

**PROGRAM ASSESSMENT REPORT
AY 2011-2012**

Report Date: December 6, 2012

School/College: College of Arts and Sciences

Department/Program: **Latin American Studies (LAS)**

Person completing the Report: Susana Kaiser, LAS Chair (Media Studies Department)

1. **Overview Statement:** Briefly summarize the assessment activities that were undertaken this academic year, indicating which program goal was assessed and who was involved:

This academic year we followed up with the three-year assessment plan drafted in 2008. This included a detailed curriculum map and rubrics for assessing each program goal's learning outcomes. We focused on embedded assignments for objective evaluation. We haven't been able to secure participation in a senior exit survey for subjective evaluation (see attached).

Under the leadership of the Program Chair, with substantial administrative support from program assistant Marissa Litman, we undertook an assessment of the following two program goals: #1 (a) and #2 (a, b, and c); see details below. Note: goals were assessed only when applicable and feasible, depending on the course (not all the 32 students were assessed in both goals.)

Students who complete the B.A. in Latin American Studies can:

- 1a. Students can describe and contrast patterns of geographic and sociocultural diversity in the region
- 2a. Students can identify, classify and analyze the main historical periods of Latin American development
- 2b. Students can define, differentiate and assess the central economic and political models that have been used in the region, including their impact on the social relations of power
- 2c. Students can describe and analyze the complex relationships between the United States and Latin America, including how Latin Americans and Latin@s have influenced different aspects of American society and culture

2. **Please Answers the Following Questions for Each of the Student Outcomes Assessed:**
- a. **What did you do?**

Direct Assessment:

The assessment coordinator and program assistant identified all LAS courses being taken by LAS majors.

Course instructors were given a copy of the program learning outcomes rubric for the goals to be assessed (one rubric for each LAS student in their courses).

Course instructors evaluated the students based on the work performed during the semester (written assignments, presentations, class participation) and marked their assessment in the rubric copies given to them.

Course instructors provided the marked rubrics to the assessment coordinator.

The assessment coordinator analyzed all the rubrics and summarized the findings. Findings were discussed at the November 2012 Fall LAS faculty meeting.

Indirect Assessment

We used the LAS Graduate Exit Survey that includes a section allowing students to assess their learning according to program goals.

The program assistant asked each graduating senior and minor in LAS to fill out the survey. Responses continue to be low. We are not happy with how this is working; e.g., we have realized that we cannot sort the responses as per year of graduation. At the November 2012 Fall LAS faculty meeting we discussed how to improve this system. and make sure that all graduating students participate in the survey. We have decided to work with the Center for Information and Technology and develop a new survey for each semester starting on Spring 2013. This will allow us to better monitor graduating students' participation in the survey, sort responses per Academic Year, and evaluate survey results in relation to the specific course offerings of each semester.

b. What did the faculty in the department or program learn?

Summarize your findings and conclusions as a result of the assessment indicating strengths and weaknesses in student learning demonstrated by this assessment.

Assessment of goals #1 and #2:

There were 32 (thirty-two) students evaluated in a total of thirteen courses in Fall 2011 and Spring 2012 (Latin American Politics, Latin American Perspectives, Seminar in Latin America History, Liberation Theology, Liberation Theology in Spanish, Panamerican Saints, Latin@ America Performance and Culture, Subversive Feminine Enjoyment in Latin American, Hispanic and Latino Film and Literature, Human Rights and Film, Religion in Latin America, 20th Century Spanish American Literature, Art of the Americas, Brazilian Culture and Society).

Note: A = lowest score - E = highest score

- At least 40% of students scored in the highest level (E) (40%-43.48%)

- At least 65% of students scored in the two highest levels (D and/or E) 45%-68.75%)
 - Approximately 25% of students scored in medium level C (21.74-26.09%)
 - A maximum of 10% of students scored in the lower level A (see 2a)
 - A maximum of 13.5% of students scored in the two lower levels (A and/or B (see 2b)
- See details and charts below.

1a. Students can describe and contrast patterns of geographic and sociocultural diversity in the region.

Total students evaluated: 23

	A	B	C	D	E
# Students	1	1	6	5	10
%	4.35%	4.35%	26.09%	21.74%	<u>43.48%</u>

2a. Students can identify, classify and analyze the main historical periods of Latin American development

Total students evaluated: 20

	A	B	C	D	E
# Students	2		5	5	8
%	10%		25%	25%	<u>40%</u>

2b. Students can define, differentiate and assess the central economic and political models that have been used in the region, including their impact on the social relations of power.

Total students evaluated: 23

	A	B	C	D	E
# Students	2	1	5	5	10
%	8.70%	4.35%	21.74%	21.74%	<u>43.48%</u>

2c. Students can describe and analyze the complex relationships between the United States and Latin America, including how Latin Americans and Latin@s have influenced different aspects of American society and culture region.

Total students evaluated: 32

	A	B	C	D	E
# Students	2		8	9	13
%	6.25%		25%	28.13%	<u>40.62%</u>

CELASA Seminar Summer 2012

In addition to assessing students who took courses in AY 2011-2012, we assessed the eight

students who participated in the CELASA Seminar, a study abroad program led by Professor Roberto Gutierrez Varea, that took place between June and July 2012, in Cuetzalan, on Sierra Norte of Puebla, Mexico. LAS actively encourages study in Latin America, and this fully funded program offered students the opportunity to do so without any cost to them. The seminar instructor evaluated students on the same program goals of AY 2011 - 2012. Professor Varea found that while four of the assessed outcomes--1a, 2a, and 2b--related directly to the course, outcome 2c "students can describe and analyze the complex relationships between the United States and Latin America, including how Latin Americans and Latin@s have influenced different aspects of American society and culture" did not apply. The reason for this lays on the fact that the seminar's focus was on the socio-cultural context and work of three Nahuat and Totonaca indigenous women's collectives, and emphasis was placed on the complex relationships between these ethnic groups and "mainstream" Mexican culture, not American. Finally, it should be noted that the students performed above expectations, working in a united way in an immersion environment, which resulted in all eight evaluations receiving the same score.

Total students evaluated: 8

1a. Students can describe and contrast patterns of geographic and sociocultural diversity in the region.

	A	B	C	D	E
# Students					8
%					<u>100%</u>

2a. Students can identify, classify and analyze the main historical periods of Latin American development

	A	B	C	D	E
# Students					8
%					<u>100%</u>

2b. Students can define, differentiate and assess the central economic and political models that have been used in the region, including their impact on the social relations of power.

	A	B	C	D	E
# Students				8	
%				<u>100%</u>	

c. What will be done differently as a result of what was learned?

Discuss how courses and/or curricula will be changed to improve student learning as a result of the assessment. Include a discussion of how the faculty will help students overcome their weaknesses and improve their strengths.

The results of this year's assessment were discussed at the November 2012 Fall LAS faculty meeting. Based on the findings, we agreed that:

- Overall, LAS students are performing well.
- There is no major weakness in the program.
- We will continue to work in specific ways, appropriate to each course that we teach, to improve the performance of the students and reduce the percentage of students that score in medium level C (@25% and consistent in all goals assessed) so we can have higher percentages in levels D and E.

3. Attach a copy of the components of the department/program assessment plan that have been modified since its initial submission:

- a. Program Mission
- b. Program Learning Goals
- c. Program Learning Outcomes
- d. Program Learning Rubrics aligned with outcomes
- e. Curriculum map that shows the courses that pertain to the outcome.

a. Program Mission (no included in the initial submission)

The Latin American Studies Program embodies the University of San Francisco’s mission to provide a rigorous, world-class education to a new generation of leaders, who will work to create a more humane and just world. The Latin American Studies major prepares students for a global and transnational “America” by providing sophisticated, hands-on, innovative courses. With its emphasis on interdisciplinary studies, immersion experiences, and second-language proficiency, the Program enables students to understand the historical, cultural, economic, political and social conditions that shape contemporary Latin America.

Note re b, c, d, and e:

There have been no substantial changes to the assessment plan at this time. We are attaching the rubrics that were assessed. We consider that current learning outcomes and rubrics are appropriate to assess students’ performance in our inter-disciplinary program. They consider the totality of the program’s learning goals and allow instructors to assess goals only when applicable and feasible, depending on the course.

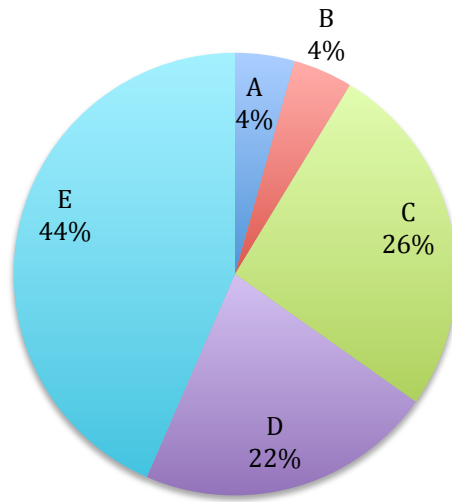
Please return to: Provost Office

You can send your replies as either a Word attachment (to: marin@usfca.edu) or as a hard copy to: Provost Office, Lone Mountain Rossi Wing 4th floor.

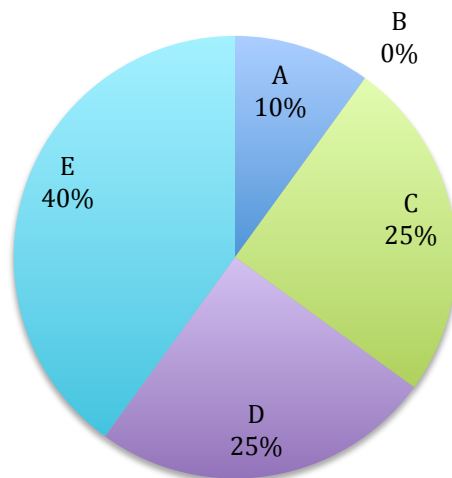
If you have any questions, please contact: William Murry, Director of Institutional Assessment (wmurry@usfca.edu or x5486).

LAS AY 2011-2012 CHARTS

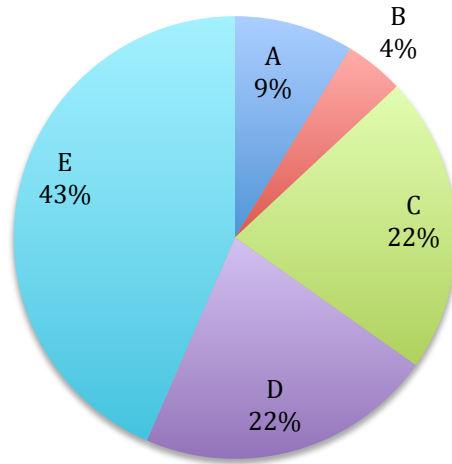
Goal 1a



Goal 2a



Goal 2b



Goal 2c

