



SLO Assessment Cycle for ICS 24

Asian American Literature SLO Modified: [04/14/2011]

Marshall Hattori's Team Members:

1. [Rowena Tomaneng](#) (x8286) ELIT
2. [Marshall Hattori](#) (x) EWRT
3. [Karen Chow](#) (x5763) ESL
4. [Sherwin Mendoza](#) (x) ICS

Additional Team members not on list/notes about team:

Additional Notes:

Outcomes:

Outcome 1: Statement Modified: [04/14/2011]

Identify multiple cultural and historical issues pertaining to Asian American Pacific Islanders in literature.

Assessment Cycle Records:

Outcome 1: Assessment Planning Modified: [04/15/2011]

Assessment Strategy Used:

Quarter: Winter 2011

Assessors: Sherwin Mendoza

Assessment Tools: Exams • Papers/Essays

Sections being assessed: 01

Outcome 1: Reflect & Enhance Modified: [04/15/2011]

Number of people involved in Phase III: 3

Changes:

Methods:

In-class Midterm Essay Exam

Midterm essay exam consisted of a 500 word written narrative of Asian American history with respect to important events and shifts in immigration policy.

Summary:

On the mid-term exam students did well with Japanese, Chinese and Filipino American history but needed improvement with Vietnamese and Korean American history.

Students did well in developing an idea of Asian American history as a whole.

Overall, students met expectations of proficiency and success.

Enhancement (Part I):

More material presented early in the course on Asian American ethnicities other than Filipino, Chinese and Japanese Americans. Much of this material is online and in multimedia format.

More opportunities for different ethnic groups to share their histories and experiences in classroom discussions and assignments early in the course.

Enhancement (Part II):

Smart classrooms are essential for this enhancement since much of the material only exists online or in multimedia format.

Also, coordination with the De Anza oral histories project would enhance these outcomes. This would require resources and possible funding for coordination and management of this link. Since the oral history project is using Voicethread technology, student access to

computers that record video and audio would be necessary.

In addition, an academic adviser, mentor, or peer counselor from different ethnic groups would help facilitate inclusion of marginal voices into the class and curriculum.

Outcome 2: Statement Modified: [04/14/2011]

Analyze issues pertaining to race, class, sexuality and/or gender in relation to Asian Pacific American communities.

Outcome 2: Assessment Planning Modified: [04/15/2011]

Assessment Strategy Used:

Quarter: Spring 2010

Assessors: Marshall Hattori, Marshall Hattori

Assessment Tools: Performances/Demonstrations • Art Works or Products

Sections being assessed: 01

Outcome 2: Reflect & Enhance Modified: [04/15/2011]

Number of people involved in Phase III: 2

Changes:

Methods:

Students are required to produce and display/perform a creative project that consists of either a Spoken Word poem, a short film, or a graphic art narrative.

These creative projects must deal with identity issues focusing on ethnicity and/or Asian Pacific American issues, history, role models, literature, expression, etc. Students will be encouraged to analyze their identities in relation to race, class, gender and/or sexuality.

Students will then perform or display these creative projects in a public setting--students can either perform in class or publish online via video websites or blogs--and write a self-analysis essay on this creative project and performance.

Summary:

Students creative projects and performances were outstanding. Many students educated the public on issues of gender, class, ethnicity, and race. The creativity displayed was inspiring. Students met and exceeded expectations of proficiency, creativity, honesty, courage, and success. Students showed deeper engagement with the readings and literature in their self-analysis essays.

Students revealed technology needs required to publish creative projects, economic needs of their communities, support needs for members of the LGBTQ community, and academic needs of Asian Pacific Americans who do not fit the model minority stereotype.

Students also revealed desire for more classes and curriculum pertaining to their ethnic groups and communities.

These creative project can be sustained and improved by participation learning communities such as LinC. Also, more access to technology will help students create creative projects that are accessible to a larger audience.

Enhancement (Part I):

These results will encourage future creative projects and assignments that reward student creativity, initiative, and self-confidence.

These results also re-affirm student centered assignments and pedagogy.

Enhancement (Part II):

The need for access to technology is essential for this assignment. Many of the projects were created and exist online. In addition, access to cameras and editing software would greatly enhance this project. Archiving of these pieces online would also create content for future classes in ICS, English, History, Gender Studies, Women's Studies, Queer Studies, Art, Film Studies, etc. Smart classrooms are essential for this project.

[Number of Outcomes for ICS 24: 2]

