Colorado State University – Pueblo Academic Program Assessment Report for AY 2013-2014   **Due: June 2, 2014**

Program:____Chicano Studies _____   **Date:** _____5/29/2014_____

Completed by:__Fawn-Amber Montoya _____

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

Please complete this form for each undergraduate, minor, certificate, and graduate program (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, 2014. 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?
1. Students will become critical thinkers that are civically engaged by examining the	Never Assessed	Capstone Project	6 CS Majors enrolled in CS 485 Capstone	80% proficient	80% of the students were proficient	Student performance reflected that of graduating seniors, yet it appears that because 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. This is difficult

social, historical, and cultural relevance of Chicanos within the United States and the US/Mexico borderlands.						high number of elective courses that students have varied levels of preparation. There needs to be more consistency in the 101 courses.	with the limited faculty members in the program and the obligations to other departments 2. Have a faculty member teach a 291 theory course in the 2014/2015 academic year. 3. Move the theory course to a requirement for academic year 15/16. 3.Will revise the current syllabus for the spring semester to be more rigorous and to focus more specifically on this SLO 4. Put in a required pre and post exam into CS 101 course
2. Students will demonstrate inclusiveness and diversity within their respective majors by analyzing the complexities	June 2013/ SLO revised Fall 2013	Capstone Project	6 CS Minors enrolled in CS 485 Capstone	80% proficient	90% of the students were proficient	Student perceptions of identity needed to be revisited especially when related to critical race theory. Course	1.Needs to be greater consistency in the CS 101 courses. 2.Will have discussions about developing a master syllabus for all CS 101 courses. This is difficult because of the multiple disciplines that the instructors teach

of Chicano identity, and evaluating the contribution of women within Chicano history.						focused on a review of CS material, History, gender, and ethnic identity, that students . Students are seeing the importance of family, but not always able to pick up the central role of women should have understood.	within. 3. Need to restructure the course requirements for the CS 306, 403, and 341 in regards to instruction about gender. 4. Rethink assessment plan and SLOS to include the role of gender roles and family.
3. Students will reflect on and celebrate the history of Chicano/as in southern Colorado by examining and interpreting how Chicanos have impacted the region's	June 2013/ SLO updated Fall 2013	Capstone Project	6 CS Minors enrolled in CS 485 Capstone	80% proficient	90% of the students were proficient	Students are coming to understand the historical and current status of Chicanos within Southern Colorado. Students see their role	1.Continue to have students complete capstone projects that are focused on southern Colorado. 2.Have more structure within the course for experiental education within the community. 3. Incorporate field experience hours into the capstone course.

culture, politics, and history .					within the region	

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?
Examine and interpret how Chicanos have impacted the culture, politics, and history of Southern Colorado.	June 2013	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. 3.Will revise the current syllabus for the spring semester to be more rigorous and to focus more specifically on this SLO	1. due to the Budget cuts there has been no course implemented 2. Syllabus has been revised to be more rigorous and to include all SLOs	Recommendations: 1. hire a faculty member to teach the 291 or have current program coordinator teach a lower division theory course 2. Consider changing minor to Chicano and Latino Studies or Chicano and Mexican American Studies 3. Because of administrative duties and obligations to other departmens coordinator is only able to teach 2 courses in CS a semester. Other full

				time faculty only teach 1-2 courses in the program
Analyze the complexities of Chicano identity.	June 2013	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. 3.Needs to be greater consistency in the CS 101 courses. 4.Will have discussions about developing a master syllabus for all CS 101 courses.	1. due to the Budget cuts there has been no course implemented 2. Syllabus has been revised to be more rigorous and to include all SLOs 3. Moving toward the development of a master syllabus for all 101s. This is difficult with adjuncts.	Recommendations: 1. need to have faculty to teach a lower division course 2. Course made it possible to perform a stronger assessment evaluation. 3. With the budget crisis it was difficult to meet to discuss curriculum. 4.Faculty in the program need to set dates for retirement in order to plan longterm for the viability of the program.

Comments: