

# Assessment Report

## Trinidad State Junior College

### General Education

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

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

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
GEO 1 - Read & comprehend college level work	Program - Applied Technology - 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 - Astronomy/Physics - GenEd - Read and discuss college-level material specific to astronomy/physics.	<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.	12/15/2010 - This is the first semester AST101 was taught using D2L. 22 students answered embedded questions within online quizzes that addressed GEO 1a, 1b, 1c, and 4b ; fraction at or above 2=satisfactory were 79%, 29%, 56%, and 91%, respectively. Drawing conclusions (1b) and interpreting graphs (1c) remain weak. 25% of the grade was online discussions, which typically required multiple posts - an initial post answering a given question, and second post asking a pertinent question, and a third question responding to another student's	12/15/2010 - Add podcasts for difficult subjects; include graphs and interpretation. (rp)

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			<p>question. Those who participated in these discussions did not correlate strongly with how they did on these assessment questions, however. So, how do I teach them how to read for comprehension (when the course depends on their reading the text and website), how to draw conclusions and interpret graphs? (rp)</p> <p><b>Result Type:</b> Benchmark Not Met</p> <p><b>Action Status:</b> Action Plan In Progress</p>	
			<p>05/12/2010 - AST102, 19 students took the SETI part of the final exam. Benchmark met for 90% on 1a; 100% for 1b (main difficulties); 84% for 3a (fact vs opinion); 68% for 4b (compute estimate); and 74% for 4d (creative expt extension). Results from 3/2009 were 100%, 93%, 82%, 32%, 65%, respectively. Clear improvement on numeracy skills, but room to improve. (rp)</p> <p><b>Result Type:</b> Benchmark Met</p> <p><b>Action Status:</b> Action Plan In Progress</p>	<p>07/02/2010 - Need to check math skills (prev course, or ???) during first weeks of class. (rp)</p>
			<p>03/13/2009 - AST102, 29 students: 100% of the 26 students who answered 1a (main pt) earned 2 or 3; 93% of the 28 students who answered 1b (main difficulties) got 2 or 3; 82% of the 28 who answered 3a (fact vs opinion) got 2 or 3; only 32% of 25 who answered 4b (compute estimate) earned 2 or 3; 26 answered 4d (creative expt extension) - 65% got above 1. Benchmark met on reading goals</p>	<p>05/21/2009 - Continue 2009-2010 AY. Changes include (1) put AST101&amp;102 on D2L with significant writing components via discussion threads, (2) requiring completion of MAT060 for AST101 and MAT090 for AST102. rp</p> <p><b>Follow-Up:</b> 06/02/2010 - I think the way to do this is to check during the</p>

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			<p>only and distinction between fact and opinion. Test items covering numeracy were disappointing and clearly needs attention. rp</p> <p><b>Result Type:</b> Benchmark Met</p> <p><b>Action Status:</b> Action Plan In Progress</p> <p><b>Related Documents:</b> <a href="#">AST102 SET1.xls</a></p>	<p><b>Follow-Up:</b> first week or two of class. (rp)</p>
		<p><b>Assessment Method:</b> Quiz items correlated to specific GenEd objectives (1a-5c).</p> <p><b>Assessment Method Category:</b> Embedded Course Assessment</p> <p><b>Benchmark:</b> Average at least 2.0 (Satisfactory)</p>	<p>12/15/2010 - PHY111 RE GEOs 3c,d,e and 4a,b,c: Asked students to state reasons for specific answers on a multiple-choice test. Many specified "reasons" that were either restatements of the answer or restatements of the question. More subtle than that is the tendency to make weaker statements than one could. (rp)</p> <p><b>Result Type:</b> Benchmark Not Met</p> <p><b>Action Status:</b> Action Plan In Progress</p>	<p>12/15/2010 - I need to discuss and have students work on reasoning. I also need to emphasize that one ought make the strongest possible statement in a logical argument. (rp)</p>
			<p>12/13/2010 - Embedded final exam question in PHY111 looked for ability to read a summary of an historic experiment and determine the authors hypothesis (1a - 2.0+/-0.7), relationship of measured values (4c - 2.2+/-0.4), numerical estimate (4b - 1.7+/-0.4; 80% below 2.0), implied accuracy (3c - 2.2+/-1.1), logic error (3d-1.8+/-0.8; 40% below 2.0), and experimental extension (4d -2.0 +/- 0.7; 20% below 2.0). Overall, 33% of answers were below benchmark, 2.0.</p>	<p>12/13/2010 - Need to increase the amount of time students actually engage in problem solving. Either increase required seat time in course or add (mandatory) problem-solving sessions. (rp)</p>

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			<p>Numeracy and facility with mathematical expressions remains weak. (rp)</p> <p><b>Result Type:</b> Benchmark Not Met</p> <p><b>Action Status:</b> Action Plan In Progress</p>	
			<p>04/22/2010 - For AST102, I used the Brightest Stars lab questions 4,2,3,5 to measure GEO4a-4d, respectively. Scores were 2.0+/-1.0, 1.9+/-0.9, 2.4+/-0.9, and 1.9+/-0.5, respectively. 47% and 40% scored 1s for 4a and 4b (indicating low numeracy skills, the same result as last spring). (rp)</p> <p><b>Result Type:</b> Benchmark Not Met</p> <p><b>Action Status:</b> Action Plan In Progress</p>	<p>04/22/2010 - need to follow-up on whether or not these student have, in fact, passed the prerequisite math class. (rp)</p>
			<p>12/18/2009 - PHY 211 - 5 students given quiz: Read &amp; draw conclusions = 1b (1.8+/-0.8), I.D. implications of argument = 3d (1.8+/-0.8), Prob solve mechanics = 4a (2.5+/-0.6), ProbSolve: realistic approx = 4b (2.3+/-0.6), ProbSolve: creative thinking = 4d (2.1+/-0.9). Only 4a seems to exceed the benchmark; the others are borderline at best. (rp)</p> <p><b>Result Type:</b> Benchmark Not Met</p> <p><b>Action Status:</b> Action Plan In Progress</p>	<p>12/18/2009 - Have students try out their explanations on each other during classtime in a non-threatening way. Emphasize estimation techniques more (one such problem on every assignment). (rp)</p> <p><b>Follow-Up:</b> 12/13/2010 - Unable to do this in PHY211 because class size=1. I did try this in PHY111 (7 students), but had a very hard time getting students to say anything to me or each other. Video worksheets at the beginning of the semester were somewhat successful, so I need to develop something for the second half of the semester -</p>

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				<p><b>Follow-Up:</b> ILDs? Ranking tasks? (rp)</p> <hr/> <p>11/29/2009 - Need to explain how to read technical material; perhaps do an early test and recommend some help (like <a href="http://www.biochem.arizona.edu/classes/bioc568/papers.htm">http://www.biochem.arizona.edu/classes/bioc568/papers.htm</a>, only less technical). Seek help of reading faculty, perhaps. (rp)</p> <p><b>Follow-Up:</b> 12/13/2010 - Went to online format with a few observation nights. Using questions in online chapter quizzes, I tested 1a, 1b, 1c, and 4b (2.3+/-0.7, 1.9+/-1.0, 2.1+/-0.7, and 2.5+/-0.7, respectively). The percentage meeting the benchmark were 79%, 28%, 56%, and 91%. Drawing main themes and conclusions from reading seem to be the major difficulties. (rp)</p>
	<p>Program - Automotive Service Technology - GenEd - Read and discuss college-level material specific to Auto-mechanics.</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>11/29/2009 - For AST 101, which was taught face-to-face MW 6:30-8:30: I chose two quiz questions that addressed 1a and 1b (scores were 1.56+/-0.51 and 1.71+/-0.73., respectively). Clearly students were not understanding what they were reading, so I worked on this and retested closer to the end of the semester with additional quiz questions on 1a and 1b (scores were 2.18+/-0.65 and 1.68+/-0.67., respectively). There may have been a small gain in 1a, but not in 1b. (rp)</p> <p><b>Result Type:</b> Benchmark Not Met</p> <p><b>Action Status:</b> Action Plan In Progress</p> <hr/> <p>04/13/2009 - Tested 10 students with reading and math type questions, as well as a budget question regarding a safety issue on a customer's vehicle.</p> <p>Out of four questions on the test only one passed all four, and the rest missed the question having to calculate percentages.</p> <p><b>Result Type:</b> Benchmark Not Met</p> <p><b>Action Status:</b> Action Plan In Progress</p>	<p>01/11/2010 - The students gave some good responses to the question of safety issues on the customer's vehicle as to recommending the proper repairs that would be necessary for a safe vehicle.</p> <p>Some calculations using micrometer's and percentages gave the students problems.</p>

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	Program - Business Mgt - GenEd - Read and discuss college-level material specific to managerial styles.	<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 - Computer Information Systems - GenEd - Read and discuss college-level material specific to a business-world	<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 - Computer Technologies - GenEd (Copy) - Read and discuss college-level material specific to Computer and Networking maintenance reporting.	<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 - Construction Tech - GenEd - Read and discuss college-level material specific to the construction industry.	<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>		

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	<p>Program - Cosmetology / Hair Styling and Design / Manicurist / Esthetician / Barber - GenEd - Read and discuss college-level material specific to __cosmetology industry_____.</p>	<p><b>Assessment Method:</b> Students will be able to demonstrate comprehension of chapter material by passing the written or oral test with a 75% or above.</p> <p><b>Assessment Method Category:</b> Chapter Test</p> <p><b>Benchmark:</b> At least 75% score 2 or higher.</p>		
	<p>Program - Criminal Justice - GenEd (Copy) - Read and discuss college-level material specific to _____.</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 - Developmental Education - Reading - Read at a level necessary to function in community college certificate or degree programs.</p>	<p><b>Assessment Method:</b> Pre/post test in with Gray Silent Reading Test or the Reading Accuplacer, including Statistics from REA 030, 060, 090: # enroll, # succeed, # withdraw , # incompletes. See Benchmarks below for definition of "succeed."</p> <p><b>Assessment Method Category:</b> Pre/Post-Test</p> <p><b>Benchmark:</b> After completing the course, students will demonstrate one of the following GSR or Accuplacer scores: REA 030 - grade 6 or 30-40+; REA 060 - grade 9 or 40-62+; REA 090 - grade 12 or 62-80. Overall, at least 70% success rate for all enrollees.</p>	<p>12/14/2010 - Fall 2010: Pre- and post-test reading scores on different assessments (Accuplacer and GSRT) in both 060 and 090 classes were wildly inconsistent (see related documents), demonstrating there is no reading assessment that can identify skill level apart from variables such as health or attention focused on the task. Although when only print Accuplacer reading scores are compared, 63% of the sixteen 060 students who completed the class showed improvement, 75% of the 060 students showed improvement if the computerized Accuplacer is used as the pre-test score. In 090 , 77% of the thirteen students who completed the class improved when the pre-test used</p>	

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			<p>was the print version Accuplacer and 85% of the students improved when the pre-test was the computerized Accuplacer. Four 060 and three 090 students did not complete the course.</p> <p><b>Result Type:</b> Benchmark Met</p> <p><b>Action Status:</b> Action Plan Not Required</p> <p><b>Related Documents:</b>  <a href="#">REA060001 fall 2010.docx</a>  <a href="#">REA060002 fall 2010.docx</a>  <a href="#">REA090001 fall 2010.docx</a>  <a href="#">REA090002 fall 2010.docx</a>  <a href="#">Avg Improv Accu Scores 12.10.docx</a></p>	
			<p>07/06/2010 - The five-week 060 and 090 summer reading classes were combined in summer, 2010. Three of the students originally assigned to the classes tested out of the reading class requirement via a print reading Accuplacer administered at the beginning of the class. Three students withdrew at the onset of the class. The remaining three were loyal in attendance and effort. However, although one improved nearly three grade levels on the Gray Silent Reading Test; she did not improve on the Accuplacer. One improved 18 points on the Accuplacer reading test from the score received on the computerized version (the full test) to the score earned on the print version (only the reading portion) at the beginning of the class but did not demonstrate further improvement. In fact, not one of the three 060/090 reading students</p>	<p>07/06/2010 - The value of compressing developmental reading classes in the summer must be weighed against the need for discernable change in reading skill levels.</p>

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			<p>was able to demonstrate significant change in reading Accuplacer scores from the beginning of the class to the end. Although a five-week summer reading program is both desirable for students and efficient for scheduling, a five-week time frame may not serve the goal of reading improvement. This is the second summer experience that has suggested such a conclusion. Reading is a skill that may require extensive supervised practice to demonstrate an improvement that is detectable via Accuplacer testing, not a body of knowledge that can be easily compressed. Only students who are already prepared for a leap in reading skill level may be able to enjoy that leap in only five weeks. However, students whose reading progress is not apparent in their Accuplacer scores may still be able to enjoy gains in reading prowess as they continue using their new reading techniques in other classes. Processing anomalies that may or may not be amenable to accommodation often play a major role in reading problems. SH</p> <p><b>Result Type:</b> Benchmark Met</p> <p><b>Action Status:</b> Action Plan In Progress</p>	
			<hr/> <p>05/06/2010 - Both the 060 and 090 classes met their benchmarks this spring 2010 semester. 100% of the 060 students met the benchmark; their average improvement on their Accuplacer reading score was 21 points. 70% of the 090 reading students met the benchmark on the</p>	

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			<p>Accuplacer reading test, and if the scores on the GSRT were considered, 100% of them reached the benchmark. Their average improvement on the Accuplacer reading was 7.8 points. However, both classes had students withdraw for various reasons--2 or 29% of the original 060 class, and 2 or 25% of the 090 class. SH: Trinidad campus (see attached document)</p> <p><b>Result Type:</b> Benchmark Met</p> <p><b>Action Status:</b> Action Plan Completed</p> <p><b>Related Documents:</b> <a href="#">Avg Improv Accu Scores 06-10.docx</a></p>	
			<p>12/18/2009 - Fall 2009- REA 090 200 - In this course eleven students were registered at the beginning of the semester. Three students withdrew and one student did not finish the course due to illness. Of the seven students that finished the course 71% passed with an A; 14% with a B; and 14% with a C.</p> <p><b>Result Type:</b> Benchmark Met</p> <p><b>Action Status:</b> Action Plan Completed</p>	
			<p>12/18/2009 - Fall 2009- At the beginning of the semester there were 27 students enrolled in REA 060 on the Valley Campus. Two students withdrew and seven students did not finish the course. Of the eighteen students that finished REA 060 22% passed with an A; 33% passed with a B; and 44%</p>	

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			<p>passed with a C. MJV</p> <p><b>Result Type:</b> Benchmark Met</p> <p><b>Action Status:</b> Action Plan Completed</p>	
			<p>12/15/2009 - REA 060 works to fill in gaps left by early reading training. In the fall of 2009, two REA 060 classes held a total of 20 students. Five dropped and three (one was in rehabilitation) didn't finish. Of the remaining students, 92% improved an average of 12.7 points over the semester on the print version of the Accuplacer Reading test. See attached documents. SH</p> <p><b>Result Type:</b> Benchmark Met</p> <p><b>Action Status:</b> Action Plan In Progress</p> <p><b>Related Documents:</b>  <a href="#">REA060-002 fall 2009.docx</a>  <a href="#">REA060-004 fall 2009.docx</a>  <a href="#">Avg Improv Accu Scores 07-09.docx</a></p>	<p>01/12/2010 - Since the attached graphs clearly illustrate that many 060 level reading students need at least one full semester in class, I will resist efforts to create a shortened version of REA060 that lasts less than 10 weeks. SH</p>
			<p>12/15/2009 - In the fall of 2009, the two REA 090 classes had 14 students enrolled. One student was dropped by the college; one died, and one didn't complete the course. Of the remaining students, 36% improved an average of 11 points over the semester on the print version of the Accuplacer Reading test. Disease and personal crises played major roles in attendance and performance during testing. See attached documents. The worst results came from the afternoon class which also had the worst</p>	<p>01/12/2010 - Since attendance has been a problem in REA090 classes that meet during lunch or in the late afternoon, I will resist efforts to schedule REA090 classes at those times and resolve to include more high-vocabulary excerpts from both textbooks and newspapers in the coursework. SH</p>

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			<p>attendance. SH</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="#">REA090-004 fall 2009.docx</a>  <a href="#">Avg Improv Accu Scores 07-09.docx</a>  <a href="#">REA090-002 fall 2009.docx</a></p>	
	<p>Program - Developmental Education - Math Lab Fall 2009 Completion Data - At least 70% of all students registered for classes in the Math Lab should be able to successfully complete their respective courses with a C or better.</p>	<p><b>Assessment Method:</b> Statistics were calculated for Math 030, 060, 090, 099, and 107 to determine the number of students that received an A, B, C, D, F, W, or I.</p> <p><b>Assessment Method Category:</b> Course Statistics</p> <p><b>Benchmark:</b> &gt; 70% of all students should be able to successfully pass their courses with a grade of C or better.</p>	<p>12/17/2009 - Completion rates for the Fall 2009 semester were extremely discouraging. It is our goal to have at least 70% of all registered students successfully pass their respective courses with a C or better, but the only course that met and exceeded that benchmark was the Math 107 course.</p> <p>The completion rates for Math 060, 090, and 099 were fairly consistent with what they were in the Fall 2008 semester; however, the Math 030 success rate was much lower that it has been in the past. One possible explanation for this higher failure rate could be that a larger population of students was enrolled in Math 030, so there was a greater number of students entering the Math Lab with very low mathematics skills. Attendance also plays a major role in a student's success, and poor attendance was prevalent in all of the courses. Math Lab instructors will meet during in-service prior to the beginning of the next semester, and these results will be discussed.</p>	

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			<p>Suggestions will be taken for ways in which we can improve student success and attendance without diminishing the integrity and standards of the courses.</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="#">Fall 2009 Completion Data.xls</a></p>	
	<p>Program - Developmental Education - Fall 2009 Math 090 Final Exam Embedded Assessment - Students will be able to correctly set up and solve a word problem for the dimensions of a rectangle given its perimeter and the relationship between its dimensions.</p>	<p><b>Assessment Method:</b> Students were scored using a common rubric regarding whether or not the problem was 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 problem. At least 70% of students were expected to both set up and solve the problem correctly.</p> <p><b>Related Documents:</b> <a href="#">Fall 2009 Math 090 Embedded Assessment.xlsx</a></p>	<p>12/20/2009 - The results of the Math 090 final exam embedded assessment for Fall 2009 were very discouraging. Only 38% of the 26 students that took the final exam were able to set up and solve the word problem correctly. Of the 26 students that took the final exam, 9 (35%) were unable to successfully to solve the problem. The most discouraging statistic is that 27% of all students that took the final either failed to even attempt the problem, or they simply guessed at an answer and were unable to provide any work to back up their answers. It is our goal to have a full 100% attempt to solve the problem and at least 70% do so successfully.</p> <p>Many students in the Math Lab struggle with word problems because many have poor reading skills and don't understand what is being asked in the problem. Still others have difficulty extrapolating what they've learned in previous lessons and applying it to problems</p>	

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			<p>that haven't already been set up for them. Instructors will continue to stress the importance of the work problems and will not allow students to skip them on homework assignments, as some students often try to do.</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="#">Fall 2009 Math 090 Embedded Assessment.xlsx</a></p>	
	<p>Program - Developmental Education - Fall 2009 Math 099 Final Exam Embedded Assessment - Students will be able to correctly set up and solve a motion problem for the rate of the stream given the rate of the motorboat and the distances traveled up and downstream in a given time.</p>	<p><b>Assessment Method:</b> Students were scored using a common rubric regarding whether or not the problem was 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 problem. At least 70% of students were expected to both set up and solve the problem correctly.</p>	<p>12/20/2009 - The embedded test question on the Math 099 final exam was a motion problem that involved finding the speed of the stream given the distance and rate of the motorboat as it traveled up and downstream.</p> <p>The results of this assessment were very discouraging as only 29% of the students were able to both set up the problem and solve it correctly. While this statistic was disappointing, it was an increase of 8 percentage points over the last time this assessment was administered. The majority of the students attempted the problem (95%), but most had difficulty setting up the chart that enables them to set up the equations, so they were unable to solve the problem appropriately. Moreover, many gave answers that were not logically possible, indicating that these students don't possess a very</p>	

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			<p>strong number sense. Many students also have poor reading skills and struggle with the word problems because they have difficulty reading them and understanding what is being asked of them in the problem.</p> <p>Since several of these types of problems are already assigned throughout the semester, no changes will be made to the assignment sheet. Many students dislike word problems and tend to try to copy the answer from the back of the book or simply skip the word problems altogether. Instructors will continue to stress to students that homework assignments with skipped problems or problems that are turned in without showing work are incomplete, and the students will not receive credit for such assignments. Students are also tested on this type of question in more than one chapter throughout the semester and this will continue to occur. However, more time will be spent explaining these types of problems while instructors are working with students during class</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="#">Fall 2009 Math 099 Final Exam Embedded Assessment.xlsx</a></p>	

Program - Developmental Education - Fall 2009 Math 107 Final Exam **Assessment Method:** Students were scored using a 12/20/2009 - See attached

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	<p>Embedded Assessment - Students should be able to successfully set up and solve a series of word problems that combine skills learned throughout the course.</p>	<p>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.</p>	<p>document  <b>Result Type:</b>            Benchmark Not Met  <b>Action Status:</b>            Action Plan In Progress  <b>Related Documents:</b>  <a href="#">Math 107 Fall 2009</a></p>	
	<p>Program - Developmental Education - Spring 2010 Math Lab Survey - See attached files</p>	<p><b>Assessment Method:</b>            93 students in the Math Lab were surveyed to assess their likes, dislikes, and suggestions for improvement upon the current method of instruction in the Math Lab.  <b>Assessment Method Category:</b>            Survey  <b>Benchmark:</b>            Receive a rating of at least 3.0 on each individual category that students graded the Math Lab upon (based upon a 4.0 scale). Have the majority (at least 50%) of all students surveyed feel that they were able to learn in the Math Lab and have a positive learning experience.</p>	<p>05/03/2010 - A much larger student population was surveyed in the Math Lab during the Spring 2010 semester compared to the Spring 2009 semester. The survey was intentionally administered several weeks earlier in the semester in an effort to get the opinions of all students, not just those that were able to successfully complete the course.</p> <p>It was encouraging to note that students rated the Math Lab higher in all areas except for comfort of the Math Lab, which received the exact same rating as the previous spring semester. This category consistently receives the lowest grade of all of the individual categories, and an attempt was made to increase student satisfaction in this area by updating the Math Lab with all new, more modern furnishings.</p> <p>Special attention has been paid to the supervision students are receiving during testing, and it has paid off because we received</p>	

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			<p>considerably higher marks in that category than we ever have before. Test proctors will continue to pay close attention to students while they are testing in the future, but beyond that, no further changes will be made regarding the handling of tests and students testing in the Math Lab.</p> <p>While far too few students are still utilizing the free tutoring services offered on campus, there was a marked increase in the number of students that either met with a tutor or attended open lab for additional assistance. Twice as many students had a tutor and nearly three times as many students attended open lab as compared to the previous spring semester. Tutoring will continue to be stressed in subsequent semesters as far too many students allow themselves to fall behind schedule at some point in the semester.</p> <p>It is always gratifying to note that the vast majority of students (94%) had a positive experience in the Math Lab and 97% felt that they were able to learn in that type of setting. Since a fairly large number of students (43%) stated that they would prefer a lecture, class, however, an attempt will be made in the fall to accommodate these students by offering brief pod-cast lectures prepared by a Math Lab instructor on the topics that students most frequently struggle with. We will also be updating to new editions of our current</p>	

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
			<p>textbooks in the fall, and the new textbooks will have instructor-driven "You-Tube" videos that accompany each of the chapter tests. Hopefully, these lecture-like additions will be of benefit to students that have stated that they like the self-paced environment of the Math Lab but would also like an occasional brief lecture on difficult topics.</p> <p>When possible in the future, we will continue to attempt to implement plausible student suggestions garnered from this survey as student success and satisfaction are our ultimate goals.</p> <p><b>Result Type:</b> Benchmark Met</p> <p><b>Action Status:</b> Action Plan In Progress</p> <p><b>Related Documents:</b>  <a href="#">Spring 2010 Analysis.xls</a>  <a href="#">AVERAGE GRADE.doc</a>  <a href="#">DISLIKES.docx</a>  <a href="#">LIKES.docx</a>  <a href="#">STUDENT PROGRESS.docx</a>  <a href="#">SUGGESTIONS FOR IMPROVEMENT.docx</a>  <a href="#">WHAT PUT YOU BEHIND SCHEDULE.docx</a>  <a href="#">CHANGES MADE AS A RESULT OF STUDENT SUGGESTIONS.doc</a></p>	
	<p>Program - Developmental Education - Fall 2009 Attendance Vs. Grade Correlation for the Math Lab - Students with few absences (&lt;6 absences) should be able to</p>	<p><b>Assessment Method:</b> Instructors rate students upon whether or not they were correctly placed into a class based upon their ability. Student absences are then</p>	<p>12/22/2009 - In analyzing the correlation between a student's attendance and his grades for the Fall 2009 semester in the Math Lab,</p>	

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
	<p>successfully pass their respective courses with a C or better while students with excessive absences (&gt;6 absences) are expected to fail or be forced to withdraw from their courses.</p>	<p>totaled, and a tally is kept of the number of absences students that passed their courses with a C or better had vs. the number of absences students that failed or withdrew from their courses had.</p> <p><b>Assessment Method Category:</b> Course Statistics</p> <p><b>Benchmark:</b> It is expected that &gt;70% of students with few absences (&lt;6 absences) will successfully pass their courses with a C or better.</p>	<p>it is very obvious that a student's attendance plays a huge role in whether or not a student is able to successfully pass his/her course. In general, students that either failed a course or were forced to withdraw from a course had 3-4 times the number of absences as those students that were able to successfully pass their courses with an A, B, or C. Many students that failed or withdrew from a course missed more than 50% of the scheduled class sessions.</p> <p>Students in the Math Lab are offered numerous opportunities for extra assistance to enhance their chances to succeed in their courses, such as free one-on-one tutoring in the Learning Center, free drop-in tutoring and testing opportunities in the Math Lab during open lab sessions, and final review workshops for which bonus points were offered to those students that attended. It is impossible for students to take advantage of these opportunities, however, if they are unwilling to attend them. Only 13 students attended the final review workshops, and only 14% of the students surveyed in the Math Lab attended regular tutoring sessions.</p> <p>The results of this study will be posted in the Math Lab and pointed out to students on the first day of class as they have been the past several semesters, but until students decide that they are going to fully commit to the classes they've enrolled in by attending class and working diligently while they are in class, I expect to see the same</p>	

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
			<p>trend in future semesters.</p> <p><b>Result Type:</b> Benchmark Met</p> <p><b>Action Status:</b> Action Plan In Progress</p> <p><b>Related Documents:</b>  <a href="#">Fall 2009 Attendance Vs. Grade Correlation.docx</a>  <a href="#">Math 030.xls</a>  <a href="#">Math 060.xls</a>  <a href="#">Math 090.xls</a>  <a href="#">Math 099.xls</a>  <a href="#">Math 107.xls</a></p>	
	<p>Program - Developmental Education - Spring 2010 Math 090 Final Exam Embedded Assessment - Students will be able to correctly set up and solve a word problem for the dimensions of a rectangle given its perimeter and the relationship between its dimensions.</p>	<p><b>Assessment Method:</b> Students were scored using a common rubric regarding whether or not the problem was 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 problem. At least 70% of students were expected to both set up and solve the problem correctly.</p> <p><b>Related Documents:</b> <a href="#">Spring 2010 No S#.xlsx</a></p>	<p>05/16/2010 - The embedded test question on the Math 090 final exam was a problem that involved calculating the dimensions of a rectangle given the perimeter of the figure and the relationship among the dimensions.</p> <p>All of the students at least attempted to solve the problem, although six students did not show work to support their answer. Seventy-four percent of the students had the correct answer for the problem, either by setting it up and solving the problem correctly, or by using trial and error to obtain the correct answer.</p> <p>The results of this assessment were very encouraging because it appears that the vast majority of students showed some degree of understanding the problem and the multiple procedures needed to solve the problem correctly. Our</p>	

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
			<p>benchmark was to have at least 70% of all students correctly solve the problem, and we surpassed that goal by four percentage points. Moreover, 9% more students were able to successfully solve this problem when compared to the previous spring semester. As a result, no changes will be made to the assignment sheet next semester as it appears that students understood the mechanics of this type of problem and don't need additional practice problems for this topic.</p> <p><b>Result Type:</b> Benchmark Met</p> <p><b>Action Status:</b> Action Plan In Progress</p> <p><b>Related Documents:</b> <a href="#">Spring 2010 No S#.xlsx</a></p>	
	<p>Program - Developmental Education - Spring 2010 Math Lab Completion Data - At least 70% of all students registered for classes in the Math Lab should be able to successfully complete their respective courses with a C or better.</p>	<p><b>Assessment Method:</b> Statistics were calculated for Math 030, 060, 090, 099, and 107 to determine the number of students that received an A, B, C, D, F, W, or I.</p> <p><b>Assessment Method Category:</b> Course Statistics</p> <p><b>Benchmark:</b> &gt; 70% of all students should be able to successfully pass their courses with a grade of C or better.</p> <p><b>Related Documents:</b> <a href="#">Spring 2010 Grade Analysis.xls</a></p>	<p>05/16/2010 - The completion rates for most of the courses offered in the Math Lab during the Spring 2010 semester were generally very discouraging. It is our goal to have at least 70% of all students successfully pass their respective courses; however, that goal was not met in any of the courses. The high level of failure/withdrawal in each of these courses can mainly be attributed to extremely poor attendance. In Math 030 for example, the students that failed were absent for an average of 18 classes. This means that they were absent for well over half of the scheduled class times. Those that were successful ,however, only</p>	

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
			<p>missed class an average of 8 classes. The same trends hold true for each of the other courses. In general, the students that had success also demonstrated good attendance, and those that were unsuccessful (either by failing or withdrawing from the course before its completion) had very poor attendance. The importance of attendance is continually stressed in the Math Lab, yet students don't seem to be taking our advice very seriously. In attempt to continue to draw their attention to the relationship between non-attendance and failure, an attendace vs. grade correlation graph has been prepared for each course showing the results from the previous semester. These graphs will be posted in the Math Lab so that students will have a visual reminder that shows that the students that attend class most frequently are also those students that are most successful .</p> <p>One encouraging note was found in the Math 099 course. While our goal of 70% successful completion was not met in that course, great improvements were made in the number of students that were able to complete the course with a passing grade when compared to the previous spring semester. A full 17% more students were successful in the spring of 2010 than in the spring of 2009. It is also interesting to note that while the Math 099 class had the greatest percentage of students that were able to successfully complete the course, it</p>	

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
			<p>was also the best attended class of the four developmental courses held in the Math Lab. Students that successfully passed Math 099 only missed an average of 3 classes out of the 47 scheduled classes. That means that successful students were present about 94% of the time. This data seems to further support our belief that students that put forth the time and effort that is expected of them can and will be successful in the Math Lab.</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="#">Spring 2010 Grade Analysis.xls</a></p>	
	<p>Program - Developmental Education - Spring 2010 Attendance Vs. Grade Correlation for the Math Lab - Students with few absences (&lt;6 absences) should be able to successfully pass their respective courses with a C or better while students with excessive absences (&gt;6 absences) are expected to fail or be forced to withdraw from their courses.</p>	<p><b>Assessment Method:</b> Instructors rate students upon whether or not they were correctly placed into a class based upon their ability. Student absences are then totaled, and a tally is kept of the number of absences students that passed their courses with a C or better had vs. the number of absences students that failed or withdrew from their courses had.</p> <p><b>Assessment Method Category:</b> Course Statistics</p> <p><b>Benchmark:</b> It is expected that &gt;70% of students with few absences (&lt;6 absences) will successfully pass their courses with a C or better.</p>	<p>05/19/2010 - Analysis of the correlation between a student's attendance and the grade the student received once again consistently showed that those students that were able to successfully pass their classes with a C or better were also those students that attended the class most frequently. This trend has been seen for the past several semesters that this data was collected and has held true regardless of the course level (Math 030, 060, 090, 099, 107) and regardless of whether or not the student's instructor felt that the student was placed into a class appropriate for his/her ability.</p>	

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
			<p>F) or withdrew from their courses had anywhere from two to four times as many absences as those that were successful in the completion of the course.</p> <p>Instructors in the Math Lab have always known that the students that come to class regularly are the students that are most successful in passing their courses. In order to draw everyone else's attention to this phenomena, the results of this type of study have been published on TSJC's assessment web site. They will also continue to be posted on a bulletin board just inside the entrance to the Math Lab for all current and future students to see. The importance of attendance to student success is always stressed during orientation to the Math Lab that is held during the first day of class, and this practice will continue.</p> <p>During the spring 2010 semester, students with excessive unexcused absences were reported to the Student Success Center intervention specialist who attempted to track down these students and offer them assistance if it was warranted. This process wasn't terribly successful as many of these students still never or rarely attended class, but since a few were able to be reached and brought back into class, this procedure of reporting absent students will be continued in the future.</p> <p>See attached documents for</p>	

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
			<p>complete results.</p> <p><b>Result Type:</b> Benchmark Met</p> <p><b>Action Status:</b> Action Plan In Progress</p> <p><b>Related Documents:</b>  <a href="#">Math 030.xls</a>  <a href="#">Math 060.xls</a>  <a href="#">Math 090.xls</a>  <a href="#">Math 099.xls</a>  <a href="#">Math 107.xls</a>  <a href="#">Spring 2010 Attendance vs. Grade Correlation.docx</a></p>	
	<p>Program - Developmental Education - Spring 2010 Math 099 Final Exam Embedded Assessment - Students will be able to correctly set up and solve a motion problem for the rate of the stream given the rate of the motorboat and the distances traveled up and downstream in a given time.</p>	<p><b>Assessment Method:</b> Students were scored using a common rubric regarding whether or not the problem was 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 problem. At least 70% of students were expected to both set up and solve the problem correctly.</p>	<p>05/19/2010 - The embedded test question on the Math 099 final exam was a motion problem that involved finding the speed of the stream given the distance and rate of the motorboat as it traveled up and downstream.</p> <p>The results of this assessment were encouraging when compared to the results of the previous spring semester. This semester, 56% of all Math 099 students were able to both set up and solve the problem correctly. In the previous spring semester, only 21% of the students were able to set up and solve the problem correctly. While we still would like to see a much greater percentage of students possess the knowledge and ability to solve this type of problem correctly, it appears that we are making great strides in accomplishing this goal. After the previous semester's poor results, instructors decided that perhaps more time needed to be</p>	

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
			<p>spent explaining this type of problem when students asked for help with their homework problems. It appears that this technique has helped with student's understanding and retention in regards to this type of word problem. To further enhance the student's understanding of difficult material, brief podcasts will be prepared for the fall semester for each of the topics students typically struggle with (including word problems like this one). These podcasts will be comparable to a mini lecture on each of these topics that students can view at their own leisure if they are experiencing difficulty with a topic while working on their homework outside of class time.</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="#">Spring 2010 Math 099 Embedded Assessment No S#.xlsx</a></p>	
	<p>Program - Early Childhood Education - GenEd - Read and discuss college-level material specific to Early Childhood</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>12/17/2010 - Of the five students assessed all 5 completed 1a with exemplary (3) results and on 1b 4 achieved Exemplary (3) and 1 achieved satisfactory (2).</p> <p><b>Result Type:</b> Benchmark Met</p> <p><b>Action Status:</b> Action Plan In Progress</p>	
			<p>05/05/2009 - Class ECE 225-7 students were tested at the beginning and the end of the</p>	

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
			<p>semester with the reading and interpretation of a case study.            Pretest scores:            1a--5 scored 3, 2 scored 2            1b. 4 scored 3, 2 scored 2, 1 scored 1            1c. 3 scored 3, 3 scored 2, 1 scored 1            On the post-test            1a--6 scored 3, 1 scored 2--100 % reached benchmark            1b. 4 scored 3, 2 scored 2, 1 scored 1-- 86% reached benchmark            1c.- 5 scored 3, 2 scored 2--100% reached benchmark. KC</p> <p><b>Result Type:</b>            Benchmark Met  <b>Action Status:</b>            Action Plan In Progress</p>	
	<p>Program - Electrical Lineworker - GenEd (Copy) - Read and discuss college-level material specific to industrial electrical work_____.</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  <b>Assessment Method Category:</b>            Embedded Course Assessment  <b>Benchmark:</b>            At least 75% score 2 or higher.</p>		
	<p>Program - Emergency Medical Services - GenEd - Solve problems using logic, mathematics, computers, or creative thinking.</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  <b>Assessment Method Category:</b>            Embedded Course Assessment  <b>Benchmark:</b>            At least 75% score 2 or higher.</p>	<p>08/18/2009 - 12 of 12 EMT-Basic students successfully identified conditions and appropriate treatments for simulated medical patients.</p> <p><b>Result Type:</b>            Benchmark Met  <b>Action Status:</b>            Action Plan In Progress</p>	

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
			04/15/2009 - 10 of 10 EMT-Intermediate students successfully identified and treated simulated cardiac emergency patients. <b>Result Type:</b> Benchmark Met <b>Action Status:</b> Action Plan In Progress	
	Program - Environmental Engineering Technology - 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 - EPIC - GenEd (Copy) - Read and discuss college-level material specific to welding and brazing _____.	<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 - Fine Woodworking - GenEd - Students will demonstrate ability to write about their projects as outlined in Journal assignment.	<b>Assessment Method:</b> See attached assignment handout and rubric. <b>Assessment Method Category:</b> Embedded Course Assessment <b>Benchmark:</b> At least 75% of students will score 2 or higher.	12/16/2009 - Assigned Journal assignment ... Referring to creativivty, see attached document with photos. jr <b>Result Type:</b> Benchmark Met <b>Action Status:</b> Action Plan In Progress	

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
	<p>Program - Fire Science Technologies - GenEd (Copy) - Read and discuss college-level material specific to _____.</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 - Graphic Design - GenEd4 - 4a. Perform the mechanics of solving the problem. 4b. Determine a realistic answer (approximation) and qualify result 4c. Demonstrates ability to use computer (or appropriate technology) as the appropriate tool 4d. Demonstrates creative thinking</p>	<p><b>Assessment Method:</b> GenEd Rubric for #4a-4d</p> <p><b>Assessment Method Category:</b> Embedded Course Assessment</p> <p><b>Benchmark:</b> At least 75% score a satisfactory (2) or above on the assessment.</p>		
	<p>Program - Manufacturing Technologies ?Precision Machining Welding ? - GenEd-Diesel/Heavy Equipment - Read and discuss college-level material specific to Diesel/Heavy Equipment</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>01/12/2010 - Students have been evaluated in reading and discussing college-level material specific to Diesel/Heavy Equipment. A total of 21 enrolled with 18 completing the semester. Continue to monitor in Spring 2010. eo</p>	<p><b>Result Type:</b> Benchmark Met</p> <p><b>Action Status:</b> Action Plan Completed</p>
	<p>Program - Manufacturing Technologies ?Precision Machining Welding ? - GenEd-Machining - Read and discuss college-level material specific to Diesel/Heavy</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>		

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
	<p>Program - Manufacturing Technologies ? Precision Machining Welding ? - GenEd - Welding - Read and discuss college-level material specific to welding.</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 - Mass Media Journalism - Deprecated - GenEd (Copy) - Read and discuss college-level material specific to _____.</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 - Massage Therapy - GenEd - MT &amp; HH students will achieve gen ed goals</p>	<p><b>Assessment Method:</b> Observe students thinking critically and making appropriate treatment plans within the clinic setting.</p> <p><b>Assessment Method Category:</b> Embedded Course Assessment</p> <p><b>Benchmark:</b> At least 75% score 2 or higher.</p>	<p>12/03/2009 - 100% of the students were able to write an essay containing two ethical dilemmas that they experienced with their clients during student clinic. Further they were able to successfully evaluate how they handled the two situations and what they would differently if anything. (ke)</p> <p><b>Result Type:</b> Benchmark Met</p> <p><b>Action Status:</b> Action Plan Completed</p>	
		<p><b>Assessment Method:</b> students will read and comprehend college level material</p> <p><b>Assessment Method Category:</b> Embedded Course Assessment</p> <p><b>Benchmark:</b></p>		

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
		100% scoring level 2 in rubric		
	<p>Program - Medical Assistant - GenEd (Copy) - Read and discuss college-level material specific to the Medical Field. Two Medical Terminology class this semester with a total of 37 students. 35 students successfully completed course along with read and discuss college-level material specific to the Medical Field. Will continue to monitor in Spring 2010. yo</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 <b>Assessment Method Category:</b> Embedded Course Assessment <b>Benchmark:</b> At least 75% score 2 or higher.</p>	<p>12/14/2009 - Students read and discuss college-level material specific to the Medical Field with a mark of 90%. yo <b>Result Type:</b> Benchmark Met <b>Action Status:</b> Action Plan In Progress</p>	<p>12/14/2009 - Continue to follow each semester. yo</p>
	<p>Program - Multimedia Arts - GenEd (Copy) - Read and discuss college-level material specific to Multimedia Arts.</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 <b>Assessment Method Category:</b> Embedded Course Assessment <b>Benchmark:</b> At least 75% score 2 or higher.</p>		
	<p>Program - Nurse Aide / Nursing Assistant - GenEd (Copy) - Read and discuss college-level material specific to _____.</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 <b>Assessment Method Category:</b> Embedded Course Assessment <b>Benchmark:</b> At least 75% score 2 or higher.</p>		
	<p>Program - Nurse Aide / Nursing Assistant - Reading Readiness - Students entering nurse aide program will demonstrate adequate reading skill.</p>	<p><b>Assessment Method:</b> Students entering the Nurse Aide program will be required to take the Accuplacer. <b>Assessment Method Category:</b> Standardized Test <b>Benchmark:</b> REA Score must exceed ??</p>		

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
	<p>Program - Occupational Safety and Health - GenEd (Copy) - Read and discuss college-level material specific to _____.</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 - Office Technologies - GenEd - Read and discuss college-level material specific to general office procedures and general bookkeeping.</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 - Office Technologies - Program Portfolio - This would include student's best sample of timed writings, resume, cover letter, job search evidence, accounting capstone project, business plan, business letter sample, Excel workbook sample, Access database sample, presentation sample, and report sample.</p>	<p><b>Assessment Method:</b> Individual Project</p> <p><b>Assessment Method Category:</b> Capstone Course/Project</p> <p><b>Benchmark:</b> 80%</p>	<p>04/13/2009 - 90% of students completed and earned 80% or better</p> <p><b>Result Type:</b> Benchmark Met</p> <p><b>Action Status:</b> Action Plan In Progress</p>	
	<p>Program - Web Management - GenEd (Copy) - Read and discuss college-level material specific to _____.</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>		

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
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Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
GEO 2 - Explain and defend ideas orally and in writing	Program - Aquaculture - State of Colorado Hatchery Technician III Competitive Examination - To observe a 80 percent passing rate of exam by TSJC Aquaculture Technician Program graduates.	<p><b>Assessment Method:</b> State of Colorado Hatchery Tech. III examination</p> <p><b>Assessment Method Category:</b> Standardized Test</p> <p><b>Benchmark:</b> 80% passing rate</p>	<p>05/17/2010 - Five (5) recent graduates of the TSJC Aquaculture Technician Program traveled to Denver in March 2010 to take the written portion of the Colorado Division of Wildlife, Hatchery Technician III competitive examination. A total of 60 applicants qualified to take the exam. The top 12 scores on the written portion of the exam advanced to oral interviews and presentations. Four (4) out of the five (5) TSJC graduates who took the written exam advanced to the next round, therefore meeting the benchmark for this outcome at an 80 percent passing rate. Of the four TJSC graduates who advanced, one student (Mr. Dale Jordan, S00739455) took the overall ranking of 2nd and another (Ms. Sarah Bashaw, S00856718) took the overall ranking of 3rd. Ms. Bashaw recently accepted full-time employment with the Colorado Division of Wildlife at the Rifle Falls State Fish Hatchery located in Rifle Colorado. Her new career begins June 1, 2010. Mr. Jordan is awaiting an interview with the Chalk Cliffs State Fish Hatchery.</p> <p><b>Result Type:</b> Benchmark Met</p> <p><b>Action Status:</b> Action Plan In Progress</p>	

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
			<p>12/21/2009 - Four (4) recent graduates of the TSJC Aquaculture Technician Program went to Denver during the Summer of 2009 to take the State of Colorado, Colorado Division of Wildlife, Hatchery Technician III competitive examination. All four graduates passed the exam in the upper 10 percentile, including the Number 1 spot. Out of a reported 47 applicants and 24 actual test-takers, the TSJC graduates placed 1st, 4th, 9th and 10th on the exam to meet the stated benchmark.</p> <p>In addition, to date 12-21-09, 2 of the 4 graduates (50%) were offered and have accepted full-time employment (FTE) career positions with the Colorado Division of Wildlife at the Rifle Falls and Belleview-Watson Hatcheries and Fish Rearing Units.</p> <p><b>Result Type:</b> Benchmark Met</p> <p><b>Action Status:</b> Action Plan In Progress</p> <hr/> <p>04/13/2009 - Success of outcome will be reviewed on an annual basis after State Hatchery Tech. III Examination has been given. (ts)</p> <p><b>Result Type:</b> Benchmark Not Met</p> <p><b>Action Status:</b> Action Plan In Progress</p> <hr/>	
	<p>Program - Cosmetology / Hair Styling and Design / Manicurist / Esthetician / Barber - Cosmetology Knowledge - Demonstrate the</p>	<p><b>Assessment Method:</b> Written assignments and/or written examinations (standard 0-100 pt. scale). Sample of cosmetology</p>	<p>05/21/2010 - The benchmark was met for spring semester 2010 as 90% of the students performed at a 70% or above level on written</p>	<p>05/21/2010 - Upon reviewing the results, the students who did not meet the benchmark were counseled to participate in tutoring</p>

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
	<p>knowledge necessary to obtain employment in student's chosen field of study.</p>	<p>students in any or all cosmetology or related courses of study.  <b>Assessment Method Category:</b>            Embedded Course Assessment  <b>Benchmark:</b>            90% of the students will perform at 70% or higher.</p>	<p>assignments and tests.  <b>Result Type:</b>            Benchmark Met  <b>Action Status:</b>            Action Plan Not Required</p> <hr/> <p>05/07/2009 - On the comprehensive written final exam for all cosmetology students enrolled spring semester 2009 the results were as follows: 60% of the students scored 70% or above and 40% scored below a 70%. After reviewing the test scores, one of the possible reasons for not meeting the benchmark could be attributed to a disturbance that disrupted the final exam process requiring a move to another building or offering the students a choice to leave and retake exam at a later date. The majority of those who chose to retake still did not do as well as anticipated with many failing to meet the benchmark.            (kd,la)</p> <p><b>Result Type:</b>            Benchmark Not Met  <b>Action Status:</b>            Action Plan Not Required</p>	<p>at the learning center. Also, these students were counseled on the need to improve attendance as this is a big factor in why they performed below the 70% benchmark. (kd, la)</p> <hr/> <p>01/11/2010 - After reviewing the results, several changes were implemented to help improve knowledge retention and ultimately test scores. Instructor tutoring was started in fall semester 2009 and open to any student having difficulty with the material prior to the chapter test. Also, the classroom environment was altered to improve interaction of students with positive results. Teaching techniques were used to engage students to reinforce material on difficult chapters such as disorders and disease, skin structure, etc. where the students were placed into small groups, given a task and then had to present the information to the rest of the class. (kd, la)</p>
	<p>Program - Criminal Justice - CRJ Reporting - Collect, analyze and present data in a specific report format typical of a Criminal Justice professional.</p>	<p><b>Assessment Method:</b>            FINAL PROJECT? SEE SCHEDULE BELOW:            Reports, assignments and written examinations. NEEDS TO BE MORE SPECIFIC            Standard 0-100 pt scale (SEE ATTACHED RUBRIC??).</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 students will perform at a 70% or higher level.</p>		
	<p>Program - Criminal Justice - CRJ Theory - Demonstrate gains in academic achievement during the coursework at TSJC.</p>	<p><b>Assessment Method:</b> All CRJ students will be scored on a standard 100 point grading scale. Pretest will be given during the first week of class. Posttests will be given as the final for each individual class. WHICH COURSE OR COURSES??</p>		
		<p><b>Assessment Method Category:</b> Pre/Post-Test</p> <p><b>Benchmark:</b> 90% of students will show gains of 50 or better.</p>		
	<p>Program - Developmental Education - Writing - Write well-organized paragraphs and essays necessary to function in college-level coursework.</p>	<p><b>Assessment Method:</b> Evaluation of "Self-Assessment Final Essay." This asks student to reflect on themselves as a writer before, during, and after the course. Evaluation items include process and structure (GEO 2a-2d)..</p> <p><b>Assessment Method Category:</b> Embedded Course Assessment</p> <p><b>Benchmark:</b> At least 70% of all ratings (2a, 2b, 2c, and 2d) be Satisfactory (2) or Exemplary (3).</p>	<p>12/13/2010 - Using Gen Ed Rubric, scale of 1-3, ENG 060 students scored 2.3 on 2a, 2b, 2c, 2d. Holistic average was 100%, greater than benchmark. Although I did not require purchasing an additional grammar book, I did add grammar worksheets for comma splices. Feedback from students was marginal and skill level improved slightly as per individual essay evaluation. English faculty met with Dean and requested a Special Topics course for Fall 2011, solely focused on grammar as the weakness is widespread amongst incoming freshman. Five of the 14 students in this course had Letters of Accommodation. I spent a great</p>	

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
			<p>majority of the semester reviewing material and searching for appropriate accommodations for those students. TC</p> <p><b>Result Type:</b> Benchmark Met</p> <p><b>Action Status:</b> Action Plan Completed</p>	
			<p>12/13/2010 - Gen Ed Rubric, scale of 1-3, ENG 090 students who completed the course scored as follows: 2a=2.5 [91%], 2b=58 [100%], 2c=2.5 [91%], 2d-2.25 [83%], 1a=2.83% [91%]. 1b =2.33 [83%]Holistic average=90.23%&gt;70% of benchmark. I modified the subject of the Illustration essay to include Critical Reasoning [Gen Ed 3]. Subject was 'Truth In Advertising, Should Government Intervene?' 3b=2.5%. Although I did not require purchasing an additional grammar book, I did add PP's for weak grammar areas as well as grammar worksheets for comma splices. Feedback from students was positive and skill level improved as per individual essay evaluation. English faculty met with Dean and requested a Special Topics course for Fall 2011, solely focused on grammar as the weakness is widespread amongst incoming freshman. TC</p> <p><b>Result Type:</b> Benchmark Met</p> <p><b>Action Status:</b> Action Plan Completed</p>	
			<p>05/11/2010 - ENG 060 students scored 2.5 on 2a,2b,2c,2d using the Gen Ed Rubric scale, 1-3. Only two</p>	

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
			<p>students completed the course. Holistic average was 100%, exemplary or satisfactory, greater than benchmark, 70%. I will require that all 060 students purchase additional grammar book as required in ENG 090 in Fall 2010 and intend to spend more time on grammar in the future. TC</p> <p><b>Result Type:</b> Benchmark Met</p> <p><b>Action Status:</b> Action Plan In Progress</p>	
			<p>05/11/2010 - On the Gen Ed Rubric, scale of 1-3, ENG 090 students who completed the course scored as follows: 2a=2.5 (91%), 2b=2.58 (100%), 2c=2.5 (91%), 2d=2.25 (83%), 1a=2.83 (91%), 1b=2.33 (83%), 3b=2.5 (83%). Holistic average= 91.25%&gt;70% of benchmark. Grammar is still the weakest area, which has been confirmed by 121 instructors. I have selected a new grammar book for Fall, in addition to essay textbook, and will implement more grammar in classroom as well as assignments. I will also give grammar more weight</p> <p><b>Result Type:</b> Benchmark Met</p> <p><b>Action Status:</b> Action Plan In Progress</p> <p><b>Related Documents:</b> <a href="#">121 Feedback.Assessment. Spring 2010.docx</a></p>	
			<p>12/08/2009 - ENG 060 students scored as follows: 2a.86%, 2b.86%, 2c.=66%,2d.=73% Holistic score= 78% scored Exemplary or Satisfactory, greater</p>	<p>12/08/2009 - add another grammer component</p> <p><b>Follow-Up:</b></p>

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
			<p>than 70% Benchmark. Students at this level still struggle with attendance which relates to achievement and 6% have huge skill gaps exacerbating the problem. I will try to add more grammar. (TC)</p> <p><b>Result Type:</b> Benchmark Met</p> <p><b>Action Status:</b> Action Plan Completed</p>	<p><b>Follow-Up:</b> 12/13/2010 - additional grammar added 12/13/2010 - Grammar component added</p>
			<p>12/08/2009 - Using Gen Ed Rubric, ENG 090 students scored as follows: 2a=100%, 2b.=96%, 2c=92%, 2d=89%. Three students scored in the unsatisfactory category 2b,2c,2d. Holistic average=94%, greater than 70% Benchmark. 2c [examples] improved from previous assessment as did 2d, but still more work needs to be done on grammar. May add an additional grammar component. Added #1 in Gen Ed Rubric. Eighteen excerpts followed by literal content and critical thinking questions helped students focus and direct writing: 1a=92%, 1b=92%.</p> <p><b>Result Type:</b> Benchmark Met</p> <p><b>Action Status:</b> Action Plan Completed</p>	<p>12/08/2009 - add additional grammar component</p> <p><b>Follow-Up:</b> 12/13/2010 - additional grammar added</p>
			<p>05/05/2009 - Using Gen Ed Rubric, Developmental English students scored thusly: #3 [Exemplary]. 2a=80%, 2b=80%, 2c=50% and 2d=50%. #2 [Satisfactory]. 2a=20%, 2b=20%, 2c=50%, 2d=50%. No one scored in the Unsatisfactory category. Holistic average was 88%, greater than 70% of Benchmark, however, 2c [Examples] and 2d</p>	

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
			<p>[Conventions] will have more focus in the coming semesters.(TC)</p> <p><b>Result Type:</b> Benchmark Met</p> <p><b>Action Status:</b> Action Plan In Progress</p>	
			<p>12/18/2009 - Fall 2009- ENG 090 200 - Twenty-four students were registered for this course at the beginning of the semester. Two students withdrew and two students did not finish the course. Of the students that finished the course 25% passed with an A; 30% passed with a B; and 45% passed with a C. MJV</p> <p><b>Result Type:</b> Benchmark Met</p> <p><b>Action Status:</b> Action Plan Completed</p>	
			<p>12/18/2009 - Fall 2009- ENG 060 250 - Nine students were registered at the beginning of the semester. Two students withdrew and four students did not finish the course. Of the three students that passed the class 66% passed with an A and 33% passed with a B. MJV</p> <p><b>Result Type:</b> Benchmark Met</p> <p><b>Action Status:</b> Action Plan Completed</p>	
	<p>Program - Developmental Education - Math Lab Fall 2009 Completion Data - At least 70% of all students registered for classes in the Math Lab should be able to successfully complete their respective courses with a C or better.</p>	<p><b>Assessment Method:</b> Statistics were calculated for Math 030, 060, 090, 099, and 107 to determine the number of students that received an A, B, C, D, F, W, or I.</p>	<p>12/17/2009 - Completion rates for the Fall 2009 semester were extremely discouraging. It is our goal to have at least 70% of all registered students successfully pass their respective courses with a</p>	

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
		<p><b>Assessment Method Category:</b> Course Statistics</p> <p><b>Benchmark:</b> &gt; 70% of all students should be able to successfully pass their courses with a grade of C or better.</p>	<p>better, but the only course that met and exceeded that benchmark was the Math 107 course.</p> <p>The completion rates for Math 060, 090, and 099 were fairly consistent with what they were in the Fall 2008 semester; however, the Math 030 success rate was much lower that it has been in the past. One possible explanation for this higher failure rate could be that a larger population of students was enrolled in Math 030, so there was a greater number of students entering the Math Lab with very low mathematics skills. Attendance also plays a major role in a student's success, and poor attendance was prevalent in all of the courses. Math Lab instructors will meet during in-service prior to the beginning of the next semester, and these results will be discussed. Suggestions will be taken for ways in which we can improve student success and attendance without diminishing the integrity and standards of the courses.</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="#">Fall 2009 Completion Data.xls</a></p>	
	<p>Program - Developmental Education - Fall 2009 Math 090 Final Exam Embedded Assessment - Students will be able to correctly set up and</p>	<p><b>Assessment Method:</b> Students were scored using a common rubric regarding whether or not the problem was set up and</p>	<p>12/20/2009 - The results of the Math 090 final exam embedded assessment for Fall 2009 were very</p>	

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
	<p>solve a word problem for the dimensions of a rectangle given its perimeter and the relationship between its dimensions.</p>	<p>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 problem. At least 70% of students were expected to both set up and solve the problem correctly.  <b>Related Documents:</b>  <a href="#">Fall 2009 Math 090 Embedded Assessment.xlsx</a></p>	<p>discouraging. Only 38% of the 26 students that took the final exam were able to set up and solve the word problem correctly. Of the 26 students that took the final exam, 9 (35%) were unable to successfully to solve the problem. The most discouraging statistic is that 27% of all students that took the final either failed to even attempt the problem, or they simply guessed at an answer and were unable to provide any work to back up their answers. It is our goal to have a full 100% attempt to solve the problem and at least 70% do so successfully.</p> <p>Many students in the Math Lab struggle with word problems because many have poor reading skills and don't understand what is being asked in the problem. Still others have difficulty extrapolating what they've learned in previous lessons and applying it to problems that haven't already been set up for them. Instructors will continue to stress the importance of the work problems and will not allow students to skip them on homework assignments, as some students often try to do.</p> <p><b>Result Type:</b>            Benchmark Not Met  <b>Action Status:</b>            Action Plan In Progress  <b>Related Documents:</b>  <a href="#">Fall 2009 Math 090 Embedded Assessment.xlsx</a></p>	
	<p>Program - Developmental Education            - Fall 2009 Math 099 Final Exam</p>	<p><b>Assessment Method:</b>            Students were scored using a</p>	<p>12/20/2009 - The embedded test</p>	

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
	<p>Embedded Assessment - Students will be able to correctly set up and solve a motion problem for the rate of the stream given the rate of the motorboat and the distances traveled up and downstream in a given time.</p>	<p>common rubric regarding whether or not the problem was 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 problem. At least 70% of students were expected to both set up and solve the problem correctly.</p>	<p>question on the Math 099 final exam was a motion problem that involved finding the speed of the stream given the distance and rate of the motorboat as it traveled up and downstream.</p> <p>The results of this assessment were very discouraging as only 29% of the students were able to both set up the problem and solve it correctly. While this statistic was disappointing, it was an increase of 8 percentage points over the last time this assessment was administered. The majority of the students attempted the problem (95%), but most had difficulty setting up the chart that enables them to set up the equations, so they were unable to solve the problem appropriately. Moreover, many gave answers that were not logically possible, indicating that these students don't possess a very strong number sense. Many students also have poor reading skills and struggle with the word problems because they have difficulty reading them and understanding what is being asked of them in the problem.</p> <p>Since several of these types of problems are already assigned throughout the semester, no changes will be made to the assignment sheet. Many students dislike word problems and tend to try to copy the answer from the back of the book or simply skip the word problems altogether. Instructors will continue to stress to</p>	

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
			<p>students that homework assignments with skipped problems or problems that are turned in without showing work are incomplete, and the students will not receive credit for such assignments. Students are also tested on this type of question in more than one chapter throughout the semester and this will continue to occur. However, more time will be spent explaining these types of problems while instructors are working with students during class</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="#">Fall 2009 Math 099 Final Exam Embedded Assessment.xlsx</a></p>	
	<p>Program - Developmental Education - Fall 2009 Math 107 Final Exam Embedded Assessment - Students should be able to successfully set up and solve a series of word problems that combine skills learned throughout the course.</p>	<p><b>Assessment Method:</b> Students 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>12/20/2009 - 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="#">Math 107 Fall 2009</a></p>	
	<p>Program - Developmental Education - Spring 2010 Math Lab Survey - See attached files</p>	<p><b>Assessment Method:</b> 93 students in the Math Lab were surveyed to assess their likes, dislikes, and suggestions for improvement upon the current</p>	<p>05/03/2010 - A much larger student population was surveyed in the Math Lab during the Spring 2010 semester compared to the Spring 2009 semester. The survey was</p>	

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
		<p>method of instruction in the Math Lab.</p> <p><b>Assessment Method Category:</b> Survey</p> <p><b>Benchmark:</b> Receive a rating of at least 3.0 on each individual category that students graded the Math Lab upon (based upon a 4.0 scale). Have the majority (at least 50%) of all students surveyed feel that they were able to learn in the Math Lab and have a positive learning experience.</p>	<p>intentionally administered several weeks earlier in the semester in an effort to get the opinions of all students, not just those that were able to successfully complete the course.</p> <p>It was encouraging to note that students rated the Math Lab higher in all areas except for comfort of the Math Lab, which received the exact same rating as the previous spring semester. This category consistently receives the lowest grade of all of the individual categories, and an attempt was made to increase student satisfaction in this area by updating the Math Lab with all new, more modern furnishings.</p> <p>Special attention has been paid to the supervision students are receiving during testing, and it has paid off because we received considerably higher marks in that category than we ever have before. Test proctors will continue to pay close attention to students while they are testing in the future, but beyond that, no further changes will be made regarding the handling of tests and students testing in the Math Lab.</p> <p>While far too few students are still utilizing the free tutoring services offered on campus, there was a marked increase in the number of students that either met with a tutor or attended open lab for additional assistance. Twice as many students had a tutor and</p>	

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
			<p>nearly three times as many students attended open lab as compared to the previous spring semester. Tutoring will continue to be stressed in subsequent semesters as far too many students allow themselves to fall behind schedule at some point in the semester.</p> <p>It is always gratifying to note that the vast majority of students (94%) had a positive experience in the Math Lab and 97% felt that they were able to learn in that type of setting. Since a fairly large number of students (43%) stated that they would prefer a lecture, class, however, an attempt will be made in the fall to accommodate these students by offering brief pod-cast lectures prepared by a Math Lab instructor on the topics that students most frequently struggle with. We will also be updating to new editions of our current textbooks in the fall, and the new textbooks will have instructor-driven "You-Tube" videos that accompany each of the chapter tests. Hopefully, these lecture-like additions will be of benefit to students that have stated that they like the self-paced environment of the Math Lab but would also like an occasional brief lecture on difficult topics.</p> <p>When possible in the future, we will continue to attempt to implement plausible student suggestions garnered from this survey as student success and satisfaction are our ultimate goals.</p>	

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
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**Result Type:**  
Benchmark Met

**Action Status:**  
Action Plan In Progress

**Related Documents:**  
[Spring 2010 Analysis.xls](#)  
[AVERAGE GRADE.doc](#)  
[DISLIKES.docx](#)  
[LIKES.docx](#)  
[STUDENT PROGRESS.docx](#)  
[SUGGESTIONS FOR IMPROVEMENT.docx](#)  
[WHAT PUT YOU BEHIND SCHEDULE.docx](#)  
[CHANGES MADE AS A RESULT OF STUDENT SUGGESTIONS.doc](#)

Program - Developmental Education - Fall 2009 Attendance Vs. Grade Correlation for the Math Lab - Students with few absences (<6 absences) should be able to successfully pass their respective courses with a C or better while students with excessive absences (>6 absences) are expected to fail or be forced to withdraw from their courses.

**Assessment Method:**  
Instructors rate students upon whether or not they were correctly placed into a class based upon their ability. Student absences are then totaled, and a tally is kept of the number of absences students that passed their courses with a C or better had vs. the number of absences students that failed or withdrew from their courses had.

**Assessment Method Category:**  
Course Statistics

**Benchmark:**  
It is expected that >70% of students with few absences (<6 absences) will successfully pass their courses with a C or better.

12/22/2009 - In analyzing the correlation between a student's attendance and his grades for the Fall 2009 semester in the Math Lab, it is very obvious that a student's attendance plays a huge role in whether or not a student is able to successfully pass his/her course. In general, students that either failed a course or were forced to withdraw from a course had 3-4 times the number of absences as those students that were able to successfully pass their courses with an A, B, or C. Many students that failed or withdrew from a course missed more than 50% of the scheduled class sessions. Students in the Math Lab are offered numerous opportunities for extra assistance to enhance their chances to succeed in their courses, such as free one-on-one tutoring in



Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
	<p>Embedded Assessment - Students will be able to correctly set up and solve a word problem for the dimensions of a rectangle given its perimeter and the relationship between its dimensions.</p>	<p>common rubric regarding whether or not the problem was 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 problem. At least 70% of students were expected to both set up and solve the problem correctly.</p> <p><b>Related Documents:</b> <a href="#">Spring 2010 No S#.xlsx</a></p>	<p>was a problem that involved calculating the dimensions of a rectangle given the perimeter of the figure and the relationship among the dimensions.</p> <p>All of the students at least attempted to solve the problem, although six students did not show work to support their answer. Seventy-four percent of the students had the correct answer for the problem, either by setting it up and solving the problem correctly, or by using trial and error to obtain the correct answer.</p> <p>The results of this assessment were very encouraging because it appears that the vast majority of students showed some degree of understanding the problem and the multiple procedures needed to solve the problem correctly. Our benchmark was to have at least 70% of all students correctly solve the problem, and we surpassed that goal by four percentage points. Moreover, 9% more students were able to successfully solve this problem when compared to the previous spring semester. As a result, no changes will be made to the assignment sheet next semester as it appears that students understood the mechanics of this type of problem and don't need additional practice problems for this topic.</p> <p><b>Result Type:</b> Benchmark Met</p> <p><b>Action Status:</b></p>	

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
				<p>Action Plan In Progress</p> <p><b>Related Documents:</b>  <a href="#">Spring 2010 No S#.xlsx</a></p>
	<p>Program - Developmental Education - Spring 2010 Math Lab Completion Data - At least 70% of all students registered for classes in the Math Lab should be able to successfully complete their respective courses with a C or better.</p>	<p><b>Assessment Method:</b>            Statistics were calculated for Math 030, 060, 090, 099, and 107 to determine the number of students that received an A, B, C, D, F, W, or I.</p> <p><b>Assessment Method Category:</b>            Course Statistics</p> <p><b>Benchmark:</b>            &gt; 70% of all students should be able to successfully pass their courses with a grade of C or better.</p> <p><b>Related Documents:</b>  <a href="#">Spring 2010 Grade Analysis.xls</a></p>	<p>05/16/2010 - The completion rates for most of the courses offered in the Math Lab during the Spring 2010 semester were generally very discouraging. It is our goal to have at least 70% of all students successfully pass their respective courses; however, that goal was not met in any of the courses. The high level of failure/withdrawal in each of these courses can mainly be attributed to extremely poor attendance. In Math 030 for example, the students that failed were absent for an average of 18 classes. This means that they were absent for well over half of the scheduled class times. Those that were successful ,however, only missed class an average of 8 classes. The same trends hold true for each of the other courses. In general, the students that had success also demonstrated good attendance, and those that were unsuccessful (either by failing or withdrawing from the course before its completion) had very poor attendance. The importance of attendance is continually stressed in the Math Lab, yet students don't seem to be taking our advice very seriously. In attempt to continue to draw their attention to the relationship between non-attendance and failure, an attendace vs. grade correlation graph has been prepared for each course showing the results</p>	

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
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from the previous semester. These graphs will be posted in the Math Lab so that students will have a visual reminder that shows that the students that attend class most frequently are also those students that are most successful .

One encouraging note was found in the Math 099 course. While our goal of 70% successful completion was not met in that course, great improvements were made in the number of students that were able to complete the course with a passing grade when compared to the previous spring semester. A full 17% more students were successful in the spring of 2010 than in the spring of 2009. It is also interesting to note that while the Math 099 class had the greatest percentage of students that were able to successfully complete the course, it was also the best attended class of the four developmental courses held in the Math Lab. Students that successfully passed Math 099 only missed an average of 3 classes out of the 47 scheduled classes. That means that successful students were present about 94% of the time. This data seems to further support our belief that students that put forth the time and effort that is expected of them can and will be successful in the Math Lab.

**Result Type:**  
Benchmark Not Met  
**Action Status:**

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
			<p>Action Plan In Progress</p> <p><b>Related Documents:</b>  <a href="#">Spring 2010 Grade Analysis.xls</a></p>	
	<p>Program - Developmental Education - Spring 2010 Attendance Vs. Grade Correlation for the Math Lab - Students with few absences (&lt;6 absences) should be able to successfully pass their respective courses with a C or better while students with excessive absences (&gt;6 absences) are expected to fail or be forced to withdraw from their courses.</p>	<p><b>Assessment Method:</b>  Instructors rate students upon whether or not they were correctly placed into a class based upon their ability. Student absences are then totaled, and a tally is kept of the number of absences students that passed their courses with a C or better had vs. the number of absences students that failed or withdrew from their courses had.</p> <p><b>Assessment Method Category:</b>  Course Statistics</p> <p><b>Benchmark:</b>  It is expected that &gt;70% of students with few absences (&lt;6 absences) will successfully pass their courses with a C or better.</p>	<p>05/19/2010 - Analysis of the correlation between a student's attendance and the grade the student received once again consistently showed that those students that were able to successfully pass their classes with a C or better were also those students that attended the class most frequently. This trend has been seen for the past several semesters that this data was collected and has held true regardless of the course level (Math 030, 060, 090, 099, 107) and regardless of whether or not the student's instructor felt that the student was placed into a class appropriate for his/her ability. Moreover, students that failed (D or F) or withdrew from their courses had anywhere from two to four times as many absences as those that were successful in the completion of the course.</p> <p>Instructors in the Math Lab have always known that the students that come to class regularly are the students that are most successful in passing their courses. In order to draw everyone else's attention to this phenomena, the results of this type of study have been published on TSJC's assessment web site. They will also continue to be posted on a bulletin board just inside the entrance to the Math Lab for all</p>	

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			<p>The importance of attendance to student success is always stressed during orientation to the Math Lab that is held during the first day of class, and this practice will continue.</p> <p>During the spring 2010 semester, students with excessive unexcused absences were reported to the Student Success Center intervention specialist who attempted to track down these students and offer them assistance if it was warranted. This process wasn't terribly successful as many of these students still never or rarely attended class, but since a few were able to be reached and brought back into class, this procedure of reporting absent students will be continued in the future.</p> <p>See attached documents for complete results.</p> <p><b>Result Type:</b> Benchmark Met</p> <p><b>Action Status:</b> Action Plan In Progress</p> <p><b>Related Documents:</b>  <a href="#">Math 030.xls</a>  <a href="#">Math 060.xls</a>  <a href="#">Math 090.xls</a>  <a href="#">Math 099.xls</a>  <a href="#">Math 107.xls</a>  <a href="#">Spring 2010 Attendance vs. Grade Correlation.docx</a></p>	
	<p>Program - Developmental Education  - Spring 2010 Math 099 Final Exam  Embedded Assessment - Students</p>	<p><b>Assessment Method:</b>  Students were scored using a common rubric regarding whether</p>	<p>05/19/2010 - The embedded test question on the Math 099 final exam was a motion problem that involved</p>	

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	<p>will be able to correctly set up and solve a motion problem for the rate of the stream given the rate of the motorboat and the distances traveled up and downstream in a given time.</p>	<p>or not the problem was 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 problem. At least 70% of students were expected to both set up and solve the problem correctly.</p>	<p>finding the speed of the stream given the distance and rate of the motorboat as it traveled up and downstream.</p> <p>The results of this assessment were encouraging when compared to the results of the previous spring semester. This semester, 56% of all Math 099 students were able to both set up and solve the problem correctly. In the previous spring semester, only 21% of the students were able to set up and solve the problem correctly. While we still would like to see a much greater percentage of students possess the knowledge and ability to solve this type of problem correctly, it appears that we are making great strides in accomplishing this goal. After the previous semester's poor results, instructors decided that perhaps more time needed to be spent explaining this type of problem when students asked for help with their homework problems. It appears that this technique has helped with student's understanding and retention in regards to this type of word problem. To further enhance the student's understanding of difficult material, brief podcasts will be prepared for the fall semester for each of the topics students typically struggle with (including word problems like this one). These podcasts will be comparable to a mini lecture on each of these topics that students can view at their own leisure if they are experiencing difficulty with a topic while working on their</p>	

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			<p>homework outside of class time.</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="#">Spring 2010 Math 099 Embedded Assessment No S#.xlsx</a></p>	
	<p>Program - Early Childhood Education - Critical Thinking - Collect, analyze and present lab and/or practicum data and advocacy data in specific report format and on examinations.</p>	<p><b>Assessment Method:</b> See related ECE Lab/Practicum Grading Rubric</p> <p><b>Assessment Method Category:</b> Lab/Practicum/Clinical</p> <p><b>Benchmark:</b> 80% of the students will achieve grades of 70% or higher.</p> <p><b>Related Documents:</b> <a href="#">ECPRubric07.htm</a></p>	<p>12/21/2008 - A total of 3 student was enrolled in ECE 289 which covers information relating to practicum experiences in the classroom as a student teacher. Both pre and post assessment were given with scores ranging between 35-40, while post assessment scores, completed by the three students, were 90 each. Required assignments include, a portfolio of activity and lesson plans, guidance strategies for 2 children, a diary/journal of teaching experiences when the student is responsible for all lesson planning and all aspects of maintaining the classroom for 8 days, webs created with the children, planning and implementing a project over a period of 3-4 weeks, 2 documentation panels and a presentation to the class regarding their project.</p> <p>Analysis: All of the above methods are useful teaching and assessment tools. SB</p> <p><b>Result Type:</b> Benchmark Met</p> <p><b>Action Status:</b> Action Plan In Progress</p>	<p>12/21/2008 - Continuance: I will continue to require Early Childhood Building Blocks in Reading &amp; Writing and in Math to be coded on lesson plans, as well as Quality Standards for Curriculum. Colorado?s K-2nd grade standards will be reviewed, as related to K-2 observations. I will continue to require the project to be planned and implemented at least one week earlier. I will continue to assign 2 activity plans, emphasizing the transition in and out activities and objectives. I will continue the project approach, documentation assigned, and the completed Project Journal. SB</p> <p>Results of Prior: I will continue to require Early Childhood Building Blocks in Reading &amp; Writing and in Math to be coded on lesson plans, as well as Quality Standards for Curriculum. Colorado?s K-2nd grade standards will be reviewed, as related to K-2 observations. I will continue to require the project to be planned and implemented at least one week earlier. I will continue to assign 2 activity plans, emphasizing the</p>

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				transition in and out activities and objectives. I will continue the project approach, documentation assigned, and the completed Project Journal.
		<p><b>Assessment Method:</b> Student will observe, record observations, and use data to complete assessment of 1 child</p> <p><b>Assessment Method Category:</b> Portfolio</p> <p><b>Benchmark:</b> 80% of students will achieve grade 70% or higher.</p>		
	<p>Program - English - 2 Explain and Defend ideas in writing (and orally) - Students will be able to write about assigned issues, gather support for position, and defend ideas in college-level writing in face-to-face and blended (hybrid) classes (nc)</p>	<p><b>Assessment Method:</b> An exemplification essay of 750 to 1000 word essay (5 to 10 paragraphs)</p> <p><b>Assessment Method Category:</b> Embedded Course Assessment</p> <p><b>Benchmark:</b> 75 % of students will show competency of C or better by writing a 5 to 10 paragraph essay using examples (i.e. exemplification strategy) in support of position.</p>		
	<p>Program - Fine Woodworking - Design functional furnitutre - Student will be able to produce drawings that will create furniture that will be functional and structurally sound.</p>	<p><b>Assessment Method:</b> The student will produce and turn in to the instructor a physical drawing, a scale or full size model of a piece of furniture. The instructor will evaluate and critique the design.</p> <p><b>Assessment Method Category:</b> Embedded Course Assessment</p>		

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GEO 3 - Examine ideas using critical reasoning	<p>Program - Agri-Business Technology - GenEd - 4a. Perform the mechanics of solving the problem.</p> <p>4b. Determine a realistic answer (approximation) and qualify result</p> <p>4c. Demonstrates ability to use computer (or appropriate technology) as the appropriate tool</p> <p>4d. Demonstrates creative thinking</p> <p>3c. Evaluates evidence (data) for accuracy and relevance</p> <p>3d. Identifies implications of argument, situation or action</p>	<p><b>Assessment Method:</b> IRS Form 4562 filled out per student, these results will be descriptive statistics.</p> <p><b>Assessment Method Category:</b> Embedded Course Assessment</p> <p><b>Benchmark:</b> At least 75% of the students will score 2=Satisfactory or higher.</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 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>04/29/2009 - My PHY212 class submitted reports on the hydrogen spectra lab while PHY112 submitted reports on the photoelectric effect. Grades for individual sections (abstract, intro/proc, theory, calculations, conclusions, discussion) were mostly 4/4 except for the conclusion section (one 2 and the rest 3 out of 4). Students' first lab report grades were almost this good; holistic scores increased from 83% to 95% (additive incr of 12%, multiplicative incr of 14%). RP</p> <p><b>Result Type:</b> Benchmark Not Met</p> <p><b>Action Status:</b> Action Plan Completed</p>	<p>05/07/2009 - Need to start fall semester with single-section writing. First, give theory section and have students write conclusion. Second report ask for just intro/proc and theory, then full report. Need at least two reports in spring. RP</p> <p><b>Follow-Up:</b> 05/14/2010 - I broke lab reports into parts (calculation section only - all scores above 95%), then intro/proc. plus theory (all but one scored at least 86%, and the one was 71% due largely to very heavy course load). Finally a full lab resulted in all above 95%, but one 65% because of the student's work-load in addition to this course). In summary, I think this is the way to do lab reports. (rp)</p>
	<p>Program - Astronomy/Physics - Mathematical maturity - Student will demonstrate understanding of mathematics beyond mere ability to</p>	<p><b>Assessment Method:</b> Embedded test question that requires curve fitting and interpretation of the fitted</p>	<p>05/07/2009 - PHY 112 and 212 scored 100% on these exercises in lab (I was present and provided individualized guidance</p>	

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	perform calculations.	<p>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>throughout). RP</p> <p><b>Result Type:</b> Benchmark Met</p> <p><b>Action Status:</b> Action Plan Completed</p> <hr/> <p>05/07/2009 - Most AST students were unable to complete this because Excel skill minimal, too many students to do 1-1 during class, especially considering that 15+ minutes spent getting laptops running. So, I switched assignment to doing two computations, one was distance = 1/parallax (only 75% were able to do this as homework!). The other calculation was to compute absolute magnitude (given visual magnitude, V, and distance, d) = V-5*log(d/10) 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 Completed</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 (which is an understandable mistake to make), and the remainder thought it refers to how far the star moves or is a technique to align a telescope.</p> <p>The skill question showed that 64% could correctly compute the</p>

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	<p>Program - Cosmetology / Hair Styling and Design / Manicurist / Esthetician / Barber - Cosmetology Knowledge - Demonstrate the knowledge necessary to obtain employment in student's chosen field of study.</p>	<p><b>Assessment Method:</b> Written assignments and/or written examinations (standard 0-100 pt. scale). Sample of cosmetology students in any or all cosmetology or related courses of study.</p> <p><b>Assessment Method Category:</b> Embedded Course Assessment</p> <p><b>Benchmark:</b> 90% of the students will perform at 70% or higher.</p>	<p>05/21/2010 - The benchmark was met for spring semester 2010 as 90% of the students performed at a 70% or above level on written assignments and tests.</p> <p><b>Result Type:</b> Benchmark Met</p> <p><b>Action Status:</b> Action Plan Not Required</p>	<p><b>Follow-Up:</b> distance from a parallax angle. (RP)</p> <hr/> <p>05/21/2010 - Upon reviewing the results, the students who did not meet the benchmark were counseled to participate in tutoring at the learning center. Also, these students were counseled on the need to improve attendance as this is a big factor in why they performed below the 70% benchmark. (kd, la)</p>
			<p>05/07/2009 - On the comprehensive written final exam for all cosmetology students enrolled spring semester 2009 the results were as follows: 60% of the students scored 70% or above and 40% scored below a 70%. After reviewing the test scores, one of the possible reasons for not meeting the benchmark could be attributed to a disturbance that disrupted the final exam process requiring a move to another building or offering the students a choice to leave and retake exam at a later date. The majority of those who chose to retake still did not do as well as anticipated with many failing to meet the benchmark. (kd,la)</p> <p><b>Result Type:</b> Benchmark Not Met</p> <p><b>Action Status:</b> Action Plan Not Required</p>	<p>01/11/2010 - After reviewing the results, several changes were implemented to help improve knowledge retention and ultimately test scores. Instructor tutoring was started in fall semester 2009 and open to any student having difficulty with the material prior to the chapter test. Also, the classroom environment was altered to improve interaction of students with positive results. Teaching techniques were used to engage students to reinforce material on difficult chapters such as disorders and disease, skin structure, etc. where the students were placed into small groups, given a task and then had to present the information to the rest of the class. (kd, la)</p>

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	<p>Program - Criminal Justice - CRJ Reporting - Collect, analyze and present data in a specific report format typical of a Criminal Justice professional.</p>	<p><b>Assessment Method:</b> FINAL PROJECT? SEE SHEDULE BELOW: Reports, assignments and written examinations. NEEDS TO BE MORE SPECIFIC Standard 0-100 pt scale (SEE ATTACHED RUBRIC??).</p> <p><b>Assessment Method Category:</b> Capstone Course/Project</p> <p><b>Benchmark:</b> 90% of students will perform at a 70% or higher level.</p>		
	<p>Program - Developmental Education - Writing - Write well-organized paragraphs and essays necessary to function in college-level coursework.</p>	<p><b>Assessment Method:</b> Evaluation of "Self-Assessment Final Essay." This asks student to reflect on themselves as a writer before, during, and after the course. Evaluation items include process and structure (GEO 2a-2d)..</p> <p><b>Assessment Method Category:</b> Embedded Course Assessment</p> <p><b>Benchmark:</b> At least 70% of all ratings (2a, 2b, 2c, and 2d) be Satisfactory (2) or Exemplary (3).</p>	<p>12/13/2010 - Using Gen Ed Rubric, scale of 1-3, ENG 060 students scored 2.3 on 2a, 2b, 2c, 2d. Holistic average was 100%, greater than benchmark. Although I did not require purchasing an additional grammar book, I did add grammar worksheets for comma splices. Feedback from students was marginal and skill level improved slightly as per individual essay evaluation. English faculty met with Dean and requested a Special Topics course for Fall 2011, solely focused on grammar as the weakness is widespread amongst incoming freshman. Five of the 14 students in this course had Letters of Accommodation. I spent a great majority of the semester reviewing material and searching for appropriate accommodations for those students. TC</p> <p><b>Result Type:</b></p>	

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			<p>Benchmark Met  <b>Action Status:</b>  Action Plan Completed</p> <hr/> <p>12/13/2010 - Gen Ed Rubric, scale of 1-3, ENG 090 students who completed the course scored as follows: 2a=2.5 [91%], 2b=58 [100%], 2c=2.5 [91%], 2d=2.25 [83%], 1a=2.83% [91%]. 1b =2.33 [83%]Holistic average=90.23%&gt;70% of benchmark. I modified the subject of the Illustration essay to include Critical Reasoning [Gen Ed 3]. Subject was 'Truth In Advertising, Should Government Intervene?' 3b=2.5%. Although I did not require purchasing an additional grammar book, I did add PP's for weak grammar areas as well as grammar worksheets for comma splices. Feedback from students was positive and skill level improved as per individual essay evaluation. English faculty met with Dean and requested a Special Topics course for Fall 2011, solely focused on grammar as the weakness is widespread amongst incoming freshman. TC</p> <p><b>Result Type:</b>  Benchmark Met  <b>Action Status:</b>  Action Plan Completed</p> <hr/> <p>05/11/2010 - ENG 060 students scored 2.5 on 2a,2b,2c,2d using the Gen Ed Rubric scale, 1-3. Only two students completed the course. Holistic average was 100%, exemplary or satisfactory, greater than benchmark, 70%. I will require that all 060 students purchase</p>	

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			<p>additional grammar book as required in ENG 090 in Fall 2010 and intend to spend more time on grammar in the future. TC</p> <p><b>Result Type:</b> Benchmark Met</p> <p><b>Action Status:</b> Action Plan In Progress</p> <hr/> <p>05/11/2010 - On the Gen Ed Rubric, scale of 1-3, ENG 090 students who completed the course scored as follows: 2a=2.5 (91%), 2b=2.58 (100%), 2c=2.5 (91%), 2d=2.25 (83%), 1a=2.83 (91%), 1b=2.33 (83%), 3b=2.5 (83%). Holistic average= 91.25%&gt;70% of benchmark. Grammar is still the weakest area, which has been confirmed by 121 instructors. I have selected a new grammar book for Fall, in addition to essay textbook, and will implement more grammar in classroom as well as assignments. I will also give grammar more weight</p> <p><b>Result Type:</b> Benchmark Met</p> <p><b>Action Status:</b> Action Plan In Progress</p> <p><b>Related Documents:</b> <a href="#">121 Feedback.Assessment. Spring 2010.docx</a></p>	
			<p>12/08/2009 - ENG 060 students scored as follows: 2a.86%, 2b.86%, 2c.=66%,2d.=73% Holistic score= 78% scored Exemplary or Satisfactory, greater than 70% Benchmark. Students at this level still struggle with attendance which relates to achievement and 6% have huge skill gaps exacerbating the problem. I</p>	<p>12/08/2009 - add another grammer component</p> <p><b>Follow-Up:</b> 12/13/2010 - additional grammar added 12/13/2010 - Grammar component added</p>

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			<p>will try to add more grammar. (TC)</p> <p><b>Result Type:</b> Benchmark Met</p> <p><b>Action Status:</b> Action Plan Completed</p>	
			<p>12/08/2009 - Using Gen Ed Rubric, ENG 090 students scored as follows: 2a=100%, 2b.=96%, 2c=92%, 2d=89%. Three students scored in the unsatisfactory category 2b,2c,2d. Holistic average=94%, greater than 70% Benchmark. 2c [examples] improved from previous assessment as did 2d, but still more work needs to be done on grammar. May add an additional grammar component. Added #1 in Gen Ed Rubric. Eighteen excerpts followed by literal content and critical thinking questions helped students focus and direct writing: 1a=92%, 1b=92%.</p> <p><b>Result Type:</b> Benchmark Met</p> <p><b>Action Status:</b> Action Plan Completed</p>	<p>12/08/2009 - add additional grammar component</p> <p><b>Follow-Up:</b> 12/13/2010 - additional grammar added</p>
			<p>05/05/2009 - Using Gen Ed Rubric, Developmental English students scored thusly: #3 [Exemplary]. 2a=80%, 2b=80%, 2c=50% and 2d=50%. #2 [Satisfactory]. 2a=20%, 2b=20%, 2c=50%, 2d=50%. No one scored in the Unsatisfactory category. Holistic average was 88%, greater than 70% of Benchmark, however, 2c [Examples] and 2d [Conventions] will have more focus in the coming semesters.(TC)</p> <p><b>Result Type:</b> Benchmark Met</p>	

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			<p><b>Action Status:</b> Action Plan In Progress</p> <hr/> <p>12/18/2009 - Fall 2009- ENG 090 200 - Twenty-four students were registered for this course at the beginning of the semester. Two students withdrew and two students did not finish the course. Of the students that finished the course 25% passed with an A; 30% passed with a B; and 45% passed with a C. MJV</p> <p><b>Result Type:</b> Benchmark Met</p> <p><b>Action Status:</b> Action Plan Completed</p> <hr/> <p>12/18/2009 - Fall 2009- ENG 060 250 - Nine students were registered at the beginning of the semester. Two students withdrew and four students did not finish the course. Of the three students that passed the class 66% passed with an A and 33% passed with a B. MJV</p> <p><b>Result Type:</b> Benchmark Met</p> <p><b>Action Status:</b> Action Plan Completed</p> <hr/>	
	<p>Program - Developmental Education - Math Lab Fall 2009 Completion Data - At least 70% of all students registered for classes in the Math Lab should be able to successfully complete their respective courses with a C or better.</p>	<p><b>Assessment Method:</b> Statistics were calculated for Math 030, 060, 090, 099, and 107 to determine the number of students that received an A, B, C, D, F, W, or I.</p> <p><b>Assessment Method Category:</b> Course Statistics</p> <p><b>Benchmark:</b> &gt; 70% of all students should be able</p>	<p>12/17/2009 - Completion rates for the Fall 2009 semester were extremely discouraging. It is our goal to have at least 70% of all registered students successfully pass their respective courses with a C or better, but the only course that met and exceeded that benchmark was the Math 107 course.</p>	

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		to successfully pass their courses with a grade of C or better.	<p>The completion rates for Math 060, 090, and 099 were fairly consistent with what they were in the Fall 2008 semester; however, the Math 030 success rate was much lower than it has been in the past. One possible explanation for this higher failure rate could be that a larger population of students was enrolled in Math 030, so there was a greater number of students entering the Math Lab with very low mathematics skills. Attendance also plays a major role in a student's success, and poor attendance was prevalent in all of the courses. Math Lab instructors will meet during in-service prior to the beginning of the next semester, and these results will be discussed. Suggestions will be taken for ways in which we can improve student success and attendance without diminishing the integrity and standards of the courses.</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="#">Fall 2009 Completion Data.xls</a></p>	
	<p>Program - Developmental Education - Fall 2009 Math 090 Final Exam Embedded Assessment - Students will be able to correctly set up and solve a word problem for the dimensions of a rectangle given its perimeter and the relationship between its dimensions.</p>	<p><b>Assessment Method:</b> Students were scored using a common rubric regarding whether or not the problem was set up and solved correctly.</p> <p><b>Assessment Method Category:</b> Embedded Course Assessment</p> <p><b>Benchmark:</b></p>	<p>12/20/2009 - The results of the Math 090 final exam embedded assessment for Fall 2009 were very discouraging. Only 38% of the 26 students that took the final exam were able to set up and solve the word problem correctly. Of the 26 students that took the final exam, 9</p>	

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		<p>All students were expected to attempt to set up and solve the problem. At least 70% of students were expected to both set up and solve the problem correctly.</p> <p><b>Related Documents:</b>  <a href="#">Fall 2009 Math 090 Embedded Assessment.xlsx</a></p>	<p>(35%) were unable to successfully to solve the problem. The most discouraging statistic is that 27% of all students that took the final either failed to even attempt the problem, or they simply guessed at an answer and were unable to provide any work to back up their answers. It is our goal to have a full 100% attempt to solve the problem and at least 70% do so successfully.</p> <p>Many students in the Math Lab struggle with word problems because many have poor reading skills and don't understand what is being asked in the problem. Still others have difficulty extrapolating what they've learned in previous lessons and applying it to problems that haven't already been set up for them. Instructors will continue to stress the importance of the work problems and will not allow students to skip them on homework assignments, as some students often try to do.</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="#">Fall 2009 Math 090 Embedded Assessment.xlsx</a></p>	
	<p>Program - Developmental Education - Fall 2009 Math 099 Final Exam Embedded Assessment - Students will be able to correctly set up and solve a motion problme for the rate of the stream given the rate of the motorboat and the distances</p>	<p><b>Assessment Method:</b> Students were scored using a common rubric regarding whether or not the problem was set up and solved correctly.</p> <p><b>Assessment Method Category:</b></p>	<p>12/20/2009 - The embedded test question on the Math 099 final exam was a motion problem that involved finding the speed of the stream given the distance and rate of the motorboat as it traveled up and</p>	

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	<p>traveled up and downstream in a given time.</p>	<p>Embedded Course Assessment  <b>Benchmark:</b>  All students were expected to attempt to set up and solve the problem. At least 70% of students were expected to both set up and solve the problem correctly.</p>	<p>downstream.</p> <p>The results of this assessment were very discouraging as only 29% of the students were able to both set up the problem and solve it correctly. While this statistic was disappointing, it was an increase of 8 percentage points over the last time this assessment was administered. The majority of the students attempted the problem (95%), but most had difficulty setting up the chart that enables them to set up the equations, so they were unable to solve the problem appropriately. Moreover, many gave answers that were not logically possible, indicating that these students don't possess a very strong number sense. Many students also have poor reading skills and struggle with the word problems because they have difficulty reading them and understanding what is being asked of them in the problem.</p> <p>Since several of these types of problems are already assigned throughout the semester, no changes will be made to the assignment sheet. Many students dislike word problems and tend to try to copy the answer from the back of the book or simply skip the word problems altogether. Instructors will continue to stress to students that homework assignments with skipped problems or problems that are turned in without showing work are incomplete, and the students will</p>	

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
			<p>not receive credit for such assignments. Students are also tested on this type of question in more than one chapter throughout the semester and this will continue to occur. However, more time will be spent explaining these types of problems while instructors are working with students during class</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="#">Fall 2009 Math 099 Final Exam Embedded Assessment.xlsx</a></p>	
	<p>Program - Developmental Education - Fall 2009 Math 107 Final Exam Embedded Assessment - Students should be able to successfully set up and solve a series of word problems that combine skills learned throughout the course.</p>	<p><b>Assessment Method:</b> Students 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>12/20/2009 - 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="#">Math 107 Fall 2009</a></p>	
	<p>Program - Developmental Education - Spring 2010 Math Lab Survey - See attached files</p>	<p><b>Assessment Method:</b> 93 students in the Math Lab were surveyed to assess their likes, dislikes, and suggestions for improvement upon the current method of instruction in the Math Lab.</p> <p><b>Assessment Method Category:</b> Survey</p> <p><b>Benchmark:</b></p>	<p>05/03/2010 - A much larger student population was surveyed in the Math Lab during the Spring 2010 semester compared to the Spring 2009 semester. The survey was intentionally administered several weeks earlier in the semester in an effort to get the opinions of all students, not just those that were able to successfully complete the</p>	

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
		<p>Receive a rating of at least 3.0 on each individual category that students graded the Math Lab upon (based upon a 4.0 scale). Have the majority (at least 50%) of all students surveyed feel that they were able to learn in the Math Lab and have a positive learning experience.</p>	<p>course.</p> <p>It was encouraging to note that students rated the Math Lab higher in all areas except for comfort of the Math Lab, which received the exact same rating as the previous spring semester. This category consistently receives the lowest grade of all of the individual categories, and an attempt was made to increase student satisfaction in this area by updating the Math Lab with all new, more modern furnishings.</p> <p>Special attention has been paid to the supervision students are receiving during testing, and it has paid off because we received considerably higher marks in that category than we ever have before. Test proctors will continue to pay close attention to students while they are testing in the future, but beyond that, no further changes will be made regarding the handling of tests and students testing in the Math Lab.</p> <p>While far too few students are still utilizing the free tutoring services offered on campus, there was a marked increase in the number of students that either met with a tutor or attended open lab for additional assistance. Twice as many students had a tutor and nearly three times as many students attended open lab as compared to the previous spring semester. Tutoring will continue to be stressed in subsequent semesters as far too</p>	

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
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many students allow themselves to fall behind schedule at some point in the semester.

It is always gratifying to note that the vast majority of students (94%) had a positive experience in the Math Lab and 97% felt that they were able to learn in that type of setting. Since a fairly large number of students (43%) stated that they would prefer a lecture, class, however, an attempt will be made in the fall to accommodate these students by offering brief pod-cast lectures prepared by a Math Lab instructor on the topics that students most frequently struggle with. We will also be updating to new editions of our current textbooks in the fall, and the new textbooks will have instructor-driven "You-Tube" videos that accompany each of the chapter tests. Hopefully, these lecture-like additions will be of benefit to students that have stated that they like the self-paced environment of the Math Lab but would also like an occasional brief lecture on difficult topics.

When possible in the future, we will continue to attempt to implement plausible student suggestions garnered from this survey as student success and satisfaction are our ultimate goals.

**Result Type:**  
Benchmark Met  
**Action Status:**

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
			<p>Action Plan In Progress</p> <p><b>Related Documents:</b>  <a href="#">Spring 2010 Analysis.xls</a>  <a href="#">AVERAGE GRADE.doc</a>  <a href="#">DISLIKES.docx</a>  <a href="#">LIKES.docx</a>  <a href="#">STUDENT PROGRESS.docx</a>  <a href="#">SUGGESTIONS FOR IMPROVEMENT.docx</a>  <a href="#">WHAT PUT YOU BEHIND SCHEDULE.docx</a>  <a href="#">CHANGES MADE AS A RESULT OF STUDENT SUGGESTIONS.doc</a></p>	
	<p>Program - Developmental Education - Fall 2009 Attendance Vs. Grade Correlation for the Math Lab - Students with few absences (&lt;6 absences) should be able to successfully pass their respective courses with a C or better while students with excessive absences (&gt;6 absences) are expected to fail or be forced to withdraw from their courses.</p>	<p><b>Assessment Method:</b>  Instructors rate students upon whether or not they were correctly placed into a class based upon their ability. Student absences are then totaled, and a tally is kept of the number of absences students that passed their courses with a C or better had vs. the number of absences students that failed or withdrew from their courses had.</p> <p><b>Assessment Method Category:</b>  Course Statistics</p> <p><b>Benchmark:</b>  It is expected that &gt;70% of students with few absences (&lt;6 absences) will successfully pass their courses with a C or better.</p>	<p>12/22/2009 - In analyzing the correlation between a student's attendance and his grades for the Fall 2009 semester in the Math Lab, it is very obvious that a student's attendance plays a huge role in whether or not a student is able to successfully pass his/her course. In general, students that either failed a course or were forced to withdraw from a course had 3-4 times the number of absences as those students that were able to successfully pass their courses with an A, B, or C. Many students that failed or withdrew from a course missed more than 50% of the scheduled class sessions. Students in the Math Lab are offered numerous opportunities for extra assistance to enhance their chances to succeed in their courses, such as free one-on-one tutoring in the Learning Center, free drop-in tutoring and testing opportunities in the Math Lab during open lab sessions, and final review workshops</p>	

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
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for which bonus points were offered to those students that attended. It is impossible for students to take advantage of these opportunities, however, if they are unwilling to attend them. Only 13 students attended the final review workshops, and only 14% of the students surveyed in the Math Lab attended regular tutoring sessions. The results of this study will be posted in the Math Lab and pointed out to students on the first day of class as they have been the past several semesters, but until students decide that they are going to fully commit to the classes they've enrolled in by attending class and working diligently while they are in class, I expect to see the same trend in future semesters.

**Result Type:**  
Benchmark Met  
**Action Status:**  
Action Plan In Progress

**Related Documents:**  
[Fall 2009 Attendance Vs. Grade Correlation.docx](#)  
[Math 030.xls](#)  
[Math 060.xls](#)  
[Math 090.xls](#)  
[Math 099.xls](#)  
[Math 107.xls](#)

Program - Developmental Education - Spring 2010 Math 090 Final Exam Embedded Assessment - Students will be able to correctly set up and solve a word problem for the dimensions of a rectangle given its

**Assessment Method:**  
Students were scored using a common rubric regarding whether or not the problem was set up and solved correctly.  
**Assessment Method Category:**

05/16/2010 - The embedded test question on the Math 090 final exam was a problem that involved calculating the dimensions of a rectangle given the perimeter of the figure and the relationship among

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
	<p>perimeter and the relationship between its dimensions.</p>	<p>Embedded Course Assessment</p> <p><b>Benchmark:</b> All students were expected to attempt to set up and solve the problem. At least 70% of students were expected to both set up and solve the problem correctly.</p> <p><b>Related Documents:</b> <a href="#">Spring 2010 No S#.xlsx</a></p>	<p>the dimensions.</p> <p>All of the students at least attempted to solve the problem, although six students did not show work to support their answer. Seventy-four percent of the students had the correct answer for the problem, either by setting it up and solving the problem correctly, or by using trial and error to obtain the correct answer.</p> <p>The results of this assessment were very encouraging because it appears that the vast majority of students showed some degree of understanding the problem and the multiple procedures needed to solve the problem correctly. Our benchmark was to have at least 70% of all students correctly solve the problem, and we surpassed that goal by four percentage points. Moreover, 9% more students were able to successfully solve this problem when compared to the previous spring semester. As a result, no changes will be made to the assignment sheet next semester as it appears that students understood the mechanics of this type of problem and don't need additional practice problems for this topic.</p> <p><b>Result Type:</b> Benchmark Met</p> <p><b>Action Status:</b> Action Plan In Progress</p> <p><b>Related Documents:</b> <a href="#">Spring 2010 No S#.xlsx</a></p>	

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
	<p>Program - Developmental Education - Spring 2010 Math Lab Completion Data - At least 70% of all students registered for classes in the Math Lab should be able to successfully complete their respective courses with a C or better.</p>	<p><b>Assessment Method:</b>  Statistics were calculated for Math 030, 060, 090, 099, and 107 to determine the number of students that received an A, B, C, D, F, W, or I.</p> <p><b>Assessment Method Category:</b>  Course Statistics</p> <p><b>Benchmark:</b>  &gt; 70% of all students should be able to successfully pass their courses with a grade of C or better.</p> <p><b>Related Documents:</b>  <a href="#">Spring 2010 Grade Analysis.xls</a></p>	<p>05/16/2010 - The completion rates for most of the courses offered in the Math Lab during the Spring 2010 semester were generally very discouraging. It is our goal to have at least 70% of all students successfully pass their respective courses; however, that goal was not met in any of the courses. The high level of failure/withdrawal in each of these courses can mainly be attributed to extremely poor attendance. In Math 030 for example, the students that failed were absent for an average of 18 classes. This means that they were absent for well over half of the scheduled class times. Those that were successful ,however, only missed class an average of 8 classes. The same trends hold true for each of the other courses. In general, the students that had success also demonstrated good attendance, and those that were unsuccessful (either by failing or withdrawing from the course before its completion) had very poor attendance. The importance of attendance is continually stressed in the Math Lab, yet students don't seem to be taking our advice very seriously. In attempt to continue to draw their attention to the relationship between non-attendance and failure, an attendace vs. grade correlation graph has been prepared for each course showing the results from the previous semester. These graphs will be posted in the Math Lab so that students will have a visual reminder that shows that the</p>	

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
			<p>students that attend class most frequently are also those students that are most successful .</p> <p>One encouraging note was found in the Math 099 course. While our goal of 70% successful completion was not met in that course, great improvements were made in the number of students that were able to complete the course with a passing grade when compared to the previous spring semester. A full 17% more students were successful in the spring of 2010 than in the spring of 2009. It is also interesting to note that while the Math 099 class had the greatest percentage of students that were able to successfully complete the course, it was also the best attended class of the four developmental courses held in the Math Lab. Students that successfully passed Math 099 only missed an average of 3 classes out of the 47 scheduled classes. That means that successful students were present about 94% of the time. This data seems to further support our belief that students that put forth the time and effort that is expected of them can and will be successful in the Math Lab.</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="#">Spring 2010 Grade Analysis.xls</a></p>	

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
	<p>Program - Developmental Education - Spring 2010 Attendance Vs. Grade Correlation for the Math Lab - Students with few absences (&lt;6 absences) should be able to successfully pass their respective courses with a C or better while students with excessive absences (&gt;6 absences) are expected to fail or be forced to withdraw from their courses.</p>	<p><b>Assessment Method:</b> Instructors rate students upon whether or not they were correctly placed into a class based upon their ability. Student absences are then totaled, and a tally is kept of the number of absences students that passed their courses with a C or better had vs. the number of absences students that failed or withdrew from their courses had.</p> <p><b>Assessment Method Category:</b> Course Statistics</p> <p><b>Benchmark:</b> It is expected that &gt;70% of students with few absences (&lt;6 absences) will successfully pass their courses with a C or better.</p>	<p>05/19/2010 - Analysis of the correlation between a student's attendance and the grade the student received once again consistently showed that those students that were able to successfully pass their classes with a C or better were also those students that attended the class most frequently. This trend has been seen for the past several semesters that this data was collected and has held true regardless of the course level (Math 030, 060, 090, 099, 107) and regardless of whether or not the student's instructor felt that the student was placed into a class appropriate for his/her ability. Moreover, students that failed (D or F) or withdrew from their courses had anywhere from two to four times as many absences as those that were successful in the completion of the course.</p> <p>Instructors in the Math Lab have always known that the students that come to class regularly are the students that are most successful in passing their courses. In order to draw everyone else's attention to this phenomena, the results of this type of study have been published on TSJC's assessment web site. They will also continue to be posted on a bulletin board just inside the entrance to the Math Lab for all current and future students to see. The importance of attendance to student success is always stressed during orientation to the Math Lab</p>	

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
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class, and this practice will continue.

During the spring 2010 semester, students with excessive unexcused absences were reported to the Student Success Center intervention specialist who attempted to track down these students and offer them assistance if it was warranted. This process wasn't terribly successful as many of these students still never or rarely attended class, but since a few were able to be reached and brought back into class, this procedure of reporting absent students will be continued in the future.

See attached documents for complete results.

**Result Type:**  
Benchmark Met  
**Action Status:**  
Action Plan In Progress

**Related Documents:**  
[Math 030.xls](#)  
[Math 060.xls](#)  
[Math 090.xls](#)  
[Math 099.xls](#)  
[Math 107.xls](#)  
[Spring 2010 Attendance vs. Grade Correlation.docx](#)

Program - Developmental Education - Spring 2010 Math 099 Final Exam Embedded Assessment - Students will be able to correctly set up and solve a motion problem for the rate of the stream given the rate of the motorboat and the distances

**Assessment Method:**  
Students were scored using a common rubric regarding whether or not the problem was set up and solved correctly.  
**Assessment Method Category:**  
Embedded Course Assessment

05/19/2010 - The embedded test question on the Math 099 final exam was a motion problem that involved finding the speed of the stream given the distance and rate of the motorboat as it traveled up and downstream.

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
	<p>traveled up and downstream in a given time.</p>	<p><b>Benchmark:</b> All students were expected to attempt to set up and solve the problem. At least 70% of students were expected to both set up and solve the problem correctly.</p>	<p>The results of this assessment were encouraging when compared to the results of the previous spring semester. This semester, 56% of all Math 099 students were able to both set up and solve the problem correctly. In the previous spring semester, only 21% of the students were able to set up and solve the problem correctly. While we still would like to see a much greater percentage of students possess the knowledge and ability to solve this type of problem correctly, it appears that we are making great strides in accomplishing this goal. After the previous semester's poor results, instructors decided that perhaps more time needed to be spent explaining this type of problem when students asked for help with their homework problems. It appears that this technique has helped with student's understanding and retention in regards to this type of word problem. To further enhance the student's understanding of difficult material, brief podcasts will be prepared for the fall semester for each of the topics students typically struggle with (including word problems like this one). These podcasts will be comparable to a mini lecture on each of these topics that students can view at their own leisure if they are experiencing difficulty with a topic while working on their homework outside of class time.</p> <p><b>Result Type:</b> Benchmark Not Met</p>	

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
			<p><b>Action Status:</b> Action Plan In Progress</p> <p><b>Related Documents:</b> <a href="#">Spring 2010 Math 099 Embedded Assessment No S#.xlsx</a></p>	
	<p>Program - Early Childhood Education - Critical Thinking - Collect, analyze and present lab and/or practicum data and advocacy data in specific report format and on examinations.</p>	<p><b>Assessment Method:</b> See related ECE Lab/Practicum Grading Rubric</p> <p><b>Assessment Method Category:</b> Lab/Practicum/Clinical</p> <p><b>Benchmark:</b> 80% of the students will achieve grades of 70% or higher.</p> <p><b>Related Documents:</b> <a href="#">ECPRubric07.htm</a></p>	<p>12/21/2008 - A total of 3 student was enrolled in ECE 289 which covers information relating to practicum experiences in the classroom as a student teacher. Both pre and post assessment were given with scores ranging between 35-40, while post assessment scores, completed by the three students, were 90 each. Required assignments include, a portfolio of activity and lesson plans, guidance strategies for 2 children, a diary/journal of teaching experiences when the student is responsible for all lesson planning and all aspects of maintaining the classroom for 8 days, webs created with the children, planning and implementing a project over a period of 3-4 weeks, 2 documentation panels and a presentation to the class regarding their project.</p> <p>Analysis: All of the above methods are useful teaching and assessment tools. SB</p> <p><b>Result Type:</b> Benchmark Met</p> <p><b>Action Status:</b> Action Plan In Progress</p>	<p>12/21/2008 - Continuance: I will continue to require Early Childhood Building Blocks in Reading &amp; Writing and in Math to be coded on lesson plans, as well as Quality Standards for Curriculum. Colorado?s K-2nd grade standards will be reviewed, as related to K-2 observations. I will continue to require the project to be planned and implemented at least one week earlier. I will continue to assign 2 activity plans, emphasizing the transition in and out activities and objectives. I will continue the project approach, documentation assigned, and the completed Project Journal. SB</p> <p>Results of Prior: I will continue to require Early Childhood Building Blocks in Reading &amp; Writing and in Math to be coded on lesson plans, as well as Quality Standards for Curriculum. Colorado?s K-2nd grade standards will be reviewed, as related to K-2 observations. I will continue to require the project to be planned and implemented at least one week earlier. I will continue to assign 2 activity plans, emphasizing the transition in and out activities and objectives. I will continue the project approach, documentation</p>

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
				assigned, and the completed Project Journal.
		<b>Assessment Method:</b> Student will observe, record observations, and use data to complete assessment of 1 child <b>Assessment Method Category:</b> Portfolio <b>Benchmark:</b> 80% of students will achieve grade 70% or higher.		
	Program - Fine Woodworking - Design functional furniture - Student will be able to produce drawings that will create furniture that will be functional and structurally sound.	<b>Assessment Method:</b> The student will produce and turn in to the instructor a physical drawing, a scale or full size model of a piece of furniture. The instructor will evaluate and critique the design. <b>Assessment Method Category:</b> Embedded Course Assessment		

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
GEO 4 - Solve problems using logic, mathematics, computers, and creative thinking	Program - Agri-Business Technology - GenEd - 4a. Perform the mechanics of solving the problem. 4b. Determine a realistic answer (approximation) and qualify result 4c. Demonstrates ability to use computer (or appropriate technology) as the appropriate tool 4d. Demonstrates creative thinking 3c. Evaluates evidence (data) for accuracy and relevance 3d. Identifies implications of argument, situation or action	<b>Assessment Method:</b> IRS Form 4562 filled out per student, these results will be descriptive statistics. <b>Assessment Method Category:</b> Embedded Course Assessment <b>Benchmark:</b> At least 75% of the students will score 2=Satisfactory or higher.		

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
	<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 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>04/29/2009 - My PHY212 class submitted reports on the hydrogen spectra lab while PHY112 submitted reports on the photoelectric effect. Grades for individual sections (abstract, intro/proc, theory, calculations, conclusions, discussion) were mostly 4/4 except for the conclusion section (one 2 and the rest 3 out of 4). Students' first lab report grades were almost this good; holistic scores increased from 83% to 95% (additive incr of 12%, multiplicative incr of 14%). RP</p> <p><b>Result Type:</b> Benchmark Not Met</p> <p><b>Action Status:</b> Action Plan Completed</p>	<p>05/07/2009 - Need to start fall semester with single-section writing. First, give theory section and have students write conclusion. Second report ask for just intro/proc and theory, then full report. Need at least two reports in spring. RP</p> <p><b>Follow-Up:</b> 05/14/2010 - I broke lab reports into parts (calculation section only - all scores above 95%), then intro/proc. plus theory (all but one scored at least 86%, and the one was 71% due largely to very heavy course load). Finally a full lab resulted in all above 95%, but one 65% because of the student's work-load in addition to this course). In summary, I think this is the way to do lab reports. (rp)</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 - PHY 112 and 212 scored 100% on these exercises in lab (I was present and provided individualized guidance throughout). RP</p> <p><b>Result Type:</b> Benchmark Met</p> <p><b>Action Status:</b> Action Plan Completed</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</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>

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
			<p>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 Completed</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 (which is an understandable mistake to make), 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 64% could correctly compute the distance from a parallax angle. (RP)</p>
<p>Program - Construction Tech - Math Skills - The students will learn the basic math functions and formulas to complete construction calculations.</p>				
<p>Program - Criminal Justice - CRJ Reporting - Collect, analyze and present data in a specific report format typical of a Criminal Justice</p>		<p><b>Assessment Method:</b> FINAL PROJECT? SEE SCHEDULE BELOW: Reports, assignments and written</p>		

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
	professional.	<p>examinations. NEEDS TO BE MORE SPECIFIC Standard 0-100 pt scale (SEE ATTACHED RUBRIC??).</p> <p><b>Assessment Method Category:</b> Capstone Course/Project</p> <p><b>Benchmark:</b> 90% of students will perform at a 70% or higher level.</p>		
	<p>Program - Developmental Education - Math - Perform mathematics at a level necessary to function in college-level courses.</p>	<p><b>Assessment Method:</b> Completion Analysis: Because student attendance directly affects their ability to pass their respective courses, statistics from MAT 030, 060, 090, and 099 (formerly 106): #enroll, #succeed (A,B,C,D), #withdraw, #incompletes will be tallied by the math-lab supervisor these courses at the end of each semester and submit results here.</p> <p><b>Assessment Method Category:</b> Course Statistics</p> <p><b>Benchmark:</b> &gt;70% rate of success in developmental math courses should successfully pass their courses with a grade of C or better.</p>	<p>05/18/2009 - The completion rates for most of the courses offered in the Math Lab during the Spring 2009 semester were very discouraging. It is our goal to have at least 70% of all students successfully pass their respective courses; however, that goal was only met in the Math 060 course. The high level of failure/withdrawal in the other courses can mainly be attributed to extremely poor attendance. In Math 030, the students that failed were absent for an average of 23 classes, while the students that withdrew were absent for an average of 24 class periods. Those that were successful only missed class a little over 8 times. In Math 090, those students that failed the course were absent 23 times, while the students that were successful in passing the course only had an average of a little over 5 absences. The same trend holds true for Math 106 in which the students that were successful in the course only had an average of 4.1 absences, while those that failed missed class an average of 23 times. The</p>	<p>05/18/2009 - In attempt to draw their attention to this problem of non-attendance and failure, an attendance vs. grade correlation graph has been prepared for each course showing the results from the previous semester. These graphs will be posted in the Math Lab so that students will have a visual reminder that shows that the students that attend class most frequently are also those students that are most successful in their respective courses.</p>

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
			<p>importance of attendance is continually stressed in the Math Lab, yet students don't seem to be taking our advice very seriously. In attempt to draw their attention to this problem of non-attendance and failure, an attendace vs. grade correlation graph has been prepared for each course showing the results from the previous semester. These graphs will be posted in the Math Lab so that students will have a visual reminder that shows that the students that attend class most frequently are also those students that are most successful in their respective courses.</p> <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="#">Spring 2009.xls</a></p> <hr/> <p>12/18/2008 - In comparing the Math Lab Grade Analysis from Fall 2008 to Fall 2007, it appears that in some courses we are still falling short of our goal of having at least 70% of students successfully complete the course. As in the past, the majority of students who were unsuccessful in their courses had a significant number of absences. In addition, very few students (4) had tutors this semester, although many more were encouraged to receive tutoring. Supplemental instruction (SI) sessions were not offered this semester because they were so poorly attended in the past, but final review workshops were offered</p>	

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
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as a means to help students prepare for their final exams. A total of five students attended those sessions.

On a positive note, gains were made in the number of students who successfully completed Math 030 and Math 106 this semester. In addition, five students successfully completed both Math 030 and Math 060 in the same semester. Next semester, a lecture section of Math 106 will be added to the schedule to accommodate those students that prefer a more traditional, lecture-style class. Students in the Math Lab seemed more easily distracted from their work this semester than usual, and much of that distraction had been attributed to the use of cell phones for text messaging. Cell phones are banned during class, but many students still tried to hide them in their laps so that they could continue to send text messages while they were in class. Next semester, a statement will be added to the syllabus that states that students will lose 5 points each time they are caught using a cell phone during class. Hopefully, this will be a deterrent to this distraction that has been preventing students from concentrating on the task at hand for more than a few seconds at a time.  
(lw)

**Result Type:**  
Benchmark Met  
**Action Status:**  
Action Plan In Progress

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
		<p><b>Assessment Method:</b> Mathlab Survey: Survey to assess students likes, dislikes, and suggestions for improvement upon the current method of instruction in the Math Lab.</p> <p><b>Assessment Method Category:</b> Survey</p> <p><b>Benchmark:</b> Receive a rating of at least 3.0 on each individual category that students graded the Math Lab upon (based upon a 4.0 scale). Have the majority (at least 50%) of all students surveyed feel that they were able to learn in the Math Lab and have a positive learning experience.</p>	<p><b>Related Documents:</b> <a href="#">Fall 2008 Completion Data.xls</a></p> <p>05/18/2009 - Students surveyed in the Math Lab during the Spring 2009 semester showed a higher degree of satisfaction in nearly all areas, compared with students surveyed during the Spring 2008 semester. The only area showing a slight decrease was that of the individualized attention students felt they received, and that only amounted to a decrease of 0.05 points. Moreover, more students reported being either on schedule or ahead of schedule than they had reported during the previous spring semester. The most exciting result was that there wasn't a single student that felt that he/she had a negative experience in the Math Lab. It is our goal to make sure that all students have a positive, educational, and rewarding experience in the Math Lab, and I feel that our goal was met.</p> <p>Due to a combination of budget constraints and the fact that the overwhelming majority of students (70%) stated they would not prefer a traditional, lecture-style class, no major changes in the format of our developmental classes will be made for next semester. However, students will be strongly encouraged to obtain tutoring, either individually or through open lab, because far too few students are still utilizing this important, free service that is being offered to</p>	

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
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them.  
**Result Type:**  
 Benchmark Met  
**Action Status:**  
 Action Plan In Progress

- Related Documents:**  
[Spring 2009.xls](#)  
[DISLIKES.docx](#)  
[LIKES.docx](#)  
[AVERAGE GRADE.doc](#)  
[STUDENT PROGRESS.docx](#)  
[SUGGESTIONS FOR IMPROVEMENT.docx](#)  
[WHAT PUT YOU BEHIND SCHEDULE.docx](#)

12/18/2008 - Upon comparing the Math Lab survey results from fall 2007 to fall 2008, the data that stood out the most involved the number of students that were able to either stay on schedule or work ahead of schedule this semester compared to the previous fall semester. Because so many students were able to stay on task this semester, the number of students that were behind schedule this semester dropped by 20 percentage points!!. Part of this can be attributed to the new 4 day week that was implemented this semester. Because students had to attend class fewer times, attendance was better and students were able to get more accomplished during the longer class times.

One discouraging statistic involved the very small number of students that are taking advantage of the

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
			<p>free tutoring services offered on campus, both through the Learning Center and in the Math Lab during open lab hours. Math Lab staff will continue to offer and stress the importance of tutoring in upcoming semesters.</p> <p>Even though a smaller number of students suggested that they would prefer a traditional lecture style class than in the past, a lecture section of Math 106 will be offered next spring to accommodate those students that feel that they can learn better in a more traditional style class.</p> <p>Since the assessments for all of the other categories are well within an acceptable range, no other changes will be made in the Math Lab for the spring semester. (LW)</p> <p><b>Result Type:</b> Benchmark Met</p> <p><b>Action Status:</b> Action Plan In Progress</p> <p><b>Related Documents:</b> <a href="#">Spring 2009.xls</a></p>	
		<p><b>Assessment Method:</b> Attendance vs. Grade Correlation Spreadsheet is developed for each course in mathlab with attendance and grade information.</p> <p><b>Assessment Method Category:</b> Course Statistics</p> <p><b>Benchmark:</b> ?</p>	<p>05/18/2009 - Students that attend class regularly (have less than 6 absences) per semester are far more likely to successfully pass their respective courses with a C or better than those students with excessive absences (greater than 6 absences). (lw)</p> <p><b>Result Type:</b> Benchmark Met</p> <p><b>Action Status:</b></p>	

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
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Action Plan In Progress

**Related Documents:**

- [Spring 2009.docx](#)
- [Math 030.xls](#)
- [Math 090.xls](#)
- [Math 106.xls](#)
- [Math 107.xls](#)
- [Math 060.xls](#)

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12/18/2008 - Analysis of the correlation between a student's attendance and the grade the student received consistently showed that those students that were able to successfully pass their classes with a C or better were also those students that attended the class most frequently. In general, this trend held true regardless of the course level (Math 030, 060, 090, 106, 107), and regardless of whether or not the student's instructor felt that the student was placed into a class appropriate for his/her ability. Moreover, students that failed (D or F) or withdrew from their courses had two to three times as many absences as those who were successful in the completion of the course.

Instructors in the Math Lab have always known that the students that come to class regularly are the students that are most successful in passing their courses, so in order to draw everyone else's attention to this phenomena, the results of this study will be published on TSJC's assessment web site. They will also be posted in the Math Lab for all current and future students to see. The importance of attendance to

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
			<p>student success is always stressed during orientation to the Math Lab that is held during the first day of class, and this practice will continue. In the future, when progress reports are handed out to students at mid-term and at regular intervals throughout the semester, students with an excessive number of absences (more than 6) will be strongly encouraged to make up the excessive absences during open lab hours.</p> <p><b>Result Type:</b> Benchmark Met</p> <p><b>Action Status:</b> Action Plan In Progress</p> <p><b>Related Documents:</b> <a href="#">Analysis of results.docx</a></p>	
	<p>Program - Developmental Education - Spring 2009 Math 090 Final Exam Embedded Assessment - Students will be able to correctly set up and solve a word problem for the dimensions of a rectangle given its perimeter and the relationship between its dimensions.</p>	<p><b>Assessment Method:</b> Students were scored using a common rubric regarding whether or not the problem was 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 problem. At least 70% of students were expected to both set up and solve the problem correctly.</p>	<p>05/13/2009 - The embedded test question on the Math 090 final exam was a problem that involved calculating the dimensions of a rectangle given the perimeter of the figure and the relationship among the dimensions.</p> <p>The majority of the 23 students at least attempted to solve the problem or partially solved the problem correctly, with only 2 students failing to even attempt to set up the problem. Sixty-five percent of the students had the correct answer for the problem, either by setting it up and solving the problem correctly, or by using trial and error to obtain the correct answer.</p>	

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
			<p>The results of this assessment were very encouraging because it appears that the vast majority of students showed some degree of understanding the problem and the multiple procedures needed to solve the problem correctly. As a result, no changes will be made to the assignment sheet next semester as it appears that students understood the mechanics of this type of problem and don't need additional practice problems for this topic.</p> <p><b>Result Type:</b> Benchmark Not Met</p> <p><b>Action Status:</b> Action Plan In Progress</p>	
	<p>Program - Developmental Education - Math Lab Fall 2009 Completion Data - At least 70% of all students registered for classes in the Math Lab should be able to successfully complete their respective courses with a C or better.</p>	<p><b>Assessment Method:</b> Statistics were calculated for Math 030, 060, 090, 099, and 107 to determine the number of students that received an A, B, C, D, F, W, or I.</p> <p><b>Assessment Method Category:</b> Course Statistics</p> <p><b>Benchmark:</b> &gt; 70% of all students should be able to successfully pass their courses with a grade of C or better.</p>	<p>12/17/2009 - Completion rates for the Fall 2009 semester were extremely discouraging. It is our goal to have at least 70% of all registered students successfully pass their respective courses with a C or better, but the only course that met and exceeded that benchmark was the Math 107 course.</p> <p>The completion rates for Math 060, 090, and 099 were fairly consistent with what they were in the Fall 2008 semester; however, the Math 030 success rate was much lower that it has been in the past. One possible explanation for this higher failure rate could be that a larger population of students was enrolled in Math 030, so there was a greater number of students entering</p>	

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
			<p>the Math Lab with very low mathematics skills. Attendance also plays a major role in a student's success, and poor attendance was prevalent in all of the courses. Math Lab instructors will meet during in-service prior to the beginning of the next semester, and these results will be discussed. Suggestions will be taken for ways in which we can improve student success and attendance without diminishing the integrity and standards of the courses.</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="#">Fall 2009 Completion Data.xls</a></p>	
	<p>Program - Developmental Education - Fall 2009 Math 090 Final Exam Embedded Assessment - Students will be able to correctly set up and solve a word problem for the dimensions of a rectangle given its perimeter and the relationship between its dimensions.</p>	<p><b>Assessment Method:</b> Students were scored using a common rubric regarding whether or not the problem was 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 problem. At least 70% of students were expected to both set up and solve the problem correctly.</p> <p><b>Related Documents:</b> <a href="#">Fall 2009 Math 090 Embedded Assessment.xlsx</a></p>	<p>12/20/2009 - The results of the Math 090 final exam embedded assessment for Fall 2009 were very discouraging. Only 38% of the 26 students that took the final exam were able to set up and solve the word problem correctly. Of the 26 students that took the final exam, 9 (35%) were unable to successfully solve the problem. The most discouraging statistic is that 27% of all students that took the final either failed to even attempt the problem, or they simply guessed at an answer and were unable to provide any work to back up their answers. It is our goal to have a full 100% attempt to solve the problem and at least 70% do so successfully.</p>	

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
			<p>Many students in the Math Lab struggle with word problems because many have poor reading skills and don't understand what is being asked in the problem. Still others have difficulty extrapolating what they've learned in previous lessons and applying it to problems that haven't already been set up for them. Instructors will continue to stress the importance of the work problems and will not allow students to skip them on homework assignments, as some students often try to do.</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="#">Fall 2009 Math 090 Embedded Assessment.xlsx</a></p>	
	<p>Program - Developmental Education - Spring 2009 Math 106 Final Exam Embedded Assessment - Students will be able to correctly set up and solve a motion problem for the rate of the stream given the rate of the motorboat and the distances traveled up and downstream in a given time.</p>	<p><b>Assessment Method:</b> A common rubric was used to score students on their ability to correctly set up and solve a motion problem.</p> <p><b>Assessment Method Category:</b> Embedded Course Assessment</p> <p><b>Benchmark:</b> All students were expected to attempt this problem and at least 70% of students are expected to be able to correctly set up the word problem and obtain the correct answer.</p>	<p>05/18/2009 - The embedded test question on the Math 106 final exam was a motion problem that involved finding the speed of the stream given the distance and rate of the motorboat as it traveled up and downstream.</p> <p>The results of this assessment were very discouraging as only 21% of the students were able to both set up the problem and solve it correctly. The majority of the students attempted the problem, but most had difficulty setting up the chart that enables them to set up the equations, so they were unable to</p>	<p>05/18/2009 - Since several of these types of problems are already assigned throughout the semester, no changes will be made to the assignment sheet. However, more time will be spent explaining these types of problems while instructors are working with students during class time.</p>

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
			<p>solve the problem appropriately. Moreover, many gave answers that were not logically possible, indicating that these students don't possess a very strong number sense.</p> <p><b>Result Type:</b> Benchmark Not Met</p> <p><b>Action Status:</b> Action Plan In Progress</p>	
	<p>Program - Developmental Education - Fall 2009 Math 099 Final Exam Embedded Assessment - Students will be able to correctly set up and solve a motion problem for the rate of the stream given the rate of the motorboat and the distances traveled up and downstream in a given time.</p>	<p><b>Assessment Method:</b> Students were scored using a common rubric regarding whether or not the problem was 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 problem. At least 70% of students were expected to both set up and solve the problem correctly.</p>	<p>12/20/2009 - The embedded test question on the Math 099 final exam was a motion problem that involved finding the speed of the stream given the distance and rate of the motorboat as it traveled up and downstream.</p> <p>The results of this assessment were very discouraging as only 29% of the students were able to both set up the problem and solve it correctly. While this statistic was disappointing, it was an increase of 8 percentage points over the last time this assessment was administered. The majority of the students attempted the problem (95%), but most had difficulty setting up the chart that enables them to set up the equations, so they were unable to solve the problem appropriately. Moreover, many gave answers that were not logically possible, indicating that these students don't possess a very strong number sense. Many students also have poor reading skills and struggle with the word problems because they have difficulty reading them and</p>	

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
			<p>understanding what is being asked of them in the problem.</p> <p>Since several of these types of problems are already assigned throughout the semester, no changes will be made to the assignment sheet. Many students dislike word problems and tend to try to copy the answer from the back of the book or simply skip the word problems altogether. Instructors will continue to stress to students that homework assignments with skipped problems or problems that are turned in without showing work are incomplete, and the students will not receive credit for such assignments. Students are also tested on this type of question in more than one chapter throughout the semester and this will continue to occur. However, more time will be spent explaining these types of problems while instructors are working with students during class</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="#">Fall 2009 Math 099 Final Exam Embedded Assessment.xlsx</a></p>	
	<p>Program - Developmental Education - Fall 2009 Math 107 Final Exam Embedded Assessment - Students should be able to successfully set up and solve a series of word problems that combine skills learned throughout the course.</p>	<p><b>Assessment Method:</b> Students 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></p>	<p>12/20/2009 - See attached document</p> <p><b>Result Type:</b> Benchmark Not Met</p> <p><b>Action Status:</b> Action Plan In Progress</p>	

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
		<p>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.</p>	<p><b>Related Documents:</b> <a href="#">Math 107 Fall 2009</a></p>	
	<p>Program - Developmental Education - Spring 2010 Math Lab Survey - See attached files</p>	<p><b>Assessment Method:</b> 93 students in the Math Lab were surveyed to assess their likes, dislikes, and suggestions for improvement upon the current method of instruction in the Math Lab. <b>Assessment Method Category:</b> Survey <b>Benchmark:</b> Receive a rating of at least 3.0 on each individual category that students graded the Math Lab upon (based upon a 4.0 scale). Have the majority (at least 50%) of all students surveyed feel that they were able to learn in the Math Lab and have a positive learning experience.</p>	<p>05/03/2010 - A much larger student population was surveyed in the Math Lab during the Spring 2010 semester compared to the Spring 2009 semester. The survey was intentionally administered several weeks earlier in the semester in an effort to get the opinions of all students, not just those that were able to successfully complete the course.</p> <p>It was encouraging to note that students rated the Math Lab higher in all areas except for comfort of the Math Lab, which received the exact same rating as the previous spring semester. This category consistently receives the lowest grade of all of the individual categories, and an attempt was made to increase student satisfaction in this area by updating the Math Lab with all new, more modern furnishings.</p> <p>Special attention has been paid to the supervision students are receiving during testing, and it has paid off because we received considerably higher marks in that category than we ever have before. Test proctors will continue to pay close attention to students while</p>	

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
			<p>they are testing in the future, but beyond that, no further changes will be made regarding the handling of tests and students testing in the Math Lab.</p> <p>While far too few students are still utilizing the free tutoring services offered on campus, there was a marked increase in the number of students that either met with a tutor or attended open lab for additional assistance. Twice as many students had a tutor and nearly three times as many students attended open lab as compared to the previous spring semester. Tutoring will continue to be stressed in subsequent semesters as far too many students allow themselves to fall behind schedule at some point in the semester.</p> <p>It is always gratifying to note that the vast majority of students (94%) had a positive experience in the Math Lab and 97% felt that they were able to learn in that type of setting. Since a fairly large number of students (43%) stated that they would prefer a lecture, class, however, an attempt will be made in the fall to accommodate these students by offering brief pod-cast lectures prepared by a Math Lab instructor on the topics that students most frequently struggle with. We will also be updating to new editions of our current textbooks in the fall, and the new textbooks will have instructor-driven "You-Tube" videos that accompany each of the chapter</p>	

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
			<p>tests. Hopefully, these lecture-like additions will be of benefit to students that have stated that they like the self-paced environment of the Math Lab but would also like an occasional brief lecture on difficult topics.</p> <p>When possible in the future, we will continue to attempt to implement plausible student suggestions garnered from this survey as student success and satisfaction are our ultimate goals.</p> <p><b>Result Type:</b> Benchmark Met</p> <p><b>Action Status:</b> Action Plan In Progress</p> <p><b>Related Documents:</b>  <a href="#">Spring 2010 Analysis.xls</a>  <a href="#">AVERAGE GRADE.doc</a>  <a href="#">DISLIKES.docx</a>  <a href="#">LIKES.docx</a>  <a href="#">STUDENT PROGRESS.docx</a>  <a href="#">SUGGESTIONS FOR IMPROVEMENT.docx</a>  <a href="#">WHAT PUT YOU BEHIND SCHEDULE.docx</a>  <a href="#">CHANGES MADE AS A RESULT OF STUDENT SUGGESTIONS.doc</a></p>	

Program - Developmental Education - Fall 2009 Attendance Vs. Grade Correlation for the Math Lab - Students with few absences (<6 absences) should be able to successfully pass their respective courses with a C or better while students with excessive absences (>6 absences) are expected to fail

**Assessment Method:**  
Instructors rate students upon whether or not they were correctly placed into a class based upon their ability. Student absences are then totaled, and a tally is kept of the number of absences students that passed their courses with a C or better had vs. the number of

12/22/2009 - In analyzing the correlation between a student's attendance and his grades for the Fall 2009 semester in the Math Lab, it is very obvious that a student's attendance plays a huge role in whether or not a student is able to successfully pass his/her course. In

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
	<p>or be forced to withdraw from their courses.</p>	<p>absences students that failed or withdrew from their courses had.</p> <p><b>Assessment Method Category:</b> Course Statistics</p> <p><b>Benchmark:</b> It is expected that &gt;70% of students with few absences (&lt;6 absences) will successfully pass their courses with a C or better.</p>	<p>general, students that either failed a course or were forced to withdraw from a course had 3-4 times the number of absences as those students that were able to successfully pass their courses with an A, B, or C. Many students that failed or withdrew from a course missed more than 50% of the scheduled class sessions. Students in the Math Lab are offered numerous opportunities for extra assistance to enhance their chances to succeed in their courses, such as free one-on-one tutoring in the Learning Center, free drop-in tutoring and testing opportunities in the Math Lab during open lab sessions, and final review workshops for which bonus points were offered to those students that attended. It is impossible for students to take advantage of these opportunities, however, if they are unwilling to attend them. Only 13 students attended the final review workshops, and only 14% of the students surveyed in the Math Lab attended regular tutoring sessions. The results of this study will be posted in the Math Lab and pointed out to students on the first day of class as they have been the past several semesters, but until students decide that they are going to fully commit to the classes they've enrolled in by attending class and working diligently while they are in class, I expect to see the same trend in future semesters.</p> <p><b>Result Type:</b></p>	

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
			<p>Benchmark Met</p> <p><b>Action Status:</b> Action Plan In Progress</p> <p><b>Related Documents:</b>  <a href="#">Fall 2009 Attendance Vs. Grade Correlation.docx</a>  <a href="#">Math 030.xls</a>  <a href="#">Math 060.xls</a>  <a href="#">Math 090.xls</a>  <a href="#">Math 099.xls</a>  <a href="#">Math 107.xls</a></p>	
	<p>Program - Developmental Education - Spring 2010 Math 090 Final Exam Embedded Assessment - Students will be able to correctly set up and solve a word problem for the dimensions of a rectangle given its perimeter and the relationship between its dimensions.</p>	<p><b>Assessment Method:</b> Students were scored using a common rubric regarding whether or not the problem was 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 problem. At least 70% of students were expected to both set up and solve the problem correctly.</p> <p><b>Related Documents:</b>  <a href="#">Spring 2010 No S#.xlsx</a></p>	<p>05/16/2010 - The embedded test question on the Math 090 final exam was a problem that involved calculating the dimensions of a rectangle given the perimeter of the figure and the relationship among the dimensions.</p> <p>All of the students at least attempted to solve the problem, although six students did not show work to support their answer. Seventy-four percent of the students had the correct answer for the problem, either by setting it up and solving the problem correctly, or by using trial and error to obtain the correct answer.</p> <p>The results of this assessment were very encouraging because it appears that the vast majority of students showed some degree of understanding the problem and the multiple procedures needed to solve the problem correctly. Our benchmark was to have at least 70% of all students correctly solve the problem, and we surpassed that</p>	

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
			<p>goal by four percentage points. Moreover, 9% more students were able to successfully solve this problem when compared to the previous spring semester. As a result, no changes will be made to the assignment sheet next semester as it appears that students understood the mechanics of this type of problem and don't need additional practice problems for this topic.</p> <p><b>Result Type:</b> Benchmark Met</p> <p><b>Action Status:</b> Action Plan In Progress</p> <p><b>Related Documents:</b> <a href="#">Spring 2010 No S#.xlsx</a></p>	
	<p>Program - Developmental Education - Spring 2010 Math Lab Completion Data - At least 70% of all students registered for classes in the Math Lab should be able to successfully complete their respective courses with a C or better.</p>	<p><b>Assessment Method:</b> Statistics were calculated for Math 030, 060, 090, 099, and 107 to determine the number of students that received an A, B, C, D, F, W, or I.</p> <p><b>Assessment Method Category:</b> Course Statistics</p> <p><b>Benchmark:</b> &gt; 70% of all students should be able to successfully pass their courses with a grade of C or better.</p> <p><b>Related Documents:</b> <a href="#">Spring 2010 Grade Analysis.xls</a></p>	<p>05/16/2010 - The completion rates for most of the courses offered in the Math Lab during the Spring 2010 semester were generally very discouraging. It is our goal to have at least 70% of all students successfully pass their respective courses; however, that goal was not met in any of the courses. The high level of failure/withdrawal in each of these courses can mainly be attributed to extremely poor attendance. In Math 030 for example, the students that failed were absent for an average of 18 classes. This means that they were absent for well over half of the scheduled class times. Those that were successful, however, only missed class an average of 8 classes. The same trends hold true for each of the other courses. In</p>	

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
			<p>the students that had success also demonstrated good attendance, and those that were unsuccessful (either by failing or withdrawing from the course before its completion) had very poor attendance. The importance of attendance is continually stressed in the Math Lab, yet students don't seem to be taking our advice very seriously. In attempt to continue to draw their attention to the relationship between non-attendance and failure, an attendace vs. grade correlation graph has been prepared for each course showing the results from the previous semester. These graphs will be posted in the Math Lab so that students will have a visual reminder that shows that the students that attend class most frequently are also those students that are most successful .</p> <p>One encouraging note was found in the Math 099 course. While our goal of 70% successful completion was not met in that course, great improvements were made in the number of students that were able to complete the course with a passing grade when compared to the previous spring semester. A full 17% more students were successful in the spring of 2010 than in the spring of 2009. It is also interesting to note that while the Math 099 class had the greatest percentage of students that were able to successfully complete the course, it was also the best attended class of the four developmental courses held in the Math Lab. Students that</p>	

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
			<p>successfully passed Math 099 only missed an average of 3 classes out of the 47 scheduled classes. That means that successful students were present about 94% of the time. This data seems to further support our belief that students that put forth the time and effort that is expected of them can and will be successful in the Math Lab.</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="#">Spring 2010 Grade Analysis.xls</a></p>	
	<p>Program - Developmental Education - Spring 2010 Attendance Vs. Grade Correlation for the Math Lab - Students with few absences (&lt;6 absences) should be able to successfully pass their respective courses with a C or better while students with excessive absences (&gt;6 absences) are expected to fail or be forced to withdraw from their courses.</p>	<p><b>Assessment Method:</b> Instructors rate students upon whether or not they were correctly placed into a class based upon their ability. Student absences are then totaled, and a tally is kept of the number of absences students that passed their courses with a C or better had vs. the number of absences students that failed or withdrew from their courses had.</p> <p><b>Assessment Method Category:</b> Course Statistics</p> <p><b>Benchmark:</b> It is expected that &gt;70% of students with few absences (&lt;6 absences) will successfully pass their courses with a C or better.</p>	<p>05/19/2010 - Analysis of the correlation between a student's attendance and the grade the student received once again consistently showed that those students that were able to successfully pass their classes with a C or better were also those students that attended the class most frequently. This trend has been seen for the past several semesters that this data was collected and has held true regardless of the course level (Math 030, 060, 090, 099, 107) and regardless of whether or not the student's instructor felt that the student was placed into a class appropriate for his/her ability. Moreover, students that failed (D or F) or withdrew from their courses had anywhere from two to four times</p>	

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
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that were successful in the completion of the course.

Instructors in the Math Lab have always known that the students that come to class regularly are the students that are most successful in passing their courses. In order to draw everyone else's attention to this phenomena, the results of this type of study have been published on TSJC's assessment web site. They will also continue to be posted on a bulletin board just inside the entrance to the Math Lab for all current and future students to see. The importance of attendance to student success is always stressed during orientation to the Math Lab that is held during the first day of class, and this practice will continue.

During the spring 2010 semester, students with excessive unexcused absences were reported to the Student Success Center intervention specialist who attempted to track down these students and offer them assistance if it was warranted. This process wasn't terribly successful as many of these students still never or rarely attended class, but since a few were able to be reached and brought back into class, this procedure of reporting absent students will be continued in the future.

See attached documents for complete results.

**Result Type:**

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
			<p>Benchmark Met</p> <p><b>Action Status:</b> Action Plan In Progress</p> <p><b>Related Documents:</b>  <a href="#">Math 030.xls</a>  <a href="#">Math 060.xls</a>  <a href="#">Math 090.xls</a>  <a href="#">Math 099.xls</a>  <a href="#">Math 107.xls</a>  <a href="#">Spring 2010 Attendance vs. Grade Correlation.docx</a></p>	
	<p>Program - Developmental Education - Spring 2010 Math 099 Final Exam Embedded Assessment - Students will be able to correctly set up and solve a motion problem for the rate of the stream given the rate of the motorboat and the distances traveled up and downstream in a given time.</p>	<p><b>Assessment Method:</b> Students were scored using a common rubric regarding whether or not the problem was 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 problem. At least 70% of students were expected to both set up and solve the problem correctly.</p>	<p>05/19/2010 - The embedded test question on the Math 099 final exam was a motion problem that involved finding the speed of the stream given the distance and rate of the motorboat as it traveled up and downstream.</p> <p>The results of this assessment were encouraging when compared to the results of the previous spring semester. This semester, 56% of all Math 099 students were able to both set up and solve the problem correctly. In the previous spring semester, only 21% of the students were able to set up and solve the problem correctly. While we still would like to see a much greater percentage of students possess the knowledge and ability to solve this type of problem correctly, it appears that we are making great strides in accomplishing this goal. After the previous semester's poor results, instructors decided that perhaps more time needed to be spent explaining this type of problem when students asked for</p>	

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
			<p>help with their homework problems. It appears that this technique has helped with student's understanding and retention in regards to this type of word problem. To further enhance the student's understanding of difficult material, brief podcasts will be prepared for the fall semester for each of the topics students typically struggle with (including word problems like this one). These podcasts will be comparable to a mini lecture on each of these topics that students can view at their own leisure if they are experiencing difficulty with a topic while working on their homework outside of class time.</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="#">Spring 2010 Math 099 Embedded Assessment No S#.xlsx</a></p>	
	<p>Program - Developmental Education - Fall 2010 Math 090 Final Exam Embedded Assessment - Students will be able to correctly set up and solve a word problem for the dimensions of a rectangle given its perimeter and the relationship between its dimensions.</p>	<p><b>Assessment Method:</b> Students were scored using a common rubric regarding whether or not the problem was 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 problem. At least 70% of students were expected to both set up and solve the problem correctly. (LW)</p> <p><b>Related Documents:</b> <a href="#">Fall 2010 Math 090 Embedded</a></p>	<p>01/04/2011 - The embedded test question on the Math 090 final exam was a problem that involved calculating the dimensions of a rectangle given the perimeter of that figure and the relationship among the dimensions. All but two of the sixteen students that took the final exam at least attempted the problem. Ten of the sixteen students (63%) set up the problem correctly and arrived at the correct answer, but four of those sixteen students did not show work to support their answer, so it is</p>	<p>01/04/2011 - To assist with students' comprehension and retention of this type or problem, brief podcasts will be filmed for students to view that demonstrate the proper way to set up and solve these types of word problems.</p> <p><b>Follow-Up:</b> 01/04/2011 - This same question will be given and assessed on the final exam the following semester to see if the podcasts were effective in helping</p>

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
		<p><a href="#">Assessment No S#.xlsx</a></p>	<p>assumed that they either used trial and error to arrive at the correct answer instead of applying algebra to solve the problem once it was set up, or the work was one on another paper that was not handed in.</p> <p>Our benchmark was to have at least 70% of students successfully set up and solve the problem correctly, so we fell slightly short of reaching our benchmark this semester.</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="#">Fall 2010 Math 090 Embedded Assessment No S#.xlsx</a></p>	<p><b>Follow-Up:</b> students solve this type of problem.</p>
	<p>Program - Developmental Education - Fall 2010 Math 099 Final Exam Embedded Assessment - Students will be able to correctly set up and solve a motion problem for the rate of the stream given the rate of the motorboat and the distances traveled up and downstream in a given time.</p>	<p><b>Assessment Method:</b> Students were scored using a common rubric regarding whether or not the problem was 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 problem. At least 70% of students were expected to both set up and solve the problem correctly. (LW)</p> <p><b>Related Documents:</b> <a href="#">Fall 2010 No S#.xlsx</a></p>	<p>01/06/2011 - The embedded test question on the Math 099 final exam was a motion problem that involved finding the speed of the stream given the distance and rate of the motorboat as it traveled up and downstream. Students worked several versions of this type of motion problem throughout the semester both on homework assignments and practice tests and were tested on this type of problem at least once during the semester, yet only 40% of students that took the final exam were able to correctly set up and solve this type of problem on the final exam. All but one student (90%) at least attempted the problem, but many made careless mistakes in setting up the problem which then led them to</p>	<p>01/06/2011 - To facilitate with students' comprehension and retention of this type of problem, brief podcasts will be filmed for students to view that demonstrate the proper way to set up and solve these types of word problems.</p> <p><b>Follow-Up:</b> 01/06/2011 - This same question will be given and assessed on the final exam the following semester to see if the podcasts were effective in helping students solve this type of problem.</p>

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
			<p>incorrectly solve the problem. Our benchmark was to have at least 70% of students successfully set up and solve the problem correctly, so the benchmark was not met.</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="#">Fall 2010 No S#.xlsx</a></p>	
	<p>Program - Early Childhood Education - Critical Thinking - Collect, analyze and present lab and/or practicum data and advocacy data in specific report format and on examinations.</p>	<p><b>Assessment Method:</b> See related ECE Lab/Practicum Grading Rubric</p> <p><b>Assessment Method Category:</b> Lab/Practicum/Clinical</p> <p><b>Benchmark:</b> 80% of the students will achieve grades of 70% or higher.</p> <p><b>Related Documents:</b> <a href="#">ECPRubric07.htm</a></p>	<p>12/21/2008 - A total of 3 student was enrolled in ECE 289 which covers information relating to practicum experiences in the classroom as a student teacher. Both pre and post assessment were given with scores ranging between 35-40, while post assessment scores, completed by the three students, were 90 each. Required assignments include, a portfolio of activity and lesson plans, guidance strategies for 2 children, a diary/journal of teaching experiences when the student is responsible for all lesson planning and all aspects of maintaining the classroom for 8 days, webs created with the children, planning and implementing a project over a period of 3-4 weeks, 2 documentation panels and a presentation to the class regarding their project.</p> <p>Analysis: All of the above methods are useful</p>	<p>12/21/2008 - Continuance: I will continue to require Early Childhood Building Blocks in Reading &amp; Writing and in Math to be coded on lesson plans, as well as Quality Standards for Curriculum. Colorado?s K-2nd grade standards will be reviewed, as related to K-2 observations. I will continue to require the project to be planned and implemented at least one week earlier. I will continue to assign 2 activity plans, emphasizing the transition in and out activities and objectives. I will continue the project approach, documentation assigned, and the completed Project Journal. SB</p> <p>Results of Prior: I will continue to require Early Childhood Building Blocks in Reading &amp; Writing and in Math to be coded on lesson plans, as well as Quality Standards for Curriculum. Colorado?s K-2nd grade standards will be reviewed, as related to K-2</p>

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
			teaching and assessment tools. SB <b>Result Type:</b> Benchmark Met <b>Action Status:</b> Action Plan In Progress	observations. I will continue to require the project to be planned and implemented at least one week earlier. I will continue to assign 2 activity plans, emphasizing the transition in and out activities and objectives. I will continue the project approach, documentation assigned, and the completed Project Journal.
		<b>Assessment Method:</b> Student will observe, record observations, and use data to complete assessment of 1 child <b>Assessment Method Category:</b> Portfolio <b>Benchmark:</b> 80% of students will achieve grade 70% or higher.		
	Program - Mathematics - Fall 2010 Math 107 Final Exam Embedded Assessment - Students should be able to successfully set up and solve a series of word problems that combine skills learned from throughout the course. dm	<b>Assessment Method:</b> Students were scored using a common rubric regarding whether or not the problems were set up and solved correctly. (dm) <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. (dm) <b>Related Documents:</b> <a href="#">General Education Assessment 10F.docx</a>	12/17/2010 - See attached document. (dm) <b>Result Type:</b> Benchmark Not Met <b>Action Status:</b> Action Plan Not Required	12/17/2010 - Implement a different question on the final exam that is more reflective of the assignments given throughout the semester. Possibly assign a few more word problems. (dm)

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
GEO 5 - Demonstrate responsible citizenship	Program - Addictions Counseling - Graduates enter job force - To produce graduates who are able to either enter the job force or continue on for a higher degree in the field of Addictions Counseling.	<b>Assessment Method:</b> Instructor contacts graduates. <b>Assessment Method Category:</b> Survey <b>Benchmark:</b> At least 90% of students will enter the job force in Addiction Counseling.	06/28/2010 - 469 cetificates have been successfully given for the certified addiction counseling program courses to date. At this time of forty students contacted, 28 report being employed in the addiction counseling field. <b>Result Type:</b> Benchmark Not Met <b>Action Status:</b> Action Plan In Progress <hr/> 12/17/2009 - Since the program began in Spring of 2008 we have had 61 students take the addiction counseling classes. Those 61 students have earned 333 course certificates. Of those 61 students 31 students have reported that they are currently employed. As of this date 51% of these students have entered the job force in Addictions Counseling. bo <b>Result Type:</b> Benchmark Not Met <b>Action Status:</b> Action Plan In Progress	
	Program - Aquaculture - GenEd 1 - Demonstrate Responsible Citizenship through relevant Service Learning Activities-AQT-210	<b>Assessment Method:</b> Service learning activities incorporated into the program. <b>Assessment Method Category:</b> Embedded Course Assessment <b>Benchmark:</b> Shoot for at least 2 from 80% of all students.		
	Program - Construction Tech - Professional Conduct - Students will meet with individuals who are involved in the construction industry, including contractors and	<b>Assessment Method:</b> Students meet with and submit applications for building permits, submit letters of approval from		

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
	inspectors, and be able to work with them in a professional capacity	engineers and architects. Students will be evaluated by the professional contact ?USING A STANDARD FORM??. Students will be graded according to the outcome of their applications and letters. <b>Assessment Method Category:</b> Survey <b>Benchmark:</b> ?		
	Program - Developmental Education - Math Lab Fall 2009 Completion Data - At least 70% of all students registered for classes in the Math Lab should be able to successfully complete their respective courses with a C or better.	<b>Assessment Method:</b> Statistics were calculated for Math 030, 060, 090, 099, and 107 to determine the number of students that received an A, B, C, D, F, W, or I. <b>Assessment Method Category:</b> Course Statistics <b>Benchmark:</b> > 70% of all students should be able to successfully pass their courses with a grade of C or better.	12/17/2009 - Completion rates for the Fall 2009 semester were extremely discouraging. It is our goal to have at least 70% of all registered students successfully pass their respective courses with a C or better, but the only course that met and exceeded that benchmark was the Math 107 course.  The completion rates for Math 060, 090, and 099 were fairly consistent with what they were in the Fall 2008 semester; however, the Math 030 success rate was much lower that it has been in the past. One possible explanation for this higher failure rate could be that a larger population of students was enrolled in Math 030, so there was a greater number of students entering the Math Lab with very low mathematics skills. Attendance also plays a major role in a student's success, and poor attendance was prevalent in all of the courses. Math Lab instructors will meet during in-service prior to the beginning of the next semester, and these results will be discussed.	

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
			<p>Suggestions will be taken for ways in which we can improve student success and attendance without diminishing the integrity and standards of the courses.</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="#">Fall 2009 Completion Data.xls</a></p>	
	<p>Program - Developmental Education - Fall 2009 Math 090 Final Exam Embedded Assessment - Students will be able to correctly set up and solve a word problem for the dimensions of a rectangle given its perimeter and the relationship between its dimensions.</p>	<p><b>Assessment Method:</b> Students were scored using a common rubric regarding whether or not the problem was 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 problem. At least 70% of students were expected to both set up and solve the problem correctly.</p> <p><b>Related Documents:</b> <a href="#">Fall 2009 Math 090 Embedded Assessment.xlsx</a></p>	<p>12/20/2009 - The results of the Math 090 final exam embedded assessment for Fall 2009 were very discouraging. Only 38% of the 26 students that took the final exam were able to set up and solve the word problem correctly. Of the 26 students that took the final exam, 9 (35%) were unable to successfully to solve the problem. The most discouraging statistic is that 27% of all students that took the final either failed to even attempt the problem, or they simply guessed at an answer and were unable to provide any work to back up their answers. It is our goal to have a full 100% attempt to solve the problem and at least 70% do so successfully.</p> <p>Many students in the Math Lab struggle with word problems because many have poor reading skills and don't understand what is being asked in the problem. Still others have difficulty extrapolating what they've learned in previous lessons and applying it to problems</p>	

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
			<p>that haven't already been set up for them. Instructors will continue to stress the importance of the work problems and will not allow students to skip them on homework assignments, as some students often try to do.</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="#">Fall 2009 Math 090 Embedded Assessment.xlsx</a></p>	
	<p>Program - Developmental Education - Fall 2009 Math 099 Final Exam Embedded Assessment - Students will be able to correctly set up and solve a motion problem for the rate of the stream given the rate of the motorboat and the distances traveled up and downstream in a given time.</p>	<p><b>Assessment Method:</b> Students were scored using a common rubric regarding whether or not the problem was 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 problem. At least 70% of students were expected to both set up and solve the problem correctly.</p>	<p>12/20/2009 - The embedded test question on the Math 099 final exam was a motion problem that involved finding the speed of the stream given the distance and rate of the motorboat as it traveled up and downstream.</p> <p>The results of this assessment were very discouraging as only 29% of the students were able to both set up the problem and solve it correctly. While this statistic was disappointing, it was an increase of 8 percentage points over the last time this assessment was administered. The majority of the students attempted the problem (95%), but most had difficulty setting up the chart that enables them to set up the equations, so they were unable to solve the problem appropriately. Moreover, many gave answers that were not logically possible, indicating that these students don't possess a very</p>	

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
			<p>strong number sense. Many students also have poor reading skills and struggle with the word problems because they have difficulty reading them and understanding what is being asked of them in the problem.</p> <p>Since several of these types of problems are already assigned throughout the semester, no changes will be made to the assignment sheet. Many students dislike word problems and tend to try to copy the answer from the back of the book or simply skip the word problems altogether. Instructors will continue to stress to students that homework assignments with skipped problems or problems that are turned in without showing work are incomplete, and the students will not receive credit for such assignments. Students are also tested on this type of question in more than one chapter throughout the semester and this will continue to occur. However, more time will be spent explaining these types of problems while instructors are working with students during class</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="#">Fall 2009 Math 099 Final Exam Embedded Assessment.xlsx</a></p>	

Program - Developmental Education - Fall 2009 Math 107 Final Exam **Assessment Method:** Students were scored using a 12/20/2009 - See attached

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
	<p>Embedded Assessment - Students should be able to successfully set up and solve a series of word problems that combine skills learned throughout the course.</p>	<p>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.</p>	<p>document  <b>Result Type:</b>            Benchmark Not Met  <b>Action Status:</b>            Action Plan In Progress  <b>Related Documents:</b>  <a href="#">Math 107 Fall 2009</a></p>	
	<p>Program - Developmental Education - Spring 2010 Math Lab Survey - See attached files</p>	<p><b>Assessment Method:</b>            93 students in the Math Lab were surveyed to assess their likes, dislikes, and suggestions for improvement upon the current method of instruction in the Math Lab.  <b>Assessment Method Category:</b>            Survey  <b>Benchmark:</b>            Receive a rating of at least 3.0 on each individual category that students graded the Math Lab upon (based upon a 4.0 scale). Have the majority (at least 50%) of all students surveyed feel that they were able to learn in the Math Lab and have a positive learning experience.</p>	<p>05/03/2010 - A much larger student population was surveyed in the Math Lab during the Spring 2010 semester compared to the Spring 2009 semester. The survey was intentionally administered several weeks earlier in the semester in an effort to get the opinions of all students, not just those that were able to successfully complete the course.</p> <p>It was encouraging to note that students rated the Math Lab higher in all areas except for comfort of the Math Lab, which received the exact same rating as the previous spring semester. This category consistently receives the lowest grade of all of the individual categories, and an attempt was made to increase student satisfaction in this area by updating the Math Lab with all new, more modern furnishings.</p> <p>Special attention has been paid to the supervision students are receiving during testing, and it has paid off because we received</p>	

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
			<p>considerably higher marks in that category than we ever have before. Test proctors will continue to pay close attention to students while they are testing in the future, but beyond that, no further changes will be made regarding the handling of tests and students testing in the Math Lab.</p> <p>While far too few students are still utilizing the free tutoring services offered on campus, there was a marked increase in the number of students that either met with a tutor or attended open lab for additional assistance. Twice as many students had a tutor and nearly three times as many students attended open lab as compared to the previous spring semester. Tutoring will continue to be stressed in subsequent semesters as far too many students allow themselves to fall behind schedule at some point in the semester.</p> <p>It is always gratifying to note that the vast majority of students (94%) had a positive experience in the Math Lab and 97% felt that they were able to learn in that type of setting. Since a fairly large number of students (43%) stated that they would prefer a lecture, class, however, an attempt will be made in the fall to accommodate these students by offering brief pod-cast lectures prepared by a Math Lab instructor on the topics that students most frequently struggle with. We will also be updating to new editions of our current</p>	

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
			<p>textbooks in the fall, and the new textbooks will have instructor-driven "You-Tube" videos that accompany each of the chapter tests. Hopefully, these lecture-like additions will be of benefit to students that have stated that they like the self-paced environment of the Math Lab but would also like an occasional brief lecture on difficult topics.</p> <p>When possible in the future, we will continue to attempt to implement plausible student suggestions garnered from this survey as student success and satisfaction are our ultimate goals.</p> <p><b>Result Type:</b> Benchmark Met</p> <p><b>Action Status:</b> Action Plan In Progress</p> <p><b>Related Documents:</b>  <a href="#">Spring 2010 Analysis.xls</a>  <a href="#">AVERAGE GRADE.doc</a>  <a href="#">DISLIKES.docx</a>  <a href="#">LIKES.docx</a>  <a href="#">STUDENT PROGRESS.docx</a>  <a href="#">SUGGESTIONS FOR IMPROVEMENT.docx</a>  <a href="#">WHAT PUT YOU BEHIND SCHEDULE.docx</a>  <a href="#">CHANGES MADE AS A RESULT OF STUDENT SUGGESTIONS.doc</a></p>	
	<p>Program - Developmental Education - Fall 2009 Attendance Vs. Grade Correlation for the Math Lab - Students with few absences (&lt;6 absences) should be able to</p>	<p><b>Assessment Method:</b> Instructors rate students upon whether or not they were correctly placed into a class based upon their ability. Student absences are then</p>	<p>12/22/2009 - In analyzing the correlation between a student's attendance and his grades for the Fall 2009 semester in the Math Lab,</p>	

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
	<p>successfully pass their respective courses with a C or better while students with excessive absences (&gt;6 absences) are expected to fail or be forced to withdraw from their courses.</p>	<p>totaled, and a tally is kept of the number of absences students that passed their courses with a C or better had vs. the number of absences students that failed or withdrew from their courses had.</p> <p><b>Assessment Method Category:</b> Course Statistics</p> <p><b>Benchmark:</b> It is expected that &gt;70% of students with few absences (&lt;6 absences) will successfully pass their courses with a C or better.</p>	<p>it is very obvious that a student's attendance plays a huge role in whether or not a student is able to successfully pass his/her course. In general, students that either failed a course or were forced to withdraw from a course had 3-4 times the number of absences as those students that were able to successfully pass their courses with an A, B, or C. Many students that failed or withdrew from a course missed more than 50% of the scheduled class sessions.</p> <p>Students in the Math Lab are offered numerous opportunities for extra assistance to enhance their chances to succeed in their courses, such as free one-on-one tutoring in the Learning Center, free drop-in tutoring and testing opportunities in the Math Lab during open lab sessions, and final review workshops for which bonus points were offered to those students that attended. It is impossible for students to take advantage of these opportunities, however, if they are unwilling to attend them. Only 13 students attended the final review workshops, and only 14% of the students surveyed in the Math Lab attended regular tutoring sessions.</p> <p>The results of this study will be posted in the Math Lab and pointed out to students on the first day of class as they have been the past several semesters, but until students decide that they are going to fully commit to the classes they've enrolled in by attending class and working diligently while they are in class, I expect to see the same</p>	

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			<p>trend in future semesters.</p> <p><b>Result Type:</b> Benchmark Met</p> <p><b>Action Status:</b> Action Plan In Progress</p> <p><b>Related Documents:</b>  <a href="#">Fall 2009 Attendance Vs. Grade Correlation.docx</a>  <a href="#">Math 030.xls</a>  <a href="#">Math 060.xls</a>  <a href="#">Math 090.xls</a>  <a href="#">Math 099.xls</a>  <a href="#">Math 107.xls</a></p>	
	<p>Program - Developmental Education - Spring 2010 Math 090 Final Exam Embedded Assessment - Students will be able to correctly set up and solve a word problem for the dimensions of a rectangle given its perimeter and the relationship between its dimensions.</p>	<p><b>Assessment Method:</b> Students were scored using a common rubric regarding whether or not the problem was 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 problem. At least 70% of students were expected to both set up and solve the problem correctly.</p> <p><b>Related Documents:</b> <a href="#">Spring 2010 No S#.xlsx</a></p>	<p>05/16/2010 - The embedded test question on the Math 090 final exam was a problem that involved calculating the dimensions of a rectangle given the perimeter of the figure and the relationship among the dimensions.</p> <p>All of the students at least attempted to solve the problem, although six students did not show work to support their answer. Seventy-four percent of the students had the correct answer for the problem, either by setting it up and solving the problem correctly, or by using trial and error to obtain the correct answer.</p> <p>The results of this assessment were very encouraging because it appears that the vast majority of students showed some degree of understanding the problem and the multiple procedures needed to solve the problem correctly. Our</p>	

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			<p>benchmark was to have at least 70% of all students correctly solve the problem, and we surpassed that goal by four percentage points. Moreover, 9% more students were able to successfully solve this problem when compared to the previous spring semester. As a result, no changes will be made to the assignment sheet next semester as it appears that students understood the mechanics of this type of problem and don't need additional practice problems for this topic.</p> <p><b>Result Type:</b> Benchmark Met</p> <p><b>Action Status:</b> Action Plan In Progress</p> <p><b>Related Documents:</b> <a href="#">Spring 2010 No S#.xlsx</a></p>	
	<p>Program - Developmental Education - Spring 2010 Math Lab Completion Data - At least 70% of all students registered for classes in the Math Lab should be able to successfully complete their respective courses with a C or better.</p>	<p><b>Assessment Method:</b> Statistics were calculated for Math 030, 060, 090, 099, and 107 to determine the number of students that received an A, B, C, D, F, W, or I.</p> <p><b>Assessment Method Category:</b> Course Statistics</p> <p><b>Benchmark:</b> &gt; 70% of all students should be able to successfully pass their courses with a grade of C or better.</p> <p><b>Related Documents:</b> <a href="#">Spring 2010 Grade Analysis.xls</a></p>	<p>05/16/2010 - The completion rates for most of the courses offered in the Math Lab during the Spring 2010 semester were generally very discouraging. It is our goal to have at least 70% of all students successfully pass their respective courses; however, that goal was not met in any of the courses. The high level of failure/withdrawal in each of these courses can mainly be attributed to extremely poor attendance. In Math 030 for example, the students that failed were absent for an average of 18 classes. This means that they were absent for well over half of the scheduled class times. Those that were successful ,however, only</p>	

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			<p>missed class an average of 8 classes. The same trends hold true for each of the other courses. In general, the students that had success also demonstrated good attendance, and those that were unsuccessful (either by failing or withdrawing from the course before its completion) had very poor attendance. The importance of attendance is continually stressed in the Math Lab, yet students don't seem to be taking our advice very seriously. In attempt to continue to draw their attention to the relationship between non-attendance and failure, an attendace vs. grade correlation graph has been prepared for each course showing the results from the previous semester. These graphs will be posted in the Math Lab so that students will have a visual reminder that shows that the students that attend class most frequently are also those students that are most successful .</p> <p>One encouraging note was found in the Math 099 course. While our goal of 70% successful completion was not met in that course, great improvements were made in the number of students that were able to complete the course with a passing grade when compared to the previous spring semester. A full 17% more students were successful in the spring of 2010 than in the spring of 2009. It is also interesting to note that while the Math 099 class had the greatest percentage of students that were able to successfully complete the course, it</p>	

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			<p>was also the best attended class of the four developmental courses held in the Math Lab. Students that successfully passed Math 099 only missed an average of 3 classes out of the 47 scheduled classes. That means that successful students were present about 94% of the time. This data seems to further support our belief that students that put forth the time and effort that is expected of them can and will be successful in the Math Lab.</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="#">Spring 2010 Grade Analysis.xls</a></p>	
	<p>Program - Developmental Education - Spring 2010 Attendance Vs. Grade Correlation for the Math Lab - Students with few absences (&lt;6 absences) should be able to successfully pass their respective courses with a C or better while students with excessive absences (&gt;6 absences) are expected to fail or be forced to withdraw from their courses.</p>	<p><b>Assessment Method:</b> Instructors rate students upon whether or not they were correctly placed into a class based upon their ability. Student absences are then totaled, and a tally is kept of the number of absences students that passed their courses with a C or better had vs. the number of absences students that failed or withdrew from their courses had.</p> <p><b>Assessment Method Category:</b> Course Statistics</p> <p><b>Benchmark:</b> It is expected that &gt;70% of students with few absences (&lt;6 absences) will successfully pass their courses with a C or better.</p>	<p>05/19/2010 - Analysis of the correlation between a student's attendance and the grade the student received once again consistently showed that those students that were able to successfully pass their classes with a C or better were also those students that attended the class most frequently. This trend has been seen for the past several semesters that this data was collected and has held true regardless of the course level (Math 030, 060, 090, 099, 107) and regardless of whether or not the student's instructor felt that the student was placed into a class appropriate for his/her ability.</p>	

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			<p>F) or withdrew from their courses had anywhere from two to four times as many absences as those that were successful in the completion of the course.</p> <p>Instructors in the Math Lab have always known that the students that come to class regularly are the students that are most successful in passing their courses. In order to draw everyone else's attention to this phenomena, the results of this type of study have been published on TSJC's assessment web site. They will also continue to be posted on a bulletin board just inside the entrance to the Math Lab for all current and future students to see. The importance of attendance to student success is always stressed during orientation to the Math Lab that is held during the first day of class, and this practice will continue.</p> <p>During the spring 2010 semester, students with excessive unexcused absences were reported to the Student Success Center intervention specialist who attempted to track down these students and offer them assistance if it was warranted. This process wasn't terribly successful as many of these students still never or rarely attended class, but since a few were able to be reached and brought back into class, this procedure of reporting absent students will be continued in the future.</p> <p>See attached documents for</p>	

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			<p>complete results.</p> <p><b>Result Type:</b> Benchmark Met</p> <p><b>Action Status:</b> Action Plan In Progress</p> <p><b>Related Documents:</b>  <a href="#">Math 030.xls</a>  <a href="#">Math 060.xls</a>  <a href="#">Math 090.xls</a>  <a href="#">Math 099.xls</a>  <a href="#">Math 107.xls</a>  <a href="#">Spring 2010 Attendance vs. Grade Correlation.docx</a></p>	
	<p>Program - Developmental Education - Spring 2010 Math 099 Final Exam Embedded Assessment - Students will be able to correctly set up and solve a motion problem for the rate of the stream given the rate of the motorboat and the distances traveled up and downstream in a given time.</p>	<p><b>Assessment Method:</b> Students were scored using a common rubric regarding whether or not the problem was 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 problem. At least 70% of students were expected to both set up and solve the problem correctly.</p>	<p>05/19/2010 - The embedded test question on the Math 099 final exam was a motion problem that involved finding the speed of the stream given the distance and rate of the motorboat as it traveled up and downstream.</p> <p>The results of this assessment were encouraging when compared to the results of the previous spring semester. This semester, 56% of all Math 099 students were able to both set up and solve the problem correctly. In the previous spring semester, only 21% of the students were able to set up and solve the problem correctly. While we still would like to see a much greater percentage of students possess the knowledge and ability to solve this type of problem correctly, it appears that we are making great strides in accomplishing this goal. After the previous semester's poor results, instructors decided that perhaps more time needed to be</p>	

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			<p>spent explaining this type of problem when students asked for help with their homework problems. It appears that this technique has helped with student's understanding and retention in regards to this type of word problem. To further enhance the student's understanding of difficult material, brief podcasts will be prepared for the fall semester for each of the topics students typically struggle with (including word problems like this one). These podcasts will be comparable to a mini lecture on each of these topics that students can view at their own leisure if they are experiencing difficulty with a topic while working on their homework outside of class time.</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="#">Spring 2010 Math 099 Embedded Assessment No S#.xlsx</a></p>	
	<p>Program - Early Childhood Education - Critical Thinking - Collect, analyze and present lab and/or practicum data and advocacy data in specific report format and on examinations.</p>	<p><b>Assessment Method:</b> See related ECE Lab/Practicum Grading Rubric</p> <p><b>Assessment Method Category:</b> Lab/Practicum/Clinical</p> <p><b>Benchmark:</b> 80% of the students will achieve grades of 70% or higher.</p> <p><b>Related Documents:</b> <a href="#">ECPRubric07.htm</a></p>	<p>12/21/2008 - A total of 3 student was enrolled in ECE 289 which covers information relating to practicum experiences in the classroom as a student teacher. Both pre and post assessment were given with scores ranging between 35-40, while post assessment scores, completed by the three students, were 90 each. Required assignments include, a portfolio of activity and lesson plans, guidance strategies for 2 children, a diary/journal of</p>	<p>12/21/2008 - Continuance: I will continue to require Early Childhood Building Blocks in Reading &amp; Writing and in Math to be coded on lesson plans, as well as Quality Standards for Curriculum. Colorado's K-2nd grade standards will be reviewed, as related to K-2 observations. I will continue to require the project to be planned and implemented at least one week earlier. I will continue to assign 2 activity plans, emphasizing the</p>

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			<p>teaching experiences when the student is responsible for all lesson planning and all aspects of maintaining the classroom for 8 days, webs created with the children, planning and implementing a project over a period of 3-4 weeks, 2 documentation panels and a presentation to the class regarding their project.</p> <p>Analysis: All of the above methods are useful teaching and assessment tools. SB</p> <p><b>Result Type:</b> Benchmark Met</p> <p><b>Action Status:</b> Action Plan In Progress</p>	<p>transition in and out activities and objectives. I will continue the project approach, documentation assigned, and the completed Project Journal. SB</p> <p>Results of Prior: I will continue to require Early Childhood Building Blocks in Reading &amp; Writing and in Math to be coded on lesson plans, as well as Quality Standards for Curriculum. Colorado's K-2nd grade standards will be reviewed, as related to K-2 observations. I will continue to require the project to be planned and implemented at least one week earlier. I will continue to assign 2 activity plans, emphasizing the transition in and out activities and objectives. I will continue the project approach, documentation assigned, and the completed Project Journal.</p>
		<p><b>Assessment Method:</b> Student will observe, record observations, and use data to complete assessment of 1 child</p> <p><b>Assessment Method Category:</b> Portfolio</p> <p><b>Benchmark:</b> 80% of students will achieve grade 70% or higher.</p>		

Goal	Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
GEO 1 - GenEd Assessment Project				

