

Program: Chicano Studies

Date: 5/7/12

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Please complete this form for each undergraduate program (e.g., B.A., B.S.) in your department and return it to Erin Frew, erin.frew@colostate-pueblo.edu as an email attachment before June 1, 2011. You'll also find the form at the assessment website at <http://www.colostate-pueblo.edu/Assessment/Resources/Pages/default.aspx>. Thank you.

I. Program student learning outcomes (SLOs) assessed in this cycle, processes, results, and recommendations.

A. Which of the program SLOs were assessed during this cycle?	B. When was this SLO last assessed?	C. What method was used for assessing the SLO?	D. Who was assessed?	E. What is the expected achievement level and how many students should be at it?	F. What were the results of the assessment?	G. What were the department's conclusions about student performance?	H. What changes/improvements are planned based on this assessment?
social, historical, and cultural relevance of Chicanos	June 2011	Capstone Project	2 students who completed projects this year	Average student should be at a "Proficient Level", references and understands of scholarship and theory, of Student Learning outcomes,	Committee found that the students were proficient in this area.	Found that the students' capstone experience is a good sample for their performance in the program. But need a course that will allow us to assess more students.	<ol style="list-style-type: none"> 1. We will implement a pre-test and posttest in CS 101. 2. Developed a Capstone Course 3. Continue to work on imbedding Student Learning Outcomes in all courses.
culture, politics, and history of Southern Colorado.	June 2011	Capstone Project	2 students who completed projects this year	Average student should be at a "Proficient Level", seeks to document new materials for future research and	Committee found that the students were proficient in this area.	Found that the students' capstone experience is a good sample for their performance in the program.	<ol style="list-style-type: none"> 1. We will implement a pre-test and posttest in CS 101. 2. Developed a Capstone Course 3. Continue to work on

				analysis of Chicanos in Colorado, of Student Learning outcomes.		But need a course that will allow us to assess more students.	imbedding Student Learning Outcomes in all courses. 3. Continue to work on imbedding Student Learning Outcomes in all courses.
Evaluate the contributions of women within Chicano history.	New Assessment	Capstone Project	2 students who completed projects this year	Average student should be at a "Proficient Level", references and understands of scholarship and theory , of Student Learning outcomes.	Committee found that the students were proficient in this area	Found that the students' capstone experience is a good sample for their performance in the program. Students need a course focused on Chicano research and Theory	1. Capstone course should have a strong gender component
Complexities of Identity	June 2011	Capstone Project	2 students who completed projects this year	Average student should be at a "Proficient Level", references and understands of scholarship and theory , of Student Learning outcomes.	Committee found that the students were proficient in this area	Found that the students' capstone experience is a good sample for their performance in the program. Students need a course focused on Chicano research and Theory	2. Begin the Process of Developing a course focused on Chicano research and Theory 3. 2. Developed a US 101 section specifically for Hispanic Students.

Comments: In the past year, Chicano Studies actively participated in Hispanic Heritage month events including: Bringing an Author, Victor Villasenor, to the Rawlings public library. In March, we had 2 students present on their Capstone project at the SISSI conference and 3 students present on their experience as migrant students.

In the Spring Semester of 2011, Departmental FTE was at 22.2, Currently FTE was at 28.2. In the spring of 2011 there were 17 minors currently there are 31. We'd like the average FTE for 2012/13 academic year to be at 30 and the number of minors to be at 50. We will do this by teaching the US 101 for Hispanic Students, offering 5 sections of Intro to Chicano Studies and to continue to participate in programming for the 2012/2013 academic year.

B. Follow-up (closing the loop) on results and activities from previous assessment cycles. In this section, please describe actions taken during this cycle that were based on, or implemented to address, the results of assessment from previous cycles.

A. What SLO(s) did you address?	B. When was this SLO last assessed?	C. What were the recommendations for change from the previous assessment?	D. Were the recommendations for change acted upon? If not, why?	E. What were the results of the changes? If the changes were not effective, what are the next steps or the new recommendations?
Complexities of Identity	New Assessment	New Assessment	New Assessment	New Assessment
social, historical, and cultural relevance of Chicanos	June 2011	1. We will implement a pre-test and posttest in CS 101. 2. re-evalaute student learning outcomes in the assessment plan and add a campus and community component. 3. Continue to work on imbedding Student	1. Developed a pre and post test, but have not implemented it. 2. Felt that the SLOs were adequate for the program 3. working with faculty to implement minor SLOS in 136 and 220	1. implement Pre and Post test in CS 101 2. Continue to implement SLOS in 230, 325, and 485

		Learning Outcomes in all courses.		
Evaluate the contributions of women within Chicano history.	New Assessment	New Assessment	New Assessment	New Assessment
culture, politics, and history of Southern Colorado.	June 2011	<ol style="list-style-type: none"> 1. We will implement a pre-test and posttest in CS 101. 2. re-evaluate student learning outcomes in the assessment plan and add a campus and community component. 3. Continue to work on imbedding Student Learning Outcomes in all courses. 	<ol style="list-style-type: none"> 1. Developed a pre and post test, but have not implemented it. 2. Felt that the SLOs were adequate for the program 3. working with faculty to implement minor SLOS in 136 and 220 	<ol style="list-style-type: none"> 1. implement Pre and Post test in CS 101 2. Continue to implement SLOS in 230, 325, and 485