**Chicano and Latin American Studies\*\***

**Student Outcomes Assessment Plan Yearly Report**

**2017-2018**

**CLAS Department Student Outcomes Assessment Plan (SOAP)**

**Coordinator Dr. Ramon Sanchez**

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| 1. **What learning outcome(s) did you assess 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 oral presentation 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 ***CLAS 9 Chicano Artistic Expression (face-to-face)***. |
| **2.** **What assignment or survey did you use to assess the outcomes and what method (criteria or rubric) did you use to evaluate the assignment?**  Oral Communication Evaluation Assignment with a rubric assessment was utilized to assess outcomes 1, 3, and 4.  The assignment aimed to contribute to the students’ ability to examine and articulate Latin@ art through an interactive approach with rubric-guided standards. For example, a group of students visually analyzed, expounded upon the historical context and the basis for interpretation of the painting *The Arrest of the Paleteros* by the Mexican American artist Frank Romero. This involved them displaying some ability to conduct research, critically evaluating evidence, and documenting the source of their information for their oral presentation. In addition, the process allowed the presenting students and their audience to become aware of the connection between art, culture, and community, as well as the importance of art in Chican@/Latin@ communities.  During the student group oral presentations, two instructors (the course instructor and a CLAS faculty member) conducted the oral rubric assessment of each student group oral presentation.  [Please see appendix A for oral presentation rubric.] |
| **3.** **What did you discover from the data?**  The following are the percentages of students who met the standard outcome based on the rubric forthe ***Oral Communication Evaluation Assignment*** in lower division course: one face-to-face CLAS 9 Chicano Artistic Expression, measuring *outcomes numbers 1, 3, and 4*, fall 2017 and spring 2018.   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Semester** | **Course** | **Percentage of Groups Who Met Standard Outcome (Covered All Components)** | **Number of Groups** | **Number of Students** | | Fall 17 | CLAS 9-3 | 50% | 8 | 43 | | Fall 17 | CLAS 9-4 | 100% | 8 | 41 | | Spring 18 | CLAS 9-6 | 100% | 6 | 31 | |  |  |  |  |  |   During the student group oral presentations, two instructors (the course instructor and a CLAS faculty member) conducted the oral rubric assessment of each student group oral presentation. The ***Oral Communication Evaluation Assignment*** aimed to reinforce and contribute to students’ performance, analytical, and writing skills through examination and articulation of Latin@ art through an interactive approach with rubric-guided standards.  The assignment showed the students the importance of group interaction, support, as well as the responsibility of the students to each other and to meet deadlines. Very importantly, they gained an understanding of delivering a message to an audience.  Upon examining the issues involved with the percentage differences between the classes about the meeting of the standard, it appeared that the challenge that some of the groups had was mainly the result of students not effectively utilizing sources/research support for the discussion.  The approach to assist the students in improving in this area will be to check the progress of the groups through office conferences.  In addition, the following areas will be considered.  The first consideration is—in addition to the student group presentation—how to assess individual students’ learning and performance. This can be assessed through an individual student summary about what she/he learned and what the person contributed to the group work through a short essay, short paper, and journal entries.  The second consideration is how to assess the dynamics of student groups. This can involve student groups self-reporting, e.g., each member of the team evaluates the dynamics of the team as a whole or the contributions of his/her teammates; and each team member documents and evaluates her/his own contributions to the team.  **How aligned to outcomes?**  The assignment aligned to the outcomes through the students’ group interactions, development of analytical skills, which improved generally and strengthened student articulations of Latin@ art and employing critical thinking through an interactive approach with rubric-guided standards.  Through the student group assignment, they become aware of the connection between art, culture, and community, as well as the importance of art in Chican@/Latin@ communities; they also displayed some ability to conduct research, critically evaluating evidence, documenting the source of their information for their oral presentation. All this, in connection to the utilization of the rubric, contributed by assisting and directing the study and evaluation/discovery of Latin@ art. |
| **4.** **What changes did you make as a result of the data?**  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.  The implementation of oral presentation rubric allowed the students to better understand the qualities of their work. This will help students utilize effective criteria for their work. The instructor is assisted by the oral presentation rubric in coordinating instruction and assessment, which in turn aided student learning. The rubric grounds the benchmarks in data.  The oral presentation with the rubric assisted in (1) broadening the students’ perspective and (2) making them capable of using and understanding information in a deep and comprehensive manner.  The faculty assessed the percentage differences between the classes, concerning the meeting of the standard. The challenge that some of the groups had with not effectively utilizing sources/research support for the discussion was noted and proposed instructor/group student office conferences in order to check the progress of the groups. As noted in section “3. What did you discover from the data?” the faculty will consider—in addition to the student group presentation—how to assess individual students’ learning and performance and how to assess the dynamics of student groups.  The continuing feedback and data (e.g., from the rubrics) helps the faculty in considering, supporting, incorporating, and readjusting what dimensions of student performance matter. The faculty members continue to discuss the assessment issues to examine and evaluate the evolving assessment measures. For instance, having learned from the application of the oral presentation assignment with the **rubric**, the faculty were given means by which to strengthen and assist in the monitoring process and to 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.  \*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  *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 |
| **5.** **What assessment activities will you be conducting in the 2017-2018 academic year?**  The CLAS Department will implement the Written Communication Evaluation Assignment **rubric** in CLAS 102W Contemporary Chicana/Latina Writing and Culturecourse (outcomes *1, 3, and 4*) for the next academic year, continuing advancing communication and critical thinking skills. |
| **6. 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.   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.  b. N/A  c. The Department faculty will apply for grants, such as COSS Research/Creative  Activities Awards Program; Undergraduate Studies Research Grant; and ASI;  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).*** |
| **7. Additional Guidelines** |

1. **Appendix With Oral Presentation Rubric**

Below is the *CLAS 9 course* **Oral Presentation rubric** utilized to assist the students.

Oral Presentation Criteria:

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| --- | --- | --- | --- |
| CATAGORIES | *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 |  |