



Academic Program Assessment Report for AY 2018-2019

(Due: June 1, 2018)

Program: ___Chicano Studies

Date report completed: April 1, 2019_

Completed by: Jacqueline Stroud

Assessment contributors (other faculty involved): _____

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.csueblo.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?
	2018-2019	A survey regarding the value and importance of Chicano Studies reflecting SLO for the minor	Students in Chicano Studies 101 Introductory Course	Unknown at this time. The follow-up survey will be given during finals week.	Unknown	To be determined	A new assessment plan is being developed this year based on Chicano Studies 101 student assessment. The Chicano Studies program has the ability to effect almost all the areas of General Education Student Learning Outcome. The program is trying to address all

							of those and its minor student learning outcomes.

Comments on part I:

II. Closing the Loop. Describe at least one data-informed change to your curriculum during the 2018-2019 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 plan.	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?
See below	Spring 2019			

Comments on part II:

SLO's for the Chicano Studies Minor:

- 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
- Students will demonstrate inclusiveness and diversity within their respective majors by analyzing the complexities of Chicano Identity and evaluating the contributions of women with Chicano History
- Students will reflect on the history of Chicano/as in Southern Colorado by examining and interpreting how Chicanos/as have impacted the region's culture, politics and history