



SLO Assessment Cycle for SOSC 16

Grassroots Democracy: Social Movements Since the 1960's SLO Modified: [09/17/2010]

Nicky Gonzalez Yuen's Team Members:

1. [Nicky Gonzalez Yuen](#) (x8535) POLI
2. [Robert Stockwell](#) (x8382) POLI
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Additional Team members not on list/notes about team:

Additional Notes:

Outcomes:

Outcome 1: Statement Modified: []

Students will investigate and identify key events and experiences of major social protest movements since the 1960's.

Assessment Cycle Records:

Outcome 1: Assessment Planning Modified: [04/15/2011]

Assessment Strategy Used:

Quarter: Spring 2010

Assessors: Nicky Gonzalez Yuen, Nicky Gonzalez Yuen

Assessment Tools: Performances/Demonstrations •
Papers/Essays • Written Reports

Outcome 1: Reflect & Enhance Modified: [04/15/2011]

Number of people involved in Phase III: 1

Changes:

Methods:

Assessments were made with: daily/weekly writing journals students completed summarizing reading assignments and responding to homework questions; in-class collaborative learning exercises; and a final class project.

Summary:

In assessing the learning outcomes for this class, I found that quite consistently, a significant number of students did not complete their daily reading/writing assignments in a way that demonstrated their competence or mastery of this learning outcome. In fact, just over 61% performed on this part of the class assessment at a passing level (70%+). The median grade in this category of work was 86%. The level of work in the class was quite uneven-- the AVERAGE GRADE was even lower at 73%.

On the other hand, student success on the final project was much better. Fully 90% performed at a passing level or better. The median grade was 100% and the quality of work was more even with the average being 95+%.

I conclude that one of the major impediments to students becoming proficient for the SLO is the lack of a basic academic discipline-- reading and writing. If students do not perform these basic functions, their learning will be greatly impaired. On the other hand, there were alternate methods by which students could engage in learning in this area. Thus, their performance on the summative final paper was much better than their demonstrated competence on a weekly basis.

In addition, I found that students performed better ON THE DAILY ASSIGNMENTS when they understood they would be working in groups in class on collaborative learning assignments.

Enhancement (Part I):

For future offerings of the class, I will try to break up the daily reading assignments into smaller components to encourage students to at least begin engaging in this aspect of the learning.

I also will relate their weekly reading assignments to more in class collaborative learning projects on a more regular basis.

Enhancement (Part II):

Student performance might be enhanced with tools that would help students connect with each other outside of the classroom more easily to prepare for collaborative learning exercises. Resources for additional tutorial time to lead out-of-class preparation might help. Funding for the development of on-line or other technological enhancements might also help. Resources that will help students access longer reading assignments in more portable modalities should be explored- (I'm thinking, for example, e-book formats, etc).

Finally, I believe part-time faculty members should be provided with some compensation for the additional work entailed in the SLO process.

Outcome 2: Statement Modified: []

Students will identify, appraise, and compare factors leading to the development of social protest consciousness in social protest movements since the 1960's with specific attention to issues of ethnicity, race, class and gender.

Outcome 2: Assessment Planning Modified: [01/25/2011]**Assessment Strategy Used:**

Quarter: Spring 2010

Assessors: Nicky Gonzalez Yuen, Nicky Gonzalez Yuen

Assessment Tools: Exams • Logs • Papers/Essays • Written Reports

Outcome 2: Reflect & Enhance Modified: [04/15/2011]**Number of people involved in Phase III: 1****Changes:****Methods:**

Assessments were made with: daily/weekly writing journals students completed summarizing reading assignments and responding to homework questions; in-class collaborative learning exercises; and a final class project.

Summary:

As with the prior SLO, in assessing the learning outcomes for this class, I found that quite consistently, a significant number of students did not complete their daily reading/writing assignments in a way that demonstrated their competence or mastery of this learning outcome. In fact, just over 61% performed on this part of the class assessment at a passing level (70%+). The median grade in this category of work was 86%. The level of work in the class was quite uneven-- the AVERAGE GRADE was even lower at 73%.

On the other hand, student success on the final project was much better. Fully 90% performed at a passing level or better. The median grade was 100% and the quality of work was more even with the average being 95+%.

I conclude that one of the major impediments to students becoming proficient for the SLO is the lack of a basic academic discipline-- reading and writing. If students do not perform these basic functions, their learning will be greatly impaired. On the other hand, there were alternate methods by which students could engage in learning in this area. Thus, their performance on the summative final paper was much better than their demonstrated competence on a weekly basis.

In addition, I found that students performed better ON THE DAILY ASSIGNMENTS when they understood they would be working in groups in class on collaborative learning assignments.

Enhancement (Part I):

For future offerings of the class, I will try to break up the daily reading assignments into smaller components to encourage students to at least begin engaging in this aspect of the learning.

I also will relate their weekly reading assignments to more in class collaborative learning projects on a more regular basis.

Enhancement (Part II):

Student performance might be enhanced with tools that would help students connect with each other outside of the classroom more easily to prepare for collaborative learning exercises. Resources for additional tutorial time to lead out-of-class preparation might help. Funding for the development of on-line or other technological enhancements might also

help. Resources that will help students access longer reading assignments in more portable modalities should be explored- (I'm thinking, for example, e-book formats, etc).

Finally, I believe part-time faculty members should be provided with some compensation for the additional work entailed in the SLO process.

Outcome 3: Statement Modified: []

Students will demonstrate the capacity to participate effectively in political processes and techniques common to social movements.

Outcome 3: Assessment Planning Modified: [04/15/2011]

Assessment Strategy Used:

Quarter: Spring 2010

Assessors: Nicky Gonzalez Yuen

Assessment Tools: Exams • Logs • Papers/Essays • Written Reports

Outcome 3: Reflect & Enhance Modified: [04/15/2011]

Number of people involved in Phase III: 1

Changes:

Methods:

Assessments were made with: civic engagement reports and write-ups of hands-on civic engagement practica; and a final class project.

Summary:

This SLO was clearly the weakest component of the class. Only 39% of the students performed at or above a passing level of competence (70%+). The average and median scores were around 54%.

Clearly many students did not want to engage in the "hands on" class/learning assignments to develop and to demonstrate their competence in being able to use the political processes and techniques common to social movements.

Enhancement (Part I):

Most students who did perform in this area were those who signed up for civic engagement field work as opposed to the class's weekly "practicing democracy" assignments. This is a sharp contrast with the civic engagement learning for my POLI 1 classes where there are many more students who carry out the practicing democracy assignments.

In the future, I will work to better integrate the reading assignments and other in class work with the weekly "practicing democracy" assignments.

Enhancement (Part II):

It would be helpful to have a stronger institution-wide civic engagement infrastructure to make it easier for students to secure and appropriate placement that matches both their individual needs/preferences as well as the requirements for the class.

Finally, I believe part-time faculty members should be provided with some compensation for the additional work entailed in the SLO process.

[Number of Outcomes for SOSC 16: 3]