

# **Chicano and Latin American Studies Student Outcomes Assessment Plan**

## **MISSION STATEMENT**

The Department of Chicano and Latin American Studies (CLAS) offers an interdisciplinary program that incorporates recent knowledge of the Chicano/Latino experience and Latin American found in the literature of the Social Sciences, Humanities, Education, Community Studies, the Arts, and other subject areas. CLAS provides an opportunity for a plurastic exchange of ideas in an interdisciplinary academic setting, where faculty, students, and visiting Chicano and Latin American scholars can share experiences and create a dynamic, intellectual environment. The program will graduate students possessing a strong knowledge of the principal artistic, cultural, intellectual, social, economic, political currents, and personalities that have contributed to the historical development of the Chicano/Latino in the U.S. as well as those operating in the evolution of Latin America. Students should possess an understanding of how interdisciplinary methodology can advance our comprehension about humanity in all of its multifaceted levels and expressions. Finally the program is designed to prepare students for myriad careers, graduate study in numerous fields, and public service to the broader community.

## INTRODUCTION

The Chicano and Latin American Studies undergraduate program provides our students with the requisite knowledge and skills to pursue advanced studies, professional development or a career. Those graduating from our program will be systematically grounded in an understanding of the Chicano and Latin American experience and its relationship to U.S. intellectual, political, social, and economic development.

The university, school and department's mission statements and objectives are the cornerstone for assessing student outcomes. The purpose for assessment within the Department of Chicano and Latin American Studies is not only to provide to faculty a continuing tool for program development but also to provide to students a quality experience and education based on changing needs in an increasingly interdependent world. Assessment will be based on multiple qualitative and quantitative measures that will supply the necessary data for evaluating our department's stated goals and objectives.

The department faculty will be directly involved in student outcome assessment in order to judge whether we are accomplishing our goals and objectives by properly educating our graduates with the requisite knowledge and skills for success in the academic or professional world. The department assumes the responsibility for ensuring that the student outcome assessment process is undertaken during the succeeding years. The assessment results will inform all decisions taken by the department regarding subsequent changes in the program or individual course offerings. Assessment information and data will not be used to penalize any individual faculty within the department or be used as a faculty evaluative tool.

Besides faculty, alumni and current students within the department, as well as students outside of the department who are taking our courses, will be actively engaged in the student outcome assessment process.

Student outcome assessment, a continuing process, will guide the development of the CLAS program, department and courses by allowing faculty to improve their pedagogical skills as well as helping them to keep current in their knowledge of the field. This will translate into more effective teaching in order to achieve the department's goals and objectives in keeping with its mission within the College of Social Sciences and the university.

## **ASSESSMENT PRINCIPLES**

The following standards and procedures will guide the Department of Chicano and Latin American Studies in order to insure the smooth implementation of our student outcome assessment plan:

1. The primary purpose of the student outcome assessment plan is to enhance faculty teaching and student learning and not to be utilized as an evaluative tool or a means of accountability for the administration at California State University, Fresno.
2. The full-time faculty of the department will review and approve the assessment plan in order to implement, modify and improve it during subsequent years.
3. Student participation is essential in the assessment process and will be actively involved in all phases of its creation, implementation, modification and improvement in order to provide the finest education possible within the confines of the department's goals and objectives.
4. Improving the overall quality of the departmental program and courses offered is the primary objective and not the judgement of particular students or faculty members.
5. Assessment will not be a punitive tool in evaluating individual students in order to determine their academic status.
6. Assessment will not be used when evaluating individual faculty members or taken into consideration when making personnel decisions, including those regarding tenure, promotion or merit increases.
7. Only full-time faculty members of the Department of Chicano and Latin American Studies will have access to the data and reports generated by the quantitative and qualitative tools utilized by the student outcome assessment plan.
8. Finally, the goal guiding the assessment plan is the integration of the above-mentioned assessment tools into the daily teaching and educational endeavors undertaken by the individual faculty members in order to assist in the overall improvement of the various components of the total program.

## GOALS AND OUTCOMES

### GOAL A:

To promote an awareness of the historical and cultural roots of Chicanos/as and Latinos/as in the United States.

**Outcomes:** Upon completion of the coursework, students will be able to:

1. critically analyze the Chicano/a and Latino/a experience in terms of significant issues, theories, current problems, and solutions.
2. demonstrate knowledge and comprehension of the variable constructions and/or ideologies of race, class, and gender.
3. demonstrate knowledge of Chicano/Latino artistic expressions

### GOAL B:

To gain an understanding of Latin American history and culture.

**Outcomes:** Upon completion of the coursework, students will be able to:

1. demonstrate knowledge of current and past issues that affect Latin Americans.
2. describe the interconnections between the experience of people in the Americas.

### GOAL C:

To cultivate an appreciation of ethnic and national differences among all people.

**Outcomes:** Upon completion of the coursework, students will be able to:

1. identify sources of racism, classism, sexism, and homophobia that have contributed to the historic oppression of Chicanos/as and Latinos/as.
2. analyze key concepts related to recognizing various forms of discrimination.

### GOAL D:

To think critically, analyze issues, and acquire oral and written communication skills.

**Outcomes:** Upon completion of the coursework, students will be able to:

1. demonstrate critical thinking in oral and written form.
2. demonstrate research techniques, evaluation of evidence, documentation, and organization.

**TABLE 1. STUDENT OUTCOMES BY COURSES**

<b>Outcome Number</b>	<b>Course Number</b>	<b>Level I = Introduced R = Reinforced A = Advanced</b>	<b>Method of Assessment</b>	<b>Measures Completed</b>
A-1	CLAS 3	I	Post-test	
	CLAS 5	I	Post-test	
	CLAS 30	I	Post-test	X
	CLAS 129			
	CLAS 143	A		
	CLAS 128			
	CLAS 180T	A		
A-2	CLAS 152	A		
	CLAS 160	A		
	CLAS 162	A		
A-3	CLAS 9	I		
	CLAS 100	R		
	CLAS 101	R		
	CLAS 103	R		
	CLAS 106			
	CLAS 107			
	CLAS 108			
B-1	CLAS 112			
	CLAS 114	R		
	CLAS 115			
	CLAS 116	A		
	CLAS 170	A		
B-2	CLAS 112			
	CLAS 114	R		
	CLAS 115			
	CLAS 116	A		
	CLAS 170	A		
C-1	CLAS 116	A		
	CLAS 160	A		
	CLAS 162	A		
C-2	CLAS 3	I	Post-test	
	CLAS 160	A		
	CLAS 162	A		
D-1	CLAS 9	I		
	CLAS 30	I	Post-test	X
	CLAS 114	R		
	CLAS 170	A		
D-2	CLAS 5	I	Post-test	
	CLAS 30	I	Post-test	X
	CLAS 42B	I		
	CLAS 142			
	CLAS 143	A		

**TABLE 2. TIMELINE AND OUTCOMES TO BE MEASURED**

<b>Year</b>	<b>Measure</b>	<b>Outcomes to be Measured</b>
2007-2008	Grading rubric constructed by faculty to be used to assess student writing in upper-division courses.	D-2
2008-2009	Construct and administer post-test for CLAS 30 (Critical Thinking).	D-1
2009-2010	Construct and administer post-test for CLAS 5 (Chicano Culture).	A-1
2010-2011	Evaluate data from CLAS 30 post-test, revise, re-administer to students.	D-1
2011-2012	Evaluate data from CLAS 5 post-test, revise, re-administer to students.	A-1
2012-2013	Construct and administer post-test for CLAS 3 (Introduction to CLAS).	A-1, C-2
2013-2014	Evaluate data from CLAS 3 post-test, revise, re-administer to students.	A-1, C-2

**“CLOSING THE LOOP” PROCESS FOR ASSESSMENT**

The CLAS faculty has determined that assessment measures in the form of post-tests will be the most conducive, helpful means of assessing student learning outcomes. As such, data from these assessment measures will be shared among all faculty through department meetings and retreats in order to foster collegiality, collaboration, and lively, critical discussion of improved teaching methods to encourage the highest level of learning possible. As indicated in our introduction, no data will be used to penalize individual faculty; but rather, it will be used only to encourage and facilitate faculty discussion and methods for learning improvement.