

General Education SLOA Summary

General Education Category: Political Science

Semester: Spring 2014

Data Summary: (link to excel spread sheet or cut and paste a chart of summary data)

Section 101

Student 1	2.25
Student 2	3
Student 3	3
Student 4	1.25
Student 5	2
Student 6	2.5
Student 7	2
Student 8	1.75
Student 9	3
Student 10	1.5
Student 11	3
Student 12	3
Student 13	2
Student 14	3
Student 15	1.5
Student 16	2.75
Student 17	2
Student 18	1
Student 19	1.5
Student 20	2

Section 02

Student 1	3
Student 2	1
Student 3	3
Student 4	2.5
Student 5	3
Student 6	2.25
Student 7	2
Student 8	3
Student 9	3
Student 10	2.75
Student 11	3
Student 12	2
Student 13	2
Student 14	2
Student 15	3
Student 16	3
Student 17	2

Student 03

Student 1	2
Student 2	2.75
Student 3	2.5
Student 4	2.75
Student 5	2.75
Student 6	2.5

Student 7	2.75
Student 8	2.25
Student 9	2
Student 10	2.5
Student 11	2.75
Student 12	2.75

Section 04

Student 1	3
Student 2	2.5
Student 3	3
Student 4	3
Student 5	3
Student 6	3

Discussion of Analysis Results:

A total of 53 students in four sections of American Politics (POL 101) taught at Hagerstown Community College central campus were assessed near the end of the Spring 2013 term by Prof. Schwartz and Prof. Thornhill. The assessment was structured in a debate format. The students in each section were divided into two groups at random, and each group argued a different perspective on the issue of affirmative action policies. The two “teams” had several weeks to prepare for the debate, which occurred at the end of the Spring 2013 term.

The goal was to assess the students with four different grading elements: mastery of debate concepts; debate preparation; comprehension of government’s role in promoting diversity; and ability of students to fairly evaluate themselves and others.

The assessment indicated both positive and negative aspects of the students ability to engage in and complete the assignment. The positive aspects revealed by the assessment include: a high level of participation and interest on the part of the students; a commitment demonstrated by many students to try their best on an unfamiliar task; an appreciation by a number of students of the part played by government in creating diverse educational and work environments. The negative aspects include: a propensity of some students to waste time allocated in the classroom toward the assignment; the low-level of research skills possessed by many students; coordination problems arose when in some of the larger groups of students, leading to uneven allocation of responsibilities; some students have problems honestly evaluating group performance as well as their own performance.

Plan of Action:

Improving academic research:

This can be addressed by some additional coverage in class and also stronger referral to the Learning Success Center. Required meetings could be held in the Learning Success Center.

Evaluation:

This can be addressed by stressing the importance of honest, professional evaluation in the grading formula. The importance of fair evaluation also could be emphasized by preliminary exercises.

Wasting class time and coordination:

Introduction of the debate topic can be introduced a little later in the term, ensuring that students do not get complacent about the imminent nature of the assignment. Part of the problem in effective coordination and completion of the task in some sections resulted from the fact that the student groups were larger. Subdividing these groups, perhaps by allocating other tasks for the new groups, could address the problem of unworkably large groups trying to coordinate the tasks of research and debate preparation.