De Anza College **SLO ARCHIVE**

Student Learning Outcomes for ICS 30
Introduction to Chicano Studies

Team Members:

Team Leader:
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Other members:

1. Geraldine Parker (x5448) ICS
2. ICS Part-Time Instructor (x8769)

Additional team members/notes about team:

Ruben Abrica

Additional Notes:

Outcomes:

Outcome 1 Phase I: Statement

Students will recognize and evaluate institutional inequality and practices of social justice in the context of Chicano Communities.

Outcome 1 Phase II: Assessment Strategy Used:

Assessment Quarter: Fall 2010
Assessors: , Jorge Guevara
Assessment Tools: •
Sections being assessed: 61

Outcome 1 Phase III: Reflect & Enhance

Number of people involved in Phase III: 1

Changes:
Initial assessment, none

Methods:
Essay question -Take-home Final Exam Question-Many Chicano Historians have described the experience of people of Mexican descent in the United States as a "love-hate

relationship". Describe what this means, provide at least five lucid examples from history to substantiate your response.

Findings and Conclusions:
Participants: 18With totally (100%) correct response 14With partially (90%-80%) correct response 1Less than (80%) correct response 3Those students with regular and consistent attendance achieved the higher percentage. In class survey results:Those students participating in college supportive programs like LEAD or the PUENTE program excelled in meeting the object.In class survey results:Those students with limited (campus only) Internet access did not achieve objective like those who had both home and campus access.

Enhancement (Planned Actions)
Part I:
Enact a more stringent attendance policy.Reformat content into small, modularized units conducive to independent or away from classroom learning. Pull back from Internet resources, this only perpetuates the "have's and have not syndrome", the "Digital Divide" is still very apparent in my class and in the Chicano community.

Part II:
Access to the Internet still remains a problem.I suggest the use of a "laptop loaner" program to student without home computers, coupled with off-campus community-wide "WIFI" program or individualized access. Without this technology, which is a given to many of residents, those students residing outside of the service remain at a major disadvantage.

Outcome 2 Phase I: Statement

Students will demonstrate an awareness of historical and contemporary Chicano social movements and their relationship to the greater US society.

Outcome 2 Phase II: Assessment Strategy Used:

Assessment Quarter: Fall 2010
Assessors: Jorge Guevara
Assessment Tools: •
Sections being assessed: 61

Outcome 2 Phase III: Reflect & Enhance

Number of people involved in Phase III: 1

Changes:
Initial assessment, none

Methods:
Essay question -Take-home Final Exam Question-The terms Chicanismo and Aztlan, both coined or refined during the 1960's and 70's, have taken on new, contemporary meanings. Describe how the terms have changed. What were their definitions then and what are they now?

Findings and Conclusions:
Participants: 18With totally (100%) correct response 15With partially (90%-80%) correct response 2Less than (80%) correct response 1Those students with regular, consistent attendance and family reference/history achieved the higher percentage.In class survey results:Those students participating in college supportive programs like LEAD or the PUENTE program excelled in meeting the object. Those students will a history of family participation in civil rights and community actions/involvement achieved the higher percentage.In class survey results:Those students with limited (campus only) Internet access did not achieve objective like those who had both home and campus access. Firt generation students (determined by in-class profile survey) with no personal nor family exposure achieved the lowest scores.

Enhancement (Planned Actions)
Part I:
Create a family history assignment (Ethnography) relative to the civil rights and/or Chicano movements of the late 1960's and 70's.

Part II:
No additional resources required.

Outcome 3 Phase I: Statement

Students will be able to describe the diversity of titles and identities that are found within the Chicano Community.

Outcome 3 Phase II: Assessment Strategy Used:

Assessment Quarter: Fall 2010
Assessors: Jorge Guevara
Assessment Tools: •
Sections being assessed: 01

Outcome 3 Phase III: Reflect & Enhance

Number of people involved in Phase III: 1

Changes:
Initial assessment, none

Methods:
In-class exam series (Pre-test/Post-test)Short answer essay Identify and describe the geographical (where) and historical (when) significance of following titles and labels used and/or given to people of Mexican descent residing in the U.S. Southwest:Hispano/a Gente de RazónLatino/a TexicanMexican-American Tejano Chicano/a Hispanoparlante Xicano/a La Raza Results: Pre test 09/22/10Participants: 23 Responses 100 – 90% correct: 0 90 - 80% correct: 0 80 - 70% correct: 3 70 - 60% correct: 7 less than 60% correct: 13 Post test 12/07/10Participants: 18 Responses 100 – 90% correct: 12 90 - 80% correct: 5 80 - 70% correct: 1 70 - 60% correct: 0 less than 60% correct: 0

Findings and Conclusions:

Those students with regular attendance achieved the highest percentage of correct answers.

Enhancement (Planned Actions)
Part I:
Provided all students with pdf. copy of lecture materials, specifically PowerPoint presentations and citations to other supportive materials.

Part II:
Again, providing pdf. copies and website references assumes Internet access which many students only have access to being on-campus. Without redible accessibility to Internet, the enhancement of Part I. is virtually worthless.

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