D, M	D, M	D, M

For courses in the major, using the abbreviations below, indicate which outcomes are introduced, which are developed, and which are mastered in that particular course.

**I = Introduced**

**D = Developed**

**M = Mastered**

#### IV. SLO's Mapped to Assessment Measures and Methods [e]

Assessment Measure	Evaluation Method	PLO1/SLOa	PLO2/SLOa	PLO3/SLOa
(Assignment or survey)	Criteria, Rubric, Score			
Critical Thinking Assignments	Rubric	X	X	X
Writing Assignments	Rubric	X	X	X
Oral or Visual Presentation	Rubric	X	X	X
Senior Exit Survey	Evaluation of Response	X	X	X
Alumni Survey	Evaluation of Response	X	X	X

#### V. Assessment Measures: Description of Assignment and Method (rubric, criteria, etc.) used to evaluate the assignment [f]

- A. Direct Measures (Department/Program must use a minimum of three different direct measures)
1. Critical Thinking Assignments: Lower-Division Courses, Upper-Division Courses.  
Discussion assignments, editorial assignments, summaries, and reviews require students to analyze different types of sources, including readings, films, artworks, etc. Rubrics will be used to evaluate critical thinking and information literacy skills.
  2. Writing Assignments: Lower-Division Courses, Upper-Division Courses.  
Research Papers, literature reviews/historiographies, discussion papers, briefing papers, or essays written for exams. Rubrics will be used to evaluate students' ability to use theories and/or concepts to evaluate historical and current events and communicate effectively.
  3. Oral or Visual Presentation: Lower-Division Courses, Upper-Division Courses.  
Individual presentations and group presentations, in-class or pre-recorded. Rubrics will be used to evaluate students' ability to use theories and/or concepts to evaluate historical and current events and communicate effectively.
- B. Indirect Measures (Department/Program must use a minimum of one indirect measure)
1. Senior Exit Survey: An online survey will be administered to determine whether students felt they received the necessary training in our undergraduate programs, especially as it pertains to PLOs 1-3. The survey will include measures that allow the department to examine how the Department is including principles of Justice, Equity, Diversity, and Inclusion (JEDI) in its classes and elicit ideas for future assessments.
  2. Alumni Survey: The online alumni survey will be used at the end of the five-year cycle. It will assess student success in finding employment, the career paths taken by older alums, and alumni feedback as to whether they felt they received the necessary training in our undergraduate programs. The survey will include measures that allow the department to examine how the Department is including principles of Justice, Equity, Diversity, and Inclusion (JEDI) in its classes and elicit ideas for future assessments. Alumni will be contacted with help from the Alumni Office. Data from the survey will be analyzed by department faculty, keeping individual data confidential.

**VI. Assessment Schedule/Timeline [g]**

Academic Year	Measures	PLO1/SLOa	PLO2/SLOa	PLO3/SLOa
2022-2023	Writing Assignment		X	X
2023-2024	Senior Exit Survey	X	X	X
2024-2025	Critical Thinking Assignment	X		X
2025-2026	Oral or Visual Presentation	X	X	
2026-2027	Alumni Survey	X	X	X

## VII. Closing the Loop [h,j,k]

Fresno State Closing the Loop process is described immediately below.

**A major assessment report, which focuses on assessment activities carried out the previous academic year, is submitted in September of each academic year and evaluated by the Learning Assessment Team and Director of Assessment at Fresno State.**

Program/Department Closing the Loop process:

The Department's assessment coordinator is responsible for overseeing the assessment process, including working with faculty to identify appropriate assignments, gather assessment materials, recruit faculty to participate in the Department's yearly assessment, facilitating the closing-the-loop conversation, and writing the final report. The assessment coordinator provides support to analyze the resulting data, provide and document feedback during the closing-the-loop conversations, and make recommendations for changes to the program as necessary. Additionally, the coordinator ensures that the Department's assessment strategies incorporate principles of Justice, Equity, Diversity, and Inclusion (JEDI). The coordinator relies on the Department's Curriculum Committee for support and reports plans and findings to the Department at the start and end of the academic year or as needed to provide feedback and make recommendations.

At the end of the five-year plan, the Curriculum Committee will review the yearly assessment reports to review data and plan for the next cycle.