Program Learning Goals Annual Assessment Report

Department ___ Latina/Latino Studies ___ College ___ Ethnic Studies _________

Degree Program(s) ___ BA & Minor ______

Program Learning Goals Rubric - developed and used by the University Academic Assessment Advisory Committee (UAAAC) to provide feedback to programs about their program learning goals.

Learning objectives should reflect the program’s distinct mission in connection with the university’s broader educational goals, as well as aligning with the individual courses in which they are addressed. They should allow faculty to communicate their expectations, students to reflect on their own growth, and programs to measure and improve their educational results.

<table>
<thead>
<tr>
<th>DEVELOPED</th>
<th>DEVELOPING</th>
<th>NEEDS DEVELOPMENT</th>
<th>ABSENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning goals are clear and can be accurately assessed</td>
<td>Learning goals are mostly clear; some can be assessed</td>
<td>Learning goals are present but vague; unclear how an evaluator could determine whether goals were met</td>
<td>Program learning goals are absent or incomplete</td>
</tr>
</tbody>
</table>

Every degree program offered by a department (minor, BA, BS, MA, MS etc) should have its own program learning goals. This report can focus on the learning goals for one program or present learning goals for multiple programs.

1. List your most recent program learning goals prior to any revisions.

PLO #1: To understand and identify the origins and context of diverse individual and group experiences of Latinas and Latinos in the United States.

PLO #2: To develop an understanding of Latina/Latino Studies that is community-centered, reflexive, gender sensitive, and grounded in a multidisciplinary perspective.

PLO #3: To assess the historical and contemporary experiences of Latinas and Latinos with special emphasis on gender and how gender structures identities, roles, and relationships both domestically and transnationally.

PLO #4: To develop competency in the research and analysis of the personal, family, immigration, gender, and youth histories of Latinas/Latinos in the United States through the utilization of oral history and ethnographic theoretical perspectives and methodologies.

PLO #5: To be able to make links between content in the Latina/Latino Studies curriculum and practice in the community.

PLO #6: To develop an area of expertise and depth in Latina/Latino populations in the United States. In addition to the major’s multidisciplinary foundation, we encourage students to sharpen their expertise in Latino demographics and one of the three broad areas of our
departmental course offerings: #1 Arts and Humanities, #2 History, or #3 Behavioral and Social Science.

PLO #7: To develop competency in writing skills relevant to Latina/Latino Studies and Ethnic Studies.

2. Please describe the process of revising your program learning goals this semester. How were department faculty members involved? Were the revised learning goals developed in department meetings or other gatherings?

Faculty discussed the existing PLOs during in-person departmental meetings and collectively edited existing PLOs via email and during in-person departmental meetings.

3. What informed your decision to revise your learning goals (e.g. changes in the profession, new focus of the department, outcome of assessment)?

Recent program review.

4. What are your new program learning goals?

PLO #1: To understand the historical and contemporary roles of U.S.-Latin American/Caribbean relations and their interconnectedness as they relate to migration and the creation of Latina/Latino communities in the United States.

PLO #2: To assess the individual and group experiences of Latinas/Latinos in the United States as well as their diverse contributions to U.S. history, society, and culture.

PLO #3: To develop a community-centered approach to Latina/Latino Studies in which students make links between content in the Latina/Latino Studies curriculum and practice in the community.

PLO #4: To recognize the importance of differences in gender, national origin, mode of immigration, skin color, citizenship, and sexuality in shaping identities, experiences, and tensions within the Latina/Latino population.

PLO #5: To develop competency in the research and analysis of the personal, family, immigration, gender, and youth histories of Latinas/Latinos in the United States through the utilization of oral history and ethnographic theoretical perspectives and methodologies.

PLO #6: To develop an area of expertise in one of the three areas of our departmental course offerings: #1 Latina/Latino Arts and Humanities, #2 Latina/Latino History, or #3 Latina/Latino Behavioral and Social Science.

PLO #7: To demonstrate critical thinking, writing, and communication skills strongly informed by the field of Latina/Latino Studies.

PLO #8: To gain knowledge of contemporary social theories and apply them to Latina/Latino history, concepts, perspectives, actors, events, and processes in Latin America, the United States, and the Caribbean.
PLO #9: To critically interpret and examine Latinas and Latinos within the wider context of comparative ethnic studies.

Given that this year you have revised your program learning goals, the next step would be to either plan how you would assess program learning goals by completing a curriculum map or to assess one of your program learning goals in the next academic year.