

Assessment: Assessment Unit Four Column

Fall 2017



El Camino: PLOs (BSS) - Anthropology

PLOs	Assessment Method Description	Results	Actions				
<p>PLO #1 Four Field Approach - Students will demonstrate an understanding of the four-field approach in anthropology by outlining each field, identifying which aspects of the study of human beings each field addresses and provide examples of specializations within each field.</p> <p>PLO Status: Active</p> <p>PLO Assessment Cycle: 2013-14 (Fall 2013), 2017-18 (Fall 2017)</p> <p>Input Date: 07/08/2013</p>	<p>Exam/Test/Quiz - For my Physical Anthropology classes, the assessment tool consists of one multiple choice question and five matching questions which were included in the first exam given to sections of Anthropology 1. They require the students to match the four fields of anthropology plus applied anthropology with descriptions of the subject matter of the fields.</p> <p>The questions were as follows:</p> <p>2. The field of biological anthropology is primarily a</p> <p> a. physical science. b. social science. c. humanity.</p> <p>Matching: Match the field with its subject matter</p> <p>1. The study of human biology.</p> <p>2. The study of human communication.</p> <p>3. The study of prehistoric human behavior through artifacts.</p> <p>4. scholars from any field use</p>	<p>Semester of Current Assessment: 2017-18 (Fall 2017)</p> <p>Standard Met: Standard Met</p> <p>I assessed three sections of Anthropology 1, a single section of Anthropology 2, and a single section of Anthropology 3. On question 2 the number of useable responses was 116. The percentage of students answering the question correctly was 89%. On the matching questions the success rate was 96%. For cultural anthropology the success rate on question 3 was 97%, and on the multiple choice questions it was 100%. For Introduction to Archaeology the success rate for question 2 was 27%. I should note that this question does not really fall within the scope of the PLO, as it assesses the student's knowledge of the geographical regions where archaeology is regarded as one of the four fields of anthropology. (02/26/2018)</p> <p>Faculty Assessment Leader: Angela Mannen, Rodolfo Otero</p> <p>Faculty Contributing to Assessment: D. Blair Gibson</p> <p>Courses Associated with PLO Assessment: Anthropology 1, sections 2035, 2049, 2051; Anthropology 2, section 2073; Anthropology 3 section 2095</p> <hr/> <p>Semester of Current Assessment: 2013-14 (Fall 2013)</p> <p>Standard Met: Standard Met</p> <p>The number of responding subjects varied by question as a few students neglected to mark their answers for some questions. There were 125 respondents for question 2 , 128 respondents for question 3, and 127 respondents for questions 5 & 6.</p> <table><tr><td></td><td>% Correct</td></tr><tr><td>responses</td><td>% Incorrect responses</td></tr></table>		% Correct	responses	% Incorrect responses	<p>Action: Obviously I have been successful in communicating the subject matter of the PLO to my Anthropology 1 and Anthropology 2 sections, so no further action is countenanced. In Anthropology 3 I shall spend more time in lecture ensuring that students are aware the different ways that archaeology is regarded in different regions of the world. (02/26/2018)</p> <p>Action Category: Teaching Strategies</p>
	% Correct						
responses	% Incorrect responses						

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	<p>their expertise for human betterment.</p> <p>5. The study of different human cultures.</p> <p>Choices:</p> <p>a. linguistic anthro.</p> <p>b. socio-cultural anthro.</p> <p>c. archaeology.</p> <p>d. physical anthro.</p> <p>e. applied anthropology.</p> <p>For my Cultural Anthropology Classes, the assessment tool consists of one multiple-choice question and five matching questions. These questions are as follows:</p> <p>3. The five traditional fields of anthropology are:</p> <p>a. physical; cultural; linguistic; archaeology, applied.</p> <p>b. social; ecological; cognitive; humanistic; functionalist.</p> <p>c. primatology; paleoanthropology; archaeology; linguistic; aromatherapy.</p> <p>d. wheat; rye; sorghum; alfalfa; broccoli</p> <p>e. physical; psycho-cultural; behavioral; religious; ephemeral.</p> <p>Matching (a choice can be used only once)</p> <p>Choices:</p> <p>7. The study of human biology.</p> <p>a. linguistic anthropology</p>	<p>Question 2 93.6 6.4</p> <p>Question 3 97.7 2.3</p> <p>Question 4 94.5 5.5</p> <p>Question 5 92.9 7.1</p> <p>Question 6 92.9 7.1</p> <p>(02/04/2014)</p> <p>Faculty Assessment Leader: Rodolfo Otero</p> <p>Faculty Contributing to Assessment: Blair Gibson</p> <p>Related Documents:</p> <p>Program Level SLO (Blair).doc</p>	

<i>PLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
	<p>b. cultural anthropology</p> <p>8. The study of human communication.</p> <p>c. archaeology.</p> <p>d. physical anthropology</p> <p>9. Anthropologists use their expertise to e. applied anthropology improve people's lives.</p> <p>10. The study of prehistoric human behavior through artifacts and other enduring remains.</p> <p>11. The study of different human cultures and cultural ways of thinking.</p> <p>For my Archaeology class, the following question was assessed:</p> <p>2. Archaeology is one of the four fields of anthropology</p> <p>a. only in the USA and Canada.</p> <p>b. in the USA, Ireland and England.</p> <p>c. in North America, England, and continental Europe.</p> <p>d. globally.</p> <p>e. only in Canada.</p> <p>Standard and Rubric: It is expected that the students will achieve a response rate of 75% correct answers or above on each of the five questions.</p> <p>Exam/Test/Quiz - I assessed the PLO using five multiple-choice questions</p>	<p>Semester of Current Assessment: 2013-14 (Fall 2013)</p> <p>Standard Met: Standard Met</p>	<p>Action: For this particular PLO, I think the changes I made to my</p>

PLOs	Assessment Method Description	Results	Actions
	<p>on an exam.</p> <p>Standard and Rubric: I expect that at least 80% of students will provide the correct answers to the questions used in this PLO.</p>	<p>Following are the percentages of students who answered each question correctly on the exam:</p> <p>Question 1: 82%</p> <p>Question 2: 76%</p> <p>Question 3: 87%</p> <p>Question 4: 82%</p> <p>Question 5: 94%</p> <p>The frequency of correct answers for all five questions was 84.2%. The most important finding to me is that a large majority of the class understood the concepts, topics and material that made up the PLO assessment (as well as the lesson covering this section of the course). (02/04/2014)</p> <p>Faculty Assessment Leader: Rodolfo Otero Faculty Contributing to Assessment: Marianne Waters Courses Associated with PLO Assessment: ANTH 4 Semester of Current Assessment: 2013-14 (Fall 2013) Standard Met: Standard Met</p> <p>30 students participated in the assessment. Of those, 56.5% (17 students) scored Above Average, 26.5% (8 students) scored Average, and 17% (5 students) scored Below Average. The results lightly exceeded the expectations.</p> <p>Even though the scores match (and, to a certain extent, exceed) expectations, a more detailed analysis of question by question results reveals that sixteen students (about 50% of those assessed) missed question #2, and twelve students (40%) missed question #5. These two questions deal with animatism (question #2 addresses the definition of the term, and question #5 illustrates an application of the concept). In view of these results, I have made the following two observations: First, animatism is a concept not intuitively associated with religion, as it addresses forces and powers without any consciousness (no spirits or gods, for example), which, in the Western world, we do not commonly associate with religion; consequently (and given the fact that it is such an important aspect of religion), it is a concept that needs to be reemphasized at several stages during the semester. Second, the assessment tool was part of the Final Exam for the course, and the concepts of</p>	<p>lecture and class discussion on this subject were successful. (05/16/2014)</p> <p>Action Category: Teaching Strategies</p>
	<p>Exam/Test/Quiz - The assessment tool consists of eight multiple choice questions which are included in the Final Exam. One requires the students to identify the four fields in anthropology, and the others inquire on particular aspects of the human condition addressed by specialists within each of the fields.</p> <p>THE FOUR FIELDS IN ANTHROPOLOGY</p> <p>1. The following are the four fields of anthropology:</p> <p>A) Physical Anthropology, Archaeology, Forensics, and Cultural Anthropology.</p> <p>B) Physical Anthropology, Archaeology, Cytogenetics, and Cultural Anthropology.</p> <p>C) Physical Anthropology, Archaeology, Cultural Anthropology, and Linguistic Anthropology.</p>		<p>Action: 1. Conduct assessment earlier in the semester; 2. Improve question on forensic anthropology; 3. Revise population targeted. (01/30/2015)</p> <p>Action Category: SLO Assessment Process</p> <hr/> <p>Action: Spend more time discussing the important roles played by physical anthropologists, and go over those discussions at later stages of the semester. (01/30/2015)</p> <p>Action Category: Teaching Strategies</p>

<i>PLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
	<p>D) Physical Anthropology, Natural Selection, Archaeology, and Cultural Anthropology.</p> <p>2. The study of human biology within the framework of human evolution can be said to be the domain of</p> <p>A) cultural anthropology B) physical/biological anthropology C) primatology D) archaeology</p> <p>3. Archaeologists</p> <p>A) primary recover valuable artifacts B) are not interested in human behavior C) study earlier human groups using cultural remains as their evidence D) never work with physical anthropologists E) only examine complex civilizations</p> <p>4. _____ is the study of human evolution as evidenced by the fossil record.</p> <p>A) Paleoanthropology B) Primatology C) Anthropometry D) Forensics</p> <p>5. _____ Primatology is the study of</p> <p>A) human evolution B) human skeletal material C) skeletal remains at</p>	<p>animism and animatism are concepts which, even though discussed throughout the semester, are mainly introduced during the first three weeks of instruction; therefore, I believe the mistakes regarding these two questions would be minimized if this particular SLO was assessed at an earlier stage in the course. A third observation would be that some of the mistakes committed could be due to the fact that the assessment tool was introduced as an extra credit option and, consequently, some students most probably put it off until the end of the exam, not considering it as important as the exam itself. (02/04/2014)</p> <p>Faculty Assessment Leader: Rodolfo Otero Faculty Contributing to Assessment: Rodolfo Otero</p>	

<i>PLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
	crime scenes D) disease in earlier human groups E) nonhuman primates		
6.	. Forensic anthropologists A) study disease and trauma in ancient populations B) apply anthropological techniques to the law C) are primarily concerned with the recovery of material culture remains D) study nonhuman primates E) examine the relationship between medical treatment and culturally determined views of disease		
7.	A study of a present day society's political organization would be a part of: A) cultural anthropology C) archaeology B) linguistics D) physical anthropology		
8.	A linguistic anthropologist: A) always attempts to learn to speak as many languages as he or she possibly can B) teaches students foreign languages C) studies the history, function, and structure of language D) would only be interested in cultures that have		

PLOs	Assessment Method Description	Results	Actions
	<p>writing systems</p> <p>Standard and Rubric: The rubric for this assessment is established on the basis of the following criteria:</p> <ol style="list-style-type: none"> Above Average: Exams with at least 7 correct answers (out of a total of 8 questions) , Average: Exams with at least 5 correct answers (out of a total of 8 questions), Below Average: Exams with 4 or less correct answers (out of a total of 8 questions). <p>It is expected that 75% of the students will receive scores of Average or Above Average on this SLO.</p> <p>Exam/Test/Quiz - The assessment tool consists of ten multiple choice questions which are included on Exam 1. One requires the students to identify the four fields in anthropology, and the others inquire on particular aspects of the human condition addressed by specialists within each of the fields.</p> <ol style="list-style-type: none"> Cultural anthropology is the study of all aspects of human behavior. was first developed in the 17th century. has no practical application in modern society. focuses solely upon the study of traditional societies. <p>_____ 9. Archaeology</p>	<p>Semester of Current Assessment: 2013-14 (Fall 2013)</p> <p>Standard Met: Standard Met</p> <p>A total of 49 students were sampled for this assessment. These students were taking the physical anthropology class. Out of the 10 questions listed above the students performed well on 7 of them, with an average of approximately 8 students (only 16%) answering those questions incorrectly. I will discuss the 3 questions missed by a greater number of students. Two of the three questions missed most often relate to specializations within physical anthropology. On average 26 students (53%) missed these two questions. In addition 15 students (30%) missed a question about archaeological sources of data. This data indicates that more emphasis could be placed on these specializations, especially given that the student sample came from a physical anthropology class. (02/05/2014)</p> <p>Faculty Assessment Leader: Rodolfo Otero</p> <p>Faculty Contributing to Assessment: Angela Mannen</p>	<p>Action: Revise population targeted (01/30/2015)</p> <p>Action Category: SLO Assessment Process</p> <hr/> <p>Action: Spend more time discussing the important roles played by physical anthropologists, and go over those discussions at later stages of the semester. (05/09/2014)</p> <p>Action Category: Teaching Strategies</p>

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	<p>a. generally does NOT require collaboration with experts from other disciplines.</p> <p>b. is the study of earlier human groups as evidenced by cultural remains.</p> <p>c. does NOT examine issues relating to human culture.</p> <p>d. primarily involves the recovery of valuable artifacts.</p>		
	<p>_____ 10. The most important source of data for archaeologists are</p> <p>a. material culture left by earlier societies. c. interviews with living people.</p> <p>b. DNA preserved in fossils. d. human skeletal remains.</p>		
	<p>_____ 11. The subdiscipline of anthropology concerned with various aspects of human language is called</p> <p>a. primatology. c. paleoanthropology.</p> <p>b. ethnology. d. linguistic anthropology.</p>		
	<p>_____ 12. The study of human biology within the framework of human evolution is the domain of</p> <p>a. physical/biological anthropology. c.</p>		

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	<p>osteology.</p> <p>b. cultural anthropology.</p> <p>d. primatology.</p>		
	<p>_____ 14. The subfield of physical anthropology that is concerned with the study of human evolution as evidenced in the fossil record is</p> <p>a. paleoanthropology.c. paleopathology.</p> <p>b. ethnography. d. anthropometry.</p>		
	<p>_____ 15. _____ anthropologists help us to understand relationships between extinct and living species by comparing DNA sequences.</p> <p>a. DNA c. Molecular</p> <p>b. Osteological d. Cultural</p>		
	<p>_____ 16. Primatology is the study of</p> <p>a. disease in earlier human groups. c. human evolution.</p> <p>b. nonhuman primates. d. human skeletal material.</p>		
	<p>_____ 17. _____ is the subdiscipline of osteology that is concerned with disease and trauma</p>		

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	<p>in earlier populations.</p> <p>a. Primatology c. Paleopathology</p> <p>b. Forensic anthropology d. Paleoanthropology</p> <p>_____ 18. Which of the following is true about Forensic Anthropology?</p> <p>a. applies anthropological techniques to legal issues</p> <p>b. is used in identifying skeletal remains in mass disasters and other situations where a human body is found</p> <p>c. has become of increase interest to the public because of forensic TV shows like Bones and CSI</p> <p>d. all of the above</p> <p>Standard and Rubric: A scantron item analysis form was used to determine how many students missed each exam question.</p> <p>Exam/Test/Quiz - I assessed the PLO on the midterm exam in my Anth 4 class using the following five multiple-choice questions:</p> <p>An archaeologist is an anthropologist who:</p> <p>a. studies the structure of language</p> <p>b. theorizes about human evolution</p> <p>c. uses cross-cultural comparison to learn about today's cultures</p> <p>d. reconstructs past cultures using material culture</p>	<p>Semester of Current Assessment: 2017-18 (Fall 2017)</p> <p>Standard Met: Standard Met</p> <p>Following are the percentages of students who answered each question correctly on the midterm exam:</p> <p>Question 1: 78%</p> <p>Question 2: 72%</p> <p>Question 3: 78%</p> <p>Question 4: 84%</p> <p>Question 5: 83%</p> <p>The frequency of correct answers for all five questions was 79%. The most important finding to me is that a large majority of the class understood the concepts, topics and</p>	<p>Action: The last time I assessed this PLO in Anth 4 was in Fall 2013. Students scored significantly lower on the assessment this time as compared to last time (5% lower). I attribute this largely to having less anthropology majors in the class, as I indicated above. In the past I altered and updated my lectures and discussion topics to better reflect the PLO statement and saw an improvement in the assessment, so I'm making the</p>

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	<p>An anthropologist who studies ancient skeletal remains to understand how humans evolved is a(n):</p> <ul style="list-style-type: none"> a. archaeologist b. physical/biological anthropologist c. linguistic anthropologist d. cultural anthropologist <hr/> <p>anthropology focuses on the relationship between language and culture and originated in the U.S. largely due to exposure of European immigrants and anthropologists to Native Americans.</p> <ul style="list-style-type: none"> a. biological/physical b. linguistic c. cultural d. archaeological <p>The field of anthropology that linguistic anthropology most resembles in terms of approach, research methods and fieldwork requirements is:</p> <ul style="list-style-type: none"> a. archaeology b. cultural anthropology c. physical/biological anthropology d. none of the above; linguistic anthropology is completely unlike any of the other fields of anthropology <p>_____ is concerned with three main aspects of humanity: culture, language and biology.</p> <ul style="list-style-type: none"> a. The Social Sciences b. Linguistics c. Academia 	<p>material that made up the PLO assessment (as well as the lesson covering this section of the course). Even though the average for correct answers was not quite 80% as the target I set, it's only off by 1%. It's worth noting that Anth 4 generally draws a lot of anthropology majors and students majoring in other language-related disciplines (e.g. foreign languages, linguistics, communications) so generally the class as a whole performs exceptionally well. This semester, only about 20% of the class identified as anthropology majors versus past semesters where 40-50% of the class were majoring in anthropology. I believe this change is largely behind the decrease in performance on these exam questions.</p> <p>(02/28/2018)</p> <p>Faculty Assessment Leader: Marianne Waters</p>	<p>assumption that this semester's outcomes were an anomaly.</p> <p>(02/28/2018)</p> <p>Action Category: Teaching Strategies</p>

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d. Anthropology
Standard and Rubric: I expected that at least 80% of the students would provide the correct answers to each of the questions used in this PLO.

Assessment: Assessment Unit Four Column

Spring/Summer 2017



El Camino: PLOs (BSS) - Childhood Education

PLOs	Assessment Method Description	Results	Actions
<p>PLO #1 Integrated Understanding of Children's Needs - Students integrate an understanding of the needs, characteristics and multiple influences on the development of children ranging from birth to adolescence as related to high quality care and education.</p> <p>PLO Status: Active</p> <p>PLO Assessment Cycle: 2014-15 (Spring 2015), 2016-17 (Spring 2017), 2019-20 (Spring 2020)</p> <p>Input Date: 11/10/2015</p>	<p>Multiple Assessments - Review of 36 SLO assessments related to this PLO. This includes exams, projects, and presentations.</p> <p>Standard and Rubric: Students will score an overall average of 80% on all related SLOs.</p>	<p>Semester of Current Assessment: 2016-17 (Spring 2017)</p> <p>Standard Met: Standard Met</p> <p>The Childhood Education Department maintains a high standard for student success. This is particularly important since students apply the education and skills they learn directly in their work with children and families.</p> <p>Results from 36 SLOs from 17 courses that were aligned with this PLO were analyzed.</p> <p>The overall success rate of 80% for all assessments was met. (See attached chart.)</p> <p>The Department continues to meet student learning goals by conducting authentic and meaningful assessments, reflecting on teaching methods and strategies, making continual adjustments to meet students' needs, and by developing actions that improve teaching and learning.</p> <p>The dedication of this department (both full and part-time faculty) is evident and the willingness to present actions to improve learning, even if the standard has been technically met is a testament to this.</p> <p>Through analysis and discussion it was determined that, although we met the standard, there are some patterns emerged that we wish to address.</p> <p>TRANSITIONS: Students need to understand more fully the role of transitions.</p> <p>CREATIVITY: Students need to be challenged to more</p>	<p>Action: In all classes, emphasize and demonstrate creative, imaginative and inventive learning activities for children. (04/15/2018)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Action: Develop and present a Creativity Workshop for Child Development students in Fall 2017. (12/15/2017)</p> <p>Action Category: Program/College Support</p> <hr/> <p>Action: In the Practicum Classes, implement a group activity during which students develop and present effective transition activities. (12/15/2017)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Action: Develop a workshop focusing on Transitions in Fall 2017. (12/15/2017)</p> <p>Action Category: Program/College Support</p> <hr/> <p>Action: Simplify our data and success rates and develop an "Overall Percentage of Success".</p>

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		<p>creative, more inventive, and more imaginative when developing and presenting activity plans.</p> <p>In relation to the overall SLO process, we have discussed ways to simplify our data and success rates and to develop an "Overall Percentage of Success". This number will provide us with a quantitative method for analyzing our progress over time. The College is working on adding this feature to TracDat in the Fall.</p> <p>(08/03/2017)</p> <p>Faculty Assessment Leader: Janet Young</p> <p>Faculty Contributing to Assessment: Michelle Moen, Cynthia Cervantes, Paul Harley, Jennifer Montgomery, Susan Baxter, Brittany Wilson, Janice Jefferis, Allison Steiner</p> <p>Courses Associated with PLO Assessment: CDEV 103, 104, 106, 107,108, 110, 114, 115, 116, 117, 118, 119, 125, 126, 150 152, 169</p> <p>Related Documents:</p> <p>Childhood Education PLO# 1 Data Spring 2017.docx</p> <hr/> <p>Semester of Current Assessment: 2014-15 (Spring 2015)</p> <p>Standard Met: Standard Not Met</p> <p>PLACE HOLDER (03/01/2015)</p> <p>Faculty Assessment Leader: JANET YOUNG</p>	<p>This number will provide us with a quantitative method for analyzing our progress over time.</p> <p>(12/15/2017)</p> <p>Action Category: SLO/PLO Assessment Process</p>

Assessment: Assessment Unit Four Column

Spring/Summer 2017



El Camino: PLOs (BSS) - History

PLOs	Assessment Method Description	Results	Actions
<p>PLO #1 Major Themes - Upon completion of their course of study in the History Department, students will be able to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns and applies appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.</p> <p>PLO Status: Active</p> <p>PLO Assessment Cycle: 2011-12 (Fall 2011), 2016-17 (Spring 2017), 2020-21 (Spring 2021)</p> <p>Input Date: 07/01/2013</p>	<p>Essay/Written Assignment - The data was compiled from the assessment results of 146 student essays using the rubric (see section 1I). The 146 essays were from 7 classes in 5 courses.</p> <p>Thesis 3.0 average</p> <p>Organization and Argumentation 2.9 average</p> <p>Historical Content 3.5 average</p> <p>Sources and Evidence 3.4 average</p> <p>Style and Grammar 3.0 average</p> <p>The data reveals that students struggle most with argumentation and organization in their essays. Dialogue about the data amongst the history faculty revealed that many students have difficulty organizing their thoughts and arguments, and some students do not know what a thesis is. In some cases, poor student grammar makes it difficult to follow the argumentation. Overall, the discussion led faculty to reiterate the</p>	<p>Semester of Current Assessment: 2011-12 (Fall 2011)</p> <p>Standard Met: Standard Not Met</p> <p>The data was compiled from the assessment results of 146 student essays using the rubric (see section 1I). The 146 essays were from 7 classes in 5 courses.</p> <p>Thesis 3.0 average</p> <p>Organization and Argumentation 2.9 average</p> <p>Historical Content 3.5 average</p> <p>Sources and Evidence 3.4 average</p> <p>Style and Grammar 3.0 average</p> <p>The data reveals that students struggle most with argumentation and organization in their essays. Dialogue about the data amongst the history faculty revealed that many students have difficulty organizing their thoughts and arguments, and some students do not know what a thesis is. In some cases, poor student grammar makes it difficult to follow the argumentation. Overall, the discussion led faculty to reiterate the importance of writing in history classes.</p> <p>***</p> <p>The data reveals that students struggle most with argumentation and organization in their essays. Dialogue about the data amongst the history faculty revealed that many students have difficulty organizing their thoughts and arguments, and some students do not know what a thesis is. In some cases, poor student grammar makes it difficult to follow the argumentation. Overall, the discussion led faculty to reiterate the importance of writing in history classes (12/23/2011)</p>	<p>Action: Include more sections to get a broader picture of student achievement. (12/15/2014)</p> <p>Action Category: SLO Assessment Process</p> <p>Action: Encourage faculty to avoid multiple choice tests. Share testing strategies with faculty. Set up a folder in TracDat to house examples of tests for various classes. (12/15/2013)</p> <p>Action Category: Teaching Strategies</p> <p>Action: Review syllabi to determine whether papers are assigned in all courses, including those taught by adjunct faculty. (08/25/2012)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: The Dean took charge of this task and it is now common practice for her to review all syllabi prior to the start of the semester. (08/25/2012)</p> <p>Action: Investigate possibilities for employing history tutors or supplemental instruction coaches,</p>

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	<p>importance of writing in history classes. ***</p> <p>The data reveals that students struggle most with argumentation and organization in their essays. Dialogue about the data amongst the history faculty revealed that many students have difficulty organizing their thoughts and arguments, and some students do not know what a thesis is. In some cases, poor student grammar makes it difficult to follow the argumentation. Overall, the discussion led faculty to reiterate the importance of writing in history classes.</p> <p>Standard and Rubric: The essays will be assessed on a 0-5 scale. See attached rubric.</p> <p>The average score for each category on the rubric will be a 3.5 or above.</p> <p>Additional Comments: Janet 10/23/13: Chris, can you please verify that this standard is correct?</p> <p>Related Documents: History PLO Rubric.docx TOP Data.xlsx</p> <p>Case Study - To create its PLO assessment, the History Department first generated SLO data compiled from 2011-2015. This data specifically addressed that following:</p> <p>1. Thesis: Thesis fully, clearly and accurately explains the central argument and is presented early in</p>	<p>Faculty Assessment Leader: Chris Gold Faculty Contributing to Assessment: Jason Suarez and Emily Rader Courses Associated with PLO Assessment: History 101, 102, 122, 145, 163,</p> <p>Semester of Current Assessment: 2016-17 (Spring 2017) Standard Met: Standard Met The History Department chose academic counseling infusion for its first test. This student service was selected because it maps out and aligns a student's education with career choices. By doing so, students have a clear pathway to degree completion and learn how the history course they are currently enrolled in fits into this pathway. In Spring 2017, two history classes infused counseling services. A</p>	<p>to work directly with faculty. Contact Luis Barrueta in the SI Office. (02/24/2012) Action Category: Program/College Support</p> <p>Follow-Up: Tutors are being used intermittently. More SI coaches on a more consistent basis would be helpful. (10/25/2013)</p> <p>Action: Involve more faculty in assessing their course-level SLOs to get more comprehensive results and to increase collaboration in the assessment process. (12/10/2011) Action Category: SLO Assessment Process</p> <p>Follow-Up: Faculty were contacted and the schedule for assessing SLOs was distributed. (12/25/2012)</p> <p>Action: Revise the SLO assessment methods to eliminate the option for oral assignments. (09/25/2010) Action Category: SLO Assessment Process</p> <p>Follow-Up: Eliminating the option of oral assignments was discussed and eliminated. (02/15/2012)</p> <p>Action: Increase the number of History classes that will infuse academic counseling presentation and counseling follow-up. (10/12/2018) Action Category: Program/College Support</p> <p>Follow-Up: The number of History</p>

<i>PLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
	<p>the written assignment.</p> <p>2. Organization and Argumentation: Introduction explains the pertinent historical context and states the thesis. Paragraphs are organized in a logical way that supports the thesis, either chronologically or topically. Each paragraph fully discusses one main idea (stated in the topic sentence) that helps argue the thesis.</p> <p>3. Historical Content: All appropriate historical time periods and topics are thoroughly and accurately incorporated into the thesis and the argument throughout the written assignment.</p> <p>4. Sources and Evidence: The student makes effective and accurate use of appropriate and well-selected (when applicable) primary and/or secondary sources in order to prove the thesis and central arguments.</p> <p>Once compiled, SLO four-year data revealed that students scored weakest in thesis construction (2.8 average on a 1-4 scale) and while scoring consistent in organization/argumentation, historical content and sources and evidence (2.9 on a 1-4 scale).</p> <p>To attain a more comprehensive analysis of student data, the History Department also examined the</p>	<p>survey was administered to 42 students was conducted by Counseling/The Opportunity Project. The survey result were extremely favorable and led to increasing the number of history classes infusing counseling from two to six in the Fall 2017.</p> <p>Survey Results Based on a Scale of 1-5</p> <p>I found the information provided to me by the counselor to be helpful – 4.9%</p> <p>It was important to me to have an educational plan – 4.9%</p> <p>The services and information I received from the counselor in this class will help me accomplish my educational goals – 4.8%</p> <p>I enjoyed participating in the presentation – 4.8</p> <p>Overall how would you rate this presentation – 4.9% (10/12/2017)</p> <p>Faculty Assessment Leader: Jason R. Suarez</p>	<p>classes that have infused counseling presentations and follow-up to date is 6 from the original 2 in the Fall, 2017. (10/12/2017)</p>

<i>PLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
	<p>student success and retention rates and student equity gaps in history courses. For the academic year of 2016-2017, the success rates for African Americans was 68%, for Latinos 67% from 2011-2015. Further analysis of the data revealed that these two demographic groups historically have experienced that largest equity gaps.</p> <p>Combining all this data, the History department decided that its PLO should consist of two components.</p> <p>First, the infusion of select student services into history courses. Studies have shown that if student are exposed to higher levels of structure and support, rates of course completion increase. The History Department chose academic counseling infusion for its first test. This student service was selected because it maps out and aligns a student's education with career choices. By doing so, students have a clear pathway to degree completion and learn how the history course they are currently enrolled in fits into this pathway. In Spring 2017, two history classes infused counseling services. A survey was administered to 42 students was conducted by Counseling/The Opportunity Project. The survey result were extremely favorable and led to increasing the number of history classes infusing counseling from two to six in the Fall 2017.</p>		

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	<p>Survey Results Based on a Scale of 1-5</p> <p>I found the information provided to me by the counselor to be helpful – 4.9%</p> <p>It was important to me to have an educational plan – 4.9%</p> <p>The services and information I received from the counselor in this class will help me accomplish my educational goals – 4.8%</p> <p>I enjoyed participating in the presentation – 4.8</p> <p>Overall how would you rate this presentation – 4.9%</p> <p>Second, the development of a model curriculum that addresses both the department's SLO and equity gaps. To accomplish this, the History Department in collaboration with SER has launched develop a theme-based equity-minded learning communities model that target students historically experiencing equity gaps. These learning communities seek to address the structural and cultural obstacles that prevent history courses from achieving equitable educational outcomes for all demographic groups while simultaneously infusing foundation and high impact practices to ensure student success. The History Department has launched three of these learning communities Fall 2017. The data</p>		

<i>PLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
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compiled from these learning communities will be amended to this PLO assessment at the end of the semester. Quantitatively and qualitatively data will be generated and analyzed to measure curriculum's success in helping students persist and succeed.
Standard and Rubric: It is expected that 85% of students will score 4.0 or above on the first component of our assessment.