

General Education Assessment Results

Spring 2013

Description	Data Source(s)	Assessment Measure	Performance Criteria	Proposed Action(s)	Number of Students	% Exceeding the Standard	% Meeting the Standard	% Approaching the Standard	% Not Meeting the Standard	Resources Requested
Mathematics										
Students will demonstrate the ability to interpret and draw inferences from mathematical models such as formulas, graphs, tables, and schematics.	Student will draw and interpret line, circle, or bar graphs; dot or scatter, or stem and leaf plot; or frequency tables and histograms . (question 3 on test 1 – interpretation of box plots)	rubric	Exceeding: Explanation shows complete understanding of boxplots and how they represent % Meeting: Explanation compares medians and quartiles, demonstrates basic understanding of boxplot Approaching: Mention spread. OR correct but no explanation Not meeting: Describe boxplot as showing # of people, use the word average	Students can draw boxplots but don't understand them Need more analysis questions	12	8%	17%	0%	75%	
Students will demonstrate the ability to interpret and draw inferences from mathematical models such as formulas, graphs, tables, and schematics.	Exam 3, multiple resource mixture chart	Exceeding = all correct Meeting = missing one piece of secondary constraints such as non-zero minimums or profit formula Approaching = the >= or Not meeting = incoherent constraints, incorrect composition of inequality or incorrect coefficients,	exceeding = 4 pts meeting = 3 pts approaching = 2 pts not meeting = 1 pt		59	17	37	31	15	
Students will demonstrate the ability to interpret and draw inferences from mathematical models such as formulas, graphs, tables, and schematics.	Student will draw and interpret line, circle, or bar graphs; dot or scatter, or stem and leaf plot; or frequency tables and histograms . (question 3 on Test 1 – given data, draw a stem and leaf plot and a boxplot)	rubric	Exceeding: Student is able to correctly draw both a stem & leaf and boxplot with no errors Meeting: Slight error in determining Q1 or Q3 resulting in error in boxplot, correct stem & leaf Approaching: 1 of 2 of the graphs correct Not Meeting: neither correct	more practice reading, interpreting and drawing box plots	12	33%	33%	17%	17%	

<p>Students will demonstrate the ability to interpret and draw inferences from mathematical models such as formulas, graphs, tables, and schematics.</p>	<p>Calculate measures of central tendency and dispersion: mean, median, standard deviation and z score. (Test 1 questions 1 (mean & sd), 2 (median), and 3b(zscore))</p>	<p>rubric</p>	<p>exceeding: 4 of 4 correct meeting: 3 of 4 correct approaching: 2 of 4 correct not meeting: 0 or 1 of 4 correct</p>	<p>When students have issues it is with calculating the standard deviation by hand or in doing the z score</p>	<p>12</p>	<p>50%</p>	<p>25%</p>	<p>25%</p>	<p>0%</p>	
<p>Students will demonstrate the ability to represent mathematical information symbolically, visually, numerically and verbally.</p>	<p>Exam 3, multiple resource mixture chart</p>	<p>exceeding = all correct and complete meeting = values and # of sub columns are correct, minor items such as "product" or "profit" or units are not labeled approaching = shows the correct idea in general but displays an incorrect # of sub columns, or the headings are labeled out of sequence, or the resource information is labeled as product (or vice versa) not meeting = could not match the numerical information with the correct heading, incomplete or incoherent chart</p>	<p>exceeding = 8 pts meeting = 6-7 pts approaching 4-5 pts not meeting = 2-3 pts</p>		<p>59</p>	<p>23</p>	<p>51</p>	<p>16</p>	<p>10</p>	
<p>Students will demonstrate the ability to represent mathematical information symbolically, visually, numerically and verbally.</p>	<p>Student will draw top, front and side views of a 3D figure. (Test 2 question – demonstrate visually)</p>	<p>rubric</p>	<p>exceeding: all correct with shading meeting: all correct without shading approaching: 2 of 3 views correct (top, front, side) not meeting: 0 or 1 view correct (top, front, side)</p>	<p>When it comes to 3D visualization, students either “see it” or they don’t. More direct instruction is needed for students who do not immediately “see it”.</p>	<p>12</p>	<p>58%</p>	<p>8%</p>	<p>8%</p>	<p>25%</p>	

<p>Students will demonstrate the ability to represent mathematical information symbolically, visually, numerically and verbally.</p>	<p>Student will use geometric formulas and the Pythagorean Thm. to calculate the lengths of sides, perimeter and areas of triangles, rectangles and circles.</p> <p>(Test 3 – calculate the area and perimeter of an irregular shape – rectangle with half circle)</p>	<p>rubric</p>	<p>exceeding: All correct meeting: Minor error; Symbols/numbers expressed, but not in algebraic form; Correct formulas and applications but used diameter instead of radius in formula approaching: Understand, but errors in formulas and haphazard writing; Errors include using entire circle instead of half of circle in area and perimeter calculations not meeting: Haphazard calculations; Ignore area of semicircle; Use volume formula</p>	<p>More practice calculating area or perimeter of irregular shapes; Demonstrate way of thinking;</p> <p>Use physical models to demonstrate difference between are and perimeter</p>	<p>11</p>	<p>18%</p>	<p>45%</p>	<p>27%</p>	<p>9%</p>	
<p>Students will demonstrate the ability to represent mathematical information symbolically, visually, numerically and verbally.</p>	<p>Student will explain mathematical terminology.</p> <p>(final – question 12– verbally – difference between similar and congruent triangles)</p>	<p>rubric</p>	<p>exceeding: Clear explanation using correct mathematical terminology about measures of angles and measures of sides meeting: Explain using mathematical terminology about measures of angles and measures of sides approaching: Somewhat clear explanation. Uses non mathematical terminology. OR partially correct explanation using mathematical terminology not meeting: Unclear. No mathematical terminology</p>	<p>This is a weak area. Students are unable to clearly explain concepts using mathematical terminology. Explanations were vague and with little mathematical terminology. Stress mathematical terminology. Have students explain concepts to each other.</p>	<p>11</p>	<p>9%</p>	<p>9%</p>	<p>73%</p>	<p>9%</p>	
<p>Students will demonstrate the ability to employ quantitative methods such as, arithmetic, algebra, geometry, or statistics to solve problems.</p>	<p>Spring 2013, Exam 4, #79 (multiple choice question regarding results of voting using Borda Count)</p>	<p>this is a multiple-choice question, student either met the standard by responding correctly, or approached by choosing an approximately correct response, or not able to process the computation at all.</p> <p>exceeding + meeting</p> <p>approaching</p> <p>not meeting</p>	<p>exceed + meet = choice D</p> <p>approach = choice B or C</p> <p>not meeting = choice A</p>		<p>55</p>	<p>76</p>	<p>see above</p>	<p>15</p>	<p>9</p>	

<p>Students will demonstrate the ability to employ quantitative methods such as, arithmetic, algebra, geometry, or statistics to solve problems.</p>	<p>Student will calculate area of irregular shape using Pythagorean Thm. (Test – area of an irregular trapezoid (rectangle with one triangle))</p>	<p>rubric</p>	<p>exceeding: all correct meeting: minor error approaching: Understands that it is an area problem and that it must be area of rectangle plus area of triangle, but cannot calculate area not meeting: Uses rectangle formula; Uses volume formula.</p>	<p>82% of students met or exceeded standard</p>	<p>11</p>	<p>73%</p>	<p>9%</p>	<p>18%</p>	<p>0%</p>	
<p>Students will demonstrate the ability to employ quantitative methods such as, arithmetic, algebra, geometry, or statistics to solve problems.</p>	<p>Student will calculate perimeter of irregular shape using Pythagorean Thm. (Calculate the perimeter of a irregular looking trapezoid looking like a rectangle with a triangle</p>	<p>rubric</p>	<p>exceeding: all correct meeting: minor error approaching: Understand, but does not use Pythagorean Thm; Uses formula for parallelogram; Uses incorrect height in formula not meeting: No clear demonstration of understanding</p>	<p>82% exceeded the standard</p>	<p>11</p>	<p>82%</p>	<p>0%</p>	<p>18%</p>	<p>0%</p>	
<p>Students will demonstrate the ability to estimate and check mathematical results for reasonableness.</p>		<p>exceed and meet = choose the correct response. approach = understand it has to be either fruit or dough (a raw material) not meet = choose the finished products, pie or tart, as a consumable resource</p>	<p>exceed + meet = choice B approach = choice A not meet = choice C or D</p>		<p>56</p>	<p>34</p>	<p>see above</p>	<p>43</p>	<p>23</p>	
<p>Students will demonstrate the ability to estimate and check mathematical results for reasonableness.</p>	<p>Student will estimate measurement in metric and standard units. (Test – 5 questions asking to choose the appropriate metric system measure of common objects like the length of a car, mass of paperclip, distance from Delhi to Oneonta, volume of a gallon of milk and room temperature in Celsius)</p>	<p>rubric</p>	<p>exceeding: 5 of 5 correct meeting: 4 of 5 correct approaching: 3 of 5 correct not meeting: 2 or less of 5 correct</p>	<p>Students appear to have a greater sense of units of length than they do of mass or volume. This is probably because it is easier to “see” length than volume or mass. Stress mass and volume of common objects (ie paperclip = 1 g, 1 liter bottle of soda) Visualize – bring objects in of common mass and volume</p>	<p>11</p>	<p>18%</p>	<p>18%</p>	<p>36%</p>	<p>27%</p>	

Students will demonstrate the ability to recognize the limits of mathematical and statistical methods.	Spring 2013, project 1 (chapter 1), Euler Circuit, question 4C	<p>exceed + meet students can articulate the specific assumptions regarding what parts of the map should not be included, and whether the real-life streets are presented as one- or two edges in the graph</p> <p>approach can only articulate the assumption partially</p> <p>not meet cannot explain what conditions are not given but must be assumed when translating a real-life map into a graph. Explanations are scattered and incoherent.</p>	<p>exceed + meet = 2 pts</p> <p>approach = 1 pt</p> <p>not meet = 0 pt</p>		59	54	see above	29	10	
Students will demonstrate the ability to recognize the limits of mathematical and statistical methods.	Student will explain the differences between theoretical and experimental probabilities. (Test 2)	rubric	<p>exceeding: Thorough explanation of difference. Uses law of large numbers.</p> <p>meeting: Explains difference. Understands that the probability of 1 flip is 1/2.</p> <p>approaching: Somewhat of an understanding.</p> <p>not meeting: No clear demonstration of understanding</p>	84% met or exceeded standard	12	25%	58%	16%	0%	
Natural Sciences										
Students will demonstrate an understanding of the methods scientists use to explore natural phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical analysis.	Lab Reports	Report Rubric (including title, introduction, methods, results, discussion, literature citation, and spelling/grammar)	<p>Exceed: 84+</p> <p>Meet: 74-83</p> <p>Approach: 67-73</p> <p>Does Not Meet:</p>	Reassess report rubric to ensure that the language is accessible to students.	15	Initial 33%, Final 47%	Initial 13%, Final 40%	Initial 7%, Final 0%	Initial 47%, Final 13%	None
Students will demonstrate an understanding of the methods scientists use to explore natural phenomena, including observation, hypothesis development,	Lab Reports	Report Rubric (including title, introduction, methods, results, discussion, literature citation, and spelling/grammar)	<p>Exceed: 84+</p> <p>Meet: 74-83</p> <p>Approach: 67-73</p> <p>Does Not Meet:</p>	Re-assess report rubric to ensure that language is accessible to students.	16	Initial 43%, Final 68%	Initial 13%, Final 13%	Initial 13%, Final 6%	Initial 31%, Final 13%	None

measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical analysis.										
Students will demonstrate an understanding of the methods scientists use to explore natural phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical analysis.	Multiple Choice Questions from Exam 1. Questions #: 1-25	Grading scale.	Meeting- Questions answered correctly. Not Meeting- Questions answered incorrectly.	Continue current method to enforce understanding of the methods scientists use to explore natural phenomena.	93	N/A	77%	N/A	23%	None.
Students will demonstrate an understanding of the methods scientists use to explore natural phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical analysis.	Assessment Quiz on knowledge of the scientific method and its application to scientific inquiry.	Grading scale.	Grading scale: 84+ Exceeding, 73-84 Meeting, 63-73 Approaching, <63 Not Meeting		4	75	25	0	0	
Students will demonstrate an understanding of the methods scientists use to explore natural phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical analysis.	Quiz on knowledge of scientific method and its application to scientific inquiry	Grading scale	Grading scale: 84+ Exceeding, 73-84 Meeting, 63-73 Approaching, <63 Not Meeting	Additional practice exercises which emphasize the scientific method and its applications.	12	16.7	50.0	25.0	8.3	
Students will demonstrate an understanding of the methods scientists use to explore natural phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical analysis.	Quiz on knowledge of scientific method and its application to scientific inquiry	Grading scale	Grading scale: 84+ Exceeding, 73-84 Meeting, 63-73 Approaching, <63 Not Meeting		9	33.3	50.0	16.7	0.0	

<p>Students will demonstrate an understanding of the methods scientists use to explore natural phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical analysis.</p>	<p>Exam 1 Short Answer Question 1: Students were given the observation of everyone coughing in MacDonald Hall. I pondered whether there was more bacteria on the dessert cabinet door or the soft serve ice cream machine. They needed to explain what they would do using the Scientific Method to solve this problem (a similar problem had been address in Lab 1).</p>	<p>The question was worth 12 points. Students needed to understand I had given them the observation (2.5 points), explain the problem (2.5 points), create a hypothesis (2.5 points), an experiment (2.5 points) and form a conclusion (2 points) for full credit.</p>	<p>According to the Rubric above, 12 points is exceeding, 11-10 points is meeting, 6-9.5 points is approaching, and below 6 points is not meeting.</p>	<p>Students receive information about the Scientific Method in both lecture and lab. The application of such material in lab (addressing SLO 2) provides a solid foundation for the understanding of the Scientific Method in general. One of the changes I would like to continue in my lecture is to increase real world research examples of using the Scientific Method. I have tried this in class already but I believe to make the students really pay attention, I will have to make this more interactive. I am currently looking into using some type of clicker during the lecture to assess understanding of the Scientific Method and other concepts as I go along.</p>	90	44	25	18	13	
<p>Students will demonstrate an understanding of the methods scientists use to explore natural phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical analysis.</p>	<p>Final Paper: The assignment is to write a 5-10 page paper on the topic of their choice relevant to General Biology 2 (evolution and taxonomy). Students must use a minimum of five primary literature sources in order to write a review article on their topic. This requires knowledge on how to understand and interpret current research using the Scientific Method.</p>	<p>The final paper is worth a total of 15 points. The topic and work cited pages are due earlier in the semester (2 points). Formatting includes the inclusion of all relevant areas (Abstract, Introduction, Subheadings, Conclusion, References) as well as appropriate in text citations (3 points). Writing style examines whether the paper was coherent and clearly reworded from the sources and not cut and pasted (3 points). Content examines how well the student explained the topic as well as whether I would be able to write a "summary" (very specific assignments I give every week during class) from their review article (7 points).</p>	<p>According to the Rubric above, 15 points is exceeding, 14.5-13.5 points is meeting, 13-10 points is approaching, and below 10 points is not meeting.</p>	<p>The percentage exceeding/meeting is very high for this outcome. The students are required to read primary literature each week to gain understanding into the Scientific Method and what I am expecting of them in their own review article (we read both original research and review articles during class). They are also required to hand in a topic and work cited page. Those students who do so earn better grades on their final papers. The major issue students have on these papers is understanding the difference between paraphrasing and plagiarizing. This is something I can have an instructor from the Library come to my class and discuss.</p>	28	14	68	25	14	

Students will apply scientific data, concepts, and models in one of the natural sciences.	Exams	Multiple Choice: 1 point for correct answer, 4 points for correct explanation Essay: 5 points for each section of journal article and review	Exceed: 84+ Meet: 74-83 Approach: 67-73 Does Not Meet:	None	15	Initial 46%, Final 100%	Initial 27%, Final 0%	Initial 7%, Final 0%	Initial 20%, Final 0%	None
Students will apply scientific data, concepts, and models in one of the natural sciences.	Exams	Multiple Choice: 1 point for correct answer, 4 points for correct explanation Essay: 5 points for each section of primary literature and review	Exceed: 84+ Meet: 74-83 Approach: 67-73 Does Not Meet:	None	16	Initial 81%, Final 68%	Initial 0%, Final 13%	Initial 6%, Final 6%	Initial 13%, Final 13%	None
Students will apply scientific data, concepts, and models in one of the natural sciences.	Unknown Bacterial Identification Project	Rubric	Natural Sciences Rubric	Continue current method.	72	54%	32%	8%	6%	None.
Students will apply scientific data, concepts, and models in one of the natural sciences.	Take-home problem sets, Examination Questions, Lab Reports	Rubric, Grading Scale	Grading scale: 84+ Exceeding, 73-84 Meeting, 63-73 Approaching, <63 Not Meeting		4	75	25	0	0	
Students will apply scientific data, concepts, and models in one of the natural sciences.	Scientific Method Quiz, Examination questions, Lab Reports	Rubric, Grading scale.	Grading scale: 84+ Exceeding, 73-84 Meeting, 63-73 Approaching, <63 Not Meeting	Additional emphasis on critical thinking assignments and exercises	12	16.7	41.7	25.0	16.7	
Students will apply scientific data, concepts, and models in one of the natural sciences.	Quiz, Examination questions, Problem sets, Lab Reports	Rubric, Grading Scale	Grading scale: 84+ Exceeding, 73-84 Meeting, 63-73 Approaching, <63 Not Meeting		9	22.2	66.7	11.1	0.0	
Students will apply scientific data, concepts, and models in one of the natural sciences.	Assignment 1 gave students the observations that most Americans have very poor diets. The assignment was to make a hypothesis as to whether they eat the right amount of macromolecules. They then needed to compare the recommended amount of macromolecules to their own diets as an experiment to conclude whether the data supported their hypothesis.	The assignment was worth 10 points. The hypothesis was worth 1.5 points, the experiment was worth 6 points, and the conclusion was worth 2.5 points.	According to the Rubric above, 10 points is exceeding, 8.5-9.5 points is meeting, 6-8 is approaching and below 6 points is not meeting.	The % exceeding/meeting for Learning Outcome 2 is high, likely due to their high grades on their assignment. This assignment requires some serious work from the students but I think due to the way I set up the rubric for the assignment, the students are able to meet this Learning Outcome. Although Learning Outcome 2 is primarily addressed during laboratory, I do think it is appropriate to give the students a classroom assignment as I did this year. I believe the students respond to tracking their dietary intake because it is extremely relevant for them in their everyday lives. I have	90	68	11	7	14	

				rewritten most of the Laboratory Manual for General Biology 1. This manual will increase the students' experience with the Scientific Method and hopefully increase their knowledge and understanding of the concepts as well.						
Students will apply scientific data, concepts, and models in one of the natural sciences.	Laboratory 5 was the lab on bacteriology. Students were required in a previous week to create a question based on their observations about bacteria and handwashing (I called this our Handwashing Experiment). They needed to design their own experiment to test a hypothesis in answer to this question. The students received the results from their experiments during Laboratory 5 and were required to draw conclusions for their experiment as well as research what type of bacteria they may have on their hands using specific criteria.	The laboratory was worth 10 points. Each wrong answer deducts .25 point, each answer left blank deducts 0.5 point.	According to the Rubric above, 10 points is exceeding, 9-9.75 points is meeting, 8.75-8 is approaching and below 8 points is not meeting.	This inquiry based lab where students designed their own experiments worked very well. They also had to research on their own what type of bacteria they found based on criteria of bacteria colony morphology and cell morphology and Gram status. The change I would make would be removing another section that took up a large amount of lab time so they can spend more time working on this particular experiment and its outcomes.	32	22	50	22	6	
Social Sciences										
Students will demonstrate an understanding of the methods social scientists use to explore social phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical and interpretive analysis.	Final Exam	Grading Rubric specified in Syllabus		<p>Tie readings and course to current political events that students can identify as affecting their own lives, thereby increasing personal political interest.</p> <p>Assign more current reading/writing assignments via Vancko.</p> <p>Provide more/better feedback on assignment so student have better idea of their performance throughout the semester.</p>	60	23%	46%	30%	2%	

<p>Students will demonstrate an understanding of the methods social scientists use to explore social phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical and interpretive analysis.</p>	<p>Final Exam</p>		<p>Social Science Rubric</p>	<p>Will not use two textbooks in the fall -and I have already changed texts and have an online account established to easily draw upon updated material for class; Will continue to use documentary reviews for writing assignments but will make questions much more specific and content oriented; Will keep students up to date on their performance as semester progresses</p>	<p>34</p>	<p>21%</p>	<p>47%</p>	<p>23%</p>	<p>10%</p>	
<p>Students will demonstrate an understanding of the methods social scientists use to explore social phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical and interpretive analysis.</p>	<p>All questions from chapter two quiz. Select questions from exams # 1.</p>	<p>Quizzes and exams are graded on a scale from 0 - 100.</p>		<p>Have students read research studies (primary sources) and have them identify key methodological terms/procedures. Have students work in groups to develop research questions and the methods to answer these questions.</p>	<p>62</p>	<p>18</p>	<p>47</p>	<p>28</p>	<p>7</p>	
<p>Students will demonstrate a knowledge of major concepts, models and issues of at least one discipline in the social sciences.</p>	<p>Short Answer Question: The fact we witness such contentious confirmation hearings indicates the importance of Supreme Court justices. Why do Republicans and Democrats care so much who sits on the courts? Why should you care? In this short answer outline 1) the nomination and confirmation process 2) discuss the importance of ideology behind contentious confirmations and 3) discuss the Supreme Court's and the federal courts' power of judicial review. In your answer discuss how judicial review allows the Supreme Court to determine policy with respect to two (2) issues discussed in class.</p>		<p>SUNY Delhi Social Sciences Rubric</p>	<p>In general, there is huge gap in writing competency. To address this, I will focus on making questions much more specific and require outlines/drafts of all written material. For short answer questions required on exams, review sessions will spend time discussing outline techniques.</p>	<p>60</p>	<p>25%</p>	<p>40%</p>	<p>27%</p>	<p>8%</p>	

Students will demonstrate a knowledge of major concepts, models and issues of at least one discipline in the social sciences.	Short answer Final Exam Question - 1) How are environmental problems (i.e., water...) an example of international interdependence? Define sustainable development and discuss the complexities involved with sustainable development. Discuss two (2) major environmental issues we examined and address how such problems create collective goods problems for the states involved.	Social Science Rubric		Writing skills are terribly inconsistent so I will spend more time working on writing competency	34	26%	21%	41%	9%	
Students will demonstrate a knowledge of major concepts, models and issues of at least one discipline in the social sciences.	Final Examination is composed of three sections focused on two general education objectives for social sciences.	Final Examination Part I is composed of 50 questions testing economic concepts, definitions, and principles.		Implementing weekly on-line quizzes that allow multiple takes until minimum score is met.	50	16	38	24	22	
Students will demonstrate a knowledge of major concepts, models and issues of at least one discipline in the social sciences.	Final individual writing assignment (#5) and question #1 ("Explain bullying from at least five different modern perspectives in psychology") and #2 ("Define psychology") on final exam.	The writing assignment and questions on the final exam (listed above) are assessed using the below rubric for performance criteria (exceeding, meeting, approaching, not meeting).	Social Sciences rubric		80	15	48.75	11.25	5	
Students will demonstrate an understanding of the methods social scientists use to explore social phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical and interpretive analysis.	Final Examination Parts II and III are made up of 30 questions aimed at applying economic theories and principles and requiring the use of calculations, graph readings, and determining correct answers.			The questions assessing this objective are difficult. They challenged the student's overall understanding and critical application of course concepts. In order to improve performance, weekly problem sessions will be established to stress problem solving using economics.	50	12	36	24	28	Help student get access to the text.
Students will demonstrate an understanding of the methods social scientists use to explore social phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical and interpretive analysis.	Week #2 HW assignments on MyPsychLAB, Chapter 1 exam questions, team application #2, final exam.	Homework assignments are graded with Satisfactory/Unsatisfactory scale, Chapter exams are graded on a scale of 0 - 100 based on 20 gen ed assessment questions, Team Applications and the Final Exam are graded with the performance criteria rubric outlined below.	Social Science Rubric	Increase concrete and tangible connections of methods throughout entire course. This can be done by: - Making sure that every chapter exam (13 total) includes at least one chapter 1 learning objective; - Including another research team application (design and carry out basic	80	13.75%	40%	38.75%	5%	Peer Supplemental Instructors

		For overall performance, the average was calculated.		research) - Incorporating methods outcomes more fully into the individual writing assignments, to allow for additional structured practice with methods - Finally, near the end of the semester, use only one or two grades/items (individual writing assignment, team application, or items from final exam) to assess overall understanding of methods						
Students will demonstrate an understanding of the methods social scientists use to explore social phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical and interpretive analysis.	Analysis Quiz and MC Quiz	Rubric	4-80+ 3-70-79 2-60-69 1-59 or below	None. Students seem to grasp this area.	23	26	35	22	13	
Students will demonstrate a knowledge of major concepts, models and issues of at least one discipline in the social sciences.	Critical Reflection Paper			Allow students who are uncertain about their written product to submit an early draft for review and feedback from instructor.	62	32	49	13	6	
American History										
Students will demonstrate a knowledge of a basic narrative of American history: political, economic, social and cultural, including knowledge of unity and diversity in American society.	Second Writing Assignment	Grading Rubric		In an effort to improve student learning in SLO 4.1, the following actions were taken Changed textbook to better emphasize cultural, social, and economic diversity in American history.	52	21.2%	52.9%	17.3%	9.6%	

<p>Students will demonstrate a knowledge of a basic narrative of American history: political, economic, social and cultural, including knowledge of unity and diversity in American society.</p>	<p>5-PAGE ESSAY: Based on Harriet Jacobs's Incidents in the Life of a Slave Girl and 7 additional primary documents from For the Record, including Emerson, Douglass, USSC on Dred Scott, Lincoln, H. Manly, Child, Garrison, J. Q. Adams, & Olmsted.</p>	<p>Grading rubric</p> <p>Students had to discuss 19th- century debate on slavery in historical context & analyze political, religious, social, & moral/cultural arguments on both sides of debate and impact on 19th-c. America.</p>		<p>Require that students bring detailed outline to class to go over in small group as step toward completing essay to improve essay organization.</p> <p>Implement plan to require that students who aren't doing well (or at all) on their weekly dbq assignments must meet with me or go to writing center to improve to improve writing, citation, and analytical skills.</p> <p>Adjust grading rubric and instructions to clarify expectations.</p> <p>Increase time spent in small group work since it worked well this semester; utilize more board time for students to answer questions to improve engagement students with material; continue assigned groups and peer review since it improved students' accountability and comprehension this semester.</p>	<p>85</p>					
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<p>Students will demonstrate a knowledge of a basic narrative of American history: political, economic, social and cultural, including knowledge of unity and diversity in American society.</p>	<p>5-PAGE ESSAY: Based on Harriet Jacobs's Incidents in the Life of a Slave Girl and 7 additional primary documents from For the Record, including Emerson, Douglass, USSC on Dred Scott, Lincoln, H. Manly, Child, Garrison, J. Q. Adams, & Olmsted.</p>	<p>Grading rubric</p> <p>Students graded on ability to discuss 19th- century debate on slavery in historical context & analyze political, religious, social, & moral/cultural arguments on both sides of debate and impact on 19th-c. America and include comparative analysis in an argument.</p>	<p>Writing Qualities and Grading Criteria</p> <p>Poor (0-69) (F to D+)</p> <p>Good (70-85) (C- to B)</p> <p>Very Good Excellent (86-95) (B+ to A)</p> <p>Quality of Writing Structure, Format & Guidelines 35% of grade</p> <p>Content, Information, Argument 50% of grade</p> <p>References and citations 15% of grade</p>	<p>Require that students bring detailed outline to class to go over in small group as step toward completing essay to improve essay organization.</p> <p>Implement plan to require that students who aren't doing well (or at all) on their weekly dbq assignments must meet with me or go to writing center to improve to improve writing, citation, and analytical skills.</p> <p>Adjust grading rubric and instructions to clarify expectations.</p> <p>Increase time spent in small group work since it worked well this semester; utilize more board time for students to answer questions to improve engagement students with material; continue assigned groups and peer review since it improved students' accountability and comprehension this semester.</p>	<p>85</p>	<p>33% (28)</p>	<p>39% (33)</p>	<p>19% (16)</p>	<p>9% (8)</p>	
<p>Students will demonstrate a knowledge of a basic narrative of American history: political, economic, social and cultural, including knowledge of unity and diversity in American society.</p>	<p>Essay question on the final exam</p>	<p>Grading Scale</p>		<p>In an effort to improve student learning outcomes in American History 4.2, the following actions are proposed:</p> <p>Focus classroom instruction, class discussions, and writing assignment to better examine and analyze the common political (government), economic (labor), and cultural institutions (art, literature, music, film, television, and sports) which bind Americans together while also placing emphasis on how different ethnic, economic, and social groups were affected.</p>	<p>52</p>	<p>25%</p>	<p>48.1%</p>	<p>19.2%</p>	<p>5.8%</p>	

<p>Students will demonstrate a knowledge of common institutions in American society and how they have affected different groups.</p>	<p>Final Exam Question on Constitution:</p> <p>Students had to explain creation of Constitution through debate; function of amendment process & how it has expanded democracy & corrected flaws in government; explain judicial review and strict vs. loose interpretation</p> <p>Question: Constitution: (a) What issues regarding representation caused debate at the Constitutional Convention & how were these issues resolved? (b) Explain why the Amendment Process is important and provide examples of amendments (not the first 10) that prove the necessity of the Amendment process. (c) Explain Judicial Review and strict vs. loose interpretation of the Constitution. Do you think a strict or loose interpretation is better and why?</p>	<p>Students graded on explanation of debate & resolution at Constitutional Convention, ability to explain purpose of amendment process in historical context & provide examples of amendments that meet that purpose, & explain judicial review and take a position on strict vs. loose interpretation.</p>		<p>Adjust question to make it more specific regarding the amendment process and require students to discuss at least 3 amendments from different time periods. Also, have students discuss strict vs. loose interpretation in historical context such as the Louisiana Purchase, the National Bank, etc.</p> <p>Increase time spent in small group work since assigned groups and peer review this semester helped to improve accountability & improved students' ability to analyze and discuss the Constitution on an exam. Add group assignment regarding Constitution. Did a few of these and they worked very well, but increase exposure to text of the Constitution and amendments.</p> <p>Change exam review process. Continue to use small groups, but add group meetings for review at end of several classes. I tried adding one short pre-review session before the final this semester and it worked well, so I'd like to add another and do the same for the mid-term. Also, keep all review within small group (with instructor floating) to facilitate more thorough, independent work. Previously, I've used small group work that culminates in a review session where each group writes their assigned answer on the board and the whole class discusses the information. This has led to uneven exam performance by many students who only</p>	66	26% (17)	47% (31)	21% (14)	6% (4)	
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				<p>thoroughly study 1 or 2 questions, and use the limited and brief discussion of the other groups' results on the board as their sole preparation for the other questions. If each group of 4-5 students has to work on all of the questions and has plenty of time to do so, hopefully this will promote more even and substantial preparation.</p> <p>Change recommended textbook to required more comprehensive textbook.</p>						
Students will demonstrate and understanding of America's evolving relationship with the rest of the world.	Essay Question on final exam	Grading Scale			52	25%	42.3%	25%	7.7%	
Students will demonstrate and understanding of America's evolving relationship with the rest of the world.	<p>Final Exam Question on WWI & WWII: Students had to discuss period of neutrality leading up to both wars and peace that followed both wars, including explanation of Cash and Carry, Lend-Lease, the U.N., Marshall Plan, etc. Students also had to discuss Nuremberg Laws.</p> <p>Question: World War II: (a) Explain Cash and Carry and Lend-Lease and compare these WWII policies to WWI policies during neutrality. (b) Explain the Nuremberg Laws and other steps Germany took against Jews that led to the Holocaust. (c) How was the peace of WWII different from WWI and why? (include the U.N. and Marshall plan in your answer)</p>	<p>Students graded on ability to compare and draw conclusions on involvement of U.S. during neutrality; ability to compare peace of both wars in changing patterns of diplomacy and the correlation between economic and political stability; ability to explain the Nuremberg Laws in historical context.</p>		<p>Add to question so that students also have to draw a correlation between the Nuremberg Laws and the Universal Declaration of Human Rights.</p> <p>Change textbook from recommended to required and use more comprehensive textbook.</p> <p>Change document reader to new edition of For the Record, which students in U.S. I had better results with than Voices of Freedom (better layout, organization, etc.).</p> <p>Increase time spent in small group work since assigned groups and peer review this semester helped to improve accountability & improved students' ability to analyze and discuss foreign policy & diplomacy on an exam.</p> <p>Change exam review process. Continue to use small groups, but add group meetings for review at end of several classes. I</p>	26	24% (6)	44% (11)	16% (4)	16% (4)	

				<p>tried adding one short pre-review session before the final this semester and it worked well, so I'd like to add another and do the same for the mid-term. Also, keep all review within small group (with instructor floating) to facilitate more thorough, independent work. Previously, I've used small group work that culminates in a review session where each group writes their assigned answer on the board and the whole class discusses the information. This has led to uneven exam performance by many students who only thoroughly study 1 or 2 questions, and use the limited and brief discussion of the other groups' results on the board as their sole preparation for the other questions. If each group of 4-5 students has to work on all of the questions and has plenty of time to do so, hopefully this will promote more even and substantial preparation.</p>						
Other World Civilizations										
<p>Students will demonstrate knowledge of the distinctive features of the history, institutions, economy, society, culture, etc., of one non-Western civilization.</p>				<p>Continue to use a shared question on the final. Assigning a monograph or supplementary text that forces students to further engage with a non-Western culture, political, economic and social system.</p>	89	27%	44%	17%	12%	
The Arts										
<p>Students will demonstrate understanding of at least one principle form of artistic expression and the creative process inherent therein.</p>	<p>this outcome has been assessed this semester for Assignment 4: Anatomy Drawing.</p>	<p>Rubric including Technical Proficiency, Craftsmanship, Originality, Depth of Thought)</p>		<p>This assignment works well; students get to review the drawings and reflection of others and this adds motivation to succeed on this activity</p>	14	85.7	14.3	0	0	

<p>Students will demonstrate understanding of at least one principle form of artistic expression and the creative process inherent therein.</p>	<p>outcome has been assessed this semester for Assignment 4: Anatomy Drawing.</p>	<p>Rubric including Technical Proficiency, Craftsmanship, Originality, Depth of Thought)</p>	<p>100-85%=Exceeding (4 points) 84-75% Meeting (3 points) 73-65% Approaching (2 points)</p>	<p>Students did well on this assignment; since everyone sees everyone's drawings and posts, it adds motivation for the students to try their hardest on this activity</p> <p>I would like to see the Exceeding category set at 90 and the other performance categories adjusted accordingly.</p>	<p>17</p>	<p>70.6</p>	<p>17.6</p>	<p>5.9</p>	<p>5.9</p>	
<p>Student will demonstrate the ability to analyze and interpret the art form under study.</p>	<p>this outcome has been assessed this semester for the Research Papers.</p>	<p>Rubric including Knowledge of Form, Visual Analysis, Interpretation, Research, Organization, Spelling/Grammar)</p>	<p>100-85% Exceeding (4 points on GE matrix; 40-34 points on assignment matrix) 84-75% Meeting (3 points; 33-30 points) 73-65% Approaching (2 points; 29-26 points)</p>	<p>Even with the rough draft process implemented for the analyses and interpretations, one was in the approaching category and one was in the not meeting category.</p> <p>A little more time is needed from when students receive feedback on their drafts until when the final papers are due. Having a greater gap between the submittals would also allow those that need to seek assistance from the Writing Center, the time to do so.</p> <p>I am also concerned with their research sections of the paper which are not recorded above (35.7% Exceeding; 50% Meeting; 14.3% Approaching; 0% Not meeting). I would like to find a way for draft submittals of the research section too.</p>	<p>14</p>	<p>71.4</p>	<p>14.3</p>	<p>7.1</p>	<p>7.1</p>	

<p>Student will demonstrate the ability to analyze and interpret the art form under study.</p>	<p>this outcome has been assessed this semester for the Research Papers.</p>	<p>Rubric including Knowledge of Form, Visual Analysis, Interpretation, Research, Organization, Spelling/Grammar)</p>	<p>100-85% Exceeding (4 points on GE matrix; 40-34 points on assignment matrix) 84-75% Meeting (3 points; 33-30 points) 73-65% Approaching (2 points; 29-26 points)</p>	<p>Even with the rough draft process implemented for the analyses and interpretations, two were in the approaching category and two did not submit their papers at all.</p> <p>A little more time is needed from when students receive feedback on their drafts until when the final papers are due. Having a greater gap between the submittals would also allow those that need to seek assistance from the Writing Center, the time to do so.</p> <p>I am also concerned with their research sections of the paper which are not recorded above (23.5% Exceeding; 52.9% Meeting; 11.8% Approaching; 11.8% Not meeting). I would like to find a way for draft submittals of the research section too.</p>	<p>17</p>	<p>64.7</p>	<p>5.9</p>	<p>11.8</p>	<p>17.6</p>	
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