



SLO Assessment Cycle for SOSC 15

Grassroots Democracy: Race, Politics and the American Promise SLO Modified: [09/17/2010]

Nicky Gonzalez Yuen's Team Members:

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Additional Team members not on list/notes about team:

Additional Notes:

Outcomes:

Outcome 1: Statement Modified: []

Students will identify key events and experiences in the migration histories of African Americans, European Americans, Mexican Americans and Asian Americans.

Assessment Cycle Records:

Outcome 1: Assessment Planning Modified: [01/25/2011]

Assessment Strategy Used:

Quarter: Winter 2010

Assessors: Nicky Gonzalez Yuen, Nicky Gonzalez Yuen

Assessment Tools: Logs • Interviews • Papers/Essays • Written Reports • in-class collaborative learning assignments

Outcome 1: Reflect & Enhance Modified: [01/25/2011]

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 assignments; and a final class project.

Summary:

While there were a number of students who were outstanding and consistent performers, my assessments led me to the conclusion that a significant number of students are not completing regular reading assignments. Many, though not all students did best when they had tangible, hands-on and task-based learning assignments for which they were accountable to each other.

Enhancement (Part I):

I believe that peer-based grading may improve student accountability and performance. I will attempt to modify my syllabus to incorporate this as an experiment for future classes.

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.

Outcome 2: Statement Modified: []

Students will identify and critically evaluate major conceptual issues regarding migration to and within the United States.

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

Assessment Strategy Used:

Quarter: Winter 2010

Assessors: Nicky Gonzalez Yuen, Nicky Gonzalez Yuen

Assessment Tools: Logs • Interviews • Papers/Essays • Written Reports • in-class collaborative learning assignments

Outcome 2: Reflect & Enhance Modified: [01/25/2011]

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; write-ups for interviews they completed with each other and with members of their families; self-reflection journals; civic engagement reports and write-ups of hands-on civic engagement practica; and a final class project.

Summary:

While there were a number of students who were outstanding and consistent performers, my assessments led me to the conclusion that a significant number of students are not completing regular reading assignments. Many, though not all students did best when they had tangible, hands-on and task-based learning assignments for which they were accountable to each other. Most performed even better with the out-of-class collaborative learning assignments.

Enhancement (Part I):

I believe that peer-based, collaborative learning may improve student accountability and performance. I will attempt to modify my syllabus to incorporate more of this type of learning as an experiment for future classes.

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.

Outcome 3: Statement Modified: []

Students will identify, critically evaluate, and compare contemporary legacy of migration histories.

Outcome 3: Assessment Planning Modified: [01/25/2011]

Assessment Strategy Used:

Quarter: Winter 2010

Assessors: Nicky Gonzalez Yuen, Nicky Gonzalez Yuen

Assessment Tools: Logs • Interviews • Papers/Essays • Written Reports • in-and-out of class collaborative learning assignments

Outcome 3: Reflect & Enhance Modified: [01/25/2011]

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; write-ups for interviews they completed with each other and with members of their families; self-reflection journals; civic engagement reports and write-ups of hands-on civic engagement practica; out-of-class collaborative learning exercises; and a final class project.

Summary:

In general, student performance on this SLO was stronger. As with the first two SLOs, while there were a number of students who were outstanding and consistent performers, my assessments led me to the conclusion that a significant number of students are not completing regular reading assignments. With this part of the assignment, however, learning tools other than the assigned reading took on greater importance.

Many, though not all students did best when they had tangible, hands-on and task-based learning assignments for which they were accountable to each other. Most performed even better with the out-of-class collaborative learning assignments. This assignment fed directly into their final class project and as a result, more students performed better on this assignment.

Enhancement (Part I):

I believe it is important to build on collaborative and task-based learning that is not as dependent on readings. Part of our training in the academy is so focused on traditional learning tools of assigned reading. We need to 1) rethink this methodology, especially in light of modern information technologies that emphasize massive amounts of short-attention-span modalities and 2) rethink how we can in fact help students use the traditional learning tools of longer assigned readings.

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. In addition, 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)

[Number of Outcomes for SOSC 15: 3]