Assessment: Assessment Unit Four Column

FALL 2015

El Camino: PLOs (BSS) - Anthropology

PLOs	Assessment Method Description	Results	Actions
PLO #3 Stages of Research - Students will demonstrate an understanding of the stages of research in the discipline of anthropology by properly identifying each step and its critical significance. **PLO Status:** Active **PLO Assessment Cycle:** 2015-16 (Fall 2015) **Input Date:** 10/04/2013	**Exam/Test/Quiz -** The average success rates at answering 24 multiple-choice and matching questions concerned with aspects of the various stages of anthropological research were calculated utilizing two classes: a section of Anthropology 2 and a section of Anthropology 3. There were 71 students in this sample, almost evenly split between the two sections. **Standard and Rubric:** A success rate that meets or succeeds 75% would be deemed satisfactory.	**Semester of Current Assessment:** 2015-16 (Fall 2015) **Standard Met:** Standard Met The answers to questions concerning the various stages of anthropological research were examined from the first exams of two classes: Introduction to Cultural Anthropology and Introduction to Archaeology. There were 35 students with usable exams in the first class and 37 in the second. The stages were 1) review of literature, 2) preliminary trip to the field, 3) formulation of a research design, 4) fieldwork, 5) data analysis, and 6) publication. The stages of fieldwork in archaeology, and problems associated with fieldwork were also considered including those discussed in several assigned readings. The success rate for the Anthropology 2 section was 80.3%. For Anthropology 3 it was 72.4%. However there were only 4 relevant questions on the Anthropology 3 exam, and one question was determined to be redundant prior to the assessment of the SLO. After the elimination of the redundant question the success statistic rose to 77.8% (12/29/2015) **Faculty Assessment Leader:** Rodolfo Otero **Faculty Contributing to Assessment:** Blair Gibson **Courses Associated with PLO Assessment:** Anthropology1, Anthropology 3 **Related Documents:** Anthro2PLO#3questions.doc	**Action:** Since the standard for success was exceeded, no actions are necessary. (12/29/2015) **Action Category:** Teaching Strategies
	Essay/Written Assignment - In a take-home assignment, students will	**Semester of Current Assessment:** 2015-16 (Fall 2015) **Standard Met:** Standard Met	**Action:** Continue with the same

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	provide written responses to eight questions related to the stages (and experiences) of fieldwork in Cultural Anthropology. **Standard and Rubric:** It is expected that, at least, 75% of the students will receive scores that exceed 75% of the total points allotted to the assignment (49 students participated)	The expectations were met, as almost 80% of the students who participated in this PLO received scores higher than the set standard. When considering each question separately (this analysis also applies to those who received scores lower than the set standard), there are two questions that stand out as problematic for the students. These are questions #2 and #8. Question #2 is the one that required the lengthiest answer of all (and it is the one that was worth 4 points rather than 2, as all the others). Very few students received 4 points for this answer, as they skipped some of the specific points they needed to address (this is the question that inquires about preparation for fieldwork in anthropology). Question #8 was answered poorly by many. It also required a detailed description of the roles carried out by key informants in the two villages visited by anthropologists. Most students made reference to only one of the villages. (02/02/2016) **Faculty Assessment Leader:** Rodolfo Otero **Faculty Contributing to Assessment:** Blair Gibson, Angela Mannen **Courses Associated with PLO Assessment:** ANTH 2, ANTH 3 **Related Documents:** PLO #3 Assessment Tool Fall 2015.docx PLO #3 Rubric Fall 2015.docx	assignment, emphasizing the questions that need a more thorough analysis (02/02/2016) **Action Category:** Teaching Strategies

Assessment: Assessment Unit Four Column

FALL 2015

El Camino: PLOs (BSS) - Philosophy

PLOs	Assessment Method Description	Results	Actions

PLO #1 Ethical Theories - Students who have completed the Philosophy program will be able to identify, explain, and evaluate the major ethical theories, and to apply them to both contemporary and practical moral issues.
PLO Status: Active
PLO Assessment Cycle: 2015-16 (Fall 2015)
Input Date: 10/04/2013
	Exam/Test/Quiz - Seven multiple choice questions focusing on the ethical theories of Utilitarianism, Kant's Duty Ethics, Aristotle's Virtue Ethics, and Rawl's social contract theory, with two of the questions applying the theories to a specific situation.
	Standard and Rubric: It is expected that students will be able to answer the aggregate of questions correctly 70% of the time, that questions 1, 2, 3, 4, and 7 will also be answered correctly 70% of the time, while the more difficult question 5 will be answered correctly 60% of the time, and the more fundamental and easier question 6 will be answered correctly 80% of the time.
		Semester of Current Assessment: 2015-16 (Fall 2015)
		Standard Met: Standard Not Met
		The following seven questions were administered to Professor Randy Firestone and Professor Felipe Leon's classes on the first day of class and on the last day of class for their Philosophy 103 Ethics classes. Additionally, Professor Firestone asked all seven of these questions on his first test.
		1. In Utilitarianism, the right action is _____.
		A) the action which most promotes or maximizes happiness or pleasure among
		   all people who will be affected by the action.
		   B) the one with the most utility or usefulness to the person doing the act.
		   C) any action that results in pleasure or happiness.
		   D) the action that makes the one performing the action the happiest.
		
		2. One version of Kant's categorical imperative is _____.
		   A) One should love all men and animals.
		   B) Act so as not to treat a person as a means.
		   C) Act so as to treat all people not solely as a means, but also as an end.
		   D) Act in such a way so as to promote harmony.
		
		3. For Kant, moral worth is demonstrated when _____.
		   A) one does the right action, i.e., one does his duty.
			Action: Professor Firestone will work with Professor Leon as to teaching techniques so as to ensure better results, particularly as to Kant's ethics. This should be reflected in the results obtained the next time Professor Leon teaches Ethics. (01/27/2017)
			Action Category: Teaching Strategies

B) one does his duty because it is his duty.
C) one does his duty because it feels good to do so.
D) one is naturally inclined to do his duty.

4. Suppose that two people are being swept down a river, and will drown and die if you do not leap into the river to save them. You are a good swimmer, so you can do so without any great risk to yourself, but you only have time to save one of them. One is a great scientist who is 50 years old. The scientist has made medical discoveries that are helping millions of people, and is likely to make more similar discoveries in the future. The other person is your 40 year old wife whom you love very much and is a very nice person, but who is shy and generally keeps to herself, and is unlikely to do anything significant to help many other people. If you are a utilitarian, what should you do?
A)   Save the scientist.
B)   Save your wife since she is younger and has more years to live.
C)   You can save either one since they both have rational nature, but you must save one of them.
D)   Although it would be nice if you saved one of them, you need not save either of them because you have wide latitude in deciding who and when you will help others.

5. Assume the same set of facts as set forth in the question above. According to Professor Firestone, if you are a follower of Kant's duty ethics, what should you do?
A)   Save the scientist.
B)   Save your wife since she is younger and has more years to live.
C)   You can save either one since they both have rational nature, but you must save one of them.
D)   Although it would be nice if you saved one of them, you need not save either of them because you have wide latitude in deciding who and when you will help others.

6. Aristotle's ethical system can best be described as

follows?
A)   It is a type of consequentialism.
B)   It is a type of deontological ethics.
C)   It is a type of social contract theory.
D)   It is a type of virtue ethics.

7. John Rawls advocates that when a society chooses it principles of justice, it should decide under a "veil of ignorance." What best characterizes the "veil of ignorance."
A)   It is a way to ensure that the society maintains modesty and good values.
B)   It is what has historically occurred when rulers or ruling aristocracies kept most people ignorant about what was really occurring in political life and in the business dealings of the rich and powerful in order to ensure and safeguard their own power and wealth.
C)   It hides who one is, including one's natural and social starting positions in society, so that the person does not know if he is born rich or poor, or smart or stupid, so the principles of justice are chosen impartially.
D)   It hides general knowledge about the world and human nature.

   Please see the attached related document for the results of the assessments.
   On the first day, Professor Leon's class answered the questions correctly at a 40% rate, and Professor Firestone's class answered the questions correctly at a slightly higher 45% rate. If all choices were equally appealing, then we would expect a 25% correct answer rate as the students had to choose between four possible answers for each question. However, some of the students have taken other philosophy classes, and would have been taught some of this material. For example, in Professor Firestone's class there were 8 students who had previously taken at least one of his classes, and the basic ethical theories are covered in not only Professor Firestone's Introduction to Philosophy class but also in some of his other classes.
   On the last day, overall the students answered all questions correctly at a 72% rate, meeting the overall goal

PLOs	Assessment Method Description	Results	Actions

of 70%. However, the goals were not met for questions 2 and 3. Both of these questions dealt with Kant's ethics, and both required a degree of precision in order to distinguish between two of the choices which were similar. Question 3 had particularly poor results as only 53% of the students were able to correctly answer this question on the last day. Clearly, more emphasis will need to be placed on Kant's ethics.

There was also a significant difference in results between Professor Firestone's class and Professor Leon's class. Specifically, Professor Firestone's class was able to hit the target goals as to every question, while Professor Leon's class was not able to hit the target goal as to questions 2, 3, 4, 6, and 7, and overall was at an only 60% correct answer rate instead of the 70% goal. There were significant shortfalls on questions 2,3, and 7. Those questions were answered correctly only 52%, 30%, and 48% respectively. Questions 2 and 3 dealt with Kant's ethics, and Question 7 dealt with John Rawl's social contract theory.

On the final day, Professor Firestone had an overall correct answer rate of 88%. This was exceedingly high, and Professor Firestone believes his class was certainly above average compared to other Ethics classes he taught. In fact, Professor Firestone's class was able to answer each question correctly at a minimum of 78% of the time except for the more difficult question 5, which was answered correctly 67% of the time, meeting the 60% goal for that question.

What could account for the large discrepancy between the classes? Certainly, some classes have better students than other classes. On the other hand, Professor Leon's class fell below the standard on the majority of questions and overall, and this will need to be addressed in his future classes.

In addition to the first and last day's questions, Professor Firestone also gave these questions on test number one on September 23, 2015. The results were very similar to the last day's results more than six weeks later on December 9, 2015. Specifically the test results were as follows: Q1: 93% correct; Q2: 84% correct; Q3: 68% correct; Q4: 98% correct;

PLOs	Assessment Method Description	Results	Actions

Q5: 64% correct; Q6: 93% correct; and Q7 93% correct. On 5 of the 7 questions there was actually an improvement from the test date to the last day of class. This can be accounted for by two reason: First, some of the poorer students have dropped out of the class after the first test. Second, we apply the theories to contemporary moral issues for the last 2/3 of the class, so the students are able to better learn the theories. The overall gain from the test day to the last day, however, was quite modest overall. On test day, the students answered the 7 questions correctly 85% of the time, and on the last day improved 3% to 88%.

It should also be mentioned that students did show significant improvement on all questions from the first day to the last day. Putting both classes together, on the first day the students were able to answer the seven questions correctly 42% of the time, and on the last day were able to answer the questions correctly 72% of the time. Professor Leon's classes went from 40% correct on the first day of class to 60% correct on the last day of class, and Professor Firestone's classes went from 45% correct on the first day to 88% correct on the last day of class. (12/16/2015)

Faculty Assessment Leader: Randy Firestone
Faculty Contributing to Assessment: Felipe Leon
Courses Associated with PLO Assessment: Philosophy 103 (Ethics and Society)

Related Documents:

Ethics SLO Questions Fall 2015.docx

SLO PLO ETHICS ASSESSMENT TABLE Dec 2015.docx

Assessment: Assessment Unit Four Column

FALL 2015

El Camino: PLOs (BSS) - Sociology

PLOs	Assessment Method Description	Results	Actions
PLO #2 Sociological Concepts - Students will define and demonstrate an understanding of sociological concepts by applying them to social scenarios. **PLO Status:** Active **PLO Assessment Cycle:** 2015-16 (Fall 2015) **Input Date:** 10/04/2013	**Multiple Assessments -** With the exception of SOCI 109 which is cross-listed as PSYCH 9a and is assessed by faculty in the Psychology Department, the Sociology Department has developed two SLOs per course which are directly aligned with corresponding PLOs. The Department will assess odd numbered courses each fall semester and even numbered courses in the spring. Each instructor will assess their own class(es) utilizing a variety of assessment methods including quizzes, exams, and written assignments. Faculty will determine their own rubric; however, the standard and target for success will be a minimum of 70%for each assessment. See "PLO #2 Assessment Methods" in Related Documents for more details. **Standard and Rubric:** To be determined by individual instructor for each assessment.	**Semester of Current Assessment:** 2015-16 (Fall 2015) **Standard Met:** Standard Met SLO #2 was assessed for Sociology 102, 104, 108, and 112 during the spring 2015 semester and Sociology 101 and 107 were assessed in the fall of 2015. Data was collected from each SLO#2 to assess PLO#2. The Sociology Department met on Professional Development Day on January 14, 2016 to discuss SLO assessments from the spring/fall 2015 academic year. Eleven instructors conducted SLO assessments using a variety of assessment methods including, exams and written assignments. Traditional face-to-face classes were assessed, including classes in the Honors Transfer Program; in addition, online sections were also assessed. A wide variety of sociological concepts were assessed including: sociological imagination, culture, socialization, status, role, norms, values, culture, and deviance. The overall consensus in the Department is that we are reaching our goal and achieving success. Outcome assessments clearly indicate that our students comprehend sociological concepts and are able to apply concepts to social scenarios. See "PLO#2 Assessment Results Fall 2015.doc" in Related Documents for more details. (01/14/2016) **Faculty Assessment Leader:** Stacey Allen	

PLOs	Assessment Method Description	Results	Actions
	Related Documents: [PLO #2 Assessment Methods Fall 2015.doc](#) [PLO #2 Assessment Methods Fall 2015](#)	**Faculty Contributing to Assessment:** S. Allen, S. Dowden, E. Cannon, M. Fujiwara, P. Aguilera, M. Din, L. Jones, J. Lee, R. Osterman, K.Stone, S. Soto **Courses Associated with PLO Assessment:** Sociology 101, 102, 104, 107, 108, 112	
		Semester of Current Assessment: 2015-16 (Fall 2015) **Standard Met:** Standard Met SLO #2 was assessed for Sociology 102, 104, 108, and 112 during the spring 2015 semester and Sociology 101 and 107 were assessed in the fall of 2015. Data was collected from each SLO#2 to assess PLO#2. The Sociology Department met on Professional Development Day on January 14, 2016 to discuss SLO assessments from the spring/fall 2015 academic year. Eleven instructors conducted SLO assessments using a variety of assessment methods including quizzes, exams, and written assignments. Traditional face-to-face classes were assessed, including classes in the Honors Transfer Program, in addition to sections taught online. See "PLO #2 Assessment Results Fall 2015" in Related Documents (12/10/2015) **Faculty Assessment Leader:** Stacey Allen **Faculty Contributing to Assessment:** S. Allen, E. Cannon, S. Dowden, M. Fujiwara, P. Aguilera, M. Din, L. Jones, J. Lee, R. Osterman, K. Stone, S. Soto **Courses Associated with PLO Assessment:** Sociology 101, 102, 104, 107, 108. 112 **Related Documents:** [PLO #2 Assessment Results Fall 2015.doc](#) [PLO #2 Assessment Results Fall 2015.doc](#)	**Action:** Faculty will meet on Fall Professional Development day in August of 2016 to discuss the status of follow up reports on all SLOs. The Department will be in the final stages of Program Review and will begin planning the next cycle of SLO assessments to begin Spring 2017. (08/18/2016) **Action Category:** Teaching Strategies