

**LA HARBOR COLLEGE**  
**Student Learning Outcomes (SLOs) Assessment Report**  
**Course Assessment**

**Division:** Social and Behavioral Science \_\_\_\_\_

**Discipline/Program:** History

**Course Number and Name:** HISTORY 19 History of Mexico

**Program Contact Person:** Ellen Joiner

**Phone:** \_\_\_\_\_

**Reviewed by:**

**Date:** Spring 2015

ISLO	PLO	Course Intended Outcomes	Means of Assessment and Criteria for Success	Summary of Data Collected	Use of Results
1 (2)	1 (4)	1) Analyze the major civilizations of Mesoamerica and the Spanish conquest in terms of motivation, implementation, and its repercussions for native peoples.	75% students will score "C" or better on 10 matching questions, true-false questions, and multiple choice questions embedded in tests or quizzes throughout the semester.	<p><b>Spring 2015 Quiz 1</b>  <b>80% or 20 students out of 25 took the quiz.</b>  <b>75% 15 out of 20 students scored a "C" on the quiz.</b></p> <p>Fall 2014            The 10 questions regarding the civilizations of Mesoamerica are taken from quiz 1.            23 students took the quiz#1 out of 23.            17 student out 23 (74%) got scored a "C" or better.</p>	<p><b>Spring 2015</b>  <b>The objective was met.</b>  <b>The most missed question was number #9, which addressed the Spanish motives of the Conquest. Will revise the lecture on the Spanish Conquest and will look for a short video clip that summarizes the Spanish Conquest.</b></p> <p>Fall 2014            The most missed questions were questions 1 and 2. The questions on short chronology and long chronology are very similar. I will revise the questions. Also, a new Mesoamerican map will be used in class to prevent any mix up between the Olmec cities and the city of Teotihuacan.</p>
1 (2)	1 (4)	2) Examine the effects of the Bourbon Reforms on political and social governance and their relevance for the leadership of Mexico's War of Independence.	75 Students will score a "C" or better on short-answer questions that identify the Bourbon reforms' impact on colonial society.	<p><b>Spring 2015 Writing Assignment 1</b>  <b>62.5% or 15 students out of 24 took the assessment.</b></p> <p><b>15 out of 15 students scored a "C" on the Bourbon reform essay.</b></p> <p>Fall 2014            15 or 65% students out of 23 students in the class earned a "C" or better on the assignment. The assignment is taken from Participation Assignment #3. The average score was 87%.</p>	<p><b>Spring 2015</b>  <b>The assessment will be changed to an earlier time in the semester or included as part of an exam. This will increase the number of student taking the assessment.</b></p> <p>Fall 2014            Give students the writing assignment two or three weeks earlier than the due date and go over the instructions before having the class discussion on the Bourbon Reforms. Interestingly, out all of the writing assignments students scored less on this assignment than the other</p>

					writing assignment. Get students in groups to discuss a list of the Bourbon Reforms and their impact on Mexico.
1 (2)	1 (2)	3) Assess the influence of imperialism, both European and U.S. on Mexican history.	75% students will score "C" or better on 10 matching questions or true-false questions focusing on the effects of imperialism.	<p><b>Spring 2015 Final Exam</b>  <b>The first 8 questions of the final consist of SLO# 3.</b>  <b>The most missed question was number 3, which dealt with the Texas Revolution. Only 6 students out of 14 students answered it correct.</b>  <b>50% or 7 out of 14 students scored a "C" or better.</b></p> <p>Fall 2014  SLO#3 is taken from the final exam.  16 students or 77% out of a class of 21 students.  11 students or 68% of the class scored a "C" or better on the SLO#3.</p>	<p><b>Spring 2015</b>  <b>The objective was not met. Will use more in-class survey questions to review the material after the lectures. Improve lectures.</b></p> <p>Fall 2014  The results could be improved if the student were to receive the questions after the lectures and discussions on imperialism instead of 8 weeks later. Show a video on imperialism and provide students with in-class readings of articles on imperialism.</p>
1 (2)	1 (2,4)	4) Describe the political, economic, religious and social development of Mexico in the 20 <sup>th</sup> and 21 <sup>st</sup> centuries.	Students will score a "C" or better on short-answer questions that address Mexico's major developments in the 20 <sup>th</sup> and 21 <sup>st</sup> centuries.	<p><b>Spring 2015</b>  <b>93% or 14 students out of 15 students took the assessment.</b>  <b>14/14 students scored a "C" or better on the assessment.</b></p> <p>Fall 2014  15 students out of 23 (65%) of class earned a "C" or better on the assignment. The assignment is taken from Participation Assignment #5. The average score was 94%.</p>	<p><b>Spring 2015</b>  <b>The goal was met. However, I explore the possibility of having student presentations on current issues in Mexico.</b></p> <p>Fall 2014  The objective was achieved. Next semester I will show a documentary on the recent political history of Mexico and have students in a group answer a set of questions that analyzing contemporary Mexican politics.</p>
1 (2,3)	1 (2,4)	5) Identify, locate, and analyze primary and secondary sources that are pertinent to the study of Mexican history.	75% Students will score a "C" on an analysis of a primary source, which will be scored according to department rubric.	<p><b>Spring 2015</b>  <b>85% or 12/14 out of students took the assessment.</b>  <b>50% or 6/12 students scored a "C" or better.</b></p> <p>Fall 2014  16 students out of 23 (69%) of class earned a "C" or better on</p>	<p><b>Spring 2015</b>  <b>Students struggled with two things. One, writing a solid thesis statement and citing Chicago style. Will continue to have students go to academic workshops and will spend more class time on writing a thesis statement.</b></p> <p>Fall 2014  Students struggled with the Chicago style of citing. Have staff from the Learning</p>

				the assignment. The assignment is taken for Primary Source Analysis Paper. The average score was 79%.	Center come to my class to discuss how to cite Chicago style and/or take students to the library for an introduction on library primary sources.
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**Revised Student Learning Outcomes for Fall 2014. \*After a department-wide consultation, the department decided to revise and condense the SLO's for this course. We believe, as a department, that some of the SLO's were repetitive and could be easily consolidated without compromising the substance and integrity of the course.**

ISLO	PLO	Course Intended Outcomes	Means of Assessment and Criteria for Success	Summary of Data Collected	Use of Results
1 (2)	1 (4)	1) Analyze the major civilizations of Mesoamerica and the Spanish conquest in terms of motivation, implementation, and its repercussions for native peoples.	75% students will score "C" or better on 10 matching questions, true-false questions, and multiple choice questions embedded in tests or quizzes throughout the semester.	<b>Fall 2014</b> The 10 questions regarding the civilizations of Mesoamerica are taken from quiz 1. 23 students took the quiz#1 out of 23. 17 student out 23 (74%) got scored a "C" or better.	<b>Fall 2014</b> The most missed questions were questions 1 and 2. The questions on short chronology and long chronology are very similar. I will revise the questions. Also, a new Mesoamerican map will be used in class to prevent any mix up between the Olmec cities and the city of Teotihuacan.
1 (2)	1 (4)	2) Examine the effects of the Bourbon Reforms on political and social governance and their relevance for the leadership of Mexico's War of Independence.	75 Students will score a "C" or better on short-answer questions that identify the Bourbon reforms' impact on colonial society.	<b>Fall 2014</b> 15 or 65% students out of 23 students in the class earned a "C" or better on the assignment. The assignment is taken from Participation Assignment #3. The average score was 87%.	<b>Fall 2014</b> Give students the writing assignment two or three weeks earlier than the due date and go over the instructions before having the class discussion on the Bourbon Reforms. Interestingly, out all of the writing assignments students scored less on this assignment than the other writing assignment. Get students in groups to discuss a list of the Bourbon Reforms and their impact on Mexico.
1 (2)	1 (2)	3) Assess the influence of imperialism, both European and U.S. on Mexican history.	75% students will score "C" or better on 10 matching questions or true-false questions focusing on the effects of imperialism.	<b>Fall 2014</b> SLO#3 is taken from the final exam. 16 students or 77% out of a class of 21 students. 11 students or 68% of the class scored a "C" or better on the SLO#3.	<b>Fall 2014</b> The results could be improved if the student were to receive the questions after the lectures and discussions on imperialism instead of 8 weeks later. Show a video on imperialism and provide students with in-class readings of articles on imperialism.
1 (2)	1 (2,4)	4) Describe the political, economic, religious and social development of Mexico in the 20 <sup>th</sup> and 21 <sup>st</sup> centuries.	Students will score a "C" or better on short-answer questions that address Mexico's major developments in the 20 <sup>th</sup> and 21 <sup>st</sup> centuries.	<b>Fall 2014</b> 15 students out of 23 (65%) of class earned a "C" or better on the assignment. The assignment is taken from Participation Assignment #5. The average score was 94%.	<b>Fall 2014</b> The objective was achieved. Next semester I will show a documentary on the recent political history of Mexico and have students in a group answer a set of questions that analyzing contemporary Mexican politics.
1 (2,3)	1 (2,4)	5) Identify, locate, and analyze primary and secondary sources that are pertinent to the study of Mexican history.	75% Students will score a "C" on an analysis of a primary source, which will be scored according to department rubric.	<b>Fall 2014</b> 16 students out of 23 (69%) of class earned a "C" or better on the assignment. The assignment is taken for Primary Source Analysis Paper. The average score was 79%.	<b>Fall 2014</b> Students struggled with the Chicago style of citing. Have staff from the Learning Center come to my class to discuss how to cite Chicago style and/or take students to the library for an introduction on library primary sources.

**Spring 2014**

<b>Institutional Learning Outcomes</b>	<b>Course Intended Outcomes</b>	<b>Means of Assessment and Criteria for Success</b>	<b>Summary of Data Collected</b>	<b>Use of Results</b>
<b>1</b>	1) Identify, locate, and describe the major civilizations of ancient Mesoamerica.	Students will score a “C” or better on 5 identification questions from pre-Columbian Mesoamerica.	<b>16 out of 31 students (52%) received at least a “C”</b>	-Spend more time contextualizing the importance of meso american history to contemporary Mexican history.
<b>1</b>	2) Explain the Spanish conquest in terms of motivation, implementation, and its repercussions for native people.	Students will correctly answer 2 multiple-choice questions that assess the impacts of the Spanish conquest.		

1	3) Illustrate Spanish colonial structure and evaluate the colonial economy, and the social and political developments.	Students will correctly answer 4 multiple-choice questions or true-false questions that assess the impacts of the Spanish colonial structures and the important sectors of the mercantilist economy.		
1	4) Examine the effects of the Bourbon Reforms on late colonial society, economy, and politics.	75% of students will answer correctly on 2 questions consisting of multiple-choices that identify the Bourbon reforms' impact on colonial society.		
1	5) Identify the leaders and movements of the War of Independence.	75% of students will score 80% percent or better on 5 matching questions that identify the leaders and of the 1810 Mexican War of Independence.		
1	6) Clarify the political process of Mexican state building and analyze the difficulty of democratically organizing multi-ethnic people around a common republican state.	Students will score a "C" level of competence on a final essay question.	<b>13 out of 16 students (81%) received at least a "C"</b>	-Give students more feedback on their rough drafts.
1	7) Assess the role of imperialism, both U.S. and European on Mexican history.	Students will score 70% percent on 3 multiple choice questions.		
1	8) Describe the political, economic, and religious development of Mexico in the 20 <sup>th</sup> century and 21 <sup>st</sup> century.	Students will correctly answer 5 matching questions that describe Mexico's political, economic, and social development in the 20 <sup>th</sup> century and 21 <sup>st</sup> century.		
3	9) Identify and locate primary and secondary sources that are pertinent to the study of Mexican history.	Students will score 80% on an analysis of a primary source, which will be scored according to department rubric.	<b>16 out of 19 students (84%) received at least a "C"</b>	-Assign an in class writing assignment based on the primary source students' researched.

**Fall 2013**

<b>Institutional Learning Outcomes</b>	<b>Course Intended Outcomes</b>	<b>Means of Assessment and Criteria for Success</b>	<b>Summary of Data Collected</b>	<b>Use of Results</b>
<b>1</b>	1) Identify, locate, and describe the major civilizations of ancient Mesoamerica.	Students will score a “C” or better on 5 identification questions from pre-Columbian Mesoamerica.	<b>19 out of 42 students received at least a “C”</b>	<b>Provide students with a list of important Mesoamerican cultures and their characteristics of each culture. Have more discussions and in-class readings on the cultures that emerged during specific periods of Mesoamerican history.</b>
<b>1</b>	2) Explain the Spanish conquest in terms of motivation, implementation, and its repercussions for native people.	Students will correctly answer 2 multiple-choice questions that assess the impacts of the Spanish conquest.	<b>26 out of 40 students received at least a “C”</b>	<b>Provide students with a list of historical terms about the Spanish conquest.</b>
<b>1</b>	3) Illustrate Spanish colonial structure and evaluate the colonial economy, and the social and political developments.	Students will correctly answer 4 multiple-choice questions or true-false questions that assess the impacts of the Spanish colonial structures and the important sectors of the mercantilist economy.	<b>25 out of 29 students received at least a “C”</b>	<b>Provide class with examples of colonial art, such as the casta paintings, which illustrate colonial society.</b>
<b>1</b>	4) Examine the effects of the Bourbon Reforms on late colonial society, economy, and politics.	75% of students will answer correctly on 2 questions consisting of multiple-choices that identify the Bourbon reforms’ impact on colonial society.	<b>25 out of 30 students received at least a “C”</b>	<b>Continue to include in-class writing assignments that address the effects of the Bourbon Reforms.</b>
<b>1</b>	5) Identify the leaders	75% of students will score 80%	<b>25 out of 30 students received at</b>	<b>Give students a short in-class writing</b>

	and movements of the War of Independence.	percent or better on 5 matching questions that identify the leaders and of the 1810 Mexican War of Independence.	<b>least a “C”</b>	<b>assignment that compares and contrasts the leaders of Mexico’s War of Independence.</b>
<b>1</b>	6) Clarify the political process of Mexican state building and analyze the difficulty of democratically organizing multi-ethnic people around a common republican state.	Students will score a “C” level of competence on a final essay question.	<b>21 out of 30 students received at least a “C”</b>	<b>The objective was reached. Provide students with a list of important dates in Mexican history. Have more discussions and in-class readings on the history of the Mexican nation-state.</b>
<b>1</b>	7) Assess the role of imperialism, both U.S. and European on Mexican history.	Students will score 70% percent on 3 multiple choice questions.	<b>20 out of 30 students received at least a “C”</b>	<b>The objective was reached. Have more class discussions and in-class readings.</b>
<b>1</b>	8) Describe the political, economic, and religious development of Mexico in the 20 <sup>th</sup> century and 21 <sup>st</sup> century.	Students will correctly answer 5 matching questions that describe Mexico’s political, economic, and social development in the 20 <sup>th</sup> century and 21 <sup>st</sup> century.	<b>15 out of 20 students received at least a “C”</b>	<b>View 1 or 2 documentaries on Mexico’s current problems and assign students questions to discuss.</b>
<b>3</b>	9) Identify and locate primary and secondary sources that are pertinent to the study of Mexican history.	Students will score 80% on an analysis of a primary source, which will be scored according to department rubric.	<b>22 out of 25 students received at least a “C”</b>	<b>Make a library visit a requirement for the primary source analysis assignment</b>

**SPRING 2013**

<b>Institutional Learning Outcomes</b>	<b>Course Intended Outcomes</b>	<b>Means of Assessment and Criteria for Success</b>	<b>Summary of Data Collected</b>	<b>Use of Results</b>
<b>1</b>	1) Identify, locate, and describe the major civilizations of ancient Mesoamerica.	Students will score a “C” or better on 5 identification questions from pre-Columbian Mesoamerica.	<b>30 out of 53 students received at least a “C”</b>	<b>Provide students with a list of important Mesoamerican cultures. Have more discussions and in-class readings on the cultures that emerged during specific periods of Mesoamerican history.</b>
<b>1</b>	2) Explain the Spanish conquest in terms of motivation, implementation, and its repercussions for native people.	Students will correctly answer 2 multiple-choice questions that assess the impacts of the Spanish conquest.		
<b>1</b>	3) Illustrate Spanish colonial structure and evaluate the colonial economy, and the social and political developments.	Students will correctly answer 4 multiple-choice questions or true-false questions that assess the impacts of the Spanish colonial structures and the important sectors of the mercantilist economy.	<b>41 out of 43 students received at least a “C”</b>	<b>Provide class with examples of colonial art, such as the Casta paintings, which illustrate colonial society.</b>
<b>1</b>	4) Examine the effects of the Bourbon Reforms on late colonial society, economy, and politics.	75% of students will answer correctly on 2 questions consisting of multiple-choices that identify the Bourbon reforms’ impact on colonial society.	<b>43 out of 45 students received at least a “C”</b>	<b>Continue to include in-class writing assignments that address the effects of the Bourbon Reforms.</b>
<b>1</b>	5) Identify the leaders	75% of students will score 80%	<b>43 out of 45 students received at least a</b>	<b>Give students a short in-class</b>

	and movements of the War of Independence.	percent or better on 5 matching questions that identify the leaders and of the 1810 Mexican War of Independence.	“C”	<b>writing assignment that compares and contrasts the leaders of Mexico’s War of Independence.</b>
<b>1</b>	6) Clarify the political process of Mexican state building and analyze the difficulty of democratically organizing multi-ethnic people around a common republican state.	Students will score a “C” level of competence on a final essay question.	<b>31 out of 32 students received at least a “C”</b>	<b>Provide students with a list of important dates in Mexican history. Have more discussions and in-class readings on the history of the Mexican nation-state.</b>
<b>1</b>	7) Assess the role of imperialism, both U.S. and European on Mexican history.	Students will score 70% percent on 3 multiple choice questions.	<b>26 out of 44 students received at least a “C”</b>	<b>Have more class discussions and in-class readings.</b>
<b>1</b>	8) Describe the political, economic, and religious development of Mexico in the 20 <sup>th</sup> century and 21 <sup>st</sup> century.	Students will correctly answer 5 matching questions that describe Mexico’s political, economic, and social development in the 20 <sup>th</sup> century and 21 <sup>st</sup> century.	<b>26 out of 31 students received at least a “C”</b>	<b>View 1 or 2 documentaries on Mexico’s current problems and assign students questions to discuss.</b>
<b>3</b>	9) Identify and locate primary and secondary sources that are pertinent to the study of Mexican history.	Students will score 80% on an analysis of a primary source, which will be scored according to department rubric.	<b>30 out of 39 students received at least a “C”</b>	<b>Make a library visit a requirement for the primary source analysis assignment.</b>

**Date: December 2012**

<b>Institutional Learning Outcomes</b>	<b>Course Intended Outcomes</b>	<b>Means of Assessment and Criteria for Success</b>	<b>Summary of Data Collected</b>	<b>Use of Results</b>
<b>1</b>	1) Identify, locate, and describe the major civilizations of ancient Mesoamerica.	Students will score a “C” or better on 5 identification questions from pre-Columbian Mesoamerica.	<b>FALL 2012:</b> <b>36 out of 57 students (63%) received a 70% or higher</b>	<b>FALL 2012:</b> <b>The objective was not met. Provide students with more detailed Mesoamerican maps and have in-class readings to discuss the cultures that emerged during specific periods of Mesoamerican history.</b>
<b>1</b>	2) Explain the Spanish conquest in terms of motivation, implementation, and its repercussions for native people.	Students will correctly answer 2 multiple-choice questions that assess the impacts of the Spanish conquest.	<b>FALL 2012:</b> <b>39 out of 57 students (68%) received a 70% or higher</b>	<b>FALL 2012:</b> <b>Objective was not reached. Include an in-class writing assignment addressing the effects of the Spanish Conquest.</b>
<b>1</b>	3) Illustrate Spanish colonial structure and evaluate the colonial economy, and the social and political developments.	Students will correctly answer 4 multiple-choice questions or true-false questions that assess the impacts of the Spanish colonial structures and the important sectors of the mercantilist economy.	<b>FALL 2012:</b> <b>44 out of 50 students (88%) received a 70% or higher</b>	<b>FALL 2012:</b> <b>The objective was reached. Provide class with examples of colonial art, such as the Casta paintings, which illustrate colonial society.</b>
<b>1</b>	4) Examine the effects of the Bourbon Reforms on late colonial society, economy, and politics.	75% of students will answer correctly on 2 questions consisting of multiple-choices that identify the Bourbon reforms’ impact on	<b>FALL 2012:</b> <b>23 out of 53 students (88%) received a 70% or higher</b>	<b>FALL 2012:</b> <b>Objective was not reached. Include an in-class writing</b>

		colonial society.		<b>assignment addressing the effects of the Bourbon Reforms.</b>
<b>1</b>	5) Identify the leaders and movements of the War of Independence.	75% of students will score 80% percent or better on 5 matching questions that identify the leaders and of the 1810 Mexican War of Independence.	<b>FALL 2012:</b> <b>31 out of 53 students (59%) received a 70% or higher</b>	<b>FALL 2012:</b> <b>The objective was not reached. Give the students a short in-class writing assignment that compares and contrasts the leaders of Mexico's War of Independence.</b>
<b>1</b>	6) Clarify the political process of Mexican state building and analyze the difficulty of democratically organizing multi-ethnic people around a common republican state.	Students will score a "C" level of competence on a final essay question.	<b>FALL 2012:</b> <b>30 out of 36 students (83%) received a 70% or higher</b>	<b>FALL 2012:</b> <b>The objective was reached.</b>
<b>1</b>	7) Assess the role of imperialism, both U.S. and European on Mexican history.	Students will score 70% percent on 3 multiple choice questions.	<b>FALL 2012:</b> <b>29 out of 42 students (69%) received a 70% or higher</b>	<b>FALL 2012:</b> <b>The objective was not reached. Give the students a few short class discussion questions.</b>
<b>1</b>	8) Describe the political, economic, and religious development of Mexico in the 20 <sup>th</sup> century and 21 <sup>st</sup> century.	Students will correctly answer 5 matching questions that describe Mexico's political, economic, and social development in the 20 <sup>th</sup> century and 21 <sup>st</sup> century.	<b>FALL 2012:</b> <b>24 out of 42 students (57%) received a 70% or higher</b>	<b>FALL 2012:</b> <b>The objective was not reached. View one or two documentaries on Mexico's current problems and assign students an in-class essay.</b>
<b>3</b>	9) Identify and locate primary and secondary sources that are pertinent to the study of Mexican history.	Students will score 80% on an analysis of a primary source, which will be scored according to department rubric.	<b>FALL 2012:</b> <b>25 out of 38 students (66%) received a 70% or higher</b>	<b>FALL 2012:</b> <b>The objective was not reached. Make a library visit a requirement for the primary source analysis.</b>

**DATE: December 2011**

Institutional Learning Outcomes	Course Intended Outcomes	Means of Assessment and Criteria for Success	Summary of Data Collected	Use of Results
1	1) Identify, locate, and describe the major civilizations of ancient Mesoamerica.	Students will score a "C" or better on 5 identification questions from pre-Columbian Mesoamerica.	<b>Fall 2011:</b> SLO#1 is taken from questions #1-5 on exam 1. 57 students took the assessment. 40 students or 70% of the class answered the questions correctly.	The objective was met. Provide students with more Mesoamerican maps and have in-class readings to discuss the cultures that emerged during specific periods of Mesoamerican history.
1	2) Explain the Spanish conquest in terms of motivation, implementation, and its repercussions for native people.	Students will correctly answer 2 multiple-choice questions that assess the impacts of the Spanish conquest.	<b>Fall 2011:</b> SLO#2 is taken from questions #44 and # 45 on exam 1. 57 students took the assessment. 39 students or 68% of the class answered the questions correctly.	Objective was not reached. Include an in-class writing assignment addressing the effects of the Spanish Conquest.
1	3) Illustrate Spanish colonial structure and evaluate the colonial economy, and the social and political developments.	Students will correctly answer 4 multiple-choice questions or true-false questions that assess the impacts of the Spanish colonial structures and the important sectors of the mercantilist economy.	<b>Fall 2011:</b> SLO# 3 is taken from questions#7-10 on quiz 2. 50 students took the assessment. 34 students or 69% of the class answered the questions correctly.	The objective was missed by 1%. Provide class with examples of colonial art, such as the Casta paintings, which illustrate colonial society.
1	4) Examine the effects of the Bourbon Reforms on late colonial society, economy, and politics.	75% of students will answer correctly on 2 questions consisting of multiple-choices that identify the Bourbon reforms' impact on colonial society.	<b>Fall 2011:</b> SLO#4 is taken from questions #17, #36 and # 43 on exam 2. 50 students took the assessment. 23 students or 45% of the class answered the questions correctly.	Objective was not reached. Include an in-class writing assignment addressing the effects of the Bourbon Reforms.
1	5) Identify the leaders and movements of the War of Independence.	75% of students will score 80% percent or better on 5 matching questions that identify the leaders and of the 1810 Mexican War of Independence.	<b>Fall 2011:</b> SLO#5 is taken from questions #6-#10 on exam 2. 50 students took the assessment. 30 students or 61% of the class correctly identified the leaders of the War of Independence.	The objective was not reached. Give the students a short in-class writing assignment that compares and contrasts the leaders of Mexico's War of Independence.

1	6) Clarify the political process of Mexican state building and analyze the difficulty of democratically organizing multi-ethnic people around a common republican state.	Students will score a “C” level of competence on a final essay question.	<b>Fall 2011:</b> SLO#6 is taken from essay questions #1 on the final. Out of 38 students 4 students selected this question. Out of these 4 students 100% of the students got a “C” or better.	The objective was reached. However, will make the essay question a required question on the final exam. I
1	7) Assess the role of imperialism, both U.S. and European on Mexican history.	Students will score 70% percent on 3 multiple choice questions.	<b>Fall 2011:</b> SLO#4 is taken from questions #47, #49, and #50 on exam 2. 50 students took the assessment. 37 students or 73% of the class answered the questions correctly.	The objective was reached.
1	8) Describe the political, economic, and religious development of Mexico in the 20 <sup>th</sup> century and 21 <sup>st</sup> century.	Students will correctly answer 5 matching questions that describe Mexico’s political, economic, and social development in the 20 <sup>th</sup> century and 21 <sup>st</sup> century.	<b>Fall 2011:</b> 38 students submitted the assessment. 29 students or 77 % of the class scored a “C” or better.	The objective was met.
3	9) Identify and locate primary and secondary sources that are pertinent to the study of Mexican history.	Students will score 80% on an analysis of a primary source, which will be scored according to department rubric.	<b>Fall 2011:</b> 37 students submitted the assessment. 23 students or 62% of the class scored a “C” or better on the primary source paper.	The objective was not reached. Make a library visit a requirement for the primary source analysis.

Date: 10/30/08

**Attach additional pages as necessary.**

Institutional Learning Outcomes	Course Intended Outcomes	Means of Assessment and Criteria for Success	Summary of Data Collected	Use of Results
1	1) Identify, locate, and describe the major civilizations of ancient Mesoamerica.	75% of students will score 80% or better on 5 matching questions from pre-Columbian Mesoamerica.	63% of students correctly identified and described major civilizations in ancient Mesoamerica.	Utilize more visuals, maps and archaeological evidence, in classroom lecture/discussion to differentiate between and locate ancient civilizations.
1	2) Explain the Spanish conquest in terms of motivation, implementation, and its repercussions for native people.	75% of students will score 80% or better on 5 embedded multiple choice questions identifying the impacts of the Spanish conquest.	80% of students correctly identified factors of the Spanish conquest.	Clarify the major factors of the Spanish conquest through comparison of primary and secondary sources.
1	3) Illustrate Spanish colonial structure and evaluate the colonial economy, and the social and political developments.	75% of students will answer correctly 80% of the matching questions on the Spanish colonial structures and the important sectors of the mercantilist economy.	68% of students correctly identified terms related to Spanish colonial government.	Synchronize terminology used in class discussion with test terms.
1	4) Examine the effects of the Bourbon reforms on late colonial society, economy, and politics.	75% of students will answer correctly on multiple-choices questions that identify the Bourbon reforms' impact on colonial society.	61% of the students answered the questions on the Bourbon Reforms correctly.	Revise lectures and a timeline to provide a more chronological perspective of Bourbon Reforms.
1	5) Identify the leaders and movements of the War for Independence.	75% of students will score 80% percent or better on 5 matching questions that identify the leaders and movements of the 1810 Mexican War of Independence.	76% of students answered the questions on the War for Independence correctly.	Achieved target of Student Learning Outcome.
1	6) Clarify the political process of Mexican state building and analyze the difficulty of democratically organizing multi-ethnic people around a common republican state.	75% of student will score 80% percent or better on multiple choices questions that express the major problems of establishing a republican form of government in the Mexico.		
1	7) Assess the role of imperialism, both U.S. and European on Mexican history.	75% of students will score 80% percent on short answers responses that examine French and U.S. imperialism in Mexico.		
1	8) Describe the political, economic,	75% of students will score	74% of students answered	Use on-line sources to study

	and social development of Mexico in the 20 <sup>th</sup> century.	80% percent on true-false questions about the political, social, and economic developments of modern Mexico.	correctly the 5 questions on the development of Mexico in the 20 <sup>th</sup> century.	current Mexico's politics and economics.
<b>3</b>	9) Identify and locate primary and secondary sources that are pertinent to the study of Mexican History.	80% percent will earn a 75% or better on an essay, which examines primary sources.	The class average score for the essay was 69%.	Coordinate with library to locate and analyze primary and secondary sources. See # 2.