

Assessment: Course Four Column

SPRING / SUMMER 2016



El Camino: Course SLOs (BSS) - Political Science

ECC: POLI 10: Introduction to International Relations

Course SLOs	Assessment Method Description	Results	Actions
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. Course SLO Status: Active Course SLO Assessment Cycle: 2014-15 (Spring 2015) Input Date: 11/08/2013	Exam/Test/Quiz - 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? Standard and Target for Success: See Related Document		
SLO #2 Causes of War - In a written assignment, students will discuss and critically analyze the causes of war within the international system of states. Course SLO Status: Active Course SLO Assessment Cycle: 2015-16 (Spring 2016) Input Date: 11/08/2013	Exam/Test/Quiz - What is the future of war? How will developments in precision guided munitions and other innovations influence the conduct of war? What is total war? In your answer, explain the emergence and development of this phenomenon.	Semester and Year Assessment Conducted: 2015-16 (Spring 2016) Standard Met? : Standard Not Met 68% of the students scored 70% or above on the combined three questions on the causes of war within the international system of states. (05/19/2016) Faculty Assessment Leader: Van P. Chaney Related Documents: Test2 IR.docx	Action: For future classes focus more on outside research and topic paper for students to critically analyze the causes of war. (05/19/2016) Action Category: Teaching Strategies

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	<p>What has been the role of moral considerations and norms in the evolution of warfare in the 20th century?</p> <p>Standard and Target for Success: BASED ON PERCENTAGE: It is expected that 85% of students will score 70% or above on this SLO.</p> <p>Essay/Written Assignment - The assessment tool used for assessing this SLO was comprised of a midterm essay exam asking the following question:</p> <p>1. What are the causes of war in the international system? Include in your answer an illustration with the different types of war we have seen as conflict in the world today.</p> <p>Standard and Target for Success: Given that the majority of students who take this course have also taken our Introductory American Politics course, our expectations were that at least 80% of them would score at least an 8 or higher on this SLO.</p> <p>Related Documents: Grading Rubric</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>Assessment results from this SLO were satisfactory meeting the target for success. An online section of Pol Sci 10 was assessed this past spring in which there were a total of 25 students who took the assessment. Six students had 9's scores based on the rubric point system for a 24% success, and fourteen students scored 8's for a 56%. Both of those combined for an 80% success rate which met the benchmark right at 80%.</p> <p>These results are indicative that students had good comprehension of the material and were able to demonstrate as such in written form. Looking at the data more closely, it reveals interesting results. While perhaps one would expect the section on Content Knowledge to bring about the highest scores (given that students have already taken the introductory course as well) the strongest area in evaluation performance by the students based on the rubric was in terms of organization. On that category students did very well with 20 out of 25 scoring either a 3 or a 2. On the other hand, a weaker area in terms of performance on the rubric, and also seen in previous SLO assessments, was in the use of supporting arguments and examples, where 8 out of 25 students scored a 1. Interpreting this results, it reinforces a common weakness among students seen in past evaluations and other SLO assessments, that is, not just memorizing the material but also the need to contemporize as well as make use of supporting arguments with examples. Since we've had</p>	<p>Action: -Continue to make use of more contemporary examples when appropriate during lectures throughout the semester.</p> <p>-Continue to collaborate among faculty teaching the course, in creating common assessments and grading standards. (09/16/2016)</p> <p>Action Category: Teaching Strategies</p>

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similar results before, it is suggested that we continue engaging in communication with faculty in the department who teach this course and others that have taught in the past. More material related examples will need to be introduced during lectures and class discussions so that students will be better able to apply the theoretical content and relate it to modern day circumstances. This will be done in future semesters enhance the quality of education that students will receive.

(09/16/2016)

Faculty Assessment Leader: Eduardo Munoz

Faculty Contributing to Assessment: Eduardo Munoz

SLO #3 International Political

Economy - In a written assignment, students will discuss and compare and contrast the major theoretical approaches as they pertain to International Political Economy.

Course SLO Status: Active

Course SLO Assessment Cycle: 2016-17 (Spring 2017)

Input Date: 02/26/2014

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

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<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 Course SLO Assessment Cycle: 2013-14 (Spring 2014) 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. 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>SLO #2 Constitutional Jurisprudence - In a written essay, students will discuss and critically analyze the different approaches to Constitutional Jurisprudence.</p> <p>Course SLO Status: Active Course SLO Assessment Cycle: 2014-15 (Spring 2015) Input Date: 11/08/2013</p>	<p>Exam/Test/Quiz - This will be assessed using an essay exam.</p> <p>The proposed assessment will consist of an essay exam which will be evaluated based on the following rubric (see attached).</p> <p>Legal interpretation has a significant impact on the direction of the law. Explain the various theories on legal interpretation. Include in your answer the various advantages and disadvantages of these theories. Standard and Target for Success: It is expected that 75% of the students will get an 8 or above on this SLO.</p>		
<p>SLO #3 Equal Protection Clause - In a written essay students will demonstrate knowledge of the</p>	<p>Essay/Written Assignment - The proposed assessment will consist of an essay exam which will be</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016) Standard Met? : Standard Met</p>	<p>Action: Students should be given the opportunity to practice critical</p>

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<p>various judicial tests pertaining to the Equal Protection Clause.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Spring 2016)</p> <p>Input Date: 11/08/2013</p>	<p>evaluated based on the following rubric. (see attached).</p> <p>Discuss how the court has interpreted the Equal Protection clause as it relates to race. Be sure to include analysis of the doctrines offered by Plessy v. Ferguson (1896) and Brown v. Board of Education (1954).</p> <p>Standard and Target for Success: 70% of the class will score a 6 or better on the rubric.</p>	<p>Results:</p> <p>Rubric scores for Organization:</p> <p>39% scored 3</p> <p>61% scored 2</p> <p>Rubric scores for Content Knowledge:</p> <p>50% scored 3</p> <p>45% scored 2</p> <p>5% scored 3</p> <p>Rubric scores for Supporting Arguments and examples:</p> <p>22% scored 3</p> <p>67% scored 2</p> <p>11% scored 3</p> <p>Total Rubric Scores</p> <p>17% scored 9</p> <p>17% scored 8</p> <p>28% scored 7</p> <p>28% scored 6</p> <p>5% scored 5</p> <p>5% scored 4</p> <p>90% of the class scored a 6 or better representing a basic understanding of the material.</p> <p>Students have mastered the skill of organizing material as well as handling the content. Students showed the greatest difficulty in the area of supporting arguments and examples. This represents critical thinking. This has proven historically to be the greatest area of difficulty for students. While students struggle in this area, many students were successful in this area. 22% scored a 3 representing a mastery of critical thinking. 67% scored a 2 which represents some basic critical thinking skills but leaves room for improvement. Critical thinking is a difficult skill to develop but very significant to success in our Political Science courses. This class spends a tremendous amount of time on critical analysis and likely represents the higher</p>	<p>thinking in class discussions. This is a very difficult skill for students to develop but also very important as a life strategy. So while student scores are not likely to dramatically improve, it is something that we will continually work on with our students. This is a skill that takes years to develop, not something that can be mastered in one semester. (06/20/2018)</p> <p>Action Category: Teaching Strategies</p>

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scores in this area. While some students are successful, the scores also represent the need to continually work on analysis for other students. Class discussions and small group discussions might be a tool to aid students in developing this skill. (09/16/2016)

Faculty Assessment Leader: Laurie Houske

Faculty Contributing to Assessment: Laurie Houske