Arts & Sciences Division
2016 Assessment of Student Learning Report

Prepared by Liz Medendorp, Ann Oreskovich, & Brad Bowers

I. Institution-Level Results by Department

Biological & Physical Sciences

ISLO	Exemplary (4)		Accomplished (3)		Developing (2)		Beginning (1)		Scores Recorded	N/A Count	Target Achieved	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent			Count	Percent
Critical Thinking	105	22.4%	96	20.5%	85	18.1%	183	39.0%	469	393	201	42.86%
Communication	28	19.44	37	25.69	42	29.17	37	25.69	144	0	65	45.14%
Professionalism	800	56.0%	410	28.7%	177	12.4%	41	2.9%	1428	45	1210	84.73%

Criminal Justice

ISLO	Exemplary (4)		Accomplished (3)		Developing (2)		Beginning (1)		Scores Recorded	N/A Count	Target Achieved	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent			Count	Percent
Critical Thinking	10	18.52	31	57.41	13	24.07	0	0	54	12	41	75.93%

Early Childhood Education

ISLO	Exemplary (4)		Accomplished (3)		Developing (2)		Beginning (1)		Scores Recorded	N/A Count	Target Achieved	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent			Count	Percent
Critical Thinking	0	0	47	83.93	9	16.07	0	0	56	84	47	83.93%
Professionalism	58	60.42	32	33.33	6	6.25	0	0	96	0	90	93.75%

English & Communication

ISLO	Exemplary (4)		Accomplished (3)		Developing (2)		Beginning (1)		Scores Recorded	N/A Count	Target Achieved	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent			Count	Percent
Critical Thinking	299	22.7%	495	37.5%	407	30.9%	118	8.9%	1319	457	794	60.20%
Communication	256	24.7%	382	36.8%	266	25.7%	133	12.8%	1037	522	638	61.52%
Textual Literacy	7	13.73	21	41.18	15	29.41	8	15.69	51	18	28	54.90%
Professionalism	684	43.3%	492	31.1%	282	17.8%	122	7.7%	1580	449	1176	74.43%

Fine Arts & Humanities

ISLO	Exemplary (4)		Accomplished (3)		Developing (2)		Beginning (1)		Scores Recorded	N/A Count	Target Achieved	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent			Count	Percent
Critical Thinking	9	4.1%	41	18.6%	50	22.7%	120	54.5%	220	60	50	22.73%
Communication	14	6.8%	66	32.0%	59	28.6%	67	32.5%	206	124	80	38.83%

Mathematics

ISLO	Exemplary (4)		Accomplished (3)		Developing (2)		Beginning (1)		Scores Recorded	N/A Count	Target Achieved	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent			Count	Percent
Critical Thinking	19	17.27	56	50.91	33	30	2	1.82	110	108	75	68.18%
Communication	58	24.27	133	55.65	41	17.15	7	2.93	239	271	191	79.92%
Professionalism	729	58.32	295	23.6	144	11.52	82	6.56	1250	436	1024	81.92%

Social Sciences

ISLO	Exemplary (4)		Accomplished (3)		Developing (2)		Beginning (1)		Scores Recorded	N/A Count	Target Achieved	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent			Count	Percent
Critical Thinking	91	23.9%	145	38.2%	97	25.5%	47	12.4%	380	55	236	62.11%
Communication	12	15.58	29	37.66	24	31.17	12	15.58	77	1	41	53.25%

II. Course- & Program-Level Assessment Activities

Biological & Physical Sciences

SLOs Assessed		Participation		Sample Size	Assessment Measures				Scoring Methods	
Prefix	Count	PT	FT		Direct Type	Count	Indirect Type	Count	Type	Count
AST	N/A				Quiz/Test/Exam	3	Survey		Rubric	6
BIO	3		4	106	Essay/Research Paper	4	Reflection		Test Score	1
CHE	2		1	17	Oral Presentation	1	Self-Assessment		Checklist	
ENV	N/A				Team-based Project		Peer Assessment		Holistic	
GEY	1		1	18	Portfolio		Interview		Other (specify):	
PHY	1		1	16	Simulation/Demonstration		Completion/Pass Rates			
SCI	N/A									

Criminal Justice

SLOs Assessed		Participation		Sample Size	Assessment Measures				Scoring Methods	
Prefix	Count	PT	FT		Direct Type	Count	Indirect Type	Count	Type	Count
CRJ	3		1	54	Quiz/Test/Exam	2	Survey		Rubric	3
					Essay/Research Paper	1	Reflection		Test Score	
					Oral Presentation		Self-Assessment		Checklist	
					Team-based Project		Peer Assessment		Holistic	
					Portfolio		Interview		Other (specify):	
					Simulation/Demonstration		Completion/Pass Rates			

Early Childhood Education

SLOs Assessed		Participation		Sample Size	Assessment Measures				Scoring Methods	
Prefix	Count	PT	FT		Direct Type	Count	Indirect Type	Count	Type	Count
ECE	3		2	52	Quiz/Test/Exam	3	Survey		Rubric	3
LTN	N/A				Essay/Research Paper	3	Reflection		Test Score	3
EDU	N/A				Oral Presentation		Self-Assessment		Checklist	
					Team-based Project		Peer Assessment		Holistic	
					Portfolio		Interview		Other (specify):	
					Simulation/Demonstration		Completion/Pass Rates			

English & Communication

SLOs Assessed		Participation		Sample Size	Assessment Measures				Scoring Methods	
Prefix	Count	PT	FT		Direct Type	Count	Indirect Type	Count	Type	Count
AAA	0				Quiz/Test/Exam	1	Survey	1	Rubric	10
CCR	1		2	21	Essay/Research Paper	9	Reflection		Test Score	1
COM	3	1	1	245	Oral Presentation		Self-Assessment		Checklist	1
ENG	6		6	209	Team-based Project		Peer Assessment		Holistic	
LIT	1		1	26	Portfolio		Interview		Other (specify):	
					Simulation/Demonstration	1	Completion/Pass Rates			

Fine Arts & Humanities

SLOs Assessed		Participation		Sample Size	Assessment Measures				Scoring Methods	
Prefix	Count	PT	FT		Direct Type	Count	Indirect Type	Count	Type	Count
ART	2	3	2	127	Quiz/Test/Exam		Survey		Rubric	10
DAN	N/A				Essay/Research Paper	8	Reflection		Test Score	
HUM	4	1	1	45	Oral Presentation	4	Self-Assessment		Checklist	
MUS	N/A				Team-based Project		Peer Assessment		Holistic	
PHI	2		1	42	Portfolio		Interview		Other (specify):	
SPA	2		1	64	Simulation/Demonstration		Completion/Pass Rates			
THE	N/A									

Mathematics

SLOs Assessed		Participation		Sample Size	Assessment Measures				Scoring Methods	
Prefix	Count	PT	FT		Direct Type	Count	Indirect Type	Count	Type	Count
MAT	7	2	5	353	Quiz/Test/Exam	3	Survey	1	Rubric	8
					Essay/Research Paper		Reflection	1	Test Score	3
					Oral Presentation		Self-Assessment		Checklist	
					Team-based Project	3	Peer Assessment		Holistic	
					Portfolio		Interview		Other (specify):	
					Simulation/Demonstration		Completion/Pass Rates			

Social Sciences

SLOs Assessed		Participation		Sample Size	Assessment Measures				Scoring Methods	
Prefix	Count	PT	FT		Direct Type	Count	Indirect Type	Count	Type	Count
ANT	N/A				Quiz/Test/Exam		Survey		Rubric	9
GEO	1	1		52	Essay/Research Paper	9	Reflection		Test Score	
HIS	5	2	2	408	Oral Presentation		Self-Assessment		Checklist	
POS	1	1		74	Team-based Project		Peer Assessment		Holistic	
ETH	N/A				Portfolio		Interview		Other (specify):	
PSY	2	2	5	564	Simulation/Demonstration		Completion/Pass Rates			
SOC	N/A									
SWK	N/A									
WST	N/A									

III. Overview of Results & Key Findings

Biological & Physical Sciences

The Science Department made a unified effort at evaluating institutional-level assessment goals, specifically Critical Thinking & Problem Solving and Communication, using the institution rubrics to evaluate those skills. Overall, 100-level BIO students met or nearly met the performance targets for critical thinking. In GEY, students met most of the performance goals in communication, and CHE students performed exceptionally well at reporting calculations. The Department noted some difficulty in applying the institution-level rubrics and would benefit from developing more meaningful, discipline-specific rubrics that are aligned with college outcomes.

Criminal Justice

While performance targets (90% of students achieving 70% on all 3 SLOs) were not met, the majority of students demonstrated an accomplished grasp of the core concepts being assessed, but the inclusion of other under-performing skills (especially depth of analysis and writing ability) in the assessment rubrics as well as the small sample sizes potentially negatively skewed the results.

Early Childhood Education

Performance targets for all SLOs were met or exceeded by a substantial majority of students, The department feels that increased focus on instruction for Developmental Domains and Cultural Diversity have been mostly successful, with students showing increased abilities in the assessed areas, and will therefore targets different SLOs with different assessment assignments for Developmental Domains, while continuing to concentrate on increased assignment instruction and awareness.

English & Communication

Performance targets were met with moderate success, with students demonstrating effectiveness in the areas of organization (including unity and coherence) and professionalism (growth, commitment, attitude, and initiative), but trends of underperformance were noted across prefixes in the areas of source integration, critical thinking (statement of position/thesis), and time management (timeliness, meeting deadlines). Additionally, experimenting with multiple rubrics revealed that external tools may not be the most accurate effective measurements for our students.

Fine Arts & Humanities

In the Fine Arts & Humanities Department, there is a concerted effort to improve assessment measures and scoring methods. As a result, there is some difficulty in achieving longitudinal data, but progress towards a more sustainable plan and some immediate successes. In ART, due to changes in the signature assignment and rubric, there was a marked change in written communication from spring, where only 44% of students achieved the goal to fall, where 72% of the students met the goal. The department would benefit from continuing to develop discipline-specific rubrics in alignment with institution-level learning outcomes.

Mathematics

Nearly all performance targets were met, students performed exceptionally well on communication skills, and the majority were beyond the “developing” level on all SLOs. Additionally, 2016 results suggest adjustments from past assessment cycles have brought improved student performance, and

planned improvements are appropriate and evidence-based. Areas that could benefit from further attention include graphing, evaluating evidence and implications, and developing content.

Social Sciences

For the PSY prefix, students in Spring 2016 preformed below the target value by 7 to 10 percentage points, but adjustments were made in instruction and the assessment assignment for Fall 2016 that brought student performance results up over the two SLOs to 20% and 7%, respectively. The adjustments resulted in consequential improvements, at least in one SLO, but both were improved. For HIS, GEO, and POS, students performed exceptionally well overall on the SLO, but one issue is that the performance target was low, at 60%. Nevertheless, taking this into account, students still scored in the 80th and 90th percentiles. The same SLO was applied across all three prefixes. One exception was a Spring 2016 POS course, which scored below the target at 52%, but not enough data was provided by the adjunct instructor, and is no longer available, to evaluate the possible reasons for this disparity.

IV. Use of Results

Department	Number of SLOs assessed	Performance targets achieved	Number to be reassessed	If not achieved, % below target
Mathematics	7	6	7	2%-8% range
English & Communication	11	6	5	1%-29% range
Criminal Justice	3	0	3	15%-24%
Early Childhood Education	3	3	0	N/A
Social Sciences	9	9[1]	0[2]	N/A
Fine Arts & Humanities	10	1	9	2%-50% range
Biological/Physical Sciences	7	2	5	2%-98% range
Totals	**50**	**27**	**29**	

V. Improvement Plans (Closing the Loop)

Biological & Physical Sciences

Assessment assignments will be included as part of the grade or more heavily weighted to ensure participation. Discussions, collaborative and active learning assignments will be increased to promote critical thinking skills. Assignments will also be created to specifically target identifying implicit information/data to drive students to higher levels of critical thinking. In addition, discipline-specific rubrics will be identified or developed.

Criminal Justice

More formative assessments/scaffolding assignments, in-class demonstrations of practical applications, increased time allowances, and referrals to support services and writing resources.

Early Childhood Education

[1] In both POS and PSY, the Spring 2016 numbers did not meet the target, but in all cases, POS and PSY hit their targets in Fall 2016.

[2] All Social Sciences CSLOs are being rewritten for 2017 to use standard competencies, so while there may be some similarities between the 2016 and 2017 CSLOs, they are not exactly the same and, thus, the 2016 CSLOs are not being reassessed.

The department will not be reassessing these SLOs for 2017, but will derive new ones, but still based on Developmental Domains.

English & Communication

While several assessment projects will have to be revisited after revisions to the core competencies have been finalized state-wide, in general, assessment procedures will be expanded to include greater involvement from PT instructors and branch campuses, and more effort will be put into developing/refining internal measurement tools/rubrics. Additional scaffolding/hands-on practice, emphasis on time management skills, and attention to the processes of reading and writing will be implemented in various courses across the department.

Fine Arts & Humanities

Most SLOs will continue to be assessed, including some that met their targets, in order to make improvements and ensure reliable results. Assignments will be created and revised to better target deficiencies. A weekly writing workshop was added for HUM. Scaffolding activities will be added, and new resources, such as Pearson's REVEL for ART.

Mathematics

More scaffolding activities for practice as well as more collaborative work to offer more opportunities to ask questions and prepare for individual performance measures.

Social Sciences

For the PSY, SOC, and HIS prefixes, the 2016 CSLOs are no longer being assessed in 2017. Instead, the CSLOs are being taken directly from the Standard Competencies from each course, with Program- and Course-Level rubrics being created to assess these new CSLOs.

VI. Challenges, Successes, and Recommendations

Dept.	Challenges	SLOs to Target	Successes to Celebrate	Recommendations/Comments
MAT	• Meaningfully applying general institution-level rubrics to student work within the discipline • Establishing baseline data with new rubrics and assessment tools (increase performance targets in 2017)	• Graphing • Critical Thinking & Problem Solving: Evaluating Evidence and Evaluating Implications & Consequences (Perspectives & Possible Solutions) • Communication: Developing Content	• All performance targets were met or nearly met, and the majority of students were beyond the "developing" level • Students performed exceptionally well on communication skills • Results suggest adjustments from the past have brought improved student performance.	• Align and implement discipline-specific rubrics • Develop assessment tools that more directly isolate the skills of analysis, evaluation, and synthesis within signature assignments for more meaningful results
ENG	• Adapting to changing "core competencies" and placement/ attendance policies. • Effectively scaffolding instruction while teaching to students with a wide range of backgrounds, experiences, and skill levels.	• Source Integration • Communicating Purposefully (thesis statements) • Time Management	• Students performed exceptionally well on organization skills, including unity and coherence. • Students displayed remarkable growth, attitude, and initiative with regard to their learning processes.	• Align and implement discipline-specific rubrics • Establish ongoing assessment projects to gather more longitudinal data • Increase sample sizes and promote further collaboration/ participation in designing future assessment projects.
CRJ	• Small sample sizes (only one semester of data – SP16) • Time constraints of final exam essay assignment • Initial testing of rubrics assessing multiple skills	• Policies and procedures in the administration of law enforcement • Critical Thinking/Analysis • Communication: Mechanics & Genre Conventions	• The majority of students did demonstrate an accomplished grasp of the core concepts being assessed (comprehension) • Improvements are mostly needed for procedures, not for learning	• Revise rubrics so that the individual SLOs can be more directly isolated • Lower performance targets • Increase sample sizes, if possible, especially by actively encouraging PT instructor participation
ECE	• Creating a new activity that more accurately assesses Developmental Domains. • Obtaining greater participation by other instructors and campuses.	• Critical Thinking • Informational Literacy	• Students performed above the performance target, even though it was set at a high 85%. • Improving instruction focus has seemed to make the difference in improving student performance over the Fall 2015 numbers.	• Make sure CSLOs align with standard competencies and develop discipline-specific rubrics. • Make sure that the new activity more accurately assesses Developmental Domains. • Continue to seek greater participation by other instructors and campuses.
SOC	• In PSY, students performed below the target in Spring 2016, so adjustments were made for Fall 2016. These included	• Effective Communication • Critical Thinking & Problem Solving	• For PSY, adjustments made to the SLO assignment and instruction resulted in significant improvement from Spring to Fall.	• Align CSLOs with standard competencies and develop discipline-specific rubrics.

	increasing instruction on the assignment, and crafting a variation on the assignment that focused more on concepts, rather than learning and memory. • In HIS, GEO, and POS, students generally scored well above the target, but struggled in identifying credible and reliable sources to support their argument. This will need to be addressed in the 2017 plan.	• Information and Communication Technology Literacy	• All performance targets were met, with the majority of students scoring a 3 out 4 or higher. • The majority of HIS, GEO, and POS Students did well expressing arguments and supporting them with evidence.	• For HIS, GEO, and POS, students' weakness in finding and applying credible and reliable sources to an argument needs to be addressed through instruction or assignments geared toward that SLO.
FAH	• Identifying/Developing meaningful, discipline-specific rubrics • Longitudinal data due to changes in scoring methods • Obtaining greater participation by part-time instructors and branch campuses	• Communication: using sources and evidence, developing content • Critical Thinking & Problem Solving: interpreting oral texts, analysis and evaluation of an argument, evaluating evidence, considering other perspectives, evaluating implications and consequences	• In ART, students performed above the target in one SLO, and in a second SLO students have been steadily improving from years past, and after revisions to the signature assignment and rubric, the target was met in fall 2016. • In SPA, students exceeded the target for one SLO. • There is a concerted effort to improve assessment measures and scoring methods.	• Develop and implement discipline-specific rubrics that align with institutional rubrics. • Once rubrics are established and aligned, longitudinal data will be more achievable. • Continue to seek greater participation by part-time instructors and branch campuses.
SCI	• Difficulty applying the institution-level Communication rubric to student work within the discipline. • Obtaining greater participation by part-time instructors and branch campuses. • Getting reliable data when participation was not required for a grade.	• Critical Thinking & Problem Solving: considering other perspectives & solutions, identifying implicit information • Communication: employing rhetorical knowledge and developing content • Stoichiometry and concentration	• Overall, students met or nearly met performance goals in Critical Thinking & Problem Solving at the 100-level in BIO courses. • In GEY, students met most of the performance goals in Communication. • In CHE, students performed exceptionally well in reporting calculations.	• Align and implement discipline-specific rubrics. • Continue to seek greater participation by part-time instructors and branch campuses. • As noted, include assessment assignments as part of the grade. • Develop assignments to target critical thinking and communication weaknesses that are meaningful to the discipline.

TRANSITIONAL PLAN

Arts and Sciences Division
Assessment Plan: 2016

Department: Biological and Physical Sciences **Initial Plan Date: *08/26/2016***

Prepared by: Department of Biological and Physical Science **REVIEWED by Department Chair: Nick Alfonso**

Reviewed by the ASL Division Committee: **Final Plan Date: *01/27/2017***

Department Mission	*The mission of the Science Department at Pueblo Community College is to increase the science foundation among our diverse student population. By instilling basic scientific skills and knowledge and facilitating analytical thinking, clear expression of ides, and interpersonal skills, the Science Department provides the foundation for students to succeed in their college and career goals.*
Department Level SLOs to Be Assessed ***Evaluate how well students are learning the primary learning goals within department courses. List the department-specific SLOs you will be assessing.***	**BIO 106-SLO 1:** BIO 106 students will be able to describe some diagnostic blood tests and the normal values for the tests, and give examples of disorders that produce abnormal test values. **BIO 111-SLO 1:** BIO 111 students will demonstrate critical thinking through their ability to take data collected from an experiment, question the accuracy of the data, and draw appropriate conclusions. **BIO 201-SLO 1:** BIO 201 Will be able to apply one's knowledge of human anatomy and physiology to real life examples. **CHE 111-SLO 1:** CHE 111 students will be able to apply scientific notation and significant figures in measurement and stoichiometric calculations. **CHE 111-SLO 2:** CHE 111 The students will also be able to interconvert masses, moles, numbers of particles, and volume. **GEY 111-SLO 1:** GEY 111 students will be able to write and speak clearly and logically in presentations and essays. **PHY 111-SLO 1:** PHY 111 students will Evaluate the relevancy of data.

Assessment of Institutional Level SLO: All departments and programs will assess critical thinking. However, departments that offer general education courses will assess additional Institutional-level SLOs specific to the departments. Use checkmarks (✓) to select additional SLOs. Departments will create signature assignments to ensure the reliability and validity of the results and may apply departmental scoring rubrics for grading purposes in addition to the AAC&U VALUE rubrics for institutional assessment purposes.

☑	**READ, WRITE, AND SPEAK EFFECTIVELY** •
☑	**CRITICAL THINKING** •
☐	**USE TECHNOLOGY TO ACHIEVE EDUCATIONAL OBJECTIVES** •
☐	**USE INTERPERSONAL SKILLS ESSENTIAL FOR THEIR CHOSEN FIELDS** •
☐	**APPLY GLOBAL AND CULTURAL PERSPECTIVES** •

Department Chair: At the end of the assessment cycle, write a brief statement indicating what insights your department has gained resulting from assessing students' learning.

The department understands and recognizes the necessity of institutional assessment. Critical thinking is a valued skill that is imperative to scientific inquiry. In our first foray using institutional assessment, the department found the institution's rubric limited in its ability to accurately assess critical thinking as it relates to our disciplines. At this time, we hope to at best have established a baseline. Moving forward, we hope to use a discipline specific rubric in the fall to establish an even stronger baseline.

Relationship between department-level SLOs and college-level SLOs

Department-level SLOs should be tied to the mission and goals of the College. Therefore, some department-level SLOs should overlap with college-level SLOs. Please use the matrix below to demonstrate how your department-level SLOs overlap with the following college-level SLOs:

- **Effective Communication**: Students should be able to read, write, speak, and listen.
- **Critical Thinking**: Students should be able to analyze and evaluate data, synthesize information, think creatively, make judgments, make decisions, and solve problems.
- **Information and Communication Technology Literacy**: Students should be able to identify, locate, interpret, evaluate, synthesize, present, and communicate accurate and reliable information.
- **Interpersonal Skills**: Students should be able to function effectively and appropriately in social and professional situations and settings.
- **Global and cultural Perspective**: Students should understand the cultural, social, historical, political, technological, linguistic, and economic interconnectedness of our world in order to interact respectfully and productively with citizens of other nations.

General Education Objectives (✓) *Check only those objectives you will be assessing for each SLO. Checking more than one objective indicates you will be using multiple measures, tools, methods, and levels of performance. The final analyses must address each general education objective checked.*		Effective Communi-cation	Critical Thinking	Information and Communication Technology Literacy	Interpersonal Skills	Global and cultural Perspective	Department-level SLO conceptually different from college-level SLOs
Prefix and course number	**SLOs you will be assessing this academic year**						
BIO 106	**Master the critical skill of data analysis.**	✓	✓				✓
BIO 111	**Master the critical skill of data analysis.**	✓	✓				✓
BIO 201	**Master the critical skill of data analysis.**	✓	✓				✓
CHE 111	**Master the critical skill of proper presentation of final calculations.**		✓				✓
CHE 111	**Master the critical skill of stoichiometric calculations.**		✓				✓
GEY 111	**Master the critical geology skill of writing and speaking clearly**	✓		✓			✓
PHY 111	**Master the critical physics skill of calculation and analysis**		✓				✓

ASL Planning Forms:

Describe the department student learning outcomes (SLOs) you are planning to assess this year, including processes, sampling methods, performance targets, and instructional methods. Because the analysis of results is specific to each SLO and course, please present each prefix and SLO in separate planning forms provided below. (Add additional planning forms if necessary.) Each element of this plan MUST be aligned:

PLANNING STAGE:

Indicate the **course number and the SLO** you will assess. Draw your outcome from the syllabus and determine the core competency you will assess.

Provide a **rationale for selecting this SLO**. If you are reassessing last year's SLO, include the results you had last year, the number of years this specific SLO has been assessed, and the reason this SLO needs to be reassessed.

Determine the most **appropriate methods, tools, and scoring method to assess each SLO**. Assessing students' ability to analyze information, recall information, understand information, present information, or share information collaboratively are different outcomes although the method for developing these SLOs may be a single project or task. Thus, to assess each ability requires different and separate methods and tools. (See information on choosing the appropriate measures for specific outcomes.) When you report your results at the end of the cycle, you will be addressing each ability, not an overall number. The results of each ability will be analyzed and discussed separately in your department.

Indicate the approximate number of students or the number of course sections for the prefix that will be assessed. Also, indicate the target level of performance you feel demonstrates proficiency of the SLO. Be clear for each assessment focus.

Provide the names of the faculty members assigned in the planning of the SLO. Include part-time instructors who **actively** participate in the assessment process, not just merely submit information, documents, or tests results.

Indicate or list strategies that may be employed to teach this strategy. If you're reassessing an SLO, indicate the different strategies that will be used this time as well as changes that were made that would make a difference this time.

GATHERING, ANALYZING, AND REPORTING RESULTS

Department faculty and participating part-time instructors meet with their chairs to share and analyze the data, as well as determine changes or actions to be implemented to improve the results. Also, faculty and part-time instructors will determine whether to reassess specific SLOs or close the loop. Individual and/or group reports will be submitted to the department chair. Each department chair will collect the information and incorporate the information into one report, the department's assessment of student learning report.

FINAL REFLECTION: WHAT HAVE YOU LEARNED?

At the end of the assessment cycle, the department chair will reflect on the department's assessment process and write a brief statement explaining what the departments' faculty has learned during this year's assessment of student learning process.

BIO 106 : SLO 1 BIO 106 students will be able to describe some diagnostic blood tests and the normal values for the tests, and give examples of disorders that produce abnormal test values.			
Rationale for choosing this SLO *If you are reassessing last year's SLO, include the results you had last year, the number of years this specific SLO has been assessed, and the reason this SLO needs to be reassessed.*	Analysis of experimental data is a fundamental skill in STEM disciplines. Students need to be able to use and apply this technique throughout the entire course.		
Assessment Method(s) (✓)	( ) SELECTED RESPONSE (✓) EXTENDED WRITTEN RESPONSE ( ) PERFORMANCE ASSESSMENT ( ) PERSONAL COMMUNICATION		
Assessment Tool(s) (✓) *Direct Assessment – type of assignment [i.e.-exam; project; exhibit; oral presentation]*	**Direct**	( ) EXAM/TEST/QUIZ (✓) ESSAYS OR RESEARCH PAPERS ( ) ( ) ORAL PRESENTATIONS (✓) PROBLEM-BASED/TEAM-BASES PROJECTS	
	Indirect	( ) SURVEYS ( ) REFLECTIONS ( ) OTHERS: _____	
Scoring Method(s) (Submit copy of tool with this document.) **(✓)**	(✓) RUBRIC ( ) #/% OF CORRECT ANSWERS ( ) CHECKLIST ( ) OTHERS:_____ All BIO 106 students during Fall 2016 will analyze a case study containing experimental data and answer questions in a short essay format to determine if they were able to interpret the data, draw appropriate conclusions, and effectively communicate their findings. The institutional Critical Thinking & Problem Solving rubric was used.		
Sampling method/Number of Students to be Assessed	All BIO 106 students will be assessed during the Fall 2016, utilizing a case study.		
Performance Target(s) *Desired Level of Performance – [i.e.-80% of students will achieve 80%; 90% of students will achieve 70%]*	72% of BIO 106 students will receive a score of 72% or above on the case study.		
Timeframe of assessment tasks *When the assessment will occur – [i.e.-pre/post-tests; midterm; final]*	The case study will be given during the Fall 2016 semester.		
Faculty members involved in the assessment tasks *Each faculty member's responsibility is to identify SLOs to assess, complete the plan of assessment, gather and analyze data, and recommend changes, leading to a departmental discussion for chairs to finalize, compile, and submit as one report*	ASSESSED COURSE	FACULTY MEMBER(S) ASSESSING THIS SLO	SEMESTER
	BIO 106	Kim Kushner	Fall 2016
Part-time instructors actively involved in the assessment process		PART-TIME INSTRUCTOR(S) ASSESSING THIS SLO	SEMESTER

Included in the planning and/or analysis of results, not merely limited to submitting data			
Strategies/Methods planned for teaching this SLO	The skill is taught throughout the semester in both lecture and lab.		

Results of Assessment of Student Learning (April 1, 2016)	
Results: ***Analysis and Interpretation of Results/Findings and insights gained.*** *(How many students were assessed? What does the data show? What conclusions can you draw about the course, students, methodology, or other practices? What factors contributed to these results? Can you compare the results to previous baselines or activities?)*	In fall 2016, BIO 106 students were assessed using a case study specific to a blood disorder. It was observed that 79% of BIO 106 students scored Exemplary/Accomplished in Identifying core blood lab values, and how those results related to the correct disease/diagnosis. Approximately 11% of BIO 106 students scored within the Developing criteria. In this case, students were able to identify the patient's aberrant lab values but unable to tie those values to the specific disease. Fortunately, 90% scored "Exemplary" in the Evaluate Implications and Consequences category.
Use of Results *(After reviewing the results, what changes will you implement to improve student learning? When will you implement changes? For how long? How will you follow-up to measure improvement?)*	Given the success of this assessment a new SLO will be assessed in future semesters.
Closing the Loop *(Will you be reassessing this SLO next assessment cycle? Are you closing the loop? In view of the data, provide a brief explanation.)*	(✓ CLOSING THE LOOP ( ) REASSESSING SLO DURING THE NEXT ASSESSMENT CYCLE) Given the success of this assessment a new SLO will be assessed in future semesters.

BIO 111 : SLO 1 BIO 111 students will demonstrate critical thinking through their ability to take data collected from an experiment, question the accuracy of the data, and draw appropriate conclusions.

Rationale for choosing this SLO *If you are reassessing last year's SLO, include the results you had last year, the number of years this specific SLO has been assessed, and the reason this SLO needs to be reassessed.*	Critical thinking is not only an important learning outcome for students taking science courses, but it is important to the institution has a whole. It is imperative that PCC students graduate with the ability to think critically.
Assessment Method(s) (✓)	( ) SELECTED RESPONSE (✓) EXTENDED WRITTEN RESPONSE ( ) PERFORMANCE ASSESSMENT ( ) PERSONAL COMMUNICATION
Assessment Tool(s) (✓) *Direct Assessment – type of assignment [i.e.-exam; project; exhibit; oral presentation]*	**Direct**: ( ) EXAM/TEST/QUIZ (✓) ESSAYS OR RESEARCH PAPERS ( ) (✓) PROBLEM-BASED/TEAM-BASES PROJECTS ( ) ORAL PRESENTATIONS **Indirect**: ( ) SURVEYS ( ) REFLECTIONS ( ) OTHERS: _____
Scoring Method(s) (Submit copy of tool with this document.) **(✓)**	(✓) RUBRIC ( ) #/% OF CORRECT ANSWERS ( ) CHECKLIST ( ) OTHERS:_____ All BIO 111 students during Fall 2016 will analyze a case study containing experimental data and answer questions in a short essay format to determine if they were able to interpret the data, draw appropriate conclusions, and effectively communicate their findings. The institutional Critical Thinking & Problem Solving rubric was used.
Sampling method/Number of Students to be Assessed	All BIO 111 students will be assessed during Fall 2016, utilizing a case study.
Performance Target(s) *Desired Level of Performance – [i.e.-80% of students will achieve 80%; 90% of students will achieve 70%]*	72% of BIO 111 students will receive a score of 72% or above on the case study.
Timeframe of assessment tasks *When the assessment will occur – [i.e.-pre/post-tests; midterm; final]*	The case study will be given during the Fall 2016 semester.

Faculty members involved in the assessment tasks
Each faculty member's responsibility is to identify SLOs to assess, complete the plan of assessment, gather and analyze data, and recommend changes, leading to a departmental discussion for chairs to finalize, compile, and submit as one report

ASSESSED COURSE	FACULTY MEMBER(S) ASSESSING THIS SLO	SEMESTER
BIO 111	Nick Alfonso Rosalia Santiago	Spring 2016

Part-time instructors actively involved in the assessment process

	PART-TIME INSTRUCTOR(S) ASSESSING THIS SLO	SEMESTER

Included in the planning and/or analysis of results, not merely limited to submitting data			
Strategies/Methods planned for teaching this SLO	The skill is taught throughout the semester in both lecture and lab.		

Results of Assessment of Student Learning (April 1, 2016)	
Results: ***Analysis and Interpretation of Results/Findings and insights gained.*** *(How many students were assessed? What does the data show? What conclusions can you draw about the course, students, methodology, or other practices? What factors contributed to these results? Can you compare the results to previous baselines or activities?)*	In the fall semester of 2016, Bio 111 student assessment in critical thinking resulted below the targeted performance measurement of 70% in each of the following categories of critical thinking: (1) Identifies and explains issues in context, (2) Evaluate evidence, formulate conclusions and (3) Evaluate implication and consequences. Of those students that did the critical thinking questions, 68% met the first performance measurement goal, 63% met the second performance goal, 63% met the 3rd performance goal and 62% met the last performance goal. The critical thinking question for the Bio 111 class was given as a bonus question and many students chose not to compete it.
Use of Results *(After reviewing the results, what changes will you implement to improve student learning? When will you implement changes? For how long? How will you follow-up to measure improvement?)*	The critical thinking question for the Bio 111 class was given as a bonus question and many students chose not to compete it. To resolve this issue the critical thinking question will be placed as part of the exam questions and not as a bonus. Furthermore, more time will be spent going over co-dominance genetic crosses such as blood.
Closing the Loop *(Will you be reassessing this SLO next assessment cycle? Are you closing the loop? In view of the data, provide a brief explanation.)*	( ) CLOSING THE LOOP (✓) REASSESSING SLO DURING THE NEXT ASSESSMENT CYCLE This SLO will be reassessed during the Spring 2017 semester.

BIO 201 : SLO 1	BIO 201 Will be able to apply one's knowledge of human anatomy and physiology to real life examples.					
Rationale for choosing this SLO	Analysis of experimental data is a fundamental skill in STEM disciplines. Students need to be able to use and apply this technique throughout the entire course.					
Assessment Method(s) (✓)	( ) SELECTED RESPONSE	(✓) EXTENDED WRITTEN RESPONSE	( ) PERFORMANCE ASSESSMENT	( ) PERSONAL COMMUNICATION		
Assessment Tool(s) (✓)	**Direct**	() EXAM/TEST/QUIZ	(✓) ESSAYS OR RESEARCH PAPERS	( )	( ) ORAL PRESENTATIONS	

Direct Assessment – type oFf assignment [i.e.-exam; project; exhibit; oral presentation]		( ) PROBLEM-BASED/TEAM-BASES PROJECTS
	Indirect	( ) SURVEYS ( ) REFLECTIONS ( ) R ( ) OTHERS: _____
Scoring Method(s) (Attach copy of tool to this document.) **(✓)**	(✓) RUBRIC ( ) #/% OF CORRECT ANSWERS ( ) CHECKLIST ( ) RUBRIC All BIO 201 students during Spring 2016 will analyze a case study containing experimental data and answer questions in an essay format to determine if they were able to interpret the data, draw appropriate conclusions, and effectively communicate their reasoning. The institutional rubric for Critical Thinking and Problem Solving was used.	
Sampling method/Number of Students to be Assessed	All BIO 201 students will be assessed during Fall 2016, utilizing a case study/research paper format.	
Performance Target(s) ***Desired Level of Performance – [i.e.-80% of students will achieve 80%; 90% of students will achieve 70%]***	72% of BIO 201 students will receive a score of 72% or above on the case study/research paper.	
Timeframe of assessment tasks ***When the assessment will occur – [i.e.-pre/post-tests; midterm; final]***	The case study will be assigned during the Fall 2016 semester.	
Faculty members involved in the assessment tasks ***Each faculty member's responsibility is to identify SLOs to assess, complete the plan of assessment, gather and analyze data, and recommend changes, leading to a departmental discussion for chairs to finalize, compile, and submit one report***	ASSESSED COURSE BIO 201	FACULTY MEMBER(S) ASSESSING THIS SLO Rosalia Santiago Jeff Wingham
		SEMESTER Fall 2016
Part-time instructors actively involved in the assessment process ***Included in the planning and/or analysis of results, not merely limited to submitting data***		PART-TIME INSTRUCTOR(S) ASSESSING THIS SLO
		SEMESTER
Strategies/Methods planned for teaching this SLO	The skill is taught throughout the semester in both lecture and lab.	

Results of Assessment of Student Learning (April 1, 2016)

Results: ***Analysis and Interpretation of Results/Findings and insights gained.*** ***(How many students were assessed? What does the data show? What conclusions can you***	The students in BIO 201 were assessed using the institutional critical thinking & problem solving rubric. The assessment evaluated student's comprehension of the 4 functional brain areas, how the brain would be effected after a particular injury, the meninges of the brain and their location relative to the bleed.

draw about the course, students, methodology, or other practices? What factors contributed to these results? Can you compare the results to previous baselines or activities?)	It was observed that 12% of the students scored "Exemplary" in Identify & Explain/Explore Issues in Context category while 7% scored in the "Accomplished" and 81% scored in the "Beginning." The majority of students failed to identify and explain main topics relevant to contexts. In the Evaluate Evidence category, 26% scored "Exemplary", 28% scored as "Accomplished", and 7% scored in the "Developing" group. The majority of students scored in the "Beginning" group where 38% missed important information and failed to evaluate its reliability and relevance. The category where students overall scored the worst was in the Consider Other Perspectives & Possible Solutions category. The in "Exemplary & Accomplished" groups, there were 0% of students who successfully evaluated or collected the information successfully. Only .02% of total students scored in the "Developing" group meaning they presented weak conclusions. The majority of students, 98%, scored in the "Beginning" group. Students failed to anticipate objections as well as offer alternate solutions. In the Formulate Conclusions category, 16% of students could formulate an answer and offer a logical solution. In the "Accomplished" group, 28% came to a precise conclusion and supported it by evidence. The "Developing" group had a .02% meaning they formulated a vague point of view with an ineffective conclusion. The majority of students, 52%, were in the "Beginning" group and failed to offer a clear and concise conclusion. In the Evaluate Implications & Consequences category, 24% scored in both the "Exemplary as well as "Accomplished" groups. The students in the "Exemplary" group were able to identify and thoroughly access important evidence. The "Accomplished" group identified and accessed most important evidence. No students scored in the "Developing" group. The majority scored in the "Beginning" group. They failed to properly access key relationships between options and evidence. Reviewing the low scores, it would suggest that the students clearly did not study the material. The questions were straight forward and the topic was not difficult conceptually.
Use of Results ***(After reviewing the results, what changes will you implement to improve student learning? When will you implement changes? For how long? How will you follow-up to measure improvement?)***	As a consequence of these observations, the technique of questioning students in class on information that was just lectured on, will be used. This will include open ended questions which tend to foster discussion and active learning. Another model to be implemented will be to actively involve students in their learning through collaborative work. This will help students take ownership of their learning and to think critically about issues.
Closing the Loop	(✓) CLOSING THE LOOP ( ) REASSESSING SLO DURING THE NEXT ASSESSMENT CYCLE

(Will you be reassessing this SLO next assessment cycle? Are you closing the loop? In view of the data, provide a brief explanation.)	This SLO will be re-assessed during the Spring semester.

CHE 111 : SLO 1

CHE 111 students will be able to apply scientific notation and significant figures in measurement and stoichiometric calculations.

Rationale for choosing this SLO

The ability to report final calculations using the appropriate number of significant figures is a fundamental skill in STEM disciplines. Students need to be able to use and apply this technique throughout the entire course.

Assessment Method(s) (✓)

( ) SELECTED RESPONSE ( ) EXTENDED WRITTEN RESPONSE (✓) PERFORMANCE ASSESSMENT ( ) PERSONAL COMMUNICATION

Assessment Tool(s) (✓)

Direct Assessment – type of assignment [i.e.-exam; project; exhibit; oral presentation]

Direct

(✓) EXAM/TEST/QUIZ ( ) ESSAYS OR RESEARCH PAPERS ( ) ( ) ORAL PRESENTATIONS ( ) PROBLEM-BASED/TEAM-BASES PROJECTS

Indirect

( ) SURVEYS ( ) REFLECTIONS ( ) R ( ) OTHERS: _____

Scoring Method(s) (Attach copy of tool to this document.) **(✓)**

() RUBRIC (✓) #/% OF CORRECT ANSWERS ( ) CHECKLIST ( ) RUBRIC

All CHE 111 students during Fall 2016 will perform a stoichiometric calculation and report the answer using the correct number of significant figures and units.

Sampling method/Number of Students to be Assessed

All CHE 111 students will be assessed during Fall 2016, on their 1st exam and again on their comprehensive final exam.

Performance Target(s)

Desired Level of Performance – [i.e.-80% of students will achieve 80%; 90% of students will achieve 70%]

72% of CHE 111 students will be able to correctly solve the stoichiometry problem and report the final answer in the correct number of significant digits and units.

Timeframe of assessment tasks

When the assessment will occur – [i.e.-pre/post-tests; midterm; final]

The exams will be given during the Fall 2016 semester.

Faculty members involved in the assessment tasks

Each faculty member's responsibility is to identify SLOs to assess, complete the plan of assessment, gather and analyze data, and recommend changes, leading to a departmental discussion for chairs to finalize, compile, and submit one report

ASSESSED COURSE	FACULTY MEMBER(S) ASSESSING THIS SLO	SEMESTER
CHE 111	Shanda Vidmar	Fall 2016
	PART-TIME INSTRUCTOR(S) ASSESSING THIS SLO	SEMESTER

Part-time instructors actively involved in the assessment process *Included in the planning and/or analysis of results, not merely limited to submitting data*			
Strategies/Methods planned for teaching this SLO	The skill is taught throughout the semester in both lecture and lab.		

Results of Assessment of Student Learning (April 1, 2016)	
Results: ***Analysis and Interpretation of Results/Findings and insights gained.*** *(How many students were assessed? What does the data show? What conclusions can you draw about the course, students, methodology, or other practices? What factors contributed to these results? Can you compare the results to previous baselines or activities?)*	On the first exam, 17 students were assessed and on the final 14 were assessed. In a close look at student responses, 100% of students provided the correct units on both exams, and only one student reported using the incorrect number of significant figures (this was only missed on the 1st exam). All the students were clearly capable of reporting their calculation in the correct number of significant digits and the proper units.
Use of Results *(After reviewing the results, what changes will you implement to improve student learning? When will you implement changes? For how long? How will you follow-up to measure improvement?)*	Students are doing well in properly reporting their calculations and this SLO does not need further review.
Closing the Loop *(Will you be reassessing this SLO next assessment cycle? Are you closing the loop? In view of the data, provide a brief explanation.)*	(✓) CLOSING THE LOOP ( ) REASSESSING SLO DURING THE NEXT ASSESSMENT CYCLE Students are proficient at reporting final calculations in the correct number of significant digits and the proper unit. This portion does not need to be re-assessed.

CHE 111 : SLO 2 CHE 111 The students will also be able to interconvert masses, moles, numbers of particles, and volume.	
Rationale for choosing this SLO	The ability to perform stoichiometric calculations requires students to interconvert between mass and moles. Students need to be able to use and apply this technique throughout the entire course.

Assessment Method(s) (✓)	( ) SELECTED RESPONSE ( ) EXTENDED WRITTEN RESPONSE (✓) PERFORMANCE ASSESSMENT ( ) PERSONAL COMMUNICATION
Assessment Tool(s) (✓) *Direct Assessment – type of assignment [i.e.-exam; project; exhibit; oral presentation]*	**Direct** (✓) EXAM/TEST/QUIZ ( ) ESSAYS OR RESEARCH PAPERS ( ) ( ) ORAL PRESENTATIONS ( ) PROBLEM-BASED/TEAM-BASES PROJECTS **Indirect** ( ) SURVEYS ( ) REFLECTIONS ( ) R ( ) OTHERS: _____
Scoring Method(s) (Attach copy of tool to this document.) **(✓)**	(✓) RUBRIC () #/% OF CORRECT ANSWERS ( ) CHECKLIST ( ) RUBRIC All CHE 111 students during Fall 2016 will perform a stoichiometric calculation.
Sampling method/Number of Students to be Assessed	Fourteen to seventeen CHE 111 students will be assessed during Fall 2016, on their 1st exam and again on their comprehensive final exam.
Performance Target(s) *Desired Level of Performance – [i.e.-80% of students will achieve 80%; 90% of students will achieve 70%]*	72% of CHE 111 students will be able to correctly solve the stoichiometry problem.
Timeframe of assessment tasks *When the assessment will occur – [i.e.-pre/post-tests; midterm; final]*	The exams will be given during the Fall 2016 semester.

Faculty members involved in the assessment tasks *Each faculty member's responsibility is to identify SLOs to assess, complete the plan of assessment, gather and analyze data, and recommend changes, leading to a departmental discussion for chairs to finalize, compile, and submit one report*	ASSESSED COURSE	FACULTY MEMBER(S) ASSESSING THIS SLO	SEMESTER
	CHE 111	Shanda Vidmar	Fall 2016
Part-time instructors actively involved in the assessment process *Included in the planning and/or analysis of results, not merely limited to submitting data*		PART-TIME INSTRUCTOR(S) ASSESSING THIS SLO	SEMESTER
Strategies/Methods planned for teaching this SLO	The skill is taught throughout the semester in both lecture and lab.		

Results of Assessment of Student Learning (April 1, 2016)

Results: ***Analysis and Interpretation of Results/Findings and insights gained.*** *(How many students were assessed? What does the data show? What conclusions can you draw about the course, students, methodology,*	On the first exam, 17 students were assessed and on the final 14 were assessed. In looking at the stoichiometry problems as a whole, 76% of students on the first exam scored "Accomplished" or better. This is compared to only 57% on the final.

or other practices? What factors contributed to these results? Can you compare the results to previous baselines or activities?)	It was disappointing to find that the scores went down. However, the problem on the first exam was a straightforward stoichiometry problem, while the problem on the final exam was more difficult. The final problem required students to incorporate concentration into their calculations. Breaking down the problems and establishing what aspect students had trouble with provided insight. Overall, student did well reporting their final calculation in the proper number of significant figures and correct units. They also performed the calculations with very little error in the math (one student had a minor math error on the 1st exam, and one student had a minor math problem on the final). Several students on both exams simply forgot to balance the equation before solving the problem. The rest of the exam demonstrated that they knew how to balance, they just neglected to do it on that particular problem. Finally, it was shown that the student error that had the biggest effect on the final exam, was in the concentration conversion. It appears that student are competent at preforming a straightforward stoichiometry problem, but struggle with concentration conversions.
Use of Results *(After reviewing the results, what changes will you implement to improve student learning? When will you implement changes? For how long? How will you follow-up to measure improvement?)*	Stoichiometry is also taught in CHE 112. Students who continue to CHE 112 will be reassessed in Spring 2017.
Closing the Loop *(Will you be reassessing this SLO next assessment cycle? Are you closing the loop? In view of the data, provide a brief explanation.)*	( ) CLOSING THE LOOP (✓) REASSESSING SLO DURING THE NEXT ASSESSMENT CYCLE This assessment needs to be revisited. Both stoichiometry and concentration need to be re-assessed to determine if students have problems with concentration problems in general or if the problems lies with incorporating stoichiometry and concentration together. Students that continue on to CHE 112 will be reassessed.

GEY 111 : SLO 1

GEY 111 students will be able to write and speak clearly and logically in presentations and essays.

Rationale for choosing this SLO	The ability to write and speak clearly are important skills for all geology students.
Assessment Method(s) (✓)	( ) SELECTED RESPONSE (✓) EXTENDED WRITTEN RESPONSE (✓) PERFORMANCE ASSESSMENT ( ) PERSONAL COMMUNICATION
Assessment Tool(s) (✓) *Direct Assessment – type of assignment [i.e.-exam; project; exhibit; oral presentation]*	**Direct** ( ) EXAM/TEST/QUIZ ( ) ESSAYS OR RESEARCH PAPERS (✓) (✓) ORAL PRESENTATIONS ( ) PROBLEM-BASED/TEAM-BASES PROJECTS **Indirect** ( ) SURVEYS ( ) REFLECTIONS ( ) R ( ) OTHERS: _____
Scoring Method(s) (Attach copy of tool to this document.) **(✓)**	(✓) RUBRIC ( ) #/% OF CORRECT ANSWERS ( ) CHECKLIST ( ) RUBRIC Eighteen GEY student during Fall 2016 will author a research paper and present the information to the class. The institutional rubric for communication will be used.
Sampling method/Number of Students to be Assessed	Eighteen GEY student during Fall 2016 will author a research paper and present the information to the class.
Performance Target(s) *Desired Level of Performance – [i.e.-80% of students will achieve 80%; 90% of students will achieve 70%]*	72% of GEY 111 students will perform at the following levels; developing, accomplished, and exemplary.
Timeframe of assessment tasks *When the assessment will occur – [i.e.-pre/post-tests; midterm; final]*	The research paper and presentation will be assigned during the Fall 2016 semester.

Faculty members involved in the assessment tasks *Each faculty member's responsibility is to identify SLOs to assess, complete the plan of assessment, gather and analyze data, and recommend changes, leading to a departmental discussion for chairs to finalize, compile, and submit one report*	ASSESSED COURSE	FACULTY MEMBER(S) ASSESSING THIS SLO	SEMESTER
	GEY 111	Avia Kallage	Fall 2016
Part-time instructors actively involved in the assessment process *Included in the planning and/or analysis of results, not merely limited to submitting data*		PART-TIME INSTRUCTOR(S) ASSESSING THIS SLO	SEMESTER

Strategies/Methods planned for teaching this SLO	The students are given a variety of written assignments throughout the semester in both lecture and lab.

Results of Assessment of Student Learning (April 1, 2016)

Results: ***Analysis and Interpretation of Results/Findings and insights gained.*** ***(How many students were assessed? What does the data show? What conclusions can you draw about the course, students, methodology, or other practices? What factors contributed to these results? Can you compare the results to previous baselines or activities?)***	The institutional rubric for communication was used for this assignment. This rubric was not at all a good fit for the course or assignment. According to the data, all performance measured data goals where matched or exceeded with the exceptions of two. Catagory: Employ Rhetorical Knowledge failed by 20%. The students failed to demonstrate awareness, adequate consideration, or a thorough understanding of context, audience, and purpose that is responsive to the assigned task of analyzing and presenting a peer reviewed case study to the class. Catagory: Develop Content data showed a gap of 31.11%. Students lacked the ability to use appropriate or relevant content to illustrate a basic understanding, a strong grasp of the subject, or mastery of their chosen case study subject. They also showed a lack of development and the ability to explore ideas and shape the work while conveying the writer's understanding of their work within the student's choice of studies. The two inadequate percentage scores will drive the emphasis I will address this semester to improve these scores in the two SLOs.
Use of Results ***(After reviewing the results, what changes will you implement to improve student learning? When will you implement changes? For how long? How will you follow-up to measure improvement?)***	The institutional rubric for communication was utilized, but was an awkward fit for the assignment. This assessment will be revisited. However, it will not be done using the current rubric.
Closing the Loop ***(Will you be reassessing this SLO next assessment cycle? Are you closing the loop? In view of the data, provide a brief explanation.)***	( ) CLOSING THE LOOP (✓) REASSESSING SLO DURING THE NEXT ASSESSMENT CYCLE This assessment needs to be revisited; however, it will not be done using the current rubric.

PHY 111 : SLO 1

PHY 111 students will Evaluate the relevancy of data.

Rationale for choosing this SLO	Analysis of experimental data is a fundamental skill in STEM disciplines. Students need to be able to use and apply this technique throughout the entire course.
Assessment Method(s) (✓)	(✓) SELECTED RESPONSE ( ) EXTENDED WRITTEN RESPONSE (✓) PERFORMANCE ASSESSMENT ( ) PERSONAL COMMUNICATION
Assessment Tool(s) (✓) *Direct Assessment – type of assignment [i.e.-exam; project; exhibit; oral presentation]*	**Direct** (✓) EXAM/TEST/QUIZ ( ) ESSAYS OR RESEARCH PAPERS ( ) ( ) ORAL PRESENTATIONS ( ) PROBLEM-BASED/TEAM-BASES PROJECTS **Indirect** ( ) SURVEYS ( ) REFLECTIONS ( ) R ( ) OTHERS: _____
Scoring Method(s) (Attach copy of tool to this document.) **(✓)**	(✓) RUBRIC ( ) #/% OF CORRECT ANSWERS ( ) CHECKLIST (✓) RUBRIC All PHY 111 students during fall 2016 will evaluate the relevancy of data in relation to an algebra based physics concept. The institutional Critical Thinking & Problem Solving rubric was used**.**
Sampling method/Number of Students to be Assessed	All PHY 111 students will be assessed during fall 2016, utilizing an extended response exam question.
Performance Target(s) *Desired Level of Performance – [i.e.-80% of students will achieve 80%; 90% of students will achieve 70%]*	72% of PHY 111 students will receive a score of 72% or above on the assessment.
Timeframe of assessment tasks *When the assessment will occur – [i.e.-pre/post-tests; midterm; final]*	The assessment will be given during the fall 2016 semester.

Faculty members involved in the assessment tasks *Each faculty member's responsibility is to identify SLOs to assess, complete the plan of assessment, gather and analyze data, and recommend changes, leading to a departmental discussion for chairs to finalize, compile, and submit one report*	ASSESSED COURSE	FACULTY MEMBER(S) ASSESSING THIS SLO	SEMESTER
	PHY 111	Murat Bulut	Fall 2016
Part-time instructors actively involved in the assessment process *Included in the planning and/or analysis of results, not merely limited to submitting data*		PART-TIME INSTRUCTOR(S) ASSESSING THIS SLO	SEMESTER

Strategies/Methods planned for teaching this SLO	The skill is taught throughout the semester in both lecture and lab.

Results of Assessment of Student Learning (April 1, 2016)

Results: ***Analysis and Interpretation of Results/Findings and insights gained.*** ***(How many students were assessed? What does the data show? What conclusions can you draw about the course, students, methodology, or other practices? What factors contributed to these results? Can you compare the results to previous baselines or activities?)***	PHY111: Algebra-Based Physics I students were assessed using FA16 Critical Thinking & Problem Solving rubric. It was observed that 23% of the students scored "Exemplary" in Identify & Explain/Explore Issues in Context category while 77% scored "Accomplished" or "Developing". Most of the students were able to identify the main issues/problems if they are given explicitly in the problem, while only 23% were successful at this task when the information was implicit. Similarly, 31% scored "Exemplary" in the Evaluate Implications and Consequences category while 68% scored "Accomplished" or "Developing". These results indicate that the students were having difficulty explaining the implications/meaning of the numerical data in the context of the given problem. However, it is worth mentioning that these students were very proficient at finding the numerical answers.
Use of Results ***(After reviewing the results, what changes will you implement to improve student learning? When will you implement changes? For how long? How will you follow-up to measure improvement?)***	As a consequence of these observations, more questions/problems will be assigned that contain implicit information/data. Although these problems are harder to solve, they promote critical thinking at a higher level. Also, students will be asked to explain the numerical answers they found in the context of the problem. These explanations will have substantial weight in terms of grading.
Closing the Loop ***(Will you be reassessing this SLO next assessment cycle? Are you closing the loop? In view of the data, provide a brief explanation.)***	( ) CLOSING THE LOOP (✓) REASSESSING SLO DURING THE NEXT ASSESSMENT CYCLE This will be reassessed in PHY 112 during the spring 2017 semester.

Arts and Sciences Division
Assessment Report: 2016

Department: CRIMINAL JUSTICE **Initial Plan Date: SPRING 2016**

Prepared by: KEILHOLTZ **REVIEWED by Department Chair: KEILHOLTZ**

Reviewed by the ASL Division Committee: Kari Lee **Final Report Date: 1/27/2017**

Department Mission	*The Criminal Justice program at Pueblo Community College provides courses designed to prepare students for entry-level employment in law enforcement and criminal justice related fields, and/or continued study at a four-year college or university. Students study a variety of aspects of the criminal justice system, including law enforcement operations, the courts, and correctional systems. Strong emphasis is placed on analysis of substantive criminal laws law and procedures, constitutional rules, theories of crime, ethical and diversity issues, and development of strong writing and oral communication skills.*
Department Level SLOs to Be Assessed ***Evaluate how well students are learning the primary learning goals within department courses. List the department-specific SLOs you will be assessing.***	1. **IDENTIFY AND DEFINE CRIMINOLOGICAL THEORIES PRESENTED IN CLASS (BIOLOGICAL, PSYCHOLOGICAL, SOCIOLOGICAL, AND EMERGENT), AND EVALUATE AND APPLY THOSE THEORIES IN THE CONTEXT OF ACTUAL CRIME/HYPOTHETICAL FACT PATTERNS.** 2. **ANALYZE AND APPLY THE VARIOUS DEFINITIONS OF CRIMES IN SPECIFIC FACTUAL CONTEXTS PRESENTED.** 3. **EXAMINE THE COMPONENTS AND PROCEDURES FOLLOWED IN THE ADMINISTRATION OF LAW ENFORCEMENT, ADJUDICATION AND POST-CONVICTION PROCESSES AND STRATEGIES IN AMERICAN SOCIETY.** 4. **DEMONSTRATE AN ABILITY TO WRITE CLEARLY AND EFFECTIVELY, UTILIZING PROPER GRAMMAR, PUNCTUATION, CAPITALIZATION, WORD USAGE, PARAGRAPHING, AND DEMONSTRATING PROPER EXECUTION OF APA FORMATTING.** 5. **DEMONSTRATE AN ABILITY TO THINK AND WRITE CRITICALLY; SPECIFICALLY, THE ABILITY TO ANALYZE AND APPLY CONCEPTS STUDIES IN THE COURSE IN SPECIFIC FACTUAL CONTEXTS.**

Assessment of Institutional Level SLO: All departments and programs will assess critical thinking. However, departments that offer general education courses will assess additional Institutional-level SLOs specific to the departments. Use checkmarks (✓) to select additional SLOs. Departments will create signature assignments to ensure the reliability and validity of the results and may apply departmental scoring rubrics for grading purposes in addition to the AAC&U VALUE rubrics for institutional assessment purposes.	
☑	**READ, WRITE, AND SPEAK EFFECTIVELY** •
☑	**CRITICAL THINKING** •
☐	**USE TECHNOLOGY TO ACHIEVE EDUCATIONAL OBJECTIVES** •
☐	**USE INTERPERSONAL SKILLS ESSENTIAL FOR THEIR CHOSEN FIELDS** •
☐	**APPLY GLOBAL AND CULTURAL PERSPECTIVES** •

Department Chair: At the end of the assessment cycle, write a brief statement indicating what insights your department has gained resulting from assessing students' learning.

INFORMATION UNAVAILABLE

Relationship between department-level SLOs and college-level SLOs

Department-level SLOs should be tied to the mission and goals of the College. Therefore, some department-level SLOs should overlap with college-level SLOs. Please use the matrix below to demonstrate how your department-level SLOs overlap with the following college-level SLOs:

- **Effective Communication**: Students should be able to read, write, speak, and listen.
- **Critical Thinking**: Students should be able to analyze and evaluate data, synthesize information, think creatively, make judgments, make decisions, and solve problems.
- **Information and Communication Technology Literacy**: Students should be able to identify, locate, interpret, evaluate, synthesize, present, and communicate accurate and reliable information.
- **Interpersonal Skills**: Students should be able to function effectively and appropriately in social and professional situations and settings.
- **Global and cultural Perspective**: Students should understand the cultural, social, historical, political, technological, linguistic, and economic interconnectedness of our world in order to interact respectfully and productively with citizens of other nations.

General Education Objectives (✓) ***Check only those objectives you will be assessing for each SLO. Checking more than one objective indicates you will be using multiple measures, tools, methods, and levels of performance. The final analyses must address each general education objective checked.***		**Effective Communi-cation**	**Critical Thinking**	**Information and Communication Technology Literacy**	**Interpersonal Skills**	**Global and cultural Perspective**	**Department-level SLO conceptually different from college-level SLOs**
Prefix and course number	**SLOs you will be assessing this academic year**						
	1. IDENTIFY AND DEFINE CRIMINOLOGICAL THEORIES PRESENTED IN CLASS (BIOLOGICAL, PSYCHOLOGICAL, SOCIOLOGICAL, AND EMERGENT), AND EVALUATE AND APPLY THOSE THEORIES IN THE CONTEXT OF ACTUAL CRIME/HYPOTHETICAL FACT PATTERNS.	X	X				
	2. EXAMINE THE COMPONENTS AND PROCEDURES FOLLOWED IN THE ADMINISTRATION OF LAW ENFORCEMENT, ADJUDICATION AND POST-CONVICTION PROCESSES AND STRATEGIES IN AMERICAN SOCIETY.	X	X				
	3. DEMONSTRATE AN ABILITY TO WRITE CLEARLY AND EFFECTIVELY, UTILIZING PROPER GRAMMAR, PUNCTUATION, CAPITALIZATION, WORD USAGE, PARAGRAPHING, AND DEMONSTRATING PROPER EXECUTION OF APA FORMATTING.	X	X				
	4. DEMONSTRATE AN ABILITY TO THINK AND WRITE CRITICALLY; SPECIFICALLY,	X	X				

	THE ABILITY TO ANALYZE AND APPLY CONCEPTS STUDIES IN THE COURSE IN SPECIFIC FACTUAL CONTEXTS.						

ASL Planning Forms:

_____: SLO 1, 3, 4 **PLEASE BREAK DOWN BY PREFIX THEN SLO**	
Rationale for choosing this SLO ***If you are reassessing last year's SLO, include the results you had last year, the number of years this specific SLO has been assessed, and the reason this SLO needs to be reassessed.***	Understanding of criminological theories is critical for criminal justice professionals. Law enforcement at all levels considers the underlying factors regarding why individuals commit crimes in determining who to arrest, what charges to file, how to punish, and also, in a broader context, in planning crime prevention and crime control efforts. This was assessed last year, and I am assessing again to establish a set of data based on multiple administrations of the assessment. This will provide a broader perspective on whether students are understanding the concepts, and also determine if there are any aberrations in the assessment results from term to term.
Assessment Method(s) (✓)	( ) SELECTED RESPONSE (X) EXTENDED WRITTEN RESPONSE ( ) PERFORMANCE ASSESSMENT ( ) PERSONAL COMMUNICATION
Assessment Tool(s) (✓) ***Direct Assessment – type of assignment [i.e.-exam; project; exhibit; oral presentation]***	**Direct** ( ) EXAM/TEST/QUIZ (X) ESSAYS OR RESEARCH PAPERS ( ) ( ) ORAL PRESENTATIONS ( ) PROBLEM-BASED/TEAM-BASES PROJECTS **Indirect** ( ) SURVEYS ( ) REFLECTIONS ( ) OTHERS: _____
Scoring Method(s) (Submit copy of tool with this document.) **(✓)**	(X) RUBRIC ( ) #/% OF CORRECT ANSWERS ( ) CHECKLIST ( ) OTHERS:_____
Sampling method/Number of Students to be Assessed	Students will write a major term paper toward the end of the course, in which they will be asked to choose a criminal perpetrator, for whom there is sufficient biographical/other evidence, to effective analyze that individual and their life and crimes, in the context of the criminological theories discussed throughout the course. The goal is help explain the criminal history of the individual selected, utilizing no fewer than three of the specific theories discussed in class. Entire section will be assessed. Results will be based on the number of students completing the assessment. **MORE SPECIFICS NEEDED**
Performance Target(s) ***Desired Level of Performance – [i.e.-80% of students will achieve 80%; 90% of students will achieve 70%]***	90% of students will achieve 70%.

Timeframe of assessment tasks *When the assessment will occur – [i.e.- pre/post-tests; midterm; final]*	Fall 2016		
Faculty members involved in the assessment tasks *Each faculty member's responsibility is to identify SLOs to assess, complete the plan of assessment, gather and analyze data, and recommend changes, leading to a departmental discussion for chairs to finalize, compile, and submit as one report*	**ASSESSED COURSE**	**FACULTY MEMBER(S) ASSESSING THIS SLO**	**SEMESTER**
	CRJ-230 (Criminology)	Keilholtz	Fall 2016
Part-time instructors actively involved in the assessment process *Included in the planning and/or analysis of results, not merely limited to submitting data*		**PART-TIME INSTRUCTOR(S) ASSESSING THIS SLO**	**SEMESTER**
Strategies/Methods planned for teaching this SLO	Lecture/discussion; case studies and analysis; assignments requiring students to consider various criminological theories.		

Results of Assessment of Student Learning

Results: ***Analysis and Interpretation of Results/Findings and insights gained.*** *(How many students were assessed? What does the data show? What conclusions can you draw about the course, students, methodology, or other practices? What factors contributed to these results? Can you compare the results to previous baselines or activities?)*	Overall, I was pleased with the understanding and application of the theories by the students. The vast majority of students seemed to grasp the theories themselves and were able to explain them. When it came to analyzing and applying them in the context of specific individuals (perpetrators), there was strong but not universal ability shown to be able to dig deep into these theories, and look for factual events and other evidences from the lives of the perpetrators that warranted consideration of that theory. About half of the students did this quite well, citing key examples from the life and times of the offender to support their choice of the theory they discussed. In about a third of the cases, there was discussion of the theory, but little by way of analysis. In many of these cases, the student simply presented the facts, discussed the theory, and concluded. There wasn't much by way of discussion/analysis. This is something obviously that needs continued work, and clearly more course discussion is necessary to get students to more universally defend their conclusions with strong analysis. The most common weaknesses were not surprisingly, the writing skills. Substantively, most students did well. But when it came to communicating those ideas effectively and with precise and correct grammar, word usage, sentence structure, punctuation, and paragraphing, it is clear much more work needs to be done to get the students writing better, and consistently at what the instructor believes to be at 'college-level.' There are certainly some strong writers, but most would objectively be identified as either passible or sub-par college writers. Perhaps assignments focusing only on the technical elements of writing could be incorporated into the curriculum, or more careful grading of

	the grammatical/technical aspects of the assignments early on in the course will raise expectations and yield better results in latter assignments. Finally, when it comes to utilizing APA formatting correctly, the students seem to be all over the place. Most seem to grasp and be able to apply the basics of APA, but a glaring weakness is the ability to consistently parenthetically cite within the context of the work. Too often, in-text citations are either too infrequent, or absent altogether. It is critical that this continue to be a point of emphasis, and review of APA in class, as well as assignments specifically focusing on formatting/citation may yield better results in regard to APA formatting in major course assignments.
Use of Results ***(After reviewing the results, what changes will you implement to improve student learning? When will you implement changes? For how long? How will you follow-up to measure improvement?)***	I will continue to utilize the assignment, as I think it is an effective capstone for the course. I will continue to improve the way in which critical thinking/analysis are presented. Perhaps more real world examples, and deep analysis of those character studies, would help the students to be better able to defend their theories in the major assignment. Again, the biggest thing in regard to help improving the English/formatting/citation skills can be carried out via assignments early on focusing on those aspects, with more in-depth attention given to those aspects in grading. I have previously utilized videos and other resources to teach APA (much of this student driven learning outside of class), without a lot of class time actually spent to teaching APA. Perhaps spending a class period just on APA would be beneficial. Instructor will consider this.
Closing the Loop ***(Will you be reassessing this SLO next assessment cycle? Are you closing the loop? In view of the data, provide a brief explanation.)***	( ) CLOSING THE LOOP (X) REASSESSING SLO DURING THE NEXT ASSESSMENT CYCLE Because understanding of the theories is really the crux of the course, this is something I will continue to assess each semester I teach the course.

_____: SLO 2, 3, 4 PLEASE BREAK DOWN BY PREFIX THEN SLO			
Rationale for choosing this SLO	An understanding of the framework of and players within the court system is crucial for criminal justice professionals at all levels, as much of criminal justice work occurs in the context of state/federal court systems.		
Assessment Method(s) (✓)	( ) SELECTED RESPONSE ( ) EXTENDED WRITTEN RESPONSE (X) PERFORMANCE ASSESSMENT ( ) PERSONAL COMMUNICATION		
Assessment Tool(s) (✓) *Direct Assessment – type of assignment [i.e.-exam; project; exhibit; oral presentation]*	**Direct**	(X) EXAM/TEST/QUIZ ( ) ESSAYS OR RESEARCH PAPERS ( ) ( ) ORAL PRESENTATIONS ( ) PROBLEM-BASED/TEAM-BASES PROJECTS	
	Indirect	( ) SURVEYS ( ) REFLECTIONS ( ) R ( ) OTHERS: _____	
Scoring Method(s) (Attach copy of tool to this document.) **(✓)**	(X) RUBRIC ( ) #/% OF CORRECT ANSWERS ( ) CHECKLIST ( ) RUBRIC		
Sampling method/Number of Students to be Assessed	Students will complete an essay on their final exam asking them to identify, discuss, and give examples of the use of discretion throughout the criminal justice system, noting both positive and negative aspects of discretion. **PLEASE UPDATE WITH SAMPLE SIZE/NUMBER OF PARTICIPATING STUDENTS**		
Performance Target(s) *Desired Level of Performance – [i.e.-80% of students will achieve 80%; 90% of students will achieve 70%]*	90% of students will achieve 70%		
Timeframe of assessment tasks *When the assessment will occur – [i.e.-pre/post-tests; midterm; final]*	Spring/Fall '16		
Faculty members involved in the assessment tasks *Each faculty member's responsibility is to identify SLOs to assess, complete the plan of assessment, gather and analyze data, and recommend changes, leading to a departmental discussion for chairs to finalize, compile, and submit one report*	ASSESSED COURSE	FACULTY MEMBER(S) ASSESSING THIS SLO	SEMESTER
	CRJ-110	Keilholtz	Spring/Fall 2016
Part-time instructors actively involved in the assessment process *Included in the planning and/or analysis of results, not merely limited to submitting data*		PART-TIME INSTRUCTOR(S) ASSESSING THIS SLO	SEMESTER
Strategies/Methods planned for teaching this SLO	Identification and discussion of the rule, and a detailed discussion of situations and scenarios officers and other criminal justice professionals face in which discretion can/must be used.		

Results of Assessment of Student Learning	
Results: ***Analysis and Interpretation of Results/Findings and insights gained.*** ***(How many students were assessed? What does the data show? What conclusions can you draw about the course, students, methodology, or other practices? What factors contributed to these results? Can you compare the results to previous baselines or activities?)***	Overall, the students did well with this exercise. They grasped the concept of discretion very well, and typically were able to offer excellent examples of discretion in the context of specific actors within the criminal justice system (law enforcement, courts, corrections officials). **PLEASE CLARIFY WITH MORE SPECIFIC EXPLANATION OF WHAT IT LOOKED LIKE FOR STUDENTS TO PERFORM "WELL" ON THIS EXERCISE** The students generally did well, but not *as* well, when it came to discussing why discretion can be a good or a bad thing, depending on circumstances. I would have liked to have seen a more in-depth narrative, and in many cases, the student only got a sentence or two. This may have been the fault of the instructor in the wording of the assignment. The bigger struggles came in regard to writing skills. Especially in the Intro course, we have many students who either haven't had ENG121/122 or are taking one or the other concurrently with 110. As such, we see many inexperienced writers, with writing skills evidencing that many either have not learned some fundamental basics of English, and/or have simply not done much formal writing.
Use of Results ***(After reviewing the results, what changes will you implement to improve student learning? When will you implement changes? For how long? How will you follow-up to measure improvement?)***	I will continue to utilize this essay as I believe the concept of discretion is a key one, and important for students to grasp in the context of the duties/responsibilities of actors within the criminal justice system, as well as in regard to the ethical/legal duties and responsibilities of same. It is clear some instruction should occur, early on, in regard to discussing or reviewing grammar basics in some context. Instructor will consider ways to incorporate grammar-specific assignments/learning early on in the course.
Closing the Loop ***(Will you be reassessing this SLO next assessment cycle? Are you closing the loop? In view of the data, provide a brief explanation.)***	( ) CLOSING THE LOOP (X) REASSESSING SLO DURING THE NEXT ASSESSMENT CYCLE **PLEASE INCLUDE BRIEF NARRATIVE EXPLANATION**

Arts and Sciences Division
Assessment Report: 2016

Department: Early Childhood Department **Initial Plan Date: 9/8/15**

Prepared by: Rosemary Breckenfelder **Reviewed by Department Chair: Rosemary Breckenfelder**

Reviewed by the ASL Division Committee: Kari Lee **Final Report Date: 1/23/17**

Department Mission	*The Early Childhood Education, Education, and Library Technician Department is dedicated to facilitating a learning environmen student, teaches to students' learning style, and assists students in developing the knowledge and skills necessary for their professi*
Department Level SLOs to Be Assessed ***Evaluate how well students are learning the primary learning goals within department courses. List the department-specific SLOs you will be assessing.***	• ECE 220: SLO 1—Students will write their lesson plans, in which students address the Developmental Domains, and present t • ECE 238: SLO 1—Students will collaborate in teams to develop lesson plans focused the developmental domains. These will b review will be conducted. • ECE 288: SLO 1—Students will plan a lesson and implement their lesson plan with children and then evaluate based on the De

Assessment of Institutional Level SLO: All departments and programs will assess critical thinking. However, departments that offer general education courses will assess addi the departments. Use checkmarks (✓) to select additional SLOs. Departments will create signature assignments to ensure the reliability and validity of the results and may apply purposes in addition to the AAC&U VALUE rubrics for institutional assessment purposes.

☐	**COMMUNICATION COMPETENCE** •
☑	**CRITICAL THINKING AND INFORMATION LITERACY** **CRITICAL THINKING** ECE 220, 238, and 288 students will evaluate their application and understanding of the developmental domains. •
☐	**QUANTITATIVE AND SCIENTIFIC REASONING**
☐	**TECHNOLOGY LITERACY** •
☐	**GLOBAL, CULTURAL, AND CIVIC KNOWLEDGE** •

☐	**PROFESSIONALISM AND TEAMWORK** •

Department Chair: At the end of the assessment cycle, write a brief statement indicating what insights your department has gained resulting from assessing students' learning.

Significant progress was made from fall 2015 to fall 2016 on this SLO. The increased instruction time introducing and integrating the Developmental Domains in almost every ECE course has contributed to student's awareness, application, understanding and implementation in lesson plans and other activities.

Relationship between department-level SLOs and college-level SLOs

Department-level SLOs should be tied to the mission and goals of the College. Therefore, some department-level SLOs should overlap with college-level SLOs. Please use the matrix below to demonstrate how your department-level SLOs overlap with the following college-level SLOs:

1. Communication Competence
2. Critical Thinking and Information Literacy
3. Quantitative and Scientific Reasoning
4. Technology Literacy
5. Global, Cultural, and Civic Knowledge
6. Professionalism and Teamwork

General Education Objectives (✓) *Check only those objectives you will be assessing for each SLO. Checking more than one objective indicates you will be using multiple measures, tools, methods, and levels of performance. The final analyses must address each general education objective checked.*		Communi-cation competency	Critical Thinking & Information Literacy	Quantitative & Scientific Reasoning	Technology Literacy	Global, Cultural, and Civic Knowledge	Professionalism and Teamwork	Department-level SLO conceptually different from college-level SLOs
Prefix and course number	**SLOs you will be assessing this calendar year**							
ECE 220	Write their lesson plans, in which students address the Developmental Domains, and present to their peers.		**2**					
ECE 238	Collaborate in teams to develop lesson plans and a flier focused around all of the developmental domains. These will be presented to the class and a peer review will be conducted.		**2**					
ECE 288	Implement their lesson plan with children and then evaluate based on the Developmental Domains. The student will present their experience in class.		**2**					

ECE 220: SLO 1

Students will write their lesson plans that integrate and identify each of the Developmental Domains

Rationale for choosing this SLO *If you are reassessing last year's SLO, include the results you had last year, the number of years this specific SLO has been assessed, and the reason this SLO needs to be reassessed.*	Students must be able to recognize and write developmentally age appropriate lesson plans that integrate the developmental domains. **Fall 2016:** The information from Fall 2015 will be compared with results of Fall 2016 to look for increased awareness of the Developmental Domains. The expectation is that the students will exceed the fall 2015 results due to the intensive work assessed in Fall 2015.
Assessment Method(s) (✓)	(✓) SELECTED RESPONSE ( ) EXTENDED WRITTEN RESPONSE (✓) PERFORMANCE ASSESSMENT ( ) PERSONAL COMMUNICATION
Assessment Tool(s) (✓) *Direct Assessment – type of assignment [i.e.-exam; project; exhibit; oral presentation]*	**Direct** (✓) EXAM/TEST/QUIZ ( ) ESSAYS OR RESEARCH PAPERS (✓) ORAL PRESENTATIONS (✓) PROBLEM-BASED/TEAM-BASED PROJECTS ( ) OTHER _____ **Indirect** ( ) SURVEYS ( ) REFLECTIONS ( ) OTHERS: _____
Scoring Method(s) (Submit copy of tool with this document.) **(✓)**	(✓) RUBRIC (✓) #/% OF CORRECT ANSWERS ( ) CHECKLIST ( ) OTHERS:_____ We will use multiple assessment tools and methods to assess critical thinking, planning, understanding of key concepts, and oral presentations.
Sampling method/Number of Students to be Assessed	14 students
Performance Target(s) *Desired Level of Performance – [i.e.-80% of students will achieve 80%; 90% of students will achieve 70%]*	85% of the students will receive a 3+ on the lesson plan rubric that integrates and identifies 4-6 developmental domains. 85% of the students will score an 80% or better on the test to identify the 6 Developmental Domains.
Timeframe of assessment tasks *When the assessment will occur – [i.e.-pre/post-tests; midterm; final]*	The task will be completed by December 2016

Faculty members involved in the assessment tasks
Each faculty member's responsibility is to identify SLOs to assess, complete the plan of assessment, gather and analyze data, and recommend changes, leading to a departmental discussion for chairs to finalize, compile, and submit as one report

ASSESSED COURSE	FACULTY MEMBER(S) ASSESSING THIS SLO	SEMESTER
ECE 220	Rosemary Breckenfelder	Fall 2016 (This course is not taught spring semester)

Part-time instructors actively involved in the assessment process
Included in the planning and/or analysis of results, not merely limited to submitting data

	PART-TIME INSTRUCTOR(S) ASSESSING THIS SLO	SEMESTER

Strategies/Methods planned for teaching this SLO	The students will participate in lecture and several hands-on in class learning opportunities to be able to create well written lesson plans that integrate the 6 Developmental Domains.

2016 Assessment of Student Learning Results	
Results: ***Analysis and Interpretation of Results/Findings and insights gained.*** ***(How many students were assessed? What does the data show? What conclusions can you draw about the course, students, methodology, or other practices? What factors contributed to these results? Can you compare the results to previous baselines or activities?)***	Fall 2016: Test results: 14 students completed the test and exceeded expectations, actual results: 100% of the students passed with a B or 86% better. Lesson Plan Rubric: 93% of the students received 3+ on the Lesson Plan Rubric. The increased results are directly related to increased instruction on each of the developmental domains with an emphasis on Cultural/Diversity. Fall 2015: Test Results: 22 students took the exam and exceeded the 80% expectation. The actual pass rate was 95%. Based on these results the students have a solid understanding of the 6 developmental domains and how they are integrated into their lesson plans. Lesson Plan Rubric: 85% of the students exceeded the 80 % expectation. Cultural/Diversity aspect was somewhat lacking. Students reported they understand the domain, but unsure how to integrate into every lesson plan.
Use of Results ***(After reviewing the results, what changes will you implement to improve student learning? When will you implement changes? For how long? How will you follow-up to measure improvement?)***	Fall 2016: There are no plans for changes on the instructional approach. Continued emphasis in the developmental domains will continue in this course. Fall 2015: Based on the results I recognized that many students did not recognize the cultural or diversity aspect of their lesson plan. I will spend more time instructional time in my classes that write lesson plans to ensure a clear understanding of the Culture/Diversity domain.
Closing the Loop ***(Will you be reassessing this SLO next assessment cycle? Are you closing the loop? In view of the data, provide a brief explanation.)***	(X) **CLOSING THE LOOP** ( ) **REASSESSING SLO DURING THE NEXT ASSESSMENT CYCLE** The Department will not be reassessing this SLO and is closing the loop. The data depicts that with increased instruction on each developmental domain with a stronger focus on Culture/Diversity, has made an impact.

ECE 238: SLO 1

Students will collaborate in teams to develop lesson plans and a flier focused around all of the developmental domains. These will be presented to the class and a peer review will be conducted.

Rationale for choosing this SLO *If you are reassessing last year's SLO, include the results you had last year, the number of years this specific SLO has been assessed, and the reason this SLO needs to be reassessed.*	ECE students must understand and be able to identify the 6 Developmental Domains in order to plan appropriate learning activities in accordance with the child's developmental age. **Fall 2016:** The outcome will be compared to Fall 2015 results to look for increased understanding and awareness of the Dev. Domains. The expectation is that there will be an increased percentage of positive results due to the intensive work conducted Fall 2015 through Spring 2016.
Assessment Method(s) (✓)	(✓) SELECTED RESPONSE ( ) EXTENDED WRITTEN RESPONSE (✓) PERFORMANCE ASSESSMENT ( ) PERSONAL COMMUNICATION
Assessment Tool(s) (✓) *Direct Assessment – type of assignment [i.e.-exam; project; exhibit; oral presentation]*	**Direct** (✓) EXAM/TEST/QUIZ ( ) ESSAYS OR RESEARCH PAPERS ( ) ORAL PRESENTATIONS (✓) PROBLEM-BASED/TEAM-BASED PROJECTS ( ) OTHER _____ **Indirect** ( ) SURVEYS ( ) REFLECTIONS ( ) OTHERS: _____
Scoring Method(s) (Submit copy of tool with this document.) **(✓)**	(✓) RUBRIC (✓) #/% OF CORRECT ANSWERS ( ) CHECKLIST ( ) OTHERS:_____ We will use multiple assessment tools and methods to assess critical thinking, planning, understanding of key concepts, and oral presentations.
Sampling method/Number of Students to be Assessed	24 students
Performance Target(s) *Desired Level of Performance – [i.e.-80% of students will achieve 80%; 90% of students will achieve 70%]*	85% of the students will receive a B or better on this brochure and presentation. 85% of the students will receive a 80% or better on the test to identify the 6 Developmental Domains. 85% of the students will receive a 3+ on the rubric for Critical Thinking. 85% of the students will receive a 3+ on the rubric for presentation skills.
Timeframe of assessment tasks *When the assessment will occur – [i.e.-pre/post-tests; midterm; final]*	The assignment will be completed by the end of November 2016

Faculty members involved in the assessment tasks
Each faculty member's responsibility is to identify SLOs to assess, complete the plan of assessment, gather and analyze data, and recommend changes, leading to a departmental discussion for chairs to finalize, compile, and submit as one report

ASSESSED COURSE	FACULTY MEMBER(S) ASSESSING THIS SLO	SEMESTER
ECE 238	Melinda Milkowski	Fall 2016 (This course is not taught spring semester)

Part-time instructors actively involved in the assessment process
Included in the planning and/or analysis of results, not merely limited to submitting data

	PART-TIME INSTRUCTOR(S) ASSESSING THIS SLO	SEMESTER

Strategies/Methods planned for teaching this SLO	The students will participate in lecture and active learning in-class learning opportunities to be able to pass the test and to create/present the ECE Brochure that integrates the 6 Developmental Domains.

2016 Assessment of Student Learning Results	
Results: ***Analysis and Interpretation of Results/Findings and insights gained.*** ***(How many students were assessed? What does the data show? What conclusions can you draw about the course, students, methodology, or other practices? What factors contributed to these results? Can you compare the results to previous baselines or activities?)***	Fall 2016: 100% of the ECE 238 students completed the parent brochure reflecting the developmental domains. The results: 95% of the students passed with a B or better. 21/24 students or 88% received a 3+ on critical thinking and presentation. Test results: 17 students completed the test and 94% passed with an A or better or 100% passed with a B or better. Fall 2015: 100% of the ECE 238 students completed a parent brochure on the developmental domains. 76% of the students passed with a B or better missing the goal of 80%. Test results: 16 students took the test with an 81% pass rate. 17 students were assessed. 13/17 or 76% received a 3+ on critical thinking and presentation. Conclusions drawn are students do better when they have a rubrics to go by. The factors that contributed to results were that the students were well informed of all the six developmental domains. (Submitted by Melinda Milkowski)
Use of Results ***(After reviewing the results, what changes will you implement to improve student learning? When will you implement changes? For how long? How will you follow-up to measure improvement?)***	Fall 2016: To improve results the instructor will more time explaining the assignment expectations. The rubric provides guidance on expectations. Students comfort level in presenting to a group can decrease results. The plan for next fall 2017 is to create a new activity that supports the developmental domains. Fall 2015: Changes: next time I will have the student's research different age groups of children for developmental domains instead of just using preschool age group. I think this will provide a wide variety of research for this data on developmental domains. I will follow up with my students and utilizing a rubric that support this research on infants, toddlers, preschoolers and school agers for the developmental domains. Unsure at this time if this SLO will be identified for next year. (Submitted by Melinda Milkowski)
Closing the Loop ***(Will you be reassessing this SLO next assessment cycle? Are you closing the loop? In view of the data, provide a brief explanation.)***	(x) CLOSING THE LOOP ( ) REASSESSING SLO DURING THE NEXT ASSESSMENT CYCLE The Department will not be reassessing this SLO and is closing the loop. The data depicts that with increased instruction and focus on the Developmental Domains, the students are able to recognize and create a document that depicts each domain.

ECE 288: SLO 1

Students will implement their lesson plan with children and then evaluate their experience. The student will present their experience in class.

Rationale for choosing this SLO *If you are reassessing last year's SLO, include the results you had last year, the number of years this specific SLO has been assessed, and the reason this SLO needs to be reassessed.*	Practicum students must be able to identify and integrate all of the developmental domains within lesson plans for children birth to 5 years of age. They must be able to recognize the developmental needs of each child and adapt and modify lesson plans. Fall 2016: The outcome will be compared to Fall 2015 results to look for increased understanding and awareness of the Dev. Domains. The expectation is that there will be an increased percentage of positive results due to the intensive work conducted Fall 2015 through Spring 2016.
Assessment Method(s) (✓)	(✓) SELECTED RESPONSE ( ) EXTENDED WRITTEN RESPONSE (✓) PERFORMANCE ASSESSMENT ( ) PERSONAL COMMUNICATION
Assessment Tool(s) (✓) *Direct Assessment – type of assignment [i.e.-exam; project; exhibit; oral presentation]*	**Direct** (✓) EXAM/TEST/QUIZ ( ) ESSAYS OR RESEARCH PAPERS ( ) ORAL PRESENTATIONS ( ) PROBLEM-BASED/TEAM-BASED PROJECTS ( ) OTHER _____ **Indirect** ( ) SURVEYS (✓) REFLECTIONS ( ) OTHERS: _____
Scoring Method(s) (Submit copy of tool with this document.) **(✓)**	(✓) RUBRIC (✓) #/% OF CORRECT ANSWERS ( ) CHECKLIST ( ) OTHERS:_____ We will use multiple assessment tools and methods to assess critical thinking, planning, understanding of key concepts, and oral presentations.
Sampling method/Number of Students to be Assessed	14 students
Performance Target(s) *Desired Level of Performance – [i.e.-80% of students will achieve 80%; 90% of students will achieve 70%]*	85% of the students will score an 80% or better on the test to identify the 6 Developmental Domains. 85% of the students will complete the 5 lesson plan feedback forms with an average of 80% accuracy in identifying 4 of the 6 Developmental Domains. They will utilize critical thinking and write a reflection paper describing their experience implementing the Developmental Domains into each lesson plan.
Timeframe of assessment tasks *When the assessment will occur – [i.e.-pre/post-tests; midterm; final]*	The test will be conducted Nov. 29, 2016

Faculty members involved in the assessment tasks *Each faculty member's responsibility is to identify SLOs to assess, complete the plan of assessment, gather and analyze data, and recommend changes, leading to a departmental discussion for chairs to finalize, compile, and submit as one report*	ASSESSED COURSE	FACULTY MEMBER(S) ASSESSING THIS SLO	SEMESTER
	ECE 288	Rosemary Breckenfelder	Fall 2016 (This course is not taught in the spring)
Part-time instructors actively involved in the assessment process *Included in the planning and/or analysis of results, not merely limited to submitting data*		PART-TIME INSTRUCTOR(S) ASSESSING THIS SLO	SEMESTER

Strategies/Methods planned for teaching this SLO	In-class lecture and active learning experiences, lesson plans and assessment to identify the 6 Developmental Domains.

2016 Assessment of Student Learning Results	
Results: ***Analysis and Interpretation of Results/Findings and insights gained.*** ***(How many students were assessed? What does the data show? What conclusions can you draw about the course, students, methodology, or other practices? What factors contributed to these results? Can you compare the results to previous baselines or activities?)***	Fall 2016: Test Results: 14 Students took the exam and 100% of the class scored 95% or better. Lesson Plan assessment: 100% of the students completed the 5 lesson plan feedback forms and 6 out of 6 Developmental Domains achieved 96% or better. The students in this course were enrolled in ECE courses that implemented the Developmental Domains. The emphasis on the Developmental Domains has impacted the students understanding and ability to recognize each domain within their lesson plan process. Fall 2015: Test Results: 24 students took the exam and passed with 88% exceeding expectation. Lesson Plan Assessment: Goal was 85% of the students will complete the 5 lesson plan feedback forms: Actual results was 100% completed the feedback forms and 5 of the 6 domains achieved a 75% or better. The students have a clear understanding of Cognitive, Language, Social, Emotional and Physical domains, but need more instruction on how to recognize and integrate Culture/Diversity.
Use of Results ***(After reviewing the results, what changes will you implement to improve student learning? When will you implement changes? For how long? How will you follow-up to measure improvement?)***	Fall 2016: The department does not plan to make any changes, but to continue to emphasize and instruct on the developmental domains in all courses where applicable. Fall 2015: I reviewed the results with the students and the suggestion was to clearly define Culture/Diversity. Next: provide lesson plan examples in class, brainstorm and apply the culture/diversity domain for understanding. Review weekly for understanding. Based on this input, I will be making changes and will reassess this SLO fall 2016.
Closing the Loop ***(Will you be reassessing this SLO next assessment cycle? Are you closing the loop? In view of the data, provide a brief explanation.)***	(x) CLOSING THE LOOP ( ) REASSESSING SLO DURING THE NEXT ASSESSMENT CYCLE The Department will not be reassessing this SLO and is closing the loop. The data depicts that with increased student awareness on the Developmental Domains through this course and in ECE 220 and ECE 238, and with better instruction on Culture and Diversity, the students results have increased. Side note: the ECE Department has observed an overall improvement in courses that are not identified in this assessment. Center Directors have stated that students are able to answer questions that focus on the Developmental Domains.

Developmental Domains Assessment Fall 2016 20 points: _____/20

Student's name: _____ Course: ECE_____ Date: _____

1. _____T or F: Research shows that it is during the first three years of life that the brain undergoes its most dramatic development.

2._____There are 7 areas of development:

A. Language, social, emotional, physics, clinical and cognitive.
B. Physical, language, social, cognitive, emotional, culture/diversity and self-help skills.
C. Physical education, social and emotional, clinical and cognitive, cultural
D. None of the above

3._____A child is playing in the sand and water table pouring sand from one bucket to another container. This is an example of:

A. Language
B. Social
C. Cultural
D. Physical

4._____Two children are taking turns as they play with the Jenga game. This is an example of:

A. Physical
B. Social
C. Language
D. Cognitive

5._____ A child is working with blocks and they keep falling down. After several attempts using a variety of blocks, he goes to the Art Area to find tape and tapes the blocks together.

A. Social
B. Resourceful
C. Cognitive
D. Frustrated

6._____Which of the following is not an example of Physical Development?

A. Tossing a bean bag in the air.
B. Playing Duck, Duck, Goose.
C. Singing 5 Little Monkey's
D. Tearing and gluing strips of paper.

7._____Which of the following is not an example of Cultural Development?

A. The child uses red and blue and says, "Purple".
B. The classroom teacher integrates local customs in her lesson plans.
C. A child wears a Kippah (skullcap) to school.
D. A parent volunteer teaches children how to make tortillas.

8._____ Language Development is:

A. The teacher and children talk about safety on the bus.
B. Two children are painting recycled cardboard.
C. Using the classroom flannel board, 3 children are retelling the story The Hungry Caterpillar.
D. A and C only

9. _____Which developmental domain is thinking, reasoning, memory and problem solving?

A. Physical domain
B. Language domain
C. Cognitive domain
D. Social domain

10. _____When a child can throw and catch a ball, then the developmental domain is:

A. Physical domain
B. Cognitive domain
C. Social domain
D. Emotional domain

11. _____When a child shows empathy for other children:
    A. Cognitive domain
    B. Emotional domain
    C. Language domain
    D. Cultural awareness domain

12. _____ A child says the word “duck” after seeing a picture of a duck, the developmental domain is:
    A. Physical domain
    B. Language domain
    C. Emotional domain
    D. Social domain

13. _____A child who can string beads onto a piece of yarn, the domain is:
    A. Cognitive domain
    B. Social domain
    C. Physical domain
    D. Language domain

14. _____When a child shares his toys with other children, the developmental domain is:
    A. Physical domain
    B. Cognitive domain
    C. Language domain
    D. Social domain

15. _____When a child will eat different types of food from different cultures:
    A. Physical domain
    B. Cultural awareness domain
    C. Language domain
    D. Emotional domain

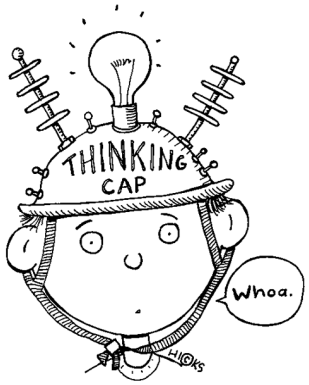
16. _____A child who puts shapes in the correct shape hole has achieved which domain:
    A. Cognitive domain
    B. Emotional domain
    C. Social domain
    D. Language domain

Matching (7 points): Draw a line from the Domain to the correct definition

Cognitive	is the process of a child realizing and understanding their own cultural identity.
Social	is the process by which children come to understand and communicate language by expressing thoughts and feeling.
Physical	is the ability to express feelings, control emotions, form relationships and develop feelings towards other people, and develop a self-image and identity.
Cultural	is the child's ability to learn and solve problems.
Emotional	is to do with movement: gross, or large, movement of limbs and fine manipulative movement of fingers.
Language	is the ability to socially interact in an effective, responsive and appropriate way
Self-Help Skills	Is the process to take care of one's own needs

Identify the following 7 Developmental Domains. There is <u>only</u> 1 picture for each domain. **(7 points)**

_____



_____

_____

_____


ki.dz
kab'n

_____

_____

_____

ECE 220 Lesson Plan Rubric

	Beginning 1	Developing 2	Accomplished 3	Exemplary 4
Goals and Objectives	Lesson objective(s) lack clarity &/or measurability; connection to standard not apparent	Lesson objective(s) somewhat clear & measurable; partial connection to the standard	Lesson objective(s) are clear, measurable, and specific to the standard	Lesson objectives are clear & measurable; learning progression is evidenced
Materials and Children's Book	List of materials and children's book are given limited attention in the lesson plan	List of materials and children's book is incomplete or inaccurate.	List of materials and children's book is provided and accurate for both teacher and students.	Detailed list of materials and children's book is provided for both teacher and students.
Hook Statement	Little or no attempt to gather students' attention and/or set a purpose for the lesson	Inadequate attempt to gather students' attention and/or set a purpose for the lesson	Introduces the lesson by sharing purpose, in student friendly language	Introduces the lesson by sharing purpose, in student friendly language; fully states what the teacher will say
Procedures	Lesson plan has no match between goals and objectives; the plan is vague and missing necessary step by step details for teacher's actions; No questions for guided and independent proactive.	Lesson plan has limited match between goals and objectives; plan missing necessary details for teacher's actions, limited step by step directions, uses closed vs. open questions for guided & independent practice.	Lesson plan has clear match between the goals and objectives; sufficient details for teacher's step by step directions and actions with some open-ended questions for guided and independent practice.	Lesson plan has explicit match between the goals and objectives; thoroughly details the teacher's step-by-step directions and actions with open-ended questions for guided and independent practice.
Procedure Closure	Lesson ends without review; does not include children in clean-up or transition to next activity	Lesson ends with limited review; focus on clean-up rather than student learning, does no transition to the next activity.	Teacher reviews lesson by summarizing and/or reviewing what was taught; some student engagement , includes clean-up, and transition activity	Students review the lesson by summarizing and/or sharing what they learned; teacher revisits the purpose for the lesson. Includes clean-up and transition activity.

Guidance Strategies	There is one suggested guidance strategy, but is not DAP for this age group.	The suggested guidance strategies anticipate some possible behaviors. Most of the boundaries are DAP.	The suggested guidance strategies provide clear guidelines to anticipate some possible behaviors and provide boundaries that are related to DAP.	The suggested guidance strategies provide clear guidelines that anticipate possible behaviors and provide boundaries that are all DAP.
Follow-up activities	There is one follow-up activity, but does not relate to the objectives of this activity. The activity is not an extension of the children's new learning or interests.	1 / 2 follow-up activities relate to the objectives of the activity and are partially an extension of the children's new learning and interests.	The two follow-up activities relate to the objectives of the activity and are extensions of the children's new learning and interests.	There are more than 2 follow-up activities that relate to the objectives of the activity and are extensions of the children's new learning and interests.
Adaptations and Accommodations	Includes a vague modification for special needs students, but does not consider other anticipated problems.	Include vague modifications for special needs students, learning styles, English Language Learners and other anticipated problems.	Include some modifications for diverse learner's special needs students, learning styles, English Language Learners and other anticipated problems encountered and how to solve them.	Includes detailed modifications for diverse learners, special needs students, learning styles, English Language Learners and other anticipated problems encountered and how to solve them.
Developmental Domains: Cognitive, Physical, Language, Social, Emotion and Diversity	1/2 Developmental Domains are listed with no description for each domain.	2/4 Developmental Domains are listed with a vague descriptions for each domain.	4/6Developmental Domains are listed with a detailed description for each domain.	6/6 Developmental Domains are listed with a detailed description for each domain.

Professional Writing ***Note: Earning a "3" in each category is considered "accomplished" toward meeting course requirements.***	Poor quality of professional writing is evidenced by 8 or more errors in clarity of writing, spelling, usage &/or grammar	Fair quality of professional writing is evidenced by 5-7 errors in clarity of writing, spelling, usage &/or grammar	Professional writing is evidenced by 1-4 errors in clarity of writing, spelling, usage &/or grammar	Professional attention to formal writing is evidenced by clarity in writing as well as absence of spelling, usage, and grammatical errors

ECE 238 Rubric for Developmental Domain Brochure

Students exceed expectations (60 Points Possible) **LEVEL 4**	Students are completely prepared and are well rehearsed. Students present each of the six domains by giving the definition of each domain and 3 or more examples of skills learned for each domain for toddlers and for preschool age children. Brochure is colorful with pictures or photos and typed. Brochure covers information on each of the six domains plus learning activities for toddlers and preschoolers to build skills in each of the six domains.
Students meet expectations (45 Points Possible) **LEVEL 3**	Students are prepared and are well rehearsed. Students present each of the six domains by giving the definition of each domain and 2 examples of skills learned for each domain for preschool age children and toddlers. Brochure is colorful pictures or photos. Brochure is typed and covers information on each of the six domains plus learning activities for preschoolers and toddlers to build their skills in each developmental domain.
Students are below expectations (30 points possible) **LEVEL 2**	Students are somewhat prepared. Students present brochure and give a definition of each domain. Students only have 1 learning activity for each domain for preschoolers or toddlers but not both. Brochure is not very colorful pictures or photos. Brochure is hand written not typed.
Students fail to meet expectations (20points possible) **LEVEL 1**	Students are not prepared at all. Students present brochure but do not give a definition of each domain. Only 1 learning activity is presented. Brochure is not colorful pictures or photos. Brochure is hand written not type
Teacher's Comments and final score on brochure	

Arts and Sciences Division
Assessment Report: 2016

Department: ***English and Communication Department*** **Initial Plan Date*: 4/8/16***

Prepared by: ***Collene Boyle, Dustin Dunaway, Cindy Graham, Vickie Kampa, Patrick Kelling, Maria Kelson, Kari Lee, Liz Medendorp, Luis Nazario, Matthew Sterner-Nelly, Jamie Patti, Gayle Welch.*** **REVIEWED by Department Chair:** ***Luis Nazario***

Reviewed by the ASL Division Committee: ***Kari Lee*** **Final Report Date:** ***January 27. 2017***

Department Mission	*Through its commitment to excellence in teaching, the Department of English and Communication at Pueblo Community College works to increase the literacy and cultural awareness of our students across the range of their studies. Recognizing our students' potential contribution to society, we seek to enhance their success in all endeavors requiring critical thinking, clear expression of ideas, and an understanding of human relationships and values.*
Department Level SLOs to Be Assessed ***Evaluate how well students are learning the primary learning goals within department courses. List the department-specific SLOs you will be assessing.***	**COMMUNICATION (COM)** • ✓**COM 115 SLO 1:** Students will prepare and deliver a variety of speeches including informative and persuasive speeches before a live, synchronous audience giving feedback to the speaker that demonstrate: topic selection, audience analysis, organization, academic research strategies and language use. • ✓**COM 125 SLO 1:** Students will illustrate understanding of gender and cultural influences on interpersonal communication. • ✓**COM 220 SLO 1:** Students will theorize about the influence of cultural values and world view on language and thought processes. **COLLEGE COMPOSITION AND READING (CCR)** • ✓**CCR 092: SLO 1:** Students will demonstrate knowledge of and ability to comprehend, analyze, and interpret college-level readings and materials. **ENGLISH (ENG)** • ✓**ENG 121: SLO 1:** Students will demonstrate their ability to integrate source information using a variety of strategies. • ✓**ENG 121: SLO 2:** Students will demonstrate critical thinking by writing persuasive essays that meet acceptable standards of evidence, influence of context and assumptions, and statement of position. • ✓**ENG 121: SLO 3:** English 121 students will write a well-structures essay in which they apply the principles of thesis, unity, coherence, and support. • ✓**ENG 121: SLO 4:** Students will both access and correctly cite sources from the PCC databases in a research paper. • ✓**ENG 122: SLO 1:** Students will employ effective use of in-text citations in isolation, in a quasi-contextual setting, and in their career analysis papers as demonstrated by a rubric score of 3 or better.

	• ✓**ENG 122: SLO 2:** Students will exhibit professionalism through honoring contract commitments as demonstrated by a checklist in the following areas: accountability, attitude, and motivation. • ✓**ENG 122: SLO 3:** Students will employ effective problem solving through defining a problem, identifying strategies for solving the problem, proposing solutions, and evaluating those solutions as demonstrated by a score of 3 or better on a rubric. **LITERATURE (LIT)** • ✓**LIT 115: SLO 1:** Students will create and develop a contemporary retelling of a scene from Shakespeare's Othello.

Assessment of Institutional Level SLO: All departments and programs will assess critical thinking. However, departments that offer general education courses will assess additional Institutional-level SLOs specific to the departments. Use checkmarks (✓) to select additional SLOs. Departments will create signature assignments to ensure the reliability and validity of the results and may apply departmental scoring rubrics for grading purposes in addition to the AAC&U VALUE rubrics for institutional assessment purposes.

☑	**COMMUNICATION COMPETENCE** •
☑	**CRITICAL THINKING AND INFORMATION LITERACY** •
☐	**QUANTITATIVE AND SCIENTIFIC REASONING**
☐	**TECHNOLOGY LITERACY** •
☑	**GLOBAL, CULTURAL, AND CIVIC KNOWLEDGE** •
☑	**PROFESSIONALISM AND TEAMWORK** •

Department Chair: At the end of the assessment cycle, write a brief statement indicating what insights your department has gained resulting from assessing students' learning.

INFORMATION NOT PROVIDED – PLEASE UPDATE

Relationship between department-level SLOs and college-level SLOs

Department-level SLOs should be tied to the mission and goals of the College. Therefore, some department-level SLOs should overlap with college-level SLOs. Please use the matrix below to demonstrate how your department-level SLOs overlap with the following college-level SLOs:

1. Communication Competence
2. Critical Thinking and Information Literacy
3. Quantitative and Scientific Reasoning
4. Technology Literacy
5. Global, Cultural, and Civic Knowledge
6. Professionalism and Teamwork

General Education Objectives (✓) *Check only those objectives you will be assessing for each SLO. Checking more than one objective indicates you will be using multiple measures, tools, methods, and levels of performance. The final analyses must address each general education objective checked.*		**Communi-cation competency**	**Critical Thinking & Information Literacy**	**Quantitative & Scientific Reasoning**	**Technology Literacy**	**Global, Cultural, and Civic Knowledge**	**Professionalism and Teamwork**	**Department-level SLO conceptually different from college-level SLOs**
Prefix and course number	**SLOs you will be assessing this calendar year**							
COM115	Students will prepare and deliver a variety of speeches including informative and persuasive speeches before a live, synchronous audience giving feedback to the speaker that demonstrate: topic selection, audience analysis, organization, academic research strategies and language use.	✓						
COM125	Students will illustrate understanding of gender and cultural influences on interpersonal communication.	✓				✓	✓	
COM220	Students will theorize about the influence of cultural values and world view on language and thought processes.		✓			✓		
CCR 092	SLO 1: Demonstrate knowledge of and ability to comprehend, analyze, and interpret college-level readings and materials.		✓					
ENG 121	**SLO 1:** Students will demonstrate their ability to integrate source information using a variety of strategies		✓					
ENG 121	**SLO 2:** Students will demonstrate critical thinking by writing persuasive essays that meet acceptable standards of evidence, influence of context and assumptions, and statement of position.	✓						
ENG 121	**SLO 3:** English 121 students will write a well-structures essay in which they apply the principles of thesis, unity, coherence, and support.		✓					

General Education Objectives (✓) *Check only those objectives you will be assessing for each SLO. Checking more than one objective indicates you will be using multiple measures, tools, methods, and levels of performance. The final analyses must address each general education objective checked.*		Communi-cation competency	Critical Thinking & Information Literacy	Quantitative & Scientific Reasoning	Technology Literacy	Global, Cultural, and Civic Knowledge	Professionalism and Teamwork	Department-level SLO conceptually different from college-level SLOs
Prefix and course number	**SLOs you will be assessing this calendar year**							
ENG 122	**SLO 1:** Students will employ effective use of in-text citations in isolation, in a quasi-contextual setting, and in their career analysis papers.		✓					
ENG 122	**SLO 2:** Students will exhibit professionalism through honoring contract commitments as demonstrated by a checklist in the following areas: accountability, attitude, and motivation.						✓	
ENG 122	**SLO 3:** Students will employ effective problem solving through defining a problem, identifying strategies for solving the problem, proposing solutions, and evaluating those solutions		✓					
LIT 115	**SLO 1:** Students will create and develop a contemporary retelling of a scene from Shakespeare's Othello.	✓						

COM 115: SLO 1

Students will prepare and deliver a variety of speeches including informative and persuasive speeches before a live, synchronous audience giving feedback to the speaker that demonstrate: topic selection, audience analysis, organization, academic research strategies and language use.

Rationale for choosing this SLO *If you are reassessing last year's SLO, include the results you had last year, the number of years this specific SLO has been assessed, and the reason this SLO needs to be reassessed.*	This SLO is being assessed for the first time. Students in previous semesters have demonstrated difficulties in organizing and delivering information into coherent and distinct introductions, bodies, and conclusions. This SLO will measure the impact of instruction methods on students' abilities to demonstrate understanding of organization.
Assessment Method(s) (✓)	( ) SELECTED RESPONSE ( ) EXTENDED WRITTEN RESPONSE (✓) PERFORMANCE ASSESSMENT ( ) PERSONAL COMMUNICATION
Assessment Tool(s) (✓) *Direct Assessment – type of assignment [i.e.-exam; project; exhibit; oral presentation]*	**Direct**: ( ) EXAM/TEST/QUIZ ( ) ESSAYS OR RESEARCH PAPERS (✓) ORAL PRESENTATIONS ( ) PROBLEM-BASED/TEAM-BASED PROJECTS ( ) OTHER _____ **Indirect**: ( ) SURVEYS ( ) REFLECTIONS ( ) OTHERS: _____
Scoring Method(s) (Submit copy of tool with this document.) **(✓)**	(✓) RUBRIC ( ) #/% OF CORRECT ANSWERS ( ) CHECKLIST ( ) OTHERS:_____ Students will be assessed on the "Organization" criterion in the AAC&U Oral Communication VALUE Rubric. **PLEASE ATTACH RUBRIC**
Sampling method/Number of Students to be Assessed	100 students will be assessed over four sections of COM 115.
Performance Target(s) *Desired Level of Performance – [i.e.-80% of students will achieve 80%; 90% of students will achieve 70%]*	80-percent of students will achieve a level 3 in the "Organization" criterion on the AACU Oral Communication VALUE rubric.
Timeframe of assessment tasks *When the assessment will occur – [i.e.-pre/post-tests; midterm; final]*	Data will be collected in the Spring 2016, Summer 2016, and Fall 2016 semesters. The data will be assessed in Spring 2017.

Faculty members involved in the assessment tasks
Each faculty member's responsibility is to identify SLOs to assess, complete the plan of assessment, gather and analyze data, and recommend changes, leading to a departmental discussion for chairs to finalize, compile, and submit as one report

ASSESSED COURSE	FACULTY MEMBER(S) ASSESSING THIS SLO	SEMESTER
COM115	Dustin Dunaway	Summer 2016 Fall 2016

Part-time instructors actively involved in the assessment process
Included in the planning and/or analysis of results, not merely limited to submitting data

	PART-TIME INSTRUCTOR(S) ASSESSING THIS SLO	SEMESTER
COM115	Anthony Mitchell	Spring 2016 Summer 2016 Fall 2016

Strategies/Methods planned for teaching this SLO	Instructors will break down each of the three components of the speech into subcomponents that are easily met through students' existing composition skills. Instructors will also provide samples of outlines with clearly delineated main points and speech components. Instructors will also stress the importance of transitions.

2016 Assessment of Student Learning Results	
Results: *Analysis and Interpretation of Results/Findings and insights gained.* ***(How many students were assessed? What does the data show? What conclusions can you draw about the course, students, methodology, or other practices? What factors contributed to these results? Can you compare the results to previous baselines or activities?)***	180 students were assessed over seven course sections. 149 students reached Level 3 in the "Organization" Criterion of the AACU Rubric. This represents an 83% success rate. The teaching methodology and grading emphasis on organization was successful in instructing and motivating students to stick with a regimented structure. Increased time and increased emphasis was the likely cause for improvement. Previous course sections showed a lack of presentation cohesiveness that affected many other parts of speaking.
Use of Results ***(After reviewing the results, what changes will you implement to improve student learning? When will you implement changes? For how long? How will you follow-up to measure improvement?)***	The emphasis on topical and chronological organization helped to streamline student outlines and presentations. These lessons will continue into the next cycle and become a permanent fixture in COM 115 with small modifications based on modality.
Closing the Loop ***(Will you be reassessing this SLO next assessment cycle? Are you closing the loop? In view of the data, provide a brief explanation.)***	(✓) **CLOSING THE LOOP** ( ) **REASSESSING SLO DURING THE NEXT ASSESSMENT CYCLE** SLO language is being revised by the Colorado Department of Higher Education. This will affect future cycles. This loop is closed, pending the revised CDHE learning outcomes.

COM 125: SLO 1

Students will illustrate understanding of gender and cultural influences on interpersonal communication.

Rationale for choosing this SLO *If you are reassessing last year's SLO, include the results you had last year, the number of years this specific SLO has been assessed, and the reason this SLO needs to be reassessed.*	This SLO is being measured as part of the institutional goal of critical thinking competence. Students should be able to identify gender-based communication phenomena and apply it to real-world environments, including the implications of communication.
Assessment Method(s) (✓)	( ) SELECTED RESPONSE (✓) EXTENDED WRITTEN RESPONSE ( ) PERFORMANCE ASSESSMENT ( ) PERSONAL COMMUNICATION
Assessment Tool(s) (✓) *Direct Assessment – type of assignment [i.e.-exam; project; exhibit; oral presentation]*	**Direct:** ( ) EXAM/TEST/QUIZ (✓) ESSAYS OR RESEARCH PAPERS ( ) ORAL PRESENTATIONS ( ) PROBLEM-BASED/TEAM-BASED PROJECTS ( ) OTHER _____ **Indirect:** ( ) SURVEYS ( ) REFLECTIONS ( ) OTHERS: _____
Scoring Method(s) (Submit copy of tool with this document.) **(✓)**	(✓) RUBRIC ( ) #/% OF CORRECT ANSWERS ( ) CHECKLIST ( ) OTHERS:_____ **PLEASE ATTACH RUBRIC**
Sampling method/Number of Students to be Assessed	75 students will be assessed in one section of COM 125 .
Performance Target(s) *Desired Level of Performance – [i.e.-80% of students will achieve 80%; 90% of students will achieve 70%]*	80-percent of students will be able to reach Milestone 2 on the AACU Critical Thinking VALUE Rubric
Timeframe of assessment tasks *When the assessment will occur – [i.e.-pre/post-tests; midterm; final]*	Data will be collected in the Spring 2016 and Fall 2016 semesters. The data will be assessed in Spring 2017.

Faculty members involved in the assessment tasks
Each faculty member's responsibility is to identify SLOs to assess, complete the plan of assessment, gather and analyze data, and recommend changes, leading to a departmental discussion for chairs to finalize, compile, and submit as one report

ASSESSED COURSE	FACULTY MEMBER(S) ASSESSING THIS SLO	SEMESTER
COM 125	Dustin Dunaway	Spring 2016, Fall 20 Summer 2016 Fall 2016

Part-time instructors actively involved in the assessment process
Included in the planning and/or analysis of results, not merely limited to submitting data

	PART-TIME INSTRUCTOR(S) ASSESSING THIS SLO	SEMESTER

Strategies/Methods planned for teaching this SLO	Instructors will emphasize the importance of theory application to emerging texts. Instructors will provide in-class examples, group work, readings, and process assessment.

2016 Assessment of Student Learning Results	
Results: ***Analysis and Interpretation of Results/Findings and insights gained.*** ***(How many students were assessed? What does the data show? What conclusions can you draw about the course, students, methodology, or other practices? What factors contributed to these results? Can you compare the results to previous baselines or activities?)***	47 students were assessed using their comprehensive journal in three sections of COM 125. 33 students reached the "2" milestone on the AACU Rubric, which represents a 70% rate of successful completion. This is below the target of 80%. One hypothesis for this is students' overall discomfort with accepting their role as social scientists prior to the assessment. Students demonstrate higher success in analyzing their own communication, but anecdotal evidence suggests they are reticent to be judgmental about the communication of others.
Use of Results ***(After reviewing the results, what changes will you implement to improve student learning? When will you implement changes? For how long? How will you follow-up to measure improvement?)***	While students have the cognitive skills by the time they are assessed at the end of the semester, they may lack the skill or comfort level necessary to apply the information they have learned. By implementing small stakes application activities prior to the assessment, students may feel more comfortable making assessments of real-world communication. In addition, the selected rubric may be an imperfect measure for this particular learning objective. Language on the milestone is broad while the expectations of assessing communication are narrow.
Closing the Loop ***(Will you be reassessing this SLO next assessment cycle? Are you closing the loop? In view of the data, provide a brief explanation.)***	(✓) CLOSING THE LOOP ( ) REASSESSING SLO DURING THE NEXT ASSESSMENT CYCLE Critically examining the implications of interpersonal communication on others is still a worthy goal for the course. Future SLOs may be tailored to gender- and culture-based communication. The SLO will be closed pending state discipline advice on new student competencies.

COM 220: SLO 1

Students will theorize about the influence of cultural values and world view on language and thought processes.

Rationale for choosing this SLO *If you are reassessing last year's SLO, include the results you had last year, the number of years this specific SLO has been assessed, and the reason this SLO needs to be reassessed.*	This SLO is being measured as part of the institutional assessment of critical thinking. Students in a 200-level course should be able to move beyond the acquisition of knowledge to application, synthesis and generation of new theories. This SLO will measure students' ability to understand **PLEASE COMPLETE RATIONALE**
Assessment Method(s) (✓)	(✓) SELECTED RESPONSE ( ) EXTENDED WRITTEN RESPONSE ( ) PERFORMANCE ASSESSMENT ( ) PERSONAL COMMUNICATION
Assessment Tool(s) (✓) *Direct Assessment – type of assignment [i.e.-exam; project; exhibit; oral presentation]*	**Direct**: ( ) EXAM/TEST/QUIZ (✓) ESSAYS OR RESEARCH PAPERS ( ) ORAL PRESENTATIONS ( ) PROBLEM-BASED/TEAM-BASED PROJECTS ( ) OTHER _____ **Indirect**: ( ) SURVEYS ( ) REFLECTIONS ( ) OTHERS: _____
Scoring Method(s) (Submit copy of tool with this document.) **(✓)**	(✓) RUBRIC ( ) #/% OF CORRECT ANSWERS ( ) CHECKLIST ( ) OTHERS:_____ **PLEASE ATTACH RUBRIC**
Sampling method/Number of Students to be Assessed	25 students will be assessed in one section of COM 220.
Performance Target(s) *Desired Level of Performance – [i.e.-80% of students will achieve 80%; 90% of students will achieve 70%]*	80-percent of students will be able to reach Milestone 2 on the AACU Critical Thinking VALUE Rubric
Timeframe of assessment tasks *When the assessment will occur – [i.e.-pre/post-tests; midterm; final]*	Data will be collected in the Spring 2016 and Fall 2016 semesters. The data will be assessed in Spring 2017.

Faculty members involved in the assessment tasks
Each faculty member's responsibility is to identify SLOs to assess, complete the plan of assessment, gather and analyze data, and recommend changes, leading to a departmental discussion for chairs to finalize, compile, and submit as one report

ASSESSED COURSE	FACULTY MEMBER(S) ASSESSING THIS SLO	SEMESTER
COM 220	Dustin Dunaway	Spring 2016, Fall 2016

Part-time instructors actively involved in the assessment process
Included in the planning and/or analysis of results, not merely limited to submitting data

	PART-TIME INSTRUCTOR(S) ASSESSING THIS SLO	SEMESTER

Strategies/Methods planned for teaching this SLO	Instructors will emphasize the importance of theory application to emerging texts. Instructors will provide in-class examples, group work, readings, and process assessment.

2016 Assessment of Student Learning Results	
Results: ***Analysis and Interpretation of Results/Findings and insights gained.*** *(How many students were assessed? What does the data show? What conclusions can you draw about the course, students, methodology, or other practices? What factors contributed to these results? Can you compare the results to previous baselines or activities?)*	18 students were assessed in two sections of COM 220. 13 students achieved the "2" milestone on the AACU rubric. This represents a 72% success rate. This result is slightly below the 80% target rate. Part of this result is due to the low sample size for COM 220 students (a single student represents nearly 5% of the overall result). In addition, the rubric was applied holistically, rather than examining a single criterion. A closer look at the data collected shows that students showed remarkable competence in identifying, explaining, and exploring cultural issues (100% reached milestone 2). Students were weaker on analyzing the impact of their own assumptions (55% at Milestone 2) and evaluating the consequences of communication as part of their conclusions (55% at Milestone 2).
Use of Results *(After reviewing the results, what changes will you implement to improve student learning? When will you implement changes? For how long? How will you follow-up to measure improvement?)*	After evaluating the data, two changes will be made. 1) More activities in which the student is required to displace themselves from the decision-making and exercise empathetic skills. 2) Single criterions on a revamped rubric will be assessed rather than using the rubric holistically. This will allow the instructor to accurately assess the specific skill. This will be assessed in the next cycle using a modified rubric.
Closing the Loop *(Will you be reassessing this SLO next assessment cycle? Are you closing the loop? In view of the data, provide a brief explanation.)*	( ) CLOSING THE LOOP (✓) REASSESSING SLO DURING THE NEXT ASSESSMENT CYCLE This SLO will be reassessed in the next cycle. The data, both collected and anecdotal, show a need for increased attention to critical assessment of communication skills as well as globally diverse thought

CCR 092: SLO 1

Students will demonstrate knowledge of and ability to comprehend, analyze, and interpret college-level readings and materials.

Rationale for choosing this SLO *If you are reassessing last year's SLO, include the results you had last year, the number of years this specific SLO has been assessed, and the reason this SLO needs to be reassessed.*	As critical thinking is not a directly observable skill, CCR 092 instructors have grappled with the challenge of selecting and refining our assessment tools and methods. In the past, we observed that students often do not see themselves as critical thinkers initially, but after direct instruction and practice they can gain in confidence. Survey results have shown student improvement in understanding of the value of pre-reading, active-reading, and post-reading on their ability to stay engaged, understand the material, remember what they read, and apply it to other situations. In addition, comprehension quizzes that measure understanding of the content and how the information can be applied are other useful tools used to measure this SLO. Surveys and quizzes continued to be used as assessment instruments during Fall of 2016. In the spirit of continuous improvement, however, one instructor also experimented with assessing this SLO based upon students' summarizing skills using college-level reading materials.
Assessment Method(s) (✓)	(✓) SELECTED RESPONSE (✓) EXTENDED WRITTEN RESPONSE (✓) PERFORMANCE ASSESSMENT ( ) PERSONAL COMMUNICATION
Assessment Tool(s) (✓) *Direct Assessment – type of assignment [i.e.-exam; project; exhibit; oral presentation]*	**Direct**: (✓) EXAM/TEST/QUIZ ( ) ESSAYS OR RESEARCH PAPERS ( ) ORAL PRESENTATIONS ( ) PROBLEM-BASED/TEAM-BASED PROJECTS (✓) OTHER _____ **Indirect**: (✓) SURVEYS ( ) REFLECTIONS ( ) OTHERS: _____
Scoring Method(s) (Submit copy of tool with this document.) **(✓)**	(✓) RUBRIC (✓) #/% OF CORRECT ANSWERS ( ) CHECKLIST ( ) OTHERS:_____ 1. Weekly "Reading Process" Tasks 2. Reading comprehension quizzes 3. 2 surveys (1 prior to the learning activities; 1 after the learning activities) 4. Summarizing assignments **PLEASE ATTACH RUBRIC**
Sampling method/Number of Students to be Assessed	Spring (Survey; Quiz) 15 students in CCR 092 (Online) Fall (Survey; Quiz) 15 students in CCR 092 (Online) Fall (Summarizing) 21 students in CCR 092 (Traditional)
Performance Target(s) *Desired Level of Performance – [i.e.-80% of students will achieve 80%; 90% of students will achieve 70%]*	1. 80% of the students will complete 80% of the weekly "Reading Process" tasks 2. 80% of the students will earn 80% or better on the final reading comprehension/analysis quiz 3. 80% of the students surveyed will express an increase in awareness and understanding of the definition and impact of critical thinking 4. 80% of the students will achieve a score of 70% or better on their summaries based on criteria from the checklist.
Timeframe of assessment tasks *When the assessment will occur – [i.e.-pre/post-tests; midterm; final]*	1. 10-12 weekly reading tasks will be completed each semester (SP16/FA16) 2. Reading comprehension/analysis quizzes will be administered in May 2016 and December 2016 3. Pre/Post surveys will be administered in April and May and again in September and December

Faculty members involved in the assessment tasks ***Each faculty member's responsibility is to identify SLOs to assess, complete the plan of assessment, gather and analyze data, and recommend changes, leading to a departmental discussion for chairs to finalize, compile, and submit as one report***	**ASSESSED COURSE** CCR 092-0W1 CCR 092	**FACULTY MEMBER(S) ASSESSING THIS SLO** Jamie J. Patti Cindy Graham	**SEMESTER** Spring 2016/Fall 2016 Fall 2016
Part-time instructors actively involved in the assessment process ***Included in the planning and/or analysis of results, not merely limited to submitting data***		**PART-TIME INSTRUCTOR(S) ASSESSING THIS SLO**	**SEMESTER**
Strategies/Methods planned for teaching this SLO	Survey & Quiz Assessment Tools Instructor will facilitate multiple discussions on the topic of critical thinking each semester to improve awareness, understanding, and attitudes about critical thinking. Instructor will emphasize the role of "pre-reading" as a critical thinking exercise that can be practiced routinely. Instructor will provide students with time in class to practice the reading process through weekly reading tasks and will assign a grade value for completing the activity. Instructor will provide students with time in class to discuss the impact of "pre-reading" strategies on comprehension and ability to apply newly learned information to other tasks. Instructor will regularly highlight and praise evidence of critical thinking demonstrated by students in discussions, quizzes, and other tasks. Summarizing Assessment Tool Instructor will provide direct instruction on how to write a summary, based upon five basic steps. Instructions will be conducted during class as a "workshop" task initially. Later, another practice opportunity will be conducted similarly. Materials to be summarized will be professional articles from the chapters in *Bridges for Better Writing*, the course textbook. Three summaries will be assigned throughout the semester to allow students ample practice opportunities. Results of the final summary will be used for assessment results **[…]** highlight and praise evidence of critical thinking demonstrated by students in discussions, quizzes, and other tasks. **PLEASE REVIEW AND COMPLETE**		

2016 Assessment of Student Learning Results

Results: ***Analysis and Interpretation of Results/Findings and insights gained.*** ***(How many students were assessed? What does the data show? What conclusions can you draw about the course, students, methodology, or other practices? What factors contributed to these results? Can you compare the results to previous baselines or activities?)***	Results of Survey and Quiz Assessment Of the students enrolled in CCR 092 Online in SP16, only 8 completed the course. Those 8 students performed well on the 5 total "Reading Tasks," which required them to demonstrate evidence of the "reading process" by providing a "prediction statement," at least "2 comments per page," and a "summary." 75% of the students earned a score of 80% or better on the final comprehension quiz. Only two students submitted answers to the final survey in May of 2016, but both expressed positive opinions about the effects of the reading process to help them remember what they had read. In response to the results from the spring semester, I increased the number of reading tasks to 9 total for those students enrolled in CCR 092 Online during FA16. In addition, I also changed the readings to provide students with more opportunities to consider and reflect on critical thinking skills within the scope of critical reading, listening, questioning assumptions, and reflection. Only 65% of the students completed at least 80% of the reading tasks to demonstrate an understanding of the "reading process." But those who did complete at least 80% of the reading tasks did earn an 80% or better on the final reading comprehension quiz. In addition, those students who completed the final survey in December of 2016 were extremely grateful for having learned the reading process. Following is a few student responses from that survey that speak directly to this assessment: "I think I have become a better reader"; "I have changed as a reader"; "the reading process…helped me understand what I read"; "Next reading assignments I do from now on, I will do just like I did in this class"; "Taking notes is now automatic to me." Results of Summarizing Assessment: Students scoring 70% or above (at least 14/20): 15 (71.4%) Students scoring less than 70% (less than 14/20): 6 (28.6%) Conclusions drawn: Summarizing is a useful skill that illustrates a reader's ability to read critically and determine the most important information from written work. In college, this skill is one that will serve students well to learn and refine, as it can be applied in a variety of learning situations in most disciplines. Although the performance target was not achieved this time, the use of this type of assessment process will help those who teach CCR 092 to better understand students' ability to understand complex material, to identify key points, and to apply a basic writing process.
Use of Results ***(After reviewing the results, what changes will you implement to improve student learning? When will you implement changes? For how long? How will you follow-up to measure improvement?)***	Survey and Quiz Assessment Though the benefits of the reading process are significant, I am not sure if they accurately reflect improvements to critical thinking skills, as we had hoped. Encouraging students to develop effective reading habits and providing students with opportunities to reflect on critical thinking processes may have a positive impact on their abilities to think critically, but we may not be able to measure that impact during the same semester, or even the same year. During the 2015 assessment cycle, CCR 092 instructors discovered that the first challenge to helping students develop critical thinking skills involved "identity": students who are not

	ready for college-level reading and writing do not see themselves as "critical thinkers." The strategies in this 2016 plan did not do enough to address that challenge. <u>Summarizing Assessment</u>: Planned changes: (1) Introduce summary steps using a shorter, simpler article. (2) Coach students on process with step-by-step instructions initially, while whole group works on drafting. (3) Require revision (at least for first and/or second attempt). (4) Conduct discussion about textbook articles before assigning summary (at least on 1st two attempts). (5) If possible, incorporate a brief conferencing session with each student. (6) Add at least one more practice (from 3 to 4). Changes will be implemented in Spring 2017; results will be compared with those from Fall 2016. Follow-up will be reported next cycle as part of a new assessment plan.
Closing the Loop ***(Will you be reassessing this SLO next assessment cycle? Are you closing the loop? In view of the data, provide a brief explanation.)***	(✓) **CLOSING THE LOOP** ( ) **REASSESSING SLO DURING THE NEXT ASSESSMENT CYCLE** The summarizing assessment will be continued, and instructors will continue to implement and improve how we teach the reading process. The 2016 Assessment Plan for CCR 092 provided us with great evidence that teaching "the reading process" is fundamental to the development of the habits of successful, persistent college students. But the reading process does not help us grow or measure critical thinking skills. CCR 092 instructors need to develop new strategies in 2017 geared to help students identify themselves as "critical thinkers."

ENG 121: SLO 1

Students will demonstrate their ability to integrate source information using a variety of strategies.

Rationale for choosing this SLO *If you are reassessing last year's SLO, include the results you had last year, the number of years this specific SLO has been assessed, and the reason this SLO needs to be reassessed.*	Last assessment cycle, 56% of students met this goal. Because students' ability to integrate sources into their text in the form of paraphrases, summaries, or direct quotations presents a challenge and is essential to the course, we need to achieve the targeted 75% proficiency. For the 2016 assessment cycle, we will expand the sampling and help students make a better connection to the related elements of MLA citations and in-text citation. Thus, we will assess those related areas as well.
Assessment Method(s) (✓)	( ) SELECTED RESPONSE (✓) EXTENDED WRITTEN RESPONSE ( ) PERFORMANCE ASSESSMENT ( ) PERSONAL COMMUNICATION
Assessment Tool(s) (✓) *Direct Assessment – type of assignment [i.e.-exam; project; exhibit; oral presentation]*	**Direct**: ( ) EXAM/TEST/QUIZ (✓) ESSAYS OR RESEARCH PAPERS ( ) ORAL PRESENTATIONS ( ) PROBLEM-BASED/TEAM-BASED PROJECTS ( ) OTHER _____ **Indirect**: ( ) SURVEYS ( ) REFLECTIONS ( ) OTHERS: _____
Scoring Method(s) (Submit copy of tool with this document.) **(✓)**	(✓) RUBRIC ( ) #/% OF CORRECT ANSWERS ( ) CHECKLIST ( ) OTHERS:_____ **PLEASE ATTACH RUBRIC**
Sampling method/Number of Students to be Assessed	All ENG 121 instructors will administer a signature assignment created by the English department. We will request ENG 121 instructors to provide data based on a departmental rubric **PLEASE UPDATE WITH SPECIFICS REGARDING ACTUAL SAMPLE SIZE USED**
Performance Target(s) *Desired Level of Performance – [i.e.-80% of students will achieve 80%; 90% of students will achieve 70%]*	75% of the sampled students will score 3 or better in a rubric on integrating sources. 75% of the sampled students will score 3 or better in a rubric demonstrating the correct use of in-text citations. 75% of the sampled students will score 3 or better in a rubric demonstrating the correct use works cited entries.
Timeframe of assessment tasks *When the assessment will occur – [i.e.-pre/post-tests; midterm; final]*	Data will be collected in the spring on a limited sampling. Upon completion of the signature assignment, we will increase this sampling in the fall

Faculty members involved in the assessment tasks
Each faculty member's responsibility is to identify SLOs to assess, complete the plan of assessment, gather and analyze data, and recommend changes, leading to a departmental discussion for chairs to finalize, compile, and submit as one report

ASSESSED COURSE	FACULTY MEMBER(S) ASSESSING THIS SLO	SEMESTER
ENG 121	Gayle Welch	Spring and Fall 2016
ENG 121	Luis Nazario	Spring and Fall 2016
ENG 121	Liz Medendorp	Fall 2016

Part-time instructors actively involved in the assessment process
Included in the planning and/or analysis of results, not merely limited to submitting data

	PART-TIME INSTRUCTOR(S) ASSESSING THIS SLO	SEMESTER

Strategies/Methods planned for teaching this SLO	Students will continue to receive explanation, exercises, and guided practice. However, we will emphasize the relationship among the related elements of documentation.

2016 Assessment of Student Learning Results

Results: ***Analysis and Interpretation of Results/Findings and insights gained.***

(How many students were assessed? What does the data show? What conclusions can you draw about the course, students, methodology, or other practices? What factors contributed to these results? Can you compare the results to previous baselines or activities?)

Fall 2016

Out of the 17 ENG 121 students assessed, 12 (71%) demonstrated accomplished (score of 3) or exemplary (score of 4) performance on integrating source information, and 11 (64.7%) demonstrated at least this degree of mastery on correct use of in-text citations and works cited entries.

While the performance target of 75% was not met, results show that students are progressing toward mastery of this SLO as appropriate for an introductory-level course, and the practice of dedicating one week of class to the topic of source integration offered students an opportunity to begin developing this skill, but further hands-on practice with applying these principles to the sources located in their own research may be beneficial.

However, a broader sampling of students, 67 students for both spring and fall semesters, indicate a decline of 11% from 2015 assessment cycle—57% to 46%—in students' ability to integrate source information into their text. The major weaknesses consisted of dropped quotations, over-quoting information, and weak or absent lead-ins or signal phrases to integrate quotations, paraphrases, and summaries.

(67 students)	**4**	**3**	**2**	**1**	**0**	**2015**
Integration of source information	31%	15%	12%	42%	0	56%/-11%
Use of in-text citations	25%	18%	11%	46%	0	52%//-09%
Creating an MLA Works Cited page	21%	18%	21%	40%	0	55%/-16%

We also saw a similar proficiency decline in the two related areas: the use of in-text citations and the quality of the works cited page. (See table above.) Two major departmental changes may explain this decline: student placement and attendance. Under the new advising model of "placing up," students are given more opportunities to bypass remediation and are made aware that they may waive any basic skills course and request the college-level course. As a result, many instructors are seeing many underprepared students in the classes. The changes is material, methodology, and assessment to accommodate the new learners moves very slowly. In addition, PCC moved from an institutional attendance policy to a departmental (or program)-specific attendance policies, where instructors are not allowed to withdraw students but only to encourage them to withdraw on their own. Both these factors are viewed by faculty as important changes for which instruction has not prepared. Instructors still spend a week in teaching MLA, but this strategy needs further improvement.

Use of Results

(After reviewing the results, what changes will you implement to improve student learning? When will you implement changes? For how long? How will you follow-up to measure improvement?)

In the coming year, we will dedicate further attention to hands-on practice with source integration, including embedding quotes and paraphrases, in-text citations, and works cited entries, by developing an in-class activity using sample sources and building in a journal entry assignment that asks students to practice these skills using a source they found for their own research. Further opportunities to practice, especially with authentic research, will help improve student learning and performance on this SLO.

	We will also discuss this situation with faculty and our part-time instructors to incorporate their best practices into our units, as well as request that they submit their data. We will also need to determine what changes we can make in how we are assessing this SLO in order to ensure the reliability of our results. We may need to rely on multiple measures.
Closing the Loop ***(Will you be reassessing this SLO next assessment cycle? Are you closing the loop? In view of the data, provide a brief explanation.)***	( ) CLOSING THE LOOP (✓) REASSESSING SLO DURING THE NEXT ASSESSMENT CYCLE We will reassess student performance on this SLO using the same rubric as well as other measures (to be determined) and we will increase our sampling further to include part-time instructors on our various campuses to see if any marked improvement occurs. These results will help inform action steps leading into the next loop in the assessment cycle.

ENG 121: SLO 2

Students will demonstrate critical thinking by writing persuasive essays that meet acceptable standards of evidence, influence of context and assumptions, and statement of position.

Rationale for choosing this SLO *If you are reassessing last year's SLO, include the results you had last year, the number of years this specific SLO has been assessed, and the reason this SLO needs to be reassessed.*	Last assessment cycle students score an average of 1.6 on AAC&U rubric. We will use this as the baseline. However, to better understand the significance of this rating, this assessment cycle, we will use our departmental rubric as well. In addition, we will expand the sampling to increase the reliability of the results.
Assessment Method(s) (✓)	( ) SELECTED RESPONSE (✓) EXTENDED WRITTEN RESPONSE ( ) PERFORMANCE ASSESSMENT ( ) PERSONAL COMMUNICATION
Assessment Tool(s) (✓) *Direct Assessment – type of assignment [i.e.-exam; project; exhibit; oral presentation]*	**Direct** ( ) EXAM/TEST/QUIZ (✓) ESSAYS OR RESEARCH PAPERS ( ) ORAL PRESENTATIONS ( ) PROBLEM-BASED/TEAM-BASED PROJECTS ( ) OTHER _____ **Indirect** ( ) SURVEYS ( ) REFLECTIONS ( ) OTHERS: _____
Scoring Method(s) (Submit copy of tool with this document.) **(✓)**	(✓) RUBRIC ( ) #/% OF CORRECT ANSWERS ( ) CHECKLIST ( ) OTHERS:_____ We will use multiple measures to assess this SLO: the AAC&U rubric and our departmental writing rubric. **PLEASE ATTACH RUBRIC**
Sampling method/Number of Students to be Assessed	We will collect and review the final research paper from four sections of ENG 121.
Performance Target(s) *Desired Level of Performance – [i.e.-80% of students will achieve 80%; 90% of students will achieve 70%]*	75% of ENG 121 sampled papers will demonstrate proficiency in critical thinking by a score of two or better as assessed using the AAC&U VALUE rubric, and 5% of students will score 3 or better as scored in the ENG 121 rubric.
Timeframe of assessment tasks *When the assessment will occur – [i.e.-pre/post-tests; midterm; final]*	Spring 2016 and Fall 2016—final argumentative research paper

Faculty members involved in the assessment tasks
Each faculty member's responsibility is to identify SLOs to assess, complete the plan of assessment, gather and analyze data, and recommend changes, leading to a departmental discussion for chairs to finalize, compile, and submit as one report

ASSESSED COURSE	FACULTY MEMBER(S) ASSESSING THIS SLO	SEMESTER
ENG 121	Gayle Welsh	Spring 2016 and Fall 2016
ENG 121	Luis Nazario	Spring 2016 and Fall 2016
ENG 121	Liz Medendorp	Fall 2016

Part-time instructors actively involved in the assessment process
Included in the planning and/or analysis of results, not merely limited to submitting data

PART-TIME INSTRUCTOR(S) ASSESSING THIS SLO	SEMESTER

Strategies/Methods planned for teaching this SLO	ENG 121 instructors will provide additional analytical reading activities using a variety of reading exercises, including additional formal analysis of students' sources, which students will also apply in their argumentative papers.

2016 Assessment of Student Learning Results

Results: *Analysis and Interpretation of Results/Findings and insights gained.*

(How many students were assessed? What does the data show? What conclusions can you draw about the course, students, methodology, or other practices? What factors contributed to these results? Can you compare the results to previous baselines or activities?)

Fall 2016

The 17 students assessed had an average score of 2.8 on the departmental rubric and 2.7 on the both the AAC&U rubric and the PCC provisional rubric for critical thinking. Across these three measurement tools, accomplished (score of 3) or exemplary (score of 4) performance was achieved by approximately 60.6% of students, and 88.2% reached at least a developing (score of 2) level of mastery:

Mastery Level	PCC ISLO Rubric	Department Rubric	AAC&U Rubric	Average
3 or higher	61.1%	60.8%	60.0%	60.6%
2 or higher	87.8%	92.2%	84.7%	88.2%

More specifically, student performance on the three components of this Critical Thinking SLO (acceptable standards of evidence, influence of context and assumptions, and statement of position) is outlined in the table below, isolating results directly pertaining to performance targets (highlighted in yellow) on the two planned rubrics:

ENG 121 Critical Thinking SLOs	Departmental Rubric		AAC&U Rubric	
	3 or higher	2 or higher	3 or higher	2 or higher
Evidence	64.7%	94.1%	29.4%	70.6%
Context & Assumptions	58.8%	100%	64.7%	82.4%
Statement of Position	58.8%	82.4%	52.9%	70.6%
Critical Thinking Overall	**61%**	**92%**	**49%**	**75%**

Performance targets for both rubrics used to assess this SLO were met, and the discrepancies between equivalent mastery levels, with much higher achievement of at least "accomplished" performance on the departmental rubric as opposed to the AAC&U rubric, reflect the different purposes and student populations for which these measurement tools are intended.

One consistent finding revealed by the data, however, is that students generally struggled to meet acceptable standards of statement of position in their essays, likely due to the research component; as this was the first introduction to academic research for many of these students, they struggled to articulate and fully develop their own thesis, instead primarily reporting on the positions presented by their sources. Greater emphasis on developing a personal stance informed by research may be needed in the future.

Use of Results

(After reviewing the results, what changes will you implement to improve student learning? When will you implement changes? For how long? How will you follow-up to measure improvement?)

While performance targets were met, there is still room for improvement when it comes to students' ability to assert a position on a debatable issue. **PLEASE SPECIFY WHO WILL BE IMPLEMENTING THIS PLAN** I will expand my existing activity on translating research questions into thesis statements in order to shift the focus away from rearticulating the positions presented in outside sources and instead toward using research as a tool to become an expert oneself. The hope is that students will feel empowered to answer their original research question themselves rather than relying on the expertise of others.

Closing the Loop ***(Will you be reassessing this SLO next assessment cycle? Are you closing the loop? In view of the data, provide a brief explanation.)***	(✓) **CLOSING THE LOOP** (✓) **REASSESSING SLO DURING THE NEXT ASSESSMENT CYCLE** After closing the loop by implementing the planned changes to instruction relating to thesis statements outlined above, **PLEASE SPECIFY WHO WILL BE IMPLEMENTING THIS PLAN** I will re-assess student performance on this SLO using the same rubrics to see if any marked improvement occurs. These results will help inform action steps leading into the next loop in the assessment cycle.

ENG 121: SLO 3

English 121 students will write a well-structured essay in which they apply the principles of thesis, unity, coherence, and support.

Rationale for choosing this SLO *If you are reassessing last year's SLO, include the results you had last year, the number of years this specific SLO has been assessed, and the reason this SLO needs to be reassessed.*	Last assessment cycle, 67% of students scored 3 or over in their ability to write a well-structured essay. The main factor we identified as contributing to this low score is the assessment tool. At the end of this assessment cycle, we use two different assessment tools to assess this outcome.
Assessment Method(s) (✓)	( ) SELECTED RESPONSE (✓) EXTENDED WRITTEN RESPONSE ( ) PERFORMANCE ASSESSMENT ( ) PERSONAL COMMUNICATION
Assessment Tool(s) (✓) *Direct Assessment – type of assignment [i.e.-exam; project; exhibit; oral presentation]*	**Direct** ( ) EXAM/TEST/QUIZ (✓) ESSAYS OR RESEARCH PAPERS ( ) ORAL PRESENTATIONS ( ) PROBLEM-BASED/TEAM-BASED PROJECTS ( ) OTHER _____ **Indirect** ( ) SURVEYS ( ) REFLECTIONS ( ) OTHERS: _____
Scoring Method(s) (Submit copy of tool with this document.) **(✓)**	(✓) RUBRIC ( ) #/% OF CORRECT ANSWERS ( ) CHECKLIST ( ) OTHERS:_____ Written Communication Value Rubric from CDHE and the ENG department's Argumentative essay rubric. **PLEASE ATTACH RUBRIC**
Sampling method/Number of Students to be Assessed	We will collect and review the final research paper from four sections of ENG 121.
Performance Target(s) *Desired Level of Performance – [i.e.-80% of students will achieve 80%; 90% of students will achieve 70%]*	75% of ENG 121 students will demonstrate a rubric score of 3 or better in their ability to write essays that are well structured, coherent, and unified.
Timeframe of assessment tasks *When the assessment will occur – [i.e.-pre/post-tests; midterm; final]*	Data will be collected during the last months of Fall 2014.

Faculty members involved in the assessment tasks
Each faculty member's responsibility is to identify SLOs to assess, complete the plan of assessment, gather and analyze data, and recommend changes, leading to a departmental discussion for chairs to finalize, compile, and submit as one report

ASSESSED COURSE	FACULTY MEMBER(S) ASSESSING THIS SLO	SEMESTER
ENG 121	Gayle Welsh	Spring 2016 and Fall 2016
ENG 121	Luis Nazario	Spring 2016 and Fall 2016
ENG 121	Liz Medendorp	Fall 2016

Part-time instructors actively involved in the assessment process
Included in the planning and/or analysis of results, not merely limited to submitting data

	PART-TIME INSTRUCTOR(S) ASSESSING THIS SLO	SEMESTER

Strategies/Methods planned for teaching this SLO	Students will continue to follow the writing process, but will receive additional feedback during the revision draft.

2016 Assessment of Student Learning Results

Results: ***Analysis and Interpretation of Results/Findings and insights gained.***

(How many students were assessed? What does the data show? What conclusions can you draw about the course, students, methodology, or other practices? What factors contributed to these results? Can you compare the results to previous baselines or activities?)

Fall 2016

Out of the 17 ENG 121 students assessed, 57% demonstrated accomplished (score of 3) or exemplary (score of 4) performance (88% reaching at least a score of 2) across all dimensions of the CDHE Communication rubric (2.7 average score), which is identical to the assessed dimensions of the PCC provisional Communication rubric.

According to the departmental rubric, 57% of students achieved a score of 3 or higher more (73% reaching at least a score of 2) specifically on writing a well-structured essay that applies the principles of thesis, unity, coherence, and support (2.6 average score across all 3 skills).

Mastery Level	CDHE Rubric	Department Rubric		Thesis	Unity & Coherence	Support
		Overall	SLO3			
3 or higher	56.5%	52.9%	56.9%	41.2%	70.6%	58.8%
2 or higher	88.2%	82.4%	72.5%	47.1%	88.2%	82.4%

The performance target of 75% was not met for this SLO, nor for any of the 3 skills dimensions it encompasses; although an "accomplished" performance was only achieved by a little over half of students, a "developing" level of mastery was demonstrated by approximately 80% of students, which is appropriate for an introductory-level course.

Notably, the area where students struggled with the most was the thesis, which is consistent with assessment results and contributing factors discussed for SLO2, while structuring an essay with unity and coherence was by far their most successful outcome. Support was also an underperforming outcome, and it is unfortunate that the planned lesson on linking evidence to claims was omitted in favor of more in-class research time as a result of student requests for further guidance as well as a noticeable lack of self-confidence in this area. Again, greater attention to thesis statements as well as to supporting them with solid evidence and reasoning may be needed in the future.

Use of Results

(After reviewing the results, what changes will you implement to improve student learning? When will you implement changes? For how long? How will you follow-up to measure improvement?)

In addition to the planned improvements to instruction on thesis statements outlined for SLO2, I will reinsert the previously planned lesson on linking evidence to claims through inductive and deductive reasoning, paired with a handout of examples and extensive activities to allow students greater opportunity to practice these skills. In the future, I would like to develop more opportunities for independent learning via D2L modules on research strategies to build students' much-needed confidence in this area, allowing more in-class time for the challenging but highly important skill of supporting the thesis with solid evidence and reasoning. **PLEASE SPECIFY WHO WILL BE IMPLEMENTING THIS PLAN**

Closing the Loop

(Will you be reassessing this SLO next assessment cycle? Are you closing the loop? In view of the data, provide a brief explanation.)

(✓) CLOSING THE LOOP (✓) REASSESSING SLO DURING THE NEXT ASSESSMENT CYCLE

I am closing the loop by implementing improvements to instruction as outlined above, and I will re-assess student performance on this SLO using the same rubrics to see if any marked improvement occurs. These results will help inform action steps leading into the next loop in the assessment cycle.

PLEASE SPECIFY WHO WILL BE IMPLEMENTING THIS PLAN

ENG 121: SLO 4

Students will both access and correctly cite sources from the PCC databases in a research paper.

Rationale for choosing this SLO *If you are reassessing last year's SLO, include the results you had last year, the number of years this specific SLO has been assessed, and the reason this SLO needs to be reassessed.*	One of the course objectives of ENG 121 is for students to use digital sources and cite them properly in their work. Most of our students are not aware of the databases when they begin ENG 121, so it is important that we are teaching them how to access them and use them in their work with correct citations. They will not only use skills in ENG 122, but they will also need them for future research papers as they progress through their academic career. While this course is just introducing students to using the databases, we do expect that they will leave the course with the basic information they need to use them successfully in other classes. Thus, we want to make sure students are accessing the databases, using them in their papers, and citing them correctly. We assessed this SLO in AY 15-16 and felt that we should increase our instruction and reassess this academic year.
Assessment Method(s) (✓)	( ) SELECTED RESPONSE (✓) EXTENDED WRITTEN RESPONSE ( ) PERFORMANCE ASSESSMENT ( ) PERSONAL COMMUNICATION
Assessment Tool(s) (✓) *Direct Assessment – type of assignment [i.e.-exam; project; exhibit; oral presentation]*	**Direct**: ( ) EXAM/TEST/QUIZ (✓) ESSAYS OR RESEARCH PAPERS ( ) ORAL PRESENTATIONS ( ) PROBLEM-BASED/TEAM-BASED PROJECTS ( ) OTHER _____ **Indirect**: ( ) SURVEYS ( ) REFLECTIONS ( ) OTHERS: _____
Scoring Method(s) (Submit copy of tool with this document.) **(✓)**	(✓) RUBRIC ( ) #/% OF CORRECT ANSWERS ( ) CHECKLIST ( ) OTHERS:_____
Sampling method/Number of Students to be Assessed	ENG 121 students all have to complete two research assignments. We will be asking instructors to score the final Works Cited sheet of their students with the attached rubric. They will check for a minimum of two sources and correct citations and submit the total scores. We will be collecting scores from five classes from two different instructors.
Performance Target(s) *Desired Level of Performance – [i.e.-80% of students will achieve 80%; 90% of students will achieve 70%]*	80% or more of students will receive a score of 5 or higher on the Works Cited of their final research paper.
Timeframe of assessment tasks *When the assessment will occur – [i.e.-pre/post-tests; midterm; final]*	Data will be collected at the end of Spring 2016 and Fall 2016 semesters.

Faculty members involved in the assessment tasks
Each faculty member's responsibility is to identify SLOs to assess, complete the plan of assessment, gather and analyze data, and recommend changes, leading to a departmental discussion for chairs to finalize, compile, and submit as one report

ASSESSED COURSE	FACULTY MEMBER(S) ASSESSING THIS SLO	SEMESTER
~~TBD~~ ENG 121	Kari Lee Vickie Kampa ~~TBD~~	~~Fall 2016~~Spring 2016

Part-time instructors actively involved in the assessment process

PART-TIME INSTRUCTOR(S) ASSESSING THIS SLO	SEMESTER
~~TBD~~	

Included in the planning and/or analysis of results, not merely limited to submitting data			
Strategies/Methods planned for teaching this SLO	ENG 121 instructors will provide instruction on database access and/or have a librarian visit the class and provide multiple activities to practice MLA format.		

2016 Assessment of Student Learning Results

Results: ***Analysis and Interpretation of Results/Findings and insights gained.*** *(How many students were assessed? What does the data show? What conclusions can you draw about the course, students, methodology, or other practices? What factors contributed to these results? Can you compare the results to previous baselines or activities?)*	We did not collect data for this SLO for two reasons: (1) Vickie Kampa, who was heading this SLO, retired at the end of spring 2016, and (2) ENG 121-SLO 1 (pp. 16-17) was expanded from its 2015 sole focus of assessing integration of sources to assessing students' ability to use in-text citations and develop an MLA works cited list correctly, which covers this SLO.
Use of Results *(After reviewing the results, what changes will you implement to improve student learning? When will you implement changes? For how long? How will you follow-up to measure improvement?)*	The results reported on page 17 for ENG 121-SLO1 address this SLO.
Closing the Loop *(Will you be reassessing this SLO next assessment cycle? Are you closing the loop? In view of the data, provide a brief explanation.)*	(✓) CLOSING THE LOOP ( ) REASSESSING SLO DURING THE NEXT ASSESSMENT CYCLE This SLO repeats the ENG 121-SLO1.

ENG 122: SLO 1

Students will employ effective use of in-text citations in isolation, in a quasi-contextual setting, and in their career analysis papers.

Rationale for choosing this SLO *If you are reassessing last year's SLO, include the results you had last year, the number of years this specific SLO has been assessed, and the reason this SLO needs to be reassessed.*	Students are able to employ in-text citations, but so far, anecdotally, we have observed that this only happens with a great amount of faculty support. We currently do not have the scaffolds in place to make sure that students are capable of employing in-text citations without personal support, and consequently, we find that the students who are successful in English 122 are those who either did not need support in the first place, or who have received a great deal of support. This SLO will establish a baseline for future efforts in this area.
Assessment Method(s) (✓)	( ) SELECTED RESPONSE (✓) EXTENDED WRITTEN RESPONSE ( ) PERFORMANCE ASSESSMENT ( ) PERSONAL COMMUNICATION
Assessment Tool(s) (✓) *Direct Assessment – type of assignment [i.e.-exam; project; exhibit; oral presentation]*	**Direct**: ( ) EXAM/TEST/QUIZ (✓) ESSAYS OR RESEARCH PAPERS ( ) ORAL PRESENTATIONS ( ) PROBLEM-BASED/TEAM-BASED PROJECTS ( ) OTHER _____ **Indirect**: ( ) SURVEYS ( ) REFLECTIONS ( ) OTHERS: _____
Scoring Method(s) (Submit copy of tool with this document.) **(✓)**	(✓) RUBRIC ( ) #/% OF CORRECT ANSWERS ( ) CHECKLIST ( ) OTHERS:_____ **PLEASE ATTACH RUBRIC**
Sampling method/Number of Students to be Assessed	A sampling of students in summer 2016 ENG 122 classes on the Pueblo campus will be assessed, and a sampling of Pueblo campus sections of ENG 122 will be assessed in fall 2016. **PLEASE SPECIFY NUMBER OF SECTIONS/STUDENTS**
Performance Target(s) *Desired Level of Performance – [i.e.-80% of students will achieve 80%; 90% of students will achieve 70%]*	75% of sampled Career Analysis papers in ENG 122 will employ effective use of in-text citations.
Timeframe of assessment tasks *When the assessment will occur – [i.e.-pre/post-tests; midterm; final]*	Students will be assessed at three points, the first during the first four weeks of the course, the second between weeks 4-6, and the third between weeks 6-8.

Faculty members involved in the assessment tasks
Each faculty member's responsibility is to identify SLOs to assess, complete the plan of assessment, gather and analyze data, and recommend changes, leading to a departmental discussion for chairs to finalize, compile, and submit as one report

ASSESSED COURSE	FACULTY MEMBER(S) ASSESSING THIS SLO	SEMESTER
ENG 122	Matthew Sterner-Neely	Summer 2016
ENG 122	Matthew Sterner-Neely and Colleen Boyle	Fall 2016

Part-time instructors actively involved in the assessment process
Included in the planning and/or analysis of results, not merely limited to submitting data

PART-TIME INSTRUCTOR(S) ASSESSING THIS SLO	SEMESTER

Strategies/Methods planned for teaching this SLO	Lectures, practice exercises and quizzes, and/or conferences, depending on instructors.

2016 Assessment of Student Learning Results

Results: ***Analysis and Interpretation of Results/Findings and insights gained.*** ***(How many students were assessed? What does the data show? What conclusions can you draw about the course, students, methodology, or other practices? What factors contributed to these results? Can you compare the results to previous baselines or activities?)***	Part I:	In-text in isolation	47% scored 3 or better
	Part II:	In-text citations in a quasi-contextual setting	63% scored 3 or better
	Part III:	In-text citations in CA papers	82% scored 3 or better
	We were curious to see of explicitly scaffolding the assessment would lead to better results, and in fact, it appears so. Part of the reason for this is because these three assessments were very much a part of our instructional plans for the semester.		
Use of Results ***(After reviewing the results, what changes will you implement to improve student learning? When will you implement changes? For how long? How will you follow-up to measure improvement?)***	The biggest takeaway for this SLO is that we must, absolutely, scaffold our instruction *and* formative and summative assessments to match what helps students to achieve at this level.		
Closing the Loop ***(Will you be reassessing this SLO next assessment cycle? Are you closing the loop? In view of the data, provide a brief explanation.)***	(✓) **CLOSING THE LOOP** ( ) **REASSESSING SLO DURING THE NEXT ASSESSMENT CYCLE** This SLO will be closed for the assessment cycle, with the caveat that we begin to create a collaborative set of "best practices" for teaching ENG 122.		

ENG 122: SLO 2

Students will exhibit professionalism through honoring contract commitments as demonstrated by a checklist in the following areas: accountability, attitude, and motivation.

Rationale for choosing this SLO *If you are reassessing last year's SLO, include the results you had last year, the number of years this specific SLO has been assessed, and the reason this SLO needs to be reassessed.*	We have recently implemented a contract grading system for ENG 122. We desire to integrate the professionalism skills as they are detailed in the syllabus and in the contract more directly into the course. Because professionalism is such an important piece of the contract grading process, we want it to be accurately measured as well. This SLO will establish a baseline for future efforts in this area.
Assessment Method(s) (✓)	( ) SELECTED RESPONSE ( ) EXTENDED WRITTEN RESPONSE (✓) PERFORMANCE ASSESSMENT ( ) PERSONAL COMMUNICATION
Assessment Tool(s) (✓) *Direct Assessment – type of assignment [i.e.-exam; project; exhibit; oral presentation]*	**Direct**: ( ) EXAM/TEST/QUIZ ( ) ESSAYS OR RESEARCH PAPERS ( ) ORAL PRESENTATIONS ( ) PROBLEM-BASED/TEAM-BASED PROJECTS (✓) OTHER _attendance_ **Indirect**: ( ) SURVEYS (✓) REFLECTIONS ( ) OTHERS: _____
Scoring Method(s) (Submit copy of tool with this document.) **(✓)**	( ) RUBRIC ( ) #/% OF CORRECT ANSWERS (✓) CHECKLIST ( ) OTHERS:_____ **PLEASE ATTACH RUBRIC**
Sampling method/Number of Students to be Assessed	A sampling of students in summer 2016 ENG 122 classes on the Pueblo campus will be assessed, and a sampling of Pueblo campus sections of ENG 122 will be assessed in fall 2016. **PLEASE SPECIFY NUMBER OF SECTIONS/STUDENTS**
Performance Target(s) *Desired Level of Performance – [i.e.-80% of students will achieve 80%; 90% of students will achieve 70%]*	75% of students will exhibit professional behavior.
Timeframe of assessment tasks *When the assessment will occur – [i.e.-pre/post-tests; midterm; final]*	End-of-term

Faculty members involved in the assessment tasks
Each faculty member's responsibility is to identify SLOs to assess, complete the plan of assessment, gather and analyze data, and recommend changes, leading to a departmental discussion for chairs to finalize, compile, and submit as one report

ASSESSED COURSE	FACULTY MEMBER(S) ASSESSING THIS SLO	SEMESTER
ENG 122	Matthew Sterner-Neely	Summer 2016
ENG 122	Matthew Sterner-Neely and Colleen Boyle	Fall 2016

Part-time instructors actively involved in the assessment process
Included in the planning and/or analysis of results, not merely limited to submitting data

	PART-TIME INSTRUCTOR(S) ASSESSING THIS SLO	SEMESTER

Strategies/Methods planned for teaching this SLO	Contracts, in-class discussions, daily writing reflections

2016 Assessment of Student Learning Results	
Results: ***Analysis and Interpretation of Results/Findings and insights gained.*** ***(How many students were assessed? What does the data show? What conclusions can you draw about the course, students, methodology, or other practices? What factors contributed to these results? Can you compare the results to previous baselines or activities?)***	Overall, 74% students met this SLO, but the following is a breakdown of each of the components on the checklist: Contracts 74% Growth from Constructive Criticism 88% Attitude 95% Initiative 89% Due dates 57% Attendance 59% **INCLUDE BRIEF NARRATIVE ANALYSIS/INTERPRETATION OF RESULTS & KEY FINDINGS**
Use of Results ***(After reviewing the results, what changes will you implement to improve student learning? When will you implement changes? For how long? How will you follow-up to measure improvement?)***	We must focus on commitments, specifically, on contracts, dues dates, and attendance. In fact, the attendance and due dates are the most concerning, and this is where we will focus most of our efforts. **PLEASE CLARIFY WHY THESE ARE CONCERNS AND SPECIFIC PLANS TO IMPROVE**
Closing the Loop ***(Will you be reassessing this SLO next assessment cycle? Are you closing the loop? In view of the data, provide a brief explanation.)***	(✓) CLOSING THE LOOP ( ) REASSESSING SLO DURING THE NEXT ASSESSMENT CYCLE This SLO will be closed. We will work to establish a new baseline for due dates and attendance as directed by departmental and institutional policies.

ENG 122: SLO 3

Students will employ effective problem solving through defining a problem, identifying strategies for solving the problem, proposing solutions, and evaluating those solutions.

Rationale for choosing this SLO *If you are reassessing last year's SLO, include the results you had last year, the number of years this specific SLO has been assessed, and the reason this SLO needs to be reassessed.*	This SLO is modified from last year's critical thinking SLO to reflect a better understanding of how to implement and use the AAC&U rubric. We had very low results last year; only 6 out of 34 students met the standard set for this SLO. Those scores, however, should not be our baseline; instead, we will use this year's critical thinking SLO to establish a baseline for adjustments in this area.
Assessment Method(s) (✓)	( ) SELECTED RESPONSE (✓) EXTENDED WRITTEN RESPONSE ( ) PERFORMANCE ASSESSMENT ( ) PERSONAL COMMUNICATION
Assessment Tool(s) (✓) *Direct Assessment – type of assignment [i.e.-exam; project; exhibit; oral presentation]*	**Direct**: ( ) EXAM/TEST/QUIZ (✓) ESSAYS OR RESEARCH PAPERS ( ) ORAL PRESENTATIONS ( ) PROBLEM-BASED/TEAM-BASED PROJECTS ( ) OTHER _____ **Indirect**: ( ) SURVEYS ( ) REFLECTIONS ( ) OTHERS: _____
Scoring Method(s) (Submit copy of tool with this document.) **(✓)**	(✓) RUBRIC ( ) #/% OF CORRECT ANSWERS ( ) CHECKLIST ( ) OTHERS:_____ **PLEASE ATTACH RUBRIC**
Sampling method/Number of Students to be Assessed	A sampling of students in summer 2016 ENG 122 classes on the Pueblo campus will be assessed, and a sampling of Pueblo campus sections of ENG 122 will be assessed in fall 2016. **UPDATE WITH SPECIFIC SAMPLE SIZES USED**
Performance Target(s) *Desired Level of Performance – [i.e.-80% of students will achieve 80%; 90% of students will achieve 70%]*	75% of students will exhibit effective problem solving skills.
Timeframe of assessment tasks *When the assessment will occur – [i.e.-pre/post-tests; midterm; final]*	End-of-term

Faculty members involved in the assessment tasks
Each faculty member's responsibility is to identify SLOs to assess, complete the plan of assessment, gather and analyze data, and recommend changes, leading to a departmental discussion for chairs to finalize, compile, and submit as one report

ASSESSED COURSE	FACULTY MEMBER(S) ASSESSING THIS SLO	SEMESTER
ENG 122	Matthew Sterner-Neely	Summer 2016
ENG 122	Matthew Sterner-Neely and Colleen Boyle	Fall 2016

Part-time instructors actively involved in the assessment process
Included in the planning and/or analysis of results, not merely limited to submitting data

	PART-TIME INSTRUCTOR(S) ASSESSING THIS SLO	SEMESTER

Strategies/Methods planned for teaching this SLO	Lectures, practice exercises and quizzes, and/or conferences, depending on instructors.

<table>
<tr><th colspan="2">2016 Assessment of Student Learning Results</th></tr>
<tr><td>Results: Analysis and Interpretation of Results/Findings and insights gained.

(How many students were assessed? What does the data show? What conclusions can you draw about the course, students, methodology, or other practices? What factors contributed to these results? Can you compare the results to previous baselines or activities?)</td><td>Overall, 72% students met this SLO, but the following is a breakdown of each of the components on the rubric:
<table><tr><td>Define problem</td><td>53%</td></tr><tr><td>Identify strategies</td><td>80%</td></tr><tr><td>Propose hypothesis/solutions</td><td>82%</td></tr><tr><td>Evaluate potential solutions</td><td>73%</td></tr></table>INCLUDE BRIEF NARRATIVE ANALYSIS/INTERPRETATION OF DATA & KEY FINDINGS</td></tr>
<tr><td>Use of Results

(After reviewing the results, what changes will you implement to improve student learning? When will you implement changes? For how long? How will you follow-up to measure improvement?)</td><td>More than anything else, we must focus our efforts on assisting students in defining their problems in their final essays. This can be done through a series of rhetorical analyses and summative assessments as students form their problem-solution essays.</td></tr>
<tr><td>Closing the Loop

(Will you be reassessing this SLO next assessment cycle? Are you closing the loop? In view of the data, provide a brief explanation.)</td><td>(✓) CLOSING THE LOOP ( ) REASSESSING SLO DURING THE NEXT ASSESSMENT CYCLE
This SLO will be closed. We will work to establish a new baseline for defining problems in student essays.</td></tr>
</table>

LIT 115: SLO 1

Students will create and develop a contemporary retelling of a scene from Shakespeare's Othello.

Rationale for choosing this SLO
If you are reassessing last year's SLO, include the results you had last year, the number of years this specific SLO has been assessed, and the reason this SLO needs to be reassessed.

This SLO aligns with the CCHE Written Communication Competency, which is defined in the CCHE approved GT Pathways Competency document as "a student's ability to write and express ideas across a variety of genres and styles." CCHE requires this competency for all GT-AH2 courses, and CCHE has identified "Develop Content" as one of several key SLOs for this competency.

Assessment Method(s) (✓)

( ) SELECTED RESPONSE (✓) EXTENDED WRITTEN RESPONSE ( ) PERFORMANCE ASSESSMENT ( ) PERSONAL COMMUNICATION

Assessment Tool(s) (✓)
Direct Assessment – type of assignment [i.e.-exam; project; exhibit; oral presentation]

Direct

( ) EXAM/TEST/QUIZ (✓) ESSAYS OR RESEARCH PAPERS ( ) ORAL PRESENTATIONS

( ) PROBLEM-BASED/TEAM-BASED PROJECTS ( ) OTHER _creative retelling of a dramatic scene__

Indirect

( ) SURVEYS ( ) REFLECTIONS ( ) OTHERS: _____

Scoring Method(s) (Submit copy of tool with this document.) **(✓)**

(✓) RUBRIC ( ) #/% OF CORRECT ANSWERS ( ) CHECKLIST ( ) OTHERS:_____

Rubric taken from CCHE GT Pathways Competency: Written Communication (adapated from AAC&U Value Rubrics), available here:
http://highered.colorado.gov/academics/transfers/gtPathways/Criteria/Competency/Competency_Written_Communication.pdf

4	3	2	1
Uses appropriate, relevant, and compelling content to illustrate mastery of the subject within the context. Develops and explores ideas while conveying the writer's understanding to shape the entire work.	Uses appropriate and relevant content to illustrate a strong grasp of the subject within the context. Develops and explores ideas to shape the entire work.	Uses appropriate or relevant content to illustrate a basic understanding of the subject within the context. Develops and explores ideas to shape most of work.	Uses appropriate or relevant content to illustrate a vague understanding of the subject within the context. Develops and explores ideas to shape a portion of the work.

Sampling method/Number of Students to be Assessed

All students in Fall 16 face-to-face sections of LIT 115 will be assessed. Total students = 32

Performance Target(s)
Desired Level of Performance – [i.e.-80% of students will achieve 80%; 90% of students will achieve 70%]

75% of students will receive a 3 or above on the posted rubric.

Timeframe of assessment tasks
When the assessment will occur – [i.e.-pre/post-tests; midterm; final]

Assessment will take place during week 12 of the semester.

Faculty members involved in the assessment tasks
Each faculty member's responsibility is to identify SLOs to assess, complete the plan of assessment, gather and analyze data, and recommend changes, leading to a departmental discussion for chairs to finalize, compile, and submit as one report

ASSESSED COURSE	FACULTY MEMBER(S) ASSESSING THIS SLO	SEMESTER
LIT 115 001 & 002	Maria Kelson	Fall 2016

Part-time instructors actively involved in the assessment process
Included in the planning and/or analysis of results, not merely limited to submitting data

	PART-TIME INSTRUCTOR(S) ASSESSING THIS SLO	SEMESTER

Strategies/Methods planned for teaching this SLO	Students will read Shakespeare's Othello both independently and collaboratively in class with instructor guidance, and will be shown examples of adaptations of the play in the form of both contemporary screenplays and their resulting films. Students will then be given guidelines for their own contemporary adaptations, and will be allowed to employ one of several genres of their choosing (short story, poetry, spoken word, play, screenplay, police report, speech, or other format). Instructor will provide feedback on rough drafts of student adaptations before students submit their polished work for evaluation/assessment.

2016 Assessment of Student Learning Results	
Results: ***Analysis and Interpretation of Results/Findings and insights gained.*** ***(How many students were assessed? What does the data show? What conclusions can you draw about the course, students, methodology, or other practices? What factors contributed to these results? Can you compare the results to previous baselines or activities?)***	A total of 26 students were assessed from two face-to-face sections of LIT 115. 12 students scored at the "4" (highest) level, 6 students scored at the "3" level, 7 students scored at the "2" level, and 1 student scored a "1." The performance target was for 75% of students to score at "3" or above. This data set falls short of that target, in that 69.2% of these students scored at "3" or above. **PLEASE INCLUDE BRIEF ANALYSIS/FACTORS IMPACTING STUDENT PERFORMANCE** As this is the first time I have used this particular activity, I am considering these to be baseline results.
Use of Results ***(After reviewing the results, what changes will you implement to improve student learning? When will you implement changes? For how long? How will you follow-up to measure improvement?)***	I aim to implement changes to the way I present the pre-writing phase of this assignment. I will provide students with successful examples of previous students' assignment submissions, and I will give students time to brainstorm with their peers in order to better assure that each individual understands both the concepts and content they are required to include and the scope of creativity they can exercise in their own writing. I will implement these changes in Spring 2017, on or about Week 13 of the 16-week semester (on or about Week 6 of the 8-week semester) in anticipation of the assignment's due date at the end of the course.
Closing the Loop ***(Will you be reassessing this SLO next assessment cycle? Are you closing the loop? In view of the data, provide a brief explanation.)***	( ) CLOSING THE LOOP (✓) REASSESSING SLO DURING THE NEXT ASSESSMENT CYCLE Since these results constitute baseline data, I will reassess this SLO in the next assessment cycle, to measure any changes in student performance following the changes to my pedagogy as described above.

Arts and Sciences Division
Assessment Report: 2016

Department: ***Fine Arts and Humanities*** **Initial Plan Date:** ***4/7/2016***

Prepared by: ***Dave Edwards, Ann Oreskovich, Dave McKean, Duane Garrett, Travis Parkhurst*** **Reviewed by Department Chair:** ***Dave Edwards***

Reviewed by the ASL Division Committee: ***Kari Lee*** **Final Report Date:** ***1/27/2017***

Department Mission	*Through its commitment to excellence in teaching, learning, and artistic performance, the Department of Fine Arts and Humanities at Pueblo Community College works to increase the artistic and cultural awareness of our students across the range of their studies. Recognizing our students' potential contribution to society, we seek to enhance their success in all endeavors requiring creativity and analysis, interpretation and an understanding of human relationships and values.*
Department Level SLOs to Be Assessed ***Evaluate how well students are learning the primary learning goals within department courses. List the department-specific SLOs you will be assessing.***	**ART (ART):** • **ART 110-SLO 1:** Students will write using an academic voice. • **ART 110-SLO 2:** Students will utilize visual literacy (Design Elements and Principles) to analyze works of art. **HUMANITIES (HUM):** • **HUM 121-SLO 1:** Students will write using an academic voice. • **HUM 121-SLO 2:** Students will analyze similarities and differences of a topic from a historical era compared to an equivalent topic from the modern era. • **HUM 122-SLO 1:** Students will write using an academic voice. • **HUM 122-SLO 2:** Students will analyze similarities and differences of a topic from a historical era compared to an equivalent topic from the modern era. **PHILOSOPHY (PHI):** • **PHI 112-SLO 1**: Students will analyze a philosophical argument (break the argument into premises and conclusions). • **PHI 112-SLO 2** students will evaluate the efficacy of the argument (by evaluating the truth of the premises) **SPANISH (SPA):** • **SPA 111-SLO 1:** Students will interpret written and oral texts of various types dealing with daily topics to identify the main idea, keywords and specific detail. • **SPA 111-SLO 2:** Students will exchange personal information concerning everyday life, by asking and answering questions, expressing likes and dislikes, and making basic comparisons.

	• **SPA 111-SLO 3:** Students will demonstrate familiarity with cultural sources and reflect on the dynamic and diverse nature of products, practices and perspectives of culture.

Assessment of Institutional Level SLO: All departments and programs will assess critical thinking. However, departments that offer general education courses will assess additional Institutional-level SLOs specific to the departments. Use checkmarks (✓) to select additional SLOs. Departments will create signature assignments to ensure the reliability and validity of the results and may apply departmental scoring rubrics for grading purposes in addition to the AAC&U VALUE rubrics for institutional assessment purposes.

☑	**COMMUNICATION COMPETENCE** • **ART 110:** Students will write using an academic voice. • **ART 110:** Students will utilize visual literacy (Design Elements and Principles) to analyze works of art. • **HUM 121:** Students will write using an academic voice. • **SPA 111:** Students should be able to interpret written and oral texts of various types dealing with daily topics to identify the main idea, keywords and specific detail.
☑	**CRITICAL THINKING AND INFORMATION LITERACY** • **ART 110:** Students will utilize visual literacy (Design Elements and Principles) to analyze works of art. • **HUM 121:** Students will analyze similarities and differences of a topic from a historical era compared to an equivalent topic from the modern era. • **PHI 112-SLO 1**: Students will analyze a philosophical argument (break the argument into premises and conclusions). • **PHI 112-SLO 2:** Students will evaluate the efficacy of the argument (by evaluating the truth of the premises).
☐	**QUANTITATIVE AND SCIENTIFIC REASONING**
☐	**TECHNOLOGY LITERACY**
☑	**GLOBAL, CULTURAL, AND CIVIC KNOWLEDGE** • **HUM 121:** Students will analyze similarities and differences of a topic from the ancient world compared to an equivalent topic from the modern era. • **SPA 111:** Students will demonstrate familiarity with cultural sources and reflect on the dynamic and diverse nature of products, practices and perspectives of culture.
☑	**PROFESSIONALISM AND TEAMWORK** • **SPA 111:** Students will exchange personal information concerning everyday life, by asking and answering questions, expressing likes and dislikes, and making basic comparisons.

Department Chair: At the end of the assessment cycle, write a brief statement indicating what insights your department has gained resulting from assessing students' learning.

One of our key insights is that the value of assessment for our Department is that it promotes a dialog regarding what we do as teachers. It also promotes and reinforces that the role of a teacher is to adapt and change learning strategies to best met student needs. That good assessment practices means that changes in teaching are based on observable data results, which is not something to fear but to embrace for meaningful results. We discovered that more meaningful assignments with high expectations for our assessment data will yield more effort by students and factual information- such as what we found in our ART 110 SLO 2 results this cycle.

Relationship between department-level SLOs and college-level SLOs

Department-level SLOs should be tied to the mission and goals of the College. Therefore, some department-level SLOs should overlap with college-level SLOs. Please use the matrix below to demonstrate how your department-level SLOs overlap with the following college-level SLOs:

1. Communication Competence
2. Critical Thinking and Information Literacy
3. Quantitative and Scientific Reasoning
4. Technology Literacy
5. Global, Cultural, and Civic Knowledge
6. Professionalism and Teamwork

General Education Objectives (✓) *Check only those objectives you will be assessing for each SLO. Checking more than one objective indicates you will be using multiple measures, tools, methods, and levels of performance. The final analyses must address each general education objective checked.*		Communi-cation competency	Critical Thinking & Information Literacy	Quantitative & Scientific Reasoning	Technology Literacy	Global, Cultural, and Civic Knowledge	Professionalism and Teamwork	Department-level SLO conceptually different from college-level SLOs
Prefix and course number	**SLOs you will be assessing this calendar year**							
ART 110	**SLO 1:** Write using an academic voice.	✓						
ART 110	**SLO 2:** Utilize visual literacy (Design Elements and Principles) to analyze works of art.	✓	✓					
HUM 121	**SLO 1:** Write using an academic voice.	✓						
HUM 121	**SLO 2:** Analyze similarities and differences of a topic from a historical era to an equivalent topic from the modern era.		✓			✓		
HUM 122	**SLO 1:** Write using an academic voice.	✓						
HUM 122	**SLO 2:** Analyze similarities and differences of a topic from a historical era to an equivalent topic from the modern era.		✓			✓		
PHI 112	**SLO 1**: Students will analyze a philosophical argument (break the argument into premises and conclusions).		✓					
PHI 112	**SLO 2:** students will evaluate the efficacy of the argument (by evaluating the truth of the premises).		✓					
SPA 111	**SLO 1**: students will interpret written and oral texts of various types dealing with daily topics to identify the main idea, keywords and specific detail.	✓						

General Education Objectives (✓) ***Check only those objectives you will be assessing for each SLO. Checking more than one objective indicates you will be using multiple measures, tools, methods, and levels of performance. The final analyses must address each general education objective checked.***		**Communi-cation competency**	**Critical Thinking & Information Literacy**	**Quantitative & Scientific Reasoning**	**Technology Literacy**	**Global, Cultural, and Civic Knowledge**	**Professionalism and Teamwork**	**Department-level SLO conceptually different from college-level SLOs**
Prefix and course number	**SLOs you will be assessing this calendar year**							
SPA 111	**SLO 2:** students will exchange personal information concerning everyday life, by asking and answering questions, expressing likes and dislikes, and making basic comparisons.						✓	
SPA 111	**SLO 3:** Students will demonstrate familiarity with cultural sources and reflect on the dynamic and diverse nature of products, practices and perspectives of culture.					✓		

ART 110: SLO 1

Art 110 students will write using an academic voice.

Rationale for choosing this SLO *If you are reassessing last year's SLO, include the results you had last year, the number of years this specific SLO has been assessed, and the reason this SLO needs to be reassessed.*	Following an improvement in second year results and with further adjustments to the strategies implemented, the Department is striving for further improvement in the third year. **2014-15 Results:** ART 110 Academic writing skills second year results following changes implemented from 14/15 results. Number of students assessed from 2015 Fall ART 110 classes: 74 (five sections). On the section of the rubric that addressed academic writing, 43% scored five or more points, which is up 10% from 2014-15 results, but still far below the target of 80%.
Assessment Method(s) (✓)	( ) SELECTED RESPONSE (✓) EXTENDED WRITTEN RESPONSE ( ) PERFORMANCE ASSESSMENT ( ) PERSONAL COMMUNICATION
Assessment Tool(s) (✓) *Direct Assessment – type of assignment [i.e.-exam; project; exhibit; oral presentation]*	**Direct**: ( ) EXAM/TEST/QUIZ (✓) ESSAYS OR RESEARCH PAPERS ( ) ORAL PRESENTATIONS ( ) PROBLEM-BASED/TEAM-BASED PROJECTS ( ) OTHER _____ **Indirect**: ( ) SURVEYS ( ) REFLECTIONS ( ) OTHERS: _____
Scoring Method(s) (Submit copy of tool with this document.) **(✓)**	(✓) RUBRIC ( ) #/% OF CORRECT ANSWERS ( ) CHECKLIST ( ) OTHERS:_____
Sampling method/Number of Students to be Assessed	All sections on PCC campus, Fremont Campus (4 sections 2016 Spring/ 1 section 2016 Summer/5 sections 2016 Fall)
Performance Target(s) *Desired Level of Performance – [i.e.-80% of students will achieve 80%; 90% of students will achieve 70%]*	75% of students will achieve 5 points or more on the academic writing component of the rubric. 75% is a more realistic goal than 80% (2014-15).
Timeframe of assessment tasks *When the assessment will occur – [i.e.-pre/post-tests; midterm; final]*	Final critique/reaction paper for the class. 15th week.

Faculty members involved in the assessment tasks
Each faculty member's responsibility is to identify SLOs to assess, complete the plan of assessment, gather and analyze data, and recommend changes, leading to a departmental discussion for chairs to finalize, compile, and submit as one report

ASSESSED COURSE	FACULTY MEMBER(S) ASSESSING THIS SLO	SEMESTER
ART 110	David Edwards, David McKean	Spring/Summer/Fall 2016

Part-time instructors actively involved in the assessment process
Included in the planning and/or analysis of results, not merely limited to submitting data

	PART-TIME INSTRUCTOR(S) ASSESSING THIS SLO	SEMESTER
ART 110	Karen Foglesong*, William Crane, and Sara Cox. *Spring 2016	Spring/Fall 2016

Strategies/Methods planned for teaching this SLO	To improve academic writing, we will continue to use and refine the document we have created for documenting sources adding additional resources for students to reference when writing their papers. We will seek out material regarding the value and importance of writing with an academic voice to be presented in additional class lectures and class discussion prior to the writing assignments.

2016 Assessment of Student Learning Results	
Results: ***Analysis and Interpretation of Results/Findings and insights gained.*** ***(How many students were assessed? What does the data show? What conclusions can you draw about the course, students, methodology, or other practices? What factors contributed to these results? Can you compare the results to previous baselines or activities?)***	ART 110 Calendar year 2016 had a total of 127 students assessed. SLO 1 Writing with an Academic Voice results: Spring 2016 - 41% of the students met the goal. Summer 2016 – 44% of the students met the goal. Fall 2016- the department met, feeling that we had enough data to support an immediate change to the SLO 1 rubric in an effort to improve learning in this area (see closing the loop). Revised rubric for SLO 1 was implemented for the Fall 2016 semester with the following results: Fall 2016- 72% of students met the goal. Total results for 2016 – 52.33% of the students meet the goal for SLO 1.
Use of Results ***(After reviewing the results, what changes will you implement to improve student learning? When will you implement changes? For how long? How will you follow-up to measure improvement?)***	Collecting the data from Spring and Summer 2016 semesters caused the department to review what it was doing in terms of having multiple writing assignments prior to the assignment (5) that counted for assessment. The problem with this approach, based on assessment results, was the assignment was the final one for the students and we found that they didn't take the work seriously enough. Therefore, we elected to use one major paper that required more careful attention to the research and writing components because the point value of the paper was more significant to their final grade. The revised rubric and evaluation results demonstrated that students could master SLO 1 when more effort was required. The results are not there yet, but the Department is achieving better effort and data from the process.
Closing the Loop ***(Will you be reassessing this SLO next assessment cycle? Are you closing the loop? In view of the data, provide a brief explanation.)***	( ) **CLOSING THE LOOP** (x) **REASSESSING SLO DURING THE NEXT ASSESSMENT CYCLE** The data from Fall 2016 is showing that we are closing the loop on SLO 1; therefore, it is important to reassess this SLO one more cycle to assure that we have a valid evaluation rubric that we can continue to use.

ART 110: SLO 2

ART 110 students will utilize visual literacy (Design Elements and Principles) to analyze works of art.

Rationale for choosing this SLO *If you are reassessing last year's SLO, include the results you had last year, the number of years this specific SLO has been assessed, and the reason this SLO needs to be reassessed.*	Following an improvement in second year results and with further adjustments to the strategies implemented, the Department is striving to reach the 75% target in the third year. **2014-15 Results:** On the section of the rubric that addressed visual literacy, 69% scored eight or more points, which is up 15% from 2014-15 results, but still below the target of 75%. Students, as noted last year, were able to describe the artwork and provide an evidence based judgement, but they continued to have difficulty analyzing elements or principles of design. It should be noted that this time they seemed to grasp the differences between the elements and principles which is reflected in the data collected.
Assessment Method(s) (✓)	( ) SELECTED RESPONSE (✓) EXTENDED WRITTEN RESPONSE ( ) PERFORMANCE ASSESSMENT ( ) PERSONAL COMMUNICATION
Assessment Tool(s) (✓) *Direct Assessment – type of assignment [i.e.-exam; project; exhibit; oral presentation]*	**Direct**: ( ) EXAM/TEST/QUIZ (✓) ESSAYS OR RESEARCH PAPERS ( ) ORAL PRESENTATIONS ( ) PROBLEM-BASED/TEAM-BASED PROJECTS ( ) OTHER _____ **Indirect**: ( ) SURVEYS ( ) REFLECTIONS ( ) OTHERS: _____
Scoring Method(s) (Submit copy of tool with this document.) **(✓)**	(✓) RUBRIC ( ) #/% OF CORRECT ANSWERS ( ) CHECKLIST ( ) OTHERS:_____
Sampling method/Number of Students to be Assessed	All sections on PCC campus, Fremont Campus (4 sections 2016 Spring/ 1 section Summer 2016/ 5 sections 2016 Fall)
Performance Target(s) *Desired Level of Performance – [i.e.-80% of students will achieve 80%; 90% of students will achieve 70%]*	75% of students will achieve 8 points or more on the analysis component of the rubric
Timeframe of assessment tasks *When the assessment will occur – [i.e.-pre/post-tests; midterm; final]*	Final critique/reaction paper for the class. 15th week.

Faculty members involved in the assessment tasks *Each faculty member's responsibility is to identify SLOs to assess, complete the plan of assessment, gather and analyze data, and recommend changes, leading to a departmental discussion for chairs to finalize, compile, and submit as one report*	ASSESSED COURSE	FACULTY MEMBER(S) ASSESSING THIS SLO	SEMESTER
	ART 110	David Edwards, David McKean	Spring/Summer/Fall 2016
Part-time instructors actively involved in the assessment process *Included in the planning and/or analysis of results, not merely limited to submitting data*	ART 110	PART-TIME INSTRUCTOR(S) ASSESSING THIS SLO	SEMESTER
		Karen Foglesong*, William Crane**, and Sara Cox** *Spring 2016 **Fall 2016	Spring/Fall 2016

Strategies/Methods planned for teaching this SLO	To improve visual literacy we will be adding assignments for students on analyzing works of art using the elements and principles of design. We will revise current class assignments to reinforce how to analyze and summarize works of art using visual literacy. We will also incorporate the Revel system, which features good analytical resources that should reinforce the importance of visual literacy.

2016 Assessment of Student Learning Results	
Results: ***Analysis and Interpretation of Results/Findings and insights gained.*** ***(How many students were assessed? What does the data show? What conclusions can you draw about the course, students, methodology, or other practices? What factors contributed to these results? Can you compare the results to previous baselines or activities?)***	ART 110 Calendar year 2016 had a total of 127 students assessed. SLO 2: Utilize visual literacy (Design Elements and Principles) to analyze works of art. Spring 2016 – 78% of the students met the goal. Summer 2016- 100% of the students met the goal. Fall 2016- 86% of the students met the goal. Total results for 2016 – 88% of the students meet the goal for SLO 2.
Use of Results ***(After reviewing the results, what changes will you implement to improve student learning? When will you implement changes? For how long? How will you follow-up to measure improvement?)***	2014-15 Assessment results from SLO 2 had 69% of the students being successful with this SLO. The department put a greater emphasis on a combination of hands on design activities to reinforce lecture material in order to make the material more objective for students and to help them comprehend visual literacy. In Fall 2016, we combined the SLO 1 with SLO 2 in a research paper that required more detail and attention to be successful.
Closing the Loop ***(Will you be reassessing this SLO next assessment cycle? Are you closing the loop? In view of the data, provide a brief explanation.)***	(x) **CLOSING THE LOOP** ( ) **REASSESSING SLO DURING THE NEXT ASSESSMENT CYCLE** SLO 2 can be closed because the results from 2016 are above the 75% standard that the department set for this SLO. This SLO will still continue to be assessed as it is still part of the writing assignment used for SLO 1.

ART 110 Research Paper Key Student_____

Formally critique an artwork from Art History for this paper. Choose an artist from the list below (note that this will be the same artist that you will use for a poster in Module 4), and research one of their artworks. Use a minimum of three supporting quotes and the academic voice when writing the paper.

Paper uses academic voice in writing Y____ (20) N____ (-2 for each personal reference)

Three supporting quotes referenced by sources Y____ (12) N____ (-4 for missing quote or source)

Address the following:

Description: Identify the title, artist, medium, and describe the subject matter.

Title given? Y___ (2) N___ (0) Artist? Y___ (2) N___ (0) Medium Y___ (2) N___ (0)

Subject matter described			
Description talks about what the artist is trying to communicate in the work using a supporting quote about the work and clear written observations by student.	Description talks about what the artist is trying to communicate in the work using a supporting quote about the work or clear written observations by student.	Description talks about what the artist is trying to communicate in the work using a written observations by student which lacks clarity or is incorrect on one or two aspects.	Description greatly lacks clarity or the student has left this component out of the paper.
10 Points	**8-9 Points.**	**6-7 Points.**	**0-5 points**

Analysis:

Identify three key design elements and/or principles (3 pts each)

1._____ 2._____ 3._____

Explain how the above directs the viewer's attention through the work:

Explanation talks about how all 3 design elements/principles direct the viewer through the work in clear	Explanation talks about how all 3 design elements/principles direct the viewer through the work but the	Explanation talks about how 2 design elements/principles direct the viewer through the work and	Explanation talks about only 1 design/principle and greatly lacks clarity or the student has left

written observations by student.	students has minor problems with writing clarity.	the clarity and descriptions are weak.	this component out of the paper.
20 Points	**13-19 Points.**	**6-12 Points.**	**0-5 points**

Judgment/Evaluation:

Explain how the design elements/principles affect the overall impact of the work. Is it successful—why or why not?

Explanation talks about how the work is successful in the use of design in clear written observations by student...	Explanation talks about how design has impacted the work but student has minor problems with writing clarity.	Explanation talks about the impact of design but the clarity and descriptions are weak.	Explanation greatly lacks focus re: design impact or the student has left this component out of the paper.
20 Points	**13-19 Points.**	**6-12 Points.**	**0-5 points**

Writing errors – 1 point each _____
On time (3) Late=0 _____

Total points _____ Grade _____
Comments:

HUM 121: SLO 1

HUM 121 students will write using an academic voice.

Rationale for choosing this SLO *If you are reassessing last year's SLO, include the results you had last year, the number of years this specific SLO has been assessed, and the reason this SLO needs to be reassessed.*	This SLO is a departmental goal that was developed based on feedback from our four-year counterparts who indicated that our students needed to improve their skills in writing in an "academic voice." This will be our third year assessing this SLO, but our results so far are disappointing. Only 10% of students met our target goal last assessment cycle and 41% of our students failed to meet the basic criteria for writing in an academic voice. We will be reevaluating our assessment tools and methods of instruction with this assessment cycle in order to improve our results.
Assessment Method(s) (✓)	( ) SELECTED RESPONSE (✓) EXTENDED WRITTEN RESPONSE ( ) PERFORMANCE ASSESSMENT ( ) PERSONAL COMMUNICATION
Assessment Tool(s) (✓) *Direct Assessment – type of assignment [i.e.-exam; project; exhibit; oral presentation]*	**Direct**: ( ) EXAM/TEST/QUIZ (✓) ESSAYS OR RESEARCH PAPERS ( ) ORAL PRESENTATIONS ( ) PROBLEM-BASED/TEAM-BASED PROJECTS ( ) OTHER _____ **Indirect**: ( ) SURVEYS ( ) REFLECTIONS ( ) OTHERS: _____
Scoring Method(s) (Submit copy of tool with this document.) **(✓)**	(✓) RUBRIC ( ) #/% OF CORRECT ANSWERS ( ) CHECKLIST ( ) OTHERS:_____
Sampling method/Number of Students to be Assessed	All sections of HUM 121 at the Orman campus (1 section Spring 2016 and 1 section Fall 2016 offered)
Performance Target(s) *Desired Level of Performance – [i.e.-80% of students will achieve 80%; 90% of students will achieve 70%]*	80% of students will achieve 3 or better on the departmental academic writing rubric adapted from written communication Value rubric
Timeframe of assessment tasks *When the assessment will occur – [i.e.-pre/post-tests; midterm; final]*	The final research paper will be assessed (week 13) for Spring 2016. For fall 2016, a writing sample will be collected at the beginning of the semester and the final research paper will be assessed (week 13).

Faculty members involved in the assessment tasks
Each faculty member's responsibility is to identify SLOs to assess, complete the plan of assessment, gather and analyze data, and recommend changes, leading to a departmental discussion for chairs to finalize, compile, and submit as one report

ASSESSED COURSE	FACULTY MEMBER(S) ASSESSING THIS SLO	SEMESTER
HUM 121	Ann Oreskovich	Spring 2016 Fall 2016

Part-time instructors actively involved in the assessment process
Included in the planning and/or analysis of results, not merely limited to submitting data

	PART-TIME INSTRUCTOR(S) ASSESSING THIS SLO	SEMESTER
HUM 121	Karen Foglesong	Spring 2016 Fall 2016

Strategies/Methods planned for teaching this SLO	Last semester we implemented new draft deadlines and peer reviews to increase results. We will continue that process. This year we will develop new handouts and exercises to stress the importance of academic writing. We

	are also planning to offer incentives for students to use the writing proshops and strategize with other faculty on improving academic writing. Starting in the spring, we will have students submit a preliminary writing sample so that we can assess their weaknesses early and target areas of concern.

2016 Assessment of Student Learning Results	
Results: ***Analysis and Interpretation of Results/Findings and insights gained.*** ***(How many students were assessed? What does the data show? What conclusions can you draw about the course, students, methodology, or other practices? What factors contributed to these results? Can you compare the results to previous baselines or activities?)***	For the 2016 assessment cycle, we concentrated on identifying better measurement tools for assessment in academic writing. We decided to adopt the Communication rubric that was approved by PCC faculty for institutional assessment, which is an adaptation of the CCHE LEAP rubrics and aligned with the AAC&U VALUE rubrics. Due to the shift in rubrics, we only have assessable artifacts from the Fall 2016 semester (1 section offered). There were no HUM 121 sections offered in the summer. For a more detailed indication of student performance in academic writing, each criterion on the rubric that was applicable to the assignment was scored. There were 18 students assessed. Communication/Academic Writing: For "Employ Rhetorical Knowledge," 67% of students scored 3 or better on the rubric. For "Develop Content," 56% of students scored 3 or better on the rubric. For "Apply Genre and Disciplinary Conventions," 72% of students scored 3 or better on the rubric. For "Use Sources and Evidence," 44% of students scored 3 or better on the rubric. For "Control Syntax and Mechanics," 56% of students scored 3 or better on the rubric. The "Execute Delivery" section was not assessed as it did not apply to the performance. According to the results, students seem to be strongest in addressing the purpose of the assignment and organizing their papers into a conventional academic format. Based on previous assessment results in humanities, we have been working to scaffold the research paper writing process. Students are required to submit and work with the instructor to refine a thesis. We are also having them submit an outline for review and a rough draft for peer and instructor review. These measures are helping to improve the organization of their papers and guide the research, although there is much room for improvement. Where students are indicating less skill are in developing the particular content of the paper using quality evidence and refined grammar.
Use of Results ***(After reviewing the results, what changes will you implement to improve student learning? When will you implement***	Our plan is to continue to test the communication rubric. We want to further refine it to suit the particular outcomes of our course research paper while keeping the values aligned with the PCC rubric, CCHE, and AAC&U.

changes? For how long? How will you follow-up to measure improvement?)	According to the data, it would be helpful to target information literacy in order to improve our academic writing results. Students need to develop better skills in identifying, evaluating and documenting sources to provide quality evidence to explore their thesis. We will incorporate more activities in class to address this issue. It will be useful to invite the librarians to our classes to talk about library resources that can assist them in doing quality research. We have already begun to add D2L discussions about selecting sources into our curriculum. We also instituted a weekly writing workshop facilitated by an instructor for students desiring extra help on humanities papers.
Closing the Loop ***(Will you be reassessing this SLO next assessment cycle? Are you closing the loop? In view of the data, provide a brief explanation.)***	( ) **CLOSING THE LOOP** (x) **REASSESSING SLO DURING THE NEXT ASSESSMENT CYCLE** Communication is a core learning outcome for GT Pathways AH-2 courses, so we will continue to assess it, refine the rubric, and make improvements based on the results.

Pueblo Community College

COMMUNICATION RUBRIC

Competency in communication is a student's ability to express ideas and information across a variety of genres and styles, both spoken and written.

Scores should be assigned for all applicable dimensions of effective communication outlined below. If the parameters of the assignment used to measure this student learning outcome do not offer the opportunity to demonstrate a given performance criterion, a score of N/A should be recorded.

	4	3	2	1
Employ Rhetorical Knowledge	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
Develop Content	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject within the context; Develops and explores ideas while conveying the writer's understanding to shape the entire work.	Uses appropriate and relevant content to illustrate a strong grasp of the subject within the context; Develops and explores ideas to shape the entire work.	Uses appropriate or relevant content to illustrate a basic understanding of the subject within the context; Develops and explores ideas to shape most of work.	Uses appropriate or relevant content to illustrate a vague understanding of the subject within the context; Develops and explores ideas to shape a portion of the work.
Apply Genre and Disciplinary Conventions	Demonstrates detailed and consistent attention to along with successful execution of a wide range of conventions particular to a specific situation and/or assigned task(s) including organization, content, presentation, formatting, and stylistic choices.	Demonstrates consistent use of important conventions particular to a specific situation and/or assigned task(s), including organization, content, presentation, and stylistic choices.	Demonstrates minimal use of important conventions particular to a specific situation and/or assigned task(s), including organization, content, presentation, and stylistic choices.	Demonstrates inconsistent use of important conventions particular to a specific situation and/or assigned task(s), including organization, content, presentation, and stylistic choices.

HUM 121: SLO 2

HUM 121 students will analyze similarities and differences of a topic from a historical era compared to an equivalent topic from the modern era.

Rationale for choosing this SLO *If you are reassessing last year's SLO, include the results you had last year, the number of years this specific SLO has been assessed, and the reason this SLO needs to be reassessed.*	This is a state objective from the syllabus. It is a fundamental skill for students in Humanities to be able to analyze similarities and differences of eras and cultures, and an important general critical thinking skill. This will be our third year assessing this SLO, but our results so far are low. Only 7% of students met our target goals in both critical thinking and global perspectives last assessment cycle. However, we are using AAC&U rubrics and have a better understanding of the rubrics after last year's critical thinking assessment discussions. With this new knowledge and likely more training, we will be able to better apply the rubrics to improve our student results.
Assessment Method(s) (✓)	( ) SELECTED RESPONSE (✓) EXTENDED WRITTEN RESPONSE ( ) PERFORMANCE ASSESSMENT ( ) PERSONAL COMMUNICATION
Assessment Tool(s) (✓) *Direct Assessment – type of assignment [i.e.-exam; project; exhibit; oral presentation]*	**Direct**: ( ) EXAM/TEST/QUIZ (✓) ESSAYS OR RESEARCH PAPERS ( ) ORAL PRESENTATIONS ( ) PROBLEM-BASED/TEAM-BASED PROJECTS ( ) OTHER _____ **Indirect**: ( ) SURVEYS ( ) REFLECTIONS ( ) OTHERS: _____
Scoring Method(s) (Submit copy of tool with this document.) **(✓)**	(✓) RUBRIC ( ) #/% OF CORRECT ANSWERS ( ) CHECKLIST ( ) OTHERS:_____
Sampling method/Number of Students to be Assessed	All sections of HUM 121 at the Orman campus (1 section Spring 2016 and 1 section Fall 2016 offered)
Performance Target(s) *Desired Level of Performance – [i.e.-80% of students will achieve 80%; 90% of students will achieve 70%]*	• 80% of students will achieve 3 or better on the "evidence" section of the departmental rubric adapted from the critical thinking Value Rubric • 80% of students will achieve 3 or better on the "knowledge" section of the departmental rubric adapted from the global perspectives Value Rubric
Timeframe of assessment tasks *When the assessment will occur – [i.e.-pre/post-tests; midterm; final]*	A writing sample will be collected at the beginning of the semester and then the final research paper will be assessed (week 13)

Faculty members involved in the assessment tasks
Each faculty member's responsibility is to identify SLOs to assess, complete the plan of assessment, gather and analyze data, and recommend changes, leading to a departmental discussion for chairs to finalize, compile, and submit as one report

ASSESSED COURSE	FACULTY MEMBER(S) ASSESSING THIS SLO	SEMESTER
HUM 121	Ann Oreskovich	Spring 2016 Fall 2016

Part-time instructors actively involved in the assessment process

	PART-TIME INSTRUCTOR(S) ASSESSING THIS SLO	SEMESTER
HUM 121	Karen Foglesong	Spring 2016 Fall 2016

Included in the planning and/or analysis of results, not merely limited to submitting data			
Strategies/Methods planned for teaching this SLO	Last semester we implemented new draft deadlines and peer reviews to prevent student procrastination and to encourage students to think more critically and deeply about the cultures they were examining. We will continue that process for the upcoming assessment cycle. We will also continue to learn more about the rubrics and how to best interpret them and share them with our students. We will also create added lessons and discussions to inspire critical thinking.		

2016 Assessment of Student Learning Results

Results: ***Analysis and Interpretation of Results/Findings and insights gained.*** ***(How many students were assessed? What does the data show? What conclusions can you draw about the course, students, methodology, or other practices? What factors contributed to these results? Can you compare the results to previous baselines or activities?)***	As with academic writing, we also focused on improving our tools for measuring critical thinking and global perspectives. Last assessment cycle, we used AAC&U VALUE rubrics, and concentrated on one performance criterion from each rubric. For 2016, we used rubrics aligned with AAC&U, but more specifically targeted at community colleges. For critical thinking, we adopted the Critical Thinking & Problem Solving Rubric approved by PCC faculty for institutional assessment adapted from the Aims Community College rubric for Critical Thinking. For global perspectives, we used the CCHE Diversity and Global Learning Rubric. In this assessment cycle, we focused on all performance criterion in the rubric that are applicable to the assignment. As stated in the academic writing SLO, due to the shift in rubrics, we only have assessable artifacts from the Fall 2016 semester (1 section offered). There were no HUM 121 sections offered in the summer. There were 18 students assessed. Critical Thinking: For “Identify & Explain/Explore Issues in Context,” 67% of students scored 3 or better on the rubric. For “Evaluate Evidence,” 44% of students scored 3 or better on the rubric. For “Consider Other Perspectives & Possible Solutions,” 44% of students scored 3 or better on the rubric. For “Formulate Conclusions,” 56% of students scored 3 or better on the rubric. For “Evaluate Implications & Consequences,” 44% of students scored 3 or better on the rubric. Global Perspectives: The “Builds Self-Awareness” criterion did not apply to the assignment. For “Examines Perspectives,” 33% of students scored 3 or better on the rubric. For “Address Diversity,” 39% of students scored 3 or better on the rubric. The “Share Personal and Social Responsibility” criterion did not apply to the assignment. For “Understand Global Systems,” 56% of students scored 3 or better on the rubric.

	For "Apply Knowledge to Contemporary Global Contexts," 39% of students scored 3 or better on the rubric. Compared to the AAC&U rubrics used last assessment cycle, higher performance levels on the rubrics appear to be more achievable for our students, however, in the areas of critical thinking and global perspectives, there is a need for improvement. According to the critical thinking rubric, students are strongest at identifying a thesis or issue to explore, but are having trouble with providing and thoroughly evaluating evidence related to the issue at hand. With global perspectives, students are slightly better at evaluating interconnections between historic and contemporary global systems ("Understand Global Systems"), which is the primary objective of the paper, but could provide a more nuanced evaluation of the factors that contribute to those interconnections and the particular conditions that make historical and contemporary cultures diverse.
Use of Results ***(After reviewing the results, what changes will you implement to improve student learning? When will you implement changes? For how long? How will you follow-up to measure improvement?)***	Assessments in critical thinking and global perspectives indicated similar deficiencies to academic writing. Students need to increase their skills in identifying quality sources as well as documenting and evaluating the evidence. We will create more opportunities for students to learn to select quality sources and critically analyze those sources so that students can develop the tools to more thoroughly evaluate diverse cultures.
Closing the Loop ***(Will you be reassessing this SLO next assessment cycle? Are you closing the loop? In view of the data, provide a brief explanation.)***	( ) **CLOSING THE LOOP** (x) **REASSESSING SLO DURING THE NEXT ASSESSMENT CYCLE** Critical thinking is identified as a core outcome for GT Pathways AH-2 courses, so we will concentrate our efforts on targeting that skill and reassess. At this time, we don't plan to reassess global perspectives as it is not one of the core competencies for AH-2.

Pueblo Community College

COMMUNICATION RUBRIC

Competency in communication is a student's ability to express ideas and information across a variety of genres and styles, both spoken and written.

Scores should be assigned for all applicable dimensions of effective communication outlined below. If the parameters of the assignment used to measure this student learning outcome do not offer the opportunity to demonstrate a given performance criterion, a score of N/A should be recorded.

	4	3	2	1
Employ Rhetorical Knowledge	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
Develop Content	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject within the context; Develops and explores ideas while conveying the writer's understanding to shape the entire work.	Uses appropriate and relevant content to illustrate a strong grasp of the subject within the context; Develops and explores ideas to shape the entire work.	Uses appropriate or relevant content to illustrate a basic understanding of the subject within the context; Develops and explores ideas to shape most of work.	Uses appropriate or relevant content to illustrate a vague understanding of the subject within the context; Develops and explores ideas to shape a portion of the work.
Apply Genre and Disciplinary Conventions	Demonstrates detailed and consistent attention to along with successful execution of a wide range of conventions particular to a specific situation and/or assigned task(s) including organization, content, presentation, formatting, and stylistic choices.	Demonstrates consistent use of important conventions particular to a specific situation and/or assigned task(s), including organization, content, presentation, and stylistic choices.	Demonstrates minimal use of important conventions particular to a specific situation and/or assigned task(s), including organization, content, presentation, and stylistic choices.	Demonstrates inconsistent use of important conventions particular to a specific situation and/or assigned task(s), including organization, content, presentation, and stylistic choices.

HUM 122: SLO 1

HUM 122 students will write using an academic voice.

Rationale for choosing this SLO *If you are reassessing last year's SLO, include the results you had last year, the number of years this specific SLO has been assessed, and the reason this SLO needs to be reassessed.*	Writing with an academic voice is a critical skill for all Humanities students. We are assessing this SLO in HUM 122 in order to increase the pool of students that we are assessing in Humanities. We will be able compare our data to our results from HUM 121, which has been assessed for two years.
Assessment Method(s) (✓)	( ) SELECTED RESPONSE (✓) EXTENDED WRITTEN RESPONSE ( ) PERFORMANCE ASSESSMENT ( ) PERSONAL COMMUNICATION
Assessment Tool(s) (✓) *Direct Assessment – type of assignment [i.e.-exam; project; exhibit; oral presentation]*	**Direct**: ( ) EXAM/TEST/QUIZ (✓) ESSAYS OR RESEARCH PAPERS ( ) ORAL PRESENTATIONS ( ) PROBLEM-BASED/TEAM-BASED PROJECTS ( ) OTHER _____ **Indirect**: ( ) SURVEYS ( ) REFLECTIONS ( ) OTHERS: _____
Scoring Method(s) (Submit copy of tool with this document.) **(✓)**	(✓) RUBRIC ( ) #/% OF CORRECT ANSWERS ( ) CHECKLIST ( ) OTHERS:_____
Sampling method/Number of Students to be Assessed	All sections of HUM 122 at the Orman campus (1 section Spring 2016 and 1 section Fall 2016 offered)
Performance Target(s) *Desired Level of Performance – [i.e.-80% of students will achieve 80%; 90% of students will achieve 70%]*	80% of students will achieve 3 or better on the departmental academic writing rubric adapted from written communication Value rubric
Timeframe of assessment tasks *When the assessment will occur – [i.e.-pre/post-tests; midterm; final]*	The final research paper will be assessed (week 13) for Spring 2016. For fall 2016, a writing sample will be collected at the beginning of the semester and the final research paper will be assessed (week 13).

Faculty members involved in the assessment tasks
Each faculty member's responsibility is to identify SLOs to assess, complete the plan of assessment, gather and analyze data, and recommend changes, leading to a departmental discussion for chairs to finalize, compile, and submit as one report

ASSESSED COURSE	FACULTY MEMBER(S) ASSESSING THIS SLO	SEMESTER
HUM 122	Ann Oreskovich	Fall 2016 Spring 2016

Part-time instructors actively involved in the assessment process
Included in the planning and/or analysis of results, not merely limited to submitting data

	PART-TIME INSTRUCTOR(S) ASSESSING THIS SLO	SEMESTER
HUM 122	Karen Foglesong	Fall 2016 Spring 2016

Strategies/Methods planned for teaching this SLO	In HUM 122, we implemented the same changes that occurred as a result of our assessment in HUM 121 and we will include our new strategies for the upcoming year, including new handouts and exercises to stress the importance of academic writing, incentives for students to use the writing proshops and strategizing with other faculty on improving academic writing. Starting in the fall, we will have students submit a preliminary writing

	sample so that we can assess their weaknesses early and target areas of concern. . We are also planning to adapt a Value rubric in written communication to work for a 2-year experience.

2016 Assessment of Student Learning Results	
Results: ***Analysis and Interpretation of Results/Findings and insights gained.*** ***(How many students were assessed? What does the data show? What conclusions can you draw about the course, students, methodology, or other practices? What factors contributed to these results? Can you compare the results to previous baselines or activities?)***	We added HUM 122 to our assessment plan in order to get a broader perspective on student performance in humanities classes in addition to HUM 121. We measured the same outcomes, using the same rubrics in HUM 122 as HUM 121, as the state course objectives are the same. For HUM 122, the assessment data includes Spring 2016 (1 section offered) and Fall 2016 (1 section offered). No sections were offered in the summer. There were 27 students assessed. Communication/Academic Writing: For "Employ Rhetorical Knowledge," 70% of students scored 3 or better on the rubric. For "Develop Content," 48% of students scored 3 or better on the rubric. For "Apply Genre and Disciplinary Conventions," 74% of students scored 3 or better on the rubric. For "Use Sources and Evidence," 56% of students scored 3 or better on the rubric. For "Control Syntax and Mechanics," 56% of students scored 3 or better on the rubric. The "Execute Delivery" section was not assessed as it did not apply to the performance. In HUM 122, we are seeing similar results to HUM 121. Students are stronger in employing rhetorical knowledge and applying disciplinary conventions. They are weaker in the areas of developing content, using quality evidence, and proper mechanics.
Use of Results ***(After reviewing the results, what changes will you implement to improve student learning? When will you implement changes? For how long? How will you follow-up to measure improvement?)***	Because we achieved similar results in HUM 122 to HUM 121, we will implement the same measures to improve student performance, particularly in selecting and evaluating quality sources.
Closing the Loop ***(Will you be reassessing this SLO next assessment cycle? Are you closing the loop? In view of the data, provide a brief explanation.)***	( ) CLOSING THE LOOP ( ) REASSESSING SLO DURING THE NEXT ASSESSMENT CYCLE We will continue to make revisions in HUM 122 based on the performance outcomes from HUM 121, but we plan to replace HUM 122 in formal assessment with HUM 115, which will provide a larger pool of students as it consistently has larger classes and more sections. Communication will be assessed in HUM 115.

Pueblo Community College

COMMUNICATION RUBRIC

Competency in communication is a student's ability to express ideas and information across a variety of genres and styles, both spoken and written.

Scores should be assigned for all applicable dimensions of effective communication outlined below. If the parameters of the assignment used to measure this student learning outcome do not offer the opportunity to demonstrate a given performance criterion, a score of N/A should be recorded.

	4	3	2	1
Employ Rhetorical Knowledge	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
Develop Content	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject within the context; Develops and explores ideas while conveying the writer's understanding to shape the entire work.	Uses appropriate and relevant content to illustrate a strong grasp of the subject within the context; Develops and explores ideas to shape the entire work.	Uses appropriate or relevant content to illustrate a basic understanding of the subject within the context; Develops and explores ideas to shape most of work.	Uses appropriate or relevant content to illustrate a vague understanding of the subject within the context; Develops and explores ideas to shape a portion of the work.
Apply Genre and Disciplinary Conventions	Demonstrates detailed and consistent attention to along with successful execution of a wide range of conventions particular to a specific situation and/or assigned task(s) including organization, content, presentation, formatting, and stylistic choices.	Demonstrates consistent use of important conventions particular to a specific situation and/or assigned task(s), including organization, content, presentation, and stylistic choices.	Demonstrates minimal use of important conventions particular to a specific situation and/or assigned task(s), including organization, content, presentation, and stylistic choices.	Demonstrates inconsistent use of important conventions particular to a specific situation and/or assigned task(s), including organization, content, presentation, and stylistic choices.

HUM 122: SLO 2

HUM 122 students will analyze similarities and differences of a topic from a historical era compared to an equivalent topic from the modern era.

Rationale for choosing this SLO *If you are reassessing last year's SLO, include the results you had last year, the number of years this specific SLO has been assessed, and the reason this SLO needs to be reassessed.*	This is a state objective from the syllabus. It is a fundamental skill for students in Humanities to be able to analyze similarities and differences of eras and cultures, and an important general critical thinking skill. This SLO has been assessed for two years in HUM 121. We would like to increase the pool of Humanities students assessed by adding HUM 122 and we will be able to compare results with HUM 121.
Assessment Method(s) (✓)	( ) SELECTED RESPONSE (✓) EXTENDED WRITTEN RESPONSE ( ) PERFORMANCE ASSESSMENT ( ) PERSONAL COMMUNICATION
Assessment Tool(s) (✓) *Direct Assessment – type of assignment [i.e.-exam; project; exhibit; oral presentation]*	**Direct**: ( ) EXAM/TEST/QUIZ (✓) ESSAYS OR RESEARCH PAPERS ( ) ORAL PRESENTATIONS ( ) PROBLEM-BASED/TEAM-BASED PROJECTS ( ) OTHER _____ **Indirect**: ( ) SURVEYS ( ) REFLECTIONS ( ) OTHERS: _____
Scoring Method(s) (Submit copy of tool with this document.) **(✓)**	(✓) RUBRIC ( ) #/% OF CORRECT ANSWERS ( ) CHECKLIST ( ) OTHERS:_____
Sampling method/Number of Students to be Assessed	All sections of HUM 122 at the Orman campus (1 section Spring 2016 and 1 section Fall 2016 offered)
Performance Target(s) *Desired Level of Performance – [i.e.-80% of students will achieve 80%; 90% of students will achieve 70%]*	• 80% of students will achieve 3 or better on the "evidence" section of the departmental rubric adapted from the critical thinking Value Rubric • 80% of students will achieve 3 or better on the "knowledge" section of the departmental rubric adapted from the global perspectives Value Rubric
Timeframe of assessment tasks *When the assessment will occur – [i.e.-pre/post-tests; midterm; final]*	A writing sample will be collected at the beginning of the semester and then the final research paper will be assessed (week 13)

Faculty members involved in the assessment tasks
Each faculty member's responsibility is to identify SLOs to assess, complete the plan of assessment, gather and analyze data, and recommend changes, leading to a departmental discussion for chairs to finalize, compile, and submit as one report

ASSESSED COURSE	FACULTY MEMBER(S) ASSESSING THIS SLO	SEMESTER
HUM 122	Ann Oreskovich	Spring 2016 Fall 2016

Part-time instructors actively involved in the assessment process

	PART-TIME INSTRUCTOR(S) ASSESSING THIS SLO	SEMESTER
HUM 122	Karen Foglesong	Spring 2016 Fall 2016

Included in the planning and/or analysis of results, not merely limited to submitting data			
Strategies/Methods planned for teaching this SLO	In HUM 122, we implemented the same changes that occurred as a result of our assessment in HUM 121 and we will include our new strategies for the upcoming year, including adding lessons and discussions to inspire critical thinking. We will also be adapting the Value rubrics to better suit the two-year experience and to be more accessible to students.		

2016 Assessment of Student Learning Results

Results: ***Analysis and Interpretation of Results/Findings and insights gained.*** *(How many students were assessed? What does the data show? What conclusions can you draw about the course, students, methodology, or other practices? What factors contributed to these results? Can you compare the results to previous baselines or activities?)*	As with communication/academic writing, we measured the same outcomes in HUM 122 for critical thinking and global perspectives as HUM 121, using the same rubrics, as the state course objectives are the same. For HUM 122, the assessment data includes Spring 2016 (1 section offered) and Fall 2016 (1 section offered). No sections were offered in the summer. There were 27 students assessed. Critical Thinking: For "Identify & Explain/Explore Issues in Context," 78% of students scored 3 or better on the rubric. For "Evaluate Evidence," 52% of students scored 3 or better on the rubric. For "Consider Other Perspectives & Possible Solutions," 33% of students scored 3 or better on the rubric. For "Formulate Conclusions," 59% of students scored 3 or better on the rubric. For "Evaluate Implications & Consequences," 44% of students scored 3 or better on the rubric. Global Perspectives: The "Builds Self-Awareness" criterion did not apply to the assignment. For "Examines Perspectives," 30% of students scored 3 or better on the rubric. For "Address Diversity," 30% of students scored 3 or better on the rubric. The "Share Personal and Social Responsibility" criterion did not apply to the assignment. For "Understand Global Systems," 41% of students scored 3 or better on the rubric. For "Apply Knowledge to Contemporary Global Contexts," 37% of students scored 3 or better on the rubric. Like academic writing, HUM 122 students demonstrated similar results to HUM 121 in critical thinking and global perspectives. For critical thinking, students again were strongest in identifying an issue to explore, but weaker in identifying quality evidence and critically evaluating it in order to draw conclusions. In applying global perspectives, as was shown with HUM 121, students were overall weak, and again, students scored slightly higher in understanding connections between historic and contemporary global systems.

Use of Results ***(After reviewing the results, what changes will you implement to improve student learning? When will you implement changes? For how long? How will you follow-up to measure improvement?)***	As stated with academic writing, the HUM 122 results in critical thinking and global perspectives were similar to HUM 121. Thus, we will target the same issues, namely selecting and evaluating evidence. We will implement the same improvement measures in HUM 122 as mentioned for HUM 121.
Closing the Loop ***(Will you be reassessing this SLO next assessment cycle? Are you closing the loop? In view of the data, provide a brief explanation.)***	( ) **CLOSING THE LOOP** ( ) **REASSESSING SLO DURING THE NEXT ASSESSMENT CYCLE** As mentioned, we will continue to make revisions in HUM 122 based on the performance outcomes from HUM 121, but we plan to replace HUM 122 in formal assessment with HUM 115, which will provide a larger pool of students as it consistently has larger classes and more sections. Critical thinking will be assessed in HUM 115.

Pueblo Community College

CRITICAL THINKING & PROBLEM SOLVING RUBRIC

Competency in critical thinking is a student's ability to analyze and organize information, recognize and use unique ideas, use problem-solving strategies, and/or develop creative responses.

Scores should be assigned for all applicable dimensions of critical thinking outlined below. If the parameters of the assignment used to measure this student learning outcome do not offer the opportunity to demonstrate a given performance criterion, a score of N/A should be recorded.

	4	3	2	1
Identify & Explain/ Explore Issues in Context	Clearly identifies and summarizes main issues/problems in relation to relevant contexts; successfully explains why/how they are problems or questions; and identifies embedded or implicit issues, addressing their relationships to each other.	Successfully identifies and summarizes the main issues/problems in relation to relevant contexts, but does not explain why/how they are problems or create questions.	Identifies main issues/problems but not in relation to relevant contexts or does not summarize or explain them clearly or sufficiently.	Fails to identify, summarize, or explain the main issues/ problems or question in relation to relevant contexts. Represents the issues inaccurately or inappropriately.
Evaluate Evidence	Identifies important information and collects ample evidence from authoritative sources and rigorously evaluates its reliability and relevance.	Identifies important information and collects sufficient evidence from dependable sources and thoroughly evaluates its reliability and relevance.	Identifies some important data and information, but evidence is insufficient or collected from some questionable or inappropriate sources. Attempts to evaluate its reliability and relevance is limited.	Misses important information, collects evidence from or unreliable or irrelevant sources, and/or fails to evaluate its reliability and relevance.
Consider Other Perspectives & Possible Solutions	Acknowledges objections, rival positions, and alternate solutions/conclusions and thoroughly assesses their strengths and weaknesses.	Identifies major objections, rival positions, and alternate solutions/conclusions and competently assesses their strengths and weaknesses.	Anticipates minor but not major objections and rival positions, or considers weak but not strong alternative solutions/ conclusions. Attempts to assess their strengths and weaknesses are only partially effective or incomplete.	Fails to anticipate objections or fails to consider rival positions and alternate solutions/ conclusions. Attempts to assess their strengths or weaknesses are minimal or absent.

COLORADO
Colorado Commission on Higher Education
Department of Higher Education

DIVERSITY AND GLOBAL LEARNING RUBRIC

*This rubric is meant to be an **optional** course design and assessment tool. Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet level one performance criteria.*

	4	3	2	1
Build Self-Awareness	Addresses and evaluates their own attitudes, behaviors, or beliefs and compares or relates to those of other individuals, groups, communities, or cultures while addressing significant issues in the natural and human world.	Analyzes their own attitudes, behaviors, or beliefs and compares or relates to those of other individuals, groups, communities, or cultures while addressing significant issues in the natural and human world.	Explains their own attitudes, behaviors, or beliefs and compares or relates to those of other individuals, groups, communities, or cultures while mentioning issues in the natural and human world.	Identifies some connections between their own attitudes, behaviors, or beliefs and compares or relates to those of other individuals, groups, communities, or cultures.
Examine Perspectives	Evaluates and applies diverse perspectives to complex subjects within natural and human systems addressing multiple perspectives including possible conflicting positions (i.e. cultural, disciplinary, and ethical.)	Synthesizes and summarizes multiple perspectives (such as cultural, disciplinary, and ethical) when investigating subjects within natural and human systems.	Identifies and explains multiple perspectives (such as cultural, disciplinary, and ethical) when exploring subjects within natural and human systems.	Identifies multiple perspectives while maintaining a value preference for own positioning (such as cultural, disciplinary, and ethical).
Address Diversity	Adapts and applies a deep understanding of multiple worldviews, experiences, and power structures while initiating meaningful interaction with other cultures to address significant global problems.	Analyzes substantial connections between the worldviews, power structures, and experiences of multiple cultures historically or in contemporary contexts, incorporating respectful interactions with other cultures.	Explains and connects two or more cultures historically or in contemporary contexts with some acknowledgement of power structures, demonstrating respectful interaction with varied cultures and worldviews.	Describes the experiences of others historically or in contemporary contexts primarily through one cultural perspective, demonstrating some openness to varied cultures and worldviews but does not acknowledge power structures.

COLORADO
Colorado Commission on Higher Education
Department of Higher Education

	4	3	2	1
Share Personal and Social Responsibility	Evaluates the ethical, social, and environmental challenges of global systems and proposes specific and targeted actions informed by one's sense of personal and civic responsibility.	Analyzes the ethical, social, and environmental consequences of global systems and identifies a range of actions informed by one's sense of personal and civic responsibility.	Explains the ethical, social, and environmental consequences of local and national decisions on global systems and identifies one action informed by a sense of personal and civic responsibility.	Identifies basic ethical dimensions of some local or national decisions that have global impact but does not identify any action.
Understand Global Systems	Evaluates major elements of interconnections within the historic and contemporary role and differential aspects of human organizations to explore impacts and actions on global systems within the human and natural worlds.	Analyzes major elements of interconnections within the historic and contemporary role and differential aspects of human organizations to explore impacts and actions on global systems within the human and natural worlds.	Examines minor elements within the historical and contemporary role, and differential aspects of human organizations and begins to explore impacts and actions on global systems within the human and natural worlds.	Identifies minor elements within the historical and contemporary role, and differential aspects of human organizations and attempts to explore impacts and actions on global systems within the human and natural worlds.
Apply Knowledge to Contemporary Global Contexts	Applies knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex global problems using interdisciplinary perspectives independently or with others.	Identifies and evaluates complex solutions to global challenges that are appropriate to their contexts using multiple disciplinary perspectives (such as cultural, historical, and scientific).	Formulates practical yet elementary solutions to global challenges that use at least two disciplinary perspectives (such as cultural, historical, and scientific).	Defines global challenges in basic ways, including a limited number of perspectives and solutions.

This rubric was adapted from the Association of American Colleges and Universities (AAC&U) VALUE rubrics and is also aligned with the Interstate Passport Initiative Learning Outcomes. The original VALUE rubrics may be accessed at http://www.aacu.org/value-rubrics. The Interstate Passport Initiative Learning Outcomes can be accessed at http://www.wiche.edu/passport/learningOutcomesCriteria.

PHI 112: SLO 1

Students will analyze a philosophical argument by breaking the argument into premises and conclusions.

Rationale for choosing this SLO *If you are reassessing last year's SLO, include the results you had last year, the number of years this specific SLO has been assessed, and the reason this SLO needs to be reassessed.*	Being able to analyze arguments is a fundamental skill of Ethics, and aligns with the college goal of engaging students in critical thinking. Last year I assessed students on their analytical skills and I found that the overwhelming majority of students struggle with applying this skill to philosophical arguments. Since the ability to analyze arguments and ideas is fundamental to the field of philosophy, and is an invaluable skill in the life of a productive member of society, it seems natural to continue to assess critical thinking in my classroom.			
Assessment Method(s) (✓)	( ) SELECTED RESPONSE ( ) EXTENDED WRITTEN RESPONSE (✓) PERFORMANCE ASSESSMENT ( ) PERSONAL COMMUNICATION			
Assessment Tool(s) (✓) *Direct Assessment – type of assignment [i.e.-exam; project; exhibit; oral presentation]*	**Direct**	( ) EXAM/TEST/QUIZ (✓) ESSAYS OR RESEARCH PAPERS (✓) ORAL PRESENTATIONS ( ) PROBLEM-BASED/TEAM-BASED PROJECTS ( ) OTHER _____		
	Indirect	( ) SURVEYS ( ) REFLECTIONS ( ) OTHERS: _____		
Scoring Method(s) (Submit copy of tool with this document.) **(✓)**	(✓) RUBRIC ( ) #/% OF CORRECT ANSWERS ( ) CHECKLIST ( ) OTHERS:_____			
Sampling method/Number of Students to be Assessed	All students in PHI 112 on Orman campus (1 section Spring 2016 and 1 section Fall 2016 offered)			
Performance Target(s) *Desired Level of Performance – [i.e.-80% of students will achieve 80%; 90% of students will achieve 70%]*	50% of students will achieve a 7 or better on the rubric.			
Timeframe of assessment tasks *When the assessment will occur – [i.e.-pre/post-tests; midterm; final]*	Performance Assessment #4 (around Weeks 14-15)			
Faculty members involved in the assessment tasks *Each faculty member's responsibility is to identify SLOs to assess, complete the plan of assessment, gather and analyze data, and recommend changes, leading to a departmental discussion for chairs to finalize, compile, and submit as one report*	ASSESSED COURSE	FACULTY MEMBER(S) ASSESSING THIS SLO	SEMESTER	
	PHI 112	Travis Parkhurst	Spring 2016, Fall 2016	
Part-time instructors actively involved in the assessment process *Included in the planning and/or analysis of results, not merely limited to submitting data*		PART-TIME INSTRUCTOR(S) ASSESSING THIS SLO	SEMESTER	

Strategies/Methods planned for teaching this SLO	In-class practice breaking arguments into premises and conclusions, a series of performance assessments that encourage students to improve their analytical skills, a continued emphasis on reading primary sources, daily class discussions that promote active engagement with course material.

2016 Assessment of Student Learning Results

Results: ***Analysis and Interpretation of Results/Findings and insights gained.***

(How many students were assessed? What does the data show? What conclusions can you draw about the course, students, methodology, or other practices? What factors contributed to these results? Can you compare the results to previous baselines or activities?)

In my spring PHI 112 (Ethics) course, I assessed 17 students on the skills of analysis and evaluation. In fall of PHI 112 (Ethics) course, I assessed 25 students on the skills of analysis and evaluation. A score of 7 is considered passing (equivalent to a C-).

Out of the 17 students assessed in the spring, 4 out of 17 students, approximately 25% of the class population, scored a 7 or higher on the analysis portion of the rubric.

Out of the 17 students assessed in the spring, 7 out of 17 scored higher than 7 on the evaluation portion of the rubric. This equates to about 41% of the class population.

Out of 25 students assessed in the fall, 3 out of 25 students, approximately 12% of the students scored a 7 or higher on the analysis portion of the rubric.

Out of the 25 students assessed in the fall, 1 out of 25 scored higher than 7 on the evaluation portion of the rubric. This equates to about 4% of the class population. Each of these sets of scores falls well short of my specified goal of seeing 70% of the student population score a 7 or higher.

In regards to both analysis and evaluation, students scored significantly lower in the fall than in the spring. Some factors that might account for this include changes to the options available to students regarding output and increased options available to students (there were multiple arguments to choose from, not just a single mandated argument). Both of these factors will be considered below.

In the spring 2016, I experienced a radically different set of results in regards to the evaluation assessment scores than in the fall of 2016. However, I also altered the student outputs that I assessed. Instead of giving students the option of oral or written outputs, I gave students a writing prompt. Furthermore, while in the spring, the assessment prompt was specific to a particular issue (whether compatibilism solves the problem determinism poses for ethics), in the fall assignment I gave students a list of specific arguments to choose from. Students were asked to choose one argument, and then analyze and evaluate that argument.

The sample size of those who chose the written assessment in the spring was small (only 4 of 17 students). However, the sample size in the fall was significantly larger (25 students instead of 4). While the sample sizes were very different, the results of the written assessments appear generally similar. In the spring, none of the four students who chose the written assessment scored higher than a 7 on analysis and evaluation. In the

	fall 3 out 25 scored higher than a 7 on analysis and 1 out of 25 scored higher than a 7 on evaluation. As I noted last year, students scored higher on analysis than evaluation, and that trend continued in the fall. The differences in the scores is likely due, at least in part, to the availability of the oral assessment option in the spring semester. As noted in spring 2016, there was a significant difference between the scores of those who chose the oral assessment over the written assessment. This difference in the spring results likely accounts for much of the overall differences in scores between the spring and fall assessments, as the higher oral scores from the spring raised the average scores. In the fall, I implemented some changes to how I am preparing students for analysis and evaluation. The most significant change pertains to how I ask students to approach each reading. In the past, I assigned readings, asked students to perform specific homework assignments that pertained to each specific reading, and then led a discussion on those ideas in class that directed students toward an analysis and evaluation of the arguments contained in the readings. Starting in the fall, I assigned specific questions that more directly pertained to analysis and evaluation, and I assigned these same questions for every reading. The reason for this is that I wanted students to form the habit of asking the same questions for each reading, even for readings outside of the classroom. Since these questions guide students toward analysis and evaluation, my hope was that the questions would encourage better analysis and evaluation in classroom discussions and on assessments. In addition, I intentionally split our practice of analysis and evaluation into separate class periods. This means that for most readings we spent at least two class periods on that reading. Furthermore, since one class period was dedicated to analysis and the other evaluation, my hope was that students would better be able to differentiate these skills, which I had hoped would translate into higher scores on assessments.
Use of Results ***(After reviewing the results, what changes will you implement to improve student learning? When will you implement changes? For how long? How will you follow-up to measure improvement?)***	Given the results of the spring and fall assessments, I have drawn some conclusions regarding my methods of teaching. First, it is difficult to ignore the differences in scores, especially with evaluation, between the oral version of the assessment and the written version of the assessment in the spring semester. However, I want to try to use the same format that I used in the fall of 2016 for the 2017 calendar year. The main reason for this is that I believe that I need to collect additional data before concluding that the homework questions, and conscious efforts to distinguish analysis and evaluation in classroom discussions, do not translate into higher written assessment scores. Second, while I see value in allowing students to choose their outputs (say, oral and written) and I want to experiment with offering these choices on specific assignments, I still place a high value on the ability to communicate in written form, especially in an academic setting. As such, for the 2017 calendar year, I plan to continue to use a written prompt for formal assessments. Finally, while I gave students a specific prompt with a specific topic in the spring, I gave students more choices in the fall. I plan to experiment with limiting the options available to students in order to see if this has an effect on assessment scores.
Closing the Loop ***(Will you be reassessing this SLO next assessment cycle? Are you closing the***	( ) CLOSING THE LOOP (x) REASSESSING SLO DURING THE NEXT ASSESSMENT CYCLE See “Use of Results”

loop? In view of the data, provide a brief explanation.)	

PHI 112: SLO 2

Students will evaluate the efficacy of the argument by evaluating the truth of the premises.

Rationale for choosing this SLO *If you are reassessing last year's SLO, include the results you had last year, the number of years this specific SLO has been assessed, and the reason this SLO needs to be reassessed.*	Being able to evaluate arguments is a fundamental skill of Ethics, and aligns with the college goal of engaging students in critical thinking. Last year I assessed students on their evaluative skills and I found that the overwhelming majority of students struggle with applying this skill to philosophical arguments. Since the ability to evaluate arguments and ideas is fundamental to the field of philosophy, and is an invaluable skill in the life of a productive member of society, it seems natural to continue to assess critical thinking in my classroom.
Assessment Method(s) (✓)	( ) SELECTED RESPONSE ( ) EXTENDED WRITTEN RESPONSE (✓) PERFORMANCE ASSESSMENT ( ) PERSONAL COMMUNICATION
Assessment Tool(s) (✓) *Direct Assessment – type of assignment [i.e.-exam; project; exhibit; oral presentation]*	**Direct** ( ) EXAM/TEST/QUIZ (✓) ESSAYS OR RESEARCH PAPERS (✓) ORAL PRESENTATIONS ( ) PROBLEM-BASED/TEAM-BASED PROJECTS ( ) OTHER _____ **Indirect** ( ) SURVEYS ( ) REFLECTIONS ( ) OTHERS: _____
Scoring Method(s) (Submit copy of tool with this document.) **(✓)**	(✓) RUBRIC ( ) #/% OF CORRECT ANSWERS ( ) CHECKLIST ( ) OTHERS:_____
Sampling method/Number of Students to be Assessed	All students in PHI 112 on Orman campus (1 section Spring 2016 and 1 section Fall 2016 offered)
Performance Target(s) *Desired Level of Performance – [i.e.-80% of students will achieve 80%; 90% of students will achieve 70%]*	50% of students will achieve a 7 or better on the rubric.
Timeframe of assessment tasks *When the assessment will occur – [i.e.-pre/post-tests; midterm; final]*	Performance Assessment #4 (around Weeks 14-15)

Faculty members involved in the assessment tasks *Each faculty member's responsibility is to identify SLOs to assess, complete the plan of assessment, gather and analyze data, and recommend changes, leading to a departmental discussion for chairs to finalize, compile, and submit as one report*	ASSESSED COURSE	FACULTY MEMBER(S) ASSESSING THIS SLO	SEMESTER
	PHI 112	Travis Parkhurst	Spring 2016, Fall 2016
Part-time instructors actively involved in the assessment process		PART-TIME INSTRUCTOR(S) ASSESSING THIS SLO	SEMESTER

Included in the planning and/or analysis of results, not merely limited to submitting data			
Strategies/Methods planned for teaching this SLO	In-class practice evaluating arguments, a series of performance assessments that encourage students to improve their evaluative skills, a continued emphasis on reading primary sources, daily class discussions that promote active engagement with course material.		

2016 Assessment of Student Learning Results

Results: ***Analysis and Interpretation of Results/Findings and insights gained.*** ***(How many students were assessed? What does the data show? What conclusions can you draw about the course, students, methodology, or other practices? What factors contributed to these results? Can you compare the results to previous baselines or activities?)***	In my spring PHI 112 (Ethics) course, I assessed 17 students on the skills of analysis and evaluation. In fall of PHI 112 (Ethics) course, I assessed 25 students on the skills of analysis and evaluation. A score of 7 is considered passing (equivalent to a C-). Out of the 17 students assessed in the spring, 4 out of 17 students, approximately 25% of the class population, scored a 7 or higher on the analysis portion of the rubric. Out of the 17 students assessed in the spring, 7 out of 17 scored higher than 7 on the evaluation portion of the rubric. This equates to about 41% of the class population. Out of 25 students assessed in the fall, 3 out of 25 students, approximately 12% of the students scored a 7 or higher on the analysis portion of the rubric. Out of the 25 students assessed in the fall, 1 out of 25 scored higher than 7 on the evaluation portion of the rubric. This equates to about 4% of the class population. Each of these sets of scores falls well short of my specified goal of seeing 70% of the student population score a 7 or higher. In regards to both analysis and evaluation, students scored significantly lower in the fall than in the spring. Some factors that might account for this include changes to the options available to students regarding output and increased options available to students (there were multiple arguments to choose from, not just a single mandated argument). Both of these factors will be considered below. In the spring 2016, I experienced a radically different set of results in regards to the evaluation assessment scores than in the fall of 2016. However, I also altered the student outputs that I assessed. Instead of giving students the option of oral or written outputs, I gave students a writing prompt. Furthermore, while in the spring, the assessment prompt was specific to a particular issue (whether compatibilism solves the problem determinism poses for ethics), in the fall assignment I gave students a list of specific arguments to choose from. Students were asked to choose one argument, and then analyze and evaluate that argument. The sample size of those who chose the written assessment in the spring was small (only 4 of 17 students). However, the sample size in the fall was significantly larger (25 students instead of 4). While the sample sizes were very different, the results of the written assessments appear generally similar. In the spring, none of the four students who chose the written assessment scored higher than a 7 on analysis and evaluation. In the

	fall 3 out 25 scored higher than a 7 on analysis and 1 out of 25 scored higher than a 7 on evaluation. As I noted last year, students scored higher on analysis than evaluation, and that trend continued in the fall. The differences in the scores is likely due, at least in part, to the availability of the oral assessment option in the spring semester. As noted in spring 2016, there was a significant difference between the scores of those who chose the oral assessment over the written assessment. This difference in the spring results likely accounts for much of the overall differences in scores between the spring and fall assessments, as the higher oral scores from the spring raised the average scores. In the fall, I implemented some changes to how I am preparing students for analysis and evaluation. The most significant change pertains to how I ask students to approach each reading. In the past, I assigned readings, asked students to perform specific homework assignments that pertained to each specific reading, and then led a discussion on those ideas in class that directed students toward an analysis and evaluation of the arguments contained in the readings. Starting in the fall, I assigned specific questions that more directly pertained to analysis and evaluation, and I assigned these same questions for every reading. The reason for this is that I wanted students to form the habit of asking the same questions for each reading, even for readings outside of the classroom. Since these questions guide students toward analysis and evaluation, my hope was that the questions would encourage better analysis and evaluation in classroom discussions and on assessments. In addition, I intentionally split our practice of analysis and evaluation into separate class periods. This means that for most readings we spent at least two class periods on that reading. Furthermore, since one class period was dedicated to analysis and the other evaluation, my hope was that students would better be able to differentiate these skills, which I had hoped would translate into higher scores on assessments.
Use of Results ***(After reviewing the results, what changes will you implement to improve student learning? When will you implement changes? For how long? How will you follow-up to measure improvement?)***	Given the results of the spring and fall assessments, I have drawn some conclusions regarding my methods of teaching. First, it is difficult to ignore the differences in scores, especially with evaluation, between the oral version of the assessment and the written version of the assessment in the spring semester. However, I want to try to use the same format that I used in the fall of 2016 for the 2017 calendar year. The main reason for this is that I believe that I need to collect additional data before concluding that the homework questions, and conscious efforts to distinguish analysis and evaluation in classroom discussions, do not translate into higher written assessment scores. Second, while I see value in allowing students to choose their outputs (say, oral and written) and I want to experiment with offering these choices on specific assignments, I still place a high value on the ability to communicate in written form, especially in an academic setting. As such, for the 2017 calendar year, I plan to continue to use a written prompt for formal assessments. Finally, while I gave students a specific prompt with a specific topic in the spring, I gave students more choices in the fall. I plan to experiment with limiting the options available to students in order to see if this has an effect on assessment scores.
Closing the Loop	( ) CLOSING THE LOOP (x) REASSESSING SLO DURING THE NEXT ASSESSMENT CYCLE See “Use of Results”

(Will you be reassessing this SLO next assessment cycle? Are you closing the loop? In view of the data, provide a brief explanation.)	

Philosophy Paper Rubric

	10	8	6	4	2	0
Analysis	The paper identifies 100% of the main premises and conclusions of the argument.	The paper identifies80% of the main premises and conclusions of the argument.	The paper identifies 60% of the main premises and conclusions.	The paper identifies 40% of the main premises and conclusions of the argument.	The paper identifies at least 20% of the main premises and/or conclusions of the argument.	None of the main premises are identified.
Evaluation	The paper includes a strong evaluation of the success or failure of the argument.	The paper includes a mainly strong evaluation of the success or failure of the argument.	The paper includes a somewhat strong evaluation of the success or failure of the argument.	The paper includes a somewhat weak evaluation of the success or failure of the argument.	The paper includes a weak evaluation of the success or failure of the argument.	The paper does not include evaluation.

SPA 111: SLO 1

Students will interpret written and oral texts of various types dealing with daily topics to identify the main idea, keywords and specific detail.

Rationale for choosing this SLO *If you are reassessing last year's SLO, include the results you had last year, the number of years this specific SLO has been assessed, and the reason this SLO needs to be reassessed.*	This SLO will give students the experience of interpreting oral text. They will also be given the opportunity to hear and interpret different accents from various Spanish speaking regions. This SLO was assessed in the 2014-2015 and the Fall 2015 assessment cycle. A new text book being used this fall will provide additional opportunities to read and listen in the target language, as well as new assessment methods.
Assessment Method(s) (✓)	(✓) SELECTED RESPONSE ( ) EXTENDED WRITTEN RESPONSE ( ) PERFORMANCE ASSESSMENT ( ) PERSONAL COMMUNICATION
Assessment Tool(s) (✓) *Direct Assessment – type of assignment [i.e.-exam; project; exhibit; oral presentation]*	**Direct** (✓) EXAM/TEST/QUIZ ( ) ESSAYS OR RESEARCH PAPERS (✓) ORAL PRESENTATIONS ( ) PROBLEM-BASED/TEAM-BASED PROJECTS ( ) OTHER _____ **Indirect** ( ) SURVEYS ( ) REFLECTIONS ( ) OTHERS: _____
Scoring Method(s) (Submit copy of tool with this document.) **(✓)**	( ) RUBRIC (✓) #/% OF CORRECT ANSWERS ( ) CHECKLIST ( ) OTHERS:_____ Direct assessment that will be revised this year to address critical thinking skills
Sampling method/Number of Students to be Assessed	All students in SPA 111 on Orman campus (2 sections Spring 2016 and 2 sections Fall 2016 offered)
Performance Target(s) *Desired Level of Performance – [i.e.-80% of students will achieve 80%; 90% of students will achieve 70%]*	80% of students will achieve 70% or better
Timeframe of assessment tasks *When the assessment will occur – [i.e.-pre/post-tests; midterm; final]*	Readings and audio recordings are part of each of the seven chapters. These assignment include written and/or oral assessments. These assessments will be tallied and included in the report on this plan.

Faculty members involved in the assessment tasks
Each faculty member's responsibility is to identify SLOs to assess, complete the plan of assessment, gather and analyze data, and recommend changes, leading to a departmental discussion for chairs to finalize, compile, and submit as one report

ASSESSED COURSE	FACULTY MEMBER(S) ASSESSING THIS SLO	SEMESTER
SPA 111	Duane Garrett	Fall 2016

Part-time instructors actively involved in the assessment process
Included in the planning and/or analysis of results, not merely limited to submitting data

	PART-TIME INSTRUCTOR(S) ASSESSING THIS SLO	SEMESTER

Strategies/Methods planned for teaching this SLO	Readings, lecture, and video. The exercises for this SLO will be tied to a grade this assessment cycle in an effort to increase positive performances.

2016 Assessment of Student Learning Results	
Results: ***Analysis and Interpretation of Results/Findings and insights gained.*** ***(How many students were assessed? What does the data show? What conclusions can you draw about the course, students, methodology, or other practices? What factors contributed to these results? Can you compare the results to previous baselines or activities?)***	This goal was not met. Although the next text did provide adequate reading and listening activities, I was not able to develop an assessment method that I was comfortable with nor felt was fair to the students. I will continue this goal for the next year and focus on developing the necessary assessment methods and tools
Use of Results ***(After reviewing the results, what changes will you implement to improve student learning? When will you implement changes? For how long? How will you follow-up to measure improvement?)***	Reading and listening activities will be added to the homework assignments and graded to provide data on their abilities in this SLO. I will develop new, specific, reading and listening assignments that can be used as well.
Closing the Loop ***(Will you be reassessing this SLO next assessment cycle? Are you closing the loop? In view of the data, provide a brief explanation.)***	( ) CLOSING THE LOOP (x) REASSESSING SLO DURING THE NEXT ASSESSMENT CYCLE This assessment goal will continue through the next year.

SPA 111: SLO 2

Students will exchange personal information concerning everyday life, by asking and answering questions, expressing likes and dislikes, and making basic comparisons.

Rationale for choosing this SLO *If you are reassessing last year's SLO, include the results you had last year, the number of years this specific SLO has been assessed, and the reason this SLO needs to be reassessed.*	This SLO will give students the experience of conversing in Spanish. This SLO was assessed in the 2014-15 and Fall 2015 assessment cycle, based on these previous assessments we hope to better balance the actual assessment to provide more accurate data by using an outside "judge."
Assessment Method(s) (✓)	( ) SELECTED RESPONSE ( ) EXTENDED WRITTEN RESPONSE (✓) PERFORMANCE ASSESSMENT (✓) PERSONAL COMMUNICATION
Assessment Tool(s) (✓) *Direct Assessment – type of assignment [i.e.-exam; project; exhibit; oral presentation]*	**Direct** ( ) EXAM/TEST/QUIZ ( ) ESSAYS OR RESEARCH PAPERS (✓) ORAL PRESENTATIONS ( ) PROBLEM-BASED/TEAM-BASED PROJECTS ( ) OTHER _____ **Indirect** ( ) SURVEYS ( ) REFLECTIONS ( ) OTHERS: _____
Scoring Method(s) (Submit copy of tool with this document.) **(✓)**	(✓) RUBRIC ( ) #/% OF CORRECT ANSWERS ( ) CHECKLIST ( ) OTHERS:_____ As part of the final exams students will individually converse with a fluent Spanish speaker to show their understanding and communicative skills relating to personal information, asking and answering questions, expressing likes and dislikes and making basic comparisons.
Sampling method/Number of Students to be Assessed	All students in SPA 111 on Orman campus (2 sections Spring 2016 and 2 sections Fall 2016 offered)
Performance Target(s) *Desired Level of Performance – [i.e.-80% of students will achieve 80%; 90% of students will achieve 70%]*	80% of students will achieve 90% or better
Timeframe of assessment tasks *When the assessment will occur – [i.e.-pre/post-tests; midterm; final]*	Final week of the Spring and Fall 2016 semesters.

Faculty members involved in the assessment tasks
Each faculty member's responsibility is to identify SLOs to assess, complete the plan of assessment, gather and analyze data, and recommend changes, leading to a departmental discussion for chairs to finalize, compile, and submit as one report

ASSESSED COURSE	FACULTY MEMBER(S) ASSESSING THIS SLO	SEMESTER
SPA 111	Duane Garrett	Spring 2016, Fall 2016

Part-time instructors actively involved in the assessment process
Included in the planning and/or analysis of results, not merely limited to submitting data

	PART-TIME INSTRUCTOR(S) ASSESSING THIS SLO	SEMESTER

Strategies/Methods planned for teaching this SLO	Readings, lecture, video and student research. Students will have more opportunities to demonstrate their conversation skills in class in an effort to improve assessment results.

2016 Assessment of Student Learning Results	
Results: ***Analysis and Interpretation of Results/Findings and insights gained.*** ***(How many students were assessed? What does the data show? What conclusions can you draw about the course, students, methodology, or other practices? What factors contributed to these results? Can you compare the results to previous baselines or activities?)***	During the year a total of 64 students were assessed. Spring semester the average was 94% with 86% receiving 90% or higher. During the Fall semester the average was 93.5% with 69% of them receiving 90% or higher. Although the average score for the year was 93.8, only 77% of the individual students received 90% or better, thus not reaching our goal of having 80% of the students receive 90% or better. I still feel that the methodology is sound, and will continue to assess this SLO.
Use of Results ***(After reviewing the results, what changes will you implement to improve student learning? When will you implement changes? For how long? How will you follow-up to measure improvement?)***	I am pleased with the outcome, but will continue this goal. The students in the Fall semester do better overall. I feel that increased focus on the vocabulary and new handouts for grammar concepts were a part of that. Vocabulary will be a continued focus for the 2017 year. I will also make more review material available for the grammar concepts in addition what the textbook provides. I would still like to have an "outside grader" to prevent any potential bias.
Closing the Loop ***(Will you be reassessing this SLO next assessment cycle? Are you closing the loop? In view of the data, provide a brief explanation.)***	( ) **CLOSING THE LOOP** (x) **REASSESSING SLO DURING THE NEXT ASSESSMENT CYCLE** *See information above*

Name _____ Date _____

Novice Oral Interview Evaluation

Communication

20 – 19 – 18 – 17 – 16 – 15 – 14 – 13 – 12 – 11 – 10

Basic sentences Phrases lists and words less than 10 words

Accuracy of Structures

30 – 29 – 28 – 27 – 26 – 25 – 24 – 23 – 22 – 21 – 20 – 19 – 18

Reasonably accurate with structures being tested

Some errors with structures with structures being tested

Patterns of incorrect structures

Vocabulary

30 – 29 – 28 – 27 – 26 – 25 – 24 – 23 – 22 – 21 – 20 – 19 – 18

Uses a good amount of novice words

Occasionally lacks basic novice words

Frequently lacks basic novice words-

Fluency

10 - - - - 9 - - - - 8 - - - - 7 - - - - 6 - - - - 5

Some pauses long pauses Break-down

Pronunciation and cultural appropriateness

10 - - - - 9 - - - - 8 - - - - 7 - - - - 6 - - - - 5

Listener must make somewhat of an effort

Listener must make a great effort

Listener does not understand

SPA 111: SLO 3

Students will demonstrate familiarity with cultural sources and reflect on the dynamic and diverse nature of products, practices and perspectives of culture.

Rationale for choosing this SLO *If you are reassessing last year's SLO, include the results you had last year, the number of years this specific SLO has been assessed, and the reason this SLO needs to be reassessed.*	Students will be given the opportunity to demonstrate familiarity with cultural sources and reflect on the dynamic and diverse nature of products, practices and perspectives of culture. This familiarity will be shown through an oral presentation of information gathered by the students on one of the Spanish speaking countries in the world.
Assessment Method(s) (✓)	( ) SELECTED RESPONSE ( ) EXTENDED WRITTEN RESPONSE (✓) PERFORMANCE ASSESSMENT (✓) PERSONAL COMMUNICATION
Assessment Tool(s) (✓) *Direct Assessment – type of assignment [i.e.-exam; project; exhibit; oral presentation]*	**Direct** ( ) EXAM/TEST/QUIZ ( ) ESSAYS OR RESEARCH PAPERS (✓) ORAL PRESENTATIONS ( ) PROBLEM-BASED/TEAM-BASED PROJECTS ( ) OTHER _____ **Indirect** ( ) SURVEYS ( ) REFLECTIONS ( ) OTHERS: _____
Scoring Method(s) (Submit copy of tool with this document.) **(✓)**	(✓) RUBRIC ( ) #/% OF CORRECT ANSWERS ( ) CHECKLIST ( ) OTHERS:_____ At the beginning of the semester each student will be assigned one of the 21 Spanish speaking countries and asked to research information about that country per an assignment sheet and rubric. Throughout the semester they will present the information learned to the class as an oral presentation.
Sampling method/Number of Students to be Assessed	All students in SPA 111 on Orman campus (2 sections Spring 2016 and 2 sections Fall 2016 offered)
Performance Target(s) *Desired Level of Performance – [i.e.-80% of students will achieve 80%; 90% of students will achieve 70%]*	80% of students will achieve 90% or better
Timeframe of assessment tasks *When the assessment will occur – [i.e.-pre/post-tests; midterm; final]*	Throughout the Spring and Fall 2016 semesters.

Faculty members involved in the assessment tasks
Each faculty member's responsibility is to identify SLOs to assess, complete the plan of assessment, gather and analyze data, and recommend changes, leading to a departmental discussion for chairs to finalize, compile, and submit as one report

ASSESSED COURSE	FACULTY MEMBER(S) ASSESSING THIS SLO	SEMESTER
SPA 111	Duane Garrett	Spring 2016, Fall 2016

Part-time instructors actively involved in the assessment process
Included in the planning and/or analysis of results, not merely limited to submitting data

	PART-TIME INSTRUCTOR(S) ASSESSING THIS SLO	SEMESTER

Strategies/Methods planned for teaching this SLO	Readings, lecture, video and student research. Students will have more opportunities to demonstrate their conversation skills in class in an effort to improve assessment results.

2016 Assessment of Student Learning Results	
Results: ***Analysis and Interpretation of Results/Findings and insights gained.*** ***(How many students were assessed? What does the data show? What conclusions can you draw about the course, students, methodology, or other practices? What factors contributed to these results? Can you compare the results to previous baselines or activities?)***	62 total students were assessed with 82% of them receiving 90% or higher on their presentation this year. In the Spring semester 80% of the 33 students assessed received 90% or better. Of the 31 Fall semester students assessed, 84% of them received 90% or better. This meets our goal. The activity overall was a great success and many of them commented on how much they liked it and how much they learned about various countries and their cultures, government, etc. Since this is the first time we have specifically assessed this SLO, we will continue with it for the next years to compare results and confirm that it is being presented and covered properly.
Use of Results ***(After reviewing the results, what changes will you implement to improve student learning? When will you implement changes? For how long? How will you follow-up to measure improvement?)***	I am very pleased with the results and the assessment activity overall. I have used this activity for some time now and continue to make adjustments, for example this year I would like to revise the grading rubric to make it less subjective. I will also consider having the students write reaction papers on the presentation or otherwise participate in grading.
Closing the Loop ***(Will you be reassessing this SLO next assessment cycle? Are you closing the loop? In view of the data, provide a brief explanation.)***	( ) CLOSING THE LOOP (x) REASSESSING SLO DURING THE NEXT ASSESSMENT CYCLE *See information above.*

Grading for Virtual International Trip

/100

Student(s)	Country	Date

Presentation (60 points)

Presentation/Organization /75

prepared for due date	15	
well organized presentation	10	
more pictures than words	10	
presented, not read	10	
answered 5 questions	10	
details included from research	10	
turned in on date of presentation	10	

Food /25

authentic for country	10	
interest in new food	10	
recipe included	5	

Travel

Best Part

Exchange/Culture/When

Places Visited

Food

Other

Arts and Sciences Division
Assessment Report: 2016

Department: ***Mathematics Department*** **Initial Plan Date:** ***April 8, 2016***

Prepared by: ***Robert Baker, Chip, Nava, Michael Payne, Tina Sandoval***

Reviewed by Department Chair: ***Chip Nava***

Reviewed by the ASL Division Committee: ***Kari Lee*** **Final Plan Date:** ***January 27, 2017***

Department Mission	*The Mathematic Department's mission is to provide each student with the ability to manipulate symbols with or without the use of technology and apply abstract solutions to solve tangible problems.*
Department Level SLOs to Be Assessed ***Evaluate how well students are learning the primary learning goals within department courses. List the department-specific SLOs you will be assessing.***	• **MAT 055-SLO 1:** Students will be able to graph various functions and interpret data from the graph. • **MAT 120-SLO 1:** Students will be able to analyze and evaluate data, then synthesize the information to complete a signature assignment in MAT 120. • **MAT 120-SLO 2:** Students will be able to interpret and communicate effectively in writing the results of a signature assignment in MAT 120. • **MAT 121-SLO 1:** Students will be able to analyze and evaluate data, then synthesize the information to complete a signature assignment in MAT 121. • **MAT 121-SLO 2:** Students will be able to interpret and communicate effectively in writing the results of a signature assignment in MAT 121 • **MAT 135-SLO 1:** Students will be able to analyze and evaluate data, then synthesize the information to complete a signature assignment in MAT 135. • **MAT 135-SLO 2:** Students will be able to interpret and communicate effectively in writing the results of a signature assignment in MAT 135. • **MAT 201-SLO 1**: Students will be able to analyze and evaluate data, then synthesize the information to complete a signature assignment in MAT 201. • **MAT 201-SLO 2:** Students will be able to interpret and communicate effectively in writing the results of a signature assignment in MAT 201.

Assessment of Institutional Level SLO: All departments and programs will assess critical thinking. However, departments that offer general education courses will assess additional Institutional-level SLOs specific to the departments. Use checkmarks (✓) to select additional SLOs. Departments will create signature assignments to ensure the reliability and validity of the results and may apply departmental scoring rubrics for grading purposes in addition to the AAC&U VALUE rubrics for institutional assessment purposes.	
☐	**COMMUNICATION COMPETENCE** •
☑	**CRITICAL THINKING AND INFORMATION LITERACY** • MAT 055, 120, 121, 135, and 201 students will be able to analyze and evaluate data, then synthesize the information to complete a signature assignment in MAT 055, 120, 121, 135, and 201.
☐	**QUANTITATIVE AND SCIENTIFIC REASONING**
☐	**TECHNOLOGY LITERACY** •
☐	**GLOBAL, CULTURAL, AND CIVIC KNOWLEDGE** •
☐	**PROFESSIONALISM AND TEAMWORK** •

Department Chair: At the end of the assessment cycle, write a brief statement indicating what insights your department has gained resulting from assessing students' learning.

Using the new rubrics for communication and critical thinking it is apparent that rubrics need to be developed specifically for the Mathematics area so that assessment can be more relevant. We found that the majority of the assessed students were beyond the rating of developing, thus increasing the criteria to accomplished will be done during the next cycle.

Relationship between department-level SLOs and college-level SLOs

Department-level SLOs should be tied to the mission and goals of the College. Therefore, some department-level SLOs should overlap with college-level SLOs. Please use the matrix below to demonstrate how your department-level SLOs overlap with the following college-level SLOs:

1. Communication Competence
2. Critical Thinking and Information Literacy
3. Quantitative and Scientific Reasoning
4. Technology Literacy
5. Global, Cultural, and Civic Knowledge
6. Professionalism and Teamwork

General Education Objectives (✓) *Check only those objectives you will be assessing for each SLO. Checking more than one objective indicates you will be using multiple measures, tools, methods, and levels of performance. The final analyses must address each general education objective checked.*		Communi-cation competency	Critical Thinking & Information Literacy	Quantitative & Scientific Reasoning	Technology Literacy	Global, Cultural, and Civic Knowledge	Professionalism and Teamwork	Department-level SLO conceptually different from college-level SLOs
Prefix and course number	**SLOs you will be assessing this calendar year**							
MAT 055	**SLO 1:** Students will be able to graph various functions and interpret data from the graph.							✓
MAT 120	**SLO 1: A**nalyze and evaluate data, then synthesize the information to solve a signature problem in MAT 120		✓					
MAT 120	**SLO 2:** Interpret and communicate effectively in writing the results of a signature assignment in MAT 120							✓
MAT 121	**SLO 1: A**nalyze and evaluate data, then synthesize the information to solve a signature problem in MAT 121		✓					
MAT 121	**SLO 2:** Interpret and communicate effectively in writing the results of a signature assignment in MAT 121							✓
MAT 135	**SLO 1: A**nalyze and evaluate data, then synthesize the information to solve a signature problem in MAT 135		✓					
MAT 135	**SLO 2:** Interpret and communicate effectively in writing the results of a signature assignment in MAT 135	✓						✓
MAT 201	**SLO 1: A**nalyze and evaluate data, then synthesize the information to solve a signature problem in MAT 201		✓					
MAT 201	**SLO 2:** Interpret and communicate effectively in writing the results of a signature assignment in MAT 201							✓

MAT 055: SLO 1

Students will be able to graph various functions and interpret data from the graph.

Rationale for choosing this SLO *If you are reassessing last year's SLO, include the results you had last year, the number of years this specific SLO has been assessed, and the reason this SLO needs to be reassessed.*	Graphing and interpreting data is important because it requires students to utilize skills and concepts dealing with specific mathematical situations.
Assessment Method(s) (✓)	(✓) SELECTED RESPONSE ( ) EXTENDED WRITTEN RESPONSE ( ) PERFORMANCE ASSESSMENT ( ) PERSONAL COMMUNICATION
Assessment Tool(s) (✓) *Direct Assessment – type of assignment [i.e.-exam; project; exhibit; oral presentation]*	**Direct** (✓) EXAM/TEST/QUIZ ( ) ESSAYS OR RESEARCH PAPERS ( ) ORAL PRESENTATIONS ( ) PROBLEM-BASED/TEAM-BASED PROJECTS ( ) OTHER _____ **Indirect** ( ) SURVEYS ( ) REFLECTIONS ( ) OTHERS: _____
Scoring Method(s) (Submit copy of tool with this document.) **(✓)**	( ) RUBRIC (✓) #/% OF CORRECT ANSWERS ( ) CHECKLIST ( ) OTHERS:_____
Sampling method/Number of Students to be Assessed	Students in two sections of 20 students each in MAT 055 will be assessed by analyzing their work on exam problems.
Performance Target(s) *Desired Level of Performance – [i.e.-80% of students will achieve 80%; 90% of students will achieve 70%]*	At least 50% of students taking the exams will correctly graph and interpret data on selected problems.
Timeframe of assessment tasks *When the assessment will occur – [i.e.-pre/post-tests; midterm; final]*	End of semester assignment

Faculty members involved in the assessment tasks
Each faculty member's responsibility is to identify SLOs to assess, complete the plan of assessment, gather and analyze data, and recommend changes, leading to a departmental discussion for chairs to finalize, compile, and submit as one report

ASSESSED COURSE	FACULTY MEMBER(S) ASSESSING THIS SLO	SEMESTER
MAT 055	Pamula Tyner	Spring 2016 and Fall 2016

Part-time instructors actively involved in the assessment process
Included in the planning and/or analysis of results, not merely limited to submitting data

PART-TIME INSTRUCTOR(S) ASSESSING THIS SLO	SEMESTER

Strategies/Methods planned for teaching this SLO	Traditional lecture, group activities, daily fact checks/vocabulary quizzes and a vocabulary midterm of the same form as the final exam/assessment

2016 Assessment of Student Learning Results	
Results: ***Analysis and Interpretation of Results/Findings and insights gained.*** ***(How many students were assessed? What does the data show? What conclusions can you draw about the course, students, methodology, or other practices? What factors contributed to these results? Can you compare the results to previous baselines or activities?)***	The performance targets were specific problems from the MAT 055 Final. Due to textbook changes and thus changes in the Final from one semester to the other, data gathered will be given in two parts. In Spring 2016, 23 students in two sections were assessed with 65% correctly graphing and interpreting the data for the specific problem. In Fall 2016, 25 students in two sections were assessed with 56% correctly graphing and interpreting the data from a related problem. Although both met the initial target, the first semester students were given a final that had been modified and adjusted over time to fit the time constraint. Unfortunately, the Fall 2016 students were given a final that turned out to be a little too long which directly or, at least, indirectly affected the assessment.
Use of Results ***(After reviewing the results, what changes will you implement to improve student learning? When will you implement changes? For how long? How will you follow-up to measure improvement?)***	For the future assessment cycles, the students will be given a project which will be used to assess the performance targets instead of the final in the class. This will allow each student time to ask questions, to clarify any misunderstandings, and to take more time in responding. It will also alleviate the impact of any changes to specific tests. This will be done in the latter part of the semester, but not during the higher stress time of final's week. The assessment tool can be used for the duration of the class. Trends and improvements will be monitored and adjustments will be made in the instructional part of the class.
Closing the Loop ***(Will you be reassessing this SLO next assessment cycle? Are you closing the loop? In view of the data, provide a brief explanation.)***	( ) **CLOSING THE LOOP** (✓) **REASSESSING SLO DURING THE NEXT ASSESSMENT CYCLE** *See above.*

MAT 120: SLO 1

MAT 120 students will be able to analyze and evaluate data, then synthesize the information to solve a signature problem in MAT 120.

Rationale for choosing this SLO *If you are reassessing last year's SLO, include the results you had last year, the number of years this specific SLO has been assessed, and the reason this SLO needs to be reassessed.*	Analyzing, evaluating, and synthesizing data is important because it requires students to utilize skills and concepts dealing with specific mathematical situations.
Assessment Method(s) (✓)	(✓) SELECTED RESPONSE ( ) EXTENDED WRITTEN RESPONSE ( ) PERFORMANCE ASSESSMENT ( ) PERSONAL COMMUNICATION
Assessment Tool(s) (✓) *Direct Assessment – type of assignment [i.e.-exam; project; exhibit; oral presentation]*	**Direct** (✓) EXAM/TEST/QUIZ ( ) ESSAYS OR RESEARCH PAPERS ( ) ORAL PRESENTATIONS ( ) PROBLEM-BASED/TEAM-BASED PROJECTS ( ) OTHER _____ **Indirect** ( ) SURVEYS ( ) REFLECTIONS ( ) OTHERS: _____
Scoring Method(s) (Submit copy of tool with this document.) **(✓)**	(✓) RUBRIC (✓) #/% OF CORRECT ANSWERS ( ) CHECKLIST ( ) OTHERS:_____ AAC&U Quantitative Literacy Value Rubric (planned) % scoring above mean and % with a passing grade on the associated exam (actual)
Sampling method/Number of Students to be Assessed	Students in two sections of 20 students each in MAT 120 will be assessed by analyzing their work on a signature problem.
Performance Target(s) *Desired Level of Performance – [i.e.-80% of students will achieve 80%; 90% of students will achieve 70%]*	At least 60% of students completing the signature problem will achieve a score of 1or higher on the rubric.
Timeframe of assessment tasks *When the assessment will occur – [i.e.-pre/post-tests; midterm; final]*	End of semester assignment

Faculty members involved in the assessment tasks
Each faculty member's responsibility is to identify SLOs to assess, complete the plan of assessment, gather and analyze data, and recommend changes, leading to a departmental discussion for chairs to finalize, compile, and submit as one report

ASSESSED COURSE	FACULTY MEMBER(S) ASSESSING THIS SLO	SEMESTER
MAT 120	Robert Baker	Spring 2016 and Fall 2016

Part-time instructors actively involved in the assessment process
Included in the planning and/or analysis of results, not merely limited to submitting data

	PART-TIME INSTRUCTOR(S) ASSESSING THIS SLO	SEMESTER

Strategies/Methods planned for teaching this SLO	Traditional lecture, group activities, daily fact checks/vocabulary quizzes and a vocabulary midterm of the same form as the final exam/assessment

2016 Assessment of Student Learning Results	
Results: ***Analysis and Interpretation of Results/Findings and insights gained.*** ***(How many students were assessed? What does the data show? What conclusions can you draw about the course, students, methodology, or other practices? What factors contributed to these results? Can you compare the results to previous baselines or activities?)***	Spring 2016. For test: n = 30, mean 82, median 86, two very low outliers included. Students scoring above mean 60%, with a C or better on exam 77%. These results compare well to past assessments using essentially the same tool, and show a trend of steady improvement; it shows that students are focusing more on technical vocabulary arising from mathematical situations, a sign of synthesizing the situations. Results suggest adjustments from the past have brought improved student performance. Fall 2016. For test: n = 35, mean 80, median 84, three students scored below 50% included. Students scoring above mean 60%, with a C or better on exam 77%. These results compare quite closely to last semester's assessment using essentially the same tool, they show a trend of steady excellence; it shows that students are focusing duly on technical vocabulary arising from mathematical situations, a sign of synthesizing the situations. Results suggest adjustments from the past have brought improved student performance.
Use of Results ***(After reviewing the results, what changes will you implement to improve student learning? When will you implement changes? For how long? How will you follow-up to measure improvement?)***	Vocabulary acquisition techniques for students will continue to be refined, and ways to motivate students to more deeply engage diverse mathematical situations will be sought.
Closing the Loop ***(Will you be reassessing this SLO next assessment cycle? Are you closing the loop? In view of the data, provide a brief explanation.)***	( ) CLOSING THE LOOP (✓) REASSESSING SLO DURING THE NEXT ASSESSMENT CYCLE

QUANTITATIVE LITERACY VALUE RUBRIC

for more information, please contact value@aacu.org

Definition

Quantitative Literacy (QL) – also known as Numeracy or Quantitative Reasoning (QR) – is a "habit of mind," competency, and comfort in working with numerical data. Individuals with strong QL skills possess the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations. They understand and can create sophisticated arguments supported by quantitative evidence and they can clearly communicate those arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate).

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	**Milestones** 3	2	1
Interpretation *Ability to explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words)*	Provides accurate explanations of information presented in mathematical forms. Makes appropriate inferences based on that information. *For example, accurately explains the trend data shown in a graph and makes reasonable predictions regarding what the data suggest about future events.*	Provides accurate explanations of information presented in mathematical forms. *For instance, accurately explains the trend data shown in a graph.*	Provides somewhat accurate explanations of information presented in mathematical forms, but occasionally makes minor errors related to computations or units. *For instance, accurately explains trend data shown in a graph, but may miscalculate the slope of the trend line.*	Attempts to explain information presented in mathematical forms, but draws incorrect conclusions about what the information means. *For example, attempts to explain the trend data shown in a graph, but will frequently misinterpret the nature of that trend, perhaps by confusing positive and negative trends.*
Representation *Ability to convert relevant information into various mathematical forms (e.g., equations, graphs, diagrams, tables, words)*	Skillfully converts relevant information into an insightful mathematical portrayal in a way that contributes to a further or deeper understanding.	Competently converts relevant information into an appropriate and desired mathematical portrayal.	Completes conversion of information but resulting mathematical portrayal is only partially appropriate or accurate.	Completes conversion of information but resulting mathematical portrayal is inappropriate or inaccurate.
Calculation	Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem. Calculations are also presented elegantly (clearly, concisely, etc.)	Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem.	Calculations attempted are either unsuccessful or represent only a portion of the calculations required to comprehensively solve the problem.	Calculations are attempted but are both unsuccessful and are not comprehensive.
Application / Analysis *Ability to make judgments and draw appropriate conclusions based on the quantitative analysis of data, while recognizing the limits of this analysis*	Uses the quantitative analysis of data as the basis for deep and thoughtful judgments, drawing insightful, carefully qualified conclusions from this work.	Uses the quantitative analysis of data as the basis for competent judgments, drawing reasonable and appropriately qualified conclusions from this work.	Uses the quantitative analysis of data as the basis for workmanlike (without inspiration or nuance, ordinary) judgments, drawing plausible conclusions from this work.	Uses the quantitative analysis of data as the basis for tentative, basic judgments, although is hesitant or uncertain about drawing conclusions from this work.
Assumptions *Ability to make and evaluate important assumptions in estimation, modeling, and data analysis*	Explicitly describes assumptions and provides compelling rationale for why each assumption is appropriate. Shows awareness that confidence in final conclusions is limited by the accuracy of the assumptions.	Explicitly describes assumptions and provides compelling rationale for why assumptions are appropriate.	Explicitly describes assumptions.	Attempts to describe assumptions.
Communication *Expressing quantitative evidence in support of the argument or purpose of the work (in terms of what evidence is used and how it is formatted, presented, and contextualized)*	Uses quantitative information in connection with the argument or purpose of the work, presents it in an effective format, and explicates it with consistently high quality.	Uses quantitative information in connection with the argument or purpose of the work, though data may be presented in a less than completely effective format or some parts of the explication may be uneven.	Uses quantitative information, but does not effectively connect it to the argument or purpose of the work.	Presents an argument for which quantitative evidence is pertinent, but does not provide adequate explicit numerical support. (May use quasi-quantitative words such as "many," "few," "increasing," "small," and the like in place of actual quantities.)

Pueblo CC Math 120, Fall 2016 final exam 104 Raw /150 Name Key

Breathe, Relax, ~~Enjoy.~~ Fill in the blank, one point each blank.

0. In human civilization, **definitions** are the building blocks of Truth. Meanwhile, Nature and Reason provide the mortar that holds the blocks together. 3

00. When **chasing truth and information** in the problem solving process, if you CAN look it up, then it is just a fact, not a problem. 2

1. When we say a statement is **true in mathematics**, we are saying that the statement is true all of the time. When we say a statement is false we are not saying that it is always false, only that it is not always true. 2

2. You should " **split hairs**" when reading mathematical terminology. If two terms or symbols are similar but sound or look even slightly different, they usually do not mean exactly the same thing. 1

3. Whether you are learning a new concept or trying to gain **insight** into a problem, it is helpful to approach mathematical situations in three ways: visually, verbally, and by example. 3

4. We could argue that **George** Polya (1887-1985) is the father of a problem solving as we teach it in many of today's textbooks (including ours). The four stages in the problem- solving approach he elucidated can be summarized: Stage 1: Understand Stage 2: Plan Stage 3: Carry Out Stage 4: Check 6

5. Inductive **reasoning** is the **process** of drawing a general conclusion by observing a situation in a lot of specific instances. On the other hand, for deductive **reasoning**, we use accepted facts and principles to derive a specific conclusion. 3

6. Keep in mind that in doing induction, in order to prove a conjecture **false**, you only need to find one counter-example. 1

7. By 200 BC, the Greek mathematician named Eratosthenes had deduced that **Earth** is roughly a sphere, and computed its circumference to within a percent of its true measure—now considered about 25,000 miles. Thus, each "**time zone**" is about 1000 miles wide, near the equator. 5

8. When making an **estimate**, it is a good idea to "estimate your estimate." By that we mean have a rough idea of whether your estimate is high or low. 2

8.1. Often, to summarize or compare **information given to you graphically**, you *must* use approx/estim. to get at the numbers behind the pictures. 1

9. An algorithm is a series of **exact steps** we follow to accomplish a precise task, humans have used them for math problems and cooking, for millennia. 1

29

Pueblo CC Math 120, Fall 2016 final exam 104 Raw /150 Name Key

Breathe, Relax, ~~Enjoy.~~ Fill in the blank, one point each blank.

0. In human civilization, **definitions** are the building blocks of Truth. Meanwhile, Nature and Reason provide the mortar that holds the blocks together. 3

00. When **chasing truth and information** in the problem solving process, if you CAN look it up, then it is just a fact, not a problem. 2

1. When we say a statement is **true in mathematics**, we are saying that the statement is true all of the time. When we say a statement is false we are not saying that it is always false, only that it is not always true. 2

2. You should " **split hairs**" when reading mathematical terminology. If two terms or symbols are similar but sound or look even slightly different, they usually do not mean exactly the same thing. 1

3. Whether you are learning a new concept or trying to gain **insight** into a problem, it is helpful to approach mathematical situations in three ways: visually, verbally, and by example. 3

4. We could argue that **George** Polya (1887-1985) is the father of a problem solving as we teach it in many of today's textbooks (including ours). The four stages in the problem- solving approach he elucidated can be summarized: Stage 1: Understand Stage 2: Plan Stage 3: Carry Out Stage 4: Check 6

5. Inductive **reasoning** is the **process** of drawing a general conclusion by observing a situation in a lot of specific instances. On the other hand, for deductive **reasoning**, we use accepted facts and principles to derive a specific conclusion. 3

6. Keep in mind that in doing induction, in order to prove a conjecture **false**, you only need to find one counter-example. 1

7. By 200 BC, the Greek mathematician named Eratosthenes had deduced that **Earth** is roughly a sphere, and computed its circumference to within a percent of its true measure—now considered about 25,000 miles. Thus, each "**time zone**" is about 1000 miles wide, near the equator. 5

8. When making an **estimate**, it is a good idea to "estimate your estimate." By that we mean have a rough idea of whether your estimate is high or low. 2

8.1. Often, to summarize or compare **information given to you graphically**, you *must* use approx/estim. to get at the numbers behind the pictures. 1

9. An algorithm is a series of **exact steps** we follow to accomplish a precise task, humans have used them for math problems and cooking, for millennia. 1

29

Pueblo CC Math 120, Fall 2016 final exam /150 Name _____

20. The amount of money you **deposit** in, or **borrow** from, a bank is called the Principal. The bank specifies an interest rate for that account as a percentage of your deposit. 2

21. Interest paid on **principal plus previously earned interest** is called compound interest. If the interest is added yearly, we say that the interest is compounded annually. If the interest is added every three months, we say the interest is compounded quarterly. 3

22. **Credit** is not a modern idea. Surprisingly, there are ancient Sumerian documents dating back to about 3000 BC that show the regular use of credit in trading grain and metal. Many ancient and modern societies wrote laws to prevent abuse of credit, particularly the charging of unfairly high interest rates, which is called usury. 2

22.1. One exception is with most **lotteries**, where the odds make buying a ticket--with hopes to win money--a very Bad bet for the ordinary citizen. "In fact, in 1776, the Continental Congress used a lottery to raise $10 million to finance the American Rev ." 2

23. It is important to remember that an equation in mathematics is just a symbolic form of an English sentence. When we write P(7, 3) = 210, we mean the entire sentence "The number of permutations of seven objects taken three at a time is 210". 2

24. When we write C(7, 3) = 35, we read this as "The number of combinations from seven objects taken three at a time is 35". This equation is also interpreted as "the **number of subsets of size** 3 that can be formed from a set with seven elements, is 35." 2

25. Many calculators use the **notation** nCr to compute the number our text calls C(n, r). 1

26. One of the simplest ways to count a set, is first to list its elements. 1

27. If you get confused when using counting formulas, you may find that a picture often helps your **eyes** recall how we derived the formula. In particular, when looking at those problems that unfold in stages, we can better see all the possibilities by drawing a tree diagram. 3

28. The **probability** of an outcome is always a number between 0 and 1 inclusive. The closer an outcome's probability is to 1, the more likely it is to occur. 3

29. We often need to use counting formulas to compute **probabilities.** 1

30. The elements in a universe, but **not** in a set A, form a set called the complement of A. 1

31. Modern probability theory began in the seventeenth century when Blaise Pascal and his friend Pierre de Fermat began to study the **mathematical principals** of gambling. Physicists now use that theory to study radiation and atomic physics, and biologists apply it to genetics and learning theory. It also is a theoretical basis for statistics, which is used in scientific, industrial, and especially social research. 4

27/

20. The amount of money you **deposit** in, or **borrow** from, a bank is called the Principal. The bank specifies an interest rate for that account as a percentage of your deposit. 2

21. Interest paid on **principal plus previously earned interest** is called compound interest. If the interest is added yearly, we say that the interest is compounded annually. If the interest is added every three months, we say the interest is compounded quarterly. 3

22. **Credit** is not a modern idea. Surprisingly, there are ancient Sumerian documents dating back to about 3000 BC that show the regular use of credit in trading grain and metal. Many ancient and modern societies wrote laws to prevent abuse of credit, particularly the charging of unfairly high interest rates, which is called usury. 2

22.1. One exception is with most **lotteries**, where the odds make buying a ticket--with hopes to win money--a very Bad bet for the ordinary citizen. "In fact, in 1776, the Continental Congress used a lottery to raise $10 million to finance the American Rev ." 2

23. It is important to remember that an equation in mathematics is just a symbolic form of an English sentence. When we write P(7, 3) = 210, we mean the entire sentence "The number of permutations of seven objects taken three at a time is 210". 2

24. When we write C(7, 3) = 35, we read this as "The number of combinations from seven objects taken three at a time is 35". This equation is also interpreted as "the **number of subsets of size** 3 that can be formed from a set with seven elements, is 35." 2

25. Many calculators use the **notation** nCr to compute the number our text calls C(n, r). 1

26. One of the simplest ways to count a set, is first to list its elements. 1

27. If you get confused when using counting formulas, you may find that a picture often helps your **eyes** recall how we derived the formula. In particular, when looking at those problems that unfold in stages, we can better see all the possibilities by drawing a tree diagram. 3

28. The **probability** of an outcome is always a number between 0 and 1 inclusive. The closer an outcome's probability is to 1, the more likely it is to occur. 3

29. We often need to use counting formulas to compute **probabilities.** 1

30. The elements in a universe, but **not** in a set A, form a set called the complement of A. 1

31. Modern probability theory began in the seventeenth century when Blaise Pascal and his friend Pierre de Fermat began to study the **mathematical principals** of gambling. Physicists now use that theory to study radiation and atomic physics, and biologists apply it to genetics and learning theory. It also is a theoretical basis for statistics, which is used in scientific, industrial, and especially social research. 4

27/

MAT 120: SLO 2

MAT 120 students will be able to interpret and communicate effectively in writing the results of a signature assignment in MAT 120.

Rationale for choosing this SLO *If you are reassessing last year's SLO, include the results you had last year, the number of years this specific SLO has been assessed, and the reason this SLO needs to be reassessed.*	It is important that students be able to interpret and communicate effectively in writing the results obtained after completing a mathematical procedure.
Assessment Method(s) (✓)	( ) SELECTED RESPONSE (✓) EXTENDED WRITTEN RESPONSE ( ) PERFORMANCE ASSESSMENT ( ) PERSONAL COMMUNICATION
Assessment Tool(s) (✓) *Direct Assessment – type of assignment [i.e.-exam; project; exhibit; oral presentation]*	**Direct** ( ) EXAM/TEST/QUIZ ( ) ESSAYS OR RESEARCH PAPERS ( ) ORAL PRESENTATIONS ( ) PROBLEM-BASED/TEAM-BASED PROJECTS ( ) OTHER _____ **Indirect** (✓) SURVEYS ( ) REFLECTIONS ( ) OTHERS: _____
Scoring Method(s) (Submit copy of tool with this document.) **(✓)**	(✓) RUBRIC ( ) #/% OF CORRECT ANSWERS ( ) CHECKLIST ( ) OTHERS:_____ A rubric will be provided for scoring the assignment.
Sampling method/Number of Students to be Assessed	Students in two sections of 20 students each in MAT 120 will be assessed by analyzing their reflection on a signature problem.
Performance Target(s) *Desired Level of Performance – [i.e.-80% of students will achieve 80%; 90% of students will achieve 70%]*	At least 60% of students reflecting on the signature problem will achieve a score of 1or higher on the rubric.
Timeframe of assessment tasks *When the assessment will occur – [i.e.-pre/post-tests; midterm; final]*	End of semester assignment

Faculty members involved in the assessment tasks
Each faculty member's responsibility is to identify SLOs to assess, complete the plan of assessment, gather and analyze data, and recommend changes, leading to a departmental discussion for chairs to finalize, compile, and submit as one report

ASSESSED COURSE	FACULTY MEMBER(S) ASSESSING THIS SLO	SEMESTER
MAT 120	Robert Baker	Spring 2016 and Fall 2016

Part-time instructors actively involved in the assessment process
Included in the planning and/or analysis of results, not merely limited to submitting data

	PART-TIME INSTRUCTOR(S) ASSESSING THIS SLO	SEMESTER

Strategies/Methods planned for teaching this SLO	Traditional lecture, group activities, daily fact checks/vocabulary quizzes and a vocabulary midterm of the same form as the final exam/assessment

2016 Assessment of Student Learning Results	
Results: ***Analysis and Interpretation of Results/Findings and insights gained.*** ***(How many students were assessed? What does the data show? What conclusions can you draw about the course, students, methodology, or other practices? What factors contributed to these results? Can you compare the results to previous baselines or activities?)***	Spring 2016. As an assignment that arose late in the term, it was given as voluntary and anonymous for extra credit, and only n = 10 students responded to this survey. As a survey response to particular classroom techniques, I used AAC&U Critical Thinking Value rubric for Context, Position, and Conclusion only. All students scored a 1 or more points total on these three criteria; five students scored a total of 3 or more. Fall 2016: n = 35 students responded to this survey. As a survey response to particular classroom techniques, I used AAC&U Critical Thinking Value rubric for Context, Position, and Conclusion only. All students scored 1 or more points total on these three criteria; five students scored a total of 5 or more. Mean student score 2.8, median 2.5, mode 2. Incidentally, 34 of 35 students who responded concluded, "yes, small group work focused on fact checks was beneficial to their overall educational experience here at PCC. Several students expressed surprise and support, citing prior poor experiences with group-work. This design helps students, with minimal overt pressure.
Use of Results ***(After reviewing the results, what changes will you implement to improve student learning? When will you implement changes? For how long? How will you follow-up to measure improvement?)***	I like this survey as an assessment tool, selfishly first because it provides feedback specific to helping my class-time better for students. As an open-ended survey, it enables students to demonstrate first their appreciation for critical analysis (by whether they choose to embrace that method to respond), and second their skill at using evidence (here, their classroom experience) to argue towards a conclusion. During the fall 2016 term, a surprisingly large number of students expressed support for, and even argued for, more frequently changing groups; I will do so during the spring 2017 term.
Closing the Loop ***(Will you be reassessing this SLO next assessment cycle? Are you closing the loop? In view of the data, provide a brief explanation.)***	( ) CLOSING THE LOOP (✓) REASSESSING SLO DURING THE NEXT ASSESSMENT CYCLE I will need to examine new rubrics (coming for 2017) to make this useful-to-me tool, also useful for division assessment.

Assessment Survey: Group work focused on "fact checks"

To students in Math 120 and 122 in Fall 2016 with instructor Baker:

Your class meetings typically included time specifically dedicated to student cooperation and interaction, in the small group format. The PCC mathematics department would like you to reflect on those experiences in particular, and share your opinions and insights by completing this assessment of "implementing cooperative- group interaction in the Math 122 classroom," during Fall term, 2014.

1. Overall, in general, was your time in class interacting with students beneficial to your college-learning experience at PCC?

Please mark one: ____ **yes**, beneficial _____ **no**, not beneficial

2. In discussing your experiences (please attach separate sheets as needed), we are interested both in learning mathematics and building a congenial and interactive community of learners. Some issues we would like you to address, include (but are not limited to):

Did your group activities: give you the opportunity to speak new words and phrases and formulas, out loud, in correct mathematical context? give you the opportunity to discuss the essential role of definition in mathematics? give you the opportunity to discuss and compare your homework and struggles, with classmates?

Do you know the name of a person from our class, that you didn't know at the start of the term? Did you meet any body in this class, with whom you have met outside of the classroom? did homework with? fought mlp with? :) formed a study group with? Did time talking with classmates help relieve the (often reported) anxiety/stress of engaging college-level mathematics?

3. Thank you for responding to this survey. All responses will be used to guide and improve future implementation of this learning strategy; your candid responses are encouraged and will be held strictly confidentially, in the department office.

Timeframe: Survey will be collected in class on the day of the final exam for Fall 16. *Assessment Method*: Extended written response, with check-off box for summary "beneficial" vs "not beneficial."

MAT 121: SLO 1

MAT 121 students will be able to analyze and evaluate data, then synthesize the information to solve a signature problem in MAT 121.

Rationale for choosing this SLO *If you are reassessing last year's SLO, include the results you had last year, the number of years this specific SLO has been assessed, and the reason this SLO needs to be reassessed.*	Analyzing, evaluating, and synthesizing data is important because it requires students to utilize skills and concepts dealing with specific mathematical situations.
Assessment Method(s) (✓)	(✓) SELECTED RESPONSE ( ) EXTENDED WRITTEN RESPONSE ( ) PERFORMANCE ASSESSMENT ( ) PERSONAL COMMUNICATION
Assessment Tool(s) (✓) *Direct Assessment – type of assignment [i.e.-exam; project; exhibit; oral presentation]*	**Direct** (✓) EXAM/TEST/QUIZ ( ) ESSAYS OR RESEARCH PAPERS ( ) ORAL PRESENTATIONS ( ) PROBLEM-BASED/TEAM-BASED PROJECTS ( ) OTHER _____ **Indirect** ( ) SURVEYS ( ) REFLECTIONS ( ) OTHERS: _____
Scoring Method(s) (Submit copy of tool with this document.) **(✓)**	( ) RUBRIC (✓) #/% OF CORRECT ANSWERS ( ) CHECKLIST ( ) OTHERS:_____
Sampling method/Number of Students to be Assessed	Students in five sections of approximately 20 students each in MAT 121 will be assessed by analyzing their work on a signature problem.
Performance Target(s) *Desired Level of Performance – [i.e.-80% of students will achieve 80%; 90% of students will achieve 70%]*	At least 60% of students taking the Final Exam will correctly graph and interpret data on the selected problem (#14).
Timeframe of assessment tasks *When the assessment will occur – [i.e.-pre/post-tests; midterm; final]*	Final Exam

Faculty members involved in the assessment tasks
Each faculty member's responsibility is to identify SLOs to assess, complete the plan of assessment, gather and analyze data, and recommend changes, leading to a departmental discussion for chairs to finalize, compile, and submit as one report

ASSESSED COURSE	FACULTY MEMBER(S) ASSESSING THIS SLO	SEMESTER
MAT 121	Michael Payne	Fall 2016
MAT 121	Tina Sandoval	Fall 2016

Part-time instructors actively involved in the assessment process
Included in the planning and/or analysis of results, not merely limited to submitting data

	PART-TIME INSTRUCTOR(S) ASSESSING THIS SLO	SEMESTER
MAT 121	Gregory Carlson	Fall 2016
MAT 121	Jacob Farmer	Fall 2016

Strategies/Methods planned for teaching this SLO	Traditional lecture, group activities, discovery learning, online materials including *MyLabsPlus*

2016 Assessment of Student Learning Results

Results: ***Analysis and Interpretation of Results/Findings and insights gained.*** ***(How many students were assessed? What does the data show? What conclusions can you draw about the course, students, methodology, or other practices? What factors contributed to these results? Can you compare the results to previous baselines or activities?)***	In Fall 2016 there were a total of 109 students assessed in five sections of MAT 121 on their answers to a word problem given on the Final Exam (#14), which involved graphing a quadratic function, and determining and evaluating its maximum point. • 58% of the students correctly graphed the function. • 70% of the students correctly determined and evaluated the function's maximum point. The target was for at least 60% of students to correctly graph and interpret data on the selected problem. This target was nearly met on the graphing portion, and was met on the evaluation portion. This was baseline data, involving classes taught by four different instructors, on three different campuses. It is evident that more emphasis needs to be placed on graphing by each instructor, through homework, quizzes, and projects, during the spring 2017 semester.
Use of Results ***(After reviewing the results, what changes will you implement to improve student learning? When will you implement changes? For how long? How will you follow-up to measure improvement?)***	During the spring 2017 semester, more graphing activities, such as homework, quizzes, and projects, will be implemented to help students become more proficient in this skill. This problem, or one similar to it, will be reassessed during the next cycle.
Closing the Loop ***(Will you be reassessing this SLO next assessment cycle? Are you closing the loop? In view of the data, provide a brief explanation.)***	( ) CLOSING THE LOOP (✓) REASSESSING SLO DURING THE NEXT ASSESSMENT CYCLE We will reassess this SLO during the next cycle, after implementing some additional graphing activities in the spring 2017 semester. It appears that students are on the right track with graphing a quadratic function and evaluating its maximum point, but more work needs to be done.

MAT 121: SLO 2

MAT 121 students will be able to interpret and communicate effectively in writing the results of a signature assignment in MAT 121.

Rationale for choosing this SLO *If you are reassessing last year's SLO, include the results you had last year, the number of years this specific SLO has been assessed, and the reason this SLO needs to be reassessed.*	It is important that students be able to interpret and communicate effectively in writing the results obtained after completing a mathematical procedure.
Assessment Method(s) (✓)	( ) SELECTED RESPONSE (✓) EXTENDED WRITTEN RESPONSE ( ) PERFORMANCE ASSESSMENT ( ) PERSONAL COMMUNICATION
Assessment Tool(s) (✓) *Direct Assessment – type of assignment [i.e.-exam; project; exhibit; oral presentation]*	**Direct**: ( ) EXAM/TEST/QUIZ ( ) ESSAYS OR RESEARCH PAPERS ( ) ORAL PRESENTATIONS ( ) PROBLEM-BASED/TEAM-BASED PROJECTS ( ) OTHER _____ **Indirect**: ( ) SURVEYS (✓) REFLECTIONS ( ) OTHERS: _____
Scoring Method(s) (Submit copy of tool with this document.) **(✓)**	(✓) RUBRIC ( ) #/% OF CORRECT ANSWERS ( ) CHECKLIST ( ) OTHERS:_____ A rubric will be provided for scoring the assignment during the spring 2017 semester, as this SLO was not assessed during this cycle.
Sampling method/Number of Students to be Assessed	Students in two sections of 20 students each in MAT 121 will be assessed by analyzing their reflection on a signature problem.
Performance Target(s) *Desired Level of Performance – [i.e.-80% of students will achieve 80%; 90% of students will achieve 70%]*	At least 60% of students reflecting on the signature problem will achieve a score of 1or higher on the rubric.
Timeframe of assessment tasks *When the assessment will occur – [i.e.-pre/post-tests; midterm; final]*	End of semester assignment

Faculty members involved in the assessment tasks
Each faculty member's responsibility is to identify SLOs to assess, complete the plan of assessment, gather and analyze data, and recommend changes, leading to a departmental discussion for chairs to finalize, compile, and submit as one report

ASSESSED COURSE	FACULTY MEMBER(S) ASSESSING THIS SLO	SEMESTER
MAT 121	Michael Payne	Spring 2016 and Fall 2016
MAT 121	Tina Sandoval	Spring 2016 and Fall 2016

Part-time instructors actively involved in the assessment process
Included in the planning and/or analysis of results, not merely limited to submitting data

	PART-TIME INSTRUCTOR(S) ASSESSING THIS SLO	SEMESTER
MAT 121	Gregory Carlson	Fall 2016
MAT 121	Jacob Farmer	Fall 2016

Strategies/Methods planned for teaching this SLO	Traditional lecture, group activities, discovery learning, online materials including *MyLabsPlus*

2016 Assessment of Student Learning Results	
Results: ***Analysis and Interpretation of Results/Findings and insights gained.*** ***(How many students were assessed? What does the data show? What conclusions can you draw about the course, students, methodology, or other practices? What factors contributed to these results? Can you compare the results to previous baselines or activities?)***	This SLO was not assessed, as an assignment was not created or implemented during the current cycle.
Use of Results ***(After reviewing the results, what changes will you implement to improve student learning? When will you implement changes? For how long? How will you follow-up to measure improvement?)***	A signature problem will be designed, implemented, and assessed in all MAT 121 sections during the spring 2017 semester.
Closing the Loop ***(Will you be reassessing this SLO next assessment cycle? Are you closing the loop? In view of the data, provide a brief explanation.)***	( ) CLOSING THE LOOP (✓) REASSESSING SLO DURING THE NEXT ASSESSMENT CYCLE Baseline data will be collected and assessed during the spring 2017 semester.

MAT 135: SLO 1

MAT 135 students will be able to analyze and evaluate data, then synthesize the information to solve a signature problem in MAT 135.

Rationale for choosing this SLO *If you are reassessing last year's SLO, include the results you had last year, the number of years this specific SLO has been assessed, and the reason this SLO needs to be reassessed.*	Analyzing, evaluating, and synthesizing data is important because it requires students to utilize skills and concepts dealing with specific mathematical situations.
Assessment Method(s) (✓)	( ) SELECTED RESPONSE ( ) EXTENDED WRITTEN RESPONSE (✓) PERFORMANCE ASSESSMENT ( ) PERSONAL COMMUNICATION
Assessment Tool(s) (✓) *Direct Assessment – type of assignment [i.e.-exam; project; exhibit; oral presentation]*	**Direct**: ( ) EXAM/TEST/QUIZ ( ) ESSAYS OR RESEARCH PAPERS ( ) ORAL PRESENTATIONS (✓) PROBLEM-BASED/TEAM-BASED PROJECTS ( ) OTHER _____ **Indirect**: ( ) SURVEYS ( ) REFLECTIONS ( ) OTHERS: _____
Scoring Method(s) (Submit copy of tool with this document.) **(✓)**	(✓) RUBRIC ( ) #/% OF CORRECT ANSWERS ( ) CHECKLIST ( ) OTHERS:_____ elumen Critical Thinking & Problem Solving Rubric
Sampling method/Number of Students to be Assessed	Students in two sections of 20 students each in MAT 135 will be assessed by analyzing their work on a signature problem.
Performance Target(s) *Desired Level of Performance – [i.e.-80% of students will achieve 80%; 90% of students will achieve 70%]*	At least 60% of students completing the signature problem will achieve a score of developing or higher on the elumen Critical Thinking & Problem Solving rubric.
Timeframe of assessment tasks *When the assessment will occur – [i.e.-pre/post-tests; midterm; final]*	End of semester assignment

Faculty members involved in the assessment tasks
Each faculty member's responsibility is to identify SLOs to assess, complete the plan of assessment, gather and analyze data, and recommend changes, leading to a departmental discussion for chairs to finalize, compile, and submit as one report

ASSESSED COURSE	FACULTY MEMBER(S) ASSESSING THIS SLO	SEMESTER
MAT 135	Chip Nava	Fall 2016

Part-time instructors actively involved in the assessment process
Included in the planning and/or analysis of results, not merely limited to submitting data

	PART-TIME INSTRUCTOR(S) ASSESSING THIS SLO	SEMESTER

Strategies/Methods planned for teaching this SLO	Traditional lecture, group activities, online materials including *StatCrunch*

2016 Assessment of Student Learning Results	
Results: ***Analysis and Interpretation of Results/Findings and insights gained.*** ***(How many students were assessed? What does the data show? What conclusions can you draw about the course, students, methodology, or other practices? What factors contributed to these results? Can you compare the results to previous baselines or activities?)***	In Fall 2016 there were a total of 31 students assessed in two sections of MAT 135. The Critical Thinking & Problem Solving Rubric from elumen was used to assess the Final Group project for the course. Three of the five criteria from the rubric were assessed (Evaluate Evidence, Evaluate Implications & Consequences, and Formulate Conclusions), with the other two criteria deemed not applicable. • For Evaluate Evidence, 28/31 = 90% of the students achieved a developing or higher rating (9 developing, 16 accomplished, 3 exemplary). 3 students did not complete the assignment. • For Evaluate Implications & Consequences, 28/31 = 90% of the students achieved a developing or higher rating (12 developing, 13 accomplished, 3 exemplary). 3 students did not complete the assignment. • For Formulate Conclusions, 28/31 = 90% of the students achieved a developing or higher rating (7 developing, 16 accomplished, 5 exemplary). 3 students did not complete the assignment. • This was baseline data using the new rubric and it is evident that the majority of students are beyond the developing stage of critical thinking
Use of Results ***(After reviewing the results, what changes will you implement to improve student learning? When will you implement changes? For how long? How will you follow-up to measure improvement?)***	Overall the assessment was successful, as 90% of the students met the criteria. Because of this we will reassess during the next cycle with a change of "75% of students will achieve a rating of accomplished or higher."
Closing the Loop ***(Will you be reassessing this SLO next assessment cycle? Are you closing the loop? In view of the data, provide a brief explanation.)***	( ) CLOSING THE LOOP (✓) REASSESSING SLO DURING THE NEXT ASSESSMENT CYCLE *Since 90% of the students achieved a rating of developing or higher, we will increase the criteria to* "75% of students will achieve a rating of accomplished or higher."

Pueblo Community College

FA16 Critical Thinking & Problem Solving

Rubric

Mathematics

Course: MAT135 - Intro to Statistics: MA1

Section: 001

Activity Description: This assessment uses the provisional rubric developed for FA16 institutional assessment at Pueblo Community College.

Assessment Type: Course-ending review of overall student achievement

	Exemplary	Accomplished	Developing	Beginning
	4	3	2	1
CT & PS - Identify & Explain/Explore Issues in Context	Clearly identifies and summarizes main issues/problems in relation to relevant contexts; successfully explains why/how they are problems or questions; and identifies embedded or implicit issues, addressing their relationships to each other.	Successfully identifies and summarizes the main issues/problems in relation to relevant contexts, but does not explain why/how they are problems or create questions.	Identifies main issues/problems but not in relation to relevant contexts or does not summarize or explain them clearly or sufficiently.	Fails to identify, summarize, or explain the main issues/ problems or question in relation to relevant contexts. Represents the issues inaccurately or inappropriately.
CT & PS - Evaluate Evidence	Identifies important information and collects ample evidence from authoritative sources and rigorously evaluates its reliability and relevance.	Identifies important information and collects sufficient evidence from dependable sources and thoroughly evaluates its reliability and relevance.	Identifies some important data and information, but evidence is insufficient or collected from some questionable or inappropriate sources. Attempts to evaluate its reliability and relevance is limited.	Misses important information, collects evidence from or unreliable or irrelevant sources, and/or fails to evaluate its reliability and relevance.
CT & PS - Consider Other Perspectives & Possible Solutions	Acknowledges objections, rival positions, and alternate solutions/ conclusions and thoroughly assesses their strengths and weaknesses.	Identifies major objections, rival positions, and alternate solutions/ conclusions and competently assesses their strengths and weaknesses.	Anticipates minor but not major objections and rival positions, or considers weak but not strong alternative solutions/ conclusions. Attempts to assess their strengths and weaknesses are only partially effective or incomplete.	Fails to anticipate objections or fails to consider rival positions and alternate solutions/ conclusions. Attempts to assess their strengths or weaknesses are minimal or absent.
CT & PS - Formulate Conclusion(s)	Formulates a clear and precise personal point of view that offers a logical solution/conclusion firmly supported by the evidence.	Formulates a clear and precise personal point of view that offers a reasonable solution/conclusion adequately supported by the evidence.	Formulates a vague or indecisive point of view that offers a functional but underdeveloped or ineffective solution/conclusion with insufficient support from the evidence.	Attempts to formulate own point of view but fails to offer a clear solution/conclusion or offers one that is not effective or appropriate based on the evidence.

MAT 135 – Intoduction to Statistics
Final Group Project – Fall 2016

Purpose

The purpose of this Final Group Project is to evaluate your statistical knowledge and to evaluate your cooperation in a group setting. Each group should turn in only one report (it is not necessary for each member to turn in a report). For this project you are to use an available data set, use StatCrunch to perform a statistical analysis of your data, and summarize your findings in a written report.

Groups
Each group can be made up of 2 – 4 students, but no more.

Project
Select a data set for your project from the following available via StatCrunch: Data Set 2, 4, 5, 6, 7, 10, 12 or 13. Description of the data sets are available in the textbook in Appendix B. You do not have to use all of the variables from the data set you choose, but you should choose the variables that will help you perform appropriate hypothesis tests and a correlation and regression analysis.

Statistical analysis
After you have selected your data, you will use StatCrunch to perform a statistical analysis. Your statistical analysis should be as thorough as possible and should include descriptive statistical techniques (graphs, descriptive statistics, etc.) and inferential statistical techniques: **at least two hypothesis tests and a correlation and regression analysis**.

Grading
The total points possible for the project are 200 points (20 points for the Project Proposal and 180 points for the Written Report).

Project Proposal (20 points)
The project proposal should describe your project thoroughly. You should give the members of the group, the purpose of the project, the variables that you will be using from your data set, and the hypotheses of the project (at least 3) along with the type of test to be conducted, Your proposal is due no later than **Thursday, October 6, 2016.** E-mail your proposal to me @ chip.nava@pueblocc.edu

Written Report (180 Points)
The written report must consist of the following sections:

Introduction (10 points)
Thoroughly describe your project. Describe the purpose of the project, the data collected, the hypotheses tested, and the types of test(s) you performed.

Descriptive Statistics (50 points)
Thoroughly describe each variable that was used in your project. For the grouping variable(s) this basically includes the counts of each category. For the measurement variable(s) this includes shape of the distribution, measure of center, measure of spread, and outliers.

Inferential Statistics (50 points)
Thoroughly describe the hypothesis test(s) that were performed. This includes the hypotheses, the type of test and why, the test statistic, the p-value, and conclusion.

Conclusion (20 points)
Summarize the project and make any final conclusion. Describe what went right, what went wrong, and how the project can be improved.

StatCrunch Printouts (50 points)
A copy of the data set and StatCrunch work performed (graphs, descriptive statistics, hypothesis tests, etc.)

MAT 135: SLO 2

MAT 135 students will be able to interpret and communicate effectively in writing the results of a signature assignment in MAT 135.

Rationale for choosing this SLO *If you are reassessing last year's SLO, include the results you had last year, the number of years this specific SLO has been assessed, and the reason this SLO needs to be reassessed.*	It is important that students be able to interpret and communicate effectively in writing the results obtained after completing a mathematical procedure.
Assessment Method(s) (✓)	( ) SELECTED RESPONSE (✓) EXTENDED WRITTEN RESPONSE ( ) PERFORMANCE ASSESSMENT ( ) PERSONAL COMMUNICATION
Assessment Tool(s) (✓) *Direct Assessment – type of assignment [i.e.-exam; project; exhibit; oral presentation]*	**Direct**: ( ) EXAM/TEST/QUIZ ( ) ESSAYS OR RESEARCH PAPERS ( ) ORAL PRESENTATIONS (✓) PROBLEM-BASED/TEAM-BASED PROJECTS ( ) OTHER _____ **Indirect**: ( ) SURVEYS (✓) REFLECTIONS ( ) OTHERS: _____
Scoring Method(s) (Submit copy of tool with this document.) **(✓)**	(✓) RUBRIC ( ) #/% OF CORRECT ANSWERS ( ) CHECKLIST ( ) OTHERS:_____ elumen Communication Rubric
Sampling method/Number of Students to be Assessed	Students in two sections of 20 students each in MAT 135 will be assessed using the elumen Communication Rubric.
Performance Target(s) *Desired Level of Performance – [i.e.-80% of students will achieve 80%; 90% of students will achieve 70%]*	At least 60% of students will achieve a score of developing or higher on the rubric.
Timeframe of assessment tasks *When the assessment will occur – [i.e.-pre/post-tests; midterm; final]*	End of semester assignment

Faculty members involved in the assessment tasks
Each faculty member's responsibility is to identify SLOs to assess, complete the plan of assessment, gather and analyze data, and recommend changes, leading to a departmental discussion for chairs to finalize, compile, and submit as one report

ASSESSED COURSE	FACULTY MEMBER(S) ASSESSING THIS SLO	SEMESTER
MAT 135	Chip Nava	Fall 2016

Part-time instructors actively involved in the assessment process
Included in the planning and/or analysis of results, not merely limited to submitting data

	PART-TIME INSTRUCTOR(S) ASSESSING THIS SLO	SEMESTER

Strategies/Methods planned for teaching this SLO	Traditional lecture, group activities, online materials including *StatCrunch*

2016 Assessment of Student Learning Results	
Results: ***Analysis and Interpretation of Results/Findings and insights gained.*** ***(How many students were assessed? What does the data show? What conclusions can you draw about the course, students, methodology, or other practices? What factors contributed to these results? Can you compare the results to previous baselines or activities?)***	In Fall 2016 there were a total of 31 students assessed in two sections of MAT 135. The Communication Rubric from elumen was used to assess the Final Group project for the course. Four of the six criteria from the rubric were assessed (Apply Genre & Disciplinary Conventions, Control Syntax & Mechanics, Develop Content, Employ Rhetorical Knowledge), with the other two criteria deemed not applicable. • For Apply Genre & Disciplinary Conventions, 27/31 = 87% of the students achieved a developing or higher rating (6 developing, 18 accomplished, 3 exemplary). 1 Student rated at beginning and 3 students did not complete the assignment. • For Control Syntax & Mechanics, 27/31 = 87% of the students achieved a developing or higher rating (6 developing, 18 accomplished, 3 exemplary). 1 Student rated at beginning and 3 students did not complete the assignment. • For Develop Content, 27/31 = 87% of the students achieved a developing or higher rating (8 developing, 16 accomplished, 3 exemplary). 1 Student rated at beginning and 3 students did not complete the assignment. • For Employ Rhetorical Knowledge, 27/31 = 87% of the students achieved a developing or higher rating (2 developing, 19 accomplished, 6 exemplary). 1 Student rated at beginning and 3 students did not complete the assignment. • This was baseline data using the new rubric and it is evident that the majority of students are beyond the developing stage of communication
Use of Results ***(After reviewing the results, what changes will you implement to improve student learning? When will you implement changes? For how long? How will you follow-up to measure improvement?)***	Overall the assessment was successful, as 87% of students met the criteria. Because of this we will reassess during the next cycle with a change "75% of students will achieve a rating of accomplished or higher.
Closing the Loop ***(Will you be reassessing this SLO next assessment cycle? Are you closing the loop? In view of the data, provide a brief explanation.)***	( ) CLOSING THE LOOP (✓) REASSESSING SLO DURING THE NEXT ASSESSMENT CYCLE *Since 90% of the students achieved a rating of developing or higher, we will increase the criteria to "75% of students will achieve a rating of accomplished or higher."*

Pueblo Community College

FA16 Communication

Rubric

Mathematics

Course: MAT135 - Intro to Statistics: MA1

Section: 001

Activity Description: This assessment uses the provisional rubric developed for FA16 institutional assessment at Pueblo Community College

Assessment Type: Course-ending review of overall student achievement

	Exemplary	Accomplished	Developing	Beginning
	4	3	2	1
COM - Employ Rhetorical Knowledge	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
COM - Develop Content	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject within the context; Develops and explores ideas while conveying the writer's understanding to shape the entire work.	Uses appropriate and relevant content to illustrate a strong grasp of the subject within the context; Develops and explores ideas to shape the entire work.	Uses appropriate or relevant content to illustrate a basic understanding of the subject within the context; Develops and explores ideas to shape most of work.	Uses appropriate or relevant content to illustrate a vague understanding of the subject within the context; Develops and explores ideas to shape a portion of the work.
COM - Apply Genre & Disciplinary Conventions	Demonstrates detailed and consistent attention to along with successful execution of a wide range of conventions particular to a specific situation and/or assigned task(s) including organization, content, presentation, formatting, and stylistic choices.	Demonstrates consistent use of important conventions particular to a specific situation and/or assigned task(s), including organization, content, presentation, and stylistic choices.	Demonstrates minimal use of important conventions particular to a specific situation and/or assigned task(s), including organization, content, presentation, and stylistic choices.	Demonstrates inconsistent use of important conventions particular to a specific situation and/or assigned task(s), including organization, content, presentation, and stylistic choices.
COM - Use Sources & Evidence	Demonstrates skillful use of high quality, credible, relevant sources to develop ideas that are appropriate for the situation and genre.	Demonstrates consistent use of credible, relevant sources to support ideas that are appropriate for the situation and genre.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the situation and genre.	Demonstrates an attempt to use credible or relevant sources to support ideas in the writing that may not be the most appropriate for the situation and genre.

MAT 135 – Intoduction to Statistics
Final Group Project – Fall 2016

Purpose

The purpose of this Final Group Project is to evaluate your statistical knowledge and to evaluate your cooperation in a group setting. Each group should turn in only one report (it is not necessary for each member to turn in a report). For this project you are to use an available data set, use StatCrunch to perform a statistical analysis of your data, and summarize your findings in a written report.

Groups
Each group can be made up of 2 – 4 students, but no more.

Project
Select a data set for your project from the following available via StatCrunch: Data Set 2, 4, 5, 6, 7, 10, 12 or 13. Description of the data sets are available in the textbook in Appendix B. You do not have to use all of the variables from the data set you choose, but you should choose the variables that will help you perform appropriate hypothesis tests and a correlation and regression analysis.

Statistical analysis
After you have selected your data, you will use StatCrunch to perform a statistical analysis. Your statistical analysis should be as thorough as possible and should include descriptive statistical techniques (graphs, descriptive statistics, etc.) and inferential statistical techniques: **at least two hypothesis tests and a correlation and regression analysis**.

Grading
The total points possible for the project are 200 points (20 points for the Project Proposal and 180 points for the Written Report).

Project Proposal (20 points)
The project proposal should describe your project thoroughly. You should give the members of the group, the purpose of the project, the variables that you will be using from your data set, and the hypotheses of the project (at least 3) along with the type of test to be conducted, Your proposal is due no later than **Thursday, October 6, 2016.** E-mail your proposal to me @ chip.nava@pueblocc.edu

Written Report (180 Points)
The written report must consist of the following sections:

Introduction (10 points)
Thoroughly describe your project. Describe the purpose of the project, the data collected, the hypotheses tested, and the types of test(s) you performed.

Descriptive Statistics (50 points)
Thoroughly describe each variable that was used in your project. For the grouping variable(s) this basically includes the counts of each category. For the measurement variable(s) this includes shape of the distribution, measure of center, measure of spread, and outliers.

Inferential Statistics (50 points)
Thoroughly describe the hypothesis test(s) that were performed. This includes the hypotheses, the type of test and why, the test statistic, the p-value, and conclusion.

Conclusion (20 points)
Summarize the project and make any final conclusion. Describe what went right, what went wrong, and how the project can be improved.

StatCrunch Printouts (50 points)
A copy of the data set and StatCrunch work performed (graphs, descriptive statistics, hypothesis tests, etc.)

MAT 201: SLO 1

MAT 201 students will be able to analyze and evaluate data, then synthesize the information to solve a signature problem in MAT 201.

Rationale for choosing this SLO *If you are reassessing last year's SLO, include the results you had last year, the number of years this specific SLO has been assessed, and the reason this SLO needs to be reassessed.*	Analyzing, evaluating, and synthesizing data is important because it requires students to utilize skills and concepts dealing with specific mathematical situations.
Assessment Method(s) (✓)	(✓) SELECTED RESPONSE ( ) EXTENDED WRITTEN RESPONSE ( ) PERFORMANCE ASSESSMENT ( ) PERSONAL COMMUNICATION
Assessment Tool(s) (✓) *Direct Assessment – type of assignment [i.e.-exam; project; exhibit; oral presentation]*	**Direct**: ( ) EXAM/TEST/QUIZ ( ) ESSAYS OR RESEARCH PAPERS ( ) ORAL PRESENTATIONS See Project Below (✓) PROBLEM-BASED/TEAM-BASED PROJECTS ( ) OTHER _____ **Indirect**: ( ) SURVEYS ( ) REFLECTIONS ( ) OTHERS: _____
Scoring Method(s) (Submit copy of tool with this document.) **(✓)**	(✓) RUBRIC ( ) #/% OF CORRECT ANSWERS ( ) CHECKLIST ( ) OTHERS:_____ Instructor-made rubric (see below)
Sampling method/Number of Students to be Assessed	Fall 2016 13 students in Calc 1 all completed capstone Spring 2016 12 Students in Calc 1-11 completed the capstone
Performance Target(s) *Desired Level of Performance – [i.e.-80% of students will achieve 80%; 90% of students will achieve 70%]*	At least 80% of students completing the Capstone Laboratory Project will receive a B (80%) or better.
Timeframe of assessment tasks *When the assessment will occur – [i.e.-pre/post-tests; midterm; final]*	End of semester assignment

Faculty members involved in the assessment tasks *Each faculty member's responsibility is to identify SLOs to assess, complete the plan of assessment, gather and analyze data, and recommend changes, leading to a departmental discussion for chairs to finalize, compile, and submit as one report*	ASSESSED COURSE	FACULTY MEMBER(S) ASSESSING THIS SLO	SEMESTER
	MAT 201	Michael Payne	Spring 2016 and Fall 2016
Part-time instructors actively involved in the assessment process		PART-TIME INSTRUCTOR(S) ASSESSING THIS SLO	SEMESTER

Included in the planning and/or analysis of results, not merely limited to submitting data			
Strategies/Methods planned for teaching this SLO	Traditional lecture, group activities, use of *Mathematica*		

2016 Assessment of Student Learning Results

Results: *Analysis and Interpretation of Results/Findings and insights gained.*

(How many students were assessed? What does the data show? What conclusions can you draw about the course, students, methodology, or other practices? What factors contributed to these results? Can you compare the results to previous baselines or activities?)

Strategic Imperative 1 Strategy 3a

Spring 2016:

The results are these. There were 11 students who completed the course. The capstone lab was worth 100 points, while the total number of points possible in the course is 1000 points. The student scores with A's in the course and their respective capstone lab score are (98.8,93), (97.2,94,),(93.5,90),(92.2,92). The student scores with B's in the course and their respective capstone lab score are (88.6,98),(87.2,87),(85.5,87),and (84.8,86), ((82.7,87), (80.3,85). The students with C's in the course had a score of (76.2,66). Finally, the remaining was a D student the scores were (68.6,94). The single F student had a score of 56 and did not complete the capstone. Of the students that completed the capstone lab, 8 out of 11, or 72%, received a B (80%) or better. This was below the desired target.

Fall 2016:

The results are these. There were 13 students who completed the course. The capstone lab was worth 100 points, while the total number of points possible in the course is 1000 points. The student scores with A's in the course and their respective capstone lab score are (100,98), (100,98),(100,80),(95.3,86),(91.4,87),(90.4,90) The student scores with B's in the course and their respective capstone lab score are (85.2,92),(84.8,79),(83.7,89)). The students with C's in the course had a score of (75.2,85), and (71.9,85). Finally, the remaining was a D student the scores were (66.1,80). Of the students that completed the capstone lab, 10 out of 13, or 77%, received a B (80%) or better in the course. This was below the desired target.

Each calculus class I have has a variety of students. One of my students scored low on the lab (80%) but aced the course. This was due to having difficulties with English. One student got a 94 on the lab, but failed the course with a D due to lack of good performance on the exams.

Why were the numbers low?

	We're juggling numbers here. Should we round? Should we discard the D student who got an 80 on the lab, but did poorly on exams? The exams assess the nuts and bolts of the class-procedures etc. The entire class works on the project as a group, but each student writes up their own version of the lab, and describes in **their words** the results of the lab. The tools in the exams are applied to the lab, which is longer than a normal problem, and has to be more thought out, and the students have more time to do it. The students get to interact with each other. Tests are a stressful environment with more chances for error, and no chance to check with their fellow students with confirmation on procedures, answers, etc. The assignment has essentially remained the same. I've added additional calculus items in 2014, but overall lab remains unchanged. However the Calc 2 capstone has had major revisions, so we will see how this shakes out in the next few tries.
Use of Results ***(After reviewing the results, what changes will you implement to improve student learning? When will you implement changes? For how long? How will you follow-up to measure improvement?)***	To improve the strategies and result, certain labs will be further refined. Additionally, students are encouraged to work in groups to facilitate discussion and exploration for the solution to the problem, while the lab is written up individually by each student.
Closing the Loop ***(Will you be reassessing this SLO next assessment cycle? Are you closing the loop? In view of the data, provide a brief explanation.)***	( ) CLOSING THE LOOP (✓) REASSESSING SLO DURING THE NEXT ASSESSMENT CYCLE I will continue to use this assessment tool. I will make some modifications to the Calculus II capstone lab in order to obtain more grounded results. I see no need to create new assessment tools; I will continue to use the capstone labs as a verification of the understanding of the core material, and to assess the student's ability to apply the tools to a real world problem.

MAT 201 Calculus I, Fall 2014

Michael R. Payne Ph. D., Instructor

Capstone Lab Project: A Sewage Treatment Problem

Overview

We wish to discuss the change of volume of a sewage treatment tank. After the solid material has been separated, the effluent is pumped into another tank for treatment. Suppose that rate at which raw sewage **enters** a treatment tank is given by

$$E(t) = 850 + 715\cos\left(\frac{\pi t^2}{9}\right)$$

gallons per hour. We further suppose that treated sewage is **removed** from the tank at a **constant** rate of 645 gallons per hour. Finally, we assume that the treatment tank is empty at $t = 0$, and consider only a four hour time interval; that is, $0 \le t \le 4$ hours. The tank is a cylinder sitting horizontally. The tank is 20 feet long and has a radius of 3.75 feet. Additionally, there is an outlet pipe one foot high on the top of the tank.

†

‡

These criteria will be used to judge the analysis.

Maximum and Minimum Volumes

Given the ebb and flow of fluid into and out of the tank over a four hour time period, we wish to find:

(a) How many gallons of sewage **enter** the tank during the time interval $0 \le t \le 4$?

(b) For what time t over $0 \le t \le 4$ is the amount of sewage in the treatment tank the **greatest** and **least**? What are the maximum and minimum amounts of sewage in the tank?

(c) For what time t are the **in-flow rates** at a **minimum** and **maximum**, and what are they?

†

‡

The Cost of Treating Sewage

The following table illustrates the cost of treating sewage at time t, where $0 \le t \le 4$. The cost is in dollars per gallon:

Table 1: The Cost per Gallon of Treating Sewage in Hour t, $0 \le t \le 4$.

t (Hour)	.5	1	1.5	2	2.5	3	3.5	4
$C(t)$ (Cost per Gallon)	.14	.13	.12	.11	.1	.09	.08	.07

Find the cost function $C(t)$, and determine the total cost of treating the sewage over the four hour time interval.

†

‡

Work on Emptying the Tank

Tank Volumes

It is common to assume that a sewage tank has a overflow volume of 3 times the maximum volume that is in the tank over the time interval. That is, beside the maximum volume, the tank should also hold the overflow. Find the total **possible** volume of effluent in the tank, and compare it to the **actual** volume of the tank. You will need

$$7.48 \quad \text{gallons} \equiv 1 ft.^3$$

We will now consider the work.

†

Work to Empty the Tank

Consider Figure 1:

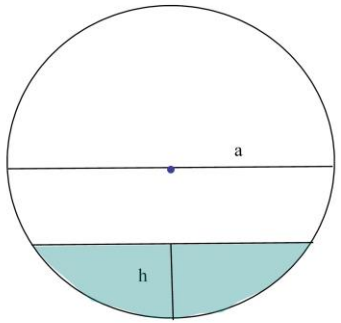


Figure 1: Pumping water from a Tank

The tank is filled to a height h, and the tank has radius a. A is the cross sectional area of the shaded region of the fluid of depth h. We may construct the figure as follows

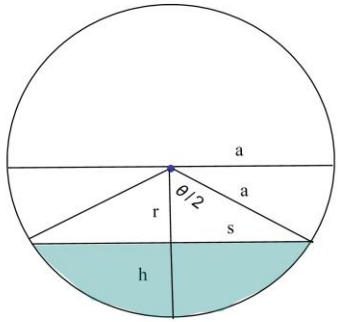


Figure 2: Setup for Tank Equations

By symmetry the subtended angle is $\theta/2$. It can be shown that the relationship between the shaded area A, θ, and the height h of fluid is determined by

$$A = \frac{a^2}{2}(\theta - \sin\theta)$$

and

$$h = a\left[1 - \cos\left(\frac{\theta}{2}\right)\right]$$

Assume now that the tank needs to be emptied and the volume of fluid in the tank is the maximum volume over the 4 hour time interval. Find the work required to empty the tank in both ft-lbs. and Joules. When constructing your integral explain your reasoning carefully. Further, assume the pump-out rate is as before. How long will it take to empty the tank? Finally, compare with the case of the work done to pump out the tank if the tank were **vertical**, still with a 1 foot high outlet pipe on top? Explain your answer.

†

‡

Rubrics

The following is the set of rubrics on which you will be graded. Read through them and use these as a guide in writing your paper.

Part I: The Write Up-70 points

:

1. **Introduction**: Full description of the problem.
   This includes the setting, questions posed, and any background information that is relevant to solving the problem.

   • Well written description of the problem being explored, including a detailed description of the questions to be discussed and solved in the paper:(6-10 points.) • Cursory statement with little depth, no descriptions: (0-5 points).

2. **Addressing Assumptions Involving Calculus**: Full description of the elements of Calculus needed to solve the problem(s)posed.

   - Description of core calculus elements related to the problems-derivatives and optimization, integration, regression, etc. *Specifically addresses the assumptions involving the core elements used, providing supportive reasoning for why the assumptions are appropriate*: (6-10 points).

   - Failure to acknowledge all appropriate calculus elements: (0-5 points).

3. **Mathematical Representation of Problem Information**: Methodology of Solving Problem

- Detailed description of procedures to be used- integration and integral construction, optimization and appropriate derivative tests for each question posed. *Competent conversion of relevant information into an appropriate and desired mathematical portrayal as it pertains to the problem at hand*: (6-10 points).

- Failure to properly outline solution procedure for problems: (0-5 points).

4. **Performing Calculations to Determine the Solution to Problems Posed**. Calculation of the numerical solutions to the problems.

- Correctly performs required calculations necessary to the solution of the problem at hand. Works with Rubric 3 to insure that proper procedure is followed. *Calculations attempted are essentially all successful and are sufficiently comprehensive to solve the problem*: (6-10 points).

- Incorrect/Incomplete Calculations: (0-5 points).

5. **Apply and Analyze Information Related to Problem Solutions**: Analyzing the Numerical Results.

- Analysis of the results of the numerical computations, using mathematical theory and best practices as supporting evidence of the determined conclusions. *Use of the quantitative analysis of the data as a basis for competent judgements, drawing reasonable and appropriately qualified conclusions from the data or numerical results*: (6-10 points).

- Incorrect, inaccurate, or incomplete analysis: (0-5 points).

6. **Interpreting the Information Related to the Problem Solutions**: Description of Numerical Results.

- *Provides accurate explanations of information presented in mathematical forms*. Includes proper units in numerical results. Interprets numerical results into a framework that invokes a relationship to real-world understanding/physical reality: (6-10 points).

- No interpretation, lack of proper units, lack of description of results as they relate to the real world: (0-5 points).

7. **Communication about the Mathematical Forms of the Problem**: Conclusion.

- Well-written conclusion piece. *Uses quantitative information with a written argument on the purpose of the lab*. Presents the data computed and conclusions derived from the data in a reasonably polished manner: (6-10 points).

- Cursory or poorly written: (0-5 points).

†

Part II: Mathematics-30 points

:

1. **Demonstration of proper problem solution technique**: (0-10 points).

   - All computations are performed according to proper procedure. Integrals are correctly constructed and evaluated, optimization tests are properly chosen and correctly performed, regressions are checked for viability, etc.

2. **Software Competency: Mathematica**: (0-10 points).

   - Mathematica software is properly used. There are no errors in usage, including machine errors.
   - Results are computed to sufficient accuracy.

   - The subject of the computations are clearly laid out and described. The text of the Mathematica documents should describe what is being computed, followed by the required computation.

3. **Numerical Results**: (0-10 points).

   - All numerical results are correct.

   - All numerical results should be realistic within the framework of the problem.

†

‡

Construction of Your Paper

Your paper should have 2 parts. First, the written work. Second, the Mathematica computations as an appendix. You should clearly section off your Mathematica part so that the calculations are easily read and it is clear what your are calculating. Your main paper should refer to this appendix often. I'm mainly looking for clear descriptions on how you are solving the problems, and appropriate methods and calculations. Make sure that your are being clear as to what you are doing and how you are doing it.

†

‡

♣

MAT 201,202,203,204

Michael R. Payne Ph. D-Instructor

Rubrics for Capstone Lab

Name:_____ Course_____

Part I: Write-up: 70 points

_____1. **Introduction:** Full description of the problem.

This includes the setting, questions posed, and any background information

that is relevant to solving the problem**.**

- Well written description of the problem being explored, including a detailed description of the questions to be discussed and solved in the paper: 6-10 pts.
- Cursory statement with little depth, no descriptions: 0-5 points

_____2. **Addressing Assumptions Involving Calculus:** Full description of the

elements of Calculus needed to solve the problem(s) posed.

- Description of core calculus elements related to the problems-derivatives and optimization, integration, regression, etc. *Specifically addresses the assumptions involving the core elements used, providing supportive reasoning for why the assumptions are appropriate*: 6-10 points.
- Failure to acknowledge all appropriate calculus elements: 0-5 points.

_____3. **Mathematical Representation of Problem Information:**

Methodology of Solving Problem

- Detailed description of procedures to be used- integration and integral construction, optimization and appropriate derivative tests for each question posed. *Competent conversion of relevant information into an appropriate and desired mathematical portrayal as it pertains to the problem at hand:* 6-10 points.

- Failure to properly outline solution procedure for problems: 0-5 points.

_____4. **Performing Calculations to Determine the Solution to Problems Posed.**

Calculation of the numerical solutions to the problems.

- Correctly performs required calculations necessary to the solution of the problem at hand. Works with Rubric 3 to insure that proper procedure is followed*. Calculations attempted are essentially all successful and are sufficiently comprehensive to solve the problem*: 6-10 points.
- Incorrect/Incomplete Calculations: 0-5 points.

_____5. **Apply and Analyze Information Related to Problem Solutions:**

Analyzing the Numerical Results.

- Analysis of the results of the numerical computations, using mathematical theory and best practices as supporting evidence of the determined conclusions. *Use of the quantitative analysis of the data as a basis for competent judgements, drawing reasonable and appropriately qualified conclusions from the data or numerical results*: 6-10 points
- Incorrect, inaccurate, or incomplete analysis.: 0-5 points.

_____6. **Interpreting the Information Related to the Problem Solutions:**

Description of Numerical Results.

- *Provides accurate explanations of information presented in mathematical forms.* Includes proper units in numerical results. Interprets numerical results into a framework that invokes a relationship to "real-world" understanding/physical reality: 6-10 points.
- No interpretation, lack of proper units, lack of description of results as they relate to the real world. 0-5 points.

_____7. **Communication about the Mathematical Forms of the Problem:**

Conclusion .

- Well-written conclusion piece. *Uses quantitative information with a written argument on the purpose of the lab.* Presents the data computed and conclusions derived from the data in a reasonably polished manner. 6-10 points.
- Cursory or poorly written: 0-5 points.

Part I Total (70): _____

MAT 201: SLO 2

MAT 201 students will be able to interpret and communicate effectively in writing the results of a signature assignment in MAT 201.

Rationale for choosing this SLO *If you are reassessing last year's SLO, include the results you had last year, the number of years this specific SLO has been assessed, and the reason this SLO needs to be reassessed.*	Analyzing, evaluating, and synthesizing data is important because it requires students to utilize skills and concepts dealing with specific mathematical situations.
Assessment Method(s) (✓)	( ) SELECTED RESPONSE (✓) EXTENDED WRITTEN RESPONSE ( ) PERFORMANCE ASSESSMENT ( ) PERSONAL COMMUNICATION
Assessment Tool(s) (✓) *Direct Assessment – type of assignment [i.e.-exam; project; exhibit; oral presentation]*	**Direct**: ( ) EXAM/TEST/QUIZ ( ) ESSAYS OR RESEARCH PAPERS ( ) ORAL PRESENTATIONS See Project Above (✓) PROBLEM-BASED/TEAM-BASED PROJECTS ( ) OTHER _____ **Indirect**: ( ) SURVEYS (✓) REFLECTIONS ( ) OTHERS: _____
Scoring Method(s) (Submit copy of tool with this document.) **(✓)**	(✓) RUBRIC ( ) #/% OF CORRECT ANSWERS ( ) CHECKLIST ( ) OTHERS:_____ A rubric will be provided for scoring the assignment. (See above.)
Sampling method/Number of Students to be Assessed	Fall 2016 13 students in Calc 1 all completed capstone Spring 2016 12 Students in Calc 1-11 completed the capstone
Performance Target(s) *Desired Level of Performance – [i.e.-80% of students will achieve 80%; 90% of students will achieve 70%]*	At least 60% of students reflecting on the signature problem will achieve a score of 1or higher on the rubric. There is some confusion here. The written assignment was assessed. 10 points were given to each of the rubrics. The written portion was worth 70 points. However, since I did not want to micromanage the assignment, as I guess I'm going to have to do now, the above should read **At least 60% of students will score at least 60 points on the written portion of the capstone lab. Using the standard score of 1-4 on the Quantitative Literacy Rubric. Students scoring a 60% on the written portion will be at a "2" level on the rubric.**

Timeframe of assessment tasks *When the assessment will occur – [i.e.- pre/post-tests; midterm; final]*	End of semester assignment		
Faculty members involved in the assessment tasks *Each faculty member's responsibility is to identify SLOs to assess, complete the plan of assessment, gather and analyze data, and recommend changes, leading to a departmental discussion for chairs to finalize, compile, and submit as one report*	ASSESSED COURSE	FACULTY MEMBER(S) ASSESSING THIS SLO	SEMESTER
	MAT 201	Michael Payne	Spring 2016 and Fall 2016
Part-time instructors actively involved in the assessment process *Included in the planning and/or analysis of results, not merely limited to submitting data*		PART-TIME INSTRUCTOR(S) ASSESSING THIS SLO	SEMESTER
Strategies/Methods planned for teaching this SLO	Traditional lecture, group activities, use of *Mathematica*		

2016 Assessment of Student Learning Results	
Results: ***Analysis and Interpretation of Results/Findings and insights gained.*** *(How many students were assessed? What does the data show? What conclusions can you draw about the course, students, methodology, or other practices? What factors contributed to these results? Can you compare the results to previous baselines or activities?)*	This SLO was not assessed. As I mentioned previously, the SLO **was** assessed as part of the larger framework of the problem. The purpose of the paper is for the students to be given a problem, work together to solve it, and analyze the results in their own words. A student who has completed Calc I should be able to follow their paper and replicate their results, or do a similar problem with a different set of parameters.
Use of Results *(After reviewing the results, what changes will you implement to improve student learning? When will you implement changes? For how long? How will you follow-up to measure improvement?)*	A signature problem will be designed, implemented, and assessed in MAT 201 during the Spring 2017 semester.
Closing the Loop	( ) CLOSING THE LOOP (✓) REASSESSING SLO DURING THE NEXT ASSESSMENT CYCLE

(Will you be reassessing this SLO next assessment cycle? Are you closing the loop? In view of the data, provide a brief explanation.)	This cycle I will record all scores on all rubrics. In this fashion I can create separate Excel spreadsheets of the data and provide them for further analysis.

Arts and Sciences Division
Assessment Report: 2016

Department: ***Social Sciences Department*** **Initial Plan Date:** ***04/1/2016***

Prepared by: ***Brad Bowers & Donna Fitzsimmons*** **REVIEWED by Department Chair:** ***Michael Engle***

Reviewed by the ASL Division Committee: ***Kari Lee*** **Final Report Date:**

Department Mission	*The mission of the Department of Social Sciences at Pueblo Community College is to educate students in the diverse subject areas of Anthropology, Ethnic Studies, Geography, History, Political Science, Psychology, Social Work, Sociology and Women's Studies. Social Sciences students acquire a deep understanding of the diverse people, ideas, and cultures with whom they share the world, and develop and exhibit effective communication skills. The SS Department dedicates itself to the promotion of critical thinking, ethical analysis, and careful observation.*
Department Level SLOs to Be Assessed ***Evaluate how well students are learning the primary learning goals within department courses. List the department-specific SLOs you will be assessing.***	• **GEO 105 -** Students should be able to formulate an argument by asking a question, synthesizing perspectives that answer it, and taking a specific position. • **HIS 111 -** Students should be able to formulate an argument by asking a question, synthesizing perspectives that answer it, and taking a specific position. • **HIS 112 -** Students should be able to formulate an argument by asking a question, synthesizing perspectives that answer it, and taking a specific position. • **HIS 121 -** Students should be able to formulate an argument by asking a question, synthesizing perspectives that answer it, and taking a specific position. • **HIS 122 -** Students should be able to formulate an argument by asking a question, synthesizing perspectives that answer it, and taking a specific position. • **HIS 225 -** Students should be able to formulate an argument by asking a question, synthesizing perspectives that answer it, and taking a specific position. • **POS 111 -** Students should be able to formulate an argument by asking a question, synthesizing perspectives that answer it, and taking a specific position. • **PSY 101: STUDENTS WILL BE ABLE TO EXPLAIN, DESCRIBE, ANALYZE AND INTERPRET THE PRINCIPLES OF LEARNING AND MEMORY AND THEIR APPLICATION TO REAL WORLD BEHAVIOR.** • **PSY 235: STUDENTS WILL RESEARCH CARE-TAKING RESPONSIBILITIES FOR HIGH-RISK FAMILY MEMBERS AND THE EFFECTS THE CARE-TAKING RESPONSIBILITIES HAVE ON ERIKSON'S STAGES OF PSYCHOSOCIAL DEVELOPMENT.**
Assessment of Institutional Level SLO: All departments and programs will assess critical thinking. However, departments that offer general education courses will assess additional Institutional-level SLOs specific to the departments. Use checkmarks (✓) to select additional SLOs. Departments will create signature assignments to ensure the reliability and validity of the results and may apply departmental scoring rubrics for grading purposes in addition to the AAC&U VALUE rubrics for institutional assessment purposes.	

☑	**READ, WRITE, AND SPEAK EFFECTIVELY** •
☑	**CRITICAL THINKING** • Understand Implications and Make Conclusions: Students should be able to establish a conclusion that is tied to a range of information presented and reflect on implications and consequences of stated conclusion
☑	**USE TECHNOLOGY TO ACHIEVE EDUCATIONAL OBJECTIVES** •
☐	**USE INTERPERSONAL SKILLS ESSENTIAL FOR THEIR CHOSEN FIELDS** •
☐	**APPLY GLOBAL AND CULTURAL PERSPECTIVES** •

Department Chair: At the end of the assessment cycle, write a brief statement indicating what insights your department has gained resulting from assessing students' learning.

INFORMATION INCOMPLETE – PLEASE UPDATE

Significant progress was made during the past year on both PSY SLOs. Some relatively small changes were made in instruction (time spent and focus), additional instructors were involved, and the results were positive.

Relationship between department-level SLOs and college-level SLOs

Department-level SLOs should be tied to the mission and goals of the College. Therefore, some department-level SLOs should overlap with college-level SLOs. Please use the matrix below to demonstrate how your department-level SLOs overlap with the following college-level SLOs:

- **Effective Communication**: Students should be able to read, write, speak, and listen.
- **Critical Thinking**: Students should be able to analyze and evaluate data, synthesize information, think creatively, make judgments, make decisions, and solve problems.
- **Information and Communication Technology Literacy**: Students should be able to identify, locate, interpret, evaluate, synthesize, present, and communicate accurate and reliable information.
- **Interpersonal Skills**: Students should be able to function effectively and appropriately in social and professional situations and settings.
- **Global and cultural Perspective**: Students should understand the cultural, social, historical, political, technological, linguistic, and economic interconnectedness of our world in order to interact respectfully and productively with citizens of other nations.

General Education Objectives (✓) ***Check only those objectives you will be assessing for each SLO. Checking more than one objective indicates you will be using multiple measures, tools, methods, and levels of performance. The final analyses must address each general education objective checked.***		**Effective Communi-cation**	**Critical Thinking**	**Information and Communication Technology Literacy**	**Interpersonal Skills**	**Global and cultural Perspective**	**Department-level SLO conceptually different from college-level SLOs**
Prefix and course number	**SLOs you will be assessing this academic year** **NUMBER SLOs INDIVIDUALLY FOR EACH PREFIX**						
GEO105	**SLO ~~3~~ 1 -** Students should be able to formulate an argument by asking a question, synthesizing perspectives that answer it, and taking a specific position.	✓	✓	✓			
HIS 111	**SLO ~~3~~ 1 -** Students should be able to formulate an argument by asking a question, synthesizing perspectives that answer it, and taking a specific position.	✓	✓	✓			
HIS 112	**SLO ~~3~~ 1 -** Students should be able to formulate an argument by asking a question, synthesizing perspectives that answer it, and taking a specific position.	✓	✓	✓			
HIS 121	**SLO ~~3~~ 1 -** Students should be able to formulate an argument by asking a question, synthesizing perspectives that answer it, and taking a specific position.	✓	✓	✓			
HIS 122	**SLO ~~3~~ 1 -** Students should be able to formulate an argument by asking a question, synthesizing perspectives that answer it, and taking a specific position.	✓	✓	✓			
HIS 225	**SLO 1~~3~~ -** Students should be able to formulate an argument by asking a question, synthesizing	✓	✓	✓			

	perspectives that answer it, and taking a specific position.						
POS 111	**SLO 1~~3~~ -** Students should be able to formulate an argument by asking a question, synthesizing perspectives that answer it, and taking a specific position.	✓	✓	✓			
PSY 101	Students will be able to explain, describe, analyze and interpret the principles of learning and memory and their application to real world behavior.	✓	✓				
PSY 235	Students will research care-taking responsibilities for high-risk family members and the effects the care-taking responsibilities have on Erikson's stages of Psychosocial Development.	✓	✓	✓			

ASL Planning Forms:

Describe the department student learning outcomes (SLOs) you are planning to assess this year, including processes, sampling methods, performance targets, and instructional methods. Because the analysis of results is specific to each SLO and course, please present each prefix and SLO in separate planning forms provided below. (Add additional planning forms if necessary.) Each element of this plan MUST be aligned:

PLANNING STAGE:

Indicate the **course number and the SLO** you will assess. Draw your outcome from the syllabus and determine the core competency you will assess.

Provide a **rationale for selecting this SLO**. If you are reassessing last year's SLO, include the results you had last year, the number of years this specific SLO has been assessed, and the reason this SLO needs to be reassessed.

Determine the most **appropriate methods, tools, and scoring method to assess each SLO**. Assessing students' ability to analyze information, recall information, understand information, present information, or share information collaboratively are different outcomes although the method for developing these SLOs may be a single project or task. Thus, to assess each ability requires different and separate methods and tools. (See information on choosing the appropriate measures for specific outcomes.) When you report your results at the end of the cycle, you will be addressing each ability, not an overall number. The results of each ability will be analyzed and discussed separately in your department.

Indicate the approximate number of students or the number of course sections for the prefix that will be assessed. Also, indicate the target level of performance you feel demonstrates proficiency of the SLO. Be clear for each assessment focus.

Provide the names of the faculty members assigned in the planning the of the SLO. Include part-time instructors who **actively** participate in the assessment process, not just merely submit information, documents, or tests results.

Indicate or list strategies that may be employed to teach this strategy. If you're reassessing an SLO, indicate the different strategies that will be used this time as well as changes that were made that would make a difference this time.

GATHERING, ANALYZING, AND REPORTING RESULTS

Department faculty and participating part-time instructors meet with their chairs to share and analyze the data, as well as determine changes or actions to be implemented to improve the results. Also, faculty and part-time instructors will determine whether to reassess specific SLOs or close the loop. Individual and/or group reports will be submitted to the department chair. Each department chair will collect the information and incorporate the information into one report, the department's assessment of student learning report.

FINAL REFLECTION: WHAT HAVE YOU LEARNED?

At the end of the assessment cycle, the department chair will reflect on the department's assessment process and write a brief statement explaining what the departments' faculty has learned during this year's assessment of student learning process.

GEO 105: SLO ~~3~~ 1 Students should be able to formulate an argument by asking a question, synthesizing perspectives that answer it, and taking a specific position.

Rationale for choosing this SLO *If you are reassessing last year's SLO, include the results you had last year, the number of years this specific SLO has been assessed, and the reason this SLO needs to be reassessed.*	A fundamental aspect of critical thinking is the ability to formulate a cohesive argument supported by evidence. The SLO will assess the students' capabilities in that regard. This is a new SLO assessment for the Department of Social Sciences.
Assessment Method(s) (✓)	( ) SELECTED RESPONSE (✓) EXTENDED WRITTEN RESPONSE ( ) PERFORMANCE ASSESSMENT ( ) PERSONAL COMMUNICATION
Assessment Tool(s) (✓) *Direct Assessment – type of assignment [i.e.-exam; project; exhibit; oral presentation]*	**Direct** ( ) EXAM/TEST/QUIZ (✓) ESSAYS OR RESEARCH PAPERS ( ) ( ) ORAL PRESENTATIONS ( ) PROBLEM-BASED/TEAM-BASES PROJECTS **Indirect** ( ) SURVEYS ( ) REFLECTIONS ( ) OTHERS: _____
Scoring Method(s) (Submit copy of tool with this document.) **(✓)**	(✓) RUBRIC ( ) #/% OF CORRECT ANSWERS ( ) CHECKLIST ( ) OTHERS:_____
Sampling method/Number of Students to be Assessed	GEO 105 students in Fall 2016 (Orman Campus). We will continue to encourage and request adjunct participation at satellite campuses. **PLEASE SPECIFY NUMBER OF SECTIONS/STUDENTS**
Performance Target(s) *Desired Level of Performance – [i.e.-80% of students will achieve 80%; 90% of students will achieve 70%]*	60% of students will score 3 out of 4 (75%) or greater per the rubric scale in critical thinking.
Timeframe of assessment tasks *When the assessment will occur – [i.e.-pre/post-tests; midterm; final]*	Mid-term

Faculty members involved in the assessment tasks
Each faculty member's responsibility is to identify SLOs to assess, complete the plan of assessment, gather and analyze data, and recommend changes, leading to a departmental discussion for chairs to finalize, compile, and submit as one report

ASSESSED COURSE	FACULTY MEMBER(S) ASSESSING THIS SLO	SEMESTER

Part-time instructors actively involved in the assessment process
Included in the planning and/or analysis of results, not merely limited to submitting data

	PART-TIME INSTRUCTOR(S) ASSESSING THIS SLO	SEMESTER
GEO 105	Michael Seaman	Spring 2016/Fall 2016

Strategies/Methods planned for teaching this SLO	Course lectures, multiple examples (modeling) and class exercises

Results of Assessment of Student Learning (February 27, 2017)	
Results: ***Analysis and Interpretation of Results/Findings and insights gained.*** ***(How many students were assessed? What does the data show? What conclusions can you draw about the course, students, methodology, or other practices? What factors contributed to these results? Can you compare the results to previous baselines or activities?)***	• **Spring 2016 Results:** 75% (21 students out of 28) scored a 3 out of 4 (75%) or greater per the rubric scale, *well above the performance target* • **Fall 2016 Results:** 100% (24 students out of 24) scored a 3 out of 4 (75%) or greater per the rubric scale, *well above the performance target* • **2016 Total Results:** 86% (45 students out of 52) scored a 3 out of 4 (75%) or greater per the rubric scale, *well above the performance target* The wide range of scores between Spring and Fall most likely comes down to the caliber of students in each semester, as the written assignment, rubric, and teaching methodology, and instructor were exactly the same. Another year of assessing this SLO will give us a better idea of how GEO students perform critical thinking.
Use of Results ***(After reviewing the results, what changes will you implement to improve student learning? When will you implement changes? For how long? How will you follow-up to measure improvement?)***	The 60% threshold was, perhaps, a bit low, and will be reevaluated for the 2017 assessment cycle. Otherwise, we will continue to assess this SLO without changes other than the rubric, as documented below. With the new rubric, we will be re-establishing a new baseline, and will reevaluate after the 2017 cycle is complete.
Closing the Loop ***(Will you be reassessing this SLO next assessment cycle? Are you closing the loop? In view of the data, provide a brief explanation.)***	( ) CLOSING THE LOOP (X) REASSESSING SLO DURING THE NEXT ASSESSMENT CYCLE We will be reassessing this same SLO in the 2017 cycle because this is the first time we have assessed this particular SLO. While we are continuing to assess this SLO for 2017, we are switching rubrics to the provisional Critical Thinking rubric developed for the Campus-wide ISLO, thus mapping our course-level SLO to the ISLO. We will need to collect more data over at least the next year before we can close the loop.

GEO 105 Rubric

Criteria	4	3	2	1
Explanation of issue(s)	Issue/ problem to be critically considered is stated clearly and described comprehensively, deliver all relevant information necessary for full understanding.	Issue/ problem to be critically considered is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/ problem to be critically considered is stated but description leaves some terms undefined, ambiguous, unexplored, boundaries undetermined, and/ or connections unknown.	Issue/ problem to be critically considered is stated without any clarification or description.
Context (i.e., cultural/social, educational, technological, political, scientific, etc.)	Thoroughly and carefully identifies and evaluates the relevance of contexts when presenting a position.	Identifies several relevant contexts and offers a brief evaluation of their influences when presenting a position.	Identifies but does not evaluate relevant contexts when presenting a position.	Begins to identify some contexts when presenting a position.
Identification and Influence of assumptions	Thoroughly analyzes and evaluates all (one's own and others') assumptions including some of the more hidden, more abstract ones.	Identifies and evaluates one's own and others' assumptions, but not the ones deeper in the background – the more abstract ones.	Identifies some of the most important assumptions, or may be more aware of others' assumptions than one's own (or vice versa), but does not evaluate them for plausibility or clarity.	Attempts to identify an assumption behind the claims and recommendations made, but overlooks other relevant assumptions.
Frames personal response (perspective, thesis/hypothesis)	Specific position (perspective, thesis/ hypothesis) offers a clear and precise personal point of view and takes into account the complexities of an issue. Limitations of (or objections to) position are acknowledged and others' points of view are synthesized within position with convincing replies provided.	Specific position (perspective, thesis/ hypothesis) offers a clear personal point of view and takes into account minimal complexities of an issue. Limitations of (or objections to) position and others' points of view are acknowledged within position and replies were provided.	Specific position (perspective, thesis/ hypothesis) offers a vague or indecisive personal point of view and acknowledges different sides of an issue. Anticipates objections to position but does not respond to them.	Attempts to formulate a personal point of view, but fails to anticipate objections to his/her point of view **or** fails to consider other perspectives and position.

Evaluation of Evidence	Information is from reliable source(s); interpretation/ evaluation rigorous enough to develop a comprehensive and coherent analysis or synthesis.	Information is from reliable source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis.	Reliability or relevance of sources is questionable and/or information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis.	Reliability and relevance of sources is questionable and/or information is taken from source(s) without any interpretation/ evaluation.
Evaluates Implications, Conclusions, and Consequences	Identifies a conclusion and thoroughly evaluates implications, conclusions and consequences, while considering all relevant assumptions, contexts, data and evidence.	Identifies a conclusion and briefly evaluates implications, conclusions and consequences while considering most relevant assumptions, contexts, data, and evidence.	Identifies a conclusion, however, information is chosen to fit the desired conclusion and relevant assumptions, contexts, data, and evidence are not considered.	Identifies a conclusion that is inconsistently tied to some of the information discussed; relevant assumptions, contexts, data, and evidence are oversimplified or not considered.

HIS 111: SLO 1~~3~~ Students should be able to formulate an argument by asking a question, synthesizing perspectives that answer it, and taking a specific position.

Rationale for choosing this SLO *If you are reassessing last year's SLO, include the results you had last year, the number of years this specific SLO has been assessed, and the reason this SLO needs to be reassessed.*	A fundamental aspect of critical thinking is the ability to formulate a cohesive argument supported by evidence. The SLO will assess the students' capabilities in that regard. This is a new SLO assessment for the Department of Social Sciences.
Assessment Method(s) (✓)	( ) SELECTED RESPONSE (✓) EXTENDED WRITTEN RESPONSE ( ) PERFORMANCE ASSESSMENT ( ) PERSONAL COMMUNICATION
Assessment Tool(s) (✓) *Direct Assessment – type of assignment [i.e.-exam; project; exhibit; oral presentation]*	**Direct** ( ) EXAM/TEST/QUIZ (✓) ESSAYS OR RESEARCH PAPERS ( ) ( ) ORAL PRESENTATIONS ( ) PROBLEM-BASED/TEAM-BASES PROJECTS **Indirect** ( ) SURVEYS ( ) REFLECTIONS ( ) OTHERS: _____
Scoring Method(s) (Submit copy of tool with this document.) **(✓)**	(✓) RUBRIC ( ) #/% OF CORRECT ANSWERS ( ) CHECKLIST ( ) OTHERS:_____
Sampling method/Number of Students to be Assessed	HIS 111 students in Spring and Fall 2016 (Orman and Fremont Campuses). **PLEASE SPECIFY NUMBER OF SECITONS/STUDENTS**
Performance Target(s) *Desired Level of Performance – [i.e.-80% of students will achieve 80%; 90% of students will achieve 70%]*	60% of students will score 3 out of 4 (75%) or greater per the rubric scale in critical thinking.
Timeframe of assessment tasks *When the assessment will occur – [i.e.-pre/post-tests; midterm; final]*	Mid-term

Faculty members involved in the assessment tasks
Each faculty member's responsibility is to identify SLOs to assess, complete the plan of assessment, gather and analyze data, and recommend changes, leading to a departmental discussion for chairs to finalize, compile, and submit as one report

ASSESSED COURSE	FACULTY MEMBER(S) ASSESSING THIS SLO	SEMESTER
HIS 111	Michael Engle	Spring 2016/Fall 2016

Part-time instructors actively involved in the assessment process
Included in the planning and/or analysis of results, not merely limited to submitting data

	PART-TIME INSTRUCTOR(S) ASSESSING THIS SLO	SEMESTER
	DeV Emmons	Spring 2016

Strategies/Methods planned for teaching this SLO	Course lectures, multiple examples (modeling) and class exercises

Results of Assessment of Student Learning (February 27, 2017)	
Results: ***Analysis and Interpretation of Results/Findings and insights gained.*** ***(How many students were assessed? What does the data show? What conclusions can you draw about the course, students, methodology, or other practices? What factors contributed to these results? Can you compare the results to previous baselines or activities?)***	• **Spring 2016 Results:** 75% (44 students out of 59) scored a 3 out of 4 (75%) or greater per the rubric scale, *well above the performance target* • **Fall 2016 Results:** 77% (17 students out of 22) scored a 3 out of 4 (75%) or greater per the rubric scale, *well above the performance target* • **2016 Totals:** 75% (61 students out of 81) scored a 3 out of 4 (75%) or greater per the rubric scale, *well above the performance target.* Consistent results between the semesters suggests that the students are on track and performing well with critical thinking on the assignment. The assignment is the same for both instructors.
Use of Results ***(After reviewing the results, what changes will you implement to improve student learning? When will you implement changes? For how long? How will you follow-up to measure improvement?)***	The 60% threshold was, perhaps, a bit low, and will be reevaluated for the 2017 assessment cycle. Otherwise, we will continue to assess this SLO without changes other than the rubric, as documented below. With the new rubric, we will be re-establishing a new baseline, and will reevaluate after the 2017 cycle is complete.
Closing the Loop ***(Will you be reassessing this SLO next assessment cycle? Are you closing the loop? In view of the data, provide a brief explanation.)***	( ) CLOSING THE LOOP (X) REASSESSING SLO DURING THE NEXT ASSESSMENT CYCLE We will be reassessing this same SLO in the 2017 cycle because this is the first time we have assessed this particular SLO. While we are continuing to assess this SLO for 2017, we are switching rubrics to the provisional Critical Thinking rubric developed for the Campus-wide ISLO, thus mapping our course-level SLO to the ISLO. We will need to collect more data over at least the next year before we can close the loop.

HIS 111 Rubric

Criteria	4	3	2	1
Explanation of issue(s)	Issue/ problem to be critically considered is stated clearly and described comprehensively, deliver all relevant information necessary for full understanding.	Issue/ problem to be critically considered is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/ problem to be critically considered is stated but description leaves some terms undefined, ambiguous, unexplored, boundaries undetermined, and/ or connections unknown.	Issue/ problem to be critically considered is stated without any clarification or description.
Context (i.e., cultural/social, educational, technological, political, scientific, etc.)	Thoroughly and carefully identifies and evaluates the relevance of contexts when presenting a position.	Identifies several relevant contexts and offers a brief evaluation of their influences when presenting a position.	Identifies but does not evaluate relevant contexts when presenting a position.	Begins to identify some contexts when presenting a position.
Identification and Influence of assumptions	Thoroughly analyzes and evaluates all (one's own and others') assumptions including some of the more hidden, more abstract ones.	Identifies and evaluates one's own and others' assumptions, but not the ones deeper in the background – the more abstract ones.	Identifies some of the most important assumptions, or may be more aware of others' assumptions than one's own (or vice versa), but does not evaluate them for plausibility or clarity.	Attempts to identify an assumption behind the claims and recommendations made, but overlooks other relevant assumptions.
Frames personal response (perspective, thesis/hypothesis)	Specific position (perspective, thesis/ hypothesis) offers a clear and precise personal point of view and takes into account the complexities of an issue. Limitations of (or objections to) position are acknowledged and others' points of view are synthesized within position with convincing replies provided.	Specific position (perspective, thesis/ hypothesis) offers a clear personal point of view and takes into account minimal complexities of an issue. Limitations of (or objections to) position and others' points of view are acknowledged within position and replies were provided.	Specific position (perspective, thesis/ hypothesis) offers a vague or indecisive personal point of view and acknowledges different sides of an issue. Anticipates objections to position but does not respond to them.	Attempts to formulate a personal point of view, but fails to anticipate objections to his/her point of view **or** fails to consider other perspectives and position.

Evaluation of Evidence	Information is from reliable source(s); interpretation/ evaluation rigorous enough to develop a comprehensive and coherent analysis or synthesis.	Information is from reliable source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis.	Reliability or relevance of sources is questionable and/or information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis.	Reliability and relevance of sources is questionable and/or information is taken from source(s) without any interpretation/ evaluation.
Evaluates Implications, Conclusions, and Consequences	Identifies a conclusion and thoroughly evaluates implications, conclusions and consequences, while considering all relevant assumptions, contexts, data and evidence.	Identifies a conclusion and briefly evaluates implications, conclusions and consequences while considering most relevant assumptions, contexts, data, and evidence.	Identifies a conclusion, however, information is chosen to fit the desired conclusion and relevant assumptions, contexts, data, and evidence are not considered.	Identifies a conclusion that is inconsistently tied to some of the information discussed; relevant assumptions, contexts, data, and evidence are oversimplified or not considered.

HIS 112: SLO 1~~3~~ Students should be able to formulate an argument by asking a question, synthesizing perspectives that answer it, and taking a specific position.

Rationale for choosing this SLO *If you are reassessing last year's SLO, include the results you had last year, the number of years this specific SLO has been assessed, and the reason this SLO needs to be reassessed.*	A fundamental aspect of critical thinking is the ability to formulate a cohesive argument supported by evidence. The SLO will assess the students' capabilities in that regard. This is a new SLO assessment for the Department of Social Sciences.
Assessment Method(s) (✓)	( ) SELECTED RESPONSE (✓) EXTENDED WRITTEN RESPONSE ( ) PERFORMANCE ASSESSMENT ( ) PERSONAL COMMUNICATION
Assessment Tool(s) (✓) *Direct Assessment – type of assignment [i.e.-exam; project; exhibit; oral presentation]*	**Direct** ( ) EXAM/TEST/QUIZ (✓) ESSAYS OR RESEARCH PAPERS ( ) ( ) ORAL PRESENTATIONS ( ) PROBLEM-BASED/TEAM-BASES PROJECTS **Indirect** ( ) SURVEYS ( ) REFLECTIONS ( ) OTHERS: _____
Scoring Method(s) (Submit copy of tool with this document.) **(✓)**	(✓) RUBRIC ( ) #/% OF CORRECT ANSWERS ( ) CHECKLIST ( ) OTHERS:_____
Sampling method/Number of Students to be Assessed	HIS 112 students in Spring and Fall 2016 (Orman Campus). We will continue to encourage and request adjunct participation at satellite campuses.
Performance Target(s) *Desired Level of Performance – [i.e.-80% of students will achieve 80%; 90% of students will achieve 70%]*	60% of students will score 3 out of 4 (75%) or greater per the rubric scale in critical thinking.
Timeframe of assessment tasks *When the assessment will occur – [i.e.-pre/post-tests; midterm; final]*	Mid-term

Faculty members involved in the assessment tasks
Each faculty member's responsibility is to identify SLOs to assess, complete the plan of assessment, gather and analyze data, and recommend changes, leading to a departmental discussion for chairs to finalize, compile, and submit as one report

ASSESSED COURSE	FACULTY MEMBER(S) ASSESSING THIS SLO	SEMESTER
HIS 112	Brad Bowers	Spring 2016/Fall 2016

Part-time instructors actively involved in the assessment process
Included in the planning and/or analysis of results, not merely limited to submitting data

	PART-TIME INSTRUCTOR(S) ASSESSING THIS SLO	SEMESTER

Strategies/Methods planned for teaching this SLO	Course lectures, multiple examples (modeling) and class exercises

Results of Assessment of Student Learning (February 27, 2017)	
Results: ***Analysis and Interpretation of Results/Findings and insights gained.*** ***(How many students were assessed? What does the data show? What conclusions can you draw about the course, students, methodology, or other practices? What factors contributed to these results? Can you compare the results to previous baselines or activities?)***	• **Spring 2016 Results:** 90% (26 students out of 29) scored a 3 out of 4 (75%) or greater per the rubric scale, *well above the performance target* • **Fall 2016 Results:** 73% (27 students out of 37) scored a 3 out of 4 (75%) or greater per the rubric scale, *well above the performance target* • **2016 Totals:** 80% (53 students out of 66) scored a 3 out of 4 (75%) or greater per the rubric scale, *well above the performance target* The disparity between Spring and Fall most likely comes down to the caliber of students in each semester, as the written assignment, rubric, and teaching methodology, and instructor were exactly the same. Another year of assessing this SLO will give us a better idea of how HIS 112 students perform critical thinking.
Use of Results ***(After reviewing the results, what changes will you implement to improve student learning? When will you implement changes? For how long? How will you follow-up to measure improvement?)***	The 60% threshold was, perhaps, a bit low, and will be reevaluated for the 2017 assessment cycle. Otherwise, we will continue to assess this SLO without changes other than the rubric, as documented below. With the new rubric, we will be re-establishing a new baseline, and will reevaluate after the 2017 cycle is complete.
Closing the Loop ***(Will you be reassessing this SLO next assessment cycle? Are you closing the loop? In view of the data, provide a brief explanation.)***	( ) CLOSING THE LOOP (X) REASSESSING SLO DURING THE NEXT ASSESSMENT CYCLE We will be reassessing this same SLO in the 2017 cycle because this is the first time we have assessed this particular SLO. While we are continuing to assess this SLO for 2017, we are switching rubrics to the provisional Critical Thinking rubric developed for the Campus-wide ISLO, thus mapping our course-level SLO to the ISLO. We will need to collect more data over at least the next year before we can close the loop.

HIS 112 Rubric

Criteria	4	3	2	1
Explanation of issue(s)	Issue/ problem to be critically considered is stated clearly and described comprehensively, deliver all relevant information necessary for full understanding.	Issue/ problem to be critically considered is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/ problem to be critically considered is stated but description leaves some terms undefined, ambiguous, unexplored, boundaries undetermined, and/ or connections unknown.	Issue/ problem to be critically considered is stated without any clarification or description.
Context (i.e., cultural/social, educational, technological, political, scientific, etc.)	Thoroughly and carefully identifies and evaluates the relevance of contexts when presenting a position.	Identifies several relevant contexts and offers a brief evaluation of their influences when presenting a position.	Identifies but does not evaluate relevant contexts when presenting a position.	Begins to identify some contexts when presenting a position.
Identification and Influence of assumptions	Thoroughly analyzes and evaluates all (one's own and others') assumptions including some of the more hidden, more abstract ones.	Identifies and evaluates one's own and others' assumptions, but not the ones deeper in the background – the more abstract ones.	Identifies some of the most important assumptions, or may be more aware of others' assumptions than one's own (or vice versa), but does not evaluate them for plausibility or clarity.	Attempts to identify an assumption behind the claims and recommendations made, but overlooks other relevant assumptions.
Frames personal response (perspective, thesis/hypothesis)	Specific position (perspective, thesis/ hypothesis) offers a clear and precise personal point of view and takes into account the complexities of an issue. Limitations of (or objections to) position are acknowledged and others' points of view are synthesized within position with convincing replies provided.	Specific position (perspective, thesis/ hypothesis) offers a clear personal point of view and takes into account minimal complexities of an issue. Limitations of (or objections to) position and others' points of view are acknowledged within position and replies were provided.	Specific position (perspective, thesis/ hypothesis) offers a vague or indecisive personal point of view and acknowledges different sides of an issue. Anticipates objections to position but does not respond to them.	Attempts to formulate a personal point of view, but fails to anticipate objections to his/her point of view **or** fails to consider other perspectives and position.

Evaluation of Evidence	Information is from reliable source(s); interpretation/ evaluation rigorous enough to develop a comprehensive and coherent analysis or synthesis.	Information is from reliable source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis.	Reliability or relevance of sources is questionable and/or information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis.	Reliability and relevance of sources is questionable and/or information is taken from source(s) without any interpretation/ evaluation.
Evaluates Implications, Conclusions, and Consequences	Identifies a conclusion and thoroughly evaluates implications, conclusions and consequences, while considering all relevant assumptions, contexts, data and evidence.	Identifies a conclusion and briefly evaluates implications, conclusions and consequences while considering most relevant assumptions, contexts, data, and evidence.	Identifies a conclusion, however, information is chosen to fit the desired conclusion and relevant assumptions, contexts, data, and evidence are not considered.	Identifies a conclusion that is inconsistently tied to some of the information discussed; relevant assumptions, contexts, data, and evidence are oversimplified or not considered.

HIS 121: SLO 1~~3~~ Students should be able to formulate an argument by asking a question, synthesizing perspectives that answer it, and taking a specific position.

Rationale for choosing this SLO *If you are reassessing last year's SLO, include the results you had last year, the number of years this specific SLO has been assessed, and the reason this SLO needs to be reassessed.*	A fundamental aspect of critical thinking is the ability to formulate a cohesive argument supported by evidence. The SLO will assess the students' capabilities in that regard. This is a new SLO assessment for the Department of Social Sciences.
Assessment Method(s) (✓)	( ) SELECTED RESPONSE (✓) EXTENDED WRITTEN RESPONSE ( ) PERFORMANCE ASSESSMENT ( ) PERSONAL COMMUNICATION
Assessment Tool(s) (✓) *Direct Assessment – type of assignment [i.e.-exam; project; exhibit; oral presentation]*	**Direct** ( ) EXAM/TEST/QUIZ (✓) ESSAYS OR RESEARCH PAPERS ( ) ( ) ORAL PRESENTATIONS ( ) PROBLEM-BASED/TEAM-BASES PROJECTS **Indirect** ( ) SURVEYS ( ) REFLECTIONS ( ) OTHERS: _____
Scoring Method(s) (Submit copy of tool with this document.) **(✓)**	(✓) RUBRIC ( ) #/% OF CORRECT ANSWERS ( ) CHECKLIST ( ) OTHERS:_____
Sampling method/Number of Students to be Assessed	HIS 121 students in Spring and Fall 2016 (Orman Campus). We will continue to encourage and request adjunct participation at satellite campuses. **PLEASE SPECIFY NUMBER OF SECTIONS/STUDENTS**
Performance Target(s) *Desired Level of Performance – [i.e.-80% of students will achieve 80%; 90% of students will achieve 70%]*	60% of students will score 3 out of 4 (75%) or greater per the rubric scale in critical thinking.
Timeframe of assessment tasks *When the assessment will occur – [i.e.-pre/post-tests; midterm; final]*	Mid-term

Faculty members involved in the assessment tasks
Each faculty member's responsibility is to identify SLOs to assess, complete the plan of assessment, gather and analyze data, and recommend changes, leading to a departmental discussion for chairs to finalize, compile, and submit as one report

ASSESSED COURSE	FACULTY MEMBER(S) ASSESSING THIS SLO	SEMESTER
HIS 121	Brad Bowers, Michael Engle	Spring 2016/Fall 2016

Part-time instructors actively involved in the assessment process
Included in the planning and/or analysis of results, not merely limited to submitting data

	PART-TIME INSTRUCTOR(S) ASSESSING THIS SLO	SEMESTER

Strategies/Methods planned for teaching this SLO	Course lectures, multiple examples (modeling) and class exercises

Results of Assessment of Student Learning (February 27, 2017)	
Results: ***Analysis and Interpretation of Results/Findings and insights gained.*** ***(How many students were assessed? What does the data show? What conclusions can you draw about the course, students, methodology, or other practices? What factors contributed to these results? Can you compare the results to previous baselines or activities?)***	• **Spring 2016 Results:** 81% (65 students out of 80) scored a 3 out of 4 (75%) or greater per the rubric scale, *well above the performance target* • **Fall 2016 Results:** 83% (49 students out of 59) scored a 3 out of 4 (75%) or greater per the rubric scale, *well above the performance target* • **2016 Total Results:** 82% (114 students out of 139) scored a 3 out of 4 (75%) or greater per the rubric scale, *well above the performance target* Consistent results between the semesters suggests that the students are on track and performing well with critical thinking on the assignment. The assignment is the same for both instructors.
Use of Results ***(After reviewing the results, what changes will you implement to improve student learning? When will you implement changes? For how long? How will you follow-up to measure improvement?)***	The 60% threshold was, perhaps, a bit low, and will be reevaluated for the 2017 assessment cycle. Otherwise, we will continue to assess this SLO without changes other than the rubric, as documented below. With the new rubric, we will be re-establishing a new baseline, and will reevaluate after the 2017 cycle is complete.
Closing the Loop ***(Will you be reassessing this SLO next assessment cycle? Are you closing the loop? In view of the data, provide a brief explanation.)***	( ) CLOSING THE LOOP (X) REASSESSING SLO DURING THE NEXT ASSESSMENT CYCLE We will be reassessing this same SLO in the 2017 cycle because this is the first time we have assessed this particular SLO. While we are continuing to assess this SLO for 2017, we are switching rubrics to the provisional Critical Thinking rubric developed for the Campus-wide ISLO, thus mapping our course-level SLO to the ISLO. We will need to collect more data over at least the next year before we can close the loop.

HIS 121 Rubric

Criteria	4	3	2	1
Explanation of issue(s)	Issue/ problem to be critically considered is stated clearly and described comprehensively, deliver all relevant information necessary for full understanding.	Issue/ problem to be critically considered is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/ problem to be critically considered is stated but description leaves some terms undefined, ambiguous, unexplored, boundaries undetermined, and/ or connections unknown.	Issue/ problem to be critically considered is stated without any clarification or description.
Context (i.e., cultural/social, educational, technological, political, scientific, etc.)	Thoroughly and carefully identifies and evaluates the relevance of contexts when presenting a position.	Identifies several relevant contexts and offers a brief evaluation of their influences when presenting a position.	Identifies but does not evaluate relevant contexts when presenting a position.	Begins to identify some contexts when presenting a position.
Identification and Influence of assumptions	Thoroughly analyzes and evaluates all (one's own and others') assumptions including some of the more hidden, more abstract ones.	Identifies and evaluates one's own and others' assumptions, but not the ones deeper in the background – the more abstract ones.	Identifies some of the most important assumptions, or may be more aware of others' assumptions than one's own (or vice versa), but does not evaluate them for plausibility or clarity.	Attempts to identify an assumption behind the claims and recommendations made, but overlooks other relevant assumptions.
Frames personal response (perspective, thesis/hypothesis)	Specific position (perspective, thesis/ hypothesis) offers a clear and precise personal point of view and takes into account the complexities of an issue. Limitations of (or objections to) position are acknowledged and others' points of view are synthesized within position with convincing replies provided.	Specific position (perspective, thesis/ hypothesis) offers a clear personal point of view and takes into account minimal complexities of an issue. Limitations of (or objections to) position and others' points of view are acknowledged within position and replies were provided.	Specific position (perspective, thesis/ hypothesis) offers a vague or indecisive personal point of view and acknowledges different sides of an issue. Anticipates objections to position but does not respond to them.	Attempts to formulate a personal point of view, but fails to anticipate objections to his/her point of view **or** fails to consider other perspectives and position.

Evaluation of Evidence	Information is from reliable source(s); interpretation/ evaluation rigorous enough to develop a comprehensive and coherent analysis or synthesis.	Information is from reliable source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis.	Reliability or relevance of sources is questionable and/or information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis.	Reliability and relevance of sources is questionable and/or information is taken from source(s) without any interpretation/ evaluation.
Evaluates Implications, Conclusions, and Consequences	Identifies a conclusion and thoroughly evaluates implications, conclusions and consequences, while considering all relevant assumptions, contexts, data and evidence.	Identifies a conclusion and briefly evaluates implications, conclusions and consequences while considering most relevant assumptions, contexts, data, and evidence.	Identifies a conclusion, however, information is chosen to fit the desired conclusion and relevant assumptions, contexts, data, and evidence are not considered.	Identifies a conclusion that is inconsistently tied to some of the information discussed; relevant assumptions, contexts, data, and evidence are oversimplified or not considered.

HIS 122: SLO 1~~3~~ Students should be able to formulate an argument by asking a question, synthesizing perspectives that answer it, and taking a specific position.

Rationale for choosing this SLO *If you are reassessing last year's SLO, include the results you had last year, the number of years this specific SLO has been assessed, and the reason this SLO needs to be reassessed.*	A fundamental aspect of critical thinking is the ability to formulate a cohesive argument supported by evidence. The SLO will assess the students' capabilities in that regard. This is a new SLO assessment for the Department of Social Sciences.
Assessment Method(s) (✓)	( ) SELECTED RESPONSE (✓) EXTENDED WRITTEN RESPONSE ( ) PERFORMANCE ASSESSMENT ( ) PERSONAL COMMUNICATION
Assessment Tool(s) (✓) *Direct Assessment – type of assignment [i.e.-exam; project; exhibit; oral presentation]*	**Direct** ( ) EXAM/TEST/QUIZ (✓) ESSAYS OR RESEARCH PAPERS ( ) ( ) ORAL PRESENTATIONS ( ) PROBLEM-BASED/TEAM-BASES PROJECTS **Indirect** ( ) SURVEYS ( ) REFLECTIONS ( ) OTHERS: _____
Scoring Method(s) (Submit copy of tool with this document.) **(✓)**	(✓) RUBRIC ( ) #/% OF CORRECT ANSWERS ( ) CHECKLIST ( ) OTHERS:_____
Sampling method/Number of Students to be Assessed	HIS 122 students in Spring and Fall 2016 (Orman Campus). We will continue to encourage and request adjunct participation at satellite campuses. **PLEASE SPECIFY NUMBER OF SECTIONS/STUDENTS**
Performance Target(s) *Desired Level of Performance – [i.e.-80% of students will achieve 80%; 90% of students will achieve 70%]*	60% of students will score 3 out of 4 (75%) or greater per the rubric scale in critical thinking.
Timeframe of assessment tasks *When the assessment will occur – [i.e.-pre/post-tests; midterm; final]*	Mid-term

Faculty members involved in the assessment tasks
Each faculty member's responsibility is to identify SLOs to assess, complete the plan of assessment, gather and analyze data, and recommend changes, leading to a departmental discussion for chairs to finalize, compile, and submit as one report

ASSESSED COURSE	FACULTY MEMBER(S) ASSESSING THIS SLO	SEMESTER
HIS 122	Brad Bowers	Spring 2016/Fall 2016

Part-time instructors actively involved in the assessment process
Included in the planning and/or analysis of results, not merely limited to submitting data

	PART-TIME INSTRUCTOR(S) ASSESSING THIS SLO	SEMESTER
	Tim Brotherton	Spring 2016/Fall 2016

Strategies/Methods planned for teaching this SLO	Course lectures, multiple examples (modeling) and class exercises

Results of Assessment of Student Learning (February 27, 2017)	
Results: ***Analysis and Interpretation of Results/Findings and insights gained.*** ***(How many students were assessed? What does the data show? What conclusions can you draw about the course, students, methodology, or other practices? What factors contributed to these results? Can you compare the results to previous baselines or activities?)***	• **Spring 2016 Results:** 80% (35 students out of 44) scored a 3 out of 4 (75%) or greater per the rubric scale, *well above the performance target* • **Fall 2016 Results:** 85% (29 students out of 34) scored a 3 out of 4 (75%) or greater per the rubric scale, *well above the performance target* • **2016 Totals:** 82% (64 students out of 78) scored a 3 out of 4 (75%) or greater per the rubric scale, *well above the performance target.* Similar results between the semesters suggests that the students are on track and performing well with critical thinking on the assignment.
Use of Results ***(After reviewing the results, what changes will you implement to improve student learning? When will you implement changes? For how long? How will you follow-up to measure improvement?)***	The 60% threshold was, perhaps, a bit low, and will be reevaluated for the 2017 assessment cycle. Otherwise, we will continue to assess this SLO without changes other than the rubric, as documented below. With the new rubric, we will be re-establishing a new baseline, and will reevaluate after the 2017 cycle is complete.
Closing the Loop ***(Will you be reassessing this SLO next assessment cycle? Are you closing the loop? In view of the data, provide a brief explanation.)***	( ) CLOSING THE LOOP (X) REASSESSING SLO DURING THE NEXT ASSESSMENT CYCLE We will be reassessing this same SLO in the 2017 cycle because this is the first time we have assessed this particular SLO. While we are continuing to assess this SLO for 2017, we are switching rubrics to the provisional Critical Thinking rubric developed for the Campus-wide ISLO, thus mapping our course-level SLO to the ISLO. We will need to collect more data over at least the next year before we can close the loop.

HIS 122 Rubric

Criteria	4	3	2	1
Explanation of issue(s)	Issue/ problem to be critically considered is stated clearly and described comprehensively, deliver all relevant information necessary for full understanding.	Issue/ problem to be critically considered is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/ problem to be critically considered is stated but description leaves some terms undefined, ambiguous, unexplored, boundaries undetermined, and/ or connections unknown.	Issue/ problem to be critically considered is stated without any clarification or description.
Context (i.e., cultural/social, educational, technological, political, scientific, etc.)	Thoroughly and carefully identifies and evaluates the relevance of contexts when presenting a position**.**	Identifies several relevant contexts and offers a brief evaluation of their influences when presenting a position.	Identifies but does not evaluate relevant contexts when presenting a position.	Begins to identify some contexts when presenting a position.
Identification and Influence of assumptions	Thoroughly analyzes and evaluates all (one's own and others') assumptions including some of the more hidden, more abstract ones.	Identifies and evaluates one's own and others' assumptions, but not the ones deeper in the background – the more abstract ones.	Identifies some of the most important assumptions, or may be more aware of others' assumptions than one's own (or vice versa), but does not evaluate them for plausibility or clarity.	Attempts to identify an assumption behind the claims and recommendations made, but overlooks other relevant assumptions.
Frames personal response (perspective, thesis/hypothesis)	Specific position (perspective, thesis/ hypothesis) offers a clear and precise personal point of view and takes into account the complexities of an issue. Limitations of (or objections to) position are acknowledged and others' points of view are synthesized within position with convincing replies provided.	Specific position (perspective, thesis/ hypothesis) offers a clear personal point of view and takes into account minimal complexities of an issue. Limitations of (or objections to) position and others' points of view are acknowledged within position and replies were provided.	Specific position (perspective, thesis/ hypothesis) offers a vague or indecisive personal point of view and acknowledges different sides of an issue. Anticipates objections to position but does not respond to them.	Attempts to formulate a personal point of view, but fails to anticipate objections to his/her point of view **or** fails to consider other perspectives and position.

Evaluation of Evidence	Information is from reliable source(s); interpretation/ evaluation rigorous enough to develop a comprehensive and coherent analysis or synthesis.	Information is from reliable source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis.	Reliability or relevance of sources is questionable and/or information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis.	Reliability and relevance of sources is questionable and/or information is taken from source(s) without any interpretation/ evaluation.
Evaluates Implications, Conclusions, and Consequences	Identifies a conclusion and thoroughly evaluates implications, conclusions and consequences, while considering all relevant assumptions, contexts, data and evidence.	Identifies a conclusion and briefly evaluates implications, conclusions and consequences while considering most relevant assumptions, contexts, data, and evidence.	Identifies a conclusion, however, information is chosen to fit the desired conclusion and relevant assumptions, contexts, data, and evidence are not considered.	Identifies a conclusion that is inconsistently tied to some of the information discussed; relevant assumptions, contexts, data, and evidence are oversimplified or not considered.

HIS 225: SLO 1~~3~~ Students should be able to formulate an argument by asking a question, synthesizing perspectives that answer it, and taking a specific position.

Rationale for choosing this SLO *If you are reassessing last year's SLO, include the results you had last year, the number of years this specific SLO has been assessed, and the reason this SLO needs to be reassessed.*	A fundamental aspect of critical thinking is the ability to formulate a cohesive argument supported by evidence. The SLO will assess the students' capabilities in that regard. This is a new SLO assessment for the Department of Social Sciences.
Assessment Method(s) (✓)	( ) SELECTED RESPONSE (✓) EXTENDED WRITTEN RESPONSE ( ) PERFORMANCE ASSESSMENT ( ) PERSONAL COMMUNICATION
Assessment Tool(s) (✓) *Direct Assessment – type of assignment [i.e.-exam; project; exhibit; oral presentation]*	**Direct** ( ) EXAM/TEST/QUIZ (✓) ESSAYS OR RESEARCH PAPERS ( ) ( ) ORAL PRESENTATIONS ( ) PROBLEM-BASED/TEAM-BASES PROJECTS **Indirect** ( ) SURVEYS ( ) REFLECTIONS ( ) OTHERS: _____
Scoring Method(s) (Submit copy of tool with this document.) **(✓)**	(✓) RUBRIC ( ) #/% OF CORRECT ANSWERS ( ) CHECKLIST ( ) OTHERS:_____
Sampling method/Number of Students to be Assessed	HIS 225 students in Spring and Fall 2016 (Orman Campus). We will continue to encourage and request adjunct participation at satellite campuses. **PLEASE SPECIFY NUMBER OF SECTIONS/STUDENTS**
Performance Target(s) *Desired Level of Performance – [i.e.-80% of students will achieve 80%; 90% of students will achieve 70%]*	60% of students will score 3 out of 4 (75%) or greater per the rubric scale in critical thinking.
Timeframe of assessment tasks *When the assessment will occur – [i.e.-pre/post-tests; midterm; final]*	Mid-term

Faculty members involved in the assessment tasks
Each faculty member's responsibility is to identify SLOs to assess, complete the plan of assessment, gather and analyze data, and recommend changes, leading to a departmental discussion for chairs to finalize, compile, and submit as one report

ASSESSED COURSE	FACULTY MEMBER(S) ASSESSING THIS SLO	SEMESTER
HIS 225	Brad Bowers	Spring 2016/Fall 2016

Part-time instructors actively involved in the assessment process
Included in the planning and/or analysis of results, not merely limited to submitting data

	PART-TIME INSTRUCTOR(S) ASSESSING THIS SLO	SEMESTER

Strategies/Methods planned for teaching this SLO	Course lectures, multiple examples (modeling) and class exercises

Results of Assessment of Student Learning (Feburary 27, 2017)	
Results: ***Analysis and Interpretation of Results/Findings and insights gained.*** ***(How many students were assessed? What does the data show? What conclusions can you draw about the course, students, methodology, or other practices? What factors contributed to these results? Can you compare the results to previous baselines or activities?)***	• **Spring 2016 Results:** 79% (22 students out of 28) scored a 3 out of 4 (75%) or greater per the rubric scale, *well above the performance target.* • **Fall 2016 Results:** 100% (16 students out of 16) scored a 3 out of 4 (75%) or greater per the rubric scale, *well above the performance target.* • **2016 Total Results: 86%** (38 students out of 44) scored a 3 out of 4 (75%) or greater per the rubric scale, *well above the performance target.* The disparity between the two semesters most likely comes down to the caliber of students in each semesters, as the written assignment, rubric, and teaching methodology, and instructor were exactly the same. The majority of students in each class scored a three, with a smaller percentage scoring a 4. This is well within acceptable limits.
Use of Results ***(After reviewing the results, what changes will you implement to improve student learning? When will you implement changes? For how long? How will you follow-up to measure improvement?)***	The 60% threshold was, perhaps, a bit low, and will be reevaluated for the 2017 assessment cycle. Otherwise, we will continue to assess this SLO without changes other than the rubric, as documented below. With the new rubric, we will be re-establishing a new baseline, and will reevaluate after the 2017 cycle is complete.
Closing the Loop ***(Will you be reassessing this SLO next assessment cycle? Are you closing the loop? In view of the data, provide a brief explanation.)***	( ) CLOSING THE LOOP (X) REASSESSING SLO DURING THE NEXT ASSESSMENT CYCLE We will be reassessing this same SLO in the 2017 cycle because this is the first time we have assessed this particular SLO. While we are continuing to assess this SLO for 2017, we are switching rubrics to the provisional Critical Thinking rubric developed for the Campus-wide ISLO, thus mapping our course-level SLO to the ISLO. We will need to collect more data over at least the next year before we can close the loop.

HIS 225 Rubric

Criteria	4	3	2	1
Explanation of issue(s)	Issue/ problem to be critically considered is stated clearly and described comprehensively, deliver all relevant information necessary for full understanding.	Issue/ problem to be critically considered is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/ problem to be critically considered is stated but description leaves some terms undefined, ambiguous, unexplored, boundaries undetermined, and/ or connections unknown.	Issue/ problem to be critically considered is stated without any clarification or description.
Context (i.e., cultural/social, educational, technological, political, scientific, etc.)	Thoroughly and carefully identifies and evaluates the relevance of contexts when presenting a position**.**	Identifies several relevant contexts and offers a brief evaluation of their influences when presenting a position.	Identifies but does not evaluate relevant contexts when presenting a position.	Begins to identify some contexts when presenting a position.
Identification and Influence of assumptions	Thoroughly analyzes and evaluates all (one's own and others') assumptions including some of the more hidden, more abstract ones.	Identifies and evaluates one's own and others' assumptions, but not the ones deeper in the background – the more abstract ones.	Identifies some of the most important assumptions, or may be more aware of others' assumptions than one's own (or vice versa), but does not evaluate them for plausibility or clarity.	Attempts to identify an assumption behind the claims and recommendations made, but overlooks other relevant assumptions.
Frames personal response (perspective, thesis/hypothesis)	Specific position (perspective, thesis/ hypothesis) offers a clear and precise personal point of view and takes into account the complexities of an issue. Limitations of (or objections to) position are acknowledged and others' points of view are synthesized within position with convincing replies provided.	Specific position (perspective, thesis/ hypothesis) offers a clear personal point of view and takes into account minimal complexities of an issue. Limitations of (or objections to) position and others' points of view are acknowledged within position and replies were provided.	Specific position (perspective, thesis/ hypothesis) offers a vague or indecisive personal point of view and acknowledges different sides of an issue. Anticipates objections to position but does not respond to them.	Attempts to formulate a personal point of view, but fails to anticipate objections to his/her point of view **or** fails to consider other perspectives and position.

Evaluation of Evidence	Information is from reliable source(s); interpretation/ evaluation rigorous enough to develop a comprehensive and coherent analysis or synthesis.	Information is from reliable source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis.	Reliability or relevance of sources is questionable and/or information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis.	Reliability and relevance of sources is questionable and/or information is taken from source(s) without any interpretation/ evaluation.
Evaluates Implications, Conclusions, and Consequences	Identifies a conclusion and thoroughly evaluates implications, conclusions and consequences, while considering all relevant assumptions, contexts, data and evidence.	Identifies a conclusion and briefly evaluates implications, conclusions and consequences while considering most relevant assumptions, contexts, data, and evidence.	Identifies a conclusion, however, information is chosen to fit the desired conclusion and relevant assumptions, contexts, data, and evidence are not considered.	Identifies a conclusion that is inconsistently tied to some of the information discussed; relevant assumptions, contexts, data, and evidence are oversimplified or not considered.

POS 111: SLO ~~3~~ 1 Students should be able to formulate an argument by asking a question, synthesizing perspectives that answer it, and taking a specific position.

Rationale for choosing this SLO *If you are reassessing last year's SLO, include the results you had last year, the number of years this specific SLO has been assessed, and the reason this SLO needs to be reassessed.*	A fundamental aspect of critical thinking is the ability to formulate a cohesive argument supported by evidence. The SLO will assess the students' capabilities in that regard. This is a new SLO assessment for the Department of Social Sciences.
Assessment Method(s) (✓)	( ) SELECTED RESPONSE (✓) EXTENDED WRITTEN RESPONSE ( ) PERFORMANCE ASSESSMENT ( ) PERSONAL COMMUNICATION
Assessment Tool(s) (✓) *Direct Assessment – type of assignment [i.e.-exam; project; exhibit; oral presentation]*	**Direct** ( ) EXAM/TEST/QUIZ (✓) ESSAYS OR RESEARCH PAPERS ( ) ( ) ORAL PRESENTATIONS ( ) PROBLEM-BASED/TEAM-BASES PROJECTS **Indirect** ( ) SURVEYS ( ) REFLECTIONS ( ) OTHERS: _____
Scoring Method(s) (Submit copy of tool with this document.) **(✓)**	(✓) RUBRIC ( ) #/% OF CORRECT ANSWERS ( ) CHECKLIST ( ) OTHERS:_____
Sampling method/Number of Students to be Assessed	POS 111 students in Spring and Fall 2016 (Orman Campus). We will continue to encourage and request adjunct participation at satellite campuses. **PLEASE SPECIFY NUMBER OF SECTIONS/STUDENTS**
Performance Target(s) *Desired Level of Performance – [i.e.-80% of students will achieve 80%; 90% of students will achieve 70%]*	60% of students will score 3 out of 4 (75%) or greater per the rubric scale in critical thinking.
Timeframe of assessment tasks *When the assessment will occur – [i.e.-pre/post-tests; midterm; final]*	Mid-term

Faculty members involved in the assessment tasks
Each faculty member's responsibility is to identify SLOs to assess, complete the plan of assessment, gather and analyze data, and recommend changes, leading to a departmental discussion for chairs to finalize, compile, and submit as one report

ASSESSED COURSE	FACULTY MEMBER(S) ASSESSING THIS SLO	SEMESTER

Part-time instructors actively involved in the assessment process
Included in the planning and/or analysis of results, not merely limited to submitting data

	PART-TIME INSTRUCTOR(S) ASSESSING THIS SLO	SEMESTER
POS 111	Veronica Czastkiewicz	Spring 2016/Fall 2016)

Strategies/Methods planned for teaching this SLO	Course lectures, multiple examples (modeling) and class exercises

Results of Assessment of Student Learning (February 27, 2017)	
Results: ***Analysis and Interpretation of Results/Findings and insights gained.*** ***(How many students were assessed? What does the data show? What conclusions can you draw about the course, students, methodology, or other practices? What factors contributed to these results? Can you compare the results to previous baselines or activities?)***	• **Spring 2016 Results:** 52% (23 students out of 44) scored a 3 out of 4 (75%) or greater per the rubric scale, *well below the performance target* • **Fall 2016 Results:** 70% (21 students out of 30) scored a 3 out of 4 (75%) or greater per the rubric scale, *above the performance target* • **2016 Total Results:** 59% (44 students out of 74) scored a 3 out of 4 (75%) or greater per the rubric scale, *just below the performance target* The disparity between the two semesters could come down to the caliber of students in each semesters, as the written assignment, rubric, and teaching methodology, and instructor were exactly the same. It's also possible that the instructor utilized the rubric or assignment differently in the Spring, since the score is so low, perhaps in the norming process. This 2016 average is the only one to fail to meet the goal in any of the courses assessed with this SLO. An outlier, but not representative of the rest of the results from all instructors and courses.
Use of Results ***(After reviewing the results, what changes will you implement to improve student learning? When will you implement changes? For how long? How will you follow-up to measure improvement?)***	There will be a different instructor assessing this SLO in 2017, so we will essentially be establishing a new baseline. The 60% threshold was, perhaps, a bit low, and will be reevaluated for the 2017 assessment cycle. Otherwise, we will continue to assess this SLO without changes other than the rubric, as documented below. With the new rubric, we will be re-establishing a new baseline, and will reevaluate after the 2017 cycle is complete.
Closing the Loop ***(Will you be reassessing this SLO next assessment cycle? Are you closing the loop? In view of the data, provide a brief explanation.)***	( ) CLOSING THE LOOP (X) REASSESSING SLO DURING THE NEXT ASSESSMENT CYCLE We will be reassessing this same SLO in the 2017 cycle because this is the first time we have assessed this particular SLO. While we are continuing to assess this SLO for 2017, we are switching rubrics to the provisional Critical Thinking rubric developed for the Campus-wide ISLO, thus mapping our course-level SLO to the ISLO. We will need to collect more data over at least the next year before we can close the loop.

POS 111 Rubric

Criteria	4	3	2	1
Explanation of issue(s)	Issue/ problem to be critically considered is stated clearly and described comprehensively, deliver all relevant information necessary for full understanding.	Issue/ problem to be critically considered is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/ problem to be critically considered is stated but description leaves some terms undefined, ambiguous, unexplored, boundaries undetermined, and/ or connections unknown.	Issue/ problem to be critically considered is stated without any clarification or description.
Context (i.e., cultural/social, educational, technological, political, scientific, etc.)	Thoroughly and carefully identifies and evaluates the relevance of contexts when presenting a position.	Identifies several relevant contexts and offers a brief evaluation of their influences when presenting a position.	Identifies but does not evaluate relevant contexts when presenting a position.	Begins to identify some contexts when presenting a position.
Identification and Influence of assumptions	Thoroughly analyzes and evaluates all (one's own and others') assumptions including some of the more hidden, more abstract ones.	Identifies and evaluates one's own and others' assumptions, but not the ones deeper in the background – the more abstract ones.	Identifies some of the most important assumptions, or may be more aware of others' assumptions than one's own (or vice versa), but does not evaluate them for plausibility or clarity.	Attempts to identify an assumption behind the claims and recommendations made, but overlooks other relevant assumptions.
Frames personal response (perspective, thesis/hypothesis)	Specific position (perspective, thesis/ hypothesis) offers a clear and precise personal point of view and takes into account the complexities of an issue. Limitations of (or objections to) position are acknowledged and others' points of view are synthesized within position with convincing replies provided.	Specific position (perspective, thesis/ hypothesis) offers a clear personal point of view and takes into account minimal complexities of an issue. Limitations of (or objections to) position and others' points of view are acknowledged within position and replies were provided.	Specific position (perspective, thesis/ hypothesis) offers a vague or indecisive personal point of view and acknowledges different sides of an issue. Anticipates objections to position but does not respond to them.	Attempts to formulate a personal point of view, but fails to anticipate objections to his/her point of view **or** fails to consider other perspectives and position.

Evaluation of Evidence	Information is from reliable source(s); interpretation/ evaluation rigorous enough to develop a comprehensive and coherent analysis or synthesis.	Information is from reliable source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis.	Reliability or relevance of sources is questionable and/or information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis.	Reliability and relevance of sources is questionable and/or information is taken from source(s) without any interpretation/ evaluation.
Evaluates Implications, Conclusions, and Consequences	Identifies a conclusion and thoroughly evaluates implications, conclusions and consequences, while considering all relevant assumptions, contexts, data and evidence.	Identifies a conclusion and briefly evaluates implications, conclusions and consequences while considering most relevant assumptions, contexts, data, and evidence.	Identifies a conclusion, however, information is chosen to fit the desired conclusion and relevant assumptions, contexts, data, and evidence are not considered.	Identifies a conclusion that is inconsistently tied to some of the information discussed; relevant assumptions, contexts, data, and evidence are oversimplified or not considered.

PSY 101 : SLO 1 Students will be able to explain, describe, analyze and interpret the principles of learning and memory and their application to real world behavior.

Rationale for choosing this SLO *If you are reassessing last year's SLO, include the results you had last year, the number of years this specific SLO has been assessed, and the reason this SLO needs to be reassessed.*	Moving beyond the memorization of terms and being able to accurately apply concepts to real life behaviors is a fundamental critical thinking skill in the field of psychology.
Assessment Method(s) (✓)	( ) SELECTED RESPONSE (X) EXTENDED WRITTEN RESPONSE ( ) PERFORMANCE ASSESSMENT ( ) PERSONAL COMMUNICATION
Assessment Tool(s) (✓) *Direct Assessment – type of assignment [i.e.-exam; project; exhibit; oral presentation]*	**Direct:** ( ) EXAM/TEST/QUIZ (x) ESSAYS OR RESEARCH PAPERS ( ) ( ) ORAL PRESENTATIONS ( ) PROBLEM-BASED/TEAM-BASES PROJECTS **Indirect:** ( ) SURVEYS ( ) REFLECTIONS ( ) OTHERS: _____
Scoring Method(s) (Submit copy of tool with this document.) **(✓)**	(x) RUBRIC ( ) #/% OF CORRECT ANSWERS ( ) CHECKLIST ( ) OTHERS:_____ (attached at end of document)
Sampling method/Number of Students to be Assessed	Students in PSY 101 sections at the Pueblo campus (generally 5 sections)
Performance Target(s) *Desired Level of Performance – [i.e.-80% of students will achieve 80%; 90% of students will achieve 70%]*	The performance target for this SLO will be a class average of 72%.
Timeframe of assessment tasks *When the assessment will occur – [i.e.-pre/post-tests; midterm; final]*	This assessment will occur during spring in three sections of PSY 101 and all PSY 101 sections at the Pueblo campus starting fall of 2016.

Faculty members involved in the assessment tasks
Each faculty member's responsibility is to identify SLOs to assess, complete the plan of assessment, gather and analyze data, and recommend changes, leading to a departmental discussion for chairs to finalize, compile, and submit as one report

ASSESSED COURSE	FACULTY MEMBER(S) ASSESSING THIS SLO	SEMESTER
PSY 101	Donna Fitzsimmons	Spring and Fall 2016
PSY 101	Charles Bonfadini	Spring and Fall 2016 (Mr. Bonfadini did not teach PSY 101 during the fall semester of 2016)

Part-time instructors actively involved in the assessment process
Included in the planning and/or analysis of results, not merely limited to submitting data

	PART-TIME INSTRUCTOR(S) ASSESSING THIS SLO	SEMESTER
PSY 101	The part time instructors listed below participated in the assessment plan: Spring, 2016: Jesse Sena Annette (Lynn) Coleman Fall, 2016: Lisa LaRose Annette (Lynn) Coleman	Fall 2016

Strategies/Methods planned for teaching this SLO	Methods for teaching this SLO will include lecture, multiple examples, and class exercises. Additionally, students will spend time in class working in small groups on both created and actual life examples which exemplify learning principles and influences on memory. Instructors will provide detailed feedback and support during the group work time to assist students in actively working with and understanding the concepts and application of ideas.

Results of Assessment of Student Learning (April 1, 2016)	
Results: ***Analysis and Interpretation of Results/Findings and insights gained.*** ***(How many students were assessed? What does the data show? What conclusions can you draw about the course, students, methodology, or other practices? What factors contributed to these results? Can you compare the results to previous baselines or activities?)***	**Spring 2016** – The results for spring, 2016 were lower than the piloted course in fall of 2015 (instructor, Donna Fitzsimmons), but it is not surprising given the fact there are more students and instructors involved. Students in three sections (n = 92) of PSY 101 on the Pueblo campus were assessed on their ability to explain, describe, analyze and interpret the principles of learning and memory and their application to real world behavior in two separate essays. Essay one focused on the principles of operant conditioning (learning) and essay two focused on influences on memory. Average for all three sections on essay one was 61%, and 67% for essay two. **Fall 2016 -** Original assignment: Students in two sections (n = 72) of PSY 101 on the Pueblo campus were assessed on their ability to explain, describe, analyze and interpret the principles of learning and memory and their application to real world behavior in two separate essays. Essay one focused on the principles of operant conditioning (learning) and essay two focused on influences on memory. Average for all three sections on essay one was 90% and 94% for essay two. This score is above the target by approximately 20%, which is significant. Although I can assume part of the improvement was due to my meeting with instructors over the summer to discuss the assignment and possible teaching strategies (see below in Use of Results, Spring 2016), some of the difference may be due to varied teacher expectations, as the two sections of PSY 101 discussed here were taught by a new instructor. Variation of original assignment: Students in two sections of (n=73) of PSY 101 on the Pueblo campus were assessed on their ability to explain, describe, analyze and interpret the principles of one of 12 concepts (students' choice) taught in PSY 101 over the course of the semester. This was a small change from the original assignment and was a successful change. The goal was to garner assessment of a wider variety of concepts, rather than focusing on learning and memory only. Average for the two sections was 83%. This is higher than the target of 72%. This could be related to the increased time spent in class on explaining the assignment and expectations, additional in-class practice, and time dedicated to explaining APA citation.
Use of Results ***(After reviewing the results, what changes will you implement to improve student***	**Spring 2016 -** Average performance was below the target. During the summer, I will meet with all instructors teaching PSY 101 during fall of 2016 and discuss the assignment and teaching methods as described above. More time and effort will be spent (starting fall of 2016) on explaining the

learning? When will you implement changes? For how long? How will you follow-up to measure improvement?)	assignment and expectations, as well as giving additional in-class practice. Time will also be dedicated to explaining APA citation. **Fall 2016** – Average performance was above the target in all sections. This could be related to the increased time spent in class on explaining the assignment and expectations, additional in-class practice, and time dedicated to explaining APA citation. Possible confounding variables are as follows: a) different (new) instructors teaching PSY 101 this semester b) a variation of the assignment was piloted in two sections which allowed for student choice of concepts, which could increase student effort, and thereby grades. For spring and fall of 2017, the amended assignment will be given to support a wider variety of concepts being assessed. Additionally, all PSY 101 instructors in spring and fall semesters will meet to review the grading rubric to ensure consistency in grading.
Closing the Loop ***(Will you be reassessing this SLO next assessment cycle? Are you closing the loop? In view of the data, provide a brief explanation.)***	(X) CLOSING THE LOOP ( ) REASSESSING SLO DURING THE NEXT ASSESSMENT CYCLE **Spring, 2016**: This is still a new SLO, and more instructors and students will be involved in the future. At this time, I foresee possibly closing the loop on this SLO at the completion of the 2017 cycle. **Fall, 2016:** The original SLO, "Students will be able to explain, describe, analyze and interpret the principles of learning and memory and their application to real world behavior", is now retired, and starting in Spring of 2017 will be changed to "Students will be able to explain, describe, analyze and interpret the principles of one of several primary concepts of psychology and correctly apply it to real world behavior".

PSY 235 : SLO 1 Students will research care-taking responsibilities for high-risk family members and the effects the care-taking responsibilities have on Erikson's stages of Psychosocial Development.

Rationale for choosing this SLO *If you are reassessing last year's SLO, include the results you had last year, the number of years this specific SLO has been assessed, and the reason this SLO needs to be reassessed.*	Understanding the effects care-taking responsibilities involving high-risk and high-need family members has in achieving Erikson's Psychosocial Stages of Development will require students to apply critical thinking skills in providing a treatment approach for future clients and or patients. Additionally, students will understand how people can experience positive growth from the same responsibilities.
Assessment Method(s) (✓)	( ) SELECTED RESPONSE (X) EXTENDED WRITTEN RESPONSE ( ) PERFORMANCE ASSESSMENT ( ) PERSONAL COMMUNICATION
Assessment Tool(s) (✓) *Direct Assessment – type of assignment [i.e.-exam; project; exhibit; oral presentation]*	**Direct:** ( ) EXAM/TEST/QUIZ (X) ESSAYS OR RESEARCH PAPERS ( ) ( ) ORAL PRESENTATIONS ( ) PROBLEM-BASED/TEAM-BASES PROJECTS **Indirect:** ( ) SURVEYS ( ) REFLECTIONS ( ) OTHERS: _____
Scoring Method(s) (Submit copy of tool with this document.) **(✓)**	(X) RUBRIC ( ) #/% OF CORRECT ANSWERS ( ) CHECKLIST ( ) OTHERS:_____ (attached at end of document)
Sampling method/Number of Students to be Assessed	Students in all sections of PSY 235 at the Pueblo campus (generally 5 sections) will be assessed spring and fall of 2016.
Performance Target(s) *Desired Level of Performance – [i.e.-80% of students will achieve 80%; 90% of students will achieve 70%]*	The performance target for this SLO will be a class average of 70% on the assignment.
Timeframe of assessment tasks *When the assessment will occur – [i.e.-pre/post-tests; midterm; final]*	Students in all sections of PSY 235 at the Pueblo campus will be assessed spring and fall of 2016.

Faculty members involved in the assessment tasks
Each faculty member's responsibility is to identify SLOs to assess, complete the plan of assessment, gather and analyze data, and recommend changes, leading to a departmental discussion for chairs to finalize, compile, and submit as one report

ASSESSED COURSE	FACULTY MEMBER(S) ASSESSING THIS SLO	SEMESTER
PSY 235	Charles Bonfadini	Spring and fall 2016

Part-time instructors actively involved in the assessment process
Included in the planning and/or analysis of results, not merely limited to submitting data

	PART-TIME INSTRUCTOR(S) ASSESSING THIS SLO	SEMESTER
PSY 235	All at the Pueblo campus Spring, 2016: Dennis Johnson Annette (Lynn) Coleman Fall, 2016: Dennis Johnson Annette (Lynn) Coleman Tracy Williams	Spring and fall 2016

Strategies/Methods planned for teaching this SLO	Methods for teaching this SLO will include lecture, multiple examples, and class exercises. Additionally, students will spend time in class working in small groups examining case studies. Instructors will provide detailed

	feedback and support during the group work time to assist students in actively working with and understanding the concepts and application of ideas	

Results of Assessment of Student Learning (April 1, 2016)	
Results: ***Analysis and Interpretation of Results/Findings and insights gained.*** ***(How many students were assessed? What does the data show? What conclusions can you draw about the course, students, methodology, or other practices? What factors contributed to these results? Can you compare the results to previous baselines or activities?)***	**Spring, 2016:** Students in all sections (n = 177) of PSY 235 on the Pueblo campus during the spring of 2016 were assessed on their ability to describe Erikson's adult stages of development, and then to critically examine and apply research regarding the effects care-taking responsibilities for high-risk family members have on three of Erikson's adult stages of Psychosocial Development (stages 5, 6, and 7). Additionally, students were to research helpful coping skills and social supports, as well as possible benefits for the caretakers. APA referencing style was required. Average overall score for all sections was 63%. The most common area of difficulty was in identifying needed coping skills and possible benefits of caretaking. **Fall, 2016:** Students in all sections (n = 150) of PSY 235 on the Pueblo campus during the Fall of 2016 were assessed on their ability to describe Erikson's adult stages of development, and then to critically examine and apply research regarding the effects care-taking responsibilities for high-risk family members have on three of Erikson's adult stages of Psychosocial Development (stages 5, 6, and 7). Additionally, students were to research helpful coping skills and social supports, as well as possible benefits for the caretakers. APA referencing style was required. Average overall score for all sections was 77%. The most common area of difficulty was in identifying possible benefits of caretaking (average score 69%). This is most likely because there is not as much research available regarding the benefits of caretaking, and the majority of the paper asks students to focus on the challenges of caretaking.
Use of Results ***(After reviewing the results, what changes will you implement to improve student learning? When will you implement changes? For how long? How will you follow-up to measure improvement?)***	**Spring, 2016:** Average performance was below the target. During the summer, I will meet with all instructors teaching PSY 235 during fall of 2016, and discuss the assignment and teaching methods as described above. More time and effort will be spent (starting fall of 2016) on explaining the assignment and expectations, as well as giving additional in-class practice. Time will also be dedicated to explaining APA citation. **Fall, 2016:** Average performance was above target. This data comes from four different instructors and five classes. The additional time spent in class instruction on the assignment itself, as well as Erikson's theory, and in-class practice appears to have made a positive impact. Specifically, instructors were asked to elaborate on Erikson's theory as it applies to adults and their psychosocial development and to give/discuss hypothetical examples. For the spring of 2017, instructors will be asked to spend additional class time discussing possible benefits of caretaking.
Closing the Loop	(X) CLOSING THE LOOP (X) REASSESSING SLO DURING THE NEXT ASSESSMENT CYCLE

(Will you be reassessing this SLO next assessment cycle? Are you closing the loop? In view of the data, provide a brief explanation.)	**Spring, 2016:** This is still a new SLO, and more instructors and students are being involved. At this time, I foresee possibly closing the loop on this SLO at the completion of the 2018 cycle. **Fall, 2016:** While the SLO is relatively new, as indicated above, it seems necessary progress has been made. At this time, I plan to reassess this SLO during Spring of 2017 and then retire this assignment and SLO.

PSY 101
Grading Criteria – Psychology in Everyday Life

Elements	Comments	Points
Explanation of psychological concept		___/15 Accurate – 6 Complete – 6 Supported and Cited – 3
Description of personal experience		__/08 Complete – 4 Logical - 4
Analysis and justification of the connection of life experience to concept		___/20 Correct application/connection -9 Complete explanation of connection - 6 Correct terminology – 5
Interpretation of your reaction to personal experience		__/07 Complete – 3 Logical - 4
Grammar; spelling, format		___/10 (Number of errors from minimal to abundant)
Citations in paper		___/05 Correct APA style -2 Citations are used at all applicable points – 3
Citations on References page		___/05 Correct APA style -3 All references in body of paper are listed on References page- 2
Total		___/70

PSY 235 Rubric

Point Range	Content Scoring
	Question 1 (Name Erikson's 8 stages of Psycho-Social Development)
10	All 8 Stages of Erikson's Psycho-Social Development are identified.
0	Anything less than the 8 Stages of Psycho-Social Development are stated.
	Question 2 Stages 5, 6, and 7 (Each stage is scored using the same point spread)
34-45	Has 3 or more cited sources and is able to apply the research to clearly state in detail the characteristics of each stage and identify the implications and consequences of caretaking responsibilities. APA style citations are used with all sources.
22-33	Has 2-3 cited sources and is able to apply the research with some effectiveness when addressing the implications and consequences of the stages of development. APA style citations are used with all sources.
10-21	Has 1-2 cited sources and utilizes assumption to address the implications and consequences with minimal reference to the sources. Citations are not APA style.
0-9	Sources are not cited, implications and consequences are vaguely addresses using only assumption or fails to address the stage. Has minimal if any cited sources makes vague assumptions regarding the implications and consequences or fails to answer the question.
	Question 3 (Coping Skills and Support System)
15-20	Utilizing references, clearly identifies the coping skills and support systems a person needs to have in place and states the benefits of them. APA style citations are used with all sources.
9-14	Utilizes some reference material but infers the needed coping skills and support systems a person needs, information is based more on assumption. APA style citations are used with all sources.
0-8	Minimal or no use of references and addresses the question with assumption or fails to address the question.
	Question 4 (Benefits of care-taking)

15-20	Using the research already in the paper the benefits of care-taking are clearly identified. APA style citations are used with all sources.
9-14	Minimally addresses the benefits of care-taking responsibilities and uses assumption. APA style citations are used with all sources.
0-8	Vaguely address or fails to address the benefits and is unable to refer to any research in the paper.
	Grammar
13-15	No or very minimal errors in spelling and sentence structure.
11-13	Minimal errors in grammar and sentence structure.
8-11	Several errors in grammar and sentence structure.
4-7	Numerous errors in grammar and sentence structure.
0-4	Abundant errors in grammar and sentence structure