

MLAT AA

<p>PLO (program outcome to which this SLO maps)</p>	<p>PLO Reflection (What were the strong points and weak points students demonstrated in the courses? What areas need more attention? What do your results show about student learning?)</p>	<p>PLO Action Plan (include timeline for implementation, key/responsible personnel, priority high/medium/low, status report/reflection on results of action plan)</p>
<p>Evaluate the development of the field of Mexican/Latin American Studies, and utilize research methodologies and scholarship within the field to produce research papers.</p>	<p>Many students struggled with written analysis and basic writing skills. While our courses are UC transferrable, many of our students do not have the core writing skills to develop college level research papers. Many students need a lot more support around how to analyze primary and secondary sources and develop college level papers. We also learned that our department needs to develop a class on methods to expose students to different types of methodology and research .</p>	<p>More writing and research tutorials need to be incorporated into the class curriculum starting fall 2017. Instructors need to work closely with writing center and library workshop services. During our department meetings in fall 2017, the department chair will remind faculty to utilize existing resources to support student writing and research. M/LAT instructors will be encouraged to send students to the writing center and promote the one unit English Writing Workshop in their course syllabi. M/LAT instructors are currently working with the campus to build a Latinx Learning community that links M/LAT to writing sequence course for fall 2017. More collaborations will be made between English instruction and M/LAT instruction. More writing exercises and workshops need to be incorporated within the class. Also, the department hopes to develop a course on Ethnic Studies methods in the next year. Lastly, next academic year 2017-2018, our department hopes to edit and reorder our SLO's and PLO's so it is easier to map and assess for future semesters. For example, every SLO 1 will map to PLO 1.</p>

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<p>2. Analyze enduring stereotypes, representations, productions and cultural meanings of Latinxs in U.S. film</p>	<p>While many students were able to conceptually develop their own examples and opinions, some had difficulty incorporating core concepts and examples from the readings. There is an issue with a large portion of students not completing or incorporating readings. Students need to be provided examples on how to incorporate text evidence into their analysis. This may include showing sample papers. Also, class time needs to be dedicated to the analysis of texts and case studies. Lastly, prompts and instructions need to be clear, succinct, and straight forward.</p>	<p>There needs to be more student incentives to complete assigned readings prior to larger mid-term and final papers. The department needs to come together in fall 2017 to develop strategies to encourage and incentivise more students to read. That could look like mini quizzes, leading group discussions, mini reflections or peer to peer discussion. Also, more in class exercises need to be developed in fall 2017 and spring 2018 that train students around how to engage in in-text analysis. Lastly, faculty need more support from Professional Development and fellow colleagues to develop clear yet challenging assignment/prompts that pedagogically get students to think critically without feeling overwhelmed. A request should be made to create a pedagogy committee at Laney College that goes beyond formulaic assessment.</p>
<p>Identify, and describe, the general history of "racial/ethnic" people in the U.S.</p>	<p>When students are asked to compare and contrast their identity and experience to critical race and gender case studies/theories analyzed in class, they tend to perform better. We also found that students did better on paper assignments versus timed tests.</p>	<p>Working with faculty to develop more assignments that allow student to apply what they have learned to their own experience versus just analyzing particular historical moments in isolation. There will be discussions in the Ethnic Studies Department in fall 2017 to discuss successful assessment strategies and assignments that allow students to analyze historical phenomenons and patterns that go beyond traditional mid-term tests. Also, our department will request that more Professional Development resources are dedicated to innovative curriculum development and pedagogy.</p>