

Truckee Meadows Community College

**Ad Hoc Report to Address Recommendation 4 of the
Fall 2015 Year Seven Peer-Evaluation Report and
NWCCU Communication dated January 31, 2017**



**Submitted to the Northwest Commission on Colleges and Universities
September 15, 2017**

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Introduction

On October 14-16, 2015, Truckee Meadows Community College (TMCC) underwent its Year Seven Site Visit following submission of its Year Seven Comprehensive Self-Evaluation Report to the Northwest Commission on Colleges and Universities in September. Among the seven recommendations defined in the Evaluation Committee's Year Seven Peer-Evaluation Report, the Commission determined that TMCC still did not meet its criteria for accreditation with respect to Recommendation 4, which outlined the need for measuring student acquisition of general education outcomes. As such, the Commission requested that TMCC submit an Ad Hoc Report without a site visit in Fall 2016, separate from its Fall 2016 Year One Self-Evaluation Report, to address Recommendation 4.

TMCC submitted this Ad Hoc Report on September 15, 2016, which was reviewed by the Commission. In their correspondence regarding this report dated January 29, 2017, the Dr. Sandra Elman, NWCCU President, wrote that the Board of Commissioners accepted Truckee Meadows Community College Fall 2016 Ad Hoc Report; however, the Commission determined that TMCC still does not meet the Commission's criteria for accreditation, and accordingly issued a Notice of Concern (private sanction) with regard to Eligibility Requirement 12 - General Education and Related Instruction, and Standard 2.C.9. The Commission thus requested that "the College again address Recommendation 4 of the Fall 2015 Peer-Evaluation Report in an Ad Hoc Report without a visit in Fall 2017."

This Ad Hoc Report addresses Recommendation 4 of the Fall 2015 Peer-Evaluation Report and the Commission's correspondence dated January 31, 2017.

Recommendation

Recommendation 4 - Fall 2015 Year Seven Peer-Evaluation Report

“College faculty have taken steps to clearly define the general education components of all certificates and degrees. The development of an appropriate means for measuring student acquisition of general education outcomes needs to be developed. The committee recommends that this work be identified as a major priority given the recurring nature of general education development and assessment concerns (Eligibility Requirement 12 and Standard 2.C.9).”

NWCCU correspondence dated January 31, 2017, regarding Recommendation 4

“On behalf of the Northwest Commission on Colleges and Universities, this is to inform you that at its January 11-13, 2017, meeting, the Board of Commissioners accepted Truckee Meadows Community College’s Fall 2016 Ad Hoc report which addressed Recommendation 4 of the Fall 2015 Year Seven Peer-Evaluation Report. The request for this report was the subject of Commission correspondence dated January 29, 2016.”

“In taking these actions, however, the Commission determined that Recommendation 4 of the Fall 2015 Year Seven Peer-Evaluation Report still does not meet the Commission’s criteria for accreditation and accordingly, issued a Notice of Concern (a private sanction) with regard to Eligibility Requirement 12 General Education and Related Instruction, and Standard 2.C.9. The Commission remains concerned regarding the institution’s lack of development of effective and appropriate means for measuring students’ achievement of general education outcomes.”

“In light of these ongoing concerns, the Commission requests that the College again address Recommendation 4 of the Fall 2015 Peer-Evaluation Report in an Ad Hoc Report without a visit in Fall 2017.”

Response

Communication of NWCCU’s Correspondence to the Campus Community

Following receipt of the Commission’s letter on February 7, 2017, informing TMCC of its Notice of Concern and request for an additional Ad Hoc Report regarding Recommendation 4, the Associate Dean of Assessment and Planning and Accreditation Liaison Officer (ALO) shared the findings with various campus constituencies, including the Planning Council, department chairs, Faculty Senate Chair, and the Faculty Senate Standing Committees most concerned with assessment and curriculum: the Academic Standards and Assessment Committee (ASA) and the Curriculum Review Committee (CRC). The findings were also presented at Faculty Senate (Appendix A –ASA, CRC, and Faculty Senate meeting minutes). In particular, the Associate

Dean/ALO stressed that our current practices of assessing course student learning outcomes did not necessarily mean that we were assessing our general education (GE) competencies simultaneously, and noted that “The Commission remains concerned regarding the institution’s lack of development of effective and appropriate means for measuring students’ achievement of general education outcomes.” This was interpreted as a need to develop and implement more direct means of general education assessment. Concurrently, the Faculty Senate Chair directed the ASA Committee to form a General Education Task Force and charged them with developing rubrics to assess TMCC’s general education competencies (Appendix B – Email communication from the Faculty Senate Chair). The campus community understood the gravity of the private sanction issued against TMCC and mobilized quickly and thoroughly to respond to the Commission’s concerns.

General Education Assessment Activities

TMCC took the following actions in Spring and Summer 2017 towards developing and implementing “effective and appropriate means for measuring students’ achievement of general education outcomes.”

- Developed campus-wide GE rubrics with student learning outcomes (SLOs) and evaluation criteria for each of the College’s GE competencies: Communications, Critical Thinking, Information Literacy, People & Cultural Awareness, and Quantitative Reasoning (Appendix C – General education competency rubrics). These were developed by the General Education Task Force directed by the Faculty Senate Chair and included faculty from liberal arts, sciences, and technical sciences as well as the Dean of Liberal Arts, the Associate Dean of Assessment & Planning, and Student Services Retention & Support Specialist. The Task Force was supported by the Vice President of Academic Affairs (VPAA). GE rubrics were modeled after the American Association of Colleges and Universities (AAC&U) Valid Assessment of Learning in Undergraduate Education (VALUE) Rubrics as well as those of other colleges and universities. Several student services areas are also using the GE rubrics to develop learning outcomes and measures for their activities.
- Developed the General Education Assessment Report (GEAR) for faculty to report their GE findings after utilizing the GE rubrics. The GEAR was also developed by the Task Force and included a section requiring departments to attach evidence of discussing assessment results and action plans with their colleagues (Appendix D – GEAR template).
- Developed and gave workshops on general education assessment, how to use the GE rubrics, and how to complete the GEAR, to department chairs and faculty at department chairs meetings and open forums, respectively (Appendix E – General Education Assessment PowerPoint presentations for Spring and Fall, 2017). This workshop was again offered for faculty at the Fall 2017 Professional Development Days.

- Conducted GE assessment of GE courses that were scheduled for assessment in Spring 2018 according to their previously submitted 5-year cycle of planned assessment using the GE rubrics. Departments were asked to commit to at least 1 SLO from each of the GE competencies to which their GE course(s) mapped (Appendix F – GE assessment commitments).
- Funded and selected 6 additional faculty [assignments for Assessment Team Leaders](#) to assist the Assessment & Planning and VPAA's offices with the Spring 2018 GE assessment efforts (Appendix G – Additional assignment posting for Assessment Team Leaders on the VPAA's website). Assessment Team Leaders were assigned disciplines and assisted faculty by customizing GEARS according to the competency SLOs that they committed to assessing, explaining how to use the GE rubrics to assess their GE course(s), and helping them complete and submit GEARS. Assessment Team Leaders also assisted with workshops and helped plan an academic-wide Assessment Day.
- Implemented an Assessment/"Closing the Loop" Day for all academic divisions on May 17, 2017. A 2-hour block of time was set aside for academic departments to hold mandatory meetings to discuss assessment results, with priority given to GE assessment where applicable. Faculty were asked to discuss their assessment findings, formulate improvement plans where needed, and document their discussions in meeting minutes, which were attached as part of CARs and GEARS. Departments were also asked to include any feedback on the GE rubrics and GEARS that the GE Task Force developed, as well as Assessment Day and the process in general. A celebration lunch and ice cream sundae bar was funded by TMCC's President and served following these meetings (Figure 1). After lunch, faculty, administrators, and staff were invited to an in-person feedback session on the GE assessment process, including GE rubrics and GEAR forms.



Figure 1. Assessment Day celebration lunch.

- Funded \$50 stipends for any part-time faculty member who attended Assessment/“Closing the Loop” Day and participated in the department discussions.
- Solicited a Request for Proposal (RFP) for software to help manage SLO assessment, academic and non-academic program review, and budget allocation, and selected eLumen’s Assessment & Planning Core Module. Software implementation has begun with plans to complete by end of Spring 2018.
- Had each academic department reset and commit to a new 5-year cycle of course assessment, including general education courses. Worked with TMCC’s Marketing & Communications Office to develop posters of these cycles, which were hung outside each department and divisional dean’s office (Figure 2).



Figure 2. Sample of 5-year assessment cycle posters hung on campus.

Initial General Education Assessment Findings and Closing the Loop

TMCC faculty assessed 39 of its 119 (32.7%) courses approved for general education for the Associate of Arts (AA) and Associate of Science (AS) degrees, and 2 courses (COM 113 and READ 135) approved for general education for the Associate of Applied Science (AAS) degree, primarily during the Spring 2017 semester (Appendix H – Summary of courses assessed in Spring/Summer 2017). Additional course sections were assessed in Summer 2017, and when

possible, courses from Fall 2016 were retroactively assessed. Courses in the GE core of Fine Arts, Humanities, Mathematics, Social Sciences, Natural Sciences, and Communication (COM 113 and READ 135) were assessed for the GE competencies that they had previously mapped to during their curricular review and approval process. Student work was scored as “Unacceptable,” “Marginal,” “Proficient,” or “Exemplary” according to the criteria for each SLO in each of the GE competency rubrics (Appendix C).

While faculty did not undergo a college-wide norming process for use of the GE competency rubrics, and departments used different sampling and evaluation methods (e.g. whole class assessment by the instructor vs. random sampling across sections and anonymous assessment), TMCC was able to obtain a preliminary determination of students’ achievement of general education learning outcomes for each of our GE competencies. College-wide data are summarized below. More complete data sets can be found in Appendix I. A sample of CARs and GEARs is included in Appendix J. Minutes of departmental discussions of assessment results, plans for improving teaching and learning, and the assessment process were submitted along with CARs and GEARs and are included in Appendix J. All CARs and GEARs (minus department meeting minutes) are publically available on TMCC’s Assessment and Planning website and are organized by academic division: [Business](#), [Liberal Arts](#), [Sciences](#), and [Technical Sciences](#).

Communications

A total of 661 students were assessed across all academic divisions for Communications SLOs. Of these, 38.7% scored in the Exemplary category, 28.9% in the Proficient category, 20.3% in the Marginal category, and 12.1% in the Unacceptable category (Figure 3).

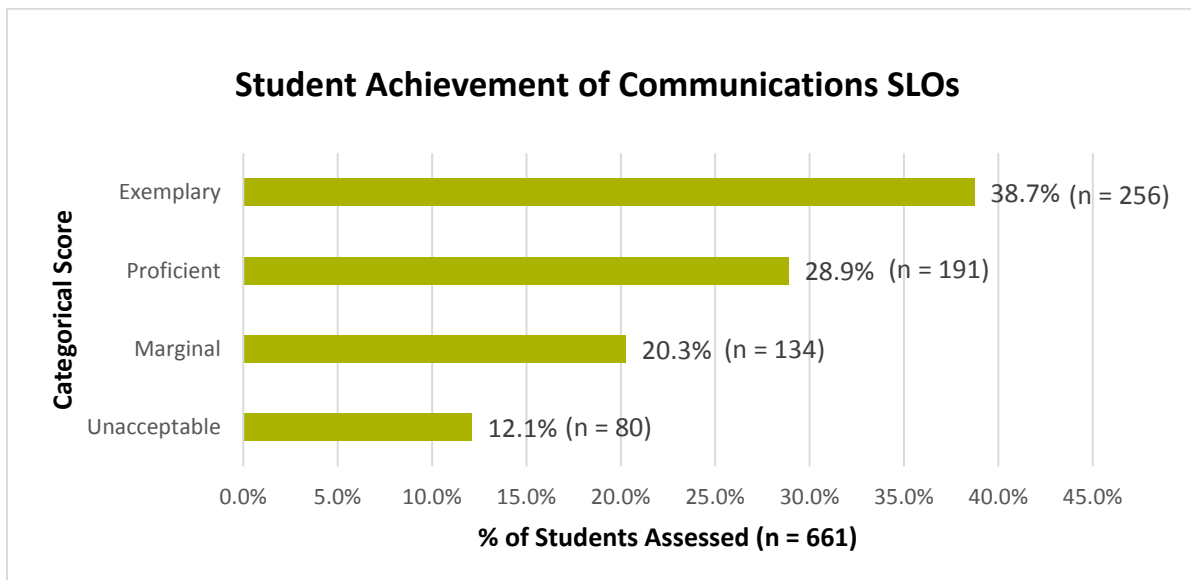


Figure 3. Student achievement of Communications SLOs.

Student achievement in Communications represented assessment conducted in 16 courses, including those in Art, English, Reading, Theater, and Architectural Design. Faculty assessed 4 of the 6 Communications SLOs designed by the GE Task Force. The most frequently assessed Communications SLO was “Audience Analysis” (43.8%) followed by “Listening Behaviors” (25.0%). “Thesis Development” and “Group Participation” SLOs were not assessed in this initial cycle (Figure 4).

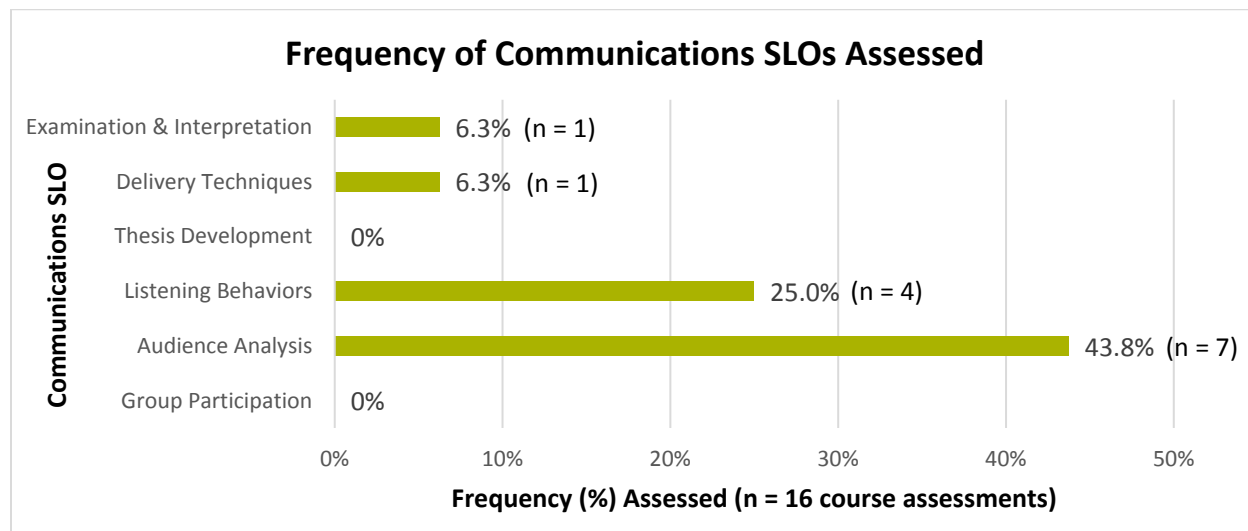


Figure 4. Frequency of Communications SLOs assessed.

In meeting minutes or in their GEARs and CARs, faculty made some of the following discussion points and plans for improving teaching and learning of the Communications competency in their courses:

AAD 201 – History of the Built Environment

From AAD 201 GEAR:

Students will use effective verbal and written delivery techniques. These techniques include the correct use of structure, content, language, technology, delivery, and nonverbal elements.

Analysis of Results:

The students indicate an increase in their Communication competencies from the mid-term and final exam test scores. The students also indicate a standard mastery of the additional Communication competencies through the 11 Vocabulary Assignments. These results indicate a standard statistical distribution.

Closing the loop: Faculty will continue to collaborate on the course outcomes and measures for assessment purposes. They will continue to advise and update any adjunct faculty utilized for teaching sections of courses that are needed beyond their teaching loads for conformance with learning outcomes and measures.

THTR 100 – Introduction to Theater

From THTR 100 GEAR:

Students will use effective verbal and written delivery techniques. These include the appropriate use of structure, content, language, execution, technology, and non-verbal cues.

Analysis of Results:

The ratio of student success relating to communication through writing is what would normally be expected from an introductory course, but some of the data generated remains difficult to analyze. For instance, this analysis does not incorporate or address the number of students who have completed their English Composition requirements. It also does not differentiate between students with extensive experience in the performing arts and students who have attended their first theatrical performance during the current semester. Despite this assessment's lack of comprehensive surveying of students, the two instructors of this course engaged in a lengthy discussion regarding how the writing of the critique might be improved.

Describe how these results will be used to improve student learning:

Perhaps the most expedient approach to increase the quality of writing communication for this assignment would be to create an English prerequisite for the course. However, this prerequisite might negatively impact the enrollment in the course (and other courses might be chosen by students that do not have a prerequisite).

While both instructors agree that the "Performance Critique" assignment description is relatively clear, it can be clarified even further. By providing the rubric and by carefully describing the assignment expectations, an increase in the quality of written communication will most likely increase. Furthermore, because this assignment has a "loose" turn-in deadline (based upon when each student observed a production from an entire season of shows by multiple theatre companies), the assignment turn-in deadline regulations should also be clarified. In addition, the assignment description could easily benefit from more examples of good writing. It might also be beneficial to provide examples of ineffective or unacceptable writing.

Another informal observation made by both instructors is that students who write or speak English as a second language have more difficulty with the assignment. Their apparent lack of confidence with English negatively impacts their use of descriptors and modifiers that promote clarity and specificity. Both Stacey Spain and Rick Bullis want to encouraging the use of scripts and performances that embrace a multitude of languages. In essence, we believe that reading a play or attending a performance in one's native language will help promote the arts rather than hinder them. By attending events or reading plays from a multitude of linguistic or cultural sources, we are promoting artistic sophistication in addition to promoting the diverse elements of our community.

Critical Thinking

Of TMCC's five GE competencies, more students across more course disciplines were assessed in Critical Thinking. A total of 2450 students were assessed across all academic divisions for Critical Thinking SLOs. Of these, 37.0% scored in the Exemplary category, 29.1% in the Proficient category, 26.2% in the Marginal category, and 7.7% in the Unacceptable category (Figure 5).

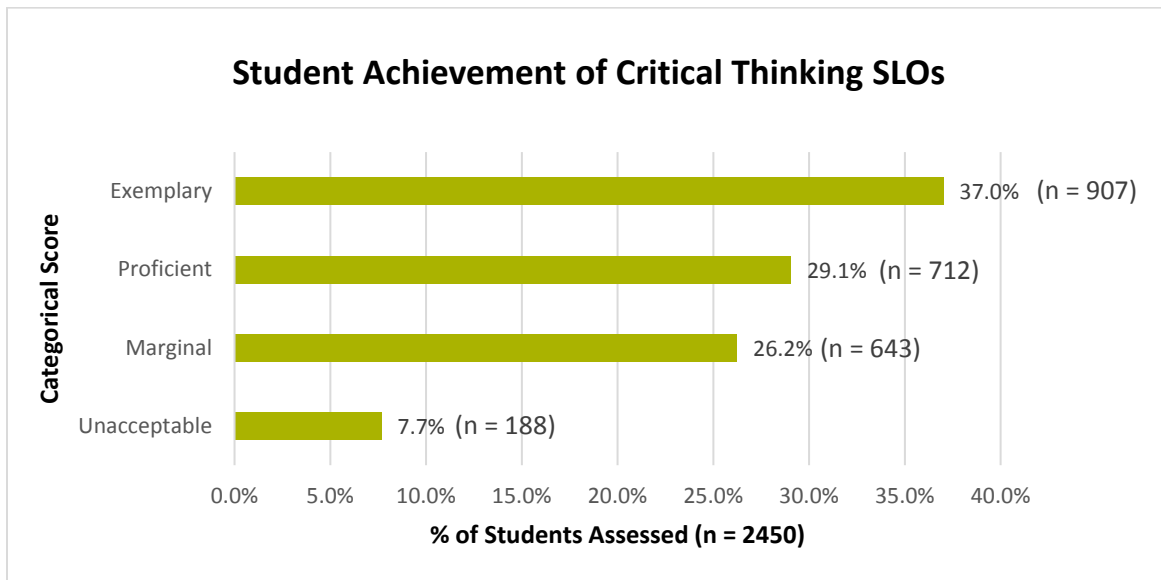


Figure 5. Student achievement of Critical Thinking SLOs.

Student achievement in Critical Thinking represented assessment conducted in 37 courses, including those in Anthropology, Art, Biology, Chemistry, Core Humanities, Dance, English, Geography, Math, Philosophy, Physics, Political Science, Reading, and Women's Studies. Faculty assessed 6 of the 7 Critical Thinking SLOs designed by the GE Task Force. The most frequently assessed Critical Thinking SLO was "Draw Valid Conclusions" (43.2%) followed by "Identify Main Topic" and "State Position" (18.9%). The "Evaluate Evidence" SLO was not assessed in this initial cycle (Figure 6).

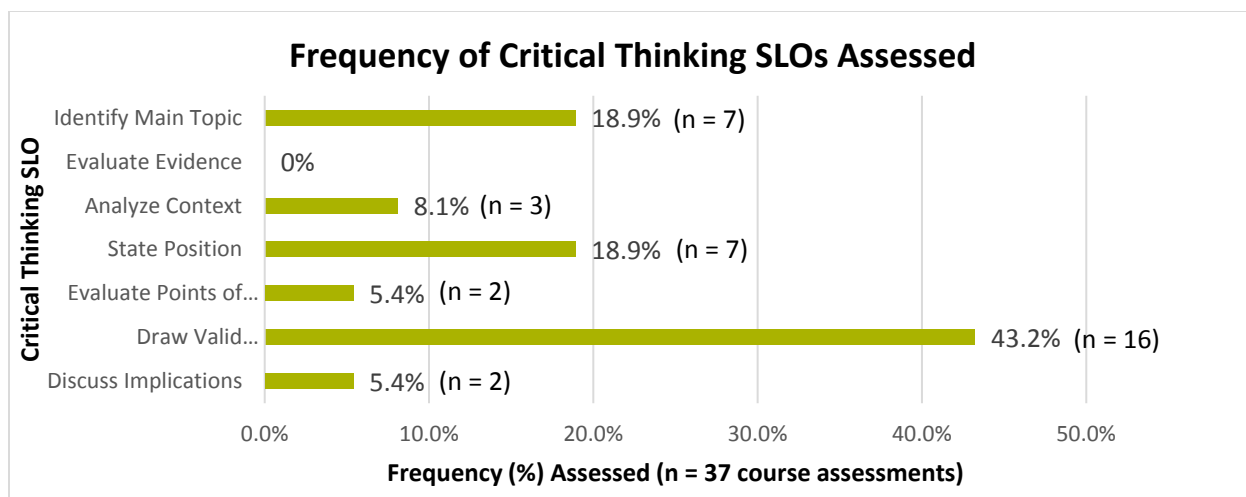


Figure 6. Frequency of Critical Thinking SLOs Assessed.

In meeting minutes or in their GEARs and CARs, faculty made some of the following discussion points and plans for improving teaching and learning of the Critical Thinking competency in their courses:

BIOL 190L – Introduction to Cell and Molecular Biology Lab

From BIOL 190L GEAR:

Students will draw valid conclusions.

Most students in this lab seem to be doing well with drawing valid conclusions. Most instructors agree that this is a tough question for their students to answer in a very short amount of time. This question also requires knowledge of how antibiotics and operons work. Despite the challenges of this question, over 70% of them are completing this outcome at a proficient or exemplary level. Only 8% are doing it at an unacceptable level. Several factors could explain these results. First, this is one of the last labs that is done in the sequence in the semester. By the time students reach this lab, they have had lots of practice. Second, the lab is designed with a pre-lab to give them practice on explaining why they had used all of the different plates. Overall, most students have had lots of practice by the time they completed this assignment.

Closing the Loop - Use of Results to Improve Student Learning: From these results, it is clear that this lab is helping students draw conclusions about experimental methods. This lab and its practice worksheets will continue to be used in the 190L.

From Biology Department Meeting Minutes

Biol 190L – Critical Thinking, drawing valid conclusions. Quantitative Reasoning. Mathematics, Lead Faculty: Scott Huber

- Critical Thinking Q's This is an excellent Q to measure this competency. It is difficult for them. From a gains perspective – Critical thinking: hypothesis formation and null hypothesis between Lab 6 (Sunscreen) and this lab (GFP).
- Found that students who did pre-lab did better and students that have had chemistry do much better.

Ideas for Improvement for General Education Competencies (curriculum, assessment process and tools, specific class interventions such as lessons and assignments, teaching techniques, etc.)

- Biol 190L: Compare an earlier lab to a later lab. Adding more calculations questions.

ECON 103 – Principles of Macroeconomics

From ECON 103 GEAR:

Students will identify and summarize, or explain the main question(s), problem(s), issue(s), points and/or argument(s).

Closing the Loop - Use of Results to Improve Student Learning: Use more critical thinking examples and exercises throughout the course. Give practice assignments that incorporate critical thinking, with detailed instructions and expectations.

From Business Division Meeting Minutes

Assessment Process & Results

Discussion started with [name] asking how the CARs, PURs and the GEAR function with each other and what their purpose is in regards to the class development. It was explained that the assessment of data shows if course objectives are being met, CARs builds into the PUR with program objectives and GEARS use assessment to provide faculty with information to ensure the general education requirements are being met.

Dean [name] clarified that CARs, PURs, and GEARS are on a 5 year cycle that has recently been reviewed and updated, and that all courses go through the CAR process when they are first created.

- ECON 102/103 are approved General Education Courses for AA degrees
- BUS 117 is an approved General Education course for AAS degrees

Dean [name] turned the meeting over to ECON faculty – Professor [name] & Tenure Track Professor [name]

Professor [name] reviewed the CAR process that ECON 102, 103 and 261 underwent this semester. He focused on the 3 learning outcomes and the pre & posttest assessment measures. By using similar questions on the mid-term (pretest) and finals (posttest) and

comparing the percentages led to the assessment measures, and all faculty present then discussed the results. ECON faculty will use the results to modify the course.

Faculty discussed how to choose which learning outcomes should be included in the CARs and what students should know at course completion. Professor [name] questioned why only 3 learning outcomes were used from the Master Course Outlines. Professor [name] explained that 3 key learning outcomes are sufficient to evaluate the course effectiveness and measure student knowledge. All faculty came to agreement that 3 key learning outcomes are beneficial and helpful for assessment.

Tenure Track Professor [name] presented the GEAR for ECON 102 and ECON 103 and explained how undertaking this process has highlighted some areas of importance, such as cultural awareness.

Adjunct Professor [name] had questions on the design process and how the baseline was created to measure student knowledge and proficiency.

All faculty present discussed the rubric for competency realizing that not all courses would be the same and also discussed research projects and the potential student retention issues caused by enforcing deadlines and issuing group projects.

This process was seen as a learning experience for all; sharing learning outcomes with all faculty helps with course improvements. Faculty also discussed the impact of having various ages in their classes and the difference this caused in how students respond to deadlines and group projects. Some students prefer to work independently and others enjoy the cohesion that results from group projects. Points were made that indicate the group work encourages problem solving and critical thinking. Various faculty wondered about the impact of group work vs lecture on retention.

Tenure Track Professor [name] initiated discussion on teaching General Education courses and pointed out how they include cultural awareness and the impact of student differential preparedness levels.

Faculty suggested the following topics for Professional Development workshops

- CAR, PUR, and GEAR processes and deadlines
- Best Practice for Canvas Courses
- Retention Strategies
- How to teach to all level differentiation in order to bring everyone up
 - Faculty discussed how to raise levels of all students and the difficulty of teaching to all levels so as to include everyone

Dean [name] discussed importance of working closely with PT instructors in a mentoring capacity and emphasized the importance of meeting all 45 hours of face to face contact hours. Professor [name] stated she would be happy to observe the PT faculty teaching in her disciplines and put it on her annual plan. Faculty in attendance expressed their agreement to implementing this across all areas in the Division of Business.

Dean [name] closed the meeting by thanking everyone for their time and dedication to ensuring our students receive the best education possible.

Information Literacy

In this assessment cycle, a total of 460 students were assessed across all academic divisions for Information Literacy SLOs. Unlike the other GE competencies assessed, a greater proportion of students scored below Proficient, in the Marginal category (36.1%). Still, over 50% of students assessed for Information Literacy were Proficient (26.7%) or Exemplary (30.7%). Only 6.5% scored in the Unacceptable category (Figure 30.7% scored in the Exemplary category, 26.7% in the Proficient category, 26.2% in the Marginal category, and 7.7% in the Unacceptable category (Figure 7).

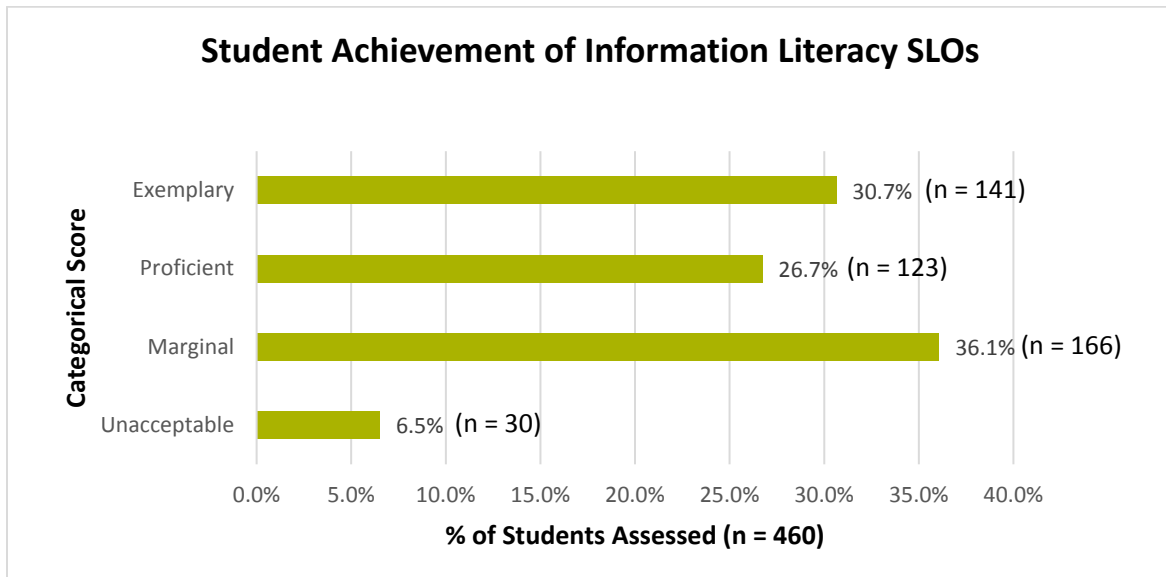


Figure 7. Student achievement of Information Literacy SLOs.

Of TMCC’s five GE competencies, the fewest number of approved GE courses map to Information Literacy. Student achievement in Information Literacy represented assessment conducted in 6 courses, including those in Biology, Business, Economics, and English. Faculty assessed 4 of the 6 Information Literacy SLOs designed by the GE Task Force. The most frequently assessed Information Literacy SLO was “Use of Sources” (50%) followed by “Cite Sources Properly” (33.3%) and “Evaluate Sources” (16.7%). The “Identify Sources” and “Accurately Represent Sources” SLOs were not assessed in this initial cycle (Figure 8).

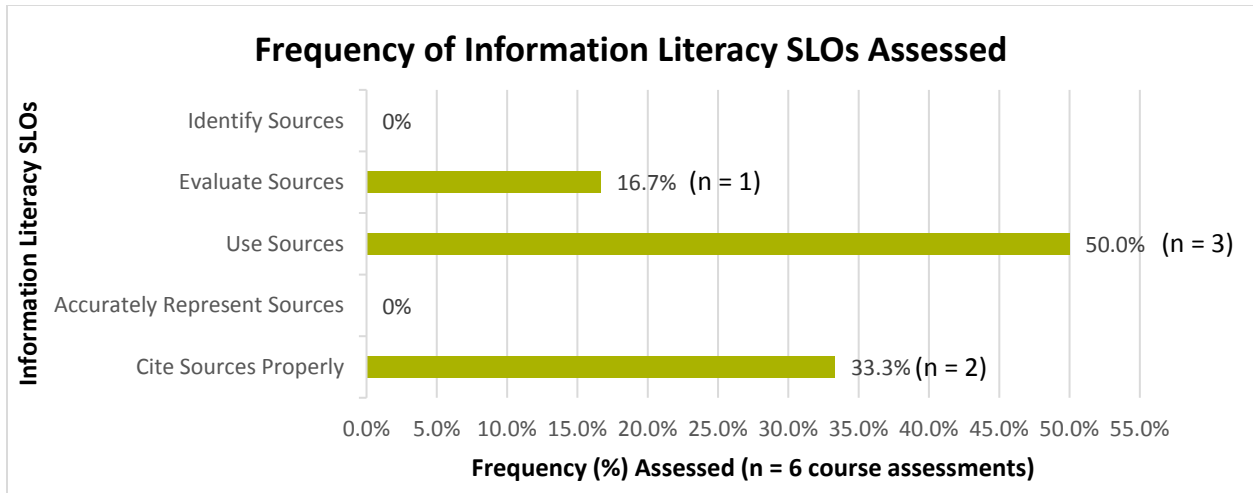


Figure 8. Frequency of Information Literacy SLOs Assessed.

In meeting minutes or in their GEARS and CARs, faculty made some of the following discussion points and plans for improving teaching and learning of the Information Literacy competency in their courses:

ENG 102 – Composition II

From ENG 102 GEAR:

Students will properly cite sources of information.

Closing the Loop - Use of Results to Improve Student Learning:

- These scores are way too low. The department would prefer more students meet this objective, especially at the end of their final composition course at TMCC. Though this is a complex skill, it should have been reinforced in a series of classes and should be more developed than the scores indicated.
- Thesis and citations and support will be addressed at our professional development day in the Fall. Numerous faculty will present on this topic to help everyone employ new strategies for teaching thesis and support.
- We will explore the use of workshops through the Tutoring and Learning Center to help students deepen their development of this important competency.
- Materials on teaching thesis and support will be distributed to all faculty, FT and PT on our CANVAS site and in our start of the year packets.
- We will reassess these outcomes next cycle to see if progress is made.

Closing the Loop – Reassessing After the Improvement Plan:

- This is the first year we have used this assessment tool and focused on these particular outcomes. We plan to reassess this again in the hope that strategies will help us improve these outcomes.

People and Cultural Awareness

TMCC faculty assessed 841 students across all academic divisions for People and Cultural Awareness SLOs. Of these, 33.7% scored in the Exemplary category, 37.0% in the Proficient category, 22.1% in the Marginal category, and 7.3% in the Unacceptable category (Figure 9).

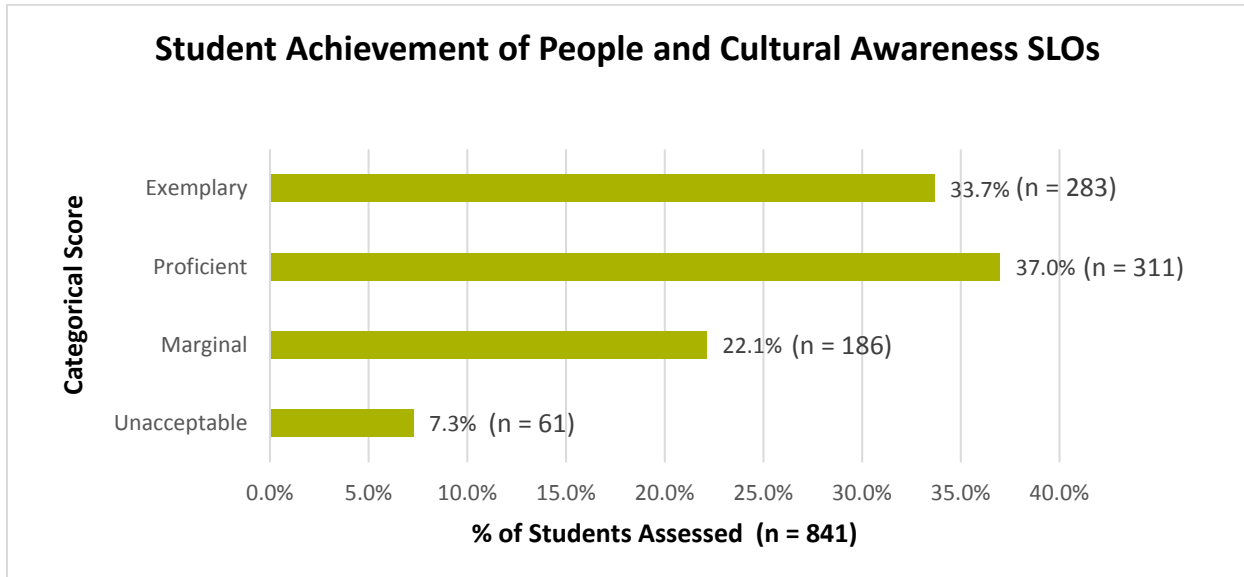


Figure 9. Student achievement of People and Cultural Awareness SLOs.

Student achievement in People and Cultural Awareness represented assessment conducted in 19 courses, including those in Anthropology, Art, Core Humanities, Dance, English, Philosophy, Theater, and Women’s Studies. Faculty assessed 5 of the 6 People and Cultural Awareness SLOs designed by the GE Task Force. The most frequently assessed People and Cultural Awareness SLO was “Critique Processes/Products” (42.8%) followed by “Influence Society” (26.3%) and “Compare Dynamics” (21.1%). The “Describe Members” SLO was not assessed in this initial cycle (Figure 10).

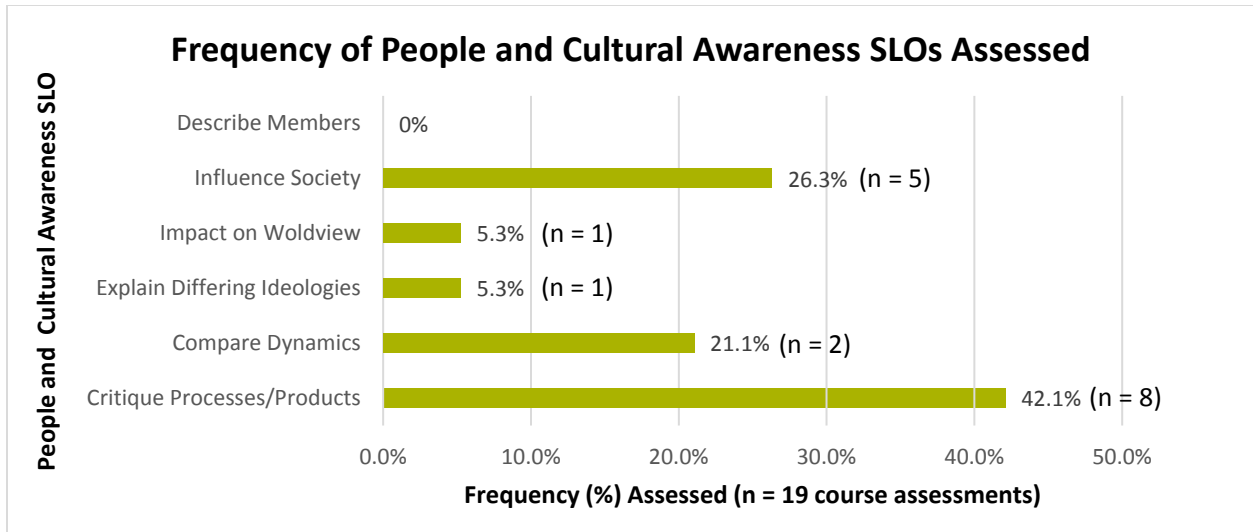


Figure 10. Frequency of People and Cultural Awareness SLOs assessed.

In meeting minutes or in their GEARS and CARs, faculty made some of the following discussion points and plans for improving teaching and learning of the People and Cultural Awareness competency in their courses:

ANTH 101 – Introduction to Cultural Anthropology

From ANTH 101 GEAR:

Analysis of Results: Given this was a pilot, we are not sure how much we were assessing the students and how much was assessing the assignments. Assignments were not all equal in terms of how they measured critical thinking. Finally, during the “norming” exercise we learned that we have work to do in terms of standardizing our assessment with each other. We will revise this process for the fall, but we now have established a baseline. Of our sample 20/29 or 69% were assessed to be “proficient” or better in Cultural Awareness

Describe how these results [can] be used to improve student learning: Discipline instructors will consider a standardized assignment. Moving forward we should have a better opportunity to measure success given we have established a baseline with this pilot; we need to revise the process.

From Social Sciences Department Minutes (font changed to be consistent with this Ad Hoc report):

General Education Assessment Results Conclusions

- ANTH 101 and 201 were assessed.
 - Julia Hammet as lead faculty.
 - Outcomes assessed were Critical Thinking and Personal/Cultural Awareness.
 - Varying tools used for assessment

- Results unavailable during meeting.
- Some assignments not appropriate for assessment.

Ideas for Improvement for General Education Competencies (curriculum, assessment process and tools, specific class interventions such as lessons and assignments, teaching techniques, etc.)

General Education Assessment Reports

- ANTH 101 and 201 were assessed.
- Julia Hammet as lead faculty.
- Assessed assessment.
- Moving forward standardized assignments for GE.
- Need other forms to assess (some not strong writers).

ART 100 – Visual Foundations

From ART 100 GEAR:

Closing the Loop - Use of Results to Improve Student Learning:

Faculty Remarks:

I would like to make sure that everyone feels safe and comfortable with sharing his or her views. Making sure that guidelines and the understanding of those guidelines are set in place before students start with uncovering and sharing their personal identities and concerns. This can be scary and hard for some cultural groups given our current political climate. I also want to make sure that when showing examples of artwork I have a large variety of cultures, gender, and social political stances. By this I believe it offers students a place to discuss these artist and their topics which in turn primes the platform for the students to exhibit their work that may deal with similar topics but does not have to deal with the burnt [brunt] of the questioning because it has already been discussed.

Closing the Loop – Reassessing After the Improvement Plan

This is the first time assessing in this format. As a group (meeting on May 17, 2017), we decided to develop a standard assignment that everyone would teach at the end of the semester (final project) that would demonstrate the knowledge gained and research done during the semester. The final project would be inter-media in nature and would align to Identify. Students will have to show their research as well as write an artist statement and participate in written and oral critique. The Visual Arts is “rockin” it in Personal/Cultural Awareness and we will continue to refine the curriculum so we can conduct a[n] anonymous assessment of all artifacts. We still need to norm our assessment process.

The Gen Ed outcome works well for us and wouldn't change this measurement tool.

From ART 100 CAR:

Use of Results: *Summarize how you are using or plan to use the assessment results to improve teaching and learning.*

Notes from Course Instructors:

- Based on the assessments and class experiences, I believe that students are willing to engage more in group format assignments, therefore I plan to modify and improve some of the assignments into group format.
- With the results of the assessment I am seeing that students who fared poorly were essentially not participating in class. I do have quite a few critiques throughout the semester where students are asked to analyze their own work as well as their peers. I feel this was extremely helpful in preparing them for the final written paper. However, I do feel that I can infuse more discussion and projects about Identity throughout the semester.
- I am using these results to improve learning for the students by modifying language and presentations to clarify any miss communication. The results show where students need more time in and I will spend more time in these areas and offer more examples, and ask more questions.
- I find this assignment to be very empowering for the students. I'm confident this is the first time many of them have been asked to speak back to the world in a direct way that exposes how they think and feel about themselves. I believe the progression of assignments leading up to the personal awareness work leads up to a successful variety of artworks.

From Visual & Performing Arts Department Meeting Minutes:

- Bullets from faculty discussion regarding the assessment process and results.
 - ART 100:
 - Candace Garlock led the discussion beginning by thanking all our part timers as we would not have data without you!
 - Thank you to all our part timers as we would not have data without you
 - Great Job! Studio Art faculty are using Canvas
 - The Art 100 curriculum for the online classes is used to build assignments for the face-to-face classes
 - ART 100 SLO has a big writing component, yet lacks an oral critique outcome
 - It is important for artists to be trained in cross disciplines

- Good job on the identity project, yet weak in Artist Statements requiring the students to interpret, describe, and analyze using the course vocabulary
- Faculty noticed issues of missing words, and a lack of flow
- Faculty agreed how important it is for artists to write well
- Thank you to all our part timers as we would not have data without you!
- The Art 100 curriculum for the online classes is used to build assignments for the face-to-face classes
- Good job on the identity project, weak in Artist Statements (noted in MCO)
- GEAR reports designed in March seem to be loosey-goosey when tied to the identity process
- Great Job! Studio Art Faculty are using Canvas
- ART SLO has a big writing component yet needs an oral critique outcome
- Interpret, describe using vocabulary, analyze
- Stated how important it is for artists to write well
- Stated it is important for artists to be trained in cross disciplines
- Can we add an ENG pre-req? Can we look more at content then technical writing?
- Does that dumb it down?
- Issues of missing words, and a lack of flow
- Asked about writing assistance for students
- Artist statements looked poor, so we got on an embedded tutor!
- Hard to get ahold of, missed meetings, lack of follow through, comments were similar for all like the statements were not read thoroughly then he quit.
- Tutoring center visit on 1st day used 2 writing assignments and improvement is greatly advanced by the end of the semester
- Smart Thinking offers personalized comments and is pretty good
- Results Critical Thinking #7
- High at 88% 93 students completed, so where are the student's assignments for GEAR. Are late in the semester, so we lost some students
- Noted that we must assess at least 20%
- A group will assess a packet (norming) to eliminate bias
- The kind of assessment is new to us and we are learning
- ART 100 Personal Cultural Awareness, Communication, Critical Thinking?
- Read ART 100 GEAR page 3 Narrative
- Does anyone know what Criticism of Outcome?
- Noted from Meeghan Gray stated first time assessing this outcome. We do not intend to change the outcome, at this time.
- ART 100 needs to assess from a specific assignment with the same rubric for every class.
- Asked how the assignment rubric would be done by all with one assignment for all three SLO.

- Yes, the process needs more time. Had a part timer whose class ended Sunday and assessment was due on Monday, not enough time to digest.
- In establishing a safe environment for students to express Personal Cultural Awareness
- Student Art Show, the judge [name], noted the Personal Cultural Awareness is strong.
- Artist Statement and Samples available, she notes huge improvement over the last year.
- Focus on creating Oral critique in SLO
- Communications component are tutoring center, embedded tutor, and smart thinking, is this something we can assess?
- Can we use two adjuncts as embedded tutors?
- In form tutoring center and provide examples of how to evaluate artist statements
- Cellar expectations- to adjust minimum bias
- She is using artist statements for every assignment.
- Confirms every assignment [name, name]
- Students may like doing artist statements
- UCLA requires artist statements not film examples
- Educators and Businesses complained graduate could not write.
- Oral critique is much stronger
- Team up students to do oral critique and then write together

WMST 101 – Introduction to Women’s Studies

From WMST 101 GEAR:

Students will explain ethical positions and/or culturally-situated ideologies that may differ from their own.

Conclusions:

While 69% of students performed at Exemplary or Proficient levels, approximately 31% performed at the Marginal and Unacceptable levels. Students performed better at this outcome than GE Critical Thinking Competency #3, which suggests that the majority of the students are able to demonstrate the lower-level skills of identification (summary) and explanation rather than execute analysis—again, not unexpected in a 100-level course with no reading or writing prerequisites.

Closing the Loop - Use of Results to Improve Student Learning:

The majority of students successfully demonstrated identification and explanation skills. In order to emphasize the related skills of identification (summary), explanation, and analysis, we will shift some of the weekly assignments to clearly identify and explicitly incorporate

these skills in advance of the essay or project. We will not change the assignments themselves. In revising assignments and paper/project rubrics, we will specifically detail expectations further and present annotated example completed assignments so that students are aware of the need to analyze and discuss topics in depth.

Closing the Loop – Reassessing After the Improvement Plan

After implementing these curriculum changes, we will reassess the essay using the GE Competency Rubric. We will work with the Sociology/Psychology Coordinator and Social Sciences Chair to explore the option of an English 98 prerequisite for this course.

Quantitative Reasoning

TMCC faculty assessed 899 students across all academic divisions for Quantitative SLOs. Of these, 33.6% scored in the Exemplary category, 27.6% in the Proficient category, 27.7% in the Marginal category, and 11.1% in the Unacceptable category (Figure 11).

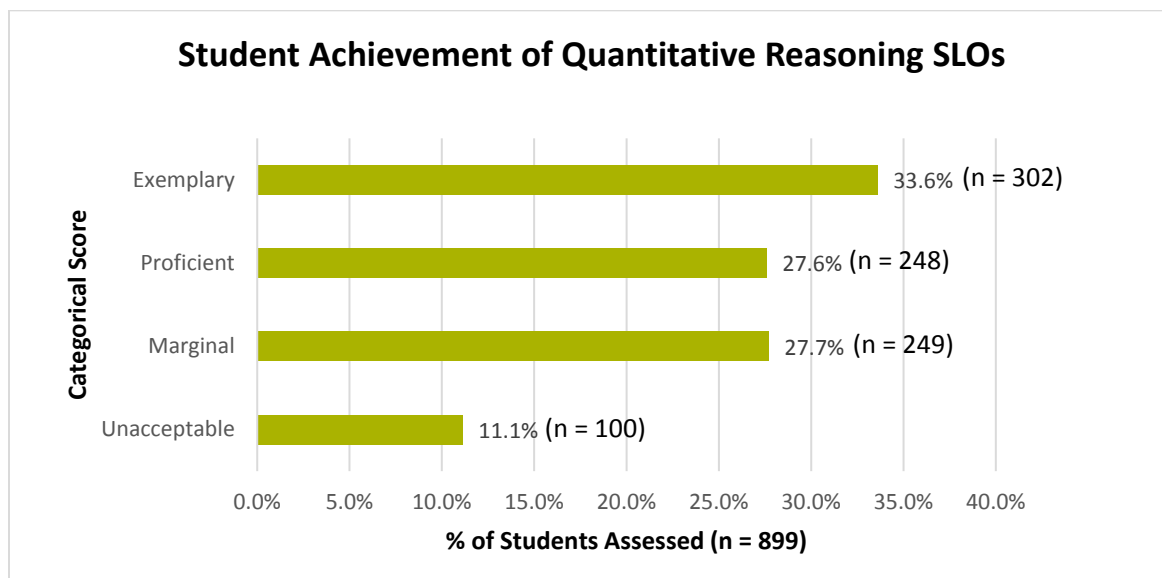


Figure 11. Student achievement of Quantitative Reasoning SLOs.

Student achievement in Quantitative Reasoning represented assessment conducted in 14 courses, including those Biology, Business, Chemistry, Math, and Physics. Faculty assessed 7 of the 9 Quantitative Reasoning SLOs designed by the GE Task Force. The most frequently assessed Quantitative Reasoning SLO was “Perform Calculations” (35.7%) followed by “Deduce Consequences” (21.4%) and “Solve Problems” (14.3%). The “Translate Model Parameters” and “Modify Models” SLOs were not assessed in this initial cycle (Figure 12).

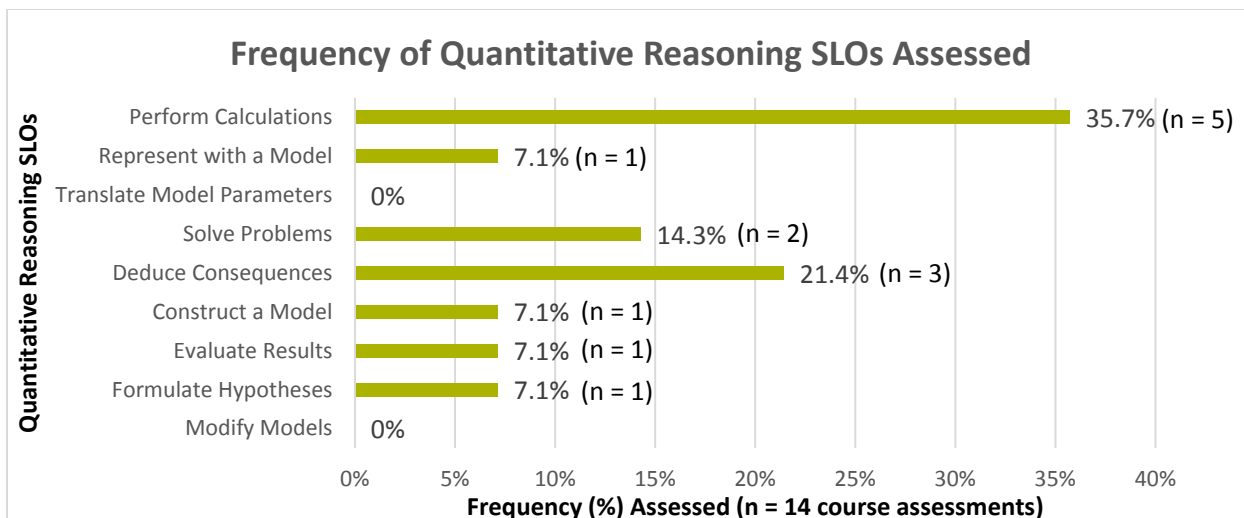


Figure 12. Frequency of Quantitative Reasoning SLOs assessed.

In meeting minutes or in their GEARS and CARs, faculty made some of the following discussion points and plans for improving teaching and learning of the Quantitative Reasoning competency in their courses (Appendix J – Complete GEARS, CARs, and Department Meeting Minutes):

MATH 120E – Fundamentals of College Mathematics Expanded

From MATH 120E GEAR:

Students will use appropriate mathematics to solve application problems.

Closing the Loop - Use of Results to Improve Student Learning:

This topic is first introduced visually and then numerically. Students are able to use their calculator on this question, which may have improved results. Although students have to first understand visually how to solve this problem, once that is established, the question becomes less difficult.

Closing the Loop – Reassessing After the Improvement Plan

In the future students should have to show more work on the assessment to clarify the method used. And the questions need to include more interpretation of results.

- For Quantitative Reasoning SLO #4
 - Brad T. - noticed that there were two method to compute the problems, by hand or by the calculator. In the data we cannot determine which method was used. In the future have students show more work or show their calculator work to verify their results, along with diagram to clarify the inputs they used in the calculator

PHYS 151 – General Physics I

From PHYS 151 GEAR (font changed to be consistent with this Ad Hoc report):

Students will use the mathematics appropriate to a particular problem to obtain correct solutions.

Closing the Loop - *Use of Results to Improve Student Learning:*

The Math Fluency questions in the PHYS180/180L diagnostic factor heavily into both GE: CT#6 and GE: QR#1. The expectation was that students would show gains in Math Fluency by doing lots of PHYS 1 problem solving. Assessment results (please see CAR) suggest that this is NOT the case. I believe Math Fluency is an important goal for PHYS 1, and so will begin addressing it directly, integrating Math Fluency explicitly into the PHYS 1 curriculum.

From PHYS 151 CAR (font changed to be consistent with this Ad Hoc report):

Use of Results: *Summarize how you are using or plan to use the assessment results to improve teaching and learning.*

Results from Math Skills show that for nearly all the questions asked more than 75% of students can answer the question correctly at the start of the course. The exception is a question on manipulating exponents (Q19). This suggests that students are mostly entering PHYS 151 with pre-requisite skills in simplifying algebraic expressions.

Results from Math Fluency show an entirely different scenario. Initial scores are widely scattered with only a couple of questions having $S_i > 0.75$. Meanwhile only a small number of questions have measurable learning gains ($g > 0.3$). This indicates that students are NOT showing measurable gains for Math Fluency.

Course Modifications: *Based on the results of this assessment, will you revise course curriculum or course outcomes? If so, please summarize how and why.*

The expectation was that students would show gains in Math Fluency by doing lots of PHYS 1 problem solving. Assessment results suggest that this is NOT the case. I believe Math Fluency is an important goal for PHYS 1, and so will begin addressing it directly, integrating Math Fluency explicitly into the PHYS 1 curriculum.

Also, as a result of the recent revisions for General Education rubrics and reporting, I will be submitting revisions for the course SLOs. Initially, at the recommendation of a previous assessment director, my submitted SLOs tried to bridge both course assessment and general education assessment. I will be submitting new course SLOs better represent course assessment.

Going forward - Continuation of General Education and Course Assessment

Following the Assessment/Closing the Loop Day meetings and celebration lunch, TMCC held a final, in-person feedback session to discuss the initial GE assessment process and improvement for the GE competency SLOs and rubrics that were developed by the Task Force (Appendix K – Closing the Loop Feedback Session Notes). This session was open to all who wanted to attend. Some key takeaways from this session were:

- Departments should be encouraged to discuss the competencies more so than individual courses. In general, faculty found it difficult to address each General Education SLO, and CAR discussions were better than GEAR discussions. This was likely because there was more familiarity with the CAR, which has been used at TMCC for quite some time, than the GEAR.
- The inclusion of part-time faculty was especially appreciated. Part-time faculty were engaged and felt valued as colleagues. The financial incentive for part-time faculty to attend was welcomed and should be continued if possible.
- TMCC should consider establishing a Closing the Loop Day each semester. While not all faculty initially favored the mandatory meeting to discuss GE and other course assessment results, many faculty ended up appreciating the time set aside to have these discussions, which in some cases had not taken place before.

TMCC has indeed decided to continue with the Assessment/Closing the Loop Day event and has established the Wednesday after grades are due at the end of each semester as the default date for this event. (The Fall 2017 date, however, will be moved to the Spring 2018 Professional Development Days, ahead of the start of the semester, because faculty will be off contract beginning Tuesday, December 19 in this particular academic calendar.) Due dates for CARs and GEARs will be moved to the end of the following semester in order to allow sufficient time to implement suggested improvements and include their preliminary results in the reports. The Associate Dean of Assessment and planning will submit a Resource Allocation Process (RAP) request to host an annual celebration lunch at the end of the academic year as well as a RAP request to continue stipends for part-time faculty and for the Assessment Team Leaders, who were a valuable part of not only assisting fellow faculty with the assessment process, but also in demonstrating faculty commitment to general education and course assessment.

At its initial meeting of the 2017-2018 academic year, the Academic Standards and Assessment Committee began and will continue a review of the GE competency SLOs and rubrics for improvements in clarity and content that will better assist faculty with their GE assessment efforts. TMCC's WebCollege will also assist faculty by incorporating the GE rubrics into our Canvas LMS. As TMCC begins implementation of its new assessment and planning software, we look forward to including these rubrics in the eLumen platform, which was chosen in large part because of its seamless integration with Canvas.

While through these actions we have established “appropriate means for measuring student acquisition of general education outcomes,” we know we can further improve the interrater reliability and validity of our GE assessment efforts by encouraging departments to engage in norming the rubrics and offering faculty professional development training on how to conduct a norming session. With help from departments such as English and Anthropology, who are already familiar with rubric norming, and potentially from Assessment Team Leaders, the Assessment and Planning Office aims to offer such trainings during the 2017-2018 academic year.

Finally, the College will engage in ongoing, longitudinal evaluation of its GE competency SLOs to determine whether each of the SLOs is being assessed across academic departments over a period of time. Not surprisingly, our initial measurement of student acquisition of general education outcomes across 39 of its 119 approved courses for general education in the AA and AS degrees revealed that not all of the SLOs within each competency were measured in this assessment cycle. Should certain SLOs fail to be assessed regularly, the College will engage in campus-wide discussions about whether to continue to value these GE SLOs as an institution.

Conclusion

With the development and use of our GE rubrics and GEAR reporting vehicle, TMCC believes that we have now identified, adopted, and implemented “appropriate means for measuring student acquisition of general education outcomes.” Our initial use of these rubrics has demonstrated that we can measure categorical acquisition of student learning across multiple academic disciplines. Our initial Assessment Day/Closing the Loop event has further demonstrated that we have a viable and documented means of discussing and using this GE assessment data for curricular improvements. Our plan going forward not only includes a continuation of this successful event each semester, but also improving the validity of our data through norming, faculty professional development by way of additional training on rubric use and the norming process, and a financial commitment from the College towards assessment and planning software to assist with tracking progress. Overall, TMCC is dedicated to continued General Education assessment that leads to improved teaching and learning.

Appendix A

Minutes from Academic Standards and Assessment Committee, Curriculum Review Committee, and Faculty Senate

ACADEMIC STANDARDS AND ASSESSMENT MINUTES

February 10, 2017

Call to order: 10:02am

Present: Natalie Brown, Melissa Deadmond, Tanya Farnung-Morrison, Meeghan Gray, Mark Maynard, Lori McDonald, Joylin Namie, Brian Ruf (Chair), Karen Wikander.

Absent: Eric Bullis, Cheryl Cardoza, Candace Garlock, Marynia Giren-Navarro, Arian Katsimbras, Cheryl Scott (ex officio)

Guests: Gwen Clancey

Approval of the Minutes from January 20, 2017

January meeting was canceled due to the lack of attendance due to rescheduled Spring convocation.

NWCCU Report and Discussion

Melissa Deadmond presented the NWCCU (Northwest Commission on Colleges and Universities) Year One Mission and Core Themes Report that determined that TMCC has **satisfied the Commission's expectations regarding Recommendations 1 and 2** of the Year Seven Peer-Evaluation Report. Melissa then continued with the section of the Year One report that notes that the Commission determined that Recommendation 4 of the Year Seven Peer-Evaluation Report still does not meet the **Commission's criteria for accreditation and accordingly, issued a Notice of Concern (a private sanction) with regard to Eligibility Requirement 12 General Education and Related Instruction**. The Commission remains concerned regarding the **institution's lack of development of effective and appropriate means for measuring students' achievement of general education outcomes**.

To address this concern, a General Education Task Force was created to develop GenEd rubrics to be used in all courses being assessed this semester (Spring 2017) to meet the Commission's requirement to submit our General Education report by September 15th, 2017.

2016-2017 Entrepreneurship PUR Review and Discussion

Discussion of the PUR

Curriculum

Strengths: The following are the strengths of the PUR noted by the committee about Curriculum:

- Changes to courses driven by assessment findings and updated SLO's for majority of courses taught with a plan to have all updated SLO's in place by spring 2017 (11-12, 18).
- Formalized mentoring program to part-time faculty in place. New hires supplied with sample course syllabus and test material keeping classes similar. (8)

- Forming Advisory Committees for each area of program that will include community members, faculty from outside institutions, students, graduates, and an advisor. (5, 18)
- Curriculum changes: Developed a plan for Phil courses that do not count towards a Philosophy degree to be removed and replaced with Phil 211 and 213 making a more, seamless transfer for students to UNR. (4, 7, 17, 19, 41)
- Department goal of maintaining a 100% on-time assessment schedule. (5)
- The program has adjusted its curriculum to meet the needs of the students regarding transferable credit courses and additional online courses added during Wintermester and fall/spring semester. (39)
- Focusing on raising the programs profile by offering innovative courses, such as courses on popular TV shows and movies, which fill quickly. (19)
- Implemented an exit interview program for Philosophy major graduates as part of degree outcomes assessment. (17)
- The program has improved on its regularity of assessment since 2014 and has documented examples of how assessment data were used to improve teaching and learning (11-12)
- Faculty members have selected alternative textbooks at a significant savings to students and further plan to develop in-house materials at an even greater savings (5, 7, 39, 40)

Weaknesses: The following are the weaknesses of the PUR noted by the committee about Curriculum:

- CAR documents lack quantitative data to measure level of learning. Many of the courses evaluated show excellent results. What does the department describe as excellent results? (11)
- Assessment list includes contradictory dates. The cycle says PHIL 101 and 102 were assessed in Spring 2015 but the narrative says Spring 2014. (15)
- 9/15 courses say there is no evidence of assessment. However, many are shown to be assessed As Taught, but the class has had enrollments since the last CAR. (15-16)
- The AA Philosophy emphasis currently in the 2016-2017 catalog, aligns poorly with UNR's BA Philosophy degree (10, Appendix A).

Strategies and Recommendations:

- Continue to document your review and revision of the curriculum to match changing student and workforce demand.
- Given the high percentage of CH/HUM/PHIL students intending to transfer, continue to monitor UNR curriculum changes (as well as those of other NSHE institutions) to align with their requirements and ease the transfer process for TMCC students. (29)
- Continue to overhaul the PHIL emphasis to increase the transferability of that degree. (41)
- Continue and emphasize the more cost-effective and student-oriented CH/HUM/PHIL courses in a targeted marketing campaign to attract UNR students. (28)
- Double check data regarding creating classes that are going to be offered as Fine Arts **General Education credits. Right now, for articulation purposes with regards to UNR's silver core, only Philosophy 202 qualifies. Work on articulation with UNR silver core for classes that qualify.**

Core Social Science, Humanities, & Fine Arts (12 credits). Building on the NSHE requirements for social science, humanities, and fine arts, UNR requires students to take the following:

- **Core Humanities** (6 credits). 2 Core Humanities courses will satisfy [Core Objective 5](#), while developing competency in 2 objectives of [Silver Vein I](#).
- **Core Social Science** (3 credits). The Core Social Science course will satisfy [Core Objective 6](#), while developing competency in 2 objectives of [Silver Vein I](#).
- **Core Fine Arts** (3 credits). The Core Fine Arts course will satisfy [Core Objective 7](#), while developing competency in at least 1 objective of [Silver Vein I](#).

Core Objective 7: Artistic Composition, Interpretation and Expression **Brief Description of Learning Objective:** Students will apply techniques of critical analysis to study, interpret, and/or create works of art, dance, music, and theater in the context of culture, society, and individual identity. UNR Silver Core committee for Fine Arts is in the process of making it clear that courses approved for Fine Arts Silver Core are showing more of an applied (process of creating). So far at UNR, courses in Art, Dance, English, Music, Philosophy 202 (Intro to the Philosophy of the Arts), and Theatre. I'm not sure how many of our Humanities classes have been sent forward to UNR for approval for Silver Core in the transfer process.

- Now that regular and ongoing collection of assessment data is established, focus and document efforts to use assessment data to improve teaching and learning (close the assessment loop).
- The PUR shows no indication of General Education assessment shown in the PUR. (11)
- Work with the JumpStart/Dual Credit Coordinator (Susan Mays-Smith) to identify a possible need for CH, HUM, or PHIL course(s) in the high schools that could be used towards the HS diploma.
- Track success rates of classes with English prerequisites separately.

Demographics and Enrollment

The observations on strengths in the report's discussion of Demographics and Enrollment are below:

- Maintaining 5-year average retention rates higher than the division and college. (5, 38)
- Maintaining a demographics match of TMCC overall in terms of ethnicity and gender (24-29).
- Attracting students that are younger than the college average (24), helping them succeed in challenging courses with significant amounts of writing and critical analysis (3), supporting the decision to require English courses (ENG101, ENG102) as prerequisites for nearly all CH/HUM/PHIL courses (8).
- Positive and successful existing and past recruitment efforts (by using social media outreach, posting flyers on the TMCC and UNR campuses and participation in various fairs and open houses on campus) as well as ideas for the future like organizing a presence at the Reno Balloon Races, Hot August Nights and Reno Comicon (29-30)
- Taking steps to ensure enrollment has led to enrollment growth that is 5% higher than the division, and 7% higher than the college as a whole. (7)
- The department has taken the initiative to reach out to qualified full time TMCC faculty outside the department to teach CH/HUM/PHIL courses which cannot be covered by the current faculty. (43)
- The percentage of transfer-seeking students has risen steadily from 7% to 28% over the 5-year review period, suggesting that the program is drawing UNR students to TMCC to take its classes (29)
- Department faculty participate in a number of student recruitment activities, including active use of social media, which has resulted in enhanced enrollment in courses that had to be cancelled previously. (29)
- Great enrollment management strategies with the use of Facebook, Twitter, and a newly designed department website, as well as working with TMCC Marketing. (39)

The observations on weaknesses in the report's discussion of Demographics and Enrollment are below:

- **Correction: 1A "The program's average annual head count over the last 5 years is 3754 students." The number you mention (3754) is the average annual enrollment count. Fall and Spring terms are not additive when it comes to headcount since a student can take a course in both terms and then would be counted twice annually. The average annual headcount (average number of unique students served) over the last 5 years (where students are counted once per year) is 3235. (3)**
- Workforce skills were cited to justify the value of course offerings in the Curriculum section **but the lack of students citing "Improve Job Skills" in the "Educational Goal of Students" table was not addressed. (27-29)**
- There are a number of external factors that are likely to affect these programs that are not **adequately addressed: decline in the number of required CH credits, UNR's migration to the Silver Core, and the FA Regulation that limits FA-eligible courses to those in a student's declared program. For example, UNR's CO5 is limited to the CH prefix? Could this negatively impact HUM courses? (p. 39)**
- Demographics sections are vague on ethnic diversity, especially in the underserved section. Despite the fact that TMCC is looking to be HSI, there is no mention of the low enrollment of Hispanic students. (29)

Strategies and Recommendations:

- Identify more target groups through social media and community events who may be interested in courses that have been inactive, yet appear timely and relevant (HUM214: Middle Eastern Culture; HUM260: American Indian Lit & Culture; PHIL244: Bioethics) (20-21) [Similar to what was mentioned for Great Basin Geeks to recruit for sci-fi and fantasy related courses (29).]
- Examine enrollment data in each of the CH/HUM/PHIL courses separately

Resources

The following strengths were noted by the committee for Resources:

- Excellent use of targeted social media and events for recruitment and enrollment purposes, resulting in six courses that were consistently canceled prior to 2014 currently filling consistently. (29)
- Substantial reductions in the cost of textbooks, and in making textbooks more relevant to certain courses. (5, 7, 39-40)
- There is one full time administrative assistant that excels in meeting demands of the program. (45)
- Currently the minimal lab fees are adequate for program operation. (46)
- The chair and AA have worked to identify low demand courses and have reallocated funds to offer more sections of high demand courses to better serve the students. (46)
- The department has two \$500 annual scholarships for majors, both which were created by faculty. (46)
- Core Theme III, Objective 1 is supported as this department houses two very important Speaker Series. The Distinguished Speaker Series and The Humanities Speaker Series. (6)

The following weakness were noted by the committee for Resources:

- The CH/HUM/PHIL department has lost 6 full-time faculty in the last 5 years and currently has 3 full-time faculty. This has caused a challenge to maintain pace with assessment, curriculum review/changes, and enrollment and recruitment. (6, 42, 44)

Strategies and Recommendations:

- Per the 2015-2016 findings of the Dean, and in the PUR, hire two, full-time, tenure-track faculty who can teach in at least two of the three areas (CH/HUM/PHIL).
- In the event of only a single, approved hire, preference should be given to Philosophy, in order to oversee the AA degree, its majors, and graduates. (17-18)
- Explore additional or alternative classroom spaces for CH/HUM/PHIL courses (45), especially those like HUM295 where student success appears positively influenced by the ability to engage with the material in a small seminar/discussion group setting. (15)
- Continue to engage in recruitment of talented part time faculty.
- Promote the AAll to an AAlll to help maintain department stability. (45)
- Pursue the 1 year FT faculty position until there are more new FT hires. (46)

Committee General comments:

- Possibly add the exit interview questions/results for PHIL major graduates to the PUR appendix as noted in #8 of the strengths Curriculum section.
- Even though demographics are similar to the institution, it was suggested that your department explore ways to address ethnic and diverse disparity. (26)
- The department supports the decision to require English courses (ENG101, ENG102) as prerequisites for which CH/HUM/PHIL courses (8). (See Demographics and Enrollment #3)
- Author does an excellent job describing the demographic trends of CH students, and the enrollment trends of the program. Descriptions of the embedded graphs and tables are clear and accurate.
- In response to strengths Demographics and Enrollment #5, the question was asked if CH, HUM, and PHIL can/should be separated?
- Have any of the scholarships been awarded in relation to the comment #6 in the strengths Resources section of this write-up? If so, could be more information provided.
- It was recommended by the committee that you might want to add a little more information about the Distinguished Speaker Series noted in the strengths Resources section #7. (The Distinguished Speaker Series was founded in the 2000 under the guidance and sponsorship of the Humanities Department. The aim of the Distinguished Speaker Series is to bring a broad spectrum of speakers to the College and to enrich the academic lives of students and community members. Since 2011, The Distinguished Speaker Series has sponsored the following speakers: Sam Abell, National Geographic photographer; Dr. Donald Johanson, **Paleoanthropologist and discoverer of ancient hominid "Lucy"**; Lucy Lippard, **writer and art critic**; Fred Kaufman, **Executive Producer, "Nature" on PBS**; Ruth Anne Kocour, **Author, Adventurer**; Dr. Marc Dantzker, **Biologist and Producer, "The Sagebrush Sea"**; and Dr. Jorge Victor Gavilondo, **Noted Cuban Immunologist and Photographer.**)
- Has #3 under the Committee Strategies and Recommendations: Curriculum: been completed? If so, please add the information into the report.

Discussion of the PUR

Curriculum

Strengths: The following are the strengths of the PUR noted by the committee about Curriculum:

- Psy 101 currently offered at Alpine Academy College Prep HS with possibility of a Soc 101 course being taught, increasing connection with WCSO. (8) All SOC courses will fulfill the Humanities requirement for the standard high school diploma. Thus, there may be Dual Credit opportunities, especially for SOC 101, which can be marketed as a highly-transferable, general education-fulfilling course. (p.8 and <http://www.washoeschools.net/Page/1976>)
- SOC 101 provides an option for students to fulfill the Social Science general education requirement, and SOC 110 has recently been made as a required course of the BAS - Homeland Security degree. ?
- For SOC 210 (Introduction to Statistical Methods), low mastery of previous outcome regarding interpretation and evaluation of statistical outcomes led the instructor to change the assignment measuring this outcome from one cumulative assignment to three short application essays in an attempt to facilitate student success (11).
- There is a solid strategy in place to continue the professional development of Part-time Faculty which is important in light of the difficulty recruiting qualified local faculty to teach traditional method (live) classes (9).
- Concrete efforts have been made to mitigate circumstances leading to low enrollment and cancellation, such as replacing an expensive textbook with a more affordable option since students cited textbook costs as a reason for not taking SOC 275 this past semester (12).

Weaknesses: The following are the weaknesses of the PUR noted by the committee about Curriculum:

- SOC 275 likewise seems a good candidate to meet Diversity Requirements, especially if SOC 276 meets these as well (4)
- Qualified PT faculty with teaching experience are difficult to recruit, and most reside remotely. (p. 9)
- Many courses that were created for the presently non-existent Peace and Conflict Emphasis are still on the books but have not been offered in some time (p.9-11)
- There is no evidence of assessment of SOC 101 for General Education (Social Science - Critical Thinking and People/Cultural Awareness competencies) (p. 9)
- **SLOA's have not recently been completed for courses 240,261,275,276. the Other courses** have not been assessed due to no offering since 2012. (pg.11,12)
- The mission statement provides outcome statements, but it is vague in its directive as to how it accomplishes this. **It's very heavy on the lifelong learner, but a bit weedy on the transfer student.**

Further Suggestions:

- **Not Finished**

Demographics and Enrollment

Strengths: The observations on strengths in the report's discussion of Demographics and Enrollment are below:

- Though a gap between enrollment of male vs. female students is noted, no strategies are offered to address the issue (16).
- There has been a steady decline in SOC section enrollment from Fall 2011-2016 (129.7 FTE to 86.4 FTE; -9% and -12% Fall and Spring average change in headcount) that is greater than the declines observed Liberal Arts division and TMCC as a whole (p. 21)
- Five year average retention in SOC courses (70%) is less than 5-year averages for both the Liberal Arts Division (76%) and TMCC (77%) (p. 27)
- Solving retention efforts is hampered by the lack of full-time faculty (28).
- Despite recognizing a need for a student success plan, no actual plan is proposed. (p. 28)

Weaknesses: The observations on weaknesses in the report's discussion of Demographics and Enrollment are below:

- Not Finished

Further Suggestions:

- Not Finished

Resources

Strengths: The following strengths were noted by the committee for Resources:

- Two recent retirements have negatively affected PT/FT ratio (29).
- **The program's administrative assistant serves both the Social Sciences and History/Law/Political Sciences Departments and may be stretched thin.** (p. 30)
- No advisory board currently for department receiving feedback from community members/professionals within the discipline (10)
- There is a need to increase the pool of part-time instructors (29). MG, Especially those who can teach in the classroom (9).

Weaknesses: The following weakness were noted by the committee for Resources:

- Not Finished

Further Suggestions:

- Not Finished

Old Business

None.

New Business

Next meeting 3/17/2017 10:00am-12:00pm in SIER 209

Meeting adjourned: 1:18pm

MEETING MINUTES

February 24, 2017

Attendance: Grecia Anaya-Arevalo, Julia Bledsoe (ex officio), Amy Blomquist, Dan Bouweraerts, Lisa Buehler, Jill Channing, Tara Connolly, Melissa Deadmond (ex officio), Hieu Do, Wes Evans, Jinger Doe, Bob Fletcher, Candace Garlock, Tanja Hayes, Andy Hughes, Virginia Irintcheva, Jay Jorgenson, Sione Lavaka, Molly Maynard, Terry Mendez, Jeffrey Metcalf, Staci Miller, Haley Orthel-Clark (Chair), Perla Petry, James Phillips, Jennifer Pierce, Corina Weidinger

Absent: Natalie Brown (Proxy: Staci Miller), Andrew Daniels, Leslie Jia (ex officio), Katie Kolbet, Olga Mesina

Guests: Brian Fletcher, Fred Lokken, Paul Seybold

Meeting called to order at: 9:00 a.m.

Approval of the Meeting Minutes from Jan. 27, 2017. Motion: Candace Garlock 2nd: Corina Weidinger

Announcements: **Capstone Criteria is live on the CRC web page under "Additional Degree Requirements."** Special thanks to Donna Clifford for her help with web formatting.

Master Course Outlines

New: Passed as Individual Motions Motion: Molly Maynard 2nd: Lisa Buehler

- PSY 205- Elementary Analysis of Behavior

Revisions: Passed as Consent Motion: Tanja Hayes 2nd: Lisa Buehler

- EMS 207- Airway Management and Ventilation for Paramedics
- MASG 203- Pathology for Massage Professionals

Revisions: Passed as Individuals Motions Motion: Lisa Buehler 2nd: Candace Garlock

- AV 102- Unmanned Aerial System Construction Project
- Original motion was amended (1st: Lisa Buehler 2nd: Dan Bouweraerts) and course passed with contingency that course objectives be revised. **Course objectives should specify what the course will offer to students. The criteria included should specify critical elements of the course that should be integrated each time the course is taught. Thus, the focus is placed upon what the course will do, not what the student will do.**

Degrees, Emphases & Certificates

New – Emphases: Passed as Individual Motions

Motion: Lisa Buehler 2nd: Tanja Hayes

- Associate of Arts- Political Science Emphasis

Motion: Lisa Buehler 2nd: Tanja Hayes

- Associate of Arts- Social Work Emphasis
- Original motion was amended (1st: Tara Connolly 2nd: Molly Maynard) and emphasis was passed with contingency that the following feedback from CRC reviewers be addressed within revised copy: ENG 267 is listed as a recommended GE Fine Arts course. However, ENG 267 is a Humanities GE course, not a Fine Arts GE course. On page 2 the "Total Gen Ed requirements" is blank (should be 21-24), on page 6, semester 2 doesn't include SOC 275 which is listed later (on page 10), and "total semester credits" is blank.

MCO/DEC Changes Processed through Office of Assessment and Planning (No CRC Action Required)

COM 113- updated from "Fundamentals of Speech Communications" to "Fundamentals of Speech Communication"

Other

LOM 490, 491 and EMHS 490 need to be evaluated for capstone status. Associated faculty have been contacted and notified that Capstone Criteria is now established and available on the web.

1. Associate of General Studies Degree

- A subcommittee was formed to review the Associate of General Studies Degree. Specifically, the subcommittee has been tasked to review:
 - **GE Requirements that state "Any XXX course 100-level or above" as this type of designation makes the General Education review process obsolete, and poses issues for GE assessment.**
 - The Elective Requirements for Computer Science. Currently IS 101 is the only course that can fulfill this degree area; however, there may be additional Computer Science courses that could be added to the list.
 - Any other issues/concerns that the subcommittee identifies.
- Subcommittee members will consist of: Bob Fletcher (Chair), Lisa Buehler, Tara Connolly, Molly Maynard and a representative from Computer Sciences.

2. US/NV Constitution Course Criteria

- Degree-seeking students at TMCC are required to complete a 3 credit course that is designated as a US/NV Constitution Course. These courses are intended to introduce students to the origins, history and essential elements of the Constitutions of the United States and Nevada.
- To date, CRC has not yet developed criteria that would enable the committee to review courses for designation of meeting the US/NV Constitution requirement.
- A committee was developed to establish criteria for US/NV Constitution review. Subcommittee members will consist of: Hieu Do (Chair), Jinger Doe, Jennifer Pierce, Melissa Deadmond, Jill Channing, Haley Orthel-Clark and Fred Lokken.

3. Update on NWCCU's Response to GE Assessment Report

- Associate Dean of Assessment and Planning, Melissa Deadmond, provided an update to the committee regarding the Northwest Commission accrediting body's response to TMCC's Ad Hoc Report on General Education (GE) Assessment progress. The Commission determined that Recommendation 4, which pertains to GE assessment, was still not in compliance. In light of the ongoing concerns, TMCC has now been privately sanctioned by NWCCU.
- **An Ad Hoc report detailing the college's progress on Recommendation 4 is to be submitted by September 15th, 2017.**
- In the meantime, a task force has been developed to help progress TMCC towards a more systematic procedure for assessing the outcomes of GE courses. Faculty will be asked to implement a prescribed rubric into their course assessments, in an effort to clearly demonstrate that GE outcomes are in fact being assessed within their courses.
- Candace Garlock provided committee members with a visual demonstration for how faculty can upload GE rubric components into their already established course assessments. **Further, she shared her own department's strategy for training part-time faculty to utilize these GE assessment tools.**

4. Update on Leep Frog Migration

- The on-site training for Leep Frog that was planned in March 2017 has unfortunately been cancelled due to delayed progress. However, the estimated roll-out of Leep Frog for Fall 2017 still holds.

5. Spring 2017 Submission Deadlines & CRC Meeting Dates

Submission Deadline	Meeting Date & Time	Meeting Location
3/17	4/7 @ 9:00 am-11:00 am	SIER 103
4/21	5/5 @ 9:00 am-11:00 am	SIER 103

Meeting Adjourned at 10:17 a.m.

FACULTY SENATE MEETING MINUTES

March 10, 2017

Faculty Senate Chair: Cheryl Cardoza	Faculty Senate Chair-Elect: Mike Holmes	Executive Committee member, Academic Standards and Assessment Chair Brian Ruf
Executive Committee member, Curriculum Review Chair Haley Orthel-Clark	Executive Committee member, Professional Standards Chair Scott Huber	Executive Committee member, Salary, Benefits and Budgetary Concerns Chair Steve Bale
Library Committee Chair Corina Weidinger	Part-Time Faculty Issues Committee Chair Marynia Giren-Navarro	Recognition & Activities Committee Chair Olga Katkova
Senators At-Large: Yevonne Allen Erin Frock Kate Kirkpatrick Brandy Scarnati	Senators for Allied Health: Julie Muhle Patti Sanford	Senators for Applied Industrial Technology: Clifford Bartl Mike Schulz
Senators for Biology: Meeghan Gray Dan Williams	Senators for Business Division: Ben Scheible	Senators for Computer Technology: Ed Corbett Judy Fredrickson
Senators for English: Elizabeth Baines Robert Lively	Senator for History, Political Science & Law: Fred Lokken	Senators for Humanities: Tom Cardoza Wade Hampton
Senators for Math: Anne Flesher Blisin Hestiyas	Senators for Physical Sciences: Dave Boden Patrick Guiberson	Senators for Social Sciences: Haley Orthel-Clark Micaela Rubalcava
Senators for Visual and Performing Arts: Candace Garlock Corina Weidinger		

Absent: Fred Lokken

Guests: President Karin Hilgersom, Dr. Barbara Buchanan, David Turner II, Valerie Kelly, Julia Hammett, Lars Jensen, Hieu Do, Tanja Hayes, David Misner Jr., Natalie Brown, Terry Mendez, Andy Hughes, Jonathan Lam

The meeting was called to order at 12:35 p.m.

Approval of Meeting Minutes February 3, 2017

Chair Cardoza asked for a motion to approve the minutes from February 3rd 2017. Senator Hampton made the motion and Senator Orthel-Clark seconded. When asked for corrections, Erin Frock noted that her name was listed under absent senators but that she was indeed there. The motion was amended to correct that mistake.

Motion: To approve the meeting minutes from February 3, 2017 as amended

Movant: Senator Wade Hampton
 Second: Senator Haley Orthel-Clark

Vote: Passed unanimously

Consent Agenda

Motion: To approve the consent agenda

Movant: Senator Anne Flesher

Second: Senator Wade Hampton

Vote: Passed unanimously

Chair Report—Cheryl Cardoza

- Board of Regents Update
 - Facilities Master Plan Revision. Cheryl reported that at the March Board of Regents Meeting, TMCC's administration had added two items to the Facilities Master Plan which were approved by the Board.
 1. EATS Building
 2. Sports Facility

Cheryl went on to say that Dr. Hilgersom had promised to take two other items off the agenda that would have asked for official approval of the soccer field, and authorize the fee increase for it. Administration did take these two items off the agenda even though they still appeared in the published version. Cheryl added that we have to remember that the Facilities Master plan is a planning document and that just because an item is added to it, doesn't mean we have to build it.

Scott Huber asked to address this issue. He pointed out that the Sports Facility seems to be driven by just a few and that most faculty, classified, and a majority of the students are being left out of the process. He called for a college-wide discussion of the issues. He argued that all of us need to discuss the cost ratio, the necessity for it, the benefits, the long term, and long term disabilities of this. Scott proposed a motion: Given the fact that the Sports Complex proposal has not been vetted adequately within the greater TMCC community, and given the fact that the financial liabilities to the institution have not been adequately explored, it is in the best interest that President Hilgersom withdraw the proposal as an action item from the agenda for the Board of Regents special meeting in April. Ben Scheible made the motion, and Wade Hampton seconded.

President Hilgersom requested a chance to clarify. She argued that shared governance relies on representation and that she had made presentations about the Sports Facility at key committees where faculty are represented: President's Cabinet, the IAC, and Planning Council two times. She argued that no one had been frozen out, and that we all must understand that this is an SGA proposal not a faculty one. She then remarked that your representatives must not be letting you know what's going on. Cheryl Cardoza pointed out that she serves as the faculty representative for all of the committees Dr. Hilgersom just mentioned and that she has informed her constituents of the information presented and that she had, at all of those meetings, pointed out the primary concerns she had been hearing from the faculty, which included the \$9 per credit fee among other things. Dr. Hilgersom admitted that Cheryl had done an effective job presenting concerns, and that the main concern, cost, ultimately led to the item being pulled from the March Agenda.

David Turner, SGA President, pointed out that SGA has to abide by open meeting laws which means posting notice of their meetings on all campuses. He suggested that we attend SGA meetings if we have concerns. He also argued that the SGA survey was done very carefully and that the survey faculty passed out is not credible because it is biased. Turner asserted that Department Chairs forced faculty, especially part-time faculty, to issue this biased survey to their students. The SGA survey, on the other hand was posted to all students, and all were given access. Cheryl stated that the SGA survey was problematic and that it did not support the \$9 credit fee being proposed for the project. Dr. Hilgersom agreed that the survey did not support the \$9 fee which is why they are looking for a better bid. The first bid gave a worst case scenario estimate which everyone thinks is too high. She also argued that Financial Aid should cover the fees for students, so it shouldn't really affect them.

Senators asked which demographic would be hurt and how students without financial aid could afford the extra fee. David answered that SGA is setting aside scholarships to help. \$15,000 and a \$10,000 emergency reserve fund. SGA is trying to make sure no one will be hurt by this project. Senators then asked about other elements that might increase costs: coaches, irrigation. Dr. Hilgersom responded that

we would not hire coaches, but that we could offer stipends for them. For irrigation, she offered the idea that we could rely on a gray water system to maintain the turf. She is hoping for a bid of only \$15 million instead of the original \$22 million. She ended by saying that most community colleges have fields for recreation. We can also attract youth sports to our campus. She ended by saying that she's just trying to meet all the needs. Wade said that we already have a recreational par course for exercise, but others pointed out that recent construction has ruined the path.

Lars Jensen asked to address David's comment about the faculty survey being biased. He pointed out that the two surveys are compatible, that the results from the faculty survey actually match the SGA survey when you look at their question about the \$9 fee increase. Lars went on to say that there is no real proof of concept here. He thought using discretionary funds for sports clubs now would be a better idea. Then we can see if we have demand. After five years, there's a proof of concept. Dr. Hilgersom argued there is proof. The NJCAA shows that this kind of facility is not only common but drives enrollments up, not down. She mentioned the prospect of intramurals and the Aces Baseball people wanting to use the soccer field for their new soccer club. She said there was a lot of excitement in the community. One senator remarked that the process seems clear since students aren't really speaking against it. She voiced some concern about the faculty survey. David agreed saying that there were 30 students waiting to make public comment at the March BOR meeting but didn't get the chance.

Another senator asked if we would seek funding from the state for the project. Dr. Hilgersom explained that because we want to fund this with student fees, we would need to get revenue bonds which would be serviced by the fees. At the March Board of Regents meeting, CSN got a proposal approved for three new student centers that would be funded by student fees. Administration there, through in \$2 million from reserves to help offset the costs to students. Dr. Hilgersom would like to mimic this in our process but isn't sure how much we can afford to give to the project. Brian Ruff stated he would like to see a financial burden report showing the cost estimate for increased maintenance, water and insurance to the campus. President Hilgersom agreed. David suggested that minor soccer leagues need fields, that there's a shortage. Another senator remarked that it was his sense that the purpose of the field is to bring people to campus. In his opinion, though, a theatre would bring more people than a sports field.

Julia Hammett described how she saw the project so far. She stated that she first saw the plans in January and that she brought up concerns. When it was put on the BOR agenda, she was told that it would be tabled and yet the amendment to the master plan went forward. She said that this was a problem and brought up a number of concerns about timing, about plans not being fully vetted with permanent employees here on campus. Those people need a say. She went on to say coaches can't just be people with stipends, that they would need to be serious considerations which could be costly. She said that the Master Facility plan showed a loss of approximately 500 parking spots. All of this brings up concerns about need. We can't use reserves for merit pay, but we can for this.

Dr. Hilgersom countered that Julia's comments were full of misinformation, that the president had been clear about what she was pulling from the March BOR agenda. The funding for the project and its authorization were not put forward. NSHE encouraged the submission of the Master plan so that TMCC could seek other funding sources. Dr. Hilgersom continued with a discussion of parking spots. The EATS building will take up 144 spots, but the Athletic field will not use any parking spaces. She said concerns raised at planning council were vague and unspecified, that as this is an SGA initiative, we need to respect the student government leaders for exercising their rights.

Julia Hammett clarified her information sources: an email from the president about what was being pulled and the packet submitted to NSHE for the BOR agenda item. The loss of parking spaces is shown in the newly approved Facilities Master Plan. Julia also pointed out that she has a reputation for integrity and would never willfully misrepresent the facts.

Mike Holmes noted that operation and maintenance costs need to plan for coaches and staff. He mentioned travel, but Dr. Hilgersom said TMCC could not pay for sports teams to travel. Mike said in his observations of the submission to the Board of Regents that the projected costs only covered the soccer field and the Fitness building plus \$7 million for rough grading (which doesn't specify cubic yards) and \$1 million for retaining walls. The proposed fitness building at 20,000sf will cost an additional \$8 million. He asked if they had to be done together. There should be a current fitness utilization study before we embark on funding the building for Phase II. Dr. Hilgersom responded that she also found the \$8 million for grading to be troubling and was seeking a better bid. She wasn't sure when Phase II would start. Concerns were raised about how long students would have to wait to see a return on their money. A decade? Anecdotally, some

say that our current fitness room isn't used much because of the location. Dr. Hilgersom said a rough estimate suggests we could get both a track and a small gym for \$15 million. Administration is waiting for the official estimate to see if that's possible.

Mike argued for a cost analysis of all the associated costs for the facility. Dr. Hilgersom agreed that it was a good idea to do that. Steve Bale remarked that personally he didn't question the SGA's right to initiate a project. If they had \$15,000,000 in the bank and they could pay for it, that's one thing, but to put up a small portion and put the rest of the debt to the college or students is disingenuous. The problem lies in the process. It's problematic to put so much time and energy into putting up a soccer field right away when eight years working to get merit for professional faculty have resulted in no hurry. Another senator voiced concerns about the \$9 credit fee being a permanent increase for students. Dr. Hilgersom said that the fees would only cover debt service and it would sunset eventually. She said the new bid could bring the fee down to the equivalent of \$5 a credit though she was leaning toward a flat fee of \$60-80 a semester. Students at UNR pay \$80 to belong to their new fitness facility because they want to be healthy. When asked how long before the fee would sunset, Dr. Hilgersom stated approximately 20-25 years.

David argued that the current fitness center is not being utilized by students because of the location. The proposed gym would be free for student use and closer to other fitness facilities like the soccer field.

Another senator talked about the great benefits of teams but wondered whether WNC's baseball field was still in use. She was answered by a senator who plays baseball. According to him, WNC had a nationally ranked baseball team, but the facility was hemorrhaging cash. He saw something similar at another institution where he worked before TMCC. Dr. Hilgersom said that baseball at WNC failed from a combination of costs and politics. Baseball is more expensive than other sports like soccer. WNC is actually using their baseball field for soccer now. CSN also has soccer and is part of NJCAA. We were careful to look at balance. Expensive sports like football and swimming will costs too much. TMCC can't pay for uniforms or travel. Sports teams will have to engage in fundraising for those.

Mike pointed out that there seemed to be conflicting scenarios. The gym will take 10 years. Won't students want it sooner? What is the expectation of the people who will be paying for the facility? Scott Huber noted that the proposed complex lacks validity. We need to follow appropriate procedure here. There are a lot of questions that are not answered yet.

Senator Corbett called the question.

Motion: Because putting this project forward to the Board of Regents in April is premature, Faculty Senate moves that the Administration not put the item on the Board's April agenda.

Movant: Senator Ben Scheible
Second: Senator Wade Hampton

Vote: Passed 18 in favor, 5 against, and 1 abstention

- AAS General Education Discussions. Cheryl reported on the AAS General Education discussions in CRC. The question has been asked about who verifies those and when they have to go through the committee for catalog changes, especially if it's just some typos. The Faculty Senate will look into this process.
- New Policies. Cheryl asked senators to review the new policies coming from the Board of Regents with their constituents. She reviewed them briefly, but asked for Senators to pay particular attention to the Accessibility policy. She asked if any senators or their constituents had issues with any of these that they contact her via email.
 - Excess Credit Fees
 - In-State Tuition for Veterans and Families
 - Handbook Revisions for Millennial Scholarship
 - Co-Enrollment to support Transfer Articulation
 - Accessibility, Service Animals, and Emotional Service Animals
- Interim Dean of Sciences. Cheryl announced that as of March 1st, Julie Ellsworth had been named as Interim Dean of Sciences. She congratulated the Division of Sciences for getting such a great dean.

- **NWCCU Sanction/General Education Assessment.** Cheryl Cardoza reported on the progress since NWCCU had issued a private sanction for TMCC's lack of compliance in the area of General Education Assessment. When the letter was received, Cheryl formed a General Education Task Force to address the sanction. Since what NWCCU wants is evidence of assessment, Cheryl charged the committee with coming up with a viable way of assessing any courses up for course assessment this semester. The Task force has been working diligently to create value rubrics like those used nationwide to measure the different competencies this institution has defined for General Education. Cheryl noted that she pulled task force members from the Academic Standards and Assessment committee and from people committed to assessment at TMCC. The task force consists of: VPAA Barbara Buchanan, Associate Dean of Assessment Melissa Deadmond, ASA Chair Brian Ruf, me, Meeghan Gray, Dan Lorantz, and Rick Bullis. Cheryl reported that already, the task force is well on its way in completing the work. More news on how that will work is coming. Just know that if your course needs to submit a CAR this year, it will also need a General Education Assessment Report, a GEAR. Dr. Buchanan is working on getting funds to offer additional assignments to people who can act as Assessment Leads, and is providing lunch at Assessment meetings on May 17th which is still a contract day. Melissa Deadmond remarked that she had just returned from training with NWCCU and was gratified to see that this is an endorsed path for GE assessment. Dr. Hilgersom commented that it is an excellent plan, but that we have to find a way to communicate it to PT faculty. Cheryl Cardoza pointed out that there are a number of mechanisms in place for that. To Dr. Hilgersom's suggestion that we should be gathering assessment vehicles and showing them to NWCCU, a number of senators protested that that will most likely violate copyright laws. Other senators wondered if fair use would cover this as NWCCU would not publish the essay. Mike Holmes requested clarification from NWCCU on any data expectations and Melissa said she would check into it.
- **Legislative Session.** Senators were asked to please pay attention to the updates sent out from the government relations email account, and encouraged to go to Carson City to make a statement and tell about the horror stories regarding our health plan, which as it stands, is not adequate. TMCC faculty are professionals should not have this much trouble getting premium health care. Legislators really like to hear stories and are more inclined to fix something if they connect, so please send them to Cheryl.
- **Faculty Surveys.** Faculty Senate did not work on surveys for the Deans and Vice President last year because John and Cheryl ran out of time and also felt that it was too soon to do some of them. Those will take place this year. NFA and Faculty Senate worked together to craft the questions. As usual, the questions are based on the job descriptions of the Deans, they are not based on anything outside that job description. Mike introduced some ideas about leadership that were interesting and since they are relevant will be included. The Vice President of Academic Affairs and the Vice President for Student Services are both being evaluated so everyone will get two surveys this year. The plan is to roll them out in April.
- **Equity Study.** The Equity Study is still ongoing. Jim New recently found an issue with the data. Because Administrative Faculty are moving to a new schedule for their pay, some anomalies have arisen. For example, a supervisor and a supervisee ended up in the same column, so now the consultants are going back to look at that data. Once that issue is resolved, the committee will reconvene and finalize the work.

Chair –Elect's Report – Mike Holmes

Given that Cheryl had covered so much in her report, Mike had only this to say: Skiing is fabulous

Action Items

- **Bylaws Revision for Part-Time Faculty Senator (Second read).** Cheryl called for a motion on the bylaw revisions to install a PT Faculty Senator. Senator Ben Scheible moved to accept the revisions, and Senator Haley Orthel-Clark seconded. Senator Tom Cardoza started discussion with concerns about three things. (1) The bylaw revision does not prevent someone who has a pre-existing full time relationship with TMCC or NSHE who also serves as Part-Time faculty from being voted in as a Senator. There are people who already have an extensive say in how our institution is run, such as a Vice President, a Regent, or someone who works here full time but not in faculty role, who could use this clause to become a Part-Time Senator. (2) There is a conflict between two clauses in the bylaws about the term the part-time senator would serve. Section 4.3 needs revision to make that consistent. (3) Since the intent of the senator is to represent Part-time faculty, Tom thought limiting the vote for the senator to members of the PT issues committee was not democratic. The vote should be put to all PT faculty just as the At Large Senate seat elections do. Steve Bale disagreed. He felt restricting the voting to the Part-Time Issues Committee was fair since every Part-Timer can be a part of that committee. He was concerned with

uninvolved PT faculty. Brandy agreed with Tom that a one year term is better for PT Faculty and that an open vote is a good idea. Marynia did not oppose a more democratic vote either. She then brought up the Part-Time survey to show that the respondents were very much in favor of a PT Senator on Faculty Senate. 71 percent stated that a representative on Senate is important because there is a disconnect. Having a Senator would help close that gap. Marynia also argued that Part-Timers have special needs that are not being recognized. Cooperation between the committee and the senator would create a big improvement in terms of satisfaction among the Part-Timers. Cheryl suggested that we need to think about if we want to send it back for revisions and then bring it back, but in that case she would waive the read requirement to count the third read as another second read when it comes back. Tom moved to send back to the Part-Time committee, it was seconded by Ben. A vote was taken.

Motion: To send the Bylaws revision back to the committee for consideration of the three issues brought up today and brought back for a second read at April's Faculty Senate Meeting.

Movant: Senator Tom Cardoza

Second: Senator Ben Scheible

Vote: Passed 21 in favor, 2 against, and 1 abstention

- Phase-In Retirement Petition. Lars Jensen presented a petition with 113 signatures voicing opposition to the phase-in practices recently revised by President Hilgersom. The rationale for the petition rested with notions that there is a decline in the quality of the workplace when benefits continue to erode. Past presidents have honored faculty requests for five years of phase in. Lars remarked that it is ironic that during an economic upturn, faculty should be told it is too expensive to exit a career with dignity. 98% of the faculty who were asked signed the petition. While faculty recognize the right of the president to deny requests for five years, she should take care to honor faculty who have earned that right, and not punish the whole for exceptions. Steve Bale remarked that he signed only because the petition wording supported the president's right to use discretion in allotting these contracts. Dr. Hilgersom agreed and talked about the process. She discussed her ideas with John Albrecht, Professional Standards, other Presidents, and BCN. The consensus was that only TMCC was going for 5 years. Other institutions allow 2-3 years as a norm. She asserted that she didn't change the policy, she's just using it to do what is best for the institution. She will still decide on this on a case-by-case basis, but we have to be mindful of these retirement contracts which lock us in even in hard budget times. Locking into a phase-in retirement contract means not being able to hire new faculty or letting new faculty go because of a retiring faculty member.

Dr. Hilgersom then sketched out her ideas about finding a true Merit Pay system. She can't use reserves for salaries because it adds to the base. Those are only good for one time projects. What she wants to institute here is a system of promotions done in a responsible way. Turnover moneys from retirees could be used for promotions. She'd like to add a significant amount like 8% to the base. A committee would decide who gets merit. The majority of the votes on the committee should be faculty. This would make us more responsible stewards of the budget.

Dave Boden said while he respected the President's position, he had made plans for his retirement based on the practices of the past. Just last year, people were awarded five year plans. This decision blindsided him. He felt unsupported for working hard all those years. Senators called for a phase-in of phase-in so faculty who have made plans can make adjustments. It can't hurt to discuss it. Dr. Hilgersom pointed out that the practice leaves the institution in a tough spot because it's not just a reduction of workload but benefits in the mix. Ben Scheible pointed out that he is disappointed in the hand-out Dr. Hilgersom distributed to senators. He felt like #4 used a punitive tone: "As for Employment promises, I do not believe this body is as naive as the assertion portends. Promises, as you put it, related to benefits typically occur in writing and by the appropriate party." When asked for clarification, Dr. Hilgersom commented that if you don't have it in writing, it doesn't exist. Julia pointed out that a huge number of faculty signed this document which shows that there is opposition to this change. The president went on to point out that she will honor requests for five years for superstars. While she respects the mechanism for sharing concerns, she will still make the decisions. Tom Cardoza offered to make a motion. Senators objected as the wording of the petition did not make any kind of relevant statement. Tom moved that the Faculty Senate recognizes that the vast majority of TMCC faculty oppose phase-in contracts shorter than five years. Senators agreed that Senator Cardoza's wording could be voted on.

Motion: the Faculty Senate recognizes that the vast majority of TMCC faculty oppose phase-in contracts shorter than five years and endorse that voice.

Movant: Senator Tom Cardoza

Second: Senator Anne Flesher

Vote: Passed with 20 in favor, 3 opposed, and 1 abstention

- Sports Complex Survey. Scott presented a motion from the Professional Standards meeting on February 17, 2017.

Motion: TMCC faculty feel that the conclusion from the SGA survey regarding the sports complex was not supported by the data, therefore we request a comprehensive survey of all TMCC students to accurately gauge their support for increasing student fees to support the sports complex and soccer field.

Movant: Senator Dave Boden

Second: Senator Wade Hampton

Vote: Passed unanimously

NFA Report

Julia read the following into the record: The third concern of NFA is related to the treatment of professional faculty by the head of Student Services. There have been several incidents over the years, but recently, there has been a series of escalating improprieties that have risen to the appearance of creating a hostile work environment. Faculty leadership has been watching and deliberating about how we might proceed in the most effective and constructive way forward. We stand shoulder to shoulder with academic and administrative faculty, whom we assert have the same fundamental rights to a positive working environment, fair and equitable professional treatment by their supervisors, and the right to participate in shared governance fully without fear of reprisals. In this spirit, NFA and Faculty Senate leadership have completed the questionnaire forms for soliciting feedback for all deans, directors, and vice presidents who supervise faculty in Academics and Student Services. We pledge to conduct a constituent feedback survey in the coming weeks that is consistent with the bylaws we shepherded through Planning Council last year. We will protect the identity of rank and file faculty and staff while being mindful not to violate the confidentiality or encroach upon the personnel evaluation process of administrators. It is our goal to improve communication, as we move forward in shared governance through the mechanisms of transparency, accountability and inclusiveness. I thank you for your time.

Administrative Report by Karin Hilgersom

Dr. Hilgersom had to leave for another obligation and could not deliver her report.

Committee Reports

Part-Time Faculty Issues – Marynia Giren-Navarro

Marynia provided an update on the Part-Time Faculty survey beyond what she had already reported. 39 percent of Part-Time Faculty participated in the survey. PT faculty indicated that the primary motivation for teaching at TMCC was 81% for personal enrichment, and 60% for income. Only 60% indicated they knew about the PT Faculty Issues committee, which means we have to do a better job at spreading the word. Also 71% of those who responded have unique needs that would be best represented by a senator. 91% are aware of the email policy, and 91% have good contact with their Chairs and coordinators. The PT Support Center received a lot of praise. 75% are aware of services, 73% of Part-Timers who utilize it find the support helpful. Thanks to John and Brandy for doing an outstanding job. John and Brandy were also praised in the narrative portion of the survey. Another item of interest was Professional Development. It was possibly due to the stipends Cathy has provided for the Part-Time faculty who participate in certification program. John Fredrick provided an update on the Part-Time Newsletter at the meeting. If anyone wants to communicate news, please contact John. There was discussion about Learning Commons, and the biggest need was a small office for meeting students and a small conference room for meetings that can be utilized by Part-Time Faculty. The Part-Time Faculty of the Month for February was Stephanie Shaddock-Gilbert. March's winner has been chosen. The Part-Time Faculty ceremony will take place on May 5, 2017 in the Vista building. The committee also talked about administrative withdrawals, which will be incorporated into the newsletter. There was also a brief presentation on StarFish and graduation applications are due April 1, 2017.

Professional Standards – Scott Huber

It came to the committee's attention that we have a retention specialist for online teaching. She has done a nice job of increasing retention among students basically by advising them how to do the work and how to communicate with their teachers. There were concerns that she might be coaching students to negotiate with their Professor about polices within the syllabus, but that's been straightened out.

Task Force: Range Enhancements – Steve Bale

Steve reported on the Task Force first. Members wanted to be able to look at the annual plan potentially as one of the elements to be used, but the committee is looking at modifying the annual plan. The Task Force will stay on hold until the annual plan is revised so we don't have to do the work multiple times.

Salary, Benefits & Budgetary Concerns Committee – Steve Bale

Salary and Benefits will meet on 4/21/17. Steve encouraged anyone who feels compelled to come and participate. The committee has a lot of important things to talk about. They will elect a new Sabbatical Subcommittee Chair, and are looking at modifications to the sabbatical policies. The committee will also address travel applications and award travel funds. Finally, the committee will elect a new Salary and Benefits Chair, so any of you who wants to take over the job come with my blessings.

Academic Standards and Assessment – (ASA) - Brian Ruf

ASA met on February 10, 2017. The committee had an extended meeting because their January meeting was canceled. The first part of Brian's report covered the Northwest Commission on Colleges and Universities year one report which gave us kudos for all the recommendations except for the Assessment of General Education. The committee finished comments on the Entrepreneurship Program Unit Review and are half way through the Sociology PUR. Only strengths and weakness need to be compiled at the next meeting which is 4/21/17 at 10:00 am in SIER 209.

Recognition & Activities – Olga Katkova

The committee's conversation was about Professional of the Month. Nicole Shumabuku was awarded for February. There will be more awards for March, April and May. Olga gave an update on the Distinguished Teaching and Service awards. People who were nominated had to submit paperwork by March 5, 2017. As Olga is not the Chair of the Selection Committee, she does not know how many people submitted, but everything is on time. The Reno Gazette Journal decided to support the award for teaching again which is excellent news. Olga is thankful to Gretchen who negotiated it. The committee's last meeting will be on April 9, 2017.

Library Committee – Corina Weidinger

Corina had three reports to give. The committee hosted a getting published panel on February 23, 2017. It was very successful. The next event is coming up on March 16, 2017, between 2:00-4:00 pm in SIER 108, we will have a panel discuss the opioid crisis in the United States, it is estimated about 10% of our students have drug addiction problems. Corina presented flyers to the event. There will be a panel from Washoe County Health District, the School Committee Health at UNR, and the Reno Police Department all joining together. The last event is the Poetry Reading. It will take place on April 20, 2017 from 2:00- 4:00 p.m. on the library patio. Corina reported that she will be stepping down at the end of the semester. The committee had an election and Josh Shinn will be the new Chair. Corina reminded senators that Sue Malick is an expert in genealogy. She asked me to let people know that if they want do research projects on the history of genealogy or research on family history she has many resources to help with that. The other issue the committee discussed was the weeding of books out of the library. Librarians will be removing from the library's collections. At the first meeting, this year, the committee found out that last fall they weeded 4,590 books, which are now gone. There was a rumor that a private company was hired to weed out books from the second floor of the library to make space for the new Learning Commons. At the second meeting, Corina invited Ken Sullivan, the Library Director, to find out more about this. She reported that our own librarians did the weeding of books that have not been check out since the year 2000 but were asked to keep the more valuable ones. We have one more meeting on April 6, 2017.

Curriculum Review Committee – Haley Orthel-Clark

The committee met on February 24, 2017. A subcommittee was formed to review the Associate of General Studies Degree, and was tasked to do 3 things. 1. Review general education requirements for the degree, 2. Look for other elective requirements for computer science (currently IS101 is the only course that could fulfill this degree area. The committee wants to get faculty to look into other options). and 3. Develop criteria to review the courses fulfilling the US Constitution. Degree seeking students at TMCC are required to complete a three credit course that is designated as a United States Constitution course. These courses are intended to introduce students to the origins, history, and essential elements of the Constitution of the United States and of Nevada. The CRC has not yet developed criteria that would enable the committee to review courses that meet the United States and Nevada

constitution requirement. The committee was developed to establish criteria for approving courses those courses. Associate Dean of Assessment Melissa Deadmond provided an update to the committee regarding the Northwest Commission accrediting body's response to TMCC's Ad-Hoc report on General Education assessment. The Commission determined that TMCC was not in compliance in terms of General Education assessment. They issued a private sanction. A Task Force was developed to help bring TMCC to a more systematic procedure for assessing the outcomes for GE courses. Faculty will be asked to apply rubrics to their courses based on which competencies they chose for their courses when they applied for GE status. The training for Leap Frog that was planned in March 2017 was cancelled due to delays in process, so the estimated roll out for Leap Frog is on hold. The next meeting for CRC is on April 7, 2017.

Student Government Association – David Turner II

The SGA transferred \$10,000 to the Student Resource Committee for immediate use in Spring '17. The SGA has also approved the FY17/18 Activities and Programming Budget. This budget includes:

- \$10,000 for the Emergency Student Scholarship Fund, to be awarded by the Emergency Resource Committee.
- \$15,000 for Unrestricted Scholarships to be awarded through Foundation.
- \$10,000 for My Campus Improvement Fund.

SGA will recommend adding a position to the SGA Senate, a Faculty Liaison position. This would be a non-voting, advising member, who would be recommended by Faculty Senate

For the NSA: David will be proposing a resolution for NSHE to create a Nevada Open Education Resource. The Regents now understand that this is a database that needs to be created and supported through the state system. There are no mandates, other than calling upon NSHE to create the database. The student body presidents will be coming together to propose a resolution to strike out excess credit fees. There are members who feel there is enough proof to show that the excess credit fee is not working and instead of keeping students on track is causing students to drop out.

Classified Council – Saloma Helget

Saloma had two updates. The first is a change in our leadership on the Executive Board. Gracie Tout, our current president, has taken a position at UNR. So, Heather Combs-Salley has taken on the role of President earlier than her term. The Council is now looking for a new board for next year. Secondly, it is now the end of year and nominations are open for Classified Employee of the Year. If there is someone you would like to recognize for their contributions for the past year, please email the committee by March 24, 2017.

Unfinished Business

None

New Business

None

Adjourned at 3:21 pm.

Appendix B

Email communication from Faculty Senate Chair

ASA meeting today

Cheryl Cardoza <ccardoza@tmcc.edu>

Fri, Feb 10, 2017 at 8:02 AM

To: Brian Ruf <bruf@tmcc.edu>, Melissa Deadmond <mdeadmond@tmcc.edu>, Barbara Buchanan <bbuchanan@tmcc.edu>

Hi Brian and Melissa,

I have been called to the system office for a Faculty Senate Chairs Meeting with the Chancellor. Because there are some sensitive issues on the table, I cannot come to ASA today. I have, however, done my homework on both PURs. My recommendations are in the shared docs.

As Faculty Senate Chair, I am directing the ASA committee to form a General Education Task Force in response to the letter/sanctions from NWCCU. We no longer have the luxury of waiting until later to develop rubrics and apply them. The charges for this task force is the following:

- To develop final rubrics for assessing all of the General Education Areas and to guide all faculty assessing courses this semester in filling out the rubrics and turning them in.

- To collect and comment on the results for the report due to NWCCU in September.

- To help implement software to make this task manageable for all concerned.

We must show progress on this matter by September, so there is no time to waste. I will serve on the task force. I suggest Melissa also serve. Brian, your service would help as well. To make it easier for us to enforce this assessment, I think Dr. B. should serve on this task force from the administrative side.

Personally, I feel like we need to go back to the GEAR idea from the beginning of the year. The derailing of this committee's work with rubrics was unfortunate and damaging. We can ask for other volunteers from the committee, but I think we need to keep the task force small so that the work gets done quickly and scheduling members is easy. People who volunteer need to be ready to dig in and complete the rubrics by mid March if not sooner. Melissa can inform or ask BB to inform impacted faculty that a second assessment form needs to be completed in order for TMCC to keep its accreditation. 100% compliance will be necessary.

I hope that's helpful. Someone from the committee will need to take minutes. Pamela will be at the SBBC meeting as there is an overlap of the committees. If I finish early at the system office, I will come to the tail end of the meeting.

Best,
Cheryl

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Public Records Notice: In accordance with Nevada Revised Statutes (NRS) Chapter 239, this email and responses, unless otherwise made confidential by law, may be subject to the Nevada Public Records laws and may be disclosed to the public upon request.

Appendix C

General Education competency rubrics

Learning Outcome	Exemplary	Proficient	Marginal	Unacceptable
1. Students will examine messages from print, electronic, and/or visual sources. Students will interpret meaning and credibility of the message.	Examination of message is insightful. Interpretation of meaning and credibility correlates to a high level of understanding regarding subtleties or nuances	Examination of message is acceptable. The interpretation of meaning and credibility includes some subtleties or nuances.	Examination of message lacks insight. The interpretation of meaning reveals a basic understanding that misses subtlety or nuances.	Examination of message is incorrect or misinterpreted. Interpretation of the message reveals a lack of understanding.
2. Students will use effective verbal and written delivery techniques. These include the appropriate use of structure, content, language, execution, technology, and non-verbal cues.	All delivery techniques display structure, content, and language. The techniques include a clear and comprehensive delivery.	Delivery techniques include an acceptable or relatively good display of structure, content, language, execution, technology, and non-verbal techniques.	Delivery techniques display an uneven use of structure, content, language, execution, technology or nonverbal cues. One or more of the elements are missing and/or poorly presented.	Delivery techniques are ineffective or fail to display structure, content, language, execution, technology, and/or non-verbal techniques.
3. Students will develop and express a thesis through an appropriate use of evidence/logic/data.	Presentation of thesis is especially clear and well developed. Thesis is fully supported by multiple lines of evidence/logic/data.	Presentation of thesis is clear and developed. Thesis is appropriately supported by an adequate amount of evidence/logic/data.	Presentation of thesis is vague or partially developed. Message is not fully supported by evidence/logic/data.	Presentation of thesis did not take place or is confusing. No support for thesis is provided.
4. Students will display appropriate listening behaviors. This includes the attention to messages, the clarification of shared meaning, and the nonverbal confirmation of comprehension.	Student displays a fully-integrated listening behavior. The student is attentive, seeks clarification during the message exchange, and provides clear nonverbal signals of comprehension.	Student displays most of the appropriate listening behaviors, but may show signs of distraction. At least one listening behavior requires more development or attention.	Student displays a limited number of appropriate listening behaviors. Student fails to show attentiveness, clarification behaviors, or nonverbal confirmations. Student shows signs of distraction or inattentiveness.	Student displays distracted behavior, fails to clarify the message, and/or fails to display nonverbal confirmation. Student may also fail to establish and/or maintain eye contact.
5. Students will utilize audience analysis in the development of the communication message.	Student's message is expertly designed to communicate with the audience. It displays remarkable use of vocabulary, purpose, and audience engagement.	Student's message communicates with the audience. Message displays proper application of vocabulary, purpose, and audience engagement.	Student's message is moderately effective. Vocabulary, purpose, and/or audience engagement lack sophistication or full understanding.	Student's message is ineffective due to the poor use of vocabulary, a vague purpose, or a lack of audience engagement techniques.
6. Students will display effective group participation through the application of group discussion, group interaction, and public group presentation.	Shares own skills/ knowledge with the group substantially, and uses others' attributes to the betterment of the group. Shares power and recognizes, respects, and celebrates differences in the group. Intentionally meets the needs of others. Contributes high quality work and effectively facilitates conflicts to ensure a successful project result.	Intentional effort and clear understanding of inter-personal communications and the role within the group. Understands the group vision. Recognizes and respects other's differences and needs in the group. Identifies a role within the group and actively takes initiative.	Moderate effort in taking initiative as an active group member. Displays effort and a growing degree in skill in communication with others. Begins to understand and respect others' differences and needs. Can describe effective communication techniques and identify at least one concept of group dynamics.	Minimal understanding of interpersonal communication, concepts or roles within the group. Displays minimal communication with others and is, at times, ineffective in communicating. Minimal awareness or respect of others' needs or differences. Minimal understanding of concept and/or practice of group dynamics.

The rubric may change slightly, as the Academic Standards and Assessment (ASA) committee will be reviewing GE rubrics at their first meeting in Fall 2017.

Learning Outcome	Exemplary	Proficient	Marginal	Unacceptable
1. Students will identify and summarize, or explain the main question(s), problem(s), issue(s), points and/or argument(s).	Comprehensively and accurately identifies and summarizes, interprets or explains the main question(s), problem(s), issue(s), point(s), and/or argument(s) as well as secondary or implicit aspects.	Clearly and accurately identifies and summarizes, interprets or explains the main question(s), problem(s), issue(s), point(s), and/or argument(s) but does not explore secondary or implicit aspects.	Minimally identifies and summarizes key aspects of the main question(s), problem(s), issue(s), point(s), and/or argument(s); or, identifies them with some inaccuracies or confusion.	Does not identify nor interpret, summarize, or explain the main question(s), problem(s), issue(s), point(s), and/or argument(s); is confused or identifies a different or inappropriate problem(s); or represents the issue(s) inaccurately.
2. Students will evaluate the quality of supporting data or evidence.	Clearly distinguishes between facts and opinions, and provides additional data/evidence related to the issue. Demonstrates a comprehensive ability to evaluate relevant information sources. Evaluates information thoroughly and effectively for reliability, validity, accuracy, authority, timeliness, point of view and/ or bias.	Distinguishes facts from opinions. Adequately evaluates information sufficiently for reliability, validity, accuracy, authority, timeliness, point of view, and/or bias. Looks at the credibility and relevance of information sources.	Confuses facts and opinions. Inconsistently evaluates information sources for reliability, validity, accuracy, authority, timeliness, point of view, and/or bias. Needs to evaluate relevance and credibility.	Considers all information as factual and does not distinguish it from opinion. Does not evaluate information sources for reliability, validity, accuracy, authority, timeliness, point of view, and/or bias.
3. Students will analyze and evaluate the context, assumptions, and/or bias regarding the main problem, issue, or arguments.	Identifies and questions the validity of the assumptions and bias. Analyzes the issue with a clear sense of scope and context, including the audience.	Identifies the relevant contexts, assumptions, and/or bias but may not fully question or analyze beyond their personal perspective.	Presents a singular, often personal perspective that is simplistic or obvious and has little acknowledgement of context, assumptions, and/or bias.	Does not identify any contexts nor show awareness of assumptions or bias.
4. Students will state a position, perspective, thesis, hypothesis, argument, or findings, based on a line of reasoning and/or evidence.	Specific position, perspective, thesis or hypothesis is clearly stated and takes into account the complexities of an issue. Connections to reasoning or evidence are astute.	Specific position, perspective, thesis or hypothesis is clear but may not take into account the complexities of an issue. Connections to reasoning or evidence are present.	Position, perspective, thesis, hypothesis, or argument is stated, but is simplistic and obvious. Connections to reasoning or evidence are inconsistent.	Position, perspective, thesis, hypothesis, or argument is incomplete or incoherent. Does not show connections to reasoning or evidence.
5. Students will identify and evaluate relevant and valid points of view, including cultural values, conceptual models, theoretical frameworks, or different methodologies.	Identifies salient points of view. Meaningfully evaluates the relevance and validity of other points of view and frames their interpretation within that context.	Identifies other points of view. Successfully evaluates the relevance and validity of those other viewpoints.	Identifies other points of view but is limited to majority/popular points of view or reflects a superficial evaluation which does not take into account both relevance and validity.	Does not identify other points of view.
6. Students will draw valid conclusions.	Formulates conclusions that are clear, complete, and show logical reasoning that is consistent with data or evidence and addresses the nuances or deeper implications.	Formulates conclusions that are clear and mostly consistent but misses some of the nuances or deeper implications of the data or evidence.	Formulates conclusions that are simplistic or stated as an absolute and show little logical reasoning, or are inconsistent with data or evidence.	Fails to identify valid conclusions; or conclusions are completely illogical and inconsistent with data or evidence.
7. Students will discuss the implications and consequences of their own work, including conclusions, findings, projects, or products.	Thoroughly discusses the implications and consequences of their work, including both advantages and disadvantages.	Discusses the majority of implications or consequences of their work; mostly focuses on the advantages and may not address disadvantages.	Suggests a few implications or consequences but without a clear tie to their work.	Fails to discuss or misidentifies implications or consequences of their work.

The rubric may change slightly, as the Academic Standards and Assessment (ASA) committee will be reviewing GE rubrics at their first meeting in Fall 2017.

Learning Outcome	Exemplary	Proficient	Marginal	Unacceptable
1. Students will identify the nature and extent of the information sources needed to complete the task.	Conducts research with a sophisticated and focused research question, thesis, or hypothesis. Identifies highly suitable and aptly diverse information sources to complete the task.	Conducts research with a sufficient research question, thesis, or hypothesis. Identifies appropriate numbers and types of information sources to complete the task.	Has some difficulty conducting research. The research question, thesis, or hypothesis is not fully or clearly developed. Identifies a limited number and types of information sources to complete the task.	Does not define and articulate research needs. The research question, thesis, or hypothesis are unclear or are not present. Does not identify information sources with any proficiency to complete the task.
2. Students will critically evaluate information sources for reliability, validity, accuracy, authority, timeliness, point of view, and/or bias.	Demonstrates a comprehensive ability to evaluate relevant information sources. Evaluates information thoroughly and effectively for reliability, validity, accuracy, authority, timeliness, point of view and/ or bias.	Adequately evaluates information sufficiently for reliability, validity, accuracy, authority, timeliness, point of view, and/or bias. Looks at the credibility and relevance of information sources.	Inconsistently evaluates information sources for reliability, validity, accuracy, authority, timeliness, point of view, and/or bias. Needs to evaluate relevance and credibility.	Does not evaluate information sources for reliability, validity, accuracy, authority, timeliness, point of view, and/or bias.
3. Students will use information sources to accomplish a specific purpose.	Uses a wide variety of information sources to clearly accomplish the purpose of the research.	Uses an adequate number of information sources to accomplish the purpose of the research.	Uses a limited number of information sources which usually, but not always support the purpose of the research.	Does not use information sources to support the purpose of the research.
4. Students will accurately represent information sources with an understanding of scope and context.	Expertly represents and interprets the scope and context of the source.	Adequately represents and interprets the scope and context of the source.	Unevenly interprets and/or represents the scope and context of the source.	Misrepresents or misinterprets the scope and context of the source.
5. Students will properly cite sources of information.	Acknowledges sources through careful incorporation of appropriate citation methods for the discipline. Avoids plagiarism.	Generally acknowledges sources using the appropriate citation method for the discipline but may make some errors. Avoids plagiarism.	Inconsistently acknowledges sources. Has issues using the appropriate citation method for the discipline. Avoids plagiarism.	Plagiarizes. Does not acknowledge sources. Engages in serious misapplication of citation methods for the discipline.

The rubric may change slightly, as the Academic Standards and Assessment (ASA) committee will be reviewing GE rubrics at their first meeting in Fall 2017.

Learning Outcomes	Exemplary	Proficient	Marginal	Unacceptable
1. Students will describe and/or explain responsibilities of ethical, contributing members living in diverse societies.	Explains, using sophisticated examples and evidence, what it means to be a responsible, ethical, contributing member of a diverse society. Clearly and substantially articulates ethical principles applicable in various contexts.	Provides adequate explanations and examples, describing what it means to be a responsible, ethical, contributing member of a diverse society. Adequately articulates ethical principles applicable in various contexts.	Provides limited, or few appropriate, explanations and examples, describing what it means to be a responsible, ethical, contributing member of a diverse society. Articulates few ethical principles applicable in various contexts.	Provides no or inappropriate explanations and examples, describing what it means to be a responsible, ethical, contributing member of a diverse society. Does not articulate ethical principles applicable in various contexts
2. Students will analyze and articulate the ways in which individuals, groups, and institutions influence society.	Analyzes and explains, using substantial details and supporting evidence, the ways in which individuals, groups, and institutions influence society.	Analyzes and explains, using adequate details and supporting evidence, the ways in which individuals, groups, and institutions influence society.	Analyzes and explains, using limited details and supporting evidence, ways in which individuals, groups, and institutions influence society.	Does not identify or explain, does not use supporting details or evidence, and/or does not explain clearly the ways in which individuals, groups, and institutions influence society.
3. Students will analyze and/or explain the impact of culture and experience on one’s worldview and behavior, including assumptions, biases, prejudices, and stereotypes.	Extensively analyzes and/or explains the impact of culture and experience on one’s worldview and behavior, including assumptions, biases, prejudices, and stereotypes. Uses substantial support and/or clear explanations for assertions. Discusses in detail how the global environment shapes one’s own opinions.	Adequately analyzes and/or explains the impact of culture and experience on one’s worldview and behavior, including assumptions, biases, prejudices, and stereotypes. Uses adequate support and/or some strong explanations for assertions. Provides adequate details regarding how the global environment shapes one’s own opinions.	Provides limited analysis and/or explanation of the impact of culture and experience on one’s worldview and behavior, including assumptions, biases, prejudices, and stereotypes. Does not consistently use adequate support and/or explanations for assertions. Provides limited details regarding how the global environment shapes one’s own opinions.	Does not analyze and/or explain the impact of culture and experience on one’s worldview and behavior, including assumptions, biases, prejudices, and stereotypes. Does not use support and/or explanations for assertions. Does not provide specific details, discussing how the global environment shapes one’s own opinions.
4. Students will explain ethical positions and/or culturally-situated ideologies that may differ from their own.	Fairly and accurately explains ethical positions and/or ideologies that may differ from the student’s own.	Uses mostly fair and accurate explanations of ethical positions and/or ideologies that may differ from the student’s own.	Demonstrates limited understanding of ethical positions and/or ideologies that may differ from the student’s own.	Does not fairly and accurately state understanding of ethical positions and/or ideologies that may differ from the student’s own.
5. Students will compare economic, historical, political, cultural, and/or social dynamics of diverse world cultures.	Compares economic, historical, political, cultural, and/or social dynamics of diverse world cultures clearly and sophisticatedly. Uses effective, substantive, and specific examples and evidence.	Adequately compares economic, historical, political, cultural, and/or social dynamics of diverse world cultures. Uses some appropriate examples and evidence.	Seldomly compares economic, historical, political, cultural, and/or social dynamics of diverse world cultures. Uses limited examples and little appropriate evidence.	Unclear comparison of economic, historical, political, cultural, and/or social dynamics of diverse world cultures. Uses no specific examples or uses inappropriate examples. Evidence is absent or unclear.

<p>6. Students will critique the aesthetic and creative processes/products represented in particular cultural contexts constructively and respectfully.</p>	<p>Response to the assignment demonstrates a clear respect for aesthetic and creative processes/product. Uses complex vocabulary and knowledge of techniques, clearly critiques the aesthetic and creative process. Sophisticatedly compares and evaluates the form, cultural context, and aesthetic qualities of artistic genre, process, artifact, and/or movement(s).</p>	<p>Demonstrates some respect for aesthetic and creative process(es)/product(s). Uses appropriate vocabulary and knowledge of techniques, critiques the aesthetic and creative processes/products. Adequately compares and evaluates the form, cultural context, and aesthetic qualities of artistic genre, process, artifact, and/or movement(s).</p>	<p>Demonstrates little respect for the aesthetic and creative process(es)/product(s). Uses limited vocabulary terms and little knowledge of techniques in a simplistic critique the aesthetic and creative process. Provides limited comparisons and evaluations of the form, cultural context, and aesthetic qualities of artistic genre, process, artifact, and/or movement(s).</p>	<p>Does not demonstrate respect for aesthetic and creative process(es)/product(s). Does not use appropriate vocabulary and knowledge of techniques. Struggles to critique the aesthetic and creative process. Comparisons and evaluations do not adequately describe the form, cultural context, and aesthetic qualities of artistic genre, process, artifact, and/or movement(s).</p>
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The rubric may change slightly, as the Academic Standards and Assessment (ASA) committee will be reviewing GE rubrics at their first meeting in Fall 2017.

For assessments using normalized learning gains, the rubric for every outcome is as shown.

Learning Outcome	Exemplary	Proficient	Marginal	Unacceptable
	High normalized learning gain.	Medium normalized learning gain.	No significant gain nor loss.	Any significant normalized loss.

Learning Outcome	Exemplary	Proficient	Marginal	Unacceptable
1. Students will use the mathematics appropriate to a particular problem to obtain correct solutions.	Mathematic calculations are all essentially successful and sufficiently comprehensive to obtain the correct solution. Calculations are also presented elegantly (clear, concise).	Mathematic calculations are mostly successful and sufficiently comprehensive to obtain the correct solution. Work shown may contain minor errors.	Mathematic calculations are either unsuccessful or represent only a portion of the calculations required to comprehensively solve the problem.	Mathematic calculations are attempted but are both unsuccessful and are not comprehensive.
2. Students will represent the relevant details of a system in terms of the appropriate scientific and/or mathematical model.	The student successfully represents the system in terms of the appropriate scientific and/or mathematical model. The representation is both correct and complete.	The student represents the system in terms of the appropriate scientific and/or mathematical model, but the representation is partly incomplete and/or includes minor errors.	The student represents the system in terms of the appropriate scientific and/or mathematical model, but the representation is missing key parts and/or there are significant errors.	The student is unable to represent the system in terms of the appropriate scientific and/or mathematical model.
3. Students will translate the parameters of a scientific and/or mathematical model into the details of the system being modeled.	The student makes a complete and correct translation from the parameters of the model to the phenomenon being modeled.	The student translates from the parameters of the model to the phenomenon being modeled, but the translation is partly incomplete and/or includes minor errors.	The student translates from the parameters of the model to the phenomenon being modeled, but the translation is missing key parts and/or there are significant errors.	The student is unable to correctly translate the parameters of the model to the phenomenon being modeled.
4. Students will use appropriate mathematics to solve application problems.	The student both uses the appropriate mathematics and also uses the mathematics without error to obtain correct solutions to application problems.	The student uses the appropriate mathematics and their use of the mathematics is mostly without error and leads to a nearly complete solution.	The student uses the appropriate mathematics, but their use of the mathematics includes significant errors and/or their solution is incomplete.	The student either does not use the appropriate mathematics or uses the mathematics incorrectly. As a result, the student is unable to solve application problems.

<p>5. Students will deduce the consequences of a particular model under different contexts, scenarios and/or constraints.</p>	<p>The student arrives at deductions by a correct and consistent use of the model, and the deductions are correct.</p>	<p>The student use of the model is mostly correct and/or consistent and lead to correct deductions.</p>	<p>The student use of the model is partly incorrect and/or inconsistent and the student deductions are incorrect and/or incomplete.</p>	<p>The student use of the model is incorrect and/or inconsistent. As a result, the student is unable to arrive at deductions for how the model will respond under different contexts, scenarios and/or constraints and/or the deductions are incorrect.</p>
<p>6. Students will construct a generalized model based on the specifics of a system being investigated.</p>	<p>Constructs a valid generalization and clearly articulates the logic of this generalization based on the specifics that have been identified.</p>	<p>Constructs a valid generalization but does not clearly articulate the logic underlying that generalization.</p>	<p>Constructs a generalization that has some relationship to the specifics that have been identified; however, the specifics do not totally support the generalization.</p>	<p>Constructs a generalization that is not at all supported by the specifics or does not construct a generalization.</p>
<p>7. Students will evaluate mathematical and/or logical results for issues of validity, accuracy and/or relevance to the real world.</p>	<p>The student evaluates the results and correctly confirms or rejects the conclusion based on validity, accuracy and/or relevance to the real word.</p>	<p>The student evaluates the results and makes mostly correct conclusions about the validity, accuracy and/or relevancy of the results.</p>	<p>The student evaluates the results but makes incorrect conclusions about the validity, accuracy and/or relevancy of the results.</p>	<p>The student does not evaluate the results, and/or makes incorrect conclusions about the validity, accuracy and/or relevancy of the results.</p>
<p>8. Students will make hypotheses and/or predictions.</p>	<p>The student proposes hypotheses and/or predictions that are relevant to the model and testable.</p>	<p>The student proposes hypotheses and/or predictions that are mostly relevant to the model and the hypotheses and/or predictions are testable.</p>	<p>The student proposes hypotheses and/or predictions that are somewhat relevant but the relevance is tenuous and/or the hypotheses and/or predictions may not be testable.</p>	<p>The student proposes hypotheses and/or predictions that are neither relevant to the model nor testable.</p>
<p>9. Students will modify models based on new information.</p>	<p>The student recognizes a discrepancy between the model/reasoning and new information, and successfully revises the model and/or their reasoning in a manner that is both consistent and complete.</p>	<p>The student recognizes a discrepancy between the model/reasoning and new information, but makes revisions that are inconsistent and/or incomplete.</p>	<p>The student recognizes a discrepancy between the model/reasoning and new information, but incorrectly dismisses the significance of the discrepancy.</p>	<p>The student does not recognize any discrepancy between the model/reasoning and new information.</p>

The rubric may change slightly, as the Academic Standards and Assessment (ASA) committee will be reviewing GE rubrics at their first meeting in Fall 2017.

Appendix D

General Education Assessment Report (GEAR) template

The GEAR may change, as the Academic Standards and Assessment (ASA) committee will be reviewing it at their first meeting in Fall 2017.

Course Prefix, Number, Title:

Division, Department/Unit:

Submitted By:

Contributing Faculty:

General Education Area: (English, Math, Fine Arts, Humanities, Social Science or Science)

When (**Add course**) was approved by the Curriculum Review Committee for (**General Education Area**) General Education status, the submitter indicated that it mapped to the (**Add General Education Competencies**) General Education competencies. The faculty-lead General Education Task Force has devised a standard set evaluation rubrics with student learning outcomes (SLOs) for these competencies. When assessing student work as part of your regular course assessment, please select *at least one* of these General Education competency SLOs (pre-populated below) in *each of the* competency areas by completing the following General Education Assessment Report. Keep in mind that you're looking at your course activities through a General Education lens, not necessarily devising new activities to meet General Education assessment.

For each of the chosen Student Learning Outcomes assessed, you will be asked to address the following:

- **Assessment Measures:** Please describe the assignment/pre-posttest/report(s)/etc. that you used to assess this competency, as well as the method that you used to select student work for assessment: Did you assess all students in all course sections, take a random sample across all course sections, etc. Please attach a copy of the assignment/ report(s)/etc. prompt, or indicate the national/state/industry-recognized exam that you used as an assessment tool for this measure.
- **Assessment Results:** Please summarize the results of your Communications SLO assessment by indicating the total number of students assess, and number and % of students meeting the “Exemplary,” “Proficient,” “Marginal,” and “Unacceptable” criteria. Please include any additional descriptive narrative as necessary.
- **Closing the Loop: Use of Results to Improve Student Learning:** please summarize how you plan to use the results to improve student learning, and how you have communicated these assessment findings with full-time and part-time faculty. Please attach a copy of the meeting minutes taken during this discussion. A template for these minutes is found in your GEAR packet.
- **Closing the Loop: Re-assessing After the Improvement Plan:** Is this the first time you have assessed this learning outcome? Comment on the last time you assessed this learning outcome. Based on the results of your follow-up assessment, will you revise course outcomes? If so, please summarize how in why in the boxes below.

Include only the Gen Ed Competencies/SLOs that apply to the course being assessed.

General Education Competency: Communication

Please select *at least one* of the Communication SLOs below to assess. *You may delete the remaining SLOs that you chose not to utilize.*

1. Students will examine messages from print, electronic, visual, and/or nonverbal sources. Students will interpret meaning and credibility of the message.

Assessment Measures:

Assessment Results:

#	Total Students Assessed	100	%
#	Students Scored as Exemplary:	_____	%
#	Students Scored as Proficient:	_____	%
#	Students Scored as Marginal:	_____	%
#	Students Scored as Unacceptable	_____	%

(Include additional descriptive narrative as necessary.)

Closing the Loop - Use of Results to Improve Student Learning:

Closing the Loop – Reassessing After the Improvement Plan:

2. Students will use effective verbal and written delivery techniques. These include the correct use of structure, content, language, technology, delivery, and nonverbal elements.

Assessment Measures:

Assessment Results:

#	Total Students Assessed	100	%
#	Students Scored as Exemplary:	_____	%
#	Students Scored as Proficient:	_____	%

Students Scored as Marginal: %
 # Students Scored as Unacceptable %

(Include additional descriptive narrative as necessary.)

Closing the Loop - Use of Results to Improve Student Learning:

Closing the Loop – Reassessing After the Improvement Plan:

3. Students will develop and express a thesis through an appropriate use of evidence/logic/data.

Assessment Measures:

Assessment Results:

 # Total Students Assessed 100 %
 # Students Scored as Exemplary: %
 # Students Scored as Proficient: %
 # Students Scored as Marginal: %
 # Students Scored as Unacceptable %

(Include additional descriptive narrative as necessary.)

Closing the Loop - Use of Results to Improve Student Learning:

Closing the Loop – Reassessing After the Improvement Plan:

4. Students will display appropriate listening behaviors. This includes the attention to messages, the clarification of shared meaning, and the non-verbal confirmation of comprehension.

Assessment Measures:

Assessment Results:

<u> # </u>	Total Students Assessed	<u> 100 </u>	%
<u> # </u>	Students Scored as Exemplary:	<u> </u>	%
<u> # </u>	Students Scored as Proficient:	<u> </u>	%
<u> # </u>	Students Scored as Marginal:	<u> </u>	%
<u> # </u>	Students Scored as Unacceptable	<u> </u>	%

(Include additional descriptive narrative as necessary.)

Closing the Loop - Use of Results to Improve Student Learning:

Closing the Loop – Reassessing After the Improvement Plan:

5. Students will utilize audience analysis in the development of the communication message.

Assessment Measures:

Assessment Results:

<u> # </u>	Total Students Assessed	<u> 100 </u>	%
<u> # </u>	Students Scored as Exemplary:	<u> </u>	%
<u> # </u>	Students Scored as Proficient:	<u> </u>	%
<u> # </u>	Students Scored as Marginal:	<u> </u>	%
<u> # </u>	Students Scored as Unacceptable	<u> </u>	%

(Include additional descriptive narrative as necessary.)

Closing the Loop - Use of Results to Improve Student Learning:

Closing the Loop – Reassessing After the Improvement Plan:

6. Students will display effective group participation through the application of group discussion, group interaction, and public group presentation.

Assessment Measures:

Assessment Results:

#	Total Students Assessed	100	%
#	Students Scored as Exemplary:	_____	%
#	Students Scored as Proficient:	_____	%
#	Students Scored as Marginal:	_____	%
#	Students Scored as Unacceptable	_____	%

(Include additional descriptive narrative as necessary.)

Closing the Loop - Use of Results to Improve Student Learning:

Closing the Loop – Reassessing After the Improvement Plan:

General Education Competency: Critical Thinking

Please select *at least one* of the Critical Thinking SLOs below to assess. *You may delete the remaining SLOs that you chose not to utilize.*

1. Students will identify and summarize, or explain the main question(s), problem(s), issue(s), points and/or argument(s).

Assessment Measures:

Assessment Results:

#	Total Students Assessed	100	%
#	Students Scored as Exemplary:	_____	%
#	Students Scored as Proficient:	_____	%
#	Students Scored as Marginal:	_____	%
#	Students Scored as Unacceptable	_____	%

(Include additional descriptive narrative as necessary.)

Closing the Loop - Use of Results to Improve Student Learning:

Closing the Loop – Reassessing After the Improvement Plan:

2. Students will evaluate the quality of supporting data or evidence.

Assessment Measures:

Assessment Results:

<u> # </u>	Total Students Assessed	<u> 100 </u>	%
<u> # </u>	Students Scored as Exemplary:	<u> </u>	%
<u> # </u>	Students Scored as Proficient:	<u> </u>	%
<u> # </u>	Students Scored as Marginal:	<u> </u>	%
<u> # </u>	Students Scored as Unacceptable	<u> </u>	%

(Include additional descriptive narrative as necessary.)

Closing the Loop - Use of Results to Improve Student Learning:

Closing the Loop – Reassessing After the Improvement Plan:

3. Students will analyze and evaluate the context, assumptions, and/or biases regarding the main problem, issue, or arguments.

Assessment Measures:

Assessment Results:

<u> # </u>	Total Students Assessed	<u> 100 </u>	%
<u> # </u>	Students Scored as Exemplary:	<u> </u>	%

<u> </u> #	Students Scored as Proficient:	<u> </u>	%
<u> </u> #	Students Scored as Marginal:	<u> </u>	%
<u> </u> #	Students Scored as Unacceptable	<u> </u>	%

(Include additional descriptive narrative as necessary.)

Closing the Loop - Use of Results to Improve Student Learning:

Closing the Loop – Reassessing After the Improvement Plan:

4. Students will state a position, perspective, thesis, hypothesis, argument, or findings based on a line of reasoning and/or evidence.

Assessment Measures:

Assessment Results:

<u> </u> #	Total Students Assessed	<u>100</u>	%
<u> </u> #	Students Scored as Exemplary:	<u> </u>	%
<u> </u> #	Students Scored as Proficient:	<u> </u>	%
<u> </u> #	Students Scored as Marginal:	<u> </u>	%
<u> </u> #	Students Scored as Unacceptable	<u> </u>	%

(Include additional descriptive narrative as necessary.)

Closing the Loop - Use of Results to Improve Student Learning:

Closing the Loop – Reassessing After the Improvement Plan:

5. Students will identify and evaluate relevant and valid points of view, including cultural values, conceptual models, theoretical frameworks, or different methodologies.

Assessment Measures:

Assessment Results:

<u> # </u>	Total Students Assessed	<u> 100 </u>	%
<u> # </u>	Students Scored as Exemplary:	<u> </u>	%
<u> # </u>	Students Scored as Proficient:	<u> </u>	%
<u> # </u>	Students Scored as Marginal:	<u> </u>	%
<u> # </u>	Students Scored as Unacceptable	<u> </u>	%

(Include additional descriptive narrative as necessary.)

Closing the Loop - Use of Results to Improve Student Learning:

Closing the Loop – Reassessing After the Improvement Plan:

6. Students will draw valid conclusions.

Assessment Measures:

Assessment Results:

<u> # </u>	Total Students Assessed	<u> 100 </u>	%
<u> # </u>	Students Scored as Exemplary:	<u> </u>	%
<u> # </u>	Students Scored as Proficient:	<u> </u>	%
<u> # </u>	Students Scored as Marginal:	<u> </u>	%
<u> # </u>	Students Scored as Unacceptable	<u> </u>	%

(Include additional descriptive narrative as necessary.)

Closing the Loop - Use of Results to Improve Student Learning:

Closing the Loop – Reassessing After the Improvement Plan:

7. Students will discuss the implications and consequences of their own work, including conclusions, findings, projects, or products.

Assessment Measures:

Assessment Results:

#	Total Students Assessed	100	%
#	Students Scored as Exemplary:	_____	%
#	Students Scored as Proficient:	_____	%
#	Students Scored as Marginal:	_____	%
#	Students Scored as Unacceptable	_____	%

(Include additional descriptive narrative as necessary.)

Closing the Loop - Use of Results to Improve Student Learning:

Closing the Loop – Reassessing After the Improvement Plan:

General Education Competency: Information Literacy

Please select *at least one* of the Competency Information Literacy SLOs below to assess. *You may delete the remaining SLOs that you chose not to utilize.*

1. Students will identify the nature and context of the information sources needed to complete the task.

Assessment Measures:

Assessment Results:

<u> # </u>	Total Students Assessed	<u> 100 </u>	%
<u> # </u>	Students Scored as Exemplary:	<u> </u>	%
<u> # </u>	Students Scored as Proficient:	<u> </u>	%
<u> # </u>	Students Scored as Marginal:	<u> </u>	%
<u> # </u>	Students Scored as Unacceptable	<u> </u>	%

(Include additional descriptive narrative as necessary.)

Closing the Loop - Use of Results to Improve Student Learning:

Closing the Loop – Reassessing After the Improvement Plan:

2. Students will critically evaluate information sources for reliability, validity, accuracy, authority, timeliness, point of view, and/or bias.

Assessment Measures:

Assessment Results:

<u> # </u>	Total Students Assessed	<u> 100 </u>	%
<u> # </u>	Students Scored as Exemplary:	<u> </u>	%
<u> # </u>	Students Scored as Proficient:	<u> </u>	%
<u> # </u>	Students Scored as Marginal:	<u> </u>	%
<u> # </u>	Students Scored as Unacceptable	<u> </u>	%

(Include additional descriptive narrative as necessary.)

Closing the Loop - Use of Results to Improve Student Learning:

Closing the Loop – Reassessing After the Improvement Plan:

3. Students will use information sources to accomplish a specific purpose.

Assessment Measures:

Assessment Results:

<u> # </u>	Total Students Assessed	<u> 100 </u>	%
<u> # </u>	Students Scored as Exemplary:	<u> </u>	%
<u> # </u>	Students Scored as Proficient:	<u> </u>	%
<u> # </u>	Students Scored as Marginal:	<u> </u>	%
<u> # </u>	Students Scored as Unacceptable	<u> </u>	%

(Include additional descriptive narrative as necessary.)

Closing the Loop - Use of Results to Improve Student Learning:

Closing the Loop – Reassessing After the Improvement Plan:

4. Students will accurately represent information sources with an understanding of scope and context.

Assessment Measures:

Assessment Results:

<u> # </u>	Total Students Assessed	<u> 100 </u>	%
<u> # </u>	Students Scored as Exemplary:	<u> </u>	%
<u> # </u>	Students Scored as Proficient:	<u> </u>	%
<u> # </u>	Students Scored as Marginal:	<u> </u>	%
<u> # </u>	Students Scored as Unacceptable	<u> </u>	%

(Include additional descriptive narrative as necessary.)

Closing the Loop - Use of Results to Improve Student Learning:

Closing the Loop – Reassessing After the Improvement Plan:

5. Students will properly cite sources of information.

Assessment Measures:

Assessment Results:

<u> # </u>	Total Students Assessed	<u> 100 </u>	%
<u> # </u>	Students Scored as Exemplary:	<u> </u>	%
<u> # </u>	Students Scored as Proficient:	<u> </u>	%
<u> # </u>	Students Scored as Marginal:	<u> </u>	%
<u> # </u>	Students Scored as Unacceptable	<u> </u>	%

(Include additional descriptive narrative as necessary.)

Closing the Loop - Use of Results to Improve Student Learning:

Closing the Loop – Reassessing After the Improvement Plan:

General Education Competency: People and Cultural Awareness

Please select *at least one* of the People and Cultural Awareness SLOs below to assess. *You may delete the remaining SLOs that you chose not to utilize.*

1. Students will describe and/or explain responsibilities of ethical, contributing members living in diverse societies.

Assessment Measures:

Assessment Results:

#	Total Students Assessed	<u>100</u>	%
#	Students Scored as Exemplary:	<u> </u>	%
#	Students Scored as Proficient:	<u> </u>	%
#	Students Scored as Marginal:	<u> </u>	%
#	Students Scored as Unacceptable	<u> </u>	%

(Include additional descriptive narrative as necessary.)

Closing the Loop - Use of Results to Improve Student Learning:

Closing the Loop – Reassessing After the Improvement Plan:

2. Students will analyze and articulate the ways in which individuals, groups, and institutions influence society.

Assessment Measures:

Assessment Results:

#	Total Students Assessed	<u>100</u>	%
#	Students Scored as Exemplary:	<u> </u>	%
#	Students Scored as Proficient:	<u> </u>	%
#	Students Scored as Marginal:	<u> </u>	%
#	Students Scored as Unacceptable	<u> </u>	%

(Include additional descriptive narrative as necessary.)

Closing the Loop - Use of Results to Improve Student Learning:

Closing the Loop – Reassessing After the Improvement Plan:

3. Students will analyze and/or explain the impact of culture and experience on one’s worldview and behavior, including assumptions, biases, prejudices, and stereotypes.

Assessment Measures:

Assessment Results:

<u> # </u>	Total Students Assessed	<u> 100 </u>	%
<u> # </u>	Students Scored as Exemplary:	<u> </u>	%
<u> # </u>	Students Scored as Proficient:	<u> </u>	%
<u> # </u>	Students Scored as Marginal:	<u> </u>	%
<u> # </u>	Students Scored as Unacceptable	<u> </u>	%

(Include additional descriptive narrative as necessary.)

Closing the Loop - Use of Results to Improve Student Learning:

Closing the Loop – Reassessing After the Improvement Plan:

4. Students will explain ethical positions and/or culturally-situated ideologies that may differ from their own.

Assessment Measures:

Assessment Results:

<u> # </u>	Total Students Assessed	<u> 100 </u>	%
<u> # </u>	Students Scored as Exemplary:	<u> </u>	%
<u> # </u>	Students Scored as Proficient:	<u> </u>	%
<u> # </u>	Students Scored as Marginal:	<u> </u>	%
<u> # </u>	Students Scored as Unacceptable	<u> </u>	%

(Include additional descriptive narrative as necessary.)

Closing the Loop - Use of Results to Improve Student Learning:

Closing the Loop – Reassessing After the Improvement Plan:

5. Students will compare economic, historical, political, cultural, and/or social dynamics of diverse world cultures.

Assessment Measures:

Assessment Results:

<u> # </u>	Total Students Assessed	<u> 100 </u>	%
<u> # </u>	Students Scored as Exemplary:	<u> </u>	%
<u> # </u>	Students Scored as Proficient:	<u> </u>	%
<u> # </u>	Students Scored as Marginal:	<u> </u>	%
<u> # </u>	Students Scored as Unacceptable	<u> </u>	%

(Include additional descriptive narrative as necessary.)

Closing the Loop - Use of Results to Improve Student Learning:

Closing the Loop – Reassessing After the Improvement Plan:

6. Students will critique the aesthetic and creative process/products represented in a particular cultural contexts, constructively and respectfully.

Assessment Measures:

Assessment Results:

<u> # </u>	Total Students Assessed	<u> 100 </u>	%
<u> # </u>	Students Scored as Exemplary:	<u> </u>	%

<u> </u> #	Students Scored as Proficient:	<u> </u> %
<u> </u> #	Students Scored as Marginal:	<u> </u> %
<u> </u> #	Students Scored as Unacceptable	<u> </u> %

(Include additional descriptive narrative as necessary.)

Closing the Loop - Use of Results to Improve Student Learning:

Closing the Loop – Reassessing After the Improvement Plan:

General Education Competency: Quantitative Reasoning

Please select *at least one* of the Quantitative Reasoning SLOs below to assess. *You may delete the remaining SLOs that you chose not to utilize.*

1. Students will use the mathematics appropriate to a particular problem to obtain correct solutions.

Assessment Measures:

Assessment Results:

<u> </u> #	Total Students Assessed	<u>100</u> %
<u> </u> #	Students Scored as Exemplary:	<u> </u> %
<u> </u> #	Students Scored as Proficient:	<u> </u> %
<u> </u> #	Students Scored as Marginal:	<u> </u> %
<u> </u> #	Students Scored as Unacceptable	<u> </u> %

(Include additional descriptive narrative as necessary.)

Closing the Loop - Use of Results to Improve Student Learning:

Closing the Loop – Reassessing After the Improvement Plan:

2. Students will represent the relevant details of a system in terms of the appropriate scientific and/or mathematical model.

Assessment Measures:

Assessment Results:

<u> # </u>	Total Students Assessed	<u> 100 </u>	%
<u> # </u>	Students Scored as Exemplary:	<u> </u>	%
<u> # </u>	Students Scored as Proficient:	<u> </u>	%
<u> # </u>	Students Scored as Marginal:	<u> </u>	%
<u> # </u>	Students Scored as Unacceptable	<u> </u>	%

(Include additional descriptive narrative as necessary.)

Closing the Loop - Use of Results to Improve Student Learning:

Closing the Loop – Reassessing After the Improvement Plan:

3. Students will translate the parameters of a scientific and/or mathematical model into the details of the system being modeled.

Assessment Measures:

Assessment Results:

<u> # </u>	Total Students Assessed	<u> 100 </u>	%
<u> # </u>	Students Scored as Exemplary:	<u> </u>	%
<u> # </u>	Students Scored as Proficient:	<u> </u>	%
<u> # </u>	Students Scored as Marginal:	<u> </u>	%
<u> # </u>	Students Scored as Unacceptable	<u> </u>	%

(Include additional descriptive narrative as necessary.)

Closing the Loop - Use of Results to Improve Student Learning:

Closing the Loop – Reassessing After the Improvement Plan:

4. Students will use appropriate mathematics to solve application problems.

Assessment Measures:

Assessment Results:

<u> # </u>	Total Students Assessed	<u> 100 </u>	%
<u> # </u>	Students Scored as Exemplary:	<u> </u>	%
<u> # </u>	Students Scored as Proficient:	<u> </u>	%
<u> # </u>	Students Scored as Marginal:	<u> </u>	%
<u> # </u>	Students Scored as Unacceptable	<u> </u>	%

(Include additional descriptive narrative as necessary.)

Closing the Loop - Use of Results to Improve Student Learning:

Closing the Loop – Reassessing After the Improvement Plan:

5. Students will deduce the consequences of a particular model under the different contexts, scenarios and/or constraints.

Assessment Measures:

Assessment Results:

<u> # </u>	Total Students Assessed	<u> 100 </u>	%
<u> # </u>	Students Scored as Exemplary:	<u> </u>	%
<u> # </u>	Students Scored as Proficient:	<u> </u>	%
<u> # </u>	Students Scored as Marginal:	<u> </u>	%

Students Scored as Unacceptable %

(Include additional descriptive narrative as necessary.)

Closing the Loop - Use of Results to Improve Student Learning:

Closing the Loop – Reassessing After the Improvement Plan:

6. Students will construct a generalized model based on the specifics of a system being investigated.

Assessment Measures:

Assessment Results:

<u> </u> #	Total Students Assessed	<u> </u> 100	%
<u> </u> #	Students Scored as Exemplary:	<u> </u>	%
<u> </u> #	Students Scored as Proficient:	<u> </u>	%
<u> </u> #	Students Scored as Marginal:	<u> </u>	%
<u> </u> #	Students Scored as Unacceptable	<u> </u>	%

(Include additional descriptive narrative as necessary.)

Closing the Loop - Use of Results to Improve Student Learning:

Closing the Loop – Reassessing After the Improvement Plan:

7. Students will evaluate mathematical and/or logical results for issues of validity, accuracy and/or relevance to the real world.

Assessment Measures:

Assessment Results:

<u> # </u>	Total Students Assessed	<u> 100 </u>	%
<u> # </u>	Students Scored as Exemplary:	<u> </u>	%
<u> # </u>	Students Scored as Proficient:	<u> </u>	%
<u> # </u>	Students Scored as Marginal:	<u> </u>	%
<u> # </u>	Students Scored as Unacceptable	<u> </u>	%

(Include additional descriptive narrative as necessary.)

Closing the Loop - Use of Results to Improve Student Learning:

Closing the Loop – Reassessing After the Improvement Plan:

8. Students will make hypotheses and/or predictions.

Assessment Measures:

Assessment Results:

<u> # </u>	Total Students Assessed	<u> 100 </u>	%
<u> # </u>	Students Scored as Exemplary:	<u> </u>	%
<u> # </u>	Students Scored as Proficient:	<u> </u>	%
<u> # </u>	Students Scored as Marginal:	<u> </u>	%
<u> # </u>	Students Scored as Unacceptable	<u> </u>	%

(Include additional descriptive narrative as necessary.)

Closing the Loop - Use of Results to Improve Student Learning:

Closing the Loop – Reassessing After the Improvement Plan:

9. Students will modify models based on new information.

Assessment Measures:

Assessment Results:

<u> # </u>	Total Students Assessed	<u> 100 </u>	%
<u> # </u>	Students Scored as Exemplary:	<u> </u>	%
<u> # </u>	Students Scored as Proficient:	<u> </u>	%
<u> # </u>	Students Scored as Marginal:	<u> </u>	%
<u> # </u>	Students Scored as Unacceptable	<u> </u>	%

(Include additional descriptive narrative as necessary.)

Closing the Loop - Use of Results to Improve Student Learning:

Closing the Loop – Reassessing After the Improvement Plan:

Additional Comments on the Assessment Process:

The faculty submitter has reviewed the GEAR with their Department Chair/Coordinator/Director:

Name of Department Chair/Coordinator/Director (type): _____ Date: _____

The faculty submitter or Department Chair/Coordinator/Director has reviewed the GEAR with their Dean:

Name of Dean (type): _____ Date: _____

Dean's comments (required):

Received by the Assessment and Planning Office Date: _____

Vice President of Academic Affairs Signature Date: _____

Appendix E

General Education assessment PowerPoint presentations for Fall and Spring, 2017

General Education Assessment

Melissa A. Deadmond
Presented at the VPAA's Chairs Meeting
April 6, 2017

Overview

- Timeline of assessment events this spring
- Assistance with the assessment process
 - Assessment Team Leaders
 - Workshops
- General Education terminology and relationships
- General Education competency rubrics
- General Education Assessment Report (GEAR)
- May 17 "Closing the Loop" session

Timeline of GE Assessment Events

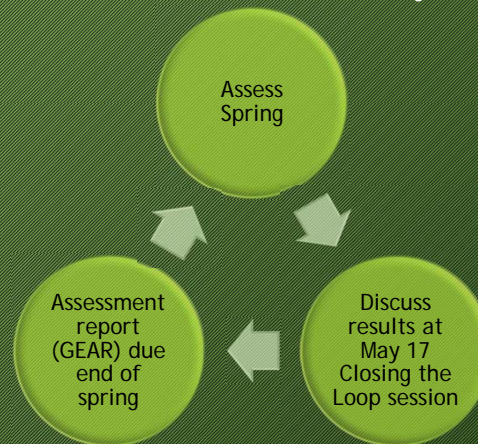
- April 4 - Assessment Team Leaders Named: Rick Bullis, Cheryl Cardoza, Meeghan Gray, Mark Maynard, Anne Flescher, Hieu Do
- April 7 - Chairs/coordinators/lead faculty work with Assessment Team Leaders and commit to one GE learning outcome from each competency.
- April 14 - Workshops on the General Education process, using the GE rubrics, and completing the GEAR from 10-11 am and 3-4 pm, SIER 116
- Throughout April and first part of May - Assistance from the Assessment and Planning Office and Assessment Team Leaders. Assessment, data collection, and GEAR completed ahead of May 17.
- May 17 - "Closing the Loop." Departments meet to review General Education and/or course assessment findings and document discussions (meeting minutes). Assessment Team Leaders assist as needed and collect documentation and GEARs by May 19.

Condensed Assessment and Reporting Cycle

Regular Assessment Cycle



Condensed Assessment Cycle



Terminology

General Education Program Requirements (NWCCU¹ and BOR²)

- AA/AS: English², Mathematics^{1,2}, Fine Arts^{1,2}, Humanities^{1,2}, Social Science^{1,2}, Natural Science^{1,2}
- AAS: Communication(s)^{1,2}/English², Human Relations², Computation¹/Math², Social Science/Humanities/Fine Arts², Science²

General Education Competencies

- Communication, Critical Thinking, Information Literacy, People and Cultural Awareness, Quantitative Reasoning

General Education Learning Outcomes

- "Students will . . ." statements within each GE Competency, part of newly-designed rubrics by the GE Task Force

Relationship between GE Requirements and Competencies

General Education Requirement	General Education Competencies (At least 2)
English	Communication, Critical Thinking, Information Literacy
Mathematics	Quantitative Reasoning, Critical Thinking, Information Literacy
Fine Arts	People and Cultural Awareness, Critical Thinking, Communication
Humanities	People and Cultural Awareness, Critical Thinking, Communication
Social Science	People and Cultural Awareness, Critical Thinking, Information Literacy
Science	Quantitative Reasoning, Critical Thinking, Information Literacy

General Education Requirement	General Education Competencies (At least 2)
English	Communication, Critical Thinking, Information Literacy
Mathematics	Quantitative Reasoning, Critical Thinking, Information Literacy
Fine Arts	People and Cultural Awareness, Critical Thinking, Communication
Humanities	People and Cultural Awareness, Critical Thinking, Communication
Social Science	People and Cultural Awareness, Critical Thinking, Information Literacy
Science	Quantitative Reasoning, Critical Thinking, Information Literacy

PSC 101

PEOPLE & CULTURAL AWARENESS - GENERAL EDUCATION COMPETENCY RUBRIC Revised 03/2017

Learning Outcome	Exemplary	Proficient	Marginal	Unacceptable
1. Students will identify and explain the main question(s), problem(s), issue(s), point(s) and/or argument(s).	Comprehensively and accurately identifies and summarizes, interprets or explains the main question(s), problem(s), issue(s), point(s), and/or argument(s) as well as secondary or implicit aspects.	Clearly and accurately identifies and summarizes, interprets or explains the main question(s), problem(s), issue(s), point(s), and/or argument(s) but does not explore secondary or implicit aspects.	Minimally identifies and summarizes key aspects of the main question(s), problem(s), issue(s), point(s), and/or argument(s) or, identifies them with some inaccuracies or confusion.	Does not identify, nor interpret, summarize, or explain the main question(s), problem(s), issue(s), point(s), and/or argument(s); is confused or identifies a different or inappropriate problem(s); or represents the issue(s) inaccurately.
2. Students will evaluate the quality of supporting data or evidence.	Clearly distinguishes between facts and opinions, and provides additional data/evidence related to the issue. Demonstrates a comprehensive ability to evaluate relevant information sources effectively for reliability, validity, accuracy, authority, timeliness, point of view and/or bias.	Distinguishes facts from opinions. Adequately evaluates information sufficiently for reliability, validity, accuracy, authority, timeliness, point of view, and/or bias. Looks at the credibility and relevance of information sources.	Confuses facts and opinions. Inconsistently evaluates information sources for reliability, validity, accuracy, authority, timeliness, point of view, and/or bias. Needs to evaluate relevance and credibility.	Considers all information as factual and does not distinguish it from opinion. Does not evaluate information sources for reliability, validity, accuracy, authority, timeliness, point of view, and/or bias.
3. Students will analyze and evaluate the context, assumptions, and/or bias regarding the main problem, issue, or arguments.	Identifies and questions the validity of the assumptions, and/or bias. Analyzes the issue with a clear sense of scope and context, including the audience.	Identifies the relevant contexts, assumptions, and/or bias but may not fully question or analyze beyond their personal perspective.	Presents a singular, often personal perspective that is simplistic or obvious and has little acknowledgment of context, assumptions, and/or bias.	Does not identify any contexts nor show awareness of assumptions or bias.
4. Students will state a position, perspective, thesis, hypothesis, argument, or findings, based on an issue of reasoning and/or evidence.	Specific position, perspective, thesis or hypothesis is clearly stated and takes into account the complexities of an issue. Connections to reasoning or evidence are astute.	Specific position, perspective, thesis or hypothesis is clear but may not take into account the complexities of an issue. Connections to reasoning or evidence are present.	Position, perspective, thesis, hypothesis, or argument is stated, but is simplistic and obvious. Connections to reasoning or evidence are inconsistent.	Position, perspective, thesis, hypothesis, or argument is incomplete or incoherent. Does not show connections to reasoning or evidence.
5. Students will identify and evaluate relevant and valid points of view, including cultural values, conceptual models, theoretical frameworks, or different methodologies.	Identifies salient points of view. Meaningfully evaluates the relevance and validity of other points of view and frames their interpretation within that context.	Identifies other points of view. Successfully evaluates the relevance and validity of those other viewpoints.	Identifies other points of view but is limited to majority/popular points of view or reflects a superficial evaluation which does not take into account both relevance and validity.	Does not identify other points of view.
6. Students will draw valid conclusions.	Formulates conclusions that are clear, complete, and show logical reasoning that is consistent with data or evidence and addresses the nuances or deeper implications.	Formulates conclusions that are clear and mostly consistent but misses some of the advantages or deeper implications of the data or evidence.	Formulates conclusions that are simplistic or stated as an absolute and show little logical reasoning, or are inconsistent with data or evidence.	Fails to identify valid conclusions, or conclusions are completely illogical and inconsistent with data or evidence.
7. Students will discuss the implications and consequences of their own work, including conclusions, findings, projects, or products.	Thoroughly discusses the implications and consequences of their work, including both advantages and disadvantages.	Discusses the majority of implications or consequences of their work, mostly focuses on the advantages and may not address disadvantages.	Suggests a few implications or consequences but without a clear tie to their work.	Fails to discuss or misidentifies implications or consequences of their work.

CRITICAL THINKING - GENERAL EDUCATION COMPETENCY RUBRIC Revised 03/2017

Learning Outcome	Exemplary	Proficient	Marginal	Unacceptable
1. Students will identify and summarize the main question(s), problem(s), issue(s), point(s) and/or argument(s).	Comprehensively and accurately identifies and summarizes, interprets or explains the main question(s), problem(s), issue(s), point(s), and/or argument(s) as well as secondary or implicit aspects.	Clearly and accurately identifies and summarizes, interprets or explains the main question(s), problem(s), issue(s), point(s), and/or argument(s) but does not explore secondary or implicit aspects.	Minimally identifies and summarizes key aspects of the main question(s), problem(s), issue(s), point(s), and/or argument(s) or, identifies them with some inaccuracies or confusion.	Does not identify, nor interpret, summarize, or explain the main question(s), problem(s), issue(s), point(s), and/or argument(s); is confused or identifies a different or inappropriate problem(s); or represents the issue(s) inaccurately.
2. Students will evaluate the quality of supporting data or evidence.	Clearly distinguishes between facts and opinions, and provides additional data/evidence related to the issue. Demonstrates a comprehensive ability to evaluate relevant information sources effectively for reliability, validity, accuracy, authority, timeliness, point of view, and/or bias. Looks at the credibility and relevance of information sources.	Distinguishes facts from opinions. Adequately evaluates information sufficiently for reliability, validity, accuracy, authority, timeliness, point of view, and/or bias. Looks at the credibility and relevance of information sources.	Confuses facts and opinions. Inconsistently evaluates information sources for reliability, validity, accuracy, authority, timeliness, point of view, and/or bias. Needs to evaluate relevance and credibility.	Considers all information as factual and does not distinguish it from opinion. Does not evaluate information sources for reliability, validity, accuracy, authority, timeliness, point of view, and/or bias.
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Please Use GE Rubrics As Is

CRITICAL THINKING - GENERAL EDUCATION COMPETENCY RUBRIC Revised 03/2017

Learning Outcome	Exemplary	Proficient	Marginal	Unacceptable
1. Students will identify and summarize, or explain the main question(s), problem(s), issue(s), point(s) and/or argument(s).	Comprehensively and accurately identifies and summarizes, interprets or explains the main question(s), problem(s), issue(s), point(s), and/or argument(s) as well as secondary or implicit aspects.	Clearly and accurately identifies and summarizes, interprets or explains the main question(s), problem(s), issue(s), point(s), and/or argument(s) but does not explore secondary or implicit aspects.	Minimally identifies and summarizes key aspects of the main question(s), problem(s), issue(s), point(s), and/or argument(s) or, identifies them with some inaccuracies or confusion.	Does not identify, nor interpret, summarize, or explain the main question(s), problem(s), issue(s), point(s), and/or argument(s); is confused or identifies a different or inappropriate problem(s); or represents the issue(s) inaccurately.
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General Education Assessment Report (GEAR)

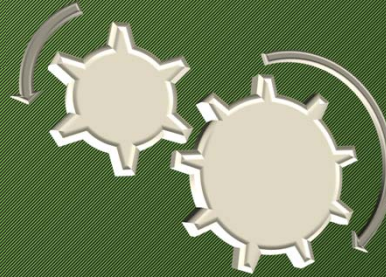
Course Assessment Report (CAR)



Course Student Learning Outcomes (SLOs)

- [Blurred text]
- [Blurred text]
- [Blurred text]

General Education Assessment Report (GEAR)



1 SLO from each General Education Competency

- [Blurred text]
- [Blurred text]

May 17 "Closing the Loop"

- Assessment and GEAR completed ahead of time
- 10:00 am to 12:00 pm - department meetings
 - Take minutes - minutes template
 - Discuss GE assessment results
 - Note department plans for course/curriculum improvement
 - Feedback for improving the GE rubrics, GEAR, process
 - Assessment Team Leaders collect GEARs and minutes
- 12:00 pm - lunch and ice cream bar

Get into GEAR:

How to use TMCC's General Education Rubrics and Complete the General Education Assessment Report



Melissa A. Deadmond
Professional Development Days
August 18, 2017

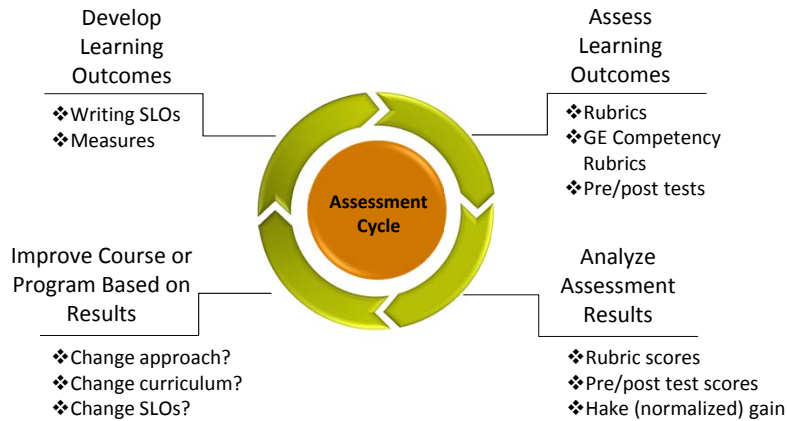


Overview

- Cycles and Cycles and Cycles!
 - The assessment cycle and Course Assessment Reports (CARs)
- General education terminology and relationships
- General education competency rubrics
- GEARs and CARs and Brakes, oh my!
 - General Education Assessment Report (GEAR)
- Paper, paper go away!
 - Implementation of eLumen 2017-18
- Assessment Days / Closing the Loop



The Assessment Process/Cycle/Loop



How often do you assess? The 5-year cycle

- Assess every course SLO at least once in a 5-year period

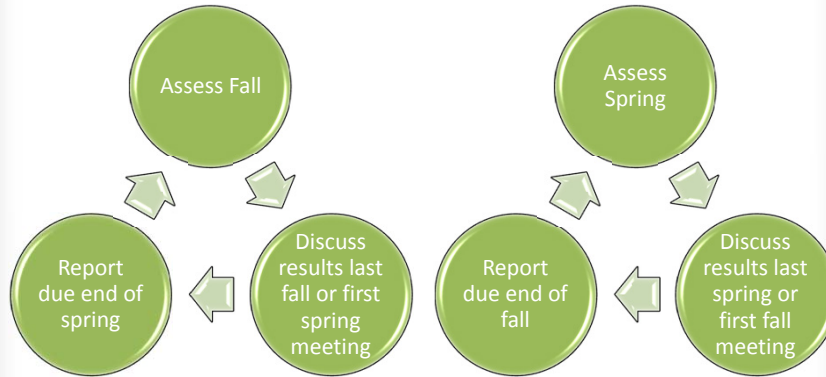
Math Department Course Assessment Cycle for 2017-2022

Y - means the course has been approved for General Education
X - means the course is scheduled for assessment that semester

Prefix	Course #	GenEd	Course	As Taught	Fall 2017	Sp 2018	Fall 2018	Sp 2019	Fall 2019	Sp 2020	Fall 2020	Sp 2021	Fall 2021	Sp 2022
MATH	92	N	ALGEBRA REVIEW	X				X						
MATH	95	N	ELEMENTARY ALGEBRA					X						
MATH	96	N	INTERMEDIATE ALGEBRA					X						
MATH	96A	N	ALGEBRA REVIEW FOR MATH 120			X								
MATH	96B	N	ALGEBRA REVIEW FOR MATH 128			X								
MATH	100	N	MATH FOR ALLIED HEALTH PROGRAMS									X		
MATH	105	N	APPLIED TOPICS IN MATH									X		
MATH	106	N	GEOMETRY									X		
MATH	107	N	REAL ESTATE MATH									X		
MATH	108	N	MATH FOR TECHNICIANS									X		
MATH	120	Y	FUNDAMENTALS OF COLLEGE MATHEMATICS						X					
MATH	120E	N	MATH 120 EXPANDED											X
MATH	123	N	NUMBER CONCEPTS FOR ELEMENTARY SCHOOL TEACHERS									X		X
MATH	123	N	STATISTICAL & GEOMETRICAL CONCEPTS FOR ELEMENTARY SCHOOL TEACHERS									X		X
MATH	126	Y	PRE-CALCULUS I					X						
MATH	126E	N	MATH 126 EXPANDED											X
MATH	127	Y	PRE-CALCULUS II									X		
MATH	176	Y	INTRODUCTORY CALCULUS FOR BUSINESS AND SOCIAL SCIENCES			X								
MATH	181	Y	CALCULUS I			X								
MATH	182	Y	CALCULUS II					X						
MATH	283	N	CALCULUS III					X			X			
MATH	285	N	DIFFERENTIAL EQUATIONS							X				
SKC	80	N	SKILLS CENTER MATHEMATICS LEVEL I							X				



Assessment Reporting Cycle



Reporting Assessment: the CAR

TMCC COURSE ASSESSMENT REPORT (CAR) Revised 5/2017

Course Prefix, Number and Title:
 Division/Unit:
 Submitted by:
 Contributing Faculty:
 Academic Year:
 General Education: Yes No

Complete and electronically submit your assessment report to your Department Chair/Coordinator/Director. Please attach supporting documents as needed or requested.

Course Outcomes	Assessment Measures	Assessment Results	Closing the Loop: Use of Results	Closing the Loop: Effect on Course
In the boxes below, summarize the outcomes assessed in your course during the year.	In the boxes below, summarize the methods used to assess the student learning outcomes for the course.	In the boxes below, summarize the results of your assessment activities during the last year.	In the boxes below, summarize how you are or how you plan to use the results to improve student learning.	Based on the results of this assessment, will you revise course curriculum or course outcomes? If so, please summarize how and why in the boxes below:
<p>Outcome #1</p> <p>These must be the official student learning outcomes (SLOs) listed in the Master Course Outline (MCO) database. You can view these and http://webapps.tmcc.edu/academic. The Assessment and Planning Office has pre-populated these for you. Please let the Assessment and Planning Office know if there is a discrepancy.</p> <p>Courses typically have 3-4 student learning outcomes, but may have more if needed. Try to keep the number reasonable, because the more you have the more you'll have to assess, and assessment should be more about quality than quantity.</p>	<p>Describe what your assessment tools were, or how you assessed the student learning outcome. (Examples: PA quiz, test, certification or licensure exam, major assignment(s) project(s) scored by a standard rubric).</p> <p>Also describe how many course sections were assessed and how samples of student work were selected. Was a random sample of student work chosen? Was the work from all students across multiple class sections assessed?</p>	<p>Report the numbers, i.e. the quantitative results. For example, what percentage of students passed a pre-written post-test, or a certification/licensure exam? What was the average exam score? Analyze the exam by question or by content section. What areas did students score well or poorly on? If you used an assignment or project, what was the average assignment/project score? If applicable, report the qualitative results. For example, attach samples of student writing that illustrate accomplishment of learning outcomes.</p>	<p>Interpret the results. What do they mean, and how will you improve the course next time you teach it? For example, if you do a question-by-question or section-by-section analysis of an exam, or use a rubric that measures key elements of an assignment, which areas will you try to improve next time, given that students may have done poorly? Also, how did you, or how will you share this information with both full-time and part-time faculty so that all are aware of the results and efforts to improve teaching and learning in this course? As a department, including both full-time and part-time faculty, how will you use the results to improve teaching and learning?</p>	<p>If we're assessing knowledge or skills that our assessments show students seem to have already, perhaps it's time to revise curriculum and concentrate on alternative concepts or skills.</p> <p>Sometimes we discover that our measures are poor, or that student learning outcomes (SLOs) were not quite what we intended to measure, and we need to revise them rather than revise course content. That's OK, just explain why.</p> <p>If you decide to revise SLOs and/or measures you will need to take them through the Curriculum Review Committee (CRC).</p>



General Education Terminology

General Education Program Requirements (NWCCU¹ and BOR²)

- AA/AS: English², Mathematics^{1,2}, Fine Arts^{1,2}, Humanities^{1,2}, Social Science^{1,2}, Natural Science^{1,2}
- AAS: Communication(s)^{1,2}/English², Human Relations², Computation¹/Math², Social Science/Humanities/Fine Arts², Science²

General Education Competencies

- Communication, Critical Thinking, Information Literacy, People and Cultural Awareness, Quantitative Reasoning



Relationship between GE Requirements and Competencies

General Education Requirement	General Education Competencies (At least 2)
English	Communication, Critical Thinking, Information Literacy
Mathematics	Quantitative Reasoning, Critical Thinking, Information Literacy
Fine Arts	People and Cultural Awareness, Critical Thinking, Communication
Humanities	People and Cultural Awareness, Critical Thinking, Communication
Social Science	People and Cultural Awareness, Critical Thinking, Information Literacy
Science	Quantitative Reasoning, Critical Thinking, Information Literacy



General Education Requirement (At least 2)

English	Communication, Critical Thinking, Information Literacy
Mathematics	Quantitative Reasoning, Critical Thinking, Information Literacy
Fine Arts	People and Cultural Awareness, Critical Thinking, Communication
Humanities	People and Cultural Awareness, Critical Thinking, Communication
Social Science	People and Cultural Awareness, Critical Thinking, Information Literacy
Science	Quantitative Reasoning, Critical Thinking, Information Literacy

PSC 101 → Social Science

Pick at least 1 to assess

Pick at least 1 to assess

PEOPLE & CULTURAL AWARENESS - GENERAL EDUCATION COMPETENCY RUBRIC

CRITICAL THINKING - GENERAL EDUCATION COMPETENCY RUBRIC

TMCC

Please Use the Rubrics As Is . . .

TMCC

CRITICAL THINKING - GENERAL EDUCATION COMPETENCY RUBRIC

Revised 03/2017

Learning Outcome	Exemplary	Proficient	Marginal	Unacceptable
1. Students will identify and summarize, or explain the main question(s), problem(s), issue(s), points and/or argument(s).	Comprehensively and accurately identifies and summarizes, interprets or explains the main question(s), problem(s), issue(s), point(s), and/or argument(s) as well as secondary or implicit aspects.	Clearly and accurately identifies and summarizes, interprets or explains the main question(s), problem(s), issue(s), point(s), and/or argument(s) but does not explore secondary or implicit aspects.	Minimally identifies and summarizes key aspects of the main question(s), problem(s), issue(s), point(s), and/or argument(s) or identifies them with some inaccuracies or confusion.	Does not identify nor interpret, summarize, or explain the main question(s), problem(s), issue(s), point(s), and/or argument(s); is confused or identifies a different or inappropriate problem(s), or represents the issue(s) inaccurately.
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TMCC

. . . But We Want Your Feedback

Academic Standards and Assessment (ASA) Meeting

- September 1, 2017
- 10 am
- SIER 209
- Will be reviewing GE rubrics and GEARs



General Education Assessment Report (GEAR)

Course Assessment Report (CAR)



Course Student Learning Outcomes (SLOs)

- SLO
- SLO
- SLO

General Education Assessment Report (GEAR)



At least 1 SLO from each General Education Competency

- SLO
- SLO
- SLO



Paper, Paper Go Away!



<https://www.youtube.com/watch?v=EjO8GLE-24>



Assessment Day: “Closing the Loop”

- **Spring 2018 Professional Development Days *and* . . .
Wednesday, May 16, 2018**
- If GE course scheduled for assessment, select GE SLOs as you plan course, before semester starts
- Complete scheduled assessment ahead of time
- 10:00 am to 12:00 pm (to be confirmed) - Department meetings
 - Take minutes – minutes template
 - Discuss GE and other assessment results
 - Note department plans for course/curriculum improvement
 - Feedback for improving the GE rubrics, GEAR, process
- 12:00 pm – lunch and dessert celebration



Exercise

- For one of your GE courses, look through the rubrics and see which SLOs would best apply?
- What kinds of assessments (exams, papers, projects, presentations) could you use for those SLOs?



Appendix F

General Education assessment commitments

General Education Assessment Commitments

Prefix	Course #	GenEd	Course	Division	Department	Competencies and SLO Number				
AAD/HUM	201	Y	HISTORY OF THE BUILT ENVIRONMENT	Tech Sciences	Construction & Design	People and Cultural Awareness	2	Communication	2	
ANTH	101	Y	INTRODUCTION TO CULTURAL ANTHROPOLOGY	Liberal Arts	Social Sciences	People and Cultural Awareness	5			
ANTH	201	Y	PEOPLES & CULTURES OF THE WORLD	Liberal Arts	Social Sciences			Critical Thinking	1	
ART	100	Y	VISUAL FOUNDATIONS	Liberal Arts	Visual & Performing Arts	People and Cultural Awareness	6	Critical Thinking	7	Communication 2
ART	124	Y	INTRODUCTION TO PRINTMAKING	Liberal Arts	Visual & Performing Arts	People and Cultural Awareness	6	Critical Thinking	7	Communication 2,6
ART	160	Y	ART APPRECIATION	Liberal Arts	Visual & Performing Arts	People and Cultural Awareness	6	Critical Thinking	4	
ART	261	Y	SURVEY OF ART HISTORY II	Liberal Arts	Visual & Performing Arts	People and Cultural Awareness	6	Critical Thinking	4	
ART	263	Y	SURVEY OF AFRICAN, OCEANIC & NATIVE AMERICAN ART	Liberal Arts	Visual & Performing Arts	People and Cultural Awareness	5	Critical Thinking	4	Communication 2
ART	270	Y	WOMEN IN ART	Liberal Arts	Visual & Performing Arts	People and Cultural Awareness	6	Critical Thinking	4	Communication 2,3
BIOL	100	Y	GENERAL BIOLOGY FOR NON-MAJORS	Science	Biology	Critical Thinking	5	Information Literacy	2	
BIOL	113	Y	LIFE IN THE OCEAN	Science	Biology	Critical Thinking	6	Quantative Reasoning	6	
BIOL	190L	Y	INTRO. TO CELL & MOLECULAR BIOLOGY LAB	Science	Biology	Critical Thinking	6	Quantative Reasoning	1	
BIOL	191L	Y	INTRO. TO ORGANISMAL BIOLOGY LAB	Science	Biology	Critical Thinking	6	Quantative Reasoning	2,8	
BUS	117	Y	APPLIED BUSINESS MATH	Business	Business	Quantitative Reasoning	1	Critical Thinking	6	Information Literacy 3
CH	202	Y	THE MODERN WORLD	Liberal Arts	Humanities	People and Cultural Awareness	2	Critical Thinking	1	
CHEM	100	Y	MOLECULES & LIFE IN THE MODERN WORLD	Science	Physical Sciences	Critical Thinking	1	Quantative Reasoning	7	
CHEM	122	Y	GENERAL CHEMISTRY II	Science	Physical Sciences	Critical Thinking	6	Quantative Reasoning	4	
COM	113	Y	FUNDAMENTALS OF SPEECH COMMUNICATION	Liberal Arts	Humanities	Communication	4	Information Literacy	3	
DAN	101	Y	DANCE APPRECIATION	Liberal Arts	Visual & Performing Arts	People and Cultural Awareness	6	Critical Thinking	3	
ECON	102	Y	PRINCIPLES OF MICROECONOMICS	Business	Business	People and Cultural Awareness	2	Critical Thinking	1	Information Literacy 3
ECON	103	Y	PRINCIPLES OF MACROECONOMICS	Business	Business	People and Cultural Awareness	2	Critical Thinking	1	Information Literacy 3
ENG	102	Y	COMPOSITION II	Liberal Arts	English	Communication	3	Critical Thinking	4	Information Literacy 5
ENG	113	Y	COMPOSITION I FOR INTERNATIONAL STUDENTS	Liberal Arts	English	Communication	2	Critical Thinking	4	Information Literacy 5
ENG	181	Y	VOCABULARY AND MEANING	Liberal Arts	English	Communication	1	Critical Thinking	3	
ENG	267	Y	INTRODUCTION TO WOMEN AND LITERATURE	Liberal Arts	English	Communication	3	Critical Thinking	4	People and Cultural Awareness 3
ENG	281	Y	INTRODUCTION TO LANGUAGE	Liberal Arts	English	Communication	5	Critical Thinking	6	People and Cultural Awareness 5
ENG	282	Y	INTRODUCTION TO LANGUAGE AND LITERARY	Liberal Arts	English	Communication	3	Critical Thinking	6	
ENG	298	Y	WRITING ABOUT LITERATURE	Liberal Arts	English	Communication	1	Critical Thinking	1	People and Cultural Awareness 6
GEOG	106	Y	INTRODUCTION TO CULTURAL GEOGRAPHY	Science	Physical Sciences	People and Cultural Awareness	5	Critical Thinking	5	
MATH	120E	Y	FUNDAMENTALS OF COLLEGE MATHEMATICS EXPANDED	Science	Math	Quantitative Reasoning	4	Critical Thinking	6	
MATH	126E	Y	PRECALCULUS I STRETCH	Science	Math	Quantitative Reasoning	1	Critical Thinking	6	
PHIL	210	Y	WORLD RELIGIONS	Liberal Arts	Humanities	People and Cultural Awareness	2	Critical Thinking	1	
PHYS	151	Y	GENERAL PHYSICS I	Science	Physical Sciences	Critical Thinking	6	Quantitative Reasoning	1,5	
PHYS	180	Y	PHYSICS FOR SCIENTISTS & ENGINEERS I	Science	Physical Sciences	Critical Thinking	6	Quantitative Reasoning	1	
PHYS	152	Y	GENERAL PHYSICS II	Science	Physical Sciences	Critical Thinking	6	Quantitative Reasoning	5	
PHYS	180L	Y	PHYSICS FOR SCIENTISTS & ENGINEERS LAB I	Science	Physical Sciences	Critical Thinking	6	Quantitative Reasoning	1	
PHYS	181	Y	PHYSICS FOR SCIENTISTS & ENGINEERS II	Science	Physical Sciences	Critical Thinking	6	Quantitative Reasoning	5	
PHYS	181L	Y	PHYSICS FOR SCIENTISTS & ENGINEERS LAB II	Science	Physical Sciences	Critical Thinking	6	Quantitative Reasoning	5	
PSC	101	Y	INTRODUCTION TO AMERICAN POLITICS	Liberal Arts	History, Political Science, Law	People and Cultural Awareness	2	Critical Thinking	6	
PSC	231	Y	INTRODUCTION TO INTERNATIONAL RELATIONS	Liberal Arts	History, Political Science, Law	People and Cultural Awareness	5	Critical Thinking	6	
READ	135	Y (AAS Only)	COLLEGE READING STRATEGIES	Liberal Arts	English	Communication	1	Critical Thinking	6	
THTR	100	Y	INTRODUCTION TO THEATER	Liberal Arts	Visual & Performing Arts	People and Cultural Awareness	6	Critical Thinking	4	Communication 2
WMST	101	Y	INTRODUCTION TO WOMEN'S STUDIES	Liberal Arts	Social Sciences	People and Cultural Awareness	4	Critical Thinking	3	

Appendix G

Additional assignment posting for Assessment Team Leaders on the Vice President of Academic Affairs' website

(/)

[A-Z Site Index \(/siteindex/\)](#) [Directory \(/about/contact-tmcc/faculty-and-staff-directory/\)](#) [Locations \(/about/college-locations/\)](#)
[Make a Gift \(/foundation/give-to-tmcc/\)](#) [MyTMCC \(http://my.tmcc.edu\)](#)

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/ [Assessment Team Leader \(/vpaa/additional-assignments/assessment-team-leader/\)](#) / [Assessment Team Leader](#)

2

Assessment Team Leader

Per the NFA Contract, Article 10, TMCC is announcing to all eligible Academic and Administrative faculty that a need exists for an Assessment Team Leader (4-5 positions).

Posting Date

March 23, 2017

Description

Assessment Team Leaders will assist part-time and full-time TMCC faculty with assessing GE competencies (Communications, Critical Thinking, Information Literacy, People & Cultural Awareness, and Quantitative Reasoning), documenting, and closing the loop on GE courses that are scheduled for assessment in Spring and possibly Summer 2017. The results of these activities will be submitted in the College's requested ad hoc report on GE assessment to the Northwest Commission on Colleges and Universities (NWCCU). These activities will establish a permanent practice of GE assessment at TMCC beginning Fall 2017.

Scope of Work

Spring 2017 and possibly Summer 2017 with the following responsibilities and deliverables.

Responsibilities and Deliverables

1. Attend an initial orientation and training.
2. Assist the GE Task Force with planning and holding at least 2 workshops/forums on using the Task Force's rubrics to assess GE competencies between April-May, 2017.
3. Meet, in person, either individually or in small groups, with assigned disciplines and faculty (approximately 25-30 faculty) to review the GE Task Force's rubrics, explain how to use them in assessing their courses, and explain how to complete the General Education Assessment Report (GEAR).
4. Follow up with assigned disciplines and faculty to answer questions and assist them with completing the GEAR.
5. Track GEAR completion and collect completed GEARS.
6. Help plan and attend a "closing the loop" follow-up session with faculty on May 17, 2017, to discuss improvements to the process for next semester. Help document these discussions as evidence of "closing the loop" towards the NWCCU ad hoc report.

Qualifications

- Full time or part-time faculty member at TMCC.
- Demonstrated experience with course level assessment.

- Familiarity with TMCC's adopted GE competencies and their ties to courses verified for GE in Fine Arts, Humanities, Social Sciences, Mathematics, and Sciences.

Compensation

\$2,400. This is an additional assignment equivalent to a 3-credit overload that will begin after the regular semester, which is too far underway to grant release time. Paying a stipend is the only reasonable compensation.

Reports To

Vice President of Academic Affairs.

Application Process


Interested faculty will submit a letter of interest, no more than 1-page, describing special qualifications and background information no later than 5 p.m. on Wednesday, April 5, 2017.


The letter should be addressed to Barbara Buchanan, Vice President of Academic Affairs. Note: Administrative faculty must include a documented plan for separation of the additional assignment work from regular work time.

Selection Process

The VPAA will notify applicants of the hiring decision on or before Friday, April 7, 2017.

[◀ Return to Previous Page \(/vpaa/additional-assignments/\)](/vpaa/additional-assignments/)

SECTION MENU
Academic Divisions and Units ▾ (/vpaa/academic-divisions-and-units/)
Academic Calendar  (/media/tmcc/departments/vpaa/documents/VPAAAcademicCalendar.pdf)
Academics Data Learning Outcomes (/vpaa/academics/)
Additional Assignments (/vpaa/additional-assignments/)
Dean's List (/vpaa/deans-list/)
Deans and Directors Council (/vpaa/deans-and-directors-council/)
Policies and Procedures ▾ (/vpaa/policies-and-procedures/)
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President's Office (/president/)
Vice President of Finance and Administrative Services (/vpfa/)
Vice President of Student Services and Diversity (/vpsd/)
TMCC Organizational Chart  (/media/tmcc/departments/human-resources/documents/HUMRTMCCOrgChart.pdf)
Assessment and Planning Office (/assessment/)

August Good News at TMCC (/news/august-good-news-at-tmcc.php)

Natalie Brown attends EducationUSA Forum, Kyle Dalpe is Vice President of EA, and Nancy Quintero volunteers at PLAN.

Juniors and Seniors Jump Start College (/news/juniors-and-seniors-jump-start-college.php)

High school students enrolling in classes at TMCC now benefit from streamlined registration process.

CALENDAR OF EVENTS (/CALENDAR)

TMCC Theater Auditions for Rocky Horror Show (/calendar/?view=fulltext&id=d.en.40526)

Monday, August 7

Nell J. Redfield Foundation Performing Arts Center, RPAC 206

Nevada Promise Scholarship Workshop (/calendar/?view=fulltext&id=d.en.40739)

Wednesday, August 9

SIER 108, Dandini Campus

TMCC TIP

Lost? Confused? Just need a little help? Don't let college get the better of you. Schedule a meeting with a TMCC counselor. (/counseling/)

Information For

Current Students (/students/current/)

Future Students (/students/future/)

Faculty and Staff (/facstaff/)

Parents and Families (/parents/)

Alumni and Friends (/alumni/)

Employer Solutions (/career-center/for-employers/employer-solutions/)

Online Resources

MyTMCC (<http://my.tmcc.edu/>)

Email Login (/email/)

Online Student Support (/information-technology/students/)

Faculty Web Pages (<http://classes.tmcc.edu/>)

Live Support (<http://livesupport.tmcc.edu/>)

WebCollege Login (<https://tmcc.instructure.com/>)

Helpful Links

Class Schedule (<http://schedule.tmcc.edu/>)

College Safety & Security Report (<http://staysafe.tmcc.edu/>)

En Español (/access-outreach-recruitment/en-espanol/)

Frequently Asked Questions (/faq/)

Give to TMCC (/foundation/)

Job Opportunities (/human-resources/employment/)

Featured Sites

Apply for Admission (<http://apply.tmcc.edu/>)

College Catalog (/catalog/)

Community Education (/workforce-development-community-education/)

Elizabeth Sturm Library (/library/)

Scholarships (<http://scholarships.tmcc.edu/>)

Virtual Campus Tour (<http://tour.tmcc.edu/>)



(<http://www.facebook.com/TMCCNV>)



(<http://www.twitter.com/tmccnevada>)



(<https://www.instagram.com/tmccnevada/>)



(<http://www.youtube.com/tmccreno>)



(<https://www.flickr.com/photos/tmccnevada/>)



(<http://connect.tmcc.edu>)



(<https://www.tmcc.edu/itunes/>)

Appendix H

Summary of courses assessed in Spring/Summer 2017

GE Courses Assessed - Competencies and Assigned Assessment Team Leaders

Course	Prefix	Section	Instructor	GE Competencies	Assigned To		
AAD	201	1080	Mike Holmes	People and Cultural Awareness	Communication	Rick Bullis	
		1081	Mike Holmes			Rick Bullis	
		1082	Kreg Mebust			Rick Bullis	
		2080	Kreg Mebust			Rick Bullis	
ANTH	101	1001	Laura Wilhelm	People and Cultural Awareness		Rick Bullis	
		1002	Joylin Namie			Rick Bullis	
		1003	Joylin Namie			Rick Bullis	
		1004	Nicole Procacci			Rick Bullis	
		1005	Nicole Procacci			Rick Bullis	
		2001	Arthur Krupicz			Rick Bullis	
		3001	Andrew Carey			Rick Bullis	
		3002	Suzanne Amodio			Rick Bullis	
ANTH	201	1001	Amanda Williams		Critical Thinking	Rick Bullis	
		1002	Judy Lawrence			Rick Bullis	
		1003	Julia Hammett			Rick Bullis	
		1004	Darcy Phillips			Rick Bullis	
		2001	Verla Jackson			Rick Bullis	
		3001	Julia Hammett			Rick Bullis	
		3002	Verla Jackson			Rick Bullis	
		6001	Verla Jackson				
		6002	Verla Jackson				
		8301	Andrew Carey			Rick Bullis	
ART	100	1001	Erin Shearin	People and Cultural Awareness	Critical Thinking	Communication	Hieu Do
		1002	Kenneth Heitzenrader				Hieu Do
		1003	Erin Shearin				Hieu Do
		1004	Peter Whittenberger				Hieu Do
		1006	Bahareh Shahrabi Farahani				Hieu Do
		1007	Paris Almond				Hieu Do
		3001	Candace Garlock				Hieu Do
		5501	Kristy Mize				Hieu Do
ART	124			Critical Thinking	Communication		
ART	160	1001	Connie Stathes	People and Cultural Awareness	Critical Thinking		Hieu Do
		1002	Corina Weidinger				Hieu Do
		3001	Katherine Gartrell				Hieu Do
		3002	Leslie Acosta				Hieu Do
		6301	Corina Weidinger				
6302	Weston Lee						
ART	261	1001	Corina Weidinger	People and Cultural Awareness	Critical Thinking		Hieu Do
		3001	Leslie Acosta				Hieu Do
ART	263	3001	Corina Weidinger	People and Cultural Awareness	Critical Thinking		Hieu Do
ART	270	1001	Corina Weidinger	People and Cultural Awareness	Critical Thinking	Communication	Hieu Do
		3001	Joshua Weinberg				Hieu Do
		3002	Katherine Gartrell				Hieu Do
BIOL	100	1001	Pamela Elges	Critical Thinking	Information Literacy		Anne Flesher
		1002 Lab	Pamela Elges				Anne Flesher
		1003	Elizabeth Zaretsky				Anne Flesher
		1004 Lab	Elizabeth Zaretsky				Anne Flesher
		1005	Pamela Elges				Anne Flesher
		1006 Lab	Pamela Elges				Anne Flesher
		1007	Eddie Burke				Anne Flesher
		1008 Lab	Elizabeth Zaretsky				Anne Flesher
		1501	Peter Murphy				Anne Flesher
		1502 Lab	Peter Murphy				Anne Flesher
		2001	Kathleen Stynen				Anne Flesher
		2002 Lab	Joseph Wilcox				Anne Flesher
		2003	Kathleen Stynen				Anne Flesher
		2004 Lab	Joseph Wilcox				Anne Flesher
		2005	Laura Briggs				Anne Flesher
		2006 Lab	Joseph Wilcox				Anne Flesher
		3001	Eddie Burke				Anne Flesher
		3002 Lab	Shaner Bongalon				Anne Flesher
		3003	Scott Huber				Anne Flesher
		3004 Lab	Scott Huber				Anne Flesher
6001	Scott Huber				Anne Flesher		
6002 Lab	Scott Huber						
6003	Shaner Bongalon						
6004 Lab	Shaner Bongalon						
6005	Shaner Bongalon						

Winter session Course

GE Courses Assessed - Competencies and Assigned Assessment Team Leaders

		6006 Lab	Shaner Bongalon				
		6007	Melissa Deadmond				
		6008 Lab	Melissa Deadmond				
BIOL	113	3001	Jody Klann	Critical Thinking	Quantative Reasoning		Anne Flesher
		3002 Lab	Jody Klann				Anne Flesher
		3003	Jody Klann				Anne Flesher
		3004 Lab	Jody Klann				Anne Flesher
BIOL	190L	1001 Lab	Brandon Schultz	Critical Thinking	Quantative Reasoning		Anne Flesher
		1002 Lab	Jonathan Reddick-Lau				Anne Flesher
		1003 Lab	Sharif Rumjahn				Anne Flesher
		1004 Lab	Sharif Rumjahn				Anne Flesher
		1005 Lab	Taylor Yancey				Anne Flesher
		1006 Lab	Taylor Yancey				Anne Flesher
		1007 Lab	Sharif Rumjahn				Anne Flesher
		1008 Lab	Veronica Arinze				Anne Flesher
		1009 Lab	Ryan Wong				Anne Flesher
		1091 Lab	Brandon Schultz				Anne Flesher
		2001 Lab	Brandon Schultz				Anne Flesher
		2002 Lab	Brandon Schultz				Anne Flesher
		2003 Lab	Jonathan Reddick-Lau				Anne Flesher
		2004 Lab	Ryan Wong				Anne Flesher
		2005 Lab	Ryan Wong				Anne Flesher
BIOL	191L	1001 Lab	John Umek	Critical Thinking	Quantative Reasoning		Anne Flesher
		1002 Lab	Meeghan Gray				Anne Flesher
BUS	117	3001	Lisa Buehler	Quantitative Reasoning	Critical Thinking	Information Literacy	Mark Maynard
CH	202	1002	Paul Villa	People and Cultural Awareness	Critical Thinking		Hieu Do
		1003	Kyle Simmons				Hieu Do
		1007	Kyle Simmons				Hieu Do
		3001	Igor Bugulov				Hieu Do
		3002	Igor Bugulov				Hieu Do
		3003	Igor Bugulov				Hieu Do
		3007	Oleg Bugulov				Hieu Do
		5001	Kyle Simmons				Hieu Do
		6001	Tom Cardoza				
		6002	Tom Cardoza				
		6003	Ashley Allen				
		6004	Ashley Allen				
		6006	Alekséi Zarnitsyn				
CHEM	100	1001	Joan Vasquez	Critical Thinking	Quantative Reasoning		Meeghan Gray
		1002 Lab	Joan Vasquez				Meeghan Gray
		1003	Pamela Elges				Meeghan Gray
		1004 Lab	Pamela Elges				Meeghan Gray
		2001	Harihar Nepal				Meeghan Gray
		2002 Lab	Harihar Nepal				Meeghan Gray
CHEM	122	1001	Katie Kolbet	Critical Thinking	Quantative Reasoning		Meeghan Gray
		1002 Lab	Katie Kolbet				Meeghan Gray
		1003	Katie Kolbet				Meeghan Gray
		1004 Lab	Katie Kolbet				Meeghan Gray
		2001	John Hadder				Meeghan Gray
		2002 Lab	John Hadder				Meeghan Gray
COM	113	1003	Rick Bullis	Communication	Information Literacy		Rick Bullis
DAN	101	1001	Chandra Healy	People and Cultural Awareness	Critical Thinking		Hieu Do
		1002	Catherine Eardley				Hieu Do
		1003	Catherine Eardley				Hieu Do
		1004	Catherine Eardley				Hieu Do
ECON	102	1001	Steven Streep	People and Cultural Awareness	Critical Thinking	Information Literacy	Mark Maynard
		1003	Tanja Hayes				Mark Maynard
		1004	Tanja Hayes				Mark Maynard
		2001	Richard McIntire				Mark Maynard
		3001	Richard McIntire				Mark Maynard
		3002	David Maine				Mark Maynard
		3003	Richard McIntire				Mark Maynard
ECON	103	1001	Steven Streep	People and Cultural Awareness	Critical Thinking	Information Literacy	Mark Maynard
		1002	Allyson Rameker				Mark Maynard
		3001	Tanja Hayes				Mark Maynard
		3002	Tanja Hayes				Mark Maynard
ENG	102	1001	Joshua Shinn	Communication	Critical Thinking	Information Literacy	Cheryl Cardoza
		1002	Joshua Shinn				Cheryl Cardoza
		1003	Karen Wikander				Cheryl Cardoza
		1004	Lenaya Anderson				Cheryl Cardoza
		1005	Lindsay Wilson				Cheryl Cardoza

GE Courses Assessed - Competencies and Assigned Assessment Team Leaders

	1006	Lindsay Wilson				Cheryl Cardoza
	1007	Arian Katsimbras				Cheryl Cardoza
	1008	Arian Katsimbras				Cheryl Cardoza
	1009	Ashley Allen				Cheryl Cardoza
	1010	Lindsay Wilson				Cheryl Cardoza
	1011	Ana Douglass				Cheryl Cardoza
	1012	Brad Summerhill				Cheryl Cardoza
	1013	Ana Douglass				Cheryl Cardoza
	1014	Mark Maynard				Cheryl Cardoza
	1015	Mark Maynard				Cheryl Cardoza
	1016	Erika Ben				Cheryl Cardoza
	1017	Marshall Johnson				Cheryl Cardoza
	1018	Karen Wikander				Cheryl Cardoza
	1020	Lenaya Anderson				Cheryl Cardoza
	1021	Lenaya Anderson				Cheryl Cardoza
	1022	Robert Lively				Cheryl Cardoza
	1023	Joshua Shinn				Cheryl Cardoza
	1024	Cheryl Camardo				Cheryl Cardoza
	1025	Elizabeth Humphrey				Cheryl Cardoza
	1026	Robert Lively				Cheryl Cardoza
	1028	Elizabeth Humphrey				Cheryl Cardoza
	2002	Beau Rogers				Cheryl Cardoza
	2003	Lenaya Anderson				Cheryl Cardoza
	2004	Ann Villanueva				Cheryl Cardoza
	2006	Beau Rogers				Cheryl Cardoza
	3001	Patricia Cullinan				Cheryl Cardoza
	3002	Patricia Cullinan				Cheryl Cardoza
	3003	Ana Douglass				Cheryl Cardoza
	3004	Ana Douglass				Cheryl Cardoza
	3005	Robin Griffin				Cheryl Cardoza
	3006	Robin Griffin				Cheryl Cardoza
	3007	Elizabeth Humphrey				Cheryl Cardoza
	3008	Elizabeth Humphrey				Cheryl Cardoza
	3009	Brad Summerhill				Cheryl Cardoza
	3010	Hugh Fraser				Cheryl Cardoza
	5302	Ana Douglass				Cheryl Cardoza
	6300	Jill Channing				Cheryl Cardoza
	6301	Angela Spires				Cheryl Cardoza
	6302	Jill Channing				Cheryl Cardoza
	6305	Jacqueline Carroll				Cheryl Cardoza
	8301	Elizabeth Humphrey				Cheryl Cardoza
ENG	113	1002 Anne Witzleben	Communication	Critical Thinking	Information Literacy	Cheryl Cardoza
		2001 Karen Ozbek				Cheryl Cardoza
		5501 Angela Adish				Cheryl Cardoza
ENG	181	3001 Robin Griffin	Communication	Critical Thinking		Mark Maynard
ENG	267	3001 Molly Maynard	Communication	Critical Thinking	People and Cultural Awareness	Mark Maynard
ENG	281	1001 Laura Wilhelm	Communication	Critical Thinking	People and Cultural Awareness	Mark Maynard
ENG	282	3001 Bridgett Blaque	Communication	Critical Thinking		Mark Maynard
ENG	298	1001 Karen Wikander	People and Cultural Awareness	Critical Thinking		Mark Maynard
GEOG	106	1001 Nysa Perryman Rayne	People and Cultural Awareness	Critical Thinking		Meeghan Gray
		3001 Patrick Guiberson				Meeghan Gray
		8001 Patrick Guiberson				Meeghan Gray
MATH	120E	9501 Paula Farrenkopf	Quantitative Reasoning	Critical Thinking		Meeghan Gray
		9502 Paula Farrenkopf				Meeghan Gray
MATH	126E	9501 Bradley Thompson	Quantitative Reasoning	Critical Thinking		Meeghan Gray
PHIL	210	1001 Gary Cage	People and Cultural Awareness	Critical Thinking		Rick Bullis
		1002 William Hampton				Rick Bullis
		1003 Kyle Simmons				Rick Bullis
		1004 Vicki Massman				Rick Bullis
		1005 William Hampton				Rick Bullis
		2001 Vicki Massman				Rick Bullis
		3001 Joel Hunter				Rick Bullis
		3002 Joel Hunter				Rick Bullis
PHYS	151	1001/1002 David Richards	Critical Thinking	Quantitative Reasoning		Meeghan Gray
		2001/2002 Cynthia Porter				Meeghan Gray
PHYS	152	1001/1002 Cynthia Porter	Critical Thinking	Quantitative Reasoning		Meeghan Gray
PHYS	180	1001 Dan Loran	Critical Thinking	Quantitative Reasoning		Meeghan Gray
PHYS	180L	1001 Lab Dan Loran	Critical Thinking	Quantitative Reasoning		Meeghan Gray
PHYS	181	1001 Dan Loran	Critical Thinking	Quantitative Reasoning		Meeghan Gray
PHYS	181L	1001 Lab Dan Loran	Critical Thinking	Quantitative Reasoning		Meeghan Gray
PSC	101	1001 Adam Garcia	People and Cultural Awareness	Critical Thinking		Mark Maynard

GE Courses Assessed - Competencies and Assigned Assessment Team Leaders

	1002		Fred Lokken			Mark Maynard
	1003		Brian Fletcher			Mark Maynard
	1004		Scott Parker			Mark Maynard
	1005		Brian Fletcher			Mark Maynard
	1006		Scott Parker			Mark Maynard
	1007		Adam Garcia			Mark Maynard
	1008		Precious Hall			Mark Maynard
	1009		Colleen Long			Mark Maynard
	1010		Precious Hall			Mark Maynard
	1012		Colleen Long			Mark Maynard
	1014		Precious Hall			Mark Maynard
	2001		Travis Hagner			Mark Maynard
	2002		Precious Hall			Mark Maynard
	3001		Paul Davis			Mark Maynard
	3002		Paul Davis			Mark Maynard
	3003		Paul Davis			Mark Maynard
	3004		Fred Lokken			Mark Maynard
	3005		Fred Lokken			Mark Maynard
	5002		Brian Fletcher			Mark Maynard
	6001		Precious Hall			
	6002		Precious Hall			
	8301		Paul Davis			Mark Maynard
PSC	231	3001	Brian Fletcher	People and Cultural Awareness	Critical Thinking	Mark Maynard
READ	135	1001	Julie Armbricht	Communication	Critical Thinking	Cheryl Cardoza
READ	135	1002	Julie Armbricht			Cheryl Cardoza
READ	135	1003	Molly Maynard			Cheryl Cardoza
READ	135	1005	Molly Maynard			Cheryl Cardoza
READ	135	1008	Angela Adlish			Cheryl Cardoza
READ	135	2001	Wendy Walmed			Cheryl Cardoza
READ	135	3001	Molly Maynard			Cheryl Cardoza
READ	135	3002	Julie Armbricht			Cheryl Cardoza
READ	135	6300	Julie Armbricht			Cheryl Cardoza
THTR	100	1001	Rick Bullis	People and Cultural Awareness	Critical Thinking	Rick Bullis
WMST	101	3001	Bridgett Blaque	People and Cultural Awareness	Critical Thinking	Cheryl Cardoza
		8301	Jill Channing			Cheryl Cardoza

Appendix I

Complete data sets for General Education competency assessment

Prefix	Number	CAR or GEAR	Division	Communications SLO	Students Scored as Exemplary	Students Scored as Proficient	Students Scored as Marginal	Students Scored as Unacceptable
ART	100	GEAR	Liberal Arts	2	58	12	5	4
ART	124	GEAR	Liberal Arts	2	14	0	0	0
ART	263	GEAR	Liberal Arts	2	0	13	3	1
ART	270	GEAR	Liberal Arts	2	16	15	13	9
ART	124	GEAR	Liberal Arts	6	12	1	0	1
ART	270	GEAR	Liberal Arts	3	13	11	17	12
ENG	102	GEAR	Liberal Arts	3	25	40	25	11
ENG	113	GEAR	Liberal Arts	2	4	10	1	0
ENG	181	GEAR	Liberal Arts	1	8	4	7	0
ENG	267	GEAR	Liberal Arts	3	14	11	5	2
ENG	281	GEAR	Liberal Arts	5	15	5	1	1
ENG	282	GEAR	Liberal Arts	3	18	5	1	1
ENG	298	GEAR	Liberal Arts	1	6	8	0	0
READ	135	GEAR	Liberal Arts	1	31	27	33	33
THTR	100	GEAR	Liberal Arts	2	9	26	23	5
TOTAL					243	188	134	80
AAD	201	GEAR	Tech. Sciences	2	13	3	0	0
COUNT/TOTAL				16	13	3	0	0

Communications SLOs				
Number	Short Name	Description	Frequency (n)	Frequency (%)
1	Examination & Interpretation	Students will examine messages from print, electronic, and/or visual sources. Students will interpret meaning and credibility of the message.	0	0%
2	Delivery Techniques	Students will use effective verbal and written delivery techniques. These include the appropriate use of structure, content, language, execution, technology, and non-verbal cues.	7	43.8%
3	Thesis Development	Students will develop and express a thesis through an appropriate use of evidence/logic/data.	4	25.0%
4	Listening Behaviors	Students will display appropriate listening behaviors. This includes the attention to the messages, the clarification of shared meaning, and the nonverbal confirmatin of comprehension.	0	0%
5	Audience Analysis	Students will utilize audience analysis in the development of the communication message.	1	6.3%
6	Group Participation	Students will display effective group participation through the application of group discussion, group interaction, and public group presentation.	1	6.3%

Prefix	Number	Car or Ge	Division	Critical Thinking	Students Scored as Exemplary	Students Scored as Proficient	Students Scored as Marginal	Students Scored as Unacceptable
AAD	201	GEAR	Technical Sciences					
BUS	117	GEAR	Business	6	9	11	2	4
ANTH	101	GEAR	Liberal Arts					
ECON	102	GEAR	Business	1	31	49	50	7
ECON	103	GEAR	Business	1	36	26	7	1
TOTAL					76	86	59	12
ANTH	201	GEAR	Liberal Arts	1	6	19	7	4
ART	100	GEAR	Liberal Arts	7	62	20	5	3
ART	124	GEAR	Liberal Arts	7	10	4	0	0
ART	160	GEAR	Liberal Arts	4	19	16	28	6
ART	261	GEAR	Liberal Arts	4	22	2	1	3
ART	263	GEAR	Liberal Arts	4	0	13	3	1
ART	270	GEAR	Liberal Arts	4	13	11	17	12
CH	202	GEAR	Liberal Arts	1	10	22	12	0
DAN	101	GEAR	Liberal Arts	3	12	46	42	5
ENG	102	GEAR	Liberal Arts	4	23	40	27	11
ENG	181	GEAR	Liberal Arts	3	3	8	8	0
ENG	281	GEAR	Liberal Arts	6	15	6	4	1
ENG	282	GEAR	Liberal Arts	6	15	7	2	1
ENG	298	GEAR	Liberal Arts	1	6	8	0	0
ENG	267	GEAR	Liberal Arts					
ENG	113	GEAR	Liberal Arts	4	5	9	1	0
ENG	267	GEAR	Liberal Arts	4	14	11	5	2
PHIL	210	GEAR	Liberal Arts	1	5	26	10	0
PSC	101	GEAR	Liberal Arts	6	183	59	47	18
PSC	231	GEAR	Liberal Arts	6	3	14	5	1
READ	135	GEAR	Liberal Arts	6	31	27	33	33
THTR	100	GEAR	Liberal Arts					
WMST	101	GEAR	Liberal Arts	3	15	16	17	6
TOTAL					472	384	274	107
BIOL	100	GEAR	Sciences	5	38	29	67	3
BIOL	113	GEAR	Sciences	6	38	4	2	0
BIOL	190L	GEAR	Sciences	6	117	87	55	21
BIOL	191L	GEAR	Sciences	6	0	19	51	10
CHEM	100	GEAR	Sciences	1	35	22	15	7
CHEM	122	GEAR	Sciences	6	22	14	18	6
GEOG	106	GEAR	Sciences	5	7	11	5	3
PHYS	151	GEAR	Sciences	6	7	11	22	6
PHYS	152	GEAR	Sciences	6	4	8	30	4
PHYS	180/180L	GEAR	Sciences	6	14	16	24	4
PHYS	181/181L	GEAR	Sciences	6	17	14	14	0
MATH	120E	GEAR	Sciences	6	38	3	1	4
MATH	126E	GEAR	Sciences	6	22	4	6	1
COUNT/TOTAL				37	359	242	310	69

Critical Thinking SLOs				
Number	Short Name	Description	Frequency (n)	Frequency (%)
1	Identify Main Topic	Students will identify and summarize, or explain the main question(s), problem(s), issue(s), points and/or argument(s).	7	18.9%
2	Evaluate Evidence	Students will evaluate the quality of supporting data or evidence.	0	0%
3	Analyze Context	Students will analyze and evaluate the context, assumptions, and/or bias regarding the main problem, issue, or arguments.	3	8.1%
4	State Position	Students will state a position, perspective, thesis, hypothesis, argument, or findings, based on a line of reasoning and/or evidence.	7	18.9%
5	Evaluate Points of View	Students will identify and evaluate relevant and valid points of view, including cultural values, conceptual models, theoretical frameworks, or different methodologies.	2	5.4%
6	Draw Valid Conclusions	Students will draw valid conclusions.	16	43.2%
7	Discuss Implications	Students will discuss the implications and consequences of their own work, including conclusions, findings, projects, or products.	2	5.4%

Prefix	Number	CAR or GEAR	Division	Information Literacy	Students Scored as Exemplary	Students Scored as Proficient	Students Scored as Marginal	Students Scored as Unacceptable
BUS	117	GEAR	Business	3	9	10	3	4
ECON	102	GEAR	Business	3	37	49	25	1
ECON	103	GEAR	Business	3	19	16	30	5
TOTAL					65	75	58	10
ENG	102	GEAR	Liberal Arts	5	10	38	39	13
ENG	113	GEAR	Liberal Arts	5	6	4	2	3
TOTAL					16	42	41	16
BIOL	100	GEAR	Sciences	2	60	6	67	4
COUNT/TOTAL				6	60	6	67	4

Information Literacy SLOs			Frequency (n)	Frequency (%)
Number	Short Name	Description		
1	Identify Sources	Students will identify the nature and extent of the information sources needed to complete the task.	0	0%
2	Evaluate Sources	Students will critically evaluate information sources for reliability, validity, accuracy, authority, timeliness, point of view, and/or bias.	1	16.7%
3	Use Sources	Students will use information sources to accomplish a specific purpose.	3	50.0%
4	Accurately Represent Sources	Students will accurately represent information sources with an understanding of scope and context.	0	0%
5	Cite Sources Properly	Students will properly cite sources of information.	2	33.3%

Prefix	Number	Gear	Division	People and Cultural Awareness	Students Scored as Exemplary	Students Scored as Proficient	Students Scored as Marginal	Students Scored as Unacceptable
ECON	102	GEAR	Business	2	25	44	27	9
ECON	103	GEAR	Business	2	19	34	10	8
TOTAL					44	78	37	17
ANTH	101	GEAR	Liberal Arts	5	7	13	1	8
ART	100	GEAR	Liberal Arts	6	60	11	3	4
ART	124	GEAR	Liberal Arts	6	14	0	0	0
ART	160	GEAR	Liberal Arts	6	25	30	12	0
ART	261	GEAR	Liberal Arts	6	16	10	2	0
ART	263	GEAR	Liberal Arts	5	0	16	3	0
ART	270	GEAR	Liberal Arts	6	15	15	19	4
CH	202	GEAR	Liberal Arts	2	7	27	10	0
DAN	101	GEAR	Liberal Arts	6	14	37	37	11
ENG	267	GEAR	Liberal Arts	3	11	9	9	3
ENG	281	GEAR	Liberal Arts	5	13	8	3	2
ENG	298	GEAR	Liberal Arts	6	6	8	0	0
PHIL	210	GEAR	Liberal Arts	2	6	23	12	0
THTR	100	GEAR	Liberal Arts	6	11	25	18	5
WMST	101	GEAR	Liberal Arts	4	21	16	13	4
TOTAL					226	248	142	41
GEOG	106	GEAR	Sciences	5	7	14	2	3
AAD	201	GEAR	Technical Sciences	2	6	5	5	0
COUNT/TOTAL				19	283	345	186	61

People & Cultural Awareness SLOs			Frequency (n)	Frequency (%)
Number	Short Name	Description		
1	Describe Members	Students will describe and/or explain responsibilities of ethical, contributing members living in diverse societies.	0	0%
2	Influence Society	Students will analyze and articulate the ways in which individuals, groups, and institutions influence society.	5	26.3%
3	Impact on Worldview	Students will analyze and/or explain the impact of culture and experience on one's worldview and behavior, including assumptions, biases, prejudices, and stereotypes.	1	5.3%
4	Explain Differing Ideologies	Students will explain ethical positions and/or culturally-situated ideologies that may differ from their own.	1	5.3%
5	Compare Dynamics	Students will compare economic, historical, political, cultural, and/or social dynamics of diverse world cultures.	4	21.1%
6	Critique Processes/Products	Students will critique the aesthetic and creative processes/products represented in particular cultural contexts constructively and respectfully.	8	42.1%

Prefix	Number	Car or Ge	Division	Quantitative Reasoning	Students Scored as Exemplary	Students Scored as Proficient	Students Scored as Marginal	Students Scored as Unacceptable
BUS	117	GEAR	Business	1	9	10	2	5
BIOL	113	GEAR	Sciences	6	33	2	0	0
BIOL	190L	GEAR	Sciences	1	102	82	56	40
BIOL	191L	GEAR	Sciences	2	25	33	15	7
CHEM	100	GEAR	Sciences	7	30	29	11	9
CHEM	122	GEAR	Sciences	4	0	0	0	0
PHYS	151	GEAR	Sciences	1	8	3	26	9
PHYS	151	GEAR	Sciences	5	10	8	24	4
PHYS	152	GEAR	Sciences	5	2	9	33	2
PHYS	180/180L	GEAR	Sciences	1	6	13	29	10
PHYS	181/181L	GEAR	Sciences	5	13	18	14	0
BIOL	191L	GEAR	Sciences	8	2	35	33	10
MATH	120E	GEAR	Sciences	4	40	2	0	3
MATH	126E	GEAR	Sciences	1	22	4	6	1
COUNT/TOTAL				14	293	238	247	95

Quantitative Reasoning SLOs				
Number	Short Name	Description	Frequency (n)	Frequency (%)
1	Perform Calculations	Students will use the mathematics appropriate to a particular problem to obtain correct solutions.	5	35.7%
2	Represent with Model	Students will represent the relevant details of a system in terms of the appropriate scientific and/or mathematical model.	1	7.1%
3	Translate Model Parameters	Students will translate the parameters of a scientific and/or mathematical model into the details of the system being modeled.	0	0%
4	Solve Problems	Students will use appropriate mathematics to solve application problems.	2	14.3%
5	Deduce Consequences	Students will deduce the consequences of a particular model under different contexts, scenarios and/or constraints.	3	21.4%
6	Construct a Model	Students will construct a generalized model based on the specifics of a system being investigated.	1	7.1%
7	Evaluate Results	Students will evaluate mathematical and/or logical results for issues of validity, accuracy and/or relevance to the real world.	1	7.1%
8	Formulate Hypotheses	Students will make hypotheses and/or predictions.	1	7.1%
9	Modify Models	Students will modify models based on new information.	0	0%

Appendix J

Sample GEARs, Course Assessment Reports (CARs), and department meeting minutes

(Signatures have been redacted for security purposes)

Course Prefix, Number and Title: AAD 201/HUM 201 History of the Built Environment
Division/Unit: Technical Sciences/Construction and Design
Submitted by: Mike Holmes
Contributing Faculty: Kreg Mebust
Academic Year: 2016-2017

General Education Area: *Humanities*

When *AAD/HUM 201* was approved by the Curriculum Review Committee for **Humanities** General Education status, the submitter indicated that it mapped to the **Communication and People & Cultural Awareness** General Education competencies. The faculty-lead General Education Task Force has devised a standard set evaluation rubrics with student learning outcomes (SLOs) for these competencies. When assessing student work as part of your regular course assessment, please select *at least one* of these General Education competency SLOs (pre-populated below) in *each of the* competency areas by completing the following General Education Assessment Report. Keep in mind that you're looking at your course activities through a General Education lens, not necessarily devising new activities to meet General Education assessment.

For each of the chosen Student Learning Outcomes assessed, you will be asked to address the following:

- **Assessment Measures:** Please describe the assignment/pre-post test/report(s)/etc. that you used to assess this competency, as well as the method that you used to select student work for assessment: Did you assess all students in all course sections, take a random sample across all course sections, etc. Please attach a copy of the assignment/ report(s)/etc. prompt, or indicate the national/state/industry-recognized exam that you used as an assessment tool for this measure.
- **Assessment Results:** Please summarize the results of your SLO assessment by indicating the total number of students assess, and number and % of students meeting the "Exemplary," "Proficient," "Marginal," and "Unacceptable" criteria. Please include any additional descriptive narrative as necessary.
- **Closing the Loop: Use of Results to Improve Student Learning:** please summarize how you plan to use the results to improve student learning, and how you have communicated these assessment findings with full-time and part-time faculty. Please attach a copy of the meeting minutes taken during this discussion. A template for these minutes is found in your GEAR packet.
- **Closing the Loop: Re-assessing After the Improvement Plan:** Is this the first time you have assessed this learning outcome? Comment on the last time you assessed this learning outcome. Based on the results of your follow-up assessment, will you revise course outcomes? If so, please summarize how in why in the boxes below.

General Education Competency: Communication

Please select *at least one* of Communication SLOs below to assess. *You may delete the remaining SLOs that you chose not to utilize.*

- 2. Students will use effective verbal and written delivery techniques. These techniques include the correct use of structure, content, language, technology, delivery, and nonverbal elements.**

Assessment Measures: Mid-Term Exam, Final Exam and 11 Vocabulary Assignments (Sample of first and last assignments)

Assessment Results: (See attached Assessment Summary of Results for specific assessment details)

Mid-Term Exam

Totals and Percentages	
8 - 50%	Exemplary
8 - 50%	Proficient
0 - 0%	Marginal
0 - 0%	Unacceptable

Final Exam

Totals and Percentages	
13 - 81.3%	Exemplary
3 - 18.7%	Proficient
0 - 0%	Marginal
0 - 0%	Unacceptable

Vocabulary Assignment #1

Totals and Percentages	
6 - 37.5%	Exemplary
9 - 56.25%	Proficient
1 - 6.25%	Marginal
0 - 0%	Unacceptable

Vocabulary Assignment #11

Totals and Percentages	
5 - 31.25%	Exemplary
7 - 43.75%	Proficient
4 - 25%	Marginal
0 - 0%	Unacceptable

The students indicate an increase in their Communication competencies from the mid-term and final exam test scores. The students also indicate a standard mastery of the additional Communication competencies through the 11 Vocabulary Assignments. These results indicate a standard statistical distribution.

Closing the loop:

Faculty will continue to collaborate on the course outcomes and measures for assessment purposes. They will continue to advise and update any adjunct faculty utilized for teaching sections of courses that are needed beyond their teaching loads for conformance with learning outcomes and measures.

General Education Competency: People & Cultural Awareness

Please select *at least one* of the Personal/Cultural Awareness SLOs below to assess. *You may delete the remaining SLOs that you chose not to utilize.*

2. Students will analyze and articulate the ways in which individuals, groups, and institutions influence society.

Assessment Measures: Research Paper

Assessment Results: (See attached Assessment Summary of Results for specific assessment details)

Totals and Percentages	
6 - 37.5%	Exemplary
5 - 31.25%	Proficient
5 - 31.25%	Marginal
0 - 0%	Unacceptable

Closing the loop:

Approximately two-thirds of the students have met the People and Cultural Awareness competencies with either a proficient or exemplary assessment from the faculty during the assessment process. The final third of the students in this assessment sample were rated as marginal without any receiving an unacceptable rating. These results indicate a standard statistical distribution.

Faculty will continue to collaborate on the course outcomes and measures for assessment purposes. They will continue to advise and update any adjunct faculty utilized for teaching sections of courses that are needed beyond their teaching loads for conformance with learning outcomes and measures.



GENERAL EDUCATION ASSESSMENT REPORT (GEAR)

Additional Comments on the Assessment Process:

[Empty box for additional comments]

The faculty submitter has reviewed the CAR with their Department Chair/Coordinator/Director:

Name of Department Chair/Coordinator/Director (type): Mike Holmes Date: May 17, 2017

The faculty submitter or Department Chair/Coordinator/Director has reviewed the CAR with their Dean:

Name of Dean (type): Date:  May 24, 2017
J. Kyle Dalpe

Dean's comments (required):

Approved looks good to move forward.

Received by the Assessment and Planning Office

Date: 5/22/2017

Assessment and Planning Office

Date: 6/6/2017

Vice President of Academic Affairs Signature

AAD 201/HUM 201

Fall 2016

General Education Assessment Results Information

Random Sample of students whereby N = 16 (18.3% of course completers)

Three Sections of course taught with 87 total students

Name	Grade	Mid Term Exam (Communication)		Final Exam (Communication)		Vocabulary #1 Assignment (Communication)			Vocabulary #11 Assignment (Communication)			Research Paper (People & Cultural Awareness)		
		Score	Aggregate	Score	Aggregate	Holmes	McBost	Aggregate	Holmes	McBost	Aggregate	Holmes	McBost	Aggregate
	A	22.5	E	24	E	P	P	P	E	E	E	E	E	E
	B	22.5	E	22	P	P	P	P	P	P	P	P	P	P
	A	23	E	22.7	E	P	P	P	M	M	M	E	E	E
	A	25	E	24	E	E	E	E	P	P	P	E	E	E
	A	21	P	25	E	P	P	P	M	M	M	M	M	M
	A	22	P	23.5	E	E	E	E	E	E	E	E	E	E
	A	23	E	24.2	E	P	P	P	M	M	M	P	P	P
	B	21	P	21.2	P	E	E	E	P	P	P	P	P	P
	A	22	P	22.7	E	E	E	E	P	P	P	M	M	M
	B	22	P	24.3	E	E	E	E	P	P	P	E	E	E
	B	21	P	22.7	E	P	P	P	P	P	P	M	M	M
	B	22	P	20.5	P	P	P	P	E	E	E	P	P	P
	A	24	E	23.5	E	M	M	M	P	P	P	E	E	E
	A	23	E	22.7	E	P	P	P	E	E	E	P	P	P
	A	22	P	24.24	E	P	P	P	M	M	M	M	M	M
	A	24	E	23.5	E	E	E	E	E	E	E	M	M	M
Totals and Percentages				Totals and Percentages		Totals and Percentages			Totals and Percentages			Totals and Percentages		
		B - 50%	Exemplary	13 - 81.3%	Exemplary	6 - 37.5%			5 - 31.25%			6 - 37.5%		
		B - 50%	Proficient	3 - 18.7%	Proficient	9 - 56.25%			7 - 43.75%			5 - 31.25%		
		D - 0%	Marginal	0 - 0%	Marginal	1 - 6.25%			4 - 25%			5 - 31.25%		
		D - 0%	Unacceptable	0 - 0%	Unacceptable	0 - 0%			0 - 0%			0 - 0%		

Assessment Ranking	Grade Earned	Percentile Score
Exemplary	A	90% +
Proficient	B	80% - 90%
Marginal	C	70% - 80%
Unacceptable	D	Less than 70%

**AAD 201/HUM 201 HISTORY OF THE BUILT ENVIRONMENT
FALL SEMESTER 2016
MID TERM EXAM**

Name _____

- 1.a What limitation does stone have with regard to its characteristics as a building material? What was this material's primary advantage over other materials used by some of the world's oldest cultures?a
- 2.a What type of graphic presentation or view used in architecture most closely resembles the accuracies contained in a photograph?a
- 3.a Which of the early civilizations from the periods we have studied first used the courtyard as an integral element of design?a
- 4.a What is the name of a structure that resulted from the Sumerian construction methods of applying a protective coating over sun baked brick?a
- 5.a What word best describes the Mycenaean Megaron's principle living space?a
6. In the Minoan Civilization, the palace of Knossos demonstrated what unique architectural element or detail?a
- 7.a What direction are Greek temples typically oriented?a
- 8.a Name three major characteristics of the Greek entablature.a
- 9.a What term best describes the Chinese reverence for natural features like trees and rocks?a
10. What architectural feature was used as a street sign or directional method for finding or guiding people to a Buddhist shrine?a
11. What was the inspiration for the pagoda structure in Chinese and Japanese culture?a
12. What city in early history demonstrated the ability to design and construct an underground drain to a well-planned sewer system for their houses?a
13. Name the two earthly elements that the Hindu gods were believed to have an affinity for as presented in the Hindu religion.a
14. What structure, other than Stonehenge, was constructed to capture the winter solstice via a transom element that illuminated the structure's inner chamber?a

15. Within the Acropolis in Athens, what building or temple would you find Caryatid Maidens?
16. What term best describes the Harappan settlement layout method?
17. What is the term used by both the Greeks and Chinese to describe an optical refinement?
18. What is Khufu's pyramid oriented toward?
19. Who is the architect or master builder credited with designing the first stepped pyramid for Djoser's Funerary Complex?
20. What Greek temple or structure was most likely inspired by Queen Hatshepsut's mortuary temple?
21. Explain the concept of "Yin" and "Yang".
22. List two major differences between Daoist and Confucian designs.
23. Through the Chinese and Japanese periods of architecture we have covered up to this part of the course, which of the five primary structural systems have past civilizations used?
24. Why was the Choragic Monument built?
25. Describe two elements of Chinese city planning. Provide references from the Artificer's Record.

**AAD 201/HUM 201 HISTORY OF THE BUILT ENVIRONMENT
FALL SEMESTER 2016
FINAL EXAM**

Name:

- 1.a Which one of the following terms best describe the Japanese modular unit which governed the size of interior spaces of the Minka & Katsura's imperial villas? a
- a. Yin and Yang
 - b. Torana
 - c. Jiana
 - d. Tatamia
- 2.a The Romans used engineering technology developed from what civilization? a
- a. Etruscans
 - b. Egyptians
 - c. Samaritans
 - d. Myans
- 3.a What word best describes a niche that points towards Mecca? a
- a. Minbara
 - b. Mihrab
 - c. Sahn
 - d. Haram
- 4.a Which cathedral best represents the "Lantern" type of structure on the roof? a
- a. Notre Dame Cathedral
 - b. Ely Cathedral
 - c. St. Etienne Cathedral
 - d. St. Michele Cathedral
- 5.a Which of the following describes a book of building standards for early Chinese civilizations? a
- a. Confucian principle book
 - b. Yingzao-fashia
 - c. Daoist Record Book
 - d. The Artificer's Record
- 6.a Wood was and still is a very common building material. As forces act upon it, wood exhibits certain structural characteristics. Identify the most correct description below. a
- a. Strong in both tension and compression
 - b. Strong in compression
 - c. Weak in tension
 - d. Weak in both tension and compression

7.a The spiral brick minaret of the Great Mosque of al-Mutawakkil in Samarra is claimed to be associated or inspired by what type of structure or previously built complex?

- a. a bell tower
- b. a ziggurat
- c. a wind catcher found in a typical urban cisterna
- d. a Taj Mahal

8.a Which emperor proclaimed toleration for all religions of the Roman Empire in the Edict of Milan in 313?

- a. Nero
- b. Constantine
- c. Caesar
- d. Trajan

9.a The early Romans used a construction material that allowed them to be capable of producing very large buildings relatively quickly and economically. Which of the following terms best describes this material?

- a. stucco
- b. iron rods
- c. glue and adhesives
- d. concrete

10.a The Mycenaean Megaron led to what Greek Structure?

- a. Agora
- b. Greek Temple
- c. Tholos
- d. Stoa

11.a Which of the following terms can best describe the place or building where learning was spread to every part of Europe?

- a. Chapter House
- b. Oratory
- c. Monastery
- d. Campanile

12.a In regards to early Islamic urban housing, which of the following statements is a characteristic true of the construction and planning methods used for residential neighborhoods?

- a. Islam recognizes the fundamental right of privacy for the family unit within its own home so most homes present a plain exterior street elevation.
- b. Ground floor windows are placed or set low in a wall to allow a view of the street.
- c. Entrance doorways to homes on the opposite sides of a street were aligned to promote security and sense of community symmetry.

d. Most homes were constructed so close to each other, that rooftop decks were part of the flat roof design.

13. List the four signature architectural details or structural components that define Gothic architecture.

- 1.
- 2.
- 3.
- 4.

14. The Norwegian church that was constructed with upright wooden posts, made from pine trees which the bark had been removed, formed the basic structure of which of the following list?

- a. Portal Church
- b. Borgund Church
- c. Scandinavian Church
- d. Stave Church

15. In regards to the Carolingian Renaissance of the late 8th and 9th centuries, there was a conscious attempt to revive what style of architecture?

- a. Islamic
- b. Roman
- c. Greek
- d. Egyptian

16. The use of geometry in the development of Islamic ornament was important in all forms used in history. What design, shape or image was not used to represent this characteristic in most decorative elements in arabesque patterns?

- a. vines
- b. calligraphy
- c. circles
- d. star pattern

17. After a fire destroyed Rome in 64 CE, the dominant form of urban housing used came to be the insula. Which term best describes this type of housing?

- a. A single family home
- b. An enclosed market and housing complex
- c. An apartment
- d. An insulated room off of the atrium

18.a The arch is significant in early structural system history because, in theory at least, it provides a structure which virtually eliminates which of the following stresses?

- a.a Compressive
- b.a Shear
- c.a Tension
- d.a Torsion

19.a Marcus Vitruvius Pollio, an early Italian architect, is noted for which of the following accomplishments?

- a.a Authored the "Ten Books of Architecture"
- b.a Engineered the Roman Aqueducts
- c.a Engineered the Cloaca Maxima
- d.a Discovered Pozzolana

20.a Which of the following principles can be found with the Chinese approach to garden design, where carefully contrived views and experiences are based on the models provided by nature?

- a. Jian
- b.a Daoism
- c.a Confucianism
- d.a Tatami

21.a Which of the following terms best describes an entrance gate to a Stupa?

- a.a Torii
- b.a Torii
- c.a Verdica
- d.a Harmica

22.a List at least five design reasons or elements that were used to locate the Great Pyramids of Giza.

- 1.
- 2.
- 3.
- 4.
- 5.

23.a Which one of the following structures was constructed to capture the winter solstice via a transom in a manner that illuminated the interior chamber?

- a. Stonehenge
- b.a Megalithic tomb at Carnac
- c.a Djoser' funerary complex

- d. Newgrange passage grave
24. Which of the following terms best describes a covered prayer hall?
- Minbar
 - Mihrab
 - Sahn
 - Haram
25. The design of the Roman Coliseums are best described as having intersecting vaults of this type that provided a dual purpose for access to the tunnels underneath and support for the spectator seating. What term below best describes the type of vaults used in coliseum design?
- rib
 - barrel
 - cloister
 - groin
26. The Etruscan Temple was comprised of the Podium, Entrance Steps, Columns/Colonnade, the Porch and what? Identify the fifth part of the temple below.
- Cella
 - Atrium
 - Portico
 - Base
27. Which of the following Shinto Shrines is best described as capturing the essence of Japanese architecture?
- The Phoenix Hall Shrine
 - The Minka Shrine
 - The Ise Shrine
 - The Todaiji Shrine
28. The Cloaca Maxima, which was initially built for what purpose?
- Sewer system for Rome
 - Deliver drinking water to Rome
 - To drain the marshes
 - To deliver water to the Roman baths
29. Which of the following terms best describes the courtyard of a mosque?
- Minbar
 - Mihrab
 - Sahn
 - Haram

30. Which term below best describes the unit of measurement used to design Angkor Wat?

- a. Jian
- b. Rathas
- c. Mandala
- d. Fogong

31. Which of the following terms best describes a three-tiered umbrella form?

- a. Chatra
- b. Verdica
- c. Chaityas
- d. Viharas

32. Stone was the most durable building material available to early civilizations, but had an inherent weakness. Which one of the following best describes that weakness?

- a. Shear
- b. Corbeling
- c. Centering
- d. Tension

33. Chinese city planning and traditional house design embodied which of the following teaching principles in their layouts and axial alignments?

- a. Confucian
- b. Neolithic
- c. Feng Shui
- d. Daoism

**HISTORY OF THE BUILT ENVIRONMENT
AAD 201 / HUM 201
FALL SEMESTER 2016**

VOCABULARY ASSIGNMENT #1

Name:

Please provide an architectural definition or explanation for the following words or terms. You may be creative and use imported images to express your answers. Please be concise with your answers but do not provide a one or two word answer.

- 1. Cantilever**
- 2. Corbeled Vault/Arch**
- 3. Post and Lintel Construction**
- 4. Winter and Summer Solstice**
- 5. Courtyard**
- 6. Cross Section View**
- 7. Stonehenge**
- 8. Ziggurat**
- 9. Mortise and Tenon joint**
- 10. Façade**
- 11. Buttress**
- 12. Imhotep**
- 13. Mastabas**
- 14. Hypostyle hall**
- 15. Elevation and Perspective Views**

**HISTORY OF THE BUILT ENVIRONMENT
AAD 201 / HUM 201
FALL SEMESTER 2016**

VOCABULARY ASSIGNMENT #11

Name:

Please provide an architectural definition or explanation for the following words or terms. You may be creative and use imported images to express your answers. Please be concise with your answers but do not provide a one or two word answer.

- 1. Catenary curve**
- 2. Sexpartite rib vault**
- 3. Keep**
- 4. Bastides**
- 5. Chancels**
- 6. Hammerbeams**
- 7. Hall Church**
- 8. Rayonnant**
- 9. Motte and Bailey**
- 10. Hurd**

AAD 201/HUM 201

Fall 2016

General Education Assessment Results Information

Random Sample of students whereby N = 16 (18.9% of course completers)

Three Sections of course taught with 87 total students

Name	Grade	Mid Term Exam (Communication)		Final Exam (Communication)		Vocabulary #1 Assignment (Communication)			Vocabulary #11 Assignment (Communication)			Research Paper (People & Cultural Awareness)		
		Score	Aggregate	Score	Aggregate	Holmes	Mebust	Aggregate	Holmes	Mebust	Aggregate	Holmes	Mebust	Aggregate
	A	22.5	E	24	E	P	P	P	E	E	E	E	E	E
	B	22.5	E	22	P	P	P	P	P	P	P	P	P	P
	A	23	E	22.7	E	P	P	P	M	M	M	E	E	E
	A	25	E	24	E	E	E	E	P	P	P	E	E	E
	A	21	P	25	E	P	P	P	M	M	M	M	M	M
	A	22	P	23.5	E	E	E	E	E	E	E	E	E	E
	A	23	E	24.2	E	P	P	P	M	M	M	P	P	P
	B	21	P	21.2	P	E	E	E	P	P	P	P	P	P
	A	22	P	22.7	E	E	E	E	P	P	P	M	M	M
	B	22	P	24.3	E	E	E	E	P	P	P	E	E	E
	B	21	P	22.7	E	P	P	P	P	P	P	M	M	M
	B	22	P	20.5	P	P	P	P	E	E	E	P	P	P
	A	24	E	23.5	E	M	M	M	P	P	P	E	E	E
	A	23	E	22.7	E	P	P	P	E	E	E	P	P	P
	A	22	P	24.24	E	P	P	P	M	M	M	M	M	M
	A	24	E	23.5	E	E	E	E	E	E	E	M	M	M
Totals and Percentages		Totals and Percentages		Totals and Percentages			Totals and Percentages			Totals and Percentages				
B - 50% Exemplary		13 - 81.3% Exemplary		6 - 37.5% Exemplary			5 - 31.25% Exemplary			6 - 37.5% Exemplary				
B - 50% Proficient		3 - 18.7% Proficient		9 - 56.25% Proficient			7 - 43.75% Proficient			5 - 31.25% Proficient				
0 - 0% Marginal		0 - 0% Marginal		1 - 6.25% Marginal			4 - 25% Marginal			5 - 31.25% Marginal				
0 - 0% Unacceptable		0 - 0% Unacceptable		0 - 0% Unacceptable			0 - 0% Unacceptable			0 - 0% Unacceptable				

Assessment Ranking	Grade Earned	Percentile Score
Exemplary	A	90% +
Proficient	B	80% - 90%
Marginal	C	70% - 80%
Unacceptable	D	Less than 70%

Course Prefix, Number and Title: AAD/HUM 201 HISTORY OF THE BUILT ENVIRONMENT

Division/Unit: Technical Sciences

Submitted by: Mike Holmes

Contributing Faculty: Kreg Mebust

Academic Year: 2016-2017

General Education: Yes No

Complete and electronically submit your assessment report to your Department Chair/Coordinator/Director. As needed, please attach supporting documents and/or a narrative description of the assessment activities in your course.

Course Outcomes	Assessment Measures	Assessment Results	Use of Results	Effect on Course
In the boxes below, summarize the outcomes assessed in your course during the year.	In the boxes below, summarize the methods used to assess course outcomes during the last year.	In the boxes below, summarize the results of your assessment activities during the last year.	In the boxes below, summarize how you are or how you plan to use the results to improve student learning.	Based on the results of this assessment, will you revise course curriculum or course outcomes? If so, please summarize how and why in the boxes below:
Outcome #1				
Produce academic work that analyzes, interprets and reflects sensibilities toward cultural, societal or individual identity.	Proficiency will be measured by quizzes, tests, and other submissions, evaluated and scored using a predetermined grading scale.	Students completed vocabulary assignments, a mid-term exam, final exam and a research paper during the semester that were used to assess student learning and mastery of the subject material presented.	Analysis of the student grades for each type of assignment or test were used to determine the effectiveness of the measure. Questions and tasks that did not produce the desired answers or concepts exposed a need for revision and updating the assignment or test question.	The course curriculum and outcomes have not been revised as a result of the review and analysis of the student's work product as much as the fine tuning of the measure used to assess the student understanding and mastery of the subject and material.
Outcome #2				
Interpret critically and engage actively in written, oral and other forms of discourse for a variety of scholarly, creative and professional purposes.	Proficiency will be measured by quizzes, tests, and other submissions, evaluated and scored using a predetermined grading scale.	Students completed vocabulary assignments, a mid-term exam, final exam and a research paper during the semester that were used to assess student learning and mastery of the subject material presented.	Analysis of the student grades for each type of assignment or test were used to determine the effectiveness of the measure. Questions and tasks that did not produce the desired answers or concepts exposed a need for revision and updating the assignment or test question.	The course curriculum and outcomes have not been revised as a result of the review and analysis of the student's work product as much as the fine tuning of the measure used to assess the student understanding and mastery of the subject and material.



COURSE ASSESSMENT REPORT (CAR)

Course Prefix, Number and Title: AAD/HUM 201 HISTORY OF THE BUILT ENVIRONMENT

Division/Unit: Technical Sciences

Submitted by: Mike Holmes

Contributing Faculty:

Academic Year: 2016-2017

DEAN COMMENTS:

Department Chair/Coordinator/Director has reviewed the CAR's form with faculty member Yes No

Please enter your name and date below to confirm you have reviewed this report:

Title	Print Name	Signature	Date
Department Chair/Coordinator/Director	Mike Holmes	<i>Mike Holmes</i>	5.17.2017
Dean	Kyle Dalpe		5/19/17
Vice President of Academic Affairs		Assessment and Planning Office	6/6/17

TMCC is an EEO/AA institution. See <http://eeo.tmcc.edu> for more information.

Construction and Design

Date: May 17, 2017

In Attendance:

Present: Mike Holmes, Kreg Mebust

Absent: N/A

Assessment Process and Results

- The courses included in the Construction and Design curriculum were discussed regarding a new, conformed assessment cycle to be implemented due to the merger and updated course curriculums, degree requirements, and certificate design. The one course that is included within the general education area/diversity and for curriculum degree and certificate requirements, AAD 201/HUM 201 has been assessed this semester. Mike Holmes has taken the lead responsibility for the initial AAD 201 HUM 201 assessments and then transfer the responsibility to Kreg Mebust since the course is primarily within his program curricular requirements.
- As the two full-time faculty members, Holmes and Mebust will be responsible for discussing any future changes and alterations of the course assessments and program needs based upon industry needs and input from the Construction and Design Advisory Committee. These discussions will continue each semester based upon advisory committee meetings, discussion between themselves, and with professionals from the construction and architectural business sectors.

General Education Assessment Results Conclusions

- The students indicate an increase in their Communication competencies from the mid-term and final exam test scores. The students also indicate a standard mastery of the additional Communication competencies through the 11 Vocabulary Assignments. Approximately two-thirds of the students have met the People and Cultural Awareness competencies with either a proficient or exemplary assessment from the faculty during the assessment process. The final third of the students in this assessment sample were rated as marginal without any receiving an unacceptable rating. These results indicate a standard statistical distribution.

Ideas for Improvement for General Education Competencies (curriculum, assessment process and tools, specific class interventions such as lessons and assignments, teaching techniques, etc.)

- Holmes and Mebust will continue to collaborate on the course outcomes and measures for assessment purposes. They will continue to advise and update any adjunct faculty utilized for teaching sections of courses that are needed beyond their teaching loads for conformance with learning outcomes and measures. Holmes is responsible for the Construction courses while Mebust is responsible for the Design courses.

Course Prefix, Number and Title: THTR 100 INTRODUCTION TO THEATER

Division/Unit: Liberal Arts

Submitted by:

Contributing Faculty:

Academic Year: 2016-2017

General Education Area: *Humanities*

When *THTR 100* was approved by the Curriculum Review Committee for **Humanities** General Education status, the submitter indicated that it mapped to the **Critical Thinking, Communications and Personal/Cultural Awareness** General Education competencies. The faculty-lead General Education Task Force has devised a standard set evaluation rubrics with student learning outcomes (SLOs) for these competencies. When assessing student work as part of your regular course assessment, please select *at least one* of these General Education competency SLOs (pre-populated below) in *each of the* competency areas by completing the following General Education Assessment Report. Keep in mind that you're looking at your course activities through a General Education lens, not necessarily devising new activities to meet General Education assessment.

For each of the chosen Student Learning Outcomes assessed, you will be asked to address the following:

- **Assessment Measures:** Please describe the assignment/pre-post test/report(s)/etc. that you used to assess this competency, as well as the method that you used to select student work for assessment: Did you assess all students in all course sections, take a random sample across all course sections, etc. Please attach a copy of the assignment/ report(s)/etc. prompt, or indicate the national/state/industry-recognized exam that you used as an assessment tool for this measure.
- **Assessment Results:** Please summarize the results of your SLO assessment by indicating the total number of students assess, and number and % of students meeting the "Exemplary," "Proficient," "Marginal," and "Unacceptable" criteria. Please include any additional descriptive narrative as necessary.
- **Closing the Loop: Use of Results to Improve Student Learning:** please summarize how you plan to use the results to improve student learning, and how you have communicated these assessment findings with full-time and part-time faculty. Please attach a copy of the meeting minutes taken during this discussion. A template for these minutes is found in your GEAR packet.
- **Closing the Loop: Re-assessing After the Improvement Plan:** Is this the first time you have assessed this learning outcome? Comment on the last timee you assessed this learning outcome. Based on the results of your follow-up assessment, will you revise course outcomes? If so, please summarize how in why in the boxes below.

GEAR Assessment form

THTR 101

Course Name: Introduction to Theatre

Learning Outcome:	Exemplary	Proficient	Marginal	Unacceptable
Communication #2: Students will use effective verbal and written delivery techniques. These include the appropriate use of structure, content, language, execution, technology, and/or non-verbal cues.	All delivery techniques display structure, content, and language. The techniques include a clear and comprehensive delivery.	Delivery techniques include an acceptable or relatively good display of structure, content, language, execution, technology, and non-verbal techniques.	Delivery techniques display an uneven use of structure, content, language, execution, technology or nonverbal cues. One or more of the elements are missing and/or poorly presented.	Delivery techniques are ineffective or fail to display structure, content, language, execution, technology, and/or non-verbal techniques.

Description of Measure/Instrument:

Student Performance Critiques of live theatre events were evaluated using a predetermined rubric (attached). For the sake of this GE assessment, five categories from the rubric (Introduction, Body, Conclusion, Clarity, and Grammar) were averaged to determine elements of written communication. These five categories readily correlate to each student's skill in the use of structure, content, language, and execution.

Total Number of Students Assessed across all course Sections:	Number of Students Meeting "Exemplary" Criteria:	Number of Students Meeting "Proficient" Criteria:	Number of Students Meeting "Marginal" Criteria:	Number of Students Meeting "Unacceptable" Criteria:
63	9	25.6	23.4	5
Percentage:	14%	41%	37%	8%

Analysis of Results:

The ratio of student success relating to communication through writing is what would normally be expected from an introductory course, but some of the data generated remains difficult to analyze. For instance, this analysis does not incorporate or address the number of students who have completed their English Composition requirements. It also does not differentiate between students with extensive experience in the performing arts and students who have attended their first theatrical performance during the current semester. Despite this assessment's lack of comprehensive surveying of students, the two instructors of this course engaged in a lengthy discussion regarding how the writing of the critique might be improved.

Describe how these results be used to improve student learning:

Perhaps the most expedient approach to increase the quality of writing communication for this assignment would be to create an English prerequisite for the course. However, this prerequisite might negatively impact the enrollment in the course (and other courses might be chosen by students that do not have a prerequisite).

While both instructors agree that the "Performance Critique" assignment description is relatively clear, it can be clarified even further. By providing the rubric and by carefully describing the assignment expectations, an increase in the quality of written communication will most likely increase. Furthermore, because this assignment has a "loose" turn-in deadline (based upon when each student observed a production from an entire season of shows by multiple theatre companies), the assignment turn-in deadline regulations should also be clarified. In addition, the assignment description could easily benefit from more examples of good writing. It might also be beneficial to provide examples of ineffective or unacceptable writing.

Another informal observation made by both instructors is that students who write or speak English as a second language have more difficulty with the assignment. Their apparent lack of confidence with English negatively impacts their use of descriptors and modifiers that promote clarity and specificity. Both Stacey Spain and Rick Bullis want to encouraging the use of scripts and performances that embrace a multitude of languages. In essence, we believe that reading a play or attending a performance in one's native language will help promote the arts rather than hinder them. By attending events or reading plays from a multitude of linguistic or cultural sources, we are promoting artistic sophistication in addition to promoting the diverse elements of our community.

Dean's comments: I agree that a rubric could be quite helpful. I recommend requiring students to work with a tutor on the assignment or at least offering extra credit for doing so. Dr. Jill Channing 5/22/19

Jill Channing

Learning Outcome:	Exemplary	Proficient	Marginal	Unacceptable
<p><u>Personal/Cultural Awareness</u> #6: Students will critique the aesthetic and creative processes/products represented in particular cultural contexts constructively and respectfully.</p>	<p>Response to the assignment demonstrates a clear respect for aesthetic and creative processes/product. Uses complex vocabulary and knowledge of techniques, clearly critiques the aesthetic and creative process. Sophisticatedly compares and evaluates the form, cultural context, and aesthetic qualities of artistic genre, process, artifact, and/or movement(s).</p>	<p>Demonstrates some respect for aesthetic and creative process(es)/product(s). Uses appropriate vocabulary and knowledge of techniques, critiques the aesthetic and creative processes/products. Adequately compares and evaluates the form, cultural context, and aesthetic qualities of artistic genre, process, artifact, and/or movement(s).</p>	<p>Demonstrates little respect for the aesthetic and creative process(es)/product(s). Uses limited vocabulary terms and little knowledge of techniques in a simplistic critique the aesthetic and creative process. Provides limited comparisons and evaluations of the form, cultural context, and aesthetic qualities of artistic genre, process, artifact, and/or movement(s).</p>	<p>Does not demonstrate respect for aesthetic and creative process(es)/product(s). Does not use appropriate vocabulary and knowledge of techniques. Struggles to critique the aesthetic and creative process. Comparisons and evaluations do not adequately describe the form, cultural context, and aesthetic qualities of artistic genre, process, artifact, and/or movement(s).</p>

Description of Measure/Instrument:

Live theatre performance critiques were evaluated using a pre-determined rubric (attached). For the sake of this GE assessment, two categories in the rubric (“Analysis” and “Insight”) were averaged to determine elements of Personal/Cultural Awareness. These two categories readily correlate to each student’s critique of aesthetic and creative processes. The results of this tabulation are listed below.

Total Number of Students Assessed across all course Sections:	Number of Students Meeting “Exemplary” Criteria:	Number of Students Meeting “Proficient” Criteria:	Number of Students Meeting “Marginal” Criteria:	Number of Students Meeting “Unacceptable” Criteria:
63	11	24.5	17.5	5
Percentage: 100%	17%	39%	28%	8%

Analysis of Results:

Although this ratio of student performance (from “exemplary” to “unacceptable”) is what could normally be expected from an introductory course, some of the data generated remains difficult to analyze. For instance, it would be valuable to know each student’s previous experience with the performing arts so that improvement in the ability to critique live performances could be more reliably determined. It

would also be valuable to ascertain the number of students who have completed other liberal arts courses prior to taking Introduction to Theatre (especially in courses such as English and other Performing Arts). Despite the possible validity issues and lack of comprehensive surveying, the two instructors of this course engaged in a lengthy discussion regarding how this course might be improved.

Describe how these results be used to improve student learning:

While both instructors agree that the "Performance Critique" assignment description is relatively clear, it can be clarified even further. By providing the rubric and by carefully describing the assignment expectations, an increase in the quality of Insight and Analysis will most likely increase. Furthermore, because this assignment has a "loose" turn-in deadline (based upon when each student observed a production from an entire season of shows by multiple theatre companies), the assignment turn-in deadline regulations should also be clarified. In addition, the assignment description could easily benefit from more examples of good writing. It might also be beneficial to provide examples of ineffective or unacceptable writing.

Additional ideas for improving the class include the integration of a "Script in Common" that might provide a dramatic source that could be studied across the curriculum. Such plays as "Zoot Suit," "A Raisin in the Sun," or "Angels in America" might provide Anthropology, English, Sociology, Art, History, or Humanities departments with material that could be addressed from a variety of different viewpoints and/or methodologies.

Finally, both Stacey Spain and Rick Bullis agreed that the course should place more emphasis on visual learning, for the sake of the changing needs and aesthetic perspectives of our students. By focusing upon more video clips, iconic images, and geographic maps, this course can provide students with a diverse perspective that represents performing arts from a global perspective.

Dean's Comments: I recommend, as suggested above, that annotated examples to be used and discussed. It could also be helpful to provide opportunities to learn these skills in shorter or homework assignments.

Dr. Jill Channing

[Redacted Signature]

5/23/17



GENERAL EDUCATION ASSESSMENT REPORT (GEAR)

Additional Comments on the Assessment Process:

[Empty rectangular box for additional comments]

faculty submitter has reviewed the GEAR with their Department Chair Coordinator/Director:

Name of Department Chair Coordinator/Director (type): _____ Date: _____

The faculty submitter or Department Chair Coordinator/Director has reviewed the GEAR with their Dean:

Name of Dean (type): _____ Date: _____

Dean's comments (required):

[Large empty rectangular box for Dean's comments]

Received by the Assessment and Planning Office _____ Date: 5/23/17

Assessment and Planning Office

Vice President of Academic Affairs Signature

Date: 6/13/2017

Performing Arts Department Meeting Notes

Date: 5/16/2017

In Attendance:

Present: Catherine Eardley, Stacey Spain, and Eric Bullis

We met at the Stone House Restaurant for about two hours (12:30-2:30) to discuss GE assessments and the GEAR forms relating to two classes: Dance 101 and Theatre 100. Neither Spain nor Eardley were available for the meeting on May 17th, so we decided to do it the day before...

Resetting the 5-Year Assessment Cycle

- Discuss and establish when you'll be assessing each course for the next 5 years: Fall 2017-Spring 2022. **Attach this cycle to the meeting minutes.**
 - **This took place at the VPARTS meeting on May 17th.**
- Remember that a course's SLOs should be assessed at least once within a 5-year period, although more frequent assessment is encouraged.
- When a course is scheduled for assessment, General Education SLOs must also be assessed if it is also a General Education course, and GEAR must be turned in along with the CAR.

Assessment Process and Results

- Identify general education area, outcome, courses, and lead faculty:
 - Catherine Eardley, instructor of 3 sections of Dance Appreciation, had previously identified Critical Thinking #3 and Personal/Cultural Awareness #6 for her assessment. She met with Eric Bullis in early April to discuss this process in detail.
 - Stacey Spain, instructor of 1 section of Introduction to Theatre, had previously identified Communication #2 and Personal/Cultural Awareness #6 for her assessment. She met with Eric Bullis in early April to discuss the process.
- Bullets from faculty discussion regarding the assessment process and results:
 - After discussing how to aggregate the data, we sat together and calculated the results. Unsurprisingly, these two experienced teachers' data displayed a traditional "Bell Curve" in terms of results. Both reported that the acquisition of the data was straightforward, but the aggregation of the data seemed confusing.

General Education Assessment Results Conclusions

- Bullets from faculty discussion regarding the conclusions drawn from the data:
 - The real discussion developed as the three of us interpreted the results. Catherine Eardley suggested several valuable improvements to her class, including the stronger inclusion of diverse dance influences upon her lesson plans, the use of more visually-based lectures, the clarification of the assignment expectations, and the idea of providing videotaped examples of excellence to

her students. Because the demographics of her students has shifted towards Hispanic and Latino, she hopes to develop modules that focus upon dance from those cultures.

Ideas for Improvement for General Education Competencies (curriculum, assessment process and tools, specific class interventions such as lessons and assignments, teaching techniques, etc.)

- Bullets from discussion
 - In addition to the above listed planned improvements, Catherine Eardley and Stacy Spain discussed how their classes were similar in approach. They both agreed that having a “play in common” between their classes might be an interesting idea that could promote cross-disciplinary insights. Due to the increasingly diverse student population, they also thought that utilizing scripts in different languages might also create synergy for the classes.
 - Stacey Spain and Eric Bullis decided that the THTR 100 essay assignment could be improved through the development of a more detailed assignment description. Because the assignment is due a week after a performance is observed, its due-date is inherently vague. By assigning a “play in common” that all students are required to attend, more performance critiques will be turned-in on time. Providing examples of excellent critiques will also “raise the bar” of what the students will produce. Finally, Stacey Spain and Eric Bullis agreed that the course needed more visual stimulation, including video capture for lectures, Maps of geography/ethnography and animations that might make instruction more clear.

Assessment Cycle for 2017-2022 GEN ED COURSES

Prefix	Course #	GenEd	Course	Department	As Taught	Sp 2017	Sp 2018	Fall 2018	Sp 2019	Fall 2019	Sp 2020	Fall 2020	Sp 2021	F 2021	Sp 22
ART	300	Y	VISUAL FOUNDATIONS	Visual and Performing Arts											
ART	301	Y	DRAWING I	Visual and Performing Arts											
ART	302	Y	DRAWING II	Visual and Performing Arts											
ART	324	Y	INTRO TO PRINTING	Visual and Performing Arts											
ART	334	Y	INTRO TO PRINTING	Visual and Performing Arts											
ART	335	N	PHOTOGRAPHY I	Visual and Performing Arts											
ART	341	N	INTRODUCTION TO DIGITAL PHOTOGRAPHY	Visual and Performing Arts											
ART	342	N	INTRODUCTION TO DIGITAL PHOTOGRAPHY II	Visual and Performing Arts											
ART	343	N	DIGITAL ASSET MANAGEMENT	Visual and Performing Arts											
ART	352	N	LANDSCAPE/ARCHITECTURAL PHOTOGRAPHY	Visual and Performing Arts											
ART	360	Y	ART APPRECIATION	Visual and Performing Arts											
ART	308	N	SPECIAL TOPICS IN ART	Visual and Performing Arts											
ART	201	N	USE DRAWING I	Visual and Performing Arts											
ART	209	N	INTRODUCTION TO GALLERY PRACTICES	Visual and Performing Arts											
ART	211	N	CERAMICS I	Visual and Performing Arts											
ART	212	N	CERAMICS II	Visual and Performing Arts											
ART	216	N	SCULPTURE I	Visual and Performing Arts											
ART	224	N	BEGINNING PRINT MAKING/RELIEF	Visual and Performing Arts											
ART	231	N	PAINTING I	Visual and Performing Arts											
ART	232	N	PAINTING II	Visual and Performing Arts											
ART	233	N	ANALOG PHOTOGRAPHY I	Visual and Performing Arts											
ART	234	N	ANALOG PHOTOGRAPHY II	Visual and Performing Arts											
ART	235	N	PHOTOGRAPHY III	Visual and Performing Arts											
ART	236	N	PHOTOGRAPHY IV	Visual and Performing Arts											
ART	239	N	POURTY AND FASHION PHOTOGRAPHY	Visual and Performing Arts											
ART	245	N	DIGITAL MEDIA I	Visual and Performing Arts											
ART	260	Y	SURVEY OF ART HISTORY I	Visual and Performing Arts											
ART	261	Y	SURVEY OF ART HISTORY II	Visual and Performing Arts											
ART	265	Y	SURVEY OF AFRICAN, OCEANIC & NATIVE AMERICAN ART	Visual and Performing Arts											
ART	265	Y	INTRODUCTION TO CONTEMPORARY ART	Visual and Performing Arts											
ART	270	Y	WOMEN IN ART	Visual and Performing Arts											
ART	287	N	STILL LIFE/PRODUCT PHOTOGRAPHY	Visual and Performing Arts											
ART	288	N	PHOTOGRAPHY OF ART AND ARTIFACTS	Visual and Performing Arts											
ART	289	N	PROFESSIONAL PRACTICES IN PHOTOGRAPHY	Visual and Performing Arts											
ART	295	N	SPECIAL TOPICS IN ART HISTORY	Visual and Performing Arts											
ART	296	N	INDEPENDENT STUDY	Visual and Performing Arts											
ART	297	N	FIELD STUDY	Visual and Performing Arts											
ART	298	N	PORTFOLIO EMPHASIS	Visual and Performing Arts											
ART	299	N	SPECIAL TOPICS IN STUDIO ART	Visual and Performing Arts											
DAN	101	Y	DANCE APPRECIATION	Visual and Performing Arts											
DAN	102	N	JAZZ DANCE (BEGINNING)	Visual and Performing Arts											
DAN	133	N	JAZZ DANCE (BEGINNING/INTERMEDIATE)	Visual and Performing Arts											
DAN	135	N	BALLET, BEGINNING	Visual and Performing Arts											
DAN	136	N	BALLET, BEGINNING/INTERMEDIATE	Visual and Performing Arts											
DAN	139	Y	MODERN DANCE, BEGINNING	Visual and Performing Arts											
DAN	139	Y	MODERN DANCE, BEGINNING/INTERMEDIATE	Visual and Performing Arts											
DAN	144	N	TAP DANCE (BEGINNING)	Visual and Performing Arts											
DAN	145	N	INTERMEDIATE TAP DANCE	Visual and Performing Arts											
DAN	188	N	CHOREOGRAPHY I: IMPROVISATION FOR COMPOSITION	Visual and Performing Arts											
DAN	232	N	JAZZ DANCE (INTERMEDIATE)	Visual and Performing Arts											
DAN	232	N	BALLET (INTERMEDIATE)	Visual and Performing Arts											
DAN	236	N	BALLET (INTERMEDIATE/ADVANCED)	Visual and Performing Arts											
DAN	238	N	MODERN DANCE INTERMEDIATE	Visual and Performing Arts											
DAN	239	N	MODERN DANCE, INTERMEDIATE/ADVANCED	Visual and Performing Arts											
DAN	244	N	TAP DANCE (INTERMEDIATE)	Visual and Performing Arts											
DAN	281	N	DANCE PERFORMANCE	Visual and Performing Arts											
DAN	287	N	CONCERT DANCE COMPANY	Visual and Performing Arts											
DAN	288	N	CHOREOGRAPHY II: ELEMENTS OF DANCE COMPOSITION	Visual and Performing Arts											
DAN	295	N	INDEPENDENT STUDY: DANCE	Visual and Performing Arts											
GCS	107	N	DESIGN FUNDAMENTALS	Visual and Performing Arts											
GCS	109	N	COLOR AND DESIGN	Visual and Performing Arts											
GCS	110	N	RENDERING & ILLUSTRATION	Visual and Performing Arts											
GRC	118	N	COMPUTER GRAPHICS/PRINT MEDIA	Visual and Performing Arts											
GRC	119	N	COMPUTER GRAPHICS/DIGITAL MEDIA	Visual and Performing Arts											
GRC	120	N	SOFTWARE APPLICATIONS-BEGINNING PHOTOSHOP	Visual and Performing Arts											

X Means the course is scheduled for assessment

Course Prefix, Number, Title: BIOL 190L Introduction to Cell and Molecular Biology Lab

Division, Department/Unit: Sciences

Submitted By: Meeghan Gray

Contributing Faculty: Veronica Arinze, Jonathon Reddick-Lau, Sharif Rumjahn, Brandon Shultz, Ryan Wong, Taylor Yancey

General Education Area: *Natural Sciences*

When **BIOL 190L** was approved by the Curriculum Review Committee for **Natural Science** General Education status, the submitter indicated that it mapped to the **Critical Thinking and Quantitative Reasoning** General Education competencies. The faculty-lead General Education Task Force has devised a standard set evaluation rubrics with student learning outcomes (SLOs) for these competencies. When assessing student work as part of your regular course assessment, please select *at least one* of these General Education competency SLOs (pre-populated below) in *each of the* competency areas by completing the following General Education Assessment Report. Keep in mind that you're looking at your course activities through a General Education lens, not necessarily devising new activities to meet General Education assessment.

For each of the chosen Student Learning Outcomes assessed, you will be asked to address the following:

- **Assessment Measures:** Please describe the assignment/pre-posttest/report(s)/etc. that you used to assess this competency, as well as the method that you used to select student work for assessment: Did you assess all students in all course sections, take a random sample across all course sections, etc. Please attach a copy of the assignment/ report(s)/etc. prompt, or indicate the national/state/industry-recognized exam that you used as an assessment tool for this measure.
- **Assessment Results:** Please summarize the results of your Communications SLO assessment by indicating the total number of students assessed, and number and % of students meeting the "Exemplary," "Proficient," "Marginal," and "Unacceptable" criteria. Please include any additional descriptive narrative as necessary.
- **Closing the Loop: Use of Results to Improve Student Learning:** please summarize how you plan to use the results to improve student learning, and how you have communicated these assessment findings with full-time and part-time faculty. Please attach a copy of the meeting minutes taken during this discussion. A template for these minutes is found in your GEAR packet.
- **Closing the Loop: Re-assessing After the Improvement Plan:** Is this the first time you have assessed this learning outcome? Comment on the last time you assessed this learning outcome. Based on the results of your follow-up assessment, will you revise course outcomes? If so, please summarize how and why in the boxes below.

General Education Competency: Critical Thinking

Please select *at least one* of the Critical Thinking SLOs below to assess. *You may delete the remaining SLOs that you chose not to utilize.*

6. Students will draw valid conclusions.

Assessment Measures: Students from 14 sections of 190L were given a question from the lab write-up where they had to explain why they used several different plates in an experiment (see attached).

Assessment Results:

280	Total Students Assessed	100	%
117	Students Scored as Exemplary:	42	%
87	Students Scored as Proficient:	31	%
55	Students Scored as Marginal:	20	%
21	Students Scored as Unacceptable	7	%

Most students in this lab seem to be doing well with drawing valid conclusions. Most instructors agree that this is a tough question for their students to answer in a very short amount of time. This question also requires knowledge of how antibiotics and operons work. Despite the challenges of this question, over 70% of them are completing this outcome at a proficient or exemplary level. Only 8% are doing it at an unacceptable level. Several factors could explain these results. First, this is one of the last labs that is done in the sequence in the semester. By the time students reach this lab, they have had lots of practice. Second, the lab is designed with a pre-lab to give them practice on explaining why they had used all of the different plates. Overall, most students have had lots of practice by the time they completed this assignment.

Closing the Loop - Use of Results to Improve Student Learning:

From these results, it is clear that this lab is helping students draw conclusions about experimental methods. This lab and its practice worksheets will continue to be used in the 190L.

Closing the Loop – Reassessing After the Improvement Plan:

General Education Competency: Quantitative Reasoning

Please select *at least one* of the Quantitative Reasoning SLOs below to assess. *You may delete the remaining SLOs that you chose not to utilize.*

1. Students will use the mathematics appropriate to a particular problem to obtain correct solutions.

Assessment Measures: Students from 14 sections of 190L were given a series of calculations to determine transformation efficiencies of the pGLO plasmide into bacteria.

Assessment Results:

<u>280</u>	Total Students Assessed	<u>100</u>	%
<u>102</u>	Students Scored as Exemplary:	<u>36</u>	%
<u>82</u>	Students Scored as Proficient:	<u>29</u>	%
<u>56</u>	Students Scored as Marginal:	<u>20</u>	%
<u>40</u>	Students Scored as Unacceptable	<u>14</u>	%

Most students are doing well with this outcome. This lab occurs later in the semester and students have had several opportunities to practice these calculations. This series of calculations can be challenging to students (14%), but most seem to be doing well. Several instructors have also worked through some of these calculations, using different numbers, with the students before this assignment.

Closing the Loop - Use of Results to Improve Student Learning:

It is clear that practicing with the students helps them to perform the calculations. We will continue to keep this lab in the series for 190L, however after discussions with part-time instructors, it is important that calculations that pertain to solutions and metric conversions be added to this assessment. Most labs in the 190L focus on this skills and we think it might better to add these questions for this outcome. These current calculations maybe better assessing their ability to read word problems (math fluency), therefore different calculations will be added to the next assessment.

Closing the Loop – Reassessing After the Improvement Plan:



GENERAL EDUCATION ASSESSMENT REPORT (GEAR)

Additional Comments on the Assessment Process:

[Empty box for additional comments]

The faculty submitter has reviewed the CAR with their Department Chair/Coordinator/Director

Name of Department Chair/Coordinator/Director (type): . Date:

The faculty submitter or Department Chair/Coordinator/Director has reviewed the CAR with their Dean

Name of Dean (type): Date: Julie Ellsworth 7/17 [Redacted] [Redacted]

Dean's comments (required):

Good assessment questions and room for student gains

Received by the Assessment and Planning Office

Date: 7/14/2017

Assessment and Planning Office

Vice President of Academic Affairs Signature

Date: 7/15/2017

BIOL 190 General Education Assessment Tool

3. **Transformation Efficiency Calculation:** Bio-Rad reports that the average transformation efficiency, or how successful the bacteria were at incorporating the pGLO plasmid, for the procedure you, followed is between 8.0×10^2 and 7.0×10^3 successful transformations per μg of plasmid DNA. The transformation efficiency is independent of arabinose in the nutrient agar. Calculate the transformation efficiency for the + pGLO LB/amp and + pGLO LB/amp/ara plates. Then, calculate the average transformation efficiency for these two plates. **Show all work and all units (μg , μl , etc.) for your calculations.**

a. From your pre-lab assignment, indicate the total amount, in μg , of pGLO DNA used:

Total μg pGLO = _____ μg

b. From your pre-lab assignment, indicate the total volume of your transformation reaction by adding the volumes of the reaction components:

Total Transformation Reaction Volume = _____ μl

c. From your pre-lab assignment, indicate the fraction of the transformation reaction spread:

Fraction of Transformation Reaction Spread = _____

d. From your pre-lab assignment, indicate the amount of pGLO DNA that went onto each plate:

Amount (μg) pGLO onto each plate = _____ μg

e. Calculate the transformation efficiency for the + pGLO LB/amp and + pGLO LB/amp/ara plates. **Show all work**, and write your answer in **scientific notation**. Scientific notation expresses numbers in powers of ten rather than multiple zeros. Review your notes on scientific notation from the Math and Chemistry Review in the Appendix if needed.

Transformation Efficiency = _____ # colonies

f. Calculate the average transformation efficiency for the two plates above.

Average transformation efficiency = _____ colonies/ μg pGLO

4. **Discussion Questions:**

a. Explain, in detail, the purpose of each of the four plates (i.e. what they were testing for). You can draw a diagram to explain the purpose. Also explain what results you expect to see on each of the plates and why.

Biology Department Meeting Notes

Date: May 17, 2017

In Attendance:

Present: Meeghan Gray, Laura Briggs, Scott Huber, Virginia Irintcheva, Smriti Bhattarai, Jim Collier, Jinger Doe, Jon Reddick-Lau, Taylor Yancey, Dan Williams, Peter Murphy, Amy Cavanaugh

Absent: Eddie Burke

Reminder: CARs and GEARs due May 19 to the dean. Please CC the Assessment Team Leader with whom you were working.

Resetting the 5-Year Assessment Cycle

We will assess all objectives at one time every 2.5 yrs. We will evaluate the objectives, update MCO's.

Assessment Process and Results, General Education Assessment Results Conclusions

- **Biol 100, Quantitative Reasoning, Critical Thinking, Lead: Laura Briggs**
- Can we report gains and overall percentage? Right now marginal students include those that got answers correct pre/post
- This assessment just covered Ch. 1 in the book. Yes – it also covered two of the three course objectives.
- Take course objectives and build assignments towards those objectives.
- decide on a series of questions and then teaching to those questions. Meeghan: teach to those concepts.
- Build an assignment to use based on GE rubric
- Many students are far removed from the test, so it might be important to assess throughout the semester, like embedding questions into exams.

- **Biol 113, Critical Thinking (Drawing valid conclusions) Quantitative Reasoning: Food Web, Lead Faculty: Meeghan Gray**
- Critical Thinking: 44 students did the assignment; 11 did not
- Quantitative Reasoning: 35 did assignment; 20 did not
- Critical thinking: Assignment seems easy. I think this requires critical thinking. There must be more than this for students to complete assignment. Group: agrees this measures valid conclusions.
- Assessment works great for a class but applying it to the dept /college is limited.
- Could we do gains in all classes? Use the same tool for each? We are using the same rubric. Assessment isn't always valid
- GE assessment: want us to show students learned. Better to show what students learned.
- Need pre/post to compare nationally. Doesn't agree – it is only good for your class. GE should show if students are at the level they need to be when they leave – based on national average – independent of what they knew when they come in.
- Food webs may not be the best way to assess the quantitative reasoning outcome.

- Overall for BIOL113: since this is an online class, it would be important for the future for students to either be assessed using proctored exams or assignment that have time limits. Right now, students can use lots of online resources, so are we assessing the students' knowledge, or their ability to google an answer?
- **Biol 190L – Critical Thinking, drawing valid conclusions. Quantitative Reasoning. Mathematics, Lead Faculty: Scott Huber**
- Critical Thinking Q's This is an excellent Q to measure this competency. It is difficult for them. From a gains perspective – Critical thinking: hypothesis formation and null hypothesis between Lab 6 (Sunscreen) and this lab (GFP).
- Found that students who did pre-lab did better and students that have had chemistry do much better.
- Quant Reasoning: This isn't a good question. Perhaps these calculations reflect more about reading comprehension (math literacy) than actual calculation.
- Graphing might be a good measure – soda lab
- Most students are getting this so maybe we look for something better.
- Can we do the same assessment again to get more data?
- Going forward: adding more calculations that pertain to solutions and metric conversions.
- **Biol 191 – Critical Thinking – draw valid conclusions. Quantitative Reasoning: details of a system. Make hypothesis, Lead: Meeghan Gray**
- Data shows that students not really thinking like a scientist but wouldn't expect them to be thinking like a scientist
- your end goal for this skill is not the end of this class, rather at the end of their degree. You have to start early.
- Hypothesis formulation might be a good pre/post

Ideas for Improvement for General Education Competencies (curriculum, assessment process and tools, specific class interventions such as lessons and assignments, teaching techniques, etc.)

- Biol 100: Longer test – more questions. Include the final percentages in GEAR. Look for a standardized national exam.
- Biol 113: Needs to be a proctored assignment or means to prevent collecting info from internet. Why are not all the students completing the assignment? Make them more challenging.
- Biol 190L: Compare an earlier lab to a later lab. Adding more calculations questions.
- Biol 191L: Earlier lab report and compare results to later lab report.
- Get people engaged – how many are checked out?
- Embed similar questions into exams
- Make the pre/post part of their grade or possible extra credit.
- Create some standard questions that are embedded on every exam.

Course Prefix, Number, Title: ECON 103, Principles of Macroeconomics

Division, Department/Unit: Business, Economics

Submitted By: Tanja Hayes

Contributing Faculty: Steven Streeper, Tanja Hayes

General Education Area: Social Science

When **ECON 103** was approved by the Curriculum Review Committee for General Education status, the submitter indicated that it mapped to the Critical Thinking, Information Literacy, and People/Cultural Awareness General Education competencies. The faculty-lead General Education Task Force has devised a standard set evaluation rubrics with student learning outcomes (SLOs) for these competencies. When assessing student work as part of your regular course assessment, please select *at least one* of these General Education competency SLOs (pre-populated below) in *each of the* competency areas by completing the following General Education Assessment Report. Keep in mind that you're looking at your course activities through a General Education lens, not necessarily devising new activities to meet General Education assessment.

For each of the chosen Student Learning Outcomes assessed, you will be asked to address the following:

- **Assessment Measures:** Please describe the assignment/pre-posttest/report(s)/etc. that you used to assess this competency, as well as the method that you used to select student work for assessment: Did you assess all students in all course sections, take a random sample across all course sections, etc. Please attach a copy of the assignment/ report(s)/etc. prompt, or indicate the national/state/industry-recognized exam that you used as an assessment tool for this measure.
- **Assessment Results:** Please summarize the results of your Communications SLO assessment by indicating the total number of students assess, and number and % of students meeting the “Exemplary,” “Proficient,” “Marginal,” and “Unacceptable” criteria. Please include any additional descriptive narrative as necessary.
- **Closing the Loop: Use of Results to Improve Student Learning:** please summarize how you plan to use the results to improve student learning, and how you have communicated these assessment findings with full-time and part-time faculty. Please attach a copy of the meeting minutes taken during this discussion. A template for these minutes is found in your GEAR packet.
- **Closing the Loop: Re-assessing After the Improvement Plan:** Is this the first time you have assessed this learning outcome? Comment on the last time you assessed this learning outcome. Based on the results of your follow-up assessment, will you revise course outcomes? If so, please summarize how in why in the boxes below.

Include only the Gen Ed Competencies/SLOs that apply to the course being assessed.

General Education Competency: Critical Thinking

TMCC is an EEO/AA institution. See <http://eeo.tmcc.edu> for more information.



Please select *at least one* of the Critical Thinking SLOs below to assess. *You may delete the remaining SLOs that you chose not to utilize.*

1. Students will identify and summarize, or explain the main question(s), problem(s), issue(s), points and/or argument(s).

Assessment Measures:

Pre to Post test comparisons, Discussion post

Assessment Results:

70	Total Students Assessed	10	%
		0	
36	Students Scored as Exemplary:	51	%
26	Students Scored as Proficient:	37	%
7	Students Scored as Marginal:	10	%
1	Students Scored as Unacceptable	1	%

(Include additional descriptive narrative as necessary.)

Closing the Loop - Use of Results to Improve Student Learning:

Use more critical thinking examples and exercises throughout the course. Give practice assignments that incorporate critical thinking, with detailed instructions and expectations.

Closing the Loop – Reassessing After the Improvement Plan:

General Education Competency: Information Literacy

TMCC is an EEO/AA institution. See <http://eoo.tmcc.edu> for more information.

Please select *at least one* of the Competency Information Literacy SLOs below to assess. *You may delete the remaining SLOs that you chose not to utilize.*

3. Students will use information sources to accomplish a specific purpose.

Assessment Measures:

Project Completion of specific tasks, Discussion post

Assessment Results:

70	Total Students Assessed	10	%
		0	
19	Students Scored as Exemplary:	27	%
16	Students Scored as Proficient:	23	%
30	Students Scored as Marginal:	43	%
5	Students Scored as Unacceptable	7	%

(Include additional descriptive narrative as necessary.)

Closing the Loop - Use of Results to Improve Student Learning:

Give more detailed directions on writing assignments. Discuss proper use of sources. Specify number of sources expected to be used.

Closing the Loop – Reassessing After the Improvement Plan:

General Education Competency: People and Cultural Awareness

Please select *at least one* of the People and Cultural Awareness SLOs below to assess. *You may delete the remaining SLOs that you chose not to utilize.*

2. Students will analyze and articulate the ways in which individuals, groups, and institutions influence society.

Assessment Measures:

Demonstrated competency of Macroeconomic issues on final exam, Discussion post

Assessment Results:

71	Total Students Assessed	10	%
		0	
<u>19</u>	Students Scored as Exemplary:	<u>27</u>	%
<u>34</u>	Students Scored as Proficient:	<u>48</u>	%
<u>10</u>	Students Scored as Marginal:	<u>14</u>	%
<u>8</u>	Students Scored as Unacceptable	<u>11</u>	%

(Include additional descriptive narrative as necessary.)

Closing the Loop - Use of Results to Improve Student Learning:

Add more lesson materials on this topic. Give assignments that specifically incorporate this topic to a higher degree.

Closing the Loop – Reassessing After the Improvement Plan:

Additional Comments on the Assessment Process:

The faculty submitter has reviewed the GEAR with their Department Chair/Coordinator/Director

Name of Department Chair/Coordinator/Director (type): _____ Date: _____

The faculty submitter or Department Chair/Coordinator/Director has reviewed the GEAR with their Dean

TMCC is an EEO/AA institution. See <http://eoo.tmcc.edu> for more information.



GENERAL EDUCATION ASSESSMENT REPORT (GEAR)

Name of Dean (type): Date: 5-17-17

[Redacted]

Dean's comments (required):

[Redacted]

It was identified that more focus on critical thinking would enhance to students' learning experience. A number of other suggestions and areas for improvement were noted by department faculty.

Received by the Assessment and Planning Office

Date: 5/19/2017

Assessment and Planning Office

Date: 6/12/2017

Vice President of Academic Affairs Signature

Econ 103 – [REDACTED]

People/Cultural Awareness

Discussion Post 2

For this discussion post, you will write a short essay (around 500 words) addressing the specifics in the task below. This post is due **Sunday at 11:59 pm**. You then need to provide thoughtful, educated responses to three of your classmates' posts by **Thursday, April 27 at 11:59 pm**. Your responses will be part of your grade for this assignment.

Task: Based on the recent election outcome, **research and analyze the predicted outcome on the different components of GDP: C, I, G, NX** (consumption, investment, government spending on goods and services, and net exports). I expect you to know (or relearn) the proper definitions of these terms, and to analyze each component thoroughly, researching facts as you go along. How might each component go up or down, and why? What do you think will happen to overall GDP under President Trump? Again, your post should be right around 500 words. Use Word's word count tool or some other program to make sure you don't write too much or too little. You will lose points if you do.

Please note - this is a factual assignment. I expect you all to be **civil and respectful** to each other, as you have been thus far. :) And please know that I respect you - regardless of your political viewpoint, race, ethnicity, immigration status, religion, gender, or sexual orientation. :)

Imagine that you have an idea for a small business you want to start. What steps would you have to take to make the business a reality? How can you get some starting money? What do you need to do legally? What do you need to do practically?

Make up the business you're starting (be creative!), and then start researching these questions:

- How can you get startup money? How much money might you need?
- Where will you house your business? If at home, what are the tax implications?
- How will you get advertisement started? What will it cost?
- Consider whether you need to hire people right away – what will that entail, practically and financially?
- What other legal or financial obstacles or opportunities are there for you and your new business?

Write a paper summarizing your findings, of at most 700 words (excluding heading, group member names etc. --about 3 pages). You can work alone or in a group of at most 3 people. Let me know your groups ASAP please.

Formatting: Use 1-inch margins, Times New Roman font size 12, double spacing.

Grading requirements: You will be graded on the following four components. Each will be weighed equally.

1. **Depth of research:** Several, varied, cited, respected sources. Sources must be cited properly (see http://www.umuc.edu/library/libhow/apa_examples.cfm for a guide).
2. **Educational:** The average, well-educated reader comes away with a deeper understanding of the subject.
3. **Writing style and sentence structure:** Interesting and captivating, with clear and concise wording. *Note that 700 words isn't very much for all this content, so write in a concise manner!*
4. **Organization:** Strong common thread/voice. Flows logically from one topic/ paragraph to the next.

On each of these components, you will receive one of the following grades:

- A: 100%** Excellent, absolutely!
- B: 85%**, Yes, good.
- C: 75%** Fair, tried but didn't quite succeed.
- D: 65%** Poor, tried but failed.
- F: 50%** Didn't do it.

Upload your paper to Canvas by the due date. Please let me know if you have any questions. Show me your best work – write a paper that you would be proud to show a future employer! ☺



Division of Business
Faculty and Staff Assessment Meeting

May 17, 2017

Present: Marie Murgolo-Poore, Jeanne Anderson, Jean Lampson,

Full time faculty: Ben Scheible, Steven Streeper, Phil Smilanick, Tanja Hayes, Brian Addington, Robert Kirchman, Nancy O'Neal.

Part time faculty: Richard McIntire, David Maine

Absent: Lisa Buehler, medical leave.

Meeting Notes:

At 10:00 am the Dean of the Division of Business, Dr. Marie Murgolo-Poore welcomed the group and talked about the assessment process and the importance of closing the loop on General Education assessment by sharing and discussing the findings with all faculty. She also explained the North West Commission and the sanction. She encouraged everyone to make Assessment Day a useful process.

Assessment Process & Results

Discussion started with Brian Addington asking how the CARs, PURs and the GEAR function with each other and what their purpose is in regards to the class development. It was explained that the assessment of data shows if course objectives are being met, CARs builds into the PUR with program objectives and GEARS use assessment to provide faculty with information to ensure the general education requirements are being met.

Dean Marie clarified that CARs, PURs, and GEARS are on a 5 year cycle that has recently been reviewed and updated, and that all courses go through the CAR process when they are first created.

- ECON 102/103 are approved General Education Courses for AA degrees
- BUS 117 is an approved General Education course for AAS degrees

Dean Marie turned the meeting over to ECON faculty – Professor Steven Streeper & Tenure Track Professor Tanja Hayes

Professor Streeper reviewed the CAR process that ECON 102, 103 and 261 underwent this semester. He focused on the 3 learning outcomes and the pre & post test assessment measures. By using similar questions on the mid-term (pretest) and finals (posttest) and comparing the percentages led to the assessment measures, and all faculty present then discussed the results. ECON faculty will use the results to modify the course.

Faculty discussed how to choose which learning outcomes should be included in the CARs and what students should know at course completion. Professor Phil Smilanick questioned why only 3 learning outcomes were used from the Master Course Outlines. Professor Robert Kirchman explained that 3 key learning outcomes are sufficient to evaluate the course effectiveness and measure student knowledge. All faculty came to agreement that 3 key learning outcomes are beneficial and helpful for assessment.

Tenure Track Professor Tanja Hayes presented the GEAR for ECON 102 and ECON 103 and explained how undertaking this process has highlighted some areas of importance, such as cultural awareness.

Adjunct Professor David Maine had questions on the design process and how the baseline was created to measure student knowledge and proficiency.

All faculty present discussed the rubric for competency realizing that not all courses would be the same and also discussed research projects and the potential student retention issues caused by enforcing deadlines and issuing group projects.

This process was seen as a learning experience for all; sharing learning outcomes with all faculty helps with course improvements. Faculty also discussed the impact of having various ages in their classes and the difference this caused in how students respond to deadlines and group projects. Some students prefer to work independently and others enjoy the cohesion that results from group projects. Points were made that indicate the group work encourages problem solving and critical thinking. Various faculty wondered about the impact of group work vs lecture on retention.

Tenure Track Professor Hayes initiated discussion on teaching General Education courses and pointed out how they include cultural awareness and the impact of student differential preparedness levels.

Faculty suggested the following topics for Professional Development workshops

- CAR, PUR, and GEAR processes and deadlines
- Best Practice for Canvas Courses
- Retention Strategies
- How to teach to all level differentiation in order to bring everyone up
 - Faculty discussed how to raise levels of all students and the difficulty of teaching to all levels so as to include everyone

Dean Marie discussed importance of working closely with PT instructors in a mentoring capacity and emphasized the importance of meeting all 45 hours of face to face contact hours.

Professor Nancy O'Neal stated she would be happy to observe the PT faculty teaching in her disciplines and put it on her annual plan. Faculty in attendance expressed their agreement to implementing this across all areas in the Division of Business.

Dean Marie closed the meeting by thanking everyone for their time and dedication to ensuring our students receive the best education possible.

Meeting adjourned: 12:10 pm


GENERAL EDUCATION ASSESSMENT REPORT (GEAR)

Revised 04//2017

Course Prefix, Number, Title: ENGLISH 102

Division, Department/Unit: Liberal Arts, English Department

Submitted By: Cheryl Cardoza, Co-Chair of the English Department and Molly Maynard, English Department Coordinator

Contributing Faculty: Lenaya Anderson, Erika Bein, Cheryl Cardoza, Patricia Cullinan, Ana Douglass, Hugh Fraser, Molly Maynard, Mark Maynard, Brad Summerhill, Karen Wikander

General Education Area: English

When **ENG 102** was approved by the Curriculum Review Committee for **ENGLISH** General Education status, the submitter indicated that it mapped to the **Communication, Critical Thinking, and Information Literacy** General Education competencies. The faculty-lead General Education Task Force has devised a standard set evaluation rubrics with student learning outcomes (SLOs) for these competencies. When assessing student work as part of your regular course assessment, please select *at least one* of these General Education competency SLOs (pre-populated below) in *each of the* competency areas by completing the following General Education Assessment Report. Keep in mind that you're looking at your course activities through a General Education lens, not necessarily devising new activities to meet General Education assessment.

For each of the chosen Student Learning Outcomes assessed, you will be asked to address the following:

- **Assessment Measures:** Please describe the assignment/pre-posttest/report(s)/etc. that you used to assess this competency, as well as the method that you used to select student work for assessment: Did you assess all students in all course sections, take a random sample across all course sections, etc. Please attach a copy of the assignment/ report(s)/etc. prompt, or indicate the national/state/industry-recognized exam that you used as an assessment tool for this measure.
- **Assessment Results:** Please summarize the results of your Communications SLO assessment by indicating the total number of students assess, and number and % of students meeting the "Exemplary," "Proficient," "Marginal," and "Unacceptable" criteria. Please include any additional descriptive narrative as necessary.
- **Closing the Loop: Use of Results to Improve Student Learning:** please summarize how you plan to use the results to improve student learning, and how you have communicated these assessment findings with full-time and part-time faculty. Please attach a copy of the meeting minutes taken during this discussion. A template for these minutes is found in your GEAR packet.
- **Closing the Loop: Re-assessing After the Improvement Plan:** Is this the first time you have assessed this learning outcome? Comment on the last time you assessed this learning outcome. Based on the results of your follow-up assessment, will you revise course outcomes? If so, please summarize how in why in the boxes below.



GENERAL EDUCATION ASSESSMENT REPORT (GEAR)

General Education Competency: Communication

Please select *at least one* of the Communication SLOs below to assess. *You may delete the remaining SLOs that you chose not to utilize.*

3. Students will develop and express a thesis through an appropriate use of evidence/logic/data.

Assessment Measures: For this cycle, we requested a Research Essay (7-10 pages, not including Works Cited) in Fall 2016 with the following components: Essay must be claim-based, 5+ sources (a majority should come from scholarly research); Essay should demonstrate a synthesis of argument/claim and source materials with a heavy emphasis on original claims over quoted sources; Dictionaries/encyclopedias (and online equivalents) do not count as viable sources; In-text citations; Works Cited page. This is usually the culminating assignment in 102, but instructors weren't required to use their final assignments, although it was highly encouraged.

All sections of English 102 participated in the assessment. Instructors were given information about the assessment during the first week of the semester, and the department coordinator collected copies of the essay assignment in October. Most of the faculty submitted essay assignments by the deadline, and they were discussed in the Composition Committee meeting. All assignment sheets met the assignment requirements.

Three numbers were randomly selected, and these were used to select students from each instructor's roster. Those selected student's essays were the ones collected for assessment. Every instructor submitted their material for the assessment. A total of 101 essays were collected, along with the rosters and final versions of assignment sheets if revisions had been made.

Eleven faculty members volunteered to read these essays (Contributing Faculty). The essays and GEAR rubric were distributed and scored by the faculty. The data was tabulated for this report.

Assessment Results:

<u>101</u>	Total Students Assessed	<u>100</u>	%
<u>25</u>	Students Scored as Exemplary:	<u>25</u>	%
<u>40</u>	Students Scored as Proficient:	<u>40</u>	%
<u>25</u>	Students Scored as Marginal:	<u>25</u>	%
<u>11</u>	Students Scored as Unacceptable	<u>11</u>	%

Closing the Loop - Use of Results to Improve Student Learning:

- While 65% is fine, the English Department would rather see more of their students meeting this objective.



GENERAL EDUCATION ASSESSMENT REPORT (GEAR)

- Thesis and support will be addressed at our professional development day in the Fall. Numerous faculty will present on this topic to help everyone employ new strategies for teaching thesis and support.
- Materials on teaching thesis and support will be distributed to all faculty, FT and PT.
- We will reassess these outcomes to see if progress is made.

Closing the Loop – Reassessing After the Improvement Plan:

- This is the first year we have used this assessment tool and focused on these particular outcomes. We plan to reassess this again in the hope that strategies will help us improve these outcomes.

General Education Competency: Critical Thinking

Please select *at least one* of the Critical Thinking SLOs below to assess. *You may delete the remaining SLOs that you chose not to utilize.*

4. Students will state a position, perspective, thesis, hypothesis, argument, or findings based on a line of reasoning and/or evidence.

Assessment Measures: Same as above.

Assessment Results:

<u>101</u>	Total Students Assessed	<u>100</u>	%
<u>23</u>	Students Scored as Exemplary:	<u>23</u>	%
<u>40</u>	Students Scored as Proficient:	<u>40</u>	%
<u>27</u>	Students Scored as Marginal:	<u>27</u>	%
<u>11</u>	Students Scored as Unacceptable	<u>11</u>	%

Closing the Loop - Use of Results to Improve Student Learning:

- While 63% is fine, the English Department would rather see more of their students meeting this objective.
- Thesis and support will be addressed at our professional development day in the Fall. Numerous faculty will present on this topic to help everyone employ new strategies for teaching thesis and support.
- Materials on teaching thesis and support will be distributed to all faculty, FT and PT.
- We will reassess these outcomes to see if progress is made.

Closing the Loop – Reassessing After the Improvement Plan:

TMCC is an EEO/AA institution. See <http://eoo.tmcc.edu> for more information.



GENERAL EDUCATION ASSESSMENT REPORT (GEAR)

- This is the first year we have used this assessment tool and focused on these particular outcomes. We plan to reassess this again in the hope that strategies will help us improve these outcomes.

General Education Competency: Information Literacy

Please select *at least one* of the Competency Information Literacy SLOs below to assess. *You may delete the remaining SLOs that you chose not to utilize.*

5. Students will properly cite sources of information.

Assessment Measures: The essays that were collected in Fall 2016, as described above, were used for a department assessment of this outcome. We used a four point scale, 1-4, and assessed 100 essays (one was misplaced on the assessment day). The rubric, which focused on use of sources, is attached, and the scores for Source Citations were used. Four essays were used for norming. Faculty met in January to conduct the assessment. Five essays were used for norming, then the remaining essays were read and scored. Each essay was read twice. If the overall score had a variation of 2 points or more, then the essay was given a third read. Some faculty did use .5 or added comments indicating that a score was between numbers. If an essay had a .5, the number was rounded either up or down to what the other faculty used (if one gave the essay 2 and the other 2.5, 2 was entered for both). The two scores that each essay gave were averaged for the final results.

Assessment Results:

<u>100</u>	Total Students Assessed	<u>100</u>	%
<u>10</u>	Students Scored as Exemplary:	<u>10</u>	%
<u>38</u>	Students Scored as Proficient:	<u>38</u>	%
<u>39</u>	Students Scored as Marginal:	<u>39</u>	%
<u>13</u>	Students Scored as Unacceptable	<u>13</u>	%

Closing the Loop - Use of Results to Improve Student Learning:

- These scores are way too low. The department would prefer more students meet this objective, especially at the end of their final composition course at TMCC. Though this is a complex skill, it should have been reinforced in a series of classes and should be more developed than the scores indicate.
- Thesis and citations and support will be addressed at our professional development day in the Fall. Numerous faculty will present on this topic to help everyone employ new strategies for teaching thesis and support.



GENERAL EDUCATION ASSESSMENT REPORT (GEAR)

- We will explore the use of workshops through the Tutoring and Learning Center to help students deepen their development of this important competency.
- Materials on teaching thesis and support will be distributed to all faculty, FT and PT on our CANVAS site and in our start of the year packets.
- We will reassess these outcomes next cycle to see if progress is made.

Closing the Loop – Reassessing After the Improvement Plan:

- This is the first year we have used this assessment tool and focused on these particular outcomes. We plan to reassess this again in the hope that strategies will help us improve these outcomes.



GENERAL EDUCATION ASSESSMENT REPORT (GEAR)

Additional Comments on the Assessment Process:

The Department has come up with some sound strategies for approaching this problem. C. Cardoza

The faculty submitter has reviewed the GEAR with their Department Chair/Coordinator/Director:

Name of Department Chair/Coordinator/Director (type): Cheryl Cardoza Date: May 19, 2017

The faculty submitter or Department Chair/Coordinator/Director has reviewed the GEAR with their Dean:

Name of Dean: Dr. Jill Channing Date: 5/23/2017

Dean's comments (required):

The department indicates that they would like to see better results, especially in the area of Information Literacy. I recommend establishing benchmarks and goals. For example, a goal could be that 70% or more of students will achieve at least proficient levels of competency. As with the CAR, I recommend increased usage of embedded tutoring with specific training for those tutors in responding to students to facilitate the development of these competencies and skills.

Received by the Assessment and Planning Office

Date: 5/24/2017

Assessment and Planning Office

Vice President of Academic Affairs Signature

Date: 6/12/2017

Course Prefix, Number and Title: ENG 102 COMPOSITION II

Division/Unit: Liberal Arts

Submitted by: Molly Maynard

Contributing Faculty: Lenaya Andersen, Erika Bein, Bridgett Blaque, Cheryl Cardoza, Mai McMurray, Patty Cullinan, Ana Douglass, Robin Griffin, Arian Katsimbras, Hugh Fraser, Elizabeth Humphries, Rob Lively, Mark Maynard, Molly Maynard, Michelle Montoya, Josh Shinn, Lindsay Wilson

Academic Year: 2016-2017

General Education: YES

Complete and electronically submit your assessment report to your Department Chair/Coordinator/Director. As needed, please attach supporting documents and/or a narrative description of the assessment activities in your course.

ALTERNATIVE FORMAT: If you prefer to submit your CAR in paragraph format as opposed to the tabular format above, please complete this section in lieu of the table. You only have to do 1 format, not both.

Course SLOs:

Outcome #1: Standard Written English (SWE) - Employ the conventions of SWE, as evidenced by competency in format, grammar, mechanics, punctuation, and sentence structure

Assessment Measures: We did not directly assess this outcome although it was indirectly evaluated through reading and scoring the assessment essays, which could not be completely understood without basic student competency in SWE.

Assessment Results: No direct findings.

Use of Results: We do not have plans to change our instruction in this area at this time. Overall, the one hundred essays that were read for the assessment demonstrated competency in SWE.

Course Modifications: We do not have plans to revise course curriculum or course outcomes at this time.

Outcome #2: Students will write a variety of essays that demonstrate progression in college-level writing skills.

Assessment Measures: In this current assessment cycle, we evaluated the culminating English 102 assignment, the research paper. This assignment demonstrates the progression of reading and writing skill building through the English composition sequence. It is just one of several types of analytical academic essays that students write during this course. Instructors are required to assign a minimum of three essays. Syllabi were collected from instructors, as well as the assignment sheet for the final essay. Instructors have been asked to include major assignments and their weighted value on their syllabi.



COURSE ASSESSMENT REPORT (CAR)

Course Prefix, Number and Title: ENG 102 COMPOSITION II

Division/Unit: Liberal Arts

Submitted by:

Contributing Faculty: Lenaya Andersen, Erika Bein, Bridgett Blaque, Cheryl Cardoza, Mai McMurray, Patty Cullinan, Ana Douglass, Robin Griffin, Arian Katsimbras, Hugh Fraser, Elizabeth Humphries, Rob Lively, Mark Maynard, Molly Maynard, Michelle Montoya, Josh Shinn, Lindsay Wilson

Academic Year: 2016-2017

Assessment Results: We found that the research paper remains one of the most important assignments because it demonstrates the writing and research abilities that are critical to gain in this course. Collecting assignment sheets helped the department assess consistency in the progression of skills across our courses, as all faculty submitted assignment sheets with the same required elements, and all faculty contributed to the assessment.

Use of Results: Collecting the final assignment sheets supported consistent expectations of the progression in college-level writing skills. In the future, we should collect all essay assignment sheets to better assess the variety of essays being assigned.

Course Modifications: We do not have plans to revise course curriculum or course outcomes at this time.

Outcome #3: Students will synthesize critical reading and writing skills in the production of analytical essays that demonstrate synthesis of primary and secondary sources.

Assessment Measures: We did not directly assess this outcome although it was indirectly evaluated through reading and scoring the assessment essays, which required a claim-based essay synthesizing at least five sources. One of our core indicators was “Interaction with Sources (Source Conversation,)” which assessed how effectively students connected information from their sources with their own ideas. This indicator also indirectly measures their ability to synthesize critical reading and writing skills. The assessment measure is described in detail under Outcome #4.

Assessment Results: Overall, the overwhelming majority of the assessment essays demonstrated a synthesis of sources. However, the average score for Source Conversation was the lowest of all our indicators, with an average of 2.4.

However, we did not evaluate or require that primary sources be used, so there are no findings on that part of the outcome.

Use of Results: See Use of Results under Outcome 4 for a complete discussion of recommendations following assessment of research skills and use of sources. We did not specifically assess use of primary or secondary sources. We will continue to discuss appropriate sources and add material on use of sources to our department’s Canvas page.

Course Prefix, Number and Title: ENG 102 COMPOSITION II

Division/Unit: Liberal Arts

Submitted by:

Contributing Faculty: Lenaya Andersen, Erika Bein, Bridgett Blaque, Cheryl Cardoza, Mai McMurray, Patty Cullinan, Ana Douglass, Robin Griffin, Arian Katsimbras, Hugh Fraser, Elizabeth Humphries, Rob Lively, Mark Maynard, Molly Maynard, Michelle Montoya, Josh Shinn, Lindsay Wilson

Academic Year: 2016-2017

Course Modifications: We do not have plans to revise course curriculum or course outcomes at this time, but we will continue our discussion of what we mean by appropriate sources, and whether the language in the SLO should be revised to use the word “appropriate” instead of “primary and secondary.”

Outcome #4: Students will synthesize academic research methodologies and college-level writing skills in the production of a research paper.

Assessment Measures: In the 2014 ENG 102 Assessment Report, faculty recommended that we choose to drill-down our analysis of research methodologies and revise our assessment rubric. For this cycle, we requested a Research Essay (7-10 pages, not including Works Cited) in Fall 2016 with the following components: Essay must be claim-based, 5+ sources (a majority should come from scholarly research); Essay should demonstrate a synthesis of argument/claim and source materials with a heavy emphasis on original claims over quoted sources; Dictionaries/encyclopedias (and online equivalents) do not count as viable sources; In-text citations; Works Cited page. This is usually the culminating assignment in 102, but instructors weren't required to use their final assignments, although it was highly encouraged (letter to faculty is attached).

All sections of English 102 participated in the assessment. Instructors were given information about the assessment during the first week of the semester, and the department coordinator collected copies of the essay assignment in October. Most of the faculty submitted essay assignments by the deadline, and they were discussed in the Composition Committee meeting. All assignment sheets met the assignment requirements.

Three numbers were randomly selected, and these were used to select students from each instructor's roster. Those selected students' essays were the ones collected for assessment. Every instructor submitted their material for the assessment. A total of 101 essays were collected, along with the rosters and final versions of assignment sheets if revisions had been made.

The essays that were collected were used for a department assessment of this outcome during Spring Professional Development Days. We used a four point scale, 1-4, and assessed 100 essays (one was misplaced on the assessment day). The rubric, which focused on use of sources, is attached. The rubric described in detail each of the outcomes, as another recommendation from the 2014 CAR was to be more specific about the core indicators. Four essays were used for norming. Faculty met in January to conduct the assessment. Seventeen full-time faculty members participated in the assessment. Five essays were used for norming, and then the remaining essays were read and scored. Each essay was read twice. If the overall score had a variation of 2 points or more, then the essay was given a third read. Some faculty did use .5 or added comments indicating that a score was between numbers.

Course Prefix, Number and Title: ENG 102 COMPOSITION II

Division/Unit: Liberal Arts

Submitted by:

Contributing Faculty: Lenaya Andersen, Erika Bein, Bridgett Blaque, Cheryl Cardoza, Mai McMurray, Patty Cullinan, Ana Douglass, Robin Griffin, Arian Katsimbras, Hugh Fraser, Elizabeth Humphries, Rob Lively, Mark Maynard, Molly Maynard, Michelle Montoya, Josh Shinn, Lindsay Wilson

Academic Year: 2016-2017

Assessment Results:

Source Selection

total	/#	avg
299	/100	2.99

Source Citations

total	/#	avg
242	/100	2.42

Total Scores

total	/#	avg
253	/100	2.5

Source Management

total	/#	avg
241	/100	2.41

Source Conversation

total	/#	avg
240	/100	2.4

Use of Results: In the 2014 CAR, faculty concluded that “the English department needs to continue to focus ample class time teaching our students how to craft an effective argument-based thesis and incorporate and cite sources in text.” Between the results in the GEAR and here, this continues to be an area we need to focus on. We did see improvement in assignment design, which was another recommended area of improvement from the 2014 CAR. In the February 2017 Composition Committee meeting, we discussed the assessment results. We agreed we should be encouraging and compensating part-time faculty for participating in assessment activities; part-time faculty did not receive a promised stipend from the last assessment, and none of them attended this one. We should encourage participation in assessment and department activities for increased consistency across our classes. The department coordinator sent out numerous emails about Assessment Day to part-time faculty, and six attended this event and participated in discussion of the assessments. The assessment results will also be posted in Canvas for greater access to information about assessments and assessment results. The Composition Committee also agreed that we should reiterate the

Course Prefix, Number and Title: ENG 102 COMPOSITION II

Division/Unit: Liberal Arts

Submitted by:

Contributing Faculty: Lenaya Andersen, Erika Bein, Bridgett Blaque, Cheryl Cardoza, Mai McMurray, Patty Cullinan, Ana Douglass, Robin Griffin, Arian Katsimbras, Hugh Fraser, Elizabeth Humphries, Rob Lively, Mark Maynard, Molly Maynard, Michelle Montoya, Josh Shinn, Lindsay Wilson

Academic Year: 2016-2017

importance of teaching/assessing research skills in 102, and that students should be held accountable for developing these skills. The department will hold workshops covering use of sources during professional development days, and we add supporting instructional materials to our Canvas site. There was also strong agreement that quotation integration, citation, and attribution be started earlier in 101, and again, that students are held accountable for these skills. We came back to the discussion of sources from the assessment. The course guidelines call for students to have five sources, a majority of which should be academic sources. Since a majority of five is three, it seems reasonable that a student should be able to locate at least three academic sources, not just appropriate sources, for the research paper. Faculty should be reminded that students should show evidence of their ability to locate appropriate academic sources for this assignment. Overall, more instructional focus should go to use of sources, and additional resources such as the Tutoring Learning Center, instructional material, and workshops should be offered and used to support this skill development across our ENG 102 courses.

Course Modifications: We do not have plans to revise course curriculum or course outcomes at this time.

DEAN COMMENTS:

The department has developed good ideas for improving in specific areas. I recommend instructors consider using more embedded tutors, trained by the department, to help in the areas where students struggle.



COURSE ASSESSMENT REPORT (CAR)

Course Prefix, Number and Title: ENG 102 COMPOSITION II

Division/Unit: Liberal Arts

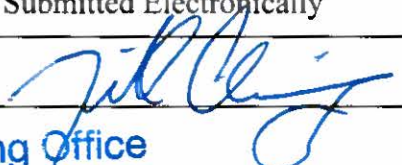

Submitted by:

Contributing Faculty: Lenaya Andersen, Erika Bein, Bridgett Blaque, Cheryl Cardoza, Mai McMurray, Patty Cullinan, Ana Douglass, Robin Griffin, Arian Katsimbras, Hugh Fraser, Elizabeth Humphries, Rob Lively, Mark Maynard, Molly Maynard, Michelle Montoya, Josh Shinn, Lindsay Wilson

Academic Year: 2016-2017

Department Chair/Coordinator/Director has reviewed the CAR's form with faculty member Yes No

Please enter your name and date below to confirm you have reviewed this report:

Title	Print Name	Signature	Date
Department Chair/Coordinator/Director	Cheryl Cardoza	Submitted Electronically	5/19/17
Dean	Dr. Jill Channing		5/24/2017
Affairs Vice President of Academic	Assessment and Planning Office		6/12/2017

English Department Meeting Notes

Date: May 17, 2017

In Attendance:

Present: Cheryl Cardoza, Angela Adlish, Anne Witzleben, Arian Katsimbras, Brad Summerhill, Bridgett Blaque, Elizabeth Humphrey, Erika Bein, Hugh Fraser, Julie Armbrrecht, Karen Ozbek, Karen Wikander, Lenaya Anderson, Lindsay Wilson, Mai Anh McMurray, Mark Maynard, Molly Maynard, Patricia Cullinan, Robert Lively, Robin Griffin, Michelle Montoya PT Faculty- Catherine Brown Cheryl Camardo, Virginia Castleman, Michael Dubon, Marshall Johnson, Patricia Miller, Beau Rogers, Terri Hull

Absent: Joshua Shinn

Reminder: CARs and GEARs due May 19 to the dean. Please CC your Assessment Team Leader.

Longitudinal Assessment Plan

- Review of the Plan and discussion on improvements or changes.
- Course SLO Review: Every five years or more frequently
- When a course is scheduled for assessment, General Education SLOs must also be assessed if it is also a General Education course, and GEAR must be turned in along with the CAR.
- This is planned to 2031 and will be done in groups. If any courses are missing, please let Cheryl know.
- We have to date the things we collect. Creative Writing folders will be collected but not every one each semester. Faculty teaching 200 level Faculty teaching 200 level classes should be collecting material and uploading it the English department Canvas group drop box.

Assessment Process and Results

- ENG 102: Molly and Cheryl
 - Communication: 3. Students will develop and express a thesis through an appropriate use of evidence/logic/data. 25% Exemplary, 40% Proficient, 25% Marginal, 11% Unacceptable.
 - Critical Thinking: 4. Students will state a position, perspective, thesis, hypothesis, argument, or findings based on a line of reasoning and/or evidence. 23% Exemplary, 40% Proficient, 27% Marginal, 11% Unacceptable.
 - Information Literacy: 5. Students will properly cite sources of information. 10% Exemplary, 38% Proficient, 39% Marginal, 13% Unacceptable.
 - Critical thinking and communication - What if it has a thesis but no supporting evidence? We should change the statement to clarify this.

- ENG 113: Anne
 - Communication: 2. Students will use effective verbal and written delivery techniques. These include the correct use of structure and content. 27% Exemplary, 67% Proficient, 7% Marginal, 0% Unacceptable.
 - Critical Thinking: 4. Students will state a position/thesis based on a line of reasoning and/or evidence. 33% Exemplary, 60% Proficient, 7% Marginal, 0% Unacceptable.
 - Information Literacy: 5. Students will properly cite sources of information. 40% Exemplary, 27% Proficient, 13% Marginal, 20% Unacceptable.
 -
- ENG 181: Robin
 - Communication: 1. Students will examine messages from print, electronic, visual, and/or nonverbal sources. Students will interpret meaning and credibility of the message. 42% Exemplary, 21% Proficient, 37% Marginal, 0% Unacceptable.
 - Critical Thinking: 3. Students will analyze and evaluate the context, assumptions, and/or biases regarding the main problem, issue, or arguments. 16% Exemplary, 42% Proficient, 42% Marginal, 0% Unacceptable.
- ENG 267: Bridgett and Molly
 - Communication: 3. Students will develop and express a thesis through an appropriate use of evidence/logic/data. 52.6% Exemplary, 36.8% Proficient, 5.2% Marginal, 5.2% Unacceptable.
 - Critical Thinking: 4. Students will state a position, perspective, thesis, hypothesis, argument, or findings based on a line of reasoning and/or evidence. 52.6% Exemplary, 36.8% Proficient, 5.2% Marginal, 5.2% Unacceptable.
 - People and Cultural Awareness: 3. Students will analyze and/or explain the impact of culture and experience on one's worldview and behavior, including assumptions, biases, prejudices, and stereotypes. 26.3% Exemplary, 31.5% Proficient, 26.3% Marginal, 15.7% Unacceptable.
- ENG 281: Bridgett
 - Communication: 5. Students will utilize audience analysis in the development of the communication message. 46.1% Exemplary, 34.6% Proficient, 15.3% Marginal, 4% Unacceptable.
 - Critical Thinking: 6. Students will draw valid conclusions. 57.6% Exemplary, 23% Proficient, 15.3% Marginal, 3.8% Unacceptable.
 - People and Cultural Awareness: 5. Students will compare economic, historical, political, cultural, and/or social dynamics of diverse world cultures. 50% Exemplary, 30% Proficient, 12% Marginal, 8% Unacceptable.
- ENG 282: Bridgett
 - Communication: 3. Students will develop and express a thesis through an appropriate use of evidence/logic/data. 72% Exemplary, 20% Proficient, 4% Marginal, 4% Unacceptable.
 - Critical Thinking: 6. Students will draw valid conclusions. 60% Exemplary, 28% Proficient, 8% Marginal, 4% Unacceptable.
 - People and Cultural Awareness: 5. Students will compare economic, historical, political, cultural,

and/or social dynamics of diverse world cultures. 0% Exemplary, 0% Proficient, 0% Marginal, 0% Unacceptable.

- READ 135: Julie
 - Communication: 1. Students will examine messages from print, electronic, visual, and/or nonverbal sources. Students will interpret meaning and credibility of the message. 25% Exemplary, 22% Proficient, 26.5% Marginal, 26.5% Unacceptable.
 - Critical Thinking: 6. Students will draw valid conclusions. 25% Exemplary, 22% Proficient, 26.5% Marginal, 26.5% Unacceptable.

General Education Assessment Results Conclusions

- Overall conclusions:
- Course specific conclusions:
 - ENG 102 Information literacy. We want to get more students proficient in the ability to cite sources and hold them accountable. Concerns were expressed about “developing learners.” While 63% is not that bad, it’s not as good as we would like it to be.
 - A grade of “D” was discussed in regards to people getting into ENG 102. What kind of skill level do students have. A grade of “D” drives the numbers down. ESL faculty expressed interest in this as well.
 - Citing sources - Only 48% are proficient when it should be at least 60% or more. Whether we are using literature or pop culture the sources should be appropriate.
 - In-text citation was discussed. Brad pointed out that the language of citation is the problem. Attribution is different form citation. What are we measuring? We want students to go beyond the databases. How can we accomplish this? We will discuss this on a professional development day.
 - Virginia Castleman pointed out that many students have no clue what a discipline actually is. Students might not actually understand the language that faculty use. Beth pointed out that students these days have so many more distractions. How do we as educators deal with this?
 -
 - ENG 113 ESL had a smaller assessment with 3 classes and 15 papers. Thesis development scored very high. Outcomes -exemplary, proficient, marginal and unacceptable need to be revisited and redefined. They found the biggest weakness to be citations. Work needs to be done in this area.
 - They noted that FT faculty members need to take more time to mentor and work with PT faculty.
 -
 - ENG 181- Robin will be revising the course outcomes next year to more closely align with the General Education Outcomes.
 - She will also change the final assignment so it will make it easier to assess. Her final exam is a multiple choice test, and she did not think it was adequate for showing critical thinking skills.
 -
 - ENG 267- Bridgett used her third assignment on assessment instead of the final. Communication - 89% did well on thesis. Teaches paragraphs that wouk and paragraphs that don’t work. She also

provides sample essays and explains the difference between summary thesis outcome and a statement of intent. She stated that she puts focus on analysis, thesis outcome and critical thinking.

- ENG 281- Eng 281 is more linguistics based. She assessed her final essay and gave the students a choice of 2 essays. she had 2 different choices for assessment. She will make changes that address audience analysis. The people and cultural awareness should be kept due to the fact that Eng 281 is cross listed with Anth 281.
- ENG 282 - Focuses more on non-fiction essays. Students have 2 choices - analysis and “Truthiness & post truth. An interesting discussion took place in regards to how the students responded to the assignment. Focuses on critical thinking and drawing valid conclusions.
- READ 135 - Julie uses multiple choice questions from a test bank but commented on the fact that it isn’t the best tool. She stated that it’s hard to come up with one assignment for all read classes. Molly focuses on on rhetorical analysis with emphasis on audience, tone and author purpose.

Closing the Loop

- Overall Suggestions for improvement at the course or department level
 - ENG 102 - Thesis and support should be addressed on professional development day. Brad suggested mandatory MLA training. Michelle Montoya was receptive to Writing Center involvement and mentioned that embedded tutors will be available when needed. Hugh added that writing and English are not the same thing.
 - ENG 113 - ESL collect papers more often to get a bigger sample for assessment. They will also work more closely with PT faculty on outcomes.
 - ENG 181- She will have more practice with class/activities in the future. She will also be revising the ENG 181 outcomes next year.
 - ENG 267-She is planning on revising assignments and will reassess the same outcome using the GE Competency Rubric.
 - ENG 281-Bridgett will reassess the same outcomes using the GE Competency Rubric.
 - ENG 282- Bridgett will reassess the same outcomes using the GE Competency rubric.
 - READ 135 -The reading faculty will come up with a common assessment or assignment in the future.

Process Discussion

- Suggestions for ways to improve the General Education Rubrics
- Outcome 3 should say and/or so people can make choices depending on the discipline.
- Suggestions for ways to improve the General Education Assessment Process - A rubric was chosen because it was already measured. We need more discussion of assessment and norming in general.



Course Prefix, Number and Title: ANTH 101 Introduction to Cultural Anthropology

Division/Unit: Liberal Arts

Submitted by: Hammett and Namie

Contributing Faculty: Hammett, Namie, Procacci, Wilhelm, Amodio, Krupicz and Carey

Academic Year: 2016-2017

General Education Area: *Social Sciences*

When *ANTH 101* was approved by the Curriculum Review Committee for **Social Sciences** General Education status, the submitter indicated that it mapped to the **Critical Thinking and Personal/Cultural Awareness**, General Education competencies. The faculty-lead General Education Task Force has devised a standard set evaluation rubrics with student learning outcomes (SLOs) for these competencies. When assessing student work as part of your regular course assessment, please select *at least one* of these General Education competency SLOs (pre-populated below) in *each of the* competency areas by completing the following General Education Assessment Report. Keep in mind that you're looking at your course activities through a General Education lens, not necessarily devising new activities to meet General Education assessment.

For each of the chosen Student Learning Outcomes assessed, you will be asked to address the following:

- **Assessment Measures:** Please describe the assignment/pre-post test/report(s)/etc. that you used to assess this competency, as well as the method that you used to select student work for assessment: Did you assess all students in all course sections, take a random sample across all course sections, etc. Please attach a copy of the assignment/ report(s)/etc. prompt, or indicate the national/state/industry-recognized exam that you used as an assessment tool for this measure.
- **Assessment Results:** Please summarize the results of your SLO assessment by indicating the total number of students assess, and number and % of students meeting the “Exemplary,” “Proficient,” “Marginal,” and “Unacceptable” criteria. Please include any additional descriptive narrative as necessary.
- **Closing the Loop: Use of Results to Improve Student Learning:** please summarize how you plan to use the results to improve student learning, and how you have communicated these assessment findings with full-time and part-time faculty. Please attach a copy of the meeting minutes taken during this discussion. A template for these minutes is found in your GEAR packet.
- **Closing the Loop: Re-assessing After the Improvement Plan:** Is this the first time you have assessed this learning outcome? Comment on the last time you assessed this learning outcome. Based on the results of your follow-up assessment, will you revise course outcomes? If so, please summarize how in why in the boxes below.

Till Channing
5/24/17

GEAR Assessment Form

Course Name: ANTH 101: Cultural Anthropology

Learning Outcome: <u>Personal/Cultural Awareness #5</u>	Exemplary	Proficient	Marginal	Unacceptable
Students will compare economic, historical, political, cultural, and/or social dynamics of diverse world cultures.	Compares economic, historical, political, cultural, and/or social dynamics of diverse world cultures Clearly and sophisticatedly. Uses effective, substantive, and specific examples and evidence.	Adequately compares economic, historical, political, cultural, and/or social dynamics of diverse world cultures. Uses some appropriate examples and evidence.	Seldomly compares economic, historical, political, cultural, and/or social dynamics of diverse world cultures. Uses limited examples and little appropriate evidence.	Unclear comparison of economic, historical, political, cultural, and/or social dynamics of diverse world cultures. Uses no specific examples or uses inappropriate examples. Evidence is absent or unclear.

Description of Measure/Instrument:

- SELECTION OF MEASURE/INSTRUMENT: Because were not informed of the exercise until March 31st, our six instructors each selected something in their course that they felt best addressed this criterion. Some were able to use one of the MCO assignments, and some were not. They varied from discussion posts, to essays to research papers. The coordinator helped some to identify an assignment.
- NORMING: Seven assignments were assessed by two to three instructors each in order to identify examples of "Exemplary, Proficient, Marginal, and Unacceptable" outcomes. These examples were then available for the rest of the 22 assignments assessed.
- SAMPLING: We selected a 25% sample of the students in each class. A total of six section assessed in this GE pilot.

Total Number of Students Assessed across all course Sections:	Number of Students Meeting "Exemplary" Criteria:	Number of Students Meeting "Proficient" Criteria:	Number of Students Meeting "Marginal" Criteria:	Number of Students Meeting "Unacceptable" Criteria:
_____ 29 _____	_____ 7 _____	_____ 13 _____	_____ 1 _____	_____ 8 _____

Analysis of Results: Given this was a pilot, we are not sure how much we were assessing the students and how much was assessing the assignments. Assignments were not all equal in terms of how they measured critical thinking. Finally, during the "norming" exercise we learned that we have work to do in terms of standardizing our assessment with each other. We will revise this process for the fall, but we now have established a baseline. Of our sample 20/29 or 69% were assessed to be "proficient" or better in Cultural Awareness

Describe how these results be used to improve student learning: Discipline instructors will consider a standardized assignment. Moving forward we should have a better opportunity to measure success given we have established a baseline with this pilot; we need to revise the process.

Dean's comments: Standard assignments/assignments aligned with same outcomes can be effective for assessment and course consistency purposes?



COURSE ASSESSMENT REPORT (CAR)

Course Prefix, Number and Title: ANTH 101 INTRODUCTION TO CULTURAL ANTHROPOLOGY

Division/Unit: Liberal Arts

Submitted by: Hammett and Namie

Contributing Faculty: Hammett, Namie, Procacci, Wilhelm, Amodio, Krupicz and Carey

Academic Year: 2016-2017

General Education: Yes: People/Cultural Awareness (GEAR attached)

Complete and electronically submit your assessment report to your Department Chair/Coordinator/Director. As needed, please attach supporting documents and/or a narrative description of the assessment activities in your course.

Course Outcomes	Assessment Measures	Assessment Results	Use of Results	Effect on Course
In the boxes below, summarize the outcomes assessed in your course during the year.	In the boxes below, summarize the methods used to assess course outcomes during the last year.	In the boxes below, summarize the results of your assessment activities during the last year.	In the boxes below, summarize how you are or how you plan to use the results to improve student learning.	Based on the results of this assessment, will you revise course curriculum or course outcomes? If so, please summarize how and why in the boxes below:
Outcome #1			<i>of Students?</i>	
Students will apply key anthropological principles by differentiating between the attitudes associated with "cultural relativism" and "ethnocentrism"	Students will take a short answer exam or write an essay that will be evaluated by predetermined rubric.	Students scoring 70% or better: Measure 1: 2010-2011: 83.83% 2011-2012: 86.53% 2012-2013: 87.96% 2013-2014: 89.71% 2014-2015: 77.78% 2015-2016: 87.84% 2016-2017: 89.17% Benchmark of 75% was met.	Faculty consistently met this outcome, and there was an increase in scores. Faculty noted that students were more successful when the instructions or the questions on the exam were clearly written. Also, frequent discussion of the topic in class increased the likelihood of meeting the measure.	The outcome measure will not be changed at this time as we have consistent data that demonstrates both among specific professors and over the years that this outcome is well written and several times in the past and present the outcome has been met.
Outcome #2				



COURSE ASSESSMENT REPORT (CAR)

Course Prefix, Number and Title:
Division/Unit: Liberal Arts

Submitted by: [Hammett and Namie]

Contributing Faculty: Hammett, Namie, Procacci, Wilhelm, Amodio, Krupicz and Carey

Academic Year: 2016-2017

Academic Year: 2016-2017

<p>Students will deconstruct the concept of "race" by identifying "race" as a sociocultural construction rather than a biological "fact."</p>	<p>Students will take a short answer exam or write an essay that will be evaluated by predetermined rubric.</p>	<p>Students scoring 70% or better: Measure 1: 2010-2011: 80.98% 2011-2012: 75.51% 2012-2013: 77.65% 2013-2014: 85.44% 2014-2015: 71.53% 2015-2016: 85.63% 2016-2017: 85.66% Benchmark of 75% was met.</p>	<p>The outcome was met based on the 75% benchmark. Instructors incorporated the changes learned from 2014/2015r and were more successful this year as a result.</p>	<p>The outcome measure will not be changed at this time as we have consistent data that demonstrates both among specific professors and over the years that this outcome is well written and several times in the past the outcome has been met.</p>
Outcome #3				
<p>Students will compare two or more cultures in terms of their social institutions (i.e. political, religious, economic, etc.).</p>	<p>Outcome Measure #3: 75% of students will compare social institutions (e.g. politics, religion, or economics) between two or more cultures in an essay.</p>	<p>Students scoring 70% or better: Measure 1: 2010-2011: 72.44% 2011-2012: 77.73% 2012-2013: 79.54% 2013-2014: 82.82% 2014-2015: 76.79% 2015-2016: 77.89% 2016-2017: 84.48% Benchmark of 75% was met.</p>	<p>This outcome was met with an increase in scores. The faculty consensus was the lower scores were not due to students failing to understand the concepts but by the measurement tool (essay). Faculty remain concerned that students are not prepared to write an essay, and some do not understand what plagiarism is and is not. We are considering going to a pretest/posttest</p>	<p>We had previously agreed to impose the prereq of ENGL 101 but from last department meeting it was unclear if this has been done.</p>
Completion/Retention Rates				



COURSE ASSESSMENT REPORT (CAR)

Course Prefix, Number and Title:
Division/Unit: Liberal Arts

Submitted by: [Hammett and Namie]

Contributing Faculty: Hammett, Namie, Procacci, Wilhelm, Amodio, Krupicz and Carey

Academic Year: 2016-2017

Academic Year: 2016-2017

	Average Completion Rate: 2013-2014: 83.67% 2014-2015: 83.81% 2015-2016: 83% 2016-2017: 83% Average Retention Rate: 2013-2014: 70.06% 2014-2015: 70.81% 2015-2016: 66% 2016-2017: 72%	This is the third year of collecting data and the data trends are demonstrating consistency in regards to completion but a decline in the retention rate. This may be due in part to the decline enrollment numbers that were consistent across all courses.	Completion rate met last year's and our Retention rate was the best since we have been collecting data across the program. We will still strive to improve retention rates in the future..	
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Course Section Assessment Data Summary

Note: Percentages for Measure 1, 2, and 3 represent the number of students achieving the given percent score during assessment. A new means of course evaluation recently instituted is % Completers (per NSHE formula) and % Retained (per IT formula).

Section	Measure 1 - 60%	Measure 1 - 70%	Measure 2 - 60%	Measure 2 - 70%	Measure 3 - 60%	Measure 3 - 70%	% Completion	% Retention
101 1002 Fa16	96	96.00%	90.9	81.8	86.4	77.3	75%	64%
101 1003 Fa16	100	100%	100	100	100	93.8	72%	68%
101 1004 Fa16	100	96%	96.7	96.7	75.9	62.1	90%	72%
101 1005 Fa16	100	80.60%	100	100	86.1	75	95%	80%


COURSE ASSESSMENT REPORT (CAR)
Course Prefix, Number and Title:
Division/Unit: Liberal Arts

Submitted by: [Hammett and Namie]

Contributing Faculty: Hammett, Namie, Procacci, Wilhelm, Amodio, Krupicz and Carey

Academic Year: 2016-2017

Academic Year: 2016-2017

101: 2001 Fa16	90.5	66.70%	90.5	66.7	100	100	85%	73%
101 3001 Fa16	100	100.00%	84.2	84.2	94.4	83.3	77%	69%
101 3002 Fa16	89.5	89.50%	87.5	81.3	93.89	93.8	76%	62%
101 5001 Fa16	100	100.00%	66.7	50	100	92.3	89%	67%
101: 1001 Sp 17	87.9	75.80%	67.6	67.6	93.3	86.7	89%	84%
101: 1002 Sp 17	100	100.00%	100	93.8	100	88.2	91%	73%
101: 1003 Sp 17	71.4	71.40%	75	75	83.3	66.7	79%	64%
101: 1004 Sp 17	100	100.00%	100	100	88.9	77.8	69%	69%
101: 1005 Sp 17	100	100%	100	100	91.3	78.3	95%	85%
101: 2001 Sp 17	100	100.00%	100	90	100	100	92%	92%
101: 3001 Sp 17	80.8	76.90%	100	100	79.2	66.7	82%	70%
101: 3002 Sp 17	95	85.00%	100	94.1	94.1	94.1	83%	83%



COURSE ASSESSMENT REPORT (CAR)

Course Prefix, Number and Title:

Division/Unit: Liberal Arts

Submitted by: [Hammett and Namie]

Contributing Faculty: Hammett, Namie, Procacci, Wilhelm, Amodio, Krupicz and Carey

Academic Year: 2016-2017

Academic Year: 2016-2017

101: 8301 Sp 17	88.9	77.80%	100	75	100	100	64%	57%
Average Totals	94.12	89.18%	91.71	85.66	92.16	84.48	0.83	0.72

DEAN COMMENTS:

These results reflect that students are performing well in relation to this outcome. It is an excellent idea to clarify instructions. I recommend the "purpose, task, criteria" module for writing assignment instructions.

Department Chair/Coordinator/Director has reviewed the CAR's form with faculty member **Yes**

Please enter your name and date below to confirm you have reviewed this report:

Title	Print Name	Signature	Date
Department Chair/Coordinator/Director	Dr. Julia Hammett, Coordinator		
Dean	Dr. Jill Channing		5/24/17
Affairs	„ Vice President of Academic	Assessment and Planning Office	9/7/17

Social Sciences Department Meeting Notes

Date: 5/18/17

In Attendance:

Present:

Full-time: Haley Orthel-Clark, Joylin Namie, Jill Channing, Heu Do, Bridgett Blaque, Julia Hammett, Marynia Giren-Navarro, John Coles, Sue Turbow, Micaela Rubulcava, Kevin Dugan, Phyllis Henderson

Part-time: Rebecca Thomas, Amanda Williams, Chris Jones, Janeal Godfrey, Shari Daisy, Laura Wilhelm, Verla Jackson, Val Haskin, Suzanne Amodio, Dianne McMillan, Arthur Krupicz, Heather Bowles.

Absent: Crystal Swank

Resetting the 5-Year Assessment Cycle

- Upon return in Fall 18, the assessment cycle agreed upon and confirmed by faculty no later than 5/19/17, will be visualized in posters.
- If an assessment cycle is not developed by 5/19, Dean Jill Channing will assign the schedule.
- During the first division meeting in Fall 18 you will have a clear picture of what is to be assessed during the semester.
- General Education Courses will be signified. General Education Courses scheduled for assessment require both a CAR and GEAR.

Assessment Process and Results

- PSY 105 was assessed.
 - Haley Orthel-Clark as lead faculty.
 - Outcome 2 (Students will identify the connection between neural functioning and select examples of human behavior and cognition).
 - Reading analysis using case studies used to assess.
 - ❖ Results were high.
 - ❖ Students had difficulty substantiating evidence and reliable sources.
 - ❖ Overall average score inflated as only 2/3 of students turned in written assignment (generally the students who write well).
- PSY 102 was assessed.
 - John Coles as lead faculty.
 - Outcome 1 (Students will explain basic principles of psychological adjustment), Outcome 2 (Students will demonstrate communication of conflict resolution and intimacy), and Outcome 3 (Students will incorporate elements of intragroup effectiveness) were all assessed.

- Assessment questions embedded in multiple choice test used to assess Outcome 1.
 - ❖ 86.5% mean score
- Completed written exercise graded by rubric for outcome 2.
 - ❖ 75.6% mean average
- Assessment questions embedded in multiple choice test used to assess Outcome 3.
 - ❖ 84.4% mean average

General Education Assessment Results Conclusions

- WMST 101 was assessed.
 - Bridgett Blaque and Jill Channing were lead faculty.
 - General Education - Personal/Cultural Awareness, and Critical Thinking assessed.
 - Critical Thinking
 - ❖ Exemplary 28%
 - ❖ Proficient 30%
 - ❖ Marginal 31%
 - ❖ Unacceptable 11%
 - ❖ Students had difficulty moving from summary to analysis
 - ❖ Students at emerging level of engagement with analysis skills, which is unexpected in a 100-level course.
 - People and Cultural Awareness
 - ❖ Exemplary 38.88%
 - ❖ Proficient 29.63%
 - ❖ Marginal 24.08%
 - ❖ Unacceptable 7.41%
 - ❖ Majority of students able to demonstrate lower-level skills of identification and explanation rather than execute analysis, which is not expected in a 100-level course.
- ANTH 101 and 201 were assessed.
 - Julia Hammett as lead faculty.
 - Outcomes assessed were Critical Thinking and Personal/Cultural Awareness.
 - Varying tools used for assessment
 - ❖ Results unavailable during meeting.
 - ❖ Some assignments not appropriate for assessment.

Closing the loop.

Ideas for Improvement for General Education Competencies (curriculum, assessment process and tools, specific class interventions such as lessons and assignments, teaching techniques, etc.)

Course Assessment Reports

- PSY 105 was assessed.
 - Haley Orthel-Clark as lead faculty.
 - May have requirement that students work with Writing Center.
 - Think about pre-requisites.

- PSY 102 was assessed.
 - John Coles as lead faculty.
 - Written exercise felt rushed in class.
 - May do written exercise on-line in the future.
 - Consider prerequisite.

General Education Assessment Reports

- ANTH 101 and 201 were assessed.
 - Julia Hammett as lead faculty.
 - Assessed assessment.
 - Moving forward standardized assignments for GE.
 - Need other forms to assess (some not strong writers).

- WMST 101 was assessed.
 - Bridgett Blaque and Jill Channing were lead faculty.
 - Shift some of the assignments to clearly identify and explicitly incorporate skills in advance of the essay or project used for assessment.
 - Revise assignments detailing expectations to increase awareness of the need to analyze and discuss topics in depth.
 - After implementing changes, reassess the essay using the GE Competency Rubric.
 - Explore option of ENG 98 prerequisite.


GENERAL EDUCATION ASSESSMENT REPORT (GEAR)

Revised 03/2017

Course Prefix, Number and Title: ART 100 Visual Foundations

Division/Unit: Liberal Arts/Visual and Performing Arts

Submitted by: Candace Garlock

Contributing Faculty: Erin Shearin (Section 1001, 1003); Ken Heitzenrader (Section 1002); Peter Whittenberger (Section 1004); Bahareh Shahrabi Farahani (Section 1006); Paris Almond (Section 1007); Candace Garlock (Section 3001); Kristy Mize (Section 5501)

Academic Year: 2016-2017

General Education Area: *Fine Arts*

When *ART 100* was approved by the Curriculum Review Committee for **Fine Arts** General Education status, the submitter indicated that it mapped to the **Critical Thinking, Personal/Cultural Awareness and Communication** General Education competencies. The faculty-lead General Education Task Force has devised a standard set evaluation rubrics with student learning outcomes (SLOs) for these competencies. When assessing student work as part of your regular course assessment, please select **at least one** of these General Education competency SLOs (pre-populated below) in **each of the** competency areas by completing the following General Education Assessment Report. Keep in mind that you're looking at your course activities through a General Education lens, not necessarily devising new activities to meet General Education assessment.

For each of the chosen Student Learning Outcomes assessed, you will be asked to address the following:

- **Assessment Measures:** Please describe the assignment/pre-post test/report(s)/etc. that you used to assess this competency, as well as the method that you used to select student work for assessment: Did you assess all students in all course sections, take a random sample across all course sections, etc. Please attach a copy of the assignment/ report(s)/etc. prompt, or indicate the national/state/industry-recognized exam that you used as an assessment tool for this measure.
- **Assessment Results:** Please summarize the results of your SLO assessment by indicating the total number of students assess, and number and % of students meeting the "Exemplary," "Proficient," "Marginal," and "Unacceptable" criteria. Please include any additional descriptive narrative as necessary.
- **Closing the Loop: Use of Results to Improve Student Learning:** please summarize how you plan to use the results to improve student learning, and how you have communicated these assessment findings with full-time and part-time faculty. Please attach a copy of the meeting minutes taken during this discussion. A template for these minutes is found in your GEAR packet.

TMCC is an EEO/AA institution. See <http://eoe.tmcc.edu> for more information.



GENERAL EDUCATION ASSESSMENT REPORT (GEAR)

- **Closing the Loop: Re-assessing After the Improvement Plan:** Is this the first time you have assessed this learning outcome? Comment on the last time you assessed this learning outcome. Based on the results of your follow-up assessment, will you revise course outcomes? If so, please summarize how in why in the boxes below

General Education Competency: Critical Thinking

Please select *at least one* of the Critical Thinking SLOs below to assess. *You may delete the remaining SLOs that you chose not to utilize.*

7. Students will discuss the implications and consequences of their ^{own} work, including conclusions, findings, projects, or products.

Assessment Measures:

Learning Outcome	Exemplary	Proficient	Marginal	Unacceptable
7. Students will discuss the implications and consequences of their own work, including conclusions, findings, projects, or products.	Thoroughly discusses the implications and consequences of their work, including both advantages and disadvantages	Discusses the majority of implications or consequences of their work; mostly focuses on the advantages and may not address disadvantages.	Suggests a few implications or consequences but without a clear tie to their work.	Fails to discuss or misidentifies implications or consequences of their work.

Assessment Results:

93	Total Students Assessed	10	%
		0	
62	Students Scored as Exemplary:	67	%
20	Students Scored as Proficient:	21	%
8	Students Scored as Marginal:	9	%
3	Students Scored as	3	%



GENERAL EDUCATION ASSESSMENT REPORT (GEAR)

Unacceptable

There are 8 sections of Art 100 and individual faculty members chose assignments that would fulfill this assessment outcome. At this time, there wasn't any standard assignment that we based our overall course assessment on. Not all sections participated in this assessment. Missing data from Section 5501. Individual assignments included some of the following:

Create 3 designs. Each design needs to show that you can **blend** colors. You also need to demonstrate that you understand **Emphasis** in these paintings.

Utilize what you have learned this semester to achieve a strong composition. (NOTE: Use Wax paper for color mixing and for sheet protectors in the book. The paints take a while to dry and if you have to close your book, the wax paper can help protect your paper and keep the pages from sticking to one another.)

1st: Monochromatic Color design - use ONE color mixed with black and/or white. Go back to your color charts - make sure to show a wide range of values.

2nd: Complimentary Color design - use two colors opposite on the color wheel (for example: blue/orange) to create a complimentary color design. CANNOT use any other colors and CANNOT use black or white. ONLY use the opposite colors to create this design. (remember last weeks when you made the color charts...) YOU need to show that you are **blending** and that you are using at least 5 of the chromatic grays (the colors mixed between the complimentary colors).

3rd: Analogous Color design - use three colors next to each other on the color wheel. ONE color has to be a primary color (blue, yellow, or red) It's best to have that primary color in the middle of the selection. For example, use yellow, yellow-orange, and yellow-green. You may also use white and black to shift values. Make sure you are blending in this painting, too.

I assigned this learning outcome to the kinetic sculpture assignment. This assignment has the students explore the physicality of movement and balance of the Principles of design. I lecture on kinetic art, specifically the work of Alexander Calder. The students have to decide on a specific theme for their work and are held responsible for their decision making of the materials used. They have to answer whether the materials are suitable for their idea. These leads into the final assignment of a found object assemblage.

This outcome was mostly used for all critiques that took place once a week for 16 weeks. The critiques were on assignments that explored different media like wire sculpture, self-portrait painting, stamp making, zentangle, design collage, mold making, artist statements, and our final. Each assignment was based on the exploration of personal identity, which sometimes focused on gender, stereotypes, taboos and discrimination. The artist statements focus on this a lot because I have them answer the questions. What kind of work is it, what is it about (which includes a personal narrative, for example if it is about discrimination they have to provide a personal story of experience. Then I ask how the work is made, and finally what they what the viewers to learn/take away from the work. It is in this question that they have to relate the story to the desired outcome. We talk very thoroughly about how to do this and it is the hardest question for them to answer.

Students were introduced to the formal analysis of art. They were instructed to use this information in writing an artist's statement to reflect and interpret their mask project, an artistic work produced about identity. Their discussion of Form described the physical appearance of their composition, how they used the elements and principles of design. Their discussion of Content described why they made their choices of Form and how it expresses their identity and public persona.

In the online version of Art 100, students upload videos of all their projects. They need to explain their process and content using the vocabulary learned from the



GENERAL EDUCATION ASSESSMENT REPORT (GEAR)

assignment. They are assessed by how well they incorporate the vocabulary into their presentation as well as how they talk about their process from the beginning (the inspiration), to the final result. This is done on every project submitted. Every week, they also have a written critique assignment, where they upload a photo of their work from the previous week. Classmates will then critique the work. In the beginning of the semester, they learn to describe work. Each week, we practice a different part of writing: Description, Analysis, Interpretation and Judgment. By the end of the semester, they have to write a 1-page critique of two classmates' pieces, comparing the work.

Closing the Loop - Use of Results to Improve Student Learning:

Faculty Remarks:

- I plan to do a group discussion on the assignments to improve and deepen the students understanding and their ability to talk and think critically.
- I don't believe I would change anything in this learning outcome. It is purposefully vague, as a general education requirement, but the visual arts have a strong correlation with critical thinking in that art students are required to come up with an idea out of nowhere.
- Consistency of usage and an emphasis on dialog. Many students have great ideas, but do not know how to talk about them or what they mean in a larger multi cultural context. Trying to get students to see outside their own personal narrative is sometimes like pulling teeth, but I believe that creating a safe environment for learning and identifying with each student helps aid in a open receptive mindset and helps lead them to thinking critically about the voice they use.
- Showing illustrative examples, I will emphasize how the formal analysis moves beyond simple description in that it connects the elements of the work to the effects they have on the viewer. I encouraged students to submit rough drafts. In future, I will *require* students to submit drafts to me for review.

Closing the Loop – Reassessing After the Improvement Plan: This is the first time assessing in this format. As a group (meeting on May 17, 2017), we decided to develop a standard assignment that everyone would teach at the end of the semester (final project) that would demonstrate the knowledge gained and the research done during the semester. The final project would be inter-media in nature and would align to Identity. Students will have to show their research as well as write an artist statement and participate in written and oral critique. We will continue to refine the curriculum so we can conduct a anonymous assessment of all artifacts. We still need to norm our assessment process.

The Gen Ed outcome works well for us and we wouldn't change this measurement tool.


GENERAL EDUCATION ASSESSMENT REPORT (GEAR)
General Education Competency: Personal/Cultural Awareness

Please select *at least one* of the Personal/Cultural Awareness SLOs below to assess. *You may delete the remaining SLOs that you chose not to utilize.*

- 6. Students will constructively and respectfully critique the aesthetic and creative process/products represented in a particular cultural contexts.**

Assessment Measures:

Learning Outcomes	Exemplary	Proficient	Marginal	Unacceptable
6. Students will critique the aesthetic and creative processes/products represented in particular cultural contexts constructively and respectfully.	Response to the assignment demonstrates a clear respect for aesthetic and creative processes/ product. Uses complex vocabulary and knowledge of techniques, clearly critiques the aesthetic and creative process. Sophisticatedly compares and evaluates the form, cultural context, and aesthetic qualities of artistic genre, process, artifact, and/or movement(s).	Demonstrates some respect for aesthetic and creative process(es)/ product(s). Uses appropriate vocabulary and knowledge of techniques, critiques the aesthetic and creative processes/products. Adequately compares and evaluates the form, cultural context, and aesthetic qualities of artistic genre, process, artifact, and/or movement(s).	Demonstrates little respect for the aesthetic and creative process(es)/ product(s). Uses limited vocabulary terms and little knowledge of techniques in a simplistic critique the aesthetic and creative process. Provides limited comparisons and evaluations of the form, cultural context, and aesthetic qualities of artistic genre, process, artifact, and/or movement(s).	Does not demonstrate respect for aesthetic and creative process(es)/ product(s). Does not use appropriate vocabulary and knowledge of techniques. Struggles to critique the aesthetic and creative process. Comparisons and evaluations do not adequately describe the form, cultural context, and aesthetic qualities of artistic genre, process, artifact, and/or movement(s).



GENERAL EDUCATION ASSESSMENT REPORT (GEAR)

Assessment Results:

78	Total Students Assessed	100	%
60	Students Scored as Exemplary:	77	%
11	Students Scored as Proficient:	14	%
3	Students Scored as Marginal:	4	%
4	Students Scored as Unacceptable	5	%

There are 8 sections of Art 100 and individual faculty members chose assignments that would fulfill this assessment outcome. At this time, there wasn't any standard assignment that we based our overall course assessment on. Not all sections participated in this assessment. Missing data from Section 5501.

Individual assignments included some of the following:

For your final project this semester you will be tasked to create the following: A triptych on three canvases that is a representation of your identity utilizing any combination of techniques we have learned in this class. Based on the brainstorming we did in class you will consider the aspects of your personality that defines your identity. **Consider the following:** Traditional Gender Roles. The role that Advertising and the consumer play in creating and reinforcing gender stereotypes. What qualities does contemporary society consider beautiful/handsome today. How are these standards different for men and women? What role does ethnic heritage play in the formulation of identity? What role does life experience play in the formulation of identity? How do religious and political viewpoints effect identity?

The outcome of personal and cultural awareness was used in several assignments such as our line drawing portrait that we used in the FREE watershed project. In this assignment we looked at how our surroundings influence/ play a large role in, who we are, and what we choose to do in life. We focused on, how as Nevadans we interact with our surroundings and what parts we as individuals hold dear to our hearts. Some people were new to Reno and at first thought that they could not answer this question. But through our investigation and conversations in critiques and open discussion we were able to tailor the assignment as, how do we define home. We also looked at what parts we choose to engage with in new communities, such as people we identify with, and share similarities to, and places that remind us of where we came from. For instance we talked about how Costco fits into this category for some people because every one of the stores is the same, which gives you a sense of security and familiarity. We also used this outcome in our collage design, artist statements, prefinal, and final. Each one of these assignments is tailored to the student and our group was very responsive with generating ideas for one another and always happy to give feed back and pose questions for there peers to think about.

I assigned this learning outcome to the kinetic sculpture assignment. This assignment has the students explore the physicality of movement and balance of the Principles of design. I lecture on kinetic art, specifically the work of Alexander Calder. The students have to decide on a specific theme for their work and are held responsible for their decision making of the materials used. They have to answer whether the materials are suitable for their idea. These lead into the final assignment of a found object assemblage.



GENERAL EDUCATION ASSESSMENT REPORT (GEAR)

Creative Value Scale Drawing- Ink Study

Students will improve their understanding of value as an art element
 Students will be able to define, identify and successfully create a value scale
 Students will be able to demonstrate value in a creative way
 Students will be able to demonstrate a high level of craft

Materials:

Watercolor paper
 Non-waterproof ink
 Drawing pencils (H)
 Erasers

Procedure:

1. choose an image and brainstorm ways you could "sneak in" a value scale.
2. draw your image on to drawing paper beginning with the outline, and gradually adding value.
3. add in your value scale, creating divisions between each level of value.
4. when complete, glue on to gray paper, sign with white colored pencil, and turn in.

Closing the Loop - Use of Results to Improve Student Learning:

Faculty Remarks:

- I would like to make sure that everyone feels safe and comfortable with sharing his or her views. Making sure that guidelines and the understanding of those guidelines are set in place before students start with uncovering and sharing their personal identities and concerns. This can be scary and hard for some cultural groups given our current political climate. I also want to make sure that when showing examples of artwork I have a large variety of cultures, gender, and social political stances. By this I believe it offers students a place to discuss these artist and their topics which in turn primes the platform for the students to exhibit their work that may deal with similar topics but does not have to deal with the burnt of the questioning because it has already been discussed.

Closing the Loop – Reassessing After the Improvement Plan: This is the first time assessing in this format. As a group (meeting on May 17, 2017), we decided to develop a standard assignment that everyone would teach at the end of the semester (final project) that would demonstrate the knowledge gained and the research done during the semester. The final project would be inter-media in nature and would align to Identity. Students will have to show their research as well as write an artist statement and participate in written and oral critique. The Visual Arts is “rockin” it in Personal/Cultural Awareness and we will continue to refine the curriculum so we can conduct a anonymous assessment of all artifacts. We still need to norm our assessment process.

The Gen Ed outcome works well for us and we wouldn't change this measurement tool.



GENERAL EDUCATION ASSESSMENT REPORT (GEAR)

General Education Competency: Communication

Please select *at least one* of the Communication SLOs below to assess. *You may delete the remaining SLOs that you chose not to utilize.*

- 2. Students will use effective verbal and written delivery techniques. These techniques include the correct use of structure, content, language, technology, delivery, and nonverbal elements.

Assessment Measures:

Learning Outcome	Exemplary	Proficient	Marginal	Unacceptable
2. Students will use effective verbal and written delivery techniques. These include the appropriate use of structure, content, language, execution, technology, and non-verbal cues.	All delivery techniques display structure, content, and language. The techniques include a clear and comprehensive delivery.	Delivery techniques include an acceptable or relatively good display of structure, content, language, execution, technology, and non-verbal techniques.	Delivery techniques display an uneven use of structure, content, language, execution, technology or nonverbal cues. One or more of the elements are missing and/or poorly presented.	Delivery techniques are ineffective or fail to display structure, content, language, execution, technology, and/or non-verbal techniques.

Assessment Results:

79	Total Students Assessed	10	%
		0	
58	Students Scored as Exemplary:	73	%
12	Students Scored as Proficient:	15	%
5	Students Scored as Marginal:	6	%
4	Students Scored as Unacceptable	6	%

There are 8 sections of Art 100 and individual faculty members chose assignments that would fulfill this assessment outcome. At this time, there wasn't any standard assignment that we based our overall course assessment on. Not all sections participated in this assessment. Missing data from Section 5501.



GENERAL EDUCATION ASSESSMENT REPORT (GEAR)

Individual assignments included some of the following:

Communication was used in all writings, critique, and artist statements, but was also used in the works themselves. The students had to visit art galleries and write a critique for a piece that they enjoyed or one that they did not. They had to discuss what the work was about and how they came to these findings. Then they had to formally critique the work utilizing the vocabulary they have learned in the class. After they critiqued it they were to then share whether or not their opinion or ideas changed about the work. When using this outcome for artwork it was based on whether or not the art communicated their ideas clearly. This would be uncovered through class critique, we then as a group would offer ideas to the artist on how to clarify the message and share where we as their viewers got lost.

Students present their kinetic sculpture in a formal critique. Each individual has to discuss their use of the principles of design, focusing on movement and balance. The student also discusses their selection of materials and why they chose them. The group then gives feedback on what was successful and what the student should change to make the work more effective.

Closing the Loop - Use of Results to Improve Student Learning:

Faculty Remarks:

- The way I would better improve student learning would be to make sure to have plenty examples of writings to show them how the communication works with in the context of that assignment. Also to make sure that they understand that techniques, color, symbols, and composition have a lot to do with the communication of a work. Going through slides and having this discussion has always been a great help.
- I believe that the constant use of writing and speaking is a great help to the students. When we first started having to talk about personal identity it was very hard for them to articulate and verbalize what they were trying to say. As the semester went on, the repetition of the topic and expectations became familiar to them and they naturally improved.
- I am planning to have the students write artist statements for every art piece they create. Before I had them just do three based on the final. This was confusing for them and they did not know how to write a statement for a work they have not created yet. So, to eliminate the confusion they will just be making statements for each assignment so by the time the final is due they will know what is expected.
- I would not change a thing. I try to create a safe environment that encourages students to communicate and connect with each other. The success rate varies depending on the student's personalities, but every semester has a core group of engaged students. I have been very fortunate this semester to have an entire class that wants to participate in every discussion. I do feel the classroom desk layout has a big impact on the participation of students.

Art 100 Visual Foundations Breakdown of GEAR Numbers					
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GENERAL EDUCATION ASSESSMENT REPORT (GEAR)

Section#	# total students	Exemplary %	Proficient %	Marginal %	Unacceptable %
Critical Thinking. 07					
1001	14	86	14	0	0
1002	13	62	23	15	0
1003	14	100	0	0	0
1004	14	62	15	0	23
1006	7	43	43	14	0
1007	14	36	43	21	0
3001	17	76	6	12	6
5501	N/A	N/A	N/A	N/A	N/A
Total	93	67	21	9	3
Personal/Cultural .06					
1001	14	100	0	0	0
1002	N/A	N/A	N/A	N/A	N/A
1003	14	93	0	7	0
1004	14	62	15	0	23
1006	7	90	10	0	0
1007	14	64	29	7	0
3001	15	47	33	13	7
5501	N/A	N/A	N/A	N/A	N/A
Total	78	77	14	4	5
Personal/Cultural .02					
1001	14	67	33	0	0

TMCC is an EEO/AA institution. See <http://eeo.tmcc.edu> for more information.


GENERAL EDUCATION ASSESSMENT REPORT (GEAR)

1002	N/A	N/A	N/A	N/A	N/A
1003	14	100	0	0	0
1004	14	62	15	0	23
1006	7	100	0	0	0
1007	14	36	29	29	7
3001	16	75	13	6	6
5501	N/A	N/A	N/A	N/A	N/A
Total	79	73	15	6	6

Closing the Loop – Reassessing After the Improvement Plan: This is the first time assessing in this format. As a group (meeting on May 17, 2017), we decided to develop a standard assignment that everyone would teach at the end of the semester (final project) that would demonstrate the knowledge gained and the research done during the semester. The final project would be inter-media in nature and would align to Identity. Students will have to show their research as well as write an artist statement and participate in written and oral critique. We will continue to refine the curriculum so we can conduct a anonymous assessment of all artifacts. We still need to norm our assessment process.

The Gen Ed outcome works well for us and we wouldn't change this measurement tool.

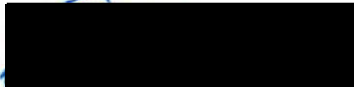
Additional Comments:



GENERAL EDUCATION ASSESSMENT REPORT (GEAR)

The faculty submitter has reviewed the CAR with their Department Chair/Coordinator/Director

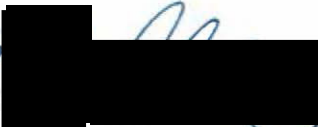
Name of Department Chair/Coordinator/Director (type): DANIEL BOWEN-ABRITS



Date: 5/23/17

The faculty submitter or Department Chair/Coordinator/Director has reviewed the CAR with their Dean

Name of Dean (type):



Date:

5/22/17

Dean's comments (required):

The results demonstrate a significant percentages of students scoring in the exemplary range. I recommend instructors bringing a few examples of each rating to discuss in their next assessment cycle meeting.

Received by the Assessment and Planning Office

Date: 5/24/17

Vice President of Academic Affairs Signature

Assessment and Planning Office

Date: 6/9/2017

Course Prefix, Number and Title: ART 100 VISUAL FOUNDATIONS

Division/Unit: Liberal Arts

Submitted by: Candace Garlock

Contributing Faculty: Erin Shearin (Section 1001, 1003); Ken Heitzenrader (Section 1002); Peter Whittenberger (Section 1004); Bahareh Shahrabi Farahani (Section 1006); Paris Almond (Section 1007); Candace Garlock (Section 3001); Kristy Mize (Section 5501)

Academic Year: 2016-2017

General Education: YES

Complete and electronically submit your assessment report to your Department Chair/Coordinator/Director. As needed, please attach supporting documents and/or a narrative description of the assessment activities in your course.

Course SLOs: Outcome #1: Using the principles of design, students will construct an artistic work about their individual identity as it is interpreted through social norms and stereotypes.

Assessment Measures: *Evaluation will be a criteria-based rubric established and used by all class sections. Course content was not standardized and instructors taught different assignments using the same assessment outcomes below:*

Personal Awareness

Exceeds Expectations. Exceptional application and demonstration of criteria. Connected to personal identity and evidence of research - social norms and stereotypes. 5 Points	Meets Expectations and there is visible evidence of criteria and purpose. Direction is strong but not exceptional. Could research more. 4 Points	Meets Expectations but there is inconsistent evidence of criteria. Purpose and direction is average and it is strongly recommended that more research is needed. 3.5 Points	Does not Meet Expectations. Little evidence of criteria. Purpose and direction is confusing and limited. 3 Points	Does Not Meet Expectations 0 Points	Total Points 5 Points
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Quality of Visual Forms

Exceeds Expectations. Masterful use of the techniques. 5 Points	Meets Expectations. Clean and consistent control of techniques, but not exceptional. Improvement could still be made. 4 Points	Meets Expectations although there is inconsistent technical control. 3.5 Points	Doesn't Meet Expectations. Technical control is haphazard and sometimes sloppy. May have rushed through the project, not being careful to control quality. 3 Points	Did not do 0 Points	Total Points 5 Points
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Course Prefix, Number and Title: ART 100 VISUAL FOUNDATIONS

Division/Unit: Liberal Arts

Submitted by:

Contributing Faculty: Erin Shearin (Section 1001, 1003); Ken Heitzenrader (Section 1002); Peter Whittenberger (Section 1004); Bahareh Shahrabi Farahani (Section 1006); Paris Almond (Section 1007); Candace Garlock (Section 3001); Kristy Mize (Section 5501)

Academic Year: 2016-2017

Construction and Creation of Visual Forms

<p>Exceeds Expectations. Insightful and unique use of design elements and principles.</p> <p align="center">5 Points</p>	<p>Meets Expectations. Strong understanding of design elements and principles but not exceptional or unique.</p> <p align="center">4 Points</p>	<p>Meets Expectations although there may be some issues with design principles. Image is not unified or balanced.</p> <p align="center">3.5 Points</p>	<p>Little evidence of incorporating design elements and principles. Lack of understanding.</p> <p align="center">3 Points</p>	<p>Did not do.</p> <p align="center">0 Points</p>	<p>Total Points</p> <p align="center">5 Points</p>
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Assessment Results:

Course Prefix, Number and Title: ART 100 VISUAL FOUNDATIONS

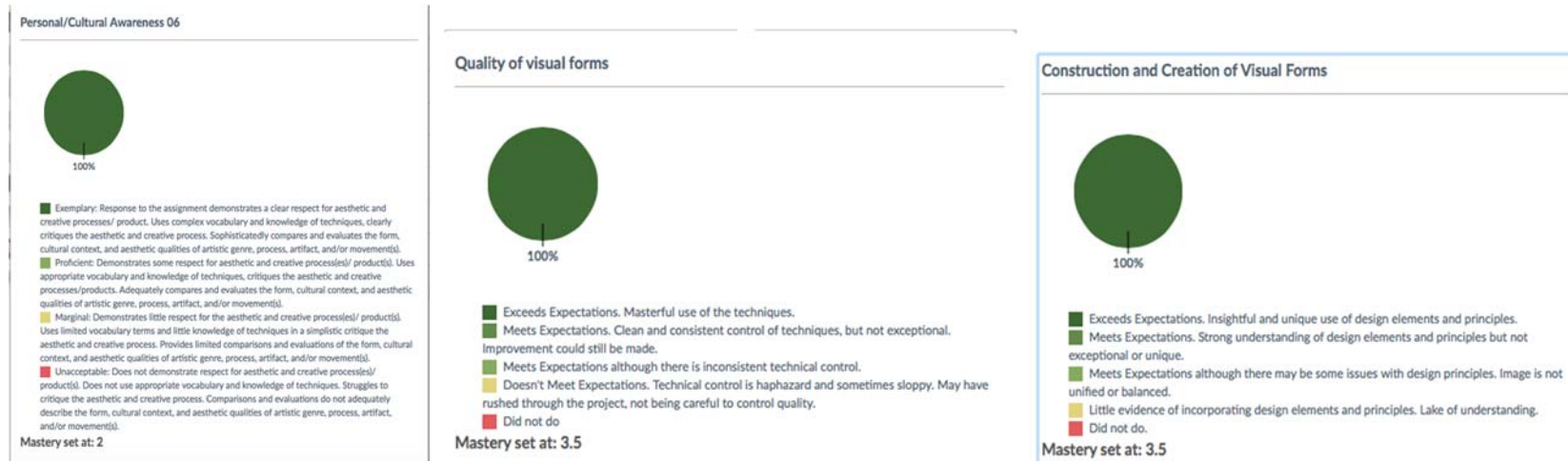
Division/Unit: Liberal Arts

Submitted by:

Contributing Faculty: Erin Shearin (Section 1001, 1003); Ken Heitzenrader (Section 1002); Peter Whittenberger (Section 1004); Bahareh Shahrabi Farahani (Section 1006); Paris Almond (Section 1007); Candace Garlock (Section 3001); Kristy Mize (Section 5501)

Academic Year: 2016-2017

Section: 1001



For you final in Art 100, you will be meeting with me on a one on one basis. We will discuss your topic, materials, artist statement, how you're going to make it, tools, movements, and what you want your viewers to learn from your piece. You must come prepared with answers to these questions before our meeting. We will hash out any questions about your personalized final before you move forward. I will supply you with any materials we used in class, however if you are venturing out of what we practiced you will have to get your own supplies. Technical assistance for all projects will be given; some tools will also be available to you. If you plan on any site-specific work or performances they must be on campus.

Each piece should show mastery of the techniques you have learned in class. This is like a test to see if you learned how to create art in a proficient manner.

Final consists of three items: Work of art, Artist statement. Peer Critique

Grading will be based on the following: (hand out of the rubric provided)

Personal Awareness, Stayed on Task, Artist statement- vocabulary, Artist statement-First Paragraph, Artist Statement –Identity, Construction and creation of visual forms, Critical thinking-analysis, Critical thinking Describing, Critical thinking –Interpretation and evaluation, Identify the Language and terminologies associated with visual forms and artistic concepts, Quality of visual forms

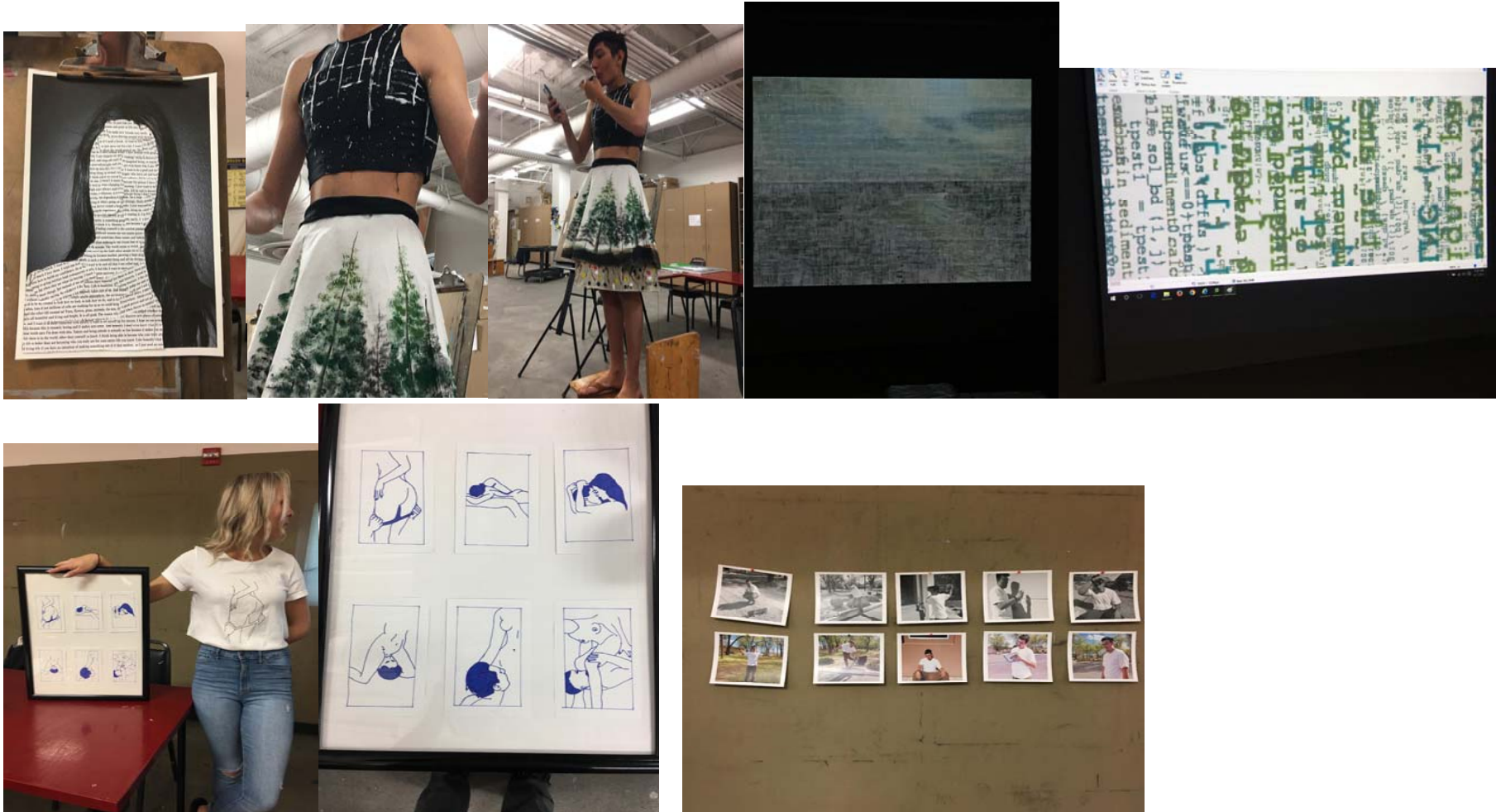
Course Prefix, Number and Title: ART 100 VISUAL FOUNDATIONS

Division/Unit: Liberal Arts

Submitted by:

Contributing Faculty: Erin Shearin (Section 1001, 1003); Ken Heitzenrader (Section 1002); Peter Whittenberger (Section 1004); Bahareh Shahrabi Farahani (Section 1006); Paris Almond (Section 1007); Candace Garlock (Section 3001); Kristy Mize (Section 5501)

Academic Year: 2016-2017



Course Prefix, Number and Title: ART 100 VISUAL FOUNDATIONS

Division/Unit: Liberal Arts

Submitted by:

Contributing Faculty: Erin Shearin (Section 1001, 1003); Ken Heitzenrader (Section 1002); Peter Whittenberger (Section 1004); Bahareh Shahrabi Farahani (Section 1006); Paris Almond (Section 1007); Candace Garlock (Section 3001); Kristy Mize (Section 5501)

Academic Year: 2016-2017

Section: 1002

Personal and Cultural Awareness assignment - Data not supplied.

Course Prefix, Number and Title: ART 100 VISUAL FOUNDATIONS

Division/Unit: Liberal Arts

Submitted by:

Contributing Faculty: Erin Shearin (Section 1001, 1003); Ken Heitzenrader (Section 1002); Peter Whittenberger (Section 1004); Bahareh Shahrabi Farahani (Section 1006); Paris Almond (Section 1007); Candace Garlock (Section 3001); Kristy Mize (Section 5501)

Academic Year: 2016-2017

Section: 1003

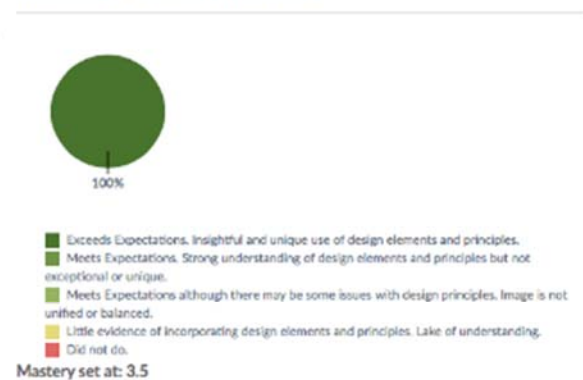
Personal/Cultural Awareness 06



Quality of visual forms



Construction and Creation of Visual Forms



For you final in Art 100, you will be meeting with me on a one on one basis. We will discuss your topic, materials, artist statement, how you're going to make it, tools, movements, and what you want your viewers to learn from your piece. You must come prepared with answers to these questions before our meeting. We will hash out any questions about your personalized final before you move forward. I will supply you with any materials we used in class, however if you are venturing out of what we practiced you will have to get your own supplies. Technical assistance for all projects will be given; some tools will also be available to you. If you plan on any site-specific work or performances they must be on campus.

Each piece should show mastery of the techniques you have learned in class. This is like a test to see if you learned how to create art in a proficient manner.

Final consists of three items: Work of art, Artist statement. Peer Critique

Grading will be based on the following: (hand out of the rubric provided)

Personal Awareness, Stayed on Task, Artist statement- vocabulary, Artist statement-First Paragraph, Artist Statement-Identity, Construction and creation of visual forms, Critical thinking-analysis, Critical thinking Describing, Critical thinking-Interpretation and evaluation, Identify the Language and terminologies associated with visual forms and artistic concepts, Quality of visual forms

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Course Prefix, Number and Title: ART 100 VISUAL FOUNDATIONS

Division/Unit: Liberal Arts

Submitted by:

Contributing Faculty: Erin Shearin (Section 1001, 1003); Ken Heitzenrader (Section 1002); Peter Whittenberger (Section 1004); Bahareh Shahrabi Farahani (Section 1006); Paris Almond (Section 1007); Candace Garlock (Section 3001); Kristy Mize (Section 5501)

Academic Year: 2016-2017

<https://youtu.be/wpGdKvTjLWk>

<https://www.youtube.com/watch?v=SzKrWgtyubM>



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Course Prefix, Number and Title: ART 100 VISUAL FOUNDATIONS

Division/Unit: Liberal Arts

Submitted by:

Contributing Faculty: Erin Shearin (Section 1001, 1003); Ken Heitzenrader (Section 1002); Peter Whittenberger (Section 1004); Bahareh Shahrabi Farahani (Section 1006); Paris Almond (Section 1007); Candace Garlock (Section 3001); Kristy Mize (Section 5501)

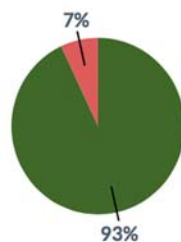
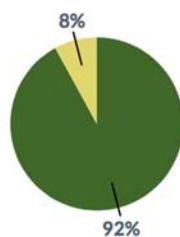
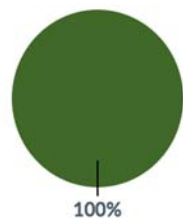
Academic Year: 2016-2017

Section: 1004

Personal/Cultural Awareness 06

Quality of visual forms

Construction and Creation of Visual Forms



My Personal/Cultural Awareness assignment is an “Autobiographical Self-Portrait”. I begin by lecturing on the history of Identity Art from the late twentieth century to the early 2000s. We discuss a variety of artists including: Jean-Michele Basquiat, Keith Herring, Felix Gonzalez Torres, Tracy Enim, and Janine Antoni, among others. We discuss the role of identity in art as it moved from the end of Post-Modernism to Altermodernism and Meta-Modernism. I ask the students to move beyond superficial concepts of race, gender, sexual preference, and encourage them to discuss how these concepts impact their personal narrative. I give the students the rubric for the artist statement and we discuss strategies on how to write it. I do not have any media restrictions on the assignment, as I want the students to focus on their ideas while exploring a medium they are interested in.

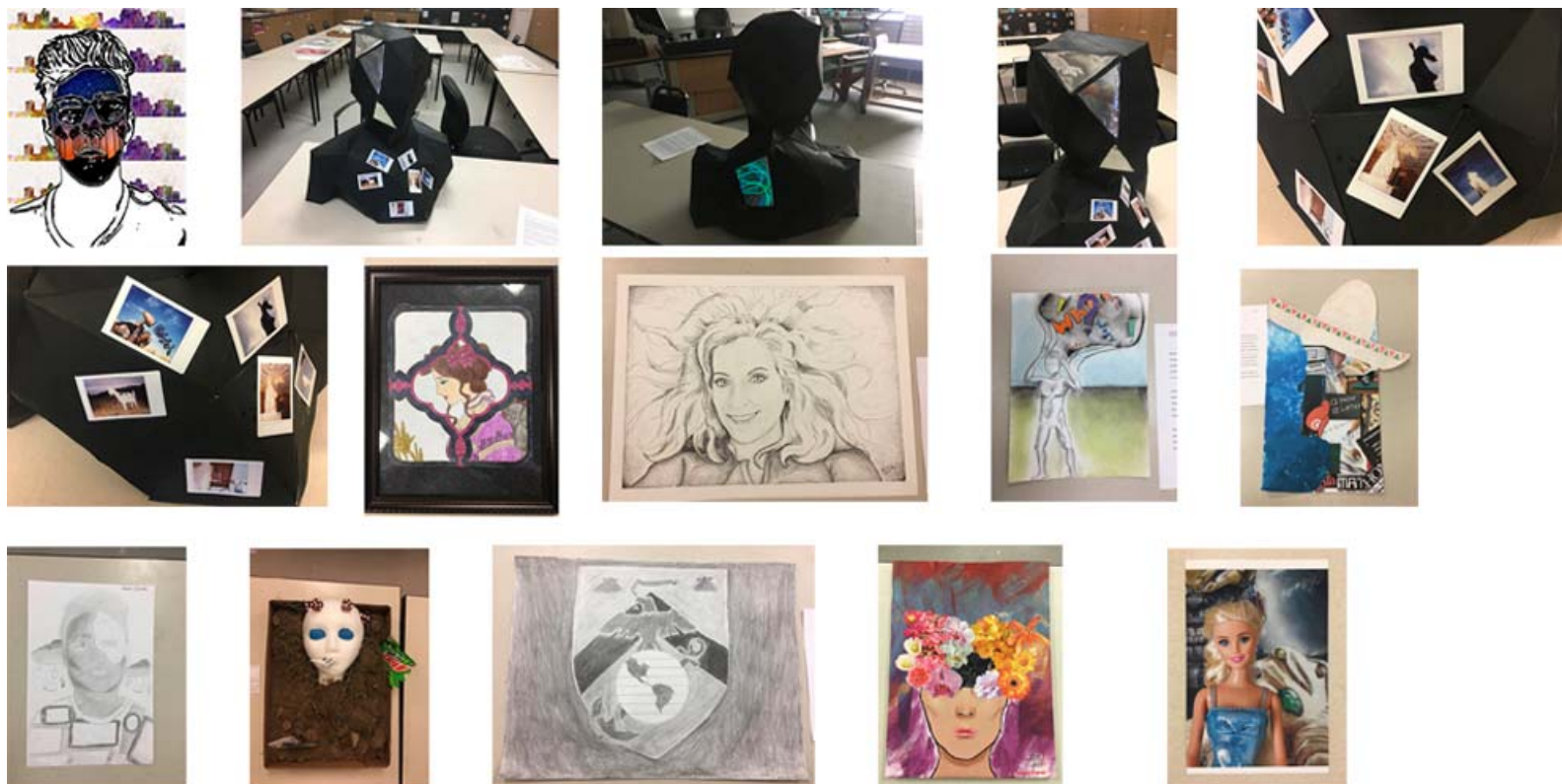
Course Prefix, Number and Title: ART 100 VISUAL FOUNDATIONS

Division/Unit: Liberal Arts

Submitted by:

Contributing Faculty: Erin Shearin (Section 1001, 1003); Ken Heitzenrader (Section 1002); Peter Whittenberger (Section 1004); Bahareh Shahrabi Farahani (Section 1006); Paris Almond (Section 1007); Candace Garlock (Section 3001); Kristy Mize (Section 5501)

Academic Year: 2016-2017



Course Prefix, Number and Title: ART 100 VISUAL FOUNDATIONS

Division/Unit: Liberal Arts

Submitted by:

Contributing Faculty: Erin Shearin (Section 1001, 1003); Ken Heitzenrader (Section 1002); Peter Whittenberger (Section 1004); Bahareh Shahrabi Farahani (Section 1006); Paris Almond (Section 1007); Candace Garlock (Section 3001); Kristy Mize (Section 5501)

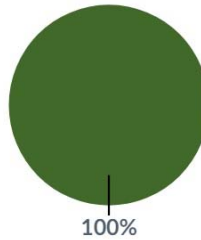
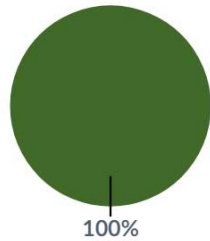
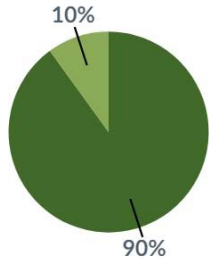
Academic Year: 2016-2017

Section: 1006

Personal/Cultural Awareness 06

Quality of visual forms

Construction and Creation of Visual Forms



For your final in Art 100, you need to develop 4 themed designs that also reflect your own personal identity.

These are to be created on the 4 canvas panels. Most of you have created themes that are personal and reflect your identity as a person. For this, think deeper about how your identity is shaped by stereotypes and societal expectations.

Each piece should show mastery of the techniques you have learned in class. This is like a test to see if you learned how to create art in a proficient manner. You may combine techniques - collage, transfer, paint, draw, and/or print using a variety of mediums. One piece of advice - if there was a technique that you did not feel like you did very well at, don't incorporate it. Only use the techniques in class that you know that you are going to excel at and will help you create the best designs to date!

These pieces are to be created on the 4 canvas boards that you got at Nevada Fine Arts. They should weave together, one informing the next so, they feel like they all belong together.

Grading will be based on the following:

- A clear development of theme using different forms and media. The images included a clear reference to your identity.
- A strong evolution from the first designs to the last ones.
- Clear evidence of researching and observations about theme.
- A new approach or idea is shown by the end of the semester

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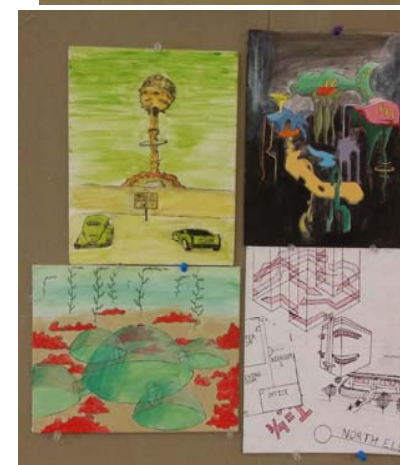
Course Prefix, Number and Title: ART 100 VISUAL FOUNDATIONS

Division/Unit: Liberal Arts

Submitted by:

Contributing Faculty: Erin Shearin (Section 1001, 1003); Ken Heitzenrader (Section 1002); Peter Whittenberger (Section 1004); Bahareh Shahrabi Farahani (Section 1006); Paris Almond (Section 1007); Candace Garlock (Section 3001); Kristy Mize (Section 5501)

Academic Year: 2016-2017



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Course Prefix, Number and Title: ART 100 VISUAL FOUNDATIONS

Division/Unit: Liberal Arts

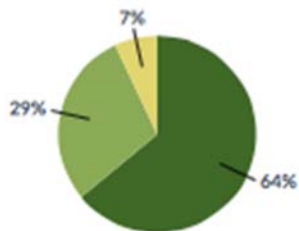
Submitted by:

Contributing Faculty: Erin Shearin (Section 1001, 1003); Ken Heitzenrader (Section 1002); Peter Whittenberger (Section 1004); Bahareh Shahrabi Farahani (Section 1006); Paris Almond (Section 1007); Candace Garlock (Section 3001); Kristy Mize (Section 5501)

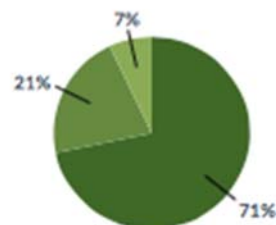
Academic Year: 2016-2017

Section: 1007

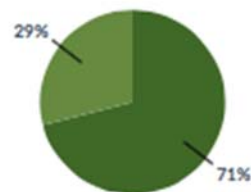
Personal/Cultural Awareness 06



Quality of visual forms



Construction and Creation of Visual Forms



Students were provided a handout detailing instructions for the Identity Project, as follows:

Part 1 of Identity Project: Masks

Design and create your own original mask. Your mask should be wearable and well-crafted. You are encouraged to be innovative and to employ unexpected or unusual materials.

The theme of this composition is about your public persona, which is the way you present yourself to the world through your appearance and behavior. You will also write an Artist's Statement about this piece, and they will be turned in together.

Use the principles of design to construct this artistic work about your individual identity as you perceive it is interpreted through social norms and stereotypes.

Begin by sketching a variety of ideas. Be aware of how you are using line, shape, contrast, texture, color, and size. You may take inspiration from mask sources of different cultures, tribes, beliefs, science fiction and fantasy. You might imagine your mask is to be used in a ceremony or ritual of higher meaning and create a myth around it.

Do not directly copy a source, but make the design your own by changing and adapting it. Don't settle too soon, but develop your ideas until you express your intention with clarity.

When your sketched design is resolved, you can make a paper pattern for your mask to work out design problems before you begin constructing with your actual mask-making materials.

Course Prefix, Number and Title: ART 100 VISUAL FOUNDATIONS

Division/Unit: Liberal Arts

Submitted by:

Contributing Faculty: Erin Shearin (Section 1001, 1003); Ken Heitzenrader (Section 1002); Peter Whittenberger (Section 1004); Bahareh Shahrabi Farahani (Section 1006); Paris Almond (Section 1007); Candace Garlock (Section 3001); Kristy Mize (Section 5501)

Academic Year: 2016-2017

Be prepared to work on this project in class by bringing your sketches, tools, and any materials not already provided for you.



Course Prefix, Number and Title: ART 100 VISUAL FOUNDATIONS

Division/Unit: Liberal Arts

Submitted by:

Contributing Faculty: Erin Shearin (Section 1001, 1003); Ken Heitzenrader (Section 1002); Peter Whittenberger (Section 1004); Bahareh Shahrabi Farahani (Section 1006); Paris Almond (Section 1007); Candace Garlock (Section 3001); Kristy Mize (Section 5501)

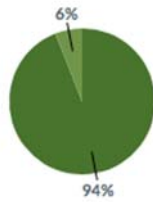
Academic Year: 2016-2017

Section: 3001

Art 100 > Personal Awareness

Art 100 > Quality of visual forms

Art 100 > Construction and Creation of Visual Forms



I have several assignments throughout the semester that build students' knowledge of cultural awareness and identity. The final assignment assessed is as follows:

For you final in Art 100, you need to develop **4 themed designs that also reflect your own personal identity.**

These are to be created on the **4 canvas panels** that you purchased at Nevada Fine Art. Throughout the semester, you have created themes that are personal and reflect your identity as a person. For this, think deeper about how your identity is shaped by stereotypes and societal expectations.

Each piece should show mastery of the techniques you have learned in class. This is like a test to see if you learned how to create art in a proficient manner. You may combine techniques - collage, transfer, paint, draw, and/or print using a variety of mediums. One piece of advice - if there was a technique that you did not feel like you did very well at, don't incorporate it. Only use the techniques in class that you know that you are going to excel at and will help you create the best designs to date!

Grading will be based on the following:

A clear development of theme using different forms and media. The images included a clear reference to your identity.

A strong evolution from the first designs to the last ones.

Clear evidence of researching and observations about theme.

A new approach or idea is shown by the end of the semester - The WOW factor!

TMCC is an EEO/AA institution. See <http://eoo.tmcc.edu> for more information.

Course Prefix, Number and Title: ART 100 VISUAL FOUNDATIONS

Division/Unit: Liberal Arts

Submitted by:

Contributing Faculty: Erin Shearin (Section 1001, 1003); Ken Heitzenrader (Section 1002); Peter Whittenberger (Section 1004); Bahareh Shahrabi Farahani (Section 1006); Paris Almond (Section 1007); Candace Garlock (Section 3001); Kristy Mize (Section 5501)

Academic Year: 2016-2017



Course Prefix, Number and Title: ART 100 VISUAL FOUNDATIONS

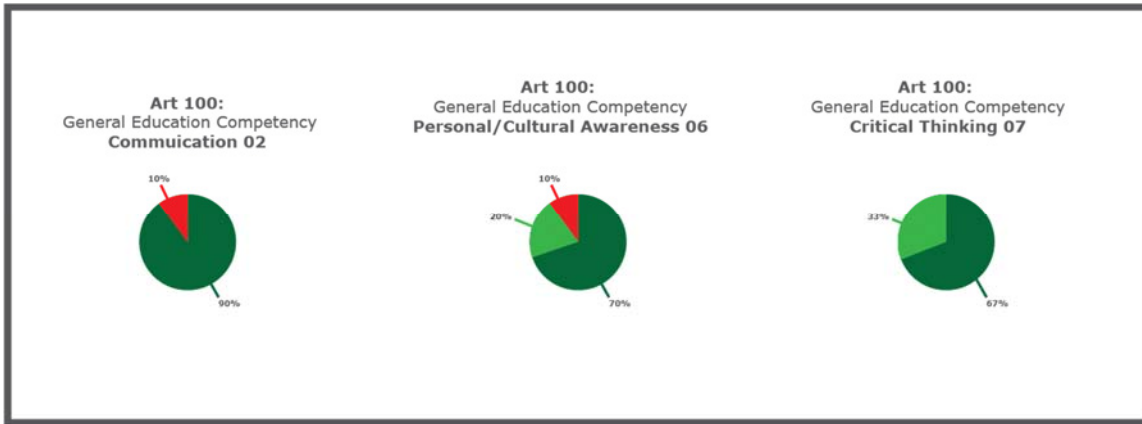
Division/Unit: Liberal Arts

Submitted by:

Contributing Faculty: Erin Shearin (Section 1001, 1003); Ken Heitzenrader (Section 1002); Peter Whittenberger (Section 1004); Bahareh Shahrabi Farahani (Section 1006); Paris Almond (Section 1007); Candace Garlock (Section 3001); Kristy Mize (Section 5501)

Academic Year: 2016-2017

Section: 5501



Investigating Identity:

Description:

For your final project this semester you will be tasked to create the following:

- A triptych on three canvases that is a representation of your identity utilizing any combination of techniques we have learned in this class.
- An artist statement utilizing the vocabulary we have learned in class describing your choices in composition, color and why you have made these choices.

Based on the brainstorming we did in class you will consider the aspects of your personality that defines your identity.

Consider the following:

- Traditional Gender Roles
- The role that Advertising and the consumer play in creating and reinforcing gender stereotypes.
- What qualities does contemporary society consider beautiful/handsome today. How are these standards different for men and women?
- What role does ethnic heritage play in the formulation of identity?
- What role does life experience play in the formulation of identity?

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Course Prefix, Number and Title: ART 100 VISUAL FOUNDATIONS

Division/Unit: Liberal Arts

Submitted by:

Contributing Faculty: Erin Shearin (Section 1001, 1003); Ken Heitzenrader (Section 1002); Peter Whittenberger (Section 1004); Bahareh Shahrabi Farahani (Section 1006); Paris Almond (Section 1007); Candace Garlock (Section 3001); Kristy Mize (Section 5501)

Academic Year: 2016-2017

- How do religious and political viewpoints effect identity?



Course Prefix, Number and Title: ART 100 VISUAL FOUNDATIONS

Division/Unit: Liberal Arts

Submitted by:

Contributing Faculty: Erin Shearin (Section 1001, 1003); Ken Heitzenrader (Section 1002); Peter Whittenberger (Section 1004); Bahareh Shahrabi Farahani (Section 1006); Paris Almond (Section 1007); Candace Garlock (Section 3001); Kristy Mize (Section 5501)

Academic Year: 2016-2017

Use of Results: *Summarize how you are using or plan to use the assessment results to improve teaching and learning.*

Notes from Course Instructors:

- Based on the assessments and class experiences, I believe that students are willing to engage more in group format assignments, therefore I plan to modify and improve some of the assignments into group format.
- With the results of the assessment I am seeing that students who fared poorly were essentially not participating in class. I do have quite a few critiques throughout the semester where students are asked to analyze their own work as well as their peers. I feel this is was extremely helpful in preparing them for the final written paper. However, I do feel that I can infuse more discussion and projects about Identity throughout the semester.
- I am using these results to improve learning for the students by modifying language and presentations to clarify any miss communication. The results show where students need more time in and I will spend more time in these areas and offer more examples, and ask more questions.
- I find this assignment to be very empowering for the students. I'm confident this is the first time many of them have been asked to speak back to the world in a direct way that exposes how they think and feel about themselves. I believe the progression of assignments leading up to the personal awareness work leads up to a successful variety of artworks.

Course Modifications: (Department Level work over summer) *Based on the results of this assessment, will you revise course curriculum or course outcomes? If so, please summarize how and why.*

Course Prefix, Number and Title: ART 100 VISUAL FOUNDATIONS

Division/Unit: Liberal Arts

Submitted by:

Contributing Faculty: Erin Shearin (Section 1001, 1003); Ken Heitzenrader (Section 1002); Peter Whittenberger (Section 1004); Bahareh Shahrabi Farahani (Section 1006); Paris Almond (Section 1007); Candace Garlock (Section 3001); Kristy Mize (Section 5501)

Academic Year: 2016-2017

Outcome #2: Students will write an artistic statement that reflects and interprets their artistic work produced about identity.

Assessment Measures: Evaluation will be a criteria-based rubric established and used by all class sections.

First Paragraph- Overall Inspirations: Fully describes the inspiration for the identity project

Exceeds Expectations. Inspirational paragraph –fully describes the background and research. 5 Points	Meets Expectations. Visible evidence of your inspiration but might be lacking in key research elements. 4 Points	Meets Expectations. Inconsistent evidence of inspiration. Purpose and direction is average. 3.5 Points	Does not Meet Expectations. Little evidence of personal identity. Purpose and direction is confusing/limited. 3 Points	Did not do 0 Points	Total Points 5 Points
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Overall

Exceeds Expectations. Interpretation of identity and response to social norms and stereotypes is unique. The Artist statement clearly shows the intent of the artist. 5 Points	Meets Expectations. The Artist Statement clearly shows intent but might be missing key elements of social norms and stereotypes as it relates to the artwork. 4 Points	Partially Meets Expectations. There isn't a strong sense of meaning in the Artist Statement. Clarity is an issue but the student did try to relate to stereotypes and social norms. Descriptions are vague. 3.5 Points	Does Not Meet Expectations. There isn't a clear connection at all to social norms and stereotypes. Student didn't interpret his/her artwork well. 3 Points	Did not interpret personal identity. 0 Points	Total Points 5 Points
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Students use of Art vocabulary is assessed in this outcome

Course Prefix, Number and Title: ART 100 VISUAL FOUNDATIONS

Division/Unit: Liberal Arts

Submitted by:

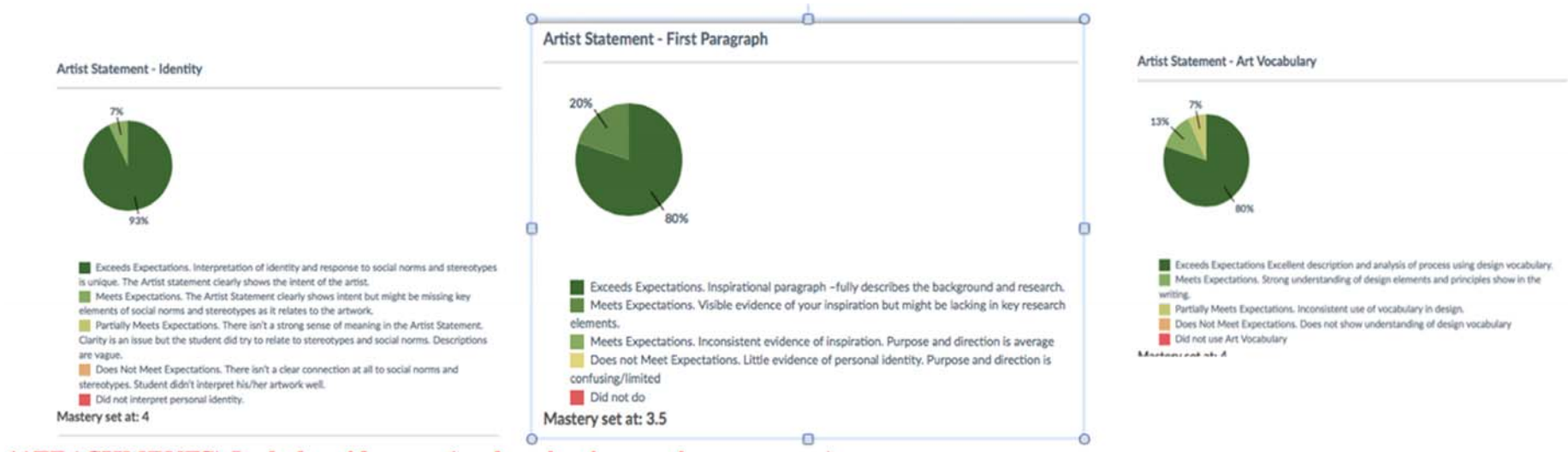
Contributing Faculty: Erin Shearin (Section 1001, 1003); Ken Heitzenrader (Section 1002); Peter Whittenberger (Section 1004); Bahareh Shahrabi Farahani (Section 1006); Paris Almond (Section 1007); Candace Garlock (Section 3001); Kristy Mize (Section 5501)

Academic Year: 2016-2017

Exceeds Expectations. Excellent description and analysis of process using design vocabulary.	Meets Expectations. Strong understanding of design elements and principles shown in the writing.	Partially Meets Expectations. Inconsistent use of vocabulary in design.	Does Not Meet Expectations. Does not show understanding of design vocabulary	Did not use Art Vocabulary	Total Points
5 Points	4 Points	3.5 Points	3 Points	0 Points	5 Points

Assessment Results:

Section 1001:



Course Prefix, Number and Title: ART 100 VISUAL FOUNDATIONS

Division/Unit: Liberal Arts

Submitted by:

Contributing Faculty: Erin Shearin (Section 1001, 1003); Ken Heitzenrader (Section 1002); Peter Whittenberger (Section 1004); Bahareh Shahrabi Farahani (Section 1006); Paris Almond (Section 1007); Candace Garlock (Section 3001); Kristy Mize (Section 5501)

Academic Year: 2016-2017

Section 1002:

No Data Provided. Examples of Artist Statements were supplied and placed in Art department file.

Section 1003:

Artist Statement - First Paragraph



- Exceeds Expectations. Inspirational paragraph -fully describes the background and research.
- Meets Expectations. Visible evidence of your inspiration but might be lacking in key research elements.
- Meets Expectations. Inconsistent evidence of inspiration. Purpose and direction is average
- Does not Meet Expectations. Little evidence of personal identity. Purpose and direction is confusing/limited
- Did not do

Mastery set at: 3.5

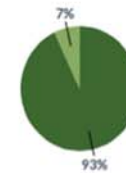
Artist Statement - Identity



- Exceeds Expectations. Interpretation of identity and response to social norms and stereotypes is unique. The Artist statement clearly shows the intent of the artist.
- Meets Expectations. The Artist Statement clearly shows intent but might be missing key elements of social norms and stereotypes as it relates to the artwork.
- Partially Meets Expectations. There isn't a strong sense of meaning in the Artist Statement. Clarity is an issue but the student did try to relate to stereotypes and social norms. Descriptions are vague.
- Does Not Meet Expectations. There isn't a clear connection at all to social norms and stereotypes. Student didn't interpret his/her artwork well.
- Did not interpret personal identity.

Mastery set at: 4

Artist Statement - Art Vocabulary



- Exceeds Expectations Excellent description and analysis of process using design vocabulary.
- Meets Expectations. Strong understanding of design elements and principles show in the writing.
- Partially Meets Expectations. Inconsistent use of vocabulary in design.
- Does Not Meet Expectations. Does not show understanding of design vocabulary
- Did not use Art Vocabulary

Mastery set at: 4

Course Prefix, Number and Title: ART 100 VISUAL FOUNDATIONS

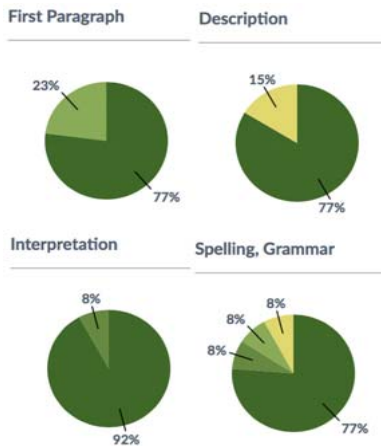
Division/Unit: Liberal Arts

Submitted by:

Contributing Faculty: Erin Shearin (Section 1001, 1003); Ken Heitzenrader (Section 1002); Peter Whittenberger (Section 1004); Bahareh Shahrabi Farahani (Section 1006); Paris Almond (Section 1007); Candace Garlock (Section 3001); Kristy Mize (Section 5501)

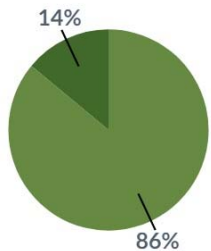
Academic Year: 2016-2017

Section 1004:

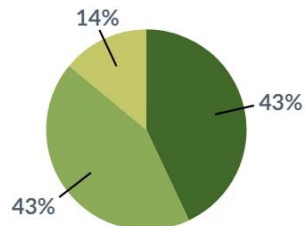


Section 1006:

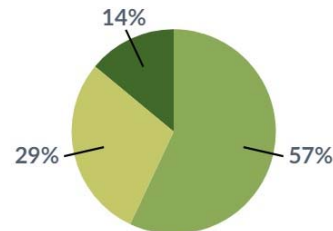
Artist Statement - First Paragraph



Artist Statement - Identity



Artist Statement - Art Vocabulary



TMCC is an EEO/AA institution. See <http://eoo.tmcc.edu> for more information.

Course Prefix, Number and Title: ART 100 VISUAL FOUNDATIONS

Division/Unit: Liberal Arts

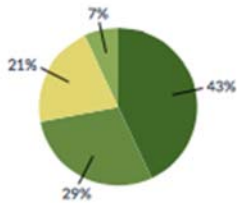
Submitted by:

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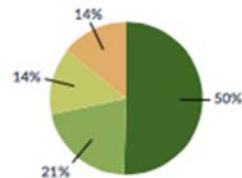
Academic Year: 2016-2017

Section 1007:

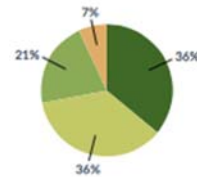
Artist Statement - First Paragraph



Artist Statement - Identity

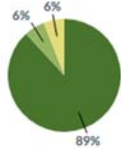


Artist Statement - Art Vocabulary



Section 3001

Art 100 > Artist Statement - First Paragraph



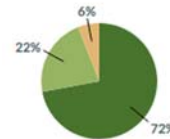
- Exceeds Expectations. Inspirational paragraph - fully describes the background and research.
- Meets Expectations. Visible evidence of your inspiration but might be lacking in key research elements.
- Meets Expectations. Inconsistent evidence of inspiration. Purpose and direction is average.
- Does not Meet Expectations. Little evidence of personal identity. Purpose and direction is confusing/limited.
- Did not do

Art 100 > Artist Statement - Identity



- Exceeds Expectations. Interpretation of identity and response to social norms and stereotypes is unique. The Artist statement clearly shows the intent of the artist.
- Meets Expectations. The Artist Statement clearly shows intent but might be missing key elements of social norms and stereotypes as it relates to the artwork.
- Partially Meets Expectations. There isn't a strong sense of meaning in the Artist Statement. Clarity is an issue but the student did try to relate to stereotypes and social norms. Descriptions are vague.
- Does Not Meet Expectations. There isn't a clear connection at all to social norms and stereotypes. Student didn't interpret his/her artwork well.
- Did not interpret personal identity.

Art 100 > Artist Statement - Art Vocabulary



- Exceeds Expectations. Excellent description and analysis of process using design vocabulary.
- Meets Expectations. Strong understanding of design elements and principles shown in the writing.
- Partially Meets Expectations. Inconsistent use of vocabulary in design.
- Does Not Meet Expectations. Does not show understanding of design vocabulary
- Did not use Art Vocabulary

Section 5501: No Data Provided. Examples of Artist Statements were supplied and placed in Art department file.

Course Prefix, Number and Title: ART 100 VISUAL FOUNDATIONS

Division/Unit: Liberal Arts

Submitted by:

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Academic Year: 2016-2017

(ATTACHMENTS) Include evidence – (students' written artist statements)

*Students' written artist statements are on file in Visual Art Department

Course Prefix, Number and Title: ART 100 VISUAL FOUNDATIONS

Division/Unit: Liberal Arts

Submitted by:

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Academic Year: 2016-2017

Use of Results: *Summarize how you are using or plan to use the assessment results to improve teaching and learning.*

Course Modifications: (Department Level work over summer) *Based on the results of this assessment, will you revise course curriculum or course outcomes? If so, please summarize how and why.*

Course Prefix, Number and Title: ART 100 VISUAL FOUNDATIONS

Division/Unit: Liberal Arts

Submitted by:

Contributing Faculty: Erin Shearin (Section 1001, 1003); Ken Heitzenrader (Section 1002); Peter Whittenberger (Section 1004); Bahareh Shahrabi Farahani (Section 1006); Paris Almond (Section 1007); Candace Garlock (Section 3001); Kristy Mize (Section 5501)

Academic Year: 2016-2017

Outcome #3:

Assessment Measures: *Evaluation will be based on written peer review, students will evaluate each other's work based on the analysis of design principles. A criteria-based rubric will be established and used by all class sections.*

Critical Thinking – Describing

Exceeds Expectations. Gives a DETAILED account of what the art depicts including concepts and techniques used. Uses appropriate art terms to describe the work. 5 Points	Meets Expectations. Accurately describes the artwork but not in detail. Uses appropriate art terms to describe the work. 3.5 Points	Partially Meets Expectations. Attempted to describe but did not address the concepts or techniques. Did not use appropriate art terms to describe the work. 3 Points	Does not Meet Expectations. Did not have a description of the work. The writing was more of an interpretation. Lacked proper art terms. 2.5 Points	Did not Do 0 Points	Total Points 5 Points
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Critical Thinking – Analysis

Exceeds Expectations. All elements of art and principles of design (based on the assignment criteria) are addressed. Student used examples from the work to support his/her analysis. 5 Points	Meets Expectations. Most of the elements of art and principles of design are addressed. For the most part, student used examples from the work to support his/her analysis. 3.5 Points	Partially Meets Expectations. Analysis is clear but not complete. Too few elements of art and principles of design are addressed. Some examples from the work were used to support his/her analysis. 3 Points	Does not Meet Expectations. Analysis is confusing. Student did not use examples from the work to support his/her ideas. Student did not address elements of art or principles of design. 2.5 Points	Did not Do 0 Points	Total Points 5 Points
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Course Prefix, Number and Title: ART 100 VISUAL FOUNDATIONS

Division/Unit: Liberal Arts

Submitted by:

Contributing Faculty: Erin Shearin (Section 1001, 1003); Ken Heitzenrader (Section 1002); Peter Whittenberger (Section 1004); Bahareh Shahrabi Farahani (Section 1006); Paris Almond (Section 1007); Candace Garlock (Section 3001); Kristy Mize (Section 5501)

Academic Year: 2016-2017

Critical Thinking – Interpretation

<p>Exceeds Expectations. There is a solid attempt to discover what the artist is trying to communicate. Writing is CLEAR and thoughtful. Evaluation of the art is based on the criteria set for the assignment. Examples from the work have been used to support writer's statements.</p> <p align="center">5 Points</p>	<p>Meets Expectations. The evaluation is well articulated and student did attempt to explain the meaning behind the work. Examples from the work have been used to support writer's statements.</p> <p align="center">3.5 Points</p>	<p>Partially Meets Expectations. An attempt at evaluation has been made. Some examples from the work have been used to support writer's statements. An attempt at evaluation has been made.</p> <p align="center">3 Points</p>	<p>Does not Meet Expectations. Evaluation missing or not articulated clearly. No examples were used to support writer's statements.</p> <p align="center">2.5 Points</p>	<p>Does Not Meet Expectations</p> <p align="center">0 Points</p>	<p>Total Points</p> <p align="center">5 Points</p>
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Assessment Results:

Course Prefix, Number and Title: ART 100 VISUAL FOUNDATIONS

Division/Unit: Liberal Arts

Submitted by:

Contributing Faculty: Erin Shearin (Section 1001, 1003); Ken Heitzenrader (Section 1002); Peter Whittenberger (Section 1004); Bahareh Shahrabi Farahani (Section 1006); Paris Almond (Section 1007); Candace Garlock (Section 3001); Kristy Mize (Section 5501)

Academic Year: 2016-2017

Section 1001: (Examples of Written Critiques filed in Art Department)

Critical Thinking - Describing



- Exceeds Expectations. Gives a DETAILED account of what the art depicts including concepts and techniques used. Uses appropriate art terms to describe the work.
- Meets Expectations. Accurately describes the artwork but not in detail. Uses appropriate art terms to describe the work.
- Partially Meets Expectations. Attempted to describe but did not address the concepts or techniques. Did not use appropriate art terms to describe the work.
- Does not Meet Expectations. Did not have a description of the work. The writing was more of an interpretation. Lacked proper art terms.
- Did not do

Critical Thinking - Analysis



- Exceeds Expectations. All elements of art and principles of design (based on the assignment criteria) are addressed. Student used examples from the work to support his/her analysis.
 - Meets Expectations. Most of the elements of art and principles of design are addressed. For the most part, student used examples from the work to support his/her analysis.
 - Partially Meets Expectations. Analysis is clear but not complete. Too few elements of art and principles of design are addressed. Some examples from the work were used to support his/her analysis.
 - Does not Meet Expectations. Analysis is confusing. Student did not use examples from the work to support his/her ideas. Student did not address elements of art or principles of design.
 - Did not do
- Mastery set at: 3.5

Critical Thinking - Interpretation and Evaluation



- Exceeds Expectations. There is a solid attempt to discover what the artist is trying to communicate. Writing is CLEAR and thoughtful. Evaluation of the art is based on the criteria set for the assignment. Examples from the work have been used to support writer's statements.
 - Meets Expectations. The evaluation is well articulated and student did attempt to explain the meaning behind the work. Examples from the work have been used to support writer's statements.
 - Partially Meets Expectations. An attempt at evaluation has been made. Some examples from the work have been used to support writer's statements. An attempt at evaluation has been made.
 - Does not Meet Expectations. Evaluation missing or not articulated clearly. No examples were used to support writer's statements.
 - Does not meet expectations.
- Mastery set at: 3.5

Section 1002: No Data Provided

Section 1003: (Examples of Written Critiques filed in Art Department)

Critical Thinking - Describing



- Exceeds Expectations. Gives a DETAILED account of what the art depicts including concepts and techniques used. Uses appropriate art terms to describe the work.
 - Meets Expectations. Accurately describes the artwork but not in detail. Uses appropriate art terms to describe the work.
 - Partially Meets Expectations. Attempted to describe but did not address the concepts or techniques. Did not use appropriate art terms to describe the work.
 - Does not Meet Expectations. Did not have a description of the work. The writing was more of an interpretation. Lacked proper art terms.
 - Did not do
- Mastery set at: 3.5

Critical Thinking - Interpretation and Evaluation



- Exceeds Expectations. There is a solid attempt to discover what the artist is trying to communicate. Writing is CLEAR and thoughtful. Evaluation of the art is based on the criteria set for the assignment. Examples from the work have been used to support writer's statements.
 - Meets Expectations. The evaluation is well articulated and student did attempt to explain the meaning behind the work. Examples from the work have been used to support writer's statements.
 - Partially Meets Expectations. An attempt at evaluation has been made. Some examples from the work have been used to support writer's statements. An attempt at evaluation has been made.
 - Does not Meet Expectations. Evaluation missing or not articulated clearly. No examples were used to support writer's statements.
 - Does not meet expectations.
- Mastery set at: 3.5

Course Prefix, Number and Title: ART 100 VISUAL FOUNDATIONS

Division/Unit: Liberal Arts

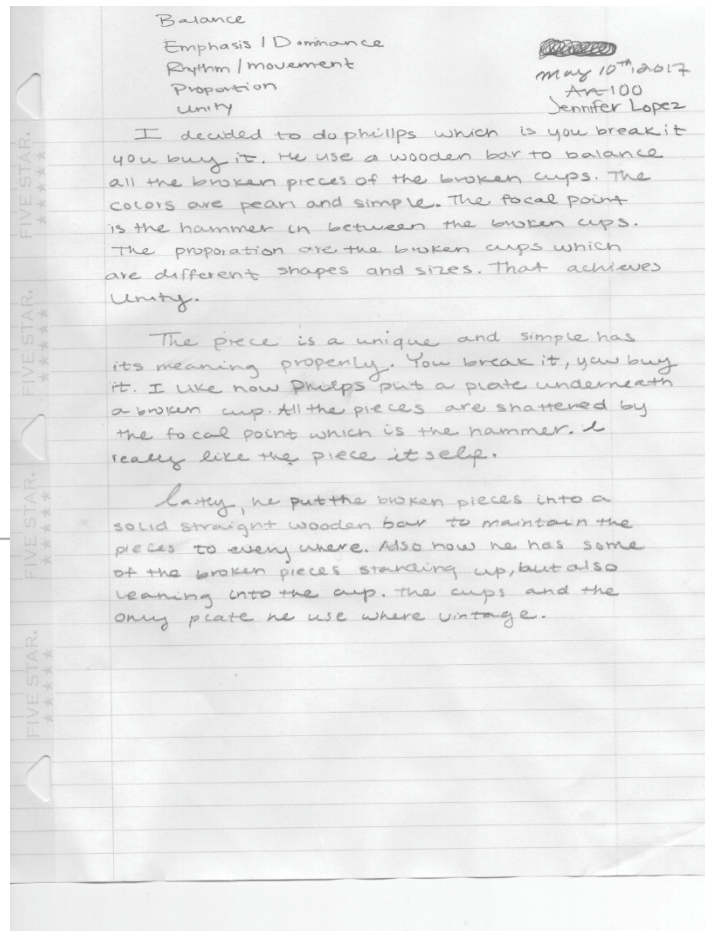
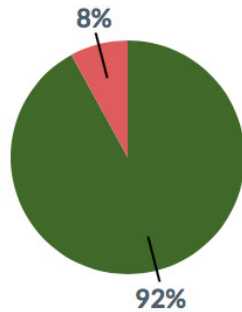
Submitted by:

Contributing Faculty: Erin Shearin (Section 1001, 1003); Ken Heitzenrader (Section 1002); Peter Whittenberger (Section 1004); Bahareh Shahrabi Farahani (Section 1006); Paris Almond (Section 1007); Candace Garlock (Section 3001); Kristy Mize (Section 5501)

Academic Year: 2016-2017

Section 1004:

Critical Thinking - Interpretation and Evaluation



Critical Thinking - Analysis

Critical Thinking - Describing



Course Prefix, Number and Title: ART 100 VISUAL FOUNDATIONS

Division/Unit: Liberal Arts

Submitted by:

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Academic Year: 2016-2017

"Time is Money" by Miles Odriozola

The artist (Miles) uses movement throughout the piece by use of the positioning of the 20\$ bills. This creates a flow around the circumference of the clock. A sense of balance is created through the difference in parallel alignment of the money. The entire piece ultimately achieves unity with balance and movement, and by covering the entirety of the piece in the bills.

The piece is a working clock faced entirely in 20\$ bills. A glass plate cover the face of the clock, creating a cleaner and more finished looking product. The bills are glued in such a way so that the clock actually looks as if it were made of money.

The saying "time is money" is represented perfectly by literally bringing these two objects together. A money covered clock is the saying brought as perfectly and literally into 3d space. I believe Miles used the simplicity of the saying by representing it simply, in real space.

Devin Miller
5/10/17
Art 100

Devin: Couch Potato

Three chairs and a table are set up like a living room. 2 arm chairs and a sofa are set in a half circle to catch your eye. Through the implied lines, your eyes go to the left first, and follow the line of couches to the right. The potatoes that are seated in each space grab your attention as you move through the set up.

The immediate thought when you see Devin's art is "Couch Potato." I believe he has done an obvious and convincing job of showing the meaning of 'couch potatoes' through his set up of an everyday living room. It is a comment on how society, as a whole, is perceived through an artists eyes.

The focal point of his art is clearly the potatoes seated on each chair. The way your gaze flows over the potatoes in the half circle shows movement or lack there of as this 'couch potato' piece describes a sedentary lifestyle. The artwork is well balanced with a potato for each seat and the entire living room is brought together with the table at the center.

Course Prefix, Number and Title: ART 100 VISUAL FOUNDATIONS

Division/Unit: Liberal Arts

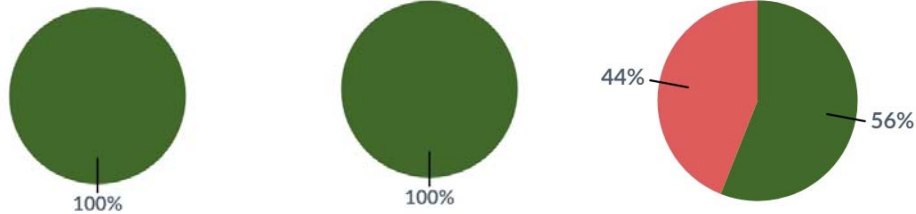
Submitted by:

Contributing Faculty: Erin Shearin (Section 1001, 1003); Ken Heitzenrader (Section 1002); Peter Whittenberger (Section 1004); Bahareh Shahrabi Farahani (Section 1006); Paris Almond (Section 1007); Candace Garlock (Section 3001); Kristy Mize (Section 5501)

Academic Year: 2016-2017

Section 1006: (Examples of Written Critiques filed in Art Department)

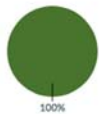
Critical Thinking - Describing Critical Thinking - Analysis Critical Thinking - Interpretation and Evaluation



Section 1007: No Data submitted, No examples of written critiques submitted.

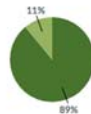
Section 3001:

Art 100 > Critical Thinking - Describing



- Exceeds Expectations. Gives a DETAILED account of what the art depicts including concepts and techniques used. Uses appropriate art terms to describe the work.
- Meets Expectations. Accurately describes the artwork but not in detail. Uses appropriate art terms to describe the work.
- Partially Meets Expectations. Attempted to describe but did not address the concepts or techniques. Did not use appropriate art terms to describe the work.
- Does not Meet Expectations. Did not have a description of the work. The writing was more of an interpretation. Lacked proper art terms.
- Did not Do

Art 100 > Critical Thinking - Analysis



- Exceeds Expectations. All elements of art and principles of design (based on the assignment criteria) are addressed. Student used examples from the work to support his/her analysis.
- Meets Expectations. Most of the elements of art and principles of design are addressed. For the most part, student used examples from the work to support his/her analysis.
- Partially Meets Expectations. Analysis is clear but not complete. Too few elements of art and principles of design are addressed. Some examples from the work were used to support his/her analysis.
- Does not Meet Expectations. Analysis is confusing. Student did not use examples from the work to support his/her ideas. Student did not address elements of art or principles of design.
- Did not Do

Art 100 > Critical Thinking - Interpretation and Evaluation



- Exceeds Expectations. There is a solid attempt to discover what the artist is trying to communicate. Writing is CLEAR and thoughtful. Evaluation of the art is based on the criteria set for the assignment. Examples from the work have been used to support writer's statements.
- Meets Expectations. The evaluation is well articulated and student did attempt to explain the meaning behind the work. Examples from the work have been used to support writer's statements.
- Partially Meets Expectations. An attempt at evaluation has been made. Some examples from the work have been used to support writer's statements. An attempt at evaluation has been made.
- Does not Meet Expectations. Evaluation missing or not articulated clearly. No examples were used to support writer's statements.
- Does NOT Meet Expectations

Course Prefix, Number and Title: ART 100 VISUAL FOUNDATIONS

Division/Unit: Liberal Arts

Submitted by:

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Academic Year: 2016-2017

Use of Results: (Department Level work over summer) *Summarize how you are using or plan to use the assessment results to improve teaching and learning.*

Additional Comments:

The faculty submitter has reviewed the CAR with their Department Chair/Coordinator/Director

DEAN COMMENTS:

Course Prefix, Number and Title: ART 100 VISUAL FOUNDATIONS

Division/Unit: Liberal Arts

Submitted by:

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Academic Year: 2016-2017

Department Chair/Coordinator/Director has reviewed the CAR's form with faculty member Yes No

Please enter your name and date below to confirm you have reviewed this report:

Title	Print Name	Signature	Date
Department Chair/Coordinator/Director			
Dean	Jill Channing		
Dr. Barbara Buchanan, Vice President of Academic Affairs	Dr. Barbara Buchanan		

Visual & Performing Arts Department Assessment Meeting Notes

Date: May 17, 2017 from 10:00 am to 12:00 pm in RDMT 214

In Attendance:

Present: Acosta, Leslie; Bouweraerts, Dan; Bullis, Rick; Eardley, Catherine; Garlock, Candace; Ghazianzad, Mahsan; Healy, Chandra; Heitzenrader, Ken; Lee, Wes; Lockrem, Scottie; Marston, Ron; Mickey, Kathryn; Owens, Ted; Paul, AnnaSheila; Paul, Dayan; Shahrabi Farahani, Barareh; Shearin, Erin; Spain, Stacey; Stathes, Connie; Weidinger, Corina; Wells, Brian; Whittenberger, Peter

Absent: Almond, Paris; Bein, Marti; Berner, Megan; Bommarito, Nicole; Burt, Maribeth; Burton, Dean; Casey, Patricia; Clark, Casey; Damron, J; Duke, Stuart; Ellis, Christopher; Franzen, Jerry; Ganschow-Green, Michael; Gartrell, Katherine; Haun, Sheldon; Kelly, Aimee; Kim, Youseon; Kinion, Kerra; Lavelly, Lindsey; McGrannahan, Earline; Mize, Kristy; Neace, Sandra; O'Hara, Margaret; O'Neil, Martha; Partridge, Maria; Robbins, Daniel; Scott, Terry; Weinberg, Joshua

Reminder: CARs and GEARs due May 19 to the dean. Please CC the Assessment Team Leader with whom you were working.

Resetting the 5-Year Assessment Cycle

- Discuss and establish when you'll be assessing each course for the next 5 years: Fall 2017-Spring 2022.
Attach this cycle to the meeting minutes.
- Remember that a course's SLOs should be assessed at least once within a 5-year period, although more frequent assessment is encouraged.
- When a course is scheduled for assessment, General Education SLOs must also be assessed if it is also a General Education course, and GEAR must be turned in along with the CAR.

Assessment Process and Results

- Identify general education area, outcome, courses, and lead faculty.
 - General Education Area: Fine Arts
 - Lead Faculty:
 - Bouweraerts, Dan: Graphic Communications Lead Faculty
 - Bullis, Rick: Dance and Theater Lead Faculty
 - Garlock, Candace: Studio Art Lead Faculty
 - Owens, Ted: Music Lead Faculty
 - Weidinger, Corina: Art History Lead Faculty
 - Courses assessed in Spring 2017:
 - ART 100
 - ART 124
 - ART 160
 - ART 261
 - ART 263

- ART 270
- Bullets from faculty discussion regarding the assessment process and results.
 - ART 100:
 - Candace Garlock led the discussion beginning by thanking all our part timers as we would not have data without you!
 - Thank you to all our part timers as we would not have data without you
 - Great Job! Studio Art faculty are using Canvas
 - The Art 100 curriculum for the online classes is used to build assignments for the face-to-face classes
 - ART 100 SLO has a big writing component, yet lacks an oral critique outcome
 - It is important for artists to be trained in cross disciplines
 - Good job on the identity project, yet weak in Artist Statements requiring the students to interpret, describe, and analyze using the course vocabulary
 - Faculty noticed issues of missing words, and a lack of flow
 - Faculty agreed how important it is for artists to write well
 - Thank you to all our part timers as we would not have data without you!
 - The Art 100 curriculum for the online classes is used to build assignments for the face-to-face classes
 - Good job on the identity project, weak in Artist Statements (noted in MCO)
 - GEAR reports designed in March seem to be losey-gossey when tied to the identity process
 - Great Job! Studio Art Faculty are using Canvas
 - ART SLO has a big writing component yet needs an oral critique outcome
 - Interpret, describe using vocabulary, analyze
 - Stated how important it is for artists to write well
 - Stated it is important for artists to be trained in cross disciplines
 - Can we add an ENG pre-req? Can we look more at content then technical writing?
 - Does that dumb it down?
 - Issues of missing words, and a lack of flow
 - Asked about writing assistance for students
 - Artist statements looked poor, so we got on an embedded tutor!
 - Hard to get ahold of, missed meetings, lack of follow through, comments were similar for all like the statements were not read thoroughly then he quit.
 - Tutoring center visit on 1st day used 2 writing assignments and improvement is greatly advanced by the end of the semester
 - Smart Thinking offers personalized comments and is pretty good
 - Results Critical Thinking #7
 - High at 88% 93 students completed, so where are the student's assignments for GEAR. Are late in the semester, so we lost some students
 - Noted that we must assess at least 20%
 - A group will assess a packet (norming) to eliminate bias
 - The kind of assessment is new to us and we are learning
 - ART 100 Personal Cultural Awareness, Communication, Critical Thinking?
 - Read ART 100 GEAR page 3 Narrative
 - Does anyone know what Criticism of Outcome?
 - Noted from Meghan Gray stated first time assessing this outcome. We do not intend to change the outcome, at this time.
 - ART 100 needs to assess from a specific assignment with the same rubric for every class.

- Asked how the assignment rubric would be done by all with one assignment for all three SLO.
- Yes, the process needs more time. Had a part timer whose class ended Sunday and assessment was due on Monday, not enough time to digest.
- In establishing a safe environment for students to express Personal Cultural Awareness
- Student Art Show, the judge Peter Groin, noted the Personal Cultural Awareness is strong.
- Artist Statement and Samples available, she notes huge improvement over the last year.
- Focus on creating Oral critique in SLO
- Communications component are tutoring center, embedded tutor, and smart thinking, is this something we can assess?
- Can we use two adjuncts as embedded tutors?
- In form tutoring center and provide examples of how to evaluate artist statements
- Cellar expectations- to adjust minimum bias
- She is using artist statements for every assignment.
- Confirms every assignment (Peter, Erin)
- Students may like doing artist statements
- UCLA requires artist statements not film examples
- Educators and Businesses complained graduate could not write.
- Oral critique is much stronger
- Team up students to do oral critique and then write together
-
- ART 124:
 - Candace Garlock led the discussion noting the assessment for this class was reproduced from the UNR MCO and was well thought out during the initial approval process through the CRC committee. All SLOs were assessed.
- ART 160:
 - Corina Weidinger led the discussion.
 - Critical Thinking #4 led by Corina Weidinger and reported that 52% of 67 students tested as proficient rating or higher.
 - Personal/Cultural Awareness #6 led by Corina Weidinger and reported that 82% of 67 students tested as proficient rating or higher.
 - Two out of three critical thinking thesis statement on paper
 - 67 students assessed
 - 42 marginal
 - 52% about marginal
 - Closing the loop- to improve the thesis statement improvement, ask for rough draft before paper stop a reduced feedback before you grade the paper.
 - Control student's general direction before they go off course on final paper.
 - Students lack the basic reading ability also and all directions are in writing.
 - Share paragraph write thesis statement
 - Give comparisons and group talk about it, then have group write thesis statement and next class critique the good ones-vs- how we can improve this one. Feedback- too general/ too narrow.
 - Rough Draft- eliminate students writing night before allows for more thought.
 - Rough draft increases the instructor work load, so he does critique of 3 other students as assignment to get 3 feedbacks.

- Break into groups online, group discussion=encourages students, note the good statements.
- Bouncing between departments, have Scottie share contact info.
- Personal Cultural Awareness #6

Use rubric for better results

-
- ART 261:
 - Corina Weidinger led the discussion.
 - Critical thinking- thesis statement 200 level classes have better papers
 - #6 Personal Cultural Awareness 96%
- ART 263:
 - Corina Weidinger led the discussion.
 - Critical thinking #4 sample thesis
 - 76% proficient
 - 24% Marginal
 - Reads first paper and gives comments and students make the same mistake in the second paper. Please do not duplicate in the 3rd paper
 - Online only- discusses compliment classes, and work for thesis statements.
 - taught by herself used Candace's Canvas system
- ART 270:
 - Corina Weidinger led the discussion.
 - Three teachers, thesis again.
 - 46% proficient and above
 - Improve more on thesis statement assignments and work in groups
 - Three instructors, one grades very harshly affecting students
 - Improve by testing, by gender awareness in Art Diversity class fall of non-majors
 - DOUBLE DIP
 - Do you have one-on-one verbal meetings?
 - No much of this course is taught online, mostly freshman students
 - May need an ENG pre-req...
 - What about a Tuesday writing seminar?
 - Write a paper and have an instructor score to add ART 270
 - What about Accuplacer minimums for diversity classes? ENG 101 rather than 102?
 - Prefers to work with them on writing first then consider the pre-req
 - Cut score are already changing over the last 5 years
 - Efficient Communications verbal and written
 - Write a paper focused on style
 - 3 papers
 - Add new assignments with second paper in addition stat what they did to improve tutoring, office hours, read feedback??
 - Students ask for clarification of feedback from instructor
 - Thesis Statement
 - #6 56% proficient,
 - Improve more online and in class discussion written short paper
- Identify outcome, courses, and lead faculty.

General Education Assessment Results Conclusions

- Bullets from faculty discussion regarding the conclusions drawn from the data.
 - ART 100:
 - Critical Thinking #7 led by Candice Garlock and reported a high score of 88% of 93 students completed the assignments for GEAR with proficient rating or better.
 - Personal/Cultural Awareness #6 led by Candice Garlock and reflected a respectable score of 91% of 78 students tested with proficient rating or better.
 - Communication #2 led by Candice Garlock and reported that 89% of 79 students test with a proficient rating or better.
 - ART 124:
 - Communication #2 led by Candice Garlock and reported that 100% of 14 students test with a proficient rating or higher.
 - Personal/Cultural Awareness #6 led by Candice Garlock reported that 100% of 14 students tested as proficient rating or higher.
 - Critical Thinking #7 led by Candice Garlock reported 100% of 14 students tested as proficient rating or higher.
 - ART 160:
 - Critical Thinking #4 led by Corina Weidinger and reported that 52% of 67 students tested as proficient rating or higher.
 - Personal/Cultural Awareness #6 led by Corina Weidinger and reported that 82% of 67 students tested as proficient rating or higher.
 - ART 261:
 - Critical Thinking #4 led by Corina Weidinger and reported that 86% of 28 students tested as proficient rating or higher.
 - Personal/Cultural Awareness #6 led by Corina Weidinger and reported that 93% of 28 students tested as proficient rating or higher.
 - ART 263:
 - Critical Thinking #4 led by Corina Weidinger and reported that 76% of 17 students tested as proficient rating or higher.
 - Personal/Cultural Awareness #6 led by Corina Weidinger and reported that 86% of 19 students tested as proficient rating or higher.
 - Communication #2 led by Corina Weidinger and reported that 76% of 17 students test with a proficient rating or higher.
 - ART 270:
 - Critical Thinking #4 led by Corina Weidinger and reported that 46% of 53 students tested as proficient rating or higher.
 - Personal/Cultural Awareness #6 led by Corina Weidinger and reported that 58% of 53 students tested as proficient rating or higher.
 - Communication #2 led by Corina Weidinger and reported that 56% of 53 students test with a proficient rating or higher.

Ideas for Improvement for General Education Competencies (curriculum, assessment process and tools, specific class interventions such as lessons and assignments, teaching techniques, etc.)

- Identify outcome, courses, and lead faculty.
 - Communication Outcome for ART (100, 124 led by Garlock) and (ART 160, 261, 263, and 270 led by Weidinger) to improve student writing skills
 - Smart Thinking offers personalized comments and is pretty good
 - Faculty discussed pros and cons of prerequisite English classes
 - Pro: Students would be more prepared to write well
 - Con: Negative impact on enrollment
 - ART 100 & 124: Artist statements looked poor, so we got on an embedded tutor
 - The embedded tutor was hard to get ahold of, missed meetings, lack of follow through, comments were similar for all like the statements were not read thoroughly then he quit
 - Can we use two adjuncts as embedded tutors?
 - Increase the Artist Statement assignment from once a semester to accompany every project as practice builds skills quicker
 - ART 160, 261, 263, and 270: Thesis Statement assignments improvements
 - Use rough draft assignments to eliminate students writing the night before promoting more thought.
 - Rough draft increases the instructor work load, so one instructor assigns critiques of other students' assignment requiring each to get 3 peer feedbacks.
 - Break students into groups online, using discussions to encourage students to identify the good statements



Course Prefix, Number, Title: WMST 101
Division, Department/Unit: Liberal Arts, Social Sciences Department
Submitted By: Bridgett Blaque and Jill Channing
Contributing Faculty: Bridgett Blaque and Jill Channing
General Education Area: Social Sciences

When WMST 101 was approved by the Curriculum Review Committee for SOCIAL SCIENCES General Education status, the submitter indicated that it mapped to the **Critical Thinking and People and Cultural Awareness** General Education competencies. The faculty-lead General Education Task Force has devised a standard set evaluation rubrics with student learning outcomes (SLOs) for these competencies. When assessing student work as part of your regular course assessment, please select *at least one* of these General Education competency SLOs (pre-populated below) in *each of the* competency areas by completing the following General Education Assessment Report. Keep in mind that you're looking at your course activities through a General Education lens, not necessarily devising new activities to meet General Education assessment.

For each of the chosen Student Learning Outcomes assessed, you will be asked to address the following:

- **Assessment Measures:** Please describe the assignment/pre-posttest/report(s)/etc. that you used to assess this competency, as well as the method that you used to select student work for assessment: Did you assess all students in all course sections, take a random sample across all course sections, etc. Please attach a copy of the assignment/ report(s)/etc. prompt, or indicate the national/state/industry-recognized exam that you used as an assessment tool for this measure.
- **Assessment Results:** Please summarize the results of your Communications SLO assessment by indicating the total number of students assess, and number and % of students meeting the "Exemplary," "Proficient," "Marginal," and "Unacceptable" criteria. Please include any additional descriptive narrative as necessary.
- **Closing the Loop: Use of Results to Improve Student Learning:** please summarize how you plan to use the results to improve student learning, and how you have communicated these assessment findings with full-time and part-time faculty. Please attach a copy of the meeting minutes taken during this discussion. A template for these minutes is found in your GEAR packet.
- **Closing the Loop: Re-assessing After the Improvement Plan:** Is this the first time you have assessed this learning outcome? Comment on the last time you assessed this learning outcome. Based on the results of your follow-up assessment, will you revise course outcomes? If so, please summarize how in why in the boxes below.



GENERAL EDUCATION ASSESSMENT REPORT (GEAR)

General Education Competency: Critical Thinking

Please select *at least one* of the Critical Thinking SLOs below to assess. *You may delete the remaining SLOs that you chose not to utilize.*

3. Students will analyze and evaluate the context, assumptions, and/or biases regarding the main problem, issue, or arguments.

Assessment Measures: An essay and a film analysis project were assessed (prompts attached). Fifty-four students from three sections (fall and spring) were assessed; a total of 11 students did not complete the assignment. This outcome was assessed using the GE competency rubric (Exemplary/Proficient/Marginal/Unacceptable).

Assessment Results:

<u>54</u>	Total Students Assessed	<u>100</u>	%
<u>15</u>	Students Scored as Exemplary:	<u>28</u>	%
<u>16</u>	Students Scored as Proficient:	<u>30</u>	%
<u>17</u>	Students Scored as Marginal:	<u>31</u>	%
<u>6</u>	Students Scored as Unacceptable	<u>11</u>	%

(Include additional descriptive narrative as necessary.)

28% of students' assignments were rated as Exemplary, 30% were rated as Proficient, 31% were rated as Marginal, and 11% were rated as Unacceptable.

Conclusions:

28% of students performed at exemplary or proficient levels. However, a significant number of students performed at the marginal (31%) or unacceptable (11%) levels. This suggests that nearly half of the students are at what could be termed an emerging level of engagement with analysis skills, which is not unexpected in a 100-level course with no reading or writing prerequisites.

Closing the Loop - Use of Results to Improve Student Learning:

The primary issue with these assignments is moving from summary to analysis. Essays/projects in the Marginal/Unacceptable levels demonstrated summary and explanation rather than analysis and evaluation, leading us to the conclusion that we need to emphasize analysis and evaluation in the weekly writing assignments leading to the projects. We do provide sample assignments with annotations; we may devise an assignment that requires them to review/engage with the sample assignment or to post a preliminary thesis/outline in a required discussion forum post. Assignments could be enhanced or developed to encourage the demonstration of these skills to a greater extent.



GENERAL EDUCATION ASSESSMENT REPORT (GEAR)

Closing the Loop – Reassessing After the Improvement Plan:

After implementing these curriculum changes, we will reassess the essay using the GE Competency Rubric. We will work with the Sociology/Psychology Coordinator and Social Sciences Chair to explore the option of an English 98 prerequisite for this course.

General Education Competency: People and Cultural Awareness

Please select *at least one* of the People and Cultural Awareness SLOs below to assess. *You may delete the remaining SLOs that you chose not to utilize.*

4. Students will explain ethical positions and/or culturally-situated ideologies that may differ from their own.

Assessment Measures: Essay 2 was assessed (prompt attached). Thirty-nine students from two sections (fall and spring) were assessed; a total of 8 students did not complete the assignment. This outcome was assessed using the GE competency rubric (Exemplary/Proficient/Marginal/Unacceptable).

Assessment Results:

54	Total Students Assessed	100	%
21	Students Scored as Exemplary:	38.88	%
16	Students Scored as Proficient:	29.63	%
13	Students Scored as Marginal:	24.08	%
4	Students Scored as Unacceptable	7.41	%

(Include additional descriptive narrative as necessary.)

39% of students' assignments were rated as Exemplary, 30% were rated as Proficient. 24% were rated as Marginal, and 7% were rated as Unacceptable.

Conclusions:

While 69% of students performed at Exemplary or Proficient levels, approximately 31% performed at the Marginal and Unacceptable levels. Students performed better at this outcome than GE Critical Thinking Competency # 3, which suggests that the majority of the students are able to demonstrate the lower-level skills of identification (summary) and explanation rather than execute analysis—again, not unexpected in a 100-level course with no reading or writing prerequisites.



GENERAL EDUCATION ASSESSMENT REPORT (GEAR)

Closing the Loop - Use of Results to Improve Student Learning:

The majority of students successfully demonstrated identification and explanation skills. In order to emphasize the related skills of identification (summary), explanation, and analysis, we will shift some of the weekly assignments to clearly identify and explicitly incorporate these skills in advance of the essay or project. We will not change the assignments themselves. In revising assignments and paper/project rubrics, we will specifically detail expectations further and present annotated example completed assignments so that students are aware of the need to analyze and discuss topics in depth.

Closing the Loop – Reassessing After the Improvement Plan:

After implementing these curriculum changes, we will reassess the essay using the GE Competency Rubric. We will work with the Sociology/Psychology Coordinator and Social Sciences Chair to explore the option of an English 98 prerequisite for this course.



GENERAL EDUCATION ASSESSMENT REPORT (GEAR)

Additional Comments on the Assessment Process:

The General Education rubric and outcomes/competencies aligned well with these assignments and provided a great opportunity for reflection and thinking about how to improve the course and student learning. After a follow up assessment (after implementing improvement interventions), we would like to consider further how the outcomes/competencies and rubrics could be revised/improved upon.

The faculty submitter has reviewed the GEAR with their Department Chair/Coordinator/Director:

Name of Department Chair/Coordinator/Director (type): Marynia Giron-Navarro Date: 5/17/17

The faculty submitter or Department Chair/Coordinator/Director has reviewed the GEAR with their Dean:

Name of Dean (type): Date:

Jill Channing 5/18/17

Dean's comments (required):

Received by the Assessment and Planning Office

Date: 5/18/2017

Assessment and Planning Office

Date: 6/13/2017

Vice President of Academic Affairs Signature

Course Prefix, Number, Title: MATH 120E, Fundamentals of College Mathematics

Division, Department/Unit: Science, Math

Submitted By: Paula Farrenkopf, Anne Fleseher

Contributing Faculty:

General Education Area: Math

When **MATH 120E** was approved by the Curriculum Review Committee for **MATH** General Education status, the submitter indicated that it mapped to the (**Add General Education Competencies**) General Education competencies. The faculty-lead General Education Task Force has devised a standard set evaluation rubrics with student learning outcomes (SLOs) for these competencies. When assessing student work as part of your regular course assessment, please select **at least one** of these General Education competency SLOs (pre-populated below) in **each of the** competency areas by completing the following General Education Assessment Report. Keep in mind that you're looking at your course activities through a General Education lens, not necessarily devising new activities to meet General Education assessment.

For each of the chosen Student Learning Outcomes assessed, you will be asked to address the following:

- **Assessment Measures:** Please describe the assignment/pre-posttest/report(s)/etc. that you used to assess this competency, as well as the method that you used to select student work for assessment: Did you assess all students in all course sections, take a random sample across all course sections, etc. Please attach a copy of the assignment/ report(s)/etc. prompt, or indicate the national/state/industry-recognized exam that you used as an assessment tool for this measure.
- **Assessment Results:** Please summarize the results of your Communications SLO assessment by indicating the total number of students assess, and number and % of students meeting the "Exemplary," "Proficient," "Marginal," and "Unacceptable" criteria. Please include any additional descriptive narrative as necessary.
- **Closing the Loop: Use of Results to Improve Student Learning:** please summarize how you plan to use the results to improve student learning, and how you have communicated these assessment findings with full-time and part-time faculty. Please attach a copy of the meeting minutes taken during this discussion. A template for these minutes is found in your GEAR packet.
- **Closing the Loop: Re-assessing After the Improvement Plan:** Is this the first time you have assessed this learning outcome? Comment on the last time you assessed this learning outcome. Based on the results of your follow-up assessment, will you revise course outcomes? If so, please summarize how in why in the boxes below.

General Education Competency: Critical Thinking

Please select *at least one* of the Critical Thinking SLOs below to assess. *You may delete the remaining SLOs that you chose not to utilize.*

SLO #6

6. Students will draw valid conclusions.

Assessment Measures: Final Exam question - A survey of 81 students were asked whether or not they eat at Daughters Cafe. 64 students said they do. Find the confidence interval for the 92.0% confidence level. Round your z-score to two decimal places.

- a. [0.6985, 0.8818] b. [0.6873, 0.8929] c. [0.6929, 0.8873] d. [0.5957, 0.9846]

Assessment Results:

45	Total Students Assessed	100	%
38	Students Scored as Exemplary:	84.4	%
3	Students Scored as Proficient:	6.7	%
1	Students Scored as Marginal:	2.2	%
4	Students Scored as Unacceptable	8.9	%

Rubric for grading:

- E: Correct Answer (c.)
- P: Wrong but showed some correct work
- M: Wrong with little work correct
- U: Wrong with no work

Closing the Loop - Use of Results to Improve Student Learning: It is one of the last topics taught and may be fresher in the students' minds compared to other topics. A lot of time is spent on this topic; the results align with the amount of effort the students put into the topic in class.

Closing the Loop – Reassessing After the Improvement Plan:

- o Modify the question to acquire more data and move away from a multiple choice question
- o Include more interpretation in the problem. Have the students not only compute an answer but interpret their results
- o Various types of problems were suggested.

TMCC is an EEO/AA institution. See <http://eoo.tmcc.edu> for more information.

General Education Competency: Quantitative Reasoning

Please select *at least one* of the Quantitative Reasoning SLOs below to assess. *You may delete the remaining SLOs that you chose not to utilize.*

SLO #4

4. Students will use appropriate mathematics to solve application problems.

Assessment Measures: Final Exam Question - The grades given in a chemistry class are normally distributed with a mean of 61 and a variance of 121. Given a random chemistry student, find the probability the student receives a grade between 60% and 70%.

- a. 0.1587 b. 0.4967 c. 0.7934 d. 0.2208 e. 0.3296

Assessment Results:

45	Total Students Assessed	100	%
40	Students Scored as Exemplary:	88.9	%
2	Students Scored as Proficient:	4.4	%
0	Students Scored as Marginal:	0	%
3	Students Scored as Unacceptable	6.7	%

(Include additional descriptive narrative as necessary.)

Closing the Loop - Use of Results to Improve Student Learning: This topic is first introduced visually and then numerically. Students are able to use their calculator on this question, which may have improved results. Although students have to first understand visually how to solve this problem, once that it established, the question becomes less difficult.

Closing the Loop – Reassessing After the Improvement Plan:

In the future students should have to show more work on the assessment to clarify the method used. And the questions need to include more interpretation of results.



GENERAL EDUCATION ASSESSMENT REPORT (GEAR)

Additional Comments on the Assessment Process:

None of the outcomes for the Critical Thinking Competency seem to fit a math course.

The faculty submitter has reviewed the CAR with their Department Chair/Coordinator/Director

Name of Department Chair/Coordinator/Director (type): Damien Ennis Date: 5.17.17

The faculty submitter or Department Chair/Coordinator/Director has reviewed the CAR with their Dean

Name of Dean (type): Date: Julie Ellsworth 7/17/17



Dean's comments (required):

No recommendations

Received by the Assessment and Planning Office Date: 7/14/17

Assessment and Planning Office

Date: 7/14/17

Vice President of Academic Affairs Signature

Course Prefix, Number and Title: MATH 120E- MATH 120 EXPANDED

Division/Unit: Sciences

Submitted by: Paula Farrenkopf, Anne Flesher

Contributing Faculty:

Academic Year: 2016-2017

General Education: Yes No

Complete and electronically submit your assessment report to your Department Chair/Coordinator/Director. Please attach supporting documents as needed or requested.

Course Outcomes	Assessment Measures	Assessment Results	Closing the Loop: Use of Results	Closing the Loop: Effect on Course
In the boxes below, summarize the outcomes assessed in your course during the year.	In the boxes below, summarize the methods used to assess course outcomes during the last year.	In the boxes below, summarize the results of your assessment activities during the last year.	In the boxes below, summarize how you are or how you plan to use the results to improve student learning.	Based on the results of this assessment, will you revise course curriculum or course outcomes? If so, please summarize how and why in the boxes below.
Outcome #1				
Students will solve financial math problems and interpret the solution.		<i>See page 2</i>	<i>Alternative formatting</i>	
Outcome #2				
Students will solve exponential growth and decay problems.				
Outcome #3				

Course Outcomes	Assessment Measures	Assessment Results	Closing the Loop: Use of Results	Closing the Loop: Effect on Course
Students will solve and interpret basic problems involving probability and statistics.				

ALTERNATIVE FORMAT: If you prefer to submit your CAR in paragraph format as opposed to the tabular format above, please complete this section in lieu of the table. **You only have to do one format, not both.**

Course SLOs:

Outcome #1: Students will solve financial math problems and interpret the solution.

Assessment Measures: Common Final Exam Question

Robert Smith wants to buy a new house for \$290,500. If he puts 10% down and finances the balance as a simple interest amortized loan at 8.8% for 27 years, what are the monthly payments?

- a. \$2,092 b. \$2,115 c. \$2,541 d. \$2,376

Assessment Results: 39 (86.7%) Correct, 6 (13.3%) Incorrect

Closing the Loop - Use of Results: This is a minimal standard topic from Math 120. The fact that students did so well means that this topic is stressed correctly and that students are able to compute the result of a simple interest computation.

Closing the Loop - Course Modifications: *No changes to the SLOs, but a different financial math question may be assessed in the future.*

Outcome #2: Students will solve exponential growth and decay problems.

Assessment Measures: A population of ants is growing exponentially. If the population starts with 176 ants and after 17 days there are 249 ants, how many ants will there be in 56 days.

- a. 820 b. 551.9 c. 4.83×10^{10} d. 56.12

Assessment Results: 38 (84.4%) Correct, 7 (15.6%) Incorrect

Closing the Loop - Use of Results: *Introduction of the topic is reinforced with proper vocabulary and proper use of the variables. Meaning of each variable and constant in calculating exponential growth is stressed. The result show that the method of teaching this topic is successful.*

Closing the Loop - Course Modifications: *Based on the results of this assessment, will you revise course curriculum or course outcomes? If so, please summarize how and why.*

Outcome #3: Students will solve and interpret basic problems involving probability and statistics.

Assessment Measures: The grades given in a chemistry class are normally distributed with a mean of 61 and a variance of 121. Given a random chemistry student, find the probability the student receives a grade between 60% and 70%.

- a. 0.1587 b. 0.4967 c. 0.7934 d. 0.2208 e. 0.3296

Assessment Results: 40 (88.9%) Correct, 5 (11.1%) Incorrect

Closing the Loop - Use of Results: This topic is first introduced visually and then numerically. Students are able to use their calculator on this question, which made improve results. Although students have to first understand visually how to solve this problem, once that it established, the question becomes less difficult.

Closing the Loop - Course Modifications: *Based on the results of this assessment, will you revise course curriculum or course outcomes? If so, please summarize how and why.*

Additional narrative or comments on the assessment process (if necessary):

- Assignment prompt(s) and scoring rubric(s), or pre/posttest used assess outcomes attached. If using an industry, state, or nationally-recognized exam, just identify.
- Meeting minutes or other documentation of reviewing the results with faculty are attached.
- The faculty submitter has reviewed the CAR with their Department Chair/Coordinator/Director.

Name of Department Chair/Coordinator/Director (type): Damien Ennis Date: 5.17.17

- The faculty submitter or Department Chair/Coordinator/Director has reviewed the CAR with their Dean

Name of Dean (type): Date: Julie Ellsworth 7/7/17 [Redacted] [Redacted]

Dean's comments (required):

appropriate level for the course

Received by the Assessment and Planning Office
Assessment and Planning Office

Date: 7/14/17

Date: 7/14/17

Vice President of Academic Affairs Signature

Mathematics Department Meeting Notes

Date: 5/17/17

In Attendance:

Present: J. Lam, K. Ehlers, D. Hooper, S. McCool, T. Lambert, B. Hestiyas, J. Cotter, B. Gallegos, J. Winston, B. Newhall, A. Sumpton, B. Thompson, L. Jensen, J. Olsen, C. Machen, D. Ennis, A. Flesher, P. Farrenkopf

Absent: H. Do (Assessment Leader attending another department meeting per assignment), G. Farrell, B. Porter (Sabbatical)

Reminder: CARs and GEARs due May 19 to the dean. Please CC the Assessment Team Leader with whom you were working.

Resetting the 5-Year Assessment Cycle

- Discuss and establish when you'll be assessing each course for the next 5 years: Fall 2017-Spring 2022. **Attach this cycle to the meeting minutes. - ATTACHED**
- Remember that a course's SLOs should be assessed at least once within a 5-year period, although more frequent assessment is encouraged.
- When a course is scheduled for assessment, General Education SLOs must also be assessed if it is also a General Education course, and GEAR must be turned in along with the CAR.

Assessment Process and Results

- Identify general education area, outcome, courses, and lead faculty. - **DONE, meeting minutes attached**
- Bullets from faculty discussion regarding the assessment process and results.
 - The question we use need to be more discovery-based and require interpretation.
 - The question needs to be determined in the fall and assessed in the spring. The department can then make modifications to the course the following fall semester.
 - There is no clear SLO for Critical Thinking in the mathematics course.

General Education Assessment Results Conclusions

- Bullets from faculty discussion regarding the conclusions drawn from the data. – **NOTES ATTACHED**
- Identify outcome, courses, and lead faculty. – **DONE, meeting minutes attached**

Ideas for Improvement for General Education Competencies (curriculum, assessment process and tools, specific class interventions such as lessons and assignments, teaching techniques, etc.)

- Identify outcome, courses, and lead faculty.
- Bullets from discussion.
 - There is no clear SLO for Critical Thinking in the mathematics course.
 - Quantitative Reasoning SLO #1 Proficient needs to be rewritten.

Mathematics Department Meeting Minutes

Discussion of the MATH 120E and MATH 126E CAR and GEAR Reports

Date: 5.17.17

Location: Vista 201

In Attendance:

Present: J. Lam, K. Ehlers, D. Hooper, S. McCool, T. Lambert, B. Hestiyas, J. Cotter, B. Gallegos, J. Winston, B. Newhall, A. Sumpton, B. Thompson, L. Jensen, J. Olsen, C. Machen, D. Ennis, A. Flesher, P. Farrenkopf

Absent: H. Do (Assessment Leader attending another department meeting per assignment), G. Farrell, B. Porter (Sabbatical)

MATH 126E CAR DISCUSSION

- Anne F. - Discussed the format and process
- Brad T. – discussed what analyzed meant and Paula explained
- Bill G. – Suggested we use a more discovery questions for algebraically analyzing, such as proving a function is one-to-one or finding its inverse, or manipulating a quadratic function from the standard to the vertex form using completing the square.
- Blissin H. – suggested using an exponential function in outcome 3 instead of a linear function as the application question.
- Ted L. – suggested implanting questions on homework that are more probing and lead to discovery
- Kurt E. – also suggested that student “interpret” their results and we assess their interpretation, and not just whether they can compute a correct answer. And, questions should be spread out across other exams and homework, not just on the final exam.

MATH 126E GEAR DISCUSSION

- For Critical Thinking SLO #6
 - Damien E. – liked that common errors were noted
 - Bill G. – need to improve the assessment process, but the current process was under a time constraint and that will not happen in the future
 - Ted L. – noticed that all the common errors were prerequisite skills
- For Quantitative Reasoning SLO #1
 - Brad. T – suggested looking creating a rubric that clarifies method errors versus computational errors.

MATH 120E CAR DISCUSSION

- One faculty member noticed that results seem high. This may be because the 120E is an expanded MATH 120 course. Students are actively engaged in the material while in class due to additional time in the classroom and additional time to complete assignments in class.

MATH 120E GEAR DISCUSSION

- For Critical Thinking SLO #6
 - Modify the question to acquire more data and move away from a multiple choice question
 - Include more interpretation in the problem. Have the students not only compute an answer but interpret their results
 - Various types of problems were suggested.
 - Financial Math question where students have to compare
 - Venn diagram question where student have to interpret results
 - Or various probability questions were also suggested where students have to interpret results or clarify the meaning of their results
- For Quantitative Reasoning SLO #4
 - Brad T. - noticed that there were two method to compute the problems, by hand or by the calculator. In the data we cannot determine which method was used. In the future have students show more work or show their calculator work to verify their results, along with diagram to clarify the inputs they used in the calculator

Math Course Assisment Cycle (Established 5.17.17)

The Assessment Cycle: Data will be collected in the fall semester and assessed in the spring semester. Discussion of the CARs and GEARs will take place during regularly scheduled department meetings. Reports will be completed by the end of the spring semester. Implementation of course changes will occur during the next fall semester.

		GE	FA	SP	FA	SP	FA	SP	FA	SP	FA	SP	FA	SP	As
			2016	2017	2017	2018	2018	2019	2019	2020	2020	2021	2021	2022	taught
MATH	92	N								A					A
MATH	95	N					X	X							
MATH	96	N					X	X							
MATH	096A	N			X	X									
MATH	096D	N			X	X									
MATH	100	N										A			
MATH	105R	N										A			
MATH	106	N										A			
MATH	107	N										A			
MATH	108	N										A			
MATH	120	Y*							X	X					
MATH	120E	Y*	X	X											
MATH	122	N									X	X			
MATH	123	N										X	X		
MATH	126	Y*					X	X							
MATH	126E	Y*	X	X											
MATH	127	Y*									X	X			
MATH	176	Y*			X	X									
MATH	181	Y*			X	X									
MATH	182	Y*					X	X							
MATH	283	N							X	X					
MATH	285	N							X	X					
STAT	152	Y*							X	X					

Course Prefix, Number, Title: PHYS 151 General Physics I
Division, Department/Unit: Sciences Division, Physical Sciences
Submitted By: Daniel Loran
Contributing Faculty:
General Education Area: Science

When **PHYS 151** was approved by the Curriculum Review Committee for **Science** General Education status, the submitter indicated that it mapped to the **Critical Thinking and Quantitative Reasoning** General Education competencies. The faculty-lead General Education Task Force has devised a standard set evaluation rubrics with student learning outcomes (SLOs) for these competencies. When assessing student work as part of your regular course assessment, please select **at least one** of these General Education competency SLOs (pre-populated below) in **each of the** competency areas by completing the following General Education Assessment Report. Keep in mind that you're looking at your course activities through a General Education lens, not necessarily devising new activities to meet General Education assessment.

For each of the chosen Student Learning Outcomes assessed, you will be asked to address the following:

- **Assessment Measures:** Please describe the assignment/pre-posttest/report(s)/etc. that you used to assess this competency, as well as the method that you used to select student work for assessment: Did you assess all students in all course sections, take a random sample across all course sections, etc. Please attach a copy of the assignment/ report(s)/etc. prompt, or indicate the national/state/industry-recognized exam that you used as an assessment tool for this measure.
- **Assessment Results:** Please summarize the results of your Communications SLO assessment by indicating the total number of students assess, and number and % of students meeting the “Exemplary,” “Proficient,” “Marginal,” and “Unacceptable” criteria. Please include any additional descriptive narrative as necessary.
- **Closing the Loop: Use of Results to Improve Student Learning:** please summarize how you plan to use the results to improve student learning, and how you have communicated these assessment findings with full-time and part-time faculty. Please attach a copy of the meeting minutes taken during this discussion. A template for these minutes is found in your GEAR packet.
- **Closing the Loop: Re-assessing After the Improvement Plan:** Is this the first time you have assessed this learning outcome? Comment on the last time you assessed this learning outcome. Based on the results of your follow-up assessment, will you revise course outcomes? If so, please summarize how in why in the boxes below.

Include only the Gen Ed Competencies/SLOs that apply to the course being assessed.

General Education Competency: Critical Thinking

Please select *at least one* of the Critical Thinking SLOs below to assess. *You may delete the remaining SLOs that you chose not to utilize.*

6. Students will draw valid conclusions.

Assessment Measures:

Students complete an in-class pre-test / post-test diagnostic.

All students in every section complete the pre-test / post-test diagnostic.

Students' Pre-tests / Post-tests are matched.

For each match, normalized Learning Gains are calculated.

Assessment Results:

PHY 151 1001 Spring 2017 – David Richards

#10	Total Students Assessed	100	%
#01	Students Scored as Exemplary:	10	%
#00	Students Scored as Proficient:	0	%
#05	Students Scored as Marginal:	50	%
#04	Students Scored as Unacceptable	40	%

PHY 151 2001 Spring 2017 – Cynthia Porter

#11	Total Students Assessed	100	%
#00	Students Scored as Exemplary:	0	%
#03	Students Scored as Proficient:	27	%
#08	Students Scored as Marginal:	73	%
#00	Students Scored as Unacceptable	0	%

PHY 151 1001 Fall 2016 – Cynthia Porter

#16	Total Students Assessed	<u>100</u>	%
#01	Students Scored as Exemplary:	<u>6</u>	%
#05	Students Scored as Proficient:	<u>31</u>	%
#08	Students Scored as Marginal:	<u>50</u>	%
#02	Students Scored as Unacceptable	<u>13</u>	%

PHY 151 2001 Fall 2016 – Cynthia Porter

#9	Total Students Assessed	<u>100</u>	%
#5	Students Scored as Exemplary:	<u>56</u>	%
#3	Students Scored as Proficient:	<u>33</u>	%
#1	Students Scored as Marginal:	<u>11</u>	%
#0	Students Scored as Unacceptable	<u>0</u>	%

(Include additional descriptive narrative as necessary.)

Closing the Loop - Use of Results to Improve Student Learning:

The Math Fluency questions in the PHYS180/180L diagnostic factor heavily into both GE: CT#6 and GE: QR#1. The expectation was that students would show gains in Math Fluency by doing lots of PHYS 1 problem solving. Assessment results (please see CAR) suggest that this is NOT the case. I believe Math Fluency is an important goal for PHYS 1, and so will begin addressing it directly, integrating Math Fluency explicitly into the PHYS 1 curriculum.

Closing the Loop – Reassessing After the Improvement Plan:

This is the first time that Critical Thinking #6 is being assessed for PHYS 151.

General Education Competency: Quantitative Reasoning

Please select *at least one* of the Quantitative Reasoning SLOs below to assess. *You may delete the remaining SLOs that you chose not to utilize.*

1. Students will use the mathematics appropriate to a particular problem to obtain correct solutions.

Assessment Measures:

Students complete an in-class pre-test / post-test diagnostic.

All students in every section complete the pre-test / post-test diagnostic.

Students' Pre-tests / Post-tests are matched.

For each match, normalized Learning Gains are calculated.

Assessment Results:

PHY 151 1001 Spring 2017 – David Richards

#10	Total Students Assessed	100	%
#01	Students Scored as Exemplary:	10	%
#00	Students Scored as Proficient:	0	%
#04	Students Scored as Marginal:	40	%
#05	Students Scored as Unacceptable	50	%

PHY 151 2001 Spring 2017 – Cynthia Porter

#11	Total Students Assessed	100	%
#01	Students Scored as Exemplary:	9	%
#00	Students Scored as Proficient:	0	%
#08	Students Scored as Marginal:	73	%
#02	Students Scored as Unacceptable	18	%

PHY 151 1001 Fall 2016 – Cynthia Porter

#16	Total Students Assessed	100	%
#02	Students Scored as Exemplary:	13	%
#02	Students Scored as Proficient:	13	%
#11	Students Scored as Marginal:	69	%
#01	Students Scored as Unacceptable	6	%

PHY 151 2001 Fall 2016 – Cynthia Porter

#9	Total Students Assessed	100	%
#4	Students Scored as Exemplary:	44	%
#1	Students Scored as Proficient:	11	%
#3	Students Scored as Marginal:	33	%
#1	Students Scored as Unacceptable	11	%

(Include additional descriptive narrative as necessary.)

Closing the Loop - Use of Results to Improve Student Learning:

The Math Fluency questions in the PHYS180/180L diagnostic factor heavily into both GE: CT#6 and GE: QR#1. The expectation was that students would show gains in Math Fluency by doing lots of PHYS 1 problem solving. Assessment results (please see CAR) suggest that this is NOT the case. I believe Math Fluency is an important goal for PHYS 1, and so will begin addressing it directly, integrating Math Fluency explicitly into the PHYS 1 curriculum.

Closing the Loop – Reassessing After the Improvement Plan:

This is the first time that Quantitative Reasoning #1 is being assessed for PHYS 151.

5. Students will deduce the consequences of a particular model under the different contexts, scenarios and/or constraints.

Assessment Measures:

Students complete an in-class pre-test / post-test diagnostic.

All students in every section complete the pre-test / post-test diagnostic.

Students' Pre-tests / Post-tests are matched.

For each match, normalized Learning Gains are calculated

Assessment Results:

PHY 151 1001 Spring 2017 – David Richards

#10	Total Students Assessed	100	%
#01	Students Scored as Exemplary:	10	%
#01	Students Scored as Proficient:	10	%
#06	Students Scored as Marginal:	60	%
#02	Students Scored as Unacceptable	20	%

PHY 151 2001 Spring 2017 – Cynthia Porter

#11	Total Students Assessed	100	%
#01	Students Scored as Exemplary:	9	%
#03	Students Scored as Proficient:	27	%
#07	Students Scored as Marginal:	64	%
#00	Students Scored as Unacceptable	0	%

PHY 151 1001 Fall 2016 – Cynthia Porter

#16	Total Students Assessed	100	%
#04	Students Scored as Exemplary:	25	%
#01	Students Scored as Proficient:	6	%
#09	Students Scored as Marginal:	56	%
#02	Students Scored as Unacceptable	13	%

PHY 151 2001 Fall 2016 – Cynthia Porter

#9	Total Students Assessed	100	%
#4	Students Scored as Exemplary:	44	%
#3	Students Scored as Proficient:	33	%
#2	Students Scored as Marginal:	22	%
#0	Students Scored as Unacceptable	0	%

Closing the Loop - Use of Results to Improve Student Learning:

For PHYS 151 1001 and 2001 Spring 2017 and 1001 Fall 2016, the majority of students do NOT show measurable learning gains for GE: QR#5. And while the results for PHYS 151 2001 Fall 2016 show that 77% of students do show measurable learning gains for GE: QR#5, the number of matched pre-tests/post-tests was only N = 9 for this section.

Because PHYS/AST is chronically understaffed, the PHYS 151 sections are regularly taught by part-time instructors. And this teaching assignment will often be the very first time teaching for one or more of the part-time instructors. For this reporting cycle, the assignment of Richards to PHYS 151 1001 Spring 2017 was the first time he had ever taught PHYS 151 anywhere.

While I do share all of my curricular resources with the part-time instructors and also spend significant time mentoring the part-time instructors, the two single most important factors for teaching effectiveness remain 1) actual experience teaching the course and 2) and the acculturation of the national community of college science teachers.

Closing the Loop – Reassessing After the Improvement Plan:

This is the first time that Quantitative Reasoning #5 is being assessed for PHYS 151.

Additional Comments on the Assessment Process:

The faculty submitter has reviewed the CAR with their Department Chair/Coordinator/Director

Name of Department Chair/Coordinator/Director (type): Date:

The faculty submitter or Department Chair/Coordinator/Director has reviewed the CAR with their Dean

Name of Dean (type):

Dean's comments (required):

Great job!

Received by the Assessment and Planning Office

Date: 9/6/2017

Vice President of Academic Affairs Signature

Course Prefix, Number and Title: PHYS 151 GENERAL PHYSICS I

Division/Unit: Sciences

Submitted by: Daniel Loranz

Contributing Faculty:

Academic Year: 2016-2017

General Education: Yes

Complete and electronically submit your assessment report to your Department Chair/Coordinator/Director. As needed, please attach supporting documents and/or a narrative description of the assessment activities in your course.

ALTERNATIVE FORMAT: If you prefer to submit your CAR in paragraph format as opposed to the tabular format above, please complete this section in lieu of the table. You only have to do 1 format, not both.

Course SLOs:

Outcome #1:

Assessment Measures: Describe what your assessment tools were, or how you assessed the General Education student learning outcome(s).

Not assessed in this reporting cycle.

Outcome #2:

Assessment Measures: Describe what your assessment tools were, or how you assessed the General Education student learning outcome(s).

Students complete an in-class pre-test / post-test diagnostic.

The diagnostic included 10 questions on Math Readiness and 12 questions on Math Fluency.

All students in every section complete the pre-test / post-test diagnostic.

Students' Pre-tests / Post-tests are matched.

For each match, normalized Learning Gains (g) are calculated.

Normalized learning gains are then plotted against initial scores.

Questions / topics that do not show measurable learning gains are noted.

Course Prefix, Number and Title: PHYS 151 – GENERAL PHYSICS I

Division/Unit: Sciences

Submitted by: Dan Loran

Contributing Faculty:

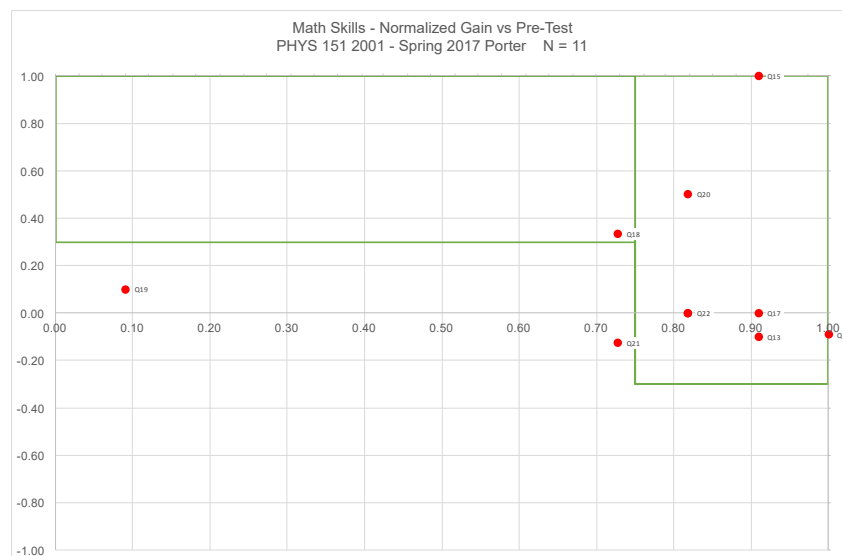
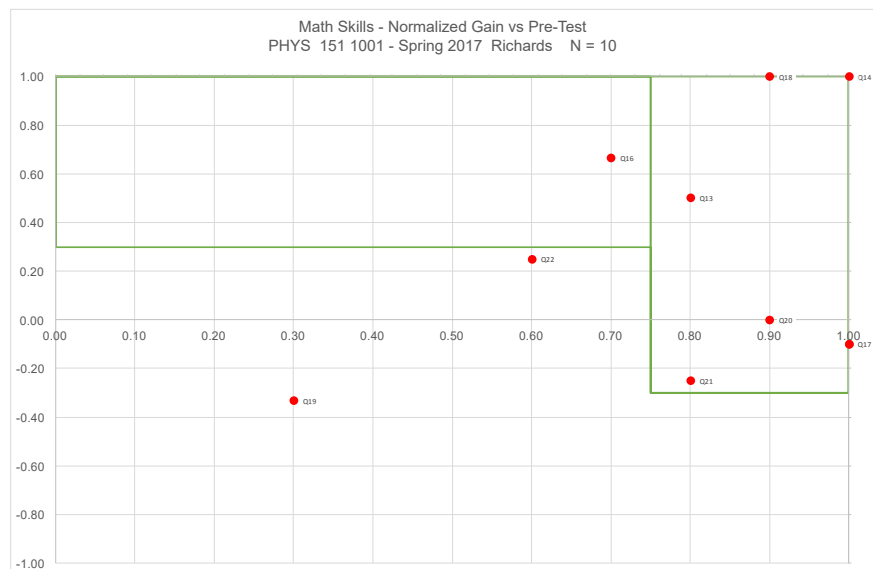
Academic Year: 2016-2017

Assessment Results: *Summarize the results of your General Education assessment activities for this course during this assessment period.*

In this reporting cycle, all 4 sections of PHYS 151 taught during 2016-2017 academic year were assessed. The results are shown below.

Normalized learning gains of $g > 0.3$ indicate learning gains that are statistically significant. (Normalized learning gains bounded by ± 0.3 are indistinguishable from statistical noise.) Also, focus is on questions / topics with initial scores less than 0.75.

Results for Math Readiness



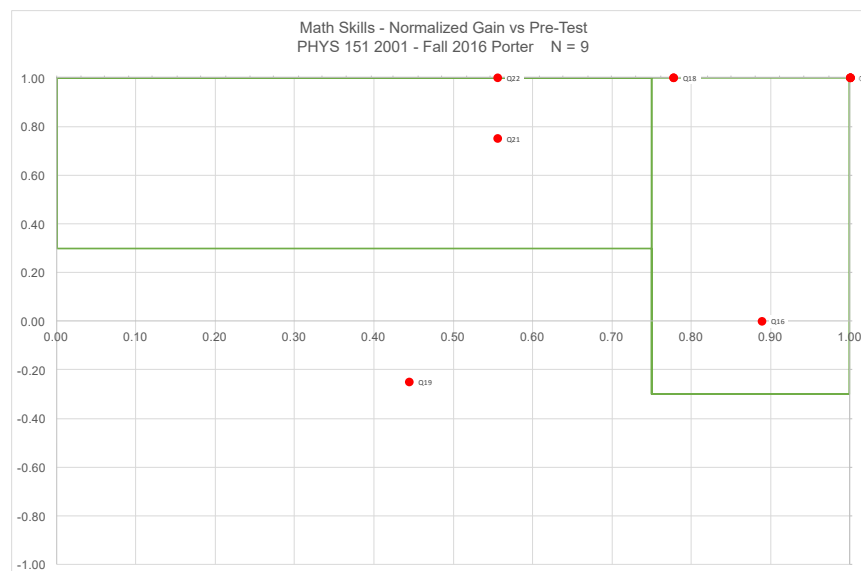
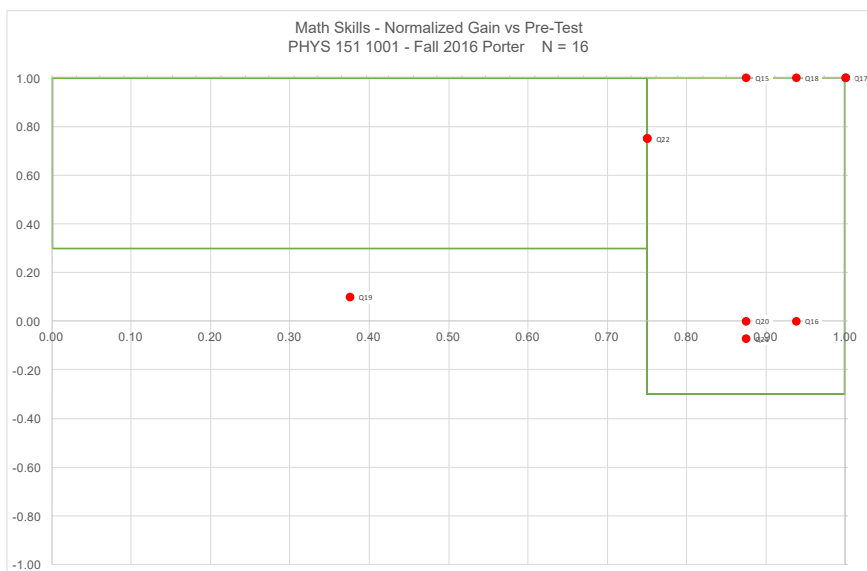
Course Prefix, Number and Title: PHYS 151 – GENERAL PHYSICS I

Division/Unit: Sciences

Submitted by: Dan Loran

Contributing Faculty:

Academic Year: 2016-2017



Course Prefix, Number and Title: PHYS 151 – GENERAL PHYSICS I

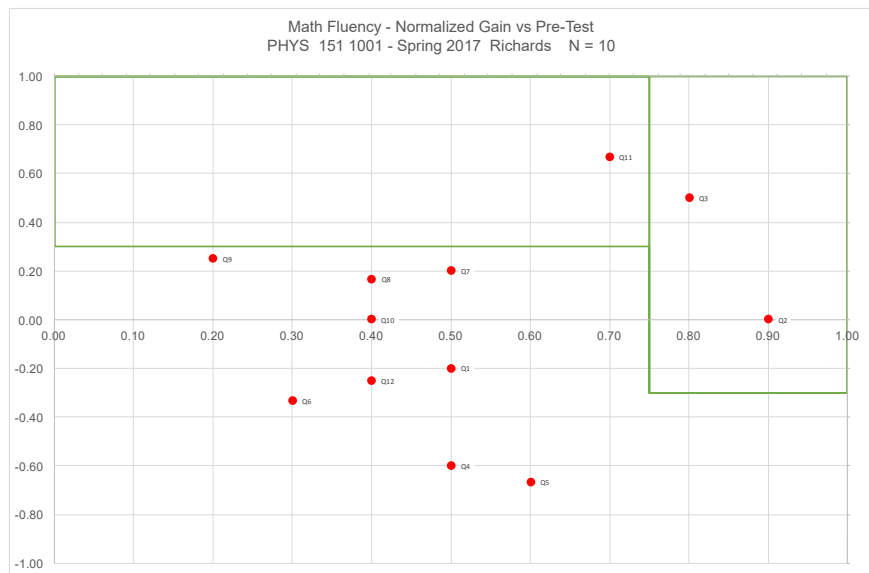
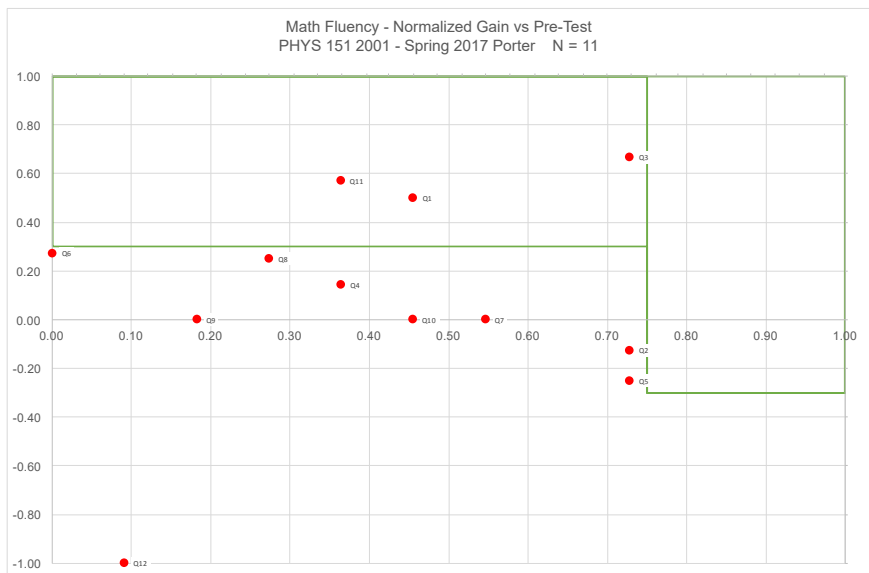
Division/Unit: Sciences

Submitted by: Dan Lorz

Contributing Faculty:

Academic Year: 2016-2017

Results for Math Fluency



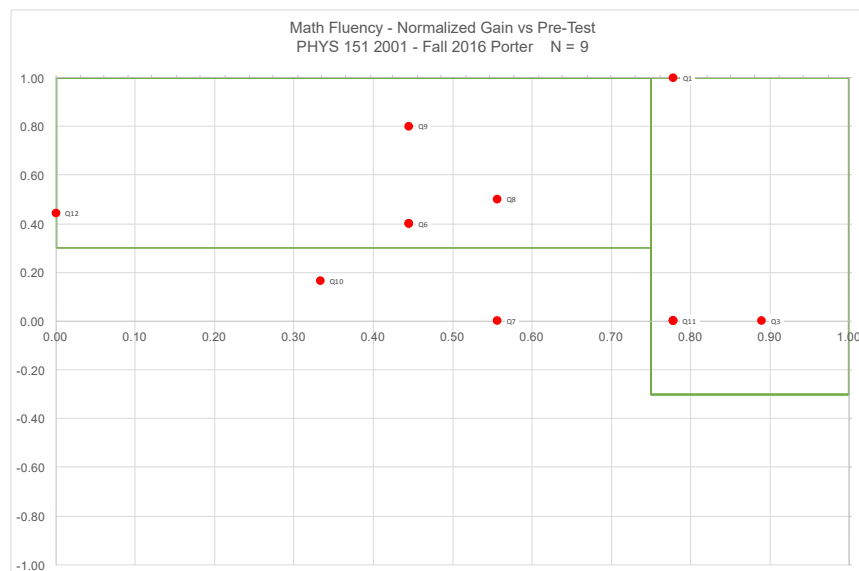
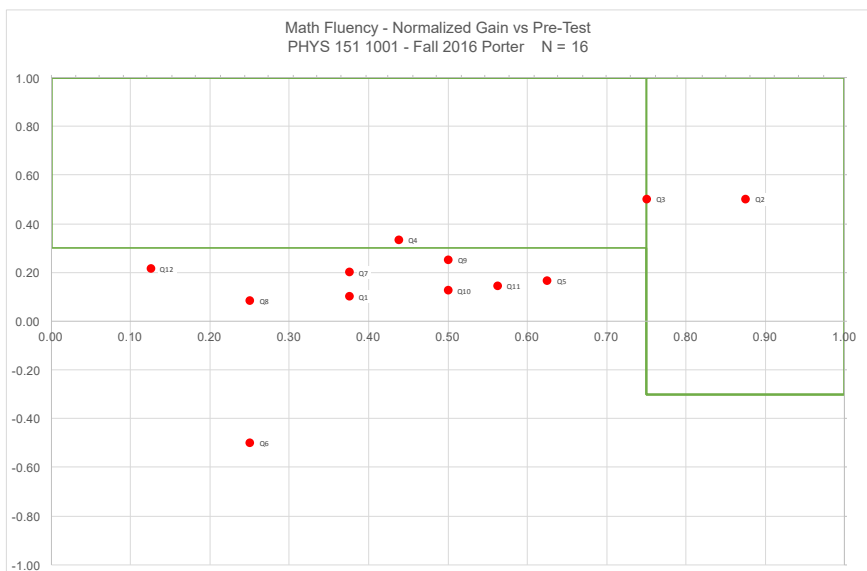
Course Prefix, Number and Title: PHYS 151 – GENERAL PHYSICS I

Division/Unit: Sciences

Submitted by: Dan Loran

Contributing Faculty:

Academic Year: 2016-2017



Use of Results: Summarize how you are using or plan to use the assessment results to improve teaching and learning.

Results from Math Skills show that for nearly all the questions asked more than 75% of students can answer the question correctly at the start of the course. The exception is a question on manipulating exponents (Q19). This suggests that students are mostly entering PHYS 151 with pre-requisite skills in simplifying algebraic expressions.

Results from Math Fluency show an entirely different scenario. Initial scores are widely scattered with only a couple of questions having $S_i > 0.75$. Meanwhile only a small number of questions have measurable learning gains ($g > 0.3$). This indicates that students are NOT showing measurable gains for Math Fluency.

Course Prefix, Number and Title: PHYS 151 – GENERAL PHYSICS I

Division/Unit: Sciences

Submitted by: Dan Loran

Contributing Faculty:

Academic Year: 2016-2017

Course Modifications: *Based on the results of this assessment, will you revise course curriculum or course outcomes? If so, please summarize how and why.*

The expectation was that students would show gains in Math Fluency by doing lots of PHYS 1 problem solving. Assessment results suggest that this is NOT the case. I believe Math Fluency is an important goal for PHYS 1, and so will begin addressing it directly, integrating Math Fluency explicitly into the PHYS 1 curriculum.

Also, as a result of the recent revisions for General Education rubrics and reporting, I will be submitting revisions for the course SLOs. Initially, at the recommendation of a previous assessment director, my submitted SLOs tried to bridge both course assessment and general education assessment. I will be submitting new course SLOs better represent course assessment.

Course Prefix, Number and Title: PHYS 151 – GENERAL PHYSICS I

Division/Unit: Sciences

Submitted by: Dan Loranz

Contributing Faculty:

Academic Year: 2016-2017

Outcome #3:

Assessment Measures: *Describe what your assessment tools were, or how you assessed the General Education student learning outcome(s).*

Students complete an in-class pre-test / post-test diagnostic.

The diagnostic included 12 questions on PHYS 1 topics.

All students in every section complete the pre-test / post-test diagnostic.

Students' Pre-tests / Post-tests are matched.

For each match, normalized Learning Gains (g) are calculated.

Normalized learning gains are then plotted against initial scores.

Questions / topics that do not show measurable learning gains are noted.

Assessment Results: *Summarize the results of your General Education assessment activities for this course during this assessment period.*

In this reporting cycle, all 4 sections of PHYS 151 taught during 2016-2017 academic year were assessed. The results are shown below.

Normalized learning gains of $g > 0.3$ indicate learning gains that are statistically significant. (Normalized learning gains bounded by ± 0.3 are indistinguishable from statistical noise.) Also, focus is on questions / topics with initial scores less than 0.75.

Course Prefix, Number and Title: PHYS 151 – GENERAL PHYSICS I

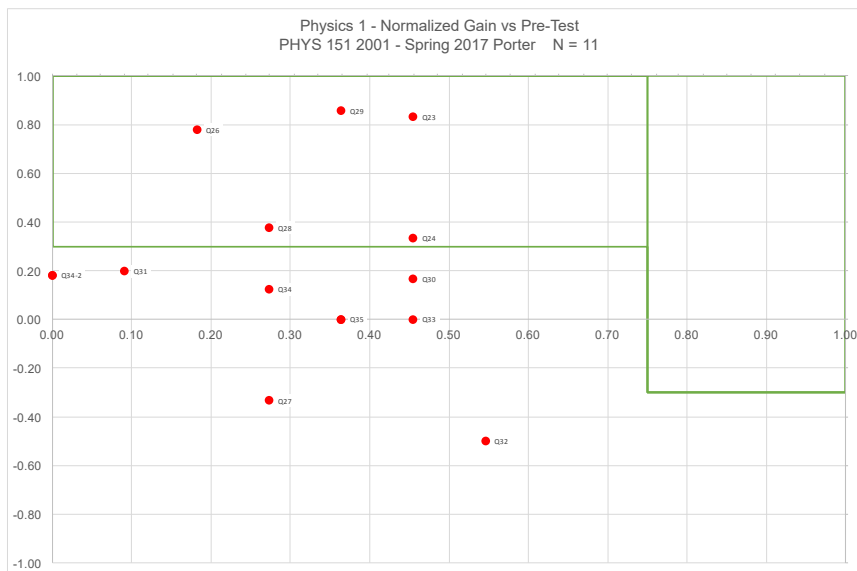
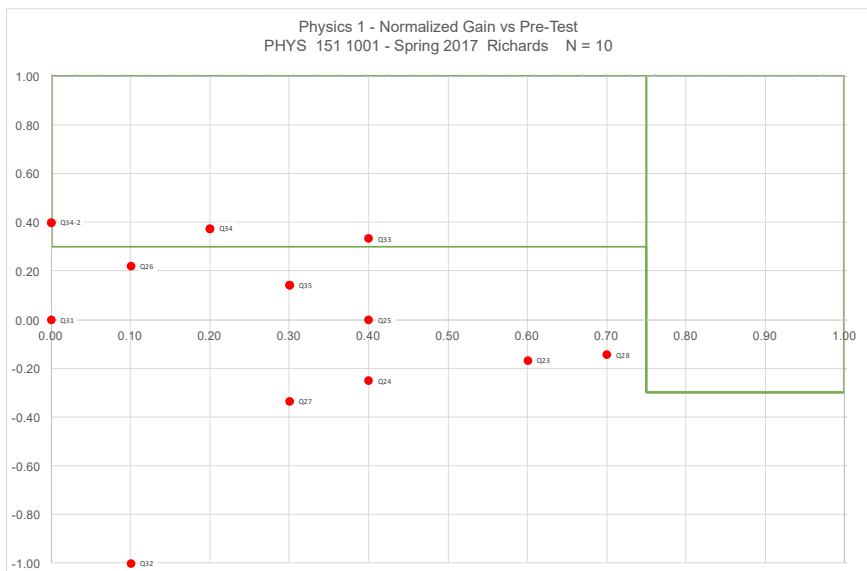
Division/Unit: Sciences

Submitted by: Dan Lorz

Contributing Faculty:

Academic Year: 2016-2017

PHYS 1 Results



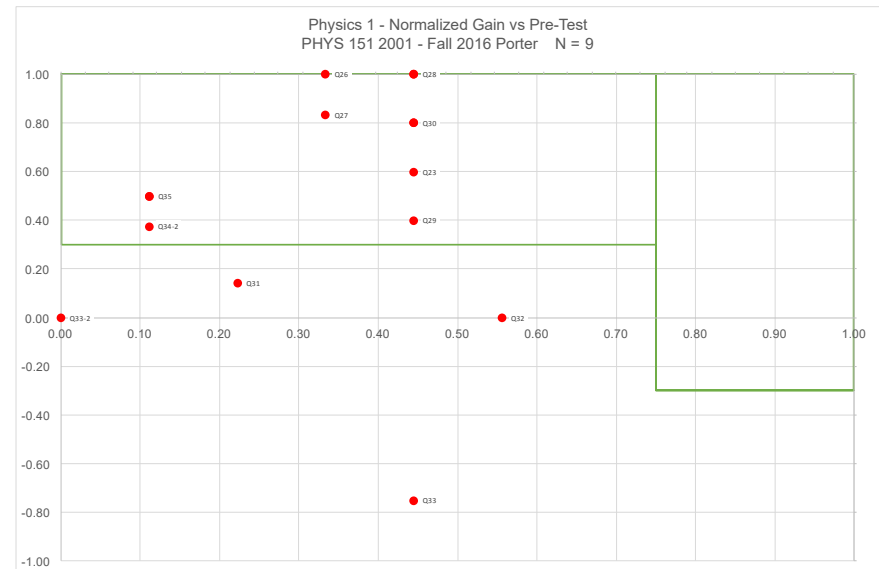
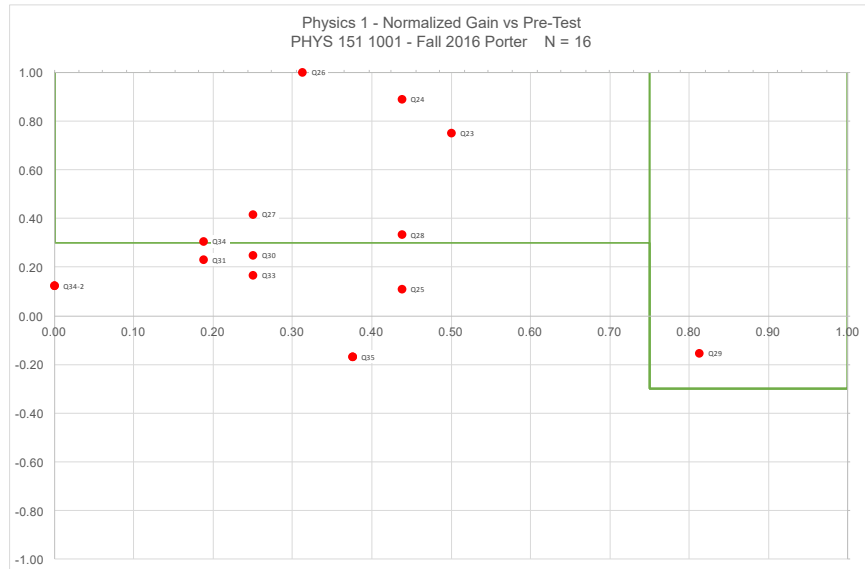
Course Prefix, Number and Title: PHYS 151 – GENERAL PHYSICS I

Division/Unit: Sciences

Submitted by: Dan Lorz

Contributing Faculty:

Academic Year: 2016-2017



Course Prefix, Number and Title:

Division/Unit: [REDACTED]

Submitted by:

Contributing Faculty:

Academic Year: 2016-2017

Use of Results: *Summarize how you are using or plan to use the assessment results to improve teaching and learning.*

For PHYS 151 1001 and 2001 Spring 2017 and 1001 Fall 2016, students do NOT show measurable learning gains in the questions assessed for this SLO. And while the results for PHYS 151 2001 Fall 2016 do show measurable learning gains, the number of matched pre-tests/post-tests was only N = 9 for this section.

Because PHYS/AST is chronically understaffed, the PHYS 151 sections are regularly taught by part-time instructors. And this teaching assignment will often be the very first time teaching for one or more of the part-time instructors. For this reporting cycle, the assignment of Richards to PHYS 151 1001 Spring 2017 was the first time he had ever taught PHYS 151 anywhere.

While I do share all of my curricular resources with the part-time instructors and also spend significant time mentoring the part-time instructors, the two single most important factors for teaching effectiveness remain 1) actual experience teaching the course and 2) the acculturation into the national community of college science teachers.

Lastly, as a result of the recent revisions for General Education rubrics and reporting, I will be submitting revisions for the course SLOs. Initially, at the recommendation of a previous assessment director, my submitted SLOs tried to bridge both course assessment and general education assessment. I will be submitting new course SLOs better represent course assessment.

DEAN COMMENTS:

Great!



COURSE ASSESSMENT REPORT (CAR)

Course Prefix, Number and Title: PHYS 151 – GENERAL PHYSICS I

Division/Unit: Sciences

Submitted by: Dan Loran

Contributing Faculty:

Academic Year: 2016-2017

Department Chair/Coordinator/Director has reviewed the CAR's form with faculty member Yes No

Please enter your name and date below to confirm you have reviewed this report:

Title	Print Name	Signature	Date
Department Chair/Coordinator/Director	Dan Loran		5-18-17
Dean	Julie Ellsworth		9-6-17
Vice President of Academic Affairs			9-6-17

**Physical Sciences Department
Meeting Minutes - May 17, 2017 10:00 am**

Members present:

Dan Loran, Pat Guiberson, Kathleen Kolbet, Olga Katkova, Dave Boden, Sameer Bhattarai, Matt Leathen, Judy Fredrickson, Ed Corbett, Lee Anderson

Guests present:

Dave Richards, Greg Sabin, John Hadder, Dave Bell, Jian Wang, Julie Ellsworth

Gen Ed (GEAR) / Course Assessment (CAR) Presentations

PHYS 181/181L and **PHYS 151** by Dan Loran

CHEM 100 and **CHEM 122** by Katie Kolbet

GEOG 106 by Pat Guiberson

PHYS 181/181L and **PHYS 152** and **PHYS 180/180L** and **PHYS 151** - Dan Loran

Discussion:

Impact of *demographics* when comparing results from PHYS 181/181L and PHYS 152? For example, consideration of academic maturity as factor. Are both sets of students in 2nd year? Additionally, PHYS 181 students have completed CALC 1 and are currently in CALC 2 or beyond, while PHYS 152 students need only to have completed MATH 127.

Matt asked if any PHYS 152 had completed CALC 1. Dan did not know. Dave Richards commented that he can confirm that a couple of PHYS 151 students had completed CALC 1.

And Dave Boden noted that in his GEOL courses, the students who had completed CALC 1 do seem more academically ready and more engaged.

While looking through some particular examples of questions with low learning gains, there was some discussion about a question on electric flux. Dave Richards commented that he would guess that students are overthinking this question. Dan Loran agreed, and added that the problem may be too artificial.

Sameer asked how we are to address “closing the loop”, wondering what details are needed when talking about how to increase learning gains. Dan replied that the “closing the loop” can cover a wide range of issues, from how to revise assessment measures to the details of changing a course.

Sameer also asked if Dan could share his presentation slides. Dan agreed and also noted that he could share his excel files if people wanted. Both Dave and Sameer expressed interest in the excel files.

CHEM 100 and CHEM 122 – Katie Kolbet

Discussion:

For CHEM 100 – Quality of data compromised by inconsistent application of – or attention to – grading rubrics, course work and homework assignments carelessly scored by part-time instructors. This is a very significant issue.

Unfortunately, none of the current CHEM 100 part-time instructors were able to attend today's meeting. During her next meeting with the part-time instructors for CHEM 100, Katie will again emphasize the importance of assessment and of using the assessment rubrics.

For CHEM 122 Katie noted that the last couple of topics in the course seem to consistently be lower scoring and wondered if students are maxed out by then. John Hadder noted a similar experience in his CHEM 122 course.

Katie also showed results of success in CHEM 122 compared to course grades from CHEM 121. While a high score in CHEM 121 does not guarantee a high score in CHEM 122, there are no examples in this last assessment cycle where students with a CHEM 121 score lower than C- end up earning passing grade in CHEM 122. This is consistent with previous assessment cycles. As a result, Katie will be changing CHEM 122 pre-req to be C or better in CHEM 121.

GEOG 106 – Pat Guiberson

Pat was not ready to present.

Pat asked if Gen Ed assessment could be an assessment of topics rather than of students. Dan Lorz noted that the GEAR is asking for a tally of student that earn Exemplary / Proficient / Marginal / Unacceptable.

End of notes.

Appendix K

Assessment/Closing the Loop Day notes

Closing the Loop Feedback Session Notes

Date: 5-17-17

In Attendance:

Present: VPAA Barbara Buchanan, Rick Bullis, Cheryl Cardoza, Candace Garlock, Meeghan Gray, Dan Loran, Ron Marston, Marie Murgolo-Poore.

General Education Assessment Process and Results

- Future discussion more on the competency than course by course because of time constraints.
- Could be more valuable for disciplinary groups to split out and discuss specific courses.
- Potentially establishing a closing the loop day each semester; possibly in 2nd month of semester and not right at beginning or end.
 - Set aside a specific day/time each semester.
 - End of semester good time to discuss so that there is time in between next semester to make changes. Possibly change assessment discussion to end of semester rather than beginning of next semester.
 - Wednesday after grades are due?
 - Insufficient time to send out report to read/digest ahead of discussion?
- Part-timers were engaged and felt valued; financial incentive was welcomed.
- Looking forward to having information before semester starts rather than the rushed response to this semester's assessment efforts.
- Want final documents ahead of time so that things don't change in the middle.
- Idea: Professional Development Day by department; part of official PD calendar; all faculty are welcome.
- Value in seeing cross disciplines, for example different departments addressing a thesis statement.
- Examining data based on 100 v 200-level general education courses.
- Issue: getting the word out to individual instructors. Should be better after process becomes more familiar.
- Packets on paper for discussion were useful. One was distilled to what was done and what the results were.
- When AAS GE course comes up for assessment = opportunity to re-verify course as a GE course.
- A lot of adjuncts in one department meeting described process as easy and they felt more connected and that they contributed to something college needed.
- Discussion lead to a lot of sharing of ideas.
- Want to continue financial incentive for PT to participate.

Ideas for Improvement for General Education Competencies (curriculum, assessment process and tools, specific class interventions such as lessons and assignments, teaching techniques, etc.)

- Difficult to address each GE SLO in the closing the loop section.
- Feedback/discussion useful based on ideas generated; was a starter conversation.
- CAR discussions better than GEAR discussions; more familiarity with CAR than GEAR.
- Focus on writing across the curriculum coming out of GE discussions.

- Forms easier than the CARs.
- Rubrics are inconsistent with “and/or”. Should be “and/or” to be used in a multidisciplinary way.
- GEAR format – will it match format of software?
- Like simplified GEAR format.
- Want GE outcomes in Canvas (already are).
- Positive feelings because fellow faculty created the GE rubrics and GEARs.
- Appetite for writing across the curriculum. College-wide movement on writing.
- Art across the curriculum. More interdisciplinary collaboration.
- Second “Closing the Loop” is unclear and needs to be revised. Move to beginning: First question =
Based on previous implementation

Assessment Process and Results

- Want to see professional development sessions on CARs, retention techniques, and differentiation – how to keep students at various academic levels engaged.
- Variety of workshops and times on assessment.
- Recording/filming workshops for future use?
- Offering workshops online to improve accessibility.
- Important that there be a consistently set schedule of meetings to discuss assessment.