

Colorado State University – Pueblo Academic Program Assessment Report for AY 2014-2015**Due: June 1, 2015****Program:** __Chicano Studies _____**Date:** __6/1/2015_____**Completed by:** __Fawn-Amber Montoya _____**Assessment contributors (other faculty involved in this program's assessment):** __Victoria Obregon

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 submit it to the dean of your college/school as per the deadline established. The dean will forward it to me as an email attachment before June 2, 2014. You'll also find the form at the assessment website at <http://www.colostate-pueblo.edu/Assessment/ResultsAndReports/Pages/default.aspx>.

Please describe the 2014-2015 assessment activities for the program in Part I. Use Column H to describe improvements planned for 2015-2016 based on the assessment process. In Part II, please describe activities engaged in during 2014-2015 designed to close-the-loop (improve the program) based on assessment activities and the information gathered in 2013-2014. 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? Please indicate the semester and year.	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(s) and the number of students or artifacts involved.	E. What is the expected achievement level and how many or what proportion of 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 <u>program</u> are planned based on this assessment?
2. Students will demonstrate	Spring 2014	Final Papers- Rubric included in the	Spring Intro to Chicano Studies	85% partially proficient	See attached Over 55% were	Students by the end of the semester are	Continuing to add experiential education into the curriculum.

inclusiveness and diversity within their respective majors by analyzing the complexities of Chicano identity, and evaluating the contribution of women within Chicano history.		assessment plan	Course		proficient	retaining the curriculum and able to demonstrate what they have learned. They are making clear connections to their majors.	Continue to choose books that fit into the SLOs

Comments:

II. 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? Please indicate the semester and year.	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?

1. Students will become critical thinkers that are civically engaged by examining the social, historical, and cultural relevance of Chicanos within the United States and the US/Mexico borderlands.	Spring 2014		<p>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 with the limited faculty members in the program and the obligations to other departments</p> <p>2. Have a faculty member teach a 291 theory course in the 2014/2015 academic year.</p> <p>3. Move the theory course to a requirement for academic year 15/16.</p> <p>3.Will revise the current syllabus for the spring semester to be more rigorous and to focus more specifically on this SLO</p> <p>4. Put in a required pre and post exam into CS 101 course</p>	<p>1/2/3. not enough full time faculty for development of new courses.</p> <p>4. Will implement in fall of 15 for all CS 101 courses.</p>
2. Students will demonstrate inclusiveness and diversity within their	Spring 2014		<p>1.Needs to be greater consistency in the CS 101 courses.</p> <p>2.Will have discussions about developing a</p>	<p>1. All CS 101 courses at CSUP are taught from a common syllabus.</p> <p>2. Will continue to expand on the shared learning community.</p> <p>3/4. restructured course requirements</p>

respective majors by analyzing the complexities of Chicano identity, and evaluating the contribution of women within Chicano history.			<p>master syllabus for all CS 101 courses. This is difficult because of the multiple disciplines that the instructors teach within.</p> <p>3. Need to restructure the course requirements for the CS 306, 403, and 341 in regards to instruction about gender.</p> <p>4. Rethink assessment plan and SLOS to include the role of gender roles and family.</p>	and books in 101 regarding gender.
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 culture, politics, and history .	Spring 2014		<p>1.Continue to have students complete capstone projects that are focused on southern Colorado.</p> <p>2.Have more structure within the course for experiential education within the community.</p> <p>3. Incorporate field experience hours into the capstone course.</p>	<p>1. no capstone course</p> <p>2. Experiential Education is becoming a core component of the class.</p> <p>3. Course not taught.</p>

Comments:

Chicano Studies Assessment Result Rubric

Outcomes	Yes	No	Partially	Unclear
Does the student demonstrate inclusion and diversity within their major	7	1	7	0
Does the Student Analyze the complexities of Chicano Identity	4	0	10	1
Does the Student evaluate the contribution of Women	6	0	8	1