



FALL 2014 Course SLO Assessment Reports - 4-Column

El Camino College

El Camino: Course SLOs (BSS) - Political Science

Course SLOs 1 and ctu.unitid = 714	Assessment Methods & Standard and Target for Success / Tasks	Results	Action & Follow-Up
<p>ECC: POLI 1 - Governments of the United States and California - SLO #1 Articles and Amendments - In a multiple choice test, students will demonstrate knowledge of the basic principles of the United States Constitution including its Articles and Amendments, as well as those for the government of California.</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014)</p> <p>Input Date: 11/08/2013</p> <p>Course SLO Status: Active</p>	<p>Assessment Method Description: The assessment tool used for assessing this SLO was comprised of a multiple choice test asking eight questions. See related document for additional information.</p> <p>Assessment Method: Exam/Test/Quiz</p> <p>Standard and Target for Success: The target for success will be met if 75% of the students are able to answer each question correctly.</p> <p>Related Documents: PS 1 SLO Questions</p>	<p>02/09/2015 - After analyzing the data, one can see that the standard was met on two of the questions while the remaining six questions fell short of the 75% threshold. Data results also show a wide range in terms of students' performance in answering some of the questions. The range of correct responses were from a low of 26% on question #6 to a high of 99.5% on question #4. Overall though these were positive results as only 1 out of the 8 questions was missed by more than 50% of the students (question 6). This indicates that the students are understanding the material yet with topics/areas where there could be some improvement. Furthermore, given that the test was given towards the end of the semester, and much of the material in the course covering the Constitution is given at the beginning of the semester, it shows that they are able to make the pertinent connections between the rest of the course topics in relation to the Constitution. Also, when comparing this time's assessment results with the previous time this SLO was assessed, the number of questions missed by more than 50% went down from 3 to 1. Based on the findings, faculty in our department agree that we need to focus and spend more time going over the material, especially in those areas where students failed to reach the 50% mark, but also to work towards reaching that percentage goal to meet the standard. We also discussed the idea for the next time this SLO is assessed, to take each individual student overall score and use that data to evaluate the student as a whole in their knowledge rather than each individual question. Consistent with our department goal of enhancing the quality of education and better preparing students to understand Constitutional issues, we will continue to discuss among the faculty the different teaching strategies/practices covering such topics. While we had proposed previously to assess at a different time during the semester, this time it was done towards the middle -end, perhaps the next time this assessment takes place also, the exam needs to be given at the beginning-middle to test that variable.</p> <p>Standard Met? : No</p> <p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Faculty Assessment Leader: Eduardo Munoz and Laurie Houske</p>	<p>02/28/2016 - Conduct the assessment earlier during the semester.</p> <p>Action Category: Teaching Strategies</p>

Course SLOs 1 and ctu.unitid = 714	Assessment Methods & Standard and Target for Success / Tasks	Results	Action & Follow-Up
<p>ECC: POLI 3 - Introduction to Principles and Methods of Political Science - SLO #1 Ideologies - In a written essay, the students will discuss and critically analyze the major political ideologies found among contemporary political systems.</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014)</p> <p>Input Date: 11/08/2013</p> <p>Course SLO Status: Active</p>	<p>Assessment Method Description: The proposed assessment will consist of an essay exam which will be evaluated based on the following rubric (see attached).</p> <p>Describe the elements of Marxist Communism. How does Leninism and Maoism differ from Marxist Communism?</p> <p>or</p> <p>Describe the elements of Conservatism, Liberalism, Socialism and Communism. How are each of these ideologies represented in political systems today? How do they differ from historic representations?</p> <p>Assessment Method: Essay/Written Assignment</p> <p>Standard and Target for Success: 70 % of the class will score a 6 or better on the rubric.</p>	<p>02/09/2015 - 09/08/2014 - Results: Rubric scores for Organization: 94% scored 3 6% scored 2 Rubric scores for Content Knowledge: 44% scored 3 56% scored 2</p> <p>Rubric scores for Supporting Arguments and examples: 33% scored 3 56% scored 2 11% scored 3 Total Rubric Scores 33% scored 9 11% scored 8 39% scored 7 17% scored 6</p> <p>100% of the class scored a 6 or better representing a basic understanding of the material. Students had a choice of questions to answer regarding ideology and this might have aided in their overall success of the material.</p> <p>Analyzing each of the rubric areas individually has given us the opportunity to look at student performance in greater detail.</p> <p>Students scored very well in organization but this is really not that unexpected as analysis of ideology comes with a built in organization. Students also did well in the area of content knowledge but not to the same high levels. Where students struggled was in offering supporting arguments. While they still scored well there were some students that scored a one in this area.</p> <p>Finally, these high results could be reflective of a unique class situation. This class had a high drop out rate but the remaining students in the course all did quite well on the exam. So this could merely be a reflection of the lower performing students dropped the class already and are not reflected in these results from the final.</p> <p>Standard Met? : Yes</p> <p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Faculty Assessment Leader: Laurie Houske</p>	<p>02/09/2016 - 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. I consider this an ongoing effort to develop critical thinking skills and should be done in most of our Political Science courses. This particular SLO if tested at the end of the semester should lead to strong results but it would be interesting to teach this material earlier in the semester and see if it leads to different results.</p> <p>Action Category: Teaching Strategies</p>

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<p>ECC: POLI 5 - Ethnicity in the American Political Process - SLO #1 Inclusion Strategies - In a written essay students will demonstrate knowledge and analyze the inclusion strategies used by minority groups within the democratic system as applicable to urban politics.</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014)</p> <p>Input Date: 11/08/2013</p> <p>Course SLO Status: Active</p>	<p>Assessment Method Description: The assessment tool used for assessing this SLO was comprised of the following essay prompt:</p> <p>The subject of your paper will center on the history of race, ethnicity, and gender in relation to political parties and the effects on voting on the national and local arenas. You can choose to write collectively on the different groups or choose one group and focus on their political prevalence within the party and national political scene.</p> <p>Assessment Method: Essay/Written Assignment</p> <p>Standard and Target for Success: Using a rubric that is scaled from 3 to 1 students are assessed via their effectiveness across three domains: "organization;" "content knowledge;" and "supporting arguments and examples." Please see related document for additional information.</p> <p>Related Documents: Grading Rubric</p>	<p>01/23/2015 - Overall the assessment results from this SLO were satisfactory but percentages likely could have been higher given the usage next time of a question prompt that is more strictly tailored to the theme of inclusion strategies. This being the case, from a total of 27 students in my section (who actually turned in the paper), six students scored a 9 for 22.2% and thirteen students scored an 8 for 48%. Taken together, however, students scoring either an 8 or 9 (that is, nineteen total) combined for a 70.4% success rate which exceeds (just barely) the 70-75% benchmark. Generally, I take this to mean that students showed good success with connecting their analysis to the central concerns of the course material and additionally were able to extrapolate in key areas with appropriate examples. 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 “content knowledge” and “supporting arguments and examples.” Seventeen and fifteen students respectively scored a 3 on both of these categories. But this is not to say that students did not fare well with “organization,” as even fourteen students scored a 3 on this domain, so there wasn’t much variance in student performance as far as scoring at a 3 on any category. In fact, only one student scored a 1 in any category, which means I had a significant number of students who scored a 2 on “organization,” “content knowledge,” and “supporting arguments and examples” (twelve, ten, and twelve students respectively). Specifically, outside the nineteen students who scored an 8 or 9, I also had three students score a 7, four score a 6, and one score at a 5. What I interpret this data to mean is that students actually did quite well in executing the basic parameters of the assignment but perhaps experienced some difficulties with either securing (or connecting) source material more precisely to their explanatory frameworks. And this of course can lead to analysis that tends to be more “editorial based” rather than “research driven.” To mitigate this apparent weakness among the students one clear strategy to adopt would be to explain more consistently during lecture how the execution of proper “research methods” can determine to a significant extent the accuracy that can be brought to bear upon an essay prompt. Especially concerning the theoretical underpinnings of this SLO, which address specific phenomena like “inclusionary strategies,” I think it would be very helpful to take more time during lecture to explain the research process in context of contemporary examples that highlight group democratic behavior. To effectively capture the students’ attention for this objective, using multimedia</p>	<p>01/23/2016 - 1.) Make use of more contemporary examples when appropriate during lectures throughout the semester. 2.) Continue to collaborate among faculty teaching the course, in creating common assessments and grading standards.</p> <p>Action Category: Teaching Strategies</p>

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		would be ideal here. Standard Met? : Yes Semester and Year Assessment Conducted: 2014-15 (Fall 2014) Faculty Assessment Leader: Christopher Blake Lee Faculty Contributing to Assessment: Eduardo Munoz Related Documents: Grading Rubric	