Fall 2013 SLO/PLO ASSESSMENT REPORT – Chicano Studies

Date: 01/30/14

Name of Person Reporting: John J. Morales/ Jose A. Maldonado

Name of Department and/or Discipline: Chicano Studies

1. What courses/certificates/programs have you assessed this past semester?
   Chicano Studies 46: Chicano Folklore; Section Number: 3069
   Professor: Julian Camacho
   Sample size: 27
   Method: Critical Essay
   Rubric: yes
   Grade distribution: 10/10: 9 (33.3 %); 9/10: 2 (7.4%); 8/10: 5 (18.5%); 7/10: 6 (22.2%); 6/10: 2 (7.4%); 5/10: 2 (7.4%); 4/10: 1 (3.7%)

2. Summarize the analysis of your assessment results for the fall semester course assessments in your area. Did the students achieve the established benchmarks (standards for student success)?
   A large percentage of students met or exceeded the established benchmarks for the class and performed well on the assessment. There were a significant number, however, that could have performed better. The primary reason for the lower grades was that students did not write enough or in enough detail.

3. Based on the discussion and analysis of your assessment results, what changes have you made or do you plan to make?

   Recommendations for improvement are:
   1) More detailed presentations: these would provide more extensive information.
   2) More one one-on-one work with students on their skills.
   3) Additional resources such as visuals, more books on the subject, particularly artifacts and relics, art, and other similar items, all of which can be made available through the Centro Xican®, to help them improve their research, reading comprehension, critical thinking, oral presentation, and writing skills for academic scholarship. Students can then write longer, clearer, more concise essays on the material learned, and be able to communicate their newfound knowledge in multiple formats.
   4) Separating the various themes and requiring specific assignments on each as opposed to assignments on groups of themes would encourage more learning and
absorption of the subject matter. Students could then write more in depth on a wider range of subtopics and themes.

5) More and better resources to be made available to faculty including but not limited to:
   a) Updated material from which to draw to develop courses and improve curriculum and instruction.
   b) Budget for research and professional development travel and training, including travel to professional conferences (3 per year per faculty member);
   c) Books, films, magazines, audio resources, technology improvements in the classrooms
   d) Classroom resources such as maps, and other instructional material, software and programs.
   e) Budget for membership dues to 3 professional organizations per faculty member, full time and adjunct.
   f) Budget for membership fees and travel stipends for up to 5 Chicano Studies Majors to attend up to 2 professional conferences per year.
   g) Budget for programming to improve student success and competitiveness in the area of the humanities.

5) Department Faculty are also reviewing and may possibly revise the SLO assessment and rubric.

4. **Follow up on previous assessments:**
   (1) If this SLO was assessed previously, compare the results with the earlier assessments. Have the recommended changes been implemented?
   (2) How have the findings led to improved student learning and the achievement of the college mission?
   This class has not been assessed before

5. **How have the results of your assessments been shared and discussed among the members of your program?** (Provide dates and any minutes of meetings as evidence.)
   These results will be shared with our department faculty at the first department meeting of the semester.

6. **How have the results of your assessments been shared and discussed with members of your advisory committee (if vocational program)?**
   N/A

7. **What resource requests are planned as a result of the assessments?**
Resource requests will be submitted for more and better resources to be made available to Department faculty including but not limited to:

a) Updated material from which to draw to develop courses and improve curriculum and instruction.
b) Budget for research and professional development travel and training, including travel to professional conferences (3 per year per faculty member);
c) Books, films, magazines, audio resources, technology improvements in the classrooms
d) Classroom resources such as maps, and other instructional material, software and programs.
e) Budget for membership dues to 3 professional organizations per faculty member, full time and adjunct.
f) Budget for membership fees and travel stipends for up to 5 Chicano Studies Majors to attend up to 2 professional conferences per year.
g) Budget for programming to improve student success and competitiveness in the area of the Humanities.

8. Have the assessment results been posted on the online system?
   Yes