



Academic Program Assessment
AY 2025-2026 [Due 6/1/26]

Program Name	Date Completed
Chicano Studies Minor	06/01/26
Report Completed By	Report Contributors
Matt Garcia & Jesus Jaime-Diaz	
Brief Statement of Program Mission and Goals	
<p>The social, historical, and cultural significance of Chicanos in the US and the US/Mexico borderlands is critically examined in the Chicano Studies minor. It assesses the contributions made by women in Chicano history and examines the complexity of Chicano identity. Additionally, analyzing and interpreting the ways that Chicanos have influenced Southern Colorado's history, politics, and culture.</p>	

Table I Closing the Loop

Report on at least one data-informed change to your curriculum during AY 2025-2026 that was implemented to improve student learning, in response to prior assessments or other data.

A. Describe issues or SLOs addressed in the AY 2025-2026 cycle. Paste SLOs verbatim below.
<ol style="list-style-type: none"> Critically examine the social, historical, and cultural relevance of Chicanos within the United States and the US/Mexico borderlands. Analyze the complexities of Chicano identity. Evaluate the contributions of women within Chicano history. Examine and interpret how Chicanos have impacted the culture, politics, and history of Southern Colorado
B. In which academic year and semester was this SLO last assessed to generate data that informed the change(s)?
June 1, 2018
C. What were the recommendations for change in the previous cycle? (See Column H in the previous cycle's report.)
The Pre and Post test should be given to each section of CS 101, and the total number of questions should be doubled (20 questions instead of 10).
D. How were the recommendations for change acted upon?



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Recommendations for 2018, were not acted upon.

E. How did the change(s) impact student learning? If the change was not effective, what are the next steps or new recommendations?

Not foreseen, will work on conducting classroom assessment, by focusing on *how* and *why* students learn, capture engagement, context, and deep understanding.

Enter Table I Closing the Loop Comments Below



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Table II Annual assessment of Student Learning Outcomes (SLOs) in AY 2024-25

1. Include information to share assessment processes, results, and recommendations for improved student learning. Copy this table for each assessed outcome.

A. Program SLO assessed in this cycle. Copy the SLOs verbatim from the assessment plan.
SLO 2. Analyze the complexities of Chicano identity. SLO 3. Evaluate the contributions of women within Chicano history.
B. Semester and year this SLO was reported on prior to this cycle.
The program has not been assessed in 8 years
C. Describe the assessment method for this SLO.
CS 410 – Exhibiting Chicano/a Indigenous Art course and the final community art exhibit held at the CSUP Fine Art Gallery. The exhibit theme centered on the Virgin of Guadalupe’s development as a pop cultural and art icon through a study of Latino/a and Chicano art history. With the final project being a call to the community to submit work to a student curated art exhibit about the topic.
D. Described student group(s) assessed. Provide the number of students or number of artifacts assessed.
20 students enrolled in Spring 2026 section of CS 410 and Art 415 (cross listed course)
E. Expected proficiency level and proportion of students who should reach this level.
CS would like all students to leave course with an awareness of SLO 2 and 3. Analyze the complexities of Chicano identity. SLO 3. Evaluate the contributions of women within Chicano history.
F. Assessment results and number of students who met proficiency level.
Students who attended class regularly and participated in the community exhibit demonstrated proficiency. The CS 410 students organized, curated, and implemented a community art exhibition centered on a topic that highlights SLO2,3. The exhibit was a massive success with 15 community artists submitting work related to the topic. The exhibit saw one of the largest opening



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attendances at the CSUP Fine Arts Gallery since Covid closures. Students experienced the impact of SLO 2 and 3 within a community and cultural arts context.

G. Describe what results indicate about student performance.

This CS 410 course is well-aligned to teach and assess SLO 2 and 3. This course provides an experience-based approach to engaging in the CS curriculum.

H. Describe program level changes/improvements planned for AY 2026-2027 informed by this assessment.

This course, CS 410 is only taught every two years. However, CS will continue to explore SLO 2 and 3 in future course development in **2026-2027**.

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A. Program SLO assessed in this cycle. Copy the SLOs verbatim from the assessment plan.
SLO 1. Critically examine the social, historical, and cultural relevance of Chicanos within the United States and the US/Mexico borderlands.
B. Semester and year this SLO was reported on prior to this cycle.
The program has not been assessed in 8 years
C. Describe the assessment method for this SLO.
Examination of CS 489 Borderlands Final Projects
D. Described student group(s) assessed. Provide the number of students or number of artifacts assessed.
13 students enrolled in Spring 2026 section of CS 489 Borderlands
E. Expected proficiency level and proportion of students who should reach this level.
average scores should be at least a 3 (proficient)
F. Assessment results and number of students who met proficiency level.
average score of 3.26
G. Describe what results indicate about student performance.
This course is well-aligned to teach and assess SLO 1. In my experience teaching the course Spring semester 2026, the course content and assignments evoke critical reflection and insight from students through critical class conversations, colloquium presentations, and final projects aligned with the course.



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H. Describe program level changes/improvements planned for AY 2025-2026 informed by this assessment.
This was the first time that the course was taught by a full time Chicano Studies tenure track professor, and it was evidently a success. Knowing that this course is effective for this SLO, I will turn my attention to developing robust assessment methods for CS 489.

Enter Table II AY 2025 Assessment Comments Below

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2. Include information to share assessment processes, results, and recommendations for improved student learning. Copy this table for each assessed outcome.

I. Program SLO assessed in this cycle. Copy the SLOs verbatim from the assessment plan.
SLO 2 Collections—A foundational understanding of collection care, acquisition, repatriation, and deaccession.
J. Semester and year this SLO was reported on prior to this cycle.
this is the first year that the program is being assessed
K. Describe the assessment method for this SLO.
examination of MST 300 research papers
L. Described student group(s) assessed. Provide the number of students or number of artifacts assessed.
12 students enrolled in Spring 2025 section of MST 300 Museum Ethics & Issues.
M. Expected proficiency level and proportion of students who should reach this level.
average scores should be at least a 3 (proficient)
N. Assessment results and number of students who met proficiency level.
average score of 3.02
O. Describe what results indicate about student performance.
The average score met the desired proficiency level. How much students addressed issues surrounding collection varied greatly depending on the institution selected for research and the individual students' perspectives.



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This assignment may not be the best for assessing this SLO. When I teach the course, I have one assignment specifically on collections whereas the adjunct teaching in Spring 2025 assigned a research project investigating various aspects of one museum. I will talk to the adjunct and may focus on ANTH 340 to assess this SLO.

Enter Table II AY 2025 Assessment Comments Below