Colorado State University – Pueblo Academic Program Assessment Report for AY 2012-2013   Due: June 1, 2013

Program:____Chicano Studies _____   **Date:** _____7/3/2013_____

Completed by:__Fawn-Amber Montoya _____

Assessment contributors (other faculty involved in this program's assessment): _____

Please complete this form for <u>each undergraduate, minor, certificate, and graduate program</u> (e.g., B.A., B.S., M.S.) in your department. Please copy any addenda (e.g., rubrics) and paste them in this document, and return it to Erin Frew, erin.frew@colostate-pueblo.edu as an email attachment before June 1, 2013. 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? **Please include the outcome(s) verbatim from the assessment plan.**	B. When was this SLO last assessed?	C. What method was used for assessing the SLO? **Please include a copy of any rubrics used in the assessment process.**	D. Who was assessed? Please fully describe the student group.	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 to the program are planned based on this assessment?
Examine and interpret how Chicanos have impacted the culture, politics, and history of Southern Colorado.	June 2012	Capstone Project	10 CS Majors enrolled in CS 485 Capstone	80% proficient	90% of the students were proficient	Student performance reflected that of graduating seniors, yet there was still a learning curve for many of the	1.Expectations for students in this course need to be more rigorous, may need to think about developing a lower level research course. 2. have a faculty member teach a 291 in the 2014/2015 academic

						students.	year. 3.Will revise the current syllabus for the spring semester to be more rigorous and to focus more specifically on this SLO
Analyze the complexities of Chicano identity.	June 2012	Capstone Project	CS Majors enrolled in CS 485 Capstone	80% proficient	90% of the students were proficient	Student perceptions of identity needed to be revisited. Course focused on a reviewing of CS material that students should have understood.	1.Expectations for students in this course need to be more rigorous, may need to think about developing a lower level research course. 2. have a faculty member teach a 291 in the 2014/2015 academic year. 2.Needs to be greater consistency in the CS 101 courses. 3.Will have discussions about developing a master syllabus for all CS 101 courses.

Comments:

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? Please include the outcome(s) verbatim from the assessment plan.	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?
social, historical, and cultural relevance of Chicanos	June 2012	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.	1.Implemented a pre and post test in CS 101 2. CS 485 capstone course will be taught every spring 3. SLOS should be present in all courses	1.Data for 2013 assessment being collected. 2.Course made it possible to perform a stronger assessment evaluation. Recommendations: 1. Consider changing minor to Chicano and Latino Studies or Chicano and Mexican American Studies 2. Need to revisit the 101 course to make the material more consistent between sections.
culture, politics, and history of Southern Colorado.	June 2012	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.	1.Implemented a pre and post test in CS 101 2. CS 485 capstone course will be taught every spring 3. SLOS should be present in all courses	1.Data for 2013 assessment being collected. 2. Course made it possible to perform a stronger assessment evaluation. Recommendations: 1. Consider changing minor to Chicano and Latino Studies or Chicano and Mexican American Studies 2.Need to revisit the 101 course to make the material more consistent between sections.

Evaluate the contributions of women within Chicano history	June 2012	Capstone course should have a strong gender component	Not acted upon	Will add a stronger gender component in the Spring of 2014
Complexities of Identity	June 2012	1.Begin the process of Developing a course focused on Chicano research and Theory 2. Developed a US 101 section specifically for Hispanic Students.	1.Implemented a pre and post test in CS 101 2. CS 485 capstone course will be taught every spring 3. SLOS should be present in all courses	1. Developed the Capstone course Recommendations: 1. Continue to revise the course so students have a strong base for developing and analyzing their own research.

Comments:

Rubric for Assessment of Senior Capstone Project

	Exemplary 4	Proficient 3	Emerging 2	Not Present 1
2.Complexities of Identity	Specific references and detailed understanding of scholarship and theory	references and understands of scholarship and theory	References or understands scholarship or theory	
4.Chicanos is S. Colorado	Actively seeks to document new materials for future research and analysis of Chicanos in Colorado	seeks to document new materials for future research and analysis of Chicanos in Colorado	Understands the need to document new materials for future research and analysis of Chicanos in Colorado	