

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\***

Bachelors degree in Chicana and Chicano Studies

**C. Contact Person(s) for the Assessment Plan**

*[Irene Vasquez, Director, ivasquez@unm.edu]*

**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;
- C. 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;
- D. Students will apply technology in collaborative learning situations to engage key concepts and problems, solve tasks, or develop solutions to problems;
- E. Students will demonstrate an ability to engage in creative and community-responsive problem-solving in addressing questions of social justice facing community-based organizations as they relate to local and global realities; and
- F. Students will evaluate the applicability and relevance of theories and approaches to Chicana/o experiences and to the discipline.

---

\* 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*

## 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. (201)
- B. 1. Students will demonstrate an ability to articulately communicate an intersectional analysis through academic writing, publishing and/or public presentations. (332)
- C. 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)
- D. 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)
- E. 1. Students will demonstrate the ability to apply community-responsive research and reasoning in working with diverse communities. (384)
- F.1. Students will demonstrate the ability to write an advanced research paper and present their research at an academic venue. In this process, students will demonstrate the following abilities: write a compelling thesis statement, organize a research plan, conduct a literature review, collect and interpret data, examine the complexities and perspectives of an issue to different viewpoints, and recognize and test assumptions that enable theirs' and others' belief systems. (490)

**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):

<b>University of New Mexico Student Learning Goals</b>				
Program SLOs	Knowledge	Skills	Responsibility	Program SLO is conceptually different from university goals.
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.	X	X		
B.1. Students will demonstrate an ability to articulately communicate an intersectional analysis through academic writing, publishing and/or public presentations.	X	X		
C.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	
D.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.	X	X	X	

*Adapted from Kansas State University Office of Assessment*

E.1. Students will demonstrate the ability to apply community-responsive research and reasoning in working with diverse communities.	X	X	X	
F.1. Students will demonstrate the ability to write an advanced research paper and present their research at an academic venue. In this process, students will demonstrate the following abilities: write a compelling thesis statement, organize a research plan, conduct a literature review, collect and interpret data, examine the complexities and perspectives of an issue to different viewpoints, and recognize and test assumptions that enable theirs' and others' belief systems.	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 BA degree in Chicana and Chicano Studies, Therefore, this is the first assessment plan for the program. This plan involves assessing six learning objectives over a three year period.

CCS will assess the A.1. SLO through an essay assignment and rubric in CCS 201 – Introduction to Chicana and Chicano Studies (see Appendix A). Chicana and Chicano Studies faculty have not conducted a formal assessment of the CCS 201 but did complete a pilot assessment in spring 2013 and fall 2014. As a result of the pilot assessment, CCS faculty have updated the primary assessment tool by integrating the LEAP critical thinking rubric criteria and the CCS SLO's into the formal assessment tool. Student learning will be assessed through a pre-course and post-course assessment tool. At the end of the semester, the course instructor will compute student competencies in the criterion areas to determine the level of competency of students in the CCS 201 course. A criterion for success will consist of 80% of the class earning 72% or higher in each area of the rubric. If 72% 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 the use of a rubric in the CCS 332 – Introduction to Chicana Studies (see Appendix B). A criterion for success will consist of 80% of the class earning 72% or higher in each area of the rubric. If 72% 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 C.1. SLO through the evaluation of a digital story produced in CCS 372 – New Mexico Villages and Cultural Landscapes (Appendix C). A criterion for success will consist of 80% of the class earning 72% or higher in each area of the rubric. If 72% 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 D.1. SLO through the evaluation of a digital story produced in CCS 372 – New Mexico Villages and Cultural Landscapes (Appendix C). A criterion for success will consist of 80% of the class earning 72% or higher in each area of the rubric. If 72% 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 E.1. SLO through the evaluation of a project produced in CCS 384 – Community Based Learning in CCS (Appendix D). A criterion for success will consist of 80% of the class earning 72% or higher in each area of the rubric. If 72% 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 F.1. SLO through the presentation of a research paper and an accompanying rubric in the CCS 490 – Advanced Seminar in CCS (Appendix E). A criterion for success will consist of 80% of the class earning 72% or higher in each area of the rubric. If 72% 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 its effectiveness in strengthening student written and verbal communication skills, critical thinking abilities and intercultural competencies through an evaluation of a final presentation in the capstone. For the past three years, the instructor of the capstone course has invited core faculty in the program to attend the final presentations. Beginning spring 2015, the faculty attending the final presentations will use a rubric to assess student learning in the program. 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 also assess the F.1. SLO through an end of the semester assessment tool used to determine overall program competency. The assessment tool is the one used to assess the A. 1. SLO. CCS hopes to gain a formative and summative understanding of student learning from the beginning to the end of the program. A criterion for success will consist of 80% of the class earning 72% or higher in each area of the rubric. If 72% is not achieved by 80% of the class then CCS will concentrate on the making improvements so that we earn the SLO outcome. CCS considers this assessment a **direct measure of student learning**.

In addition to the direct measures of learning referenced above, CCS has also developed an exit survey to ascertain student perceptions of the effectiveness of the Chicana and Chicano Studies program (Appendix F). Some areas of inquiry include: student perceptions of enhancing their awareness of the diverse experiences of Chicanos in the U.S., improving their lifelong learning skills, and in supporting their degree completion. 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 201 (Humanities core) in the fall semester with the exception of the First Year Learning communities that offer CCS 201 (Introduction to CCS). It is a required course in the major so it will be a representative sample. Because the FLC's have their own level of assessment, CCS would rather not overburden students with 2 separate assessments, which would reduce class instructional time. The B.1. SLO will be assessed in the CCS 332 (Introduction to Chicana and Chicano Studies). The course is offered once per semester. It will be assessed in the fall. It is a required course in the major so it will be a representative sample. The C.1. SLO will be assessed in the CCS 372 (New Mexico Villages and Cultural Landscapes). The course is offered once per year. It will be assessed in the spring when it is offered. It is an elective course in the Cultural Studies concentration so it will be a representative sample. The D.1. SLO will be assessed in the CCS 372 (New Mexico Villages and Cultural Landscapes). The course is offered once per year. It will be assessed in the spring when it is offered. It is an elective course in the Cultural Studies concentration so it will be a representative sample. CCS will assess the F.1. SLO through the evaluation of a research paper produced in the CCS 384 (Community Based Learning). The course is offered once per year in the fall semester. It will be assessed in the fall semester. It is a core required course in the major so it will be a representative sample. The F.1. SLO will be assessed through the CCS 490 (Advanced Seminar in CCS). The course is offered once per year in the spring semester. It is the capstone and a required course in the major so it will be a representative sample of students. All assessments involve *direct or 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?**

<b>Chicana and Chicano Studies SLO Assessment, 3-year</b>						
	<b>Year 1</b>		<b>Year 2</b>		<b>Year 3</b>	
	<b>Fall</b>	<b>Spring</b>	<b>Fall</b>	<b>Spring</b>	<b>Fall</b>	<b>Spring</b>
A.1 (CCS 201)		X		X		X
B.1 (CCS 332)		X		X		X
C.1 (CCS 372)	X		X		X	
D.1 (CCS 372)	X				X	
E.1 (CCS 384)		X	X	X		X
F.1. (CCS 490)	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 and Written Communication rubrics for the various courses assessed by CCS. CCS faculty understand that the LEAP rubrics have been developed by faculty teaching in common core areas and that the rubric is an appropriate and useful tool for measuring student learning in the CCS program. At the retreat scheduled for December 2015, CCS will discuss the tools, rubrics, and timelines for SLO assessment for the six courses assessed in the major

**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 members 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 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

### Instructions for Assessment Survey for CCS 201 Introduction to Chicana and Chicano Studies Fall 2015

CCS 201 Introduction to Chicana and Chicano Studies is the course designed to introduce students to the discipline of Chicana and Chicano Studies. It is one of two courses required for all Chicana Chicano Studies (CCS) minors and will be required of all CCS majors. This course will be assessed to ensure that CCS curriculum is achieving the learning outcomes expected of UNM's core curriculum as defined by both Liberal Education and America's Promise (LEAP) and UNM Student Learning Outcomes (SLO). Both the LEAP Critical Thinking Rubric and UNM's SLO are included at the end of this document.

**2012-2013 UNM Catalog Description:** Introductory survey of the Mexican American experience in the United States, with special reference to New Mexico. Exploration of historical, political, social, and cultural dimensions.

**A Current Course Syllabus Description:** Over the past four decades, Chicano/a Studies has emerged as a complex, and sometimes controversial, field within both the US academy and New Mexican popular debate. This course will introduce students to the field of Chicano/a Studies and the related issues that impact and shape US Latina/o communities. We will focus on New Mexican communities that might define themselves as Hispano, Mexicano, Chicano, Hispanic, Spanish, or Mexican, and will also address issues pertinent to the US more generally. The study of the US-Mexico border and its geographic and conceptual shifts will be the course's central organizing theme. This border is both a political barrier etched into the landscape and, perhaps even more significantly, a metaphorical space of cultural and identity formation that addresses, racial, gender, sexual, and class borders as well. This course will examine both the geographic and metaphorical border and will trace related developments in culture and theory in Chicana/o Studies.

**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 Chicana/o studies.

**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 version of Rodolfo "Corky" Gonzales's epic poem "I am Joaquin." Acknowledged by the discipline as a key historical document, CCS is using this poem to assess student pre and post- course knowledge because: (1) The poem's contents explicitly reference historical economic and socio-cultural perspectives between the United States and Latin America; (2) The poem has a long history of interpretation in terms of its social, economic, and historical context; (3) The poem is representative of historic issues in Chicana and Chicano Studies, thus inviting student critical analysis. Further, the poem demonstrates the strengths and weaknesses of the development of the discipline itself, and could be a useful prompt for class discussion. This poem will not be presented as a paradigm for Chicana and Chicano Studies.

Assessment Questions: In the first and final week, students will be asked to read selections from Gonzales’s poem. They will be asked to evaluate Rodolfo “Corky” Gonzales’s poem “Yo Soy Joaquin.”

- Who, in Gonzales’s view, is Joaquin?
- What is Joaquin’s historical and cultural heritage (From where and from when is he from)?
- What sorts of knowledge and examples does Gonzales use to support his conceptualization of Joaquin?
- What aspects of Chicana/o Studies disciplinary contributions ARE well represented by this poem? What aspects ARE NOT well represented by this poem?
- What are the implications or consequences of Gonzales’ poem for the Chicana/o community?

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

1. Does student correctly understand that Joaquin, for Gonzales, is a paradigmatic “Chicano?” (1-4 points). This question addresses the **LEAP Critical Thinking Rubric, Student’s position (perspective/thesis/hypothesis)** and **CCS Student Learning Outcome 6**.
2. Does student correctly describe and understand the references to multiple indigenous and European traditions? Does student recognize that Joaquin transcends/transgresses national boundaries? (1-4 points) This question addresses **LEAP Critical Thinking Rubric – Explanation of issues** and **CCS Student Learning Outcome 1**.
3. Does student cite “history,” “socio-cultural,” “economic” understandings as sources for Gonzales’s conceptualization of “Joaquin?” (1-4 points) This question addresses **LEAP Critical Thinking Rubric – Evidence** and **CCS Student Learning Outcome 1**.
4. Does student offer well-reasoned and accurate descriptions of the poem’s strengths and weaknesses in relation to the discipline? For example, the poem fails to engage gender or feminism in a meaningful way (1-4 points) This question addresses **LEAP Critical Thinking Rubric – Influence of Context and Assumptions** and **CCS Student Learning Outcome 6**.
5. Does student reach a conclusion and discuss the implications and consequences of the poem? (1-4 points) This addresses **LEAP Critical Thinking Rubric – Conclusions and Related Outcomes (implications and consequences)** and **CCS Student Learning Outcome 3**.

Evaluation Rubric:

<b>LEAP CRITICAL THINKING VALUE RUBRIC (Order Modified to follow our Questions)</b>					
		<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>1</b>	<b>Student’s position (perspective, thesis/hypothesis)</b>	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/	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.

			hypothesis).		
<b>2</b>	<b>Explanation of issues</b>	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.
<b>3</b>	<b>Evidence</b>	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.
<b>4</b>	<b>Influence of context and assumptions</b>	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.
<b>5</b>	<b>Conclusions and related outcomes (implications and consequences)</b>	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

Introduction to Chicana Studies 332

### **Assessment Exercise:**

In the first and final week of the semester, the instructor will evaluate student responses to a single set of questions with reference to a key document in the field of Chicana Studies.

#### **Assessment goal:**

The purpose of the assessment exercise is to measure student learning in the course according to one of the Chicana and Chicano Studies program learning outcomes.

#### **Assessment tool:**

Students will be asked to evaluate the poem titled "To Live in the Borderlands Means You" by Gloria Anzaldua. An analysis of this poem is fitting for measuring the course learning objectives because the poem addresses issues of social, historical and cultural perspectives. The poem references interpretations of culture, identity, gender and history. In addition, the poem examines social and cultural viewpoints about peoples and cultures that bridge the U.S. and Latin America.

In the first and final week, students will be asked to read "To Live in the Borderlands Means You" by Gloria Anzaldua. They will be directed to:

Evaluate Anzaldua's poem "To Live in the Borderlands". What does Anzaldua define as the "borderlands"? How does Anzaldua characterize the experience/s of people living in the borderlands? What sorts of examples does Anzaldua use to depict the experience of living in the borderlands? To whom is she addressing the poem? How does the poem illustrate issues, themes or questions in the field of Chicana/o Studies?

#### **Evaluation:**

The instructor will assess student responses on a scale from 1 to 20 according to the LEAP Critical Thinking rubric:

1. Does the student explain the central issue/s and the context/s of the poem clearly and comprehensively?
2. Does the student draw on and evaluate information from the source to develop their viewpoint?
3. Does the student analyze the author's and their own assumptions and positions when evaluating the context of the poem?
4. Does the student have their own position that takes into the limits of their own position and the viewpoints of others?
5. Does the student have a logical sequence of points and come to a conclusion that ties up the student's position and places the evidence in order?

Gloria Anzaldúa, "To live in the Borderlands means you"

are neither *hispana india negra española ni gabacha, eres mestiza, mulata*, half-breed caught in the crossfire between camps while carrying all five races on your back not knowing which side to turn to, run from;

To live in the Borderlands means knowing that the *india* in you, betrayed for 500 years, is no longer speaking to you, that *mexicanas* call you *rajetas*, that denying the Anglo inside you is as bad as having denied the Indian or Black;

*Cuando vives in la frontera* people walk through you, the wind steals your voice, you're a *burra, buey*, scapegoat, forerunner of a new race, half and half—both woman and man, neither—a new gender;

To live in the Borderlands means to put *chile* in the borscht, eat whole wheat tortillas, speak Tex-Mex with a Brooklyn accent; be stopped by *la migra* at the border checkpoints;

Living in the Borderlands means you fight hard to resist the gold elixir beckoning from the bottle, the pull of the gun barrel, the rope crushing the hollow of your throat;

In the Borderlands you are the battleground where enemies are kin to each other; you are at home, a stranger, the border disputes have been settled the volley of shots have shattered the truce you are wounded, lost in action dead, fighting back;

To live in the Borderlands means the mill with the razor white teeth wants to shred off your olive-red skin, crush out the kernel, your heart pound you pinch you roll you out smelling like white bread but dead;

To survive the Borderlands you must live *sin fronteras* be a crossroads.

*gabacha*: a Chicano term for a white woman

*rajetas*: literally, "split," that is, having betrayed your word

*burra*: donkey

*buey*: oxen

*sin fronteras*: without borders



### LEAP CRITICAL THINKING VALUE RUBRIC

	4	3	2	1
<b>Explanation of issues</b>	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.
<b>Evidence</b>	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or 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.
<b>Influence of context and assumptions</b>	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.
<b>Student's position (perspective, thesis/hypothesis)</b>	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.
<b>Conclusions and related outcomes (implications and consequences)</b>	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.

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

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.

## Appendix C

## APPENDIX C

### LEAP CRITICAL THINKING VALUE RUBRIC

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

	4	3	2	1
<b>Introduction: Written Narrative and Oral History Documentation</b>	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.
<b>Evidence: Oral History Documentation</b>	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>
<b>Student's Position: Oral History Documentation</b>	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.
<b>Conclusion: Oral History Documentation</b>	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><b>Technical Presentation: Digital Story Documentation</b></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 D



# Appendix D

## CIVIC ENGAGEMENT VALUE RUBRIC

for more information, please contact [rubric@naacac.org](mailto:rubric@naacac.org)



**Definition**  
 Civic engagement is "working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values, and motivation to make that difference. It means promoting the quality of life in a community through both political and non-political processes." (Excerpted from *Civic Responsibility and Higher Education*, edited by Thomas Ehrlich, published by Oryx Press, 2001, Preface, page vi.) In addition, civic engagement encompasses actions wherein individuals participate in activities of personal and public concern that are both individually life-enriching and socially beneficial to the community.

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

	Capstone 4	3	Milestones 2	Benchmark 1
<b>Diversity of Communities and Cultures</b>	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.	Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and cultures.	Has awareness that own attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about what can be learned from diversity of communities and cultures.	Expresses attitudes and beliefs as an individual, from a one-sided view. Is indifferent or resistant to what can be learned from diversity of communities and cultures.
<b>Analysis of Knowledge</b>	Connects and extends knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and politics, and government.	Analyzes knowledge (facts, theories, etc.) from one's own academic study/field/discipline making relevant connections to civic engagement and to one's own participation in civic life, politics, and government.	Begins to connect knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to one's own participation in politics, and government.	Begins to identify knowledge (facts, theories, etc.) from one's own academic study/field/discipline that is relevant to civic engagement and to one's own participation in civic life, politics, and government.
<b>Civic Identity and Commitment</b>	Provides evidence of experience in civic engagement activities and describes what she/he has learned about her or himself as it relates to a reinforced and clarified sense of civic identity and continued commitment to public action.	Provides evidence of experience in civic engagement activities and describes what she/he has learned about her or himself as it relates to a growing sense of civic identity and commitment.	Evidence suggests involvement in civic engagement activities is generated from expectations or course requirements rather than from a sense of civic identity.	Provides little evidence of her/his experience in civic engagement activities and does not connect experiences to civic identity.
<b>Civic Communication</b>	Takes communication strategies to effectively express, listen, and adapt to others to establish relationships to further civic action.	Effectively communicates in civic context, showing ability to do all of the following: express, listen, and adapt ideas and messages based on others' perspectives.	Communicates in civic context, showing ability to do more than one of the following: express, listen, and adapt ideas and messages based on others' perspectives.	Communicates in civic context, showing ability to do one of the following: express, listen, and adapt ideas and messages based on others' perspectives.
<b>Civic Action and Reflection</b>	Demonstrates independent experience and shows initiative in own leadership of complex or multiple civic engagement activities accompanied by reflective insights or analysis about the aims and accomplishments of one's actions.	Demonstrates independent experience and shows leadership of civic action, with reflective insights or analysis about the aims and accomplishments of one's actions.	Has clearly participated in civically focused actions and begins to reflect or describe how these actions may benefit individuals or communities.	Has experienced with some civic activities but shows little internalized understanding of their aims or effects and little commitment to future action.
<b>Civic Contexts/Structures</b>	Demonstrates ability and commitment to collaboratively work across and within community contexts and structures to achieve a civic aim.	Demonstrates ability and commitment to work actively within community contexts and structures to achieve a civic aim.	Demonstrates experience identifying intentional ways to participate in civic contexts and structures.	Experiences with civic contexts and structures, <i>but not a lot or for too long</i> .



# CIVIC ENGAGEMENT VALUE RUBRIC

for more information, please contact rubric@aacu.org

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

**Civic engagement** is "working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes" (Excerpted from *Civic Responsibility and Higher Education*, edited by Thomas Ehrlich, published by Oryx Press, 2000, Preface, page vi). In addition, civic engagement encompasses actions wherein individuals participate in activities of personal and public concern that are both individually life-enriching and socially beneficial to the community.

### Definition

Preparing graduates for their public lives as citizens, members of communities, and professionals in society has historically been a responsibility of higher education. Yet the outcome of a civic-minded graduate is a complex concept. Civic learning outcomes are framed by personal identity and commitments, disciplinary frameworks and traditions, pre-professional norms and practices, and the mission and values of colleges and universities. This rubric is designed to make the civic learning outcomes more explicit. Civic engagement can take many forms, from individual volunteerism to organizational involvement to electoral participation. For students this could include community-based learning through service-learning classes, community-based research, or service within the community. Multiple types of work may be utilized to assess this, such as:

- The student creates and manages a service program that engages others (such as youth or members of a neighborhood) in learning about and taking action on an issue they care about. In the process, the student also teaches and models processes that engage others in deliberative democracy, in having a voice, participating in democratic processes, and taking specific actions to affect an issue.
- The student researches, organizes, and carries out a deliberative democracy forum on a particular issue, one that includes multiple perspectives on that issue and how best to make positive change through various courses of public action. As a result, other students, faculty, and community members are engaged to take action on an issue.
- The student works on and takes a leadership role in a complex campaign to bring about tangible changes in the public's awareness or education on a particular issue, or even a change in public policy. Through this process, the student demonstrates multiple types of civic action and skills.
- The student integrates their academic work with community engagement, producing a tangible product (piece of legislation or policy, a business, building or civic infrastructure, water quality or scientific assessment, needs survey, research) paper, service program, or organization) that has engaged community constituents and responded to community needs and assets through the process.
- In addition, the nature of this work lends itself to opening up the review process to include community constituents that may be a part of the work, such as teammates, colleagues, community/agency members, and those served or collaborating in the process.

### Glossary

*The definitions that follow were developed to clarify terms used in this rubric only.*

- **Civic identity:** When one sees her or himself as an active participant in society with a strong commitment and responsibility to work with others towards public purposes.
- **Service-learning class:** A course-based educational experience in which students participate in an organized service activity and reflect on the experience in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of personal values and civic responsibility.
- **Communication skills:** Listening, deliberation, negotiation, consensus building, and productive use of conflict.
- **Civic life:** The public life of the citizen concerned with the affairs of the community and nation as contrasted with private or personal life, which is devoted to the pursuit of private and personal interests.
- **Politics:** A process by which a group of people, whose opinions or interests might be divergent, reach collective decisions that are generally regarded as binding on the group and enforced as common policy. Political life enables people to accomplish goals they could not realize as individuals. Politics necessarily arises whenever groups of people live together, since they must always reach collective decisions of one kind or another.
- **Government:** The formal institutions of a society with the authority to make and implement binding decisions about such matters as the distribution of resources, allocation of benefits and burdens, and the management of conflicts" (Retrieved from the Center for Civic Engagement web site, May 5, 2009)
- **Civic/community concerns:** Organizations, movements, campaigns, a place or focus where people and/or living creatures inhabit, which may be defined by a locality (school, national park, non-profit organization, town, state, nation) or defined by shared identity (i.e., African-Americans, North Carolinians, Americans, the Republican or Democratic Party, refugees, etc.). In addition, concerns for civic engagement may be defined by a variety of approaches intended to benefit a person, group, or community, including community service or volunteer work, academic work,

## **Appendix E**

## APPENDIX E

### Rubric for evaluating independent project in the Advanced Seminar in CCS

Category of evaluation	Excellent	Good	Acceptable	Improvement needed
Content / knowledge	The final project presents a clear and compelling thesis statement, references and reviews the key literature relevant to the topic, and presents a highly readable narrative that takes account of the broader themes in CCS	The final projects presents a clear but not necessarily compelling thesis statement; references some of the important literature in the topic and presents an interesting narrative that takes account of the analytical or empirical context of the topic.	Contains a thesis statement or argument; mentions literature that is relevant to the topic and is clear and readable.	A thesis statement can be inferred but is not explicitly stated; the literature cited is only tangentially related to the topic; the narrative has significant gaps or is unclear.
Presenta-tion	The project is clearly organized; when needed, definitions are provided; the complexities and perspectives of issues and topics from different viewpoints are recognized; the project tests assumptions, conventional wisdom, or challenges existing belief systems.	Writing is largely clear and effective; logical structure; some complexity and variety of viewpoints are recognized and analyzed; the project is innovative and interesting.	Writing is adequate, somewhat uneven but the argument is reasonably clear; mostly logical structure; a variety of viewpoints are recognized.	Writing inadequate; serious problems of logic and clarity; argument unclear; differing viewpoints or perspectives are not acknowledged.

## **Appendix F**

**CCS Degree Program Exit Interview  
APPENDIX F**

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  <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 _____</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  <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 _____</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  <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 _____ _____ _____

**CCS Degree Program Exit Interview  
APPENDIX F**

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 _____ _____ _____

**CCS Degree Program Exit Interview  
APPENDIX F**

15	What would you recommend for improving the CCS Program at UNM?	<hr/> <hr/> <hr/> <hr/>
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: _____