

## **Chicano Studies Assessment plan**

### **Identification**

Chicano Studies

Plan revised May 2012 by Fawn-Amber montoya

Individual responsible for assessment Dean Sonnema

### **Mission, Goals, and Student Outcomes**

#### **Mission**

The mission of the Chicano Studies program is to introduce students to the complexities of the human experience at the local, national and international level.

#### **Program Goals**

The goals of the Chicano Studies program

1. to prepare students to be critical thinkers that are civically engaged.
2. and to assist students in demonstrating inclusiveness and diversity within their respective majors.
3. to complement students chosen major.
4. reflect and celebrate the history of Chicano/as in southern Colorado.

#### **Student Learning Outcomes**

Students will be able to

1. Critically examine the social, historical, and cultural relevance of Chicanos within the United States and the US/Mexico borderlands.
2. Analyze the complexities of Chicano identity.
3. Evaluate the contributions of women within Chicano history.
4. Examine and interpret how Chicanos have impacted the culture, politics, and history of Southern Colorado.

Student learning outcomes will be included in the academic catalog, the website, and the syllabus for the capstone course.

#### **Outcome Assessment**

- An annual review of student's capstone projects is conducted to evaluate the programs goals and student learning outcomes.
- The program is developing a means of measuring student's progress in core courses.

Performance criteria

Upon completion of the minor students are to submit a copy of their capstone project to the coordinator and 2 individuals chosen by the dean to review their capstone project to see if it fits

the goals and SLOS of the program. A total of 80% of the students should have met the outcomes and goals of the program. Papers will be assessed every spring.

With the results, faculty will address how they can revise their syllabi to meet current program goals or if the current goals are in need of revisions. The results will not be used for budgeting, and within the Ethnic and gender studies committee we will decide how the results can be used for strategic planning. Results will be included in our annual assessments reports and in a write-up to the CHASS dean at the end of the academic year. We are thinking about how to best inform students of their progress towards the expected outcomes.

The program coordinator in consultation with individuals from the Ethnic and Gender Studies committee will be responsible for reviewing, evaluating and updating the assessment plan. These individuals will also be responsible for setting action plans.

## Curriculum Map

Sources/S LO #	1.Social,Historical cultural	1. Chicano Identity	2. Women	4.S. Colorado	
CS 101	I-Quizzes/ in class I-Exams I-Group Discussion I-Papers I-Class participation	I-Quizzes/ in class I-Exams I- Group Discussion I-Papers I-Class participation	I-Quizzes/ in class I-Exams I-Class participation	I-Quizzes/ in class I-Exams I- Group Discussion I-Papers I-Class participation	
CS 136	I-Quizzes/ in class I-Exams I- Group Discussion I-Papers I-Class participation	I-Quizzes/ in class I-Exams I- Group Discussion I-Papers I-Class participation	I-Quizzes/ in class Exams I-Class participation	I-Quizzes/ in class I-Exams I- Group Discussion I-Papers I-Class participation	
CS 246	R-Quizzes/ in class R-Exams R- Group Discussion R-Papers R-Class participation	R-Quizzes/ in class R-Exams R- Group Discussion R-Papers R-Class participation	Quizzes/ in class Exams R-Class participation		
CS 306	R-Class participation	R-Quizzes/ in class R-Exams R- Group Discussion R-Papers R-Class participation	M-Quizzes/ in class M-Exams M- Group Discussion M-Papers R-Class participation		
CS 493	M-In class assignments M-Papers	M-In class assignments M-Papers		M-In class assignments M-Papers	

Level-

I=Introduce  
R=Reinforce  
M=Master

Means

Quizzes/ in class responses or assignments  
Exams  
Group Discussions  
Class participation  
Papers

Chicano Studies Program  
Colorado State University-Pueblo

Intended learning outcomes assessed

1. Critically examine the social, historical, and cultural relevance of Chicanos within the United States and the US/Mexico borderlands.
2. Analyze the complexities of Chicano identity.
3. Evaluate the contributions of women within Chicano history.
4. Examine and interpret how Chicanos have impacted the culture, politics, and history of Southern Colorado.

Intended learning outcome assessed with this instrument: Students should be able to write complex prose, with correct grammar. They should be able to present a coherent and persuasive argument that is analytical and interpretive. The writing should be based on appropriate research and follow the *Chicago Manual of Style*.

Student work assessed: Senior Capstone Project

	Exemplary <b>4</b>	Proficient <b>3</b>	Emerging <b>2</b>	Not Present <b>1</b>
1.Social, historical, cultural	Specific references and detailed understanding of scholarship and theory	references and understands of scholarship and theory	References or understands scholarship or theory	
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	
3.Evaluate the contributions of women within Chicano history.	Specific references and detailed understanding of scholarship and theory	references and understands of scholarship and theory	References or understands scholarship or theory	
4.Chicanos in 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	