

Assessment: Course Four Column

Spring/Summer 2019



El Camino: Course SLOs (IND) - Administration of Justice

ECC: AJ 115:Community and Human Relations

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
SLO #3 History and Evolution of Multiculturalism in the U.S. - Upon completion of a course of study in multicultural law enforcement the student will be able to explain the history and evolution of multiculturalism in the U.S. and the challenges presented by a multicultural society. Course SLO Status: Active Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2018-19 (Fall 2018), 2018-19 (Spring 2019) Input Date: 03/31/2014	Essay/Written Assignment - During the course of the semester the students are provided a number of short answer essay questions related to the history and evolution of multiculturalism in the United States and challenges during the administration of justice to diverse populations. Standard and Target for Success: The standard for success is 75% of the students earning an 80% or better on the short answer essay questions. Related Documents: Representative short answer essay question for assessment of AJ 115 SLO 3.pdf	Semester and Year Assessment Conducted: 2014-15 (Fall 2014) Standard Met? : Standard Met This was a single section online course during the Fall 2014 semester with 41 enrolled students. The assessment instrument was a short answer essay question concerning the historical treatment of Native Americans by the criminal justice system. The average score was 83% based on the rubric. (10/14/2014) Faculty Assessment Leader: M.C. Fields	Action: This curriculum was revised to meet C-ID standards beginning with the Summer 2014 semester. A CTE two-year course review will occur in Spring 2017 (05/05/2017) Action Category: SLO/PLO Assessment Process
	Exam/Test/Quiz - This SLO is covered throughout the course however the first four chapters of the textbook provide the foundation and were used in this assessment. There are several formative assignments including low unit Check Your Understanding quizzes	Semester and Year Assessment Conducted: 2018-19 (Spring 2019) Standard Met? : Standard Met 35 were assessed during this period. 32 (91%) met the standard. This may be due to the fact that the material of the SLO is covered extensively during the first quarter of the course. As a result when the material is assessed during the first exam, the material is still fresh with the students	Action: Continue to engage the students the next time the class is offered. In this course, students are more expressive due to the content and are able to relate to SLO by way of personal antidotes, and interaction with law enforcement. (01/30/2020)

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	<p>and discussion boards.</p> <p>The exam is a series of fill-in-the-blank, multiple-choice, and true-false questions taken from the chapters.</p> <p>Standard and Target for Success: It is expected that 75% of students will score 70% or above on this SLO</p>	<p>both in theory and as a practicality. It is reinforced and discussed in classroom and discussions and exercises. (06/14/2019)</p> <p>% of Success for this SLO: 91</p> <p>Faculty Assessment Leader: D. Mason</p>	<p>Action Category: Teaching Strategies</p> <p>Follow-Up: Meet with Compton Sheriff and continue to invite personnel assigned to community relations into the classroom for discussions, questions and answer and to address the impact of multiculturalism in law enforcement with students. (06/14/2019)</p>
		<p>Semester and Year Assessment Conducted: 2018-19 (Fall 2018)</p> <p>Standard Met? : Standard Met</p> <p>The Canvas LMS allows for a statistical analysis of each question. True/False and Multiple Choice quiz questions include an item discrimination index, which attempts to look at a spread of scores and reflect differences in student achievement. This metric provides a measure of how well a single question can tell the difference (or discriminate) between students who do well on an exam and those who do not. It divides students into three groups based on their score on the whole quiz and displays those groups by who answered the question correctly.</p> <p>Lower discrimination scores (in red) are scored +0.24 or lower; good scores (green) are +0.25 or higher. An ideal discrimination index shows students who scored higher on the quiz getting the quiz question right, students who scored lower on the quiz getting the quiz question wrong, and students in the middle range on either side. A discrimination index of zero shows all students getting the quiz question right or wrong.</p> <p>Taking note of the discrimination index scores I will be adjusting lessons to provide additional learning activities in those areas of instruction and adjusting formative quizzes to allow students to do better self-assessment of their learning progress.</p>	<p>Action: This curriculum was revised to meet general education standards and will be presented by the college articulation officer to the state for consideration in Fall 2019. (02/28/2019)</p> <p>Action Category: Curriculum Changes</p>

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It should be noted that each learning module in this course has a low-point value formative quiz activity called “Check Your Understanding (CYU)” during which the student has three attempts at the quiz. This aligns with the Online Education Initiative’s Course Design Rubric Section C: Assessment- Effective Assessment. It should also be noted that the instructor for this course has advanced training in course design and evaluation in addition to completing his doctoral research on distance education.

When a student gets a question wrong in the CYU quiz, they directed to a specific place in the lesson where they can do remedial review of the lesson. The desired outcome is the student uses the opportunity of the formative self-check quizzes to guide their studies. The summative exam scores for this SLO were directly reflective of the students’ CYU activity. In other words, those students who completed the CYU assignments the full three times and increased their scores each time did exceptionally well on the exam. Moving forward I will place more emphasis on completing the CYU quizzes by assigning a greater point value as students often complete assignments based on the point value of that assignment. (02/28/2019)

% of Success for this SLO: 84.8

Faculty Assessment Leader: Ryan Anthony

Faculty Contributing to Assessment: Mark Fields