

Assessment: Course Four Column

Spring/Summer 2018



El Camino: Course SLOs (BSS) - Political Science

ECC: POLI 6: Civil Rights and Liberties in the United States

Course SLOs	Assessment Method Description	Results	Actions
<p>SLO #1 Judicial Tests - In a written essay, students will demonstrate knowledge of the various judicial tests pertaining to speech, press, and assembly as interpreted through various court decisions.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2017-18 (Spring 2018)</p> <p>Input Date: 11/08/2013</p>	<p>Exam/Test/Quiz - The proposed assessment will consist of an essay exam which will be evaluated based on the following rubric (see attached).</p> <p>Explain the constitutional protection for obscene material.</p> <p>In your answer, include a discussion on the constitutional standard and various cases applying the standard.</p> <p>Standard and Target for Success: 70 % of the class will score a 6 or better on the rubric.</p>	<p>Semester and Year Assessment Conducted: 2013-14 (Spring 2014)</p> <p>Standard Met? : Standard Met</p> <p>Results:</p> <p>Rubric scores for Organization:</p> <p>65% scored 3</p> <p>35% scored 2</p> <p>Rubric scores for Content Knowledge:</p> <p>41% scored 3</p> <p>56% scored 2</p> <p>3% scored 3</p> <p>Rubric scores for Supporting Arguments and examples:</p> <p>13% scored 3</p> <p>78% scored 2</p> <p>9% scored 3</p> <p>Total Rubric Scores</p> <p>13% scored 9</p> <p>28% scored 8</p> <p>28% scored 7</p> <p>22% scored 6</p> <p>6% scored 5</p> <p>3% scored 4</p>	<p>Action: In the future a continued focus needs to be placed on the development of critical analysis. Students do well with organization and content knowledge but critical analysis will always require additional activities. Critical analysis requires practice and students should be given time in class to practice these skills. This should be done in class discussions where students consider differing arguments and analyze each one. (09/08/2014)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: In the years since this SLO, there have been in depth discussions and this has seemed to improve the students ability to engage in critical thinking. (09/13/2018)</p>

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		<p>91% of the class scored a 6 or better representing a basic understanding of the material. Analyzing each of the rubric areas individually has given us the opportunity to look at student performance in greater detail. In prior SLO analysis, we have only evaluated the total rubric score. Looking at the data in individual sections has highlighted what has been noted in prior evaluation is the need for greater critical analysis by students. This is an issue which students continue to struggle but is necessary for the success of future endeavors. The vast majority of students(78%) were able to give supporting arguments to the material but only a small percentage (13%) were able to consistently provide supporting critical analysis. Students are doing a good job at critical analysis but additional practice and exercises could help more students to perform at above average. (09/08/2014)</p> <p>Faculty Assessment Leader: Laurie Houske</p> <p>Semester and Year Assessment Conducted: 2017-18 (Spring 2018)</p> <p>Standard Met? : Standard Met</p> <p>Results:</p> <p>Rubric scores for Organization:</p> <p>78% scored 3</p> <p>22% scored 2</p> <p>Rubric scores for Content Knowledge:</p> <p>33% scored 3</p> <p>67% scored 2</p> <p>Rubric scores for Supporting Arguments and examples:</p> <p>17% scored 3</p> <p>78% scored 2</p> <p>5% scored 1</p> <p>Total Rubric Scores</p> <p>17% scored 9</p> <p>12% scored 8</p> <p>61% scored 7</p>	
	<p>Exam/Test/Quiz - The proposed assessment will consist of an essay exam which will be evaluated based on the following rubric (see attached).</p> <p>Students will answer one of the following questions:</p> <ul style="list-style-type: none"> In the area of free speech, there has been an evolution of the concept. Discuss the differences between Schenck, Abrams, and Brandenburg. Describe the concept of fighting words and discuss the case law associated with the concept. Discuss the concept of symbolic expression. How has the court provided protection for 		<p>Action: Students will need assistance developing critical thinking skills. This can be done through worksheets that help students develop arguments for differing issues. Class discussions are also very important to the development of critical thinking skills as the discussion can help them work though differing ideas as a group. A student might not be able to come up with ideas on their own but could recognize alternative arguments offered by other students. (09/13/2018)</p> <p>Action Category: Teaching Strategies</p>

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	<p>symbolic expression? In your answer, discuss relevant case law and the concept of Time, Place and Manner laws.</p> <p>Standard and Target for Success: 70% of the class will score a 6 or better on the rubric.</p>	<p>5% scored 6 5% scored 5</p> <p>95% of the class scored a 6 or better representing a basic understanding of the material.</p> <p>As in previous semesters, students have a strong ability to organize and understand the material. Where students are most likely to struggle is through the ability to offer supporting arguments or engage in critical thinking on the material. Critical thinking is a difficult skill to develop but one that we will continue to work on students attaining. Overall students did well with 90% receiving a 7 or better. The largest percentage of students received a 7. This is likely because of the difficulty with critical thinking in offering supporting arguments.</p> <p>(09/13/2018) % of Success for this SLO: 95 Faculty Assessment Leader: Laurie Houske Faculty Contributing to Assessment: Laurie Houske Mains</p>	

ECC: POLI 7:Political Philosophy (Same course as PHIL 117)

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #1 Greek Philosophers - In a written essay students will analyze how philosophers, from ancient Greece through the modern era, have considered and conceptualized a variety of ideas critical to the discourse of political theory.</p> <p>Course SLO Status: Active Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2017-18 (Spring 2018) Input Date: 11/08/2013</p>	<p>Essay/Written Assignment - Students will write an essay in which they will demonstrate their understanding of 4 theorists that have been discussed throughout the semester. Choices include: Plato, Aristotle, Machiavelli, Hobbes, Locke, Rousseau, Smith, or Marx. Included in that essay should be the theorists' assumptions about human nature, central themes or problems being addressed, and proposed solutions.</p> <p>Standard and Target for Success: It is expected that 75% of the students will score 70% or above on this SLO.</p>	<p>Semester and Year Assessment Conducted: 2013-14 (Spring 2014) Standard Met? : Standard Met</p> <p>Overall the assessment results from this SLO were very much satisfactory. There was a total of 23 students in the course (4 of them were absent the day the essay prompt was given), so the total number of students that will be measured from will be 19. Data results indicate that 12 students scored 9's, the equivalent of a 63% rate, and 5 students scored 8's equaling 26%. Both of those combined for an 89% success rate which exceeded our expectation of 75%. The remaining 2 students scored 5's which indicates they did not meet the standard making up the other 11%. We interpret the 89% success rate as being indicative that students were able to understand and critically analyze the material and were able to demonstrate as such in written form.</p> <p>A further breakdown of the data reveals that the strongest area(s) in evaluation performance by the students based on the rubric was in terms of organization and content knowledge. On both of those categories students did very well with 17 students scoring either a 3 or a 2. On the other hand, the weakest area in terms of performance on the rubric, similar to other courses, was in the use of supporting arguments and examples, where 2 out of the 19 students scored a 1. From this we can infer a common weakness among students that is, not just memorizing the material but also the need to contemporize as well as make use of supporting arguments with examples.</p> <p>It will be interesting to see the assessment results for next time this class is assessed and compare it to those for this semester. I am not sure whether I will teach this class again since I am an Adjunct, but the results given here might serve as the starting point for the next Adjunct who is asked to assess it. (09/12/2014)</p> <p>Faculty Assessment Leader: Scott Godfrey Faculty Contributing to Assessment: Scott Godfrey Related Documents:</p>	<p>Action: Given that for the last few semesters this course has been taught by Adjunct Faculty, every possible effort will be made to engage in communication and collaboration among them and share their teaching practices for comparison on results when the SLO is assessed again. (03/31/2016)</p> <p>Action Category: Teaching Strategies</p>

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	<p>Essay/Written Assignment - Students will write a short essay comparing the different concepts of justice adopted by Plato and Aristotle. In their essay, students must explain how each theorist defines justice, and how it relates to their views of human nature and each theorist's preferred form of government.</p> <p>Standard and Target for Success: It is expected that 75% of the students will score 70% or above on this SLO.</p>	<p>POLI 7 Assessment.doc</p> <p>Semester and Year Assessment Conducted: 2017-18 (Spring 2018)</p> <p>Standard Met? : Standard Met</p> <p>The assessment results for this SLO were satisfactory. The total number of students in this course was 39, with two students failing to turn in the assignment. As a result, the sample will consist of 37 students. Essays were scored out of 50 points, but results will be reported in percentages for ease of assessment. Of 37 students, 4 received a 90% or better, 20 received an 80-89.9%, and 7 received a 70-79.9%, for a total of 31 out of 37 students scoring 70% or better, which translates to an 83.78% success rate. We interpret this as indicating that students were able to understand and critically analyze the course material, and were able to demonstrate that fact in written form.</p> <p>A further examination of the assessments indicates that organization was one of the weakest areas, primarily because so many students opted to write their essay (one page, single spaced) in one large block paragraph. This made it more difficult to identify the different parts of the argument, however, a closer look reveals that within the long block paragraph students did tend to have some organization to the argument (e.g., introduction/thesis, body, and conclusion). There was also considerable unevenness in the quality of the students' evaluations of Plato and Aristotle, with many students being much weaker on Plato's argument. This might have resulted from the fact that the material in the early part of the course, when we covered Plato, did not include PowerPoint slides, which were then used for most of the rest of the theorists covered in the class, including Aristotle. As a result, students may have had more difficulty following the Plato lectures, leading to an uneven understanding of the material covered in the assessment. (09/10/2018)</p> <p>% of Success for this SLO: 83.78</p> <p>Faculty Assessment Leader: David Reed</p> <p>Faculty Contributing to Assessment: David Reed</p> <p>Related Documents:</p>	<p>Action: Given that this was only the second time that the current professor has taught this class, and the first time that they have done an SLO report for this class, there was a lack of preparation for the kind of detailed analysis that would be helpful in further developing the class and assessing SLOs. Specifically, the professor did not keep track of specific grades for each part of the rubric, opting to add those up into an overall grade which was then recorded. Thus, to get a more fine-grained analysis of where students excelled, and where they did not, it was necessary to re-read the comments and report a general sense of what the students did well, and what they did not. In the future, we will be recording specific scores for each part of the rubric so that we can give a more detailed analysis of student performance, and provide more specific interventions for future assessments. (09/10/2018)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: Following up on the previous assessment (Fall 2014), the action plan called for greater communication and collaboration on teaching practices among the Adjunct Faculty that taught the course. The hiring of a new full-time political science professor in 2017 with expertise in political</p>

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[POLI-7 Midterm Essay Rubric.docx](#)

philosophy has addressed this issue by eliminating the difficulty of coordinating among Adjunct Faculty. For now, consistency will be provided by having the same professor teach the course, and do the SLO assessments, on a regular basis. (09/10/2018)