

Assessment: Assessment Unit Four Column

Spring/Summer 2018



El Camino: PLOs (BSS) - Childhood Education

PLOs	Assessment Method Description	Results	Actions
<p>PLO #3 Effective Guidance and Assessment - Students apply effective observation, assessment, guidance and interaction strategies that support all children's social and emotional development</p> <p>PLO Status: Active</p> <p>PLO Assessment Cycle: 2014-15 (Fall 2014), 2017-18 (Spring 2018)</p> <p>Input Date: 11/10/2015</p>	<p>Survey/Focus Group - The assessment method is a 15-question survey developed by the department. (Assessment and Answer Key are attached.) Question 15 asks for the number of units the student has completed (6 units, 9 units, 12 units, 12+ units). This is the first time a PLO is being assessed for which the data will be disaggregated based on the number of units.</p> <p>Standard and Rubric: It is expected that as the number of units increases, so will the number of correct answers. The standard is that at the 12+ unit mark, 80% of students will answer correctly on each question.</p> <p>Related Documents: PLO.#5.Fall.2014.Survey and Answer Key.doc</p>	<p>Semester of Current Assessment: 2014-15 (Fall 2014)</p> <p>Standard Met: Standard Not Met</p> <p>The attached document shows the data for each question broken down by the number of ECE units students have completed (6 units, 9 units, 12 units, or 12+ units). It includes a bar graph comparing the correct answers based on number of units for each question.</p> <ol style="list-style-type: none"> 1. The percentage of correct answers increased based on the number of units in 13 of the 14 questions. Students with 12+ units scores lower on Question 8question. 2. The target was not met for the following 4 questions: Q 2 = 57%, Q8 = 53%, Q13 = 54%, and Q14 = 38%. Q 2 might be too convoluted and may need to be rewritten. Q8. More work on DRDP and ECERS and the differences is needed. Students should have score higher on this question. Q 13. Student should have recognized this answer. Q14. Is a little tricky and should be reworded. (02/07/2015) <p>Faculty Assessment Leader: Michelle Moen</p> <p>Faculty Contributing to Assessment: Janet Young, Susan Baxter, Jennifer Montgomery</p> <p>Courses Associated with PLO Assessment: CDEV 108, 112, 114, 115, 116, 118, 125, 126, 169</p> <p>Related Documents: PLO #5 Table and Graph Fall 2014.docx</p>	<p>Action: Conduct this PLO only with students who have completed 12 or more units to streamline the process and avoid unnecessary work and use of resources. (11/01/2018)</p> <p>Action Category: SLO/PLO Assessment Process</p> <p>Action: Review the survey questions for 2 and 14 for possible revision. (11/01/2018)</p> <p>Action Category: SLO/PLO Assessment Process</p> <p>Action: Provide Professional Development Workshops on ECERS and DRDP. (04/15/2016)</p> <p>Action Category: Teaching Strategies</p> <p>Action: Purchase DVDs showing exemplary examples of effective guidance strategies and conflict resolution to reinforce developmentally appropriate practices. This is especially necessary since the Child Development Center is closed and the opportunity for students to observe children is limited.</p>

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	<p>Multiple Assessments - Strategies for working effectively with children and supporting their growth and development is presented throughout the curriculum. In fact, this topic is covered in over 50 SLOs, however, for the sake of this analysis, the following 22 SLOs, that relate most directly to this PLO, were selected for review: CDEV 106 SLO 1 and 2; CDEV 107 SLO 2 and 3; CDEV 108 SLO 1, 2 and 3; CDEV 112 SLO 1, 2 and 3; CDEV 114 SLO 1, 2 and 3; CDEV 125 SLO 1, 2, and 3; CDEV 126 SLO 1, 2, and 3; and CDEV 169 SLO 1, 2 and 3.</p> <p>Standard and Rubric: 80% of students will score 80% or above on all SLOs related to this PLO.</p>	<p>Semester of Current Assessment: 2017-18 (Spring 2018) Standard Met: Standard Met When aggregating this data, 81% of students met the standards for this PLO. This is not a surprise. First and foremost, faculty are aligned in the philosophy, strategies, and methodologies of effectively observing, assessing and guiding young children and present them throughout the curriculum.</p> <p>One area in which the success of this PLO is evidenced is in the practicum classes where students conduct student teaching in community classrooms. The student's scores in 2 of the 3 SLOs are extremely high and the evaluations from the mentor teachers confirm the fact that our students have learned how to observe and assess children and interact and guide them in positive ways that support all children's social and emotional development.</p> <p>However, there were areas that the department wishes to focus on to improve student learning in some areas. Please see attached for a chart and graph of the data.</p> <p>In some cases, the SLO that was used for the PLO, was assessed over two years ago. The department is interested to see if these numbers have improved based on the teaching strategies that were implemented based on the SLO assessment results.</p> <p>The main areas in which the department wishes to focus on to bring up the scores are in these five (5) areas: CDEV 108 Principles and Practices of Teaching Young Children SLO 1: Best Practices SLO 2: Value of Play CDEV 112 Teaching Young Children in Diverse Classrooms SLO 1: Social Identity SLO 2: Anti-bias Approach</p>	<p>(08/31/2015) Action Category: Program/College Support Action: Review the SLOs that are being assessed in Fall 2018 and Spring 2019 to see if the previous teaching strategies have improved students learning. (06/01/2018) Action Category: SLO/PLO Assessment Process</p>

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	<p>Multiple Assessments - The following SLOs were selected to assess this PLO as the statements were aligned with this PLO and they relate most directly to the PLO statement: CDEV 108 #1, CDEV 108 #2, CDEV 112 #1, CDEV 112 #2, CDEV 112 #3, CDEV 114 #1,CDEV 114 #3,CDEV 125 #3, CDEV 126 #1, CDEV 169 #1.</p> <p>In some cases, other SLO statements were relevant, but have not yet been assessed such as CDEV 106 and CDEV 114 #2. They will be included next time this PLO is assessed.</p> <p>Assessments from other courses such as CDEV 103, 104, and 110 are not included because they do not directly relate, they often represent students at the beginning of the program, and will skew the results. The curriculum courses were not included as they align more closely with PLO #2.</p> <p>Standard and Rubric: 80% of</p>	<p>CDEV 114 Observing and Assessing Children SLO 1: Assessment Tools (09/09/2018) Faculty Assessment Leader: Janet Young Faculty Contributing to Assessment: Michelle Moen, Jennifer Montgomery, Cynthia Cervantes, Susan Baxter Courses Associated with PLO Assessment: CDEV 106 SLO 1 and 2; CDEV 107 SLO 2 and 3; CDEV 108 SLO 1, 2 and 3; CDEV 112 SLO 1, 2 and 3; CDEV 114 SLO 1, 2 and 3; CDEV 125 SLO 1, 2, and 3; CDEV 126 SLO 1, 2, and 3; and CDEV 169 SLO 1, 2 and 3.</p> <p>Semester of Current Assessment: 2018-19 (Fall 2018) Standard Met: Standard Not Met (Note: Charts and graphs related to this data are attached.)</p> <table><tr><td>CDEV 108 #1</td><td>45</td><td>Fall 2017</td></tr><tr><td>CDEV 108 #2</td><td>63</td><td>Spring 2016</td></tr><tr><td>CDEV 112 #1</td><td>60</td><td>Spring 2016</td></tr><tr><td>CDEV 112 #2</td><td>75</td><td>Spring 2018</td></tr><tr><td>CDEV 112 #3</td><td>80</td><td>Spring 2015</td></tr><tr><td>CDEV 114 #1</td><td>63</td><td>Spring 2016</td></tr><tr><td>CDEV 114 #3</td><td>80</td><td>Spring 2016</td></tr><tr><td>CDEV 125 #3</td><td>87</td><td>Spring 2017</td></tr><tr><td>CDEV 126 #1</td><td>86</td><td>Spring 2015</td></tr><tr><td>CDEV 169 #1</td><td>100</td><td>Spring 2016</td></tr></table> <p>Overall Average = 74%</p> <p>The percentages for the practicum classes (125, 126, and 169) are high because the data represent a select group of child development majors, many of whom already work in the field.</p> <p>Some of the percentages for CDEV 108 Principles and Practices of and CDEV 112 Teaching Young Children in a Diverse Society are low. Although we would like to improve our success rates, these lower rates are understandable. In many cases, students are exposed to the complicated process of guidance and assessment and must “undo” old thoughts about discipline and guidance. These courses contain more difficult material. It takes time to process the concepts to become skilled at understanding</p>	CDEV 108 #1	45	Fall 2017	CDEV 108 #2	63	Spring 2016	CDEV 112 #1	60	Spring 2016	CDEV 112 #2	75	Spring 2018	CDEV 112 #3	80	Spring 2015	CDEV 114 #1	63	Spring 2016	CDEV 114 #3	80	Spring 2016	CDEV 125 #3	87	Spring 2017	CDEV 126 #1	86	Spring 2015	CDEV 169 #1	100	Spring 2016	<p>Action: Provide faculty with reminders and a streamlined system that allows them to complete their Actions and Follow-Ups and in a timely manner and record the results in order to ensure the continued improvement of student learning. (03/15/2019) Action Category: Teaching Strategies</p>
CDEV 108 #1	45	Fall 2017																															
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	<p>students will score 80% or above on all SLOs related to this PLO.</p> <p>Related Documents: Childhood Education PLO Assessment Fall 2018.docx</p>	<p>the strategies as well as articulating and implementing them.</p> <p>The Childhood Education Department takes the practice of assessing learning seriously and openly. We are proud of our accomplishments and do not shy away from areas in which improvement is needed. Although some of the SLOs fell below our standard, faculty are involved in continuous quality improvement and reflect upon teaching and learning throughout each and every semester.</p> <p>With the actions in place and many follow ups having already been implemented, the Childhood Education Department expects to see an improvement of the scores on our SLOs which will lead to an improved score on our PLO when it is reassessed. (03/15/2019)</p> <p>Faculty Assessment Leader: Janet Young Faculty Contributing to Assessment: Cynthia Cervantes, Michelle Moen, Jennifer Montgomery, and Janet Young Janice Jefferis, Brittany Wilson, Courses Associated with PLO Assessment: CDEV 108 , CDEV 112 , CDEV 114 ,CDEV 125, CDEV 126, CDEV 169</p>	

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Spring/Summer 2018



El Camino: PLOs (BSS) - Economics

<i>PLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>PLO #1 Basic Understanding of Economics - Upon successful completion of the Economics major, students will achieve a basic understanding of markets, economic institutions and the global economy.</p> <p>PLO Status: Active</p> <p>PLO Assessment Cycle: 2013-14 (Spring 2014), 2014-15 (Spring 2015), 2015-16 (Spring 2016), 2017-18 (Spring 2018), 2018-19 (Spring 2019), 2019-20 (Spring 2020)</p> <p>Input Date: 07/01/2013</p>	<p>Exam/Test/Quiz - Using the appropriate economic models, explain either (1) how wages are determined, the economic importance of those wages, and the consequences of unionization and government interference with the wage or (2) how interest rates are determined, the economic importance of those interest rates and the consequence of the government interfering with the interest rates</p> <p>Standard and Rubric: It is expected that 70% of students will score 65% or above on this PLO.</p>	<p>Semester of Current Assessment: 2013-14 (Spring 2014)</p> <p>Standard Met: Standard Not Met</p> <p>65% of the 37 students scored 65% or higher. Where 6 or 37 scored 90% or better and 4 of 37 scored between 80% and 89%, and 14 of 37 between 65% and 79% and 13/37 scored less than 65%. (09/15/2014)</p> <p>Faculty Assessment Leader: Minehiro Inouye</p> <p>Faculty Contributing to Assessment: Minehiro Inouye</p> <p>Courses Associated with PLO Assessment: ECON 1, 2 and 5</p>	<p>Action: I am planning on changing how the PLO assessment. I will probably use an earlier exam for the assessment, rather than the last exam (03/31/2015)</p> <p>Action Category: SLO/PLO Assessment Process</p>

Assessment: Assessment Unit Four Column

Spring/Summer 2018



El Camino: PLOs (BSS) - Political Science

PLOs	Assessment Method Description	Results	Actions
<p>PLO #1 Contemporary Issues - Upon completion of their course of study in the Political Science Department, students will be able to identify and explain major economic, political, social, cultural and historical themes underlying contemporary issues in the policymaking process.</p> <p>PLO Status: Active</p> <p>PLO Assessment Cycle: 2013-14 (Spring 2014), 2017-18 (Spring 2018)</p> <p>Input Date: 10/04/2013</p>	<p>Exam/Test/Quiz - A 10 question multiple choice exam was given to students covering the different subfields within the discipline. It included material from Comparative Politics, International Relations, Political Philosophy, and Civil Rights and Liberties.</p> <p>Standard and Rubric: It is expected that 75% of the students will score 70% or above on this SLO.</p>	<p>Semester of Current Assessment: 2013-14 (Spring 2014)</p> <p>Standard Met: Standard Met</p> <p>Data analysis reveals that overall our results were mixed. 5 sections were used as a sample; 2 sections of Poli 10 (International Politics), and 1 section each for Poli 2 (Comparative Politics), Poli 6 (Civil Liberties and Rights), and Poli 7 (Political Philosophy). There were a total of 43 students, given that only students who had taken 2 or more Political Science course participated in the assessment. When analyzed, the combined data from all sections shows that students met the standards responding to 6 of the 10 questions (77%), were close to meeting the standards in 2 of the 10 questions (65%), and fell short in the remaining 2 (52%).</p> <p>However, when doing an individual analysis of each section that was assessed there are some interesting findings that will have implications next time this PLO is assessed. In particular Poli 10 and 7 showed superior mastery of the subject, with 100% and 90% reaching the target for success in both of those sections. In Poli 2 and 6 the results were a little different and close to the overall findings when all sections were analyzed. From discussions among colleagues in our department the issue came on 2 points. First of all, the sample was based on students who took 2 or more Political Science courses, we might consider changing that next time to having taken 3 or more courses, given that 2 or more are not necessarily an indication that students are majoring in the discipline. And second, where results for</p>	<p>Action: Department Faculty will continue to collaborate in sharing teaching strategies especially pertaining to the areas where the percentages of student success on a particular question was low. Every effort possible will be made to assess again and follow up (even before this PLO is scheduled to be reassessed) when the 4 areas are covered in the same semester (Political Philosophy has not begun to be offered regularly and it might now be taught in the same semester as the other courses used as part of this assessment are). (03/31/2016)</p> <p>Action Category: Teaching Strategies</p>

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		<p>success were better (Poli 7 and 10) typically students taking those courses are likely to be Pol Sci majors. Also, future consideration when assessing this PLO again, might be to possibly change some of the questions, although first we will explore the variable that will determine the sample size (from having taken 2, to having taken 3 courses in Political Science). (09/12/2014)</p> <p>Faculty Assessment Leader: Eduardo Munoz Faculty Contributing to Assessment: Laurie Houske, Ellen Antoine, Lance Widman, Eduardo Munoz Courses Associated with PLO Assessment: Political Science 1, 2, 6, 7, and 10 Related Documents: PLO 1 Spring 2014 Assessment.doc</p>	
<p>PLO # 1 Contemporary Issues - Upon completion of their course of study in the Political Science Department, students will be able to identify and explain major economic, political, social, cultural and historical themes underlying contemporary issues in the policymaking process. PLO Status: Active PLO Assessment Cycle: 2017-18 (Spring 2018) Input Date: 09/14/2018</p>	<p>Essay/Written Assignment - For this PLO, students were asked to write a short 1 1/2-2 page paper analysis based on contemporary issues as stated on the PLO. We also gave the students examples of topics which could relate to major economic, political, social, cultural and historical themes, including wealth inequality, foreign relations, voting rights, and immigration. Standard and Rubric: Target success for this PLO was to be at 70 percent or higher. The following rubric was used (see assessment tools).</p>	<p>Semester of Current Assessment: 2017-18 (Spring 2018) Standard Met: Standard Met Two Pol Sci course (PS 6 and 10) were part of this assessment. The total sample included 20 students from both courses (10 students from PS 6 and 10 from PS 10) The sample students was restricted to those that had taken 2 or more Pol Sci courses in our department, this was done to make sure they had been exposed to different literature from the discipline and had a grasp of the various subfields. For 15 students it was their 3rd course taken and for 5 their 2nd.</p> <p>After analyzing the data, we found positive results. The standard was met, as 95 percent of the students scored a 7 and above, and only 5 percent scored a 6, that being 67 percent. A more detailed breakdown is the following:</p> <p>5 students / 9 out of 9 = 25% 7 students / 8 out of 9 = 35% 7 students / 7 out of 9 = 35% 1 student / 6 out of 9 = 5%</p> <p>Interesting finding were that about a third of the students chose to write on the topic of immigration, about twenty</p>	<p>Action: Continued collaboration and ongoing discussion among colleagues in our department focusing on contemporary examples that apply and cut across the different subfields within the discipline. (09/14/2022) Action Category: Teaching Strategies</p>

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		<p>percent of the students wrote about foreign relations, and the rest on other topics like identity politics wealth inequality. We gather that the concentration on the two major topics mentioned was related to the current immigration debate issues like DACA, and the ongoing foreign relations issues especially as they apply to the Korean Peninsula. This, together with their performance shows that students are getting a well rounded exposure in our courses to those major policymaking issues, and they are able to make the pertinent theoretical connections demonstrated in their writing. If any area could use improvement, and this is a constant (as we have assessed this PLO previously) it's the category on the rubric pertaining to supporting arguments and examples. The data breakdown once again illustrates:</p> <p>Supporting Arguments and Examples</p> <p>8 students scored 3/3 11 students scored 2/3 1 student scored 1/3</p> <p>Even though that was the area that could use more improvement, students did relatively well with Organization and Content Knowledge. The findings were discussed among our colleagues in the department, and we agreed that a continued push for contemporary examples, discussions of, must be paramount in our courses especially those where more in depth analysis is required, the ones beyond our introductory American Government course, to those courses that appeal to the students majoring in Political Science.</p> <p>(09/14/2018) Faculty Assessment Leader: Eduardo Munoz Faculty Contributing to Assessment: Eduardo Munoz and Laurie Houske Courses Associated with PLO Assessment: Pol Sci 6 and Pol Sci 10</p>	

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Related Documents:

[Rubric PLO Assessment.docx](#)