

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*

Certificate in Transnational Latino Studies

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 draw on diverse gendered social, historical, economic and cultural perspectives to evaluate the historical and contemporary conditions, issues, and challenges facing diverse Mexican descent populations;
- B. Students will analyze intersectionality so as to understand the impact of the social construction of race, class, gender, and sexuality as related to diverse Chicana/o, and Latina/o communities in national and transnational contexts;

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

- A.1. Students in the degree program will demonstrate advanced competency in critically analyzing and interpreting significant examples of Chicano and Mexican texts and explicating the gendered, social, economic, and historical context of these cultural and creative expressions. (493)
- B. 1. Students will demonstrate an ability to articulately communicate new academic and cultural insights through transnational contexts. (493)

* 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 advanced competency in critically analyzing and interpreting significant examples of Chicano and Mexican and explicate the social, economic, and historical context of these cultural and creative expressions.	X	X		
B.1. Students will demonstrate an ability to articulately communicate new academic and cultural insights through transnational contexts.	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 Transnational Latino Studies 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 an essay assignment and rubric. A criterion for success will consist of 80% of the class achieving a 72% or above in each area of the rubric (see Appendix A). If 72% or above is not achieved by 80% of the class then CCS 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 will assess the B.1. SLO through an essay assignment and rubric. A criterion for success will consist of 80% of the class achieving a 72% or above in each area of the rubric (see

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Appendix A). If 72% of above is not achieved by 80% of the class then CCS 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 Transnational Latino Studies certificate program. CCS considers this assessment an *indirect measure of student learning* (See Appendix B.).

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. and B.1. SLO's will evaluated for all sections of the CCS 493 offered in the fall over a three-year period. All assessments involve a direct and indirect measure 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						
	Year 1		Year 2		Year 3	
	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 493. 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 prompt, course materials or pedagogical 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 the Transnational Latino Studies certificate program is a new program there was no previous program assessment plan

Adapted from Kansas State University Office of Assessment

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

Instructions for Assessment Survey for CCS 493 Mujeres transgresoras/México Spring 2015

CCS 493 Mujeres transgresoras is the course designed to introduce the students to the Mexican Women Writers and artists that broke with traditional female roles from the 20s of the last Century to the present. This course will be required for all students completing the Transnational Studies Certificate beginning fall 2015. It will be assessed to ensure that Transnational Latino Studies curriculum is achieving the learning outcomes expected of UNM's curriculum as defined by both Liberal Education and America's Promise (LEAP) and the Chicana and Chicano Studies Student Learning Outcomes (SLO). Both the LEAP Critical Thinking Rubric and Chicana and Chicano Studies Student Learning Outcomes (SLO) are included at the end of this document.

2015-2016 UNM Catalog Description: Exploration of transnational historical, political, social, and cultural dimensions through the work of the progressive Mexican Women Writers.

A Current Course Syllabus Description: In this course we will study some of the most important female figures of Mexican culture that have traversed geographical and disciplinary borders and continue to impact the identity of women in the twentieth century. Students will analyze the historical transcendence of Mexican women writers such as Sor Juana Inés de la Cruz, whose literary themes and approaches connect her with the producers of Mexican avant-garde culture (Nahui Olin, Antonieta Rivas Mercado, Nellie Campobello); with the transgressive of post-revolutionary México (Guadalupe Dueñas, Elena Garro); and with the creators of middle century (Rosario Castellanos, Amparo Dávila). The course ends with an exploration of some of the most irreverent women of this millennium (Silvia Molina, Cristina Rivera Garza y Carmina Narro).

We will read poems, interviews, essays, short stories, plays and watch video clips.

Assessment: In the first and final week of each semester, we will evaluate student answers to the same set of questions about an acknowledged key document in Mexican Literature.

Goal: The goal of the assessment survey is to measure and document student progress toward achievement of LEAP learning outcomes and CCS's Student Learning Outcomes. It should be noted that this assessment would not be used to evaluate the relative merits of the instructors of this course.

Assessment Tool: Students will be asked to evaluate an abridged satiric poem "Hombres necios que acusáis" by Sor Juana Inés de la Cruz. Acknowledged by the discipline as a key historical and literary document, CCS is using this poem to assess student pre and post- course knowledge because: (a) The poem's contents explicitly reference the oppression of Women in the patriarchal society; (b) The poem has a long history of interpretation in terms of its gender, philosophical, and social context; (c) The poem is representative of historic issues in Mexican Women's role from the seventeenth century to present, thus inviting student critical analysis.

Assessment Questions: In the first and final week, students will be asked to read Sor Juana Inés de la Cruz's poem.

1. In Sor Juana's perspective, how did men behave and how did society support male-defined behavior? Give examples from some verses.
2. What are the two social roles for women in the poem? How does Sor Juana illustrate these roles?
3. What role does patriarchal society play in maintaining notions of gender difference and gender subordination?
4. What is Sor Juana's conclusion in the last strophe?
5. What are the implications of the poem for the present community?

Evaluation: We will assess student responses on a scale from 1 to 20 according to the following rubric question:

1. Does student correctly cite evidence to demonstrate that men have support a sexist/double standard point of view?" (1-4 points). This question addresses the **LEAP Critical Thinking Rubric-Evidence** and **CCS Student Learning Outcome 2**.
2. Does student correctly describe and understand that the two traditional roles prescribed for women are to be the saint (pure/virgin) or to be a prostitute (promiscuous)? (1-4 points) This question addresses **LEAP Critical Thinking Rubric – Student's position (perspective, thesis/hypothesis)** and **CCS Student Learning Outcome 1**.
3. Does student use logic to explain how notions of masculinity or how adopting male-defined behavior impart male privilege? (1-4 points) This question addresses **LEAP Critical Thinking Rubric – Explanation of issues** and **CCS Student Learning Outcome 5**.
4. Does student offer well-reasoned and accurate descriptions of Sor Juana's conclusion (Men blame women of their behavior)? For example, the poem fails to engage gender or feminism in a meaningful way (1-4 points) This question addresses **LEAP Critical Thinking Rubric – Conclusions and related outcomes (implications and consequences)** and **CCS Student Learning Outcome 6**.
5. Does student reach a conclusion and discuss the implications of the poem (The struggle for women's rights is part of current struggles to challenge patriarchal society and work for women's empowerment and advancement)? (1-4 points) This addresses **LEAP Critical Thinking Rubric – Influence of context and assumptions** and **CCS Student Learning Outcome 6**.

Evaluation Rubric:

LEAP CRITICAL THINKING VALUE RUBRIC (Order Modified to follow our Questions.

		4	3	2	1
1	Student's position (perspective, thesis/hypothesis)	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	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.

			position (perspective, thesis/hypothesis).		
2	Explanation of issues	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/ or backgrounds unknown.	Issue/problem to be considered critically is stated without clarification or description.
3	Evidence	Information is taken from source(s) with enough interpretation or evaluation to develop a comprehensive analysis/synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis.	Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question.
4	Influence of context and assumptions	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
5	Conclusions and related outcomes (implications and consequences)	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

Report: The course instructor will find the average and median class total scores for each of the preceding evaluation categories. These scores will be placed in a table so that scores for the first week and final week may be compared.

Copies of the student essays will be kept by CCS Program files. The assessment tables will look like this:

	First Week	Last Week
Total Scores	X	X
Rubric Question 1 average	X	X
Rubric Question 1 median	X	X
Rubric Question 2 average	X	X
Rubric Question 2 median	X	X
Rubric Question 3 average	X	X
Rubric Question 3 median	X	X
Rubric Question 4 average	X	X
Rubric Question 4 median	X	X
Rubric Question 5 average	X	X
Rubric Question 5 median	X	X

Supplemental Information Concerning LEAP Critical Thinking Rubric:

Definition

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level

Explanation of issues

- 4 - Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.
- 3 - Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.
- 2 - Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/ or backgrounds unknown.
- 1 - Issue/problem to be considered critically is stated without clarification or description.

Evidence

- 4 - Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.
 - 3 - Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.
 - 2 - Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis.
 - 1- Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question.
- Selecting and using information to investigate a point of view or conclusion*
Viewpoints of experts are taken as mostly fact, with little questioning.

Influence of context and assumptions

- 4 - Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.
- 3 - Identifies own and others' assumptions and several relevant contexts when presenting a position.
- 2 - Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).
- 1 - Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.

Student's position (perspective, thesis/hypothesis)

- 4 - Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue.
- 3 - Limits of position (perspective, thesis/ hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/ hypothesis).
- 2 - Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).
- 1 - Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue. Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.

Conclusions and related outcomes (implications and consequences)

- 4 - Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.
- 3 - Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.
- 2 - Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.
- 1 - Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

Program Learning Outcomes: The Chicana and Chicano Studies program Curriculum Proposal lists the following six SLOs for CCS major curriculum.

1. Students will assess and apply diverse social, historical, economic and cultural perspectives as they impact Mexican and Latino populations in the United States to develop global and intercultural competencies.
2. Students will analyze and critically interpret significant examples of textual and cultural production among diverse Chicano and Mexican descent communities and explicate the social, economic, and historical context of these cultural and creative expressions.
3. Students will write and speak to discover new insights. Students will revise their ideas and their writing in order to achieve expression that is clear, compelling, and challenging.
4. Students will employ advanced research skills in producing a research paper or project for public presentation.
5. Students will demonstrate an ability to engage in creative problem-solving in a community based learning setting; and
6. Students will evaluate the applicability and relevance of specific theories and approaches to Chicana/o experiences and to the interdisciplinary field of study.

Appendix B

APPENDIX B

Transnational Latino Studies Certificate Program Exit Interview

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

CCS Exit Interview

5	How well did the Chicana and Chicano Studies Program at UNM prepare or assist you in completing your degree? Explain briefly.	<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 _____ _____ _____
6	How well did the CCS Program at UNM provide you with analytical, critical thinking or writing skills?	<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 _____ _____ _____
7	How well did the CCS Program at UNM provide you with intercultural or gendered competencies or with related knowledge and practice?	<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 _____ _____ _____
8	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?	<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 _____ _____ _____

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Transnational Latino Studies Certificate Program Exit Interview

9	<p>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?</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> <p>_____</p> <p>_____</p>
10	<p>How well did the CCS program advance your skills in conducting an independent research project or utilize such existing skills to do independent research?</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> <p>_____</p> <p>_____</p>
11	<p>How well did the CCS Program at UNM contribute to your knowledge of the Mexican American, Chicano, or Latino experience in the United States?</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> <p>_____</p> <p>_____</p>

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 _____ _____ _____

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Transnational Latino Studies 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: _____