

Instructor Reflections

Course level Student Learning Outcomes (SLOs) are regularly assessed and changes are discussed to further student learning. Instructor Reflection forms document the assessment of student learning outcomes at the course level, as well as illustrate how assessment results are used to guide improvements. The following pages contain the latest series of Instructor Reflection forms completed for Spring 2013.

Instructor Reflections on Student Learning

To be completed each semester by each instructional faculty member

Directions

At the beginning of the Semester

1. Meet with your department or group to choose at least one SLO to focus on for the semester.
2. Each department or group must choose to focus on GEOs (General Education Outcomes) at least twice during a program review cycle, if the department or group teaches GE courses.

During the Semester

3. Evaluate the student attainment of your chosen SLO(s).

Near the end of or shortly after the semester

4. Reflect on the results and think about ways to improve the student learning related to the outcome(s).
5. Record your thoughts on this form.
6. Proceed to the "Program Reflections on Student Learning".

Instructor Name	Department or Group name	
Heather Faust	A&P	
Course Name and Number	Semester	Date
ANAT 1 & 2 (focus on lab)	Fall 2012 and Spring 2013	August 20, 2012 December 15, 2012 January 30, 2013 March 5, 2013
Course SLOs (one or more) to be evaluated this semester		
SLO 1: Use the scientific method to investigate phenomena in the natural world and use concepts, theories and/or technology to explain them. (LECTURE & LAB/ANAT 1 & 2)		
SLO 2: Identify structures from mammalian organ systems at the microscopic and macroscopic level		
Assessment Methods for the SLO(s)		
SLO 1: a) in-class activities & b) lab practical exams.		
SLO 2: a) homework; b) quizzes; c) lab practical exams.		
Brief summary of assessment results		
SLO 1: At the end of the Spring 2012 semester, most students indicated that they had achieved this SLO (based on an informal survey). A higher percentage of the class received passing grades (which requires that they use the scientific method to analyze and identify structures and functions within the human body), indicating that some students were in fact correctly applying and using the scientific method without realizing their achievement.		
In the Fall 2012 semester we introduced a new lab activity entitled "The Scientific Method" to highlight the fact that students are using "The Scientific Method" when they are making observations and when they are identifying structures in lab.		
SLO 2 Based on overall score, about 15% of the students enrolled at the end of the semester failed to meet this SLO (as evidence by failure to pass the class).		

How do you plan to use the assessment results to improve student learning?

SLO 1: In the Spring 2013 semester, I will use “The Scientific Method” activity once again AND I will be sure to insert the phrase “scientific method” into at least two other lab talks and/or lab activities in order to highlight the fact that students are in fact using the scientific method daily in my classroom.

At the end of the Spring 2013 I will conduct another student survey to see if students are recognizing the fact that they are using the scientific method in their lab and lecture work. If students are still failing to recognize their ability to use of the scientific method, I will add additional homework assignment and/or lab activity to address this disconnect.

SLO 2: In order to help more students successfully pass our class, we are attempting the following new activities for Spring 2013.

- a) A new Saturday lab section, which results in the potential of extra study time in lab every Saturday (students are allowed to study in the lab during any lab time).
- b) More instructor posts/reminders via mpconline.mpc.edu, to encourage students to stay on track with deadlines and study goals.
- c) Updated lab handouts and homework assignments to help students study efficiently and thoroughly throughout the semester.
- d) Development of new lab activities to keep students working in lab: BONE “JENGA” (completed) and MUSCLE “BINGO” (in development).
- e) We are also preparing a “demonstration” cat dissection so that some of our more timid students can move through the dissection process with greater confidence each day.
- f) We are also in the process of preparing/compiling a catalogue of bone/model images from our collection for instructor and student use (in preparation now, will not be available for current ANAT1 or 2 students).

Instructor Name	Department or Group name	
Elias Kary	Anthropology	
Course Name and Number	Semester	Date
Anthropology 2	Fall 2012	December 2012
Course SLOs (one or more) to be evaluated this semester		
<p>1. Describe the biological and cultural factors responsible for human variation. (SLO) 2. Critically examine and comprehend human nature and behavior, social traditions, and institutions. (GEO)</p>		
Assessment Methods for the SLO(s)		
<p>1. Exams/Tests (2) Designed to assess the students' knowledge of the biological and cultural factors responsible for human variation. 2. Research Projects (2) Designed as a hands-on project, this assessment requires groups of students to measure primate bones, draw quantitative comparisons to humans, and consider the behavioral influences responsible for our evolutionary change.</p>		
Brief summary of assessment results		
<p>I asked students to take a multiple-choice exam with some short answer questions on the back of the scantron form. I used the fill-in area to justify the collection of SLO data. My classes did a lot better on the short answer than on the multiple-choice segment. Exam scores were higher this semester than last semester.</p> <p>I found that the grades for the project were basically the same and unchanged from previous semesters, yet the comprehension of human nature and social traditions improved. Without the use of the group project I found that the attainment of the GEO reached 62-67% for all of my classes. Comparably the use of such a project promoted the attainment to 93-98%!</p>		
How do you plan to use the assessment results to improve student learning?		
<p>I look forward to using these assessments again. This time, however, I plan to model the project prior to assigning it. Perhaps a demonstration of the project will shift the priority from "getting the answer right" to an exploration.</p> <p>I also think it is a good idea for students to do some independent research about the animals they are researching. This will perhaps equip the students with more to consider in terms of a comparative model for human evolution.</p> <p>I also plan to intervene with research groups in order to check progress and encourage a dialogue.</p> <p>As far as the exams are concerned, I would like to explore other formats, perhaps more short answer questions. A review of the exams after they have been completed would also be helpful.</p>		

Instructor Name	Department or Group name	
Gamble Madsen	Art Department (Creative Arts Division)	
Course Name and Number	Semester	Date
ART 1, ART 2, ART 3	Fall 2012	March 11, 2013
Course SLOs (one or more) to be evaluated this semester		
<p>1. Upon successful completion of [Art History course] students will have demonstrated an ability to analyze and interpret human thought, achievement, and expression relevant to such branches of knowledge as philosophy, literature, and/or the fine and performing arts, and to communicate the results.</p> <p>2. Upon successful completion of [Art History course] students will demonstrate knowledge of the interconnectedness among history, language, and the visual and performing arts, as well as an understanding of the value and role of each communication.</p>		
Assessment Methods for the SLO(s)		
<p>Students in the Art History survey courses were assessed via written assignments; in ART 1, ART 2, and ART 3 there were short in-class essays analyzing previously unseen (but thematically familiar) images, so that students could apply their developed skills of visual analysis and interpretation. There were also essay questions on exams that asked students to compare select artworks in consideration of an assigned theme, so that they could practice forming and arguing for their unique opinions regarding art and history. Each class also required a formal paper, in which students were asked to compare select artworks with primary and/or secondary literature (journal articles), in order to expand their interpretations of works to consider additional scholarly opinions along with historical voices.</p>		
Brief summary of assessment results		
<p>Students in each class were quite successful/confident in the analyses of “unknown” imagery. In instances where greater organization/planning was required (such as an exam or formal paper), as the assignments were more rigorous, some students seemed to experience greater difficulty – though this was, more often than not, due to a lack of preparation (such as memorizing artwork information or reading/re-reading an article) rather than core knowledge or developed interpretive skills on the parts of the students themselves.</p>		
How do you plan to use the assessment results to improve student learning?		
<p>The momentum of student confidence developed with early interpretive exercises may be better maintained with additional/varied written assignments, and with ongoing encouragement that students utilize the appropriate resources at the LTC.</p>		

Instructor Name	Department or Group name	
Kevin Raskoff	Biology	
Course Name and Number	Semester	Date
Marine Biology, Biol 13	Fall 2011 and Fall 2012	3/13/13
Course SLOs (one or more) to be evaluated this semester		
<ol style="list-style-type: none"> 1. Demonstrate an understanding of the major marine habitats, including their biotic and abiotic components. 2. Upon successful completion of this area, students will have demonstrated an ability to use the scientific method to investigate phenomena in the natural world and use concepts, experiments, and/or theory to explain them. 		
Assessment Methods for the SLO(s)		
<p>SLO 1: Final exam essay question. This was a full page table that the students had to populate with multiple examples of biotic and abiotic components of each major habitat.</p> <p>SLO 2: Laboratory group project on intertidal research. This was a large group project that the students designed, implemented, and wrote up the results.</p>		
Brief summary of assessment results		
<p>For SLO #1, on marine habitats, I had a success rate of 67%, as judged by the essay table on the final exam.</p> <p>For SLO #2, the scientific method, I had a combined success rate of 64%, as judged by the laboratory work turned in for the project.</p>		
How do you plan to use the assessment results to improve student learning?		
<p>SLO#1: In looking at the success rate on the final exam table for SLO #1, I realize that the students have not been given completely relevant prior experience in answering a large question in this way. When reviewing the exam it was obvious that some students had a very good handle of certain habitats, but were unprepared for others. I plan on including an example table for the students to fill out and study from as part of their study guide. This should help them with the format of the question and the better prepare them for reflecting on all the habitats at once on the final.</p> <p>SLO#2: I was surprised by this result when I calculated the numbers, as I typically think of the work students hand in as being of high quality. What I realized was that although 95-100% of the students that hand in the assignment pass, many groups fail to turn in the assignment at all, so they received a zero. This brings the assessment success rate down to the 64% range. I plan to increase my communication to the class on the importance of turning in the assignment, and make the point value more in-line with the importance of the assignment. Right now it is undervalued and students may be judging the assignment too difficult for the points associated with it.</p>		

Instructor Name	Department or Group name	
Mary Johnson	Child Development	
Course Name and Number	Semester	Date
CHDV 1: Child Growth and Development	Fall 2012	2012(?)
Course SLOs		
<u>CHDV Course SLO's:</u>		
<p>Analyze major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development using standard research methodologies.</p> <p>Analyze how cultural, economic, political, historical contexts effect children's development.</p> <p>Compare and contrast various theoretical frameworks that relate to the study of human development.</p> <p>Apply developmental theory to the analysis of child observations, surveys, and/or interviews using investigative research methodologies.</p> <p>Differentiate characteristics of typical and atypical development at various stages.</p> <p>Analyze the importance of the early years and the interaction between maturational processes and social/emotional factors and the effects on various areas of development.</p>		
<u>Social Science SLO:</u>		
<p>Upon successful completion of this course, students will be able to critically examine and comprehend human nature, social behavior, and/or institutions</p>		
Assessment methods for the SLO(s) (tests, essays, presentations, etc.)		
<p>Tests on each chapter that covers each ages and areas of development and the theories associated with the different areas of development.</p> <p>In class group presentations on different areas and/or age groups studied in course</p> <p>Analysis of research based articles on various topics impacting children's development at different ages and in different areas of development based on what theory states. Examples: for prenatal development they get into groups and they create a informational pamphlet for expectant teen dads to inform them about what their significant other will be experiencing during pregnancy and birth and what is happening to their child as it develops. This helps them analyze the content in a safe group setting and the also learn from each other on how to analyze and pull pertinent information to share and explain to the class. Gives them practice in doing this before the final project. At times I choose the groups to ensure a good mix and other times I let them pick groups. There are various hands on activities for each age group in order to help them practice analyzing text information and/or research article information and explaining what it means in developmental terms.</p> <p>Final project is a child study where each student follows a child in one age group and collect data using 2 different research methodologies: Observation and interview (parental interviews).</p>		

They then analyze the data and write a child study detailing that child's development and analyzing the various data sources and contexts impacting the child's development. The interpret and summarize the data and make an educated conclusion if the child's development is typical in each area of development and they support this with data and they find 2 research articles on topics related to this child's development to support their analysis. This final assessment covers and measures all SLO's in course.

The course activities and assignments help them in data collection and analysis for each age group and this helps them in the final Child Study assessment project.

Brief summary of assessment results

I do not have the statistical breakdown of the results (still getting to that piece) but overall the quality and depth of analysis for the final child study papers have been improving over the 2 years I have been here. This groups child study papers were impressive. The writing is the key challenge and also learning how to write an integrated paper analyzing data and discussing the results in relation to a theoretical base is hard but the students are meeting this challenge. I have a detailed grading rubric I use to grade each paper. It is a labor intensive grading process but one I feel gets the students to the higher levels of thinking on Bloom's taxonomy and truly shows their ability level in meeting the course SLO's.

In the next 2 years I want to start gathering and doing statistical breakdowns of the final child study paper and look at the correlation between those, test scores and assignments in the course.

How do you plan to use the assessment results to improve student learning?

I use it by looking at the weaknesses in the various age groups and/or areas of development and then change or add to the course in order to meet students learning needs. So, after my first group of child study papers in fall of 2011 I started a "How to" child study tutorial session—I offer at various times about one month before the paper is due and in this hour long tutorial I go over APA in text citations, how to integrate their data into the paper and the research articles and then answer any other questions.

I discuss in class but encourage them to attend one of these tutorial sessions (I usually offer 3 different sessions at various times/days about a month before). I also encourage the students to sign up for ENG 400 if their writing skills are not at a college level.

I have seen a significant quality improvement in the Child Studies since doing this and also doing more group work and presentations during the course.

I decided to provide more detailed presentation descriptions, delineating the criteria and tying it more closely to the text. I am also working to fine-tune the criteria in all the activities students do.

Instructor Name	Department or Group name	
June Millovich	Child Development –Social Sciences	
Course Name and Number	Semester	Date
CHDV 1	Fall 2012	3/11/13
Course SLOs		
<ol style="list-style-type: none"> 1. Analyze major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development using standard research methodologies. 2. Analyze how cultural, economic, political, historical contexts affect children’s development. 3. Compare and contrast various theoretical frameworks that relate to the study of human development. 4. Apply developmental theory to the analysis of child observations, surveys, and/or interviews using investigative research methodologies. 5. Differentiate characteristics of typical and atypical development at various stages. 6. Analyze the importance of the early years and the interaction between maturational processes and social/emotional factors and the effects on various areas of development. 		
Course SLO(s) under consideration		
<ul style="list-style-type: none"> • (1) Analyze major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development using standard research methodologies. • (3) Compare and contrast various theoretical frameworks that relate to the study of human development. • (4) Apply developmental theory to the analysis of child observations, surveys, and/or interviews using investigative research methodologies. 		
Assessment methods for the SLO(s) (tests, essays, presentations, etc.)		
<ul style="list-style-type: none"> • <i>(1) Analyze major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development using standard research methodologies.</i> In separate observations focused on the age ranges of infant toddler, early childhood, elementary school, and adolescence, students observe and make connections to development milestones in analysis reports. • <i>(3) Compare and contrast various theoretical frameworks that relate to the study of human development.</i> Students analyze a personal trait of their own and select and justify why a particular theoretical perspective would explain the development of that trait. • <i>(4) Apply developmental theory to the analysis of child observations, surveys, and/or interviews using investigative research methodologies.</i> In separate observations focused on the age ranges of infant toddler, early childhood, elementary school, and adolescence, students observe and make connections to specific developmental theoretical concepts in analysis reports. 		
Brief summary of assessment results		
<p><i>I will address SLOs 1 and 4 together since the same major assignments are used as assessment methods (along with weekly quizzes and shorter reflection questions)</i></p> <p><i>(1) In separate observations focused on the age ranges of infant toddler, early childhood, middle</i></p>		

childhood, and adolescence, students observe and make connections to development milestones in analysis reports.

(4) In separate observations focused on the age ranges of infant toddler, early childhood, middle childhood, and adolescence, students observe and make connections to specific developmental theoretical concepts in analysis reports.

- For the infant toddler observation there was a 82% completion rate with a 98% average
- For the early childhood observation there was a 97% completion rate with a 90% average score
- For the middle child age observation there was a 74% completion rate with a 92% average
- For the adolescent interview there was and 90% completion rate with a 91% average

(3) *Students analyze a personal trait of their own and select and justify why a particular theoretical perspective would explain the development of that trait.*

On this assignment, there was a 100% completion rate with a 96% average

How do you plan to use the assessment results to improve student learning?

For 1 and 4, In considering the completion rates for the infant toddler and middle child observations which were significantly lower than the early childhood or adolescent report I determined that there were more challenges in students obtaining access in order to conduct their observations with infants and toddlers and middle age children that there were with early childhood or adolescents (heightened security requirements at schools, etc).

For subsequent offerings of the class I have modified the assignments for infants/toddlers and middle child observations so they will:

- be conducted in more informal settings
- be completed and submitted in smaller components
- utilize some viewing of publicly available video/documentary type media

In doing so I am hoping to increase the completion rates as my belief is that the learning comes from actually doing the assignment –if I can make that more accessible it should increase student learning.

For SLO 3 I have determined that no changes to the assessment are needed at this time.

Instructor Name	Department or Group name	
Tom Rebold	CSIS	
Course Name and Number	Semester	Date
CSIS 10A	Fall 2012	3/4/13
Course SLOs (one or more) to be evaluated this semester		
1) Take a problem statement and write a computer program that solves the problem.		
Assessment Methods for the SLO(s)		
Homework, labs, tests and final project.		
Brief summary of assessment results		
The class did not go as well as it did the previous semester. It seems there is too much material for students to digest, and not enough drill activities to reinforce the basic concepts from lecture before diving into more complex applications. In retrospect I now realize the previous semester's students were unusually motivated and disciplined.		
How do you plan to use the assessment results to improve student learning?		
<p>I decided over winter break to focus on two things:</p> <p>1) reducing course content to cover the minimum skills needed to succeed in class (too much of the publisher materials covered esoteric and advanced concepts, these are being eliminated or pushed to the end of lecture as optional material)</p> <p>2) creating a novel online drill/assessment program for my programming classes, based on work I self-funded last summer for my engineering classes. This was a huge task that took up a solid 2 weeks of my break, but it promises to pay off great dividends in all my programming classes (Matlab, Beginning and Advanced Java, C++). This tool allows easy setup of simple program questions with pieces missing. Students have to fill in the blanks, and when they type a letter correctly it appears in the code sample, sort of like Wheel of Fortune or Hangman. It's a fun tool, it elicits the kind of pattern matching students must perform to write working code, students take to it readily, and it provides a review opportunity whenever a test approaches. I am excited to find out how this will impact learning outcomes at the end of the semester.</p>		

Instructor Name	Department or Group name	
Sarah Gerhardt	Chemistry	
Course Name and Number	Semester	Date
Chemistry 1A	Fall	2012
Course SLOs (one or more) to be evaluated this semester		
Use the fundamental language of chemistry, including names and chemical formulas of substances (this is critical to the knowledge and understanding of Chemistry)		
Assessment Methods for the SLO(s)		
<p>Lecture Review Questions: Designed to assess student studying- are they doing the work or are they procrastinating- and proficiency multiple times in a week.</p> <p>Lab Activity: Designed to introduce IUPAC Nomenclature and rules for writing chemical formula and to immediately assess student understanding of Nomenclature & chemical formulas rules and procedures.</p> <p>Word Problems: Homework and Problem Session: Designed to give students practice and provide a means of self-assessment.</p> <p>Quizzes (6): Every weekly quiz after the Nomenclature Lab Activity has Nomenclature questions and chemical formulae and is designed to keep the topic fresh in students' minds.</p> <p>Exams (3): Three midterm exams and the American Chemical Society Final Exam all assess for student understanding of Nomenclature and chemical formulae.</p>		
Brief summary of assessment results		
The assessment results for my first semester teaching Chemistry 1A showed that 70% of students had a proficient understanding of Nomenclature and chemical formula rules. In order to increase the number of students showing proficiency, I added the topic to every assessment given and gave tips on how to study, and therefore, better learn and understand the material. After that, the first Quiz on the material showed about 70 % proficiency but the first Midterm Exam showed >85% proficiency. I also gave the ACS exam as the Final to examine how students compared with the national standard of proficiency. The ACS exam results showed the highest marking students in my class scored 99 percentile (highest) compared with the national scores.		
How do you plan to use the assessment results to improve student learning?		
I plan to use the assessment results to highlight Nomenclature and chemical formulae in Lecture, Lab and Problem Session to improve proficiency for all students.		

Instructor Name	Department or Group name	
Rodney Oka	Chemistry	
Course Name and Number	Semester	Date
Chemistry 2	Fall 2012	3/7/13
Course SLOs (one or more) to be evaluated this semester		
Use dimensional analysis to perform calculations and solve word problems related to chemistry-specific topics.		
Assessment Methods for the SLO(s)		
<ol style="list-style-type: none"> 1. Three midterm exams and the final exam all require the use of dimensional analysis. 2. Six lab reports require the use of dimensional analysis. 		
Brief summary of assessment results		
The exams and lab reports reveal a wide range of abilities with respect to the use of dimensional analysis in problem solving.		
How do you plan to use the assessment results to improve student learning?		
Tools have already been put in place to help students learn this technique. In addition to the six lab exercises that require the use of dimensional analysis, a tutor has been hired by use of funds from a special program (The ACCESS Program, funded by the NIH) to help the students learn this and other topics. Special worksheets have been developed by the instructor to give additional practice problems to encourage the students to practice, and to give them an invitation to discuss them with the instructor and the tutor. Additional prompts to take advantage of these opportunities will be given to the students in the future.		

Instructor Name	Department or Group name	
Damanjit Singh	Computer Science	
Course Name and Number	Semester	Date
CSIS 76 section 1054	Fall 2012	December 2012
Course SLOs (one or more) to be evaluated this semester		
Students will be able to design, configure and troubleshoot a basic network of PCs and routers to enable connectivity.		
Assessment Methods for the SLO(s)		
<p>Throughout the course several methods are used to test student learning and comprehension of various elements of the SLO.</p> <p>Design- IP addressing assignments to verify student comprehension of IP addressing schemes required for design. In the hands-on final exam students have to independently design a scheme and then configure and test it to make the lab work.</p> <p>Configuring- hands-on cable making to ensure students can make the cables needed for configuring connectivity. For configuring routers and PCs students are required to complete graded labs in both the simulation tool and real equipment to build this skill.</p> <p>Troubleshooting- Chapter labs focus on task completion and troubleshooting.</p> <p>Chapter and final assessment exams: Chapter exams are given every week throughout the course to gauge student comprehension of subject matter of all three components of SLO.</p> <p>In class- In class quizzes and games are played in teams to develop an understanding of the skills needed to meet the SLO.</p> <p>Hands-on final skills-based exam: Includes all aspects- cable making, IP addressing configuring router and PC, and troubleshooting the connectivity if issues arise. The hands-on final is required to be done independently to get a grade for the hands-on final exam. This indicates a complete mastery of all elements of the SLO and the statistics given below are for the hands-on skill exam. This exam is designed by Cisco and administered worldwide as a part of their standard curriculum offered by Cisco Academies to prepare students for the CCNA certification exam.</p>		
Brief summary of assessment results		
<p>Students enrolled till the end of class - 24</p> <p>Students successfully attained SLO - 22</p> <p>Students that did not attain SLO – 2</p> <p>Approx. 92% success rate</p>		
How do you plan to use the assessment results to improve student learning?		
<p>One student did not participate in the last weeks of class after the drop date and did not come for the exam. The other did not pass the exam. Reviewing the student who did not pass the hands-on final I found that he had missed a few labs that were important for skill building and although I had asked him to complete the labs to master the skills he did not do them. In future I plan to get the students to redo the labs needed for skill building in class.</p>		

Instructor Name	Department or Group name	
Kathleen Clark	COOP Program	
Course Name and Number	Semester	Date
COOP 91 and 92	Fall 2013	September 2012
Course SLOs (one or more) to be evaluated this semester		
<p>Identify organizational objectives or projects within their scope of responsibility that when accomplished will benefit their employers' operations.</p> <p>Collaborate with their employers to define measurable on-the-job objectives or projects that will enable them to undertake new or expanded workplace responsibilities.</p>		
Assessment Methods for the SLO(s)		
<p>Evaluation of objectives including determining how knowledge and skills on the job were acquired.</p> <p>Rating of assignments and final report.</p> <p>Participation in meetings with the COOP faculty advisor and work supervisor, when appropriate, according to established deadlines.</p>		
Brief summary of assessment results		
<p>This is the first term I required students to review their specific (3) objectives with their supervisors and ask for his/her feedback relative to their progress approximately one month before the end of the term. Students were asked to listen carefully and welcome all constructive comments. Additionally students were required to document their supervisor's feedback about their progress with each objective and, if their self-assessment was different from their supervisor's, to specify the difference(s).</p> <p>At the end of the term when I met with each supervisor to discuss the student achievements during the term, the supervisors' comments were much more informed and specific about the established objectives and the accomplishments of their COOP employees. Requiring students to arrange time with the supervisors promoted the collaboration which is critical to continuing the skill improvement cycle in the workplace.</p>		
How do you plan to use the assessment results to improve student learning?		
<p>I will continue to require students to review their specific (3) objectives with their supervisors to obtain feedback relative to their progress approximately one month before the end of the term and document both the feedback and its impact. I will also ask that at the same meeting, the next objective(s) be discussed.</p> <p>I recognize that most students need to be contacted as quickly as possible at the start of their internships and in a timely manner before assignments are due. To make the COOP Program available to more students, I allow students to enroll in COOP throughout the term by opening sections. However, this practice results in assignment due dates that vary for the majority of students. I will develop queries and reports to track due dates for specific assignments for all COOP students to allow timely communication about upcoming assignments.</p>		

Instructor Name	Department or Group name	
Karoline Grasmuck	Dental Assisting	
Course Name and Number	Semester	Date
Office Management DNTL 112	Spring 2013	3/8/13
Course SLOs (one or more) to be evaluated this semester		
Prepare a professional letter of application and Resume		
Assessment Methods for the SLO(s)		
Mock Interview with letter of application and Resume from mock job posting		
Brief summary of assessment results		
<p>Excellent results overall, most students studied mock job posting and knew answers to questions about dental office. Interviewed 18 students, 4 of those students would have been asked back for second interview and/or offered job.</p> <p>Some of the students forgot about the interview and did not do well during interview.</p> <p>Some students had never had a</p>		
How do you plan to use the assessment results to improve student learning?		
<ul style="list-style-type: none"> • Change mock postings to interview exercise • Using interview exercise to create letter of application and resume • 1 week later set up appointments for mock interview <ul style="list-style-type: none"> ○ Bring completed letter of application and resume to interview <ul style="list-style-type: none"> ▪ Grade on; <ul style="list-style-type: none"> • Punctuality • Appearance • Knowledge of posting • Professionalism • Discuss with students the outcomes of those interview <ul style="list-style-type: none"> ○ Evaluations given back to students ○ Resumes evaluated given back to students with comments and/or suggestions 		

Instructor Name	Department or Group name	
Albert	Economics	
Course Name and Number	Semester	Date
ECON 2	Fall, 2012	January 2013
Course SLOs		
Student learning outcomes:		
1. Identify and describe the role of supply and demand in a market economy in terms of efficiency advantages as applied to the problem of scarcity.		
2. Identify and explain the economic role of government's fiscal policy and The Federal Reserve's monetary policy.		
3. Identify and explain the long-run approach to current macroeconomic debates.		
4. Apply macroeconomic concepts to articles about contemporary economic issues from publications like <i>The Wall Street Journal</i> and <i>The New York Times</i>		
Course SLO(s) under consideration		
2. Identify and explain the economic role of government's fiscal policy and The Federal Reserve's monetary policy.		
Assessment methods for the SLO(s) (tests, essays, presentations, etc.)		
I will focus on the Fiscal Policy aspect of the SLO.		
This is assessed in three ways. Firstly, students are asked questions in class and turn in small group answers to those questions. This is their first experience with the material. Secondly, they are assigned a problem set that takes a week to complete. They turn this in to be graded. Thirdly, an exam essay question is asked of them and this is graded.		
Brief summary of assessment results		
<ul style="list-style-type: none"> • In class, while walking around the room and assessing the written work approximately a third of the students understand how the fiscal policy impacts the economy using the AD line in the AS/AD model and they show this by drawing the diagram on the piece of paper. • In the problem set, there is a specific question with regard to the impact of government intervention on the economy using the Keynesian AE algebraic computation of the appropriate government fiscal policy. About $\frac{3}{4}$ of the students complete this aspect of the problem set correctly. • On the final exam, the ideas of the economic role of fiscal policy are imbedded in a much larger question about total macro-economic policy and its role in the US economy. Assuming, because of the repetition and practice, it appears that more than $\frac{4}{5}$ of the students answer this question correctly (as measured by passing marks), linking the fiscal policy and the AE model with the concepts of the AD/AS model. 		
How do you plan to use the assessment results to improve student learning?		
I plan to try and carve time out of class lectures to increase the repetition aspect of practicing the AE and AS/AD models in relation to Fiscal Policy.		

Instructor Name	Department or Group name	
Headley, Laura Courtney	Humanities, English	
Course Name and Number	Semester	Date
English 1A	Fall 2012	3/1/13
Course SLOs		
<ul style="list-style-type: none"> • Demonstrate the ability to form a provable thesis, develop it through factual research and distinguish between fact and opinion. • Demonstrate the ability to be conscious of multiple factors affecting both verbal and written communication. • Recognize the nature of persuasion in written, visual and oral argument. 		
Course SLO(s) under consideration		
All of the identified SLO(s) for English 1A are under consideration each term, as well as other priorities I have for student engagement and advancement.		
Assessment methods for the SLO(s) (tests, essays, presentations, etc.)		
<p>I put a variety of assessment methods to use that can be interpreted for each of the learning outcomes. I keep detailed records in my grade book and can provide them upon request. My assessment of the basic levels of attainment of my 24 English 1A students in the Fall 2012 course, section #0322 for each SLO are as follows:</p> <ol style="list-style-type: none"> 1. For the ability to form a provable thesis, develop it through factual research and distinguish between fact and opinion: After a lecture covering the basics of thesis statement development, I lead the class in a series of exercises that require them to identify, from a group of potential thesis statements, the most effective, provable thesis statements. I also conduct an exercise that contrasts statements of fact and statements of opinion and contrasts both with good thesis statements. After this, students are assigned exercises for homework, which I evaluate the next week. I also assess my students' ability to form good theses and distinguish between fact and opinion when I evaluate their essays, both in-class and take-home, each of which should contain a provable thesis and demonstrate the ability to distinguish between fact and opinion. With regards to the research aspect of this objective, I can evaluate two factors as part of my assessment: an extensive research project, including library visit and follow-up worksheets and their final research paper. 2. For the ability to be conscious of multiple factors affecting both verbal and written communication: This objective seems so broad and general that I can only imagine evaluating it as part of my students' overall success in meeting the requirements of my course. Because they are required to engage in both oral presentations and written work in my class, and because I have several opportunities to evaluate both their communication skills and their ability to interpret the meanings of the communications of others, I can estimate this objective by considering my evaluation of those activities. 3. For the ability to recognize the nature of persuasion in written, visual and oral argument: The best measure of the achievement of this objective seems to me to be a combination of student scores on Essay #1 (which asks students to evaluate an argument) and their work on assignments which focus on logic and reasoning. 		
Brief summary of assessment results		
1. For the ability to form a provable thesis, develop it through factual research and distinguish between fact and opinion : Based on the average of all student scores on all		

essays and thesis-related assignments, I would estimate the achievement of that part of the objective to be approximately **83%**.

2. For **the ability to be conscious of multiple factors affecting both verbal and written communication**: In this case, based on an average of all student scores, I would say that the level of achievement of this objective by this class is approximately **86%**.
3. For **the ability to recognize the nature of persuasion in written, visual and oral argument**: The average of student scores on these activities for this class is **79%**.

How do you plan to use the assessment results to improve student learning?

I am increasingly convinced that the challenges to student engagement, learning, and advancement in my classes are mostly motivational in nature. In the "On Course" seminar I attended during Flex Days over winter break, I was introduced to some promising methods for addressing these challenges. I plan to incorporate several of these methods, learner-centered structures and strategies—some of which are designed specifically to highlight personal responsibility and active decision making, but some of which, as integrated into my own curriculum will simply provide a more active forum for learning the subject matter. (For example, several of the strategies include more dynamic group exercises that require each group to become "experts" in a certain aspect of the lesson and then share that with the rest of the class.) I will also replace one of my assigned readings (one which we, as a class, judged to have insufficient standards of academic honesty/integrity). I also plan to devote one more day in the course calendar to the compilation of both the final research paper and the final portfolio, thereby boosting the opportunities for revision work (a particular area for improvement I noted in Fall 2012).

Instructor Name	Department or Group name	
Daphne Young	ENGLISH	
Course Name and Number	Semester	Date
English 1A	Fall 2012	February 28, 2013
Course SLOs		
<ol style="list-style-type: none"> 1. Use accepted academic techniques to complete research-based assignments. 2. Recognize the nature of persuasion in written, visual and oral argument. 3. Apply multiple factors affecting both verbal and written communication. 4. Form a provable thesis, develop it through factual research and distinguish between fact and opinion. 		
Course SLO(s) under consideration		
<ol style="list-style-type: none"> 3. Apply multiple factors affecting both verbal and written communication. 		
Assessment methods for the SLO(s) (tests, essays, presentations, etc.)		
<p>Rubric assessment for Literature Circle roles that consist of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Prepare a written assignment that includes annotation, research, analysis, summary, vocabulary work <input type="checkbox"/> Participation in Lit Circle group work; oral presentation/discussion of written assignments with group members 		
Brief summary of assessment results		
<p>Overall class results for the four Lit Circle assignments (19/25 points, inclusive of scores for those who did not do the assignments). Rubrics were used for each of the Lit Circle roles (Researcher, Illuminator, Connector and Director), all worth 25 points each. There was an additional 10 points per assignment for a reading vocabulary list, as well as participation points for each Lit Circle session.</p>		
How do you plan to use the assessment results to improve student learning?		
<p>Student scores on the four Lit Circle roles indicated whether students were able to follow written and verbal directions; were able to research related material, illuminate passages, make relevant connections, and create discussion questions for the group. Based on overall class results for the four Lit Circle assignments, (19/25 points, inclusive of scores for those who did not do the assignments, I have changed how I initially explain the lessons in class. More explanations and examples of former students' work were suggestions to make each of the Lit Circle roles clear; the outcomes will be better because the students have actual models to guide them. More set-up time in class for the assignments will be helpful as well. Raising the point value of the Lit Circle assignments might encourage more students to do the work—more will be at stake if the student does not do the assignment. More participation means more learning will take place.</p>		

Name _____

Lit Circle **RESEARCHER** for _____

25 points

- _____ 3 Has research from 3 pieces of outside information, with at least one text and one online resource from the Library
- _____ 9 Includes a 3-4 sentence explanation of how each of the 3 pieces of research supports understanding of the reading
- _____ 4 Includes a 6-7 sentence paragraph summary of why having researched background helps readers to understand themes in the reading
- _____ 2 Includes a Works Cited page of the sources
- _____ 2 Write-up has logic/organization
- _____ 2 Use of MLA format
- _____ 1 Grammar
- _____ 1 Spelling
- _____ 1 Punctuation

_____ **25 Total**

Name _____

Lit Circle **CONNECTOR** for _____

25 points

- _____ 3 Makes connections between reading and 3 other current sources: books, magazines, lectures, films or TV shows, current news
- _____ 9 Explains each connection with a paragraph of at least 4 sentences
- _____ 6 Final 6-7 sentence paragraph summary of why making these particular connections helps to understand any of the themes of the article/essay
- _____ 2 Write-up has logic/organization
- _____ 2 Use of MLA format
- _____ 1 Grammar
- _____ 1 Spelling
- _____ 1 Punctuation

_____ **25 Total**

Name _____

Lit Circle **DIRECTOR** for _____

25 points

- _____ 6 Poses 3 solid questions about specific details in the assigned reading
- _____ 6 Provides at least a 4-sentence paragraph explanation of each question importance
- _____ 5 Final paragraph summary of why the questions and answers help a reader understand the reading
- _____ 2 Write-up is neatly organized
- _____ 2 Use of MLA format
- _____ 1 Questions reference the corresponding page(s) in the text
- _____ 1 Grammar
- _____ 1 Spelling
- _____ 1 Punctuation

_____ **25 Total**

Name _____

Lit Circle **ILLUMINATOR** for _____

25 points

- _____ 3 Identifies a minimum of 3 specific passages in the reading that surprise you, reveal something new, make you stop and think, or are difficult to understand
- _____ 9 Written explanations for each passage, at least 4 sentences long, of why each passage is significant
- _____ 5 Final paragraph summation of why studying these particular passages helps a reader to understand issues in the reading.
- _____ 2 Write-up has logic/organization
- _____ 2 Use of MLA format
- _____ 1 Identifies page numbers of the passages
- _____ 1 Grammar
- _____ 1 Spelling
- _____ 1 Punctuation

_____ **25 Total**

Instructor Name	Department or Group name	
David Clemens	English Department	
Course Name and Number	Semester	Date
ENGL 2, Critical Thinking	Spring 2013	2/28/2013
Course SLOs		
<ul style="list-style-type: none"> • Practice metacognition, demand evidence, insist on objective corroboration, and recognize logical fallacies in the consideration and development of course assignments. • Apply basic concepts in semantics, differentiate between fact and opinion, and discriminate between ideological and disinterested sources to establish authenticity and reliability. • Write papers that demonstrate the ability to summarize contending positions on controverted issues, including critical thinking itself. 		
Course SLO(s) under consideration		
<ul style="list-style-type: none"> • Practice metacognition, demand evidence, insist on objective corroboration, and recognize logical fallacies in the consideration and development of course assignments. 		
Assessment methods for the SLO(s) (tests, essays, presentations, etc.)		
Student thinking as revealed in class discussion, Socratic questioning, and an extended essay on a complex and controverted topic.		
Brief summary of assessment results		
Lately, students often <u>take in</u> concepts and information but fail to apply the concepts to themselves or to incorporate the new knowledge into their thinking. Years of calcified reactive thinking is hard to dissolve so as to produce a vibrant, perpetually questioning and self-critical mindset.		
How do you plan to use the assessment results to improve student learning?		
I have begun “programming” the ENGL 2 students through continual reference to Nobelist Daniel Kahneman’s System One (emotion, intuition, narrativization, subjectivity) and System Two (evidence, logic, objectivity, critical thinking). One of the greatest obstacles to critical thinking is the natural way the mind works. System One is our default state, not to be condemned but to be understood so as to keep the thinker mindful. Following explanation of Kahneman’s model, students become more conscious of whether they are employing System One or System Two, and whether System One is being used to manipulate them.		

Disclaimer

As a credentialed teacher, I want to state my belief that Student Learning Outcomes (SLOs) violate both the spirit and the tenets of academic freedom. I further affirm that my participation in SLO formulation and assessment has been under duress and coerced by threats of institutional probation and/or loss of accreditation. I believe SLO assessment represents an un-negotiated increase in workload, and in my professional judgment, SLOs have no demonstrable positive effect on learning. They create a fundamental, detrimental change in what I do as a teacher, and it has not been demonstrated that SLOs achieve anything beyond creating an illusion that the student experience can be qualitatively measured. Furthermore, such measurement occurs in terms that may actually be irrelevant or antithetical to real learning.

Instructor Name	Department or Group name	
Arleen Tarantino	Humanities	
Course Name and Number	Semester	Date
English 2: Composition and Critical Thinking.	Spring 2013	March 7,2013
Course SLOs		
<ul style="list-style-type: none"> • Practice metacognition, demand evidence, insist on objective corroboration, and recognize logical fallacies in the consideration and development of course assignments. • Apply basic concepts in semantics, differentiate between fact and opinion, and discriminate between ideological and disinterested sources to establish authenticity and reliability. • Write papers that demonstrate the ability to summarize and analyze contending positions on controverted issues, including critical thinking itself. 		
Course SLO(s) under consideration		
<ul style="list-style-type: none"> • Practice metacognition, demand evidence, insist on objective corroboration, and recognize logical fallacies in the consideration and development of course assignments. • Apply basic concepts in semantics, differentiate between fact and opinion, and discriminate between ideological and disinterested sources to establish authenticity and reliability. • Write papers that demonstrate the ability to summarize and analyze contending positions on controverted issues, including critical thinking itself. 		
Assessment methods for the SLO(s) (tests, essays, presentations, etc.)		
<p>Written Homework assignments: Students are assigned written work for almost every class. Homework is not just graded in order to evaluate student performance, but is used to as an instructional tool as well. We solve the problems in class that many students had difficulty solving at home so that students can become aware of the mistakes they made, why they made them, and how they can avoid those mistakes in the future. Early homework involves recognizing and evaluating fallacies, inductive reasoning, deductive reasoning, counterarguments and analogies. Later homework involves developing complex problem solving skills and learning to resolve paradoxes by shifting conceptual frameworks.</p> <p>Quizzes: Students can expect a pop quiz every day. This is to assure that they have some familiarity with the material before I lecture on it. This is to assure that each class will have some level of student involvement, rather than the class being a venue for mere absorption of the material I present.</p> <p>Analysis: Students are required to write papers analyzing advertisements, political editorials, and scientific discussions. In their analysis they are expected to distinguish fallacious arguments, discern fact from opinion, evaluate their own positions against the text, point out rhetorical strategies and techniques, and articulate a text's position as objectively as possible.</p> <p>Major Exams: Like the homework and quizzes, the major exams have more than one function. They are employed to evaluate progress, and they serve as an instructional tool. Sample exams from previous classes are available for students to use as study guides. A class is provided before the exam to discuss homework, lectures, reading, and sample exams. Students may ask any</p>		

questions they wish, and I present material that I believe needs to be reiterated based upon student performance of the homework assignments. During the class after the exam, the graded exams are returned. Students are allowed and expected to discuss the exam, so it is clear to them what they did correctly and what did need to improve upon. All homework is graded thoroughly and promptly so that students can evaluate their progress, also to assure that they can assess and improve their performance.

Brief summary of assessment results

The dual use of homework, quizzes and tests has been very successful. It has increased student involvement, interest, and understanding.

The analysis of advertisements, editorials, and scientific papers has also been effective. The students find that examining texts for rhetorical and logical techniques simultaneously enhances their understanding texts and provides a guide for improving their own writing.

How do you plan to use the assessment results to improve student learning?

As I noted above, in my class, homework, quizzes, and exams are all designed to have a dual purpose. They are used to both evaluate the student and to enhance the student's understanding of the material. This technique encourages them to see how and why they are evaluated. They also learn to evaluate and improve their own work. This process is continuous and interactive.

Students are encouraged to ask questions and provide feedback. They have my contact information and are encouraged to contact me with questions. I respond to all emails and phone calls within hours not days.

In addition, I have a website. Whenever I noticed that students are having difficulty with concepts or assignments, I provide advice and tips on my website. For the exceptional, intellectually curious students, I place optional more challenging essays on my website. I also download relevant TED videos and other educational videos to broaden their understanding of the class material.

During my last student evaluation many of my students expressed an appreciation for my "uncanned" lectures. They're organic, not prescribed, because I continuously direct them toward improving student performance, interest, and involvement.

Since last semester to this semester, I've made a few changes. I've rewritten several assignments to help students more clearly understand what they need to do to complete the assignment thoroughly. I've extended my discussion on manipulation in advertising, because students believe this topic is important and interesting. I've added more contrary position essays, so students will learn to struggle through the pro and cons of a debate. I've also begun to put all the grades online, so students can track their grades.

Instructor Name	Department or Group name	
David Joplin	English	
Course Name and Number	Semester	Date
English 47	Spring 2012	March 10, 2013
Course SLOs		
As per English 47, asserted on syllabus.		
Course SLO(s) under consideration		
I'm uncertain what is being asked.		
Assessment methods for the SLO(s) (tests, essays, presentations, etc.)		
Tests: Three exams, one after each period: Romantic, Victorian, and 20th Century. Essays: Three essays focused on an issue relevant to each of the periods, one for each period.		
Brief summary of assessment results		
Tests: Results of tests which included identification of passages from major works, definition of important terms (masked lyric, dramatic monologue, etc.), and short essay relating the works to their periods.		
How do you plan to use the assessment results to improve student learning?		
Revision of test questions and essay prompts based on student response.		

Instructor Name	Department or Group name	
Irene Amster	English	
Course Name and Number	Semester	Date
Eng 111: Intermediate Academic Writing	Spring 2013	March 5, 2013
Course SLOs (one or more) to be evaluated this semester		
1. Employ research strategies and analytical skills, including comparative, causal and argumentative approaches, when constructing and writing college-level essays.		
Assessment Methods for the SLO(s)		
1. Paragraph Homework Assignments: Students compose well-organized paragraph with the emphasis on analysis, as opposed to summary. Paragraphs include analysis of a direct quote from a text. 2. Generating Essay Questions: Students generate their own interpretive questions to respond to in an essay. 3. In-Class Debates: Students prepare for essays by composing and presenting paragraphs that take a stance on a controversial issue in the format of a debate. 4. Essay Assignments: Students lay out an argument that must be debatable, supported by debatable sub-topics. 5. Peer Revision: Students provide feedback on originality, organization, and clarity of argument. 6. Annotated Bibliography: In preparation for the final research essay, students select, summarize, and evaluate several outside sources.		
Brief summary of assessment results		
<p>I initially assigned students mostly “freewrites” for homework, but have found it benefits them more to practice writing the kinds of structured, analytical paragraphs that they will be using in the formal essays. Students take a side, include a quote, and discuss in depth. Students are better prepared to write essays because they have practiced the skill for homework.</p> <p>I originally gave students the essay prompts, but have found that asking them to generate their own analytical questions helps them think critically and better understand argumentative approaches to writing. Student-generated questions increase the interest in writing the essays, and therefore results in higher-quality work.</p> <p>Debate has become a staple activity to help students understand that an effective analytical paragraph presents an argument, beyond simply providing information. Students better understand how to draft a debatable thesis, rather than a summary statement.</p>		
How do you plan to use the assessment results to improve student learning.		
1. I will continue asking students to generate their own essay questions. 2. I plan to continue pushing students to make original points in their homework responses. 3. I plan to incorporate debate into units more frequently, as it helps students practice writing paragraphs which take a clear stance and analyze evidence in support of that stance. 4. I plan to more heavily emphasize originality of the thesis statement in my teaching and assessing.		

Instructor Name	Department or Group name	
Emily Wendt	English	
Course Name and Number	Semester	Date
English 301	Fall 2012	3/8/13
Course SLOs		
<ul style="list-style-type: none"> • Develop a thesis and use rhetorical strategies in the writing of coherent paragraphs and essays. • Practice successful planning, process, study, and preparation skills for the completion of college-level reading and writing assignments. • Write clear, effective sentences, which demonstrate control of grammar, diction, and technical conventions in academic writing. 		
Course SLO(s) under consideration		
<ul style="list-style-type: none"> • Practice successful planning, process, study, and preparation skills for the completion of college-level reading and writing assignments. 		
Assessment methods for the SLO(s) (tests, essays, presentations, etc.)		
Homework, group work, essays		
Brief summary of assessment results		
<p>Using a variety of methods to teach this learning outcome worked best in order to appeal to different learning styles. Allowing students choices in how to approach a given essay also worked well. The ultimate assessment was the quality of the essay after having gone through a lengthy writing process that began with prewriting (brainstorming) and produced a number of drafts before the final draft</p>		
How do you plan to use the assessment results to improve student learning?		
<p>The assessment results show me areas of weakness so that I can focus more time on those areas and use different teaching approaches when teaching the SLO again. Overall, I will spend more time with prewriting and have a student's final grade on his or her essay factor in the revision process so that students take revisions and planning more seriously. Too many students think they can write a perfect paper the night before it is due and that revisions aren't necessary.</p>		

Instructor Name	Department or Group name	
Ruth Osorio	English	
Course Name and Number	Semester	Date
English 302	Fall 2012/Spring 2013	March 8, 2013
Course SLOs		
<ol style="list-style-type: none"> 1. Identify thesis, main ideas, and major/minor supporting details in an essay. 2. Apply various reading strategies at essay/paragraph/sentence/word level. 3. Discover transitions and patterns in an essay. 		
Course SLO(s) under consideration		
<ol style="list-style-type: none"> 1. Identify thesis, main ideas, and major/minor supporting details in an essay. 2. Apply various reading strategies at essay/paragraph/sentence/word level. 		
Assessment methods for the SLO(s) (tests, essays, presentations, etc.)		
<ol style="list-style-type: none"> 1. Reading Responses: students complete reading responses through the semester that are designed to model the reading process (pre-reading, reading, post-reading) steps. 2. Book Club: Students apply reading strategies to a self-selected text. 3. Final Exam: Students work in groups to respond to readings and write an accurate summary of an essay. 4. In-Class Group Work: Students work in groups to practice the various reading strategies being taught in the class. 		
Brief summary of assessment results		
<p>During the Fall, the reading responses were simply exercises from the textbook. At the end of the semester, I realized that the homework was not helping students develop their skills; rather, they were just filling in blanks.</p> <p>However, the group work and book club led nicely to the final exam, which assessed the students' ability to identify the main idea, apply reading strategies, and write a summary.</p>		
How do you plan to use the assessment results to improve student learning?		
<p>I completely changed my homework schedule this semester! No more multiple choice or fill-in the blank for me. Instead, I created two-week long assignments that help students build their skills and apply the strategies we are practicing in class. Also, I have allowed students to select the readings for half of the assignments, which engages their interest and encourages them to interact with the text. Now, the homework assignments assess the same skills that will be evaluated on the final exam.</p>		

Instructor Name	Department or Group name	
Susan Joplin	English	
Course Name and Number	Semester	Date
English 302	Fall 2012	March 10, 2013
Course SLOs		
<ul style="list-style-type: none"> • Identify thesis, main ideas, and major/minor supporting details in an essay. • Apply various reading strategies at essay/paragraph/sentence/word level. • Discover transitions and patterns in an essay. 		
Assessment methods for the SLO(s) (tests, essays, presentations, etc.)		
Participation Assignments Quizzes Summary Writing/Outlining/Mapping Reading Journal Responses Mid-Term Exam / Chapter Tests Comprehensive Final Exam		
Brief summary of assessment results		
<p>In both sections of English 302 the students did well with almost all receiving a Pass for the semester. Students in the past had trouble with writing a summary, but by providing model summaries and a process for creating the summary I have seen a positive turnaround in this skill, which draws on all three SLOs above. This fall I had the best summary writing I've ever had from students. In addition, this semester I offered retests to students who received a non-passing score on a test (other than the Final Exam); I requested that they make an appointment to go over the test with me in my office first. I found this a very positive experience in creating confidence in students and leading on to success for a few students who otherwise might not have passed the class.</p>		
How do you plan to use the assessment results to improve student learning?		
<p>I plan to continue providing models for summary writing, and to enhance the process that I have students use for writing the summary. This process has evolved over a number of years, as each semester I adjust to make improvements that I find are helping students better succeed. I also plan to offer retests again to students who do not pass an exam the first try; sometimes that second try is all they need to finally master the material and build their confidence for the next learning experience.</p>		

Instructor Name	Department or Group name	
Anne Deffley	English as a Second Language	
Course Name and Number	Semester	Date
Beginning English: Speaking and Listening – ENSL 312/412	Spring 2013	March 14, 2013
Course SLOs		
<ul style="list-style-type: none"> • Understand English used in prepared, controlled situations • Speak comprehensibly on prepared, scripted topics • Read very simple samples of English • Write on highly controlled topics, using very basic vocabulary and basic grammar patterns 		
Course SLO(s) under consideration		
<ul style="list-style-type: none"> • Understand English used in prepared, controlled situations • Speak comprehensibly on prepared, scripted topics 		
Assessment methods for the SLO(s) (tests, essays, presentations, etc.)		
<ul style="list-style-type: none"> • Unit tests from each unit covered are given at the completion of each unit. • Students give oral presentations of topics in their textbook-<i>Excellent English</i>. 		
Brief summary of assessment results		
<ul style="list-style-type: none"> • There was a wide range of results on the second unit test – from 100% to 21%. • The first oral presentation on My Family was good. Grades ranged from A to C-. 		
<ul style="list-style-type: none"> • I will continue to teach students strategies to facilitate learning that include the 5W's Information Table and continue to give students struggling every possible opportunity to comprehend through a variety of multisensory techniques. 		

Instructor Name	Department or Group name	
Tom Rebold	ENGR	
Course Name and Number	Semester	Date
ENGR8	Fall 2012	3/4/13
Course SLOs (one or more) to be evaluated this semester		
1. Apply concepts of force, equilibrium and virtual work to the analysis of structures and machines		
Assessment Methods for the SLO(s)		
Quizzes, exams, homework		
Brief summary of assessment results		
<p>The class was challenging since this was the first time I implemented a simultaneous online section running alongside the classroom section, using CCCConfer. The lectures and problem solving all had to be done by marking up the screen of my laptop. This required substantial advanced preparation. Luckily I was able to borrow marked up lecture slides from a colleague through ELC. These required a lot of morphing though to fit into my class's format. The end result though was that lectures ended up being much better prepared. Students were able to master the material and/or go back and review the lectures to pick up what they missed.</p> <p>Also, near the end of the semester I brought up a new online grader that allows students to type in their homework answers and see how close they are to being correct. This was the product of a summer programming project for one of my advanced Java students, which I self-funded. The response was very favorable—instant feedback is extremely valuable to the learning process.</p> <p>The result was the final outcome was higher than normal. A majority of the class performed at the excellent level—I may need to raise the bar for future semesters.</p>		
How do you plan to use the assessment results to improve student learning?		
<p>Because of the favorable outcome from statics, and the demanding preparation needed to pull off using ccc confer, I realized I had to redo all my circuits lectures for the spring to be able to make the lectures work. This time I only had my prior notes to go on. However, the improvement in lecture delivery is noticeable, and the circuits class is moving smoothly through content that once used to hang up students. I'm also continuing to use my online grader which had reduced the turnaround time it takes to grade student homework.</p>		

Instructor Name	Department or Group name	
Penny Partch	ESL Department	
Course Name and Number	Semester	Date
355/455 High Intermediate Reading American Culture	Fall 2012	March 8, 2013
Course SLOs		
Identify key American authors and thinkers, values and assumptions Recognize American customs relevant to specific regions and sub-cultures Read and generally understand a range of professional, academic, and literary texts		
Course SLO(s) under consideration		
Identify key American authors and thinkers, values and assumptions		
Assessment methods for the SLO(s) (tests, essays, presentations, etc.)		
Short answer test on key concepts		
Brief summary of assessment results		
The focus of this activity was six key American values and assumptions. The class studied the components of each value and how it related to the others and were tested on the concepts. Using this information, the class analyzed how advertisers use these values to sell products. After the practice/review session, the groups chose a new print ad and analyzed it following the criteria we had established: value, target market, demographic, source of ad		
How do you plan to use the assessment results to improve student learning?		
Because the activity was so engaging last time, I will expand the assignment to include an individual assignment in which students prepare a power point slide presentation of their analysis and present it to the class. I will also add a supplemental reading assignment that recycles the vocabulary that we have been using.		

Instructor Name	Department or Group name	
Molly May	ESL	
Course Name and Number	Semester	Date
ENSL 325/425	Fall 2012	9 March 2013
Course SLOs		
<ol style="list-style-type: none"> 1. Show competency in learning and using new vocabulary in written English. 2. Understand simplified texts on familiar and concrete topics if teacher and text support is provided. 		
Course SLO(s) under consideration		
<ol style="list-style-type: none"> 3. Understand simplified texts on familiar and concrete topics if teacher and text support is provided. 		
Assessment methods for the SLO(s) (tests, essays, presentations, etc.)		
<p>Completing Comprehension worksheet (following the reading) and completing an online survey, which asked them to also submit a comment.</p>		
Brief summary of assessment results		
<p>One day we had a lively debate about iPhone vs. Samsung Galaxy, following a class reading about the BlackBerry phone. I brought in a simplified newspaper article explaining the lawsuit brought against Samsung by Apple and the class had to vote online whether they agreed with the decision. I had created this poll and linked it to our class website. This poll included some of our newly learned vocabulary. Students also had to submit a comment about their vote and respond to each other's' views. They provided very interesting comments. A few weeks later, a student had heard about Judge Koh's updated ruling that reduced Samsung's damages. So I found the newspaper article, simplified the text slightly and used it as a vocabulary, comprehension activity. The students were pleased to remember the details and use their vocabulary—it was a very authentic exercise.</p>		
How do you plan to use the assessment results to improve student learning?		
<p>I plan to continue using current events—especially ones that fit in with the unit themes-- and have students integrate writing, reading, and vocabulary. I also had one group present their results and this was received well. The students asked if we can do another presentation to practice their listening/speaking skills.</p>		

Instructor Name	Department or Group name	
Garcia-Garcia, Ana	Earth Sciences	
Course Name and Number	Semester	Date
Introductory Geology and lab	Fall 2012	04 March 2013
Course SLOs (one or more) to be evaluated this semester		
<ol style="list-style-type: none"> 1. Explain Earth features in terms of surficial processes, tectonics, and human influence. 2. Use observations of outcrops and/or landscape morphology to interpret basic geologic history and processes. 3. Use the scientific method to investigate phenomena in the natural world and use concepts, theories and technology to explain them. 		
Assessment Methods for the SLO(s)		
<p>For SLO 1: Weekly lab assignments, Weekly homework assignments, Quizzes, Three midterms and final exam.</p> <p>For SLO 2: Field reports (three), Quizzes, Three midterms and final exam, Final project as a poster presentation where they interpret/sketch an outcrop in nature.</p> <p>For SLO 3: Weekly lab assignments, Weekly homework assignments, Quizzes, Three midterms and final exam, Final project.</p>		
Brief summary of assessment results		
<p>SLO 1: The average assessment result was 83%, which was also the main 'peak' of the class. The students seemed to respond well to several quizzes and assignments throughout the semester.</p> <p>SLO 2: Although the average assessment result was 78%, the students had difficulty interpreting/reconstructing the geology in a natural setting. Three students were in the border of non-passing and two had results over 90%. In general, the final poster performance lacked maturity and needed more work.</p> <p>Regarding SLO 3, the students seemed to learn how to use scientific approach to look at things differently. They got asked a few times questions related to this throughout the semester and their average assessment result was over 83%; being 14% of the class at 70%, 33% of the class at 90%, and 52% of the class at 80%.</p>		
How do you plan to use the assessment results to improve student learning?		
<p>For SLOs 1 and mostly 2, I will spend more time in the field and in class explaining geological sketches and timeline diagrams with real examples they have seen in the field trips so the students know what the final product should be for their final poster.</p> <p>For SLO 3, I am going to continue what I do as the results seem positive. This semester, a departmental decision was made to use specific questions in the finals to assess how all our students do in this regard. We also decided to tell the students in class some of these questions will be asked, in hope that they will do better in the final results.</p>		

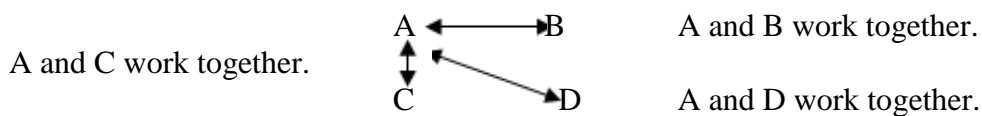
Instructor Name	Department or Group name	
Haffa, Alan	Gentrain/World Civilizations	
Course Name and Number	Semester	Date
Gent 1	Fall 2012	January 25, 2013
Course SLOs		
<p>By the end of this unit you will be able</p> <ol style="list-style-type: none"> 1) to describe the origins of early civilization and define it. 3) to formulate an explanation of the religious nature of primitive art and literature 4) to compare and contrast the cultures of Egypt and Mesopotamia 5) to analyze the evolution of civilization in Egypt from Old, to Middle to New Kingdoms 6) to explain how the cultures of Ancient Egypt and Mesopotamia are reflected in their respective literature. 		
Course SLO(s) under consideration		
1) to describe the origins of early civilization and define it.		
Assessment methods for the SLO(s) (tests, essays, presentations, etc.)		
<p>a. Final examination includes short answer essay questions that align with the SLOs. The essay question that aligns with SLO (1) is this: Describe the origins of civilization. Identify at least three key developments in human society that were essential to the creation of civilization.</p>		
Brief summary of assessment results		
<p>Out of 20 students in the class, 18 wrote short answer essays that demonstrated satisfactory comprehension of SLO 1. Two did not achieve satisfactory comprehension. Thus, there was a 90% achievement of the SLO.</p>		
How do you plan to use the assessment results to improve student learning?		
<p>The students who did meet the SLO standard in this class had attendance issues. I do take daily attendance. Ninety percent achievement seems like a pretty high standard of success, but I will continue to remind students about the importance of attending.</p> <p>Changes Adopted Following Assessment: A change I am adopting this spring semester to assist in SLO achievement is to upload to an online website a PDF file for each Powerpoint lecture and hyperlinks to other online, supporting materials. By making the lectures easily accessible online, even if a student misses class for whatever reason they will be able to access that day's outline.</p>		

Instructor Name	Department or Group name	
Lisa D Gonzales	World Languages (French)	
Course Name and Number	Semester	Date
Elementary French 1A	Spring 2013	March 11, 2013
Course SLOs		
By the end of French 1A, students can expect to:		
<ol style="list-style-type: none"> 1. Use vocabulary and idioms in basic life situations using the necessary rules of pronunciation, grammar, and syntax of a first semester level. 2. Demonstrate the ability to understand basic spoken French and respond to it at the novice/low-intermediate level, as established by the ACTFL proficiency guidelines. 3. Read and write simple French prose at the sentence level. 4. Obtain a beginning understanding of French culture. 		
Course SLO(s) under consideration		
Focus on students' oral proficiency in French		
<ol style="list-style-type: none"> 1. Use vocabulary and idioms in basic life situations using the necessary rules of pronunciation, grammar, and syntax of a first semester level. 2. Demonstrate the ability to understand basic spoken French and respond to it at the novice/low-intermediate level, as established by the ACTFL proficiency guidelines. 		
Assessment methods for the SLO(s) (tests, essays, presentations, etc.)		
Traditional assessment:		
<ul style="list-style-type: none"> • A combination of short presentations, pair work, group work, all-class discussion and role play. • Two oral presentations in class with a partner. 		
A final oral interview in French with the instructor at the end of the semester.		
<ul style="list-style-type: none"> • This is a new method of assessment I now require in all French class levels (1A-2B), as of Fall 2012. 		
Brief summary of assessment results		
<p>Since the adoption of a new French program (<i>Espaces</i>) in Fall 2009, I have noticed that students' proficiency in speaking French has declined. The former program used, French in Action, albeit outdated, produced better speakers of French. For this reason, I decided to require an "exit interview" in French, worth 10% of the final course grade.</p>		

How do you plan to use the assessment results to improve student learning?

The final oral interview is clearly mentioned on my course outline, so students know from day one that not only will there be two oral class presentations, worth 20% of their final grade), but there will also be this final “presentation”, which is more of a one-way conversation with the instructor, at the end of the semester. Last semester, I noticed a dramatic improvement in students’ speaking abilities at the end of the term. I was pleasantly surprised at how “fluent” beginning 1A students had become over the course of the semester. It is my opinion that student learning is best achieved if students can actually speak the language they are studying. Reading and writing are typically easier skills; however it is speaking that will assist students the most in travel and communication with other French speakers. I plan to continue to use the “pair-square-share”* technique, which appears to support enhanced verbal skills.

*I have consistently set up my classroom to accommodate tables of four students, to allow for maximum student interaction and communication. I have found this “pair-square-share” technique to be ideal; students get to know and work with each other on a regular basis, thus reducing the affective filter (an impediment to learning or acquisition caused by negative emotional (“affective) responses to one’s environment). The diagram below illustrates this technique, in which each student has the opportunity to speak with three different people:



Once each group of four students has spoken with each other at their table, students feel comfortable getting up out of their seats to “share” with students from other groups.

Instructor Name	Department or Group name	
Dan Kotin	History	
Course Name and Number	Semester	Date
History 4	Spring 2013	3/14/2013
Course SLOs		
<ol style="list-style-type: none"> 1. Students will be able to describe the growth of European civilization from ancient times to the reign of Louis XIV. 2. Students will be able to analyze the elements which give rise to strong national states. 3. Students will be able to demonstrate a proficiency in the skills of historical thinking and analysis. 		
Course SLO(s) under consideration		
Students will be able to demonstrate a proficiency in the skills of historical thinking and analysis.		
Assessment methods for the SLO(s) (tests, essays, presentations, etc.)		
<p>Presentations: Students read a primary source and respond to these questions:</p> <ul style="list-style-type: none"> • Who is the author? What is his/her background? • Where and when was the document made? • What is the author's main argument? • What sources/evidence does the author use? • Who is author writing for? Who is the target audience? • What is the importance/significance of this document in Western European History? What is its significance in the context of that week's lecture topics? <p>They then present their findings to the class in small groups. Each student prepares an essay individually to answer these questions as well.</p>		
Brief summary of assessment results		
<p>So far, results have been mixed. Some students have done extensive research and discovered information about the author and his/her background and the historical context. They have uncovered biases and inaccuracies in the sources and generally have displayed an ability to critically analyze a historical source. They ask questions of the class (which, ideally, has done the reading as well) and state their own reaction to the reading.</p> <p>Others, however, have focused on presenting a summary of the reading without performing more background research. After my questioning as well as class participation, they make progress in performing some analysis of the source.</p>		
How do you plan to use the assessment results to improve student learning?		
<p>With so much material to cover in a survey course such as this one, it can be difficult to squeeze in historical thinking skills. In the past, I have only asked students to take a crack at performing this task with a written assignment, but have since tried to incorporate an oral presentation element as well. I plan to continue to have students do in-class presentations as it gives them an opportunity to describe their findings in creative ways outside of the written page and also to include their classmates in the discussion and analysis. However, I plan to more clearly model effective historical thinking and analysis by giving a demonstration to the class at the beginning of the semester. By explaining and emphasizing the importance of context and questioning sources and their authors, hopefully students will become better readers, writers and critical thinkers.</p>		

Instructor Name	Department or Group name	
Elayne W. Fitzpatrick	HUMANITIES	
Course Name and Number	Semester	Date
Humanities 10, Exploration of Values in Living	Early Spring 2013	Jan. 7 – Jan. 25
Course SLOs		
<ul style="list-style-type: none"> Analyze and evaluate diverse attitudes toward the arts, science and technology, philosophy, religion, mythology, and ethics. Analyze and interpret human thought, achievement, and expression relevant to such branches of knowledge as philosophy, literature, and/or the fine and performing arts, and to communicate the results. 		
Course SLO(s) under consideration		
<ul style="list-style-type: none"> Analyze and evaluate diverse attitudes toward the arts, science and technology, philosophy, religion, mythology, and ethics. Analyze and interpret human thought, achievement, and expression relevant to such branches of knowledge as philosophy, literature, and/or the fine and performing arts, and to communicate the results. 		
Assessment methods for the SLO(s) (tests, essays, presentations, etc.)		
<p>A. Typed responses to weekly assignment questions on aspects of each unit of study and on any supplementary films, books, and/or internet assignments.</p> <p>B. A critical book report (either oral or written)</p> <p>C. A personal guided tour of Robinson Jeffers' Tor House and Hawk Tower in Carmel followed by a typed essay.</p> <p>D. D. An in-class oral presentation based on each student's role or 'gift' as creator, performer, or audience for something the student loves or values.</p>		
Brief summary of assessment results		
<p>Was amazed at the good SLO results during this particular Early Spring session. Every student stayed involved and responded well – much more so than in some previous Early Spring 'intensives.' The subject matter seems to 'hit home' with them more in 'these difficult times.'</p>		
How do you plan to use the assessment results to improve student learning?		
<p>At the moment, I'm happy with the results. But will continue to experiment and improve. This semester, for example, I'm adding info about what Alvin Toffler labeled 'future shock.' I'm also including info about Mary Wollstonecraft Shelley as the first science-fiction writer of note, as well as a chapter on <i>Aesthetics</i> to the unit on creativity.</p>		

Instructor Name	Department or Group name	
Sunshine Giesler	Interior Design Department	
Course Name and Number	Semester	Date
INTD 51 Sustainable Environments	Fall 2012	3-8-13
Course SLOs (one or more) to be evaluated this semester		
<ol style="list-style-type: none"> 1. Generate a design solution for a residential space utilizing the appropriate programming and building shell as well as sustainable practices. 2. Apply the basic tenets of universal design to a specific scenario. 		
Assessment Methods for the SLO(s)		
<ol style="list-style-type: none"> 1. Portfolio of work graded at three different intervals throughout the semester to make sure students are on the right track in their research and design development (see attached rubric) 2. Two class-wide critique sessions so students receive a variety of input on their design during different phases of the process 3. Poster session where students present their finished work to the class and receive feedback 4. Grading of final project according to rubric 		
Brief summary of assessment results		
<p>I was really pleased with the results overall. Student progress is assessed in different ways at various intervals throughout the semester and students made noticeable progress at each step. All students that finished the course were above 80% in their cumulative assessment. The portfolio method keeps students on task with the workload that is expected of them. The three due-dates help to insure that students are completing the research to inform their design choices throughout the semester instead of waiting until the last minute which increases student success immensely. The critique session help students to see how their design can be improved as well as acting as a learning experience for the entire class—students see what others have done and it pushes them to expand their own scope as well. I use it as a teaching opportunity for all students, not just the student whose work is on display at the time. The final product is of a higher quality if students have been working on it all along the way instead of rushing to finish it at the last minute.</p>		
How do you plan to use the assessment results to improve student learning?		
<p>I would like to increase the time spent in the design phase so that students have more opportunity to participate in the critique sessions and their designs can evolve a number of times. Students are resistant to making changes due to the amount of time it takes to produce each iteration. They will be more successful in the industry if they learn to be more flexible in their designs. Actual clients will prove to be much more fickle and demanding than I am. In order to increase the time spent in this phase, the research phase is going to have to be manipulated slightly to be more efficient. This semester the course was offered as a night course for one 3-hour block. The next time the course is offered it will be offered twice a week which will free up some more time.</p>		

Instructor Name	Department or Group name	
Mary Louise Budris, MA	Italian Department Humanities Division	
Course Name and Number	Semester	Date
Italian 1A Elementary Italian I	Fall 2012	March 10, 2013
Course SLOs (one or more) to be evaluated this semester		
<ol style="list-style-type: none"> 1. Use vocabulary and idioms with the necessary rules of pronunciation, grammar, and syntax of a first semester level 2. Demonstrate understanding of basic spoken Italian and respond at the novice / low intermediate level, as established by the ACTFL proficiency guidelines 3. Obtain a beginning understanding of Italian culture. 		
Assessment Methods for the SLO(s)		
<p>1A. Active listening to recorded material of a variety of speakers from different Italian regions and also real-time professor generated speech. Students then speak in pairs, and later in small groups imitating accent and intonation heard first. Students score the comprehensible output of their peers and instructor listens in to conversations as well for target language accuracy.</p> <p>1B. Students take formal oral exams at the Midterm and Final assessment period.</p> <p>2. Students work in pairs. Student A receives a picture. Student B receives a variation of the picture. (An example would be a picture of two groups of students in two different places on campus.) Using vocabulary from the current lessons, the students exchange information in Italian by asking and answering questions that will help them discern the differences and similarities of the pictures.</p> <p>3. Students watch a video showing Italian students living in Rome. They first watch the video with volume. Next, they watch the video with the sound off. They look for cues like facial expressions, gestures, hand movements, interlocutor distance, and look for differences in Italian students' body language and living situations. Of note are housing differences, i.e., size of rooms, types of windows, appliances, bathroom fixtures, and then kitchen utensils and groceries. The class holds a discussion about similarities and differences between students in the United States vs Italy. An example might be the type of coffee makers in Italy, the continental tradition of bathroom bidets, and the abundance of religious statues and pictures in most Italian buildings in general.</p>		
Brief summary of assessment results		
<p>Excellent results overall, as most of the class scores were at 76% or above. No new SLO assessment is imperative at this time since we currently monitor student learning in multiple ways. Learners spend roughly half of their time in the course working independently with regards to initial comprehension of vocabulary and grammatical forms. Next they work in pairs or small groups to practice applying knowledge and speaking in real-life situations.</p>		
How do you plan to use the assessment results to improve student learning.		
<p>Given the effectiveness of our cutting-edge selected textbook and ancillary materials, I plan on making only minor changes to the overall course design. Those changes may include taking advantage of the fact that I have learners who are 16, and some that are 70. I am thus able to explore further the range of interlocutor register (formal vs. informal forms of address) using the current students enrolled in the course. I will also include the exploration of the rapid addition of new words into world-wide technological vocabulary in all languages, and as an interesting enrichment activity, I will teach them how Italian students "text" each other using symbols and abbreviations.</p>		

Instructor Name	Department or Group name	
Barbara Cristi Michael	Humanities	
Course Name and Number	Semester	Date
Italian 1A	Fall 2012	February 2013
Course SLOs		
<ol style="list-style-type: none"> 1. Reach objectives and levels in target language for first semester college language level, 2. Develop confidence and emphasis on oral proficiency in target language, 3. Meet and exceed requirements to successfully continue with next language level course as well as higher level college courses, 4. Work well and efficiently with peers in target language. 		
Course SLO(s) under consideration		
<p>The SLO under consideration is how to effectively develop students' confidence and proficiency in the target language in small groups as well as encourage leadership among peers to promote oral skills. An additional SLO for my consideration is how to effectively increase students' overall success in the class and have that carried over to other courses in general.</p>		
Assessment methods for the SLO(s) (tests, essays, presentations, etc.)		
<ol style="list-style-type: none"> 1. Ten chapter quizzes at the end of each lesson testing a combination of skills and components such as comprehension, listening, written, multiple – choice, and word recognition, 2. Active group activities and effective pair activities, 3. One individual presentation, 4. A group presentation, 5. An oral exam, 6. Active teacher feedback and peer critique, 7. Online homework assignments with immediate corrections and feedback, 8. Individualized student meetings with teacher for monitoring results, 9. An informal and brief explanation of cultural differences. 		
Brief summary of assessment results		
<p>I believe the assessment methods are accurate and achieved overall excellent results because of the variety of methods used to appeal to the particular area of each student's strength but also address weaknesses. I use specially designed activities to promote oral proficiency that encourage active participation, speaking with teacher and peers during related small group activities in the classroom and outside, as learners spend most of their time learning diverse skills in social groups.</p>		
How do you plan to use the assessment results to improve student learning?		
<p>For this semester, I have changed the configuration of the seating in pods of four so as to encourage oral production among students. I have established study time as well for students before class to increase confidence and fluency with social building skills. Also, I have changed the number of quizzes from 10 to 9 so as to relieve some stress from test-taking. Furthermore,</p>		

the last quiz of the semester will be timed but open-book to appeal to certain student who don't retain details as well. Additionally, I have established a study guide on how to effectively meet the challenges of the class and help develop healthy study habits. Furthermore, I now correct quizzes in class before returning them, to have students' full attention while repeating past information. Along with that, I am giving students extra credit for re-writing and turning in grammar charts in target language that were introduced in class on the board or via Power Point. Hopefully, this will help with better retention this semester.

Instructor Name	Department or Group name	
Bill Easton	Library	
Course Name and Number	Semester	Date
Library 50-Info Competency	Fall 2012	2/15/2013
Course SLOs (one or more) to be evaluated this semester		
Students will be able to critically evaluate and analyze information to accomplish a specific purpose.		
Assessment Methods for the SLO(s)		
Assignment #2-Information and Research Basics: Current assessment is to read the lesson associated with the assignment. I did a big update on the lesson recently and have included video to support the lesson for the spring 2013 semester. The current assessment is a traditional assignment with questions on the concepts covered...they are concepts on information and research that students will use in future assignments. Assignment is graded and returned to students via CMS.		
Brief summary of assessment results		
Most students do quite well on this assignment but I do sometimes worry that a few may be putting down the correct answers from the lesson but may not fully grasp a couple of the concepts completely...the use of keywords and the full-function of Boolean Operators. In the assessment I would say 99% get the concept but since we have a broad range of development with our students I do worry about the few that do not fully understand.		
How do you plan to use the assessment results to improve student learning?		
<p>Though I am happy with the assessment results and the high scores on this assessment I am going to add another assessment tool to this section of the class. For the summer 2013 session I am going to be adding an additional quiz to this section to back up the understanding and practical use of these concepts. The quiz will incorporate further keyword strategies as well as practical use of Boolean Operators in structuring search queries. This will further reinforce and increase retention of student understanding of these basic research concepts covered in Assignment #2.</p> <p>I also plan on furthering updates to the lesson...incorporating some keyword structure/use videos from the Google Power Searching series. Because of technical difficulties with our CMS I was only able to share the link with my students as opposed to having it part of Lesson #2 but it will be incorporated into the lesson itself starting in summer 2013.</p>		

Instructor Name	Department or Group name	
Dr. Jennifer Fellguth	Library	
Course Name and Number	Semester	Date
LIBR80	Fall 2012	2/28/13
Course SLOs (one or more) to be evaluated this semester		
<ol style="list-style-type: none"> 1. Identify and refine a research topic, then formulate a research question. Formulate a concise research question that can be answered effectively in a 1500 word paper (NOTE: writing the paper is not a requirement of the course). Categorize the types of information available, then use a variety of search strategies to locate and retrieve information relevant to the research question, and evaluate it using a standard set of criteria. 2. Demonstrate the ability to locate information using at least five different search engines, directories and online databases to solve information needs. 3. Produce a well-designed, aesthetically pleasing formal document on a single scholarly subject using accepted word processing techniques. The document will include research findings and conclusions that answer the research question. Create a well-designed, aesthetic electronic presentation that clearly explicates a single subject or that conveys a specific message. 4. Establish bibliographically correct citations in a standard format. 		
Assessment Methods for the SLO(s)		
<p>Assessment is based on successful completion of three related projects: creation of a research proposal, submission of an exploratory research document which lists and evaluates a minimum of twelve sources from a variety of online scholarly databases, then creation and submission of an annotated bibliography</p>		
Brief summary of assessment results		
<p>During the Fall 2012 semester, only 1% of the students who attempted the assignments failed to earn a passing assessment. Students who followed the instructions, made use of the online tutorials and models scored 95-100% on the assessments.</p>		
How do you plan to use the assessment results to improve student learning?		
<p>The results point to the need for continual monitoring and announcement of upcoming deadlines. Teaching materials and assessment methods appear to be working as the majority of the students in this class were able to successfully meet the learning outcome.</p>		

Instructor Name	Department or Group name	
Richard Abend	Linguistics	
Course Name and Number	Semester	Date
Foundations of Language LING 10	Fall 2012	March 2, 2013
Course SLOs		
<ul style="list-style-type: none"> •Analyze sentence structure in terms of grammatical relations and constituent structures. •Recognize the typological similarity and diversity of syntactic phenomena. 		
Course SLO(s) under consideration		
<ul style="list-style-type: none"> •Analyze sentence structure in terms of grammatical relations and constituent structures. 		
Assessment methods for the SLO(s) (tests, essays, presentations, etc.)		
<p>The Fall 2012 assessment was done in three steps: (1) Homework exercises turned in for instructor grading, (2) In-class participation/presentation and (3) Classroom quizzes and tests. The class did well but it appeared that there was a step missing. It was felt that students needed an intermediary step where they could get feedback on their own before having to demonstrate their mastery on homework exercises (which provide delayed feedback), in front of the entire class (which can be intimidating) and before taking quizzes and tests (which affect their grades). Therefore, an online lab component was introduced into the Spring 2013 class to provide students this intermediary self-assessment step. Students now complete online exercises to evaluate their abilities to analyze sentence structure before having to do it on homework exercises, in class presentations or on quizzes and tests.</p>		
Brief summary of assessment results		
<p>As of the first four weeks of the 2013 semester, this added step is helping students gain mastery of the skills they need in sentence analysis. It also has resulted in many more student questions during class time. It is important for students to be aware of what they do not understand and this added step has increased that awareness.</p>		
How do you plan to use the assessment results to improve student learning?		
<p>Additional course information and activities may be added to the LING 10 online component in the future.</p>		

Instructor Name	Department or Group name	
Terria Odom-Wolfer	Supportive Services & Instruction	
Course Name and Number	Semester	Date
LNSK 331G	Fall 2012	2/5/2013
Course SLOs (one or more) to be evaluated this semester		
<ol style="list-style-type: none"> 1. Demonstrate knowledge of the impact of sound stimulation on the learning process. 2. Apply strategies to optimize auditory processing. 		
Assessment Methods for the SLO(s)		
<ol style="list-style-type: none"> 1. Informal self-assessment questionnaire/rating scale pre/post-instruction. 2. Weekly journaling of personal music/sound stimulation/listening experience. 3. Weekly individual conference with the instructor. 4. Mid-semester and Final written self-reflection paper. 5. Listening Portfolio--demonstration project. 		
Brief summary of assessment results		
<p>The nature of this course is highly individualized prescriptive instruction targeting the students' individual learning profile challenges and the identified areas of academic and cognitive processing that each student would like to address. Individual conferencing allows for time to discuss the personal learning experience, review the course assignments and assess the student's progress and application of strategies in learning environments outside of this course.</p> <p>Students demonstrate increased knowledge of auditory processing as one of the fundamental components of information processing by documenting in writing their challenges and successes in: communication, both comprehension and expression; academic performance; social skills; self-esteem and confidence. This process of self-reflection is essential in helping them identify academic challenges so that specific learning strategies can be selected and applied.</p> <p>The midterm and final reflections are shared in class presentations. This is an important assessment opportunity and offers students to benefit from the experience and input of peers. Students report this as a valuable tool and opportunity. The demonstration project, which is the course final, varies from semester to semester and instructors help students to structure their project to reflect their individual goals identified as part of the class.</p>		
How do you plan to use the assessment results to improve student learning?		
<p>Much of the assessment in this course is written narrative, anecdotal, personal recorded experiences. The course is taught by a team of two instructors who each teach 2 of the 4 weekly classes. We plan to develop a rubric matrix for assignments and reflections to help the students develop and express more concrete and quantitative data of their course experience and performance on course activities and objectives. The desired outcome is that both the student and instructors be better able to measure the variable levels of student achievement.</p>		

Instructor Name	Department or Group name	
Ellen Stevens	Supportive Services and Instruction	
Course Name and Number	Semester	Date
LNSK 409	Fall 2012	3/1/2013
Course SLOs (one or more) to be evaluated this semester		
<ol style="list-style-type: none"> 1. Student will compile job search documents into an Employment Portfolio 2. Execute a mock interview with appropriate professionalism 		
Assessment Methods for the SLO(s)		
<ol style="list-style-type: none"> 1. Evaluation of resumes, cover letters, and job search strategies completed by WorkAbility staff 2. Verbal and written feedback on mock interview conducted by WorkAbility staff and administrator. 		
Brief summary of assessment results		
<ol style="list-style-type: none"> 1. The students are at many different levels regarding job search. Whereas some are very proficient at resumes, letters and job search, others need to focus on the basics. Evaluations of materials were conducted on a one on one basis and feedback was given by the instructor on how to improve or enhance the employment materials. 2. Mock interviews were practiced in dyads among the students as well as with the WorkAbility Administrator. Both verbal and written feedback was given to the student as to their strengths and weaknesses during the interview process. 		
How do you plan to use the assessment results to improve student learning?		
<ol style="list-style-type: none"> 1. A written evaluation rubric will be presented to the students after their portfolio is presented to the instructor. 2. Small groups of students will be allowed to provide constructive feedback of the portfolio. 3. After the mock interview a check list will be provided to the student so that they are able to concretely identify areas of needed improvement. 		

Instructor Name	Department or Group name	
Kathleen Rozman	Supportive Services and Instruction	
Course Name and Number	Semester	Date
LNSK 352	Fall 2012	1/30/2013
Course SLOs (one or more) to be evaluated this semester		
Synthesize information about the learning process to identify, select, and apply effective learning and problem-solving strategies in academic and personal situations.		
Assessment Methods for the SLO(s)		
<p>Short Assignments: Designed to assist students in applying information they learned about information processing and selecting and applying appropriate strategies based on their individual learning profiles.</p> <p>Quizzes: A feedback mechanism to inform students about the effectiveness of their rehearsal strategies.</p> <p>Final Project: Students create and present a toolkit that must contain at least ten icons to represent tools and/or strategies they are using to help them be successful. The content of the toolkit should consist of some of the strategies that were learned in the class as well as other techniques students have acquired apart from the class. A brief written paper that describes each tool and its application is also submitted.</p>		
Brief summary of assessment results		
Overall, the majority of students have difficulty generalizing and applying strategies introduced and demonstrated in this class to other coursework. Much discussion has been needed to assist in this process. However, once students understand how to apply the techniques they are enthusiastic and excited about doing so.		
How do you plan to use the assessment results to improve student learning?		
I am going to start requiring students to bring in some information and/or concepts from other classes to show me and their classmates how they are applying some of the memory techniques and strategies in other classes. I may consider creating a midterm or final project related to this.		

Instructor Name	Department or Group name	
Alexis Copeland	Supportive Services and Instruction	
Course Name and Number	Semester	Date
LNSK 320	Fall 2012	1/30/2013
Course SLOs (one or more) to be evaluated this semester		
<ol style="list-style-type: none"> 1. Access and use information technology of their choice including: <ol style="list-style-type: none"> a. Word processing. b. Email. c. Internet 2. Apply principles outlined in software tutorials to the acquisition of software and web application skills. 		
Assessment Methods for the SLO(s)		
<ol style="list-style-type: none"> 1. Individual project 2. Assignments: Self-paced which build in complexity in order to attain competency in basic computer skills. Students build an online portfolio of completed assignments. 3. Final projects: demonstration of learned skills 		
Brief summary of assessment results		
<p>All students were able to complete the individual project which involved using email and the Internet to set up their online office applications account. SLO #1 was achieved at the most basic level.</p> <p>In a lab setting, self-paced lessons were assessed by the instructor in individual consultations every 1 or 2 class meetings. With such a wide range of functional abilities the numbers of assignments completed with the required level of proficiency was greatly variable. 68 possible assignments comprise the self-paced portion- and the numbers completed ranged from 21 to 62, with the level of disability having a significant impact on the functional completion level. Approximately 85% of the students used the online tutorials, which included the assignment and a closed captioned video tutorial demonstrating the skills necessary for assignment completion.</p> <p>The final project was generally reflective of the varied student ability levels, some students struggling to complete it at a remedial level, while others completed it quickly, demonstrating a mastery of a large range of skills.</p>		
How do you plan to use the assessment results to improve student learning?		
<p>This lab supports students with a wide variety of disabilities: learning, physical, neurological, and developmental disabilities. A number of the students had personal aides and assessment of the students' efforts had to include that assistance as a mitigating factor.</p> <p>The nature of the students, their functional limitations, and the lab setting makes summative evaluation difficult. To generate more meaningful statistics on student performance I am developing online assessments to periodically measure their progress and to generate a statistical measure of their achievement.</p> <p>In addition, while the class concentrated on word processing, further lessons in other office applications (spreadsheet, presentations, etc.) need to be developed to challenge the more advanced students. The final project will also be split into more distinct ability appropriate levels to better measure variable student achievement.</p>		

Instructor Name	Department or Group name	
Arlene Guest	MATE	
Course Name and Number	Semester	Date
MAST 31 Exploring Ocean Careers	Fall 2012	March 12, 2013
Course SLOs (one or more) to be evaluated this semester		
Based upon a solid understanding of the ocean economy and ocean career opportunities, the student will be able to select a career that matches their interests and needs and develop a comprehensive plan that includes an educational, experiential and networking component to attain that career.		
Assessment Methods for the SLO(s)		
<ul style="list-style-type: none"> • Explorations – answering questions online that are automatically graded (7) • Quizzes (7) • Discussion forums • Section projects, one of which is to interview someone who works in an ocean field; the other is a reflection of student learning. • Resume • Five-year plan 		
Brief summary of assessment results		
The assessments are directly tied to the SLO. The explorations and quizzes help a student explore various careers, many of which are unfamiliar to the students. These work well because they are weekly and the students get into a routine, which is important in an online course. The section projects are valuable learning assignments, but they break up the rhythm of the class and are lengthier, take some planning (e.g. the student has to find someone to interview), and therefore, many students seem to founder and often drop the class when they hit these independent projects. The discussion forums are important for class cohesion since it's an online course. Some students thrive in this environment and others are reluctant to express themselves in the forums.		
How do you plan to use the assessment results to improve student learning?		
The main issue is flexibility vs. keeping students on track in an online course. I will start implementing stricter due dates with points lost if the section projects and discussion forum postings are late. Students will get two "mulligans" during the semester where they can post up to a week late, which I think is a workable compromise between flexibility and being very strict.		

Instructor Name	Department or Group name	
Ed Migliore	Mathematics	
Course Name and Number	Semester	Date
Statistics, Math 16	Fall 2012	March 2, 2013
Course SLOs (one or more) to be evaluated this semester		
3. Make inferences about population parameters based on sample statistics.		
Assessment Methods for the SLO(s)		
Exams, in class discussions, homework, and a final project.		
Brief summary of assessment results		
At the end of the semester the student submits a project in which they present the results of a study they designed themselves. Students who demonstrate consistent effort via their homework and in class discussions consistently demonstrate a high degree of understanding on the exams and they tend to submit a well-designed and implemented project.		
How do you plan to use the assessment results to improve student learning?		
I will continue to encourage students to participate in class and stay current with the material as it is presented.		

Instructor Name	Department or Group name	
Ed Migliore	Mathematics	
Course Name and Number	Semester	Date
Calculus 20B	Fall 2012	March 2, 2013
Course SLOs (one or more) to be evaluated this semester		
1. Analyze and apply limits, derivatives, definite and indefinite integrals of transcendental functions graphically and algebraically in Cartesian, polar and parametric forms.		
Assessment Methods for the SLO(s)		
Exams, in class discussions, and homework		
Brief summary of assessment results		
Students who demonstrate consistent effort via their homework and in class discussions consistently demonstrate a high degree of understanding on the exams.		
How do you plan to use the assessment results to improve student learning?		
I will continue to encourage students to participate in class and stay current with the material as it is presented.		

Instructor Name	Department or Group name	
Phillely, Don	Physical Science, Mathematics	
Course Name and Number	Semester	Date
Math 20C	Fall 2012	3/8/2013
Course SLOs		
<ol style="list-style-type: none"> 1. Analyze plane and space curves, and curvilinear motion using vector methods in two and three dimensions. (rectangular, polar, cylindrical, and spherical coordinate systems) 2. Apply techniques and theorems of multivariable calculus, both differential and integral, to solve selected problems. 		
Course SLO(s) under consideration		
All of the identified SLO(s) for Math 20C are under consideration each term.		
Assessment methods for the SLO(s) (tests, essays, presentations, etc.)		
<p>I use primarily three sources of information for assessment. 1) Regular exams based on the daily homework assignments and problems discussed in class, 2) Optional 'Special Problems' which either go a bit beyond the core course material or are more challenging than the standard fare, and 3) Project Papers or Term Papers which students can use to pursue their own topic of individual interest.</p> <p>Unofficially, I also find that I can better understand how my students are doing by having extended conversations with them in my office outside of class time. These talks often provide insight into individual areas of difficulty and help me fashion a discussion of hopefully improved clarity. We often discuss the connections between the 'math' we are learning and the 'English' version of the same ideas. We also closely examine the reason for lost points on previous exams. I often find we end up discussing near future career options for the student. I strongly encourage these meetings, but feel good if I get half of the class involved at this level. I call this 'unofficial assessment' as it plays no part in the grading system.</p>		
Brief summary of assessment results		
<p>Results this last Fall semester showed what I consider to be an unusually high success rate. Average attainment for SLO 1, which is the more elementary material I would judge to near 93 or 94%, while the average attainment for SLO 2, the more advanced material would be quite near 85%. The overall competency level as demonstrated on exams and special problems was as high as that of any other Math 20C class of my experience in the last thirty years, with perhaps only one or at most two exceptions. I expect most of this comes from influences outside my classroom. Both the depressed economy of recent years and the escalating costs at four year colleges and universities are sending more of the highly qualified local students my way. I would estimate 90% of the students who passed that class should be considered well prepared for the mathematical challenges they will face in their soon to be real upper division courses.</p>		
How do you plan to use the assessment results to improve student learning?		
<p>As a matter of course I constantly 'tweak' all my courses looking for ways to encourage interest or create motivation and will continue to do so. However, combining my experiences over the past decade with this course and the excellent most recent results have led me to believe that more time spent with 'in class' problem/discussion sessions is beneficial. This I have accomplished in recent semesters by carefully adjusting the 'pacing' of the class to allow more sessions as mentioned above.</p>		

Instructor Name	Department or Group name	
Tuyen Nguyen	Mathematics	
Course Name and Number	Semester	Date
Math 261	Fall	December 2012
Course SLOs (one or more) to be evaluated this semester		
<ol style="list-style-type: none"> 1. Evaluate and perform operations on algebraic expressions, and solve algebraic equations (linear, polynomial, rational, radical and quadratic). 2. Graph and interpret linear equations and inequalities 3. Set up and solve real world applications involving linear, quadratic, and rational expressions, and interpret their results. 		
Assessment Methods for the SLO(s)		
<ol style="list-style-type: none"> 1. Tests: Seven tests were given from eight chapters out of 9 chapters. The tests designed to assess students' knowledge and ability to interpret the concepts and applications from what they learned in each chapter. 2. Homework Assignments: Required to help students demonstrate knowledge of logical thoughts and writing skills while evaluating algebraic expression through algebraic operations and solving algebraic equations' procedures. 3. Study Guide for Test: Required to help students read the textbook, review lecture notes, and do the assignments with even numbers in preparation for tests. 4. Final Exam: Designed to assess students' knowledge and their comprehensive abilities through class materials. 		
Brief summary of assessment results		
<p>The students improved their test scores during the semester and improved their algebra skills and writing skills on both homework assignments and tests. At the end of this semester, more students received higher test scores than the previous semesters.</p> <p>The students also formed group studies and/or participated in Math Learning Center to work with other students in classes and their peers in order to complete their homework assignments and prepare their tests.</p>		
How do you plan to use the assessment results to improve student learning?		
<ol style="list-style-type: none"> 1- I will continue to require the Study Guide for Test along with homework assignments in preparation for tests. 2- I require students to listen to the class notes from my class website since I used the smart pen to record each of my lectures. I recognize that a smart pen recorder actually helps students improve their learning and understand class materials better after class meeting. 3- I plan to give more application examples to help students see the connection between what they learn in classroom and what they are going to apply in their daily lives. 		

Instructor Name	Department or Group name	
Elizabeth Bishop	Mathematics Department	
Course Name and Number	Semester	Date
Intermediate Algebra and Coordinate Geometry Math 263	Fall 2012	March 5 2013
Course SLOs (one or more) to be evaluated this semester		
<ul style="list-style-type: none"> • Evaluate and perform operations on Algebraic Expressions, and solve Algebraic Equations (polynomial, rational, radical, exponential and logarithmic) • Use a variety of functions and relations (linear, quadratic, exponential and logarithmic) and their graphs to model real-world applications 		
Assessment Methods for the SLO(s)		
<ul style="list-style-type: none"> • Daily Homework. Students are assigned homework daily and are required to complete it with 80% proficiency before moving on to the next section • Chapter quizzes. Designed to gage student's proficiency in the course material covered in a specific chapter • Unit exams. These cover several chapters and assess how students have mastered the material and are able to apply what they've learned • Final Exam: Designed to assess students' knowledge of the material covered throughout the course 		
Brief summary of assessment results		
<p>This semester I introduced the use of 'smart pens' to the classroom. I had a student note-taker, and every lecture was recorded and uploaded as a pencast. Students were able to review lectures they missed, and also review problems they had difficulty understanding during lecture. I also uploaded exam reviews, and the students who took advantage of the pencasts showed improvement in their test scores over those who did not.</p>		
How do you plan to use the assessment results to improve student learning?		
<p>I will encourage students to use all the resources available to them, emphasizing the use of Pencasts for lecture and exam review.</p>		

Instructor Name	Department or Group name	
John Cristobal	Math (Physical Science)	
Course Name and Number	Semester	Date
Math 263: Int. Algebra	Fall 2012	3/4/2013
Course SLOs (one or more) to be evaluated this semester		
Use a variety of functions and relations (linear, quadratic, exponential, and logarithmic) and their graphs to model real world applications.		
Assessment Methods for the SLO(s)		
Problems worked on homework assignments, quizzes, and exams		
Brief summary of assessment results		
There were mixed results from the assessments. Students were able to use the examples from class and discussion from the textbook to assist completion of word/application problems assigned on HW. For quizzes and exams students had difficulty utilizing the organization strategies discussed during lectures. Some students had ease setting up the appropriate equations and thinking about how the results of solving the equation related to the original statement of the problem (giving context to the solution rather than just finding a value).		
How do you plan to use the assessment results to improve student learning?		
These results show that I should continue emphasizing the organizational strategy for word problems to help students clearly understand what information they are working with and how their results fit into the meaning of the problem. Of course, more time would always be a pleasure to have with students to spend on these types of problems but time is limited on based on the expanse of material that needs to be covered in the course.		

Instructor Name	Department or Group name	
Monika Bell	MEDA, Life Science division	
Course Name and Number	Semester	Date
MEDA 121	Fall 2012	03/01/2013
Course SLOs (one or more) to be evaluated this semester		
Upon completion of this course, students will have demonstrated the ability to: <ol style="list-style-type: none"> 1. Give proper patient instructions for lab tests. 2. Perform routine lab and diagnostic tests, including EKG, blood tests and urinalysis. 		
Assessment Methods for the SLO(s)		
<ol style="list-style-type: none"> 1. Worksheets completed during class. 2. Written exams. 3. Practical skill sign off sheets (initialed by peer). 4. Graded practical student demonstration without instructor input (NEW modality). 		
Brief summary of assessment results		
<ol style="list-style-type: none"> 1. Worksheets ensure that students are attentive and take notes during lectures to gain background knowledge of the labs and tests performed in a doctor's office (both SLOs). Attendance has been close to 100%. Worksheets are graded and cannot be made up. 2. Written exams provide timelines for the study of the presented material. Critical thinking questions are part of every exam to evaluate student's conceptual grasp, which will be crucial for SLO #1 and SLO #2 and working with patients in general. Students have scored well overall so far but still tend to do better with memorization than critical thinking. 3. Practical skill sign-off sheets ensure repeated practice and peer evaluations help to encourage discussion and student-to-student teaching to reinforce SLO #2. Labs with the current group are always lively and interactive while remaining focused. Students enjoy hands-on exercises. 4. The new graded practicals put students on the spot, much like what they will encounter in an office setting. Real world scenarios are given, drawing on the material previously learned as pertaining to both SLO #1 and #2. Because practicals are one-on-one, students have some performance anxiety but this too will be part of the job as soon as they leave school. The pressure does cause some to perform less proficiently than they might in a more relaxed setting. However, the point system for practicals allows some consideration for this phenomenon. 		
How do you plan to use the assessment results to improve student learning?		
<p>While most of the evaluation techniques had been applied and successful in prior semesters, there was room for improvement. Students entering externships noted that they felt a bit ill prepared when asked to apply their skills in a real setting, not having been exposed to real performance pressure previously. Simply completing skills in lab was not sufficient to ensure that students felt confident and comfortable performing these skills on their own. Adding graded practicals has put emphasis on preparation, critical thinking and autonomy, also adding an element of urgency for the student. The one-on-one evaluation also gives the instructor much more insight into each individual student, leaving opportunity for early redirection.</p> <p>The ultimate goal (supported by SOLs) is to get students job ready and meeting/exceeding minimum performance standards set by industry. The multi-faceted evaluation process as outlined above should provide a comprehensive picture of each student's progress as it applies to the very multi-skilled career of a medical assistant.</p>		

Instructor Names		Department or Group name	
L. Loop (lead), P. Nervino, S. Hanna, T. Rondez, N. Bingaman (theory),		Nursing	
Course Name and Number		Semester	Date
NURS 52C		Fall 2011	12-12-11
Course SLOs or supporting objectives (one or more) to be evaluated this semester			
1. provide safe and effective nursing care to patients with complex altered needs across the lifespan and with diverse backgrounds. 2. collaborate with the patient and family in the delivery of patient care. 3. choose an appropriate course of action in response to ethical/legal issues in nursing practice.			
Evaluation Methods for the SLO(s) or Supporting Objective(s)			
Exams (theory and dose calculation), Direct observation in the clinical setting, Concept Mapping, Post-Conference debriefing			
Brief summary of evaluation results			
Per level wrap up meeting 12/12/11: 1. <u>Theory evaluations from students:</u> Final grades for NURS 52C are as follows: 1A, 17B's, 6C's, 1D, 1F. A. One student did not take the final exam after also being absent from the geri case study presentation on 12/9, which resulted in clinical absences exceeding the max allowed. This student was 13 points below passing after Exam 3, and was counseled about the grade needed to pass the course on 12/8. Exit interview paperwork has been completed, clinical evaluation updated. Student was called and encouraged to make an appointment with the Director for exit interview, but has not done so. B. One student did not achieve a passing score after the final (grade of D). Student was 1 point below passing after Exam 3; did not attend test review for Exam 2 or 3 or make appointments to review. Death in the family led to student not sleeping prior to exam. Student opted to take the exam without notifying faculty about the situation, asking about other options or exercising handbook right to defer the exam with a 6 percentage point deduction. Exit interview has been completed with the Director and student has been counseled as to available options for alternate nursing programs in the area, as the current re-entry policy is that students may return only if good standing at the time of separation. C. There are 4 CAC contracts in effect. 3 are continuations from NURS 52B, and one is new this semester for Nursing Roles for a student whose behavior was unprofessional in a geri out rotation setting (lack of team behaviors, unfamiliarity with role responsibilities in the setting). This student completed remediation to acknowledge the behavior with the respective nursing director, and also to write a reflections paper to be evaluated by Sue. All clinical instructors who had evaluation responsibility for students with CACs will update the contracts with comments and attach to the clinical eval tools. Please also make a copy for Laura for the level binder.			
2. <u>Course Syllabus and Clinical Guide Updates</u> A. <u>Calendar/Exam placement:</u> Lengthy discussion was held about the content and placement of Exam 2 relative to student performance. Background: This exam has resulted in lower scores than the other exams for this semester for several years, but especially so this year. (mean score in 2010 ~81%; mean score in			

2011~77%). Grades for Exam 2 were: 0 As; 9 Bs; 8 Cs, 6Ds and 3 Fs. Overall, 72% of student theory evals show “agree” or “strongly agree” that test questions reflect content; 90% “agreed” or “strongly agreed” that feedback about academic achievement was available. Item analysis for Exam 2 showed that 2 items fell out for Nutrition/Elim, 4 items fell out for Safety, and 0 items fell out for Love and Belonging.

Sue shared student feedback she received about anxiety and lack of confidence after this particular exam specific to nutrition-elim content. Laura asked for feedback about better placement (if any) for the endocrine content which is usually perceived as “overwhelming and detailed.”

Discussion also ensued about providing instructor-created content outlines prior to exams, with no consensus of opinion.

Strategies were recommended to improve student performance on Exam 2 in future 52C courses:

1. Will move Endocrine content to Monday Week 8 (switching with NE content to Monday Week 10) to allow more time to study that particular topic.
2. All instructors will consider more interactive teaching strategies to better engage learners beyond passive lecture. E.g. Case study time in class, answer keys available or in some way accessible, use of Múse software in class where applicable to do mini-simulation, You-tube videos, etc.
3. Continue inter-rater reliability with exam questions (schedule these opportunities)
4. Give feedback to individual instructors in a timely manner after students share it; direct students to discuss concerns/confusion with respective instructor(s) in a timely manner.

- Sue also recommended a change for Week 2 calendar to place all of the geri orientation activities on Monday, and all of lecture on Tuesday (0900-1700 both days). This will provide better continuity both days.

B. NCLEX Test Blueprint (all exam blueprints attached).

1. Final Exam breakdown: Application or Analysis level 40/107 (37.4%; goal is around 50% for NURS 52C). Physiological (57%); Psychosocial (19.6%); Health Promotion and Maintenance (8.4%); Safe and Effective Care Environment (14%). NCLEX Test Plan reflects Physio closer to 70% and Psychsoc closer to 12%; otherwise the final exam approximated the goals.

2. Faculty will review the classroom objectives for their content and consider deleting those that are not tested or deliberately addressed in learning activities.

C. Concept Map: **Minor changes were made to the Clinical Guide** to synchronize the order of the forms for this assignment, identify geri norms, and better label the rubric for “Needs Improvement.”

D. Geri SNF assignment/case study/discharge planning workshops: Student work was very high level and professional overall, showing mastery of the concepts. Many groups provided impressive powerpoint presentations for both the case study (SNF) and the hospital concept map assignments. Will add powerpoint as an option to the instructions for assignments.

E. Evaluation tools (cont'd): Theory course eval has already been addressed with regard to exams (above). Also reflected that 86% “agree” or “strongly agree” that classroom content was applicable to clinical experiences. See suggested teaching strategies (#2A above). EDGT was found to be useful for endocrine content by almost half of the class. Evolve Patient Reviews still not embraced by students (mostly due to cost and reliance on powerpoint and required texts),

but 29% did find them to be a useful study aid. **Will continue to recommend** as long as the interactive scenarios are available to the faculty for continued reference.

3. Clinical sites/Student evaluations

A. Med-Surg

NMC and outrotations: All positive feedback except for the lack of independent PYXIS access for students. Until/unless this situation is resolved, **will assure that students have 2 out of 3 med-surg experiences (between NURS B-C-D) at CHOMP.**

B. Geriatric

Carmel Valley Manor: All positive feedback (86% "Excellent" or "Good").

Outrotations: Evals reflect desire for more time in geri settings and in Hospice. **Will add "intradermal injections" as a specific medication route to out rotation non-faculty responsibility forms.**

4. LRC Resources: IV lab and LRC evaluations from students were 90-95% positive on all aspects of skills practice, skills validations and LRC materials/instructor supervision. **No recommendations.**

5. Simulations: Evaluations from students reflect satisfaction with the safe environment, teaching "time-outs," junior mentorship and ability to give and receive hand-off report. Comments about more realistic patient assignments (e.g. 2 or more nurses working with one patient does not reflect the work world)...will consider ways to operationalize .

6. NURS 52D Planning:

A. Clinical placements for Nur 52D (Med Surg and Mental Health) were discussed. Since med-surg groups are already divided well by student ability, only minor adjustments were made. Sue will work with the Mental Health groups over 3 weeks each for 3 groups, and post a preliminary schedule by early January.

B. 52D syllabus updates by 12/23/11; Syllabus and Clinical Guide to be posted by first week of January.

C. Skills Validation rubrics and Dose Calc exams are now posted to MPC Online for 52D.

D. Patti, Laura and Nancy began planning simulated clinical experience for WEEK 2 to include 4 patients involved in a trauma and integrating concepts related to geri, peds, cardiac care, chest tubes, emergency stroke care and increased intracranial pressure.

How do you plan to use the evaluation results to improve student learning.

Recommendations highlighted above.

Also, far fewer skills validations contracts this year (5, compared to 15 last year). Posting of rubrics over the summer and offering guided practice in the LRC over the summer seems to have helped.

Instructor Name	Department or Group name	
L.Loop (lead), P. Nervino, S. Hanna, N. Bingaman, S. Hanna, L. Kragelund	Nursing	
Course Name and Number	Semester	Date
NURS 52D	Spring 2012	05-22-12
Course SLOs or supporting objectives (one or more) to be evaluated this semester		
<ol style="list-style-type: none"> 1. provide safe and effective nursing care to patients with multiple complex needs across the lifespan and with diverse backgrounds. 2. coordinate the activities of the health care team, advocate on behalf of patients, teach patients and families, and direct safe nursing care as manager of care. 3. demonstrate a commitment to the nursing profession through adherence to ethical and legal standards and to lifelong learning. 		
Evaluation Methods for the SLO(s) or Supporting Objective(s)		
Exams, Direct observation in the clinical setting, Mental Health concept map assignment, Post-Conference debriefing, ATI comprehensive exam		
Brief summary of evaluation results		
<p>Per level wrap up meeting 05/22/12:</p> <ol style="list-style-type: none"> 1. Even though time was scheduled for students to complete the required surveys during preceptorship wrap-up, only 20/24 completed the program exit survey, and 13/24 completed the overall course survey. Students had to complete ~ 10 surveys each to cover all required areas, including LRC. Recommend eliminating redundancies where possible and combining into one survey at end of semester to cover all items. Insert labels in the survey to isolate areas. 2. Med-Surg and Mental Health clinical areas: Surveys reflect that they met the objectives well, except for SSU/PACU at CHOMP. Students (only 2 were assigned) were permitted only to observe by the director's limitation. Recommend seeking guidance from CHOMP administration re: senior student scope of practice and how we can encourage greater hands-on care, versus not using that outrotation in the future. Students were permitted to assess, treat, administer meds with supervision in the past. <ol style="list-style-type: none"> a. Skills recommendation to include butterfly needle in IV lab, as may be used in some outpatient settings. b. Mental Health role play exercise was very well received and seemed to prepare students for IPR challenges in the clinical setting. Recommend keeping the exercise. 3. a. Simulation evals were very positive. Comments did include that the –re-use of supplies can create an unrealistic patient care environment. CDU Trauma scenario using actors for some of the voices worked well to give students the opportunity to set 		

priorities for 4 patients. Delete survey item related to optional simulation—none were scheduled.

b. Capstone pilot was conducted 4/12/12 with 6 students.

Lessons learned: Interrater reliability is very difficult. The average assessment did not take place until 27 minutes after the start (instructors estimated it would only be 15 minutes). Students did not report the pressure ulcer on the heel (“present on admission.”) The timing on the MAR and actual time was a problem. Evaluating in the room was difficult because of the urge to assist and queue them up. Overall students really like the experience and rated it high (as a reflection of overall competence).

4. Calendar review

- a. Course calendar was reviewed. Exams are well spaced. Will schedule ATI exam after Exam 3 if possible. Return Week 11 and 12 lectures to usual morning hours (lectures were 6 hours both days this year due to QSEN Forum in Tucson and needing to move the schedule up in order to have adequate time to complete precepting hours).
- b. Note for Spring 2013 that President’s holiday occurs Friday Week 2 and Monday Week2, which may necessitate a change in the simulation schedule, which is best accomplished over 3 days.

5. Program Exit survey was reviewed and will be shared with full faculty at TPR meeting 5/23/12. Student responses indicated overall satisfaction with most aspects of the program. Of note: 15% indicated that NURS70 did not prepare them for second level of the program; 15% were unsure or stated “very little” that CNSA had a positive impact on professional development. 45% did not seek academic counseling (could be wording of item...does not indicate before or during the nursing program). 90% filed FAFSA, only 50% received financial aid, 10% of those in federal grants, 65% received scholarship assistance (this is by survey; actual scholarships are recorded continuously on the W drive). Financial issues were the greatest obstacles to success. 50% were unlikely to purchase electronic web-based applications (e.g. SimChart) unless required for an assignment. Very positive comments about the preceptorship program as an opportunity for immersion; “do it in the summer too.”

6. ATI Comprehensive Predictor results: Aggregate score for 2012 is at 65th percentile nationally and 56th percentile for the program. Recommend that faculty initial the list of weak areas (placed on W drive) that are addressed in their content in order to reinforce in the curriculum.

7. Course Syllabus (calendar) and Clinical Guide Updates

Discussion about classroom and clinical objectives related to:

- a. Exam blueprints: Exams for NURS 52D averaged 44.7% of items at the

application or higher level. **Recommend at least 75-85% at this level by NURS 52D.** We need to do further analysis of the breakdown of items as recommended by client need (Phys, Psychsoc, Health Promotion and Maintenance, Safe and Effective Environment of Care). Goal is for final exams to reflect the percentages recommended, as individual exams focus on content heavily weighted in particular areas (e.g. mental health content is primarily Psychsoc). Sue recommended a test template for easier formatting online.

- b. QSENizing: Discussed continued commitment to explicitly embed QSEN competencies/language into classroom and clinical objectives in the syllabus as each instructor updates own content from now on. It is helpful to “search” the NCSBN 2010 NCLEX Detailed Test Plan to formulate objectives, and also to write test items according to the client need identified in the plan. Also reviewed the curriculum blueprint briefly, and identified that “time management” is too low level to include in Nursing Roles in NURS 52D; really is addressed continuously in the clinical setting. Recommend deleting. Areas that are lacking: CPOE, Just Culture, Incivility, QI (e.g. core measures, CMS reimbursement limitations and concepts such as never events and value-based purchasing, root cause analysis, etc). **Recommend detailed discussion with full faculty to place and level these and other items that present as a result of ongoing analysis of QSEN competencies.**
- c. Clinical Evaluation tool was discussed with regard to the difficulty specialty faculty has with retrieving the tool in a timely manner for student feedback and signing. Also with signature lines left blank. Suggestion was made to consolidate the statement about specialty competency to one signature line, and also to note on the front of the document that once the student has been evaluated as satisfactory in med-surg and mental health, that they are eligible to begin preceptorship. (This would eliminate the need for another faculty signature). **A task force for clinical evaluation tools may be needed for consistency across the courses and for QSEN updates.**

8. LRC Resources:

- a. Skills Validations: **No changes recommended.** Student evals indicate greater confidence in the clinical setting after validating previously skills. Workshops near end of 52C helped students to anticipate requirements.
- b. Resume/interview workshops: **No changes recommended.** Continue to offer and to require resume submission as an assignment.
- c. NCLEX application workshop: **Recommend adding a workshop to LRC to help students complete NCLEX application process.** A few still have not submitted app even after written and verbal info disseminated in class and SDI live scan completed in March on campus.

d. Ideas for BSN info: Discussed a philosophical support of helping students to find a pathway to their BSN. College Network was not invited this year due to time constraints, but as a proprietary entity they have really been interested in own recruitment. **Recommend working with the Transfer Center to organize an event or resource list for students to investigate BSN completion options.** Also consult Mike Torres (nursing program counselor) for input about counseling nursing students for transfer who also complete their ADN.

How do you plan to use the evaluation results to improve student learning.

Recommendations are highlighted above.

Instructor Name	Department or Group name	
Fred Hochstaedter	Earth Science	
Course Name and Number	Semester	Date
OCEN 2/2L	Fall 2012	March 1, 2013
Course SLOs (one or more) to be evaluated this semester		
Analyze how oceanic processes contribute to the Earth's systems from geological, chemical, biological, and physical perspectives.		
Assessment Methods for the SLO(s)		
<p>The assessment is a poster project assigned near the end of the semester. The posters are presented during one of the last class sessions. The assignment asks students to a topic in oceanography that is influenced by the interaction of processes in at least two of the three main branches of oceanography. The assignment and rubric used to assess the student work are here:</p> <p>http://www.mpcfakulty.net/alfred_hochstaedter/Ocean/misc/ProjectFall12.pdf</p>		
Brief summary of assessment results		
<p>Records indicate that the average assessment result on this assignment was 80%. Inspection of a histogram of results from this assessment indicates that the "peak" of the "curve" of results was stretched out between 80% and 100%, and then trailed off to lower scores, with about two students receiving zeros and several students achieving scores in the 50% to 80% range.</p> <p>These assessment results are pretty typical for this particular course. The distribution of scores is also in line with test results through which we have also assessed this SLO, as well as other SLOs. Students who performed well here, also performed well on the tests, generally speaking. There are always some students who struggle on the tests, but do relatively well on the project.</p>		
How do you plan to use the assessment results to improve student learning?		
<p>Based on the context of the results, we need to continue to give vigilant attention to those students who appear to struggle early in the class. This semester I've done something that I've never done before: I gave a practice test, to let students know what the real test situation would be like. I've always given study guides in the past, but maybe there's nothing like the immediacy of a test situation to let students know what they really need to study and work on. As of this writing, I have not yet given the "real" test so I don't yet know the results of this small change. I look forward to reporting on this change in my next Instructor Reflections.</p>		

Instructor Name	Department or Group name	
Cathy Haas	Ornamental Horticulture	
Course Name and Number	Semester	Date
Introduction to Horticulture II – ORNH 52	Spring 2013	3-14-13
Course SLOs (one or more) to be evaluated this semester		
<p>Explain various plant types such as trees, shrubs, vines, ground covers, annuals and perennials and how to use them in a landscape. Properly carry out pruning, plant propagation, basic landscape design, lawn, indoor plant, container, vegetables, herbs, and fruit tree care.</p>		
Assessment Methods for the SLO(s)		
<p>Essay question quizzes, final exam, participation and quality of work accomplished during hands-on class activities, class attendance, departmental work day and field trip attendance, written semester paper or project on a subject related to this specific course.</p>		
Brief summary of assessment results		
<p>Three short essay question quizzes are given during the semester. One final exam is given. Weekly reading assignments are included in the class. Several homework assignments such as a written or visual landscape design critique, plant propagation assignments, and a final semester long project or paper on a horticulture subject of their choice are included in the class. Those students who really participate and study usually do very well in the class. Those who don't, are not as successful. Over the years, the large majority of students have fulfilled the student learning objectives, and have received high grades.</p>		
How do you plan to use the assessment results to improve student learning?		
<p>Each semester I try to utilize more and more teaching techniques to improve the class. This includes utilizing my own digital slide presentations, current DVD's on the classes' subjects, actual examples of plants and products being discussed in class (such as annuals, perennials, trees, shrubs, ground covers, vegetables, fertilizers, soils), and as many hands-on projects as possible both in the greenhouse, plant nursery and surrounding landscaped area.</p>		

Instructor Name	Department or Group name	
Cathy Haas	Ornamental Horticulture	
Course Name and Number	Semester	Date 3-14-13
Basic Landscape Design ORNH 65	Spring 2013	
Course SLOs (one or more) to be evaluated this semester		
Execute a two-dimensional landscape design with graphic and artistic techniques used in the profession. Analyze site conditions, inventory a site, draw bubble plans, a concept plan & a complete set of working drawings for a client.		
Assessment Methods for the SLO(s)		
Students complete weekly drafting and landscape design principles assignments, give oral presentations on their work, and complete a semester long set of preliminary and final landscape design plans for an actual garden site. They are graded on a continual basis throughout the semester on both their drafting techniques and their ability to properly produce a professional looking landscape design plan that could be implemented in the garden.		
Brief summary of assessment results		
Most of the students do a very good job on their weekly assignments, their oral presentations and on their final set of drawings of a landscape site. I have taught this course many times over the years, and several students have become professional landscape designers. Many have utilized the skills they've learned in their personal lives.		
How do you plan to use the assessment results to improve student learning?		
I will continue to refine the assessment results to make sure they are having the desired outcome. Things I've added to the course in recent years are more guest speakers from the industry, and field trips to quality local gardens to see how landscape design has been properly utilized. I also provide as many opportunities as possible for them to verbally present their ideas and designs so they can be better prepared to do so with a potential client.		

Instructor Name	Department or Group name	
Kim Mansfield/Alethea De Soto	PERS 50 /Counseling	
Course Name and Number	Semester	Date
PERS 50	Fall 2012	1/30/13
Course SLOs (one or more) to be evaluated this semester		
Identify and apply concepts, resources and factors that contribute to personal college success.		
Assessment Methods for the SLO(s)		
1. Students complete an activity in which they research three campus resources and teach them to their group. The end result is each student has a complete list of twelve most frequently used student resources.		
Brief summary of assessment results		
Although the students completed their assignment, the question was raised during our instructor and program reflections, whether or not the information gathered by students was used throughout the semester based on individual needs to increase student success.		
How do you plan to use the assessment results to improve student learning?		
It was decided that there needs to be a more systematic integration of the campus resources throughout the semester. A semester-long assignment will be added to the course in which students are required to actually use resources of their choice. Later, they will write a paper reflecting on their experiences.		

Instructor Name	Department or Group name	
Todd Weber	Philosophy	
Course Name and Number	Semester	Date
Phil 6	Fall 2012	3/3/13
Course SLOs		
<ol style="list-style-type: none"> 1. Demonstrate knowledge of logical concepts. 2. Use tools of formal logic. 3. Identify examples of informal fallacies. 		
Course SLO(s) under consideration		
Identify examples of informal fallacies.		
Assessment methods for the SLO(s) (tests, essays, presentations, etc.)		
Exams		
Brief summary of assessment results		
<p>Our unit on informal fallacies was somewhat rushed at the end of the semester. Performance on the informal fallacies exam was sub-par compared to students' performance on the other exams—I needed to use a rather generous curve in order to end up with a reasonable distribution of grades.</p>		
How do you plan to use the assessment results to improve student learning?		
<p>In the Spring 2013 semester I am shortening the consideration of symbolic logic in order to devote more time to informal fallacies. The symbolic logic unit is still substantial, and I hope that a fuller consideration of informal fallacies will produce better results.</p>		

Instructor Name	Department or Group name	
John Provost	Philosophy	
Course Name and Number	Semester	Date
PHIL 8: World Religions	Early Spring 13	January 2013
Course SLOs		
<ol style="list-style-type: none"> 1. Students will explain central concepts of the world's religions. 2. Students will demonstrate knowledge of important texts and figures in the major world religions. 		
Course SLO(s) under consideration		
<ol style="list-style-type: none"> 1. Students will explain central concepts of the world's religions. 		
Assessment methods for the SLO(s) (tests, essays, presentations, etc.)		
Students are assessed through written essays and verbal communication in class group work and class discussions.		
Brief summary of assessment results		
The most important data I have received from student reflections is that that they are sometimes finding it difficult to connect the basic teachings of the world's religions with how those teachings are lived out in actual practice, often in a way that distorts the original teachings.		
How do you plan to use the assessment results to improve student learning?		
<p>I will add more material on practices as well as theories. This will help students get a better sense of how any specific belief is lived out in the life of everyday people. It is one thing to hear about self-discipline, but it really brings it home when you understand the details of the Ramadan fast!</p> <p>I will also be adding to a unit I already teach on the development of human consciousness. One contention is that even if a teaching is wonderful, people tend to interpret the teachings they learn and the scriptures they read from their current level of development, which in many cases is still egocentric. Such people tend to make interpretations that are self-serving rather than compassionate.</p>		

Instructor Name	Department or Group name	
Adrienne Simpson	Psychology	
Course Name and Number	Semester	Date
PSYC 1, General Psychology	Fall 2012	3/14/13
Course SLOs		
<ul style="list-style-type: none"> • Compare and contrast the major theoretical perspectives of contemporary psychology. • Demonstrate an understanding of the use of research and scientific methodologies in the study of psychology. • Critically examine and comprehend human nature and behavior, social traditions, and institutions. 		
Course SLO(s) under consideration		
All SLO(s) are regularly evaluated through multiple methods of assessment such as classroom discussion, activities, homework, and tests.		
Assessment methods for the SLO(s) (tests, essays, presentations, etc.)		
<p>As previously stated, multiple assessment methods are used to evaluate student achievement of SLO(s). The combination of classroom discussion, activities, homework, and tests provides an accurate picture of student success. Each assessment is recorded individually in my grade book, as well as students' final grades, a single indication of students' overall achievement of course SLO(s).</p> <p>For example:</p> <ol style="list-style-type: none"> 1) SLO: Demonstrate an understanding of the use of research and scientific methodologies in the study of psychology. Lecture covers the basic components and strategies of multiple methodologies used in psychology. As methods are introduced, students work in groups to design a research study utilizing that particular method. Upon completion, we compare answers across groups and I lead a discussion to ensure that all necessary elements are included, noting the pros and cons of each approach. On the subsequent test, students are given a particular research question and generate a short essay response to demonstrate their knowledge of research methodologies in psychology. 2) SLO: Critically examine and comprehend human nature and behavior, social traditions, and institutions. Throughout the semester, students write observational journal entries. Each entry includes a specific story from their life and an explanation of the psychological concept that is illustrated in their story. Research suggests that connecting new knowledge to information already in our memory enhances retention of the new material. This assignment is based on that finding. A grading rubric is used to provide students useful feedback on how to improve their knowledge. 		
Brief summary of assessment results		
1) The integrated approach (lecture, group discussion, class discussion, and test) that I have developed to support attainment of this SLO involves more active, hands-on learning. Anecdotally, I have noticed that students are able to generate more complete responses in their groups and a richer classroom discussion. Additionally, this change has led to a higher level of achievement, as measured by test scores, than other general		

psychology classes that I have taught in the past.

- 2) Over the course of the semester, I see a broader and more creative application of psychological principles. And since the implementation of this assignment, test scores covering the same concepts have improved when compared to other general psychology classes that I have taught I the past.

How do you plan to use the assessment results to improve student learning?

I believe that student engagement and motivation are often obstacles to student success. I have been working to revise lesson plans to encourage active, rather than passive learning in my classes, as evident in the above examples. Lecture is an important means by which we can gain knowledge but allowing students opportunities to explore and discover knowledge in a hands-on manner supports and facilitates understanding. During Flex days prior to the onset of Spring semester I engaged in the "On Course" seminar and learned additional methods that can be incorporated into the classroom to provide students with more hands on engagement. The increased achievement of SLO(s) that I have already seen in my classes support the implementation of these strategies and I am optimistic about my students' continued success.

Instructor Name	Department or Group name	
Kelly Stack	American Sign Language, World Languages	
Course Name and Number	Semester	Date
SIGN 1A	Fall 2012	3/1/2013
Course SLOs		
<ol style="list-style-type: none"> 1. Use vocabulary and idioms in basic life situations using the necessary rules of grammar and syntax of a first semester level 2. Demonstrate the ability to understand and respond to basic signed American Sign Language at a first semester novice level 3. Read and write simple prose in American Sign Language gloss at the sentence level 4. Obtain a beginning understanding of American Sign Language culture 		
Course SLO(s) under consideration		
3. Read and write simple prose in American Sign Language gloss at the sentence level		
Assessment methods for the SLO(s) (tests, essays, presentations, etc.)		
<p>Quizzes. Quizzes are an important formative as well as summative assessment in any language class, since each week of learning provides the foundation for subsequent weeks. Glossing is one of the skills tested.</p> <p>ASL Poem and Story. Students create an original poem and story in ASL. The poem is designed to help them focus on phonological aspects of ASL through recognizing and manipulating rhyme and rhythm in ASL. The story is designed to help them learn the classifier system and master the morpho-syntax of agreement in ASL. Students are required to turn in a gloss and translation for both the poem and story, which is designed to help them manipulate and reflect on targeted grammatical features.</p> <p>Question of the Day. The question of the day is a daily exercise where students take turns asking and answering a question that includes culturally-appropriate greetings, responses, and leave-takings. I made extensive use of Question of the Day exercises during Fall 2012 because it was recommended by a colleague. The question is written on the white board in English and in ASL gloss. The assessment for Q of the Day is purely formative.</p> <p>Homework and in-class work. A variety of homework and in-class assignments, many of them focused on glossing to bring targeted grammatical features into focus for learners.</p> <p>Final exam and exit interview. A cumulative final exam and a face-to-face exit interview in the target language.</p>		
Brief summary of assessment results		
A greater emphasis on glossing along with an explanation of why it is important for students has seemed to help many students understand and acquire various grammatical features of ASL. Students frequently mention glossing in their daily reflections on learning, and seem to be able to transfer the knowledge about ASL grammar into practice, both productively and receptively.		
How do you plan to use the assessment results to improve student learning?		
I will continue to use glossing to highlight grammatical features of ASL, and will continue to explain to students why it is important for them to learn how to do it.		

Instructor Name	Department or Group name	
Anthony Villarreal	Sociology	
Course Name and Number	Semester	Date
Soci 1: Introduction to Sociology	Spring 2013	March 13 th , 2013
Course SLOs		
<p>Student Learning Outcomes – <i>Students will be able to:</i></p> <ul style="list-style-type: none"> • Define and use basic sociological concepts, terms, theories, and methods. • Explain and accurately apply sociological theories to the study of historical trends and contemporary realities in U.S. and global society. • Make connections between their own biographies or life-course and broader social structures. • Plan a research project with a basic understanding of social scientific research traditions. • Choose sociological approaches and methods appropriate for micro and macro research questions. • Compare and contrast sociological knowledge production with that of other disciplines. • Produce written work, using sociological conventions, at an undergraduate level. • Critically examine and comprehend human social behavior and institutions. • Add your own objectives here _____ i.e., begin thinking about something you'd like to study “sociologically” this quarter. 		
Course SLO(s) under consideration		
<ul style="list-style-type: none"> • Define and use basic sociological concepts, terms, theories, and methods. • Explain and accurately apply sociological theories to the study of historical trends and contemporary realities in U.S. and global society. • Make connections between their own biographies or life-course and broader social structures. 		
Assessment methods for the SLO(s) (tests, essays, presentations, etc.)		
<p>Quizzes, midterm, and final exams measure student mastery of key concepts, terms, theories, and methods.</p> <p>Reflection papers (about 4 per semester) require synthesis of course concepts and sociological research articles.</p> <p>1st Major Essay – Self and Society – requires students to analyze their own life course, opportunities, and choices in the context of specific social structures and conditions.</p>		
<p>Brief summary of assessment results</p> <p>Fall 2012 – 4 Classes of Introduction to Sociology. In general, students are demonstrating mastery of course concepts, terms, theories, and methods, with an average (median) of about 78% on quizzes and exams, the mode closer to 85% across classes.</p> <p>Reflection papers, scored with a rubric of content and form, reveal student mastery of course material at the level of application and synthesis, in which they demonstrate the ability to connect research articles on chosen topics to key ideas, concepts, theories, and methods in the course textbook and class lectures and activities.</p>		

The essay results, also measured through a rubric, are consistently revealing of a functional sociological literacy and demonstrate student learning outcomes are being met at the level of higher order thinking skills, even by students that may struggle on exams, as essay quality is generally higher than exam scores. I use a rubric to score the exams.

How do you plan to use the assessment results to improve student learning?

I have refined assignment guides and rubrics, to better equip students prior to completion of written work.

I frequently refine quiz and exam review guides, to better reflect classroom teaching and learning, alongside the course materials, textbook, handouts, film clips, etc.

I have attached sample rubrics as evidence of the role of SLO's in my pedagogy.

Instructor Name	Department or Group name	
Sonia Lizano	World Languages (Spanish)	
Course Name and Number	Semester	Date
SPAN 1B Elementary Spanish II	Fall 2012	March 10, 2013
Course SLOs		
<ol style="list-style-type: none"> 1. Use vocabulary and idioms in basic life situations using the necessary rules of pronunciation, grammar, and syntax of a second semester level 2. Demonstrate the ability to understand basic spoken Spanish at a second semester level, and respond to it at the mid-intermediate level, as established by the American Council on the Teaching of Foreign Languages (ACTFL) proficiency guidelines 3. Read simple Spanish prose, and write short paragraphs in Spanish 4. Explain cultural differences and to obtain a second semester understanding of Spanish 		
Course SLO(s) under consideration		
<ol style="list-style-type: none"> 1. Use Spanish vocabulary and idioms in real life situations using the necessary rules of pronunciation, grammar, and syntax of a second semester level. (Focus on Speaking skills) 		
Assessment methods for the SLO(s) (tests, essays, presentations, etc.)		
<ul style="list-style-type: none"> • Use of different class work arrangements (pair-work, small group and whole class to perform communicative activities) • Brief oral presentations about real life situations (for example: daily routine, past activities, preferences, family life, etc.) • Midterm oral exam with questions and situations that depict real life situations • Final oral exam with questions and situations that depict real life situations • Specific review and practice of the Spanish sound system, Spanish pronunciation and rules for written accents in Spanish. Specific sections in the written and oral tests that evaluate these aspects. 		
Brief summary of assessment results		
<p>The majority of students engaged in the communicative activities and performed well at the expected level of oral proficiency during the semester. A few students still struggled with the pronunciation of some Spanish sounds. Native language interference still poses a great challenge to some students.</p>		
How do you plan to use the assessment results to improve student learning?		
<p>I plan to improve student learning by providing more explanations/lectures on specific differences between the sound systems of English and Spanish and the role of (good) pronunciation facilitating (good) communication. Following these explanations, I will use a combination of drills, vocabulary lists and communicative activities in order to target troublesome pronunciation areas. Constant practice and awareness should be provided to minimize language interference, until correct pronunciation develops effectively and naturally.</p>		

Instructor Name	Department or Group name	
Lola Jerez-Moya	World Languages (Spanish)	
Course Name and Number	Semester	Date
SPAN 2A Intermediate Spanish	Fall 2012	March 10, 2013
Course SLOs		
<ol style="list-style-type: none"> 1. Use Spanish vocabulary and idioms in real life situations using the necessary rules of pronunciation, grammar, and syntax of a third semester level 2. Demonstrate the ability to understand spoken Spanish with greater accuracy, and respond to it at the high-intermediate level, as established by the American Council on the Teaching of Foreign Languages (ACTFL) proficiency guidelines 3. Read articles and short stories, and to write short compositions in Spanish 4. Explain cultural differences and to obtain a third semester understanding of Spanish culture 		
Course SLO(s) under consideration		
<ol style="list-style-type: none"> 1. Use Spanish vocabulary and idioms in real life situations using the necessary rules of pronunciation, grammar, and syntax of a third semester level. (Focus on Speaking skills) 		
Assessment methods for the SLO(s) (tests, essays, presentations, etc.)		
<ol style="list-style-type: none"> 1. Class work in pairs and small groups 2. Individual presentations to class. Some examples: <ol style="list-style-type: none"> 7. Assigned One-Minute presentations (eg. <i>“Three most valuable objects in your life”, “The most special person”,...</i>) 8. Impromptu presentations and demonstrations 9. Midterm oral exam (in pairs) question-answer format in addition to role play situations 10. Final oral exam/presentation to class (cultural topic for the most part) 		
Brief summary of assessment results		
<p>Most students performed speaking tasks at their individual expected level of speaking proficiency throughout the semester. However, they did poorly on final oral presentations to class. There was more literal translation from English than it should. Their performance showed lack of preparation and of enthusiasm.</p>		
How do you plan to use the assessment results to improve student learning?		
<p>By aiming to have students plan early on about topics that are of real interest to them. There is not very much usefulness in having them memorize information on topics they don't know much about. Emphasis will be placed on having students choose subjects more relevant to their own experience.</p>		

Instructor Name	Department or Group name	
Debbie Sturt	Speech Communication	
Course Name and Number	Semester	Date
Speech 1	Fall 2012	December 2012
Course SLOs (one or more) to be evaluated this semester		
1. Create formal, well-organized outlines, demonstrating logical reasoning and documentation of sources.		
Assessment Methods for the SLO(s)		
<p>Students are required to use both a standard outline format and Monroe's Motivated Sequence. Each speech requires a different organization of the outline and students use one of these two outlines depending on the speech.</p> <p>For the informative speech, students use the standard outline format with a specific introduction and conclusion format designed for this type of speech. However, for their main points students need to determine which order they will use; usually choosing from chronological, categorical, or strongest versus weakest points.</p> <p>One persuasive is a problem solution and students are required to use Monroe's.</p> <p>The other persuasive is a "seller's" speech, so students have the option of using either outline and usually base that decision on both the topic of the speech and their intended audience outcome.</p> <p>There is also a demonstrative speech. Students use the standard outline again, but use sequential ordering of the main points.</p> <p>Blank outline worksheets and sample outlines are in the book used for this course. Both blank outline worksheets are also sent out via an all-class email blast as a word document – this is a "plug-n-play" version allowing student to have a flexible outline with formatting preset for them.</p> <p>The majority of speeches also require a minimum number (varies from speech to speech) of sources that are to be turned in with their outline. Documentation of sources is to be in MLA (or APA if they prefer). Students are given suggested websites that help them to format their works cited correctly.</p>		
Brief summary of assessment results		
<p>Outline usage is demonstrated both in the outline turned in, but also in the speech itself. The written outline clearly shows whether or not the student understands how to both use an academic outline and how to organize ideas/thoughts/facts/etc. in a logical fashion. When giving their speeches, an audience can either following the speaker's train of thought or not; this very much is directly connected to the development of a formal, well-organized outline.</p> <p>A works cited page, turned in with the outline, shows if the student has used MLA or APA formatting. This page also allows the instructor to verify sources and to verify students are using a wide-range of sources.</p> <p>With hardcopies of both documents turned in, I can easily write notes to the student(s) making suggestions on how to improve their outlines and works cited (and ultimately their speech).</p>		

Generally, students fall into two categories: those who've used outlines before and those who haven't. Those who have are usually successful from the get go in creating outlines, whether they've used the "plug-n-play" version or created on from scratch. The challenge for them usually stems from adapting their organizational pattern to match the topic.

Students, who haven't used outlines in the past, tend to want to write an essay for their speech and then attempt to shove it into an outline format. These students either work with me prior to turning in the outline or wait until it's due for me to assess it. With either situation, they are given notes on how to use the outline better and improvement can usually be seen by the next speech.

Also, I have found that sending out a "plug-n-play" version of the outline worksheets to be very effective. More students have success using the outlines because they are not caught up in the mundane side of figuring out how many times to click the tab button or whether or not the auto-format in MS Word is formatting correctly. This saves students both time and frustration, which does alleviate stress and makes them feel more successful. The translation of this is seen in their speeches as students become more confident because they know they are organized.

How do you plan to use the assessment results to improve student learning.

As I'm able to see how students utilize the both the worksheets and sample outlines, I can develop more samples showing the various organizational patterns available to them. Ultimately, the goal is to give students a variety of tools to use and have the ability to be flexible with those tools based on their given speech/presentation circumstances (I.E.: work, school, personal situation).

For future classes, I'm planning to add an impromptu speech day that requires a skeletal version of an outline. The activity will consist of a review of the core components of an outline, students (in small groups) will then be given a topic to speak and have an allotted amount of time to brainstorm ideas and put those into an organized, yet skeletal, outline. This will help refresh, review, and challenge students on their outlining skills, while giving them a new view of how outlines can be used quickly and efficiently in the workplace when a last minute presentation or meeting is schedule where they may need to speak.

Instructor Name		Department or Group name	
Pat Roberts		Speech Communication	
Course Name and Number		Semester	Date
Speech I Intro to Public Speaking		Fall 2012	Dec 2012
Course SLOs (one or more) to be evaluated this semester			
<ol style="list-style-type: none"> 1. Create formal, well-organized outlines, demonstrating logical reasoning and documentation of sources. 2. Recognize the audience and speaking occasion, design, and delivery in engaging speeches 			
Assessment Methods for the SLO(s)			
<ol style="list-style-type: none"> 1. Written Homework Assignments: Designed to help students assess their listening and feedback skills and anxiety levels by applying text information to their analyses. 2. Models/Samples and Modeling: Designed to provide opportunities for student response to written and video templates for success, including outlines, works cited, essays, and speeches. 3. Home Judging Assignments: Designed to encourage students to practice in front of an audience before their scheduled speeches in class. 4. Small Group Feedback Sessions: Designed to provide peer/audience feedback in topic selection, presentational aid choice, and audience involvement strategies prior to major speech presentations. 5. Oral Feedback & Written Peer Critiques: Designed to assess students' knowledge of communications skills, techniques, strategies, and content/structure. 6. Videotaping Assignments: Designed to provide a personal video library of development for each student to review. Students receive extra credit for bringing in their flash drives and allowing their presentations to be recorded. The video is immediately transferred to the student's flash drive to take home for review. 			
Brief summary of assessment results			
<p>Fall 2012 was the second semester of assigning five points possible to the Home Judging Assignments. Prior semesters, only about one-third of students turned in their practice home judging. Now, it is almost 100% Students tell me the home judging has helped significantly.</p> <p>Instructor and Group Feedback Sessions have made a very positive impact on students. Initially, often one or two students in each four-person group would monopolize the session. Now, I allow five minutes for each group member before calling time and moving on to the next person in the group. I have also added voluntary sign-ups for students who would like to work together in the library conference room during non-class time.</p> <p>Outlining has been a major problem for many students every semester. Now, I provide a sample outline for each type of speech assigned. These models come from former students. I have noticed marked improvement in outlines.</p>			
How do you plan to use the assessment results to improve student learning.			
<ol style="list-style-type: none"> 1. I will continue to encourage home judging and videotaping. 2. I plan to spend more time sitting in Group Feedback Sessions. I will also continue giving oral feedback to speakers immediately after their presentations and in writing no later than the next class session. 3. I intend to keep my Speech I model/sample library current and accessible to interested students 			

Instructor Name	Department or Group name	
Daniel S. Fox, Ph.D.	Speech Communication	
Course Name and Number	Semester	Date
Public Speaking, Spch 1	Fall 2012	23Feb13
Course SLOs (one or more) to be evaluated this semester		
<ol style="list-style-type: none"> 1. Understand, analyze and evaluate complex issues or problems, draw reasoned conclusions and/or generate solutions, and effectively communicate their results. 2. Create formal, well-organized outlines, demonstrating logical reasoning and documentation of sources. 3. Recognizing the audience and speaking occasion, design and deliver engaging speeches. 		
Assessment Methods for the SLO(s)		
<ol style="list-style-type: none"> 1. Individual 3-7 min. speeches across three different purposes (expository, demonstrative, and persuasive). 2. Speech to persuade: learners demonstrate critical thinking, argumentation, organization, and audience adaptation skills. 3. Developing outlines for three individual speeches and three group presentations. 4. Group presentations, from 15-25 min. in length, demonstrating two types of purposes (informative and persuasive). 5. Reflective papers that demonstrate organizational, observational, reflective, synthetic, analytic, and evaluation skills. 6. My own course reflections regarding strategy effectiveness, content treatment, and learner engagement. 		
Brief summary of assessment results		
<p>Highly effective for the stated learning objectives (SLOs). Overall student performance ranked in the upper 15%. No new SLO assessment is necessary since we currently assess student learning in multiple ways. As the course is designed for basic public speaking, learners coming in with prior experience tend to adapt to the material, principles, and training quickly. It is the larger majority of learners, who enter with little to no prior experience delivering material orally in front of an audience that proves the effectiveness of the course. When, by the end of the course, most of those students are mastering the skills that focus on adapting content, organization, and delivery to the occasion and audience, it is obvious that they have applied the material, practiced and learned from their own performance, and are better speakers than they were when they started.</p>		
How do you plan to use the assessment results to improve student learning.		
<p>Given the effectiveness of the instruction on student learning, I plan on making only minor changes to the overall course design. Those changes may include several individual research and analysis projects that would bring learners closer to very recent samples of speakers their own age giving public speeches. These are readily available in various locations, the most obvious being the internet (i.e., YouTube, etc.). These will develop their analytic and reflective abilities even further, but do so apart from the group context (where a good portion of that currently occurs).</p>		

Instructor Name	Department or Group name	
Daniel S. Fox, Ph.D.	Speech Communication	
Course Name and Number	Semester	Date
Group Communication, Spch 2	Fall 2012	23Feb13
Course SLOs (one or more) to be evaluated this semester		
<ol style="list-style-type: none"> 1. Work effectively in small groups; 2. Demonstrate effective leadership skills with an understanding of leadership theories; 3. Assess their own participation, listening, language, nonverbal communication, and conflict management skills when working in groups. 		
Assessment Methods for the SLO(s)		
<ol style="list-style-type: none"> 1. Six different problem-based group projects. 2. Two reflective, analytic papers. 3. One concept-application paper (one of the above reflective papers). 4. Ten writing prompts in a memo format. 5. Six oral presentations conducted as a group. 		
Brief summary of assessment results		
<p>Excellent results overall, as most of the class scores within the top 15-20% in their graded performance in groups. No new SLO assessment is necessary since we currently assess student learning in multiple ways. Learners spend most of their time in the course working in groups, applying course principles to real-world problems, addressing challenges and solving issues that are relational, logistical, conceptual and strategic. Leadership is shared by various members of the groups, and those groups are randomized at least once throughout the duration of the course (so they are in groups with different people). Given the two large reflective, analytic and evaluation papers, along with the ten individual writing prompts (also largely application and evaluation based), learners demonstrate all the skills in SLO #3 (and more).</p>		
How do you plan to use the assessment results to improve student learning.		
<p>Given the effectiveness of the instruction on student learning, I plan on making only minor changes to the overall course design. Those changes may include different, more varied, and increasingly realistic group projects. I currently have two more in development and have discovered ways to combine earlier project models to create new and improved problem-based projects for the teams to tackle. These projects, as they reside with the Active Learning models, and specifically within Problem-Based Learning (PBL) strategies, tend to challenge learners to engage the course content in realistic ways and experience all the complexities of working in groups that they will encounter in any future team-based, work-group encounter.</p>		

Instructor Name	Department or Group name	
Diane Boynton	Speech Communication Department	
Course Name and Number	Semester	Date
SPCH 3	Fall 2012	December 2012
Course SLOs or supporting objectives (one or more) to be evaluated this semester		
<ol style="list-style-type: none"> 1. Demonstrate knowledge of interpersonal communication principles by applying theory to a variety of interpersonal situations. (SPCH 3 SLO) 2. Analyze and evaluate complex issues or problems, draw reasoned conclusions and/or generate solutions, and effectively communicate their results. (GEO) 		
Assessment Methods for the SLO(s) or Supporting Objective(s)		
<ol style="list-style-type: none"> 1. Essays: Designed to help students apply communication theory, analyze and evaluate issues or problems, and effectively communicate results in writing. (2) 2. Short assignments: Designed to help students apply communication theory. (5) 3. Review questions: Required to help students read textbook and review class notes in preparation for exams. 4. Exams: Designed to assess students' knowledge and ability to apply communication principles. (2) 5. Group project and presentation: Designed to encourage students to research, apply theory, and effectively communicate results both orally and in writing. 6. Final project and presentation: Designed to help students demonstrate knowledge of communication principles, apply theory to various communication environments, and effectively communicate results both orally and in writing. 		
Brief summary of assessment results		
<p>This is the first semester I required students to turn in notecards related to review questions for the exam. Although some students turned in notecards that were inadequate (some unanswered questions and/or poorly answered questions), most completed the task. Test scores were higher this semester than in previous semesters.</p> <p>Essay responses have been, for the most part, good. One student did not understand the writing prompt for the "Confronting Personal Stereotypes" essay. Most students are writing at college level.</p> <p>Students responded positively to the team project. Some presentations were less than adequate, however, primarily due to procrastination and a lack of practice (I think).</p>		
How do you plan to use the assessment results to improve student learning.		
<ul style="list-style-type: none"> • I will continue to require the use of review questions/notecards in preparation for exams. I will also create one or two opportunities for students to use review questions in class prior to the exam. • I plan to review the essay prompts to ensure they are clear to students. • I plan to check in with teams to discuss their progress on presentations prior to presentation dates. 		

Instructor Name	Department or Group name	
Constance Gamiere	Theatre Arts	
Course Name and Number	Semester	Date
THEA 1 THEATRE APPRECIATION	SPRING 2013	MARCH, 2013
Course SLOs (one or more) to be evaluated this semester		
Students will learn to appreciate the Theatre Arts productions		
Assessment Methods for the SLO(s)		
All students are required to present an oral critique and evaluation of a recently viewed theatrical production. Students use Aristotle's time honored structural components of plot characters, theme diction, music, spectacle and convention to present their review. The entire class listens to these presentations. The presentations are graded by the instructor.		
Brief summary of assessment results		
The oral presentations are graded by points as having been fulfilled or not. Example: the presentation of plot is worth a possible of 20 points. At the end of the semester all points are added together and the student receives a grade based on percentages (90% of the total number of possible points is an "A", 80% is a "B", etc.		
How do you plan to use the assessment results to improve student learning?		
Students begin giving reports before the midterm and as they hear others give reports they learn how to improve their own reports.		