

2017 Arts & Sciences Division Report

Table of Contents

I. Narrative Report	2
Overview of Assessment Activities	2
Analysis of Assessment Results	3
Summary of Improvement Plans	4
Challenges & Recommendations	6
II. Improvement Plans	7
Criminal Justice	7
Early Childhood/Education/Library Tech.	10
English & Communication	13
Fine Arts & Humanities	17
Mathematics	23
Social Sciences	27
III. Detailed Results	34
Early Childhood/Education/Library Tech.	34
English & Communication	34
Fine Arts & Humanities	39
Mathematics	41
Biological & Physical Sciences	43
Social Sciences	46

Arts & Sciences Division Report

1. A&S Overview of Assessment Activities

Table C1: A&S Plans, Methods, & Sample Sizes by Department

Department	Criminal Justice (CRJ)
Sample Size	Courses: 3 Sections: 5 Students Scored: 75 Assessments: 6
Methods	Assignment Types (list): Term papers, essays, short writing assignments
Participants	Full-Time: 1 out of 1 Total Part-Time: 0 out of 4 Total
SLOs Assessed	CSLOs: 1 PSLOs: 0 ISLOs: 5 Total SLOs: 6

Department	Early Childhood/Education/Library Technician (ECE)
Sample Size	Courses: 10 Sections: 13 Students Scored: 170 Assessments: 13
Methods	Assignment Types (list): Exams
Participants	Full-Time: 2 out of 2 Total Part-Time: 5 out of 7 Total (entered by Chair)
SLOs Assessed	CSLOs: 0 PSLOs: 1 ISLOs: 10 Total SLOs: 11

Department	English & Communication (ENG)
Sample Size	Courses: 16 Sections: 67 Students Scored: 783 Assessments: 108
Methods	Assignment Types (list): Essays, short writing assignments, pre/posttests, portfolios
Participants	Full-Time: 10 out of 10 Total Part-Time: 9 out of 29 Total
SLOs Assessed	CSLOs: 17 PSLOs: 38 ISLOs: 18 Total SLOs: 73

Department	Fine Arts & Humanities (FAH)
Sample Size	Courses: 6 Sections: 12 Students Scored: 225 Assessments: 14
Methods	Assignment Types (list): Essays
Participants	Full-Time: 4 out of 4 Total Part-Time: 3 out of 12 Total
SLOs Assessed	CSLOs: 0 PSLOs: 3 ISLOs: 10 Total SLOs: 13

Department	Mathematics (MAT)
Sample Size	Courses: 9 Sections: 27 Students Scored: 389 Assessments: 37
Methods	Assignment Types (list): Projects and final exams
Participants	Full-Time: 5 out of 5 Total Part-Time: 3 out of 15 Total
SLOs Assessed	CSLOs: 0 PSLOs: 6 ISLOs: 24 Total SLOs: 30

Department	Biological & Physical Sciences (SCI)
Sample Size	Courses: 12 Sections: 27 Students Scored: 378 Assessments: 30
Methods	Assignment Types (list):
Participants	Full-Time: 8 out of 8 Total Part-Time: 3 out of 22 Total
SLOs Assessed	CSLOs: 0 PSLOs: 2 ISLOs: 23 Total SLOs: 25

Department	Social Sciences (SOC)
Sample Size	Courses: 11 Sections: 25 Students Scored: 477 Assessments: 37
Methods	Assignment Types (list): Essays and worksheets
Participants	Full-Time: 4 out of 4 Total Part-Time: 3 out of 27 Total
SLOs Assessed	CSLOs: 10 PSLOs: 6 ISLOs: 24 Total SLOs: 40

2. A&S Analysis of Assessment Results

Table C2: A&S Division Overall Achievement Rates & Sample Sizes

ISLO Category	SP17	Sample	SU17	Sample	FA17	Sample
1: Critical Thinking	65.12%	1981	80.85%	47	69.62%	1172
2: Communication	70.56%	1644	66.86%	172	63.32%	2099
3. Quantitative Reasoning	74.78%	1019	N/A	0	72.66%	1463
4. Textual Literacy	74.38%	1608	62.00%	150	74.60%	1827
5. Professionalism	81.51%	2028	58.00%	50	68.59%	1528
All ISLOs	73.20%	8280	65.63%	419	69.20%	9093

In 2017, the A&S Division consistently assessed all of the Institutional SLOs. In general, the numbers show a trend of 65-80% of students achieving the target in each SLO each semester. The numbers have been fairly consistent, with the exception of summer, which is to be expected, due to the majority of full-time faculty being off-contract. There did appear to be a bit of shift between Spring and Fall semesters with fewer scores entered under Professionalism (2028 in Spring and 1528 in Fall) and more under Communication (1644 in Spring and 2099 in Fall). This could potentially account for the one dramatic shift in scores (Professionalism): 81% in Spring and 69% in fall. This also could be a result of faculty refining activities, etc., as well. Further data in 2018 will allow for more reflection on this. Overall, there is more equality between the ISLOs than prior years. The only ISLO that has dramatically fewer results is quantitative literacy, due to the lack of application in a number of classes.

2017 saw significant progress in rubric development, particularly with PSLOs. Departments are working to develop signature assignments, piloting new rubrics, and norming rubric use. This is promising for tracking longitudinal data and providing long-term quality assessment tools.

There was also significant progress made in documenting data in eLumen. Full-time faculty are becoming more proficient in entering their data, and, with the work on PSLOs and new rubrics, more scores are being entered into this system. However, since we are still in the

process of entering PSLOs, PSLO rubrics, and CSLO rubrics, not all data is being entered into eLumen as of yet. With a mixture of reporting—both in eLumen and internally—the assessment reports were not as thorough as they have been in prior years. This should be resolved as we transition to uploading all data in eLumen; however, for next year, this can be addressed with clearer forms and instructions to add a narrative and data for any information not added in eLumen.

3. A&S Summary of Improvement Plans

Across the departments, there is an emerging trend of establishing signature assignments connected with specific SLOs to track longitudinal data. Last year, all of the departments established some PSLOs, and this year, many of them began the process of developing or revising key assignments to assess those PSLOs. Overall, many of them developed preliminary assignments and collected some data to help refine the assignments. This year, they are planning on refining these assignments and developing/refining the PSLO rubrics.

In addition to the PSLO rubrics, each department has their own focus. The Mathematics department has a set of SLOs that they have been focusing on. This year, after reviewing the data, they set up a series of classroom improvements—specifically more class time to work on certain concepts—to improve student performance. They have set a specific percentage goal, and they will reassess those SLOs next year to see if they are closer to closing the loop.

In the Fine Arts and Humanities department, the focus has been and will continue to be on the PSLO development. The department as a whole has worked on developing a specific rubric and will be refining it in the upcoming year. There is a specific effort to develop assignments utilizing this rubric and begin collecting baseline data. The department is working on a department-wide workshop to help improve the scores in this area. On the course level, the

various areas are working on increasing part-time instructor involvement, establish baseline data, revise assessments to better evaluate critical thinking, and employ consistent rubric usage.

In Social Sciences, there is a mixture of old and new assessments. Psychology assessed new SLOs this year, evaluated the data, and is reassessing them next year with some specific changes intended to increase student learning. History re-assessed specific SLOs this year and is planning on continuing to assess them for longitudinal data. History is also developing and piloting a new assignment to assess specific SLOs. Political Science and Sociology are both taught exclusively by adjuncts, and, this year, the focus was on ensuring that adjunct faculty were trained and had the necessary tools to develop signature assessments and enter the data in eLumen.

The English and Communication department has put significant emphasis on the development of new course content and their improvement plan reflects that. There are multiple assessments ongoing that involve all full-time faculty and some part-time faculty. For some SLOs, there was a closing of the loop, after tweaking a few final aspects of the assignment and assessment. There are also several SLOs that will continue to be assessed with some project and classroom changes. There are also some new SLOs that will be assessed to better inform and/or assess new course content.

In Science, the focus appears to be on key signature assignments in each course. There have been some difficulties establishing baseline data and rubrics, and that is anticipated to be smoothed out in the upcoming year.

4. A&S Challenges & Recommendations

Table C3: A&S Challenges & Recommendations by Department

Dept.	Challenges	Recommendations
CRJ	There is only one full-time faculty member.	Continue to assess what can be reasonably assessed. Utilize part-time instructors whenever possible. Signature assignments with rubrics in eLumen are usually the easiest way to collect significant data from part-timers without extensive effort on their part.
ECE	This department only has two full-time faculty members.	Continue with the process to develop and refine the Professionalism rubric. Once refined and implemented, look at other ISLOs to incorporate in assessment.
ENG	ENG and COM have had significant changes in course design. This makes it difficult to have longitudinal data, especially regarding developmental courses/ENG 175/ENG 275.	Instructors will need to modify any existing plans for ENG 175/275 and see if they can be modified for CCR 095. Plans for AAA 109 assessment will need to be developed.
FAH	There are several different prefixes under this department.	This department has done an excellent job at developing assignments that can be utilized across departments, regardless of prefixes. This allows for more focus on specific skills, norming, etc. Continue on this track.
MAT	One challenge is finding opportunity to utilize ISLOs beyond Quantitative Reasoning. Another would be the small number of students in specific classes.	The areas with lowest proficiency also have the lowest number of assessments. I would recommend increasing the number of students being assessed in those areas in order to get a better overview of student performance in those SLOs and formulate a plan for improving scores.
SCI	The most significant challenge in SCI would be establishing consistent assessments in all classes. SCI has one of the lowest number of participants.	Continue working with part-time instructors to enter data in eLumen. Consider including smaller assessments in more classes to increase data collected.
SOC	N/A	This department is doing very well in utilizing part-time instructors and consistently using signature assignments to collect data. My primary recommendation is to continue these trends—continue utilizing part-time instructors and moving all data collection to eLumen.

Annual Improvement Plan Closing the Assessment Loop

Department: Criminal Justice
Teaching Staff: Keilholtz

Assessment Cycle: 2018
Full-Time Faculty 1 # Part-Time Instructors 0

Part I. Plan Overview (Table)

What did you assess, how, and why?

- 1) **List** the Student Learning Outcomes (SLOs) assessed during this assessment cycle.
- 2) **Indicate** the SLO level - Course (C), Program (P), or Institution (I) - for each outcome assessed.
- 3) **Identify** the history of assessing this SLO: whether it is *New (N)* - not assessed prior to this cycle, *Ongoing (O)* - assessed in the previous cycle, and/or *Continuing (C)* - you intend to assess it in the next cycle.
- 4) **Specify** the methods used, including scoring tool(s) (e.g. Communication ISLO Rubric) and assignment/activity types (e.g. essay/paper, oral presentation, pre/post-test, etc.).
- 5) **Describe** what student demographic was assessed (e.g. which classes, number of sections, total enrollment/sample size).
- 6) **Record** the names and roles (e.g. full-time/part-time; faculty/staff) of participants in these assessment activities.

1) SLO	2) Level	3) History	4) Methods	5) Demographic	6) Participants
Accurately employs substantive, grammatical, and technical elements of writing.	PSLO	<input checked="" type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> C	Term paper assignments, scored to a rubric specifically created to assess conformity of the paper to APA standards for format and citation. These papers will be due between weeks 12-15 of the term, and after students have had at least one other writing assignment in which they were required to utilize APA format, and which they were graded on their compliance with same.	Full student population in 200 level course(s) (who turned in assignment) Spring/Fall	Keilholtz, CRJ Chair and Faculty
Analyze criminal law principles and apply concepts to factual situations.	CSLO	<input checked="" type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> C	Students are given an assignment asking them to analyze the various elements of the crime of burglary and apply the elements to factual hypotheticals.	Students in CRJ 205 Section (Criminal Law) Spring'18	Keilholtz

Criminal Justice

1) SLO	2) Level	3) History	4) Methods	5) Demographic	6) Participants
Examine the components and procedures followed in the administration of law enforcement, adjudication and post-conviction processes and strategies in American society.	CSLO	<input checked="" type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> C	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.	All students taking final exam in Intro to CRJ sections; Spring and Fall '18	Keilholtz

Add or remove table rows as needed.

Part II. Results Summary (Attachment)

How did your students do?

- 1) **Generate** eLumen SLO Performance Report(s) for all SLOs assessed during the calendar year of this assessment cycle.
 - Include raw score counts, performance trends (% for each mastery level), and N/A (Not Assessed) counts for each SLO.
 - Select .csv or .xls format in the report options.
- 2) **Add** the following two columns to the spreadsheet report(s) generated:
 - Total Scores Recorded (sum of "Count" columns for all 4 mastery levels - do not include N/A count)
 - % Target Achieved (sum of "Percent" columns for "Exemplary" and "Accomplished" mastery levels)
- 3) **Attach** the updated Performance Report spreadsheet(s) to this document.

Part III. Key Findings (Discussion)

What did you learn?

Together as a department, review the Results Summary, especially performance target achievement rates, and reflect on the following questions through discussion with faculty:

- **Student Performance:** How well are students learning and mastering these skills? What learning outcomes are they struggling with the most? In what areas did they excel?
- **Assessment Procedures:** How effective were the methods and tools used to assess student performance on these skills? What challenges did you face? What successes should be celebrated?
- **Future Improvements:** What opportunities for improving student learning do these findings reveal? Consider individual teaching practices, curricular adjustments, departmental collaborations, and modifications to assessment procedures (methods and tools).

Part IV. Next Steps (Table)

What will you do with this information?

List the immediate steps that your department will plan to take to improve student learning during the next assessment cycle.

- Be as **specific, concrete, and concise** as possible in describing your action steps.

Criminal Justice

- Consider ways you might improve the student learning experience individually or collaboratively from **multiple avenues**: instruction, curriculum, and assessment procedures, as well as student support services and extracurricular activities.
- This is **just a plan**, so action steps should be realistic but also optimistic, acknowledging that plans can and often do change. Include as many of the following details as you can as a starting point, but you can continue to update this document as needed.
- If **no changes** are needed/planned, please explain why and describe what new assessment activities you will undertake instead.

<u>Action</u> Specific steps to improve learning, SLOs to assess next cycle, etc.	<u>Goal</u> Measurable target for relevant improvements based on findings.	<u>Timeline</u> Achievable deadline for implementing plan/change(s).	<u>Participants</u> List of faculty and staff involved in planned improvement activity.
Students were at or near the assessment target for the previous years' assessments. However, there is always area for improvement. Since much of the biggest issue I face comes from a small number of students not doing the assessment, I will embed into the assignment a requirement that the student cannot pass the course with a completed grade unless they complete the assessment.	That in all courses, students will meet the 90% at 70% or above standard for all students. We met that standard in regard to students who completed the assessment, but not in regard to the overall number of students in the course, as some did not complete the assessment.	The 2018 assessment cycle (starting in Fall '18).	Keilholtz.
Involve at least one part time instructor in assessing one assignment per term	That one adjunct instructor will complete a formal assessment, and turn those results in to the chair for inputting into elumen.	2018 assessment cycle (starting Fall 2018)	Keilholtz and at least one adjunct.
Begin assessing APA formatting according to a rubric I've designed (in at least one course section).	That 90% of students would receive a 70% or above on the assessment	2018 assessment cycle	Keilholtz

Add or remove table rows as needed.

Part V. Submit (Email): Send your completed Improvement Plan to your Division's Assessment Lead. Once reviewed and finalized, Leads will post all Improvement Plans to the U: drive.

Annual Improvement Plan Closing the Assessment Loop

Department: Early Child/Education/Library
Teaching Staff: Rosemary Breckenfelder, Renee Gust

Assessment Cycle: 2018
2 Full-Time Faculty 2 Part-Time Instructors

Part I. Plan Overview (Table)

What did you assess, how, and why?

- 1) **List** the Student Learning Outcomes (SLOs) assessed during this assessment cycle.
- 2) **Indicate** the SLO level - Course (C), Program (P), or Institution (I) - for each outcome assessed.
- 3) **Identify** the history of assessing this SLO: whether it is *New (N)* - not assessed prior to this cycle, *Ongoing (O)* - assessed in the previous cycle, and/or *Continuing (C)* - you intend to assess it in the next cycle.
- 4) **Specify** the methods used, including scoring tool(s) (e.g. Communication ISLO Rubric) and assignment/activity types (e.g. essay/paper, oral presentation, pre/post-test, etc.).
- 5) **Describe** what student demographic was assessed (e.g. which classes, number of sections, total enrollment/sample size).
- 6) **Record** the names and roles (e.g. full-time/part-time; faculty/staff) of participants in these assessment activities.

1) SLO	2) Level	3) History	4) Methods	5) Demographic	6) Participants
CLSO 3: Discuss the development in physical, cognitive, language, emotional and social domains from birth-12 years	CSLO	<input type="checkbox"/> N <input checked="" type="checkbox"/> O <input type="checkbox"/>	Exam utilized to compile documentation for the 7 Developmental Domain Rubric.	ECE 220 (2), ECE 288 (1), ECE 238 (1), ECE 101 (2) Total students: Spring/Fall 2017: 116	Rosemary Breckenfelder, faculty Renee Gust, faculty Vicki Piquette, Instructor, Sharyl Boehm, instructor, Lisa Barrett, instructor

Add or remove table rows as needed.

Part II. Results Summary (Attachment)

How did your students do?

- 1) **Generate** eLumen SLO Performance Report(s) for all SLOs assessed during the calendar year of this assessment cycle.
 - Include raw score counts, performance trends (% for each mastery level), and N/A (Not Assessed) counts for each SLO.
 - Select .csv or .xls format in the report options.
- 2) **Add** the following two columns to the spreadsheet report(s) generated:
 - Total Scores Recorded (sum of "Count" columns for all 4 mastery levels - do not include N/A count)
 - % Target Achieved (sum of "Percent" columns for "Exemplary" and "Accomplished" mastery levels)
- 3) **Attach** the updated Performance Report spreadsheet(s) to this document.

Part III. Key Findings (Discussion)

Early Childhood/Education/Library Tech.

What did you learn?

Together as a department, review the Results Summary, especially performance target achievement rates, and reflect on the following questions through discussion with faculty:

- **Student Performance:** How well are students learning and mastering these skills? What learning outcomes are they struggling with the most? In what areas did they excel?
- **Assessment Procedures:** How effective were the methods and tools used to assess student performance on these skills? What challenges did you face? What successes should be celebrated?
- **Future Improvements:** What opportunities for improving student learning do these findings reveal? Consider individual teaching practices, curricular adjustments, departmental collaborations, and modifications to assessment procedures (methods and tools).

Part IV. Next Steps (Table)

What will you do with this information?

List the immediate steps that your department will plan to take to improve student learning during the next assessment cycle.

- Be as **specific, concrete, and concise** as possible in describing your action steps.
- Consider ways you might improve the student learning experience individually or collaboratively from **multiple avenues:** instruction, curriculum, and assessment procedures, as well as student support services and extracurricular activities.
- This is **just a plan**, so action steps should be realistic but also optimistic, acknowledging that plans can and often do change. Include as many of the following details as you can as a starting point, but you can continue to update this document as needed.
- If **no changes** are needed/planned, please explain why and describe what new assessment activities you will undertake instead.

Action	Goal	Timeline	Participants
Specific steps to improve learning, SLOs to assess next cycle, etc.	Measurable target for relevant improvements based on findings.	Achievable deadline for implementing plan/change(s).	List of faculty and staff involved in planned improvement activity.
PSLO: Professionalism ECE Students, individual or team, will present research based projects on early childhood development or other topics associated with the career/profession. The plan is to support research, communication, technology and professionalism.	80% of ECE students will score Accomplished: Level 3 or better.	Spring 2018: Rosemary and Renee will implement the new Professionalism rubric to evaluate the effectiveness of this tool and make modifications May, 2018. Fall 2018 faculty and instructors will select one course and utilize the Professionalism rubric and provide results December 2018.	Rosemary Breckenfelder, Renee Gust: Spring and Fall 2018 Vicki Piquette, Sharyl Boehm, Vangi McCoy Fall 2018.

Add or remove table rows as needed.

Early Childhood/Education/Library Tech.

Part V. Submit (Email): Send your completed Improvement Plan to your Division's Assessment Lead. Once reviewed and finalized, Leads will post all Improvement Plans to the U: drive.

Annual Improvement Plan Closing the Assessment Loop

Department: English & Communication
Teaching Staff:

Assessment Cycle: 2017
Full-Time Faculty # Part-Time Instructors

Part I. Plan Overview

1) SLOs Assessed	2) Level	3) History	4) Methods	5) Demographic	6) Participants
4c. Integrate and synthesize evidence 4d. Follow appropriate doc. system 6. Utilize correct citation practices	PSLO	<input type="checkbox"/> N <input checked="" type="checkbox"/> O <input type="checkbox"/> C	ENG Source Use Rubric, final essays	SP: 8 ENG121, 4 ENG122 (191 enrolled, 139 scored) FA: 4 ENG121, 3 ENG122 (124 enrolled, 72 scored)	Nazario (FT) Welch (FT) Boyle (FT) Stern-Neely (FT)
8. Employ proper conventions	PSLO	<input type="checkbox"/> N <input checked="" type="checkbox"/> O <input type="checkbox"/> C	ENG Coherence Rubric, final essays	SP: 8 ENG121 (98 enrolled, 59 scored) FA: 4 ENG121 (76 enrolled, 43 scored)	Welch (FT) Nazario (FT) Boyle (FT)
4. (Mechanics) Use accurate grammar, mechanics, and spelling and choose diction and usage appropriate to the writing purposes and audiences	CSLO	<input checked="" type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> C	CCR Grammar/Punctuation rubric, multiple choice pre- and post-tests	2 sections of CCR 094, (1 spring, 1 fall), 19 enrolled, 15 scored	Medendorp (FT)
3. (Critical Reading) Read, annotate, and discuss essays, thus developing skills in critical analysis 2a. Define the scope of the research question, thesis, or main idea 7a. Apply formal and informal conventions of writing in designated forms and/or fields 9a. Support a conclusion that is tied to the range of information presented	CSLO	<input type="checkbox"/> N <input checked="" type="checkbox"/> O <input type="checkbox"/> C	ENG Summary-Response rubric, diagnostic and final exam timed writing activities	4 sections of ENG 121 (+2 cross-listed), 1-2 each semester incl. summer, 81 enrolled, 59 scored	Medendorp (FT) Boyle (FT)
6. (Documentation) Use research methodologies, integrate digital and print sources, and apply an assigned style of documentation	CSLO	<input type="checkbox"/> N <input checked="" type="checkbox"/> O <input checked="" type="checkbox"/> C	ENG MLA Format & Integration rubrics, 3 essay drafts (pre-tests) and 3 final essays (post-tests) + annotated bibliography	3 sections of ENG 121 (+2 cross-listed), 1 per semester incl. summer, 58 students total	Medendorp (FT)

English & Communication

1) SLOs Assessed	2) Level	3) History	4) Methods	5) Demographic	6) Participants
12. Exhibit self-efficacy and personal accountability in the classroom and in the online environment 13b. Engage in a recursive writing process that demonstrates planning, reflection, and growth in response to feedback	PSLO	<input checked="" type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> C	CCR/ENG Writing Process rubric, final writing portfolio assignment	SP 1 cross-listed 094/121, 20 enrolled, 18 scored FA 2 sections of 121, 32 enrolled, 25 scored	SP Medendorp (FT) FA Patti (FT) McKnight (PT)
Create and develop ideas within the context of the situation and the assigned task.	CSLO	<input type="checkbox"/> N <input checked="" type="checkbox"/> O <input type="checkbox"/> C	LIT Communication Rubric adapted from CCHE GT Pathways Competency, specifically the "Develop Content" criterion. Assignment=Creative Adaptation of Act 5, Scene II from <i>Othello</i> .	FA 1 LIT115, 31 enrolled, 23 scored	Maria Kelson (FT)
Formulate and defend a conclusion by applying knowledge of elements of literature.	ISLO	<input checked="" type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> C	LIT Critical Thinking Rubric adapted from CCHE GT Pathways Competency, specifically the "Understand Implications and Make Conclusions" criterion. Assignment=Comparative analysis, in long-answer test question format, of two works of African-American literature using terms from African American Studies unit.	SP 1 LIT205, 11 enrolled, 9 scored	Maria Kelson (FT)

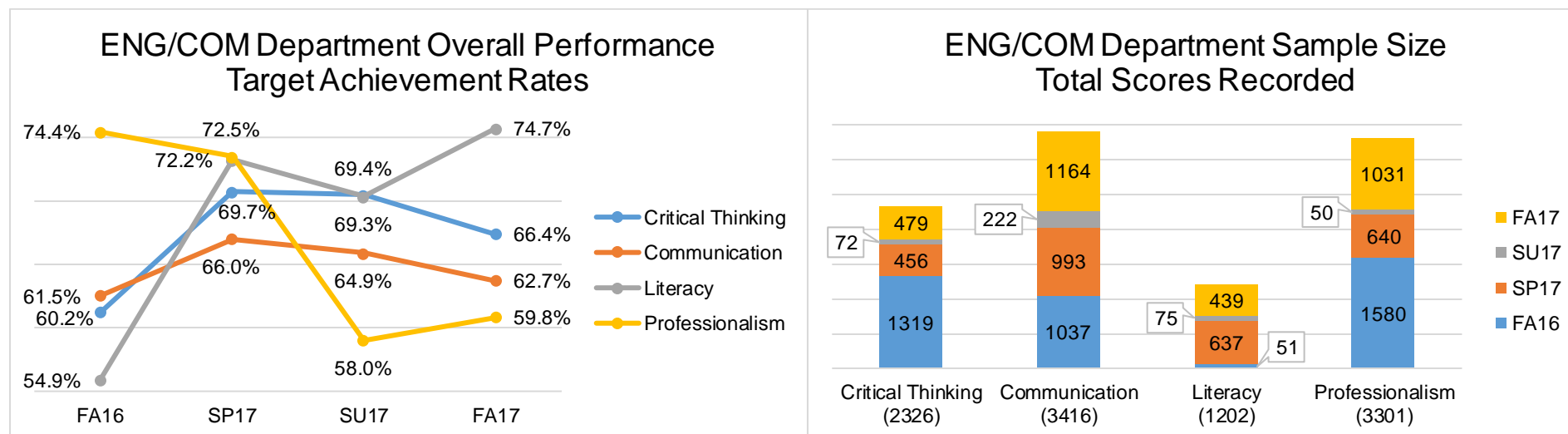
Part II. Results Summary (Attachment)

How did your students do?

- 1) **Generate** eLumen SLO Performance Report(s) for all SLOs assessed during the calendar year of this assessment cycle.
 - Include raw score counts, performance trends (% for each mastery level), and N/A (Not Assessed) counts for each SLO.
 - Select .csv or .xls format in the report options.
- 2) **Add** the following two columns to the spreadsheet report(s) generated:
 - Total Scores Recorded (sum of "Count" columns for all 4 mastery levels - do not include N/A count)
 - % Target Achieved (sum of "Percent" columns for "Exemplary" and "Accomplished" mastery levels)
- 3) **Attach** the updated Performance Report spreadsheet(s) to this document.

Part III. Key Findings

English & Communication



Part IV. Next Steps

Action <i>Specific steps to improve learning, SLOs to assess next cycle, etc.</i>	Goal <i>Measurable target for relevant improvements based on findings.</i>	Timeline <i>Achievable deadline for implementing plan/change(s).</i>	Participants <i>List of faculty and staff involved in planned improvement activity.</i>
ENG Source Use & Coherence Assessments	Raise scores to original target of 70% will score a 3 or better.	One last round Spring of 2018, for comparison with Fall 2017 and Spring 2017.	Gayle Welch
Students are having difficulty transferring skills learned in small scale assignments at the beginning of the course to use in the larger research paper towards the end of the course. The course will be redesigned significantly in the next two academic years.	The goal will be to increase the transferability of the smaller scale assignments in the first part of the course so that students are better at MLA formatting and source integration for the final paper of the semester. Our hope is to increase the 62.61% score to 70%.	Some minor changes to the course have been implemented Spring 2018 and more will be implemented Fall 2018 with the potential for a full course redesign plan to begin in FA18 or SP19.	A rock star team is assembling: Colleen Boyle and Matthew Sterner-Neely, Full Time English Faculty and Johanna Parkhurst, Part Time English Faculty <i>Other part time instructors of ENG-122 will be invited to participate.</i>
ENG121 CSLO4: Employ critical and evaluative reading skills in order to synthesize evidence and/or sources in support of a claim, using an appropriate documentation system	Students will be able to choose valid, relevant sources for their research papers and document them correctly in MLA format.	We will be assessing this in Spring 18 and Fall 18.	Gayle Welch (FT), Jamie Patti (FT), Kari Lee (FT)

English & Communication

<u>Action</u> <i>Specific steps to improve learning, SLOs to assess next cycle, etc.</i>	<u>Goal</u> <i>Measurable target for relevant improvements based on findings.</i>	<u>Timeline</u> <i>Achievable deadline for implementing plan/change(s).</i>	<u>Participants</u> <i>List of faculty and staff involved in planned improvement activity.</i>
Adapt Writing Process rubric into comprehensive Self-Efficacy & Accountability assessment for ENG275 capstone project	Develop comprehensive capstone project for 275 that emphasizes college success, goal setting, teamwork, and time management. Refine CCR rubric to better assess these skills in 275. Pilot capstone & revised rubric in at least one section per semester.	SP18: Develop 275 capstone project, assess w/ CCR rubric SU18: Analyze student feedback on capstone to refine rubric FA18: Reassess capstone project with revised rubric	Liz Medendorp (FT)
Develop “source sandwich” activity & journal entry to better scaffold ENG121 research paper	Improve source use results (ISLO 4d) by 5% (63% in 2017)	SP18: Pilot activity & assess in ENG121 (1 F2F, 1 online) FA18: Refine & re-test (2 sec.)	Liz Medendorp (FT)
Continue refining ENG121 summary-response pre-/post-tests and increase sample size/participation	Increase sample size by at least 50% (FA17: 30 students scored, total enrollment 45; SP18 Goal: 45 scored); may involve simplifying compilation/submission of portfolios to emphasize quality of content rather than task completion.	SP18: Reassess as-is, but research & gather feedback on alternate portfolio platforms (e.g. D2L ePortfolios, eLumen) FA18: Implement new portfolio platform & reassess in at least 2 more instructors' classes	SP18: Colleen Boyle (FT), Liz Medendorp (FT) FA18: Colleen Boyle (FT), Liz Medendorp (FT) + 2 more TBD
SLO to be assessed for all face-to-face sections of LIT 115 during 2018 cycle=CCHE Written Communication SLO 3: “Apply Genre and Disciplinary Conventions.” Specifically, I will use students’ mid-term literary analysis essay as a signature assignment for assessing successful integration of primary source material in support of a thesis.	My hope this that 75% of students will score at a 3 or higher on the CCHE rubric for Written Communication using levels for the “Apply Genre and Disciplinary Conventions” criteria. However, this is the first year I’m assessing this SLO for this course, so I’ll consider the results to be baseline data.	I will assess all face-to-face sections of LIT 115 in Week 10 of the SP18 and FA18 semesters and will enter results in eLumen by the end of each semester. No curricular change is required at this point, as this is an assignment I already include in this course.	Maria Kelson

Annual Improvement Plan Closing the Assessment Loop

Department: Fine Arts & Humanities
Teaching Staff: S. Cox, D. Edwards and D. McKean

Assessment Cycle: Year (YYYY)
2 Full-Time Faculty 1 Part-Time Instructors

Part I. Plan Overview (Table)

What did you assess, how, and why?

- 1) **List** the Student Learning Outcomes (SLOs) assessed during this assessment cycle.
- 2) **Indicate** the SLO level - Course (C), Program (P), or Institution (I) - for each outcome assessed.
- 3) **Identify** the history of assessing this SLO: whether it is *New (N)* - not assessed prior to this cycle, *Ongoing (O)* - assessed in the previous cycle, and/or *Continuing (C)* - you intend to assess it in the next cycle.
- 4) **Specify** the methods used, including scoring tool(s) (e.g. Communication ISLO Rubric) and assignment/activity types (e.g. essay/paper, oral presentation, pre/post-test, etc.).
- 5) **Describe** what student demographic was assessed (e.g. which classes, number of sections, total enrollment/sample size).
- 6) **Record** the names and roles (e.g. full-time/part-time; faculty/staff) of participants in these assessment activities.

1) SLO	2) Level	3) History	4) Methods	5) Demographic	6) Participants
1a: Interpret, analyze, and assess available evidence, information, and ideas	ISLO	<input checked="" type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> C	PCC critical thinking rubric	ART 133002, 233001, 235001	David Edwards FT
1b: Explore implications, inferences, assumptions, and alternate solutions	ISLO	<input checked="" type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> C	Enter text.	Enter text.	Name, Status
1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence	ISLO	<input checked="" type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> C	Enter text.	Enter text.	Name, Status
1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition	ISLO	<input checked="" type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> C	Enter text.	Enter text.	Name, Status
2a: Organize and express ideas clearly in both written and oral communication	ISLO	<input checked="" type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> C	PCC Communication Rubric	ART110-001, 701 AND 003, MUS 120001	David Edwards, FT David McKean, FT Sara Cox, PT Jean Rich-Whitmore, PT music
2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus	ISLO	<input checked="" type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> C			

Fine Arts & Humanities

1) SLO	2) Level	3) History	4) Methods	5) Demographic	6) Participants
2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations	ISLO	<input checked="" type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> C			
2d: Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience	ISLO	<input checked="" type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> C			
Critical Thinking ISLO-Spring 2017	ISLO	<input type="checkbox"/> N <input checked="" type="checkbox"/> O <input checked="" type="checkbox"/> C	Critical thinking-ISLO rubric, analysis and evaluation paper	PHI 112- two sections, 41 enrolled students	Travis Parkhurst, Philosophy full-time faculty
Critical Thinking-PSLO-Fall 2017	PSLO	<input type="checkbox"/> N <input checked="" type="checkbox"/> O <input checked="" type="checkbox"/> C	Philosophy PSLO rubric, analysis and evaluation paper	PHI 112-two sections, 50 enrolled students	Travis Parkhurst, Philosophy full-time faculty
ISLO 1: Critical Thinking	ISLO	<input type="checkbox"/> N <input checked="" type="checkbox"/> O <input type="checkbox"/> C	PCC Critical Thinking ISLO Rubric, Final Research Paper	1 section of HUM 123 (Spring), 26 students total	Ann Oreskovich (FT)
ISLO 2: Communication	ISLO	<input checked="" type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> C	PCC Communication ISLO Rubric, Final Research Paper	1 section of HUM 123 (Fall) and 1 section of HUM 115 (Fall), 50 students total	Ann Oreskovich (FT), Karen Foglesong (PT)

Add or remove table rows as needed.

Part II. Results Summary (Attachment)

How did your students do?

- 1) **Generate** eLumen SLO Performance Report(s) for all SLOs assessed during the calendar year of this assessment cycle.
 - Include raw score counts, performance trends (% for each mastery level), and N/A (Not Assessed) counts for each SLO.
 - Select .csv or .xls format in the report options.
- 2) **Add** the following two columns to the spreadsheet report(s) generated:
 - Total Scores Recorded (sum of "Count" columns for all 4 mastery levels - do not include N/A count)
 - % Target Achieved (sum of "Percent" columns for "Exemplary" and "Accomplished" mastery levels)
- 3) **Attach** the updated Performance Report spreadsheet(s) to this document.

Part III. Key Findings (Discussion)

What did you learn?

Together as a department, review the Results Summary, especially performance target achievement rates, and reflect on the following questions through discussion with faculty:

Fine Arts & Humanities

- **Student Performance:** How well are students learning and mastering these skills? What learning outcomes are they struggling with the most? In what areas did they excel?
- **Assessment Procedures:** How effective were the methods and tools used to assess student performance on these skills? What challenges did you face? What successes should be celebrated?
- **Future Improvements:** What opportunities for improving student learning do these findings reveal? Consider individual teaching practices, curricular adjustments, departmental collaborations, and modifications to assessment procedures (methods and tools).

Part IV. Next Steps (Table)

What will you do with this information?

List the immediate steps that your department will plan to take to improve student learning during the next assessment cycle.

- Be as **specific, concrete, and concise** as possible in describing your action steps.
- Consider ways you might improve the student learning experience individually or collaboratively from **multiple avenues**: instruction, curriculum, and assessment procedures, as well as student support services and extracurricular activities.
- This is **just a plan**, so action steps should be realistic but also optimistic, acknowledging that plans can and often do change. Include as many of the following details as you can as a starting point, but you can continue to update this document as needed.
- If **no changes** are needed/planned, please explain why and describe what new assessment activities you will undertake instead.

Fine Arts & Humanities

<u>Action</u> Specific steps to improve learning, SLOs to assess next cycle, etc.	<u>Goal</u> Measurable target for relevant improvements based on findings.	<u>Timeline</u> Achievable deadline for implementing plan/change(s).	<u>Participants</u> List of faculty and staff involved in planned improvement activity.
<i>Develop "source sandwich" activity & journal assign. for final paper</i>	<i>Improve source use performance (ISLO 4d) by 5% (63% in 2017)</i>	<i>SP18: Pilot activity (4 sections) FA18: Refine/Reassess (8 sec)</i>	<i>Develop & Pilot: Xavier & Logan Refine/Reassess: Above & Grey</i>
1) Implement newly developed PSLO rubric beginning SP18. a. Norm the rubric among Humanities, Art and Music instructors. b. Enter PSLO rubric scores in eLumen. c. Collect feedback on the rubric and make adjustments as needed. 4) Continue to build the department writing workshop to increase student achievement in communication skills. a. Market the writing workshop among instructors. b. Develop posters for marketing to students. c. Increase student attendance at writing workshop.	Will need to collect baseline data for new PSLO rubric before determining a measurable target for improvement, and may need to make revisions to the rubric since it is being piloted.	SP18: Pilot PSLO rubric (norming and entering scores) (3 sections) FA18: Collect feedback on rubric and make adjustments, if needed. SP18: Market writing workshop among instructors. FA18: Market writing workshop more heavily to students with posters and incentives to improve attendance.	1) HUM-Ann Oreskovich, Karen Foglesong, Craig Smith, Ryan Aragon 2) Art- Dave Edwards, David McKean, Sara Cox, Ryan Aragon 3) MUS- Jean Rich-Whitmore 4) Ann Oreskovich will lead, Dave Edwards, Dave McKean, Travis Parkhurst, Karen Foglesong, Craig Smith, Jean Rich-Whitmore will be involved.
Change assignment from an analysis and evaluation paper to a research paper.	Increase the percentage of students earning a score of 3 out of 4 (proficient) on the critical thinking rubrics by 10%.	Assignment changes will be implemented in the spring 2018 assessment assignment. The assignment will be assigned in April 2018.	Travis Parkhurst
Increase part-time instructor involvement in the assessment of Philosophy courses.	Increase part-time instructor involvement in the assessment of philosophy courses by one	By the end of the fall 2018 semester.	Travis Parkhurst, Thad Horrell

Fine Arts & Humanities

<u>Action</u> Specific steps to improve learning, SLOs to assess next cycle, etc.	<u>Goal</u> Measurable target for relevant improvements based on findings.	<u>Timeline</u> Achievable deadline for implementing plan/change(s).	<u>Participants</u> List of faculty and staff involved in planned improvement activity.
<i>Develop “source sandwich” activity & journal assign. for final paper</i>	<i>Improve source use performance (ISLO 4d) by 5% (63% in 2017)</i>	<i>SP18: Pilot activity (4 sections) FA18: Refine/Reassess (8 sec)</i>	<i>Develop & Pilot: Xavier & Logan Refine/Reassess: Above & Grey</i>
	instructor (there is currently only one other instructor teaching philosophy).		
Establish a baseline score for assessment data.	For the past three semesters I have used a different assessment rubric for each semester. This calls into question the reliability of the data. For instance, last semester my lower end scores were higher than previous semesters. However, it is unclear what the cause of this is since there were changes to the rubric that was used. Although the fall 2017 data was mapped up to the ISLO level, which was the level of the data from spring 2017, it needs to first be established that the mapping is accurate. As such, I would like to set as a goal <i>to use the same rubric in two consecutive semesters.</i>	By the end of the fall 2018 semester.	Travis Parkhurst
Place a heavier emphasis on analysis in classroom instruction and assignments.	To target one of the critical thinking skills I am assessing and emphasize (to a greater extent) that skill in classroom instruction and assignments. I will do this in hopes of determining whether isolating and emphasizing certain skills	Fall 2018 curriculum	Travis Parkhurst

Fine Arts & Humanities

<u>Action</u> Specific steps to improve learning, SLOs to assess next cycle, etc.	<u>Goal</u> Measurable target for relevant improvements based on findings.	<u>Timeline</u> Achievable deadline for implementing plan/change(s).	<u>Participants</u> List of faculty and staff involved in planned improvement activity.
<i>Develop "source sandwich" activity & journal assign. for final paper</i>	<i>Improve source use performance (ISLO 4d) by 5% (63% in 2017)</i>	<i>SP18: Pilot activity (4 sections) FA18: Refine/Reassess (8 sec)</i>	<i>Develop & Pilot: Xavier & Logan Refine/Reassess: Above & Grey</i>
	will increase assessment scores on that skill. Since analysis precedes evaluation, it follows that <i>analysis is the specific skill to target.</i>		
2) Implement newly developed PSLO rubric beginning SP18. d. Norm the rubric among Humanities instructors. e. Enter PSLO rubric scores in eLumen. f. Collect feedback on the rubric and make adjustments as needed. 3) Continue to build the department writing workshop to increase student achievement in communication skills. d. Market the writing workshop among instructors. e. Develop posters for marketing to students. f. Increase student attendance at writing workshop.	Will need to collect baseline data for new PSLO rubric before determining a measurable target for improvement, and may need to make revisions to the rubric since it is being piloted.	SP18: Pilot PSLO rubric (norming and entering scores) (3 sections) FA18: Collect feedback on rubric and make adjustments, if needed. SP18: Market writing workshop among instructors. FA18: Market writing workshop more heavily to students with posters and incentives to improve attendance.	5) Ann Oreskovich, Karen Foglesong, Craig Smith, Ryan Aragon 6) Ann Oreskovich will lead, Dave Edwards, Dave McKean, Travis Parkhurst, Karen Foglesong, Craig Smith will be involved.

Part V. Submit (Email): Send your completed Improvement Plan to your Division's Assessment Lead. Once reviewed and finalized, Leads will post all Improvement Plans to the U: drive.

Annual Improvement Plan Closing the Assessment Loop

Department: Mathematics
Teaching Staff:

Assessment Cycle: 2017
Full-Time Faculty # Part-Time Instructors

Part I. Plan Overview (Table)

What did you assess, how, and why?

- 1) **List** the Student Learning Outcomes (SLOs) assessed during this assessment cycle.
- 2) **Indicate** the SLO level - Course (C), Program (P), or Institution (I) - for each outcome assessed.
- 3) **Identify** the history of assessing this SLO: whether it is *New (N)* - not assessed prior to this cycle, *Ongoing (O)* - assessed in the previous cycle, and/or *Continuing (C)* - you intend to assess it in the next cycle.
- 4) **Specify** the methods used, including scoring tool(s) (e.g. Communication ISLO Rubric) and assignment/activity types (e.g. essay/paper, oral presentation, pre/post-test, etc.).
- 5) **Describe** what student demographic was assessed (e.g. which classes, number of sections, total enrollment/sample size).
- 6) **Record** the names and roles (e.g. full-time/part-time; faculty/staff) of participants in these assessment activities.

1) SLO	2) Level	3) History	4) Methods	5) Demographic	6) Participants
1. Interpret Information: Explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words).	ISLO	<input type="checkbox"/> N <input checked="" type="checkbox"/> O <input type="checkbox"/> C	Projects with corresponding rubrics, Final Exams	From Developmental Level to Guarantee Transfer Classes	All full-time and some part-time faculty
2. Represent Information: Convert information into and between various mathematical forms (e.g., equations, graphs, diagrams, tables, words).	ISLO	<input type="checkbox"/> N <input checked="" type="checkbox"/> O <input type="checkbox"/> C	Projects with corresponding rubrics, Final Exams	From Developmental Level to Guarantee Transfer Classes	All full-time and some part-time faculty
3. Address Assumptions: Describe and support assumptions in estimation, modeling, and data analysis, used as appropriate for the course (for statistics courses).	ISLO	<input type="checkbox"/> N <input checked="" type="checkbox"/> O <input type="checkbox"/> C	Projects with corresponding rubrics, Final Exams	Guarantee Transfer Classes	Statistics Course full-time and part-time faculty

Mathematics

1) SLO	2) Level	3) History	4) Methods	5) Demographic	6) Participants
4. Perform Calculations: Solve problems or equations at the appropriate course level, and use appropriate mathematical notation	ISLO	<input type="checkbox"/> N <input checked="" type="checkbox"/> O <input type="checkbox"/> C	Projects with corresponding rubrics, Final Exams	From Developmental Level to Guarantee Transfer Classes	All full-time and some part-time faculty
5. Apply & Analyze Information: Make use of graphical objects (such as graphs of equations in two or three variables, histograms, scatterplots of bivariate data, geometrical figures, etc.) to supplement a solution to theoretical and application problems at the appropriate course level.	ISLO	<input type="checkbox"/> N <input checked="" type="checkbox"/> O <input type="checkbox"/> C	Projects with corresponding rubrics, Final Exams	From Developmental Level to Guarantee Transfer Classes	All full-time and some part-time faculty
6. Communicate Using Mathematical Forms (Quantitative Literacy: Express mathematical analysis symbolically, graphically, and in written language that clarifies/justifies/summarizes reasoning (may also include oral communication).	ISLO	<input type="checkbox"/> N <input checked="" type="checkbox"/> O <input type="checkbox"/> C	Projects with corresponding rubrics, Final Exams	From Developmental Level to Guarantee Transfer Classes	All full-time and some part-time faculty

Add or remove table rows as needed.

Part II. Results Summary (Attachment)

How did your students do?

- 1) **Generate** eLumen SLO Performance Report(s) for all SLOs assessed during the calendar year of this assessment cycle.
 - Include raw score counts, performance trends (% for each mastery level), and N/A (Not Assessed) counts for each SLO.
 - Select .csv or .xls format in the report options.
- 2) **Add** the following two columns to the spreadsheet report(s) generated:
 - Total Scores Recorded (sum of "Count" columns for all 4 mastery levels - do not include N/A count)
 - % Target Achieved (sum of "Percent" columns for "Exemplary" and "Accomplished" mastery levels)
- 3) **Attach** the updated Performance Report spreadsheet(s) to this document.

Part III. Key Findings (Discussion)

Mathematics

What did you learn?

Together as a department, review the Results Summary, especially performance target achievement rates, and reflect on the following questions through discussion with faculty:

- **Student Performance:** How well are students learning and mastering these skills? What learning outcomes are they struggling with the most? In what areas did they excel?
- **Assessment Procedures:** How effective were the methods and tools used to assess student performance on these skills? What challenges did you face? What successes should be celebrated?
- **Future Improvements:** What opportunities for improving student learning do these findings reveal? Consider individual teaching practices, curricular adjustments, departmental collaborations, and modifications to assessment procedures (methods and tools).

Part IV. Next Steps (Table)

What will you do with this information?

List the immediate steps that your department will plan to take to improve student learning during the next assessment cycle.

- Be as **specific, concrete, and concise** as possible in describing your action steps.
- Consider ways you might improve the student learning experience individually or collaboratively from **multiple avenues**: instruction, curriculum, and assessment procedures, as well as student support services and extracurricular activities.
- This is **just a plan**, so action steps should be realistic but also optimistic, acknowledging that plans can and often do change. Include as many of the following details as you can as a starting point, but you can continue to update this document as needed.
- If **no changes** are needed/planned, please explain why and describe what new assessment activities you will undertake instead.

Action	Goal	Timeline	Participants
Specific steps to improve learning, SLOs to assess next cycle, etc.	Measurable target for relevant improvements based on findings.	Achievable deadline for implementing plan/change(s).	List of faculty and staff involved in planned improvement activity.
Will provide class time to practice representing data as functions as stated in ISLO 3b.	5% increase from 2017 baseline data.	December 2018	Pam Tyner
Will provide class time to practice representing data as functions and performing accurate calculations as stated in ISLOs 3b and 3c.	5% increase from 2017 baseline data.	December 2018	Tina Sandoval, Chip Nava, Gregory Carlson
Will provide more class time to speak new vocabulary out loud, in context, from text and as related to research paper theses. Address SLO 6: communication	5% increase from 2017 baseline data.	December 2018	Robert Baker

Mathematics

<u>Action</u> Specific steps to improve learning, SLOs to assess next cycle, etc.	<u>Goal</u> Measurable target for relevant improvements based on findings.	<u>Timeline</u> Achievable deadline for implementing plan/change(s).	<u>Participants</u> List of faculty and staff involved in planned improvement activity.
Will provide more concrete examples of written analysis and provide the rubric for assignments in MAT 135 as stated in ISLO 3d.	5% increase from 2017 baseline data.	December 2018	Chip Nava
Will provide time class for more focus on specialized application problems that reinforce concepts and methods to solve such problems. Then focus on the methods in their application to the capstone lab. These actions address ISLOS 3b, 3c and 3d.	5% increase from 2017 baseline data.	December 2018	Michael Payne

Add or remove table rows as needed.

Part V. Submit (Email): Send your completed Improvement Plan to your Division's Assessment Lead. Once reviewed and finalized, Leads will post all Improvement Plans to the U: drive.

Annual Improvement Plan Closing the Assessment Loop

Department: Social Sciences
Teaching Staff:

Assessment Cycle: Year (YYYY)
Full-Time Faculty # Part-Time Instructors

Part I. Plan Overview (Table)

What did you assess, how, and why?

- 1) **List** the Student Learning Outcomes (SLOs) assessed during this assessment cycle.
- 2) **Indicate** the SLO level - Course (C), Program (P), or Institution (I) - for each outcome assessed.
- 3) **Identify** the history of assessing this SLO: whether it is *New (N)* - not assessed prior to this cycle, *Ongoing (O)* - assessed in the previous cycle, and/or *Continuing (C)* - you intend to assess it in the next cycle.
- 4) **Specify** the methods used, including scoring tool(s) (e.g. Communication ISLO Rubric) and assignment/activity types (e.g. essay/paper, oral presentation, pre/post-test, etc.).
- 5) **Describe** what student demographic was assessed (e.g. which classes, number of sections, total enrollment/sample size).
- 6) **Record** the names and roles (e.g. full-time/part-time; faculty/staff) of participants in these assessment activities.

1) SLO	2) Level	3) History	4) Methods	5) Demographic	6) Participants
PSY 101 VIII. Demonstrate the principles of learning and its application to behavior.	CSLO	<input checked="" type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> C	Students will participate in a lab experience involving Classical Conditioning and then complete a worksheet assessing the application of the concepts to their lab experience. The worksheet assesses six core concepts of Classical Conditioning. The worksheet is graded using a point scale and then data is collected.	All five sections of PSY 101 on the Pueblo campus will participate in the lab.	Donna Fitzsimmons Lisa LaRose Tracy Williams Charles Bonfadini

Social Sciences

1) SLO	2) Level	3) History	4) Methods	5) Demographic	6) Participants
PSY 235 IVb : Compare and contrast the cognitive factors associated with childhood.	CSLO	<input checked="" type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> C	Students observe children, ages 3-7, perform tasks illustrating the concepts of conservation and theory of mind as defined by cognitive theorist, Jean Piaget. Students then complete a worksheet assessing their understanding of the concepts as demonstrated by the different aged children. The worksheet assesses the core cognitive development concepts of conservation and theory of mind, as proposed by Piaget. The worksheet is graded using a point scale and then data is collected.	Fifty percent of the students enrolled in all five sections of PSY 235 at the Pueblo campus participate in the lab. (The remaining 50% of students participate in the psychosocial development lab.)	Charles Bonfadini Annette Coleman Dennis Trujillo Johnson Tracy Williams

Social Sciences

1) SLO	2) Level	3) History	4) Methods	5) Demographic	6) Participants
PSY 235 VI.d. Identify and discuss the psychosocial factors associated with middle adulthood and aging.	CSLO	<input checked="" type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> C	Students observe and listen to adults, ages 45-75, answer questions regarding the psychosocial stages of development of Intimacy v. Isolation, Generativity v. Stagnation, and Integrity v. Despair, as identified by psychosocial theorist, Erik Erikson. Students then complete a worksheet assessing their understanding of the stages as demonstrated by the different aged adults. The worksheet assesses the three core psychosocial developmental stages of adulthood, as proposed by Erikson. The worksheet is graded using a point scale and then data is collected.	Fifty percent of the students enrolled in all five sections of PSY 235 at the Pueblo campus participate in the lab. (The remaining 50% of students participate in the cognitive development lab.)	Charles Bonfadini Annette Coleman Dennis Trujillo Johnson Tracy Williams
SOC 101 XXXV. Define social stratification. XXXVIII. Explain how stratification systems are maintained. XXXIX. Discuss social stratification in the United States.	CSLO	<input checked="" type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> C	Students listen to the NPR podcast, This American Life: Three Miles (2015). Students then write a paper, using the concept of social stratification, to discuss how race and ethnicity influence social mobility within the United States. Rubric to be developed	One section of SOC 101 at the Pueblo campus in spring of 2017. All three sections of SOC 101 at the Pueblo campus and the one section of SOC 101 online in the summer and fall of 2017.	Cathee Duncan

Social Sciences

1) SLO	2) Level	3) History	4) Methods	5) Demographic	6) Participants
Students should demonstrate they can synthesize historical narratives and timelines from primary and secondary sources, maps, and/or artifacts.	CSLO	<input type="checkbox"/> N <input checked="" type="checkbox"/> O <input checked="" type="checkbox"/> C	CSLO Rubric for an argument research paper on an historical topic.	1 section of HIS 111 in Fall 2017, 0 sections in Spring 2017, enrollment of 30 students; 2 sections of HIS 112 in Spring 2017, 2 sections of HIS 112 in Fall 2017, enrollment of 91 students; 1 section of HIS 121 in Spring 2017, 3 sections of HIS 121 in Fall 2017, enrollment of 95 students; 1 section of HIS 122 in Spring 2017, 1 section of HIS 122 in Fall 2017, enrollment of 49 students; 1 section of HIS 225 in Spring 2017, 1 section of HIS 225 in Fall 2017, enrollment of 54 students	Bowers (FT), Engle (FT)

Social Sciences

1) SLO	2) Level	3) History	4) Methods	5) Demographic	6) Participants
Students should demonstrate they can critically analyze, interpret and evaluate many different points of view to construct historical arguments.	CSLO	<input type="checkbox"/> N <input checked="" type="checkbox"/> O <input checked="" type="checkbox"/> C	CSLO Rubric for an argument research paper on an historical topic.	1 section of HIS 111 in Fall 2017, 0 sections in Spring 2017, enrollment of 30 students; 2 sections of HIS 112 in Spring 2017, 2 sections of HIS 112 in Fall 2017, enrollment of 91 students; 1 section of HIS 121 in Spring 2017, 3 sections of HIS 121 in Fall 2017, enrollment of 95 students; 1 section of HIS 122 in Spring 2017, 1 section of HIS 122 in Fall 2017, enrollment of 49 students; 1 section of HIS 225 in Spring 2017, 1 section of HIS 225 in Fall 2017, enrollment of 54 students	Bowers (FT), Engle (FT)

Add or remove table rows as needed.

Part II. Results Summary (Attachment)

How did your students do?

- 1) **Generate** eLumen SLO Performance Report(s) for all SLOs assessed during the calendar year of this assessment cycle.
 - Include raw score counts, performance trends (% for each mastery level), and N/A (Not Assessed) counts for each SLO.
 - Select .csv or .xls format in the report options.
- 2) **Add** the following two columns to the spreadsheet report(s) generated:
 - Total Scores Recorded (sum of "Count" columns for all 4 mastery levels - do not include N/A count)
 - % Target Achieved (sum of "Percent" columns for "Exemplary" and "Accomplished" mastery levels)
- 3) **Attach** the updated Performance Report spreadsheet(s) to this document.

Part III. Key Findings (Discussion)

What did you learn?

Social Sciences

Together as a department, review the Results Summary, especially performance target achievement rates, and reflect on the following questions through discussion with faculty:

- **Student Performance:** How well are students learning and mastering these skills? What learning outcomes are they struggling with the most? In what areas did they excel?
- **Assessment Procedures:** How effective were the methods and tools used to assess student performance on these skills? What challenges did you face? What successes should be celebrated?
- **Future Improvements:** What opportunities for improving student learning do these findings reveal? Consider individual teaching practices, curricular adjustments, departmental collaborations, and modifications to assessment procedures (methods and tools).

Part IV. Next Steps (Table)

What will you do with this information?

List the immediate steps that your department will plan to take to improve student learning during the next assessment cycle.

- Be as **specific, concrete, and concise** as possible in describing your action steps.
- Consider ways you might improve the student learning experience individually or collaboratively from **multiple avenues**: instruction, curriculum, and assessment procedures, as well as student support services and extracurricular activities.
- This is **just a plan**, so action steps should be realistic but also optimistic, acknowledging that plans can and often do change. Include as many of the following details as you can as a starting point, but you can continue to update this document as needed.
- If **no changes** are needed/planned, please explain why and describe what new assessment activities you will undertake instead.

Action	Goal	Timeline	Participants
Specific steps to improve learning, SLOs to assess next cycle, etc.	Measurable target for relevant improvements based on findings.	Achievable deadline for implementing plan/change(s).	List of faculty and staff involved in planned improvement activity.
For CSLO 1, PSY 101, we will make wording adjustments to some questions, and we will add questions to the lab worksheet to help differentiate the concepts and to allow better alignment between the worksheet and the critical thinking rubric.	80% of the students completing the lab will score at 90% or better	The lab worksheet changes will be implemented in spring and fall of 2018.	Donna Fitzsimmons Tracy Williams Melissa Ayala

Social Sciences

<u>Action</u> Specific steps to improve learning, SLOs to assess next cycle, etc.	<u>Goal</u> Measurable target for relevant improvements based on findings.	<u>Timeline</u> Achievable deadline for implementing plan/change(s).	<u>Participants</u> List of faculty and staff involved in planned improvement activity.
For CSLO 1, PSY 235, we will make wording adjustments to some questions, and we will add questions to the lab worksheet to help differentiate the concepts and to allow better alignment between the worksheet and the critical thinking rubric.	80% of the students completing the lab will score at 90% or better	The lab worksheet changes will be implemented in spring and fall of 2018.	Charles Bonfadini Tracy Williams Dennis Trujillo Johnson Marco Macaluso
For CSLO 1, SOC 101, instructors will more strongly emphasize and provide additional practice in applying sociological concepts to illustrate an understanding of how social stratification impacted the lives of the students in the script	80% of the students completing the lab will score at 90% or better	The change in instruction will occur in spring and fall of 2018.	Cathee Duncan
Develop Annotated Bibliography assignment for Argument research paper	70% of students scoring 3 or 4 on the rubric over the course of SP18 and FA18	SP18: Pilot activity (5 sections) FA18: Refine/Reassess (minimum of 7 sections)	Develop and Pilot: Bowers Refine/Reassess: Bowers & Engle
Continue assessing SLO: Students should demonstrate they can synthesize historical narratives and timelines from primary and secondary sources, maps, and/or artifacts	Maintain 70% of students scoring 3 or 4 on the rubric over the course of SP18 and FA18	SP18: Reassess (5 sections) FA18: Reassess (minimum of 7 sections)	Reassess: Bowers & Engle

Add or remove table rows as needed.

Part V. Submit (Email): Send your completed Improvement Plan to your Division's Assessment Lead. Once reviewed and finalized, Leads will post all Improvement Plans to the U: drive.

Arts & Sciences – 2017 Detailed Results

Dept	Prog	ISLO	Term	4 - #	4 3 %	3 - #	3 - %	2 - #	2 - %	1 - #	1 - %	N/A	Total	% Target
ECE	ECE	4a: Recognize, summarize, and explain central and supporting ideas as well as implied and abstract ideas in a variety of written, oral, and visual texts in multiple genres including academic and technical sources	FA17	27	67.5%	12	30.0%	1	2.5%	0	0.0%	4	40	97.5%
ECE	ECE	4b: Locate relevant and reliable information from a variety of sources as appropriate for the context	FA17	24	60.0%	10	25.0%	6	15.0%	0	0.0%	4	40	85.0%
ECE	ECE	4c: Evaluate the relevance and reliability of information and its appropriateness for the context	FA17	24	60.0%	12	30.0%	4	10.0%	0	0.0%	4	40	90.0%
ECE	ECE	4d: Select suitable information and materials and apply proper methods in order to accomplish tasks	FA17	68	74.7%	22	24.2%	1	1.1%	0	0.0%	4	91	98.9%
ECE	ECE	4d: Select suitable information and materials and apply proper methods in order to accomplish tasks	SP17	64	98.5%	1	1.5%	0	0.0%	0	0.0%	9	65	100%
ECE	ECE	5a-1: Demonstrate personal accountability through time management, preparedness, and honoring commitments	FA17	13	72.2%	3	16.7%	2	11.1%	0	0.0%	1	18	88.9%
ECE	ECE	5a-2: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed	FA17	10	55.6%	5	27.8%	3	16.7%	0	0.0%	1	18	83.3%
ECE	ECE	5a-3: Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work	FA17	11	61.1%	6	33.3%	1	5.6%	0	0.0%	1	18	94.4%
ECE	ECE	5b: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations, including respectful treatment of others and collaboration	FA17	9	50.0%	7	38.9%	2	11.1%	0	0.0%	1	18	88.9%
ECE	ECE	5c-1: Engage with local and extended communities to promote civic action and social improvement	FA17	14	77.8%	3	16.7%	1	5.6%	0	0.0%	1	18	94.4%
ECE	ECE	5c-2: Examine and acknowledge differing views, express appreciation for diversity, explore the relationships between ideas and recognize the interconnectivity of issues, and broaden disciplinary and personal knowledge.	FA17	13	72.2%	4	22.2%	1	5.6%	0	0.0%	1	18	94.4%
ENG	CCR	1a: Interpret, analyze, and assess available evidence, information, and ideas	FA17	1	25.0%	2	50.0%	1	25.0%	0	0.0%	6	4	75.0%
ENG	CCR	1b: Explore implications, inferences, assumptions, and alternate solutions	FA17	0	0.0%	2	50.0%	2	50.0%	0	0.0%	6	4	50.0%
ENG	CCR	1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence	FA17	1	25.0%	1	25.0%	2	50.0%	0	0.0%	6	4	50.0%
ENG	CCR	1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition	FA17	0	0.0%	4	100%	0	0.0%	0	0.0%	6	4	100%
ENG	CCR	2a: Organize and express ideas clearly in both written and oral communication	FA17	7	41.2%	6	35.3%	2	11.8%	2	11.8%	4	17	76.5%
ENG	CCR	2a: Organize and express ideas clearly in both written and oral communication	SP17	9	47.4%	4	21.1%	6	31.6%	0	0.0%	20	19	68.4%
ENG	CCR	2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus	FA17	8	47.1%	4	23.5%	3	17.6%	2	11.8%	4	17	70.6%

Arts & Sciences – 2017 Detailed Results

Dept	Prog	ISLO	Term	4 - #	4 3 %	3 - #	3 - %	2 - #	2 - %	1 - #	1 - %	N/A	Total	% Target
ENG	CCR	2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus	SP17	5	26.3%	6	31.6%	8	42.1%	0	0.0%	20	19	57.9%
ENG	CCR	2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations	FA17	12	24.5%	12	24.5%	19	38.8%	6	12.2%	13	49	49.0%
ENG	CCR	2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations	SP17	9	47.4%	4	21.1%	6	31.6%	0	0.0%	20	19	68.4%
ENG	CCR	2d: Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience	FA17	8	47.1%	3	17.6%	4	23.5%	2	11.8%	4	17	64.7%
ENG	CCR	2d: Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience	SP17	9	47.4%	8	42.1%	2	10.5%	0	0.0%	20	19	89.5%
ENG	CCR	4a: Recognize, summarize, and explain central and supporting ideas as well as implied and abstract ideas in a variety of written, oral, and visual texts in multiple genres including academic and technical sources	SP17	5	26.3%	6	31.6%	7	36.8%	1	5.3%	20	19	57.9%
ENG	CCR	5a-1: Demonstrate personal accountability through time management, preparedness, and honoring commitments	SP17	19	100%	0	0.0%	0	0.0%	0	0.0%	20	19	100%
ENG	CCR	5a-2: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed	SP17	19	100%	0	0.0%	0	0.0%	0	0.0%	20	19	100%
ENG	COM	1a: Interpret, analyze, and assess available evidence, information, and ideas	FA17	3	15.8%	8	42.1%	8	42.1%	0	0.0%	13	19	57.9%
ENG	COM	1b: Explore implications, inferences, assumptions, and alternate solutions	FA17	5	26.3%	9	47.4%	3	15.8%	2	10.5%	13	19	73.7%
ENG	COM	1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence	FA17	4	21.1%	5	26.3%	10	52.6%	0	0.0%	13	19	47.4%
ENG	COM	1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition	FA17	1	5.3%	5	26.3%	8	42.1%	5	26.3%	13	19	31.6%
ENG	COM	2a: Organize and express ideas clearly in both written and oral communication	FA17	9	13.6%	24	36.4%	25	37.9%	8	12.1%	16	66	50.0%
ENG	COM	2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus	FA17	12	18.2%	24	36.4%	24	36.4%	6	9.1%	16	66	54.5%
ENG	COM	2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus	SP17	23	46.9%	16	32.7%	7	14.3%	3	6.1%	4	49	79.6%
ENG	COM	2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations	FA17	11	16.7%	25	37.9%	23	34.8%	7	10.6%	16	66	54.5%
ENG	COM	2d: Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience	FA17	10	15.4%	21	32.3%	25	38.5%	9	13.8%	17	65	47.7%
ENG	COM	2d: Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience	SP17	23	46.9%	16	32.7%	7	14.3%	3	6.1%	4	49	79.6%

Arts & Sciences – 2017 Detailed Results

Dept	Prog	ISLO	Term	4 - #	4 3 %	3 - #	3 - %	2 - #	2 - %	1 - #	1 - %	N/A	Total	% Target
ENG	COM	4d: Select suitable information and materials and apply proper methods in order to accomplish tasks	SP17	23	46.9%	16	32.7%	7	14.3%	3	6.1%	4	49	79.6%
ENG	COM	5a-1: Demonstrate personal accountability through time management, preparedness, and honoring commitments	FA17	40	54.1%	18	24.3%	8	10.8%	8	10.8%	27	74	78.4%
ENG	COM	5a-2: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed	FA17	20	27.0%	24	32.4%	21	28.4%	9	12.2%	27	74	59.5%
ENG	COM	5a-2: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed	SP17	23	46.9%	16	32.7%	7	14.3%	3	6.1%	4	49	79.6%
ENG	COM	5a-3: Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work	FA17	14	18.9%	30	40.5%	25	33.8%	5	6.8%	27	74	59.5%
ENG	COM	5b: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations, including respectful treatment of others and collaboration	FA17	8	10.8%	25	33.8%	33	44.6%	8	10.8%	27	74	44.6%
ENG	COM	5c-1: Engage with local and extended communities to promote civic action and social improvement	FA17	9	12.2%	7	9.5%	45	60.8%	13	17.6%	27	74	21.6%
ENG	COM	5c-2: Examine and acknowledge differing views, express appreciation for diversity, explore the relationships between ideas and recognize the interconnectivity of issues, and broaden disciplinary and personal knowledge.	FA17	3	4.1%	22	29.7%	38	51.4%	11	14.9%	27	74	33.8%
ENG	ENG	1a: Interpret, analyze, and assess available evidence, information, and ideas	FA17	29	30.2%	44	45.8%	23	24.0%	0	0.0%	40	96	76.0%
ENG	ENG	1a: Interpret, analyze, and assess available evidence, information, and ideas	SP17	37	34.6%	43	40.2%	25	23.4%	2	1.9%	22	107	74.8%
ENG	ENG	1a: Interpret, analyze, and assess available evidence, information, and ideas	SU17	7	28.0%	16	64.0%	2	8.0%	0	0.0%	3	25	92.0%
ENG	ENG	1b: Explore implications, inferences, assumptions, and alternate solutions	FA17	15	22.7%	31	47.0%	20	30.3%	0	0.0%	23	66	69.7%
ENG	ENG	1b: Explore implications, inferences, assumptions, and alternate solutions	SP17	28	31.1%	32	35.6%	26	28.9%	4	4.4%	17	90	66.7%
ENG	ENG	1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence	FA17	32	33.3%	34	35.4%	30	31.3%	0	0.0%	40	96	68.8%
ENG	ENG	1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence	SP17	28	38.4%	35	47.9%	9	12.3%	1	1.4%	18	73	86.3%
ENG	ENG	1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence	SU17	5	22.7%	10	45.5%	6	27.3%	1	4.5%	6	22	68.2%
ENG	ENG	1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition	FA17	14	21.5%	25	38.5%	26	40.0%	0	0.0%	24	65	60.0%
ENG	ENG	1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition	SP17	28	31.1%	32	35.6%	26	28.9%	4	4.4%	17	90	66.7%
ENG	ENG	2a: Organize and express ideas clearly in both written and oral communication	FA17	29	26.4%	47	42.7%	32	29.1%	2	1.8%	63	110	69.1%

Arts & Sciences – 2017 Detailed Results

Dept	Prog	ISLO	Term	4 - #	4 3 %	3 - #	3 - %	2 - #	2 - %	1 - #	1 - %	N/A	Total	% Target
ENG	ENG	2a: Organize and express ideas clearly in both written and oral communication	SP17	12	17.6%	29	42.6%	20	29.4%	7	10.3%	12	68	60.3%
ENG	ENG	2a: Organize and express ideas clearly in both written and oral communication	SU17	5	10.0%	28	56.0%	12	24.0%	5	10.0%	6	50	66.0%
ENG	ENG	2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus	FA17	63	35.8%	55	31.3%	54	30.7%	4	2.3%	89	176	67.0%
ENG	ENG	2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus	SP17	66	33.5%	78	39.6%	44	22.3%	9	4.6%	43	197	73.1%
ENG	ENG	2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus	SU17	7	14.9%	27	57.4%	11	23.4%	2	4.3%	9	47	72.3%
ENG	ENG	2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations	FA17	123	39.0%	83	26.3%	65	20.6%	44	14.0%	199	315	65.4%
ENG	ENG	2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations	SP17	111	25.5%	162	37.2%	125	28.7%	38	8.7%	136	436	62.6%
ENG	ENG	2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations	SU17	17	22.7%	31	41.3%	11	14.7%	16	21.3%	9	75	64.0%
ENG	ENG	2d: Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience	FA17	28	41.2%	21	30.9%	19	27.9%	0	0.0%	25	68	72.1%
ENG	ENG	2d: Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience	SP17	23	31.5%	29	39.7%	19	26.0%	2	2.7%	16	73	71.2%
ENG	ENG	4a: Recognize, summarize, and explain central and supporting ideas as well as implied and abstract ideas in a variety of written, oral, and visual texts in multiple genres including academic and technical sources	FA17	40	51.3%	26	33.3%	12	15.4%	0	0.0%	31	78	84.6%
ENG	ENG	4a: Recognize, summarize, and explain central and supporting ideas as well as implied and abstract ideas in a variety of written, oral, and visual texts in multiple genres including academic and technical sources	SP17	45	39.5%	49	43.0%	20	17.5%	0	0.0%	37	114	82.5%
ENG	ENG	4a: Recognize, summarize, and explain central and supporting ideas as well as implied and abstract ideas in a variety of written, oral, and visual texts in multiple genres including academic and technical sources	SU17	7	28.0%	16	64.0%	2	8.0%	0	0.0%	3	25	92.0%
ENG	ENG	4b: Locate relevant and reliable information from a variety of sources as appropriate for the context	FA17	47	49.5%	24	25.3%	22	23.2%	2	2.1%	46	95	74.7%
ENG	ENG	4b: Locate relevant and reliable information from a variety of sources as appropriate for the context	SP17	45	33.8%	56	42.1%	24	18.0%	8	6.0%	38	133	75.9%
ENG	ENG	4b: Locate relevant and reliable information from a variety of sources as appropriate for the context	SU17	1	4.0%	11	44.0%	5	20.0%	8	32.0%	3	25	48.0%
ENG	ENG	4c: Evaluate the relevance and reliability of information and its appropriateness for the context	FA17	53	48.6%	20	18.3%	32	29.4%	4	3.7%	65	109	67.0%

Arts & Sciences – 2017 Detailed Results

Dept	Prog	ISLO	Term	4 - #	4 3 %	3 - #	3 - %	2 - #	2 - %	1 - #	1 - %	N/A	Total	% Target
ENG	ENG	4c: Evaluate the relevance and reliability of information and its appropriateness for the context	SP17	14	14.9%	38	40.4%	32	34.0%	10	10.6%	24	94	55.3%
ENG	ENG	4c: Evaluate the relevance and reliability of information and its appropriateness for the context	SU17	1	4.0%	11	44.0%	5	20.0%	8	32.0%	3	25	48.0%
ENG	ENG	4d: Select suitable information and materials and apply proper methods in order to accomplish tasks	FA17	106	36.3%	82	28.1%	80	27.4%	24	8.2%	177	292	64.4%
ENG	ENG	4d: Select suitable information and materials and apply proper methods in order to accomplish tasks	SP17	97	26.2%	142	38.4%	100	27.0%	31	8.4%	112	370	64.6%
ENG	ENG	4d: Select suitable information and materials and apply proper methods in order to accomplish tasks	SU17	3	4.0%	43	57.3%	17	22.7%	12	16.0%	9	75	61.3%
ENG	ENG	5a-1: Demonstrate personal accountability through time management, preparedness, and honoring commitments	FA17	22	41.5%	17	32.1%	10	18.9%	4	7.5%	18	53	73.6%
ENG	ENG	5a-1: Demonstrate personal accountability through time management, preparedness, and honoring commitments	SP17	11	36.7%	9	30.0%	7	23.3%	3	10.0%	10	30	66.7%
ENG	ENG	5a-2: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed	FA17	48	61.5%	17	21.8%	10	12.8%	3	3.8%	25	78	83.3%
ENG	ENG	5a-2: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed	SP17	12	25.0%	21	43.8%	14	29.2%	1	2.1%	12	48	68.8%
ENG	ENG	5a-3: Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work	FA17	40	40.0%	15	15.0%	17	17.0%	28	28.0%	63	100	55.0%
ENG	ENG	5a-3: Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work	SP17	43	29.3%	59	40.1%	35	23.8%	10	6.8%	64	147	69.4%
ENG	ENG	5b: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations, including respectful treatment of others and collaboration	FA17	93	36.9%	70	27.8%	70	27.8%	19	7.5%	147	252	64.7%
ENG	ENG	5b: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations, including respectful treatment of others and collaboration	SP17	84	31.2%	105	39.0%	57	21.2%	23	8.6%	82	269	70.3%
ENG	ENG	5b: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations, including respectful treatment of others and collaboration	SU17	2	4.0%	27	54.0%	11	22.0%	10	20.0%	6	50	58.0%
ENG	ENG	5c-1: Engage with local and extended communities to promote civic action and social improvement	FA17	10	38.5%	5	19.2%	11	42.3%	0	0.0%	13	26	57.7%
ENG	ENG	5c-1: Engage with local and extended communities to promote civic action and social improvement	SP17	7	58.3%	0	0.0%	5	41.7%	0	0.0%	8	12	58.3%
ENG	ENG	5c-2: Examine and acknowledge differing views, express appreciation for diversity, explore the relationships between ideas and recognize the interconnectivity of issues, and broaden disciplinary and personal knowledge.	FA17	24	39.3%	21	34.4%	16	26.2%	0	0.0%	24	61	73.8%

Arts & Sciences – 2017 Detailed Results

Dept	Prog	ISLO	Term	4 - #	4 3 %	3 - #	3 - %	2 - #	2 - %	1 - #	1 - %	N/A	Total	% Target
ENG	ENG	5c-2: Examine and acknowledge differing views, express appreciation for diversity, explore the relationships between ideas and recognize the interconnectivity of issues, and broaden disciplinary and personal knowledge.	SP17	33	48.5%	29	42.6%	6	8.8%	0	0.0%	23	68	91.2%
ENG	LIT	1a: Interpret, analyze, and assess available evidence, information, and ideas	FA17	6	35.3%	8	47.1%	2	11.8%	1	5.9%	4	17	82.4%
ENG	LIT	1a: Interpret, analyze, and assess available evidence, information, and ideas	SP17	7	41.2%	4	23.5%	5	29.4%	1	5.9%	4	17	64.7%
ENG	LIT	1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence	SP17	4	44.4%	3	33.3%	2	22.2%	0	0.0%	2	9	77.8%
ENG	LIT	2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus	FA17	9	39.1%	8	34.8%	6	26.1%	0	0.0%	8	23	73.9%
ENG	LIT	2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations	FA17	7	41.2%	5	29.4%	4	23.5%	1	5.9%	4	17	70.6%
ENG	LIT	2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations	SP17	3	17.6%	2	11.8%	7	41.2%	5	29.4%	4	17	29.4%
ENG	LIT	4a: Recognize, summarize, and explain central and supporting ideas as well as implied and abstract ideas in a variety of written, oral, and visual texts in multiple genres including academic and technical sources	FA17	6	35.3%	8	47.1%	2	11.8%	1	5.9%	4	17	82.4%
ENG	LIT	4a: Recognize, summarize, and explain central and supporting ideas as well as implied and abstract ideas in a variety of written, oral, and visual texts in multiple genres including academic and technical sources	SP17	7	41.2%	4	23.5%	5	29.4%	1	5.9%	4	17	64.7%
ENG	LIT	4b: Locate relevant and reliable information from a variety of sources as appropriate for the context	FA17	6	35.3%	9	52.9%	1	5.9%	1	5.9%	4	17	88.2%
ENG	LIT	4b: Locate relevant and reliable information from a variety of sources as appropriate for the context	SP17	5	29.4%	6	35.3%	3	17.6%	3	17.6%	4	17	64.7%
ENG	LIT	4c: Evaluate the relevance and reliability of information and its appropriateness for the context	FA17	5	29.4%	10	58.8%	1	5.9%	1	5.9%	4	17	88.2%
ENG	LIT	4c: Evaluate the relevance and reliability of information and its appropriateness for the context	SP17	6	35.3%	6	35.3%	3	17.6%	2	11.8%	4	17	70.6%
ENG	LIT	5c-2: Examine and acknowledge differing views, express appreciation for diversity, explore the relationships between ideas and recognize the interconnectivity of issues, and broaden disciplinary and personal knowledge.	FA17	5	29.4%	10	58.8%	1	5.9%	1	5.9%	4	17	88.2%
ENG	LIT	5c-2: Examine and acknowledge differing views, express appreciation for diversity, explore the relationships between ideas and recognize the interconnectivity of issues, and broaden disciplinary and personal knowledge.	SP17	6	35.3%	6	35.3%	3	17.6%	2	11.8%	4	17	70.6%
FAH	ART	1a: Interpret, analyze, and assess available evidence, information, and ideas	FA17	4	26.7%	8	53.3%	3	20.0%	0	0.0%	2	15	80.0%

Arts & Sciences – 2017 Detailed Results

Dept	Prog	ISLO	Term	4 - #	4 3 %	3 - #	3 - %	2 - #	2 - %	1 - #	1 - %	N/A	Total	% Target
FAH	ART	1a: Interpret, analyze, and assess available evidence, information, and ideas	SP17	0	0.0%	25	52.1%	12	25.0%	11	22.9%	2	48	52.1%
FAH	ART	1b: Explore implications, inferences, assumptions, and alternate solutions	FA17	8	53.3%	4	26.7%	3	20.0%	0	0.0%	2	15	80.0%
FAH	ART	1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence	FA17	4	26.7%	11	73.3%	0	0.0%	0	0.0%	2	15	100%
FAH	ART	1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence	SP17	0	0.0%	21	44.7%	14	29.8%	12	25.5%	3	47	44.7%
FAH	ART	1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition	FA17	0	0.0%	12	80.0%	3	20.0%	0	0.0%	2	15	80.0%
FAH	ART	2a: Organize and express ideas clearly in both written and oral communication	FA17	24	38.7%	19	30.6%	13	21.0%	6	9.7%	8	62	69.4%
FAH	ART	2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus	FA17	24	38.7%	21	33.9%	13	21.0%	4	6.5%	8	62	72.6%
FAH	ART	2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations	FA17	16	25.8%	27	43.5%	11	17.7%	8	12.9%	8	62	69.4%
FAH	ART	2d: Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience	FA17	23	37.1%	19	30.6%	15	24.2%	5	8.1%	8	62	67.7%
FAH	ART	4c: Evaluate the relevance and reliability of information and its appropriateness for the context	SP17	0	0.0%	25	52.1%	12	25.0%	11	22.9%	2	48	52.1%
FAH	HUM	1a: Interpret, analyze, and assess available evidence, information, and ideas	SP17	2	7.7%	15	57.7%	8	30.8%	1	3.8%	3	26	65.4%
FAH	HUM	1b: Explore implications, inferences, assumptions, and alternate solutions	SP17	3	11.5%	13	50.0%	9	34.6%	1	3.8%	3	26	61.5%
FAH	HUM	1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence	SP17	6	23.1%	11	42.3%	8	30.8%	1	3.8%	3	26	65.4%
FAH	HUM	1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition	SP17	3	11.5%	13	50.0%	9	34.6%	1	3.8%	3	26	61.5%
FAH	HUM	2a: Organize and express ideas clearly in both written and oral communication	FA17	2	4.0%	3	6.0%	22	44.0%	23	46.0%	5	50	10.0%
FAH	HUM	2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus	FA17	2	4.0%	12	24.0%	24	48.0%	12	24.0%	5	50	28.0%
FAH	HUM	2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations	FA17	3	6.0%	18	36.0%	3	6.0%	26	52.0%	5	50	42.0%
FAH	HUM	2d: Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience	FA17	4	8.0%	15	30.0%	7	14.0%	24	48.0%	5	50	38.0%
FAH	HUM	4c: Evaluate the relevance and reliability of information and its appropriateness for the context	SP17	14	53.8%	7	26.9%	4	15.4%	1	3.8%	3	26	80.8%
FAH	MUS	2a: Organize and express ideas clearly in both written and oral communication	FA17	3	14.3%	8	38.1%	8	38.1%	2	9.5%	7	21	52.4%

Arts & Sciences – 2017 Detailed Results

Dept	Prog	ISLO	Term	4 - #	4 3 %	3 - #	3 - %	2 - #	2 - %	1 - #	1 - %	N/A	Total	% Target
FAH	MUS	2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus	FA17	2	9.5%	7	33.3%	9	42.9%	3	14.3%	7	21	42.9%
FAH	MUS	2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations	FA17	2	9.5%	7	33.3%	10	47.6%	2	9.5%	7	21	42.9%
FAH	MUS	2d: Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience	FA17	2	9.5%	9	42.9%	7	33.3%	3	14.3%	7	21	52.4%
FAH	PHI	1a: Interpret, analyze, and assess available evidence, information, and ideas	FA17	0	0.0%	4	12.1%	17	51.5%	12	36.4%	17	33	12.1%
FAH	PHI	1a: Interpret, analyze, and assess available evidence, information, and ideas	SP17	0	0.0%	3	9.1%	9	27.3%	21	63.6%	8	33	9.1%
FAH	PHI	1b: Explore implications, inferences, assumptions, and alternate solutions	FA17	0	0.0%	2	6.3%	5	15.6%	25	78.1%	18	32	6.3%
FAH	PHI	1b: Explore implications, inferences, assumptions, and alternate solutions	SP17	0	0.0%	0	0.0%	6	18.2%	27	81.8%	8	33	0.0%
FAH	PHI	1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence	SP17	0	0.0%	0	0.0%	10	30.3%	23	69.7%	8	33	0.0%
FAH	PHI	1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition	FA17	0	0.0%	4	12.1%	17	51.5%	12	36.4%	17	33	12.1%
FAH	PHI	1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition	SP17	0	0.0%	0	0.0%	6	18.2%	27	81.8%	8	33	0.0%
FAH	PHI	4a: Recognize, summarize, and explain central and supporting ideas as well as implied and abstract ideas in a variety of written, oral, and visual texts in multiple genres including academic and technical sources	FA17	0	0.0%	4	12.1%	17	51.5%	12	36.4%	17	33	12.1%
FAH	PHI	4c: Evaluate the relevance and reliability of information and its appropriateness for the context	FA17	0	0.0%	2	6.1%	4	12.1%	27	81.8%	17	33	6.1%
MAT	MAT	1a: Interpret, analyze, and assess available evidence, information, and ideas	FA17	0	0.0%	2	100%	0	0.0%	0	0.0%	1	2	100%
MAT	MAT	1a: Interpret, analyze, and assess available evidence, information, and ideas	SP17	7	22.6%	17	54.8%	3	9.7%	4	12.9%	7	31	77.4%
MAT	MAT	1b: Explore implications, inferences, assumptions, and alternate solutions	FA17	0	0.0%	2	100%	0	0.0%	0	0.0%	1	2	100%
MAT	MAT	1b: Explore implications, inferences, assumptions, and alternate solutions	SP17	7	22.6%	17	54.8%	3	9.7%	4	12.9%	7	31	77.4%
MAT	MAT	1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence	FA17	0	0.0%	2	100%	0	0.0%	0	0.0%	1	2	100%
MAT	MAT	1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence	SP17	7	22.6%	13	41.9%	7	22.6%	4	12.9%	7	31	64.5%
MAT	MAT	1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition	FA17	0	0.0%	2	100%	0	0.0%	0	0.0%	1	2	100%

Arts & Sciences – 2017 Detailed Results

Dept	Prog	ISLO	Term	4 - #	4 3 %	3 - #	3 - %	2 - #	2 - %	1 - #	1 - %	N/A	Total	% Target
MAT	MAT	2a: Organize and express ideas clearly in both written and oral communication	FA17	22	66.7%	4	12.1%	5	15.2%	2	6.1%	16	33	78.8%
MAT	MAT	2a: Organize and express ideas clearly in both written and oral communication	SP17	77	38.1%	69	34.2%	44	21.8%	12	5.9%	92	202	72.3%
MAT	MAT	2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus	SP17	12	25.5%	18	38.3%	17	36.2%	0	0.0%	10	47	63.8%
MAT	MAT	2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations	FA17	22	66.7%	4	12.1%	5	15.2%	2	6.1%	16	33	78.8%
MAT	MAT	2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations	SP17	77	38.1%	72	35.6%	42	20.8%	11	5.4%	92	202	73.8%
MAT	MAT	2d: Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience	SP17	12	25.5%	19	40.4%	16	34.0%	0	0.0%	10	47	66.0%
MAT	MAT	3a: Interpret and explain information presented as numerical data, functions, and formulae	FA17	68	37.4%	71	39.0%	34	18.7%	9	4.9%	68	182	76.4%
MAT	MAT	3a: Interpret and explain information presented as numerical data, functions, and formulae	SP17	53	34.9%	60	39.5%	34	22.4%	5	3.3%	85	152	74.3%
MAT	MAT	3b: Represent information as numerical data, functions, and formulae	FA17	51	31.5%	58	35.8%	44	27.2%	9	5.6%	88	162	67.3%
MAT	MAT	3b: Represent information as numerical data, functions, and formulae	SP17	72	41.1%	66	37.7%	34	19.4%	3	1.7%	62	175	78.9%
MAT	MAT	3c: Select appropriate numerical data, functions, and formulae to perform accurate computations	FA17	79	45.7%	47	27.2%	36	20.8%	11	6.4%	75	173	72.8%
MAT	MAT	3c: Select appropriate numerical data, functions, and formulae to perform accurate computations	SP17	68	38.4%	69	39.0%	27	15.3%	13	7.3%	60	177	77.4%
MAT	MAT	3d: Identify, evaluate, and infer reasonable assumptions based on quantitative information	FA17	61	38.4%	64	40.3%	30	18.9%	4	2.5%	90	159	78.6%
MAT	MAT	3d: Identify, evaluate, and infer reasonable assumptions based on quantitative information	SP17	36	34.3%	53	50.5%	13	12.4%	3	2.9%	132	105	84.8%
MAT	MAT	3e: Formulate reasonable solutions and draw logical conclusions from numerical data	FA17	67	33.3%	83	41.3%	42	20.9%	9	4.5%	48	201	74.6%
MAT	MAT	3e: Formulate reasonable solutions and draw logical conclusions from numerical data	SP17	65	37.1%	59	33.7%	41	23.4%	10	5.7%	62	175	70.9%
MAT	MAT	3f: Interpret numerical data and calculations in defense of an argument	FA17	51	30.2%	84	49.7%	26	15.4%	8	4.7%	79	169	79.9%
MAT	MAT	3f: Interpret numerical data and calculations in defense of an argument	SP17	65	37.1%	59	33.7%	41	23.4%	10	5.7%	62	175	70.9%
MAT	MAT	4a: Recognize, summarize, and explain central and supporting ideas as well as implied and abstract ideas in a variety of written, oral, and visual texts in multiple genres including academic and technical sources	SP17	9	56.3%	4	25.0%	3	18.8%	0	0.0%	3	16	81.3%

Arts & Sciences – 2017 Detailed Results

Dept	Prog	ISLO	Term	4 - #	4 3 %	3 - #	3 - %	2 - #	2 - %	1 - #	1 - %	N/A	Total	% Target
MAT	MAT	4b: Locate relevant and reliable information from a variety of sources as appropriate for the context	SP17	10	62.5%	4	25.0%	2	12.5%	0	0.0%	3	16	87.5%
MAT	MAT	4c: Evaluate the relevance and reliability of information and its appropriateness for the context	SP17	9	56.3%	5	31.3%	2	12.5%	0	0.0%	3	16	87.5%
MAT	MAT	4d: Select suitable information and materials and apply proper methods in order to accomplish tasks	FA17	10	30.3%	13	39.4%	8	24.2%	2	6.1%	16	33	69.7%
MAT	MAT	4d: Select suitable information and materials and apply proper methods in order to accomplish tasks	SP17	74	38.7%	64	33.5%	43	22.5%	10	5.2%	65	191	72.3%
MAT	MAT	5a-1: Demonstrate personal accountability through time management, preparedness, and honoring commitments	FA17	2	15.4%	4	30.8%	2	15.4%	5	38.5%	0	13	46.2%
MAT	MAT	5a-1: Demonstrate personal accountability through time management, preparedness, and honoring commitments	SP17	47	59.5%	19	24.1%	9	11.4%	4	5.1%	13	79	83.5%
MAT	MAT	5a-2: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed	FA17	2	15.4%	2	15.4%	4	30.8%	5	38.5%	0	13	30.8%
MAT	MAT	5a-2: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed	SP17	58	74.4%	16	20.5%	4	5.1%	0	0.0%	14	78	94.9%
MAT	MAT	5a-3: Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work	SP17	57	73.1%	19	24.4%	2	2.6%	0	0.0%	14	78	97.4%
MAT	MAT	5b: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations, including respectful treatment of others and collaboration	SP17	53	67.9%	24	30.8%	1	1.3%	0	0.0%	14	78	98.7%
MAT	MAT	5c-1: Engage with local and extended communities to promote civic action and social improvement	SP17	30	85.7%	3	8.6%	2	5.7%	0	0.0%	57	35	94.3%
MAT	MAT	5c-2: Examine and acknowledge differing views, express appreciation for diversity, explore the relationships between ideas and recognize the interconnectivity of issues, and broaden disciplinary and personal knowledge.	SP17	31	88.6%	2	5.7%	2	5.7%	0	0.0%	57	35	94.3%
SCI	AST	1a: Interpret, analyze, and assess available evidence, information, and ideas	FA17	13	25.5%	17	33.3%	11	21.6%	10	19.6%	7	51	58.8%
SCI	AST	3a: Interpret and explain information presented as numerical data, functions, and formulae	FA17	13	25.5%	17	33.3%	11	21.6%	10	19.6%	7	51	58.8%
SCI	AST	5a-1: Demonstrate personal accountability through time management, preparedness, and honoring commitments	SP17	19	36.5%	17	32.7%	7	13.5%	9	17.3%	12	52	69.2%
SCI	AST	5a-2: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed	SP17	18	35.3%	16	31.4%	12	23.5%	5	9.8%	12	51	66.7%
SCI	AST	5a-3: Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work	SP17	18	34.6%	20	38.5%	7	13.5%	7	13.5%	11	52	73.1%
SCI	AST	5b: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations, including respectful treatment of others and collaboration	SP17	19	38.0%	17	34.0%	10	20.0%	4	8.0%	13	50	72.0%

Arts & Sciences – 2017 Detailed Results

Dept	Prog	ISLO	Term	4 - #	4 3 %	3 - #	3 - %	2 - #	2 - %	1 - #	1 - %	N/A	Total	% Target
SCI	AST	5c-1: Engage with local and extended communities to promote civic action and social improvement	SP17	21	42.0%	15	30.0%	11	22.0%	3	6.0%	13	50	72.0%
SCI	AST	5c-2: Examine and acknowledge differing views, express appreciation for diversity, explore the relationships between ideas and recognize the interconnectivity of issues, and broaden disciplinary and personal knowledge.	SP17	19	37.3%	17	33.3%	10	19.6%	5	9.8%	12	51	70.6%
SCI	BIO	1a: Interpret, analyze, and assess available evidence, information, and ideas	FA17	24	29.3%	26	31.7%	18	22.0%	14	17.1%	24	82	61.0%
SCI	BIO	1a: Interpret, analyze, and assess available evidence, information, and ideas	SP17	67	47.2%	25	17.6%	19	13.4%	31	21.8%	57	142	64.8%
SCI	BIO	1b: Explore implications, inferences, assumptions, and alternate solutions	FA17	7	63.6%	2	18.2%	0	0.0%	2	18.2%	3	11	81.8%
SCI	BIO	1b: Explore implications, inferences, assumptions, and alternate solutions	SP17	67	46.9%	22	15.4%	20	14.0%	34	23.8%	56	143	62.2%
SCI	BIO	1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence	FA17	9	81.8%	0	0.0%	2	18.2%	0	0.0%	3	11	81.8%
SCI	BIO	1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence	SP17	65	45.5%	24	16.8%	19	13.3%	35	24.5%	57	143	62.2%
SCI	BIO	1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition	FA17	6	54.5%	3	27.3%	2	18.2%	0	0.0%	3	11	81.8%
SCI	BIO	1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition	SP17	45	31.5%	37	25.9%	24	16.8%	37	25.9%	58	143	57.3%
SCI	BIO	4a: Recognize, summarize, and explain central and supporting ideas as well as implied and abstract ideas in a variety of written, oral, and visual texts in multiple genres including academic and technical sources	FA17	16	22.5%	25	35.2%	17	23.9%	13	18.3%	21	71	57.7%
SCI	BIO	4c: Evaluate the relevance and reliability of information and its appropriateness for the context	SP17	2	12.5%	2	12.5%	5	31.3%	7	43.8%	2	16	25.0%
SCI	BIO	5a-1: Demonstrate personal accountability through time management, preparedness, and honoring commitments	SP17	33	45.8%	19	26.4%	14	19.4%	6	8.3%	1	72	72.2%
SCI	BIO	5a-2: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed	SP17	36	50.0%	24	33.3%	9	12.5%	3	4.2%	1	72	83.3%
SCI	BIO	5a-3: Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work	SP17	40	55.6%	21	29.2%	8	11.1%	3	4.2%	1	72	84.7%
SCI	BIO	5b: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations, including respectful treatment of others and collaboration	SP17	40	55.6%	25	34.7%	5	6.9%	2	2.8%	1	72	90.3%
SCI	BIO	5c-1: Engage with local and extended communities to promote civic action and social improvement	SP17	18	51.4%	11	31.4%	5	14.3%	1	2.9%	38	35	82.9%

Arts & Sciences – 2017 Detailed Results

Dept	Prog	ISLO	Term	4 - #	4 3 %	3 - #	3 - %	2 - #	2 - %	1 - #	1 - %	N/A	Total	% Target
SCI	BIO	5c-2: Examine and acknowledge differing views, express appreciation for diversity, explore the relationships between ideas and recognize the interconnectivity of issues, and broaden disciplinary and personal knowledge.	SP17	46	64.8%	18	25.4%	4	5.6%	3	4.2%	1	71	90.1%
SCI	CHE	5a-1: Demonstrate personal accountability through time management, preparedness, and honoring commitments	SP17	12	57.1%	6	28.6%	3	14.3%	0	0.0%	0	21	85.7%
SCI	CHE	5a-2: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed	SP17	15	71.4%	0	0.0%	6	28.6%	0	0.0%	0	21	71.4%
SCI	CHE	5a-3: Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work	SP17	21	100%	0	0.0%	0	0.0%	0	0.0%	0	21	100%
SCI	CHE	5b: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations, including respectful treatment of others and collaboration	SP17	20	95.2%	1	4.8%	0	0.0%	0	0.0%	0	21	100%
SCI	GEO	(FA16 ISLO) Execute Delivery	SP17	9	52.9%	6	35.3%	2	11.8%	0	0.0%	6	17	88.2%
SCI	GEO	2a: Organize and express ideas clearly in both written and oral communication	FA17	1	10.0%	6	60.0%	3	30.0%	0	0.0%	2	10	70.0%
SCI	GEO	2a: Organize and express ideas clearly in both written and oral communication	SP17	7	41.2%	7	41.2%	3	17.6%	0	0.0%	6	17	82.4%
SCI	GEO	2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus	FA17	0	0.0%	5	50.0%	4	40.0%	1	10.0%	2	10	50.0%
SCI	GEO	2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus	SP17	9	52.9%	7	41.2%	1	5.9%	0	0.0%	6	17	94.1%
SCI	GEO	2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations	FA17	2	20.0%	4	40.0%	3	30.0%	1	10.0%	2	10	60.0%
SCI	GEO	2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations	SP17	10	58.8%	6	35.3%	1	5.9%	0	0.0%	6	17	94.1%
SCI	GEO	2d: Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience	FA17	2	20.0%	5	50.0%	3	30.0%	0	0.0%	2	10	70.0%
SCI	GEO	2d: Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience	SP17	7	41.2%	6	35.3%	4	23.5%	0	0.0%	6	17	76.5%
SCI	PHY	1a: Interpret, analyze, and assess available evidence, information, and ideas	SP17	3	60.0%	1	20.0%	1	20.0%	0	0.0%	1	5	80.0%
SCI	PHY	1b: Explore implications, inferences, assumptions, and alternate solutions	SP17	3	60.0%	1	20.0%	1	20.0%	0	0.0%	1	5	80.0%
SCI	PHY	1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence	SP17	2	40.0%	2	40.0%	1	20.0%	0	0.0%	1	5	80.0%
SCI	PHY	1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition	SP17	2	40.0%	3	60.0%	0	0.0%	0	0.0%	1	5	100%

Arts & Sciences – 2017 Detailed Results

Dept	Prog	ISLO	Term	4 - #	4 3 %	3 - #	3 - %	2 - #	2 - %	1 - #	1 - %	N/A	Total	% Target
SCI	PHY	3a: Interpret and explain information presented as numerical data, functions, and formulae	SP17	4	40.0%	4	40.0%	2	20.0%	0	0.0%	1	10	80.0%
SCI	PHY	3b: Represent information as numerical data, functions, and formulae	SP17	5	50.0%	2	20.0%	2	20.0%	1	10.0%	1	10	70.0%
SCI	PHY	3c: Select appropriate numerical data, functions, and formulae to perform accurate computations	SP17	5	50.0%	0	0.0%	4	40.0%	1	10.0%	1	10	50.0%
SCI	PHY	3d: Identify, evaluate, and infer reasonable assumptions based on quantitative information	SP17	5	50.0%	1	10.0%	4	40.0%	0	0.0%	1	10	60.0%
SCI	PHY	3e: Formulate reasonable solutions and draw logical conclusions from numerical data	SP17	5	50.0%	0	0.0%	5	50.0%	0	0.0%	1	10	50.0%
SCI	PHY	3f: Interpret numerical data and calculations in defense of an argument	SP17	5	50.0%	1	10.0%	3	30.0%	1	10.0%	1	10	60.0%
SCI	PHY	5a-1: Demonstrate personal accountability through time management, preparedness, and honoring commitments	SP17	21	77.8%	2	7.4%	4	14.8%	0	0.0%	8	27	85.2%
SCI	PHY	5a-2: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed	SP17	20	74.1%	4	14.8%	3	11.1%	0	0.0%	8	27	88.9%
SCI	PHY	5a-3: Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work	SP17	25	92.6%	1	3.7%	1	3.7%	0	0.0%	8	27	96.3%
SCI	PHY	5b: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations, including respectful treatment of others and collaboration	SP17	25	92.6%	1	3.7%	1	3.7%	0	0.0%	8	27	96.3%
SCI	PHY	5c-2: Examine and acknowledge differing views, express appreciation for diversity, explore the relationships between ideas and recognize the interconnectivity of issues, and broaden disciplinary and personal knowledge.	SP17	27	100%	0	0.0%	0	0.0%	0	0.0%	8	27	100%
SCI	SCI	5a-1: Demonstrate personal accountability through time management, preparedness, and honoring commitments	SP17	3	25.0%	8	66.7%	0	0.0%	1	8.3%	1	12	91.7%
SCI	SCI	5a-2: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed	SP17	5	41.7%	5	41.7%	2	16.7%	0	0.0%	1	12	83.3%
SCI	SCI	5a-3: Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work	SP17	10	83.3%	2	16.7%	0	0.0%	0	0.0%	1	12	100%
SCI	SCI	5b: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations, including respectful treatment of others and collaboration	SP17	9	75.0%	2	16.7%	1	8.3%	0	0.0%	1	12	91.7%
SOC	HIS	1a: Interpret, analyze, and assess available evidence, information, and ideas	FA17	62	42.8%	51	35.2%	31	21.4%	1	0.7%	54	145	77.9%
SOC	HIS	1a: Interpret, analyze, and assess available evidence, information, and ideas	SP17	46	47.9%	37	38.5%	13	13.5%	0	0.0%	24	96	86.5%
SOC	HIS	1b: Explore implications, inferences, assumptions, and alternate solutions	FA17	62	42.8%	51	35.2%	31	21.4%	1	0.7%	54	145	77.9%

Arts & Sciences – 2017 Detailed Results

Dept	Prog	ISLO	Term	4 - #	4 3 %	3 - #	3 - %	2 - #	2 - %	1 - #	1 - %	N/A	Total	% Target
SOC	HIS	1b: Explore implications, inferences, assumptions, and alternate solutions	SP17	46	47.9%	37	38.5%	13	13.5%	0	0.0%	24	96	86.5%
SOC	HIS	1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence	FA17	62	42.8%	51	35.2%	31	21.4%	1	0.7%	54	145	77.9%
SOC	HIS	1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence	SP17	46	47.9%	37	38.5%	13	13.5%	0	0.0%	24	96	86.5%
SOC	HIS	1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition	FA17	62	42.8%	51	35.2%	31	21.4%	1	0.7%	54	145	77.9%
SOC	HIS	1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition	SP17	46	47.9%	37	38.5%	13	13.5%	0	0.0%	24	96	86.5%
SOC	HIS	2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations	FA17	51	35.2%	55	37.9%	37	25.5%	2	1.4%	54	145	73.1%
SOC	HIS	2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations	SP17	46	47.9%	37	38.5%	12	12.5%	1	1.0%	24	96	86.5%
SOC	HIS	4b: Locate relevant and reliable information from a variety of sources as appropriate for the context	FA17	51	35.2%	55	37.9%	37	25.5%	2	1.4%	54	145	73.1%
SOC	HIS	4b: Locate relevant and reliable information from a variety of sources as appropriate for the context	SP17	46	47.9%	37	38.5%	12	12.5%	1	1.0%	24	96	86.5%
SOC	HIS	4c: Evaluate the relevance and reliability of information and its appropriateness for the context	FA17	113	39.0%	106	36.6%	68	23.4%	3	1.0%	108	290	75.5%
SOC	HIS	4c: Evaluate the relevance and reliability of information and its appropriateness for the context	SP17	92	47.9%	74	38.5%	25	13.0%	1	0.5%	48	192	86.5%
SOC	HIS	4d: Select suitable information and materials and apply proper methods in order to accomplish tasks	FA17	51	35.2%	55	37.9%	37	25.5%	2	1.4%	54	145	73.1%
SOC	HIS	4d: Select suitable information and materials and apply proper methods in order to accomplish tasks	SP17	46	47.9%	37	38.5%	12	12.5%	1	1.0%	24	96	86.5%
SOC	POS	1a: Interpret, analyze, and assess available evidence, information, and ideas	FA17	33	45.8%	26	36.1%	13	18.1%	0	0.0%	0	72	81.9%
SOC	POS	1b: Explore implications, inferences, assumptions, and alternate solutions	FA17	34	47.2%	27	37.5%	11	15.3%	0	0.0%	0	72	84.7%
SOC	POS	1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence	FA17	33	45.8%	20	27.8%	19	26.4%	0	0.0%	0	72	73.6%
SOC	POS	1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition	FA17	32	44.4%	26	36.1%	14	19.4%	0	0.0%	0	72	80.6%
SOC	POS	2a: Organize and express ideas clearly in both written and oral communication	FA17	32	52.5%	20	32.8%	9	14.8%	0	0.0%	11	61	85.2%
SOC	POS	2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus	FA17	31	50.8%	18	29.5%	12	19.7%	0	0.0%	11	61	80.3%
SOC	POS	2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations	FA17	32	52.5%	17	27.9%	12	19.7%	0	0.0%	11	61	80.3%

Arts & Sciences – 2017 Detailed Results

Dept	Prog	ISLO	Term	4 - #	4 3 %	3 - #	3 - %	2 - #	2 - %	1 - #	1 - %	N/A	Total	% Target
SOC	POS	2d: Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience	FA17	34	55.7%	16	26.2%	10	16.4%	1	1.6%	11	61	82.0%
SOC	POS	3a: Interpret and explain information presented as numerical data, functions, and formulae	FA17	20	32.8%	22	36.1%	13	21.3%	6	9.8%	11	61	68.9%
SOC	POS	3b: Represent information as numerical data, functions, and formulae	FA17	19	31.1%	22	36.1%	15	24.6%	5	8.2%	11	61	67.2%
SOC	POS	3c: Select appropriate numerical data, functions, and formulae to perform accurate computations	FA17	20	32.8%	19	31.1%	17	27.9%	5	8.2%	11	61	63.9%
SOC	POS	3d: Identify, evaluate, and infer reasonable assumptions based on quantitative information	FA17	21	34.4%	20	32.8%	15	24.6%	5	8.2%	11	61	67.2%
SOC	POS	3e: Formulate reasonable solutions and draw logical conclusions from numerical data	FA17	20	32.8%	23	37.7%	13	21.3%	5	8.2%	11	61	70.5%
SOC	POS	3f: Interpret numerical data and calculations in defense of an argument	FA17	21	34.4%	22	36.1%	13	21.3%	5	8.2%	11	61	70.5%
SOC	POS	4a: Recognize, summarize, and explain central and supporting ideas as well as implied and abstract ideas in a variety of written, oral, and visual texts in multiple genres including academic and technical sources	FA17	36	50.0%	31	43.1%	5	6.9%	0	0.0%	0	72	93.1%
SOC	POS	4b: Locate relevant and reliable information from a variety of sources as appropriate for the context	FA17	32	44.4%	19	26.4%	21	29.2%	0	0.0%	0	72	70.8%
SOC	POS	4c: Evaluate the relevance and reliability of information and its appropriateness for the context	FA17	36	50.0%	30	41.7%	6	8.3%	0	0.0%	0	72	91.7%
SOC	POS	4d: Select suitable information and materials and apply proper methods in order to accomplish tasks	FA17	35	48.6%	31	43.1%	6	8.3%	0	0.0%	0	72	91.7%
SOC	POS	5a-1: Demonstrate personal accountability through time management, preparedness, and honoring commitments	FA17	30	41.7%	7	9.7%	35	48.6%	0	0.0%	0	72	51.4%
SOC	POS	5a-2: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed	FA17	31	43.1%	38	52.8%	3	4.2%	0	0.0%	0	72	95.8%
SOC	POS	5a-3: Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work	FA17	70	97.2%	2	2.8%	0	0.0%	0	0.0%	0	72	100%
SOC	POS	5b: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations, including respectful treatment of others and collaboration	FA17	68	94.4%	4	5.6%	0	0.0%	0	0.0%	0	72	100%
SOC	POS	5c-1: Engage with local and extended communities to promote civic action and social improvement	FA17	3	100%	0	0.0%	0	0.0%	0	0.0%	69	3	100%
SOC	POS	5c-2: Examine and acknowledge differing views, express appreciation for diversity, explore the relationships between ideas and recognize the interconnectivity of issues, and broaden disciplinary and personal knowledge.	FA17	39	54.2%	31	43.1%	2	2.8%	0	0.0%	0	72	97.2%
SOC	PSY	1a: Interpret, analyze, and assess available evidence, information, and ideas	FA17	21	18.3%	55	47.8%	24	20.9%	15	13.0%	30	115	66.1%

Arts & Sciences – 2017 Detailed Results

Dept	Prog	ISLO	Term	4 - #	4 3 %	3 - #	3 - %	2 - #	2 - %	1 - #	1 - %	N/A	Total	% Target
SOC	PSY	1a: Interpret, analyze, and assess available evidence, information, and ideas	SP17	4	7.1%	35	62.5%	16	28.6%	1	1.8%	3	56	69.6%
SOC	PSY	1b: Explore implications, inferences, assumptions, and alternate solutions	FA17	17	14.8%	50	43.5%	33	28.7%	15	13.0%	30	115	58.3%
SOC	PSY	1b: Explore implications, inferences, assumptions, and alternate solutions	SP17	3	5.4%	35	62.5%	15	26.8%	3	5.4%	3	56	67.9%
SOC	PSY	1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence	FA17	21	18.3%	47	40.9%	30	26.1%	17	14.8%	30	115	59.1%
SOC	PSY	1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence	SP17	3	5.4%	26	46.4%	26	46.4%	1	1.8%	3	56	51.8%
SOC	PSY	1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition	FA17	19	16.5%	48	41.7%	31	27.0%	17	14.8%	30	115	58.3%
SOC	PSY	1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition	SP17	1	3.6%	18	64.3%	9	32.1%	0	0.0%	31	28	67.9%
SOC	SOC	1a: Interpret, analyze, and assess available evidence, information, and ideas	FA17	10	47.6%	6	28.6%	5	23.8%	0	0.0%	3	21	76.2%
SOC	SOC	1b: Explore implications, inferences, assumptions, and alternate solutions	FA17	9	42.9%	6	28.6%	6	28.6%	0	0.0%	3	21	71.4%
SOC	SOC	1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence	FA17	8	38.1%	8	38.1%	4	19.0%	1	4.8%	3	21	76.2%
SOC	SOC	1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition	FA17	6	28.6%	10	47.6%	4	19.0%	1	4.8%	3	21	76.2%
A&S	All	All	CY17	6601	37.0%	6056	33.9%	3825	21.4%	1357	7.6%	5651	17839	71.0%