

Assessment: Course Four Column

Spring/Summer 2017



El Camino: Course SLOs (BSS) - History

ECC: ASTU 7:History of American Popular Culture

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #1 Original Arguments - In a written assignment, oral presentation or creative work, students will apply interdisciplinary methodologies to develop an original arguments about American popular culture, and students will use those methods to prove the validity of their interpretation.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2016-17 (Spring 2017), 2020-21 (Spring 2021)</p> <p>Input Date: 12/12/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Essay/Written Assignment -</p> <p>Students will select two movies (or television series) of the Western genre to compare. The first should have been produced before 1970 and the second within the last 20 years. Paper must contain and argument and should identify themes from each movie, discuss the significance of the theme, integrate course themes such of violence, justifying war/genocide of Native Americans, and gender construction. Paper should be 4 pages long.</p> <p>Standard and Target for Success:</p> <p>Assignments are based on a percentage. It is expected that 75% of students will score 70% or above.</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Not Met</p> <p>There were 34 students in the class and the paper average was 82%.</p> <p>A: 22</p> <p>B: 2</p> <p>C: 0</p> <p>D/F: 6</p> <p>No Assignment: 4</p> <p>Students who engaged in the discussion and asked questions overwhelmingly did well on the paper. The real problem are the students who struggled with writing and forming an argument chose not to turn these papers in at all. Overall, 29% of the students did not receive passing sources and 12% of students did not even try to complete the assignments. At 71% passing, I am very close to my goals. (05/14/2017)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Hong Herrera Thomas</p> <p>Faculty Contributing to Assessment:</p>	<p>Action: Show examples of Western films in class and deconstruct themes in order to help students form argument in paper and have smaller writing exercises to help students feel more confident in writing. (09/12/2017)</p> <p>Action Category: Curriculum Changes</p>

ECC: ESTU 1:Introduction to Ethnic Studies

Course SLOs	Assessment Method Description	Results	Actions
<p>SLO #1 Developing and Arguing a Persuasive Historical Thesis - Upon completion of Introduction to Ethnic Studies, students will be able to develop and persuasively argue a thesis in a written assignment that applies interdisciplinary theoretical frameworks to analyze socioeconomic and political factors that confront ethnic minorities as they interact in American society.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2016-17 (Spring 2017), 2017-18 (Spring 2018)</p> <p>Input Date: 12/12/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Essay/Written Assignment - I assigned an essay exam and made use of an essay grading rubric as an assessment method.</p> <p>Standard and Target for Success: It is expected 75% of students (32/43 students) will score 80% (40 points) or above for this SLO.</p> <p>Additional Information:</p> <p>Related Documents:</p> <p>ESTU1FINALEXAMRUBRIC.docx</p> <p>ESTU1FINALEXAM.docx</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met</p> <p>In analyzing essay exam results, I found that 20/43 students scored 90% (45 points) or above. 13/43 students scored 80% (40-44points). 10 students scored under 80% (39 points or less). Overall, 33/43 students scored 80%-100% (40-50 points). Therefore, 76% of the class scored within this range. (09/13/2017)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Xocoyotzin Herrera</p> <p>Faculty Contributing to Assessment: None</p> <p>Related Documents:</p> <p>EssayTips.docx</p>	<p>Action: While essay exam results were very good with 33/43 students scoring 80%-100%, There were still 10 students who scored below 80%. A few scored below 70% (35 points or lower). I propose to cover fundamentals of writing and to convey instructions in a clearer manner in order to address the students who score at a lower range. (09/13/2017)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: In Fall 2017, I assigned the following essay question to students in ESTU 1 addressing SLO #1 (Upon completion of Introduction to Ethnic Studies, students will be able to develop and persuasively argue a thesis in a written assignment that applies interdisciplinary theoretical frameworks to analyze socioeconomic and political factors that confront ethnic minorities as they interact in American society):</p> <p>Explain what you feel is meant by the “melting pot” theory. In your answer make sure you explain what sociopolitical factors are involved in the tactics that have been used to implement this theory of cultural assimilation in American public schools. Also, describe how addressing the</p>

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			<p>“melting pot” theory in public schools has affected minority students throughout history.</p> <p>I used a grading rubric which addresses thesis/introduction, sources/evidence, analysis/organization, content and writing conventions to assess the written assignment .</p> <p>34 out of 40 students completed the assignment, and these are the average scores out of a possible 25 points total (5 points for each component of the essay):</p> <p>Thesis/Introduction: 4.5 Sources/Evidence: 4.5 Analysis/Organization: 4.3 Content: 4.3 Writing Conventions: 4.6</p> <p>Overall, students scored 4.3 out 5 point or higher on the average for all components of the assignment. Also, students scored higher on writing convention possibly due tips provided for better writing. Please see attachment.</p> <p>(03/01/2018)</p>

ECC: ESTU 5:Chicano Culture

Course SLOs	Assessment Method Description	Results	Actions
<p>SLO #1 Elements of the Chicano Cultural Experience - Upon completion of Chicano Culture, students will be able to describe the elements that make up a culture and how they apply to the Chicano cultural experience, making use of appropriate terminology and theoretical frameworks.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Spring 2016), 2016-17 (Spring 2017), 2019-20 (Spring 2020)</p> <p>Input Date: 08/24/2015</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Essay/Written Assignment - For SLO #1 (ESTU 5), I used the following essay question assignment for assessment:</p> <p>A) SLO #1: Explain what the term, culture, refers to, and describe the elements that make up manifestations of this concept, including pop culture, high culture and folk culture, in relation to the Chicano cultural experience. (From ESTU 5 Reflection Questions)</p> <p>Standard and Target for Success: Based on the essay grading rubric utilized, it is expected that 50% of students will score 20/25 points or above.</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met</p> <p>36 students were assessed in ESTU 5 during the Fall of 2016 using take-home essay examination questions, an in-class reflection question essay and the standards rubric. Below are the average class results:</p> <p>A) SLO #1: Thesis Introduction = 4.5</p> <p>Sources/Evidence = 4.3</p> <p>Analysis/Organization = 4.2</p> <p>Content = 4.6</p> <p>Writing Conventions = 4.8</p> <p>The data suggests that students consistently demonstrated a good understanding of the meaning of culture and how it is represented within Chicano society. Also, it shows they did well in grasping fundamentals of essay analysis and organization in addition to thesis development, use of sources and evidence, handling of content and adherence to proper writing conventions.. This high pattern of score averages may be attributed to thorough review of course content, tips for easy writing provided and student-instructor rapport. However, while students scored well on all essay components, scores were slightly lower when it came to analysis/organization an use of evidence and sources. I do take time to explain and review fundamentals of essay writing in class, yet, it is clear I may have to emphasize certain areas a bit more in this regard so that students are strong in all components of essay construction. I must also mention that the bulk of the students enrolled in ESTU 5 in Spring 2016 were former students from related</p>	<p>Action: For the future, I will recommend that students make use of the campus writing lab to solidify overall writing skills. (09/15/2016)</p> <p>Action Category: Program/College Support</p> <p>Follow-Up: This is the first SLO assessment completed for ESTU 5. In the next future SLO assessment of the course, I will examine the writing improvement status of students aster having implemented the recommendation of usage of the campus writing lab. (09/16/2018)</p>

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		<p>courses such as History 112, Ethnic Studies 3 and Ethnic 1. The familiarity with the course content in Ethnic Studies 5 stems out of their experience and knowledge acquired through these previous courses taken. This seems to have worked to their advantage, for the most part. (08/12/2016)</p> <p>% of Success for this SLO: Faculty Assessment Leader: Xocoyotzin Herrera Faculty Contributing to Assessment:</p>	
<p>SLO #2 Examination of Components and Expressions of the Chicano Culture - Upon completion of Chicano Culture, students will be able to identify, critically examine and interpret components and expressions of Chicano culture found in language, values and belief systems, customs and rituals and the arts.</p> <p>Course SLO Status: Active Course SLO Assessment Cycle: 2015-16 (Spring 2016), 2016-17 (Spring 2017), 2019-20 (Spring 2020) Input Date: 08/24/2015 Inactive Date: Comments::</p>	<p>Essay/Written Assignment - For SLO #2 (ESTU 5), I used the following essay question assignment for assessment:</p> <p>Provide an analysis of the movie, Zoot Suit. In your essay, explain how you believe this film integrates elements of Chicano theatre, music, spirituality, gender roles, history and language as a means to representing various aspects of Mexican-American culture and identity. (From Final Exam)</p> <p>Standard and Target for Success: Based on the essay grading rubric utilized, it is expected that 50% of students will score 20/25 points or above.</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017) Standard Met? : Standard Met 36 students were assessed in ESTU 5 during the Spring of 2017 using take-home essay examination questions, an in-class reflection question essay and the standards rubric. Below are the average class results:</p> <p>SLO #2: Thesis Introduction = 3.7 Sources/Evidence = 4.0 Analysis/Organization = 4.1 Content = 4.0 Writing Conventions = 4.2</p> <p>The data suggests that students were able to identify and describe elements of Chicano culture related to theatre, music, spirituality, gender roles, history and language usage fairly well. The score averages for this assignment indicate that most students did a good job of handling content material, sources and supporting evidence and were able to organize their essays properly, adhering to standard writing conventions as well. However, for the most part, student scores were merely average when it came to constructing a thesis for this assignment, and overall, most</p>	<p>Action: For the future, I will strongly recommend that students make use of the campus writing lab to further improve their essay construction skills. (09/16/2016) Action Category: Program/College Support</p> <hr/> <p>Action: Tips for essay writing must be more thoroughly explained (09/13/2016) Action Category: Teaching Strategies</p> <p>Follow-Up: This is the first assessment done for ESTU 5, and for a future ESTU 5 SLO assessment, I will examine student writing progress after having recommended the use of the campus writing lab. (09/16/2016)</p>

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		<p>students, did not perform as well on this essay in comparison to other assignments. While I do make it a point to review fundamentals of writing with my classes prior to assigning an essay, I believe more emphasis on this may improve scores for SLO #2 in the future. I will also recommend students make use of the campus writing lab better their essay construction skills. (08/12/2017)</p> <p>% of Success for this SLO: Faculty Assessment Leader: Xocoyotzin Herrera Faculty Contributing to Assessment: Related Documents: Essay GradingRubricESTU5.docx</p>	
<p>SLO #3 Historical Formation of the Chicano Culture - Upon completion of Chicano Culture, students will be able to explain and analyze the major historical factors that have contributed to the formation of Chicano culture.</p> <p>Course SLO Status: Active Course SLO Assessment Cycle: 2015-16 (Spring 2016), 2016-17 (Spring 2017), 2019-20 (Spring 2020) Input Date: 08/24/2015 Inactive Date: Comments::</p>	<p>Essay/Written Assignment - For SLO #3 (ESTU 5), I used the following essay question assignment for assessment:</p> <p>SLO #3: Discuss and define the features of Chicano Spanish known as cultismos, nahuatlisms, caló, pochismos and code-switching. Also, provide the reasons you feel these features are found in Chicano language usage with reference made to the historical factors that may have contributed to their existence. (From Midterm Exam)</p> <p>Standard and Target for Success: Based on the essay grading rubric utilized , it is expected that 50% of students will score 20/25 points or above.</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017) Standard Met? : Standard Met 36 students were assessed in ESTU 5 during the Fall of 2016 using take-home essay examination questions, an in-class reflection question essay and the standards rubric. Below are the average class results:</p> <p>C) SLO #3:</p> <p>Thesis Introduction = 4.1 Sources/Evidence = 4.4 Analysis/Organization = 4.5 Content = 4.6 Writing Conventions = 4.5</p> <p>Based on the score averages for this assignment, it seems students thoroughly understood the course content related to this essay question. Students scored relatively high on all essay components graded and showed exceptional competency in the areas of essay analysis/organization, content and adherence to proper writing conventions. As</p>	<p>Action: I will recommend that students make use of the writing lab on campus to further their essay writing skills. (09/16/2016) Action Category: Program/College Support Follow-Up: This is the first SLO assessment for ESTU 5. For the future, I will examine student writing progress after having recommended the use of the campus writing lab. (09/15/2016)</p> <p>Action: Tips for essay writing must be more thoroughly explained. (09/16/2016) Action Category: Teaching Strategies Follow-Up: This is the first assessment done for ESTU 5. Follow up plans have not been conducted. (09/16/2016)</p>

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with other assignments used for assessment consideration, I reviewed principles of essay writing with students. Students in the course scored at least slightly higher on this essay question than in other essays analyzed for SLO assessment. I clearer and more emphatic review of essay construction methods may have been provided for this assignment. Being that this may be the case, consistency in clarity when reviewing and explaining writing fundamentals to students should be taken into consideration in order to ensure higher score averages and solid learning.

(08/12/2016)

% of Success for this SLO:

Faculty Assessment Leader: Xocoyotzin Herrera

Faculty Contributing to Assessment:

Related Documents:

[Essay GradingRubricESTU5.docx](#)

ECC: HIST 111: The African American in the United States from 1877 to the Present

Course SLOs	Assessment Method Description	Results	Actions
<p>SLO #1 Developing and Arguing a Persuasive Historical Thesis - Upon completion of The African American in the United States from 1877 to the Present, students will be able to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in African Americans in history from 1877 to the present and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2016-17 (Spring 2017)</p> <p>Input Date: 12/12/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Essay/Written Assignment - 1.</p> <p>Using information drawn from assigned readings, lectures and in-class discussions, describe and analyze the development of the system known as “Jim Crow” in the period after the end of the Civil War. Your essay should include a discussion of legislative changes to the constitution, key aspects of the period of Reconstruction, specific actions designed to limit African American rights, and major Supreme Court decisions.</p> <p>Standard and Target for Success:</p> <p>Standards Rubric</p> <p>4 = Excellent</p> <p>3 = Good</p> <p>2 = Satisfactory</p> <p>1 = Less than Satisfactory</p> <p>0 = Fail</p> <p>Thesis: Thesis fully, clearly and accurately explains the central argument and is presented early in the written assignment.</p> <p>Organization and Argumentation: Introduction explains the pertinent historical context and states the thesis. Paragraphs are organized in a logical way that supports the thesis, either chronologically or topically. Each paragraph fully discusses one main idea (stated in the topic sentence) that helps argue the thesis.</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met</p> <p>50 students were assessed in History 111 during the Spring of 2017 using an essay examination and the standards rubric. Below are the average class results.</p> <p>Thesis = 3.0</p> <p>Organization and Argumentation = 2.9</p> <p>Historical Content = 3.4</p> <p>Sources and Evidence = 3.0</p> <p>Across the board students in this section of History 111 met the standards desired in the department’s essay examination rubric (3.0 average). Specifically, students scored strongest in the areas of historical content and sources and evidence but weakest in defining a historical thesis and organization and argumentation. This continues to be an issue but overall this was an exceptional class. Students came in with a high level of motivation, preparation, and enthusiasm for the subject matter and it showed in the results. Interestingly, this section had about 10 high school seniors taking the class for advanced credit. These were some of the sharpest and high achieving students from the local public and private schools. They took every assignment very seriously and modeled a level of excellence for the regular El Camino students.</p> <p>(09/13/2017)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Daniel Walker</p> <p>Faculty Contributing to Assessment: Daniel Walker</p>	<p>Action: In terms of changes in teaching strategies for this course, the instructor needs to spend more time providing instruction on developing and articulating a historical thesis, defining the difference between primary and secondary sources, and using those sources to support the thesis. Content and curriculum are not the problems. Students came in with a high level of desire for the material. The instructor needs to do a better job instructing students on how to translate that knowledge and enthusiasm into a coherent essay that meets the standards of the rubric.</p> <p>(09/13/2017)</p> <p>Action Category: Teaching Strategies</p>

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Historical Content: All appropriate historical time periods and topics are thoroughly and accurately incorporated into the thesis and the argument throughout the written assignment.

Sources and Evidence: The student makes effective and accurate use of appropriate and well-selected (when applicable) primary and/or secondary sources in order to prove the thesis and central arguments.

Additional Information: