Area H
General Education SLO
Assessment Meeting

November 14, 2011

Present: Leslie Simon (Women Studies) and Marco Mojica (Latin American and Latino/a Studies).

Insights and Reflections

In our second meeting we discussed the assessments that we have chosen to address the SLO: 1. identify and compare the historical and cultural/aesthetic experiences of different groups of women, different ethnic and racial groups, and/or different groups of lesbians, gays, bisexual, and transgendered persons.

In our discussion, we found commonalities in the objectives and content of our assessments tools. We have tailored one of our course exams to be able to evaluate our chosen SLO.

Leslie uses a two-part exam that first asks students to define important terms discussed in class and then create a hypothetical situation demonstrating a good understanding of those terms. In the second part, students write an essay connecting these concepts with a particular issue presented during class lecture and discussion. The major goal is to analyze how dominant culture oppression manifests in established institutions, such as the military, government, and education, and how people working inside those institutions can work toward dismantling oppressive practices.

For Marco, his assessment tool is an exam that asks students to define and contextualize historically important concepts discussed in class. Marco develops the course assessment tool in collaboration with the students. They are asked to take part in the developing of a study guide of twenty course terms. Once the study guide is set, on the day of the assessment the instructor will choose ten of twenty terms that students will answer in a short paragraph format.

We are attaching the assessments we are using for this SLO.
In attendance: Leslie Simon (Women Studies) and Marco Mojica (Latin American and Latino/a Studies).

In this last meeting we discussed the results of our assessment tools and the ways that the process assisted in evaluating our chosen learning outcome. With a rate of 70% of the class as our baseline for determining whether students properly met the SLO, most students successfully responded, in a thoughtful manner, the questions in our assessment tool.

Below are the different experiences in the SLO process for Leslie and Marco Simón.

Leslie Simon.

Process: I changed the mid-term exam in order to get better outcomes for SLO #1 "identify and compare the historical and cultural/aesthetic experiences of women, different ethnic and racial groups, lesbians, gays, bisexual, and transgendered persons." Below is the narrative that describes the move from problem analysis to assessment to evaluation.

Formerly, I created a question for the mid-term that interrogated the students' understanding of the use of creative expression in healing from sexual violence, but I realized that the students had other means of demonstrating that knowledge (four-day write exercise and regular in-class free-writes/self-evaluation). Also, their ability to analyze how dominant culture institutions perpetuate interpersonal violence needed improvement.

I now use a two-part exam that first asks students to define important terms relating to dominant culture oppression and then to create a hypothetical situation demonstrating a working understanding of those terms. In the second part, students write an essay connecting these concepts with a particular issue presented during class readings and discussion. The major goal is to analyze how dominant culture oppression manifests in established institutions, such as the military, government, and education, and how people working inside those institutions can work toward dismantling oppressive practices.

My future plan is to offer an alternative to the second part of the second question so that students can either demonstrate how workers inside institutions can dismantle oppressive practices or how workers can create alternative structures to established institutions.
Process: Every semester I give students a midterm exam that seeks to build their knowledge of important terms discussed during the first half of the course. This midterm seeks to address the chosen SLO: "identify and compare the historical and cultural/aesthetic experiences of women, different ethnic and racial groups, lesbians, gays, bisexual, and transgendered persons." Below is the narrative that describes the move from problem analysis to assessment to evaluation.

In this exam I ask student to not only define each term, but to contextualize it with a historical example based on the readings and lectures. In the evaluation process I was able to see how well students had met the SLO. As previously stated, at least 70% of the students successfully responded and met the student learning outcome. However, for those who were not successful, I will make adjustments to the lectures and perhaps assign a different measuring tool, such as an essay or short written assignments, like quizzes at different points during the semester.

Conclusions

Overall, the adjustments that Leslie and Marco made to evaluate the SLO for the General Education Ethnic Studies requirement will be featured next semester as part of the overall course improvement.
Define each term in a short paragraph format. Make sure you historically contextualize your answer using the lectures, films and readings. Buena Suerte!!

1. Assimilation

2. Social Darwinism

3. Blanqueamiento

4. Race

5. Manifest Destiny
6. Colonial Labor System

7. Treaty of Guadalupe Hidalgo

8. La Operacion

9. Americanization

10. Salt of the Earth
The Politics of Sexual Violence Mid-Term

TOTAL: 20 points (10 points for each question)
Please type your exam. Question 1 may be single-spaced. Question 2 MUST be double-spaced.

1. Carefully follow the directions. Note that I have given you a sample answer for the second part.

A. Give a short description of each of these terms (1 point each=5 points):
   --dominant culture oppression
   --target group
   --internalized oppression
   --power with
   --ally

B. Write a short paragraph using examples of these terms (1 point each=5 points):

Here is a sample answer:

Wealthy white people target people of color with racism. A group of African Americans organize to fight employment discrimination. As part of their resistance, they organize workshops to battle negative stereotypes about themselves. They also find allies in the white community with whom they can work in other aspects of their struggle.

You should develop a situation that demonstrates your understanding of these terms: dominant culture oppression, target group, internalized oppression, power with, and ally. Your paragraph should be about the same size as the sample answer.

2. Compose a two-page essay on the following topic (10 points):

• Choose ONE of the following institutions
  --organized religion
  --military
  --medical
  --prison/law enforcement
  --media/entertainment
  --education

• Identify how this institution perpetuates the core values of the dominant culture.

• Suggest ways in which people working inside these institutions might act to transform those values into ones that no longer ignore, silence, or in other ways injure groups who are now targeted, such as women, men of color, gays, lesbians, bisexuals, transgender people, poor people, and disabled people.

• Use at least two readings to support your answer. Use only readings assigned through today’s assignments.

• Make sure that your essay contains a brief introduction that re-states the main idea of the question and a conclusion which returns to it. The body of the essay will cite evidence from the readings to support your answer.
PLEASE NOTE:

Be sure to cite authors and titles of essays as you introduce them into your argument. Conclude your paper with correct bibliographic entries, using APA formatting. Here are examples as well as a helpful website http://www.liu.edu/CWIS/CWP/library/workshop/citapa.htm. If you are more familiar with MLA formatting, you may use it.

Book:


Book Article or Chapter:


Newspaper Article:


Magazine Article:


Tips

If you use direct quotations, be sure to cite page numbers in the body of the essay.

Use the actual citation instead of “Politics of Sexual Violence Reader.”

Do not just drop quotations into your essay. Instead, skillfully weave them into your argument so they provide firm support for your analysis. *As Arlene Sen argues in “Naming Myself…”*

Grading Criteria

- Two readings (2+2) 4
- Coherence/Unity/Clarity 2.5
- Solution 2.5
- Citations 1