

# Chicanx-Latinx Studies, Annual Assessment Report

## AY20-21

### Year of Reflection

A year of reflection allows the department/program to review the totality of your assessment practices and results, and to consider how to work towards bettering your program and/or assessment plan. This could result in changes to PLOs, assessment strategies, curriculum, or other assessment activities. Your faculty might consider where they envision the program going next. Or, perhaps, there is some goal the faculty would like to approach or some question relevant to student learning they would like to answer. A year of reflection emphasizes the true meaning of assessment, allowing for continuous improvement of your program.

### Report

- **Name(s) of program(s) and degree type(s)** (Major, Minor, Graduate, or Non-Degree)  
Chican@-Latin@ Studies (minor)  
\*Note: I need to formally update the program name in the system as Chicanx-Latinx Studies, which is the language we use.
- Names and contact information of the faculty coordinating the assessment of each program and report.  
Christina Garcia Lopez, program coordinator (cglopez3@usfca.edu)
- Your Mission Statement; note any changes since last report.  
\*Note: The mission statement will need to be updated online to reflect the program name change to Chicanx-Latinx Studies, as well as to make the change to the “Chicanx” and “Latinx” in the overall language.

Chican@-Latin@ Studies prepares students for informed political action and justice work with and within Chican@ and Latin@ communities.

The program is based on the recognition of the country's growing Latin@ communities and their historical role in the fight for decolonization, re-definitions of nationhood and citizenship, as well as their broader struggles and interconnections across the Americas. Students are introduced to major theories and perspectives on the cultural, socio-economic, and political issues affecting Chican@ and Latin@ populations in the United States. Through the program, students come to understand how structures of race, class, gender, sexuality, and ideology condition inequality and social conflict.

Students develop the skills necessary for professional and graduate work in areas such as social work, education, business, health sciences, the arts and humanities, law, and management.

- Your PLOs; note any changes since last report.  
(No changes since last report.)
- 1. Comparatively analyze social, economic, and/or political forces shaping the historical experiences of Chicanx and Latinx communities through academic contexts.
- 2. Students can read and write academically and intellectually sophisticated texts that analyze issues relating to Chicanx and Latinx communities.
- 3. Students can describe, appraise, and criticize master narratives from popular, scholarly, and/or civic discourse that often perpetuate systemic inequalities especially as they relate to the Chicanx and Latinx populations.
- 4. Students can summarize and critically assess current social, political, and economic issues that affect Chicanx and Latinx Studies.
- Your current Curricular Map; note any changes since last report.  
See attached. No changes since last report.
- Your assessment schedule between APRs: a year-by-year list of PLOs assessed since your last APR and those to be assessed before your next APR. Contact your FDCD for clarification if needed.  
2016-2017—PLO2  
2017-2018—PLO4  
2018-2019—PLO1  
2019-2020—Reflection option (originally planned to assess PLO3; need to do in '21-'22)  
2020-2021—Year of Reflection
- Description of the methodology including rubrics or other instruments for the required and/or alternative assessment process.  
The above information is based on my records of prior assessment reports, and the below information is based on CLS Board Meeting conversations among faculty, as well as my observations as program coordinator.
- Description of your results noting any significant findings from the data or assessment process.

*State of the Faculty*—Last year, it was apparent that we needed to expand our board, as each member (Roberto Varea, Nicole Gonzales Howell, Karina Hodoyan, and myself) carries a variety of demanding service roles. Having lost one of our previous board members, Danny Gascón, over a tenure denial several years ago, we were all stretched thin by service demands. As Karina Hodoyan is presently on sabbatical, we were very fortunate to gain 3 board members this F21 semester (Jorge Aquino, Julio Moreno, and Omar Miranda). While we continue to need more Latinx faculty at USF, particularly regarding the DEI work that is needed, as well as the increasing number of Latinx students, we do feel a renewal by the expansion of our board.

*Courses Desired*—One of the aspects that makes our minor attractive and practical for students is the ability to fulfill core requirements while simultaneously earning the minor. For example, the ability to earn a C1 Literature or History requirement while also engaging material that feels culturally relevant can be incredibly advantageous to student success, whether or not the student is a CLS minor. The ability to take a variety of such courses only maximizes students' success, and increases the potential that they may opt to enroll in the minor. Thus, it would be very helpful if administration could encourage more departments to regularly offer core courses that focus on Latinx issues. For example, students frequently request a Latinx Philosophy class; yet there is none. Additionally, Rhetoric courses focused on Latinx issues would be incredible, as that is often one of the first requirements new students take; Latinx focused courses could enable new students to succeed, while also making them aware of the potential to take other Latinx focused courses at USF.

*Required Core Course*—SOC 218 Latin@-Chican@ Culture & Society is currently the only course that the online degree evaluation recognizes as fulfilling the “required core course” for the CLS minor. Ideally, this would be a course that all CLS minors take; however, it is not offered regularly enough to ensure the ability to do so. Thus, we accept a number of other courses in substitution for that course. We should re-evaluate which courses should count as substitutions, and the rationale for each. The question we have faced is whether to formally input those other course options into the system, so that substitutions will not be required, or if there is any possibility that SOC 218 might be more frequently offered, which of course, would depend on the Sociology department's ability to do so. This comes back to the need for more full time Latinx faculty who can teach Latinx content on a regular basis, which will become increasingly important not only for our minor, but for USF's ability to best serve a growing Latinx student body, and to support their retention and graduation.

*Enrollment*—While we continue to struggle to enroll new minors, with our current total at 12 students, part of this is the limited time for targeted outreach, which has proven in the past to be the best way to draw new minors. By targeted outreach, I mean, for example, reviewing student lists for classes that count towards the “core” and/or “full coverage” requirements for the minor, pulling up their online degree evaluations to see who has other CLS classes already completed, and reaching out to those students to let them know how close they are to fulfilling the degree, and potential ways to efficiently complete it. Other targeted outreach strategies might be by building relationships with Latinx student orgs; yet, as we have fewer of those orgs now than in the past, that can be a challenge. Targeted outreach takes time, and as there is no course release for CLS director anymore, and the PA role is stretched across a variety of programs, it becomes very difficult to conduct such outreach. Yet, it is something we will continue to strategize around, especially by promoting the program to students who are currently in CLS classes at advising time. One major point is that even as we struggle to draw a large number of minors, our classes are well enrolled, and form an essential part of the success of Latinx students at USF; while most of them are not CLS minors, they benefit immensely from taking the courses we advocate for.

*Checklist Core Designations*—We need to go over our checklist and update it with any corrections regarding core designations, as well as any newer classes that are not currently on the

list. Additionally, as stated above, we need to reassess which courses do and do not count as substitutions for the SOC 218 core required course.

*Potential Merger w/ LAS*—As stated above, our faculty are stretched thin, which makes it difficult to execute tasks such as assessment, curriculum updates, and system updates, in addition to paper prize reading, and event organization. This is particularly true as most of us serve on multiple boards, and several of us hold director roles. In particular, Latin American Studies and Chicana-Latina Studies have overlap in curriculum, potential students, events, and board members. Thus, we have been working on a merger between our two programs, which would ultimately be a Major/Minor program in Latin American & Latina Studies. Combined, the curriculum would emphasize the global, transnational nature of the communities of study, and could be taken as either a major or a minor. It would not need to displace the Chicana-Latina & Indigenous Studies track per se, though we might reconstitute it in some way.

- Description of how the results were shared with faculty and how your department/program responded to the results. This is where you should lay out any plans for future improvement or assessment of your program indicated by the results.  
These findings are based on discussions with the faculty board, so they are aware of the results, and this report will be emailed to the board members as well. In terms of action items, we need to review our checklist and curriculum, and work to get any updates needed in Curriculog. We also need to be in conversation with departments such as Rhetoric and Philosophy regarding potential new Latina-focused course offerings, and be in conversation with Sociology to determine how frequently SOC 218 can be offered. We realize that departments' ability to assist us in these endeavors is greatly dependent on their own faculty numbers and needs. Thus, we continue to encourage USF to keep Latina students' needs in mind with regard to full time hiring. Additionally, a major action item is to begin conceptualizing curriculum requirements for a Latin American & Latina Studies major/minor. In terms of assessment, we need to be sure to assess PLO3 upon next year's assessment cycle. Finally, in terms of recruitment, we need to share our spring course list with all professors currently teaching courses that count towards CLS, and request that they share the list with their students, to make them aware of our offerings.
- Discussion of any significant feedback from your previous year's report and how your department/program responded to that feedback.  
Our feedback from last year's assessment report (reflection option) was positive, and emphasized that our program successfully adapted to the remote learning environment, amid the given challenges. No changes to PLOs or curricular maps were suggested.