**Annual Assessment Report for 2018-2019 AY**

Reports completed on assessment activities carried out during the 2018-2019 AY will be due September 30th 2019 and must be e-mailed to the Director of Assessment, Dr. Melissa Jordine (mjordine@mail.fresnostate.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: Dr. Ramon Sanchez

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

*Outcome number* **1**: Students will demonstrate an understanding of the variable

constructions and/or ideologies of race, class, and gender.

*Outcome number* **3**: Students will identify sources of racism, classism, sexism,

and homophobia that have contributed to the historic oppression of Chicanos/as

and Latinos/as.

*Outcome number* **4**: Students will demonstrate critical thinking skills and be able

to express complex ideas verbally and in written assignments.

An assessment rubric for the written work was used to indicate the following standards in three categories for the course.

1. student meets standard,
2. student partially meets the standard,
3. and student does not meet the standard.

Course: student assignment and assessment activity implemented in lower division ***CLAS102W Contemporary Chicana/Latina Writing and Culture (face-to-face)***.

1. *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.***

Written Work Communication Evaluation Assignments with a rubric assessment was utilized to assess outcomes 1, 3, and 4.

The student assignment involved three papers based on an analysis of one or two short story, depending on their length, (each student was assigned a different short story from one of two collections by Latinx female authors Sandra Cisneros or Helena Viramontes). Their development was through a process approach through which the students build their work in stages (some low risk), getting feedback from the instructor verbally and through the rubric, student group discussions of their specific work (more feedback), individual conference with instructor, as well as student interaction through discussion board. There was also the Latinx literature/culture /history lectures and discussion of the scholarly text and stories.

The assignment aimed to contribute to the students’ ability to examine and articulate Latinx literary work through an interactive and interdisciplinary approach with rubric-guided standards. For example, each student focused on one or two short stories (depending on the length) from *Woman Hollering Creek and Other Stories* by Cisneros or *The Moths and Other Stories* by Viramontes, and the students utilized as a framework the Saldívar-Hull *Feminism on the Border* text. The students were involved in research and discussions of their work in class and had individual meetings with the instructor. The students also worked on three drafts of the paper. Through the process and their papers, the students displayed their ability to conduct research, to critically evaluate evidence, to document the source of their information, and showing an awareness of how literature is connected to culture and community.

1. *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 following are the percentages of students who met the standard outcome based on the rubric forthe ***Written Communication Evaluation Assignment*** in lower division course: one face-to-face CLAS102W Contemporary Chicana/Latina Writing and Culture, measuring *outcomes numbers 1, 3, and 4*, spring 2019.

|  |  |  |  |
| --- | --- | --- | --- |
| **Semester** | **Course** | **Percentage of Students Who Met Standard Outcome**  | **Number of Students** |
| Spring 19 | CLAS 102W-7 | Paper 1: 100% | 24 |
|  |  | Paper 2: 100% | 24 |
|  |  | Paper 3: 100% | 24 |
|  |  |  |  |

The ***Written Communication Evaluation Assignment*** aimed to reinforce and contribute to students’ ability to focus, develop analytical and writing skills through examination and articulation of Latinx literature through an interactive approach with rubric-guided standards.

The assignment aligned to the outcomes through the students’ group interactions, development of analytical skills—which improved generally and strengthened student articulations of Latinx literature/history—and employing critical thinking through an interactive approach with rubric-guided standards. The process approach included student feedback groups through which the students with guidance from the instructor assisted each other in developing their writing. The students’ ability to examine and articulate Latinx literary work through an interactive and interdisciplinary approach with rubric-guided standards was demonstrated. the The Saldívar-Hull *Feminism on the Border* text set a useful and fertile core for their work.

The assignment brought the students into interacting relationships and made them aware of the importance of group interaction and support, as well as the responsibility of the students to each other and to meet deadlines. They developed research and literary criticism skills. Very importantly, they gained an understanding of delivering a message to an audience. The results of the process approach allowed the re-editing of work and a reapplication of analysis as a consequent of their rewrites. The student papers reflected much subject matter diversity. They use supporting examples and source support, displaying the ability to conduct research. They showed critical evaluation of evidence and effective manner of documenting the source of their information for their paper. The utilization of the rubric assisted and directed (through feedback) the study and evaluation/discovery of their exploration of Latinx literature/history.

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

The assessment indicated that the project worked well. Consequently, no major

recommendations were made.

CLAS faculty members continue to assess the Department’s achievement of the goals and

student learning outcomes and to improve the curriculum offerings based on the results of

assessment measures and outcomes. This is part of the engagement process brought about by

informed decisions for continuous improvement.

***Curriculum Development Connected to SOAP***

\*With the assistance of the SOAP, the Department carries on with the commitment to enhance the curriculum by continuing to redesign, modify, update, and/or create new courses. As part of the Department’s *Action Plan*, the Department, for instance, has implemented and is enhancing the following:

*W course:*

**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).

*Cross-listed courses*: CLAS 171 Multicultural, Brazil/HIST 161 and CLAS 173/PLSI

148 have been officially cross-listed

Cross-listing courses in process: Women Studies Program, Theater Arts Department, Art

 and Design Department

*On-line courses*: CLAS 3, 9, 30, 170 and in process CLAS 114

*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

**G.E. Courses:**

CLAS 115 Mexico U.S. Relations (G.E. approved area ID spring 2019)

CLAS 130 Latinx Culture and Media Studies (G.E. approved area IC fall 2019)

1. *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

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

The CLAS Department will implement a Written Communication Evaluation Assignment in CLAS 170 Latin American Studies online course (outcomes *1, 3, and 4*) for the next academic year, continuing advancing communication and critical thinking skills.

1. *What progress have you made on items from your last program review action plan?*

***Department Action Plan, Five Year Vision*** *(2015):*

 **Specific actions to be taken to achieve the vision**

1. **REVAMP THE MINORS IN CHICANO/LATINO STUDIES AND LATIN AMERICAN STUDIES AS PART OF CURRICULUM DEVELOPMENT: The Department will continue to foster inter-departmental relations by revamping the minors that the Department offers and by creating new courses and/or revising existing ones, with an emphasis on Service Learning, hybrid, and/or online courses.**
2. Lower the number of units in both CLAS Department minors in Chicano/Latino Studies and Latin American Studies.

***This has been fulfilled.***

Transform the CLAS 145 course into a Service Learning course.

***This has been fulfilled.***

The revamped Chicano Studies minor (now 18 units): ***it has been approved***

The Latin American Studies minor (now 18 units): ***it has been approved***

1. **CREATE “CULTURAL COMPETENCE” CERTIFICATES TO ENHANCE COMMUNITY AND CROSS-COLLEGE COLLABORATIONS: The Department will expand its partnerships with local, state, and regional agencies, businesses, organizations, and K-12 institutions for mutual benefits to students, faculty, and our communities. Faculty members will be encouraged to take advantage of the capabilities of new technologies in the delivery of their programs and in pursuit of their scholarly activities.**
2. Creation of one “Cultural Competence” certificate in collaboration with a major department, such as Nursing, Business, or Education. ***This has been fulfilled.***

In collaboration with Literacy, Early, Bilingual, Special Education

Department/Kremen School of Education, the **Certificate in Chicana/o/x and Latina/o/x Studies in Secondary Schooling** has been approved by the University, effective

fall 2019.

In addition, the CLAS Department will explore the possibility of implementing an online certificate.

1. N/A
2. In terms of funds and resources, the Department will collaborate with Continuing and Global Education to promote the certificates aiming to reach off-campus communities.
3. Benchmark and Timeline for Establishing Collaborative Certificate.
4. **CONTINUE TO DEVELOP AND SUPPORT FACULTY RESEARCH: The CLAS Department faculty will continue to engage in research and other scholarly activities to ensure strong cultural competency and general education to students. Most importantly, faculty research will contribute in broadening their understanding, teach the life skills of critical and creative thinking, oral and written communication, individual and group problem solving, and appreciation of ethnic diversity.**

a. To enhance student learning beyond the classroom, the Department will offer

experiential opportunities, e.g., field trips, internships, and service learning, and will promote study abroad opportunities for students.

Dr. Sanchez was granted a $1,500 summer stipend for participating in the Service-Learning Summer Intensive Course Redesign Grant sessions (May 22-26, 2017).

1. N/A

c. The Department faculty will apply for grants, such as COSS Research/Creative

Activities Awards Program; Undergraduate Studies Research Grant; and ASI;

Dr. Sanchez awarded Service-Learning $5,000 development grant

(March 7, 2018)

Dr. Lopes awarded College of Social Sciences Recurring Research/Creative

Activities Funds $7,000 for the CLAS Latin American Film Series for the 2017-

2018 academic year

 Dr. Lopes awarded a College of Social Sciences Research Course Releases

 to conduct a research project entitled: Meat in the Marketplace: Brazil in the

 Global Livestock Economy for the following periods:

1 course release 2018-2019

1 course release 2017-2018

Dr. Annabella España-Nájera was awarded COSS Grant $4,000 for Latin American Film Festival and Speaker Series (screened 3 films), (2018-2019);

a $1,800 – Centennial Center Grant, Women and Politics, American Political Science Association, for the project “Making Decentralization Work for Women: The Electability and Representation of Women in Local Governments” (February 2018);

a $1,000 – Carrie Chapman Catt Prize for Research on Women and Politics – Honorable mention, College of Liberal Arts and Sciences at Iowa State University, for the project “Making Decentralization Work for Women: The Electability and Representation of Women in Local Governments” (February 2018);

a COSS Grant $7,000 for Latin American Film Festival and Speaker Series (screened 3 films) (screened 4 films and had 3 speakers) (2016-2017);

an IRA Grant $7,000 for Latin American Film Festival and Speaker Series (screened 4 films and had 3 speakers) (2016-2017).

Dr. Annabella España-Nájera was granted COSS Course Release for project “Municipal Dynamics in Central America: Women in Local Governments” (2018-2019);

a Co-Director COSS Institute for Leadership and Public Policy (course releases)

COSS Course Release for project “Municipal Dynamics in El Salvador: The Causes and Consequences of Institutional Reform” (2016-2017).

d. The Department faculty will implement those activities annually.

 **Additional information the department may wish to include**

The CLAS Department faculty will assess the need for a new tenure track hire

 based on the results of the three-year target goals.

***The Department hired a new faculty member (fall semester 2017).***

However, because CLAS enrollments have increased and majors as well (indicating that SOAP, Department curriculum development, and Action Plan goals have positively impacted student enrollment and major growth), the Department is in need of additional faculty hires.

1. **Appendix With Writting Rubric**

 Below is the *CLAS 102W course* **writing rubric** utilized to assist the students.

 Written Work Rubric:

|  |  |  |  |
| --- | --- | --- | --- |
| CATEGORIES | *Meets Standard* | *Does Not Meet Standard* | *Points* |
| Introduction | Clear thesis/central idea and sets the presentation up | No thesis and not clear introduction |  |
| Thesis/clear idea | Thesis/central idea is clear throughout presentation | No clear thesis or has more than one thesis or no appropriate development |  |
| Development of topic | Fully utilizes allotted time and gives effective thesis support and development | Allotted time not utilized well at all nor is support given and there is no thesis developed |  |
| Verbal delivery | Speaker is understood: she/he is heard, has effective enunciation, and her/his pace of presentation is appropriate | Could not be understood |  |
| Body communication | Stance and actions complement verbal delivery | No support of verbal delivery |  |
| Conclusion | Clearly returns to thesis and tell what she/he has learned | No clear conclusion |  |