

LATIN AMERICAN STUDIES - AGGREGATE

ASSESSMENT REPORT ACADEMIC YEAR 2018 – 2019 REPORT DUE DATE: 11/01/2019

- **Who should submit the report? – All majors, minors (including interdisciplinary minors), graduate and non-degree granting certificate programs of the College of Arts and Sciences.**
- **Programs can combine assessment reports for a major and a minor program into one aggregate report as long as the mission statements, program learning outcome(s) evaluated, methodology applied to each, and the results are clearly delineated in separate sections**
- **Undergraduate, Graduate and Certificate Programs must submit separate reports**
- **It is recommended that assessment report not exceed 10 pages. Additional materials (optional) can be added as appendices**
- **Curriculum Map should be submitted along with Assessment Report**

Some useful contacts:

1. Prof. Alexandra Amati, FDCD, Arts – adamati@usfca.edu
2. Prof. John Lendvay, FDCD, Sciences – lendvay@usfca.edu
3. Prof. Mark Meritt, FDCD, Humanities – meritt@usfca.edu
4. Prof. Michael Jonas, FDCD, Social Sciences – mrjonas@usfca.edu
5. Prof. Suparna Chakraborty, AD Academic Effectiveness – schakraborty2@usfca.edu

Academic Effectiveness Annual Assessment Resource Page:

<https://myusf.usfca.edu/arts-sciences/faculty-resources/academic-effectiveness/assessment>

Email to submit the report: assessment_cas@usfca.edu

Important: Please write the name of your program or department in the subject line.

For example: FineArts_Major (if you decide to submit a separate report for major and minor);

FineArts_Aggregate (when submitting an aggregate report)

I. LOGISTICS

1. Please indicate the name and email of the program contact person to whom feedback should be sent (usually Chair, Program Director, or Faculty Assessment Coordinator).

Roberto Varea, Professor of Theater, and Director of the Latin American Studies Program, varea@usfca.edu

2. Please indicate if you are submitting report for (a) a Major, (b) a Minor, (c) an aggregate report for a Major & Minor (in which case, each should be explained in a separate paragraph as in this template), (d) a Graduate or (e) a Certificate Program

I am submitting an Aggregate Report for the LAS Major and Minor

3. Please note that a Curricular Map should accompany every assessment report. Has there been any revisions to the Curricular Map?

No revisions were made to the curricular map.

II. MISSION STATEMENT & PROGRAM LEARNING OUTCOMES

1. Were any changes made to the program mission statement since the last assessment cycle in October 2018? Kindly state "Yes" or "No." Please provide the current mission statement below. If you are submitting an aggregate report, please provide the current mission statements of both the major and the minor program

Note: There were no changes made to either mission statement since last assessment cycle.

LATIN AMERICAN STUDIES MAJOR MISSION STATEMENT:

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.

LATIN AMERICAN STUDIES MINOR’S STATEMENT (while also covered by the MAJOR’S/PROGRAM statement):

The Latin American Studies Minor is designed for students interested in combining an understanding and appreciation of Latin America with another discipline or major. The minor enhances students' professional training as it offers regional focus, direction, and coherence to complement their undergraduate education.

- 2. Were any changes made to the program learning outcomes (PLOs) since the last assessment cycle in October 2017? Kindly state “Yes” or “No.” Please provide the current PLOs below. If you are submitting an aggregate report, please provide the current PLOs for both the major and the minor programs.**

Note: Major revisions in the program learning outcomes need to go through the College Curriculum Committee (contact: Professor Joshua Gamson, gamson@usfca.edu). Minor editorial changes are not required to go through the College Curriculum Committee.

Note: There were no changes to the MAJOR or MINOR PLOs since our last assessment cycle. As a reminder, the MINOR’s PLOs were partially revised in the fall semester of 2017.

LATIN AMERICAN STUDIES PROGRAM PLOs:

LAS MAJOR:

- 1a. Students can describe and contrast patterns of geographic and sociocultural diversity in the region 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.
- 3a. Students can read advanced texts; write about daily activities; and communicate with native speakers about everyday topics and personal opinions.
- 3b. Students can describe, appraise and criticize major literary and other cultural works from the region, including how they reflect their historical period and illuminate systemic inequalities.

- 4a. Students can craft a well-organized and clearly written multi-page essay.
- 4b. Students can express themselves clearly, coherently and thoughtfully in discussions and presentations.
- 4c. Students can demonstrate the research skills necessary to make original contributions to the study of Latin America.
- 5a. Students can summarize and critically assess current social, political, and economic issues in the region.
- 5b. Students can describe and critically appraise their academic and extra-curricular experiences in Latin America.
- 5c. Students can promote understanding of Latin America in educational, service, social, or employment contexts.

LAS MINOR:

- 1. Students can describe and critically analyze the major historical, social, political, and economic processes that have shaped the lives of Latin Americans.
- 2. Students can individually and comparatively describe and analyze the diversity of the Latin American region and its peoples from at least two perspectives (social, **cultural**, historical, and/or religious and philosophical).
- 3. Students can read and write academic texts and express information in Spanish and/or Portuguese, and demonstrate familiarity with the region's cultural and/or literary production.

3. State the particular Program Learning Outcome(s) you assessed for the academic year 2018-2019.

PLO(s) being assessed (Major & Minor):

We assessed the MAJOR's PLO 2a., with an emphasis on *Latin American History*:

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

We also focused on the same sample of students to assess the MINOR's PLO 1, with an emphasis on the *historical processes*.

1. Students can describe and critically analyze the major historical, social, political, and economic processes that have shaped the lives of Latin Americans.

III. METHODOLOGY

Describe the methodology that you used to assess the PLO(s).

For example, “the department used questions that were inputted in the final examination pertaining directly to the <said PLO>. An independent group of faculty (not teaching the course) then evaluated the responses to the questions and gave the students a grade for responses to those questions.”

Important Note – WSCUC advises us to use “direct methods” which relate to a direct evaluation of a student work product. “Indirect methods” like exit interviews or student surveys can be used only as additional complements to a direct method.

For any program with fewer than 10 students: If you currently have fewer than 10 students in your program (rendering your statistical analysis biased due to too few data points), it is fine to describe a multi-year data collection strategy here. It would be important to remember that every 3 years, we would expect you to have enough data to conduct a meaningful analysis.

Important: Please attach, at the end of this report, a copy of the rubric used for assessment.

Methodology used (Major and Minor):

For the 2018-19 assessment, the Latin American Studies Program focused on the MAJOR’s PLO 2a, and the Minor’s PLO 1. These two will be referred to as “**PLOs 2a/1**” to represent both Major and Minor on this aggregate document. We concentrated on “Students can identify, classify and analyze the main historical periods of Latin American development” from Major’s Goal #2 and #1 for the Minor “Students can describe and critically analyze the major historical ... processes that have shaped the lives of Latin Americans,” placing an emphasis on colonial and independentist movements.

We selected one elective course within the required “Historical Perspectives” cluster, namely, “HIST 379 Latinos in the US” taught in the Spring 2019 semester, with a focus on written examinations dealing with the colonial and independentist movements in Latin America outlined above. There were 20 students enrolled, and our sample consisted on the work of 13 students. A third of students in the class were LAS majors or minors. This course fulfills the Historical Perspectives requirement for both Major and Minor. The course was taught by Professor Julio Moreno.

The primary tool used to assess PLOs 2a/1 was the midterm exam, an essay, focusing on questions partially designed to address this assessment for both the LAS and CLS (Chicanx-Latinx Studies Minor) programs. This exam was assigned by Professor Julio Moreno. A group of faculty which included Profs. Christina Garcia Lopez, Nicole Gonzalez-Howell, and myself, Roberto Varea, read the papers and conducted the assessment, using the rubrics included in “additional materials.”

For PLOs 2a/1 we focused on the larger rubric “Students can clearly identify, classify, and summarize main periods of Latin/x American history, according to criteria such as chronology, geographical region and relationship to external (colonial) and internal power structures, including the social, political and economic forces shaping them.” We divided these into three sub-categories: 1. Verify, summarize and classify according to chronology and geographical region; 2. Summarize and classify according to relationship to external (colonial) power

structures; and 3. Summarize and classify according to internal social, political and economic forces. We assigned 2 points to each sub-category for the papers that met that criteria, 1 point to the papers that did not, and 3 points to the papers that exceeded it. A middle score meeting the outcomes was then 6 points (two per area), 3 points total would be given to papers that did not meet either, and a top score exceeding all three sub-categories was assigned a 9. This rating system allowed for intermediate ratings (i.e. a rating of 6 could also involve receiving a 2 in one sub-category, and a 1 and a 3 in each of the other two, or a rating of 7 could involve a 3-2-2). Ratings 3 and 4 were considered “do not meet,” 5, 6, and 7 were considered “meet,” and 8 and 9 were considered to “exceed” the PLOs outcomes.

Midterm paper: The midterm essays ranged between 8 and 16 pages in length. It had to include the key research questions, citations from at least three sources presented in class during the semester so far, and a bibliography including scholarly sources not cited in the course outline.

IV. RESULTS & MAJOR FINDINGS

What are the major takeaways from your assessment exercise?

This section is for you to highlight the results of the exercise. Pertinent information here would include:

- a. **how well students mastered the outcome at the level they were intended to,**
- b. **any trends noticed over the past few assessment cycles, and**
- c. **the levels at which students mastered the outcome based on the rubric used.**

To address this, among many other options, one option is to use a table showing the distribution (see below).

Results (Major and Minor):

Using the criteria outlined in the point above, of the thirteen students evaluated, we found that:

None of the students fell into the “Does Not Meet = 3 to 4 pts.,” described as: *1. Students can basically identify and describe main periods of Latin/x American history according to only one criteria such as chronology and geographical region; 2. Students can’t clearly classify main periods of Latin/x American history according to relationship to external (colonial) power structures, and; 3. Students can offer no significant analysis relative to internal socio-political and economic contexts in major periods of Latin/x American history.* This represented 0% of the students falling into an area where they did not meet the intended outcome.

Eight students fell into “Meets = 5, 6, and 7 pts.,” described as *1. Students can clearly identify and classify main periods of Latin/x American history according to criteria such as chronology and geographical region; 2. Students can identify main periods of Latin/x American history according to relationship to external (colonial) power structures, and; 3. Students can offer*

basic analysis of the internal socio-political and economic contexts in major periods of Latin/x American history; This represented 61.5% of the sample.

Five students fell into the “Exceeds = 8 and 9 pts.” described as *1. Students can go beyond classification and analysis of historical periods to offer original critique, informed by secondary sources; 2. Students can go beyond identifying main periods of Latin/x American history according to relationship to external (colonial) power structures, to include original critique, informed by secondary sources, and; 3. Students can offer in-depth critical analysis of forces shaping Latin/x American historical periods including in-depth reflection of their social, political and economic context and systemic inequalities,* representing 38.5% of the sample.

It should be noted that if we tally those scoring above the 6 pt. median, a total of 9 students representing 69.24% of the total sample meet that mark. Of these, 3 students, or 23% of the total sample scored a solid 9, and can be considered as possessing a “complete mastery of the outcome.” Six of these students or 46.24% scored above 6 pts. but below 9, and “mastered the outcome in most parts,” with the ensuing 4 students representing 30.76% of the total sample scoring a solid 6, or “mastered some parts of the outcome.

We have not found records of previous assessment in this area in either Major or Minor, so we cannot offer any reflections relating to past trends.

These very positive results exceeded our expectations for a demanding course and curricular area or perspective.

Level	Percentage of Students
Complete Mastery of the outcome	23%
Mastered the outcome in most parts	46.24%
Mastered some parts of the outcome	30.76%
Did not master the outcome at the level intended	0%

V. CLOSING THE LOOP

1. Based on your results, what changes/modifications are you planning in order to achieve the desired level of mastery in the assessed learning outcome? This section could also address more long-term planning that your department/program is considering and does not require that any changes need to be implemented in the next academic year itself.

Closing the Loop (Major & Minor):

Compared with the results of the assessment report submitted in 2018 when we focused on PLOs 3a/2 for the Major and Minor, the percentage of students that “mastered the outcome in most parts” remained a healthy 46.24% as last year’s 46.15%. The other two categories, “complete mastery of the outcome” and “met the outcome in most parts” almost perfectly flipped, showing no substantial statistical difference. We are pleased with these numbers.

It is important to note that comparing this year to last involves comparing two different “perspectives” –historical with cultural– from our required “clusters.” We look forward to assessing these PLOs again in the future to have a clearer way to evaluate them within their curricular perspective.

2. What were the most important suggestions/feedback from the FDCD on your last assessment report (for academic year 2016-2017, submitted in October 2017)? How did you incorporate or address the suggestion(s) in this report?

Suggestions (Major & Minor Aggregate also for last year):

We received a very positive feedback document from Michael A. Jonas (AY 17-18 LAS MajMinFeedback.pdf) which did not identify any specific areas to improve on, and generally praised our work. We hope this year’s report meet the evaluator’s expectations as well.

ADDITIONAL MATERIALS

(Any rubrics used for assessment, relevant tables, charts and figures should be included here)

LAS Major & Minor learning outcomes assessment
October 21, 2019

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

MINOR: PLO 1. Students can describe and critically analyze the major historical, social, political, and economic processes that have shaped the lives of Latin Americans.

- Course: HIST 379 Latinos in the US
- Assignment: Midterm Written Essay
- Professor: Julio Moreno

Criteria	3=Exceeds	2=Meets	1=Does Not Meet
<p>PLO 2a. (Major) <i>Students can identify, classify and analyze the main historical periods of Latin/x American development</i></p> <p><i>///</i></p> <p>PLO 1. (Minor) <i>Students can describe and critically analyze the major historical, social, political, and economic processes that have shaped the lives of Latin Americans.</i></p>	Students can go beyond classification and analysis of historical periods to offer original critique, informed by secondary sources	Students can clearly identify and classify main periods of Latin/x American history according to criteria such as chronology and geographical region	Students can basically Identify and describe main periods of Latin/x American history according to only one criteria such as chronology and geographical region
	Students can go beyond identifying main periods of Latin/x American history according to relationship to external (colonial) power structures, to include original critique, informed by secondary sources	Students can identify main periods of Latin/x American history according to relationship to external (colonial) power structures	Students can't clearly classify main periods of Latin/x American history according to relationship to external (colonial) power structures
	Students can offer in-depth critical analysis of forces shaping Latin/x American historical periods including in-depth reflection of their social, political and economic context and systemic inequalities.	Students can offer basic analysis of the internal socio-political and economic contexts in major periods of Latin/x American history	Students can offer no significant analysis relative to internal socio-political and economic contexts in major periods of Latin/x American history