

Student Learning Outcomes for ICS 33

The Chicano and the Arts

Team Members:

Team Leader:

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Additional team members/notes about team:

Additional Notes:

Outcomes:

Outcome 1 Phase I: Statement

Students will be able to identify and evaluate the principals, qualities and characteristics of the politically-based themes found within Chicano/a Art

Outcome 1 Phase II: Assessment Strategy Used:

Assessment Quarter: Winter 2010

Assessors: Jorge Guevara, Jorge Guevara

Assessment Tools: ••

Sections being assessed: 01

Outcome 1 Phase III: Reflect & Enhance

Number of people involved in Phase III: 1

Changes:

Initial assessment, none

Methods:

Final Exam, essay question1. The concept of "Indigenismo" (Indianism) was one of the primary themes expressed in the Chicano Art of the 1960's and 1970's. What is this concept in relationship to the Chicano experience? Why was it so important to the early

Chicano movement? Identify and describe a work of art that clearly illustrates the concept.

Findings and Conclusions:

Results: Total respondents 37 satisfactory responses 27 unsatisfactory responses 10 non-respondents 5 Unsatisfactory responses: The responses were primarily based on Wikipedia and other websites that limiting definitions and examples of "Indigenismo" to Central and South America experiences. Students failed to make the association with the concept Aztlan. Those students with regular and consistent attendance achieved a higher percentage.

Enhancement (Planned Actions)

Part I:

Rephrasing exam question to reduce confusion and/or misinterpretation. Advise students not to rely on Internet websites as sole sources for reference materials.

Part II:

Much of the course relies on the use of video, on-line student access to video materials would greatly enhance instruction by facilitating students review. Currently Course Studio is available on MyPortal system, but the size of download informational materials is very limited, 5 Mb. Video streaming technology is required and should be made available to faculty.

Outcome 2 Phase I: Statement

Students will be able to identify the concept rasquachismo and assess its impact on the sense of aesthetics within Chicano Art.

Outcome 2 Phase II: Assessment Strategy Used:

Assessment Quarter: Winter 2010

Assessors: Jorge Guevara

Assessment Tools: • •

Sections being assessed: 01

Outcome 2 Phase III: Reflect & Enhance

Number of people involved in Phase III: 1

Changes:

Initial assessment, none

Methods:

Final exam, essay question Chicano Art was once defined by the initial three criteria or goals. [The initial goals of Chicano Art 1). Opposition to assimilation, imperialism, and capitalism, 2). separatism from the traditional structures of the art world, and 3). a re-education of Chicano/as in barrios across the country.] Describe how this criterion has changed? Identify and describe works of art that clearly illustrates this evolution.

Findings and Conclusions:

Results: Total respondents 36 satisfactory responses 30 unsatisfactory responses 6

non-respondents 6 Unsatisfactory responses: The responses focused solely on the historical context, failing to provide any contemporary assessment. Those students with regular and consistent attendance achieved a higher percentage.

Enhancement (Planned Actions)**Part I:**

Rephrasing exam question to reduce confusion and/or misinterpretation. Provide a range of examples that includes all of the various forms of art covered in the course. (Currently the course emphasis is on visual arts).

Part II:

As indicated in SLO #1, greater student access to media (video) used for in-class instruction would assist in re-enforcing content covered in lectures. Although the students receive copies of course Powerpoint presentations via pdf format, many of these files exceed browser size limits. A central media website for student access or streaming of video would greatly assist in-class instruction.

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