

Course SLO Assessment Report - 4-Column

El Camino College

El Camino: Course SLOs (BSS) - Political Science

Course SLOs	Assessment Methods & Standard and Target for Success / Tasks	Results	Action & Follow-Up
<p>El Camino: Course SLOs (BSS) - Political Science - ECC: POLI 10 - Intro-Interntl Relations - SLO #1 Major Theoretical Approaches - In a written assignment, students will demonstrate knowledge of the major theoretical approaches to studying international politics including but not limited to: Realism, Liberalism, Constructivism, Feminism, etc. (Created By El Camino: Course SLOs (BSS) - Political Science)</p> <p>Course SLO Assessment Cycle: 2014-15 (Spring 2015)</p> <p>Input Date: 11/08/2013</p> <p>Course SLO Status: Active</p>	<p>Assessment Method Description: The assessment tool used for this assessing this SLO was comprised of an essay exam asking the following question: Compare and contrast the core assumptions of Realism and Liberalism in International Politics. Use the Cold War era and the Post-Cold War World to discuss their explanatory power. Given the state of the world we are in now, which theory would you argue seems to explain the most?</p> <p>Assessment Method: Exam/Test/Quiz</p> <p>Standard and Target for Success: See Related Document</p>	<p>02/04/2014 - The assessment results from this SLO were very much satisfactory. From a total of 51 students in both sections of Pol Sci 10 that were offered in the Fall, nineteen students scored 9's for a 37%, and twenty three students scored 8's for a 45%. Both of those combined for an 82% success rate which exceeded our expectation of 70-75%. We take that as being indicative that students had good comprehension of the material and were able to demonstrate as such in written form. A more detailed review 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 42 out of 51 scoring either a 3 or a 2. On the other hand, the weakest area in terms of performance on the rubric was in the use of supporting arguments and examples, where 9 out of 51 students scored a 1. This illustrates sometimes 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. After much discussion among those of us in the department who teach this course and others that have taught in the past, we concluded that perhaps more material related examples need to be introduced during lectures and class discussions so that students will be better able to apply the theoretical underpinnings covering this SLO and related to modern day circumstances. This suggestion will be implemented in future semesters for the comparison purposes and enhance the quality of education that students will receive. It will also be interesting to see whether assessing the other two remaining SLO's for this course (which come later in the semester) will show a significance difference as to the students already being familiar with the type of exam that they will have to complete. Often times it is seen that the first exam in a course might affect more heavily in terms of students performance than the later ones after know the type of test.</p> <p>Standard Met? : Yes</p> <p>Semester and Year Assessment Conducted: 2013-14 (Fall 2013)</p> <p>Faculty Assessment Leader: Eduardo Munoz</p> <p>Faculty Contributing to Assessment:</p>	<p>01/30/2015 - Make use of more contemporary examples when appropriate during lectures throughout the semester.</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>01/30/2015 - Continue to collaborate among faculty teaching the course, in creating common assessments and grading standards.</p> <p>Action Category: Teaching Strategies</p> <hr/>

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		<p>Dr. Ellen Antoine and Eduardo Munoz</p> <p>Reviewer's Comments:</p> <p>Consider the following prompts for this section. What Action was taken? When was the Action implemented? What are the implications of the observations and/or data that resulted from implementation of the Action? Describe any changes to student learning that were observed and/or describe any data that resulted from the Action. (Note: These observations may be anecdotal or preliminary with additional information provided at a later date.) What other follow-up or Action(s) should be taken, if any?</p> <p>Related Documents:</p> <p>Pol Sci 10 Assessment resultsF2013.doc</p>	