

# MA Program Learning Outcomes Assessment Plan (2022-23)

Center for Latin American Studies, University of Arizona

## I. Program Learning Outcomes

**Upon completion of the MA program, students should be able to:**

LO1: Analyze and evaluate theoretical, methodological, and multidisciplinary approaches to social issues in Latin America.

LO2: Plan and create an original research or cumulative project on Latin America.

LO3: Communicate research to an academic audience in written and verbal formats.

## II. Curriculum Map

**X = the course, experience, or requirement directly and significantly contributes to student learning on that outcome.**

**A = evidence collected for program learning outcomes assessment**

	LO1	LO2	LO3
	Analyze and evaluate theoretical, methodological, and multidisciplinary approaches to social issues in Latin America.	Plan and create an original research or cumulative project on Latin America.	Communicate research to an academic audience in written and verbal formats.
<b>LAS 500 Introduction to Latin American Studies</b>	X	X	X
<b>LAS 550 Qualitative Research Methods &amp; Methodology</b>	X	X	X
<b>LAS Course Electives</b>	X		
<b>Thesis or Comprehensive Exam</b>	A	A	A

### III. MA assessment plan

#### Indirect measures:

##### **Exit survey:**

For 2022-23, we will administer an exit survey to see how well students feel the program prepared them to do each of the three learning outcomes.

Section 2 of the undergraduate exit survey will measure each of the three learning outcomes. For each of the four learning outcomes, a question will be posed: "How well did the LAS major prepare you to ...?" Students will answer on a likert scale from 1 (not well) to 5 (very well).

**Target-** The majority of students select 5 or 4 for each learning outcome.

Starting Fall 2023, we will begin the practice of both a pre- and a post-survey for incoming students. Pre- and post- surveys will directly measure LO1, LO2, and LO3.

- **Pre-Program Self Assessment:** Incoming grad students will complete an online survey at the beginning of the program in LAS 500. They will rate their expertise in Latin American Studies. For each learning outcome, they will identify how well they are able to do that learning outcome.
- **Post-Program Self Assessment:** Students will complete an exit survey at the end of the program in which they will be asked the same questions as the pre-program self assessment.

**Target-** The majority of students will rank their expertise higher on the post-survey than on the pre-survey for all learning outcomes.

##### **Direct measures:**

- The thesis or comps will directly measure LO1, LO2, and LO3.
- The chair of the student's committee will apply the rubric below and send completed rubric or scores to Katie O'Brien, [obrien7@arizona.edu](mailto:obrien7@arizona.edu).
- **Target-** The majority of students score exceptional or strong for each learning outcome.

## Thesis/Comps Exam Rubric for MA Program Learning Outcomes Assessment

	Exceptional	Strong	Developing	Poor
<b>LO1</b> <b>Analyze and evaluate theoretical, methodological, and multidisciplinary approaches to social issues in Latin America.</b>	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 1
	<p>Analysis is highly detailed and thorough.</p> <p>Insightfully weighs a variety of approaches to a social issue in productive conversation with Latin American(ist) scholars.</p> <p>Main argument(s) sophisticated and very well substantiated.</p>	<p>Analysis is detailed and thorough.</p> <p>Selects and critiques relevant approaches to a social issue in a Latin American country.</p> <p>Main argument(s) clear and well substantiated .</p>	<p>Analysis is superficial, uneven or limited in range/scope.</p> <p>Evaluates approaches to a social issue in a Latin American country to a certain extent.</p> <p>Main argument(s) unclear. Evidence and examples do not always align with an argument.</p>	<p>Analysis is weak.</p> <p>Identifies some approaches to a social issue but does not evaluate them.</p> <p>Lacks a main argument and/or sufficient evidence and examples.</p>
<b>LO2</b> <b>Plan and create an original research or cumulative project on Latin America.</b>	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 1
	<p>Designs and applies an innovative research (or reading) plan.</p> <p>Thoroughly explains the project's contribution to the field of Latin American Studies.</p> <p>(For thesis only) Data collection strategies are well justified</p>	<p>Designs and applies a solid research (or reading) plan.</p> <p>Clearly explains the project's contribution to the field of Latin American Studies.</p> <p>(For thesis only) Data</p>	<p>Designs and applies a research (or reading) plan in limited ways.</p> <p>Somewhat explains the project's contribution to the field of Latin American Studies.</p> <p>(For thesis only) Data collection strategies are somewhat justified based</p>	<p>Faulty design or application of a research (or reading) plan.</p> <p>Does not explain the project's contribution to the field of Latin American Studies.</p> <p>(For thesis only) Data collection strategies are not justified</p>

	based on the issues and questions investigated.	collection strategies are mostly justified based on the issues and questions investigated.	on the issues and questions investigated.	based on the issues and questions investigated.
<b>LO3 Communicate research to an academic audience in written and verbal formats.</b>	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 1
	Communicates research findings (one's own and/or others') in highly effective fashion, both in writing and during defense.  No errors in style or writing mechanics.	Communicates research findings (one's own and/or others') in organized fashion, both in writing and during defense.  Minor errors in style or writing mechanics.	Communicates research findings (one's own and/or others') in unclear or problematic ways; or demonstrates stronger writing than presenting skills (or vis-a-versa)  Consistent errors in style and writing mechanics.	Unable to communicate research findings (one's own and/or others'), either on paper or during the defense.  Major errors in style and writing mechanics make the message difficult to follow.

## IV. Resources

**OIA guidelines on academic program learning assessment:**

<https://assessresources.oia.arizona.edu/content/4>

**UCATT guidelines on academic program learning assessment:**

<https://ucatt.arizona.edu/assessment/learning-outcomes-assessment/academic-program-learning-assessment>