**ASSESSMENT OF COURSE LEVEL STUDENT LEARNING OUTCOMES (Samples)**

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# BUSINESS ADMINISTRATION DEPARTMENT/ACCT 101-Financial Accounting

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| Course Name: | **Financial Accounting** |
| Course Number: | **ACCT 101** |
| Semester:  | **Fall 2012** |
| CRN: | **40028, 40049, 40103, 40133, 43851** |
| Instructors: | **Cory Ng and Alan Davis** |

Course Description: Introduction to the theory of accounts and generally accepted accounting principles as applied to a corporation. Emphasis is placed on completing the accounting cycle, inventory and asset valuation and stockholder’s equity.

Upon completion of this course students will be able to:

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| Outcome | Assessment | Results |
| 1. Analyze, record, and report the results of business transactions through the accounting cycle for service and merchandising companies.
 | The following common problems from the text were assigned, using WileyPlus, to the students to measure their understanding and ability to apply the concepts that lead to the stated outcome: P1-2, P2-5, P3-2, P4-1, and P5-8. Each of these problems were completed by an average of 132 students in sections 101-001, 101-007, 101-021, 101-101, and 101-900.  | The average grade earned on the required work was an 82 (out of a possible 100).  |
| 1. Discuss the components of, and prepare, the financial statements for service and merchandising companies.
 | The following common problems from the text were assigned, using WileyPlus, to the students to measure their understanding and ability to apply the concepts that lead to the stated outcome: P1-2, P2-5, P3-2, P4-1, and P5-8. Each of these problems were completed by an average of 132 students in sections 101-001, 101-007, 101-021, 101-101, and 101-900.  | The average grade earned on the required work was an 82 (out of a possible 100). |
| 1. Discuss and apply the different valuation techniques used for assets, liabilities, and the components of equity.
 | The following common problems and exercises from the text were assigned, using WileyPlus, to the students to measure their understanding and ability to apply the concepts that lead to the stated outcome: P6-2, P6-9, E87-11, E8-3, E8-10, E9-7, E9-9, P10-2, P11-4 and P11-9. These problems were completed by an average of 106 students in sections 101-001, 101-007, 101-021, 101-101, and 101-900.  | The average grade earned on the required work was an 85 (out of a possible 100). |

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| **ACCT 101 GRADE ANALYSIS, FALL 2012** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Student Learning Outcomes:**  |  |  |  |  |  |  |  |  |  |
| Upon completion of the course, the student will be able to: |  |  |  |  |  |  |  |
| 1       Analyze, record, and report the results of business transactions through the accounting cycle for service and merchandising companies. |
| 2       Discuss the components of, and prepare, the financial statements for service and merchandising companies. |  |
| 3       Discuss and apply the different valuation techniques used for assets, liabilities, and the components of equity. |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |   |   | **Cover SLOs 1 and 2** | **Cover SLO 3** |
|  |   |   |   |   |   |   |   |   |   |   |   |   |   |
|   |   |   | **P1-2A** | **P2-5A** | **P3-2A** | **P4-1A** | **P5-8A** |  **P6-2A&6-9A** | **E7-11** | **E8-3&E8-10** | **E9-7&E9-9** | **P10-2A** | **P11-4A&P11-9A** |
|   |   |   | **PCT** | **PCT** | **PCT** | **PCT** | **PCT** | **PCT** | **PCT** | **PCT** | **PCT** | **PCT** | **PCT** |
| **Overall** |   |   |  |  |  |  |  |  |  |  |  |  |  |
| Average |   |   | **0.83** | **0.79** | **0.83** | **0.79** | **0.86** | **0.69** | **0.90** | **0.84** | **0.87** | **0.88** | **0.79** |
| Student Count |   |   | **138** | **154** | **132** | **130** | **132** | **129** | **119** | **109** | **107** | **82** | **88** |
|   |   |   |  |  |  |  |  |  |  |  |  |  |  |
| **101-001** |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Average |   |   | 0.84 | 0.76 | 0.78 | 0.91 | 0.81 | 0.65 | 0.79 | 0.90 | 0.87 | 0.83 | 0.83 |
| Count |   |   | 36 | 33 | 31 | 29 | 26 | 26 | 26 | 20 | 20 | 13 | 18 |
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| **101-007** |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Average |   |   | 0.89 | 0.83 | 0.81 | 0.89 | 0.84 | 0.60 | 0.97 | 0.87 | 0.86 | 0.97 | 0.78 |
| Count |   |   | 29 | 33 | 30 | 30 | 32 | 31 | 28 | 27 | 27 | 18 | 20 |
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| **101-021** |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Average |   |   | 0.87 | 0.83 | 0.96 | 0.92 | 0.90 | 0.63 | 0.95 | 0.85 | 0.80 | 0.91 | 0.78 |
| Count |   |   | 29 | 30 | 20 | 27 | 27 | 27 | 24 | 22 | 20 | 19 | 13 |
| **101-101** |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Average |   |   | 0.86 | 0.78 | 0.73 | 0.89 | 0.92 | 0.76 | 0.90 | 0.84 | 0.88 | 0.83 | 0.82 |
| Count |   |   | 27 | 29 | 28 | 27 | 24 | 22 | 20 | 19 | 18 | 13 | 18 |
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| **101-900** |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Average |   |   | 0.70 | 0.72 | 0.87 | 0.33 | 0.85 | 0.81 | 0.88 | 0.76 | 0.94 | 0.88 | 0.75 |
| Count |   |   | 17 | 29 | 23 | 17 | 23 | 23 | 21 | 21 | 22 | 19 | 19 |
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| **Overall** |   |   |   |   |   |   |   |   |   |   |   |   |   |
| **Average** |   |   | **0.83** | **0.79** | **0.83** | **0.79** | **0.86** | **0.69** | **0.90** | **0.84** | **0.87** | **0.88** | **0.79** |
| **Count** |   |   | **138** | **154** | **132** | **130** | **132** | **129** | **119** | **109** | **107** | **82** | **88** |

ACTION PLAN

Two steps have been taken to improve student outcomes related to inventory costing and valuation procedures that were low on the most recent ACCT 101 SLO 3 assessment.

First, on a short-term basis, the accounting faculty shared ideas and practices that could be implemented to simplify a complicated, quantitative subject for the students.

More longer term, Cory Ng has been evaluating a different text, and it's online learning package that analyzes the students’ work on materials and prescribes sections of the text they should review to improve their mastery of the subject matter.  The department will probably be moving to this text and online support as a whole in the upcoming fall semester based on Cory's findings and recommendation.

**ACCT 101 FL 12**

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| **Student Learning Outcomes - Course Level** |  |  |  |  |
| **Part 2: Assessment of SLO Outcomes** |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| **Course Number & Title:** | ACCT 101 Financial Accounting |  |
| **Completed by Lead Faculty Members:** | Cory Ng and Alan Davis |  |  |
|  |  |  |  |  |  |  |
| **Semester(s) Reported:** |  | Fall 2012 |  |  |  |  |
| **Submitted By:** | Cory Ng and Alan Davis |  | **Date:** | 12/4/13 |  |
|  |  |  |  |  |  |  |  |  |  |
| **Summary of Actual Results** |  |  |  |  |  |  |  |
| Basic Data | Total | Traditional | Hybrid | Online |  |
| **# of sections assessed** | 5 | 4 |   | 1 |  |
|  |  |  |  |  |  |  |  |  |  |
| Sections Taught By | Total | Full-Time Faculty | Adjunct Faculty | Experienced Faculty | Faculty Teaching Course for 1st time |
| **# of sections assessed** | 3 | 2 | 1 | 3 | 0 |
|  |  |  |  |  |  |  |  |  |  |
| **Actions** |  |  |  |  |  |  |  |  |  |
| Davis and Ng collaborated to develop multiple, shorter, more focused, exercises in WileyPlus to illustrate discussion points as a method of increasing students understanding instead of longer, more complex and comprehensive, problems. They identified common problems and grading policies (e.g., allowing two attempts for all homework problems with 100% point potential, providing students an opportunity to learn from their mistakes without being penalized).The common accounting problems were distributed to all full time and adjunct faculty for use in their classes to increase student understanding of ACCT 101 concepts and practices.

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| **Changes Implemented As a Result of Assessment Cycle:** |

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|  **Follow Up** |  |  |  |  |  |  |  |  |
| Faculty will review success of changes implemented during next assessment cycle.

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# COMPUTER TECHNOLOGIES DEPARTMENT/CIS 103 – Applied Computer Technologies

Computer Technologies Department-CIS 103 Learning Outcome Assessment Form Fall 2013, CRN 41651 , Sect 074, Naylor, Najah

Assessment Data (% of those who completed the course who achieved each outcome)

|  |  |  |  |
| --- | --- | --- | --- |
| Outcome | How did you address this outcome? | How did you assess this outcome? | success rate |
| Word Processing  | Lecture. Students modified and created several documents using MS Word application completed an online quiz based on vocabulary and a group project, which began as a google document, and was later transferred to MS Word. Students were also given a final project that incorporated the use of features and skills developed throughout the course.  | The assignments were assessed using an online grading system, rubric and peer feedback.  | 90% |
| Electronic Spreadsheets  | Lecture. Students modified several MS Excel worksheets using features such as charts, tables and formulas to organize data. The students were also assigned a vocabulary quiz, independent budget project and group assignment using the application to support the numeric or financial aspect about a choice topic.  | The assignments were assessed using an online grading system, rubric and peer feedback. | 90% |
| Database Systems | Lecture. Students were assigned several databases to modify using a systematic instruction guide. Later they were asked to modify a database according to specifications without systematic instructions. Finally, they were given an assignment whereby MS Access incorporated one aspect of information about a choice topic. | The assignments were assessed using an online grading system, rubric and peer feedback. | 80% |
| Collaboration and Social Networking  | Lecture and group discussion about social networking applications/sites. | Online quiz.  | 98% |
| Data Communications  | Lecture, group discussion assigned chapters to read and a quiz study guide. | Quiz | 86% |
| Presentation Systems  | Lecture. Students modified several MS PowerPoint presentations and were given a group project which including linking and embedding related other MSO software. | Students were assessed based on the rubric.  | 98% |
| Ethics | In class discussion and students were assigned select excerpts from the text and an essay, topic related to ethics in technology, which incorporated the use of MS Word features and google docs.  | Rubric | 93% |

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| Instructor FeedbackIn your opinion, what actions should be taken or what issues should be considered, based on these results? Do you plan to make any changes in the way you teach the course based on these results? Other related comments are also welcome. |
| Yes, I plan to increase supplemental information about MS Access to support student learning and continue to modify the assignment due dates to increase the success rate for an adult learner.  |

Approved by the CT Department Dec. 4, 2013 last edited by C. Herbert, Dec. 4, 2013

# ENGLISH DEPARTMENT/ENGL 101- English Composition I

Assessment of Student Learning Outcomes Reporting Form

English/ENGL 101

Responsible person(s)\_\_\_Joseph Kenyon\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Data collection semester: \_\_\_Fall, 2013\_\_\_\_\_\_\_ Data analysis and action plan development semester:\_\_\_Fall, 2013\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Outcome | Assessment Strategies | Expected Benchmark | Results (data) | Action Plan |
| ENGL 101 (SLO #1): #1- Annotate and summarize a multi-page nonfiction text, as well as paraphrase excerpts from that text. | The department secretary pulled 31 random ENGL 101 syllabi for this review. Based on the maximum 23 seat enrollment for the course, this represents a sample of 713 students. The syllabi were reviewed for specific assignments in annotation, summary, and paraphrasing of a multi-page text. If a syllabus included a defined assignment and/or class sessions devoted to these skills, it was deemed having met the criteria.In the case of syllabi that mentioned these skills but did not clearly define an assignment, the instructor was contacted and requested to send a detailed assignment to the Asst. Head for College Writing.  | The expectation was that 80% of the syllabi (25 out of 31) would have clearly defined assignments that meet this SLO. This benchmark is set low intentionally because ENGL 101 was recently revised and faculty are still getting used to the new course.  | 24 syllabi had clearly articulated assignments tied to this SLO. Two syllabi were inconclusive, and upon request, both faculty members supplied specific assignments that met the criteria. Therefore, 26 out of 31 (84%) met the criteria. | The faculty whose syllabi did not meet the criteria have been contacted and provided with guidelines for bringing their syllabi up to par. It is also important that the next time this SLO is assessed, the benchmark should be raised, as by that point, the new course document should be familiar. |

# ENGLISH DEPARTMENT/ENGL 102- The Research Paper

Assessment of Student Learning Outcomes Reporting Form

English/ENGL 102

Responsible person(s)\_\_\_Joseph Kenyon\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Data collection semester: \_\_\_Fall, 2013\_\_\_\_\_\_\_ Data analysis and action plan development semester:\_\_\_Fall, 2013\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Outcome | Assessment Strategies | Expected Benchmark | Results (data) | Action Plan |
| ENGL 102 (SLO #1): Identify an information need and formulate a research question or thesis statement | This SLO was assessed in 2011, at which time the faculty drew up a rubric to determine how well a thesis statement or question meets the criteria of the SLO. The rubric is as follows: A research topic should be subject to reasonable doubt and the statement should clearly express both the topic and the student’s position. A research question would only need to express the topic.  |  80% satisfactory questions/statements | 62 thesis statements/topics were submitted by faculty teaching 102. When evaluated against the rubric, 55 were found to meet the criteria and 7 were found lacking. Thus, the benchmark is exceeded by 8.7%  | No action is needed as these topics and theses were submitted in early November with a month remaining in the course. The poor theses/topics willeither improve or not pass.  |

# ENGLISH DEPARTMENT/ENGL 190- Introduction to Literature

**Assessment of Student Learning Outcomes Reporting Form**

**English 190 Introduction to Literature**

Responsible person(s)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Simone Zelitch\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Data collection semester: \_\_\_\_\_\_\_\_\_\_Fall 2013\_\_\_\_\_\_\_\_\_\_\_\_\_ Data analysis and action plan development semester: Spring 2014

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Outcome | Assessment Strategies | Expected Benchmark | Results (data) | Action Plan |
| Analyze literary texts in three genres: poetry, fiction and drama.  | * The unit requested five random samples of ungraded student assignments that were intended to address the outcome to be collected from English 190.
* A total of nineteen individual samples were collected: eight analyzing fiction, eight analyzing poetry, and three analyzing drama. The assignments were graded based on a rubric developed by the Literature and Creative Writing Faculty.
 | We set the benchmark at a “C” or 75.  | English 190 met the benchmark with an average of 86. | Consider revising SLO to better reflect the contents of an individual assignment in English 190. Continue assessment process with the second English 190 SLO this semester.  |

# ENGLISH DEPARTMENT/ENGL 281 Fiction Writing

**Assessment of Student Learning Outcomes Reporting Form**

**English 281: Fiction Writing**

Responsible person(s)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Simone Zelitch\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Data collection semester: \_\_\_\_\_\_\_\_\_\_Fall 2013\_\_\_\_\_\_\_\_\_\_\_\_\_ Data analysis and action plan development semester: Spring 2014

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| --- | --- | --- | --- | --- |
| Outcome | Assessment Strategies | Expected Benchmark | Results (data) | Action Plan |
| Analyze published fiction and critique the work of their peers using the vocabulary of the craft of fiction writing.  | * The unit requested five random samples of ungraded student assignments that were intended to address the outcome to be collected from English 281.
* A total of five assignments from English 281 were assessed based on a rubric developed by the Literature and Creative Writing unit.
 | We set the benchmark at a “C” or 75.  | English 281 met the benchmark with an average of 81. | Continue the SLO process with the third English 281 SLO.  |

# MARKETING & MANAGEMENT DEPARTMENT/MNGT 141-Principles of Management

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| --- | --- |
| Course Name: | **Principles of Management** |
| Course Number: | **MNGT 141** |
| Semester:  | **201210** |
| CRN: |  |
| Instructor: | **All** |

Course Description: This course reviews the five functions of management (planning, organizing, staffing, leading and controlling) and the history of the development of management theory. It covers in detail the subset concepts and theories associated with the functions. The course explains the universality of management theory in its application within commercial, nonprofit, governmental and other organizational settings. It covers management in its global applications as well as its involvement with organizational ethics and organizational social responsibility. Pre- or co-requisite: MNGT 121.

Upon completion of this course students will be able to:

|  |  |  |
| --- | --- | --- |
| Outcome | Assessment | Result |
| 1. List and define the management functions.
 | 3 multiple choice questions | 53.70% |
| 1. Discuss the role of ethics and social responsibility and the part business managers play in creating viable programs in this regard in their organizations.
 | 3 multiple choice questions | 52.47% |
| 1. Explain international trade, globalization and their importance in the 21st Century commercial environment.
 | 3 multiple choice questions | 47.84% |
| 1. Explain the universality of the planning process and its applicability in all organizations.
 | 3 multiple choice questions | 41.36% |
| 1. Explain the factors involved in Human Resource Management and the importance of HR as a primary sub-system of organizations.
 | 3 multiple choice questions | 50.62% |
| 1. Recognize, analyze, and describe at least four different types of control systems in private, public and non-profit organizations.
 | 3 multiple choice questions | 64.81% |
| **NOTES:** |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Instructor** | **Course**  | **Section** | **Semester** | **Year** | **# Of STUDENTS WHO TOOK THE TEST** |  |  |  |
|   | **MNGT 141** |  | **Spring** | **2012** | **108** |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |
| **SLO # 1** | **# CORRECT** | **Question AVG.** |  |  |  |  |  |  |
| Question # 1 | 66 | 61.11% |  |  |  |  |  |  |
| Question # 2 | 50 | 46.30% |  |  |  |  |  |  |
| Question # 3 | 58 | 53.70% |  |  |  |  |  |  |
|  |  | **53.70% Average for SLO 1** |  |  |  |
|   |   |   |  |   |   |   |   |   |
|  |  |  |  |  |
| **SLO # 2** | **# CORRECT** | **Question AVG.** |  |  |  |  |  |  |
| Question # 4 | 27 | 25.00% |  |  |  |  |  |  |
| Question # 5 | 79 | 73.15% |  |  |  |  |  |  |
| Question # 6 | 64 | 59.26% |  |  |  |  |  |  |
|  |  | **52.47% Average for SLO 2** |  |  |  |  |
|   |   |   |   |   |   |   |   |   |
|  |  |  |  |  |
| **SLO # 3** | **# CORRECT** | **Question AVG.** |  |  |  |  |  |  |
| Question # 7 | 61 | 56.48% |  |  |  |  |  |  |
| Question # 8 | 39 | 36.11% |  |  |  |  |  |  |
| Question # 9 | 55 | 50.93% |  |  |  |  |  |  |
|  |  | **47.84 % Average for SLO 3** |  |  |  |  |
| **SLO # 4** | **# CORRECT** | **Question AVG.** |  |  |  |  |  |  |
| Question # 10 | 81 | 75.00% |  |  |  |  |  |  |
| Question # 11 | 23 | 21.30% |  |  |  |  |  |  |
| Question # 12 | 30 | 27.78% |  |  |  |  |  |  |
|   |   | **41.36% Average for SLO 4** |   |   |   |   |
|  |
| **SLO # 5** | **# CORRECT** | **Question AVG.** |  |  |  |  |  |  |
| Question # 13 | 24 | 22.22% |  |  |  |  |  |  |
| Question # 14 | 83 | 76.85% |  |  |  |  |  |  |
| Question # 15 | 57 | 52.78% |  |  |  |  |  |  |
|   |   | **50.62% Average for SLO 5** |   |   |   |   |
|  |
| **SLO # 6** | **# CORRECT** | **Question AVG.** |  |  |  |  |  |  |
| Question # 16 | 60 | 55.56% |  |  |  |  |  |  |
| Question # 17 | 94 | 87.04% |  |  |  |  |  |  |
| Question # 18 | 56 | 51.85% |  |  |  |  |  |  |
|  |  | **64.81 % Average for SLO 6** |  |  |  |  |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **# students completing assignments** | 108 | 108 | 0 | 0 |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
| Sections Taught By | Total | Full-Time Faculty | Adjunct Faculty | Faculty Teaching Course for 1st time |  |  |  |
| **# of sections assessed** | 5 | 2 | 3 | 0 |  |  |  |
| **# students completing assessment** | 108 | 35 | 73 |   |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
| Results by Student Learning Outcome | **Total** | SLO #1 | SLO #2 | SLO #3 | SLO #4 | SLO #5 | SLO #6 |
| **# students completing assessment** | 108 | 108 | 108 | 108 | 108 | 108 | 108 |
| **Average # students meeting or exceeding benchmark** | 55.95 | 58 | 56.67 | 51.67 | 44.67 | 54.67 | 70.00 |
| **% students meeting or exceeding benchmark** | 55.9467 | 53.70% | 52.47% | 47.84% | 41.36% | 50.62% | 64.81% |
|  |  |  |  |  |  |  |  |  |  |  |  |
| **Analysis of Results** |  |  |  |  |  |  |  |  |  |
| **Strengths in Students' Performance:** |  |  |  |  |  |  |  |  |
| Over one-half of the students exceeded the benchmark. This particular assessment could indicate that improvement in student learning outcome performance is needed.

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| **Weaknesses in Students' Performance:** |  |  |  |  |  |  |  |  |
| Weaknesses in Students’ Performance levels might be attributed to the construction of the assessment test. All Student Learning Outcomes need to have better performance levels. These levels will improve by means of faculty discussion and collaboration on best practices. Best practices are developed by practitioners. Weaknesses in Students’ Performance could be overcome by more interaction between Full-time and Adjunct Faculty.

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| **Impact of Changes Implemented As a Result of Previous Assessment Cycle:** |  |  |  |  |
| This will be determined in future cycles.Best assessment methodologies are developed by practitioners.  At the end of every semester, a constructive meeting of Full-time and Adjunct Faculty communicating their assessment experiences will keep practices at a high and current state and lead to better outcomes.

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| **Impact of Other Factors on Student Performance During This Assessment Cycle:** |  |  |  |  |
| The quality of the questioning always needs review and revision. Assessment is always difficult and should be subject to regular scrutiny by the faculty. The overarching goals of all college course work are reading, writing, analysis and content mastery. Every college course should be a carrier for those goals.

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# PHYSICS DEPARTMENT/PHYS 241-Electricity, Magnetism and Light

The **learning outcome assessed**: Demonstrate an understanding of the concepts of electric charge and electric field and be able to find forces, fields and flux using Coulomb’s and Gauss’s law.

**Method of assessment**: Multiple choice pretest and posttest. Results were tabulated May 20, 2012.

**What was found**: Students had a misunderstanding of the concept of electric flux and did not answer question 2 correctly in the posttest. (The Physics Department Assessment plan has as a benchmark that 80% of students taking the posttest answer question 2 correctly. Only 36.5% answered correctly.)

**Intervention**: Augmented the lecture to address the specific misunderstanding.

**Results**: When question 2 was presented to the students in class (verbally) the students gave the correct answer. (In unison!)

**Moving forward**: Embed relevant questions in the final examination to obtain quantifiable results.

The Physics Department plans to revise its Assessment Procedure using Pretests and Posttests to achieve a consistent methodology in student learning outcome assessment. Courses will be reassessed (as required) using the revised procedures along a specified timeline.

# SOCIAL SCIENCE DEPARTMENT/EASC 111-Environmental Conservation

Responsible person(s): Deirdre Garrity-Benjamin, Christopher Murphy, Margaret Stephens

Data collection semester: Fall 2011 Data analysis and action plan development semester: Spring 2012

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| Outcome | Assessment Strategies | Expected Benchmark | Results (data) | Action Plan |
| **Demonstrate an understanding of the nature of the environment, its basic components, flows, cycles and interrelationship** | **Describe the techniques and tools you used to assess student learning including, but not limited to:** **Describe the techniques and tools you used to assess student learning including, but not limited to:** * EASC 111 is an elective for the Community College of Philadelphia student population. A total of 9 sections were assessed in the Fall 2011 semester with a total of 229 students assessed.
* The assessment tool that was used was a Case Study followed by 14 multiple choice questions. Assessment attached (Article 1). This case study is a direct qualitative assessment.
* 3 full-time faculty members conducted the assessment. The assessment was given during the final examination. Two professors gave the assessment in class (in paper format) and one professor gave the assessment in an online format (electronically). The professor that assessed in an online format omitted Question #10 and Question #11. The student population that was assessed for Question #10 and Question #11 was a total of 189 students, not 229.
* Of the 14 multiple choice questions: Question # 5, Question #6, Question #8, Question #10 and Question #11 addressed this specific learning outcome.
 | **Describe your expectations for student accomplishment of the outcome.** Some students may struggle with the reading comprehension involved in the case study as well as interpretation of graphs, but we expect at least 70% of students to answer Question # 6, Question #8, Question #8, Question #10 and Question #11 correctly. | After tabulating the data 66% of students answered Question #6 correctly, 74% of students answered Question #8 correctly, 62% of students answered Question #10 correctly and 79% of students answered Question #11 correctly. | **How will the faculty address the results of assessment? What changes will be made to try to improve student learning?** Students seemed to struggle with Question #6 and Question #10. After reflection, these two questions need to be reconstructed for future assessment due to wording.Overall: We will continue to use the same methods of assessment (with modification to question #6 and #10) since students demonstrate competence in this learning objective. No action is needed. We will continue to use current strategies and assessment tools.We will reassess this learning objective in 5 years. |

Social Science Department/EASC 111

Responsible person(s): Deirdre Garrity-Benjamin, Christopher Murphy, Margaret Stephens

Data collection semester: Fall 2011 Data analysis and action plan development semester: Spring 2012

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| Outcome | Assessment Strategies | Expected Benchmark | Results (data) | Action Plan |
| **Identify several major environmental problems and assess how this affects our ability to live in a sustainable way.**  | **Describe the techniques and tools you used to assess student learning including, but not limited to:** * EASC 111 is an elective for the Community College of Philadelphia student population. A total of 9 sections were assessed in the Fall 2011 semester with a total of 229 students assessed.
* The assessment tool that was used was a Case Study followed by 14 multiple choice questions. Assessment attached (Article 1). This case study is a direct qualitative assessment.
* 3 full-time faculty members conducted the assessment. The assessment was given during the final examination. Two professors gave the assessment in class (in paper format) and one professor gave the assessment in an online format (electronically).
* Of the 14 multiple choice questions, Question # 7 and Question #9 addressed this specific learning outcome.
 | **Describe your expectations for student accomplishment of the outcome.** Some students may struggle with the reading comprehension involved in the case study but we expect at least 70% of students to answer Question #7 and Question #9 correctly. | After tabulating the data 74% of students answered Question #7 correctly and 59% of students answered Question #9 correctly.  | How will the faculty address the results of assessment? What changes will be made to try to improve student learning? Students seemed to struggle with Question #9. After reflection, this questions need to be reconstructed for future assessment.We will continue to use the same methods of assessment (with modification to question #9) since on average students demonstrate competence in this learning objective. No action is needed. We will continue to use current strategies and assessment tools.We will reassess this learning objective in 5 years. |

Social Science Department/EASC 111

Responsible person(s): Deirdre Garrity-Benjamin, Christopher Murphy, Margaret Stephens

Data collection semester: Fall 2011 Data analysis and action plan development semester: Spring 2012

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| Outcome | Assessment Strategies | Expected Benchmark | Results (data) | Action Plan |
| **Describe viable solutions to the major environmental problems facing contemporary society.** | **Describe the techniques and tools you used to assess student learning including, but not limited to:** * EASC 111 is an elective for the Community College of Philadelphia student population. A total of 9 sections were assessed in the Fall 2011 semester with a total of 229 students assessed.
* The assessment tool that was used was a Case Study followed by 14 multiple choice questions. Assessment attached (Article 1). This case study is a direct qualitative assessment.
* 3 full-time faculty members conducted the assessment. The assessment was given during the final examination. Two professors gave the assessment in class (in paper format) and one professor gave the assessment in an online format (electronically).
* Of the 14 multiple choice questions, Question # 12 and Question #14 addressed this specific learning outcome.
 | **Describe your expectations for student accomplishment of the outcome.** Some students may struggle with the reading comprehension involved in with the case study but we expect at least 70% of students to answer questions #12 and #14 correctly. | After tabulating the data 80% of students answered Question #12 correctly and 79% of students answered Question #14 correctly.  | **How will the faculty address the results of assessment? What changes will be made to try to improve student learning?** We will continue to use the same methods of assessment since students demonstrate competence in this learning objective. No action is needed. We will continue to use current strategies and assessment tools.We will reassess this learning objective in 5 years. |

**EASC 111 Assessment**

*Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ J#:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*Class/Section \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Instructor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

Answer the questions below based on the following case study, ***Deer Populations in Urban Forests.***

Source: Friends of the Wissahickon (a community-based, non-profit conservation and advocacy organization) <http://www.fow.org/deer.php>

In the early 1990's, members of the Friends of the Wissahickon (FOW) noted that regeneration of Wissahickon Valley Park's forest was being severely impacted. They suspected this might be caused by the rapidly increasing deer herd. At first, Fairmount Park was not ready to take the initiative when this issue was brought to their attention. They did, however, give the Friends permission to study the issue.

In 1996, FOW retained Brian Shissler of Natural Resource Consultants (NRC) to prepare an in-depth study of the deer impact on the forest, evaluate alternatives, and recommend action. NRC found that the Wissahickon deer population was 10 times optimum density of 10 to 15 deer per square mile and destructive browse (eating of vegetation) was found throughout the Park. Shrub and wildflower plants in addition to saplings had disappeared due to the browsing. When deer numbers exceed 22 per square mile, wild animal species, particularly birds, are observed to decline.

After evaluating a range of alternatives to reduce or manage the herd, NRC strongly recommended the hiring of sharpshooters to carry out a cull of the herd.

In 1998, FOW initiated an educational campaign with brochures and public meetings in which Shissler--and other professionals familiar with the issue--spoke. The FOW adopted the NRC recommendations in April, 1998 and requested that Fairmount Park apply for a permit from the Pennsylvania Game Commission to carry out a cull using sharpshooters.

Support was solicited from other friends groups, environmental organizations, and garden clubs. Fairmount Park held two public meetings on the proposed program. FOW and representatives of almost all key organizations in the region concerned with the overabundance of deer testified. They focused on the damage to the environment and the future health of the forest as the primary reasons for reducing the deer herd, with car accidents and [Lyme disease](http://www.fow.org/lyme.php) as other considerations. Fairmount Park, despite significant opposition from animal rights groups, decided to carry out the cull.

**Monitoring the Success of the Culls**

The culls seem to be having a positive impact on the environment of the Parks. Anecdotal information from the Wissahickon indicates that some wildflowers and young saplings are showing up in areas where they had not been seen for years. It was recognized by both Friends groups that systematic measurement of the ongoing impact of deer was needed to demonstrate recovery of the vegetation.

**Response to Arguments Against the Cull**

The most consistent argument against the culls has been that immuno-contraception techniques should be used to control the deer population. As documented in the 1996 NRC report and numerous subsequent studies, such a program does not yet exist outside of a few inconclusive experimental studies. The techniques are not available now because of serious problems with the delivery of the contraceptives, concerns about their effect on venison, the impracticality of such a program in areas like the Wissahickon, which borders hundreds of acres of private land where deer roam freely, and the illegality of these techniques in Pennsylvania.

1.  A dieback, or population crash, often occurs after a species \_\_\_\_\_\_\_\_ its environmental carrying capacity.
A.  meets
B.  overshoots
C.  undershoots
D.  oscillates around
E.  decreases

2. Complexity in an ecological community has to do with the number of
A.  species in the population.
B.  species at each trophic level.
C.  genetic variations within a species.
D.  primary producers available.
E.  primary producers relative to the number of consumers.

3. Habitat fragmentation usually leads to a(n)
A.  decrease in biodiversity.
B.  reduction in the number of introduced species.
C.  increase in biodiversity due to the isolated populations.
D.  increase in the number of introduced species.
E.  more stable environment.

4.  Which of the following is **unlikely** to occur when deer populations exceed the carrying capacity of an area?
A.  There will be more avenues for the introduction and spread of invasive species.
B.  The deer will overbrowse and destroy native species.
C.  The biodiversity in the area will decline.
D.  The large deer populations are likely to attract other species and increase the biodiversity in an area.

5.  Which of the following is the best scientific reason for FOW to conduct a study of the deer situation before taking action?
A.  To understand the underlying science, because the population ecology of deer and other species has not been studied previously.
B.  To allow time for the deer population to establish itself and show measurable effects on the local environment.
C.  To develop the instruments and methodologies to conduct the experiments and measure the results.
D.  To understand the nature and extent of the problem and to establish baseline information against which to measure the results or effects of their actions.

 6.  Which of the following is the **least likely** environmental effect of the increase in deer population?
A.  More deer will attract other native species and increase biodiversity in the area.
B.  Deer will outcompete other species for resources and reduce food supplies available for other species.
C.  Exceeding the carrying capacity will lead to destruction of native species and reduces biodiversity.
D.  Destruction of native vegetation will lead to growth or spread of invasive species.

7.  Which of the following is **the least likely** to happen as a result of the increase in the deer population?
A.  Deer will consume or destroy food crops and other vegetation planted by humans.
B.  All stakeholders, including local residents, scientists, park officials and business people will agree on how deer populations should be controlled.
C.  There will be an increase in automobile accidents from deer crossing roads.
D.  There will be a higher incidence of diseases, such as Lyme Disease, carried by deer ticks.

8.  Which is the **most likely explanation** for the decline in wild animal species described in the article?
A.  Deer browsing reduces new plant growth and availability of habitat for other species.
B.  As other sources of food become more scarce, deer feed on wild animals.
C.  As omnivores, deer prey on wild animal species.
D.  Deer transmit pathogens and pests that spread disease and destruction of wild animal species.

9.  Which of the following is **not** an anthropogenic factor that has contributed to an increase in deer populations?
A.  natural variation in populations of predator species
B.  clearing land to build houses and to plant gardens and lawns
C.  urban/suburban development (sprawl)
D.  extirpation of native predator species

10. Using the image below , which of the following best represents the population growth pattern expected as the population of deer grows, exceeds the carrying capacity of the area, and then reaches a stable replacement level? A.   J curve, exponential growth
B.  S curve
C.  Random growth pattern
D.  Overshoot and complete dieback



11.  Label A through D (or identify appropriate label):

 

A. Carrying capacity
B.  Overshoot, when population exceeds the carrying capacity
C.  Dieback
D.  Exponential growth

12.  Based on principles of population dynamics and ecology, which of the following scenarios would be **most likely** to occur following reintroduction of coyotes in the area?
A.  The deer population would decrease because of predation.
B.  The deer population would decrease, because deer would migrate to other habitats.
C.  The deer population would increase, because humans would hunt coyotes rather than deer.
D.  The deer population would increase as a result of the interspecies competition.
E.  There would be little or no change in the deer population.

13. Evidence that the ecosystem is improving following the deer culling program would include  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
A.  increase in monocultures of invasive species
B.  reemergence of insects that eat invasive species
C.  appearance of young tree seedlings and other native vegetation that had not been present in recent years
D.  increase in the birthrate among deer

14.  The best example of a sustainable and self-sustaining forest ecosystem would be one where \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
A.  The deer population fluctuates significantly along with the populations of other native species.
B.  The population of deer is relatively stable, near or below the carrying capacity of the area, and there is an abundance of native vegetation and animal species.
C.  Abundance of a few animal and plant species is high, while biodiversity is low.
D.  The population of deer expands above the carrying capacity, so culling by humans is carried out on a regular basis.

# SOCIAL SCIENCE DEPARTMENT/GEOG 103-Human Geography

Responsible person(s): Deirdre Garrity-Benjamin,

Data collection semester: Fall 2012 Data analysis and action plan development semester: Spring 2013

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| Outcome | Assessment Strategies | Expected Benchmark | Results (data) | Action Plan |
| **Evaluate the spatial distribution of various human geography attributes including language, religion, economic development, transport and political structure** | **Describe the techniques and tools you used to assess student learning including, but not limited to:** **Describe the techniques and tools you used to assess student learning including, but not limited to:** * Geog 103 is an elective for the Community College of Philadelphia student population. 1 section of the course is offered each semester. The 1 section was assessed.
* The assessment tool that was used was an essay exam which consisted of 10 questions. 7 of these questions were mandatory to answer, while three questions were to be chosen by the students.
* 1 full-time faculty member conducted the assessment. The assessment was given during the final examination. The professor gave the assessment as a take home essay exam and was to be handed in during exam week (in paper format). The students had 3 days to complete the exam from distribution to collection.
* There were a total of 17 students assessed.
* The answers to each question were to be at least 300 words, free of grammar and spelling error and contain proper citations.
* Of the 15 questions given, all of the questions related to this objective.
 | **Describe your expectations for student accomplishment of the outcome.** The answers to each question were to be at least 300 words, free of grammar and spelling error and contain proper citations. Due to the fact that the exam was take-home, the expectation was that the students would be able to critically think and assess the questions in a more detailed fashion. The benchmark for demonstrating proficiency in this learning objective was 70%  | Of the 17 students the overall average on the final exam was an 81%.This calculation was made by taking the final exam grade and averaging amongst the students in the class. The calculation was done in this way because all of the questions on the exam related to this learning objective. | **How will the faculty address the results of assessment? What changes will be made to try to improve student learning?** 70% of students demonstrated competency in this learning objective. We will continue to use the same methods of assessment since students demonstrate competence in this learning objective. We will implement a rubric or grading scheme for each question on the next assessment.  No action is needed. We will continue to use current strategies and assessment tools.We will reassess this learning objective in 5 years. |

**Social Science Department/Human Geography 103**

**GEOG 103 - Human Geography Final**

This exam will be take-home. You will answer the 7 questions listed as “Mandatory to answer.” You will then choose three questions from the section listed as “Pick three from below to answer.” Each answer needs to be at least 300 words. Please write out the question and answer the question below. Due in person on Thu December 13th 1030-1230, WEST W2-56. I will not accept this exam through email. If you do not come in person to hand in your exam during the time given above, then you will receive a 0. If you use outside information be sure to use a citation or you will receive a 0 for plagiarizing. Please make sure your exam is stapled with only your name on the top.

**I am looking for quality work, since this is a take-home exam. No excuses for grammar and punctuation errors. This exam is worth 20% of your grade. Good luck and see you Thursday.**

**Mandatory to answer**

1. Name and describe the three areas that the HDI uses to determine the number and explain in detail each area.
2. Describe the difference between and MDC and a LDC. Be detailed. Use examples and indicators.
3. What is the difference between the self-sufficient and the international trade theory? Which one is said to work best and why. What benefits and problems are associated with each?
4. How are cities in NA different than cities in Europe?
5. Name draw, label and describe one of the models of urban structure: Concentric, Sector, Multiple Nuclei Model. Include a description of the CBD.
6. Why do inner cities face distinctive challenges?
7. The film *Life and Debt* describes in details issues with the lending of money to developing countries as well as issue with the international trade agreements. What are the issues with both as described in the film?

**Pick three from below to answer**

1. What is the difference between ethnicity, nationality and race?
2. Explain the difference between folk and popular culture?
3. What is the difference between possibilism and environmentalism in terms of culture? Give examples and why the dispute is important today.
4. Why is the US population at zero to negative growth?
5. Describe in detail three consequences of the China “One Child Policy” as seen in the film or read about in articles.
6. What is a push and pull factor. Name one social, one economic and one environmental push factor (three in all) that would make you migrate and explain each one. Do the same for pull factors. Explain which of these would be a migration and which would be just mobility.
7. Name one extinct or dying language from the website and describe in detail the location, why it is near extinction, how is it being preserved.
8. What are the benefits and drawbacks for cultural integration and diversity resulting from an English-only mandate?

# SOCIAL SCIENCE DEPARTMENT/GIS 101-Introduction to Geographic Information Systems

Responsible person(s): Luis Oliveri – Instructor Deirdre Garrity-Benjamin - Report writer

Data collection semester: Spring 2013 Data analysis and action plan development semester: Summer 2013

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| Outcome | Assessment Strategies | Expected Benchmark | Results (data) | Action Plan |
| **Use a computer-based system of GIS software such as ARC GIS to manipulate and analyze data** | **Describe the techniques and tools you used to assess student learning including, but not limited to:** * The assessment tools used were a Final Project as well as dependent and independent exercises given throughout the semester
* 1 part-time faculty member conducted the assessment. There were a total of 12 students enrolled in the class.
* The final project required students to design a map from concept to completion which included the gathering manipulating and analyzing of data. The Final project including grading rubric is attached.
* Dependent and independent exercises given throughout the semester, which consisted of tutorial exercises.
 | **Describe your expectations for student accomplishment of the outcome.** 75% of students will achieve good performance on this evaluation metric, earning a grade of 80% or higher on the final exam.  | After grading the final projects, 80% of the students received a B or better.Throughout the semester 80% students on average received a B or better on the dependent and independent exercises | **How will the faculty address the results of assessment?** Students met this learning objective Assessment of this learning objective will take place again in 2 years since a revision of this course and addition of learning objectives will take place in the Fall of 2014. |

# SOCIAL SCIENCE DEPARTMENT/GIS 104- Principles of Computer Cartography and Visualization

Responsible person(s): Geri Miller - Instructor Deirdre Garrity-Benjamin - Report writer

Data collection semester: Spring 2013 Data analysis and action plan development semester: Summer 2013

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| Outcome | Assessment Strategies | Expected Benchmark | Results (data) | Action Plan |
| **Demonstrate in writing their understanding of terms related to computer cartography** | **Describe the techniques and tools you used to assess student learning including, but not limited to:** * The assessment tools used were a mid-term exam and a final project.
* A series of multiple choice and short answer questions were given on the midterm and a final project which included a writing portion was given during the final exam period.
* 1 part-time faculty member conducted the assessment.
* A total of 10 students were enrolled in this course
* All of the students in this course did not have GIS 102 before taking GIS 104.
 | **Describe your expectations for student accomplishment of the outcome.** It is anticipated that 75% of our students will master this evaluation metric.  | After grading the mid-term, 50% of students received a C but 80% of the students received a B or better on the Final Project. Our expected benchmark was not achieved.  | **How will the faculty address the results of assessment? What changes will be made to try to improve student learning?** Although not a course prerequisite, taking GIS 102 before GIS 104 may better prepare the students for success. This learning objective will be reassessed when the course is offered again in 2014.  |

**Social Science Department/GIS 104**

Responsible person(s): Geri Miller – Instructor Deirdre Garrity-Benjamin - Report writer

Data collection semester: Spring 2013 Data analysis and action plan development semester: Summer 2013

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| Outcome | Assessment Strategies | Expected Benchmark | Results (data) | Action Plan |
| **Express orally their analysis of a mapping problem** | **Describe the techniques and tools you used to assess student learning including, but not limited to:** * The assessment tool that was used was in class discussions
* 1 part-time faculty member conducted the assessment. The assessment was given throughout the semester
* 10 students were enrolled in the course
* A participation grade of 5% was incorporated into the final grade of the student. No clear grading rubric was given of the term participation.
 | **Describe your expectations for student accomplishment of the outcome.** We expect 80% of students to achieve this learning objective | 80% of the students received a full 5% participation grade in the course.  | **How will the faculty address the results of assessment? What changes will be made to try to improve student learning?** While 80% of the students received a B or better on this learning objective, a clear grading rubric of the expectations of the term participation was not given. This objective will be reassessed the next time the course is offered in 2014.  |

# SOCIAL SCIENCE DEPARTMENT/SOC 101-Introduction to Sociology

**Assessment of Student Learning Outcomes Reporting Form**

**Introduction to Sociology: Soc 101**

Responsible person(s): Full-time Sociology Faculty (completed data collection/analysis); Jamie Gusrang (filled out this form)

Data collection semester: Fall 2011 Data analysis and action plan development semester: Spring 2012

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| Outcome | Assessment Strategies | Expected Benchmark | Results (data) | Action Plan |
| Sociology 101,Outcome 1:*Describe how**sociologists seek**to understand**the social world**and human**social behavior,**as contrasted**with other**disciplinary**attempts to**understand it.* | * Each full-time faculty member used the assessment in his/her 101 classes.
* Students were asked to respond to the assessment question in essay form.
* The assessment was given during the last two weeks of the semester both in and outside of class.
* Data was collected from one class from each full-time faculty member.
* From each class, one third of the student work was assessed (every third paper, from randomly collected work).
* Full-time faculty assessed the work using a common rubric, where students received scores from 0-3.
 | * 70% of students will score a 2 or 3 on each indicator.
 | * (See attached chart)
* 84% of students scored a 2 or 3 on perspective
* 80% of students scored a 2 or 3 on vocabulary
* 80% of students scored a 2 or 3 on accuracy
 | * Standardize response type: going forward, all students will respond to the assessment question in the same manner (e.g., in or out of class)
* Reword the assessment question: remove “sociological perspective” and use “sociological imagination”
* Further standardize scoring system among faculty (i.e., more discussion about what constitutes a score of 1, 2, or 3)
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| **SOC 101: Outcome 1, Fall 2011***Scores by Indicator* |
|
| **Score** | **Indicator** |
| ***Perspective*** | ***Vocabulary*** | ***Accuracy*** |
| ***N*** | ***%*** | ***% 2 or 3*** | ***N*** | ***%*** | ***% 2 or 3*** | ***N*** | ***%*** | ***% 2 or 3*** |
| **0** | 2 | 4.0% | 84.0% | 3 | 6.0% | 80.0% | 6 | 12.0% | 80.0% |
| **1** | 6 | 12.0% | 7 | 14.0% | 4 | 8.0% |
| **2** | 18 | 36.0% | 15 | 30.0% | 21 | 42.0% |
| **3** | 24 | 48.0% | 25 | 50.0% | 19 | 38.0% |
| ***Total Assessed: 50*** |