HOW ARE WE USING THE RESULTS OF ASSESSMENTS TO MAKE CHANGES?

It is important for accreditation to answer the following questions:

1. What courses/certificates/programs have you assessed this past year?

   2010
   Chicano Studies 2: Chicanos in Contemporary Society (Fall 10)
   Chicano Studies 7: Mexicans in the History of the United States, I: Pre-Cuautemoc to 1850 (Fall 10)
   Chicano Studies 8: Mexicans in the History of the United States, II: 1850 to the Present (Fall 10)
   Chicano Studies 37: Chicano Literature (Fall 10)
   Chicano Studies 19 – The History of Mexico (Fall, 2010)

   2011
   Chicano Studies 44- Mexican Civilization (Spring 11)

2. Summarize the analysis of your assessment results for courses in your area.

   Chicano Studies 2: Chicanos in Contemporary Society (Fall 10)
   Course: Chicano studies 2 fall 10 SN 0149
   Sample: 12 submissions
   Method: Students were assessed through the use of a 5 page, Take-Home Essay. They responded to the following question:
   Write a critical essay analyzing the major characteristics of the Chicano community, the second largest minority group in the United States, and the largest in the southwest. Analyze the specific social, cultural, economic and political elements in this community, and differentiate the Mexican American from other groups in American society.
   Analysis: Assessment scores were as expected. Despite small class size, grade distribution was normal.
   Modifications: None at this time.

   Chicano Studies 7: Mexicans in the History of the United States, I: Pre-Cuautemoc to 1850 (Fall 10)
   Course: CS 7 FA 10 SN 0153
Sample: 35 submissions

Method/description: Students were assessed through the use of a 5 page, Take-Home Essay. They responded to the following question:

Write a critical essay analyzing United States history as viewed through the experience of Mexican-descended peoples. The essay will analyze their evolution and contributions from pre-Columbian societies to the end of the US war against Mexico. The essay will assess the impact of the European invasion, colonization, and the US war against Mexico on the communities of Mexicans in the United States.

Analysis: Assessment scores were as expected. Grade distribution was within normal range.

Modifications: None for the moment.

Chicano Studies 8: Mexicans in the History of the United States, II: 1850 to the Present (Fall 10)

CS 8 FA 10 SN 3069

44 submissions

Students were assessed through the use of a 5 page, Take-Home Essay. They responded to the following question:

Write a critical essay analyzing United States history as viewed through the experience of Mexican-descended peoples. The essay will analyze the evolution of this community from the end of the US War against Mexico to the present. The essay will assess the impact of war and its aftermath on these communities. The essay will evaluate the involvement of this community in labor and civil rights movements, and continued flows of migration from Mexico and their effect on these communities. The essay will examine the contributions of Mexican communities to the development and growth of the United States.

Analysis: Assessment scores were as expected. Grade distribution was within normal range.

Modifications: Place more emphasis in deficient areas in future. Area of least proficiency were in discussing and assessing the impact of war and its aftermath on these communities.

Chicano Studies 37: Chicano Literature (Fall 10)

Chicano studies 37 fall 10 sn

46 submissions
Students were assessed through the use of a 5 page, Take-Home Essay. They responded to the following question:

Write a critical essay analyzing the literary, social, political, and historical aspects of essay, novel, drama, short story, and poetry written by Chicana/o writers. Analyze the social context within which these works were written. Examine the impact of historical and political forces that give rise to literature written by Chicano writers who seek to define themselves and their communities within a social American context.

Analysis: Assessment scores were lower than expected. Grade distribution was lower than expected.

Modifications: Place more emphasis in deficient areas in future. Specifically, the first part of the question: Analyze the literary, social, political, and historical aspects of essay, novel, drama, short story, and poetry. The last two parts of the question seemed to be easier for students to discuss.

Chicano Studies 19: The History of Mexico (Fall 2011)

Chicano Studies 19 Fall 10 SN 0157

35 Submissions

Students were assessed through the use of a 5 page, Take-Home Essay. They responded to the following question:

Write a critical essay examining the history of Mexico from Pre-Columbian times until the present. The essay will analyze the evolution and contributions of this community from pre-Cuautemoc (pre-Columbian) societies to the early 21st century. The essay will assess the impact of multiple European invasions. Colonization, the US War against Mexico, the Mexican Revolution, Mexico’s Cultural Renaissance of the 20th century, the Zapatista uprising, and the United States and other foreign powers global and economic foreign policies on Mexico’s historical development.

Analysis: Assessment scores were lower than expected. Grade distribution was lower than expected.

Modifications: Place more emphasis in deficient areas in future. Specifically, the last part of the question which required a deeper discussion of how geopolitical forces affected and shaped the course of Mexican history.

Chicano Studies 44: Mexican Civilization (SP 2011)
Class was assessed in the spring. Assessment analysis pending.

3. How have the results of your assessments been shared and discussed among the members of your program? (Provide dates and minutes of meetings or transcript of online discussion)

All discussions regarding the establishment of SLO’s and their assessments have been conducted informally throughout the past two semesters on a class-by-class basis between Department Chair John J. Morales and Vice Chair Jose A. Maldonado, who conducted the majority of the assessments in classes they taught. No minutes were maintained of these discussions.

4. How have the results of your assessments been shared and discussed with members of your advisory committee (if vocational program)?

N/A

5. Based on the discussion and analysis of your assessment results, what changes have you made or plan to make (provide dates, description of changes, and person responsible).

The bulk of the courses assessed thus far have shown little deviation from the expected results. Both Professors Morales and Maldonado provide ample opportunity to students to submit their work prior to final grade assessment to ensure student success.

6. What is your assessment plan for the program and courses for the upcoming program review period? Provide dates, SLO(s) to be measured, means of assessment, and person to be responsible.

We have 3 more classes that need to have their SLO’s assessed. We will assess them as they become available.

Written responses to these questions are due by December 2, 2011. These answers will be important evidence for accreditation.