

**Students Learning Outcome and Assessment Plan Rio Hondo College**

**Department/program:** Political Science

**Date:** 8/27/07

**Course title/number:** Political Science 110

**Participating Faculty:** Political Science faculty members

**Student Learning Outcome:** In a prepared exam, covering governmental structures and the role of political decision-making; the student will express an understanding of the interaction between the three federal branches of government. In addition, the student will demonstrate knowledge and application of “checks and balances” within the workings of government. The student will be able to assess the differences and similarities between political parties and political ideologies.

The following will serve as the rubric for this SLO:

SLO FORMAT – RUBRIC FOR POLITICAL SCIENCE 110

<b>Performance standard</b>	<i><b>Excellent</b></i>	<i><b>Satisfactory</b></i>	<i><b>Unsatisfactory</b></i>
The student will express an understanding of the interaction between the three federal branches of government.	The student demonstrates comprehensive knowledge about United States governmental structure and the specific role of each branch of government, including the responsibilities and powers of each.	The student demonstrates general knowledge about United States governmental structure and can identify the three branches.	The student demonstrates minimal knowledge about United States governmental structure and is unable to identify the three branches of government and/or their responsibilities and powers.
The student will demonstrate knowledge and application of “checks and balances” within the workings of government.	The student demonstrates general knowledge of the United States Constitution and clear understanding of the concept of “checks and balances.”	The student demonstrates cursory understanding of the United States Constitution and a general understanding of the concept of “checks and balances.”	The student demonstrates minimal or no understanding of the United States Constitution and the concept of “checks and balances.”
The student will be able to identify the differences and similarities between political parties and political ideologies, and recognize the role of citizens within the political process.	The student demonstrates specific knowledge of American political parties and can accurately differentiate between different political ideologies. In addition, the student can define the role of citizens in the political process.	The student demonstrates knowledge of the two major political parties in the United States and can identify at least some of the differences among political ideologies. In addition, the student can define the role of citizens in the political process.	The student demonstrates minimal or no knowledge of political parties and is unable to identify at least some of the differences among political ideologies. In addition, the student is unable to define the role of citizens in the political process.

## **Students Learning Outcome and Assessment Plan Rio Hondo College**

Department/program: Political Science Date: August 27, 2007

Course title/number: POLS 110 American Government

Participating Faculty: **Manuel Baca, Colin Young**

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### **State Student Learning Outcome:**

*Given a description of American government, including the three branches of government and the political processes; the student will evaluate the concept of "checks and balances." The student will also examine and explain the role and functions of governmental structures and political parties in achieving the goals of a democratic government.*

### **Proposed Types of Assessment to be used:** (attach rubric)

- ♦ *In-class multiple choice, true/false, and short answer tests*
- ♦ *In-class essay in combination with above*

### **Collection and Evaluation Process:**

*All faculty members (full-time and part-time) will participate in assessment of student exam performance, based on the provided rubric. Full-time faculty will ensure final assessment.*

### **Changes being considered (if any):**

*Use of same textbook by all faculty members is now in progress. Online activity is increasing with the implementation of hybrid course.*

### **Review and recommendations; scheduled completion date:**

*February 28, 2008*