



Academic Program Assessment Report for AY 2022-2023

Program: ___Chicano/a Studies ___

Date report completed: ___ May 30, 2023 ___

Completed by: ___Judy Baca_____

Assessment contributors (other faculty involved): ___Jacqueline Smith submitted data.

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 2023-2024 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> reported on prior to this cycle? (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 (N).	E. What is the expected proficiency 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?
<ul style="list-style-type: none"> • Writing skills • Critical Thinking • Three student Learning Objectives: 	Fall 2022-Spring 23-23	Developed Rubric see below this document. The review used an analysis of content assessing the SLOs	Students enrolled in CS 101 Introduction to Chicano/a Studies. The assessment is a final essay paper. – N16	100 percent of those that complete the course should develop a beginning level foundation of Chicano/as. Level of proficiency is 80%	All student that completed the assessment attained at least 80 percent of the possible points The average for this assessment was 84% And 100% of the students reported gaining	To be discussed in the fall. Recommended changes include two: 1) The use of qualitative data requires a significant amount of time that required content analysis especially with limited faculty. The need to develop a quantitative	The development of a survey. All CS 101 courses will be informed and provided with a survey. Once collected from students the faculty will submit to the coordinator. Results will be discussed with CS faculty. Please note: majority of the faculty are adjuncts and it will be the responsibility of the CS Coordinator to

					knowledge in the SLOs with each objective with a 80% and higher rating.	survey will be on the agenda for the fall and to be approved for use for the end of fall. Second recommendation is to assure there is a process to formalize the assessment for all CS 101 classes and a process to submit, collect and analyze the data.	assure the assessment is being collected and data submitted to CS program.
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Comments on part I:

II. Closing the Loop. Describe at least one data-informed change to your curriculum during the 2022-2023 cycle. These are those that were based on, or implemented to address, the results of assessment from previous cycles.

A. What SLO(s) or other issues did you address in this cycle? 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 column H and/or feedback?	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?
1. All classes need to submit assessment data and utilize the same assessment	This will be the first time the data has been analyzed. Data has been collected. Just received this semester. Last time was 2018-2019.	None Current recommendations are submitted.	Not addressed	To be determined

Comments on part II: Below you will find the rubric that was developed for this assessment and the content analysis extracted from student assessment papers. The information does not include grades or identifiable information; however, are verbatim statements from student papers.

Addendum 1: Assessment of SLOS: Content Analysis: Individual ratings from rubric.

SLO's for the Chicano Studies Minor: Student comments related to CS SLOS from their assessment. **100 percent** of the students addressed gaining insight, knowledge and application of Student Learning Objectives in their assessment. Each Student Learning Objective attained 80% or higher average. Comments below evidence their insight.

• **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 (85%)**

Chicano studies have been an eye-opener in Latin history. I chose to be in this class because a lot of people in the U.S don't know very much about Latin history even though it was and still is a huge part of America.

I know there is more Latin history in the world, and we can't cover it all in an eight-week class. We need to know every culture, even the ones no one seems to talk about.

Another event named the Bracero program in the early 1940s was designed to bring workers to the United States from Mexico to work the land. But within these programs, there was mistreatment and unfair conditions that made the workers riot against these treatments.

While the course did show the diversity within the Chicano culture through events it also did this by implementing tasks that involved researching the diversity that the culture within itself had through articles, Art, and poems.

Moving toward my understanding of the United States history. I believe that the course has shown that the United States is not complete without its diverse pole such as the natives or the Chicanos that helped grow and harvest the land.

This course has allowed viewing my major from a whole different perspective. By allowing me to view the injustices that many people face within my major in the Automotive world.

By gaining an awareness of many social groups and cultures, students who are taught about diversity are better able to combat biased prejudices.

Learning about diversity in classes, teaches you history that you are unaware of, and you learn about how racism and discrimination has operated in the past, so it is not repeated in present day.

I was able to learn about the social, historical, and cultural relevance of Chicanos within the United States and understand how they have impacted the culture, politics, and history in the U.S.

Throughout the course I also learned to take other people's problems into account.

Taking this class, Chicano Studies 101, I was given the opportunity to study a culture that I had no prior knowledge of

This class has impacted my understanding of the United States in that I now know more about some of the history that is not as widely known and talked about because it deals with the United States dark history of oppression and inequality.

The assignments provided in this class pushed me to think more analytically about the information that I was provided with and dissect what I was learning about in a larger capacity.

It would allow me to have more moral judgement when reading articles and watching interviews for CS. I was able to have more empathy and see both sides of the argument.

As educational and work force establishments continue to expand, so do the presence of Latino Americans along with other minorities filling key roles.

The understanding of how Latinos impact the U.S. both in early times and current day, builds the foundation for Chicano life in American.

The voices of Chicanos echo equality and strength amongst the community and these voices are often backed by faith and the belief in religion.

• 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 (89%)

I believe if we are educated about everyone's race and culture people wouldn't be so ignorant. Another example is if people were to educate themselves more about North America and the ancestors of the land people would be kind.

The first native language here in North America was Spanish. I mention this because some people here in the U.S are mad when people don't know English. Then use the expression, "This is America, speak English!" Another scenario of people not knowing the history of North America.

Chicano studies focus on key components that have impacted the Hispanic culture throughout the centuries. One is diversity which focuses on how the Hispanic culture ingrates other cultures within its own.

And not just in movement but also within the Jobs. Such as within the armed forces of the United States which was a sort of haven for many immigrants, Mexican Americans, and natives.

This is why going into my major of study I will implement the rightful and well-planned decision that will encompass an equal opportunity idea. These ideas have emerged in my way of thinking due to the fact that there have been many inequalities events that have played in my major.

Another figure that could have been added to show that women also played a huge role in our culture would have been Frida Khalo.

The more a person is exposed to diversity and different from others, the more likely their talents and understanding of the world around them will differ.

Diversity in schools features differences in athletic ability, background, ethnicity, class, gender, religion, and more. Taking classes that focus on diversity will benefit the students in life well after a student finishes their academic pursuits.

Reading multiple stories about female Mexican-Americans and how heroic they were in their era really taught me that women were just as important as men and were able to accomplish just as much and actually were allowed to be somebody.

This course expands my thinking of my major in Social Work as well. Social Work is a major that one must be diverse in.

I am majoring in Biology and plan to use my degree to become a veterinarian. From taking this course it really has expanded my thinking of my major. Being a Chicano myself, I know I will be dealing with people from all kinds of backgrounds, and it is very important to be familiar with the background of minorities.

There are many things I will take away from the course such as the impact of diversity, the history of the United States, how it affects my major, and gave me the desire to continue my learning in Chicano Studies.

This class expands my thinking of my major because of not only the knowledge that I have gained about the class's subject matter but the skills and ability to have a deeper understanding of the world around me as well.

Finally, participating in the discussions gave me the opportunity to see others' points of views and their thoughts on the information we were given and be able to discuss with others. This will help me with my thinking of my major as I will be better able to discuss ideas and information with others and see their points of view on topics. This class has given me the opportunity to better my understanding and thinking of my major going forward and can be a better student and learner because of it.

I am pursuing a degree in Civil Engineering Technology and have already found myself in classes with many other cultures. Just recently I was accepted to be part of the STEM research community for the university and will challenge myself to do one thing, learn one thing about everyone else's culture to know them a little better and be able to collaborate with them and their strengths.

As my major being in nursing, it is important to have a basic knowledge on diversity and understand differences in cultures and beliefs. In the medical field, we do treat patients all the same, with no regard to race, gender, or background while some beliefs and practices can differ depending on ethnicity and culture. Content in this course has allowed me to expand my knowledge on Latino lineage and understand what molds Chicano beliefs today.

- **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 (80%)**

The Spanish had to fight for their own land! The people of that land welcomed them and wanted to make peace with the new arrivals. Just to get the rug pulled from underneath them. The final example, that fits this scenario perfectly is a woman in one of our previous assignments. She mentioned the border crossing people, not them crossing the border.

...there have been examples that have shown the struggles and failures that Mexican American as a whole has faced. Such as the Goras Balancas which stripped away land from natives and Hispanics by the U.S. government implementing division between lands.

If I did not take this class that focuses on diversity, my eyes would not have been opened to my surroundings.

Chicanos studies is a way to teach students the history of their culture and other peoples' culture, so they do not walk blindly of the history that their culture has to offer them.

The "Foreigners in Their own Land" once again shed light on the relation Chicanos had with America. This article explained that Chicanos felt like they were not viewed as the rightful people in their own land.

I can gain a better understanding of the background of Native Americans, and keep in mind the struggle that indigenous people go through. I have lived in Colorado my whole life, and plan to stay here to pursue my career. Because of this it is important to keep in mind the history that took place in Colorado.

Like the Chicano Movement and all they have fought for like La Raza de Colorado. This will help me in my Major by making sure I know I am able to stick up for myself. I also have the ability to stand up for what I believe is right.

I would also love to learn more about the early history of Chicano in the United States in Colorado.

I learned in this course that impacted what I thought I knew about American. Zoot Suit Riots, The Alamo, The Treaty, and even the local conflict here Boulder Colorado were pieces of history that I wasn't well versed in.

We continue to fight battles both economic and social in which provide reason to continue the study of Chicanos as we make history.

Addendum 2: Rubric

Chicano/a Studies Assessment

5/30/13

Rubric

Assessment Area		Does not address	Identifies the area, does not elaborate	Identifies critical areas and is able to support and expand	Student addresses the area, expands and connects to other areas
		Below Average	Average	Above Average	Excellent
		0-5	5-10	10-15	15-20
Writing skill					
Critical Thinking					
• 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					
TOTAL 100					