

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Assessment Cycle Form – Phase I

Date: April 10, 2010

Department Name: Political Science

Course Number/Title or Program Title: POLS 102: American Government & Politics

Contact Person/Others Involved in Process: Lead: Gaylla Finnell Others: Rodolfo Aguayo (PT), Tim Ballard (PT), Adam Ekins (PT), Eric Jacobson (FT), Jose Landeros (PT), Norma Villicana (PT), Kevin White (FT)

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):

Does course satisfy a community college GE requirement(s)? Yes No N/A

If yes, check which requirement(s) below:

- | | |
|---|---|
| <input checked="" type="checkbox"/> American Institutions | <input type="checkbox"/> Language and Rationality – English Composition |
| <input type="checkbox"/> Health Education | <input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking |
| <input type="checkbox"/> Physical Education / Activity | <input type="checkbox"/> Natural Science |
| <input type="checkbox"/> Math Competency | <input type="checkbox"/> Humanities |
| <input type="checkbox"/> Reading Competency | <input type="checkbox"/> Social and Behavioral Sciences |

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Outcome 1: Examine the role of the people in the American democracy and develop an understanding of civic responsibility.	Exam and self-evaluation survey	ISLO3 – Personal Responsibility
Outcome 2:		
Outcome 3:		
Outcome 4:		
Outcome 5:		

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

***Institutional Student Learning Outcomes:** ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

Student Learning Outcomes (SLO) Assessment Cycle Form – Phase II

<p>1. Course Number & Date of Assessment Cycle Completion</p>	<p>Course: POLS 102: American Government & Politics Date: Assessment Fall 2009</p>
<p>2. People involved in summarizing and evaluating data</p>	<p>Rodolfo Aguayo (PT), Tim Ballard (PT), Adam Ekins (PT), Gaylla Finnell (FT), Eric Jacobson (FT), Jose Landeros (PT), Norma Villicana (PT), Kevin White (FT)</p>
<p>3. Data Results</p> <p>Briefly summarize the results of the data you collected.</p>	<p>Outcome 1: 72% of the students successfully understand the role of the people in the American democracy. 95% of the students feel that the course helped them to better understand their role in the American democracy. Pre/Post Survey results confirm a positive shift in student understanding and attitudes regarding civic responsibility. These results support a finding that the Fall 2009 POLS 102 courses successfully met the stated course Student Learning Outcome.</p> <p>Outcome 2: None</p>
<p>4. Course / Program Improvement</p> <p>Please describe what change(s) you plan to implement based on the above results.</p>	<p>Faculty will meet to continue working on the development of additional course SLOs and assessment tools. The results of the Fall 2009 assessment cycle indicate that students are successfully achieving Outcome 1. The next step is to plan for the development and assessment of additional SLOs during Fall 2010.</p> <p>**Will this include a change to the curriculum (i.e. course outline)? Not at this time.</p>
<p>5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?</p>	<p>The Fall 2009 process was very effective, providing results similar to the Fall 2008 assessment cycle. Having completed two assessment cycles on Outcome 1, the data supports a finding that students are successfully achieving Outcome 1. Faculty will meet during Spring 2010 to develop strategies for development and assessment of outcomes for Fall 2010.</p> <p>For more information regarding the effectiveness of the process, please see the POLS 102 SLO Assessment Report for Fall 2009, attached hereto and incorporated herein.</p>
<p>6. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.</p>	<p>With eight faculty members and time restrictions, it is very difficult to plan meetings to discuss SLO development and assessment.</p>

The ASSESSMENT CYCLE: Closing the Assessment Loop

You may elaborate as much as you need to in order to complete this form. Instructions are on the following page.

1. Please list the course number. In case page 1 is separated from page 2, this will help with organization. Please include the date that assessment cycle was fully completed.
2. To encourage collaboration and the sharing of ideas, each form must be completed by at least two people. If you are the only one teaching the course, you are encourage to share your data results and improvement methods with at least one other staff or faculty member. Please list the names of all faculty, staff, and students who were involved in summarizing or evaluating the data. These names may be the same or different than those on the original SLO ID form.
3. Your original data results, or your raw data, should be kept within your department for three years. At this time you do not need to submit the raw data, but please keep it for future quality control measures. Please summarize the data that you collected. You should include how well students scored on the assessment. You might also include: how many instructors submitted data(full-time, part-time); the type of data that was submitted (rubric scores, practical test results, etc); and, if appropriate, if a cross-section of classes (day, evening, online) were assessed. If a rubric was used, you might discuss the number of students who scored 1, 2, 3, or 4, for example, on the rubric.
4. This is an opportunity to have a rich discussion with others involved in education. Please describe any changes that can be made based on the data. Changes might be made to class activities, assignment instructions, topics taught in class, or the course outline of record, etc. You might include when the changes will be implemented and, if a comparison is to be made, when the next round of data will be collected (e.g. Fall 2009).

Then, answer “Yes” or “No” to the curriculum question – no explanations required but please answer the question.

5. This may provide an opportunity to discuss what went well and what could be improved. If the SLO needs to be tweaked or more outcomes/assessments need to be included you might want to do that now while the information is fresh. This may allow faculty to modify SLO(s) for next year and be prepared to include them on next year’s syllabus.
6. Please share your thoughts, feelings, and ideas on IVC’s SLO process thus far.

When completed, please forward to SLO Coordinator and the designee in your department. Thanks.

Imperial Valley College
Political Science Department

SLO ASSESSMENT REPORT – FALL 2009
POLS 102: American Government & Politics

Faculty teaching POLS 102: American Government & Politics in Fall 2009 participated in the assessment of the following course Student Learning Outcome:

Students will examine the role of the people in the American democracy and develop an understanding of civic responsibility.

ISLO3 – Personal Responsibility

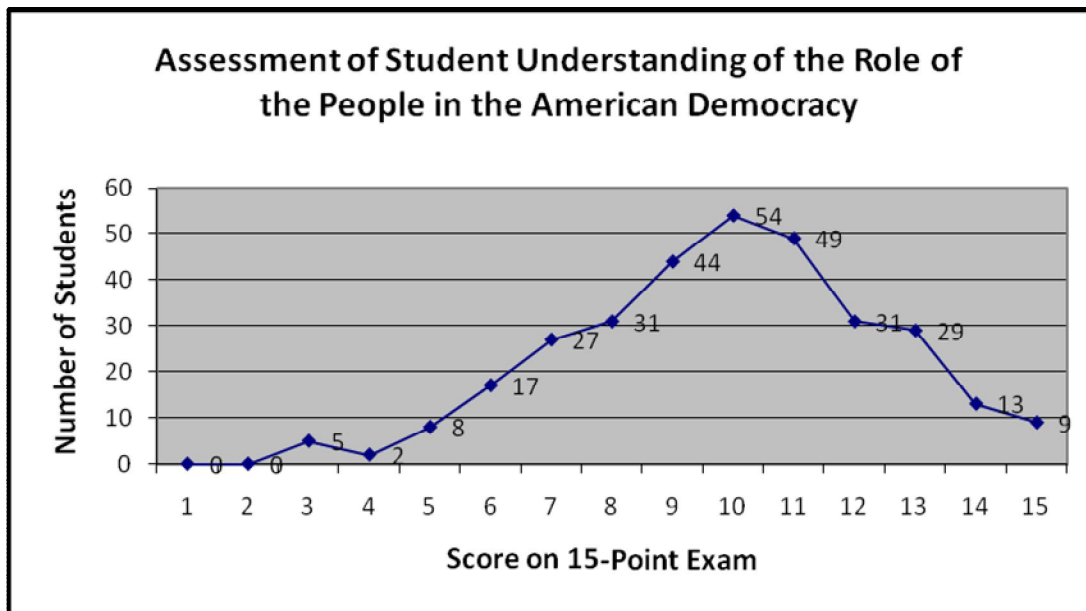
The Fall 2009 course offerings of POLS 102 including nineteen (19) sections, offered by eight (8) faculty members (three full-time faculty and five adjunct faculty).

The student learning outcome was demonstrated by the following four tasks:

1. Students were to read the chapters assigned in the course textbooks.
2. Students were to watch the documentary “American Blackout.”
3. Students were to take a multiple-choice exam to assess their understanding of the role of the people in the American democracy.
4. Students were to take a self-evaluation survey to assess their understanding of civic responsibility.

**Assessment of Student Understanding of
the Role of the People in the American Democracy**

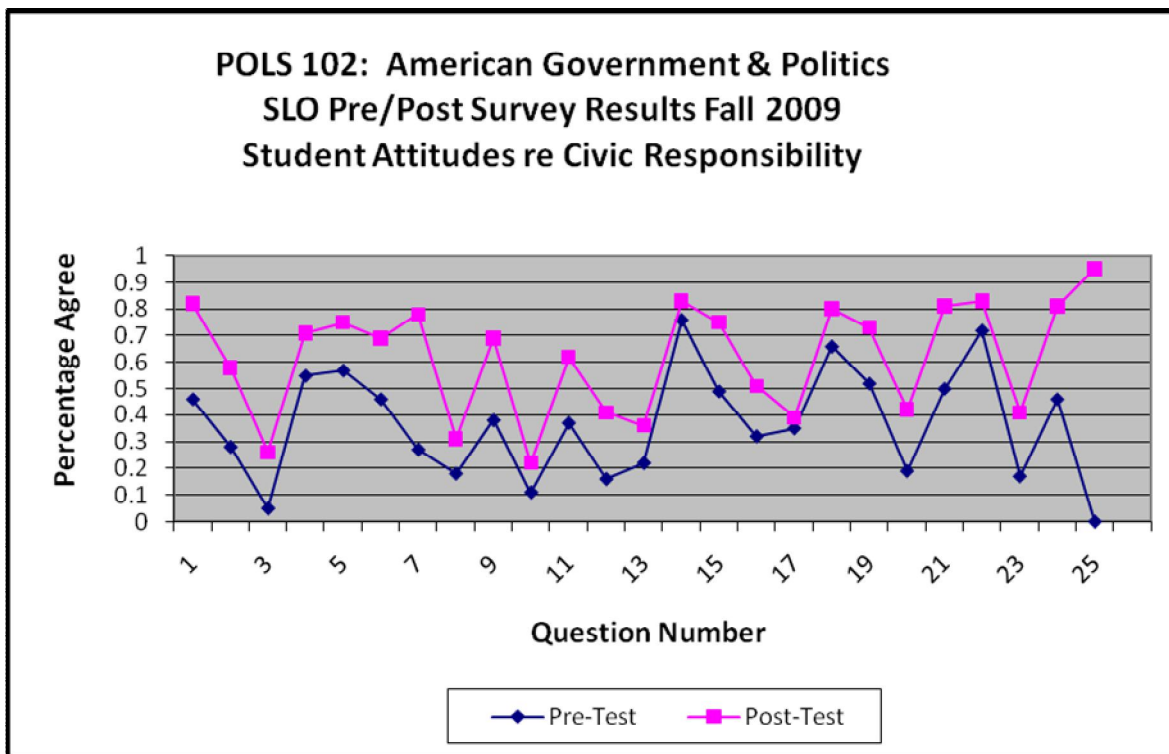
Students were given a 15-point multiple choice exam over the issues presented in the documentary, “American Blackout.” The following chart shows the distribution of scores on the exam.



319 exam scores were submitted for analysis. 72% (229/319) of the students taking the exam scored a “C” (70%) or better, with 28% (90/319) scoring below 70%.

Assessment of Student Understanding of Civic Responsibility

Students were given a pre- and post-survey to measure their attitudes regarding civic responsibility. The pre-survey was given during the first week of classes. The post-survey was given during the last week of classes. 532 students participated in the surveys. The following chart shows the distribution of responses to the survey statements.



The survey results showed a notable shift in attitude regarding civic responsibility after completion of the course. In addition, 95% of the students taking the post-survey agreed with statement 25, which stated: “This course has helped me to better understand my role in the American Democracy.”

A sample of the statements and results are below. The complete results of the pre/post survey are attached hereto, marked Appendix 1.

#	Statement	Pre-Survey	Post-Survey
		Agree	Agree
1	I have a good understanding of the needs and problems facing the community in which I live.	46%	82%
16	I believe that I can have enough influence to impact community decisions.	32%	51%
19	Being actively involved in community issues is everyone’s responsibility, including mine.	52%	73%
21	I understand how political and social policies or issues affect members in the community.	50%	81%

Findings

The results of the Fall 2009 SLO assessments indicate that, at completion of the course, a large majority of students (95%) understand their role in the American democracy and that the course contributed to a notable shift in student understanding and attitudes regarding civic responsibility. These results support a finding that the Fall 2009 POLS 102 courses successfully met the stated course Student Learning Outcome.

Recommendations

The following recommendations are made as the Political Science Department continues to develop Student Learning Outcomes for POLS 102:

1. Review the Pre/Post Survey statements after the 2009/10 academic year and make adjustments as needed after careful evaluation of the data obtained during Fall 2009 and Spring 2010.
2. Review and evaluate the assessment of student understanding of the role of the people in the American democracy.
3. Review and evaluate the stated course SLO.
4. Develop additional SLO's, with assessments, for the course.
5. Review the course outline to insure compliance with course requirements during development of SLO's. Make revisions to the course outline as needed.
6. Develop a statement of course Student Learning Outcomes for inclusion in the syllabi for POLS 102. This statement should set forth information regarding the Institutional Student Learning Outcomes, the course Student Learning Outcomes, and the method of assessing the Student Learning Outcomes.

Conclusion

Fall 2009 was the second assessment cycle of Student Learning Outcomes for POLS 102. Faculty will continue working together to define Student Learning Outcomes for the course and to develop appropriate assessment tasks. This process will continue to include all faculty teaching Political Science 102.

Political Science 102 – American Government & Politics

SLO Survey Results Fall 2009: *Civic Responsibility*

		Agree		Disagree		Neutral	
		PRE	POST	PRE	POST	PRE	POST
1	I have a good understanding of the needs and problems facing the community in which I live.	46%	82%	15%	3%	39%	15%
2	I often discuss and think about how political, social, local or national issues affect the community.	28%	58%	33%	6%	39%	36%
3	I participate in political or social causes in order to improve the community.	5%	26%	53%	20%	42%	54%
4	It is my responsibility to help improve the community.	55%	71%	10%	4%	35%	25%
5	I am aware of the important needs in the community.	57%	75%	11%	4%	32%	21%
6	I feel a personal obligation to contribute in some way to the community.	46%	69%	14%	5%	60%	26%
7	I am aware of what can be done to meet the important needs in the community.	27%	78%	32%	4%	41%	18%
8	I have a lot of personal contact with people in the community.	18%	31%	39%	18%	43%	51%
9	I feel I have the power to make a difference in the community.	38%	69%	18%	10%	44%	21%
10	I often try to act on solutions that address political, social, local or national problems in the community.	11%	22%	46%	25%	43%	53%
11	It is easy for me to put aside my self-interest in favor of a greater good.	37%	62%	20%	9%	43%	29%
12	I participate in activities that help to improve the community, even if I am new to them.	16%	41%	45%	24%	39%	35%
13	I try to encourage others to participate in community service.	22%	36%	39%	21%	39%	43%
14	Becoming involved in political or social issues is a good way to improve the community.	76%	83%	4%	2%	20%	15%
15	I believe that I can personally make a difference in the community.	49%	75%	15%	5%	36%	20%
16	I believe that I can have enough influence to impact community decisions.	32%	51%	18%	12%	50%	37%

		Agree		Disagree		Neutral	
		PRE	POST	PRE	POST	PRE	POST
17	I am or plan to become actively involved in issues that positively affect the community.	35%	39%	23%	14%	42%	47%
18	Being concerned about state and local issues is an important responsibility for everybody.	66%	80%	3%	1%	31%	19%
19	Being actively involved in community issues is everyone’s responsibility, including mine.	52%	73%	8%	6%	40%	21%
20	I try to find time or a way to make a positive difference in the community.	19%	42%	31%	13%	50%	45%
21	I understand how political and social policies or issues affect members in the community.	50%	81%	15%	5%	35%	14%
22	I act responsibly in the community, pay taxes, and obey the laws.	72%	83%	9%	3%	19%	14%
23	I am active in community organizations and understand how government works.	17%	41%	32%	14%	51%	45%
24	I understand the democratic processes required to create change.	46%	81%	25%	4%	29%	15%
25	This course has helped me to better understand my role in the American Democracy.	N/A	95%	N/A	1%	N/A	4%
26	I am a citizen of the United States of America.	POST		YES	89%	NO	11%
27	I am registered to vote.	POST		YES	57%	NO	43%
28	I voted in the last election.	POST		YES	41%	NO	59%
Faculty participating in the SLO survey of students for Fall 2009 POLS 102.		Rodolfo Aguayo (PT) Tim Ballard (PT) Adam Ekins (PT) Gaylla Finnell (FT) Eric Jacobson (FT) Jose Landeros (PT) Norma Villicana (PT) Kevin White (FT)					