

Academic Program
Plan for Assessment of Student Learning Outcomes
The University of New Mexico

A. College, Department and Date

1. College: *College of Arts and Sciences*
2. Department: *Chicana and Chicano Studies*
3. Date: *December 19, 2014*

B. Academic Program of Study*

New Mexican Cultural Landscapes certificate program

C. Contact Person(s) for the Assessment Plan

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D. Broad Program Goals & Measurable Student Learning Outcomes

1. Broad Program Learning Goals for this Degree/Certificate Program

- A. Students will assess the social, historical and cultural development of New Mexico's Chicano and Hispano communities within the larger context of U.S. and Mexican American history;
- B. Students will apply technology in collaborative learning situations to engage key concepts and problems, solve tasks, or develop solutions to problems;

2. List of Student Learning Outcomes (SLOs) for this Degree/Certificate Program

- A. 1. Students will demonstrate an ability to use interdisciplinary methods of study to understand how New Mexico's cultural heritages shape the lived realities of Nuevomexicanos. (372)
- B. 1. Students will demonstrate an ability to produce audiovisual materials to convey new forms of cultural knowledge and information to academic and community audiences. In this process, students will conduct oral history and other interdisciplinary methods of research, documentation and presentation. They will have the opportunity to present their work in class, at an academic venue, or in a community setting. (201 and 372)

* Academic Program of Study is defined as an approved course of study leading to a certificate or degree reflected on a UNM transcript. A graduate-level program of study typically includes a capstone experience (e.g. thesis, dissertation, professional paper or project, comprehensive exam, etc.).

Adapted from Kansas State University Office of Assessment

E. Assessment of Student Learning Three-Year Plan

1. Student Learning Outcomes

Relationship to UNM Student Learning Goals (insert the program SLOs and check all that apply):

| University of New Mexico Student Learning Goals | | | | |
|--|-----------|--------|----------------|--|
| Program SLOs | Knowledge | Skills | Responsibility | Program SLO is conceptually different from university goals. |
| A.1. Students will demonstrate an ability to use interdisciplinary methods of study to understand how New Mexico's cultural heritages shape the lived realities of Nuevomexicanos. | X | X | X | |
| B.1. Students will demonstrate an ability to produce audiovisual materials to produce new forms of cultural knowledge for academic and community audiences. In this process, students will conduct oral history documentation, and other interdisciplinary methods of documentation and presentation and present the product in class or at an academic venue. | X | X | X | |

2. How will learning outcomes be assessed?

A. What:

- i. *For each SLO, briefly describe the means of assessment, i.e., what samples of evidence of learning will be gathered or measures used to assess students' accomplishment of the learning outcomes in the three- year plan?*

Chicana and Chicano Studies recently inaugurated the New Mexican Cultural Landscapes certificate program in Chicana and Chicano Studies. Therefore, this is the first assessment plan for the program. This plan involves assessing two learning objectives over a three year period.

CCS will assess the A.1. SLO through the evaluation of a digital story produced in the CCS 372 course. A criterion for success will consist of a class average of 70% in each area of the rubric (See Appendix A). If 70% is not achieved then we will concentrate on the making improvements so that we earn the SLO outcome. The teaching faculty member will compile the data and report the findings annually at Chicana and Chicano Studies meeting. CCS considers this assessment *a direct measure of student learning*.

Adapted from Kansas State University Office of Assessment

CCS will assess the B.1. SLO through the evaluation of a digital story produced in the CCS 372 course. A criterion for success will consist of a class average of 70% in each area of the rubric (See Appendix A). If 70% is not achieved then we will concentrate on the making improvements so that we earn the SLO outcome. The teaching faculty member will compile the data and report the findings annually at Chicana and Chicano Studies meeting. CCS considers this assessment a *direct measure of student learning*.

CCS has also developed an exit survey to ascertain student perceptions of the effectiveness of the Chicana and Chicano Studies program (See Appendix B). CCS considers this assessment an *indirect measure of student learning*.

B. Who: State explicitly whether the program’s assessment will include evidence from all students in the program or a sample. Address the validity of any proposed sample of students.

The A.1. SLO will be evaluated for all sections of the CCS 372 (New Mexico Villages and Cultural Landscapes) in the fall. It is a CCS core course in the certificate program so it will be a representative sample. The B.1. SLO will be assessed in the CCS 372 (Introduction to Chicana and Chicano Studies). The course is offered once per year in the spring semester. It is a required course in the major so it will be a representative sample. All assessments involve *direct and indirect measures of student learning*.

3. When will learning outcomes be assessed? When and in what forum will the results of the assessment be discussed?

| Chicana and Chicano Studies SLO Assessment, 2015-2017 | | | | | | |
|---|-------------|-----------|-------------|-----------|-------------|-----------|
| | Spring 2015 | Fall 2015 | Spring 2016 | Fall 2016 | Spring 2017 | Fall 2017 |
| A.1 | X | X | X | X | X | X |
| B.1 | X | X | X | X | X | X |

During program meetings, CCS faculty will review and discuss the student learning outcomes data. At the CCS faculty retreat in December 2014, CCS faculty reviewed and approved the use of the LEAP Critical Thinking rubrics for the CCS 372. At the retreat scheduled for December 2015, CCS will discuss the tools, rubrics, and timelines for SLO assessment for the two courses assessed in the certificate program.

4. What is the unit’s process to analyze/interpret assessment data and use results to improve student learning?

Briefly describe:

The faculty teaching the course that is being assessed will analyze the data and prepare a statement of findings. All faculty will be involved in discussions of the assessment process. The findings will be made available at program meetings and reviewed during the annual winter retreat. Curricular adjustments to the prompts, course materials or pedagogical

Adapted from Kansas State University Office of Assessment

approaches will be suggested and discussed. Changes will be approved and recorded in the minutes of the meetings and retreat. The minutes will be circulated during CCS meetings and made available to all program faculty members via email. Since CCS is a new major there was no previous program assessment plan and therefore no changes to such a document occurred during this reporting period. CCS will also post student learning outcomes on the program website.

Appendix A

APPENDIX A

LEAP CRITICAL THINKING VALUE RUBRIC

CCS 372 New Mexico Cultural Landscapes Oral History and Digital Story Documentations

| | 4 | 3 | 2 | 1 |
|---|--|--|--|---|
| Introduction: Written Narrative and Oral History Documentation | Project, methodology, and process are stated clearly and described comprehensively, delivering all relevant information necessary for full understanding. Historical/personal background, setting, and context are stated in the Introduction. Thesis statement is provided. | Project, methodology, and process are stated, described, and clarified so that understanding is not seriously impeded by omissions. Historical/personal background, setting, and context are stated in the Introduction. | Project is stated but description leaves process and some terms undefined. Historical/personal background, setting, and context are missing from Introduction. | Project and methodology is not stated with clarification or description. |
| Evidence: Oral History Documentation | Information is taken from source(s) with enough interpretation/reflection to develop a comprehensive analysis or synthesis. Viewpoints of sources are considered thoroughly. | Information is taken from source(s) with enough interpretation/reflection to develop a coherent analysis or synthesis. Viewpoints of sources are subject to reflection and questioning. | Information is taken from source(s) with some interpretation/reflection, but not enough to develop a coherent analysis or synthesis. | Information is taken from source(s) without any interpretation/reflection. Viewpoints of sources are taken as fact, without reflection. <i>Selecting and using information to investigate a point of view or conclusion</i> |
| Student's Position: Oral History Documentation | Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. | Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis). | Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue. | Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious. |
| Conclusion: Oral History Documentation | Conclusion provides a strong summarization and reflection of the project. It echoes the thesis statement and indicates the conclusion of the documentation and evokes a sense of importance regarding oral history documentation. | Conclusion summarizes the project, process, and methodology. It refers to the thesis statement and reflects on the narrative content. | Conclusion summarizes the project, process, and methodology. It refers to the thesis statement. | Conclusion does not allude to introductory paragraph. It does not make reference to the thesis statement. |

| | | | | |
|---|---|--|--|---|
| <p>Technical Presentation: Digital Story Documentation</p> | <p>The video documentation exhibits skillful application of video documentation techniques, including creative and artistic exploration of medium. It works within the digital storytelling genre and provides: A point of view. A dramatic question. Emotional Content. Economy of material and information.</p> | <p>The video documentation exhibits skillful application of video documentation techniques. It articulates a strong and coherent visual narrative.</p> | <p>The video documentation is weak in several of the following areas: Title Narrative Narration Audio level Transitions/Animation Images:(photos/video) Soundtrack Credits</p> | <p>The video documentation is weak in all of the following areas: Title Narrative Narration Audio levels Transitions/Animation Images:(photos/video) Soundtrack Credits</p> |
|---|---|--|--|---|

CCS 372 New Mexico Cultural Landscapes Criteria for Oral History Documentation Paper

1. Does the narrative documentation follow the Formatting Guidelines?
2. Introduction: How well does the writer introduce their "community" setting? Assume that your reader does not know anything about the community you are documenting. What is the Thesis Statement/Question?
3. Historical Backdrop: What is the historical backdrop of the community and/or person being documented?
4. Does the writer provide context/setting/location?
5. How well does the documentation capture the subject's experiences, sentiments, perspectives, voice?
6. How well does the documentation capture sense of place- culture, people, built- environment, social characteristics?
7. Does the documentation provide quotes from conversations and interviews of people you spoke with? 8. If applicable to the narrative, be sure your documentation exhibits a broad range of demographics (gender, age, ethnicity, identity).
8. What are the issues confronting the community?
9. Does the documentation provide a concise and accurate representation of the community?
10. How well does the narrative flow? Is it engaging? Is it informative?
11. Conclusion: Does the narrative have a good summary/conclusion? Does your conclusion reference the Thesis Statement/Question?
12. Be attentive to Grammar: punctuation, syntax, diction, and spelling.

Criteria for Digital Cuento

(Use Movie Maker or I-Movie programs)

1. Title: Does the video have a title? How appropriate is it to the documentary?
2. Introduction: Is the subject/theme introduced?
3. Narrative: Is the narrative/story informative and engaging?
4. Does the narrative have a beginning, middle, and end?
5. Narration: Does the narration flow well? Is the narrator's voice used effectively?
6. Audio Levels: Is the audio level balanced throughout the video?
7. Still Images (photos): Do the images support the narrative? Are they redundant? Are there enough images? Are they on the screen too long, not long enough?
8. Video Transitions: What types of transitions are used? Dissolve, blur, cross fade, pixelate, flip, etc. You may use one or several transitions.
9. Text: Is text used appropriately: size, font style, color?
10. Animation: pan zoom, pan up, pan down, zoom in, zoom out, etc.
11. Video Effects: Use of Video Effects; slow down, speed up, blur, gray scale, etc...
12. Music: Is the music appropriate for the documentary?
13. Video: Is the video footage paced well? Does it have too much motion? Is it balanced out with still images?
14. Graphics: Do the graphics strengthen the documentation or detract from it?

15. Credits/ Acknowledgements: Are credits/ acknowledgements provided?
16. Render and Save Digital Documentation.

CCS 372 New Mexico Cultural Landscapes Oral History and Digital Story Documentations

Mid-Term Oral History Documentation Outline

Introduction:

- What is the nature of your interview/documentation?
- What is resolana?
- Provide any other information relevant to an informed introduction

Content:

- Q & A format
- Dialogue format
- Combination of Dialogue and Q&A format
- Combination of Dialogue, Q&A, Narration

Grammar:

- Punctuation
- Syntax: The arrangement of words within a sentence
- Diction: The combination of syntax and word choice
- Spanish: spelling, accents, grammar

Position

- Provide your reflections on the interview/process/insights, etc.
- How did resolana/platica inform your documentation?
- Did the setting contribute to the concept of resolana?

Evidence

- What was your process/methodology?
- Who is your interview subject?
- Why did you choose to interview them?
- Where did the interview take place, who was present, etc.?

Conclusion/Reflection:

- Summarize the documentation
- What did your resolana reveal?
- Why are platicas important to maintaining personal, family and community relationships? How can they be incorporated into our personal and professional lives?
- Provide any other reflections and insights relevant to your conclusion

Appendix B

APPENDIX B
New Mexico Cultural Landscapes Certificate Program Exit Interview

| | | |
|---|---|---|
| 1 | In what year did you receive (or are receiving) your bachelor's degree from UNM? | check one: <input type="checkbox"/> 2015 <input type="checkbox"/> 2014 <input type="checkbox"/> 2013 <input type="checkbox"/> 2012 <input type="checkbox"/> 2011 <input type="checkbox"/> 2010 <input type="checkbox"/> <input type="checkbox"/> 2009 <input type="checkbox"/> 2008 <input type="checkbox"/> 2007 <input type="checkbox"/> 2006 <input type="checkbox"/> 2005 |
| 2 | What degrees or certificates have you received? | check all that apply: <input type="checkbox"/> Bachelor's <input type="checkbox"/> A second bachelor's <input type="checkbox"/> Teaching credential <input type="checkbox"/> Master's <input type="checkbox"/> Ph.D <input type="checkbox"/> Professional degree (JD, MD, MPA, etc) <input type="checkbox"/> Other degree _____ <input type="checkbox"/> Other certificate or credential _____ |
| 3 | Please identify any degrees or credentials you are pursuing within the next three months. | check all that apply: <input type="checkbox"/> A second bachelor's <input type="checkbox"/> Teaching credential <input type="checkbox"/> Master's <input type="checkbox"/> Ph.D <input type="checkbox"/> Professional degree (JD, MD, MPA, etc) <input type="checkbox"/> Other degree _____ <input type="checkbox"/> Other certificate or credential _____ |
| 4 | How satisfied are you with the academic preparation you received in the Chicana and Chicano Studies (CCS) Program at UNM? | <input type="checkbox"/> Very satisfied <input type="checkbox"/> satisfied <input type="checkbox"/> Mixed <input type="checkbox"/> Dissatisfied <input type="checkbox"/> Very dissatisfied Please explain _____ _____ _____ |

CCS Exit Interview

| | | |
|---|---|---|
| 5 | <p>How well did the Chicana and Chicano Studies Program at UNM prepare or assist you in completing your degree? Explain briefly.</p> | <p><input type="checkbox"/> Very well <input type="checkbox"/> Adequately <input type="checkbox"/> Mixed <input type="checkbox"/> Inadequately <input type="checkbox"/> Poorly or not at all Please explain _____ _____ _____</p> |
| 6 | <p>How well did the CCS Program at UNM provide you with analytical, critical thinking or writing skills?</p> | <p><input type="checkbox"/> Very well <input type="checkbox"/> Adequately <input type="checkbox"/> Mixed <input type="checkbox"/> Inadequately <input type="checkbox"/> Poorly or not at all <input type="checkbox"/> Not applicable Please explain _____ _____ _____</p> |
| 7 | <p>How well did the CCS Program at UNM provide you with intercultural or gendered competencies or with related knowledge and practice?</p> | <p><input type="checkbox"/> Very well <input type="checkbox"/> Adequately <input type="checkbox"/> Mixed <input type="checkbox"/> Inadequately <input type="checkbox"/> Poorly or not at all <input type="checkbox"/> Not applicable Please explain _____ _____ _____</p> |
| 8 | <p>How well did the CCS Program at UNM provide you with knowledge or understanding of New Mexico's cultural heritage, gendered or intersectional analysis, or interdisciplinary methods of study?</p> | <p><input type="checkbox"/> Very well <input type="checkbox"/> Adequately <input type="checkbox"/> Mixed <input type="checkbox"/> Inadequately <input type="checkbox"/> Poorly or not at all <input type="checkbox"/> Not applicable Please explain _____ _____ _____</p> |

APPENDIX B
New Mexico Cultural Landscapes Certificate Program Exit Interview

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|----|---|--|
| 9 | How well did the CCS Program at UNM advance your skills to produce audiovisual materials, or utilize your existing skills in this area to communicate effectively with an audience? | <input type="checkbox"/> Very well <input type="checkbox"/> Adequately <input type="checkbox"/> Mixed <input type="checkbox"/> Inadequately <input type="checkbox"/> Poorly or not at all <input type="checkbox"/> Not applicable Please explain _____ _____ _____ |
| 10 | How well did the CCS program advance your skills in conducting an independent research project or utilize such existing skills to do independent research? | <input type="checkbox"/> Very well <input type="checkbox"/> Adequately <input type="checkbox"/> Mixed <input type="checkbox"/> Inadequately <input type="checkbox"/> Poorly or not at all <input type="checkbox"/> Not applicable Please explain _____ _____ _____ |
| 11 | How well did the CCS Program at UNM contribute to your knowledge of the Mexican American, Chicano, or Latino experience in the United States? | <input type="checkbox"/> Very well <input type="checkbox"/> Adequately <input type="checkbox"/> Mixed <input type="checkbox"/> Inadequately <input type="checkbox"/> Poorly or not at all Please explain _____ _____ _____ |

CCS Exit Interview

| | | |
|----|---|--|
| 12 | Overall, how well did the CCS Program at UNM prepare or assist you in your chosen profession or career? | <input type="checkbox"/> Very well <input type="checkbox"/> Adequately <input type="checkbox"/> Mixed <input type="checkbox"/> Inadequately <input type="checkbox"/> Poorly or not at all Please explain _____ _____ _____ |
| 13 | If applicable, how well did the CCS Program at UNM prepare you for serving the needs of the community outside the University? | <input type="checkbox"/> Very well <input type="checkbox"/> Adequately <input type="checkbox"/> Mixed <input type="checkbox"/> Inadequately <input type="checkbox"/> Poorly or not at all <input type="checkbox"/> Not applicable Please explain _____ _____ _____ |
| 14 | Overall, how well did the CCS Program at UNM encourage you to become more involved in community activity or volunteer work? | <input type="checkbox"/> Very well <input type="checkbox"/> Adequately <input type="checkbox"/> Mixed <input type="checkbox"/> Inadequately <input type="checkbox"/> Poorly or not at all Please explain _____ _____ _____ |

**APPENDIX B
New Mexico Cultural Landscapes Certificate Program Exit Interview**

| | | |
|----|--|--|
| 15 | What would you recommend for improving the CCS Program at UNM? | <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> |
| 16 | Are you interested in receiving information about the activities and services provided by UNM? | <input type="checkbox"/> no <input type="checkbox"/> yes; If yes, please provide an Email address: _____ |
| 17 | Would you be interested in attending a Chicana and Chicano Studies <u>Master's</u> program should one be offered at UNM? | <input type="checkbox"/> no <input type="checkbox"/> yes; If yes, please provide an Email address: _____ |