

Assessment: Course Four Column

FALL 2016



El Camino: Course SLOs (BSS) - Political Science

ECC: POLI 2:Introduction to Comparative Politics

Course SLOs	Assessment Method Description	Results	Actions												
<p>SLO #1 Political Systems - In a written essay, the students will discuss and critically analyze both differences and similarities found among different political systems as they pertain to the functions that their institutions perform.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2016-17 (Spring 2017)</p> <p>Input Date: 11/08/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Essay/Written Assignment - A research paper was assigned as the method of assessment for this SLO focusing on comparing two different countries showing their similarities and their differences. The rubric below was used to determine scores and whether the standard was met or not.</p> <table><tr><td>Assignment</td><td>Points</td></tr><tr><td>Content/Information/Analysis</td><td>7</td></tr><tr><td>Grammar/spelling/sentence structure/APA format</td><td>3</td></tr><tr><td>Resources - meet requirement</td><td>3</td></tr><tr><td>Comparisons</td><td>7</td></tr><tr><td>Total points</td><td>20 points</td></tr></table> <p>Standard and Target for Success: The target for success will be met if 70% of the students scored, the equivalent of 14 points and above based on the given rubric.</p>	Assignment	Points	Content/Information/Analysis	7	Grammar/spelling/sentence structure/APA format	3	Resources - meet requirement	3	Comparisons	7	Total points	20 points	<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met</p> <p>The assessment results from this SLO were successful. From a total of 44 students of Political Science 2, offered in the Spring 2017, 13 students scored 100 percent on the essay, 4 students scored 18 points, 6 students scored 17 points, and 11 students scored from 14 to 15 points. This means that 34 of the 44 students, more than half, made a 70 percent or better on the essay paper, which exceeded or met the expectations of 70.</p> <p>The scores demonstrated that the strongest area was the content, information, and analysis portion of the rubric. 34 of the 44 students passed the essay based on following these instructions. The survey results suggest that students taking Political Science II are familiar with key concepts, terminology, and vocabulary to understand the essential points to critically extract differences and similarities between countries, per the SLO#1.</p> <p>Only 4 of the 44 students did not pass the essay. The weakest area was the ability to compare and analyze comparisons and to fully give a critical analysis of differences and comparisons of countries. . This illustrates that some students lack writing, critical thinking, and</p>	<p>Action: Continue to develop new plans and strategies to create improved assessments and grading standards. (06/14/2019)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Action: Make use of more technology to enhance lectures throughout the semester. (06/14/2019)</p> <p>Action Category: Teaching Strategies</p>
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	Additional Information:	<p>analytical skills associated with the task to compare.</p> <p>However, the final results indicate that more than the majority of the class had a strong grasp and comprehension of material introduced in the course. (09/15/2017)</p> <p>% of Success for this SLO: Faculty Assessment Leader: Angela Cranon-Charles Faculty Contributing to Assessment: Angela Cranon-Charles</p>	
<p>SLO #2 Institutional Choices - In a written essay, students will demonstrate knowledge and analyze the differences between presidential and parliamentary systems and the impact they have on the policymaking process.</p> <p>Course SLO Status: Active Course SLO Assessment Cycle: 2016-17 (Fall 2016) Input Date: 11/08/2013 Inactive Date: Comments::</p>	<p>Essay/Written Assignment - The proposed assessment will consist of an essay exam which will be evaluated based on the following rubric (see attached).</p> <p>Discuss the differences between the British Parliament and the United States Congress.</p> <p>You work for a think tank and have been assigned a project to make suggestions regarding changes in our current governmental system. In your report, analyze the feasibility of adopting a Parliamentary, Presidential, or Semi-Presidential system.</p> <p>Standard and Target for Success: 70 % of the class will score a 6 or better on the rubric.</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Fall 2016) Standard Met? : Standard Not Met Results: On Campus Class Rubric scores for Organization: 20% scored 3 48% scored 2 32% scored 1</p> <p>Rubric scores for Content Knowledge: 20% scored 3 51% scored 2 29% scored 1</p> <p>Rubric scores for Supporting Arguments and examples: 68% scored 3 16% scored 2 16% scored 1</p> <p>Total Rubric Scores 16% scored 9 13% scored 8 6% scored 6 45% scored 5 20% scored 3 35% scored a 6 or better</p>	<p>Action: No action necessary (03/03/2017) Action Category: Teaching Strategies</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
		<p>On Line Class</p> <p>Rubric scores for Organization:</p> <p>54% scored 3</p> <p>19% scored 2</p> <p>27% scored 1</p> <p>Rubric scores for Content Knowledge:</p> <p>50% scored 3</p> <p>23% scored 2</p> <p>27% scored 1</p> <p>Rubric scores for Supporting Arguments and examples:</p> <p>35% scored 3</p> <p>19% scored 2</p> <p>46% scored 1</p> <p>Total Rubric Scores</p> <p>35% scored 9</p> <p>15% scored 8</p> <p>4% scored 7</p> <p>19% scored 5</p> <p>27% scored 3</p> <p>54% scored a 6 or better</p> <p>The standard was not meet for this SLO but leads to some very interesting results. Normally we assess at the end of the semester and the students do well on organization and content knowledge but struggle with critical thinking. This assessment was done at the midterm and led to very different results. Some students continued to struggle with critical thinking but more students than typical struggled with content knowledge and organization. This represents that students are gaining mastery of the material as the final represents the cumulative knowledge. Additionally there is a difference between the on campus class and the online class. The online class had more students scoring a 3 in each area than the on campus class.</p> <p>Future SLOs should be analyzed at the midterm and the</p>	

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		<p>final for comparison. It is expected that students will gain mastery as the semester progresses but it will good to compare the same question given at the final. Additionally, future evaluation between online and on campus classes should be done to see if there additional difference. (03/03/2017)</p> <p>% of Success for this SLO: Faculty Assessment Leader: Laurie Houske Faculty Contributing to Assessment: Laurie Houske</p>													
<p>SLO #3 Democracy - In a written essay, students will demonstrate knowledge of and analyze the various concepts of democracy and how these differences impact the system of government.</p> <p>Course SLO Status: Active Course SLO Assessment Cycle: 2016-17 (Spring 2017) Input Date: 11/08/2013 Inactive Date: Comments::</p>	<p>Essay/Written Assignment - A research paper was assigned as the method of assessment for this SLO, focusing on comparing two different countries showing the similarities and the differences in their democracies.</p> <p>Standard and Target for Success: The target for success will be determined by students scoring 14 points (70%) and above based on the rubric below.</p> <table> <tr> <td>Assignment</td> <td>Points</td> </tr> <tr> <td>Content/Information/Analysis</td> <td>7</td> </tr> <tr> <td>Grammar/spelling/sentence structure/APA format</td> <td>3</td> </tr> <tr> <td>Resources - meet requirement</td> <td>3</td> </tr> <tr> <td>Comparisons</td> <td>7</td> </tr> <tr> <td>Total points</td> <td>20 points</td> </tr> </table> <p>Additional Information:</p>	Assignment	Points	Content/Information/Analysis	7	Grammar/spelling/sentence structure/APA format	3	Resources - meet requirement	3	Comparisons	7	Total points	20 points	<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017) Standard Met? : Standard Met</p> <p>The assessment results from this SLO were successful. From a total of 44 students of Political Science 2, offered in the Spring 2017, 13 students scored 100 percent on the essay, 4 students scored 18 points, 6 students scored 17 points, and 11 students scored from 14 to 15 points. This means that 34 of the 44 students, more than half, made a 70-75 percent or better on the essay paper, which exceeded or met the expectations. Therefore, more than 70 percent of students fell within the 3s and 2 categories of the standard and target success rates illustrated in the rubric.</p> <p>The scores demonstrated that the strongest area was the ability to analyze and compare countries with or without a democratic regime. Students were able to assess, support, and illustrate the concepts of democracy by comparing two countries with or without two different regimes, and examine the different impacts of the system of government of the two countries.</p> <p>34 of the 44 students passed the essay based on following these instructions. The survey results suggest that students taking Political Science II are familiar with the various concepts of democracy, and can provide critical analysis to develop content that demonstrates the impact of the different government systems, as per the SLO#3.</p> <p>Only 4 of the 44 students did not pass the essay. The</p>	<p>Action: Continue to develop new plans and strategies to create improved assessments and grading standards. (06/14/2019) Action Category: Teaching Strategies</p> <hr/> <p>Action: Make use of more technology to enhance lectures throughout the semester. (06/14/2019) Action Category: Teaching Strategies</p>
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		<p>weakest area was the ability to fully analyze the key concepts of democracy and to associate and relate these concepts with other government systems in comparative politics. Some of the key issues were writing styles, essay organization, and supporting arguments in order to explain the key concepts.</p> <p>Nonetheless, the overall results of the essay scores demonstrate that more than 70 percent of the students were able to understand democracy, and its impact and differences within the global politics (09/15/2017)</p> <p>% of Success for this SLO: Faculty Assessment Leader: Angela Cranon-Charles Faculty Contributing to Assessment: Angela Cranon-Charles</p>	

ECC: POLI 3:Introduction to Principles and Methods of Political Science

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>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 Status: Active Course SLO Assessment Cycle: 2014-15 (Fall 2014) Input Date: 11/08/2013 Inactive Date: Comments::</p>	<p>Essay/Written Assignment - 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>Standard and Target for Success: 70 % of the class will score a 6 or better on the rubric.</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016) Standard Met? : Standard Met Results: Rubric scores for Organization: 39% scored 3 61% scored 2</p> <p>Rubric scores for Content Knowledge: 50% scored 3 45% scored 2 5% scored 1</p> <p>Rubric scores for Supporting Arguments and examples: 22% scored 3 67% scored 2 11% scored 3</p> <p>Total Rubric Scores 17% scored 9 17% scored 8 28% scored 7 28% scored 6 5% scored 5 5% scored 4</p> <p>90% of the class scored a 6 or better representing a basic understanding of the material. (09/16/2016) % of Success for this SLO: Faculty Assessment Leader: Laurie Houske Faculty Contributing to Assessment: Laurie Houske</p> <p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014) Standard Met? : Standard Met 09/08/2014 - Results: Rubric scores for Organization:</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</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
		<p>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. (02/09/2015)</p>	<p>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. (02/09/2016)</p> <p>Action Category: Teaching Strategies</p>

Course SLOs	Assessment Method Description	Results	Actions
% of Success for this SLO: Faculty Assessment Leader: Laurie Houske Faculty Contributing to Assessment:			
SLO #2 Presidential and Parliamentary Systems - In a written essay students will demonstrate knowledge and analyze the differences between presidential and parliamentary systems found in democracies today. Course SLO Status: Active Course SLO Assessment Cycle: 2015-16 (Fall 2015) Input Date: 11/08/2013 Inactive Date: Comments::	Exam/Test/Quiz - As part of their final exam, students were given a written essay question designed to assess this SLO. The essay question was: "How do political executives in presidential and parliamentary systems differ? Describe at least three differences in their functioning." Standard and Target for Success: BASED ON DEPARTMENT RUBRIC (see attached) and PERCENTAGE: The Political Science Department rubric for this SLO consisted of a three-by-three matrix based on three measures: (1) Organization, (2) Content Knowledge, and (3) Supporting Arguments and Examples. Students were scored on a scale of three through one on each measure, three being the highest possible score on the given measure, two being a good but not perfect score on the given measure, and one being the lowest score on the given measure. Their scores for each section were then added to determine a total score; nine constituting the highest possible score and three constituting the lowest possible score. The SLO is deemed met if at least 70% of the students scored a six or higher. Additional Information:	Semester and Year Assessment Conducted: 2015-16 (Fall 2015) Standard Met? : Standard Met Based on the rubric, the results were the following: By individual measure (Organization, Content Knowledge, Support/Examples): ORGANIZATION: 13 (of 27) students scored the highest THREE ; 7 scored TWO; 7 scored the lowest ONE. CONTENT KNOWLEDGE: 13 (of 27) students scored the highest THREE ; 11 students scored TWO; 3 students scored ONE. SUPPORT/EXAMPLES: 11 (of 27) students scored the highest THREE; 11 students scored TWO; 5 students scored ONE. By total score: 9: Nine students scored a combined 9/9 (33.3% of the class); 8: Three students scored a combined 8/9 (11.1% of the class); 7: Four students scored a combined 7/9 (14.8% of the class); 6: Four students scored a combined 6/9 (22.2% of the class); 5: Two students scored a combined 5/9 (7.4% of the class); 4: Two students scored a combined 4/9 (7.4% of the class); 3: Three students scored a combined 3/9 (11.1% of the class); Success for the SLO for the course was if at least 70% of the students scored a 6 or higher. For this class, 20 students scored 6 or higher (74%), while 7 students scored less than 6 (26%). As such, the SLO can be deemed successful.	Action: I have added additional lecture material on these two major ways of institutionalizing democracy in the modern world: presidential democracies as opposed to parliamentary democracies. I that this SLO can also be related to much the course material for Political Science 2; as such, students should also be encouraged to take Political Science 2. (02/20/2017) Action Category: Teaching Strategies

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
	Related Documents: Grading Rubric	<p>Overall, the essay (and so the SLO) prompted something of a bio-modal distribution: either the students knew the material and did well on the essay or did not know the material and did poorly on the essay; there were not too many students who did only middling. That said, the plurality of students (33%) did very well on the essay, and by far the majority of the students wrote good essays (74%) and so met the SLO goals.</p> <p>Breaking the results by each of the three measures, the students did fairly well on ORGANIZATION: as 13 students (48%) were graded 3/3, 7 students (26%) were graded 2/3, and 7 students (26%) were graded the lowest 1/3. Results for SUPPORT/EVIDENCE were slightly better: as 11 students (40.7%) were graded 3/3, 11 students (40.7%) were graded 2/3, and only 5 students (18.5%) were graded the lowest 1/3. Results for CONTENT KNOWLEDGE were the best for the three measures: 13 students (48%) were graded 3/3, 11 students (40.7%) were graded 2/3, and only 3 students (11%) were graded the lowest 1/3.</p> <p>That students did best in the CONTENT KNOWLEDGE measure is encouraging. That they did slightly worse on EXAMPLES/SUPPORT is also not surprising, as the course focuses on political science methods and methodology. The SLO in question is designed to measure specifically student understanding of Institutionalism (the study of the impact that institutions, such as the presidential versus parliamentary systems, can have on politics and political outcomes) as a major methodology in the discipline of political science. The overall focus of the course is to introduce students to various methodologies within the discipline of political science. As such, the focus of instruction in this regard is theoretical, and while examples are provided for illustration, the course is not focused specifically on different countries with presidential and parliamentary systems as a course in comparative politics (Political Science 2, for example) would be.</p> <p>The course overall had a 67.7% pass rate: of the 31 students</p>	

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		<p>in the course, 21 passed the class (9 students received an A (29%), 8 students received a B (25.8%) and 4 students received a C (12.9%)) and 10 students (32.3%) received failing grades (2 students received a D (6.4%) and 8 students received an F (25.8%)). Of the the 8 students who failed the class 4 did not take the final exam; as such, they are not reflected in the SLO scores. They received "Incomplete" grades: some might make up the final, most will probably not. For the 21 students who passed the class, SLO scores (obviously) are higher.</p> <p>There is clearly room for improvement for this SLO. I believe that of the 26% of students who failed to score at least a 6 on the essay, the majority were taking the course under the mistaken impression that it was the same material as Political Science 1 or that the course met the same General Education requirements as Political Science 1. In short, I do not believe that the majority of those 26% were political science majors. I should have made it clearer to students at the start of the course term that the course is designed for students who intend to get an AA in political science or transfer as political science majors, and as such is more difficult (and certainly more theoretical) than Political Science 1. In addition, I think the SLO itself could be restated to reflect more the methodological focus of the course: as it is currently, the SLO seems to me to be better fitted for a course on comparative politics rather than political methodology. (02/04/2016)</p> <p>% of Success for this SLO: Faculty Assessment Leader: Karl Striepe Faculty Contributing to Assessment:</p>	
<p>SLO #3 Methodology - In a written essay, students will demonstrate knowledge and distinguish the differences among the various methodological techniques used to study Political Science.</p> <p>Course SLO Status: Active</p>	<p>Exam/Test/Quiz - As part of their midterm exam, students were given a written essay question designed to assess this SLO. The essay question was: "Name and briefly describe at least five principal methods of studying politics."</p> <p>Standard and Target for Success:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Fall 2016)</p> <p>Standard Met? : Standard Met</p> <p>Based on the rubric, the results were the following: 35 students took the midterm exam.</p> <p>By individual measure (Organization, Content Knowledge, Support/Examples):</p>	<p>Action: I have up-dated my paper assignment for this course for the next time I teach it: specifically, I have changed the paper assignment to further emphasize the methodological diversity of the field of political science so as to underline and help reinforce</p>

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Course SLO Assessment Cycle: 2016-17 (Fall 2016) Input Date: 11/08/2013 Inactive Date: Comments::	<p>BASED ON DEPARTMENT RUBRIC (see attached) and PERCENTAGE: The Political Science Department rubric for this SLO consisted of a three-by-three matrix based on three measures: (1) Organization, (2) Content Knowledge, and (3) Supporting Arguments and Examples. Students were scored on a scale of three through one on each measure, three being the highest possible score on the given measure, two being a good but not perfect score on the given measure, and one being the lowest score on the given measure. Their scores for each section were then added to determine a total score; nine constituting the highest possible score and three constituting the lowest possible score.</p> <p>The SLO is deemed met if at least 70% of the students scored a six or higher.</p> <p>Additional Information:</p>	<p>ORGANIZATION: 11 (of 35) students scored the highest THREE ; 21 scored TWO; 3 scored the lowest ONE. CONTENT KNOWLEDGE: 21 (of 35) students scored the highest THREE ; 13 students scored TWO; 1 student scored ONE. SUPPORT/EXAMPLES: 6 (of 35) students scored the highest THREE; 21 students scored TWO; 8 students scored ONE.</p> <p>By total score: 9: Six students scored a combined 9/9 (17.1% of the class); 8: Five students scored a combined 8/9 (14.3% of the class); 7: Ten students scored a combined 7/9 (28.6% of the class); 6: Six students scored a combined 6/9 (14.3% of the class); 5: Five students scored a combined 5/9 (14.3% of the class); 4: Two students scored a combined 4/9 (5.7% of the class); 3: One student scored a combined 3/9 (2.9% of the class);</p> <p>Success for the SLO for the course was if at least 70% of the students scored a 6 or higher. For this class, 27 students (out of 35) scored 6 or higher (77.1%), while 8 students scored less than 6 (22.3%).</p> <p>As such, the SLO can be deemed successful. (02/20/2017) % of Success for this SLO: Faculty Assessment Leader: Karl Striepe Faculty Contributing to Assessment:</p>	<p>student understanding of this aspect of the course. (02/20/2017) Action Category: Teaching Strategies</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) Input Date: 11/08/2013 Inactive Date: Comments::</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>Additional Information:</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>% of Success for this SLO: Faculty Assessment Leader: Scott Godfrey Faculty Contributing to Assessment: Scott Godfrey</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>

Course SLOs	Assessment Method Description	Results	Actions
<p>Related Documents: POLI 7 Assessment.doc</p>			
<p>SLO #2 The State - In a written essay students will describe and assess the value of a state based on privilege versus one based on equality, and the apparent conflict between liberty and equality in a democratic state.</p> <p>Course SLO Status: Active Course SLO Assessment Cycle: 2016-17 (Fall 2016) Input Date: 11/08/2013 Inactive Date: Comments::</p>	<p>Exam/Test/Quiz - As part of their midterm exam, students were given a written essay question designed to assess this SLO. The essay question was: "How are states legitimized? Specifically, what is the difference between democratic state legitimation and the legitimation of non-democratic states. Also, in what way does democratic state legitimation involve a conflict between liberty and equality." Standard and Target for Success: BASED ON DEPARTMENT RUBRIC (see attached) and PERCENTAGE: The Political Science Department rubric for this SLO consisted of a three-by-three matrix based on three measures: (1) Organization, (2) Content Knowledge, and (3) Supporting Arguments and Examples. Students were scored on a scale of three through one on each measure, three being the highest possible score on the given measure, two being a good but not perfect score on the given measure, and one being the lowest score on the given measure. Their scores for each section were then added to determine a total score; nine constituting the highest possible score and three constituting the lowest possible score.</p> <p>The SLO is deemed met if at least 70% of the students scored a six or</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Fall 2016) Standard Met? : Standard Met Based on the rubric, the results were the following: 40 students took the midterm exam.</p> <p>By individual measure (Organization, Content Knowledge, Support/Examples): ORGANIZATION: 23 (of 40) students scored the highest THREE ; 14 scored TWO; 3 scored the lowest ONE. CONTENT KNOWLEDGE: 30 (of 40) students scored the highest THREE ; 9 students scored TWO; 1 student scored ONE. SUPPORT/EXAMPLES: 14 (of 40) students scored the highest THREE; 20 students scored TWO; 6 students scored ONE.</p> <p>By total score: 9: Fourteen students scored a combined 9/9 (35% of the class); 8: Nine students scored a combined 8/9 (22.5% of the class); 7: Seven students scored a combined 7/9 (17.5% of the class); 6: Four students scored a combined 6/9 (10% of the class); 5: Three students scored a combined 5/9 (7.5% of the class); 4: Two students scored a combined 4/9 (5% of the class); 3: One student scored a combined 3/9 (2.5% of the class);</p> <p>Success for the SLO for the course was if at least 70% of the students scored a 6 or higher. For this class, 34 students (out of 40) scored 6 or higher (85%), while 6 students scored less than 6 (15%).</p> <p>As such, the SLO can be deemed successful. (02/20/2017)</p> <p>% of Success for this SLO:</p>	<p>Action: With a very high success rate on this SLO (85%), I don't believe action is required at the moment. However, this should be reassessed soon, as this class (Fall 2016) was stronger than is normally the case. (02/20/2017) Action Category: Teaching Strategies</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
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higher.

Faculty Assessment Leader: Karl Striepe
Faculty Contributing to Assessment:

Additional Information:

SLO #3 Social Justice - In a written essay students will describe and analyze the different theories of the “just state”, and compare and contrast their ideas on political power and social justice.

Course SLO Status: Active
Course SLO Assessment Cycle: 2017-18 (Fall 2017)
Input Date: 11/08/2013
Inactive Date:
Comments::