

# Assessment Report

## Trinidad State Junior College

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

**Mission Statement:** Trinidad State Junior College enriches the academic, technical, and cultural life of our diverse community. We are committed to offering traditional and alternative approaches to education, providing quality instruction, and promoting lifelong learning.

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
<p>1 - Student Access - To create, market, and implement innovative educational programs, including programs delivered via distance learning and other alternative approaches, in order to meet the needs of all segments of our service area.</p> <p>To encourage and value diversity in our student population.</p>				

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<p>2 - Student Success - To educate and qualify students for careers in technical fields and to assist them in securing employment in these fields.</p> <p>To prepare students to transfer and succeed in their baccalaureate studies.</p> <p>To provide supportive learning opportunities - English as a Second Language, GED, and developmental studies - which prepare students for college-level work.</p> <p>To foster an atmosphere of friendliness, civility, and respect</p>	<p>Program - Art - Critical Thinking in Art - Discuss the course content in writing applying critical thinking and higher order thinking skills.</p> <hr/> <p>Program - Art - Pre-Post Test - Students in ART110 will achieve an 80% on the post-test.</p>	<p><b>Assessment Method:</b> Supply reading in the subject with Flesch-Kincaid reading level of at least 12. Answer questions geared specifically to GEG Rubric 1</p> <p><b>Assessment Method Category:</b> Embedded Course Assessment</p> <p><b>Benchmark:</b> At least 75% score 2 or higher.</p> <hr/> <p><b>Assessment Method:</b> Class discussions Student presentations</p> <p><b>Assessment Method Category:</b> Embedded Course Assessment</p>		

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<p>and to provide support programs which promote student learning and success.</p> <p>To hire faculty and staff that are of the highest quality and reflective of our diverse community, to treat them with integrity and respect, to have their pay reflective of their experience and education within the community college system, and to provide ample opportunities for their professional development.</p>			<p>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.</p> <p><b>Result Type:</b> Benchmark Met</p> <p><b>Action Status:</b> Action Plan In Progress</p>	
	<p>Program - Astronomy/Physics - Lab Report - Students will be able to use the scientific method to plan and execute an experiment, collect and analyze data, and write a well-crafted report in a specified format.</p>	<p><b>Assessment Method:</b> A laboratory report will be graded for each student with course-specific rubric for AST 101-102, PHY 111-112, 211-212. Each two-course sequence student will be evaluated at least twice.</p> <p><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>		

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	<p>Program - Astronomy/Physics - GenEd - Read and discuss college-level material specific to astronomy/physics.</p>	<p><b>Assessment Method:</b> Supply reading in the subject with Flesch-Kincaid reading level of at least 12. Answer questions geared specifically to GEG Rubric 1</p> <p><b>Assessment Method Category:</b> Embedded Course Assessment</p> <p><b>Benchmark:</b> At least 75% score 2 or higher.</p>		
	<p>Program - Biology / Health Science - GenEd - Read and discuss college-level material specific to Biology.</p>	<p><b>Assessment Method:</b> Supply reading in the subject with Flesch-Kincaid reading level of at least 12. Answer questions geared specifically to GEG Rubric 1</p> <p><b>Assessment Method Category:</b> Embedded Course Assessment</p> <p><b>Benchmark:</b> At least 75% score 2 or higher.</p>		
		<p><b>Assessment Method:</b> Students will be able to correctly read and formulate responses to case studies that are relevant to their current course of study.</p> <p><b>Assessment Method Category:</b> Lab/Practicum/Clinical</p> <p><b>Benchmark:</b> =&gt;90% of available points will be achieved by 90% of the students.</p>		
	<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>	<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</p>

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				Student Success Center for assistance.
			<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> Action Plan In Progress</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 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.</p> <p>Plan - retain the current benchmark for 1 more semester to see if steps taken to prepare the students earlier have an effect.</p>
	Program - Biology / Health Science - GenEd 1b - Students will draw correct and reasonable conclusions from a college level text.	<p><b>Assessment Method:</b> Clinical case applications</p> <p><b>Assessment Method Category:</b> 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>	<p>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)</p> <p><b>Result Type:</b> Benchmark Met</p> <p><b>Action Status:</b> Action Plan Not Required</p>	
			<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>	

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		<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>12/23/2009 - 1a; 27/27 or 100% earned a score of 2 or greater 1b; 22/27 or 81% earned a score of 2 or greater (fell short of benchmark) 1c; 24/27 or 89% earned a score of 2 or greater</p> <p><b>Result Type:</b> Benchmark Met</p> <p><b>Action Status:</b> Action Plan In Progress</p>	
	<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>	<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.</p> <p><b>Result Type:</b> Benchmark Not Met</p> <p><b>Action Status:</b> Action Plan In Progress</p>	<p>12/22/2009 - Gotta do it.</p>
	<p>Program - Chemistry - GenEd - Read and discuss college-level material specific to Chemistry</p>	<p><b>Assessment Method:</b> Supply reading in the subject with Flesch-Kincaid reading level of at least 12. Answer questions geared specifically to GEG Rubric 1</p> <p><b>Assessment Method Category:</b> Embedded Course Assessment</p> <p><b>Benchmark:</b> At least 75% score 2 or higher.</p>	<p>12/22/2009 - CHE 111: Two readings of "Chemical Mysteries" which are found in the text book were assigned. Only one, "Out of Oxygen" was scored for assessment because the reading was completed in class by all students who completed the course. Of the 14 students submitting this assignment: GEO 1a - 5 scored 2 and 9 scored 3; GEO 1b - 4 scored 2 and 10 scored 3. JM</p>	<p>12/22/2009 - Develop better questions to assess reading comprehension.</p>

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			<p>CHE105: One reading entitled "out of Oxygen" of the "Chemical Mysteries" found in a text book was assigned. Of the 3 students submitting this assignment: GEO 1a - 3 scored 3; GEO 1b - 3 scored 3. JM</p> <p><b>Result Type:</b> Benchmark Met</p> <p><b>Action Status:</b> Action Plan In Progress</p>	
	<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 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 realtive standard deviation. Drawing and interpreting grahical data were included in labs, "Calorimetry" and "Periodic Table and Periodic Law". JM</p> <p><b>Result Type:</b> Benchmark Met</p> <p><b>Action Status:</b> Action Plan Not Required</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>		

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		<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 - English - Essay evaluation ENG 121 &amp; ENG 122 - 1. Students will be able to express ideas clearly and coherently.</p> <p>2. Students will be able to demonstrate strong organizational skills.</p> <p>3. Students will be able to utilize strong word choice, sentence structure, and voice, and grammatical structure.</p> <p>4. Students will incorporate multiple sources of information with correct documentation.</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</p>		

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		papers.		
	Program - Exercise Science & Recreation - GenEd (Copy) - Read and discuss college-level material specific to _____.	<p><b>Assessment Method:</b> Supply reading in the subject with Flesch-Kincaid reading level of at least 12. Answer questions geared specifically to GEG Rubric 1</p> <p><b>Assessment Method Category:</b> Embedded Course Assessment</p> <p><b>Benchmark:</b> At least 75% score 2 or higher.</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><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>		
	Program - Geology - GenEd - Goal #3 - 1a. Given a ?college-level text?, identify the primary message or idea being conveyed 3a. Distinguishes fact from opinion 3c. Evaluates evidence (data) for accuracy and relevance 3d. Identifies implications of argument, situation, or action 3e. Able to identify strengths and weaknesses of an argument, situation, or action	<p><b>Assessment Method:</b> Embedded assignment to use critical reasoning to analyze current event article.</p> <p><b>Assessment Method Category:</b> Embedded Course Assessment</p> <p><b>Benchmark:</b> At least 75% score 2 or higher.</p>	12/14/2009 - 16 students did the assignment (100% of class). The average score for each question was as follows: 1a - 2.4, 3a - 2.7, 3c - 2.5, 3d - 2.25, 3e - 2.1. In summary, all but one student scored higher than 2. This was higher than I expected. All but one took the assignment seriously. The question with the lowest average (3e) indicates that there is still work to be done to help students be able to identify strengths and weaknesses of an argument. - DKK	12/14/2009 - The question with the lowest average (3e) indicates that there is still work to be done to help students be able to identify strengths and weaknesses of an argument. I will repeat a similar activity in Spring 2010 semester. - DKK

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			Benchmark Met <b>Action Status:</b> Action Plan In Progress	
	Program - Gunsmithing - Graduates enter job force - To produce graduates who are able to either enter the job force in Gunsmithing, a related field, or continue on for a higher degree.	<b>Assessment Method:</b> VE-135 - see ve135.cccs.edu <b>Assessment Method Category:</b> Survey <b>Benchmark:</b> >70% placement in the work force or transfer to a 4-year institution		
	Program - Gunsmithing - Skills - Demonstrate proficiency in the skills required to be a successful gunsmith in business	<b>Assessment Method:</b> Post-Test and Capstone Practical Examination All students in Gunsmithing capstone course GUS 204 <b>Assessment Method Category:</b> Capstone Course/Project <b>Benchmark:</b> >70% skill levels attained		
	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 - History / Political Science - GenEd (Copy) - Read and discuss college-level material specific to _____.	<b>Assessment Method:</b> Supply reading in the subject with Flesch-Kincaid reading level of at least 12. Answer questions geared specifically to GEG Rubric 1 <b>Assessment Method Category:</b> Embedded Course Assessment <b>Benchmark:</b> At least 75% score 2 or higher.		

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	Program - Literature - GenEd (Copy) - Read and discuss college-level material specific to _____.	<b>Assessment Method:</b> Supply reading in the subject with Flesch-Kincaid reading level of at least 12. Answer questions geared specifically to GEG Rubric 1 <b>Assessment Method Category:</b> Embedded Course Assessment <b>Benchmark:</b> At least 75% score 2 or higher.		
	Program - Literature - Essay evaluation (Copy) - Students will be able to write well.	<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		
	Program - Mathematics - Mathematical maturity - Student will demonstrate understanding of mathematics beyond mere ability to perform calculations.	<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%		
		<b>Assessment Method:</b> Mat 103: Embedded Question. Critical thinking and decision-making when reading medicine	12/03/2009 - 100 % of the students answered correctly the total volume questions 91% correctly determined how much diluent to add to	12/03/2009 - After I handed these back, I asked specifically why a particular concentration was chosen to figure out what they

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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>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>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</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.</p> <p>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</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>

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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. <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> 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 <b>Benchmark:</b> 80% of the students should pass	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	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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	<p>Program - Mathematics - General Education 3 - Examine ideas using critical reasoning</p>	<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>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>	
		<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.</p> <p><b>Assessment Method Category:</b> Embedded Course Assessment</p> <p><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)</p> <p><b>Result Type:</b> Benchmark Not Met</p> <p><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 - 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>		

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		<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>		
	<p>Program - Philosophy - GenEd - Read and discuss college-level material specific to introductory western cultural philosophy.</p>	<p><b>Assessment Method:</b> Supply reading in the subject with Flesch-Kincaid reading level of at least 12. Answer questions geared specifically to GEG Rubric 1 and Rubric 2.</p> <p><b>Assessment Method Category:</b> Embedded Course Assessment</p> <p><b>Benchmark:</b> At least 80% score 2 or higher.</p>		
	<p>Program - Philosophy - Critical Thinking - Students will demonstrate or develop critical thinking, based on Bloom's taxonomy.</p>	<p><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.</p> <p>This will be assessed in class discussions, summative exams and short essay papers demonstrating knowledge, comprehension and application "stages" of Bloom's schema.</p> <p><b>Assessment Method Category:</b> Embedded Course Assessment</p> <p><b>Benchmark:</b> 80% demonstrated</p>	<p>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</p> <p><b>Result Type:</b> Benchmark Met</p> <p><b>Action Status:</b> Action Plan In Progress</p>	
	<p>Program - Psychology / Sociology - Critical Thinking (Copy) - Students will demonstrate critical thinking as applied to the discipline</p>	<p><b>Assessment Method:</b> Class discussions ?? DOES THIS USE GEN ED OBJECTIVE RUBRIC?</p>		

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		<b>Assessment Method Category:</b> Embedded Course Assessment		
	Program - Psychology / Sociology - GenEd (Copy) - Students will read and discuss college-level material specific to psychology/sociology.	<b>Assessment Method:</b> Supply reading in the subject with Flesch-Kincaid reading level of at least 12. Answer questions geared specifically to GEG Rubric 1 <b>Assessment Method Category:</b> Embedded Course Assessment <b>Benchmark:</b> At least 75% score 2 or higher.		
	Program - Theater - GenEd (Copy) - Read and discuss college-level material specific to _____.	<b>Assessment Method:</b> Supply reading in the subject with Flesch-Kincaid reading level of at least 12. Answer questions geared specifically to GEG Rubric 1 <b>Assessment Method Category:</b> Embedded Course Assessment <b>Benchmark:</b> At least 75% score 2 or higher.		

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
3 - Operational Excellence - To ensure that the college is run efficiently and safely, using modern technology appropriately.  To monitor the college's performance in all areas and to use the data gathered to improve the college's overall effectiveness.  To provide shared governance opportunities by which college faculty and staff participate in significant institutional decisions.	Program - Biology / Health Science - Safety - Students in Bio 204 demonstrate proper technique for controlling bacterial growth and appropriate transfer of organisms.	<b>Assessment Method:</b> Observation by instructor. <b>Assessment Method Category:</b> Lab/Practicum/Clinical <b>Benchmark:</b> 100% conformance to standards of aseptic technique by return demonstration including review of cultures produced.	12/18/2009 - 100% of students used correct aseptic technique as viewed by instructor and examination of bacterial plates confirmed no contamination. (GH)  <b>Result Type:</b> Benchmark Met <b>Action Status:</b> Action Plan Not Required	

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
<p>4 - Community Relationships - To provide training and education that will enhance workforce skills for businesses in our community.</p> <p>To present opportunities for cultural enrichment and life-long learning for our community.</p> <p>To provide opportunities for students to interact positively and appropriately in the community.</p>	<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><b>Result Type:</b> Benchmark Met</p> <p><b>Action Status:</b> Action Plan Not Required</p>	
	<p>Program - Gunsmithing - Graduates enter job force - To produce graduates who are able to either enter the job force in Gunsmithing, a related field, or continue on for a higher degree.</p>	<p><b>Assessment Method:</b> VE-135 - see <a href="http://ve135.cccs.edu">ve135.cccs.edu</a></p> <p><b>Assessment Method Category:</b> Survey</p> <p><b>Benchmark:</b> &gt;70% placement in the work force or transfer to a 4-year institution</p>		