

Undergraduate Academic Assessment Plan 2012 2013

IDS Concentration in Latin
American Studies

Liberal Arts and Sciences

Contact Name & email

Richmond Brown

rfbrown@latam.ufl.edu

IDS Concentration in Latin American Studies Undergraduate Academic Assessment Plan

Mission Statement

The IDS concentration in Latin American Studies (LAS) at UF provides students with broad knowledge of contemporary and historical issues relevant to Latin America. The program's objective is to provide students with knowledge of Latin America from an interdisciplinary perspective. As stated in the university's mission and the college's mission, research and scholarship are integral to the educational process and to the expansion of our understanding of the world and as such, IDS students with a concentration in Latin American Studies will be able to conduct research relevant to Latin America, evaluate the information gathered, and articulate the results of the research clearly and effectively. The mission aligns with the missions of the college and the university by linking to the traditions and cultures of all societies and nurturing generations of young people from diverse backgrounds to address the needs of the world's societies.

Students must apply for admission to the IDS major in LAS by the end of the sophomore year at the latest, in consultation with two faculty sponsors (one of whom must be in LAS). A 3.0 GPA is required for admission to the major, which consists of:

1. 21 hours of upper-division course work with Latin American content, including at least one LAS 4935 seminar-- an interdisciplinary, discussion-based, capstone course which requires a substantial writing assignment. Ideally, no more than 9 hours should be taken in any single department.
2. Intermediate proficiency in a Latin American language (typically Spanish, Portuguese or Haitian Creole) as measured by coursework through the second year, standardized exams, or individual assessment by a language professional.
3. 7-12 hours of IDS 4906 (thesis research)
4. Completion of a senior thesis focused on Latin America and the Caribbean, under the direction of two faculty sponsors.

Student Learning Outcomes

Revised SLOs

Content

1. Students will conduct interdisciplinary research on a Latin American topic and articulate research results clearly.

Critical Thinking

2. Students will critically evaluate the significance, quality and veracity of information gathered in the literature and apply it effectively.

Communication

3. Students will communicate effectively in spoken and written formats.

Curriculum Map

Curriculum Map for:

IDS- Latin American Studies

College of Liberal Arts and Sciences

Key:
Introduced
Reinforced
Assessed

Courses SLOs	IDS4906	LAS4935
Content Knowledge		
SLO #1	I, R, A Assessment: Thesis	I, R, A Assessment: Research paper
Critical Thinking		
SLO #2	I, R, A Assessment: Thesis	I, R, A Assessment: Research paper
Communication		
SLO #3	I, R, A Assessment: Thesis	I, R, A Assessment: Research paper

Assessment Cycle

Assessment Cycle Chart

Assessment Cycle for: IDS Concentration in Latin American Studies

College: Liberal Arts and Sciences

Analysis and Interpretation: May/June
 Improvement Actions: Completed by August 15
 Dissemination: Completed by September 15

SLOs	Year	10-11	11-12	12-13	13-14	14-15	15-16
Content Knowledge	#1			x			x
Critical Thinking	#2				x		x
Communication	#3					x	x

The primary assessment method for each of the student learning objectives will be the research and writing of an interdisciplinary senior thesis focused on Latin America, ideally employing primary and secondary sources, under the guidance of two UF faculty members. The faculty sponsors will determine whether the student has mastered the relevant literature, critically analyzed primary source materials, and effectively articulated a compelling argument.

Methods and Procedures

SLO Assessment Matrix

SLO Assessment Matrix for 2012-13

2012-13 Student Learning Outcome	Assessment Method	Measurement Procedure
Students will conduct interdisciplinary research on a Latin American topic and articulate research results clearly.	Thesis; Research paper	Rubric
Students will critically evaluate the significance, quality and veracity of information gathered in the literature and apply it effectively.	Thesis; Research paper	Rubric
Students will communicate effectively in spoken and written formats.	Thesis; Research paper	Rubric

The concentration in Latin American Studies forms part of the Interdisciplinary Studies (IDS) program in the College of Liberal Arts and Sciences. As such, its guidelines regarding minimum requirements, coursework, etc. match those of the IDS program. For more information, see: <http://www.cLatin American Studies .ufl.edu/ids/>. Definitive of LAS as an IDS

major is the LAS-specific coursework, which is worked out by the student in consultation with the LAS program coordinator and her/his primary faculty advisor. This coursework includes at least one LAS 4935 seminar, an interdisciplinary course on a Latin American topic, based heavily on student discussion and which requires a substantial writing component. Also definitive of the IDS concentration in LAS is the research for and composition of the senior thesis referenced in the mission statement above, work the student carries out under the IDS 4906 course rubric.

Assessment oversight of the IDS concentration in LAS is built into the prerequisites of the IDS program, admission to which requires approval by a CLAS committee: the minimum GPA in coursework for undertaking and completing the IDS major in LAS, a clearly stated need for a specialized major, and the interdisciplinary thesis work with faculty advisors in two different departments.

Indirect Assessment

To monitor the success of the IDS-Latin American Studies program, the director of the Center for Latin American Studies will appoint a faculty committee every three years to review IDS theses and determine if they indicate students are demonstrating achievement of the student learning objectives. The committee will recommend appropriate action, including sending thesis guidelines to faculty sponsors.

The IDS office also tracks all applicants, those applicants that are accepted, and those applicants that are retained in the program. The IDS office also notes if the student graduated with honors.

The faculty sponsors vary from student to student as will the grading rubric. A sample grading rubric for the thesis and research paper is below:

Sample Rubric for grading senior thesis				
	A Paper	B Paper	C Paper	Unsatisfactory
Ideas	Excels in responding to assignment. Interesting, demonstrates sophistication of thought. Central idea/thesis is clearly communicated, worth developing; limited enough to be manageable. Paper recognizes some complexity of its thesis: may acknowledge its contradictions, qualifications, or limits and follow out their logical implications. Understands and critically evaluates its sources, appropriately limits and defines terms.	A solid paper, responding appropriately to assignment. Clearly states a thesis/central idea, but may have minor lapses in development. Begins to acknowledge the complexity of central idea and the possibility of other points of view. Attempts to define terms, not always successfully.	Adequate but weaker and less effective, possibly responding less well to assignment. Presents central idea in general terms, often depending on platitudes or clichés. Usually does not acknowledge other views. Shows basic comprehension of sources.	Does not have a clear central idea or does not respond appropriately to the assignment. Thesis may be too vague or obvious to be developed effectively. Paper may misunderstand sources.
Organization & coherence	Uses a logical structure appropriate to paper's subject, purpose, audience, thesis, and disciplinary field. Sophisticated transitional sentences often develop one idea from the previous one or identify their logical relations. It guides the reader through the chain of reasoning or progression of ideas.	Shows a logical progression of ideas and uses fairly sophisticated transitional devices. Some logical links may be faulty, but each paragraph clearly relates to the paper's central idea.	May list or arrange ideas randomly. May use transitions, but they may not be logic based. Paragraphs have topic sentences but may be overly general.	Organization may be random and lack internal paragraph coherence using few transitions. Paragraphs may lack topic sentences or main ideas, or be too general or too specific to be effective. Paragraphs may not all
Support	Uses evidence appropriately and effectively, providing sufficient evidence and explanation to convince.	Begins to offer reasons to support its points and interpret the evidence/explain connections between evidence and main ideas.	Uses generalizations often to support main points. Examples may not be obvious or relevant. Often depends on unsupported opinion or	Uses irrelevant details or lacks supporting evidence. May be a summary rather than analysis.
Mechanics	Almost entirely free of spelling, punctuation, and grammatical errors.	May contain a few errors, which do not impede understanding.	Usually contains several mechanical errors but do not impede the overall understanding.	Contains many mechanical errors or a few important errors that block the reader's understanding and ability to see connections between thoughts.

Assessment Oversight

Name	Department Affiliation	Email Address	Phone Number
Richmond Brown	LAS	rfbrown@latam.ufl.edu	352-273-4708
Margaret Fields	Assistant Dean, CLAS	mfields@ufl.edu	352-392-2264