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| AA in Liberal Arts SS Students will explain the influences individuals, social groups, and governments have upon one another; AA in Liberal Arts-SS Students will document and evaluate models of social stratification based on class, ethnicity, and gender; and assess their impact | Survey, examine, compare and evaluate major historical eras in Mexican American History | Jigsaw Reading, a Collaborative Reading and Writing Project; Class textbook was read collaboratively. Process: 1. Reading from text: Students were randomly assigned to read selected sections of textbook, and then write a 1-page summary of issues of their choice. 2. On due date they worked in small groups where they discussed their findings in order to construct a single summary of reading. Only students who had their type-written summaries were allowed to participate in group work. 3. Group work was then posted Wiki on the iLearn class management webpage. 4. Students were graded for their individual work as well as their group work. | 1. 40 students started the class, and 31 students will complete the term. 2. 51% of those completing the term averaged a C or better on the jigsaw readings for the 6 assigned chapters. 3. 49% of those completing the term did not average a C or better on the jigsaw readings for the 6 assigned chapters. 4. Average grade for all students doing jigsaw readings was 68%. 5. Results show that Jigsaw Readings an improvement over using quizzes. Data from the previous semester shows that 41% of those completing term averaged a C or better on quizzes for the 6 chapters assigned. | 1. Jigsaw reading assignments are a good example of student-centered curriculum. Individually, students select issues of interest and importance to them collaboratively, through the process of sharing their views with others, they measure their choices with those of others. After reading student responses, the instructor was able to relate material in lecture to the specific issues chosen by students. 2. Since the main purpose of reading the textbook is to have students prepare for lecture and class discussion, the overall performance indicates that jigsaw readings are more effective tool than quizzes. Additionally, jigsaw readings are active, while quizzes are relatively passive by nature. Quizzes ask students to look for issues that the instructor decides are important, instead of engaging them in making their own value judgments. Conversely, jigsaw readings ask the instructor to incorporate student-selected issues into class discussion and lecture. 3. In addition to preparing students for lecture and class discussion, jigsaw readings provided a convenient avenue for practicing academic citations, formulating, and use of paraphrasing and assessment. This practice lent itself well to other formal writing assignments. 4. While the outcomes listed here show positive attributes of jigsaw readings, it is important to note that the instructor’s
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<td>AA in Liberal Arts-SS</td>
<td>Students will document and evaluate models of social stratification based on class, ethnicity, and gender, and assess their impact.</td>
<td>1. Survey, examine, compare and evaluate major historical eras in Mexican American history. 2. Appraise and critique historical and cultural literature.</td>
<td>1. Write a historical narrative of family and historical events related to the Mexican American Experience. 2. On due date students worked in pairs, serving as peer-editors. Editor helped author of narrative write title, find key works, and write an abstract of essay. 3. Author of narrative took editor's comments, and completed essay. 4. Students uploaded their completed essay onto a database using the iLearn class management system. 5. Narratives on the database were used to generate a research theme, which then served as the cornerstone of their academic research project.</td>
<td>1. 97% (30 out 31) of students completing class receive a C or better on the narrative assignment. 2. 45% (14 out 31) of students completing class receive a C or better on the on subsequent academic research assignment that was based on narrative.</td>
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History/Humanities 12: Assessment of Reading Strategies for Textbook
Submitted by Enrique Luna

Narrative:
Comments below are part of the update to the Assessment Report for History/Humanities 12. The full report will be completed after the end of the term when comprehensive data is available.

The focus of this assessment is on reading strategies for course textbook. Changes were made as a result of 2007-08 SLO Assessment report, that indicated that only 30% of students averaged a C or better on assignments from the textbook. Strategies reported here are partially informed from Reading Apprenticeship Faculty Inquire Group (FIG) from Spring 2013, and Accelerated Learning workshops attended in Spring and Fall of 2013.

I have taught this class every semester since 1996. Various strategies have been employed to entice students to read the textbook. As envisioned by the instructor, readings from the text serve as a backdrop for lectures and class discussion. Based on student scores, to this point, no strategy was been overly successful in engaging a majority of students with the textbook.

For the past several years multiple-choice quizzes were used to assess student understanding of textbook. One reason for this is that instructor regularly had 250-300 students per semester, when counting the 5 sections that comprise a full-time load. Multiple-choice quizzes are easy to administer. They do not take much class time, which allows for more time to cover other course material. Additionally, quizzes allow instructor time to grade and respond to other types of assignments.

Still, it has long been clear that multiple-choice quizzes are of limited value. To address this issue in Fall of 2013 jigsaw readings were employed in the class. In this process students are assigned to read selected sections of textbook. They write a 1-page summary of issues of their choice. On the due date, students work in small groups with others who were assigned the same section of the book. From their discussion they construct a single summary of their reading. These summaries are then posted to a Wiki on the iLearn class webpage. Only students who have their type-written summaries are allowed to participate in group-discussion. Students are graded for their individual work as well as their group work.

The material below is a comparison of grades from Spring and Fall of 2013. In the Spring multiple-choice quizzes were used; in the Fall jigsaw readings were employed.
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<th>Spring 2013 (Quizzes)</th>
<th>Fall 2014 (Jigsaw Readings)</th>
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| • 42 students started the class  
• 39 completed the semester  
• 41% of those completing term averaged a C or better on quizzes for the 6 chapters assigned.  
• 59% of those completing the term did not average a C or better for the 6 chapters assigned.  
• Average grade for all students taking the quizzes was 57%. | • 40 students started the class  
• 31 students will complete the term  
• 51% of those completing the term averaged a C or better on the jigsaw readings for the 6 assigned chapters.  
• 49% of those completing the term did not average a C or better on the jigsaw readings for the 6 assigned chapters.  
• Average grade for all students doing jigsaw readings was 68%. |

### Breakdown by Grade
- 0% averaged an A
- 23% averaged a B
- 18% averaged a C
- 13% averaged a D
- 46% averaged an F

### Breakdown by Grade
- 19% averaged an A
- 6% averaged a B
- 26% averaged a C
- 23% averaged a D
- 26% averaged an F

**Student Responses to Quizzes:**
Without prompting a number of students commented that the quizzes were not a good representation of the effort they made reading the textbook. Other students noted that they had a hard time matching what they thought was important with what the instructor.

**Instructor’s Observation:**
It appeared that student efforts in preparing for the quizzes declined during the semester. Additionally, it appeared that a number of students never bought the book, or prepared at all for the quizzes. Instead, they simply guessed at the answers.

Since the main purpose of the quizzes was to have students prepare for lecture and class discussion, the overall poor performance indicates that quizzes did not serve their purpose. Additionally, quizzes are relatively passive by nature. A student is asked to look for issues that the instructor decides are important, instead of engaging them in making their own value judgments.

**Student Observation to Jigsaw Readings**
Without prompting a number of students commented that they enjoyed discussing the readings with others.

Students who had taken other classes with me using the quiz format noted that they much preferred the jigsaw assignments. They felt it was a better measure of their understanding, and sensed that their efforts were validated by the grades they received.
Instructor's Observations
Instructor visited students and participated in group discussions. On a regular basis students demonstrated positive discussion and collaboration skills. These were manifested in the group summaries that were posted on the class Wiki.

Jigsaw reading assignments are a good example of student centered curriculum. Individually, students select issues of interest and importance to them; collaboratively, through the process of sharing their views with others, they measure their choices with those of others. After reading student responses, the instructor was able to relate material in lecture to the specific issues chosen by students.

Since the main purpose of reading the textbook is to have students prepare for lecture and class discussion, the overall performance indicates that jigsaw readings are a more effective tool than quizzes. Additionally, jigsaw readings are active, while quizzes are relatively passive by nature. Quizzes ask students to look for issues that the instructor decides are important, instead of engaging them in make their own value judgments. Conversely, jigsaw readings ask the instructor to incorporate student-selected issues into class discussion and lecture.

In addition to preparing students for lecture and class discussion, jigsaw readings provided a convenient avenue for practicing academic citations formatting, and use of paraphrasing and assessment. This practice lent itself well to other formal writing assignments.

While the outcomes listed here show positive attributes of jigsaw readings, it is important to note that the instructor’s workload was expanded. As a result, a number of department and college wide responsibilities were not completed in a timely manner. Additionally, fewer students completed the course than in previous semesters. It remains to be seen if the work entailed by these assignments can be kept up over time, or if there is a relationship of student completion rates with more academically intense assignments.