

Colorado State University – Pueblo Academic Program Assessment Report for AY 2015-2016

Program: ____ Chicano Studies _____

Date: __June 1, 2016_____

Completed by: __Fawn-Amber Montoya_____

Assessment contributors (other faculty involved in this program's assessment): ____Jennifer DeLuna and Dora Luz Cobian Klein_____

Please describe the 2015-2016 assessment activities for the program in Part I. Use Column H to describe improvements planned for 2016-2017 based on the assessment process. In Part II, please describe activities engaged in during 2015-2016 designed to close-the-loop (improve the program) based on assessment activities and the information gathered in 2014-2015. 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 inclusiveness and diversity within their respective majors by analyzing the complexities of Chicano identity, and evaluating the contribution of women within Chicano history.	Spring 2015	Class response at the end of the semester *rubric attached	CS 101 Spring 2016	85% partially proficient	Results found that 93% of the students were able to demonstrate inclusiveness and diversity with 86% being able to analyze the complexities of Chicano Identity but	Student performance hit our expected levels. We would like to see this continue in the future.	Include more of the perspective of women in the Intro to Chicano Studies course. Include more assignments and course materials on the roles of women. We need to have data from all CS 101 courses.

					with a smaller percentage being able to include the contribution of women		
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Comments: There continues to be a need to bring the 101 curriculum into alignment. At this point the majority of 101 instructors are using similar texts. There has been a push to have tenured faculty teaching the 101 courses. Will develop an Assessment for all CS 101 courses.

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 14	Continuing to add experiential education into the curriculum. Continuing to find materials that fit into the SLOS	The course was not offered in 2015/2016.	Next Steps- In the process of developing projects for the fall that incorporate these ideas including the incorporation of career preparation and projects that can be used as models for internships and employment
2. Students will demonstrate inclusiveness and diversity within	Spring 15	1.Needs to be greater consistency in the CS 101 courses. 2.Will have discussions	1.Working on a Master Syllabus. At this point there are multiple readings, assignments	Next Steps- In the process of developing syllabi for the fall with all readings in common. Continuing to have annual meetings about

their respective majors by analyzing the complexities of Chicano identity, and evaluating the contribution of women within Chicano history.		<p>about developing a 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>	<p>and speakers that each section have in common</p> <p>2. We have annual discussion about what is in each instructors syllabus master syllabus for all CS 101 courses. This is still difficult because of the diverse disciplines that the instructors are affiliated with.</p> <p>3. There has been an increase of enrollment in these sections. There needs to be a rethinking of CS offering and curriculum .</p> <p>4. Still in the process of discussing revision</p>	the structure of syllabi. Having an assessment tool for all CS 101 courses.
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Comments: Due to a loss of a faculty member in History we have been unable to have the same number of courses offered at the upper division level. We are in the process of reassessing our 300 level offerings to build a program that has stronger linkage to our 400 level courses. In addition we have moved some of our tenured faculty members into general education courses. There is a strong need for the program to have a 5 year plan and to know what the future of ethnic studies programs are at CSU-Pueblo. In addition this spring and summer the coordinator has been working on a Smithsonian Internship program that includes 2 Chicano Studies Minors.

Outcomes	Yes	No	Partially	Unclear
Does the student demonstrate inclusion and diversity within their major	13		1	1
Does the Student Analyze the complexities of Chicano Identity	11		2	2
Does the Student evaluate the contributions of Women	2		2	11

2016 Assessment Rubric