Course Outcome Assessment Report

Course: Approaches to Literature

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

Terms Included in this Report: Spring, 2010

Data Summary:

Criteria/Standards	Unsatisfactory	Satisfactory	Excellent
Students will document credible outside sources using designated citation format. (Benchmark: 20%) **Benchmark Achieved**	Inaccurate or no documentation of credible sources. — 1 (11.1%)	Some documentation of credible sources is present. — 6 (66.7%)	All documentation of credible sources is present. — 2 (22.2%)

Qualitative Data/Comments and Observations

No additional information was submitted

Inferences: Students performing at the Unsatisfactory level did not master research techniques taught in ENGL 101.

Action Plan: A brief review of MLA format and style be included early in the semester.

Local Resource Needs:

Resource Requests: None

Additional Comments:

Course Outcome Assessment Report

Course: Readings in the Short Story

Outcome: Students should be able to offer original interpretations of the literature and include accurately documented and credible research of various short stories.

Terms Included in this Report: Spring, 2010

Data Summary:

Criteria/Standards	Unsatisfactory	Satisfactory	Excellent
Students should be able to offer original interpretation of the literature and include accurately documented and credible research of various short stories. (Benchmark: 85%) **Benchmark Achieved**	Sources are not cited. — 1 (7.1%)	Ideas are presented in the most logical order. Documentation may not be accurate, but an attempt to cite sources is present. — 9 (64.3%)	Ideas build on each other. Quotations are cited properly. — 4 (28.6%)

Qualitative Data/Comments and Observations

No additional information was submitted

Inferences: Benchmark achieved. It appears that students are importing knowledge, albeit imperfectly, from English 101 and English 201.

Action Plan: Provide a refresher lesson on MLA in an effort to move students from the Satisfactory range to the Excellent range. Assessing documentation on research paper will determine whether such a lesson has enhanced student learning.

Local Resource Needs:

Resource Requests: None

Additional Comments: Daniel Osman and Jim Matthis completed this report together.

Course Outcome Assessment Report

Course: Introduction to Automotive Light Service (formerly 060)

Outcome: Upon successful completion of this course, the students in the Automotive Technology Program will be able to: Research applicable vehicle service information, such as service intervals, system operation, and technical service bulletins.

Terms Included in this Report: Spring, 2010

Data Summary:

Criteria/Standards	Unsatisfactory	Satisfactory	Excellent
Excellent (Benchmark: 100%) **Benchmark Achieved**	0 (0%)	0 (0%)	12 (100%)
satisfactory (Benchmark: 80%) **Benchmark Achieved**	0 (0%)	2 (100%)	0 (0%)
unsatisfactory (Benchmark: 70%) **Benchmark Achieved**	0 (0%)	0 (0%)	0 (0%)

Qualitative Data/Comments and Observations

No additional information was submitted

Inferences: Students need skills renforced from previous class .

Action Plan: recap earlier lessons before moving on

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 organize ideas logically.

Terms Included in this Report: Spring 2011

Data Summary:

Criteria/Standards	Unsatisfactory	Satisfactory	Excellent
The student will be able to organize ideas logically (Benchmark: 85%) **Benchmark Achieved**	No organization — 101 (12.7%)	Clear organization — 308 (38.8%)	Effective organization — 385 (48.5%)

Qualitative Data/Comments and Observations

1. 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.
2. This is based on their final grades. I gave one student a D, 20 either a B or C, and three A's.
3. One student in the unsatisfactory count did not participate enough in the semester to be effectively evaluated.

4. 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.
5. Generally students have a logical flow to their ideas, but effective theses and topic sentences are hard to come by.

Inferences: The students who performed under benchmark are demonstrative of students who are coming into English 201 without the kind of skills they should have learned in 101.

Action Plan: Instructors will perform more "modeling" of good writing in the areas in which students may need help in order to achieve comprehension. Also,instructors will watch for underprepared students and direct them to the writing center for extra help.

Local Resource Needs:

Resource Requests: None

Additional Comments:

Course Outcome Assessment Report

Course: Architectural Design Studio

Outcome: Given an architectural design problem with a specific plot plan as abasis, student will provide a preliminary design solution according toarchitectural principles and criteria set forth in the problem. Any person with the same training could create the solution from the same architectural problem.

Terms Included in this Report: Spring 2012

Data Summary:

Criteria/Standards	Unsatisfactory	Satisfactory	Excellent
Given an architectural design problem with a specific plot plan as a basis, student should provide a preliminary design solution according to architectural principles and criteria set forth in the problem. Any person with the same training could create the solution from the same architectural problem. (Benchmark: 100%) **Benchmark Not Achieved**	Views are presented. Drawings demonstrate a need to improve aspects such as appropriate selection and placement of views, neatness, cleanliness, proper line weights, symbols and dimensioning methods. The drawing do not meet industrial standards — 11 (9.5%)	Correctly visualize and represent the shape (plan) of the structure with visible and hidden lines shown, produce elevations and pictorial drawings Identify room and space sizes when appropriate. The drawing has qualities of neatness and cleanliness. Lines are drawn with proper line weights and dimensions are drawn correctly and well placed. The drawing meets industrial standards.	Correctly visualize the shape (plan) of the structure with all visible and hidden lines shown, produce elevations and pictorial drawings with correct technique and line weights Accurately identify room and space sizes The drawing is clean and neat. All lines are drawn with proper line weights and all necessary dimensions are shown and correctly placed with appropriate scale lettering. Efficiently use tools and techniques. The

		— 18 (15.5%)	drawing meets or exceeds industry standards — 87 (75%)

Qualitative Data/Comments and Observations

1. Students need to understand the importance of planning and scheduling in order to complete projects not only in the classroom environment but also how this will transfer on into the workplace.
2. All students completed the work as assigned and 18 excelled beyond expectations. Two students excelled in their work but lacked completion of some assignments due to outside family issues. Some grades were lower due to attendance.24 students finished the class and took the final from 26 initially enrolled students at the beginning of the semester.
3. All students completed the work as assigned and 18 excelled beyond expectations. Two students excelled in their work but lacked completion of some assignments due to outside family issues. Some grades were lower due to attendance. 24 students finished the course successfully out of 26 starters

Inferences: Program as taught is very successful. Course objectives are met by the current format and content. Particular attention must be paid to time constraints and due dates for amount and difficulty level of assignments.Students performed beyond original course objectives and expectations of outcome due to their interest in persuing greater in depth study detail and use of other methods and software.

Action Plan: Infuse and introduce Sketchup and other perspective software in the 215 class to better prepare the student for the advanced projects in this class.

Local Resource Needs:

Resource Requests: None

Additional Comments:

Course Outcome Assessment Report

Course: Geometry

Outcome: Student will distinguish angles and polygons by their properties. (Benchmark: 70%)

Terms Included in this Report: Spring 2013

Data Summary:

Criteria/Standards	Unsatisfactory	Satisfactory	Excellent
Student can identify angles with information given directly. (Benchmark: 70%) **Benchmark Achieved**	Less than 70% — 7 (20.6%)	70% or higher but less than 90% — 7 (20.6%)	90% or higher — 20 (58.8%)
Student can identify angles with information given indirectly. (Benchmark: 70%) **Benchmark Achieved**	Less than 70% — 10 (29.4%)	70% or higher but less than 90% — 8 (23.5%)	90% or higher — 16 (47.1%)
Student can identify polygons with information given directly. (Benchmark: 70%) **Benchmark Achieved**	Less than 70% — 8 (22.2%)	70% or higher but less than 90% — 10 (27.8%)	90% or higher — 18 (50%)
Student can identfy polygons	Less than 70%	70% or higher but less than	90% or higher

with information given indirectly. (Benchmark: 70%) **Benchmark Achieved**	— 5 (14.7%)	90% — 5 (14.7%)	— 24 (70.6%)

Qualitative Data/Comments and Observations

No additional information was submitted

Inferences: In each category, the benchmark was achieved for 70% of the students or more. These skills are expected of students in other math classes also.

Action Plan: In future semesters, we will access skills that are more specific to a geometry class and are not stressed as much in other math classes.

Local Resource Needs:

Resource Requests: None

Additional Comments: