

## Chicano and Latin American Studies

\*College of Social Sciences\*

### Student Outcomes Assessment Plan (Soap)

#### I. 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.

#### II. Goals and Student Learning Outcomes

- A. 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 analyze sources of racism, classism, sexism, and homophobia that have contributed to the historic oppression of Chicanos/as and Latinos/as.
- Benchmark:** an A and a B are "meeting the standard" and a C is "partially meeting the standard" while a D and F are "not meeting the standard." The majority of the students will demonstrate that they "meet the standard".
- B. 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.

- 4 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:** an A and a B are "meeting the standard" and a C is "partially meeting the standard" while a D and F are "not meeting the standard." The majority of the students will demonstrate that they "meet the standard".

- 5 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:** an A and a B are "meeting the standard" and a C is "partially meeting the standard" while a D and F are "not meeting the standard." The majority of the students will demonstrate that they "meet the standard".

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

- 6 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:** an A and a B are "meeting the standard" and a C is "partially meeting the standard" while a D and F are "not meeting the standard." The majority of the students will demonstrate that they "meet the standard".

<b>III. Curriculum Map (Matrix of Courses X Learning Outcomes)</b>						
<b>I stands for introduced, R for reinforced, E for emphasis , M for Mastered</b>						
<b>Courses:</b>	<b>Outcome 1</b>	<b>Outcome 2</b>	<b>Outcome 3</b>	<b>Outcome 4</b>	<b>Outcome 5</b>	<b>Outcome 6</b>
<b>Lower Division:</b>						
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	
<b>Upper Division:</b>						

CLAS 100	R	R	R	R	R	
CLAS 114	R	R	R	R	R	
CLAS 116	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	M	M	M	M

#### IV. Assessment Methods

##### A. Direct Measures (at least three)

1. The Blackboard-based Discussion Board Assignment: In this assignment, students discuss and analyze a reading on Blackboard 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.
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.

##### B. 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.

#### V. 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

## VI. 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
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### 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 <i>Blackboard-based Discussion Board Assignment</i>	CLAS 3 Introduction to Chicano/Latino Studies (online and face to face) courses	1, 3,4, 5, and 6
	The <i>Information Literacy assignment</i> 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
	Department will assess data from the Student Survey		1, 2 ,3, 4, 5,and 6

**Year 2015 to 2016**

	The <i>Blackboard-based Discussion Board Assignment</i>	CLAS 3 Introduction to Chicano/Latino Studies (online and face to face) courses	1, 3,4, 5, and 6
	The <i>Information Literacy assignment</i> was used in the CLAS 3 Introduction to Chicano/Latino Studies	CLAS 3 Introduction to Chicano/Latino Studies (online	1,3,4 and 5

		and face to face) courses	
	Blackboard-based Discussion Board Assignment	CLAS 120	1,3, 4, and 5
	Department will assess data from the Student Survey		1, 2 ,3, 4, 5,and 6

### VII. 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 **Blackboard-based Discussion Board Assignment** writing aspect of the assignment has proven promising as well as the **Information Literacy Assignment**. In addressing the 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). The assessment results suggest that students are engaging issues, applying critical thinking, and developing communication skills. With the assistance of the student assessment results, the Department will carry on with the commitment to enhance the curriculum by continuing to redesign, modify, and/or create new/updated courses. In the years to come, the Department will continue to address student weaknesses in the areas of communication and critical thinking.

During the academic year, CLAS faculty worked to adjust the assessment measures to address areas where students struggle, e.g., students initially having trouble developing a focus for their assignment and writing coherently. Because of the favorable outcome of the **Blackboard-based Discussion Board Assignment** and the **Information Literacy Assignment**, the Department will carry on developing a version of the two tasks in CLAS 3 and the **Blackboard-based Discussion Board Assignment** in CLAS 120 in order to advance communication and critical thinking skills.

The Department will administer a yearly questionnaire for the Chicano and Latin American Studies Majors. This will give feedback, but because of the small numbers of majors at the moment, it will take time to amass enough data to develop trends and assist the faculty members in directing the process in carrying on evaluation and application of assessment measures.

The faculty members continue to discuss the assessment issues to examine and evaluate the evolving assessment measures (such as the Information Literacy Assignment, Blackboard-based Discussion Board Assignment) and to monitor the process and assure that the Department assessment plan is in place. For the long term, 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.

The CLAS Department will continue to revisit the assessment plan, recognizing it is an ongoing process of the educational mission of the Department and University.