

# Assessment Report

## Trinidad State Junior College

### Arts & Sciences - AA/AGS/AS

**Description:** The Associates of Arts (AA) program provides students with the educational background to successfully transfer to a baccalaureate program in liberal arts, business, or education with junior status.

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
plan and write well-organized essays and papers that focus on interpretation, criteria analysis, and evaluation	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><b>Assessment Method:</b> A laboratory report will be graded for each student with course-specific rubric for PHY 111-112, 211-212. Each two-course sequence student will be evaluated at least twice.</p> <p><b>Assessment Method Category:</b> Lab/Practicum/Clinical</p> <p><b>Benchmark:</b> Students' scores improve at least 50% from first to last score.</p>		
	Program - Biology / Health Science - 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><b>Assessment Method:</b> Completion of formal lab(s) and submission of formal lab report.</p> <p><b>Assessment Method Category:</b> Lab/Practicum/Clinical</p> <p><b>Benchmark:</b> =&gt; 90% of available points per grading rubric</p>	<p>12/18/2009 - Bio 202 students scored an average of 19.8 points out of 25 and did not meet the benchmark. (GH)</p> <p><b>Result Type:</b> Benchmark Not Met</p> <p><b>Action Status:</b> Action Plan In Progress</p>	<p>12/18/2009 - This was the first semester that Bio 202 students were exposed to writing a formal lab report. Standardized report format and grading rubric were developed during the semester. Of note, one student has made several attempt to pass Eng 121 and has failed. Her score alone was 12 of 25 points. She will be referred to the Student Success Center for assistance.</p>
			<p>12/18/2009 - Two sections of Bio 201 (1st semester A&amp;P) averaged 20.6 of 25 points on submitted lab reports. This was 82% of the available points. (GH)</p> <p><b>Result Type:</b> Benchmark Not Met</p> <p><b>Action Status:</b></p>	<p>12/18/2009 - This is the first semester many students have been exposed to writing a formal lab report. The Biology department has completed standardization the report format and grading rubric during the semester. Beginning Biology classes (Bio 090, 111 and</p>

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
			Action Plan In Progress	112) will be taught correct format earlier so that this experience will not be new to these sophomore level students. Next semester these students in Bio 202 should be able to meet the 90% level. Plan - retain the current benchmark for 1 more semester to see if steps taken to prepare the students earlier have an effect.
	Program - Chemistry - 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><b>Assessment Method:</b> A laboratory report will be graded for each student with course-specific rubric for CHE105, CHE101-102, CHE 111-112. JM</p> <p><b>Assessment Method Category:</b> Lab/Practicum/Clinical</p> <p><b>Benchmark:</b> Students' scores improve at least 50% from 1st to 2nd score.</p>	<p>12/22/2009 - In both CHE 111 and CHE 105 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 craft lab report was not collected. jm</p> <p><b>Result Type:</b> Benchmark Not Met</p> <p><b>Action Status:</b> Action Plan In Progress</p>	12/22/2009 - Gotta do it. jm
	Program - Chemistry - Experimental data collection and analysis - Students will analyze experimental data using statistical methods.	<p><b>Assessment Method:</b> Students will evaluate the accuracy and precision if their quantitative experimental data by using statistics: standard deviation, relative error, and graphs.</p> <p><b>Assessment Method Category:</b> Lab/Practicum/Clinical</p> <p><b>Benchmark:</b> More than 70% of the students in CHE 111-112 and CHE 211-212 will present and analyze quantitative lab data for accuracy and precision using statistical methods.</p>	<p>12/22/2009 - CHE111: Eighteen students were enrolled in CHE111 this fall. Fourteen of those students successfullu completed the course. All of these 14 students used statistics in at least one lab. For example, the lab, "A Volumetric Analysis", required calculating averages, standard deviation, and relative standard deviation. Drawing and interpreting grahical data were included in labs, "Calorimetry" and "Periodic Table and Periodic Law". (JM)</p>	01/11/2010 - I will spend one lab period addressing the calculation methods and interpretation of statistical analysis results. (JM)

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			<p>Analysis: Although the students do use statistical methods during labs, I need to walk the students step-by-step through the calculations. In addition, I do not think the students understand the meaning of standard deviation. (JM)</p> <p><b>Result Type:</b> Benchmark Met</p> <p><b>Action Status:</b> Action Plan In Progress</p>	
	<p>Program - English - Students will express ideas coherently. - 75% of students will score at a C or better in coherence of ideas based on the 6-trait rubric.</p>	<p><b>Assessment Method:</b> Collect writing sample during 1st week of class in all ENG 121 classes; collect definition and research papers in all ENG 121 and 122 classes each semester. As a group, instructors will grade papers according to the 6-trait rubric.</p> <p><b>Assessment Method Category:</b> Embedded Course Assessment</p> <p><b>Benchmark:</b> Increase in total score on 90% of all evaluated papers from first to last paper; Increase in score on each individual trait on 90% of all evaluated papers from first to last paper.</p>		
		<p><b>Assessment Method:</b> Grade papers according to 6 traits rubric</p> <p><b>Assessment Method Category:</b> Embedded Course Assessment</p> <p><b>Benchmark:</b> At least B or higher on 75% of papers.</p>		

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	<p>Program - English - GenEd Read - Read and discuss college-level material specific to writing.</p>	<p><b>Assessment Method:</b> Grade papers according to 6 traits rubric</p> <p><b>Assessment Method Category:</b> Embedded Course Assessment</p> <p><b>Benchmark:</b> At least B or higher on 75% of papers.</p> <hr/> <p><b>Assessment Method:</b> Following instruction on reading and analysis of text material, students will read a chapter, discuss critical in small groups, report and teach the material to the rest of the class.</p> <p><b>Assessment Method Category:</b> Chapter Test</p> <p><b>Benchmark:</b> Sometime past the mid point of the course, 80% of the students will read and independently report the critical attributes of the reading at 90% accuracy.</p>		
	<p>Program - Geology - 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><b>Assessment Method:</b> 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.</p> <p><b>Assessment Method Category:</b> Lab/Practicum/Clinical</p> <p><b>Benchmark:</b> Students' scores improve at least 50% from 1st to 2nd score.</p>		
	<p>Program - Literature - Read and comprehend literature. - 60% of students will achieve a C or better</p>	<p><b>Assessment Method:</b> Collect writing sample during 1st week of class in all ENG 121</p>		

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	<p>on an essay exam given during the semester.</p>	<p>collect definition and research papers in all ENG 121 and 122 classes each semester.  <b>Assessment Method Category:</b>            Embedded Course Assessment  <b>Benchmark:</b>            Increase in total score on 90% of all evaluated papers;            Increase in score on each individual trait on 90% of all evaluated papers</p>		
	<p>Program - Mathematics - Mathematical maturity - Student will demonstrate understanding of mathematics beyond mere ability to perform calculations.</p>	<p><b>Assessment Method:</b>            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 (CC)  <b>Assessment Method Category:</b>            Capstone Course/Project  <b>Benchmark:</b>            At least 70%</p>	<p>05/13/2010 - All students did a project and turned it in on time. 3/15 students did not apply the concept of randomness in their experimental design or didn't change their conclusion. The other 12 did figure out a way to correctly randomize their samples or experiments.            All students collected data successfully (although one might have faked it) and 16/16 chose the correct statistical test and 13/15 computed correctly the test statistic and P-value.            Surprisingly (at least to me), 14/15 made the correct conclusion without assistance .            The average on the projects was a 87.76 with an SD of 8.63. The results were much better than last year and i think the extra stuff I did on randomness in samples and experiments helped immensely (see same class last year).            All students got above a 70 (CC)  <b>Result Type:</b>            Benchmark Met  <b>Action Status:</b></p>	

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			<p>Action Plan Completed</p> <hr/> <p>05/07/2009 - 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, 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)</p> <p><b>Result Type:</b> Benchmark Met</p> <p><b>Action Status:</b> Action Plan Not Required</p>	<p>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)</p> <p><b>Follow-Up:</b> 05/13/2010 - This year, I did spend more time on random designs in sampling and experiments and only 3/15 students did not apply the concept of randomness in their experimental design or didn't change their conclusion. The other 12 did figure out a way to correctly randomize their samples or experiments. The average on the projects was a 87.76 with an SD of 8.63. The results were much better than last year, largely because not as many students lost those 10 points that had to do with randomness. I think the extra stuff I did on randomness in samples and experiments helped immensely (CC)</p>
		<p><b>Assessment Method:</b> Mat 103: Embedded Question. Critical thinking and decision-making when reading medicine</p>	<p>12/03/2009 - 100 % of the students answered correctly the total volume questions 91% correctly determined</p>	<p>12/03/2009 - After I handed these back, I asked specifically why a particular concentration was</p>

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		<p>labels. (CC)</p> <p><b>Assessment Method Category:</b> Embedded Course Assessment</p> <p><b>Benchmark:</b> 90% of the students will score 80% or more on this question.</p>	<p>how much diluent to add to reconstitute a solution 26% did not choose the correct concentration for reconstituting. However, 84% determined the correct number of milliliters for administration. CC</p> <p><b>Result Type:</b> Benchmark Not Met</p> <p><b>Action Status:</b> Action Plan In Progress</p>	<p>chosen to figure out what they were thinking and discovered a key misconception. So we rediscussed this and I have a new tactic to take for next year.</p>
			<p>12/18/2007 - 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.(CC)</p> <p><b>Result Type:</b> Benchmark Not Met</p> <p><b>Action Status:</b> Action Plan In Progress</p>	<p>04/13/2009 - 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 cc</p> <p>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 labels in the text so I need to find these labels in other texts or online in medical databases.</p> <p>Continuance: Once students have the dosage strength for meds, they are quite able to use dimensional analysis to finish the problems. The table method (dimensional analysis) is working really well with these students, who typically have great</p>

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				<p>difficulty with ratios and fractions.</p> <p><b>Follow-Up:</b>            11/18/2009 - This year (2009, we got up to 74% chose the right amount of solution to reconstitute the drug. This time, I sat down with each student who got this wrong to see what the problem was. After that discussion, I have some new ideas for next year's class. Namely, it seems that the reason they got it wrong was that they thought if they picked a smaller concentration than the order, then they wouldn't be able to fill the order. Anyway, have a new path to try for next year now.            cc            11/10/2008 - I spent two extra class times on reading labels and followed my action plan. AS a result students ddid much better. 60% did choose the correct concentration. Still needs work.            CC</p>
		<p><b>Assessment Method:</b>            MAT 121: 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 and then write a coherent statement about that relationship  <b>Assessment Method Category:</b>            Embedded Course Assessment  <b>Benchmark:</b>            At least 70% of athe students will score correctly on 2/3 of the</p>	<p>12/22/2009 - Of the 17 students who took the final exam two scored 3/3, four scored 2/3, four scored 1.5/3, three scored 1/3, one scored 0.5/3, and three scored 0/5 on the embedded questions. Thus 35% scored 2 or higher on the embedded questions. (JM)  <b>Result Type:</b>            Benchmark Not Met  <b>Action Status:</b>            Action Plan In Progress</p>	<p>12/22/2009 - More written questions will be included on chpater tests. In addition, discussions will be posted on D2L where students will need to explain concepts.</p>

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		questions.	12/16/2009 - 8/14 scored 2 or better out of the three questions on the final. 4/14 scored a 1.5/3 and 3/14 scored 1/3. CC <b>Result Type:</b> Benchmark Not Met <b>Action Status:</b> Action Plan In Progress	
		<b>Assessment Method:</b> MAT121: On their first test, I asked a question similar to the embedded question they will be asked on their final about parallel and perpendicular lines. So, I embedded this question on their test. (CC) <b>Assessment Method Category:</b> Embedded Course Assessment <b>Benchmark:</b> I want at least 80% of the students to answer this correctly	10/20/2009 - MAT121: On their first test, I asked a question similar to the embedded question they will be asked on their final about parallel and perpendicular lines. So, I embedded this question on their test. (CC) Only 45% of the students answered this question correctly. (CC) <b>Result Type:</b> Benchmark Not Met <b>Action Status:</b> Action Plan In Progress	10/20/2009 - I went over this question, we did some more sample questions. I now hope for better on the final. Now, I am hoping that at least 80% will get this right on the final embedded question. <b>Follow-Up:</b> 01/11/2010 - 8/14 scored 2 or better out of the three questions on the final. 4/14 scored a 1.5/3 and 3/14 scored 1/3. So this is much better than the first test but not as good as I would like. CC 12/16/2009 - Well not quite 80% but 70% got this right on the final. So definitely an improvement but not as much as I had hoped.
		<b>Assessment Method:</b> MAT121: On their second test, I asked a question similar to the embedded question they will be asked on their final about when functions are positive and negative and how it relates to the problem they just did. So, I embedded this question on their test. (CC) <b>Assessment Method Category:</b> Embedded Course Assessment	11/20/2009 - MAT121: On their second test, I asked a question similar to the embedded question they will be asked on their final about when functions are positive and negative and how it relates to the problem they just did. So, I embedded this question on their test. (CC) Benchmark Only 2 out of 14 got this right. I will	11/20/2009 - I will spend an extra day on this and make up a worksheet of similar problems for practice. <b>Follow-Up:</b> 12/16/2009 - About 50% got this right on the final which is an improvement but still not as great as I would like

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		<b>Benchmark:</b> 80% of the students should pass	spend an extra day on this and make up a worksheet of similar problems for practice (cc) <b>Result Type:</b> Benchmark Not Met <b>Action Status:</b> Action Plan In Progress	
	Program - Music - GenEd - Think critically about various music genres.	<b>Assessment Method:</b> final grade distribution <b>Assessment Method Category:</b> Course Statistics <b>Benchmark:</b> 80% retention of interest in program for general college students who have no formal training or experience in acoustical western music.		

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use basic resources to conduct research (library, internet, etc.)	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.	<b>Assessment Method:</b> A laboratory report will be graded for each student with course-specific rubric for PHY 111-112, 211-212. Each two-course sequence student will be evaluated at least twice.  <b>Assessment Method Category:</b> Lab/Practicum/Clinical <b>Benchmark:</b> Students' scores improve at least 50% from first to last score.		
	Program - Biology / Health Science - 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-	<b>Assessment Method:</b> Completion of formal lab(s) and submission of formal lab report. <b>Assessment Method Category:</b>	12/18/2009 - Bio 202 students scored an average of 19.8 points out of 25 and did not meet the benchmark. (GH)	12/18/2009 - This was the first semester that Bio 202 students were exposed to writing a formal lab report. Standardized report

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	crafted report in a specified format.	Lab/Practicum/Clinical <b>Benchmark:</b> => 90% of available points per grading rubric	<b>Result Type:</b> Benchmark Not Met <b>Action Status:</b> Action Plan In Progress  <hr/> 12/18/2009 - Two sections of Bio 201 (1st semester A&P) averaged 20.6 of 25 points on submitted lab reports. This was 82% of the available points. (GH) <b>Result Type:</b> Benchmark Not Met <b>Action Status:</b> Action Plan In Progress	format and grading rubric were developed during the semester. Of note, one student has made several attempt to pass Eng 121 and has failed. Her score alone was 12 of 25 points. She will be referred to the Student Success Center for assistance.  <hr/> 12/18/2009 - This is the first semester many students have been exposed to writing a formal lab report. The Biology department has completed standardization the report format and grading rubric during the semester. Beginning Biology classes (Bio 090, 111 and 112) will be taught correct format earlier so that this experience will not be new to these sophomore level students. Next semester these students in Bio 202 should be able to meet the 90% level. Plan - retain the current benchmark for 1 more semester to see if steps taken to prepare the students earlier have an effect.
	Program - Biology / Health Science - GenEd 1b - Students will draw correct and reasonable conclusions from a college level text.	<b>Assessment Method:</b> Clinical case applications <b>Assessment Method Category:</b> Lab/Practicum/Clinical <b>Benchmark:</b> > 80% of students will score "2" or at least 18 of 25 points on unit clinical applications case studies.	12/18/2009 - 95% of Bio 201 students scored a "2" or at least 18 of 25 points on unit clinical application case studies. (GH) <b>Result Type:</b> Benchmark Met <b>Action Status:</b> Action Plan Not Required  <hr/> 12/18/2009 - 95% of Bio 202 students scored at least a "2" or 18 of 25 points on clinical application case students during the semester.	

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			(GH) <b>Result Type:</b> Benchmark Met <b>Action Status:</b> Action Plan Not Required	
		<b>Assessment Method:</b> Analysis of College Level Text to include reading a section of scientific journal article and answering questions related to gen ed goals 1a.-1c. Standard rubric used to score student responses. <b>Assessment Method Category:</b> Embedded Course Assessment <b>Benchmark:</b> 85%>or= to 2		
	Program - Chemistry - 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.	<b>Assessment Method:</b> A laboratory report will be graded for each student with course-specific rubric for CHE105, CHE101-102, CHE 111-112. JM <b>Assessment Method Category:</b> Lab/Practicum/Clinical <b>Benchmark:</b> Students' scores improve at least 50% from 1st to 2nd score.	12/22/2009 - In both CHE 111 and CHE 105 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 craft lab report was not collected. jm <b>Result Type:</b> Benchmark Not Met <b>Action Status:</b> Action Plan In Progress	12/22/2009 - Gotta do it. jm
	Program - Chemistry - Experimental data collection and analysis - Students will analyze experimental data using statistical methods.	<b>Assessment Method:</b> Students will evaluate the accuracy and precision if their quantitative experimental data by using statistics: standard deviation,relative error, and graphs. <b>Assessment Method Category:</b>	12/22/2009 - CHE111: Eighteen students were enrolled in CHE111 this fall. Fourteen of those students successfullu completed the course. All of these 14 students used statistics in at least one lab. For example, the lab, "A Volumetric	01/11/2010 - I will spend one lab period addressing the calculation methods and interpretation of statistical analysis results. (JM)

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		<p>Lab/Practicum/Clinical</p> <p><b>Benchmark:</b> More than 70% of the students in CHE 111-112 and CHE 211-212 will present and analyze quantitative lab data for accuracy and precision using statistical methods.</p>	<p>Analysis", required calculating averages, standard deviation, and relative standard deviation. Drawing and interpreting graphical data were included in labs, "Calorimetry" and "Periodic Table and Periodic Law". (JM)</p> <p>Analysis: Although the students do use statistical methods during labs, I need to walk the students step-by-step through the calculations. In addition, I do not think the students understand the meaning of standard deviation. (JM)</p> <p><b>Result Type:</b> Benchmark Met</p> <p><b>Action Status:</b> Action Plan In Progress</p>	
	<p>Program - English - Students will express ideas coherently. - 75% of students will score at a C or better in coherence of ideas based on the 6-trait rubric.</p>	<p><b>Assessment Method:</b> Collect writing sample during 1st week of class in all ENG 121 classes; collect definition and research papers in all ENG 121 and 122 classes each semester. As a group, instructors will grade papers according to the 6-trait rubric.</p> <p><b>Assessment Method Category:</b> Embedded Course Assessment</p> <p><b>Benchmark:</b> Increase in total score on 90% of all evaluated papers from first to last paper; Increase in score on each individual trait on 90% of all evaluated papers from first to last paper.</p> <p><b>Assessment Method:</b> Grade papers according to 6 traits rubric</p>		

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		<b>Assessment Method Category:</b> Embedded Course Assessment <b>Benchmark:</b> At least B or higher on 75% of papers.		
	Program - English - GenEd Read - Read and discuss college-level material specific to writing.	<b>Assessment Method:</b> Grade papers according to 6 traits rubric <b>Assessment Method Category:</b> Embedded Course Assessment <b>Benchmark:</b> At least B or higher on 75% of papers.		
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		Students' scores improve at least 50% from 1st to 2nd score.		
	Program - Literature - Read and comprehend literature. - 60% of students will achieve a C or better on an essay exam given during the semester.	<b>Assessment Method:</b> Collect writing sample during 1st week of class in all ENG 121 classes; collect definition and research papers in all ENG 121 and 122 classes each semester. <b>Assessment Method Category:</b> Embedded Course Assessment <b>Benchmark:</b> Increase in total score on 90% of all evaluated papers; Increase in score on each individual trait on 90% of all evaluated papers		

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think deeply and critically about a variety of human issues	Program - Art - Pre-Post Test - 80% of Students in ART110, ART11 and ART112 will achieve 80% on the post-test. ddh	<b>Assessment Method:</b> Class discussions Student presentations <b>Assessment Method Category:</b> Embedded Course Assessment	12/16/2009 - Students achieved an average of 81.8% on the post-test in ART110-H01, as compared with 49.3% on the pre-test. ddh Analysis: The pre-post test questions were basic information that was repeated many times during the course. Maybe I should include a few questions that are not so obvious. ddh <b>Result Type:</b> Benchmark Met	01/11/2010 - Will continue with pre-post test but will use a different set of questions in order to verify results. ddh

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Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
		<p>Lab/Practicum/Clinical</p> <p><b>Benchmark:</b> More than 70% of the students in CHE 111-112 and CHE 211-212 will present and analyze quantitative lab data for accuracy and precision using statistical methods.</p>	<p>Analysis", required calculating averages, standard deviation, and relative standard deviation. Drawing and interpreting graphical data were included in labs, "Calorimetry" and "Periodic Table and Periodic Law". (JM)</p> <p>Analysis: Although the students do use statistical methods during labs, I need to walk the students step-by-step through the calculations. In addition, I do not think the students understand the meaning of standard deviation. (JM)</p> <p><b>Result Type:</b> Benchmark Met</p> <p><b>Action Status:</b> Action Plan In Progress</p>	
	<p>Program - English - GenEd Read - Read and discuss college-level material specific to writing.</p>	<p><b>Assessment Method:</b> Grade papers according to 6 traits rubric</p> <p><b>Assessment Method Category:</b> Embedded Course Assessment</p> <p><b>Benchmark:</b> At least B or higher on 75% of papers.</p>		
		<p><b>Assessment Method:</b> Following instruction on reading and analysis of text material, students will read a chapter, discuss critical in small groups, report and teach the material to the rest of the class.</p> <p><b>Assessment Method Category:</b> Chapter Test</p> <p><b>Benchmark:</b> Sometime past the mid point of the course, 80% of the students will read and independently report the critical attributes of the reading at</p>		

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
		90% accuracy.		
	Program - History / Political Science - Critical Thinking (Copy) - Students will demonstrate critical thinking.	<b>Assessment Method:</b> Class discussions ?? DOES THIS USE GEN ED OBJECTIVE RUBRIC? <b>Assessment Method Category:</b> Embedded Course Assessment		
	Program - Philosophy - Critical Thinking - Students will demonstrate or develop critical thinking, based on Bloom's taxonomy.	<b>Assessment Method:</b> Class discussions and one minute papers on understood concepts and muddy point cards or papers for sources of confusion that evidence "knowledge," "comprehension" and "application" from Bloom's schema.  This will be assessed in class discussions, summative exams and short essay papers demonstrating knowledge, comprehension and application "stages" of Bloom's schema. <b>Assessment Method Category:</b> Embedded Course Assessment <b>Benchmark:</b> 80% demonstrated	12/15/2009 - This will be assessed in class discussions, summative exams and short essay papers demonstrating knowledge, comprehension and application "stages" of Bloom's schema. sg <b>Result Type:</b> Benchmark Met <b>Action Status:</b> Action Plan In Progress	
	Program - Psychology / Sociology - Critical Thinking - Students will demonstrate critical thinking as applied to the discipline.	<b>Assessment Method:</b> Students will write an essay or respond to an essay question designed to measure critical thinking.  <b>Assessment Method Category:</b> Embedded Course Assessment <b>Benchmark:</b> 70% of students will achieve a satisfactory (level 2 or 3) result.		

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
weigh and respect different systems of human values, both contemporary and historical	Program - English - GenEd Read - Read and discuss college-level material specific to writing.	<p><b>Assessment Method:</b> Grade papers according to 6 traits rubric</p> <p><b>Assessment Method Category:</b> Embedded Course Assessment</p> <p><b>Benchmark:</b> At least B or higher on 75% of papers.</p> <hr/> <p><b>Assessment Method:</b> Following instruction on reading and analysis of text material, students will read a chapter, discuss critical in small groups, report and teach the material to the rest of the class.</p> <p><b>Assessment Method Category:</b> Chapter Test</p> <p><b>Benchmark:</b> Sometime past the mid point of the course, 80% of the students will read and independently report the critical attributes of the reading at 90% accuracy.</p>		
	Program - Music - GenEd - Think critically about various music genres.	<p><b>Assessment Method:</b> final grade distribution</p> <p><b>Assessment Method Category:</b> Course Statistics</p> <p><b>Benchmark:</b> 80% retention of interest in program for general college students who have no formal training or experience in acoustical western music.</p>		

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
make connections between the past, present, and future.	Program - English - GenEd Read - Read and discuss college-level material specific to writing.	<p><b>Assessment Method:</b> Grade papers according to 6 traits</p>		

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
		<p>rubric</p> <p><b>Assessment Method Category:</b> Embedded Course Assessment</p> <p><b>Benchmark:</b> At least B or higher on 75% of papers.</p> <hr/> <p><b>Assessment Method:</b> Following instruction on reading and analysis of text material, students will read a chapter, discuss critical in small groups, report and teach the material to the rest of the class.</p> <p><b>Assessment Method Category:</b> Chapter Test</p> <p><b>Benchmark:</b> Sometime past the mid point of the course, 80% of the students will read and independently report the critical attributes of the reading at 90% accuracy.</p> <hr/> <p>Program - Music - GenEd - Think critically about various music genres.</p> <p><b>Assessment Method:</b> final grade distribution</p> <p><b>Assessment Method Category:</b> Course Statistics</p> <p><b>Benchmark:</b> 80% retention of interest in program for general college students who have no formal training or experience in acoustical western music.</p>		

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
use mathematical data and synthesize data using scientific methods	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-	<p><b>Assessment Method:</b> A laboratory report will be graded for each student with course-specific rubric for PHY 111-112, 211-212. Each two-course sequence</p>		

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
	crafted report in a specified format.	<p>student will be evaluated at least twice.</p> <p><b>Assessment Method Category:</b> Lab/Practicum/Clinical</p> <p><b>Benchmark:</b> Students' scores improve at least 50% from first to last score.</p>		
	<p>Program - Astronomy/Physics - Mathematical maturity - Student will demonstrate understanding of mathematics beyond mere ability to perform calculations.</p>	<p><b>Assessment Method:</b> 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><b>Assessment Method Category:</b> Embedded Course Assessment</p> <p><b>Benchmark:</b> 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 - 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) = <math>V - 5 \cdot \log(d/10)</math> and only 30% were able to do this as homework. RP</p> <p><b>Result Type:</b> Benchmark Not Met</p> <p><b>Action Status:</b> 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> <p><b>Follow-Up:</b> 03/11/2010 - Moved to online course format, so I wrote specific instructions for computing parallax in two separate lab activities. First, students do a pencil-and-paper lab where they measure a nearby object using the method of parallax. Later, I had students do an online exercise looking up the parallax angle measured by professional scientists and computing the distance to those stars. Finally, two questions on a quiz addressed their understanding and skill. 76% correctly answered that parallax refers to a technique to measure distance, 17% incorrectly thought it referred to the angle a star moves, and the remainder thought it refers to how far the star moves or is a technique to align a telescope. The skill question showed that</p>

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
				<b>Follow-Up:</b> 64% could correctly compute the distance from a parallax angle. (RP)
	Program - Biology / Health Science - 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.	<b>Assessment Method:</b> Completion of formal lab(s) and submission of formal lab report. <b>Assessment Method Category:</b> Lab/Practicum/Clinical <b>Benchmark:</b> => 90% of available points per grading rubric	12/18/2009 - Bio 202 students scored an average of 19.8 points out of 25 and did not meet the benchmark. (GH) <b>Result Type:</b> Benchmark Not Met <b>Action Status:</b> Action Plan In Progress	12/18/2009 - This was the first semester that Bio 202 students were exposed to writing a formal lab report. Standardized report format and grading rubric were developed during the semester. Of note, one student has made several attempt to pass Eng 121 and has failed. Her score alone was 12 of 25 points. She will be referred to the Student Success Center for assistance.
			12/18/2009 - Two sections of Bio 201 (1st semester A&P) averaged 20.6 of 25 points on submitted lab reports. This was 82% of the available points. (GH) <b>Result Type:</b> Benchmark Not Met <b>Action Status:</b> Action Plan In Progress	12/18/2009 - This is the first semester many students have been exposed to writing a formal lab report. The Biology department has completed standardization the report format and grading rubric during the semester. Beginning Biology classes (Bio 090, 111 and 112) will be taught correct format earlier so that this experience will not be new to these sophomore level students. Next semester these students in Bio 202 should be able to meet the 90% level. Plan - retain the current benchmark for 1 more semester to see if steps taken to prepare the students earlier have an effect.
	Program - Biology / Health Science - GenEd 1b - Students will draw correct and reasonable conclusions	<b>Assessment Method:</b> Clinical case applications <b>Assessment Method Category:</b>	12/18/2009 - 95% of Bio 201 students scored a "2" or at least 18 of 25 points on unit clinical	

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
	from a college level text.	<p>Lab/Practicum/Clinical</p> <p><b>Benchmark:</b> &gt; 80% of students will score "2" or at least 18 of 25 points on unit clinical applications case studies.</p> <hr/> <p><b>Assessment Method:</b> Analysis of College Level Text to include reading a section of scientific journal article and answering questions related to gen ed goals 1a.-1c. Standard rubric used to score student responses.</p> <p><b>Assessment Method Category:</b> Embedded Course Assessment</p> <p><b>Benchmark:</b> 85%&gt;or= to 2</p>	<p>application case studies. (GH)</p> <p><b>Result Type:</b> Benchmark Met</p> <p><b>Action Status:</b> Action Plan Not Required</p> <hr/> <p>12/18/2009 - 95% of Bio 202 students scored at least a "2" or 18 of 25 points on clinical application case students during the semester. (GH)</p> <p><b>Result Type:</b> Benchmark Met</p> <p><b>Action Status:</b> Action Plan Not Required</p>	
	Program - Chemistry - 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><b>Assessment Method:</b> A laboratory report will be graded for each student with course-specific rubric for CHE105, CHE101-102, CHE 111-112. JM</p> <p><b>Assessment Method Category:</b> Lab/Practicum/Clinical</p> <p><b>Benchmark:</b> Students' scores improve at least 50% from 1st to 2nd score.</p>	<p>12/22/2009 - In both CHE 111 and CHE 105 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 craft lab report was not collected. jm</p> <p><b>Result Type:</b> Benchmark Not Met</p> <p><b>Action Status:</b></p>	<p>12/22/2009 - Gotta do it. jm</p>

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
Action Plan In Progress				
	<p>Program - Chemistry - Experimental data collection and analysis - Students will analyze experimental data using statistical methods.</p>	<p><b>Assessment Method:</b> Students will evaluate the accuracy and precision of their quantitative experimental data by using statistics: standard deviation, relative error, and graphs.</p> <p><b>Assessment Method Category:</b> Lab/Practicum/Clinical</p> <p><b>Benchmark:</b> More than 70% of the students in CHE 111-112 and CHE 211-212 will present and analyze quantitative lab data for accuracy and precision using statistical methods.</p>	<p>12/22/2009 - CHE111: Eighteen students were enrolled in CHE111 this fall. Fourteen of those students successfully completed the course. All of these 14 students used statistics in at least one lab. For example, the lab, "A Volumetric Analysis", required calculating averages, standard deviation, and relative standard deviation. Drawing and interpreting graphical data were included in labs, "Calorimetry" and "Periodic Table and Periodic Law". (JM)</p> <p>Analysis: Although the students do use statistical methods during labs, I need to walk the students step-by-step through the calculations. In addition, I do not think the students understand the meaning of standard deviation. (JM)</p> <p><b>Result Type:</b> Benchmark Met</p> <p><b>Action Status:</b> Action Plan In Progress</p>	<p>01/11/2010 - I will spend one lab period addressing the calculation methods and interpretation of statistical analysis results. (JM)</p>
	<p>Program - Geology - 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><b>Assessment Method:</b> 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.</p> <p><b>Assessment Method Category:</b> Lab/Practicum/Clinical</p> <p><b>Benchmark:</b> Students' scores improve at least</p>		

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
		50% from 1st to 2nd score.		
	Program - Mathematics - General Education 3 - Examine ideas using critical reasoning	<p><b>Assessment Method:</b> 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. (CC)</p> <p><b>Assessment Method Category:</b> Capstone Course/Project</p> <p><b>Benchmark:</b> At least 75% score 2 or higher on Gen Ed goals 3a, 3c, and 3d GER</p>	<p>05/13/2010 - 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 with a reasonable estimate. 8 out of 9 scored above 85% and did find or create a suitable method to answer this problem. (CC)</p> <p><b>Result Type:</b> Benchmark Met</p> <p><b>Action Status:</b> Action Plan Completed</p> <hr/> <p>11/20/2009 - MAT 201 Students were given an object to calculate the area of a gigantic puzzle piece without destroying the object. Students had to decide on a method to use and then use their method to come up with a reasonable estimate. 13 out of 14 scored above 85% and did find or create a suitable method to answer this problem. (CC)</p> <p><b>Result Type:</b> Benchmark Met</p> <p><b>Action Status:</b> Action Plan Completed</p> <hr/> <p>05/07/2009 - 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</p>	<p>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</p> <p><b>Follow-Up:</b> 05/13/2010 - I did spend more time on the differences between</p>

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
			<p>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?) <b>Result Type:</b> Benchmark Met <b>Action Status:</b> Action Plan Not Required</p>	<p><b>Follow-Up:</b> parameters and statistics and that paid off in terms of the difference between the population mean and the sample mean. It also paid off with the difference between the population and sample proportion but I was still disappointed by how many students still had problem distinguishing the difference between these two. Next time, I intend to add an additional homework assignment where that is all they do is identify what is the claim versus what is the sample. CC</p>
		<p><b>Assessment Method:</b> I have embedded a 5 part question in Quiz 4 for Mat 103. The students are given an order, they have to choose the right concentration for reconstitution and then figure out the correct amount to give to the patient.  <b>Assessment Method Category:</b> Embedded Course Assessment <b>Benchmark:</b> My goal is 90% will choose the right concentration and that they will then calculate the correct dosage.</p>	<p>12/03/2009 - I have embedded a 5 part question in Quiz 4 for Mat 103. The students are given an order, they have to choose the right concentration for reconstitution and then figure out the correct amount to give to the patient. This year, we did not meet it. On the rubric, the average for 3a was 2.6 and the average for 3c was 2.5. There were still too many students who were not able to make the correct decision. (CC) <b>Result Type:</b> Benchmark Not Met <b>Action Status:</b> Action Plan In Progress</p>	<p>12/03/2009 - I have discussed this with the class and have some ideas to try for next year. I discovered that while some, just didn't read carefully enough, others had a flaw in how they approached the problem.</p>
	<p>Program - Mathematics - General Education 4 - Solve problems using logic, mathematics, computers, and creative thinking</p>	<p><b>Assessment Method:</b> I have embedded a 5 part question in Quiz 4 for Mat 103. The students are given an order, they have to</p>	<p>12/10/2009 - Performing the mechanics: 11 out of 19 did this perfectly. 5 more got part of this</p>	<p>12/10/2009 - I have discussed this with the class and have some ideas to try for next year. I discovered</p>

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
		<p>choose the right concentration for reconstitution and then figure out the correct amount to give to the patient. CC</p> <p><b>Assessment Method Category:</b> Embedded Course Assessment</p> <p><b>Benchmark:</b> I would like 80% of the students to score a 3 on 4a, 4b, and 4c of the rubric.</p>	<p>question correct while 3 completely missed it. The average was 2.4 on this goal.</p> <p>For the other two: Determine a realistic answer (approximation) and qualify result and use appropriate technology, the results were a little higher 13/19 did this aspect correctly, 3 more partially did this and 3 were completely off for an average of 2.5 on both 4b and 4c. (CC)</p> <p><b>Result Type:</b> Benchmark Not Met</p> <p><b>Action Status:</b> Action Plan In Progress</p>	<p>that while some, just didn't read carefully enough, others had a flaw in how they approached the problem.</p>
		<p><b>Assessment Method:</b> MAT 121: 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 and then write a coherent statement about that relationship.</p> <p><b>Assessment Method Category:</b> Embedded Course Assessment</p> <p><b>Benchmark:</b> The overall average from the rubric for 4a, 4b, and 4c should be 2.0</p>	<p>12/16/2009 - For 4a: performing the mechanics of solving the problem, 6/14 got 3's, 6/14 got 2's and 2 students failed to perform accurately. The average for 4a was 2.3.</p> <p>For 4b: determining a realistic answer and qualify the result, 3/14 got 3's, 9/14 got 2's and again, the same 2 students failed to determine any answer, let alone a realistic one. The average for 4b was 2.1</p> <p>For 4c: demonstrating ability to use computer or appropriate technology as the appropriate tool, 12/14 scored a 3 and 2/14 scored a 2. The average for 4c was 2.9. CC</p> <p><b>Result Type:</b> Benchmark Met</p> <p><b>Action Status:</b> Action Plan In Progress</p>	<p>12/16/2009 - Although the benchmark was met, if I teach this course again, I think more work needs to be done on expressing their thinking into words. Perhaps include that question regularly on homework or in every little quiz along the way.</p>

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
		<p><b>Assessment Method:</b> MAT 121: Active learning questions (iclicker) during lectures. JM</p> <p><b>Assessment Method Category:</b> Embedded Course Assessment</p> <p><b>Benchmark:</b> 100% of the students will participate by using clickers to respond to the active learning questions.</p>	<p>12/22/2009 - MAT 121-002 and H50: Active learning questions were included in lectures on a trial basis fall semester. All students in sections 002 and H50 were required to use iclicker technology and 90% of the students were compliant. JM</p> <p><b>Result Type:</b> Benchmark Met</p> <p><b>Action Status:</b> Action Plan In Progress</p>	<p>12/22/2009 - Students responses to the active learning questions will be analyzed daily to determine missed and misunderstood concepts.</p>
		<p><b>Assessment Method:</b> STudents are given an activity using either computers or their graphing calculator where they must solve problems</p> <p><b>Assessment Method Category:</b> Embedded Course Assessment</p> <p><b>Benchmark:</b> At least 80% of the students score above 70%</p>	<p>05/13/2010 - Mat 135 All students did a final project and turned it in on time. Each student had to collect data, then use the computer or graphing calculator to analyze their data. They then had to write up their results. 13/15 students used the computer (Fathom) to plot and calculate their summary statistics for their projects. They also used Fathom to analyze and test their data and write up their report. Two students used their calculators to calculate their summary statistics, test statistics, and P-values. They graphed their data by hand and wrote up their reports by hand. However, all 15/15 used technology, logic, and mathematics to test their claims. All students scored over 70%. CC</p> <p><b>Result Type:</b> Benchmark Met</p> <p><b>Action Status:</b> Action Plan Completed</p>	
			<p>05/13/2010 - Mat 202: Students collected data with a slinky and</p>	

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
			<p>then had to find the correct model for their data using their graphing calculator. 8/9 students did everything perfectly (wow!). One student was absent on the day we collected data and made it up later but had problems finding the correct periodic function. I am guessing that is probably because he rarely came to class. I was pleased however with the other students performance. CC</p> <p><b>Result Type:</b> Benchmark Met</p> <p><b>Action Status:</b> Action Plan Completed</p>	
			<p>05/13/2010 - Mat 166: Students collected data with a tuning fork and then had to find the correct model for their data using their graphing calculator. 5/6 students did everything perfectly (wow!). One student did finish the assignment although he can't seem to follow instructions unless they are repeated 3 or 4 times. I was pleased however with the other students performance. CC</p> <p><b>Result Type:</b> Benchmark Met</p> <p><b>Action Status:</b> Action Plan Completed</p>	
	<p>Program - Mathematics - Mathematical maturity - Student will demonstrate understanding of mathematics beyond mere ability to perform calculations.</p>	<p><b>Assessment Method:</b> 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 (CC)</p>	<p>05/13/2010 - All students did a project and turned it in on time. 3/15 students did not apply the concept of randomness in their experimental design or didn't change their conclusion. The other 12 did figure out a way to correctly</p>	

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
		<p><b>Assessment Method Category:</b> Capstone Course/Project</p> <p><b>Benchmark:</b> At least 70%</p>	<p>randomize their samples or experiments.</p> <p>All students collected data successfully (although one might have faked it) and 16/16 chose the correct statistical test and 13/15 computed correctly the test statistic and P-value.</p> <p>Surprisingly (at least to me), 14/15 made the correct conclusion without assistance .</p> <p>The average on the projects was a 87.76 with an SD of 8.63. The results were much better than last year and i think the extra stuff I did on randomness in samples and experiments helped immensely (see same class last year).</p> <p>All students got above a 70 (CC)</p> <p><b>Result Type:</b> Benchmark Met</p> <p><b>Action Status:</b> Action Plan Completed</p>	
			<p>05/07/2009 - 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.</p> <p>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.</p> <p>Surprisingly (at least to me), 15/16 made the correct conclusion without assistance and the one wrong case, discussed the results with me until she understood it.</p>	<p>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)</p> <p><b>Follow-Up:</b> 05/13/2010 - This year, I did spend more time on random designs in sampling and</p>

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
			<p>The average on the projects was a 79.375.  All students got above a 70 (CC)  <b>Result Type:</b>  Benchmark Met  <b>Action Status:</b>  Action Plan Not Required</p>	<p><b>Follow-Up:</b>  experiments and only 3/15 students did not apply the concept of randomness in their experimental design or didn't change their conclusion. The other 12 did figure out a way to correctly randomize their samples or experiments.  The average on the projects was a 87.76 with an SD of 8.63. The results were much better than last year, largely because not as many students lost those 10 points that had to do with randomness. I think the extra stuff I did on randomness in samples and experiments helped immensely (CC)</p>
		<p><b>Assessment Method:</b>  Mat 103: Embedded Question.  Critical thinking and decision-making when reading medicine labels. (CC)    <b>Assessment Method Category:</b>  Embedded Course Assessment  <b>Benchmark:</b>  90% of the students will score 80% or more on this question.</p>	<p>12/03/2009 - 100 % of the students answered correctly the total volume questions 91% correctly determined how much diluent to add to reconstitute a solution 26% did not choose the correct concentration for reconstituting. However, 84% determined the correct number of milliliters for administration.  CC  <b>Result Type:</b>  Benchmark Not Met  <b>Action Status:</b>  Action Plan In Progress</p>	<p>12/03/2009 - After I handed these back, I asked specifically why a particular concentration was chosen to figure out what they were thinking and discovered a key misconception. So we rediscussed this and I have a new tactic to take for next year.</p>
			<p>12/18/2007 - Results:  100 % of the students answered correctly the total volume questions 81% correctly determined how much diluent to add to reconstitute a solution</p>	<p>04/13/2009 - 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</p>

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
			<p>46% did not choose the correct concentration for reconstituting. However, 86% determined the correct number of milliliters for administration.(CC)</p> <p><b>Result Type:</b> Benchmark Not Met</p> <p><b>Action Status:</b> Action Plan In Progress</p>	<p>concentration they want for either IM or IV administration cc</p> <p>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 labels in the text so I need to find these labels in other texts or online in medical databases.</p> <p>Continuance: Once students have the dosage strength for meds, they are quite able to use dimensional analysis to finish the problems. The table method (dimensional analysis) is working really well with these students, who typically have great difficulty with ratios and fractions.</p> <p><b>Follow-Up:</b> 11/18/2009 - This year (2009, we got up to 74% chose the right amount of solution to reconstitute the drug. This time, I sat down with each student who got this wrong to see what the problem was. After that discussion, I have some new ideas for next year's class. Namely, it seems that the reason they got it wrong was that they thought if they picked a smaller concentration than the order, then they wouldn't be able to fill</p>

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
				<p><b>Follow-Up:</b> the order. Anyway, have a new path to try for next year now. cc 11/10/2008 - I spent two extra class times on reading labels and followed my action plan. AS a result students ddid much better. 60% did choose the correct concentration. Still needs work. CC</p>
		<p><b>Assessment Method:</b> MAT 121: 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 and then write a coherent statement about that relationship</p> <p><b>Assessment Method Category:</b> Embedded Course Assessment</p> <p><b>Benchmark:</b> At least 70% of athe students will score correctly on 2/3 of the questions.</p>	<p>12/22/2009 - Of the 17 students who took the final exam two scored 3/3, four scored 2/3, four scored 1.5/3, three scored 1/3, one scored 0.5/3, and three scored 0/5 on the embedded questions. Thus 35% scored 2 or higher on the embedded questions. (JM)</p> <p><b>Result Type:</b> Benchmark Not Met</p> <p><b>Action Status:</b> Action Plan In Progress</p>	<p>12/22/2009 - More written questions will be included on chpater tests. In addition, discussions will be posted on D2L where students will need to explain concepts.</p>
			<p>12/16/2009 - 8/14 scored 2 or better out of the three questions on the final. 4/14 scored a 1.5/3 and 3/14 scored 1/3. CC</p> <p><b>Result Type:</b> Benchmark Not Met</p> <p><b>Action Status:</b> Action Plan In Progress</p>	
		<p><b>Assessment Method:</b> MAT121: On their first test, I asked a question similar to the embedded question they will be asked on their final about parallel and perpendicular lines. So, I embedded this question on their test. (CC)</p> <p><b>Assessment Method Category:</b></p>	<p>10/20/2009 - MAT121: On their first test, I asked a question similar to the embedded question they will be asked on their final about parallel and perpendicular lines. So, I embedded this question on their test. (CC)Only 45% of the students answered this question correctly.</p>	<p>10/20/2009 - I went over this question, we did some more sample questions. I now hope for better on the final. Now, I am hoping that at least 80% will get this right on the final embedded question.</p> <p><b>Follow-Up:</b></p>

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
		<p>Embedded Course Assessment  <b>Benchmark:</b>            I want at least 80% of the students to answer this correctly</p>	<p>(CC)  <b>Result Type:</b>            Benchmark Not Met  <b>Action Status:</b>            Action Plan In Progress</p>	<p><b>Follow-Up:</b>            01/11/2010 - 8/14 scored 2 or better out of the three questions on the final. 4/14 scored a 1.5/3 and 3/14 scored 1/3.            So this is much better than the first test but not as good as I would like. CC            12/16/2009 - Well not quite 80% but 70% got this right on the final. So definitely an improvement but not as much as I had hoped.</p>
		<p><b>Assessment Method:</b>            MAT121: On their second test, I asked a question similar to the embedded question they will be asked on their final about when functions are positive and negative and how it relates to the problem they just did. So, I embedded this question on their test. (CC)  <b>Assessment Method Category:</b>            Embedded Course Assessment  <b>Benchmark:</b>            80% of the students should pass</p>	<p>11/20/2009 - MAT121: On their second test, I asked a question similar to the embedded question they will be asked on their final about when functions are positive and negative and how it relates to the problem they just did. So, I embedded this question on their test. (CC)            Benchmark            Only 2 out of 14 got this right. I will spend an extra day on this and make up a worksheet of similar problems for practice (cc)  <b>Result Type:</b>            Benchmark Not Met  <b>Action Status:</b>            Action Plan In Progress</p>	<p>11/20/2009 - I will spend an extra day on this and make up a worksheet of similar problems for practice.  <b>Follow-Up:</b>            12/16/2009 - About 50% got this right on the final which is an improvement but still not as great as I would like</p>
	<p>Program - Mathematics - Synthesis - Students will use and synthesize mathematical data using scientific methods to solve problems and generate reasonable conclusions that fit the parameters of the problem</p>	<p><b>Assessment Method:</b>            Capstone Course/Project - 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.</p>	<p>05/13/2010 - 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 with a reasonable estimate. 8 out of</p>	

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
		<p><b>Assessment Method Category:</b> Capstone Course/Project</p> <p><b>Benchmark:</b> 90% of the students will perform at the 70% level or above</p>	<p>9 scored above 85% and did find or create a suitable method to answer this problem. (CC)</p> <p><b>Result Type:</b> Benchmark Met</p> <p><b>Action Status:</b> Action Plan Completed</p>	
			<p>12/10/2009 - MAT 204 Students were given a contour map of Trinidad Lake and asked to calculate the volume of their portion of the lake. . Students had to decide on a method to use and then use their method to come up with a reasonable estimate. 2/3 scored 100% and 1 scored 85% and did find or create a suitable method to answer this problem. (CC)</p> <p><b>Result Type:</b> Benchmark Met</p> <p><b>Action Status:</b> Action Plan Completed</p>	
			<p>12/10/2009 - MAT 201 Students were given an object to calculate the area of a gigantic puzzle piece without destroying the object. Students had to decide on a method to use and then use their method to come up with a reasonable estimate. 13 out of 14 scored above 85% and did find or create a suitable method to answer this problem. (CC)</p> <p><b>Result Type:</b> Benchmark Met</p> <p><b>Action Status:</b> Action Plan Not Required</p>	
<hr/> Program - Mathematics - Spring		<b>Assessment Method:</b>		

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
	Math 107 Final Exam Embedded Assessment - Students should be able to successfully setup and solve a series of word problems that combine skills learned throughout the course.	<p>Student were scored using a common rubric regarding whether or not the problems were set up and solved correctly.</p> <p><b>Assessment Method Category:</b> Embedded Course Assessment</p> <p><b>Benchmark:</b> All students were expected to attempt to set up and solve the problems. A class average of at least 75% correct on these word problems is desired.</p> <p><b>Related Documents:</b> <a href="#">General Education Assessment 10S.docx</a></p>	<p>05/13/2010 - See attached document</p> <p><b>Result Type:</b> Benchmark Not Met</p> <p><b>Action Status:</b> Action Plan In Progress</p> <p><b>Related Documents:</b> <a href="#">General Education Assessment 10S.docx</a></p>	

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
accept and apply professional ethics	Program - English - GenEd Read - Read and discuss college-level material specific to writing.	<p><b>Assessment Method:</b> Grade papers according to 6 traits rubric</p> <p><b>Assessment Method Category:</b> Embedded Course Assessment</p> <p><b>Benchmark:</b> At least B or higher on 75% of papers.</p> <p><b>Assessment Method:</b> Following instruction on reading and analysis of text material, students will read a chapter, discuss critical in small groups, report and teach the material to the rest of the class.</p> <p><b>Assessment Method Category:</b> Chapter Test</p> <p><b>Benchmark:</b> Sometime past the mid point of the course, 80% of the students will read and independently report the</p>		

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
		critical attributes of the reading at 90% accuracy.		

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
be admitted to a four-year college or university and succeed in their chosen field of study at such an institution.	Program - Chemistry - Experimental data collection and analysis - Students will analyze experimental data using statistical methods.	<p><b>Assessment Method:</b> Students will evaluate the accuracy and precision if their quantitative experimental data by using statistics: standard deviation, relative error, and graphs.</p> <p><b>Assessment Method Category:</b> Lab/Practicum/Clinical</p> <p><b>Benchmark:</b> More than 70% of the students in CHE 111-112 and CHE 211-212 will present and analyze quantitative lab data for accuracy and precision using statistical methods.</p>	<p>12/22/2009 - CHE111: Eighteen students were enrolled in CHE111 this fall. Fourteen of those students successfully completed the course. All of these 14 students used statistics in at least one lab. For example, the lab, "A Volumetric Analysis", required calculating averages, standard deviation, and relative standard deviation. Drawing and interpreting graphical data were included in labs, "Calorimetry" and "Periodic Table and Periodic Law". (JM)</p> <p>Analysis: Although the students do use statistical methods during labs, I need to walk the students step-by-step through the calculations. In addition, I do not think the students understand the meaning of standard deviation. (JM)</p> <p><b>Result Type:</b> Benchmark Met</p> <p><b>Action Status:</b> Action Plan In Progress</p>	01/11/2010 - I will spend one lab period addressing the calculation methods and interpretation of statistical analysis results. (JM)
	Program - English - GenEd Read - Read and discuss college-level material specific to writing.	<p><b>Assessment Method:</b> Grade papers according to 6 traits rubric</p> <p><b>Assessment Method Category:</b> Embedded Course Assessment</p> <p><b>Benchmark:</b> At least B or higher on 75% of</p>		

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
		<p>papers.</p> <p><b>Assessment Method:</b> Following instruction on reading and analysis of text material, students will read a chapter, discuss critical in small groups, report and teach the material to the rest of the class.</p> <p><b>Assessment Method Category:</b> Chapter Test</p> <p><b>Benchmark:</b> Sometime past the mid point of the course, 80% of the students will read and independently report the critical attributes of the reading at 90% accuracy.</p>		
	<p>Program - Mathematics - Mathematical maturity - Student will demonstrate understanding of mathematics beyond mere ability to perform calculations.</p>	<p><b>Assessment Method:</b> 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 (CC)</p> <p><b>Assessment Method Category:</b> Capstone Course/Project</p> <p><b>Benchmark:</b> At least 70%</p>	<p>05/13/2010 - All students did a project and turned it in on time. 3/15 students did not apply the concept of randomness in their experimental design or didn't change their conclusion. The other 12 did figure out a way to correctly randomize their samples or experiments.</p> <p>All students collected data successfully (although one might have faked it) and 16/16 chose the correct statistical test and 13/15 computed correctly the test statistic and P-value.</p> <p>Surprisingly (at least to me), 14/15 made the correct conclusion without assistance .</p> <p>The average on the projects was a 87.76 with an SD of 8.63. The results were much better than last year and i think the extra stuff I did on randomness in samples and experiments helped immensely (see</p>	

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
			<p>same class last year).  All students got above a 70 (CC)  <b>Result Type:</b>  Benchmark Met  <b>Action Status:</b>  Action Plan Completed</p>	
			<p>05/07/2009 - 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, 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)</p> <p><b>Result Type:</b>  Benchmark Met  <b>Action Status:</b>  Action Plan Not Required</p>	<p>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)</p> <p><b>Follow-Up:</b>  05/13/2010 - This year, I did spend more time on random designs in sampling and experiments and only 3/15 students did not apply the concept of randomness in their experimental design or didn't change their conclusion. The other 12 did figure out a way to correctly randomize their samples or experiments. The average on the projects was a 87.76 with an SD of 8.63. The results were much better than last year, largely because not as many students lost those 10 points that had to do with randomness. I think the extra stuff I did on randomness in samples and experiments helped</p>

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
		<p><b>Assessment Method:</b> Mat 103: Embedded Question. Critical thinking and decision-making when reading medicine labels. (CC)</p> <p><b>Assessment Method Category:</b> Embedded Course Assessment</p> <p><b>Benchmark:</b> 90% of the students will score 80% or more on this question.</p>	<p>12/03/2009 - 100 % of the students answered correctly the total volume questions 91% correctly determined how much diluent to add to reconstitute a solution 26% did not choose the correct concentration for reconstituting. However, 84% determined the correct number of milliliters for administration. CC</p> <p><b>Result Type:</b> Benchmark Not Met</p> <p><b>Action Status:</b> Action Plan In Progress</p> <hr/> <p>12/18/2007 - 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.(CC)</p> <p><b>Result Type:</b> Benchmark Not Met</p> <p><b>Action Status:</b> Action Plan In Progress</p>	<p><b>Follow-Up:</b> immensely (CC)</p> <hr/> <p>12/03/2009 - After I handed these back, I asked specifically why a particular concentration was chosen to figure out what they were thinking and discovered a key misconception. So we rediscussed this and I have a new tactic to take for next year.</p> <hr/> <p>04/13/2009 - 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 cc</p> <p>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 labels in the text so I need to find these labels in other texts or online in medical databases.</p> <p>Continuance:</p>

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				<p>Once students have the dosage strength for meds, they are quite able to use dimensional analysis to finish the problems. The table method (dimensional analysis) is working really well with these students, who typically have great difficulty with ratios and fractions.</p> <p><b>Follow-Up:</b>            11/18/2009 - This year (2009, we got up to 74% chose the right amount of solution to reconstitute the drug. This time, I sat down with each student who got this wrong to see what the problem was. After that discussion, I have some new ideas for next year's class. Namely, it seems that the reason they got it wrong was that they thought if they picked a smaller concentration than the order, then they wouldn't be able to fill the order. Anyway, have a new path to try for next year now.            cc            11/10/2008 - I spent two extra class times on reading labels and followed my action plan. AS a result students ddid much better. 60% did choose the correct concentration. Still needs work.            CC</p>
		<p><b>Assessment Method:</b>            MAT 121: 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 and</p>	<p>12/22/2009 - Of the 17 students who took the final exam two scored 3/3, four scored 2/3, four scored 1.5/3, three scored 1/3, one scored 0.5/3, and three scored 0/5 on the embedded questions. Thus 35% scored 2 or higher on the embedded</p>	<p>12/22/2009 - More written questions will be included on chpater tests. In addition, discussions will be posted on D2L where students will need to explain concepts.</p>

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		<p>then write a coherent statement about that relationship</p> <p><b>Assessment Method Category:</b> Embedded Course Assessment</p> <p><b>Benchmark:</b> At least 70% of the students will score correctly on 2/3 of the questions.</p>	<p>questions. (JM)</p> <p><b>Result Type:</b> Benchmark Not Met</p> <p><b>Action Status:</b> Action Plan In Progress</p>	
			<p>12/16/2009 - 8/14 scored 2 or better out of the three questions on the final. 4/14 scored a 1.5/3 and 3/14 scored 1/3. CC</p> <p><b>Result Type:</b> Benchmark Not Met</p> <p><b>Action Status:</b> Action Plan In Progress</p>	
		<p><b>Assessment Method:</b> MAT121: On their first test, I asked a question similar to the embedded question they will be asked on their final about parallel and perpendicular lines. So, I embedded this question on their test. (CC)</p> <p><b>Assessment Method Category:</b> Embedded Course Assessment</p> <p><b>Benchmark:</b> I want at least 80% of the students to answer this correctly</p>	<p>10/20/2009 - MAT121: On their first test, I asked a question similar to the embedded question they will be asked on their final about parallel and perpendicular lines. So, I embedded this question on their test. (CC) Only 45% of the students answered this question correctly. (CC)</p> <p><b>Result Type:</b> Benchmark Not Met</p> <p><b>Action Status:</b> Action Plan In Progress</p>	<p>10/20/2009 - I went over this question, we did some more sample questions. I now hope for better on the final. Now, I am hoping that at least 80% will get this right on the final embedded question.</p> <p><b>Follow-Up:</b> 01/11/2010 - 8/14 scored 2 or better out of the three questions on the final. 4/14 scored a 1.5/3 and 3/14 scored 1/3. So this is much better than the first test but not as good as I would like. CC</p> <p>12/16/2009 - Well not quite 80% but 70% got this right on the final. So definitely an improvement but not as much as I had hoped.</p>
		<p><b>Assessment Method:</b> MAT121: On their second test, I asked a question similar to the embedded question they will be asked on their final about when functions are positive and negative</p>	<p>11/20/2009 - MAT121: On their second test, I asked a question similar to the embedded question they will be asked on their final about when functions are positive</p>	<p>11/20/2009 - I will spend an extra day on this and make up a worksheet of similar problems for practice.</p> <p><b>Follow-Up:</b></p>

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
		<p>and how it relates to the problem they just did. So, I embedded this question on their test. (CC)  <b>Assessment Method Category:</b>            Embedded Course Assessment  <b>Benchmark:</b>            80% of the students should pass</p>	<p>and negative and how it relates to the problem they just did. So, I embedded this question on their test. (CC)            Benchmark            Only 2 out of 14 got this right. I will spend an extra day on this and make up a worksheet of similar problems for practice (cc)  <b>Result Type:</b>            Benchmark Not Met  <b>Action Status:</b>            Action Plan In Progress</p>	<p><b>Follow-Up:</b>            12/16/2009 - About 50% got this right on the final which is an improvement but still not as great as I would like</p>
	<p>Program - Mathematics - Spring 2010 Math 107 Final Exam            Embedded Assessment - Students should be able to successfully setup and solve a series of word problems that combine skills learned throughout the course.</p>	<p><b>Assessment Method:</b>            Student were scored using a common rubric regarding whether or not the problems were set up and solved correctly.  <b>Assessment Method Category:</b>            Embedded Course Assessment  <b>Benchmark:</b>            All students were expected to attempt to set up and solve the problems. A class average of at least 75% correct on these word problems is desired.  <b>Related Documents:</b>  <a href="#">General Education Assessment 10S.docx</a></p>	<p>05/13/2010 - See attached document  <b>Result Type:</b>            Benchmark Not Met  <b>Action Status:</b>            Action Plan In Progress  <b>Related Documents:</b>  <a href="#">General Education Assessment 10S.docx</a></p>	