

Assessment: Assessment Unit Four Column

Spring/Summer 2016



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>

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El Camino: PLOs (BSS) - Human Development

<i>PLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>PLO #3 Interdependence - Students will develop interdependence and employ strategies for establishing effective and supportive relationships within diverse college and community environments.</p> <p>PLO Status: Active</p> <p>PLO Assessment Cycle: 2015-16 (Spring 2016), 2020-21 (Fall 2020)</p> <p>Input Date: 10/04/2013</p>	<p>Multiple Assessments - To assess PLO#3, we analyzed assessment results from HDEV 5 SLO#3, HDEV 8 SLO#3, HDEV 10 SLO#3 and HDEV 20 SLO#2. Each of these assessments analyzed an SLO that relates to this PLO. We also analyzed student achievement in the Service Learning assignment in HDEV 10. This assignment requires a group project and interaction with community organizations, both of which require effective interdependence.</p> <p>Standard and Rubric: It is expected that 80% of students will score 85% or above on course SLO assessments. Because of the multi-faceted nature of the service learning group project, the success rate will be set a little lower than it would be on other assignments typically used to assess SLOs. The anticipated success rate is that 75% of students will score 80% or better on the group presentation.</p>	<p>Semester of Current Assessment: 2015-16 (Spring 2016)</p> <p>Standard Met: Standard Met</p> <p>HDEV 5 Career and Life Planning SLO #3 - Career Research and Resources. Students will be able to identify and utilize current career research tools and resources in order to make informed decisions related to career planning.</p> <p>In HDEV 5, students assess individual personality types and identify possible careers that are a match for their preferred work styles, contexts, duties and environments. Students then use what they know about themselves and possible career matches to make informed decisions about their majors and career pathways. A career research assignment is used to assess SLO#3, which relates to PLO#3. Students are required to research six careers that align with their personality types using Onetonline.org (Occupational Network online) and Career Coach. These online resources provide comprehensive occupational descriptions and data about the work world. Students must explore occupations, search for occupations that require their skills, look at related occupations, view details of occupations, such as skills, knowledge, interests, and activities, and gather information about projections for occupational growth and demand.</p> <p>Target for Success: It was expected that 80% of students would score 85% on this SLO assessment.</p> <p>Results: In sections 2450 and 2452, 36 of 50 (72%) scored</p>	<p>Action: Implement the actions recommended from SLO assessment reports in HDEV 5, HDEV 8, HDEV 10 and HDEV 20. Overall, these improvements will enrich teaching and learning and strengthen the program. (05/18/2016)</p> <p>Action Category: Teaching Strategies</p>

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		<p>100%, accurately completing all research questions on six different careers, and 8 students (16%) completed comprehensive research on at least one career. In total, 88% of students successfully utilized current career research tools and resources in order to make informed decisions related to career planning. They were able to utilize career planning tools to research occupations and analyze connections between what they learned about themselves and potential majors and careers. The target for success was met.</p> <p>HDEV 8 Orientation to College and Educational Planning SLO#3 - Campus Resources and Support Networks. Students will be able to identify resources and apply strategies for cultivating an effective support network on a college campus.</p> <p>To effectively practice interdependence on campus, students must be aware of support programs and resources available to help them. Therefore, HDEV 8 includes assignments that familiarize students with the multiple programs and support services at El Camino College. On the final exam, students were able to identify and describe two or three important campus resources that will help them succeed in college.</p> <p>Target for Success: It was expected that 85% of students would score 85% or higher on the SLO assessment questions.</p> <p>Results: In section 2478, fourteen students completed the question on the final exam. Eleven students (79%) correctly identified and described three important campus support resources, and two students (14%) were able to identify and describe two campus support programs. One student only identified one campus resource. Overall, 93% of students were able to identify more than one campus resource or program that could support their academic and personal growth at El Camino College. Faculty felt that students achieved this learning objective of the course. However, in</p>	

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		<p>the future, they hope to increase the success rate on campus resource questions to 100% by providing examples of full-credit responses.</p> <p>HDEV 10 Strategies for Success in College and in Life SLO #3 - Overcoming Obstacles & Creating Success. Students will be able to identify factors that challenge success in college and develop a plan for resolving difficulties and overcoming obstacles.</p> <p>Students completed the Wise Choice Process Action Plan assignment to assess this SLO. This critical thinking assignment requires that students understand and apply a six step decision-making strategy in order to make responsible choices and overcome obstacles. Students must identify a problem or obstacle, accurately define it, explore options and likely outcomes of possible choices, make an action plan to improve the situation and/or solve the problem, and assess their results.</p> <p>The purpose of the assignment is to help students see the connections between their choices and their outcomes. Many students do not understand the relationship of their choices to their success and happiness in college and in life. They make many decisions, sometimes daily, that negatively affect their lives, such as choosing the wrong class, not registering for classes on time, not doing homework, missing classes, etc. The Wise-Choice Process encourages students to think through their choices in a manner that promotes a deeper understanding of their own actions and the consequences of their choices.</p> <p>Target for Success: It was expected that 80% of students would score 85% or above on this SLO assessment.</p> <p>Results: Four sections of HDEV 10 were assessed: 2535, 2521, 2527 and 2513. A total of 111 students completed the 10-point assignment. Of the 111 students, 90 (81%) scored between 85 and 100 on the assignment, meeting the standard set for the SLO. Another 12 students (11%) scored</p>	

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		<p>between 70 and 84, and 9 students (8%) scored between 60 and 69. The standard for the SLO was met. More importantly, the results indicated that students were successful in identifying a problem or challenge, thinking critically about the impact of this problem on their success in college, identifying possible solutions and creating a plan to solve the problem or overcome the obstacle. Ultimately, the Wise Choice Process is a powerful and effective decision-making tool for students.</p> <p>Despite the high success rate on the assignment, faculty believe that offering students opportunities to discuss their challenges/obstacles could have a positive impact on their decision-making process and the identification of possible solutions. Additionally, it could foster connections, empathy and interdependence among students. Therefore, HDEV faculty recommended implementing an opportunity for peer review as part of the assignment.</p> <p>HDEV 10 – Service Learning Assignment In addition to the SLO#3 assessment report, faculty felt that the Service Learning project was an effective measure of whether or not students could effectively practice interdependence.</p> <p>In HDEV 10, students must complete a service learning project. The project consists of 2 parts: 1) volunteerism at a community nonprofit organization, and 2) a group presentation analyzing their work, application of course principles for success, learning objectives and contributions to the community.</p> <p>This project is appropriate to assess PLO#3 because the service learning project requires that students actively engage in building positive interdependence - the belief that there is value in working with other students, and that both individual learning and work products will be better as a result of collaboration. Students must also utilize campus and community resources to complete this project. Thus, the learning objective related to interdependence is</p>	

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		<p>addressed through multiple ways.</p> <p>Target for Success: Because of the multi-faceted nature of this project, the success rate will be set a little lower than it would be on other assignments typically used to assess SLOs. The anticipated success rate is that 75% of students will score 80% or better on the group presentation.</p> <p>Results: Six sections of HDEV 10 were assessed: 2488, 2494, 2498, 2508, 2512, 2524.</p> <p>For this assessment, the group presentation score was used to assess whether or not students were able to develop interdependence and employ strategies for establishing effective and supportive relationships within college and the community.</p> <p>Overall, 77% of students scored 80% or higher on the project. The target for success was met.</p> <p>Results by section:</p> <p>Section 2488: 21 of 22 students scored 80% or higher</p> <p>Section 2494: 7 of 11 students scored 80% or higher</p> <p>Section 2498: 19 of 26 students scored 80% or higher</p> <p>Section 2508: 15 of 26 students scored 80% or higher</p> <p>Section 2512: 25 of 29 students scored 80% or higher</p> <p>Section 2524: 18 of 23 students scored 80% or higher</p> <p>Overall: 105 of 137 scored 80% or higher on the project.</p> <p>This is a difficult project because students must work together as a team to complete the project. It is a particularly challenging assignment because it requires consistent application of self-management, personal responsibility, self-motivation and other principles for success studied in the class. It is also challenging because it requires interacting with and building positive working relationships with community partners at off-campus locations. Because of these components, it is an effective assignment to measure students' interdependence. HDEV faculty believe that the success rate can be improved by adding additional checkpoints throughout the semester-long assignment. This may help students avoid</p>	

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		<p>procrastination, build effective teams and begin interaction with community organizations sooner in the semester.</p> <p>HDEV 20 Navigating The Transfer Process - SLO #2 Educational and Transfer Planning. Students will identify educational and career goals and create a plan for eligible transfer to an appropriate institution.</p> <p>The assignment used to assess SLO #2 was a comprehensive, student-created educational plan that mapped required courses and a semester-by-semester pathway toward a major and career goal. The goal of the assignment was to have students demonstrate personal responsibility for their educational planning and learn how to use educational and career planning resources such as the CSU GE pattern, IGETC, ASSIST.org, EUREKA, career and major sheets, and other Transfer Center and Career Center resources. The assignment culminated with a comprehensive, student-created education plan that included major and career goals, required coursework to attend at least one targeted institution, and a semester-by-semester plan mapping the path to reach the transfer goal.</p> <p>Target for Success: It was expected that 85% would score 85% or higher on this assignment.</p> <p>Results: Section 2546 was assessed. Overall, 87% of students submitted an accurate and comprehensive education plan. Additionally, 100% of students were able to identify a career goal that related to their particular major. Students achieved the learning objective and the standard for success was met.</p> <p>A key part of the educational planning process is determining a career path. Therefore, faculty recommend incorporating the use of Career Coach in the educational planning assignment in HDEV 20. This will give students opportunities to explore career options, job duties and salary and demand projections for careers that are related to their majors.</p>	

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(05/18/2016)

Faculty Assessment Leader: Juli Soden

Faculty Contributing to Assessment: Kristie Daniel-DiGregorio, Yun Chu

Courses Associated with PLO Assessment: HDEV 5, HDEV 8, HDEV 10, HDEV 20

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El Camino: PLOs (BSS) - Political Science

<i>PLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>PLO #3 Political Issues and Policy Making - After completing their course of study in Political Science, students will be able to identify and distinguish various academic and journalistic sources, and explain what these reveal about contemporary political issues and policymaking.</p> <p>PLO Status: Active</p> <p>PLO Assessment Cycle: 2015-16 (Spring 2016), 2019-20 (Spring 2020)</p> <p>Input Date: 10/04/2013</p>	<p>Essay/Written Assignment - Each class had a written assignment from which data would be gathered and analyzed. A description of the the three written assignments pertaining to each class follows:</p> <p>Comparative Politics course- In a three to four page double spaced paper, read and critically analyze "Why Democracies Excel" based on our class discussions covered throughout the semester. Be sure to support your arguments. As part of your analysis, please consider the five policies advocated by the authors. Additionally, consider alternative theories regarding democratic development. How do these theories differ?</p> <p>Civil Liberties and Civil Rights course- Pick an issue associated with Civil Liberties or Civil Rights. Write a paper in which you give in depth legal analysis on your topic. As part of your paper, discuss the legal issues associated with this right and include any current debates on the</p>	<p>Semester of Current Assessment: 2015-16 (Spring 2016)</p> <p>Standard Met: Standard Met</p> <p>Assessing this PLO included gathering data from three different Political Science courses; a section of Comparative Politics, a section of Civil Rights and Civil Liberties and an Honors section of American Politics. The honors section was included even though it's an introductory course, since a good measure of being able to identify and distinguish various academic and journalistic sources was through their research paper assignment.</p> <p>In all three classes the majority of the students were able to use journalistic sources to evaluate political issues and theories, on average 80% of the students scored a 5 or 6 which would meet our standard. These papers were due towards the end of the semester and these students have had a variety of political science classes, including those taking the introductory American Politics course, some of which were taking multiple courses concurrently. A few of the students however have not had as many political science courses as others and that might account for some of the students receiving a lower score.</p> <p>These scores also represent that the students have strong analysis skills but could use additional practice with the evaluation of sources. It was discussed that perhaps prior to this PLO being assessed next time around, we would work in conjunction with the library and have them give the students a brief seminar on researching academic and</p>	<p>Action: Work with the library on providing students with a seminar on research strategies and accessing resources. (09/16/2016)</p> <p>Action Category: Teaching Strategies</p>

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	<p>topic. Additionally take a stand on the issue and state whether you are in agreement with the current stance of the law. If you are not, be sure to clearly state where you would differ.</p> <p>American Politics course- Select one of the following topics and write a research paper between 8-10 pages in length. Use an appropriate and consistent footnote style. Papers are due in class on Tuesday, December 6. Note that late papers will automatically be lowered by one letter grade.</p> <p>1. Although Federalism in constitutional terms refers only to the relationship between the national government and the states, public policy making is also influenced by local governments. In most policy areas there is an ongoing interaction among all 3 levels of government. Select a policy area (such as welfare, education, environmental regulation, transportation, etc.) and write a paper in which you assess the current state of American federalism by using that policy area as an example. Consider the roles played by each level of government, whether any one level of government is dominant, and whether our federal system ought to be changed. You should probably start with a brief explanation of your</p>	<p>journalistic sources beyond what's discussed in the classroom. Perhaps that would improve some of the students' performances and enhance their level of education. (09/16/2016)</p> <p>Faculty Assessment Leader: Eduardo Munoz Faculty Contributing to Assessment: Eduardo Munoz and Laurie Houske Courses Associated with PLO Assessment: POLI 1, POLI 2 and POLI 6 Related Documents: Paper PS1 Honors Fall16.doc Data Numbers.docx Rubric II.docx</p>	

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	<p>understanding of contemporary federalism and a brief overview of what has happened recently in the policy area of your choice.</p> <p>2. By establishing separate legislative and executive branches, the founders seem to have set an opportunity; some would say an invitation, for conflict between the president and congress. This has seemed especially true when it comes to foreign policy. What do you understand to be the foreign policy responsibilities of congress and those of the president? Is the relationship between the branches only one of conflict, or are there instances of cooperation? What explains why there might be cooperation instead of conflict? Conclude your paper with an evaluation of which branch ought to be more dominant in foreign policy.</p> <p>3. Interest groups can play a significant role in shaping public policy. They use a variety of techniques and practices as they seek to influence those who make public policy. Write a paper in which you discuss and analyze the tactics, strategies, and level of success of the major interest groups who participated in one contemporary controversy over proposed legislation.</p> <p>4. Write a paper in which you recount your first political</p>		

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	<p>impression, that is the first political event or issue that you can remember. Speculate about how that event or issue may have shaped your views toward government and politics. Did it leave you cynical? idealistic? apathetic? Include a discussion of which political socialization agents have shaped the formulation of your political opinions while growing up.</p> <p>5. Ross Perot's effort to create a new political party was another in a line of third party efforts in American Politics. None of these efforts has succeeded in capturing the presidency within the last several decades, although the ideas advanced by some minor parties have had important impacts. How do you explain the transitory nature of third parties and their inability to capture important offices during the twentieth century? Write a paper in which you address this question as well as provide an analysis and evaluation of the roles played by third parties in recent and contemporary politics.</p> <p>Standard and Rubric: A standard rubric based on a point system as a method of evaluation was used. See below:</p> <p>Content Knowledge</p> <p>3 The student exhibits a thorough understanding of the content</p>		

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	<p>material being covered for this assignment and its applicability to our political system.</p> <p>2 The student shows a good understanding of the content, though in some areas the essay lacks descriptive, analytical and explanatory power.</p> <p>1 The student's essay doesn't illustrate an understanding of the topic at all, and its relation to the assignment given.</p> <p>Supporting arguments and examples</p> <p>3 The student's essay makes well use of supporting evidence and examples that illustrate their ability to synthesize the material and present it effectively.</p> <p>2 The student on occasion gives supporting evidence and examples throughout the essay.</p> <p>1 The student's essay doesn't contain any supporting arguments nor examples that would illustrate their ability to present the material clearly.</p> <p>Related Documents: Rubric II.docx</p>		