



Completed by: Ashley Martinez, Interim Chicano Studies Coordinator

Assessment contributors (other faculty involved): Fawn-Amber Montoya, Honors Director

Please describe the 2017-2018 assessment activities and follow-up for your program below. Please complete this form for each undergraduate major, 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, save and submit it to both the Dean of your college/school and to the Assistant Provost as an email attachment before June 1, 2018. You'll also find this form on the assessment website at <https://www.csupueblo.edu/assessment-and-student-learning/resources.html>. Thank you.

I. Assessment of Student Learning Outcomes (SLOs) in this cycle. Including processes, results, and recommendations for improved student learning. Use Column H to describe improvements planned for 2018-2019 based on the assessment process.

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 <u>last</u> assessed? (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 that level?	F. What were the results of the assessment? Include the proportion of students meeting proficiency.	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?
SLO1 Students will become critical	Spring 2014	Pre and Post Assessments	24 Chicano Studies 101 students enrolled for	75 % of the students should be proficient.	18 of the 24 (75%) students met	75% of students met overall proficiency for SLO 1.	The Pre and Post test should be given to each section of CS 101 and the total number of questions should be doubled

thinkers that are civically engaged by examining the social, historical, and cultural relevance of Chicanos within the United States and the US/Mexico borderlands.			the Spring of 2018 semester.		proficiency.		(20 questions instead of 10).

Comments on part I:

II. Closing the Loop. Describe at least one data-informed change to your curriculum during the 2017-2018 cycle. These are those 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	B. When was this SLO last assessed to generate the data which informed the change? Please indicate the semester and year.	C. What were the recommendations for change from the previous assessment?	D. How were the recommendations for change acted upon?	E. What were the results of the changes? If the changes were not effective, what are the next steps or the new recommendations?
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plan.				
SLO 4 Examine and interpret how Chicanos have impacted the culture, politics, and history of Southern Colorado.	June 2017	Need to develop a better model for assessment. Faculty have created a multiple-choice response with students having a range for their responses. Politics should be a specific unit in the CS 101 course	Pre and Post assessment was developed for CS 101 courses.	Due to changes in Coordinators, the previous year recommendations were not implemented, CS anticipates similar obstacles for the following year. Currently, the pre and post assessment is short answer and true or false questions. New Coordinator may want to adjust/change the assessment.

Comments on part II:

2017/2018 Assessment Rubric for Chicano Studies 101:

CS 101 Pre and Post Assessment

Spring 2018

This is a pre-assessment for the Chicano Studies department. Your score on this assessment **will not** be for a grade or credit. Please answer the following questions to the best of your knowledge.

- 1) What was the name of the tribe/indigenous peoples that Columbus encountered?
- 2) What was the name of the indigenous woman that served as Cortez's interpreter?
- 3) What was the Aztec capital city?
- 4) What is the name of the man that the Virgen of Guadalupe appeared to?
- 5) True or False: The men accompanying Cortez on his voyage to the New World were, "drunkards, vagrants, thieves..."
- 6) What was the name of the mixture of the Spanish and Native peoples?
- 7) Who was the man who issued the Grito de Dolores?
- 8) True or False: Mexico declared itself independent from Spain in 1823.
- 9) Who wrote Yo Soy Joaquin?
- 10) Which House Bill banned Ethnic Studies in Arizona?