

Arts&Sciences Results Summary

unitName	objective	assessmentMethod	observation	observation Date	action	action Date	followup	follow up Date
Program - Art / Humanities	Read and discuss college-level material specific to Art and Humanities.							
Program - Art / Humanities	Students will demonstrate critical thinking, based on Bloom's taxonomy.							
Program - Astronomy/Physics	Read and discuss college-level material specific to astronomy/physics.	Supply reading in the subject with Flesch-Kincaid reading level of at least 12. Answer questions geared specifically to GEG Rubric 1	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	03/13/2009	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	05/21/2009		
Program - Astronomy/Physics	Student will demonstrate understanding of mathematics beyond mere ability to perform calculations.	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)	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	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	05/20/2009		

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Program - Astronomy/Physics	Student will demonstrate understanding of mathematics beyond mere ability to perform calculations.	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)	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	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	05/07/2009		
Program - Astronomy/Physics	Student will demonstrate understanding of mathematics beyond mere ability to perform calculations.	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)	PHY 112 and 212 scored 100% on these exercises in lab (I was present and provided individualized guidance throughout). RP	05/07/2009				
Program - Astronomy/Physics	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.	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.	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	04/29/2009	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	05/07/2009		
Program - Biology / Health Science	Read and discuss college-level material specific to Biology.							
Program - Biology / Health Science	Students in Bio 204 demonstrate proper technique for controlling							

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Science	bacterial growth and appropriate transfer of organisms.							
Program - Biology / Health Science	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.	Completion of formal lab(s) and submission of formal lab report.	in BIO 10-5; (BH)	04/13/2009				
Program - Chemistry	Read and discuss college-level material specific to Chemistry	Supply reading in the subject with Flesch-Kincaid reading level of at least 12. Answer questions geared specifically to GEG Rubric 1	This assessment was not done. The instructor requires some training in this assessment technique.	05/14/2009				
Program - Chemistry	Students will analyze experimental data using statistical methods.	Students will evaluate the accuracy and precision of their quantitative experimental data by using statistics: standard deviation, relative error, and graphs.	Students have little experience with statistical analysis techniques. Instructor plans to spend at least one lab period during the first part of the semester introducing students to statistics that will be applied to experimental data.	05/14/2009				
Program - Chemistry	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.	A laboratory report will be graded for each student with course-specific rubric for AST 101-102, BIO 111-112, CHE 101-102, 111-112, GEY 111-112, PHY 111-112, 211-212. Each AS student will be evaluated at least twice during their tenure.	A lab manual was used and individual experimental data was kept in a notebook. The students were required to answer pre-lab questions, follow defined lab procedures, and answer questions regarding the experiment provided in the manual. A well-crafted lab report was not collected.	05/14/2009				
Program - English	Read and discuss college-level material specific to writing.							
Program - English	Students will be able to write a variety of essays with good ideas, good organization, appropriate word choice and sentence structure, and correct grammatical form.							

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Program - English	They will be able to write in both MLA and APA formats.							
Program - Exercise Science & Recreation	Read and discuss college-level material specific to _____.							
Program - Geology	Read and discuss college-level material specific to _____.							
Program - Geology	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.							
Program - Gunsmithing	Critical Thinking 1 (KG)							
Program - Gunsmithing	Demonstrate proficiency in the skills required to be a successful gunsmith in business							
Program - Gunsmithing	Math problems related to iron sights.							
Program - Gunsmithing	To produce graduates who are able to either enter the job force in Gunsmithing, a related field, or continue on for a higher degree.							
Program - History / Political Science	Read and discuss college-level material specific to _____.							

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Program - History / Political Science	Students will demonstrate critical thinking.							
Program - Literature	Read and discuss college-level material specific to _____.							
Program - Literature	Students will be able to write well.							
Program - Mathematics	Examine ideas using critical reasoning	Students will do a project and be assessed on their conclusions. Namely, from their data, can they use critical reasoning to come to a correct conclusion.	80% scored 2 or higher on distinguishing fact from claims. I was disappointed with this one. But a few students couldn't figure out what was the claim and what came from a sample. 80% were able to evaluate evidence for accuracy and relevance. This was higher than I expected so I was pleased here. 80% were able to identify the implication of their argument and come up with the correct conclusion. Actually 93% came up with the correct conclusion. Two came up with the correct conclusion but could not figure out what it meant in practical terms. I was pleased with this outcome as well. (CC?)	05/07/2009	I need to spend more time on the differences between parameters and statistics and perhaps give a small quiz on just that topic	05/07/2009		
Program - Mathematics	Examine ideas using critical reasoning	Students will do a project and be assessed on their conclusions. Namely, from their data, can they use critical reasoning to come to a correct conclusion.	MAT 202 Students were given an object to calculate the volume of an object without destroying the object. Students had to decide on a method to use and then use their method to come up	04/13/2009				

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Program - Mathematics	Examine ideas using critical reasoning	Students will do a project and be assessed on their conclusions. Namely, from their data, can they use critical reasoning to come to a correct conclusion.	with a reasonable estimate. 4 out of 5 scored above 85% and did find or create a suitable method to answer this problem. (CC)	04/13/2009				
Program - Mathematics	Solve problems using logic, mathematics, computers, and creative thinking							
Program - Mathematics	Student will demonstrate understanding of mathematics beyond mere ability to perform calculations.	Mat 103: Embedded Question. Critical thinking and decision-making when reading medicine labels.	100 % of the students answered correctly the total volume questions 91% correctly determined how much diluent to add to reconstitute a solution 15% did not choose the correct concentration for reconstituting. However, 91% determined the correct number of milliliters for administration.	12/13/2008				
Program - Mathematics	Student will demonstrate understanding of mathematics beyond mere ability to perform calculations.	Mat 103: Embedded Question. Critical thinking and decision-making when reading medicine labels.	Results: 100 % of the students answered correctly the total volume questions 81% correctly determined how much diluent to add to reconstitute a solution 46% did not choose the correct concentration for reconstituting. However, 86% determined the correct number of milliliters for administration.	12/18/2007	Students need more work on reading labels where they are given several choices on how to reconstitute a solution for administration, especially when they have to choose the concentration they want for either IM or IV administration	04/13/2009	I spent two extra class times on reading labels and followed my action plan	11/10/2008
					Changes: Do more work on reading labels where they are given several choices on how to reconstitute a solution for administration, especially when they have to choose the concentration they want for either IM or IV administration. There aren't enough of these types of			

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Program - Mathematics	Student will demonstrate understanding of mathematics beyond mere ability to perform calculations.	MAT 121-2, 3, 4, H50: One question on the final exam requires that students explain the reason for their answer to a problem and two other questions ask students to recognize a relationship between problems.	Of the 19 MAT 121 final exams given by MacLaren in 4 different sections, 4 students (21%) scored 3/3, 13 students (68%) scored 2/3, and 2 students (11%) scored 1/3 and 0/3. (JM?)	05/14/2009				
Program - Mathematics	Student will demonstrate understanding of mathematics beyond mere ability to perform calculations.	Math 135 : Students will statistically test a claim. They will be graded on 6 levels: randomness, experimental design, data sampling, test statistic, P-value, and conclusion in context	All students did a project and turned it in on time. 6/16 students still did not understand the concept of randomness in experimental design. The other 10 did figure out a way to randomize their samples or experiments. All students collected data successfully (didn't fake it) and 14/16 chose the correct statistical test and computed a test statistic and P-value. Surprisingly (at least to me), 15/16 made the correct conclusion without assistance and the one wrong case,	05/07/2009	Although the benchmark was met, more work needs to be done in designing samples and experiments. Next semester, if I teach it, I need to spend more time on this and perhaps I should do this at the end of the semester rather than at the beginning. Also, they will be required to write up a statement on how they will randomize their project before they collect data.(CC)	05/07/2009		

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Program - Mathematics	Student will demonstrate understanding of mathematics beyond mere ability to perform calculations.	Math 135 : Students will statistically test a claim. They will be graded on 6 levels: randomness, experimental design, data sampling, test statistic, P-value, and conclusion in context	discussed the results with me until she understood it. The average on the projects was a 79.375. All students got above a 70 (CC)	05/07/2009	Although the benchmark was met, more work needs to be done in designing samples and experiments. Next semester, if I teach it, I need to spend more time on this and perhaps I should do this at the end of the semester rather than at the beginning. Also, they will be required to write up a statement on how they will randomize their project before they collect data.(CC)	05/07/2009		
Program - Music	Students will demonstrate critical thinking.							
Program - Music	Think critically about various music genres.							
Program - Philosophy	Read and discuss college-level material specific to introductory western cultural philosophy.							
Program - Philosophy	Students will demonstrate or develop critical thinking, based on Bloom's taxonomy.							
Program - Psychology / Sociology	Read and discuss college-level material specific to _____.							
Program - Psychology / Sociology	Students will demonstrate critical thinking.							
Program - Theater	Read and discuss college-level material specific to _____.							