

# Assessment: Course Four Column

Spring/Summer 2017



## El Camino: Course SLOs (BSS) - Political Science

### ECC: POLI 1: Governments of the United States and California

Course SLOs	Assessment Method Description	Results	Actions
<p><b>SLO #3 The Executive Branch</b> - In a written essay or multiple choice exam, students will demonstrate an understanding of the various roles played by the President and California Governor, the political resources available to them to meet the expectations associated with those roles, and how those resources are limited.</p> <p><b>Course SLO Status:</b> Active  <b>Course SLO Assessment Cycle:</b> 2016-17 (Spring 2017), 2020-21 (Fall 2020)  <b>Input Date:</b> 11/08/2013  <b>Inactive Date:</b>  <b>Comments:</b></p>	<p><b>Exam/Test/Quiz</b> - A multiple choice test was used to assess this SLO. It covered the Executive Branch and 10 questions were asked pertaining to the presidency. Seven sections were assess during Spring Semester 2017, 2 sections from Professor Houske, 2 sections from Professor Casper and 3 sections from Professor Munoz (one of those sections being an Honors section). Professor Casper's sections were given a separate test with the questions, while Professor's Houske's and Munoz' questions were incorporated into a midterm and final respectively. Each faculty covered the Presidency at different times during the semester. A total of 246 were part of the sample.</p> <p><b>Standard and Target for Success:</b>  The target for success will be met if 70% of the students are able to answer each question correctly.</p> <p><b>Additional Information:</b></p>	<p><b>Semester and Year Assessment Conducted:</b> 2016-17 (Spring 2017)  <b>Standard Met?</b> : Standard Met  A total of 246 were part of the sample. The following percentages were computed based on the number of correct responses per each question.</p> <p>#1 173/246 70%  #2 198/246 80%  #3 202/246 82%  #4 153/246 62%  #5 193/246 78%  #6 178/246 72%  #7 193/246 78%  #8 215/246 87%  #9 165/246 67%  #10 160/246 65%</p>	<p><b>Action:</b> Try and align the topic for this SLO to be taught and dicussed at the same time during the semester. (12/21/2018)  <b>Action Category:</b> Teaching Strategies</p>

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After analyzing the data results from the assessment given, one can see that the standard was met on seven of the ten questions while the remaining three questions fell within the sixty percent range, 62%, 67% and 65% respectively. Results also show that the range of correct responses varied from a high of 87% on question 8 to a low of 70% on question 1. Overall we were pleased with the results, even on those questions that did not meet the standard but at least were well above 60% of the students knowing the correct response.

Based on the findings, faculty in our department discussed a couple of factors. One was the fact that results included an honors section and could have affected results significantly given that the quality and performance from honors students tend to be typically higher (see below the scores on that particular section alone, with a sample of 22 students). It shows that in this section 9 out of the 10 questions met the standard and the one that missed was well above 60% only missing by 6%.

#1 64%  
 #2 91%  
 #3 100%  
 #4 86%  
 #5 82%  
 #6 100%  
 #7 95%  
 #8 77%  
 #9 86%  
 #10 77%

This is the first time that we have discussed separating and analyzing honors and non-honors sections, and seeing their individual results. Perhaps it is something that we will do moving forward assessing this and other SLO's to compare results.

Second, we also discussed the possible impact of the

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material pertaining to the SLO being assessed at different times during the semester. While in 4 of the 7 sections it was discussed towards the middle of the semester, in the remaining 3 it was discussed towards the end. Could this show an effect of students' ability to learn and retain the material differently depending when it's taught during the semester, possibly? Moving forward we discussed perhaps trying to synchronize and teach the material at the same time to compare results.

(09/15/2017)

**% of Success for this SLO:**

**Faculty Assessment Leader:** Eduardo Munoz

**Faculty Contributing to Assessment:** Laurie Houske, Joshua Casper, Eduardo Munoz

**Related Documents:**

[Executive questions.docx](#)

## ECC: POLI 10:Introduction to International Relations

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p><b>SLO #3 International Political Economy</b> - In a written assignment, students will discuss and compare and contrast the major theoretical approaches as they pertain to International Political Economy.</p> <p><b>Course SLO Status:</b> Active</p> <p><b>Course SLO Assessment Cycle:</b> 2016-17 (Spring 2017)</p> <p><b>Input Date:</b> 02/26/2014</p> <p><b>Inactive Date:</b></p> <p><b>Comments::</b></p>	<p><b>Essay/Written Assignment</b> - Written essay regarding multi-lateral and tri-lateral nation-state economic relations. "Compare and contrast the European Union and the North American Free Trade Agreement. What do you think is the future of these regional institutions, and why?"</p> <p><b>Standard and Target for Success:</b> It is expected that 70-75% of students will score 75% or above on this SLO.</p> <p><b>Additional Information:</b></p> <p><b>Related Documents:</b></p> <p><a href="#">Essay Rubric PS 10.doc</a></p> <p><a href="#">Final Elco ps10.docx</a></p>	<p><b>Semester and Year Assessment Conducted:</b> 2016-17 (Spring 2017)</p> <p><b>Standard Met? :</b> Standard Met</p> <p>79% of the students scored 70% or above on the assessment question. (06/09/2017)</p> <p><b>% of Success for this SLO:</b></p> <p><b>Faculty Assessment Leader:</b> Van P. Chaney</p> <p><b>Faculty Contributing to Assessment:</b></p>	<p><b>Action:</b> While overall students did well on completing the required essay during the final. As the instructor I will place more emphasis in detailing the elements necessary in writing essays that will maximize the potential points for the student according to grading rubric. (09/13/2017)</p> <p><b>Action Category:</b> Teaching Strategies</p>

## ECC: POLI 2:Introduction to Comparative Politics

Course SLOs	Assessment Method Description	Results	Actions												
<p><b>SLO #1 Political Systems</b> - 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><b>Course SLO Status:</b> Active</p> <p><b>Course SLO Assessment Cycle:</b> 2016-17 (Spring 2017)</p> <p><b>Input Date:</b> 11/08/2013</p> <p><b>Inactive Date:</b></p> <p><b>Comments::</b></p>	<p><b>Essay/Written Assignment</b> - 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><b>Standard and Target for Success:</b> 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> <p><b>Additional Information:</b></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><b>Semester and Year Assessment Conducted:</b> 2016-17 (Spring 2017)</p> <p><b>Standard Met?</b> : 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 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.</p> <p>(09/15/2017)</p> <p><b>% of Success for this SLO:</b></p> <p><b>Faculty Assessment Leader:</b> Angela Cranon-Charles</p> <p><b>Faculty Contributing to Assessment:</b> Angela Cranon-Charles</p>	<p><b>Action:</b> Continue to develop new plans and strategies to create improved assessments and grading standards. (06/14/2019)</p> <p><b>Action Category:</b> Teaching Strategies</p> <hr/> <p><b>Action:</b> Make use of more technology to enhance lectures throughout the semester. (06/14/2019)</p> <p><b>Action Category:</b> Teaching Strategies</p>
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<p>essay, students will demonstrate knowledge of and analyze the various concepts of democracy and how these differences impact the system of government.</p> <p><b>Course SLO Status:</b> Active <b>Course SLO Assessment Cycle:</b> 2016-17 (Spring 2017) <b>Input Date:</b> 11/08/2013 <b>Inactive Date:</b> <b>Comments::</b></p>	<p>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><b>Standard and Target for Success:</b> 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><b>Additional Information:</b></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><b>Semester and Year Assessment Conducted:</b> 2016-17 (Spring 2017) <b>Standard Met? :</b> Standard Met 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 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</p>	<p><b>Action:</b> Continue to develop new plans and strategies to create improved assessments and grading standards. (06/14/2019) <b>Action Category:</b> Teaching Strategies</p> <hr/> <p><b>Action:</b> Make use of more technology to enhance lectures throughout the semester. (06/14/2019) <b>Action Category:</b> Teaching Strategies</p>
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differences within the global politics  
(09/15/2017)

**% of Success for this SLO:**

**Faculty Assessment Leader:** Angela Cranon-Charles

**Faculty Contributing to Assessment:** Angela Cranon-Charles