

Assessment Report

Trinidad State Junior College

General Education

Description: The College defines general education as courses that are balanced and broadly-based. These courses expose the student to the mainstreams of thought and interpretation in humanities, sciences, communications, mathematics, social studies, and arts. They also develop the student's understanding of the interrelationships among these fields of study. These courses must not be directly related to a student's formal technical, vocational, or professional preparation.

The College works toward the enhancement of an informed citizenry with the ability to think critically, communicate effectively, and solve problems, both qualitative and quantitative. The college strives to provide a general education that promotes tolerance, lifelong learning, and a devotion to free inquiry and free expression.

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
GEO 1 - Read & comprehend college level work	Program - Addictions Counseling - GenEd (Copy) - Read and discuss college-level material specific to _____.	Assessment Method: Supply reading in the subject with Flesch-Kincaid reading level of at least 12. Answer questions geared specifically to GEG Rubric 1 Assessment Method Category: Embedded Course Assessment Benchmark: At least 75% score 2 or higher.		
	Program - Agri-Business Technology - GenEd (Copy) - Read and discuss college-level material specific to _____.	Assessment Method: Supply reading in the subject with Flesch-Kincaid reading level of at least 12. Answer questions geared specifically to GEG Rubric 1 Assessment Method Category: Embedded Course Assessment Benchmark: At least 75% score 2 or higher.		
	Program - Applied Technology - GenEd (Copy) - Read and discuss college-level material specific to _____.	Assessment Method: Supply reading in the subject with Flesch-Kincaid reading level of at least 12. Answer questions geared specifically to GEG Rubric 1 Assessment Method Category:		

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
		Embedded Course Assessment Benchmark: At least 75% score 2 or higher.		
	Program - Astronomy/Physics - GenEd - Read and discuss college-level material specific to astronomy/physics.	Assessment Method: Supply reading in the subject with Flesch-Kincaid reading level of at least 12. Answer questions geared specifically to GEG Rubric 1 Assessment Method Category: Embedded Course Assessment Benchmark: At least 75% score 2 or higher.	03/13/2009 - AST102, 29 students: 100% of the 26 students who answered 1a (main pt) earned 2 or 3; 93% of the 28 students who answered 1b (main difficulties) got 2 or 3; 82% of the 28 who answered 3a (fact vs opinion) got 2 or 3; only 32% of 25 who answered 4b (compute estimate) earned 2 or 3; 26 answered 4d (creative expt extension) - 65% got above 1. Benchmark met on reading goals only and distinction between fact and opinion. Test items covering numeracy were disappointing and clearly needs attention. rp Result Type: Benchmark Met Action Status: Action Plan In Progress Related Documents: AST102 SET1.xls	05/21/2009 - Continue 2009-2010 AY. Changes include (1) put AST101&102 on D2L with significant writing components via discussion threads, (2) requiring completion of MAT060 for AST101 and MAT090 for AST102. rp
	Program - Automotive Service Technology - GenEd (Copy) - Read and discuss college-level material specific to _Auto-mechanics_____.	Assessment Method: Supply reading in the subject with Flesch-Kincaid reading level of at least 12. Answer questions geared specifically to GEG Rubric 1 Assessment Method Category: Embedded Course Assessment Benchmark: At least 75% score 2 or higher.	04/13/2009 - Tested 10 students with reading and math type questions, as well as a budget question regarding a safety issue on a customer's vehicle. Out of four questions on the test only one passed all four, and the rest missed the question having to calculate percentages. Result Type: Benchmark Not Met Action Status: Action Plan In Progress	

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	Program - Business Mgt - GenEd - Read and discuss college-level material specific to _____.	Assessment Method: Supply reading in the subject with Flesch-Kincaid reading level of at least 12. Answer questions geared specifically to GEG Rubric 1 Assessment Method Category: Embedded Course Assessment Benchmark: At least 75% score 2 or higher.		
	Program - Commercial Vehicle Operation - GenEd (Copy) - Read and discuss college-level material specific to _____.	Assessment Method: Supply reading in the subject with Flesch-Kincaid reading level of at least 12. Answer questions geared specifically to GEG Rubric 1 Assessment Method Category: Embedded Course Assessment Benchmark: At least 75% score 2 or higher.		
	Program - Computer Information Systems - GenEd (Copy) - Read and discuss college-level material specific to _____.	Assessment Method: Supply reading in the subject with Flesch-Kincaid reading level of at least 12. Answer questions geared specifically to GEG Rubric 1 Assessment Method Category: Embedded Course Assessment Benchmark: At least 75% score 2 or higher.		
	Program - Computer Technologies - GenEd (Copy) - Read and discuss college-level material specific to _____.	Assessment Method: Supply reading in the subject with Flesch-Kincaid reading level of at least 12. Answer questions geared specifically to GEG Rubric 1 Assessment Method Category: Embedded Course Assessment Benchmark:		

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			At least 75% score 2 or higher.	
	Program - Construction Tech - GenEd - Read and discuss college-level material specific to the construction industry.	Assessment Method: Supply reading in the subject with Flesch-Kincaid reading level of at least 12. Answer questions geared specifically to GEG Rubric 1 Assessment Method Category: Embedded Course Assessment Benchmark: At least 75% score 2 or higher.		
	Program - Cosmetology / Hair Styling and Design / Manicurist / Esthetician / Barber - GenEd - Read and discuss college-level material specific to __cosmetology industry_____.	Assessment Method: Students will be able to demonstrate comprehension of chapter material by passing the written or oral test with a 75% or above. Assessment Method Category: Chapter Test Benchmark: At least 75% score 2 or higher.		
	Program - Criminal Justice - GenEd (Copy) - Read and discuss college-level material specific to _____.	Assessment Method: Supply reading in the subject with Flesch-Kincaid reading level of at least 12. Answer questions geared specifically to GEG Rubric 1 Assessment Method Category: Embedded Course Assessment Benchmark: At least 75% score 2 or higher.		
	Program - Developmental Education - Reading - Read at a level necessary to function in community college certificate or degree programs.	Assessment Method: Pre/post test in with Gray Silent Reading Test or the Reading Accuplacer, including Statistics from REA 030, 060, 090: # enroll, # succeed, # withdraw , # incompletes. See Benchmarks		

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		<p>below for definition of "succeed." Assessment Method Category: Pre/Post-Test Benchmark: After completing the course, students will demonstrate one of the following GSR or Accuplacer scores: REA 030 - grade 6 or 30-40+; REA 060 - grade 9 or 40-62+; REA 090 - grade 12 or 62-80. Overall, at least 70% success rate for all enrollees.</p>		
	<p>Program - Early Childhood Education - GenEd (Copy) - Read and discuss college-level material specific to _____.</p>	<p>Assessment Method: Supply reading in the subject with Flesch-Kincaid reading level of at least 12. Answer questions geared specifically to GEG Rubric 1 Assessment Method Category: Embedded Course Assessment Benchmark: At least 75% score 2 or higher.</p>		
	<p>Program - Electrical Lineworker - GenEd (Copy) - Read and discuss college-level material specific to _____.</p>	<p>Assessment Method: Supply reading in the subject with Flesch-Kincaid reading level of at least 12. Answer questions geared specifically to GEG Rubric 1 Assessment Method Category: Embedded Course Assessment Benchmark: At least 75% score 2 or higher.</p>		
	<p>Program - Emergency Medical Services - GenEd (Copy) - Read and discuss college-level material specific to _____.</p>	<p>Assessment Method: Supply reading in the subject with Flesch-Kincaid reading level of at least 12. Answer questions geared specifically to GEG Rubric 1 Assessment Method Category: Embedded Course Assessment</p>		

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		Benchmark: At least 75% score 2 or higher.		
	Program - EPIC - GenEd (Copy) - Read and discuss college-level material specific to _____.	Assessment Method: Supply reading in the subject with Flesch-Kincaid reading level of at least 12. Answer questions geared specifically to GEG Rubric 1 Assessment Method Category: Embedded Course Assessment Benchmark: At least 75% score 2 or higher.		
	Program - Fine Woodworking - GenEd - Read and discuss college- level material specific to _____.	Assessment Method: Supply reading in the subject with Flesch-Kincaid reading level of at least 12. Answer questions geared specifically to GEG Rubric 1 Assessment Method Category: Embedded Course Assessment Benchmark: At least 75% score 2 or higher.		
	Program - Fire Science Technologies - GenEd (Copy) - Read and discuss college-level material specific to _____.	Assessment Method: Supply reading in the subject with Flesch-Kincaid reading level of at least 12. Answer questions geared specifically to GEG Rubric 1 Assessment Method Category: Embedded Course Assessment Benchmark: At least 75% score 2 or higher.		
	Program - Graphic Design - GenEd - Demonstrate responsible citizenship.	Assessment Method: Question their knowledge about our government. In addition I had them list activities that they have or are working on to improve their community; this will be ranked using the gened # a5 rubric.		

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		Assessment Method Category: Survey Benchmark: At least 75% score a 90 or above on the survey.		
	Program - Gunsmithing - GenEd - Critical Thinking 1 (KG)	Assessment Method: Colt Single Action test from GUS 148 Assessment Method Category: Embedded Course Assessment Benchmark: 70% of students will score 70% or better		
	Program - Gunsmithing - Problem Solving - Math problems related to iron sights.	Assessment Method: Math problem associated to iron sights: Students will select an appropriate set of of Iron sights using the data giving for the test Assessment Method Category: Pre/Post-Test Benchmark: 70% of students will score 70% or better		
	Program - Manufacturing Technologies ?Precision Machining Welding ? - GenEd (Copy) - Read and discuss college-level material specific to _____.	Assessment Method: Supply reading in the subject with Flesch-Kincaid reading level of at least 12. Answer questions geared specifically to GEG Rubric 1 Assessment Method Category: Embedded Course Assessment Benchmark: At least 75% score 2 or higher.		
	Program - Mass Media Journalism - Deprecated - GenEd (Copy) - Read and discuss college-level material specific to _____.	Assessment Method: Supply reading in the subject with Flesch-Kincaid reading level of at least 12. Answer questions geared specifically to GEG Rubric 1		

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		Assessment Method Category: Embedded Course Assessment Benchmark: At least 75% score 2 or higher.		
	Program - Massage Therapy - GenEd - Read and discuss college-level material specific to massage therapy and holistic health	Assessment Method: Observe students thinking critically and making appropriate treatment plans within the clinic setting. Assessment Method Category: Embedded Course Assessment Benchmark: At least 75% score 2 or higher.		
	Program - Medical Assistant - GenEd (Copy) - Read and discuss college-level material specific to	Assessment Method: Supply reading in the subject with Flesch-Kincaid reading level of at least 12. Answer questions geared specifically to GEG Rubric 1 Assessment Method Category: Embedded Course Assessment Benchmark: At least 75% score 2 or higher.		
	Program - Multimedia Arts - GenEd (Copy) - Read and discuss college-level material specific to Multimedia Arts.	Assessment Method: Supply reading in the subject with Flesch-Kincaid reading level of at least 12. Answer questions geared specifically to GEG Rubric 1 Assessment Method Category: Embedded Course Assessment Benchmark: At least 75% score 2 or higher.		
	Program - Nurse Aide / Nursing Assistant - GenEd (Copy) - Read and discuss college-level material specific to _____.	Assessment Method: Supply reading in the subject with Flesch-Kincaid reading level of at least 12. Answer questions geared specifically to GEG Rubric 1 Assessment Method Category:		

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
		<p>Embedded Course Assessment</p> <p>Benchmark: At least 75% score 2 or higher.</p>		
	<p>Program - Nurse Aide / Nursing Assistant - Reading Readiness - Students entering nurse aide program will demonstrate adequate reading skill.</p>	<p>Assessment Method: Students entering the Nurse Aide program will be required to take the Accuplacer.</p> <p>Assessment Method Category: Standardized Test</p> <p>Benchmark: REA Score must exceed ??</p>		
	<p>Program - Nursing LPN / ADN - GenEd - Read and discuss college-level material specific to Nursing.</p>	<p>Assessment Method: supply questions from assigned chapter reading to evaluate higher level of critical thinking related to nursing interventions.</p> <p>Assessment Method Category: Chapter Test</p> <p>Benchmark: At least 77% score or higher.</p>		
	<p>Program - Occupational Safety and Health - GenEd (Copy) - Read and discuss college-level material specific to _____.</p>	<p>Assessment Method: Supply reading in the subject with Flesch-Kincaid reading level of at least 12. Answer questions geared specifically to GEG Rubric 1</p> <p>Assessment Method Category: Embedded Course Assessment</p> <p>Benchmark: At least 75% score 2 or higher.</p>		
	<p>Program - Office Technologies - GenEd (Copy) - Read and discuss college-level material specific to _____.</p>	<p>Assessment Method: Supply reading in the subject with Flesch-Kincaid reading level of at least 12. Answer questions geared specifically to GEG Rubric 1</p> <p>Assessment Method Category: Embedded Course Assessment</p>		

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		Benchmark: At least 75% score 2 or higher.		
	Program - Office Technologies - Capstone Project - 80% of students earn 80% or higher.	Assessment Method: Individual Project Assessment Method Category: Capstone Course/Project Benchmark: 80%	04/13/2009 - 90% of students completed and earned 80% or better Result Type: Benchmark Met Action Status: Action Plan In Progress	
	Program - Web Management - GenEd (Copy) - Read and discuss college-level material specific to	Assessment Method: Supply reading in the subject with Flesch-Kincaid reading level of at least 12. Answer questions geared specifically to GEG Rubric 1 Assessment Method Category: Embedded Course Assessment Benchmark: At least 75% score 2 or higher.		

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GEO 2 - Explain and defend ideas orally and in writing	Program - Aquaculture - State of Colorado Hatchery Technician III Competitive Examination - To observe a 90 percent passing rate of exam by TSJC Aquaculture Technician Program graduates.	Assessment Method: State of Colorado Hatchery Tech. III examination Assessment Method Category: Standardized Test Benchmark: 90% passing rate	04/13/2009 - Success of outcome will be reviewed on an annual basis after State Hatchery Tech. III Examination has been given. Result Type: Benchmark Not Met Action Status: Action Plan In Progress	
	Program - Cosmetology / Hair Styling and Design / Manicurist / Esthetician / Barber - Cosmetology Knowledge - Demonstrate the knowledge necessary to obtain employment in student?s chosen field of study.	Assessment Method: Written workbook, worksheet, other assignments and written examinations (standard 0-100 pt. scale). Sample of cosmetology students in any or all cosmetology or related courses of study.		

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
		Assessment Method Category: Embedded Course Assessment Benchmark: 90% of the students will perform at 70% or higher.		
	Program - Criminal Justice - CRJ Reporting - Collect, analyze and present data in a specific report format typical of a Criminal Justice professional.	Assessment Method: FINAL PROJECT? SEE SCHEDULE BELOW: Reports, assignments and written examinations. NEEDS TO BE MORE SPECIFIC Standard 0-100 pt scale (SEE ATTACHED RUBRIC??). Assessment Method Category: Capstone Course/Project Benchmark: 90% of students will perform at a 70% or higher level.		
	Program - Criminal Justice - CRJ Theory - Demonstrate gains in academic achievement during the coursework at TSJC.	Assessment Method: All CRJ students will be scored on a standard 100 point grading scale. Pretest will be given during the first week of class. Posttests will be given as the final for each individual class. WHICH COURSE OR COURSES?? Assessment Method Category: Pre/Post-Test Benchmark: 90% of students will show gains of 50 or better.		
	Program - Developmental Education - Writing - Write well-organized paragraphs and essays necessary to function in college-level coursework.	Assessment Method: Evaluation of "Self-Assessment Final Essay." This asks student to reflect on themselves as a writer before, during, and after the course.	05/05/2009 - Using Gen Ed Rubric, Developmental English students scored thusly: #3 [Exemplary]. 2a=80%, 2b=80%, 2c=50% and 2d=50%. #2 [Satisfactory]. 2a=20%,	

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		<p>Evaluation items include process and structure (GEO 2a-2d), and critical thinking skills (GEO 3a-3d).</p> <p>Assessment Method Category: Embedded Course Assessment</p> <p>Benchmark: At least 70% of all ratings (2a, 2b, 2c, and 2d) be Satisfactory (2) or Exemplary (3).</p>	<p>2b=20%, 2c=50%, 2d=50%. No one scored in the Un-satisfactory category. Holistic average was 88%, greater than 70% of Benchmark, however, 2c [Examples] and 2d [Conventions] will have more focus in the coming semesters.</p> <p>Result Type: Benchmark Met</p> <p>Action Status: Action Plan Completed</p>	
	<p>Program - Fine Woodworking - Design functional furniture - Student will be able to produce drawings that will create furniture that be functional and structurally sound.</p>	<p>Assessment Method: The student will produce and turn in to the instructor a physical drawing, a scale or full size model of a piece of furniture. The instructor will evaluate and critique the design.</p> <p>Assessment Method Category: Embedded Course Assessment</p>		

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GEO 3 - Examine ideas using critical reasoning	<p>Program - Astronomy/Physics - Lab Report - Students will be able to use the scientific method to plan and execute an experiment, collect and analyze data, and write a well-crafted report in a specified format.</p>	<p>Assessment Method: A laboratory report will be graded for each student with course-specific rubric for AST 101-102, PHY 111-112, 211-212. Each two-course sequence student will be evaluated at least twice.</p> <p>Assessment Method Category: Lab/Practicum/Clinical</p> <p>Benchmark: Students' scores improve at least 50% from first to last score.</p>	<p>04/29/2009 - My PHY212 class submitted reports on the hydrogen spectra lab while PHY112 submitted reports on the photoelectric effect. Grades for individual sections (abstract, intro/proc, theory, calculations, conclusions, discussion) were mostly 4/4 except for the conclusion section (one 2 and the rest 3 out of 4). Students' first lab report grades were almost this good; holistic scores increased from 83% to 95% (additive incr of 12%, multiplicative incr of 14%). RP</p> <p>Result Type:</p>	<p>05/07/2009 - Need to start fall semester with single-section writing. First, give theory section and have students write conclusion. Second report ask for just intro/proc and theory, then full report. Need at least two reports in spring. RP</p>

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
			Benchmark Not Met Action Status: Action Plan In Progress	
	Program - Astronomy/Physics - Mathematical maturity - Student will demonstrate understanding of mathematics beyond mere ability to perform calculations.	<p>Assessment Method: Embedded test question that requires curve fitting and interpretation of the fitted expression. (AST102: Luminosity vs. Period for cepheid variables. PHY 112: thin lens equation. PHY212: LRC circuit oscillation fit to A,omega,phi)</p> <p>Assessment Method Category: Embedded Course Assessment</p> <p>Benchmark: More than 90% able to perform necessary operations correctly, and more than 70% able to correctly interpret all of the fitted parameters.</p>	<p>05/07/2009 - PHY 112 and 212 scored 100% on these exercises in lab (I was present and provided individualized guidance throughout). RP</p> <p>Result Type: Benchmark Met</p> <p>Action Status: Action Plan Completed</p> <hr/> <p>05/07/2009 - Most AST students were unable to complete this because Excel skill minimal, too many students to do 1-1 during class, especially considering that 15+ minutes spent getting laptops running. So, I switched assignment to doing two computations, one was distance = 1/parallax (only 75% were able to do this as homework!). The other calculation was to compute absolute magnitude (given visual magnitude, V, and distance, d) = $V - 5 \cdot \log(d/10)$ and only 30% were able to do this as homework. RP</p> <p>Result Type: Benchmark Not Met</p> <p>Action Status: Action Plan In Progress</p>	<p>05/07/2009 - Need computer lab and/or calculator lab plus one-on-one time to do calculations; incorporate several of these into each semester. RP</p>
	Program - Cosmetology / Hair Styling and Design / Manicurist / Esthetician / Barber - Cosmetology Knowledge - Demonstrate the knowledge necessary to obtain	<p>Assessment Method: Written workbook, worksheet, other assignments and written examinations (standard 0-100 pt. scale). Sample of cosmetology</p>		

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	employment in student?s chosen field of study.	<p>students in any or all cosmetology or related courses of study.</p> <p>Assessment Method Category: Embedded Course Assessment</p> <p>Benchmark: 90% of the students will perform at 70% or higher.</p>		
	<p>Program - Criminal Justice - CRJ Reporting - Collect, analyze and present data in a specific report format typical of a Criminal Justice professional.</p>	<p>Assessment Method: FINAL PROJECT? SEE SHEDULE BELOW: Reports, assignments and written examinations. NEEDS TO BE MORE SPECIFIC Standard 0-100 pt scale (SEE ATTACHED RUBRIC??).</p> <p>Assessment Method Category: Capstone Course/Project</p> <p>Benchmark: 90% of students will perform at a 70% or higher level.</p>		
	<p>Program - Developmental Education - Writing - Write well-organized paragraphs and essays necessary to function in college-level coursework.</p>	<p>Assessment Method: Evaluation of "Self-Assessment Final Essay." This asks student to reflect on themselves as a writer before, during, and after the course. Evaluation items include process and structure (GEO 2a-2d), and critical thinking skills (GEO 3a-3d).</p> <p>Assessment Method Category: Embedded Course Assessment</p> <p>Benchmark: At least 70% of all ratings (2a, 2b, 2c, and 2d) be Satisfactory (2) or Exemplary (3).</p>	<p>05/05/2009 - Using Gen Ed Rubric, Developmental English students scored thusly: #3 [Exemplary]. 2a=80%, 2b=80%, 2c=50% and 2d=50%. #2 [Satisfactory]. 2a=20%, 2b=20%, 2c=50%, 2d=50%. No one scored in the Un-satisfactory category. Holistic average was 88%, greater than 70% of Benchmark, however, 2c [Examples] and 2d [Conventions] will have more focus in the coming semesters.</p> <p>Result Type: Benchmark Met</p> <p>Action Status: Action Plan Completed</p>	

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	<p>Program - Early Childhood Education - Critical Thinking - Collect, analyze and present lab and/or practicum data in specific report format and on examinations</p>	<p>Assessment Method: See related ECE Lab/Practicum Grading Rubric</p> <p>Assessment Method Category: Lab/Practicum/Clinical</p> <p>Benchmark: 80% of the students will achieve grades of 70% or higher.</p> <p>Related Documents: ECPRubric07.htm</p>	<p>12/21/2008 - A total of 3 student was enrolled in the course which covers information relating to practicum experiences in the classroom as a student teacher. Both pre and post assessment were given with scores ranging between 35-40, while post assessment scores, completed by the three students, were 90 each. Required assignments include, a portfolio of activity and lesson plans, guidance strategies for 2 children, a diary/journal of teaching experiences when the student is responsible for all lesson planning and all aspects of maintaining the classroom for 8 days, webs created with the children, planning and implementing a project over a period of 3-4 weeks, 2 documentation panels and a presentation to the class regarding their project.</p> <p>Analysis: All of the above methods are useful teaching and assessment tools.</p> <p>Result Type: Benchmark Not Met</p> <p>Action Status: Action Plan In Progress</p>	<p>12/21/2008 - Continuance: I will continue to require Early Childhood Building Blocks in Reading & Writing and in Math to be coded on lesson plans, as well as Quality Standards for Curriculum. Colorado?s K-2nd grade standards will be reviewed, as related to K-2 observations. I will continue to require the project to be planned and implemented at least one week earlier. I will continue to assign 2 activity plans, emphasizing the transition in and out activities and objectives. I will continue the project approach, documentation assigned, and the completed Project Journal.</p> <p>Results of Prior: I will continue to require Early Childhood Building Blocks in Reading & Writing and in Math to be coded on lesson plans, as well as Quality Standards for Curriculum. Colorado?s K-2nd grade standards will be reviewed, as related to K-2 observations. I will continue to require the project to be planned and implemented at least one week earlier. I will continue to assign 2 activity plans, emphasizing the transition in and out activities and objectives. I will continue the project approach, documentation assigned, and the completed Project Journal.</p>
	<p>Program - Fine Woodworking - Design functional furnitutre - Student will be able to produce</p>	<p>Assessment Method: The student will produce and turn in to the instructor a physical drawing,</p>		

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	drawings that will create furniture that be functional and structurally sound.	a scale or full size model of a piece of furniture. The instructor will evaluate and critique the design. Assessment Method Category: Embedded Course Assessment		

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GEO 4 - Solve problems using logic, mathematics, computers, and creative thinking	Program - Astronomy/Physics - Lab Report - Students will be able to use the scientific method to plan and execute an experiment, collect and analyze data, and write a well-crafted report in a specified format.	Assessment Method: A laboratory report will be graded for each student with course-specific rubric for AST 101-102, PHY 111-112, 211-212. Each two-course sequence student will be evaluated at least twice. Assessment Method Category: Lab/Practicum/Clinical Benchmark: Students' scores improve at least 50% from fist to last score.	04/29/2009 - My PHY212 class submitted reports on the hydrogen specta lab while PHY112 submitted reports on the photoelectric effect. Grades for individual sections (abstract, intro/proc, theory, calculations, conclusions, discussion) were mostly 4/4 except for the conclusion section (one 2 and the rest 3 out of 4). Students' first lab report grades were almost this good; holistic scores increased from 83% to 95% (additive incr of 12%, multiplicative incr of 14%). RP Result Type: Benchmark Not Met Action Status: Action Plan In Progress	05/07/2009 - Need to start fall semester with single-section writing. First, give theory section and have students write conclusion. Second report ask for just intro/proc and theory, then full report. Need at least two reports in spring. RP
	Program - Astronomy/Physics - Mathematical maturity - Student will demonstrate understanding of mathematics beyond mere ability to perform calculations.	Assessment Method: Embedded test question that requires curve fitting and interpretation of the fitted expression. (AST102: Luminosity vs. Period for cepheid variables. PHY 112: thin lens equation. PHY212: LRC circuit oscillation fit to A,omega,phi) Assessment Method Category: Embedded Course Assessment Benchmark:	05/07/2009 - PHY 112 and 212 scored 100% on these exercises in lab (I was present and provided individualized guidance throughout). RP Result Type: Benchmark Met Action Status: Action Plan Completed	
			05/07/2009 - Most AST students were unable to complete this	05/07/2009 - Need computer lab and/or calculator lab plus one-on-

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		<p>More than 90% able to perform necessary operations correctly, and more than 70% able to correctly interpret all of the fitted parameters.</p>	<p>because Excel skill minimal, too many students to do 1-1 during class, especially considering that 15+ minutes spent getting laptops running. So, I switched assignment to doing two computations, one was distance = 1/parallax (only 75% were able to do this as homework!). The other calculation was to compute absolute magnitude (given visual magnitude, V, and distance, d) = $V - 5 \cdot \log(d/10)$ and only 30% were able to do this as homework. RP</p> <p>Result Type: Benchmark Not Met</p> <p>Action Status: Action Plan In Progress</p>	<p>one time to do calculations; incorporate several of these into each semester. RP</p>
<p>Program - Construction Tech - Math Skills - The students will learn the basic math functions and formulas to complete construction calculations.</p>				
<p>Program - Criminal Justice - CRJ Reporting - Collect, analyze and present data in a specific report format typical of a Criminal Justice professional.</p>		<p>Assessment Method: FINAL PROJECT? SEE SCHEDULE BELOW: Reports, assignments and written examinations. NEEDS TO BE MORE SPECIFIC Standard 0-100 pt scale (SEE ATTACHED RUBRIC??).</p> <p>Assessment Method Category: Capstone Course/Project</p> <p>Benchmark: 90% of students will perform at a 70% or higher level.</p>		

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	<p>Program - Developmental Education - Math - Perform mathematics at a level necessary to function in college-level courses.</p>	<p>Assessment Method: Completion Analysis: Because student attendance directly affects their ability to pass their respective courses, statistics from MAT 030, 060, 090, and 099 (formerly 106): #enroll, #succeed, #withdraw, #incompletes will be tallied by the math-lab supervisor these courses at the end of each semester and submit results here.</p> <p>Assessment Method Category: Course Statistics</p> <p>Benchmark: >70% rate of success in developmental math courses</p>	<p>05/18/2009 - The completion rates for most of the courses offered in the Math Lab during the Spring 2009 semester were very discouraging. It is our goal to have at least 70% of all students successfully pass their respective courses; however, that goal was only met in the Math 060 course. The high level of failure/withdrawal in the other courses can mainly be attributed to extremely poor attendance. In Math 030, the students that failed were absent for an average of 23 classes, while the students that withdrew were absent for an average of 24 class periods. Those that were successful only missed class a little over 8 times. In Math 090, those students that failed the course were absent 23 times, while the students that were successful in passing the course only had an average of a little over 5 absences. The same trend holds true for Math 106 in which the students that were successful in the course only had an average of 4.1 absences, while those that failed missed class an average of 23 times. The importance of attendance is continually stressed in the Math Lab, yet students don't seem to be taking our advice very seriously. In attempt to draw their attention to this problem of non-attendance and failure, an attendance vs. grade correlation graph has been prepared for each course showing the results from the previous semester. These graphs will be posted in the Math Lab so that students will have a</p>	<p>05/18/2009 - In attempt to draw their attention to this problem of non-attendance and failure, an attendance vs. grade correlation graph has been prepared for each course showing the results from the previous semester. These graphs will be posted in the Math Lab so that students will have a visual reminder that shows that the students that attend class most frequently are also those students that are most successful in their respective courses.</p>

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			<p>visual reminder that shows that the students that attend class most frequently are also those students that are most successful in their respective courses.</p> <p>Result Type: Benchmark Not Met</p> <p>Action Status: Action Plan In Progress</p> <p>Related Documents: Spring 2009.xls</p> <hr/> <p>12/18/2008 - Completion Analysis Fall 08 Comments go here.</p> <p>Result Type: Benchmark Met</p> <p>Action Status: Action Plan In Progress</p> <p>Related Documents: Fall 2008 Completion Data.xls</p> <hr/>	
		<p>Assessment Method: Mathlab Survey: See attached survey of how well math lab works for students.</p> <p>Assessment Method Category: Survey</p> <p>Benchmark: ?</p>	<p>05/18/2009 - Students surveyed in the Math Lab during the Spring 2009 semester showed a higher degree of satisfaction in nearly all areas, compared with students surveyed during the Spring 2008 semester. The only area showing a slight decrease was that of the individualized attention students felt they received, and that only amounted to a decrease of 0.05 points. Moreover, more students reported being either on schedule or ahead of schedule than they had reported during the previous spring semester. The most exciting result was that there wasn't a single student that felt that he/she had a negative experience in the</p>	

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			<p>Math Lab. It is our goal to make sure that all students have a positive, educational, and rewarding experience in the Math Lab, and I feel that our goal was met.</p> <p>Due to a combination of budget constraints and the fact that the overwhelming majority of students (70%) stated they would not prefer a traditional, lecture-style class, no major changes in the format of our developmental classes will be made for next semester. However, students will be strongly encouraged to obtain tutoring, either individually or through open lab, because far too few students are still utilizing this important, free service that is being offered to them.</p> <p>Result Type: Benchmark Met</p> <p>Action Status: Action Plan In Progress</p> <p>Related Documents: Spring 2009.xls DISLIKES.docx LIKES.docx AVERAGE GRADE.doc STUDENT PROGRESS.docx SUGGESTIONS FOR IMPROVEMENT.docx WHAT PUT YOU BEHIND SCHEDULE.docx</p>	
			<p>12/18/2008 - Upon comparing the Math Lab survey results from fall 2007 to fall 2008, the data that stood out the most involved the</p>	

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			<p>number of students that were able to either stay on schedule or work ahead of schedule this semester compared to the previous fall semester. Because so many students were able to stay on task this semester, the number of students that were behind schedule this semester dropped by 20 percentage points!!. Part of this can be attributed to the new 4 day week that was implemented this semester. Because students had to attend class fewer times, attendance was better and students were able to get more accomplished during the longer class times.</p> <p>One discouraging statistic involved the very small number of students that are taking advantage of the free tutoring services offered on campus, both through the Learning Center and in the Math Lab during open lab hours. Math Lab staff will continue to offer and stress the importance of tutoring in upcoming semesters.</p> <p>Even though a smaller number of students suggested that they would prefer a traditional lecture style class than in the past, a lecture section of Math 106 will be offered next spring to accommodate those students that feel that they can learn better in a more traditional style class.</p> <p>Since the assessments for all of the other categories are well within an</p>	

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			<p>acceptable range, no other changes will be made in the Math Lab for the spring semester. (LW) Result Type: Benchmark Met Action Status: Action Plan In Progress Related Documents: Spring 2009.xls</p>	
		<p>Assessment Method: Attendance vs. Grade Correlation Spreadsheet is developed for each course in mathlab with attendance and grade information. Assessment Method Category: Course Statistics Benchmark: ?</p>	<p>05/18/2009 - Attend and Grade Correl Spring 09 Comments go here. Result Type: Benchmark Met Action Status: Action Plan In Progress Related Documents: Spring 2009.docx Math 030.xls Math 090.xls Math 106.xls Math 107.xls Math 060.xls</p>	
			<p>12/18/2008 - Analysis of the correlation between a student's attendance and the grade the student received consistently showed that those students that were able to successfully pass their classes with a C or better were also those students that attended the class most frequently. In general, this trend held true regardless of the course level (Math 030, 060, 090, 106, 107), and regardless of whether or not the student's instructor felt that the student was</p>	

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			<p>placed into a class appropriate for his/her ability. Moreover, students that failed (D or F) or withdrew from their courses had two to three times as many absences as those who were successful in the completion of the course.</p> <p>Instructors in the Math Lab have always known that the students that come to class regularly are the students that are most successful in passing their courses, so in order to draw everyone else's attention to this phenomena, the results of this study will be published on TSJC's assessment web site. They will also be posted in the Math Lab for all current and future students to see. The importance of attendance to student success is always stressed during orientation to the Math Lab that is held during the first day of class, and this practice will continue. In the future, when progress reports are handed out to students at mid-term and at regular intervals throughout the semester, students with an excessive number of absences (more than 6) will be strongly encouraged to make up the excessive absences during open lab hours.</p> <p>Result Type: Benchmark Met</p> <p>Action Status: Action Plan In Progress</p> <p>Related Documents: Analysis of results.docx</p>	

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	<p>Program - Developmental Education - Spring 2009 Math 090 Final Exam Embedded Assessment - Students will be able to correctly set up and solve a word problem for the dimensions of a rectangle given its perimeter and the relationship between its dimensions.</p>	<p>Assessment Method: Students were scored using a common rubric regarding whether or not the problem was set up and solved correctly.</p> <p>Assessment Method Category: Embedded Course Assessment</p> <p>Benchmark: All students were expected to attempt to set up and solve the problem. At least 70% of students were expected to both set up and solve the problem correctly.</p> <p>Related Documents: Spring 2009 Math 090 Embedded Assessment</p>	<p>05/13/2009 - The embedded test question on the Math 090 final exam was a problem that involved calculating the dimensions of a rectangle given the perimeter of the figure and the relationship among the dimensions.</p> <p>The majority of the 23 students at least attempted to solve the problem or partially solved the problem correctly, with only 2 students failing to even attempt to set up the problem. Sixty-five percent of the students had the correct answer for the problem, either by setting it up and solving the problem correctly, or by using trial and error to obtain the correct answer.</p> <p>The results of this assessment were very encouraging because it appears that the vast majority of students showed some degree of understanding the problem and the multiple procedures needed to solve the problem correctly. As a result, no changes will be made to the assignment sheet next semester as it appears that students understood the mechanics of this type of problem and don't need additional practice problems for this topic.</p> <p>Result Type: Benchmark Not Met</p> <p>Action Status: Action Plan In Progress</p>	

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	<p>Program - Developmental Education - Spring 2009 Math 106 Final Exam Embedded Assessment - Students will be able to correctly set up and solve a motion problem for the rate of the stream given the rate of the motorboat and the distances traveled up and downstream in a given time.</p>	<p>Assessment Method: A common rubric was used to score students on their ability to correctly set up and solve a motion problem.</p> <p>Assessment Method Category: Embedded Course Assessment</p> <p>Benchmark: All students were expected to attempt this problem and at least 70% of students are expected to be able to correctly set up the word problem and obtain the correct answer.</p>	<p>05/18/2009 - The embedded test question on the Math 106 final exam was a motion problem that involved finding the speed of the stream given the distance and rate of the motorboat as it traveled up and downstream.</p> <p>The results of this assessment were very discouraging as only 21% of the students were able to both set up the problem and solve it correctly. The majority of the students attempted the problem, but most had difficulty setting up the chart that enables them so set up the equations, so they were unable to solve the problem appropriately. Moreover, many gave answers that were not logically possible, indicating that these students don't possess a very strong number sense.</p> <p>Result Type: Benchmark Not Met</p> <p>Action Status: Action Plan In Progress</p>	<p>05/18/2009 - Since several of these types of problems are already assigned throughout the semester, no changes will be made to the assignment sheet. However, more time will be spent explaining these types of problems while instructors are working with students during class time.</p>

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<p>GEO 5 - Demonstrate responsible citizenship</p>	<p>Program - Aquaculture - GenEd - Demonstrate responsible citizenship</p>	<p>Assessment Method: Service learning activities incorporated into the program.</p> <p>Assessment Method Category: Embedded Course Assessment</p> <p>Benchmark: Shoot for at least 2 from 80% of all students.</p>		

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	<p>Program - Construction Tech - Professional Conduct - Students will meet with individuals who are involved in the construction industry, including contractors and inspectors, and be able to work with them in a professional capacity</p>	<p>Assessment Method: Students meet with and submit applications for building permits, submit letters of approval from engineers and architects. Students will be evaluated by the professional contact ?USING A STANDARD FORM??. Students will be graded according to the outcome of their applications and letters. Assessment Method Category: Survey Benchmark: ?</p>		