Course Outcome Assessment Report

Course: Elementary Algebra

Outcome: Given two points, find the slope of the line containing these two points.

Terms Included in this Report: Fall, 2009

Data Summary:

Criteria/Standards	Not Proficient	Proficient
1. Use of the slope formula, or 2. Graph both points to determine the rise and run. (Benchmark: 70%) **Benchmark Achieved**	1. The formula is incorrect or no work shown, or 2. the points are incorrect and/or the rise and run are incorrect. — 98 (21.7%)	1. The formula is correct, or 2. The points are graphed and rise and run are determined correctly. — 353 (78.3%)
Computation of the slope. (Benchmark: 70%) **Benchmark Achieved**	The slope is not computed correctly. — 102 (22.6%)	The slope is computed correctly. — 349 (77.4%)

Qualitative Data/Comments and Observations

1. This data was obtained via a mandatory, yet extra credit quiz given in conjunction with an exam.

Inferences: For both standards, about 80% of students assessed are proficient in finding the slope of the line containing two given points. For

the first objective, students failed to remember the slope formula. For the second objective, students had made errors on signs and additions.

Action Plan: We are happy with the result. We will use this method to assess this SLO next semester.

Local Resource Needs: Students can use the tutoring services at the MSC and LRC. Also more tutors, computers and softwares are needed to help student improve their learning.

Resource Requests: None

Additional Comments: We are happy with the result. We may use points with fractions as coordinates.

Course Outcome Assessment Report

Course: Survey of Humanities

Outcome: Name 4 artists central to the period of the Renaissance and identify their art works that characterized their contribution.

Terms Included in this Report: Spring, 2010

Data Summary:

Criteria/Standards	Not Proficient	Proficient
Name 4 artists central to the periods of the Renaissance and identify the art works that characterized their contributions. (Benchmark: 90%) **Benchmark Not Achieved**	Students were only able to identify 3,2,1 or 0 artists and their works — 45 (17%)	Students were able to identify 4 or more artists, and name their masterpieces. — 220 (83%)

Qualitative Data/Comments and Observations

No additional information was submitted

Inferences: Provide students with visual handouts via faculty website to practice identifying artists and their works.

Action Plan: Design website for Humanities course that will incorporate slide identification practice

Local Resource Needs:

Resource Requests: None

Additional Comments: Persons who analyzed this data were: Martha Carreon, Domingo Rodriguez and Hector Gonzalez

Course Outcome Assessment Report

Course: Introductory Psychology

Outcome: Given research findings and theories in psychology, describe and/or evaluate the role that both genetics and environment play in different behaviors.

Terms Included in this Report: Fall, 2009, Spring, 2010

Data Summary:

Criteria/Standards	Not Proficient	Proficient
Standard 1: Student understands the concepts of genetics and environment (Benchmark: 66%) **Benchmark Not Achieved**	Using 3 questions, student is unable to correctly identify the definition for genetics and environment within a particular behavioral context. — 478 (38.4%)	Using 3 questions, student correctly identifies the definition for genetics and environment within a particular behavioral context. — 768 (61.6%)
Standard 2: Students understands and recognizes an example of the concepts of genetics and environment (Benchmark: 66%) **Benchmark Not Achieved**	Using 3 questions with an example, student is unable to correctly identify the concepts of genetics and environment within a particular behavioral context. — 592 (47.5%)	Using 3 questions with an example, student correctly identifies the concepts of genetics and environment within a particular behavioral context. — 654 (52.5%)

Qualitative Data/Comments and Observations

1. Same data for sections 8097 and 8147 as they are a combined online course.
2. Same data for sections 8097 and 8147 as they are a combined online course.
3. Same data for sections 30131and 30129 as they are a combined online course.
4. Here are Debra's data as reported to me (VP): Excellent Satisfactory Unsatisfactory Concept 8 12 8 Application 8 5 15
5. Same data for sections 30131 and 30129 as they are a combined online course.
6. Students appear to grasp the concept of genetics (nature) and environment (nurture) most clearly when the material is presented in its simplest form. The initial presentation of examples with which students can easily identify, followed by periodic opportunities for students to create their own examples of each form of influence appear to result in satisfactory retention of the concepts throughout the semester, and presumably beyond. Spaced practice through the form of periodic review of the simplified forms of these concepts (nature vs. nurture) in each chapter has resulted in a greater proficiency than may have otherwise occurred.
7. Here are Debra's full data for this section: Excellent Satisfactory Unsatisfactory Concept 9 16 4 Application 3 12 14
8. This topic of study tends to be one of the most conceptually challenging for many of our students. Even the ones who grasp the basic concepts of nature and nuture have trouble recognizing the application of those concepts and the varieties of interactions between genetics and environment...when given different examples of human behavior.

Inferences: About 60% of the students correctly identify the concepts of genetics (nature) and environment (nurture). This is 10% below our benchmark. Only 50% of our students were able to identify these concepts within an example. This suggests that students are having difficulty with the skill of applying these concepts within context.

Action Plan: It may be beneficial to students to create problems and/or group activities in the classroom that provide contextual situations wherein these concepts must be identified.

Local Resource Needs:

Resource Requests: None

Additional Comments: Kevin Smith, Vern Padgett, Chris Sutow, Karen Beck, Theresa Madamba

Course Outcome Assessment Report

Course: Diversity Issues During Early Childhood, School Age and Adolescence

Outcome: The student will evaluate diversity components in children's programs and educational settings.

Terms Included in this Report: Fall, 2009

Data Summary:

Criteria/Standards	Not Proficient	Proficient
Responses are relevant to the assigned topic. (Benchmark: 70%) **Benchmark Achieved**	Responses are unrelated or assignment is incomplete. — 20 (16.8%)	Majority of responses are relevant and accurate. — 99 (83.2%)
Responses adhere to the guidelines/criteria required. (Benchmark: 70%) **Benchmark Achieved**	Does not follow the guidelines/criteria or is incomplete. — 20 (16.8%)	Guidelines/criteria followed. — 99 (83.2%)
Responds to the questions posed. (Benchmark: 70%) **Benchmark Achieved**	Critical components do not logically relate to current issues. — 20 (16.8%)	Most critical components listed logically related to current issues. — 99 (83.2%)

Qualitative Data/Comments and Observations

No additional information was submitted

Inferences: Students need assistance in reviewing work to assure completion.

Action Plan: Review student assignments in class befroe they are submitted and allow the students to add missing response in order to complete the assignment.

Local Resource Needs:

Resource Requests: None

Additional Comments: Sondra Moe Kelly Lynch Carol Sigala Patricia Kepner Susan Sueng Tracy Rodriquez

Course Outcome Assessment Report

Course: Spanish for the Spanish Speaking

Outcome: Using critical thinking skills, students will be able to read and analyze essays for their theses and content, as well as write well-constructed essays using planned language (thesis, supporting essay structure). Students will be able to answer questions orally using essay structure as well. Furthermore, students will be able to show improvement in their Spanish language structure and usage, including problematic areas such as common spelling errors, standard vs. non-standard Spanish language, use of accent marks, and punctuation, among other topics.

Terms Included in this Report: Spring, 2010

Data Summary:

Criteria/Standards	Unsatisfactory	Satisfactory
Communication: Students produce sentences and/or strings of sentences (Benchmark: 80%) **Benchmark Achieved**	Student is able to produce a minimal amount of sentences and related words in order to accomplish basic tasks in the target language. — 0 (0%)	Students is able to produce varied lists of related words and sentences strung together in order to accomplish basic tasks in the target language. — 13 (100%)
Course Content: Vocabulary usage (Benchmark: 80%) **Benchmark Not Achieved**	Student demonstrates a minimal knowledge of basic vocabulary in the target language. — 3 (23.1%)	Student demonstrates a sufficient knowledgle of basic vocabulary in the target language. — 10 (76.9%)

Course Content: Proficiency in the use of learned structures and vocabulary (Benchmark: 80%) **Benchmark Achieved**	Student is able to partially use learned grammatical structrues. — 1 (7.7%)	Student is able to sufficiently use learned grammatical structures. — 12 (92.3%)
Culture: Knowledge of cultural practices and products (Benchmark: 80%) **Benchmark Achieved**	Student has limited and/or inappropriate knowledge of cultural practices and products. — 0 (0%)	Student has sufficient knowledge of cultural practices and products. — 13 (100%)

Qualitative Data/Comments and Observations

No additional information was submitted

Inferences: Most students scored satisfactory results in most areas. The only area that needs improvement is the area of vocabulary usage. The numbers are close enough to the benchmark as to infer a general satisfactory outcome but with room for improvement.

Action Plan: Instructor will add more classroom based activities which center around vocabulary that is new to heritage speakers, in this way increasing exposure and usage of vocabulary introduced in the textbook and homework.

Local Resource Needs:

Resource Requests: None

Additional Comments:

Course Outcome Assessment Report

Course: Principles of Macroeconomics

Outcome: Given a situation of an economic choice, explain the opportunity cost in terms of the alternative use of resources.

Terms Included in this Report: Fall, 2009, Spring, 2010

Data Summary:

Criteria/Standards	Not Proficient	Proficient
Correctly describe the opportunity costs of an economic choice. (Benchmark: 75%) **Benchmark Not Achieved**	Fail to identify lost use of resources. — 5 (55.6%)	Describe the tradeoff in resource use. — 4 (44.4%)

Qualitative Data/Comments and Observations

No additional information was submitted

Inferences: 1. 67% is a higher number than Ph.D. economist succeeded in displaying proficiency in this concept. However, we feel this number can be improved. During the summer session additional excercises relating to this concept, were integrated into this course with positive results.

Action Plan: Integrate the opportunity cost concept into more topics in the course including examples, excercises, and games.

Local Resource Needs:

Resource Requests:

Request Type	Description	Amount Requested
Technological	Computers for our classes so we can conduct economics experiment on them. Basicaly we are asking for a computer lab as a classroom.	$40000

Additional Comments: We asked for a computer lab in our program plan. This could be very helpful in doing additional in simulated economic problems and game situations.

Course Outcome Assessment Report

Course: Physics for Scientist and Engineers-II

Outcome: Given a potential energy function and a wavefunction, students will determine if the wavefunction is a solution to Schrodinger's equation and under what conditions it is a solution.

Terms Included in this Report: Fall, 2009

Data Summary:

Criteria/Standards	Not Proficient	Proficient
Correctly substitutes wavefunction and potential energy function into Schrödinger's equation. (Benchmark: 80%) **Benchmark Achieved**	20 (10%)	180 (90%)
Correctly differentiates wavefuntion. (Benchmark: 70%) **Benchmark Achieved**	45 (23.7%)	145 (76.3%)
Correctly rearranges Scrodinger's equation in order to compare like terms. (Benchmark: 70%) **Benchmark Not Achieved**	86 (43%)	114 (57%)

Finds the relationships among the physical constants to show the conditions under which the wavefunction is a solution. (Benchmark: 70%) **Benchmark Not Achieved**	111 (55.5%)	89 (44.5%)

Qualitative Data/Comments and Observations

No additional information was submitted

Inferences: Review of algebra is needed.

Action Plan: Homework will be emphasized with an emphasis in checking for correct algebra.

Local Resource Needs: n/a

Resource Requests: None

Additional Comments: n/a

Course Outcome Assessment Report

Course: Principles of Microeconomics

Outcome: Given a situation of an economic choice, explain the opportunity cost in terms of the alternative use of resources.

Terms Included in this Report: Fall, 2009, Spring, 2010

Data Summary:

Criteria/Standards	Not Proficient	Proficient
Correct, clear, logical and appropriate use of this major principles (Benchmark: 70%) **Benchmark Achieved**	51 (24.1%)	161 (75.9%)

Qualitative Data/Comments and Observations

No additional information was submitted

Inferences: The level of proficiency is good, but could probably be improved. There has been some improvement on this concept. That may be because in some classes, students were required to do an application on this concept and/or to use the concept in looking at costs of gov't regulation.

Action Plan: continued integration of the concept in the course. Integrate the concept in class exercises, including problems, games and policy analysis. We have been using Aplia (online interactive problem sets) which has been useful to our students, but it has become

increasingly expensive for our students.

Local Resource Needs:

Resource Requests: None

Additional Comments: Online interactive problems Game and interactive

Course Outcome Assessment Report

Course: Principles of Microeconomics

Outcome: Given a situation of an economic choice, explain the opportunity cost in terms of the alternative use of resources.

Terms Included in this Report: Fall, 2009, Spring, 2010

Data Summary:

Criteria/Standards	Not Proficient	Proficient
Correct, clear, logical and appropriate use of this major principles (Benchmark: 70%) **Benchmark Achieved**	51 (24.1%)	161 (75.9%)

Qualitative Data/Comments and Observations

No additional information was submitted

Inferences: 1. proficiency level is good, but could be improved. Increased proficiency over Econ 101. 2. Level has improved from last year in comparable courses (semester comparisons done in course with same times) This appears to be due to extended, integrated applications of the concept imn course activities.

Action Plan: Integrate concept into activities throughout the course: e.g. costs of policy implemetation, market adjustments, market failure, etc.

Local Resource Needs:

Resource Requests: None

Additional Comments: Integration could be greatly enhanced by interactive and collaborative work that could be done with increased computer based activities.

Course Outcome Assessment Report

Course: Postcolonial Literature

Outcome: Students should be able to demonstrate a thesis.

Terms Included in this Report: Spring, 2010

Data Summary:

Criteria/Standards	Unsatisfactory	Satisfactory	Excellent
The student should be able to demonstrate a thesis. (Benchmark: 85%) **Benchmark Not Achieved**	No thesis — 1 (25%)	Thesis — 1 (25%)	Clear, analytical thesis — 2 (50%)

Qualitative Data/Comments and Observations

No additional information was submitted

Inferences: Students need additional help developing and refining thesis statements.

Action Plan: Instructor needs to offer more specific directives/activities regarding thesis develpment. Instructor can include more in-class workshops, which will work to help students develop their thesis-writing ability. In addition, can offer individual conferences to help students on a more specific basis.

Local Resource Needs:

Resource Requests: None

Additional Comments:

Course Outcome Assessment Report

Course: Music History and Literature Before 1750

Outcome: Given music from the Middle Ages, Renaissance, and Baroque Period, students will identify major musical forms.

Terms Included in this Report: Fall, 2009

Data Summary:

Criteria/Standards	Not Proficient	Proficient
Ability to define major musical forms in the Middle Ages, the Renaissance, and the Baroque Period. (Benchmark: 70%) **Benchmark Not Achieved**	8 (33.3%)	16 (66.7%)

Qualitative Data/Comments and Observations

No additional information was submitted

Inferences: benchmark was not met ... students need more assistance to help them reach the desired outcome

Action Plan: give students more worksheets to help clarify material

Local Resource Needs:

Resource Requests: None

Additional Comments:

Course Outcome Assessment Report

Course: Intermediate Reading Skills

Outcome: Given a reading selection, students will be able to utilize various comprehension strategies to construct meaning from the pre-collegiate level.

Terms Included in this Report: Spring, 2010

Data Summary:

Criteria/Standards	Unsatisfactory	Satisfactory	Excellent
Determine stated and implied main ideas. (Benchmark: 70%) **Benchmark Achieved**	Over-generalizes and/or over-simplifies the author's intended main idea. — 14 (11.6%)	Identifies stated main ideas. Identifies an author's implied main idea when given multiple choice options. Copies sentence from text that expresses author's intended main idea. — 62 (51.2%)	Paraphrases author's main idea whether stated or implied. — 45 (37.2%)
Distinguish between major & minor supporting details. (Benchmark: 70%) **Benchmark Achieved**	Incorrectly identifies major & minor details causing misunderstanding of text. — 28 (23.1%)	Correctly identifies most of the major & minor details. — 51 (42.1%)	Correctly identifies all of the major and minor details. — 42 (34.7%)

Determine meaning of unfamiliar words using context clues and/or word parts. (Benchmark: 70%) **Benchmark Achieved**	Meaning constructed causes misunderstanding OR is unable to construct any meaning. — 20 (16.5%)	Constructs meaning sufficient for understanding author's message. — 65 (53.7%)	Constructs meaning synonymous with author's message. — 36 (29.8%)
Distinguish between facts & opinions. (Benchmark: 70%) **Benchmark Not Achieved**	Incorrectly identifies facts and/ or opinions. — 37 (30.6%)	Sometimes identifies facts and/or opinions. — 57 (47.1%)	Consistently identifies and qualifies facts and/or opinions. — 27 (22.3%)

Qualitative Data/Comments and Observations

No additional information was submitted

Inferences: Students have difficulty distinguishing between fact and opinion.

Action Plan: Develop addtional curriculm and continue faculty discussions and investigations into instructional methods that will enhance student performance for distinguishing fact and opinion.

Local Resource Needs:

Resource Requests: None

Additional Comments:

Course Outcome Assessment Report

Course: Introductory Psychology

Outcome: Given research findings and theories in psychology, describe and/or evaluate the role that both genetics and environment play in different behaviors.

Terms Included in this Report: Fall, 2009

Data Summary:

Criteria/Standards	Not Proficient	Proficient
Standard 1: Student understands the concepts of genetics and environment (Benchmark: 66%) **Benchmark Not Achieved**	Using 3 questions, student is unable to correctly identify the definition for genetics and environment within a particular behavioral context. — 478 (38.4%)	Using 3 questions, student correctly identifies the definition for genetics and environment within a particular behavioral context. — 768 (61.6%)
Standard 2: Students understands and recognizes an example of the concepts of genetics and environment (Benchmark: 66%) **Benchmark Not Achieved**	Using 3 questions with an example, student is unable to correctly identify the concepts of genetics and environment within a particular behavioral context. — 592 (47.5%)	Using 3 questions with an example, student correctly identifies the concepts of genetics and environment within a particular behavioral context. — 654 (52.5%)

Qualitative Data/Comments and Observations

1. Same data for sections 8097 and 8147 as they are a combined online course.
2. Same data for sections 8097 and 8147 as they are a combined online course.
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4. Here are Debra's data as reported to me (VP): Excellent Satisfactory Unsatisfactory Concept 8 12 8 Application 8 5 15
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6. Students appear to grasp the concept of genetics (nature) and environment (nurture) most clearly when the material is presented in its simplest form. The initial presentation of examples with which students can easily identify, followed by periodic opportunities for students to create their own examples of each form of influence appear to result in satisfactory retention of the concepts throughout the semester, and presumably beyond. Spaced practice through the form of periodic review of the simplified forms of these concepts (nature vs. nurture) in each chapter has resulted in a greater proficiency than may have otherwise occurred.
7. Here are Debra's full data for this section: Excellent Satisfactory Unsatisfactory Concept 9 16 4 Application 3 12 14
8. This topic of study tends to be one of the most conceptually challenging for many of our students. Even the ones who grasp the basic concepts of nature and nuture have trouble recognizing the application of those concepts and the varieties of interactions between genetics and environment...when given different examples of human behavior.

Inferences: Students have more difficulty with the recognition of concepts rather than just understanding the concepts of genetics and environment. This may suggest a difficulty in the critical thinking skill of application of concepts within a specific context. As far as understanding the concepts of genetics and environment, students are dong quite well in this regard since the data indicate only 3.1% below the benchmark of 66%.

Action Plan: Lectures may include more specific examples of the concepts of nature and nurture. We can increase the use of small group activities working on specific examples. And, quizzes can be used to familiarize students with the application of these concepts. As performance improves, there should be a corresponding increase in the performance on our SLO assessments. The determination of whether these changes have assisted students in future assessments would be the assessments themselves.

Local Resource Needs:

Resource Requests: None

Additional Comments:

Course Outcome Assessment Report

Course: Nursing Care of the Patients with Renal, Urinary, and Gastrointestinal Problems

Outcome: The vocational nursing student will be able to: 1. Analyze abnormal head to toe assessment criteria in patients with a variety of renal, urinary, and gastrointestinal disorders in a given case study. 2. Determine the major nursing interventions for patients with a variety of renal, urinary, and gastrointestinal disorders. 3. Assess patients with a variety of renal, urinary, and gastrointestinal disorders. 4. Initiate the appropriate nursing interventions for patients with a variety of renal, urinary, and gastrointestinal disorders.

Terms Included in this Report: Fall, 2010

Data Summary:

Criteria/Standards	Unsatisfactory	Satisfactory	Excellent
The vocational nursing student will be able to: The student will be able to: 1. Analyze abnormal head to toe assessment criteria in patients with a variety of renal, urinary, and gastrointestinal disorders in a given case study. 2. Determine the major nursing interventions for patients with a variety of renal, urinary, and gastrointestinal disorders. 3. Assess patients with a variety of	The student will be able to attain 75% or lower in the cumulative scores of exams, quizzes and written assignments. — 1 (3.4%)	The student will be able to attain 75% to 89% in the cumulative scores of exams, quizzes and written assignments. — 28 (96.6%)	The student will be able to attain 90% or higher in the cumulative scores of exams, quizzes and written assignments. — 0 (0%)

renal, urinary, and gastrointestinal disorders. 4. Initiate the appropriate nursing interventions for patients with a variety of renal, urinary, and gastrointestinal disorders. (Benchmark: 90%) **Benchmark Achieved**			

Qualitative Data/Comments and Observations

1. Evaluation scores were based on four exams, one final exam and GI/GU observation experience paperwork. The number of unsatisfactory students has improved and yet no students achieved Excellent. Benchmark set too high - was not met

Inferences: The benchmark was unrealistic and set too high, will be adjusted to 90% for the next term. Students continue to struggle with the critical thinking style of questions on exams and the final. The exam schedule made it difficult to retain both GI/GU information for testing

Action Plan: Actio Plan/Changes: increase continuity between team teachers, increase practice with critical thinking style questions in case scenarios, clickers and practive quizzes, remove the GI/GU paper from the lecture assignments due to lack of access to clinical opportunites for observation, will utilize other audiovisual aids to expose student to the proceedure within the context of a case scaenario in the lecture course and test each system individually.

Local Resource Needs: Clickers, audiovisual aids in skills lab

Resource Requests: None

Additional Comments: Some students struggle with ESL issues and were reffered to the ESL campus program, increased amount of students who leave early from class for employment and miss essential material for exams and final exam.

Course Outcome Assessment Report

Course: Approaches to Literature

Outcome: Students will document outside sources using designated citation format.

Terms Included in this Report: Fall, 2010

Data Summary:

Criteria/Standards	Unsatisfactory	Satisfactory	Excellent
Students will document outside sources using designated citation format. (Benchmark: 20%) **Benchmark Achieved**	Inaccurate or no documentation of source materials. — 5 (11.9%)	Correctly documents some source materials. — 22 (52.4%)	Correctly documents all source materials. — 15 (35.7%)

Qualitative Data/Comments and Observations

No additional information was submitted

Inferences: Since students may not have completed ENGL 101, they may not be familiar with documenting sources accurately.

Action Plan: Encourage use of the MLA Handbook and RHC Library resources which include MLA workshops

Local Resource Needs: RHC Library and research librarians

Resource Requests: None

Additional Comments:

Course Outcome Assessment Report

Course: Introduction to Geographic Information Systems

Outcome: Using GIS and obtained GIS data, a student completing GIS 120 will be able to perform spatial queries for demographic analysis that allow student to visualize large amounts of complex, spatial data by creating and combining layers of customized maps. Student will have a spatial understanding of GIS in their field of interest (fire, crime analysis, etc)

Terms Included in this Report: Spring 2011

Data Summary:

Criteria/Standards	Not Proficient	Proficient
The student completes course lessons & (with no or little support) can display addresses from a table as geographic location. You will successfully create & submits lesson layouts and can perform basic analysis to visualize & interpret normally complex spatial relationships in many disciplines. (Benchmark: 100%) **Benchmark Not Achieved**	20 (17.2%)	student performs proper file and data management. Student can perform spatial analysis lessons and completed field data collection methods, and completed remote sensing lesson. — 96 (82.8%)
Student completes lessons. In addition, the student (with some support) will display addresses from a table in GIS isolated by	20 (19.2%)	Student can perform proper file and data management. Student can perform classification of data, joining tables,

type and geographic location and create deliverable layout. Regular attendance (Benchmark: 85%) **Benchmark Not Achieved**		geocoding addresses, displaying XY data, digitizing shapefiles, collecting GPS data and creating layouts to submit. — 84 (80.8%)
Student completes all lessons. In addition, the student (with some support) will display addresses from a table in GIS isolated by type and geographic location and create deliverable layout. Irregular attendance (Benchmark: 70%) **Benchmark Achieved**	22 (24.2%)	With some guidance by instructor (due to poor attendance) Student performs proper file and data management. Student can complete lessons only with constant guidance. All lessons submitted. — 69 (75.8%)
No or few lessons submitted. Little attendance in class. (Benchmark: 50%) **Benchmark Achieved**	student performs bad file management, unable to perform review lessons. Unable to work with spatial analysis functions, did not attend field data collection methods. Unable to explain GPS and its function in GIS. Unable to explain function and importance of remote sensing. — 27 (35.1%)	50 (64.9%)

Qualitative Data/Comments and Observations

1. good class of students, 3 students did not attend or irregularly attended and did not submit assignments
2. 4 online students irregularly visited the online BlackBoard page and submitted few if any assigments.
3. The on campus students in the GIS120 motivate me (the instructor) as most are there to learn with an exception of a few students (provided F). Those students will B and C had lower attendance because of various difficuilties and partial missing assignments but

demonstrated acceptable skills and knowledge of the applications of GIS / GPS. A concern was the cost of the text and it is increasing again in the spring therefore I changed the required text to a lower cost acceptable text as a reference and will supplement the material in the original text with an ESRI online course to be provided to each student and complete each of the 8 modules as lessons require material to be read.

4. The attrition and attendance for online class is historically the same, low or poor attendance and paricipation. Because of this, students fall behind and drop or forget to drop. Poor quality hardware and lack of support for installing software and low computer skills also contibute to lower success for online class. As submitted in Perkins 2010-2011 and as mentioned in past SLO, we are about to start a possoble solution in the Spring 2011. Students should be able to log onto the computers on campus remotely elminating requirement for installing software and immediately downloading data. Furthermore, students with Mac computers will not have difficulty nor will students with low performing (or no) computers .. students can log into the lab and use the software required from most all stations even at a local community service center or library. Furthermore, starting the Spring I will assign weekly required assignments using an ESRI online course and the data will be installed ahead of the classes to elminate any basic problems unrelated to GIS. My attempt is to remove most all obstacles students frequently have to instead focus on the tool and its application. Accessing computers remotely as in this case is the future of teaching and we are excited to be the first to push the technology into existance on the campus with the support of the CAD GIS lab administrative staff and with the support of Perkins funding.
5. Online students will greatly benefit with remote desktop access to perform lessons without installing software. Futhermore I will be able to prepare desktop shrtcuts and install patches. This is extremely important for folks with limited access to computers (they can login from any online computer)) and also for Mac Users (GIS is a PC technology)
6. many of the students are working or attending other schools for which reason several students did not complete class, one started working. Lab can be better improved (server issues currently being examined by lab admin) to provide less frustration by students to perform lessons. Overall, great class .. students performed and participated very good.

Inferences: On campus students completed lessons successfully and presented their final lesson as expected. I'd like ot explore emphasizing applications of GIS in the students respective field. There are students needing additional support and I find it difficult providing them support without meeting with each student.

Action Plan: In the fall I plan to start each new lesson in the room S309 in smaller room without distraction of monitors and to engage the students more in discussion. I'll have each student submit papers including one, about GIS in general, and two, regarding research using GIS

in their respective field. Clearly, the GIS classroom needs a support person for GIS .. I plan to explore what CTE programs can provide some partial funding for a GIS lab support for couple of days each week.

Local Resource Needs: For online students, essentially important is the ability to provide student remote access to the lab through the 'cloud computing.' While I was hoping summer 2011 would be targeted staring period, I forsee this will not be available until fall (hopefully). This will make a HUGE difference in noth attrition and participation by avoiding any requirement to install software and downloading data and using the required text by enabling me to preset defaults on our lab stations and having it turn key for starting lessons, following tech from ANY computer regardless if Mac or a compuer in a library, grand parents, etc.

Resource Requests: None

Additional Comments:

Course Outcome Assessment Report

Course: Principles of Animation

Outcome: The student will create a convincing idle animation that clearly demonstrates the personality of a given character.

Terms Included in this Report: Spring 2011

Data Summary:

Criteria/Standards	Below Average	Average	Excellent
The student will create a convincing idle animation that clearly demonstrates the personality of a given character. (Benchmark: 70%) **Benchmark Not Achieved**	The student's animation will not match the 2D key poses done in pre-visualization. The animation will not demonstrate a cursory understanding of the principals of animation, and a basic understanding of weight and timing. Student's animation will not demonstrate the character's personality. — 13 (31%)	The student's animation will resemble but not match the 2D key poses done in pre-visualization. The animation will demonstrate a cursory understanding of the principals of animation, and a basic understanding of weight and timing. Student's animation will vaguely communicate the character's personality. — 18 (42.9%)	The student's animation will accurately match the 2D key poses done in pre-visualization. The animation will demonstrate a thorough understanding of the principals of animation and a superior understanding of weight and timing. Student's animation will clearly express the character's personality. — 11 (26.2%)

Qualitative Data/Comments and Observations

1. One more bouncing ball tutorial is needed covering timing and then two more tutorials using the bouncing ball character are needed, two idle animations should be created one angry and one happy . Students should have the option of be continually guided or left alone to create there own animations.

Inferences: The difficulty level was about right but more practice is needed at a cursory level before transitioning to more difficult animations.

Action Plan: Students easily understood key poses but proper use of timing when creating their animations was a bit more difficult to grasp. Create more simple animation assignments that concentrate on timing and a few different types of items to retain student's interest.

Local Resource Needs:

Resource Requests: None

Additional Comments:

Course Outcome Assessment Report

Course: Virtual Media: 3D Modeling and Texturing

Outcome: Given a set of orthographic template drawings of an object, students will construct a virtual 3D model by correctly visualizing its shape, accurately dimensioning its proportions and using efficient construction techniques.

Terms Included in this Report: Spring 2011

Data Summary:

Criteria/Standards	Below Average	Average	Excellent
The student will demonstrate a thorough understanding of the polygon tools used when box modeling virtual 3D models. (Benchmark: 70%) **Benchmark Achieved**	As a result of not choosing the suitable polygon tool and setting up the tools attributes improperly an unsuitable number of vertexes, edges and faces are present on the virtual model. — 51 (24.6%)	By choosing the suitable polygon tool but not setting up the tools attributes properly an inefficient number of vertexes, edges and faces are present on the virtual model. — 82 (39.6%)	By choosing the suitable polygon tool and setting up the tools attributes properly an efficient number of vertexes, edges and faces are used to define the virtual model. — 74 (35.7%)
The student will demonstrate an understanding of non-manifold geometry and an efficient approach to representing detail in a polygon mesh.	Polygon mesh contains 2 or more of the following non-manifold geometry, edges that share more than two faces, faces that are defined by more	Polygon mesh contains only 1 or more of the following non-manifold geometry, edges that share more than two faces, faces that are defined by more	Polygon mesh contains none of the following non-manifold geometry, edges that share more than two faces, faces that are defined by more than 4

(Benchmark: 70%) **Benchmark Achieved**	than 4 edges, faces that lay on top of one another or the vertexes defining a face do not lay on a common plane. The polygon mesh contains an inefficient number of polygons. — 41 (24.3%)	than 4 edges, faces that lay on top of one another or the vertexes defining a face do not lay on a common plane. The polygon mesh contains an inefficient number of polygons. — 54 (32%)	edges, faces that lay on top of one another or the vertexes defining a face do not lay on a common plane. The polygon mesh contains an efficient number of polygons. — 74 (43.8%)
The student will demonstrate an understanding of the appropriate use of curves and surface tools when generating a virtual 3D mesh. (Benchmark: 70%) **Benchmark Achieved**	Curves were not correctly applied and Surface tools were not accurately set up when constructing the polygon mesh. — 43 (25.4%)	Curves were correctly applied but Surface tools were not accurately set up when constructing the polygon mesh. — 52 (30.8%)	Curves were correctly applied and Surface tools were accurately set up when constructing the polygon mesh. — 74 (43.8%)

Qualitative Data/Comments and Observations

1. A few more simplified modeling tutorials are necessary for students to succeed early in the semester and remain engaged.
2. Students begins to use 3DS MAX as their primary modeling package. It's a powerful tool ;therefore, it requires a longer learning curve. Students wish this class is repeatable.
3. Most of my students were doing work-study. Commitments to the class and assignments were uncertain due their work schedule and personal matters.

Inferences: Students need to succeed early in the semester in order to retain their interest, as the assignments are difficult. Need more quick Poly tool demos.

Action Plan: Students need to complete more simplified assignments to have a sense of accomplishment before starting on advanced

modeling techniques. Create quick modeling assignments that take beginning students minimal time and allow advanced students to work on more difficult projects.

Local Resource Needs:

Resource Requests: None

Additional Comments:

Course Outcome Assessment Report

Course: English Skills

Outcome: Writes short essays demonstrating basic sentence-level competency, effectively uses a thesis statement, and displays organization and control over the essay topic

Terms Included in this Report: Fall 2012

Data Summary:

Criteria/Standards	Unsatisfactory	Satisfactory	Excellent
Students identify patterns of grammatical errors from a written list of 50 sentences. (Benchmark: 75%) **Benchmark Achieved**	Less than 70% accuracy — 20 (20.2%)	70-89% accuracy — 64 (64.6%)	90-100% accuracy — 15 (15.2%)
Students utilize pre-writing techniques to generate ideas. (Benchmark: 80%) **Benchmark Achieved**	Demonstrates no strategy — 4 (4%)	Demonstrates 1-2 strategies — 37 (37.4%)	Demonstrates 3 strategies — 58 (58.6%)
Students write sentences that support a topic sentence with specific examples and details. (Benchmark: 75%)	Writes less than 4 sentences — 7 (7.1%)	Writes 4-6 sentences — 50 (50.5%)	Writes 7 or more sentences — 42 (42.4%)

Benchmark Achieved			

Qualitative Data/Comments and Observations

1. Data from the identifying patterns of grammatical errors was taken from the class' final exam. Data from students writing sentences that support a topic sentence was taken from the Rio Hondo College Common Final
2. The scores from the RHC Common Final were used for the third rubric

Inferences: Students are generally doing well on writing essays, especially according to RHC college standards; problems appear to be related to identifying and correcting grammatical errors.

Action Plan: More emphasis will be placed on exercises/assignments related to mechanics, punctuation, grammar. Perhaps a pre-test/post-test may be useful in determining progress in this area.

Local Resource Needs: There has been an influx of students with autism, aspergers, and other cognitive impairments within the Edev courses. Faculty with expertise in this area would be helpful to maximize success, not only within DSPS, but within the general College. Unfortunately, this expertise is NOT currently available in our area as these individuals have retired and/or left the College and have not been replaced.

Resource Requests: None

Additional Comments:

Course Outcome Assessment Report

Course: English Skills

Outcome: Writes short essays demonstrating basic sentence-level competency, effectively uses a thesis statement, and displays organization and control over the essay topic

Terms Included in this Report: Fall 2012

Data Summary:

Criteria/Standards	Unsatisfactory	Satisfactory	Excellent
Students identify patterns of grammatical errors from a written list of 50 sentences. (Benchmark: 75%) **Benchmark Achieved**	Less than 70% accuracy — 20 (20.2%)	70-89% accuracy — 64 (64.6%)	90-100% accuracy — 15 (15.2%)
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Students write sentences that support a topic sentence with specific examples and details. (Benchmark: 75%)	Writes less than 4 sentences — 7 (7.1%)	Writes 4-6 sentences — 50 (50.5%)	Writes 7 or more sentences — 42 (42.4%)

Benchmark Achieved			

Qualitative Data/Comments and Observations

1. Data from the identifying patterns of grammatical errors was taken from the class' final exam. Data from students writing sentences that support a topic sentence was taken from the Rio Hondo College Common Final
2. The scores from the RHC Common Final were used for the third rubric

Inferences: Students are generally doing well on writing essays, especially according to RHC standards; problems appear to be related to identifying and correcting grammatical errors.

Action Plan: More emphasis will be placed on exercises/assignments related to mechanics, punctuation, and grammar. Perhaps a pre-test/post-test may be useful in measuring progress in this area.

Local Resource Needs: There has been an influx of students with Autism, Aspergers, and other cognitive impairments within Edev courses. Faculty with expertise in this area would be helpful to maximize students' success, not only within DSPS, but within the general College. Unfortunately, this expertise is NOT currently available in our area as these specialists have retired and/or left the College and have not been replaced.

Resource Requests: None

Additional Comments:

Course Outcome Assessment Report

Course: College Algebra

Outcome: Given the description of real-world problem, students construct correct equations and/or inequalities to represent the problem and determine the correct solution or set of solutions.

Terms Included in this Report: Fall 2012

Data Summary:

Criteria/Standards	Not Proficient	Proficient
Students are able to develop an equation, a set of equations, or an inequality which correctly represents the problem posed in the text of the problem. The problem posed is appropriate to the level of the course. (Benchmark: 85%) **Benchmark Not Achieved**	The student fails to achieve the goal specified under the Proficient section of this rubric. — 26 (40.6%)	Given a representative and diverse series of questions, the student provides correct equations or inequalities for at least 80% of the problems. Do not count incidental errors (i.e. transposing numbers incorrectly from the textbook) against the student. — 38 (59.4%)
Students are able to determine the correct solution or set of solutions through an appropriate, documenting all work where appropriate. (Benchmark: 90%) **Benchmark Not Achieved**	The student fails to achieve the goal specified under the Proficient section of this rubric. — 26 (40.6%)	The student provides correct solutions for at least 85% of the problems from the standard above. All work should be clearly shown except for the most basic problems. For more advanced courses, do not penalize the student where the work is correct but the

		final answer is incorrect due to calculator error or the like. — 38 (59.4%)

Qualitative Data/Comments and Observations

No additional information was submitted

Inferences: Benchmark was not achieved in either category. First reason is because most students, specially, non-math major students, have hard time with real word problems. Second reason is that the benchmark of 85% and 90% are unreasonably too high.

Action Plan: We need to reduce the benchmark a little (to 70%). To improve the student success in this area, we need to spend more time doing application problem and assigning more application problem. Future result shows if these steps improve SLOs.

Local Resource Needs: No extra resources is needed.

Resource Requests: None

Additional Comments: This course is taught as a Web-Enhanced class by most instructor. Many students on Financial aid are not receiving their financial aid early enough in the semester to get access code. As a result stay behind. Providing financial aid sooner in the semester may help this students and improve overall success rate.

Course Outcome Assessment Report

Course: Advanced Composition and Critical Thinking

Outcome: The student will be able to organize ideas logically.

Terms Included in this Report: Fall 2012

Data Summary:

Criteria/Standards	Unsatisfactory	Satisfactory	Excellent
The student will be able to organize ideas logically (Benchmark: 85%) **Benchmark Achieved**	No organization — 175 (11.4%)	Clear organization — 593 (38.8%)	Effective organization — 761 (49.8%)

Qualitative Data/Comments and Observations

1. 2 students did not hand in final papers and are included included in the unsatisfactory category
2. The final exam was used as to assess this outcome. This was a timed persuasive essay in which students incorporated 2 outside sources and analyzed a documentary film for the effectiveness of its argument. The one student in the Unsatisfactory category did not take the final, as he had had surgery on his dominant elbow a week before the final.
3. Requiring my students to write from an outline for their final paper tremendously helped their organization. The first paper (in which no outline was required) had approx. 4-5 students who had very little organization. The final paper required an outline and only 1 student still had trouble logically organizing her paper.
4. The third persuasive research paper was the instrument to assess this student learning outcome. The one student in the Unsatisfactory category did not turn in this assignment, did not continue attending, did not drop the class, and subsequently failed the course.

However, if I had assessed this outcome using the first persuasive research paper of the semester, he would have been assessed in the Satisfactory category based on the results of Paper #1.

5. The third persuasive research paper of the semester was used to assess this SLO. The two students who were assessed in the Unsatisfactory range did not turn in the this assignment. All of the other 26 had mastered the basic concepts of argument organization by that time, at least to a Satisfactory level. This particular section was taught in a conventional classroom. Although just as high a percentage were assessed in the Excellent range as in CRN 31514, the number of students whose final grade was B equaled the number whose final grade was A. The particular group had more students in above average range than the 31514 section comprised of students who selected the computer classroom. It may be that the computer confident students are stronger academically. This might make a case for more computer classrooms for English instruction.
6. This is based on their final grades. I gave one student a D, 20 either a B or C, and three A's.
7. One student in the unsatisfactory count did not participate enough in the semester to be effectively evaluated.
8. The third persuasive research paper of the semester was used to assess this SLO. Students had mastered the basic concepts of argument organization by that time, at least to a Satisfactory level. This particular section was taught in the computer classroom LRC 129, and I believe the classroom promoted the built-in time for one-to-one instruction while the student is drafting. This is one of the most effective ways to ensure learning in composition, particularly in matters of logic and structure as in 201, but I believe this to be true for all levels of Composition, even developmental.
9. Generally students have a logical flow to their ideas, but effective theses and topic sentences are hard to come by.
10. A persuasive research paper from week 13 in the semester served as the assessment tool for this data.
11. A persuasive research paper from week 13 provided the assessment data for the outcomes recorded above.
12. I am basing this evaluation on our most important paper of the semester, the research paper that the students worked on for a month and a half. For this paper they needed to submit an outline two weeks before the paper was due for me to evaluate the likely organization of the yet unwritten paper; those outlines that suggested potential problems I returned with advice about how to repair the outline which was again to be submitted with the final paper. Turning in the outline well before the final paper itself helps assure greater overall class success, especially with organization.

Inferences: Given that the Benchmark was achieved with 89.1% students scoring satisfactory and above, we can conclude that instructors are effectively teaching students to organize their ideas in an essay logically.

Action Plan: We will attempt to identify those 10.9% students in need of additional help in the area of organizing ideas logically. Additional instruction and practice will be employed in the area of Outlining ideas in order to improve the students' ability to organize their ideas logically. In addition to classroom lecture and classwork, the student will be directed to modules, in the writing lab computer program "Comp Class", that focus on strengthening Outlining skills. We will continue to assess students using the same methods utilized for this assessment report, in addition to the assessment of specific in-class and homework assignments.

Local Resource Needs:

Resource Requests: None

Additional Comments:

Course Outcome Assessment Report

Course: Advanced Composition and Critical Thinking

Outcome: The student will be able to write persuasively.

Terms Included in this Report: Fall 2012

Data Summary:

Criteria/Standards	Unsatisfactory	Satisfactory	Excellent
The student will be able to write persuasively (Benchmark: 85%) **Benchmark Achieved**	Not persuasive — 177 (11.8%)	Somewhat persuasive — 615 (40.9%)	Very persuasive — 713 (47.4%)

Qualitative Data/Comments and Observations

1. 2 students did not hand in papers and are included in the unsatisfactory category
2. The final exam was used as to assess this outcome. This was a timed persuasive essay in which students incorporated 2 outside sources and analyzed a documentary film for the effectiveness of its argument. The one student in the Unsatisfactory category did not take the final, as he had had surgery on his dominant elbow a week before the final.
3. Going over different strategies for arguing along with different argumentative patterns really helped my students understand their main purpose. Viewing sample student essays also played a large role in showing them how to persuade their audience (evaluating why some students were persuasive and why others weren't).
4. The third persuasive research paper was the instrument used to assess this student learning outcome. The one student in the Unsatisfactory category did not turn in this assignment, did not continue attending, did not drop the class, and subsequently failed the

course.

5. The third persuasive research paper of the semester was used to assess this SLO. The two students who were assessed in the Unsatisfactory range did not turn in the this assignment. All of the other 26 had mastered the basic concepts of argument organization by that time, at least to a Satisfactory level. This particular section was taught in a conventional classroom. Although just as high a percentage were assessed in the Excellent range as in CRN 31514, the number of students whose final grade was B equaled the number whose final grade was A. The particular group had more students in above average range than the 31514 section comprised of students who selected the computer classroom. It may be that the computer confident students are stronger academically. This might make a case for more computer classrooms for English instruction.
6. One student in the unsatisfactory count did not participate enough in the semester to be effectively evaluated.
7. Syntheses are improving, generally, among my students.
8. A persuasive research paper from week 13 of the semester provided the assessment tool for this data.
9. A persuasive research paper from week 13 provided the assessment tool for the outcomes recorded above. The one student who assessed in the Unsatisfactory category did not turn in the assessed paper. I explain further in the "Comments" section of the Degree SLO below.
10. In English 201 we study persuasive writing all semester so the research paper is not the first argumentative paper the students have written. Many of the essays are written in class and two or three of the essays they write have theses that go against the grain of ordinary opinion, defenses of perhaps dubious points of view, exercises to challenge comfortable assumptions and to deal with challenges to what they believe. This background helps prepare them for their main class assignment in which they have a longer time to develop their final argumentative paper.

Inferences: Given that the Benchmark was achieved with 88.7% students scoring satisfactory and above, we can conclude that instructors are effectively teaching students to organize their ideas in an essay logically.

Action Plan: In order to assist the 11.3% of students who scored unsatisfactory, we will attempt to identify students in need of additional instruction regarding persuasive writing and employ techniques that the student can utilize in order to strengthen their persuasive writing techniques. First, the students will be presented with an analysis of a persuasive text that they can model in order to identify the techniques of persuasive writing and to subsequently strengthen their own persuasive writing techniques. Secondly, in-class assignments will be conducted that focus on practicing and eventually strengthening their abilities to write persuasively. In addition, the student will be directed to modules in

“Comp Class” that focus on persuasive writing techniques in order to offer the student further practice. We will continue to assess students using the same methods utilized for this assessment report, in addition to the assessment of specific in-class and homework assignments.

Local Resource Needs:

Resource Requests: None

Additional Comments:

Course Outcome Assessment Report

Course: Advanced Composition and Critical Thinking

Outcome: Upon successful completion of this degree, the student will be able to document sources using a designated citation format.

Terms Included in this Report: Fall 2012

Data Summary:

Criteria/Standards	Not Proficient	Proficient
The student will correctly document sources. (Benchmark: 70%) **Benchmark Achieved**	Student will incorrectly document or document too few or no outside sources. — 47 (14.4%)	Student will correctly document all or some outside sources. — 280 (85.6%)

Qualitative Data/Comments and Observations

1. A persuasive research paper from week 13 of the semester provided the assessment tool for this data.
2. A persuasive research paper from week 13 provided the assessment outcomes recorded above. The one student whose assessment was not proficient did not complete the assignment past the outline stage. He did produce a workable outline with well organized ideas to prove an arguable thesis; however, he did not complete the paper and was scored in the bottom level for the 2nd and 3rd SLO in this set of 3. The qualitative data relevant to this student's performance is that he is a vet, troubled and, by his account, resistant to current outreach by the RHC Veteran's Services. In my opinion he had the capability to succeed in ENGL 201, but poor attendance and follow through with assignments lowered his grade and sapped his confidence. He plans to repeat the course in Spring 2013.
3. Although students should have mastered such documentation in English 101, I do see problems even from otherwise good students. In the class we read two or three research papers together, almost in their entirity, and a main point that I stressed at that time was to

have a perfect symmetry between what they cited in the paper (and perhaps what they should also have cited) and what appears in the Works Cited, altogether a matter of the paper's integrity.

Inferences: Given that the Benchmark was achieved with 85.7% students scoring satisfactory and above, we can conclude that instructors are effectively teaching students to organize their ideas in an essay logically.

Action Plan: In order to assist students, such as those who scored 14.4% not proficient, we will be providing students with work cited papers that they can model in order to strengthen their documentation skills. Also, we will stress the importance of symmetry between the work cited page and what has been cited in the essay itself. In-class assignments will focus on identifying and citing sources correctly from the essay to the work cited page. For additional practice the students will be directed to modules in "Comp Class" that will help them strengthen their documentation skills. We will continue to assess students using the same methods utilized for this assessment report, in addition to the assessment of specific in-class and homework assignments.

Local Resource Needs:

Resource Requests: None

Additional Comments:

Course Outcome Assessment Report

Course: Elementary Algebra

Outcome: Given the description of real-world problem, students construct correct equations and/or inequalities to represent the problem and determine the correct solution or set of solutions.

Terms Included in this Report: Spring 2013

Data Summary:

Criteria/Standards	Not Proficient	Proficient
Students are able to develop an equation which correctly represents the problem posed in the text of the problem. The problem posed is appropriate to the level of the course. (Benchmark: 75%) **Benchmark Not Achieved**	The student fails to achieve the goal specified under the Proficient section of this rubric. — 362 (48.9%)	Given a representative and diverse series of questions, the student provides correct equations or inequalities for at least 80% of the problems. Do not count incidental errors (i.e. transposing numbers incorrectly from the textbook) against the student. — 379 (51.1%)
Students are able to determine the correct solution through an appropriate, documenting all work where appropriate. (Benchmark: 75%) **Benchmark Not Achieved**	The student fails to achieve the goal specified under the Proficient section of this rubric. — 423 (57.1%)	The student provides correct solutions for at least 75% of the problems from the standard above. All work should be clearly shown except for the most basic problems. — 318 (42.9%)

Qualitative Data/Comments and Observations

1. Most students could not properly set up the equation. It was given on the final exam as a consecutive integer problem. As can be seen by the rubric, it does not match the form of the single question that was administered here. Once the student is not able to set up the equation, it is clear that this same student cannot compute the remainder of the problem proficiently.
2. Most students could not properly set up the equation. It was given on the final exam as a consecutive integer problem. As can be seen by the rubric, it does not match the form of the single question that was administered here. Once the student is not able to set up the equation, it is clear that this same student cannot compute the remainder of the problem proficiently.
3. Most of the students memorized the formula, however not a lot of them understood the concept of the formula and the real world applications.
4. based on final exam - system of eq and work probs. Many "skipped" or barely attempted the problems. some had weird equations. couple had a good start. Ones that got the equations, most got it correct - just minor errors in solving for the ones that didn't.
5. based on final exam - system of eq and work probs. Many "skipped" or barely attempted the problems. some had weird equations. couple had a good start. Ones that got the equations, most got it correct - just minor errors in solving for the ones that didn't.

Inferences: From our data, 50% of the students are proficient in developing a correct equation. This is 25% below our benchmark. 41.6% of the students are able to the correct solution through an appropriate work. This is 33.4% below our benchmark.

Action Plan: We must provide more practice in application problems. More time should be allocated for these topics.

Local Resource Needs:

Resource Requests: None

Additional Comments:

Course Outcome Assessment Report

Course: Approaches to Literature

Outcome: Students will demonstrate an ability to incorporate outside sources through the use of quotes and paraphrases.

Terms Included in this Report: Spring 2013

Data Summary:

Criteria/Standards	Unsatisfactory	Satisfactory	Excellent
Students will demonstrate an ability to incorporate outside sources through the use of quotes and paraphrases. (Benchmark: 20%) **Benchmark Achieved**	Little to no use of outside sources. — 19 (16.8%)	Some use of outside sources. — 47 (41.6%)	Extensive use of outside sources. — 47 (41.6%)

Qualitative Data/Comments and Observations

No additional information was submitted

Inferences: Review of MLA through small group work and/or office hours with struggling students may have helped the 20% of students who were unsatisfactory.

Action Plan: Reviewing MLA through small group work and/or office hours with struggling students will help students who perform at an

unsatisfactory level. Additionally, working with an instructor in the Writing Center will prove beneficial.

Local Resource Needs: Additional instructors for literature-based classes are need in the Writing Center.

Resource Requests: None

Additional Comments:

Course Outcome Assessment Report

Course: Two Dimensional Design

Outcome: Students will create a color wheel showing an understanding of hue, value, temperature and saturation.

Terms Included in this Report: Spring 2013

Data Summary:

Criteria/Standards	Not Proficient	Proficient
Neatly organized, using media correctly and demonstrating a clear understanding of all four properties of color. (Benchmark: 70%) **Benchmark Not Achieved**	74 (31.9%)	158 (68.1%)

Qualitative Data/Comments and Observations

1. the vast majority of the students were highly successful and we are meeting our bench mark.
2. This is the first semester that I have had students that were willing to take an F rather than complete the assignment. I'm not sure what that indicates. Is it a media problem or a general degradation of incoming students prior knowledge of the material.
3. This is the first semester that I have had students that were willing to take an F rather than complete the assignment. I'm not sure what that indicates. Is it a media problem or a general degradation of incoming students prior knowledge of the material.
4. This is a complex subject and over 2/3 of the students gain, or have an understanding of it. I will try to do this in another way and see if I can reach all of them. Perhaps something less tedious and more engaging will help.

Inferences: the students are not finding this process as effective as I would like. I'm going to try something that might include an easy construction in order to show the spherical nature of color theory.

Action Plan: develop a process to do that, perhaps plaster or foam core.

Local Resource Needs:

Resource Requests: None

Additional Comments: