BISMARCK STATE COLLEGE

LEARNING OUTCOMES ASSESSMENT

SUMMARY REPORT FOR 2004-2005

ACADEMIC ASSESSMENT COMMITTEE
JANE SCHULZ, COORDINATOR

March 2006

Assessment at Bismarck State College includes a range of measures and processes to evaluate the occurrence and degree of student learning. Assessment activities focus on incoming

student assessment, class and course assessment, instructional program assessment, general education program assessment, and institutional assessment.

The 2004-2005 academic year marked further development of assessment activities and the accomplishment of several goals. The year was also spent in considerable discussion and evaluation of assessment activities. An overview of assessment activities and highlights of the year follow.

Assessment Committee

The Academic Assessment Committee consists of several permanent members and a rotating group of faculty group leaders. Each group leader works with a general education faculty group or with a faculty group of instructional programs.

Meetings of the committee are held monthly. This year there were some separate meetings held in which the group leaders of the instructional programs met separately from the general education group leaders. This allowed for discussion more specific to the needs of each of the faculty groups.

Members of the committee for 2004-2005 were:

Permanent members:

- Provost and Vice President for Academic and Student Affairs – Dr. Wayne Boekes
- Associate Vice President for Academic Affairs – Dr. Drake Carter
- Assessment Coordinator – Dr. Jane Schulz
- Institutional Research Analyst – Michael Kubisiak
- Testing and Assessment Coordinator – Bonnie Weisz
- Recording Secretary – Jackie Hagel

Faculty members:

- Arts & Humanities – Barb Jirges
- Communications – Jane Schreck, Jaclyn Raw
- Science and Technology – Jean Hushagen, Dr. Ron Jyring
- Mathematics – Mike Kern, Jeff Skibicki
- Social Sciences – Wendy Pank
- CIP 1, 13 & 52 – Lynette Borjeson-Painter, Amy Helgeson
- CIP 43, 44 & 51 – Trudy Riehl, Lisa Hoynes
- CIP 15 & 50 – Holly Burch, David Sagsveen
- CIP 46, 47 & 48 – Dan Wahlman
- Developmental Courses – Kitty Netzer.

At the end of the year several members of the committee completed their term on the committee. Lynette Borjeson-Painter, Jean Hushagen, Barb Jirges, Mike Kern, and Jane Schreck were recognized for their exemplary work on the committee and their commitment to assessment.

Revision of the Assessment Website

Work on the revision of the assessment website continued throughout the year. Lynette Borjeson-Painter, Amy Helgeson, Barb Jirges, Mike Kubisiak, Jane Schulz, and Dan Wahlman served on the sub-committee for the website revision. The sub-committee looked at many assessment websites and adopted/adapted ideas from several. The intent of the website revision was threefold: to simplify the information, to reduce the intense textual nature of the site, and to provide a place where faculty could find forms, reports, and other useful information about assessment and the BSC assessment program.

With the assistance of Patrick Bjork, the website was revised. Final touches were added over the summer and a website unveiling was scheduled for fall of 2006. Dan Wahlman agreed to serve as website coordinator to ensure that the site is kept updated.

Instructional Program Assessment

The occupational instructional programs have developed a process and forms that help them assess student learning. In addition, many programs have specialized accreditation and certifications that document evidence of learning.

The assessment committee recognized the need for a new instructional program group to be formed to reduce the workload of the existing groups. A new group was formed with David Sagsveen and Holly Burch taking on the responsibility of being group leaders.

Dan Wahlman completed a revision of the forms used for instructional programs. He was able to combine several forms into one form. The new form is easier to use and still contains the necessary information.

The Department of Career and Technical Education completed a review of occupational programs in January 2005. Their findings were very positive for all programs and only minimal improvements were required. A full report from the department is on file in the office of the Associate Vice President for Academic Affairs.

General Education Program Assessment

The committee members completed the development of a diversity rubric (a copy follows this narrative). The rubric will be made available to faculty groups that will be completing diversity assessment. The rubric will also be available on the assessment website.

The Sophomore Survey was again conducted at the end of the spring semester. Results of the survey are included with the faculty group reports.

Discussions were held about the general education objectives, which seem to some members of the committee, to be too complicated and inappropriate for a community college. It was agreed that the General Education Committee should be asked to begin a review of the

objectives. The General Education Committee was informed of the concern and began work on revision.

The CAAP Writing Exam was scheduled to be conducted this year. The committee was conflicted about whether the writing skills exam or the writing essay should be given. Because questions about the test kept being raised, it was decided not to give the CAAP writing test this year, but to have further discussion about the need for administering the test.

Institutional Assessment of Student Learning

The Community College Survey of Student Engagement (CCSSE) was administered at BSC and in the other two-year colleges in North Dakota. The survey provides information about effective educational practices in community colleges. It is designed to help colleges promote learning and retention.

The survey presents benchmark scores in five areas: Active and Collaborative Learning, Student Effort, Academic Challenge, Student-Faculty Interaction, and Support for Learners. BSC scored somewhat higher than other schools in the North Dakota group in Student Effort and Academic Challenge, but lower in Active and Collaborative Learning, Student-Faculty Interaction, and Support for Learners.

Professional Development

Jaclyn Raw, Trudy Riehl, and Jane Schulz attending an assessment conference in Bloomington, MN, sponsored by The Collaboration for the Advancement of Teaching and Learning.

Dr. Charles Bonwell was on campus to work with the assessment committee and to present to the campus about assessment and learning. His work with the committee led to some interesting and fruitful discussions at later committee meetings.

Assessment of Assessment

This year was the third year of the four-year plan for general education and was a good time to discuss how well the plan was working. Several committee members expressed concerns about the plan and its complexity after hearing complaints and concerns being expressed by faculty members. Concerns were raised about the data generated and about how effectively we were closing the assessment loop.

To assist in assessing the plan and to help in planning for the future, an appreciative inquiry session was facilitated by the assessment coordinator. The inquiry process focused on what we want to achieve with our assessment processes and on developing plans that will help us reach our goals.

The inquiry process was especially helpful in opening up dialog among committee members and in providing an environment for discussion.

The four-year plan will be continued through its first cycle and further discussion about improvement will be ongoing throughout next year.

Incoming Assessment

Incoming assessment activities are directed toward placing students appropriately in their college classes. A pre-enrollment assessment is required of all first-time and non-continuously enrolled degree-seeking students. Advisors use assessment scores to assist students in registering for courses in which they will most likely succeed.

The following information was provided by the coordinator for incoming assessment:

Progress of BSC Placement Scores
(Changes Made to Entry Level Placement Scores for Spring 2005)

Spring 2005

- Writing Basics (ASC 086) was taken off of placement charts (OK'd by Kitty Netzer and Jane Schreck (12-6-04) since it had not been offered for several years.
- Eliminated retesting policy dates for English – (OK'd by Kitty Netzer and Karla Gabriel (12-29-04). Students allowed to continue retesting into semester with approval of Kitty Netzer.
- Changed the name of "Self-Paced" lab (ASC 089) to "Web-Based" lab (done online).
- Plus Writing portion was added to ACT Exam (Feb. 05).
- Wayne Boekes sent letter to HS counselors (3-10-05) letting them know that BSC will be recommending, not requiring, the ACT Plus Writing portion of ACT for Fall 2006 and Fall 2007.
- Initiated COMPASS Internet Version (May 2004) – Difficulties in printing Writing Portion – later remedied by ACT.
- Hotel – Restaurant Management stopped using placement/entrance scores – switched to open enrollment.

Students Tested by Term				
2004-2005				
	Fall	Spring	Summer	Total

Compass	413	128		541
Makeup	65	62	1	128
Proctors	12	20	22	54
Compass Post-Testing	123	46	4	173
CLEP	13	10	24	47
A/P Placement Exam	1	3	2	6
Spanish Placement Test	2	21	14	37
PN Nursing Exam			13	13
Total	**629**	**290**	**80**	**999**

Developmental Education

2004-2005 Developmental Reading and Writing Placement:

Bismarck State College has seen an increasing number of students whose success in beginning composition courses is compromised because they lack basic reading and writing skills. In response to this concern, a developmental program addressing writing and reading skills were established within the English Discipline in Fall 1997. The English Discipline has been involved in determining appropriate assessment processes and placement of students. When students enter Bismarck State College, ACT and COMPASS English scores are used to determine placement in classes within the English Discipline.

Reading (082) – Overview
The following ACT/COMPASS reading scores are used to place entering freshmen in reading classes. At this time, the reading course is not required but is strongly recommended for students whose placement scores indicate they would benefit from this class.

ACT Reading Score	Placement Domain	COMPASS Score
0-14	ASC 082—Effective Reading	0-67
15-20	Independent work in the Sykes Student Success Center	68-84
21-36	Successfully completed test. Any college level course may be taken	85-100

Students are evaluated at the end of the semester using the COMPASS reading test.

Effective Reading (082) – Results
Our goal with Effective Reading (082) is to improve students' reading skills to the point where they can successfully complete college level work. Because we lack the personnel to offer enough classes to cover need, 082 is not a required course, even for those demonstrating grave need, but it is recommended.

082	Fall 04	Spring 05

3rd Week Enrollment	38	15
End Enrollment	36	15
Post-Test completers	28	12
# of students who scored 68+ on post-test	21	7
# of students who scored lower on post-test	5	2
Average change on COMPASS	7.63	9.33
Average change on COMPASS (excluding reversals)	13.14	15.4

Of those who took the post-test, the majority raised their scores to or beyond 68, indicating a minimal readiness for college level work.

082	Fall 04	Spring 05
% of post-test completers who reached 68+	75%	58%
% of post-test completers who scored lower than pre-test	18%	16%

Since 082 is not required and since we have no classes with 082 as a pre-requisite, it is hard to judge its effectiveness except through pre- and post-test performance and commonsense.

College Writing Prep (087) – Overview

The following ACT/COMPASS English scores are used to place entering freshmen in composition classes.

ACT English Score	Placement Domain	COMPASS Score
0-14	ASC 087—College Writing Prep	0-42
15-18	English 110/105 + 088—Composition Lab (Classroom)	43-74
19-21	English 110/105 + 088—Composition Lab (Web based)	75-85
22-36	English 110/105	86-100

Students whose ACT/COMPASS English scores require ASC 087—College Writing Prep are evaluated at the end of each semester using a post-course COMPASS test in writing.

Based on their writing skills in the class and the exit exam, students progress to Composition 110. The exit COMPASS score indicates whether students will be required to take a supportive grammar lab and through which medium the lab will be received (classroom or web-based) or if their exit score falls between 86-100, supportive grammar instruction is no longer required.

College Writing Prep (087) – Results

Our goal for 087 is that completing 087 will raise students' skills to the level where they are prepared to succeed in English 110.

087	Fall 04	Spring 05	Summer 05
3rd Week Enrollment	114	36	6
End Enrollment	105	31	6
Post-Test completers	93	22	4
# who scored 43+ on post-test	70	15	2
# who scored lower on post-test	15	2	1
Average change	34.13	30.73	16
Average change (excluding reversals)	42.99	34.05	22.67

Of those who took the post-test, the majority raised their scores to or beyond 43, which is the minimum score we have set to qualify for English 110.

087	Fall 04	Spring 05	Summer 05
% of post-test completers who reached 43+	75%	68%	50%
% of post-test completers who scored lower on post-test	16%	9%	25%

As a snapshot of the effectiveness of College Writing Prep, we can compare the English 110 success rate (C or above) in Spring 2005 of the students who were required to take 087 with the 110 success rate in Spring 2005 of the students who were not required to take 087 (based on placement scores, the non-087 110 students should have been better prepared for success in English 110).

110 Success	Spring 05
087 students	66%
Non-087 students	61%

College Writing Prep 087 students overall had slightly better success in English 110 than their classmates who were placed directly into English 110, indicating that College Writing Prep effectively prepares students for success in English 110. College Writing Prep provides a positive initial experience in a writing course for students who enter BSC without the skills necessary to successfully complete English 110. More than that, post-test results (COMPASS) combined with English 110 success rates suggest College Writing Prep effectively elevates the writing skills of initially under-prepared students.

Composition Lab (088) – Overview

As indicated in the table above, students may also be placed directly into English 110 but be required to take an accompanying grammar and usage lab either in a classroom or through a web-based program, depending on their scores (see the table above). Students must pass an end-of-course diagnostic test in order to pass the course. Students who are required to take the lab must successfully complete the lab in order to pass English 110.

Because the Composition Lab is a companion to Composition 110, the English Discipline has not systematically tracked student performance in the Composition Lab with pre-and post-testing, but this is part of the plan for future lab assessment.

Goals of the Assessment Committee for 2005-2006

- Continue the discussion about the current assessment plans
- Begin planning for the streamlining of general education assessment
- Work with the general education committee in reviewing general education objectives
- Administer the CAAP writing essay exam
- Provide opportunities for committee members to learn more about assessment

Diversity Rubric

	4	3	2	1
(9) Demonstrate knowledge of both global and American cultural diversity, including races, religions, subcultures, and ethnicities. • Understand that all individuals and cultures are not alike.	Demonstrates extensive knowledge and awareness of cultural elements and influences of several different groups of people, including his or her own. Can acknowledge even subtle similarities and differences in cultures.	Demonstrates substantial knowledge and awareness of cultural elements and influences of several different groups of people, including his or her own. Acknowledges some similarities and differences in cultures.	Demonstrates basic knowledge and awareness of cultural elements and influences of several different groups of people, including his or her own. Acknowledges the most obvious similarities and differences in cultures.	Is unaware of or refuses to acknowledge differences among individuals or groups of people. Refuses to acknowledge similarities and differences in cultures.
• Display tolerance for the ideas and perspective of others	Consistently recognizes stereotyping and bias as an oversimplified views of others. Can articulate in a reasonable manner similarities and/or differences between his or her own culture and/or the culture of others. Exhibits a strong ability to articulate contradictory ideas or perspectives.	Sometimes recognizes stereotyping and bias as an oversimplified view of others. Articulates basic similarities and/or differences between his or her own culture and/or the culture of others. Can articulate contradictory ideas or perspectives.	Fails to recognize or often resorts to stereotyping and bias when dealing with others. Articulates only obvious similarities and/or differences between his or her own culture and the culture of others. Makes an attempt to articulate contradictory ideas or perspectives.	Judges people and ideas based on stereotyping and bias. Dismisses as incorrect or evil perspectives other than his or her own. Is incapable of articulating ideas or perspectives other than his or her own.
• Use the knowledge, attitudes, and skills gained through their understanding of individual and cultural diversity to communicate, work, and make decisions with people of other backgrounds.	Identifies all stakeholders in a situation. Consistently considers other points of view and incorporates relevant viewpoints when communicating with others. Works successfully with people whose background or viewpoints differ from his or her own. Consistently makes decisions that consider and allow for the perspective and concerns of those involved.	Identifies most stakeholders in a situation. Sometimes considers other points of view and incorporates relevant viewpoints when communicating with others. Sometimes makes decisions that consider and allow for the perspective and concerns of those involved.	Identifies most obvious stakeholders in a situation. Rarely considers other points of view and incorporates relevant viewpoints when communicating with others. Rarely makes decisions that consider and allow for the perspective and concerns of those involved.	Fails to communicate or work cooperatively with people whose background or viewpoints differ from his or her own. Makes decisions based on self-interest and a narrow understanding of the world. Seldom makes decisions that consider and allow for the perspective and concerns of those involved.

Faculty Group Reports

The Faculty Group Reports included in the following pages are summary reports and may not include information from appendices, assessment forms, or explanatory graphs or charts. The full and complete Faculty Group Reports are on file in the office of the Assessment Coordinator.

Many **thanks** to all the members of the committee who wrote assessment reports and to the faculty for participating in assessment activities.

Bismarck State College

Faculty Group Assessment Report

2004-2005

Arts & Humanities Faculty Group

Barbara Jirges
Faculty Group Leader

August 17, 2005

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Faculty Group Assessment Report

2004-2005

Arts & Humanities Faculty Group

Introduction

Bismarck State College Assessment Committee continued to assess general education courses just once a year instead of each semester, resulting in the production of one annual faculty group report. Adjunct faculty were encouraged to participate in the assessment process.

The Arts & Humanities courses continued to assess students with direct assessment measures based on course-embedded assignments. Instructors created PTA (Primary Traits Analysis) scales for their assignments based on General Education competencies identified as a major focus of the course.

The Assessment Process

During the 2004-2005 school year the following competencies were assessed in the Arts & Humanities courses including, knowledge, critical thinking/problem solving, and independent/interpretive/creative thinking.

Visual Arts:171 students in ART 110, 210, 211, 122, 250, 124, 251, 252, 265, 266
Competencies – knowledge, critical thinking/problem solving, and independent/interpretive/creative thinking

Music: 101 - students in MUSC 117, 110
Competencies – knowledge, critical thinking/problem solving, and independent/interpretive/creative thinking

Theater: 18 students in THEA 1611
Competencies - knowledge, critical thinking/problem solving, and independent/interpretive/creative thinking

English: 54 students in ENGL 236, 222, 261, 262
Competency – Knowledge

91 students in ENGL 236, 278, 238, 222, 261, 262
Competencies – Critical thinking/problem solving, and Independent/interpretive/creative thinking

Foreign Language: 9 students in SPAN 201
Competencies - knowledge, critical thinking/problem solving, and independent/interpretive/creative thinking

History: 151 students in HIST 101, 103, 104, 222, 224
Competencies - knowledge, critical thinking/problem solving, and independent/interpretive/creative thinking

Religion: 41 students in REL 120, 220
Competencies - knowledge, critical thinking/problem solving, and independent/interpretive/creative thinking

The Arts & Humanities Faculty Group has had a good record of involvement in the Assessment process at BSC in the past. This year, after completing the Broadbased Assessment last year, faculty seemed to have a fresh approach to their course-embedded assessment. More faculty reflected and responded to the most important question of the assessment form, and that is Analysis and Implications for teaching.

The assessment process for the Arts & Humanities Group begins with each faculty member creating a PTA scale for a learning activity or assignment that has been designed to provide learning in one of the competency areas. After the activity or assignment has been completed, the faculty member measures student achievement levels according to the PTA scale and aggregates the scores to determine the levels of achievement for the entire class. These include both Freshman and Sophomores. This information is recorded on the PTA Analysis Form along with comments on changes planned to improve learning. These documents are given to the Faculty Group Leader.

Involving Adjunct Faculty in the Assessment Process

I made myself available for adjunct faculty in the Arts & Humanities Area to begin the training process as recommended by the Assessment Committee. This year I met with the Music adjunct faculty at one of their department meetings. I explained what assessment was and what was expected. I then made myself available to meet with them individually so I could explain the assessment process step by step.

One of the most difficult areas to include in Assessment has been the Applied Music (Music 145). We developed an assessment tool 3 years ago that seems to work well. I passed these forms out at the Music Department meeting and received 2 responses. Within the 2 responses 8 students were assessed. Of the 8 students 4 students raised their skill level a point, while 4 students remained at the level they began. Instructors generally noted that work ethic and self-motivation was the key to success as well as failure. Student personal commitment to the classes seemed to be lacking this year.

The 2004-2005 Assessment Experience – Results

Direct Measures – Course-embedded PTA Assessment
Assessment samples were submitted by 13 fulltime faculty members and 3 adjunct faculty of the Arts & Humanities Group from courses taught Fall 2004 and Spring 2005 semesters. The learning activity/assignment descriptions that were submitted by faculty on their PTA scales reflected a wide variety of measurement tools. The variety of measurement tools are listed on page 8 as well as on The Composite Multiple Measures Matrix on page 12.

The strength of this direct process is that instructors design their own PTA scales specifically for their classes, share these with their students, and evaluate the information upon completion of the assignment. This enables instructors to see what works and what doesn't work immediately. Instructors are then able to make adjustments to help improve student learning for the next semester.

Indirect Measures – The Sophomore Student Self-Assessment of Learning Survey
The Student Self-Assessment of Learning Survey (see page 15 for a copy of the survey) was given toward the end of the Spring Semester in 10AM classes that meet MWF campus wide. The survey questions students about their experience and levels of learning in the general education areas of communications, arts and humanities, social science, and math, science, and technology. The survey also included questions concerning student's opportunities to develop attitudes about values and diversity.

Of the students surveyed:

> 49.3% consider their **knowledge** about Arts & Humanities subject matter to be higher or much higher than when they enter BSC.
>
> 41.8% consider their **interpretive skills** about Arts & Humanities subject matter to be higher or much higher than when they enter BSC.
>
> 44% consider their ability **to think through information and draw conclusions** about Arts & Humanities subject matter to be higher or much higher than when they enter BSC.
>
> 42.5% were neutral as to their **level of enjoyment of Arts & Humanities** subject matter classes they took in high school. After attending Arts & Humanities classes at BSC, 43.3% said their level of enjoyment was greater than it was when they entered BSC. 40.3% said their level of enjoyment was about the same as it was when entering BSC. 14.2% said their level of enjoyment was much greater than it was when entering BSC. 2.2% said their level of enjoyment was less than when entering BSC.

The results of the Arts, Humanities, and Social Science Sophomore Survey are included on page 13.

Changes Planned to Improve Learning – in the Courses

The process of assessment has proven to be helpful to faculty members of the Arts & Humanities Group. Reinforcement of what works is readily evident as well as what doesn't. It enables instructors to make adjustments in class assignments and curriculum to improve student learning. As group leader, I have seen a marked improvement on the responses to this question from faculty. It demonstrates the ever present course development our faculty go through from semester to semester. An overview of specific changes taken from each Faculty member's assessment report, specifically on the PTA analysis form, are listed below.

-Involve another faculty within the course to enhance learning.
-Record what worked well in the class and introduce it earlier in the schedule.
-Clarify wording of an assignment.
-Expand the assessment to the whole semester.
-Increase the number of "pop essays" because student attendance and learning has improved with them.
-My class and I appreciated the Lewis & Clark community events.
-Found that in-class and after-class consultations helped to prepare students for the comprehensive final.
-Plan to utilize text CD-ROM and Web-Site materials for research next year.
-Instill the need for research into projects.
-More time spent on fundamental skills and techniques to help raise the level of competency.
-Continue to build a studio community to improve the learning environment.
-Emphasize the need for journaling so it becomes a tool and not a punishment, possibly discuss the journal daily.
-More informal critiques in the classroom with an emphasis on the formal aspects of their designs, so the students can more accurately assess the effectiveness and aesthetics of their pots.
-Incorporate more of a team approach.
-A better explanation of citation expectations and rules may need to be included into the overall teaching plan.
-Incorporate more listening questions on future assessments.
-Do more in-class descriptive outlines.
-Start a file of comments from Choirfest so they can be used in the planning of next year's event.
-Continue research project assignment, emphasizing the importance of learning from established poet and reading extensively in order to develop as a writer.
-I plan to have students read and discuss work of established writers more frequently and in-depth than last semester.
-Emphasize the final assignment to be an in-depth look at their writing progress.
-Continue to let students choose what they want to write on in their final test, it produces good results.
-Add more instructions on how to answer the essay.

-More time spent on fundamental skills so every student can reach an average level of competence.
-Add more classroom critiques.
-Add stricter guidelines and a more stringent assessment rubric.
-Emphasize a need for continued effort from the first day to the last day of class.
-Add a Glossary (without answers) for students to complete as part of the syllabus.
-Plan to add some kind of critical thinking exercise next year.
-Create a plan for individual student work that would develop their own sense of critical thinking instead of having them work in a group setting.
-Develop more online class activities/exercises that help students understand how to recognize and interpret/analyze the elements of literature perhaps through a greater use of technology.
-Plan more student discussion times.
-Have students research the historical background of the ideology of femininity in the 19th century before the interpretation assignment of the character Laura in "The Goblin Market" Students will put the website address in the Webliography so other students can access the same information, thereby enhancing their understanding of the time period and of Laura.
-Have students do a peer review of each other's papers using the Document Sharing tab and the group feature in the online class, this should help students realize if they are supporting their premises with clear logic and textual evidence.
-Next time I will assign students to groups to create a Webliography and a handout which describes the literary movement and then also relates that movement directly to the poem, short story, or novel.
-Need to fine tune by lectures with the text based on their final essay. Students missed analogies completely.
-Used a video "Luther" to "humanize" the great reformer and it worked well, I will use it again.
-Will continue to use pop essays as an instrument to check class attention and attendance
-I've stressed "key issues" on the lecture more than in the past, and make sure at least two of the essays stress material in our new text.
-I need to make more specific assignments that would require their meeting the challenge of improving the confidence and ability to state and to express their own thoughts about the literature, rather than allowing their continual and predictable summaries. I must pointedly make these decisions in advance. The worth of this assessment is that I will put four or so questions on the syllabus, generic questions, that generate the critical and independent thinking I was to see in these portfolios. That way I leave many entries open to the students' creation of what to write about, as well as direct those not so well versed in literary criticism to be challenged by specific questions that will have the better results.
-Continue to use the portfolio because it is the best guarantee that students are doing their homework while continuing to improve specific assignments to draw more varying expressions of the knowledge.
-Make more specific assignments that would require students to meet the challenge of improving their critical thinking skills.

-What I need to improve on is my presentation of individual authors. I am building the material over time, but that is the greatest implication – time to prepare so that I connect the fundamentals to students more easily and more memorably.
-I will ask that portfolio entries begin to wrestle with these personal connections throughout the course, rather than saving such for the final paper.

Arts & Humanities Assessment

Full-Time Faculty 2004-2005	**Adjunct Faculty 2004-2005**
Visual Arts	
Michelle Lindblom	Barb Jirges, Shawn Holz
Brian Hushagen	
Music	
John Darling	Gray, Murphy, Eichhorst,
Tom Porter	Ring, Hagerott, Baumann
Theater	
Dan Rogers	
Craig Moxon	
English	
AnnMarie Kajencki	Tracy Juhala
Jaclyn Raw	
Julie Gard	
Tom Stein	
Lynn Severson	
Foreign Language	
Ryan Pitcher	Eilene McNalley
History	
Mike McCormack	
Perry Hornbacher	
Philosophy	
Anita Wilson	
Religion	
Marv Mutzenberger	

Assessed Arts & Humanities Courses 2004-2005

ART 110 Introduction to the Visual Arts
ART 210 Art History I
ART 211 Art History II
ART 122 Two Dimensional Design
ART 250 Ceramics I
ART 124 Three Dimensional Design
ART 251 Ceramics II
ART 252 Advanced Ceramics
ART 265 Sculpture I

ART 266 Sculpture II
MUSC 100 Music Appreciation
MUSC 117 Concert Choir
MUSC 145, 146 Applied Music, Applied Music Major
THEA 161 Acting I
ENGL 238 Children's Literature
ENGL 222 Introduction to Poetry
ENGL 236 Women and Literature
ENGL 261 American Literature I
ENGL 262 American Literature II
ENGL 278 Alternative Literature
SPAN 201 Second Year Spanish I
HIST 101, 102 Western Civilization I & II
HIST 103 United State to 1877
HIST 104 United States Since 1877
HIST 224 American Studies: Lewis and Clark
HIST 222 History of the Western Frontier
RELS 120 Religion in America
RELS 220 Old Testament

Assessment Tools Used by the Arts & Humanities Group – 2001-2002

Final Exam
Journal Assignment
Unit Exam
Essay
Interpretive Essay
Pop Essay
Essay integrating class, video, and
outside research materials
Acting Journal Entries
Neutral Scene Performance
Independent Research Project
Comprehensive Final Exam
Comprehensive Final Essay
Objective Test
Class Portfolio
Portfolio
Semester Portfolio
Class Discussion
Vocal Assessment
Poetry Presentation accompanied with
worksheet, handout & bibliography
Identification Exam
Formal Paper

Composite Multiple Measures Matrix
Arts and Humanities

This matrix provides evidence that in BSC's classroom-embedded assessment program, there are multiple measures to assess each of the objectives of the general education curriculum. The objectives/competencies appear in the far left column and below the matrix.

Assessment Measures

Competencies	Pre/Post Test	Presentation/ speech	Semester project	Formal essay	Performance	Case study	Written quiz	In-class essay	Locally developed test	Interview	Object-ive test	Essay test	Group project	Response to video	Response to drama, art/music	Other (please identify)	Other (please identify)
1. SocSci content/meth.																	
2. Arts/ Hum content	X	X		X	X		X	X		X	X	X	X	X	X		Critique
3. Science content/meth.																	
4. Math content/meth.																	
5. Values formation																	CAT's; Journals
6. Cultural diversity		X		X	X			X						X	X	.	
7a. Reading																	
7b. Writing																	
7c. Speaking																	
7d. Listening																	
8. Technology																	
9. Critical/log. Thinking		X		X	X			X		X	X	X				Discussion, Comp.Exam	Art critique
10.Indep/Interp creative thkng.		X	X	X	X			X			X	X		X			Portfolio

General Education Competencies/Objectives:

1. Know the principles and methods of the social sciences and understand the basic social, political, and economic issues of the contemporary world.
2. Have knowledge of and appreciation for the human cultural tradition in art, music, theater, language, literature, history, philosophy, or religion
3. Know the principles and be able to apply the methods and reasoning of science.
4. Understand and apply mathematical principles and be able to communicate quantitative information effectively.
5. Recognize the role of values in human interaction and understand the need for core values in making personal, social, and professional decisions.
6. Demonstrate knowledge of and respect for both global and American cultural variety, including races, religions, subcultures and ethnicities.
7. Read, write, speak, and listen effectively.
8. Be able to use technology to access, retrieve, process, and communicate information.
9. Be able to think logically and critically and solve problems effectively.
10. Be able to think independently in creative and interpretive tasks.

Faculty Group Assessment Report for 2004-2005
General Education – Arts & Humanities Faculty Group

Faculty Group Assessment Report Matrix

This matrix summarizes the assessment work done by faculty teaching Arts & Humanities Courses during the 2004-2005 school year. Members followed the Arts & Humanities Faculty Group Assessment Plan and submitted their Faculty Assessment Reports. The Faculty Reports show the individual faculty members' assessment results and their planned change actions. This matrix shows the composite results, as well as change actions taken or recommended at the faculty group level and passed along to department chairs and the Assessment Committee.

Arts & Humanities Gen. Ed. Competencies/Objectives	Assessment methods	Results of this semester's measures	Changes planned to improve learning
Liberal Skills – Knowledge Students can identify key components and characteristics of a culture or multiple cultures, as reflected in art, music, theater, language, literature, history, philosophy, or religion.	The **direct measures** are embedded in the context of the course and the classroom; thus, there is great variety in the measures used and a high level of participation among both Arts & Humanities faculty and their students. The Multiple Measures Matrix (attached) show the types of measures planned for this school year.	**PTA Analysis** – Out of a sample of 535 students, 85% scored at 2 or more on a PTA scale of 1-4 (4 highest).	Since content knowledge is course specific, the changes instructors plan to make to improve knowledge competency are varied. They are outlined in each faculty member's assessment report on the PTA analysis form. An overview of changes are listed on page 6.
Liberal Skills – Critical/logical/problem solving Students can evaluate aspects of the human cultural tradition using the critical thinking process; i.e., analyzing content, discovering meaning or significance, drawing conclusions, and making an assessment.	The **direct measures** are embedded in the context of the course and the classroom; thus, there is great variety in the measures used and a high level of participation among both Arts & Humanities faculty and their students. The Multiple Measures Matrix (attached) show the types of measures planned for this school year.	**PTA Analysis** – Out of a sample of 458 students, 93% scored at 2 or more on a PTA scale of 1-4 (4 highest).	Since critical thinking skills are course specific, the changes instructors plan to make to improve critical thinking skills are varied. They are outlined in each faculty member's assessment report on the PTA analysis form. An overview of changes are listed on page 6.

Liberal Skills – Independent/interpretive/creative thinking Students can arrive at an independent interpretation and appraisal of works of human imagination.	The **direct measures** are embedded in the context of the course and the classroom; thus, there is great variety in the measures used and a high level of participation among both Arts & Humanities faculty and their students. The Multiple Measures Matrix (attached) show the types of measures planned for this school year.	**PTA Analysis** – Out of a sample of 549 students, 91% scored at 2 or more on a PTA scale of 1-4 (4 highest).	Since content independent thinking skills are course specific, the changes instructors plan to make to improve independent thinking skills are varied. They are outlined in each faculty member's assessment report on the PTA analysis form. An overview of changes are listed on page 6.

Business, Mathematics, and Technology Group Report
Form A: Broad-Based Assessment of General Education

Faculty Group: Business, Mathematics, and Technology

Instructional Degree Program: General Education **Degree Level:** Certificate, Diploma, AA, AS, AAS

Semester Administered: Spring 2005 **Date Submitted:** August 24, 2005

Submitted by: Michael Kern & Jeff Skibicki

<table>
<tr><td colspan="2">Intended Outcome: 6. Apply the basic math principles to practical situations.</td></tr>
<tr><td>Measure used</td><td>Short paper</td></tr>
<tr><td>Assessment method

Students were asked to solve a problem or two and write a detailed solution. The content of each problem varied according to the content area or discipline. The three content areas were business, math, and technology</td><td>
<table>
<tr><th>Rating</th><th>Primary Traits</th></tr>
<tr><td>4
Outstanding</td><td>The student response represents an effective application of basic math principles, shows a complete understanding of the problem, thoroughly addresses all points relevant to the solution, and includes adequate and correct computations and/or setup. The response may contain insignificant errors that do not interfere with the completeness or reasonableness of the response.</td></tr>
<tr><td>3
Above Average</td><td>The student response contains minor flaws. Although the student shows an understanding of the problem, there are minor errors in the application of the basic math principles or the student neglects to address some aspect of the problem.</td></tr>
<tr><td>2
Average</td><td>The student response reflects gaps in the understanding and/or execution. The solution has a combination of one or more of the following flaws: an incomplete understanding of the problem, failure to address some aspect of the problem, or a poor understanding of relevant mathematical procedures or concepts.</td></tr>
<tr><td>1
Below Average</td><td>The student response shows some effort beyond simply restating the problem or copying given information. The solution contains some combination of the following flaws: little understanding of the problem, failure to address most aspects of the problem, or a lack of understanding of relevant and basic mathematical principles.</td></tr>
</table>
</td></tr>
<tr><td>Sample (n = 181)</td><td>Students enrolled in ACCT 220, BADM 202, 240, 281, and 282, BUSN 120, CSCI 101, 122, 160, and 161, Math 103, 105, 227, 107, 146, 210, and 277 during the Spring 2005 semester who had earned 60 or more credit hours.</td></tr>
</table>

<table>
<tr><td>Summary of results

77% of the students in the sample scored 3 or above.</td><td>
<table>
<tr><th>Rating</th><th>Student scores</th></tr>
<tr><td>4 Outstanding</td><td>100</td></tr>
<tr><td>3 Above Average</td><td>39</td></tr>
<tr><td>2 Average</td><td>32</td></tr>
<tr><td>1 Below Average</td><td>10</td></tr>
</table>
</td></tr>
<tr><td>Use of results to improve student learning</td><td>See the summary narrative at the end of this report.</td></tr>
<tr><td colspan="2">Intended Outcome: 7. Organize and analyze data to make inferences about real world situations.</td></tr>
<tr><td>Measure used</td><td>Short paper</td></tr>
<tr><td>Assessment method

Students were asked to solve a problem or two and write a detailed solution. The content of each problem varied according to the content area or discipline. The three content areas were business, math, and technology.</td><td>
<table>
<tr><th>Rating</th><th>Primary Traits</th></tr>
<tr><td>4
Outstanding</td><td>The student response represents an accurate and organized analysis of the data, shows a complete understanding of the problem, thoroughly addresses all points relevant to the solution, and includes accurate and reasonable inferences regarding the given situation. The response may contain insignificant errors that do not interfere with the completeness or reasonableness of the response.</td></tr>
<tr><td>3
Above Average</td><td>The student response contains minor flaws. Although the student shows an understanding of the problem, there are minor errors in the organization and/or analysis of the data and may contain one unrealistic inference regarding the given situation.</td></tr>
<tr><td>2
Average</td><td>The student response reflects significant errors in organization and analysis of the data, an incomplete understanding of the problem, and contains more than one erroneous inference regarding the given situation.</td></tr>
<tr><td>1
Below Average</td><td>The student response shows little effort towards organization and analysis of the data and the solution contains some combination of the following flaws: little understanding of the problem, failure to address most aspects of the problem, and lacks reasonable inferences regarding the given situation.</td></tr>
</table>
</td></tr>
</table>

Sample (n = 181)	Students enrolled in ACCT 220, BADM 202, 240, 281, and 282, BUSN 120, CSCI 101, 122, 160, and 161, Math 103, 105, 227, 107, 146, 210, and 277 during the Spring 2005 semester who had earned 60 or more credit hours.
Summary of results 80% of the students in the sample scored 3 or above.	

Rating	Student scores
4 Outstanding	94
3 Above Average	50
2 Average	32
1 Below Average	5

Use of results to improve student learning	See the summary narrative at the end of this report.

Intended Outcome: 20. Use appropriate technology to communicate information effectively.

Measure used	Short paper
Assessment method Students were asked to solve a problem or two and write a detailed solution. The content of each problem varied according to the content area or discipline. The three content areas were business, math, and technology.	

Rating	Primary Traits
4 Outstanding	The student response is a printed document created with a word processor. The document clearly communicates all information relevant to the solution/conclusion (as arrived at by the student), and meets all specified formatting requirements. * *Formatting requirements to be determined by each discipline
3 Above Average	The student response is a printed document created with a word processor. The response is relatively clear and communicates most of the information relevant to the solution/conclusion (as arrived at by the student), but there are one to two minor errors with regard to the specified formatting requirements.*
2 Average	The student response is a printed document created with a word processor. The document contains the following flaws: failure to effectively communicate most of the information regarding the solution/conclusion (as arrived at by the student), multiple errors with regard to the specified

	formatting requirements.*
1 Below Average	The student response is not a printed document created with a word processor, or the student response is a printed document created with a word processor but does not effectively communicate the relevant information regarding the solution/conclusion (as arrived at by the student), and contains major errors regarding the specified formatting requirements.*

Sample (n = 181)	Students enrolled in ACCT 220, BADM 202, 240, 281, and 282, BUSN 120, CSCI 101, 122, 160, and 161, Math 103, 105, 227, 107, 146, 210, and 277 during the Spring 2005 semester who had earned 60 or more credit hours.
Summary of results 86% of the students in the sample scored 3 or above.	

Rating	Student scores
4 Outstanding	113
3 Above Average	42
2 Average	20
1 Below Average	6

Use of results to improve student learning	See the summary narrative at the end of this report.

Intended Outcome: 21. Analyze and interpret results of outcomes of investigations and draw reasonable conclusions from the analysis.

Measure used	Short paper
Assessment method Students were asked to solve a problem or two and write a detailed solution. The	

Rating	Primary Traits
4 Outstanding	The student clearly and precisely analyzes and interprets evidence, statements, graphics, questions, etc., and draws warranted, insightful, and reasonable conclusions.
3 Above Average	The student competently analyzes and interprets most of the evidence, statements, graphics, questions, etc., and draws warranted and reasonable conclusions.

<table>
<tr><td>content of each problem varied according to the content area or discipline. The three content areas were business, math, and technology.</td><td>
<table>
<tr><td>2
Average</td><td>The student competently analyzes and interprets some of the evidence, statements, graphics, questions, etc., but draws few warranted or reasonable conclusions.</td></tr>
<tr><td>1
Below Average</td><td>The students fails to analyze or interpret the evidence, statements, graphics, questions, etc., draws unwarranted or fallacious conclusions, and argues using fallacious or irrelevant reasons and unwarranted claims.</td></tr>
</table>
</td></tr>
<tr><td>Sample (n = 181)</td><td>Students enrolled in ACCT 220, BADM 202, 240, 281, and 282, BUSN 120, CSCI 101, 122, 160, and 161, Math 103, 105, 227, 107, 146, 210, and 277 during the Spring 2005 semester who had earned 60 or more credit hours.</td></tr>
<tr><td>Summary of results

75% of the students in the sample scored 3 or above.</td><td>
<table>
<tr><th>Rating</th><th>Student scores</th></tr>
<tr><td>4
Outstanding</td><td>68</td></tr>
<tr><td>3
Above Average</td><td>68</td></tr>
<tr><td>2
Average</td><td>25</td></tr>
<tr><td>1
Below Average</td><td>12</td></tr>
</table>
</td></tr>
<tr><td>Use of results to improve student learning</td><td>See the summary narrative at the end of this report.</td></tr>
<tr><td colspan="2">Intended Outcome: 22. Draw conclusions based on the outcomes.</td></tr>
<tr><td>Measure used</td><td>Short paper</td></tr>
<tr><td>Assessment method

Students were asked to solve a problem or two and write a detailed solution. The</td><td>
<table>
<tr><th>Rating</th><th>Primary Traits</th></tr>
<tr><td>4
Outstanding</td><td>The student clearly and precisely analyzes and interprets evidence, statements, graphics, questions, etc., and draws warranted, insightful, and reasonable conclusions.</td></tr>
<tr><td>3
Above Average</td><td>The student competently analyzes and interprets most of the evidence, statements, graphics, questions, etc., and draws warranted and reasonable conclusions.</td></tr>
</table>
</td></tr>
</table>

<table>
<tr><td>content of each problem varied according to the content area or discipline. The three content areas were business, math, and technology.</td><td>
<table>
<tr><td>2
Average</td><td>The student competently analyzes and interprets some of the evidence, statements, graphics, questions, etc., but draws few warranted or reasonable conclusions.</td></tr>
<tr><td>1
Below Average</td><td>The students fails to analyze or interpret the evidence, statements, graphics, questions, etc., draws unwarranted or fallacious conclusions, and argues using fallacious or irrelevant reasons and unwarranted claims.</td></tr>
</table>
</td></tr>
<tr><td>Sample (n = 181)</td><td>Students enrolled in ACCT 220, BADM 202, 240, 281, and 282, BUSN 120, CSCI 101, 122, 160, and 161, Math 103, 105, 227, 107, 146, 210, and 277 during the Spring 2005 semester who had earned 60 or more credit hours.</td></tr>
<tr><td>Summary of results

73% of the students in the sample scored 3 or above.</td><td>
<table>
<tr><th>Rating</th><th>Student scores</th></tr>
<tr><td>4
Outstanding</td><td>70</td></tr>
<tr><td>3
Above Average</td><td>63</td></tr>
<tr><td>2
Average</td><td>39</td></tr>
<tr><td>1
Below Average</td><td>9</td></tr>
</table>
</td></tr>
<tr><td>Use of results to improve student learning</td><td>See the summary narrative at the end of this report.</td></tr>
<tr><td colspan="2">Intended Outcome: 23. Produce creative work that fulfills established criteria for effectiveness and/or aesthetics.</td></tr>
<tr><td>Measure used</td><td>Short paper</td></tr>
<tr><td>Assessment method

Students</td><td>
<table>
<tr><th>Rating</th><th>Primary Traits</th></tr>
</table>
</td></tr>
</table>

<table>
<tr><td>were asked to solve a problem or two and write a detailed solution. The content of each problem varied according to the content area or discipline. The three content areas were business, math, and technology.</td><td>
<table>
<tr><td>4
Outstanding</td><td>The student response reflects a sincere and exemplary effort to produce a creative work. The response is clever, tasteful, contains original thoughts, and effectively addresses the issue/question that has been posed.</td></tr>
<tr><td>3
Above Average</td><td>The student response shows a sincere and worthy effort to produce a creative work. The response is provided in good taste, contains at least one original thought, and somewhat addresses the issue/question that has been posed.</td></tr>
<tr><td>2
Average</td><td>The student response reflects a somewhat creative work, but with two or more of the following flaws: the response is not provided in good taste, provides little evidence of original thought, is relatively ineffective with regard to addressing the issue/question that has been posed.</td></tr>
<tr><td>1
Below Average</td><td>The student fails to put forth an honest effort to produce a creative work. The response contains no relevant original thoughts, may be in poor taste, and is simply ineffective with regard to addressing the issue/question that has been posed.</td></tr>
</table>
</td></tr>
<tr><td>Sample (n = 181)</td><td>Students enrolled in ACCT 220, BADM 202, 240, 281, and 282, BUSN 120, CSCI 101, 122, 160, and 161, Math 103, 105, 227, 107, 146, 210, and 277 during the Spring 2005 semester who had earned 60 or more credit hours.</td></tr>
<tr><td>Summary of results

80% of the students in the sample scored 3 or above.</td><td>
<table>
<tr><th>Rating</th><th>Student scores</th></tr>
<tr><td>4
Outstanding</td><td>82</td></tr>
<tr><td>3
Above Average</td><td>62</td></tr>
<tr><td>2
Average</td><td>25</td></tr>
<tr><td>1
Below Average</td><td>12</td></tr>
</table>
</td></tr>
<tr><td>Use of results to improve student learning</td><td>See the summary narrative at the end of this report.</td></tr>
</table>

Use of Results to Improve Student Learning

The results of this broad-based assessment indicate that our students are quite skilled in using technology to communicate information effectively, organizing and analyzing data, and applying basic mathematical principles. They also demonstrated an ability to produce creative responses.

Students were quite adept at communicating a relatively clear response with a printed document, however, in some instances, directions and specified formatting requirements were not followed accurately. Students' use of computers in a wide variety of disciplines undoubtedly contributed to the high level of proficiency in this area.

Overall, our students demonstrated quite well their ability to analyze written problems and draw conclusions by providing excellent analysis of the various problems, and were able to make reasonable inferences that addressed the points relevant to the solution. Their use of basic mathematical principles and reading skills certainly appear to be at a more than satisfactory level and helped them make sense of real world situations. The students seemed quite comfortable with the computational components of the problems. They were able to obtain requested numerical information which provided evidence of their understanding of the problems.

Gauging creative work was not a simple task, and some questions were intentionally left open-ended with the hope of obtaining a wide variety of responses. We feel that overall the students provided clever responses that contained original thoughts and effectively addressed the questions posed.

Not surprisingly, questions pertaining to graphs seemed to be most troublesome for the students. Results indicated some weaknesses in the areas of analyzing and interpreting graphs in order to provide accurate, meaningful, and insightful conclusions.

In order to adequately help our students develop number sense and the ability to use symbols/notation, we clearly need to continue teaching the mechanical aspects of mathematics. Perhaps increased emphasis on reading and writing skills will enhance student performance in the areas of problem analysis and drawing conclusions/inferences regarding real world situations. In addition, more study related to graphs and the information they can provide can enhance our students' ability to construct and read graphs properly within many disciplines. Often times we focus on the answer to a problem without giving a lot of thought to whether or not it is reasonable or useful. Perhaps asking further questions based on our findings would improve student learning.

In order for our students to become well versed in all the areas of this broad-based assessment, we must pose more problems that require thoughtful responses, rather than ask questions that have only one definitive answer. Also, we should invite/expect students to explain, in words and within the context of the problem, the thought process behind the solution and require justification as to whether their answer is reasonable or not. Essentially, we need our students to consider the answers arrived at and determine their meaning in a given situation. From a mathematical standpoint, an example of such a situation might be taken from a linear model for some physical phenomena. Can the student not only determine the slope of the graph, but explain its relevance within the given model? Asking these types of questions can help students achieve a deeper understanding of the concepts at hand, as well as strengthen computational skills.

Mathematics Broad-Based Assessment Cover Sheet

Name_____

Course_____

Instructor's name_____

Day and time this class meets_____

When do you expect to be graduated? YEAR:_____ SEMESTER (fall, spring, or summer):_____

Approximately how many college credits will you have earned by the end of this semester? _____

Please write the name of the degree plan you are pursuing at BSC. (example: liberal arts, undecided, nursing,
computer support specialist, math-computer science, message therapy, ect.)

_____

What degree do you expect to earn? Check one: ❒AA ❒AS ❒AAS ❒Diploma ❒Don't know

Have you taken this assessment evaluation in another class this semester? ❒Yes ❒No

Please check the high school math classes you have taken:

❒General Math ❒Business Math ❒Algebra/Algebra I ❒Algebra II/AdvancedAlgebra

❒Geometry ❒Advanced Math/Precalculus ❒Probability & Statistics ❒Calculus

❒Other (please specify)_____

Please check the college math courses you have taken:

❒Basic Algebra ❒Intermediate Algebra ❒College Algebra ❒ Precalculus

❒Finite Math ❒Applied Calculus ❒Elementary Statistics ❒Calculus I

❒Other (please specify)_____

If you are currently in *another* math class this semester, please list the *other* course(s) below:

Course name	**Instructor's name**	**Day and time class meets**

ASSESSMENT DOCUMENT FOR BUSINESS DEPARTMENT
Making a home purchase decision

Using the data that is provided, I would ask your help in determining which of the following options will be most economical for me in the next ten years. I work out of my home and have a company car so transportation cost is not an issue. I will give you three house situations that I am considering, each at 6% interest. In summarizing your report, please include your personal recommendation that may be based on factors other than those financial elements that you were asked to consider.

HOME CHOICES

Home 1:

A. $120,000 initial price, monthly payments would be $720.00
B. 25% appreciation is expected over 10 years
C. $10,000 in anticipated upkeep and repairs

Home 2:

A. $100,000 initial price, monthly payments would be $600.00
B. 12% appreciation is expected over 10 years
C. $8,000 anticipated upkeep and repairs

Home 3:

A. $160,000 initial price, monthly payments would be $960.00
B. 10% appreciation is expected over 10 years
C. $5,000 in anticipated upkeep and repairs

CONCLUSION

At the end of ten years I would like to rid myself of all assets and move to a little island in the South Pacific. Which investment would be best for me?

Your grade on this assignment will be based on logical presentation of information submitted in a word processing format. The conclusion should contain evidence of serious critical thinking in bringing forth other financial information that would need to be considered if this was a real situation.

Thank you for your help.

Math Assessment Project
Writing Requirements

The report answering the questions proposed by this project must be in typed form. There are no minimum/maximum length requirements; however, all questions must be answered in your report. Minimum requirements for this assignment are as follows:

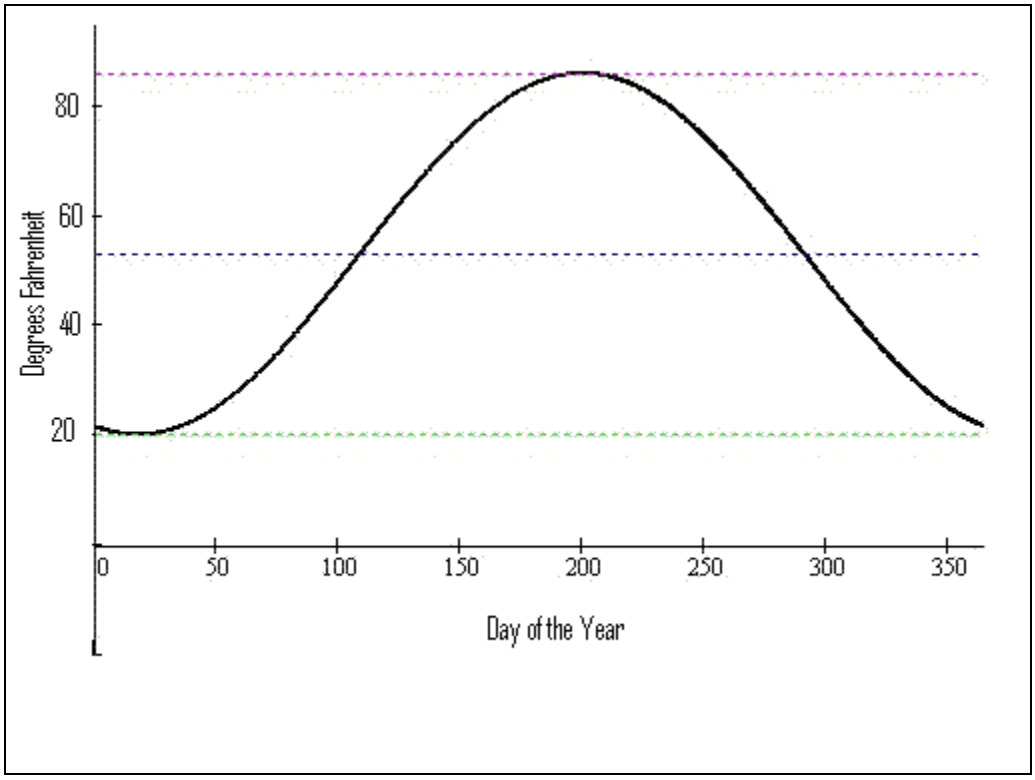
- The report must be typed and double-spaced using a standard-looking font of normal size (10-12 pt).
- A title-page must be attached to the top of the report listing your name and class information.
- The report must include:
    - An introductory paragraph explaining the problem.
    - The body containing your written answers to each of the proposed questions.
    - A conclusion paragraph summarizing your work and answers to the problem.

- Any handwritten work to answer the problems should be attached to end of your report and referenced in your write-up if needed.

Please do not simply type your answers to each of the questions as you would if you were answering these on a typical mathematics exam. Your written report should flow from beginning to end without being separated into parts (The answer to question 1 is…. The answer to question 2 is…) One suggestion is to approach the writing of this report as you would for any other writing class on campus. If you have questions regarding the structure or any other component of the writing, please stop in and see your professor.

Bismarck Average High Temperatures

The following graph provides the average high temperature for each day of the year as reported by the National Weather Service in Bismarck, ND.



Determine the time period over which the average high temperature in Bismarck is increasing? Decreasing?

Approximate the day of the year when the average high temperature is the coolest and the warmest and use this information to approximate the mean high temperature over the entire year.

Approximate which day(s) of the year is the average high temperature increasing the fastest?

In terms of the information provided above, describe what the graph of the average high temperature for Sidney Australia might look like.

Writing in a Mathematics Class

Writing in a mathematics or science course requires a different style than that of a composition or literature class. Although this style varies, the fundamental motivation of creating an explanation of thoughts to be provided to others does not change. As the information discovered in course materials are developed, adhere to the following factors to shape the written response;

- Be objective
- Be precise
- Be logical
- Be careful
- Be clear
-

Principal goal of your writing
The reader of your work (ME!!!) most likely can not read your mind. Get your point across as straightforwardly as possible by communicating your ideas so they can be understood.

Try to…
- ✓ Write a sound introduction and conclusion that includes all the highlights of the project.
- ✓ Remember your audience. Your audience is any member of this class. Explain how a result was found but refrain from explaining every step in the calculation.
- ✓ Use detail to explain your thought process and when possible include descriptive units of measure to describe results.
- ✓ Use a logical approach to explain your process. Start with A, this implies that B and C are true, to which end D is the result.
- ✓ Put yourself in the role of the reader of the writing. Do you understand the process used and in turn recreate the same results? Does the writing answer the questions proposed in the introduction?

Try not to…
- ✓ Use first person ("I" or "we").
- ✓ Create discontinuous writing. Your ideas and process should be continuous and provide a logical conclusion.
- ✓ Create your final draft in your first attempt. As with any writing, a process of review and rewrite must occur.

ROSS ROOT FEEDER FERTILIZER

You have an established tree that you wish to fertilize with Ross Root Feeder refills. You measure the tree and find that the circumference is 52 inches. You estimate that the drip line is a circle that has a radius of 12 feet. Use the label directions shown as you answer the questions below.

ROSS.
Root Feeder Refills
Fertilizer For Beautiful Trees & Shrubs

GUARANTEED ANALYSIS
Total Nitrogen (N) 25%
4.0% Ammoniacal Nitrogen
2.6% Nitrate Nitrogen
18.4% Urea Nitrogen
Available Phosphate (P_2O_5) 10%
Soluble Potash (K_2O) 10%
Derived from: Diammonium Phosphate, Potassium Nitrate and Urea.

Instructions:

1. Choose the correct amount of fertilizer from the chart below. Place fertilizer refills in Root Feeder chamber.
2. Make sure water flow valve is shut off to avoid accidentally spraying and wasting fertilizer before tube is in the ground
3. Connect Root Feeder to garden hose and turn on water at spigot. Turn on water flow valve slightly until a small stream of water flows out the tip of the feed tube. As water saturates soil, insert Root Feeder at equal intervals in a ring under outer branches (dripline) of tree or shrub. NEVER AT TRUNK OR BASE. (see illustration) If soil is dry, continue root watering after fertilizer refills have dissolved.

Vehicle Loan Problems

You are buying a new car and are given a choice between a rebate ("cash back") or a low interest rate. Which is better for the customer?

Option A: Finance (borrow) $14,000 at an annual interest rate of 4.8% for 48 months.

Option B: Finance $12,500 (after a $1500 rebate) at an annual interest rate of 12% for 48 months.

The formula for calculating the monthly payment is: $$m = \frac{Pr}{1-(1+r)^{-n}}$$

where m in the monthly payment, P is the principal (amount borrowed), r is the monthly interest rate (annual rate divided by 12) and n is the number of payments.

1. Which option is better: A or B? (Be sure to show your work and explain your answer.)

Option C: Finance (borrow) $14,000 at an annual interest rate of 4.8% for 48 months.

Option D: Finance $14,000 at an annual interest rate of 12.0% for 60 months.

2. a. Which option is better: C or D? (Be sure to show your work and explain your answer.)

   b. To get the monthly payments to be the same as in option D, what would the interest rate have to be for the 48 month loan in option C? (Be sure to show your work and explain your answer.)

Note: The Introduction to Computers students would use Excel while Beginning Visual Basic and Computer Science I & II students would write a program to solve the problems. All students would use Word to write the descriptions of their solutions.

General Education Assessment 2005, Science

Bismarck State College (BSC) science faculty used both direct and indirect measures in the 2005 assessment of general education. The direct measure was an essay and the indirect measure was a student survey. In addition, math and science faculty were surveyed to gauge their understanding of, and satisfaction with, both course-specific and general education assessment. All are described below.

DIRECT MEASURE OF GENERAL EDUCATION

Introduction

The science faculty developed an essay assignment with challenging graphs for the direct measurement of general education. The measure needed to assess six general education objectives, specifically basic math and mathematical analysis skills, technological proficiency, critical thinking, problem-solving and creativity. The students were given some background information concerning the public health and economic issues surrounding Bovine Spongiform Encephalopathy (BSE), commonly known as mad cow disease. Included were two graphs of import/export data in tons of beef and dollar values for several years prior to and the months immediately following the discovery of BSE in an American cow. They were asked to identify the greatest problem BSE presented to the United States (US) and suggest a solution for the public health concerns. They were to creatively redesign the graphs into table form.

Methods

A rubric was developed and given to the students with the assessment measure. It qualified what would be necessary for the highest score though no information concerning content was included. All students in science classes were asked to complete the essay and a coversheet identifying what their year status was. A random sample of 30 papers was selected from the sophomore papers and graded for proficiency in the six general education objectives identified above. Two faculty members volunteered to read these essays to reduce variability in interpreting the grading rubric.

Results

Eighty-three percent of the students scored above average or better in their ability to use mathematics. Sixty-seven percent of the students scored above average or better at analyzing mathematical information and putting it into a table. Ninety-seven percent of the students scored above average or better at using appropriate technology to complete the essay. Sixty percent of the students scored above average or better at using critical thinking to identify the major impact of BSE in the US, and also in using problem-solving skills to identify a solution to the public health issue caused by BSE in the USA. Seventy percent of the students scored above average or better in their ability to present a creative paper written in a thoughtful and aesthetic manner. These data are presented on Form A: Broadbased Assessment of General Education.

Conclusions and Intended Actions

Most students (70-97%) were very capable of extracting data from the graph, and had the ability to use word-processing technology to produce creative, aesthetic works. While two-thirds were

able to produce tables from the graphic data, many did not. It is unclear whether this was due to their lack of ability, or their failure to carefully read the instructions. Faculty members are planning to incorporate additional tabulation and graphing activities in their classes. The two weakest areas were related to critical thinking and problem-solving skills. Although just ten percent of students scored below average in these areas, there appeared to be a common problem of failing to identify alternative explanations and points of view. Again, it is possible that students failed to understand the directions. However, faculty plan to do more exercises that include alternative points of view, point / counterpoint arguments, and role playing.

INDIRECT MEASURES OF GENERAL EDUCATION

Science Sophomore Survey

BSC annually uses the Sophomore Survey as an indirect measure of general education. Overall, the sophomore survey was favorable for students in Science courses. They felt they had a strong understanding of everyday science, scientific method and science technology. The most positive response was in the students' perception of their increase in problem-solving skills since they started school at BSC. This is most gratifying as developing problem-solving skills is a critical component of becoming a productive, successful member of society.

MATH AND SCIENCE FACULTY SURVEY

Faculty from the math and science disciplines who had participated in the 2005 assessment activities (new faculty were excluded) were asked to complete an anonymous survey relating to assessment. Eleven faculty responded to questions concerning their understanding of, and satisfaction with, both course-specific and general education assessment. Using a five-point scale, the vast majority of faculty circled fours and fives, indicating an unexpected degree of comfort with assessment in general, and course-specific assessment in particular. Faculty were also asked to suggest improvements for course-specific and general education assessment. A common plea was to streamline and simplify the processes. Specific suggestions included: sampling students, allowing instructors of the same course to evaluate their own classes without having to coordinate with others, developing a pool of questions (especially for new faculty), providing more direction/guidelines/instruction, providing answers to questions, assessing less frequently unless there is a specific need, and assessing fewer objectives at a time.

A very common suggestion (also voiced at most of our meetings) was to completely separate course-specific assessment from general education assessment. Half of the respondents requested the formation of some sort of separate, campus-wide, general education assessment committee, perhaps focusing on graduating students with some sort of exit interview. This would free faculty to do what they believe they can do best: course-specific assessment.

SUMMARY

Students in science classes at BSC were able to apply principles of math, and use appropriate technology to produce creative works. The experienced some difficulty with analyzing and

organizing data, and often failed to analyze alternative points of view when critically evaluating problems and their solutions. Despite this, sophomore students believed education at BSC increased their problem-solving skills. Faculty intend to modify their classes to provide students with additional opportunities to master these deficits.

Faculty believe they understand assessment and are generally satisfied with it. One recurring recommendation, however, is to separate course-specific from general education assessment.

A final suggestion would be to share the results of this assessment with local or regional high school principals and their science and math faculty. If they take action, this could result in students better prepared for college level courses.

SOCIAL SCIENCE GROUP
2004-2005
BROAD-BASED ASSESSMENT

For the 2004-2005 portion of the "Four Year Plan for Broad-Based General Education Assessment" at Bismarck State College the Social Science Assessment group implemented a plan to assess several of the objectives and outcomes assigned to our group. Those involved were: Wendy Pank-Faculty Group Leader, Dave Sitte-Political Science, Anita Wilson-Sociology, Joe Ellefson-Criminal Justice, Ivan Tschider-Economics, Lloyd Anderson and Henry Riegler-Psychology, Lisa Hoynes-Human Services, and Theresa Felderman-Sociology/Psychology. Through discussion the group decided to focus on the knowledge and application of the Social Sciences (#1 & 2) and communication skills (#13 & 16).

Anita Wilson presented the group with the video "Car Sleepers" which chronicles the lives of several women who are homeless and reside in their vehicles. The video was an excellent representation of many sociological issues that are core to the social sciences. Upon review, the group decided the video would provide our students with a visual representation that would allow us to assess their ability to "listen"(#16), "know"(#1) and "apply"(#2) their knowledge of the social sciences through "writing effectively."(#13) The group then created questions relevant to their subject area that would assess the student's ability to complete the objectives and outcomes chosen. The rubrics utilized were the standard social science rubrics for knowledge and application of the social sciences, the English department's rubric for writing effectively and the listening rubric.

In the spring of 2005 the assessment activity was administered in a variety of manners. Some classes required all students to participate and complete the activity; others required only

the graduating sophomores. Either way, the desired data was obtained. The results revealed our students overwhelmingly have the ability to complete the desired tasks (see attached documentation). The video and assignment aided our group in obtaining the information we desired.

In review of the process and procedure that we completed in 2004-2005 several issues arose which our group wishes to share. First, according to the "Four Year Plan for Broad-Based General Education Assessment" our group was to assess 7 objectives and outcomes; our feeing is that this is completely unworkable. The time and effort required to adequately complete the task is unreasonable for one faculty group. We spent a large amount of time trying to develop a plan that would make our assignment feasible and we were unable to find one. Therefore, it was decided that we would focus on 4 of the objectives.

Second, the assignment of the objectives related to communication created controversy in our group. Many did not feel that the assessment of those objectives should be the responsibility of the Social Science group. That feeling was compounded when the standard rubric for those objectives was presented. This brings us to the third issue; the rubrics. The rubric that we received for writing was, in our group's opinion, too in-depth for a broad-based assessment. The rubric seemed to have been written for course-assessment in the English area, of which it may have been ideal for. However, for a broad-based assessment we feel that a much more general rubric would be more relevant and useful. In fact, some in the group were over-whelmed by the rubric and therefore did not utilize it, thus not completing the writing portion of the assessment. The listening rubric was more general, but again, some of the same issues arose and we received the same results.

Fourth, there still seems to be confusion about how to complete our assessment and what the goals and objectives are. The group as a whole feels that changes need to be made to make assessment relevant to the teaching and learning process. They are not seeing the "closing of the loop" and would like to see some changes that would make this a workable and worth-while process. They are willing to do the work if they can see the relevance of it.

In summary, the Social Science group gained some data that shows our students are doing well in the acquisition of social science knowledge and its application. The limited writing and listening assessed also shows them doing well. We feel changes in the assessment process need to be made to ensure this data is utilized in the future.

Form A: Broad-Based Assessment of General Education

Faculty Group: Social Sciences

Instructional Degree Program: Gen. Ed **Degree Level**: Cert., Dip., AA, AS, AAS

Semester Administered: Spring 2005 **Date Submitted**: November 2005

Submitted by: Wendy Pank, Faculty Group Leader

Intended Outcome:	Knowledge #1 and Application #2
Measure used	Students viewed the video "Car Sleepers" and were assigned an essay concerning the sociological concepts evident in the video.
Assessment method	**4 (Excellent)** Key concepts/themes/issues/ideas are thoroughly identified, defined and described Significant facts/supporting details are included and accurately described Has little or no factual inaccuracies Identifies and logically organizes almost all relevant evidence Uses appropriate and comprehensive critical thinking skills and habits of mind to analyze, evaluate, and synthesize evidence Reaches informed conclusions based on the evidence **3 (Above Average)** Key concepts/themes/issues/ideas are identified, defined, and described Facts/supporting details are included May have a major factual inaccuracy, but most information is correct Identifies and organizes most of the relevant evidence Uses partial critical thinking skills and habits of mind to analyze, evaluate, and synthesize evidence Reaches informed conclusions based on the evidence **2 (Average)** Some key concepts/themes/issues/ideas are identified, defined, and described Some facts/supporting details are included Has some correct and some incorrect information Identifies some relevant evidence and omits most of the other evidence Uses unclear, inappropriate, or incomplete critical thinking skills and habits of mind to analyze, evaluate, and synthesize evidence

<table>
<tr><td></td><td>Reaches incomplete or inaccurate conclusions based on the evidence
1 (Below Average)
Few or no key concepts/themes/issues/ideas are identified, defined, and described
Few or no facts/supporting details are included
Information is largely inaccurate, absent or irrelevant
Important evidence relevant to the problem is not identified
Critical thinking skills are absent
Conclusions are lacking, absent or unclear</td></tr>
<tr><td>Sample</td><td>87 graduating sophomores
Essay was administered in a variety of Social Science courses</td></tr>
<tr><td>Summary</td><td><table><tr><td>4-Excellent</td><td>23</td></tr><tr><td>3-Above Average</td><td>36</td></tr><tr><td>2-Average</td><td>17</td></tr><tr><td>1-Below Average</td><td>11</td></tr></table></td></tr>
<tr><td>Use of results</td><td>Overall, faculty felt satisfied with the results and stated they would continue focusing on the concepts and issues they currently do. A few stated they felt the directions given with the assignment were not clear and that they, the faculty member, needed to pre-plan better for future assessments.</td></tr>
</table>

Form A: Broad-Based Assessment of General Education

Faculty Group: Social Sciences

Instructional Degree Program: Gen. Ed **Degree Level**: Cert., Dip., AA, AS, AAS

Semester Administered: Spring 2005 **Date Submitted**: November 2005

Submitted by: Wendy Pank, Faculty Group Leader

Intended Outcome:	Writing #12
Measure used	Students viewed the video "Car Sleepers" and were assigned an essay concerning the sociological concepts evident in the video.
Assessment method	See attachment
Sample	74 graduating sophomores Essay was administered in a variety of Social Science courses
Summary	4-Excellent: 31 3-Above Average: 25 2-Average: 10 1-Below Average: 8
Use of results	Faculty comment: "This was an outstanding group of students and I anticipated that they would score well. I use writing as part of class assessment and this group expresses itself well."

Form A: Broad-Based Assessment of General Education

Faculty Group: Social Sciences

Instructional Degree Program: Gen. Ed **Degree Level**: Cert., Dip., AA, AS, AAS

Semester Administered: Spring 2005 **Date Submitted**: November 2005

Submitted by: Wendy Pank, Faculty Group Leader

Intended Outcome:	Listening #16
Measure used	Students viewed the video "Car Sleepers" and were assigned an essay concerning the sociological concepts evident in the video.
Assessment method	See attachment
Sample	50 graduating sophomores Essay was administered in a variety of Social Science courses
Summary	4-Excellent: 9 3-Above Average: 23 2-Average: 11 1-Below Average: 7
Use of results	Students sometimes overlook valuable "cues" when viewing videos. Stressing the value of thinking "sociologically", and not just watching for entertainment may help.

WRITING RUBRIC

Writing	4	3	2	1
Understand and use the writing process – 12 Use the stages of the writing process (inventing, planning, drafting, revising, editing, and proofreading) to develop, organize, and present ideas in writing. **to develop ideas (inventing and planning)** **Possible assessment tools:** Brainstorm lists, maps, or clusters; drawings; free writings; short writings that explore ideas for promise; lists of questions; preliminary focus statement on thesis; outline; genesis writing (what is the motivation for this topic?); research notes; library exercises that prove performance of certain tasks; working bibliography; response writing to readings; conference with instructor; sketching of sub-topics that will support the thesis; definition of audience. **to organize ideas (drafting and revising)** **Possible assessment tools:** A first draft records the dominant ideas of thesis and sub-topics, and it's okay if	The inventing and planning stages are extensively prepared. The student has gone well beyond the minimum requirements, completing all that is suggested. A possible example is that a final paper of 3 pp. would have double that number of inventing and planning pages. The student has shown how the topic evolved and was developed via the writing to discover process. More than enough collection has been made. The strategy for the paper is conceived and planned. There are probably three drafts with a progression of crucial changes. Ideas evolve, change, and differ greatly from first to last draft. Revision led to major changes. Finally, words lift off the page because they're so elegantly placed. Outside scholarly support is wholly integrated. The paper delights and intrigues. The student's voice rings like crystal. The "write to learn" process is	The inventing and planning stages have more pages than the final draft. The student has gone well beyond the call of duty for this preliminary stage, and obviously knows that professional writers are not automatically struck by lightning in order to get to the first draft, but they indeed must spend a great deal of time formulating the topic. Ample collection is apparent. The strategy for the paper is found. The drafts show that the supporting ideas are extensively ventured, the argument becomes unified, and the conclusion builds a summary and impressive final point. Changes made are important ones. Each paragraph has one topic, and transitions connect nearly all the paragraphs. Outside sources are integrated, but a few bumpy spots could	Inventing and planning stages just meet the assignment's minimum requirements. The student has displayed some understanding that the inventing and planning stages are not to be ignored but usually are the most important, allowing for failures, experiments, and discoveries. The student collected enough to write the paper. The final strategy for the paper is sketched. The thesis gained some clarity via the draft process. The drafts do the job, but not impressively. More changes and additions need to be made between these drafts for the paper to become above average. Outside scholars are somewhat clumsily integrated into the student's narrative, but do support the paper's assertion. Some paragraphs could remain unconnected to the thesis. Evidence is present.	The student has handed in less than what was required for the planning and inventing work, thinking the instructor is dumb enough to fall for a mess of papers that do not show how the thesis developed. There is no strategy developed. **Draft work is attempted but falls short. There may be two drafts, but they're essentially the same. The student wrote the sloppy first draft and handed it in. The student has yet to find voice. Evidence is weak. This meal is a few celery sticks.**

much is left to be done; 2nd and 3rd drafts organize the sub-topics for better unity and support of the thesis; 2nd and 3rd drafts show that information has been added, subtracted, and rearranged in shape; details and specifics are added; the drafts show development of the following: topic sentences that lead paragraphs with one developed idea, an introduction that states where paper is going, a conclusion that summarizes and leaves food for thought, transitions that lead the reader from sub-topic to sub-topic, connections among sub-topics are made, sub-topics are connected to the thesis, and the point of view is found. (The underlined words above could be identified as a stage toward final draft stage.) **to present ideas (editing and proofreading) Possible assessment tools:** Spelling; title; a variety of sentence structures; format; grammar; word choice and usage; punctuation; typos and other surface errors; works cited perfected for form; wording for clarity, conciseness, and emphasis is polished; indentations.	plainly evident. Evidence abounds. Content is whole and complete as a 7-course meal, the ideas worthy of hours of digestion. Smooth, error free. Title intrigues. The reader engages from beginning to end without a hitch.	remain. Sub-topics are each related to the thesis, with maybe a few that are weak. Evidence is strong. The student's voice is strong. This is a 3-course meal with a dessert cart. Could have several minor errors. Title is curious. The reader has been stopped by style a few times, but overall the paper flows with only a few errors.	The conclusion is just a summary of the earlier discussion. There is a student's voice. This is a McDonald's Happy Meal, one is no longer hungry but feels a little greasy. Has major and minor bothersome errors but still readable throughout. The title only labels.	Many errors even on so few pages. Format is incorrect in many instances. The title is worthless or missing.

o Participate effectively in peer review of written work, responding productively and respectfully and being open to the ideas and suggested revision of others.	Student was present and prepared at all peer review sessions. The peer review form is extensively written with respect and excellent advice. The student has ably noted the negative and positive aspects of another's paper, as well as making viable and necessary suggestions for improvement. Student accepts constructive criticism. Makes productive use of peers' comments for a polished, successful final draft.	Student was present and prepared at all class edit sessions. The tone on the form is helpful and respectful. The student suggests good ideas for improvement and has noted correctly the areas that are in need of more work. Student accepts constructive criticism from peers. Makes use of most of the peers' comments.	Student was prepared and present at all class edit sessions. The tone on the form is helpful and respectful. The peer form does suggest relevant ideas to the writer, but some comments are vague or irrelevant. Student accepts the comments that can be most easily accommodated in a rewrite. Ignores comments that call for major revision.	The student skipped peer review session(s) upsetting others' schedules. The advice on form is not really usable, probably fragmented sentences that do not state complete suggestions or comments that are irrelevant or too general to be useful. Student is hostile to criticism. Ignores peer review comments.

Writing – (continued)				
Express ideas effectively through writing – 13 o Analyze the demands and possible strategies of a writing task, based on the topic, purpose, and audience, and then accomplish that task with clarity and accuracy.	The writing effectively accomplishes its purpose as prescribed by the assignment. The writing is developed in a clear, inventive, and relevant way for the reader. The writing flows well, with no wasted or unnecessary words. "A pleasure to read."	The writing accomplishes its purpose, but could be more effective. The writing is clear, with some relevance for the reader, but it lacks striking originality. It is longer than necessary. "This is good."	The writing accomplishes some of its purpose. The writing is conventional and uninspired, with minimal relevance to the reader. It is longer than necessary or too short. "I had trouble, but I made it."	The writing is ineffective in accomplishing its purpose. The writing is disjointed and confusing, and fails to develop or support its ideas. The writing is overlong or incomplete. "See me."
o Produce finished writing that includes a clear, original idea or thesis, appropriate evidence and support, a logical structure and organization, and a style of language that serves the writer's purpose and audience.	The main ideas are clear and well supported. The writing follows a logical order. Paragraphs and transitions are used effectively to aid reader understanding. Terms are defined appropriately for the reader. Language is used with control, elegance, and imagination to serve the writer's purpose and audience.	The main ideas are clear and somewhat supported. The writing mostly follows a logical order. Paragraphs and transitions help reader understanding. Some terms are defined for the reader. Language is used with control to serve the writer's purpose, with occasional but inconsistent elegance and imagination.	Main ideas aren't always clear and are inconsistently supported. There are gaps in the logical flow of ideas. Paragraphs and transitions offer little help to the reader. More terms need to be defined for the reader Language is used competently, though it may be awkward at times. There are few or no sentences that confuse the reader.	Support is unclear, irrelevant, or nonexistent. The writing fails to follow any logical order. Paragraphs and transitions are ineffective in helping the reader navigate Terms need to be defined for the reader The language is so awkward that the reader has to struggle to understand.
o Identify and exercise their individual voices as writers, as appropriate for the topic, purpose, and audience of a writing task.	The writer's voice and point of view sound genuine and consistent, and they enhance the purpose.	Voice is appropriate and point of view is consistent.	The voice is flat and point of view isn't always consistent.	The voice is dull and the point of view is inconsistent.
o Use Edited Standard Written English in spelling, grammar, punctuation, and syntax	The writer uses Edited Standard Written English (ESWE) in spelling, grammar, punctuation, and syntax.	The writer uses ESWE with only minimal errors in spelling, grammar, punctuation, and syntax.	The writer has some command of ESWE, but the writing contains distracting errors in spelling, grammar, punctuation, or syntax.	The writer demonstrates a lack of facility with ESWE in spelling, grammar, punctuation, and syntax.

LISTENING RUBRIC

Listen	**4**	**3**	**2**	**1**
Understand information and ideas gathered through listening – 16 o Anticipate and understand the structure and organization of oral presentations	Listener was able to identify the organizational elements of an effective speech (Introduction, Body, Conclusion). Listener could pick out and articulate flaws and strengths of structure and organization (i.e., problem did not have a solution, or no summary with conclusion). Listener is aware of transitions to tie speech together, noted distractions or omissions which disrupted the flow of the speech.	Listener is aware of the organizational elements. May be able to pick out organizational pattern of the speech and comment on some of the strengths and weaknesses. Notices some transitions and whether speech stayed on course.	Listener is not able to distinguish the major points of the speech. They may be just listening for facts and not for main ideas. Listener is not aware of the function of each part of speech.	Listener does not clearly distinguish or is unable to identify key areas of a speech or their functions. Listener is unaware of the structure the speaker is following and how it helps with the flow of the speech. They miss some of the key points and do not connect supporting material with proof or how it is used to make a point.
o Recognize a speaker's thesis and forms of support	Listener can identify and articulate the speaker's thesis and key ideas. Listener can identify and evaluate various forms of support: are they recent, relevant, unbiased, and varied.	Listener can identify the general purpose of the speech and its key ideas. Listener notes the types of support used and has a sense of their validity.	Listener can state general topic but can not identify main ideas. They can identify a few elements of support but are not able to evaluate their quality.	Listener is unable to identify thesis or main ideas. Is unaware of types of support used.
o Assimilate and connect information and ideas from multiple oral presentations	Through discussion or written analysis, listener articulates connections and draws conclusions based on the total contributions of speeches given. Active listeners could compare or contrast information gathered during speeches.	Listener clearly identifies connections between speeches, but is unable to draw conclusions. Listener is able to compare and contrast speech content, language use, and effectiveness of delivery.	Listener could write or speak about the connections they perceived. Listener has difficulty comparing or contrasting speech content and delivery styles.	Listeners could write or speak about a few of the perceived connections. Listener has considerable difficulty comparing and contrasting speech content and delivery styles.

Evaluate information and ideas gathered through listening – 17 o Evaluate the effectiveness and validity of a speaker's style, organization, support, evidence, and delivery.	Using the assigned evaluation tool, the listener provides feedback and can effectively comment about the credibility of sources, pattern of organization and style of delivery with specific reasons to support statements.	Listener evaluates the speaker, using the assigned format, and gives feedback, concentrating on what was said and how the speech was presented, but does not adequately analyze how the speech could have been better.	Listener tries to evaluate the speech, but misses some key points or doesn't observe all the elements of the presentation. Gives feedback without adequately supporting reasons for the comments. May even jump to the wrong conclusions based on faulty listening.	Listener gives a poor evaluation of the speech based on listening to facts and examples and not main ideas. Is distracted or "tuned out" and has trouble following the organization or support. Comments are made without reasons to support them.
o Demonstrate awareness of the connection that style and language have to a speaker's topic, audience, and purpose, as well as the occasion.	Listener can identify how language choices had an impact on the effectiveness of the speech. Listener could relate to vivid, correct, and clear language that was appropriate to an oral style. The style reflected attention to the audience and occasion	Listener can identify when the speaker sounds conversational over the prose style of speaking. May identify mistakes in grammar and notice filled pauses by the speaker. Has some problems identifying the speaker's oral style.	Listener does not make the distinction of an active style of good oral presentations and facts given within a speech. In evaluating, does not mention how words and examples had an impact on the audience or how they related to the purpose or occasion.	Listener does not comment on the word choice and style used by the speakers. Has difficulty identifying mistakes or effective use of language because of poor listening or lack of awareness of how style and language impacts speech.

Bismarck State College

Faculty Group Assessment Report

2004-2005

The Communications Faculty Group

Jane M. Schreck – Faculty Group Leader
Jaclyn Raw – Faculty Group Co-Leader
August 10, 2005

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Faculty Group Report
2004-2005
The Communications Faculty Group

Introduction

In 2004-2005, Bismarck State College continued its plan for the Assessment of Student Learning, assessing each general education course just once a year and producing a faculty group report once a year instead of every semester as we did until Fall 2001. We have also continued the ongoing, revolving task of training new adjuncts to use the assessment program. Adjunct faculty members were requested to submit assessment reports for their classes during at least one semester. A few did both semesters; some did neither. All full-time faculty members participated in assessment except one.

In speech courses and writing courses, we have continued the practice of assessing all students in most sections of all courses with direct assessment measures based on course-embedded assignments. Each instructor developed Primary Traits Analysis scales specific to each assignment and based on the General Education competencies identified as a major focus of the course. Faculty had access to common rubrics developed by the Assessment Committee. These could be used or modified to fit their assignments.

The hallmark of the assessment process being used by the Communications Faculty Group at BSC is that instructors design their own course-embedded assignments to use as assessment measures and then develop PTA scales specifically for the assignments. In some cases, the PTA scales are shared with the students when the assignment is given, further reinforcing the goals of the assignment, both for the instructor and the students.

Ideally BSC's assessment process should enable instructors to examine carefully the factors affecting student learning in their courses, from the design and presentation of learning activities all the way through grading and evaluation, all in light of the learning goals and competencies that are the major focus of the course. This process works less well when the instructors forget or misunderstand the learning goals and competencies. Another shortcoming of this process is that the results are difficult to compare across a program.

In addition, we wanted to see what we would learn from a pre- and post-course assessment activity in English 110, examining improvement in students' writing by the end of the course.

The Assessment Process

During 2004-2005, two separate competencies were assessed in our Speech 110 course: speaking and critical thinking. Speaking was assessed in a course-embedded assignment of a speech to inform in seven sections with 100 students. Critical thinking was assessed in a course-embedded assignment of a written critique of a speech in one section with 11 students. Critical thinking was assessed in a course-embedded assignment of a speech to persuade in three sections with 52

students. Instructors developed their own PTA scales for the assignments. Two of the sections assessed were taught online.

During 2004-2005, our writing courses assessed a number of competencies. Every instructor who submitted results assessed writing, but for the second competency, instructors assessed critical thinking, interpretive thinking, knowledge, or values.

In English 110 College Composition I, writing was assessed for all 354 students in 24 sections. Instructors designed their own course-embedded assignments as assessment measures and developed PTA scales specific to the assignments. Most instructors used a formal essay as their method for assessing writing, but in-class writings or other classroom activities were also assessed. Two of these sections were online classes.

In English 120 College Composition II, writing was assessed for all 308 students in 19 sections. Formal thesis/support essays were used as assessment measure, with various PTA scales used, mostly inspired by a common PTA scale developed by the English faculty. Two of these sections were online classes.

In English 125 Introduction to Professional Writing, writing was assessed for all 66 students in four sections. A final writing assignment was assessed according to a PTA scale developed specifically for the assignment. One of these English 125 sections was an online class.

In each of these writing courses, the PTA scales for writing assessment emphasized the elements of effective writing, such as sentence structure, mechanics, usage, spelling, tone, clarity of thought, insight, style, language, voice, and organization.

In English 110, critical thinking was assessed for all 187 students in 13 sections. Again, instructors developed their own course-embedded assignments as assessment measures, with specifically designed PTA scales. A variety of assignments was assessed including argumentative and position essays, concept essay, journal entries or daily assignments, reviews, and evaluations. Two of these 110 sections were taught online.

In English 120, critical thinking was assessed for all 104 students in 7 sections. Formal essays and in-class essays were used as assessment measures, with assessment based on the quality and depth of thesis, argument, and support.

In English 125, critical thinking was assessed for all 66 students in four sections. The assessment measure was a formal analytical memo. The students were asked to focus not simply on what was covered in the class, but more on what they actually learned and how it relates to their planned profession. Explanation and analysis of information was assessed, along with the connection of the information to work tasks. One of these English 125 sections was taught online.

In each of these writing courses, the PTA scales for assessing critical thinking emphasized effective analysis, evaluation, logic, organization, and use of evidence for support.

In English 110, researching was assessed for all 139 students in eight sections. Researching was assessed for all 29 students in two sections of English 120. Expression of values was assessed for all 46 students in three sections. Creative/interpretive thinking was assessed of all 32 students in two sections.

In English 120, creative/interpretive thinking was assessed for all 156 students in ten sections. A variety of assignments was assessed in both 110 and 120, including formal essays, journal entries, thesis statement development, but they all involved literary analysis.

The PTA scales for assessing researching skills were based on. Assessment was based on evidence of students' use of a research process, including developing a researchable question, developing a research plan, using a variety of relevant, reliable sources, intellectual curiosity, comprehension and synthesis of source material into the essay, and proper documentation of sources. The PTA scale for assessing expression of values was based on the student's ability to identify, articulate and explain personal values and their degree of reflection and self-awareness. The PTA scales for assessing creative/interpretive thinking emphasized insight, creativity, originality of thought, and reasoning.

Two instructors evaluated cultural diversity in English 120. The first used an indirect assessment of 17 students in one section. Students were asked to write an essay in response to this prompt: "How has the class introduced you to diverse attitude and/or values?" The other instructor assessed 37 students in two sections, using a survey of diversity issues.

In addition to the course assessment activities in 110, 120, and 125, our English 110 classes had each student write in-class essays at the beginning and end of the semester to assess students' progress in writing. The topic for the pre-course essay was "What do you hope to learn in English 110." It was to be a well-formed essay, but could be of any type, including a personal narrative. The topic for the post-course essay was similar: "What did you learn this semester in English 110." The essays were assessed by each instructor, based on a common 4-point PTA scale (rubric). Thirteen instructors participated, assessing 395 students.

The 2004-2005 Assessment Experience – Results

Direct Measures – Assessment results remain good for the Communications Group. That shouldn't tempt us to complacency or lull us into the indolence of self-satisfaction. Rather it should embolden us to continue and enhance our efforts, based on the successes of the past and methodology proven by results. Students' performance in writing and speaking continues to be stronger than their performance in thinking or accompanying skills like researching.

Direct Measures (Pre- and Post-Course Essay Assessment in English 110) – Thirteen instructors participated in the pre- and post- course essay assessment in English 110. This represented 28 sections, with 395 students completing both the pre- and post-course essays.

Of the 395 students complete both essays, only 24 went down in score. One-hundred-nineteen students show no improvement in score, but 27 of those were at 4 to start. Of the 24 students scoring 1 on the pre-course essay, all by one improved by the end of the course.

When students' scores and improvements are totaled and divided by the number of students, there was positive gain for the students of each instructor except one.

See p. 23 for the full results from the English 110 pre- and post-course assessments.

Indirect Measures (Sophomore Self-Assessment of Learning Survey) – Toward the end of the semester, the Student Self-Assessment of Learning Survey (see p. 28 for a copy of the survey) was administered to second semester sophomores in classes from all over campus at 9:00 MWF. The survey asks students about their experience and levels of learning in the general education areas of communications, arts and humanities, social science, and math, science, and technology. Additionally the survey asks about the opportunities they had to study and reflect on various aspects of values while at BSC and the classes that they took at BSC that explored some aspect of diversity. The sample size was about average for the five years that the survey has been used (133 in 2005, 108 in 2004, 186 in 2003, 277 in 2002, and 115 in 2001).

The results of the part of the survey asking specifically about a student's learning experience in the Communications courses at BSC are summarized in the table on the next page, along with the results from the previous four years.

Self Assessment of Learning – Communications Courses					
	2005	2004	2003	2002	2001
Percent Claiming Higher or Much Higher than before BSC					
Ability to express myself in writing or speaking	70	63	67	60	75
Ability to understand something I read or hear	63	59	62	58	65
Ability to analyze and evaluate information and draw conclusions	73	68	74	64	75
Ability to think creatively and independently in interpreting information	69	65	73	64	75
Percent Claiming High or Very High					
Enjoyment of subject in high school	32	29	35	32	36
Percent Claiming Great or Much Greater					
Enjoyment of subject at BSC	44	47	47	43	50

These results for Communications classes are closest to 2003 (see p. 34 for the Summary of Results for Communications).

On the portion of the survey dealing with the study of values, the results for Communications are comparable to previous years. The results for Communications are included in the table below.

Values Experience in Communications Courses (percent claiming such experience in Communications Courses)					
	2005	2004	2003	2002	2001
Came to an appreciation of the subject	21	24	25	27	30
Came to a sense of the intellectual and cultural context in which people form	21	25	24	28	24

their values					
Had the opportunity to deal with my own values and the values of others	34	34	33	37	39
Had the opportunity to express my values within the community of the classroom and experience others expressing theirs	52	50	47	47	52

In the list of classes at BSC that provided opportunities to explore various aspects of diversity, Communications courses appeared with regularity, even English 125, which didn't make the list in some years (see page 37 for the results for Communications and for Values and Diversity).

Changes Planned to Improve the Assessment Process

Communication faculty are starting to address the learning objectives dealing with values and diversity. The Communications faculty needs expand these efforts and share their finding and methodology with the campus.

Finally in 2005-2006, we are suppose to shift back to broad-based assessment, according to the schedule of the 4-Year Plan. We need to develop appropriate measures for the objectives we have been assigned, and with considerable turnover in English and new adjuncts in both English and Speech, we need to learn and relearn this process.

Changes Planned to Improve Learning – in the Courses

We should expand our use of student-generated rubrics as a way of helping students understand the demands of an assignment. Not only does it expand students' awareness of what is expected of them, but it also gives students practice in critical thinking. English has used this activity now in a variety of ways with good learning results, and the use of student-generated rubrics should be expanded across campus, particularly when faculty groups are charged with assessing a learning outcome that is considered cross-disciplinary.

We continue to be puzzled by what we consider to be a poor showing on the Sophomore Self-Assessment of Learning Survey in the section of values and diversity. Communications classes should shine in these areas, but we don't. We need to redouble our efforts to highlight the aspects of our course that deal with values and diversity. Also the Campus Read program, and the broad participation of the English courses, should help to raise awareness of both of these important learning objectives for our students.

As in past years, our biggest challenge as a Communications faculty is to help students understand that the communication skills and habits they have learned in our classes need to be applied to all aspects of their lives – academically, professionally, and personally. And our efforts need to be support across campus by courses in other disciplines making use of assignments that make use of the speaking, writing, reading, listening, and research.

Communications Assessment

Full-Time Faculty – 2004-2005

Barb Cichy – Speech
Carol Cashman – Speech
Julie Gard – Writing
Amy Juhala – Writing
AnnMarie Kajencki – Writing
Kitty Netzer – Writing
Jaclyn Raw – Writing
Dan Rogers – Speech
Jane Schreck – Writing
Lynn Severson – Writing
Tom Stein – Writing

Adjunct Faculty – 2004-2005

Cindy Anderson – Writing
Karen Bauer – Writing
Jenny Buell – Speech
Melissa Froseth – Writing
Tom Hesford – Writing
Sheri Johnson – Writing
Traci Juhala – Writing
Ethel Keeley – Writing
Suzy Kramer-Brenna – Writing
Sherry Omlid – Speech
June Prom – Writing
Jeanne Prom – Writing
Russ Riehl – Speech
Jack Ryan – Writing
Jessica Santini – Writing
Jan Schultz – Writing
Carolyn Twingley – Writing
Chara Wangen – Speech
Nicole Welder – Writing

Communications Courses – 2004-2005

Speech 110 – Fundamentals of Public Speaking
English 110 – College Composition I
English 120 – College Composition II
English 125 – Introduction to Professional Writing

Faculty Group Assessment Report for 2004-2005
General Education – Communications Faculty Group

Faculty Group Assessment Report Matrix

This matrix summarizes the assessment work done by faculty teaching Communication courses during the 2004-2005 school year. Members followed the Communication Faculty Group Assessment Plan and submitted their Primary Trait Analysis reports. Those reports show the individual faculty members' assessment results and their planned change actions. This matrix shows the composite results, as well as change actions taken or recommended at the faculty group level and passed along to department chairs and the Assessment Committee.

Communications Gen. Ed. Competencies Objectives	Assessment Methods	Results of this Year's Measures	Changes Planned to Improve Learning
Liberal Skills **Speaking** **Speech 110**	The delivery of an original speech to inform – evaluated according to a 4-point PTA scale. The criteria for the speech included topic, content, audience awareness, support and use of sources, organization, delivery and language use, and time management.	95% at 2 or above 5 sections – 73 students 4 = 20 students (27%) 3 = 39 students (53%) 2 = 11 students (15%) 1 = 3 students (5%)	Biggest problem: eye contact. More practice, especially at the beginning of the semester
	The delivery of a formal speech – evaluated according to a 4-point PTA scale. The criteria for the speech included content, audience awareness, organization, delivery, support, language use, and time management.	100% at 2 or above 1 sections – 16 students 4 = 2 students (12%) 3 = 10 students (63%) 2 = 4 students (25%) 1 = 0 students (0%)	ONLINE: More exercises to alleviate nervousness
	The delivery of an original speech to inform – evaluated according to a 4-point PTA scale. The criteria for the speech included content, audience awareness, support and use of sources, organization, delivery and language use, and time management.	100% at 2 or above 1 section – 1 students 4 = 10 students (91%) 3 = 0 students (0%) 2 = 1 students (9%) 1 = 0 students (0%)	Pleased with the results; stay the course

Liberal Skills **Speaking** **Speech 110**	**Combined Results** **Speaking – Speech 110**	**Speaking – Speech 110** **97% at 2 or above** **7 sections – 100 students** **4 = 32 students (32%)** **3 = 49 students (49%)** **2 = 16 students (16%)** **1 = 3 students (3%)**	
Liberal Skills **Critical Thinking** **Speech 110**	A written critique of a speech – evaluated according to a 4-point PTA scale. The critique had to include an analysis of the content and organization of the speech and the methods of support used by the speaker. Further, the students had to evaluate the effectiveness of the speaker's delivery and the speech's content, then justify their evaluations. Finally they needed to recommend improvements.	82% at 2 or above 1 section – 11 students 4 = 4 students (36.3%) 3 = 3 students (27.3%) 2 = 2 student (18.2%) 1 = 2 student (18.2%)	More critique assignments
	Persuasive speech – evaluated according to a 4-point PTA scale. Topic, use of evidence, use of motivated sequence, and clarity of argument were evaluated, along with use of elements of ethos, pathos, and logos.	100% at 2 or above 3 section – 52 students 4 = 28 students (54%) 3 = 17 students (33%) 2 = 7 student (13%) 1 = 0 student (0%)	Having the student use a "Sell Something" speech as practice has helped, particularly in understanding the motivated sequence. More time on use of supporting material and citing sources.
Liberal Skills **Critical Thinking** **Speech 110**	**Combined Results** **Critical Thinking – Speech 110**	**Critical Thinking – Speech 110** **96.8% at 2 or above** **3 section – 63 students** **4 = 32 students (50.8%)** **3 =20 students (31.7%)** **2 = 9 student (14.3%)** **1 = 2 student (3.2%)**	
Liberal Skills **Writing** **English 110**	Process essay with annotated bibliography – evaluated according to a 4-point PTA scale. Students were asked to write a 3-4 page essay describing the process used to find the answer to a research question. Style, mechanics, usage, organization, focus, creativity, purpose, voice, and language were all evaluated. Also the student successfully followed the instructions for the assignment.	84% at 2 or above 2 section – 26 students 4 = 10 students (38%) 3 = 3 students (47%) 2 = 9 students (34%) 1 = 4 students (16%)	Revision was a part of this, but even the rough drafts were good. Continue to emphasize the process rather than the end product in research.

Liberal Skills **Writing** **English 110**	Final in-class essay (with rough draft review process) – evaluated according to a 4-point PTA scale. The assignment asked students to write a well-formed essay explaining what they find sacred or important in their lives. Students knew the topic ahead of time and were encouraged to plan and prepare for the final. The topic built on a theme we had used throughout the semester. Style, mechanics, usage, organization, voice, and language were all evaluated.	100% at 2 or above 2 sections – 35 students 4 = 1 students (2.9%) 3 = 22 students (62.8%) 2 = 12 students (34.3%) 1 = 0 student (0%)	More emphasis on analyzing, synthesizing and reorganizing information in an original presentation. More examination, discussion, and writing about the theme during the semester.
	600 to 1000 word essay – evaluated according to a 4-point PTA scale. Students were asked to write an argument essay that uses research. Thesis, organization, paragraphing, style, mechanics, usage, and language were all evaluated.	87.1% at 2 or above 2 sections – 31 students 4 = 6 students (19.3%) 3 = 18 students (58.1%) 2 = 3 students (9.7%) 1 = 4 students (12.9%)	
	Post-course essay – evaluated according to a 4-point PTA scale. Students were asked to explain and illustrate what they learned in English 110 that semester. Student could choose the approach he or she took on the essay. Structure, statement of purpose, and findings were evaluated, along with clarity, language, style, format, mechanics, and usage.	98% at 2 or above 4 sections – 56 students 4 = 18 students (32%) 3 = 26 students (46%) 2 = 11 students (20%) 1 = 1 students (2%)	Emphasis on thesis statement and topic sentences
	Post-course essay – evaluated according to a 4-point PTA scale. Students were asked to explain and illustrate what they learned in English 110 that semester. Student could choose the approach he or she took on the essay. Structure, statement of purpose, and findings were evaluated, along with clarity, language, style, format, mechanics, and usage.	98% at 2 or above 3 sections – 57 students 4 = 8 students (14%) 3 = 32 students (56%) 2 = 16 students (28%) 1 = 1 students (2%)	Emphasis on proofreading and transitions. Exercises that require students to link their ideas and connect points more smoothly.
	Research-based essay – evaluated according to a 4-point PTA scale. Assessment was based on organization, thesis, style, format, and how well it fit the assignment	90% at 2 or above 2 section – 30 students 4 = 18 students (60%) 3 = 6 students (20%) 2 = 3 students (10%) 1 = 3 students (10%)	Emphasize organizational skills and research skills.
	Formal personal narrative essay – evaluated according to a 4-point PTA scale. Students were asked to write a narrative about a significant event. Assessment was based on style, mechanics, usage, organization, voice, and language.	100% at 2 or above 2 sections – 39 students 4 = 16 students (41%) 3 = 12 students (31%) 2 = 11 students (28%) 1 = 0 students (0%)	Improve the peer review process.

Liberal Skills **Writing** **English 110**	Research essay – evaluated according to a 4-point PTA scale. Use of the writing/revision process. Style, mechanics, usage, organization, voice, language, and documentation of sources were all assessed.	92.3% at 2 or above 2 sections – 23 students 4 = 10 students (43.5%) 3 = 6 students (26.1%) 2 = 5 students (21.7%) 1 = 2 students (8.7%)	ONLINE: Continued emphasis on writing process, content, and writing style. Examples of parenthetical documentation and works cited page
	In-class essay – evaluated according to a 4-point PTA scale. Assessment was based on style, mechanics, usage, organization, voice, and language.	87% at 2 or above 3 sections – 33 students 4 = 8 students (24%) 3 = 11 students (33%) 2 = 10 students (30%) 1 = 4 students (12%)	Instruction on strategies for writing an on-the-spot essay
	Final in-class essay (with rough draft review process) – evaluated according to a 4-point PTA scale. The assignment asked students to write a well-formed essay explaining what they find sacred or important in their lives. Students knew the topic ahead of time and were encouraged to plan and prepare for the final. The topic built on a theme we had used throughout the semester. Style, mechanics, usage, organization, voice, and language were all evaluated.	100% at 2 or above 1 sections – 11 students 4 = 0 students (0%) 3 = 8 students (72.7%) 2 = 3 students (27.3%) 1 = 0 students (0%)	More emphasis on analyzing, synthesizing and reorganizing information in an original presentation. More examination, discussion, and writing about the theme during the semester.
	3-4 page position essay – evaluated according to a 4-point PTA scale. Students were asked to take a position on an issue and defend that position with a support of sound reasoning and evidence found through research. Style, mechanics, usage, organization, focus, purpose, voice, and language were all evaluated, as well as use of MLA format.	100% at 2 or above 1 section – 13 students 4 = 3 students (23.1%) 3 = 8 students (61.5%) 2 = 2 students (15.4%) 1 = 0 student (0%)	More student critiquing of each other's papers
Liberal Skills **Writing** **English 110**	**Combined Results** **Writing – English 110**	**Writing** **English 110** **94.6% at 2 or above** **24 sections – 354 students** **4 = 98 students (27.7%)** **3 = 152 students (42.9%)** **2 = 85 students (24.0%)** **1 = 19 students (5.4%)**	

Liberal Skills **Critical Thinking** **English 110**	A 500-750 word argumentative essay – evaluated according to a 4-point PTA scale. The assignment asked students to take a position on an issue related to education that interested them and defend that position or propose a solution to a problem, using outside research as supporting evidence. Reasoning, organization, insight, audience awareness, use of evidence, and clarity of thought are all considered.	97.2% at 2 or above 2 sections – 35 students 4 = 1 students (2.9%) 3 = 12 students (34.3%) 2 = 21 students (60.0%) 1 = 1 students (2.8%)	Continued emphasis on logic and elements of effective argument, including effective use of evidence. More work with the basic structure of an effective argument. Construction of a logical, convincing argument improved this semester in part because of an additional assignment: a tentative thesis and outline. I need to give better feedback on that assignment. I may give them a list of topics to choose from.
	Research source evaluation – evaluated according to a 4-point PTA scale. The assignment asked students to evaluate ten sources relevant to their research project based on accepted criteria for sources, including purpose, authority, accuracy, timeliness, coverage, objectivity, and relative worth. Assessment was based on the justification and support of the evaluation, as well as the clarity of the explanation.	77% at 2 or above 4 sections – 57 students 4 = 9 students (19%) 3 = 17 students (31%) 2 = 15 students (27%) 1 = 16 students (23%)	Break the task of evaluation down into more steps. Give it to them a little at a time.
	An evaluative essay – evaluated according to a 4-point PTA scale. The assignment asked students to evaluate which learning activity was most effective in helping them learning about persuasive and evaluative writing. Assessment was based on explanation and reasoning, as well as the justification of choice.	93% at 2 or above 2 section – 30 students 4 = 7 students (23%) 3 = 11 students (37%) 2 = 10 students (33%) 1 = 2 students (7%)	Emphasize on supporting claims with reason rather than assumption, both in what students write and read.
	A 750-1000 word problem/solution essay – evaluated according to a 4-point PTA scale. Students were asked to state a problem and prove its existence before proposing a forthright solution that would be attainable, effective to both the audience and the writer, and better than alternative solutions. Evidence from research sources was required for support. Assessment was based on reasoning, organization, insight, audience awareness, use of evidence, and clarity of thought.	97% at 2 or above 2 section – 31 students 4 = 7 students (23%) 3 = 15 students (48%) 2 = 8 students (26%) 1 = 1 students (3%)	Good performance overall. Some problems with providing support for reasoning, defining the problem, and demonstrating its seriousness. More emphasis on problem definition.
	Problem solving essay – evaluated according to a 4-point PTA scale. The assignment asked students to identify a problem and describe a realistic approach to solving the problem. Assessment was based on the students' ability to clearly state the problem, establish the criteria for a solution, provide three alternate solutions, analyze the feasibility of the solutions based on the criteria, and select the best solution and support that solution.	78% at 2 or above 2 section – 23 students 4 = 7 students (30%) 3 = 6 students (26%) 2 = 5 students (22%) 1 = 5 students (22%)	ONLINE: Students grasp the concept of clearly stating and defining a problem and stating alternative solutions, but the difficult aspect is the stating of criteria and application to each alternative. While examples were given of stating criteria and then

			applying them to each alternative, more detailed notes and examples would help the students' understanding. Also, an assignment that provides a practice writing of criteria and application will be developed.
Liberal Skills **Critical Thinking** **English 110**	A 500-750 word argumentative essay – evaluated according to a 4-point PTA scale. The assignment asked students to take a position on an issue related to education that interested them and defend that position or propose a solution to a problem, using outside research as supporting evidence. Reasoning, organization, insight, audience awareness, use of evidence, and clarity of thought are all considered.	100% at 2 or above 1 sections – 11 students 4 = 0 students (0%) 3 = 4 students (36.4%) 2 = 7 students (63.6%) 1 = 0 students (0%)	Continued emphasis on logic and elements of effective argument, including effective use of evidence. More work with the basic structure of an effective argument. Construction of a logical, convincing argument improved this semester in part because of an additional assignment: a tentative thesis and outline. I need to give better feedback on that assignment. Also I may give them a list of topics to choose from.
Liberal Skills **Critical Thinking** **English 110**	**Combined Results** **Critical Thinking – English 110**	**Critical Thinking** **English 110** **86.6% at 2 or above** **13 section – 187 students** **4 = 31 students (16.6%)** **3 = 69 students (36.9%)** **2 = 62 students (33.1%)** **1 = 25 students (13.4%)**	NOTE: online students continue to perform below on-ground students in critical thinking, in spite of the fact that students have to have a higher placement score to qualify for online 110.
Liberal Skill **Researching (process or use)** **English 110**	Works cited page and in-text citation of sources in proper MLA format – evaluated according to a 4-point PTA scale. Students were asked to use sources in a position paper and document the sources using MLA format. Assessment based on expectations of MLA format, including appropriate quotation, paraphrase, and summary, citation information, order, punctuation, and order.	100% at 2 or above 1 sections – 13 students 4 = 6 students (46%) 3 = 5 students (38.4%) 2 = 2 students (15.3%) 1 = 0 students (0%)	These results reflect the opportunity for several revisions. Have more hands-on exercises with documentation.
	A research paper portfolio, containing evidence of research process – evaluated according to a 4-point PTA scale. Students were asked to research a topic of their choice for a 5-7 page essay. Assessment was based on evidence of students' use of a research process, including developing a researchable questions, developing a research plan, using a variety of relevant, reliable sources, intellectual curiosity, comprehension and synthesis of	83% at 2 or above 3 sections – 57 students 4 = 13 students (23%) 3 = 18 students (32%) 2 = 16 students (28%) 1 = 10 students (17%)	Many students showed good intellectual curiosity, the ability to conduct in-depth and wide-ranging research, and strong comprehension of their findings. Well-defined research questions. Sometimes questions sources. Many students failed to correctly document sources.

	source material into the essay, and proper documentation of sources.		Changes: More emphasis on credibility of sources, including a required credibility checklist for each source. Continued emphasis on proper documentation.
Liberal Skill Researching (process or use) English 110	A works cited page in proper MLA citation format – evaluated according to a 4-point PTA scale. Students were asked to construct a works cited page with at least 8 entries, using MLA format. Assessment was based on expectations of MLA format, including appropriate quotation, paraphrase, and summary, citation information, order, punctuation, and alphabetical order.	74% at 2 or above 1 sections – 19 students 4 = 6 students (32%) 3 = 5 students (26%) 2 = 3 students (16%) 1 = 5 students (26%)	Practice, practice, practice. Throughout the semester.
	A works cited page in proper MLA citation format – evaluated according to a 4-point PTA scale. Students were asked to construct a works cited page with at least 8 entries, using MLA format. Assessment was based on expectations of MLA format, including appropriate quotation, paraphrase, and summary, citation information, order, punctuation, and alphabetical order.	42.9% at 2 or above 1 sections – 21 students 4 = 0 students (0%) 3 = 4 students (19%) 2 = 5 students (22%) 1 = 12 students (57.1%)	Practice, practice, practice. Starting early and never letting up. Also emphasize the reasons behind proper citation.
	Annotated bibliography – evaluated according to a 4-point PTA scale. Students were asked to research a topic for a future essay and prepare an annotated bibliography. Assessment was based on correct MLA citation, explanation of the relevance and reliability of the sources, and summary of sources.	96.6% at 2 or above 2 sections – 29 students 4 = 19 students (65.5%) 3 = 7 students (24.1%) 2 = 2 students (7%) 1 = 1 students (3.4%)	Preparation of an annotated bibliography is a useful assignment to prepare students to write an essay. More use of this.
Liberal Skills Researching (process or use) English 110	**Combined Results** **Researching (process or use) – English 110**	**Researching** **English 110** **79.9% at 2 or above** **8 sections – 139 students** **4 = 44 students (31.7%)** **3 = 39 students (28.1%)** **2 = 28 students (20.1%)** **1 = 28 students (20.1%)**	
Liberal Skills Values English 110	500-700 word essay – evaluated according to a 4-point PTA scale. Students were asked to explain something they find sacred or important in their lives. Students could choose their approach. The assessment was based on the student's ability to identify, articulate and explain personal values and their degree of reflection and self-awareness.	100% at 2 or above 3 sections – 46 students 4 = 4 students (8.7%) 3 = 19 students (41.3%) 2 = 23 students (50%) 1 = 0 students (0%)	Students did a fair to excellent job on this, but nearly half demonstrated only superficial self-awareness and understanding of their own values. Most writing and discussion of values throughout the semester.

Liberal skills **Interpretive/creative thinking** **English 110**	600-900 word literary analysis essay – evaluated according to a 4-point PTA scale. Students were asked to write an essay interpreting a short story or poem. Thesis statement, use of support, logical structure, and original thinking were evaluated, along with use of research.	100% at 2 or above 2 sections – 32 students 4 = 18 students (56.2%) 3 = 11 students (34.4%) 2 = 3 students (9.4%) 1 = 0 students (0%)	More activities to help students understand how to recognize and interpret/analyze the elements of literature, possible through greater use of technology.
Liberal Skills **Writing** **English 120**	2-3 page poetry analysis (thesis-support essay)– evaluated according to a 4-point PTA scale. Students were to use a formal structure for their essay. Students were evaluated on their use of the introduction, thesis,	97% at 2 or above 1 sections – 22 students 4 = 7 students (32%) 3 = 8 students (36%) 2 = 4 students (18%) 1 = 3 students (14%)	To have individual conferences with students.
	Portfolio including pre-writing, drafts, and final 3-4 page essay– evaluated according to a 4-point PTA scale. Students were to use the writing process, pre-writing, drafting, and revising. In doing so, students were to show major revisions.	91% at 2 or above 2 sections –34 students 4 = 14 students (41%) 3 = 10 students (29%) 2 = 7 students (21%) 1 = 3 students (9%)	Doing more pre-writing during class time, and during conferences taking time to discuss what changes they have already made to their drafts.
	A Descriptive Essay—evaluated according to a 4-point PTA scale. Students were to read *Into the Wild* and then write how they would use the elements of film to adapt the book to screen. Students were evaluated on the thesis statement, organization, textual evidence, and word choice.	95% at 2 or above 4 sections – 74 students 4 = 24 students (33%) 3 = 32 students (43%) 2 =14 students (19%) 1 = 4 students (5%)	No changes planned.
	4 ½-6 page researched cultural and historical analysis – evaluated according to a 4-point PTA scale. Students were asked to do research and then write a research paper with a clear progression of ideas, abundant support, and proper MLA format. Students were evaluated on an original focus, abundant and varied supporting evidence, explanation of evidence, sequencing of ideas and paragraphs, transitions, and their use of MLA format.	100% at 2 or above 3 section – 48 students 4 = 9 students (19%) 3 = 18 students (38%) 2 = 21 students (44%) 1 = 0 students (0%)	More writing, organizing, and proofreading exercises and some exercises on how to convincingly support a point. In addition, giving students more focus.
	Poetry essay– evaluated according to a 4-point PTA scale. Students were asked to read the poem "My Papa's Waltz" and then write an essay with a narrative lead-in with a personal connection, choose one of the two thesis statements provided by the instructor, and then support their thesis with quotations from the poem and thoughtful analysis. Students were evaluated on the	83% at 2 or above 1 sections – 18 students 4 = 3 students (17%) 3 = 6 students (33%) 2 = 5 students (28%) 1 = 4 students (22%)	More upfront discussion. Using another poem, develop a thesis statement in small groups. Look at thesis statements again to determine if the statements are unclear.

	thesis, their focus, abundant and varied evidence, and quotations. Also evaluated were holding and guiding the reader's attention, well-developed paragraphs, and an insightful conclusion with transitions, and MLA format.		
Liberal Skills **Writing** **English 120**	Comparison/Contrast thesis-support essay using MLA citation style – evaluated according to a 4-point PTA scale. Students were asked to write either a comparison or contrast essay on any of the short stories read throughout the semester. The essay was to use the introduction, thesis, 3 body paragraph (with topic sentence) support, and conclusion. Students were evaluated on the thesis, their focus, abundant and varied evidence, and quotations. Also evaluated were holding and guiding the reader's attention, well-developed paragraphs, and an insightful conclusion with transitions, and MLA format.	96% at 2 or above 2 sections – 29 students 4 = 24 students (83%) 3 = 3 students (10%) 2 = 1 students (3%) 1 = 1 students (3%)	No changes planned.
	Detailed written and spoken feedback for 2-3 classmates on a draft—evaluated according to a 4-point PTA scale. Students were asked to write and type feedback on a draft of Major Essay #2, and then participate fully in a 30-minute peer feedback session with their small group members. Students were evaluated on their presence and preparedness, which includes written negative and positive aspects of another's papers, as well as making viable and necessary suggestions for improvement. Also evaluated were the students' acceptance of constructive criticism and making productive use of the peers' comments.	88% at 2 or above 3 sections – 41 students 4 = 8 students (20%) 3 =13 students (32%) 2 =15 students (36%) 1 = 5 students (12%)	Continue to be specific in the guidelines to help students prepare for and facilitate peer review. A full-class session or two where the instructor models effective discussion and critique of a student essay.
	Final essay – evaluated according to a 4-point PTA scale. Students were asked to write a final paper which found connection among the student's choice of poems. Students were evaluated on the thesis, their focus, abundant and varied evidence, and quotations. Also evaluated were holding and guiding the reader's attention, well-developed paragraphs, and an insightful conclusion with transitions, and MLA format.	100% at 2 or above 2 sections – 29 students 4 = 10 students (34%) 3 = 10 students (34%) 2 = 9 students (31%) 1 = 0 students (0%)	An exercise that works with the plagiarism problem in a more fun way.
	A Research Essay– evaluated according to a 4-point PTA scale. Students were to write an essay based on a short story using at least two research sites to support and inform their essay. Evaluated were the students' use of ingenuity and creativity with sources and the use of research material to enhance and inform supporting material, personal observations, and conclusions.	77% at 2 or above 1 section – 13 students 4 = 4 students (31%) 3 =5 students (38%) 2 = 1 students (13%) 1 = 3 students (23%)	More emphasis on what specifically to look for and how to distinguish between good and inadequate sites.

Liberal Skills Writing English 120	**Combined Results Writing – English 120**	**Writing English 120 92.5% at 2 or above 19 sections – 308 students 4 = 103 students (33.4%) 3 = 105 students (34.1%) 2 = 77 students (25.0%) 1 = 23 students (7.5%)**	
Liberal Skills Critical/logical thinking English 120	4 ½-6 page Cultural and Historical Research Essay—evaluated according to a 4-point scale. Students were asked to write an interpretation of what a text meant or how it should be understood based on historical and cultural research. A precise and debatable thesis statement supported by evidence and reasoning were evaluated. Quotation, sources, and critical reading was also evaluated.	96% at 2 or above 3 sections –48 students 4 = 12 students (25%) 3 = 15 students (31%) 2 = 19 students (40%) 1 = 2 students (4%)	Use of different materials and having them do individual research and make connections between what they and what they see.
	3-4 page Argumentative Essay– evaluated according to a 4-point PTA scale. Students were asked to write an analytical/argumentative essay on a short story. A clear and effective thesis, which was then supported by evidence from the text, and then explanations of that evidence were evaluated.	90% at 2 or above 2 sections –34 students 4 = 9 students (26%) 3 = 14 students (41%) 2 = 8 students (24%) 1 = 3 students (9%)	Require an outline, which has students write down the thesis, each piece of evidence, and then a brief explanation of that evidence. In addition, having students write short argumentative responses.
	Analytical Essay—evaluated according to a 4-point PTA scale. Students were asked to analyze a story, finding theme, and then write an essay about that theme. A thesis that integrated that theme and the supporting material to prove the point were evaluated.	76% at 2 or above 2 section – 22 students 4 = 5 students (22.7%) 3 = 9 students (40.9%) 2 = 3 students (13.7%) 1 = 5 students (22.7%)	ONLINE: Threaded discussion need more input from instructor and a chat room needs to be added.
Liberal Skills Critical/logical thinking English 120	**Combined Results Critical/Logical Thinking – English 120**	**Critical/logical thinking English 120 87% at 2 or above 7 sections –104 students 4 = 26 students (25.0%) 3 = 38 students (36.5%) 2 = 30 students (28.9%) 1 = 10 students (9.6%)**	

Liberal Skills Independent/ interpretive/ Creative thinking English 120	Creation of personal poem anthology and a 150 word objective analysis– evaluated according to a 4-point PTA scale. Students were asked to collect 12 poems for a personal bound anthology, which would have a theme. Then students wrote a response that discussed their reasons for including those poems and had some objective analysis. Students were evaluated on their thoughtful analysis of the common theme of the collected poems and a works cited page. Also evaluated was an intro and conclusion that discussed the theme and explained what they learned.	100% at 2 or above 1 sections – 22 students 4 = 15 students (68%) 3 = 5 students (23%) 2 = 2 students (9%) 1 = 0 students (0%)	More instruction with the works cited page.
	600-1000 word descriptive/creative essay – evaluated according to a 4-point PTA scale. Students were asked to produce a film analysis which defended three films as being of high quality and criticize one as being weak. The thesis, organization, and explanations/details were evaluated. Also sentence structure variety, word choice, and tone also were evaluated.	95% at 2 or above 4 sections –74 students 4 = 21 students (29%) 3 = 35 students (50%) 2 = 14 students (20%) 1 = 2 students (1%)	No changes planned as this assignment worked extremely well and produced quality writing from the majority of students.
	A Matching Test—evaluated according to a 4-point PTA scale. Students were asked to match which excerpt belonged to what work based upon the work's theme and overall comment on the human condition. Evaluated was the students' abilities to organize, analyze, and synthesize the various works, and that students read the works carefully, wrote the required responses, and paid careful attention during class discussions.	88% at 2 or above 2 sections – 29 students 4 = 16 students (55%) 3 = 6 students (12.3%) 2 = 25 students (30.9%) 1 = 27 students (33.3%)	Continued use of the practice in-class final with feedback. More use of in-class essays during the semester and possibly a similar sort of midterm exam.
Liberal Skills Independent/ interpretive/ Creative thinking English 120	**Combined Results** **Interpretive Thinking – English 120**	**Interpretive Thinking** **English 120** **80.1% at 2 or above** **10 sections – 156 students** **4 = 49 students (31.4%)** **3 = 26 students (16.7%)** **2 = 50 students (32.0%)** **1 = 31 students (19.9%)**	
Cultural Diversity English 120	150 word essay– evaluated according to a 4-point PTA scale. Students were asked to write an essay which answered the following question: *How has the class introduced you to diverse attitudes and/or values?* Students were evaluated on their responses: an indirect measure of their awareness. Evaluated were students' acknowledgement of differences in culture, as well as respectful behavior, articulating contradictory ideas without sarcasm or offense, and specific examples of diverse attitudes.	82% at 2 or above 1 sections – 17 students 4 = 8 students (47%) 3 = 1 students (6%) 2 = 5 students (29%) 1 = 3 students (18%)	Exposure to even more diverse groups. *Tuesdays with Morrie* will be a foundation for value discussions next year. I will require students to read the book and encourage them to participate in campus activities surrounding the text.

Cultural Diversity **English 120**	Survey on Diversity-Related Attitudes—evaluated according to a 4-point PTA scale. Students were asked to complete numerous assignments relating to diversity (including racial, gender, and sexual orientation). Evaluated were their knowledge and awareness of cultural and influences of different groups. Also evaluated was students' recognition of stereotyping and bias as oversimplification as well as considering others' points of views.	100% at 2 or above 2 sections – 37 students 4 = 13 students (35%) 3 = 18 students (49%) 2 = 4 students (11%) 1 = 2 students (5%)	Modeling open-mindedness and exposing students to different ways of life through literature. Assign a paper or project that focuses specifically on engaging with and exploring difference.
Cultural Diversity **English 120**	**Combined Results** **Cultural Diversity – English 120**	**Cultural Diversity** **English 120** **90.7% at 2 or above** **3 sections – 54 students** **4 = 21 students (38.8%)** **3 = 19 students (35.2%)** **2 = 9 students (16.7%)** **1 = 5 students (9.3%)**	
Liberal Skill **Research** **English 120**	Five worksheets—evaluated on a 4-point PTA scale. Students were asked to use basic research methods to find good sources for writing their papers. Evaluated were credibility of sources, bibliography, intellectual curiosity, and engagement with the research process.	96% at 2 or above 2 sections – 29 students 4 = 8 students (28%) 3 = 10 students (34%) 2 = 10 students (34%) 1 = 1 students (4%)	Add a section requiring students to write exactly how the information was found, if it was good information, and why or why not. Also, have students then go find a reference book, for example, in their own discipline for their learning of the reference section in their particular interests.
Liberal Skills **Writing** **English 125**	Final in-class writing assignment (with rough draft review process) – evaluated according to a 4-point PTA scale. The assignment asked students to imagine they were writing to their boss or supervisor about that they had learned in English 125. The assignment needed to be presented in a format appropriate to a professional or business setting. Style, mechanics, usage, language, organization, and content were all evaluation, along with audience awareness and proper format.	100% at 2 or above 3 sections – 50 students 4 = 7 students (14%) 3 = 30 students (60%) 2 = 13 students (26%) 1 = 0 students (0%)	Continued emphasis on format, organization, tone, style, and content of professional documents. More emphasis on using the skills learned in this course in all areas of the students' lives, especially on the job.
	Analytical business memo – evaluated according to a 4-point PTA scale. The assignment asked students to imagine they were writing to their boss or supervisor about that they had learned in English 125. The assignment needed to be presented in a format appropriate to a professional or business setting. Style, mechanics, usage, language, organization, and content were all evaluation, along with audience awareness and proper format.	100% at 2 or above 1 sections – 16 students 4 = 7 students (44%) 3 = 6 students (38%) 2 = 3 students (19%) 1 = 0 students (0%)	ONLINE: well done in most ways. Biggest problem was that students presented an evaluation or recommendation when they were cautioned not to. More emphasis on the difference between analysis and evaluation or recommendation.

Liberal Skills **Writing** **English 125**	**Combined Results** **Writing – English 125**	**Writing** **English 125** **100% at 2 or above** **4 sections – 66 students** **4 = 14 students (21.2%)** **3 = 36 students (54.5%)** **2 = 16 students (24.2%)** **1 = 0 students (0%)**	
Liberal Skills **Critical Thinking** **English 125**	Final in-class writing assignment (with rough draft review process) – evaluated according to a 4-point PTA scale. The assignment asked students to imagine they were writing to their boss or supervisor about that they had learned in English 125. The assignment needed to be presented in a format appropriate to a professional or business setting. Explanation and analysis of information was evaluated, along with the connection of the information to work tasks. The students were asked to focus not simply on what was covered in the class, but more on what they actually learned and how it relates to their planned profession.	98% at 2 or above 3 sections – 50 students 4 = 5 students (10%) 3 = 24 students (48%) 2 = 20 students (40%) 1 = 1 students (2%)	More emphasis on analysis, especially compared to evaluation and recommendation. More emphasis on how English 125 relates to jobs.
	Analytical business memo – evaluated according to a 4-point PTA scale. The assignment asked students to imagine they were writing to their boss or supervisor about that they had learned in English 125. The assignment needed to be presented in a format appropriate to a professional or business setting. Explanation and analysis of information was evaluated, along with the connection of the information to work tasks. The students were asked to focus not simply on what was covered in the class, but more on what they actually learned and how it relates to their planned profession.	100% at 2 or above 1 sections – 16 students 4 = 7 students (44%) 3 = 6 students (38%) 2 = 3 students (19%) 1 = 0 students (0%)	ONLINE: More emphasis on analysis, especially compared to evaluation and recommendation. More emphasis on how English 125 relates to jobs.
Liberal Skills **Critical Thinking** **English 125**	**Combined Results** **Critical Thinking – English 125**	**Critical Thinking** **English 125** **98.5 % at 2 or above** **4 sections – 66 students** **4 = 12 students (18.2%)** **3 = 30 students (45.5%)** **2 = 23 students (34.8%)** **1 = 1 students (1.5%)**	

Assessment Report – Instructional Programs

Residential Carpentry

The assessment methods include the use of National Center for Construction Research written and performance test and student and employer surveys.

The NCCER curriculum and testing is based on national standards, competencies and objectives. The testing includes written and performance tests to assess knowledge and skill. The curriculum is updated every three years. Based on the student's achievements on the tests it appears evident that continued use of current methods and materials is appropriate. The student and employer surveys show that both are satisfied with the level of training provided. Given these indicators the faculty of the Carpentry Program intends to continue to provide future educational opportunities substantially similar to those offered in the 2004-2005 school year.

The Residential Carpentry Program became a registered ATEF with the Nactional Center for Construction, Education and Research this past year. ATEF stands for Accredited Training Educational Facility and is a standard that recognizes the seven areas of instruction and administrational abilities located here at BSC.

Electronics/Telecommunications Technology

The results of the graduate survey, employer survey, pre-test/post-test, and PTAs were all positive this year, indicating no major changes are necessary at this time. The telecommunications classes added this past year are now in the beginning stages of formalizing their assessment process and will begin assessment of their graduates, by employer and graduate surveys, this spring.

Heating, Ventilation and Air Conditioning Program

The assessment for this academic year started off with a student completer survey. Results were extremely poor with only 3 returned surveys, which is approximately 8% of the completing class. Past surveys have shown only about 75% of the students returning the surveys.

We then conducted a phone interview with completer students and a majority felt that the program adequately prepared them for most areas in the job field that they entered. They did feel that they would have liked to have welding reinstated, and this has been a comment that we have seen several times in the past. Our contractor survey also showed that the contractors would like the students to receive some instruction in welding, cutting and brazing. Hopefully funding will allow for this to be reinstalled into the program in the 2005/2006 academic year.

The HVAC Program became a registered ATEF with the Nactional Center for Construction, Education and Research this past year. ATEF stands for Accredited Training Educational Facility and is a standard that recognizes the seven areas of instruction and administrational abilities located here at BSC.

Curriculum for both the Sheet Metal and the HVAC classes is reviewed and updated every three years by the National Center for Construction, Education and Research, which is based at the University of Florida.

Welding Program

The welding program utilizes several different components and measures when assessing their students. The direct measures, in some areas, involve Pretest/Posttest

exams, Random employer surveys and North Dakota State Board of Vocational Education approved exams and task lists.

In Shielded Metal Arc Welding, 85% of the students showed improvements according to the SBVE Exams. Future plans are to include Pretests/Posttest exams in this area, and these have been requested in the upcoming budget process.

In Gas Metal Arc Welding, and Gas Tungsten Arc Welding, 100% of the students improved their Pretest/Posttest scores by 32% or better. No changes are being planned in these areas.

When completing the American Welding Society National Certification exam, 100% of the students passed the Shielded Metal Arc Welding Certification and 91.6% of the students passed the GMWA and GTAW with National Certifications. No changes are necessary at this time.

Auto Collision Technology

A direct measure was used within the class, and 14 of 15 students scored above a 75% on all competencies. An Employer Survey on competencies was again conducted, and as a result of that survey, again this year, contractors would like more emphasis placed in the areas of structural damage and mechanical/electrical components. A graduate survey was sent out to all trainees completing the program, but a very poor reply has shown a need to approach the graduates in a different method. A new graduate survey will be needed. The Employer Survey showed that the contractors surveyed felt that the students were being prepared for employment, but we would like to rewrite this survey in the hopes of getting better results on employability skills. All graduating

students have met and/or exceeded the standards set by NATEF. The assessment implementation plan, multiple measures matrix, composite curriculum matrix and Faculty Group Report were completed and are on file with the assessment team.

Commercial Art

The program used a Juried Portfolio Review for their direct measure. Select members of industry, the Commercial Art Advisory Committee, student peers, and faculty were used for the review. 89% of the reviews resulted in a favorable rating. Plans are to continue with the advisory committee to review, to improve the judging criteria and the assessment vehicle, and to keep the curriculum current with industry. Plans are to improve direct measures of specific classes. The assessment plan, multiple measures matrix, composite curriculum matrix and Faculty Group Report were completed and are on file with the assessment coordinator.

Lineworker Program

At the BSC Lineworker Program we felt that we have continued to meet entrance level personal needs. We continue to update our curriculum by keeping current with industry changes. A situation did arise in that certain employers would like to see BSC Lineworker graduates have CDLs upon completion of program. The issue has been turned over to BSC administration.

Process Plant Technology

Power Plant Technology

The Process Plant Technology and Power Plant Technology Programs Assessment has recently undergone some changes and in 2004-2005 was unable to

record usable data. Both of these programs are currently revamping their assessment and will have measurable results in the 2005 – 2006 academic year.

The Process Plant Technologies program, beginning in 2005 – 2006, will be undergoing a complete curriculum update, ranging from eliminating outdated material, to writing new manuals and textbooks. This is being done to better emphasize the ever changing role of Process Plant Technology and to include more emphasis on Bio-diesel fuels. These changes are being implemented by the request of the program advisory boards.

Process Plant Technology and Power Plant Technology will also be changing from a three semester program, to a four-semester program. This will allow students an easier path to follow when transitioning between the core curriculum and chosen energy technology fields.

Changes to Assessment in 2005 – 2006

All of the program areas will be implementing a new assessment strategy, beginning in Fall 2005. The old assessment process had each faculty member completing four different matrix, on an annual basis. The four matrix': Curriculum Matrix, Multi-Measures Matrix, Implementation Plan, and Faculty group report, have all been combined into one general form, which can be completed throughout the academic year. A copy of the new form has been attached.

Assessment Group Leaders have also changed this year, to better streamline the process of assessment. Programs are now being separated by their CIP numbers and grouped accordingly under three program leads, instead of two. This change, along with

the reduced paperwork, should help eliminate a large amount of time spent compiling data and better utilize the assessment information that is obtained.

Learning Outcomes Assessment

Summary Report for 2004-2005

Allied Health Program Faculty Group

Bismarck State College

Assessment of the Allied Health Programs

Introduction

The Allied Health faculty group consists of all faculty members teaching any program courses included in any of the following programs:

EMT-Paramedic
Medical Lab Technology
Phlebotomy
Practical Nursing
Associate Degree Nursing
Surgical Technology
Human Services
Fire Technology

In 2004-2005, EMT-Paramedic programs continued to be collaborative endeavors with St. Alexius Medical Center in Bismarck and F-M Ambulance in Fargo, ND. Both programs employed the same curriculum and assessment activities.

The Practical Nursing and Associate Degree Nursing programs were a collaboration among Bismarck State College (BSC), Williston State College (WSC), and Lake Region State College (LRSC). Nursing faculty at WSC and LRSC were considered adjunct faculty.

No courses were offered in Fire Technology.

A listing of all full-time and part-time faculty members in the above programs is included in Appendix A.

The courses in the Allied Health programs are listed in Appendix B.

Matrices used in Allied Health Program Assessment

Each year, program faculty members submit an Assessment Implementation Plan that identifies program objectives, competencies, assessment methods, and the planned timing of all assessment activities. The Implementation Plans for the 2004-2005 academic year, due September 15, are on file in the Assessment Coordinator's office and in the Allied Health Program group leader's office.

Each year program faculty members submit a Program Curriculum Matrix by October 31, which indicates which courses emphasize the objectives identified in the Implementation Plan. The Program Curriculum Matrices for the 2003-2004 academic year are on file in the Assessment Coordinator's office and in the Allied Health Program group leader's office.

The Composite Multiple Measures Matrix is submitted before Thanksgiving break. These matrices are on file in the Assessment Coordinator's office and in the Allied Health Program group leader's office.

In the fall of the following academic year, a Faculty Group Assessment Report is submitted. This report includes results gathered from the various assessment tools used. Proposed changes to the programs and their assessments are included in this report. The reports for the 2004-2005 academic year are attached as Appendix C.

SUMMARY OF ALLIED HEALTH ASSESSMENT FOR 2004-2005

EMT-Paramedic Program

The program established competencies and used indirect measures from the National Registry exam for assessment of this program. Of the St. Alexius students, 81.8% of the students passed the National Registry Exam.

No results were submitted from F-M Ambulance.

Revisions will be made to the curriculum after analyzing the strengths, weaknesses and validity of the current entrance process of the program. The assessment results were compiled and are on file with the Assessment Coordinator.

Medical Lab Technology

The MLT/CLT ASCP Board of Registry Examination was taken with BSC students scoring an overall program mean of 596, compared with a national mean of 491. Passing of the board examination is a score of 400. The program mean scores were over the national mean with the exceptions of proteins and other nitrogen containing compounds, enzymes lipids/lipoproteins, general bacteriological/aerobic gram positive cocci, gram negative cocci, gram positive bacilli anaerobes, erythrocytes and leukocytes, immunity, infectious disease, microscopic and complete urinalysis, physical and chemical urinalysis, urinalysis and other body fluids, and laboratory operations. All areas of the program are being reevaluated with changes being made where needed. The assessment results were compiled and are on file with the Assessment Coordinator.

Phlebotomy

The Phlebotomy Technician ASCP Board of Registry Examination was taken with BSC students scoring a program mean of 554, compared with a national mean of 519. Passing of the board examination is a score of 400. The program mean scores were over the national mean with the exception of circulatory system and point of care. All areas of the program are being reevaluated with changes being made where needed. The assessment results were compiled and are on file with the Assessment Coordinator.

Practical Nursing Program

No results were reported.

Associate Degree Nursing

No results were reported.

Surgical Technology

The program established their competencies and used direct measures in the classroom. All ten students passed the Program Assessment Exam which has been established by the National Surgical Technology Association. The faculty made some changes this past year which have shown to increase student performance in a few competency areas. Asepsis, Basic Case Prep, Micro/Wound healing, Patient Care Concepts and Surgical Procedures all showed an increase in scores from the last graduating class. 100 % of students that took the National Certifying Exam passed it, but it is no longer used as an assessment measure, because it is a voluntary credential and not required by all employers. The Assessment Plan, Multiple Measures Matrix, Composite Curriculum Matrix, and Faculty Group Report were completed and are on file with the assessment coordinator.

Human Services

No results were reported.

Fire Technology

No results were reported.

Appendix A – Faculty Members

EMT-Paramedic – Collaborative faculty
F-M Ambulance Program
Rick Cameron
Jodi Holston
Ron Lawler
Sherm Syverson
St. Alexius Program
Mark Haugen
    Part Time
    Kelly Dollinger
    Jennifer Davis

Medical Lab Technology/Phlebotomy
Full Time
Angela Uhlich
Part Time
Stephanie Creek
Kali Hardy
Tracy Hoke
Kenneth Irmen
Cathy Janikowski
Tracie Laine
Stephanie Longie
Laurie Metzger
Amanda Sagsveen
Anastasia Schlafman
Renae Sticka
Bernice Wegener

Nursing
Full Time
April Hall
Greta Knoll
¾ Time
Fae Glass
Part Time
Joan Auch

Lynn DeKrey
Ann Longnecker (LRSC)
Suzie McShane
Linda Tharp (WSC – Program Director)
Pam Pranke (LRSC)
Sandra Sund (MiSU-Bottineau)

Surgical Technology
Full Time
Jean Hinton
Trudy Riehl
Part Time
Vanessa Masseth

Appendix B – Required Courses in Allied Health Programs

EMT-Paramedic
Anatomy & Physiology
Introduction to Advanced Pre-Hospital Care
Emergency Pharmacology/Fluid Therapy
Airway Management and Ventilation
Comprehensive Patient Assessment
Hospital Clinical I
Field Internship I
Trauma Management
Respiratory Emergencies
Cardiac Emergencies I
Hospital Clinical II
Field Internship II
Cardiac Emergencies II
Medical Emergencies
Special Considerations
Hospital Clinical III
Field Internship III
EMS Operations
ACLS
PALS
PHTLS
CPR Instructor
Hospital Clinical IV
Field Internship IV
17 General Education Credits (Required for the AAS only)

Medical Lab Technology
Phlebotomy
Anatomy & Physiology I and II/Labs **OR** Human Structure and Function
Chemistry and Lab
Introduction to Organic and Biochemistry and Lab
Introduction to Medical Laboratory Science
Introductory Microbiology and Lab
Immunology
Hematology
Clinical Chemistry I

Clinical Microbiology I
Clinical Internship I
Immunohematology
Clinical Chemistry II
Clinical Microbiology II
Clinical Internship II
Clinical Internship III
27 General Education Credits

Phlebotomy
Elementary Anatomy & Physiology
Medical Terminology
Phlebotomy
Organizational Behavior
Phlebotomy Internship
6 General Education Credits

Nursing
College Composition I
Introductory Chemistry and Lab
Anatomy & Physiology I and II and Labs
Introduction to Psychology
Foundations of Nursing
Practical Nursing I
Clinical Practice I
Developmental Psychology
Introduction to Pharmacology
Practical Nursing II
Clinical Practice II
Practical Nursing III
Clinical Practice III
Professional Role Development
Alterations in Health I
Maternal Child Nursing
Clinical Application I
Introductory Microbiology and Lab
Alterations in Health II
Health Promotion and Psychosocial Nursing
Clinical Application II
Communications elective (3 credits)

Surgical Technology
Anatomy & Physiology I and II and Labs
General Pathology
Medical Terminology for Surgical Technology
Introduction to Surgical Technology
Introduction to Operating Room Procedures and Lab
Introduction to Operating Room Materials and Lab
Introductory Microbiology and Lab
Introduction to Pharmacology for Surgical Technology
Special Surgical Procedures
Surgical Procedures Lab
Professional Skills for the Surgical Technologist
Operating Room Clinical Internship
12 General Education Credits

Appendix C – Faculty Group Assessment Reports

Faculty Group Assessment Report for 2004-2005 School Year
EMT-Paramedic (St. Alexius)

Faculty Group Assessment Report Matrix

This matrix summarizes the assessment work done by faculty teaching EMT-Paramedic courses during the 2004 – 2005 school year. Members followed the EMT-Paramedic Faculty Group Assessment Plan. This matrix shows the composite results, as well as change actions taken or recommended at the faculty group level and passed along to department chairs and the Assessment Committee.

EMT-Paramedic Competencies/Objectives	Assessment methods	Results of this semester's measures	Changes planned to improve learning
Upon completion of the program, the student will demonstrate the technical proficiency in all the skills necessary to fulfill the role as EMT-P Practitioners. (Psychomotor Domain)			
1. Demonstrate the principles of pharmacology, safe access to venous circulation, and safe administration of medications.	1. Skill Verification	13 of 13 students successfully completed skill verification in pharmacology, venous access, and administration of medications.	None
2. Demonstrate the ability to formulate a field impression and implement a management plan for all age groups.	2. Preceptor Evaluation	10 of 11 students successfully completed field internship IV. One student decided on own to drop the course.	None
	3. Skill Verification	13 of 13 students successfully	

3. Demonstrate the ability to establish and maintain a patent airway, oxygenate, and ventilate a patient.		completed skill verification in maintaining a patent airway, oxygenation, and ventilation of patient.	None
4. Demonstrate a patient assessment.	4. Skill Verification	13 of 13 students successfully demonstration a patient assessment through skill verification.	None
5. Demonstrate the ability to assess, manage, and treat various types of medical emergencies.	5. Preceptor Evaluation	11 of 11 post-employer surveys suggested that graduates demonstrated effective communication skills.	None
6. Demonstrate the ability to assess, manage, and treat various types of trauma emergencies.	6. Post-Test	11 of 11 successfully passed post-test.	None
Upon completion of the program, the students will demonstrate the ability to comprehend, apply and evaluate classroom and clinical information. (Cognitive Domain)			
1. Demonstrate a basic knowledge of anatomy and physiology.	1. Post-Test	13 of 13 students successfully passed anatomy & physiology post – test.	None
2. Demonstrate effective communication skills with	2. Post employer survey	11 of 11 post-employer surveys suggested that graduates demonstrated effective	None

patients and other practitioners.		communication skills.	
3. Demonstrate an understanding of roles and responsibilities within EMS systems.	3. Post-Test	13 of 13 students successfully passed post-test.	None
4. Practice within the ethical and legal framework for the Paramedic.	4. Post-Test	13 of 13 students successfully passed post-test.	None
5. Demonstrate the principles of pharmacology, safe access to venous circulation, and safe administration of medications.	5. National Registry Exam	9 of 11 students successfully passed National Registry examination.	The staff is currently reviewing all major test instruments for validity and reliability.
6. Demonstrate the ability to formulate a field impression and implement a management plan for all age groups.	6. Preceptor Evaluation	10 of 11 students successfully completed field internship IV. One student decided on own to drop the course.	
7. Demonstrate the ability to establish and maintain a patent airway, oxygenate, and ventilate a patient	7. National Registry Exam	9 of 11 students successfully passed National Registry examination.	The staff is currently reviewing all major test instruments for validity and reliability.
8. Demonstrate a patient assessment.	8. National Registry Exam	9 of 11 students successfully passed National Registry exam.	The staff is currently reviewing all major test instruments for validity and reliability.
9. Demonstrate the ability to assess, manage, and treat various types of medical emergencies.	9. Post-Test	11 of 11 students successfully passed the post-test.	None

10. Demonstrate the ability to assess, manage, and treat various types of trauma emergencies.	10. Post Test	11 of 11 students successfully passed the post-test.	None
Upon completion of the program, the student will demonstrate personal behaviors consistent with professional and employer expectations for the EMT-P Practitioner.			
1. Demonstrate effective communication skills with patients and other practitioners.	1. Employer Survey	11 of 11 post-employer surveys suggested that graduates demonstrated effective communication skills.	None
2. Demonstrate an understanding of roles and responsibilities within EMS systems.	2. Preceptor Evaluations	10 of 11 students successfully completed field internship IV. One student decided on own to drop the course.	None
3. Practice within the ethical and legal framework for the Paramedic.	3. Employer Survey	11 of 11 post-employer surveys suggested that graduates demonstrated effective communication skills.	None
4. Demonstrate the principles of pharmacology, safe access to	4. Preceptor Evaluation	10 of 11 students successfully completed field internship IV. One student decided on own to	None

venous circulation, and safe administration of medications.		drop the course.	
5. Demonstrate the ability to formulate a field impression and implement a management plan for all age groups.	5. Preceptor Evaluation	10 of 11 students successfully completed field internship IV. One student decided on own to drop the course.	None
6. Demonstrate the ability to establish and maintain a patent airway, oxygenate, and ventilate a patient.	6. Preceptor Evaluation	10 of 11 students successfully completed field internship IV. One student decided on own to drop the course.	None
7. Demonstrate a patient assessment.	7. Skills Verification	13 of 13 students successfully demonstration a patient assessment through skill verification.	None
8. Demonstrate the ability to assess, manage, and treat various types of medical emergencies.	8. Preceptor Evaluation	10 of 11 students successfully completed field internship IV. One student decided on own to drop the course.	None
9. Demonstrate the ability to assess, manage, and treat various types of trauma emergencies.	9. Preceptor Evaluation	10 of 11 students successfully completed field internship IV. One student decided on own to drop the course.	None

Faculty Assessment Report for Academic Year 2004 -2005
Surgical Technology

Faculty Assessment Report Matrix
Due to Group Leader September 30, 2005

This matrix summarizes the assessment work done by faculty teaching courses in the Surgical Technology program during the 2004 – 2005 academic year. Members followed the Surgical Technology Assessment Implementation Plan and submitted their Faculty Assessment Reports. The Faculty Reports show the individual faculty members' assessment results and their planned change actions. This matrix shows the composite results, as well as change actions taken or recommended at the faculty group level and passed along to department chairs and the Assessment Committee.

Name of Faculty Group Member: Trudy Riehl, Jean Hinton
Date of submittal: September 30, 2005

Program Competencies	**Assessment Method**	**Course**	**Results of this semester's measures**	**Changes planned to improve learning**
Upon completion of the Surgical Technology Program, students should be able to demonstrate mechanical skills outlined in the competency areas.				
2. Demonstrates knowledge of aseptic technique.	Performance Demonstration	SRGT 120L SRGT 130L SRGT 250	92.8% passed the skills lab in this class 85.7% passed the skills lab in this class 100% passed the	The skills demonstrations for SRGT 120L, 130L, 250 & 260 will continue to be evaluated for this competency because

		SRGT 260 SRGT 280	skills lab in this class 92.8% passed the skills validation in this class 92% passed the skills lab in this class	it is the basis for clinical practice. The skills demonstrations will continue to be evaluated for this competency because it is the basis for graduation and job readiness.
	PAE Exam	SRGT 280	All graduating students passed the Program Assessment Examination. For this competency area, the average score was 80%.	This meets the benchmark of 70-85% as established by the national accrediting agency.
	Employer Survey	SRGT 120, SRGT 130 & SRGT 280	Completed six months after graduation- Class of 2004 received high ratings from all employers. 100% of surveys returned rated graduates at meets or exceeds expectations.	This exceeds the benchmark of 70-85% as established by the national accrediting agency.

3. Demonstrates knowledge of basic instruments, supplies, and equipment	Pre/Post Test	SRGT 120	100% failed the pretest and 50% passed the post test.	Pre and Post Tests will continue to be given to assess the students' progress.
		SRGT 130	100% failed the pre test and 85.7% passed the post test.	
	Performance Demonstration	SRGT 120L	92.8% passed the skills lab in this class.	The skills demonstrations for SRGT 120L, 130L, & 250 will continue to be evaluated for this competency because it is the basis for clinical practice.
		SRGT 130L	85.7% passed the skills lab in this class	
		SRGT 250	100% passed the skills lab in this class	
		SRGT 280	92% passed the skills lab in this class	The skills demonstrations will continue to be evaluated for this competency because it is the basis for graduation and job readiness.
	PAE Exam	SRGT 240 & SRGT 280	All graduating students passed the Program Assessment Examination. For this competency area, the average score was 80%.	This meets the benchmark of 70-85% as established by the national accrediting agency.

	Employer Survey	SRGT 120, SRGT 130, SRGT 240, SRGT 250 & SRGT 280	Completed six months after graduation- Class of 2004 received high ratings from all employers. 100% of surveys returned rated graduates at meets or exceeds expectations.	This exceeds the benchmark of 70-85% as established by the national accrediting agency.
8. Demonstrates Basic Surgical Case Preparation	Pre/Post Test Performance Demonstration	SRGT 120 SRGT 130 SRGT 130L	100% failed the pretest and 50% passed the post test. 100% failed the pre test and 85.7% passed the post test. 85.7% passed the skills lab in this class	Pre and Post Tests will continue to be given to assess the students' progress. The skills demonstrations for SRGT 130L & 250 will continue to be evaluated for this competency because it is the basis for

				clinical practice.
		SRGT 250	100% passed the skills lab in this class	
		SRGT 280	92% passed the skills lab in this class	The skills demonstrations will continue to be evaluated for this competency because it is the basis for graduation and job readiness.
	PAE Exam	SRGT 280	All graduating students passed the Program Assessment Examination. For this competency area, the average score was 80%.	This meets the benchmark of 70-85% as established by the national accrediting agency.
	Employer Survey	SRGT 130 & SRGT 280	Completed six months after graduation- Class of 2004 received high ratings from all employers. 100% of surveys returned rated graduates at meets or exceeds expectations.	This exceeds the benchmark of 70-85% as established by the national accrediting agency.

9. Demonstrates knowledge of the role of first scrub on all basic surgical cases	Performance Demonstration	SRGT 130L	85.7% passed the skills lab in this class	The skills demonstrations for SRGT 130L & 250 will continue to be evaluated for this competency because it is the basis for clinical practice.
		SRGT 250	100% passed the skills lab in this class	
		SRGT 280	92% passed the skills lab in this class	The skills demonstrations will continue to be evaluated for this competency because it is the basis for graduation and job readiness.
	PAE Exam	SRGT 280	All graduating students passed the Program Assessment Examination. For this competency area, the average score was 80%.	We will develop instructional aids based on the new study guide for the PAE. This will help student performance on this area of the exam.
	Employer Survey	SRGT 130, SRGT 250 & SRGT 280	Completed six months after graduation- Class of 2004 received high ratings from all employers. 100% of	This exceeds the benchmark of 70-85% as established by the national accrediting agency.

			surveys returned rated graduates at meets or exceeds expectations.	
Upon completion of the Surgical Technology Program, students should be able to demonstrate technical skills outlined in the competency areas. 1. Demonstrates knowledge of basic science	Pre/Post Test Performance Demonstration	BIOL 213 SRGT 105 SRGT 120L SRGT 130L SRGT 250	100% of the students failed the pretest. 66.6% of the students passed the post test. 100% of the students failed the pretest. 78.9% of the students passed the post test 92.8% passed the skills lab in this class. 85.7% passed the skills lab in this class 100% passed the skills lab in this class	Pre and Post Tests will continue to be given to assess the students' progress. The skills demonstrations for SRGT 120L, 130L, 250 & 260 will continue to be evaluated for this competency because it is the basis for

				clinical practice.
		SRGT 260	92.8% passed the skills validation in this class	
		SRGT 280	92% passed the skills lab in this class	The skills demonstrations will continue to be evaluated for this competency because it is the basis for graduation and job readiness.
	PAE Exam	SRGT 105, SRGT 240, SRGT 280 & BIOL 213	All graduating students passed the Program Assessment Examination. For this competency area, the average score for A&P was 77.69%. The average score for Microbiology was 87.5%. The average score for Medical Terminology was 73.60%.	Develop instructional aids with the microbiology instructor. These will be based on the new study guide for the PAE. This will help student performance on this area of the exam. The other two areas meet the 70-85% benchmark.
	Employer Survey	SRGT 105, SRGT 240, SRGT 280 & BIOL 213	Completed six months after graduation- Class of 2004 received high	This exceeds the benchmark of 70-85% as established by the national

			ratings from all employers. 100% of surveys returned rated graduates at meets or exceeds expectations.	accrediting agency.
4. Demonstrates knowledge of frequently used surgical procedures	Performance Demonstration	SRGT 120L SRGT 130L SRGT 250 SRGT 280	92.8% passed the skills lab in this class 85.7% passed the skills lab in this class 100% passed the skills lab in this class 92% passed the skills lab in this class	The skills demonstrations for SRGT 120L, 130L & 250 will continue to be evaluated for this competency because it is the basis for clinical practice The skills demonstrations will continue to be evaluated for this competency because it is the basis for graduation and job readiness.
	PAE Exam	SRGT 240, SRGT 250 & SRGT 280	All graduating students passed the Program Assessment Examination. For this competency area, the average score was 80%.	We will develop instructional aids based on the new study guide for the PAE. This will help student performance on this area of the

	Employer Survey	SRGT 240, SRGT 260 & SRGT 280	Completed six months after graduation- Class of 2004 received high ratings from all employers. 100% of surveys returned rated graduates at meets or exceeds expectations.	exam. This exceeds the benchmark of 70-85% as established by the national accrediting agency.
7. Demonstrates knowledge of occupational hazards	Performance Demonstration	SRGT 120L SRGT 130L SRGT 250 SRGT 280	92.8% passed the skills lab in this class 85.7% passed the skills lab in this class 100% passed the skills lab in this class 92% passed the skills lab in this class	The skills demonstrations for SRGT 120L, 130L & 250 will continue to be evaluated for this competency because it is the basis for clinical practice The skills demonstrations will continue to be evaluated for this competency because it is the basis for graduation and job

				readiness.
	PAE Exam	SRGT 280	All graduating students passed the Program Assessment Examination. For this competency area, the average score was 90.81%.	This exceeds the benchmark of 70-85% as established by the national accrediting agency.
	Employer Survey	SRGT 130 & SRGT 280	Completed six months after graduation- Class of 2004 received high ratings from all employers. 100% of surveys returned rated graduates at meets or exceeds expectations.	This exceeds the benchmark of 70-85% as established by the national accrediting agency.
Upon completing the Surgical technology Program, students should be able to demonstrate communication skills required to successfully act as an entry-level surgical technologist. 5. Demonstrates knowledge of patient	Performance Demonstration	SRGT 120L	92.8% passed the skills lab in this class	The skills demonstrations for

care skills.		SRGT 260	92.8% passed the skills lab in this class	SRGT 120 & 260 will continue to be evaluated for this competency because it is the basis for clinical practice
		SRGT 280	92% passed the skills lab in this class	The skills demonstrations will continue to be evaluated for this competency because it is the basis for graduation and job readiness.
	PAE Exam	SRGT 110 & SRGT 280	All graduating students passed the Program Assessment Examination. For this competency area, the average score for pharmacology was 76.25% and for patient care concepts was 90.81.	This exceeds the benchmark of 70-85% as established by the national accrediting agency.
	Employer Survey	SRGT 110, SRGT 260 & SRGT 280	Completed six months after graduation- Class of 2004 received high ratings from all employers. 100% of	This exceeds the benchmark of 70-85% as established by the national accrediting agency.

			surveys returned rated graduates at meets or exceeds expectations.	
6. Demonstrates responsible behavior as a health care professional, including knowledge of patients' rights, ethical standards, and legal aspects of practice.	Pre/Post Test	SRGT 215	91.6% of the students failed the pretest. 58% of the students passed the post test	Pre and Post Tests will continue to be given to assess the students' progress.
	Performance Demonstration	SRGT 280	92% passed the skills validations of this class	The skills demonstrations will continue to be evaluated for this competency because it is the basis for graduation and job readiness.
	PAE Exam	SRGT 110, SRGT 260 & SRGT 280	All graduating students passed the Program Assessment Examination. For this competency area, the average score was 74%.	This exceeds the benchmark of 70-85% as established by the national accrediting agency.
	Employer Survey	SRGT 110, SRGT 215, SRGT 260 & SRGT 280	Completed six months after graduation- Class of 2004 received high ratings from all employers. 100% of surveys returned	This exceeds the benchmark of 70-85% as established by the national accrediting agency.

			rated graduates at meets or exceeds expectations. Completed six months after graduation- Class of 2004 received high ratings from all employers. 100% of surveys returned rated graduates at meets or exceeds expectations.	

Learning Outcomes Assessment
Summary Report for 2004-2005

Bismarck State College
Computers and Office Technology Programs
Faculty Group

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Executive Summary

For the Computers and Office Technology Faculty Group, issues still exist with the new method of measuring results for only completers of the program. Not all results are found due to lack of one central database. A database will be created next year (2005-2006), as well as a form to be completed by all enrolled students each semester.

In this report, one of the five programs will not show any results for the academic year 2004-2005, since the programs now only report on program completers listed by the Registrar's Office. The Administrative Assistant – Medical program showed only three completers. It was decided by the Faculty Group the three completers could be potentially identified and associated with a particular score; therefore, no report was generated for the program.

In the **Computer Support Specialist program**, students performed well with the additional hands-on time given in each class. Student feedback indicates an appreciation of hands-on learning to supplement lecture material. For the upcoming graduates, a curriculum change will provide more in-depth material and increased lab time.

In the **Computer Information Systems – Information Processing Specialist** program, this year's graduates totaled 15 students, as well as 1 student completing the certificate program, an increase of 4 students over the previous year.

In response to the continued concern over the number of Microsoft Office Specialist exam failures, one new course was developed, presented and approved by the BSC Curriculum Committee, CIS 203 – Software Certification Prep. Another course, CIS 202, was reworked to focus on integration projects using Microsoft Office. In addition, a third course was added to the curriculum after approval by the BSC Curriculum Committee: CIS 120: Adobe Acrobat and Microsoft Outlook. Using two software publishers in one course we felt would assist students in learning to transfer knowledge from one course to another. All three courses were added to the curriculum for the 2005- 2006 academic year.

Also added to the curriculum was an existing course, CIS 252 – XML. The rationalization for this addition was the increasing use of XML technology by software applications, such as Microsoft Office and Adobe Systems. XML technologies are listed on the certification objectives for both software publishers.

WordPerfect was removed from the curriculum as the information presented was very similar to the information presented in Microsoft Word and BSC does not offer any Corel certifications as part of our program.

Graphics Design, CIS 232, was also added to the program in order to continue training in Adobe Systems and potentially add further certifications for our students.

AssessPrep was reviewed by faculty for Microsoft Office review, but it was decided not to implement the review software at this time.

Continued work is needed to incorporate online and adjunct instructors into the assessment process. Also, a database needs to be created to maintain records of our completers as they are completing the program to increase reliable assessment results.

For the online degree, Business Communications and Business Math need to be offered and online assessment tools created.

Issues still exist with the new method of measuring results for only completers of the program – Not all results are found due to lack of one central database. A database will be created next year, as well as a form to be completed by all enrolled students each semester.

In the **Administrative Assistant – Medical program**, this year's graduates totaled 3 students, therefore, no results will be reported in the interest of the potential of identifying individual student scores.

This program has as its subject specialist an adjunct instructor (previously a full-time professor.

Students from this program will be entered into a database and results recorded on a semester-by-semester basis.

In the **Administrative Assistant – Legal program**, this year's graduates totaled 6 students.

Continued work is needed to incorporate online and adjunct instructors into the assessment process. Also, a database needs to be created to maintain records of our completers as they are completing the program to increase reliable assessment results.

Issues still exist with the new method of measuring results for only completers of the program – Not all results are found due to lack of one central database. A database will be created next year, as well as a form to be completed by all enrolled students each semester.

The **Administrative Assistant – General program** had 12 completers reported by the Registrar's Office during the time of September 2004 – August 2005. This number included three certificate completers. 100% of completers achieved keyboarding skill and oral presentation competencies. 90% achieved the portfolio competency, 76% completed the grammar competency, and 71% achieved the transcription competency.

Introduction

Assessment of
the Computers and Office Technology Programs
at Bismarck State College

Introduction

The Computers and Office Technology Faculty Group at Bismarck State College is a unique group within the assessment process on this campus. The uniqueness of the Faculty Group is shown in three different aspects:

1. Although the Faculty Group is considered “programs”, individual courses within each program are considered “open enrollment”. This “open enrollment” feature allows students other than those enrolled in the programs to attend and take individual courses within the program for credit.
2. The “open enrollment” feature of the programs also permits program students to take most courses in any sequence the student prefers, often based upon the student’s individual schedule outside of the academic world. This differs from other programs in that most programs on campus have a definite, narrowly-defined sequence for courses, as well as “closed” enrollment.
3. Also, many students enrolled in the programs are part-time attendees, often taking only one or two courses at a time. As a result, it may be several years before a student is considered a program completer, therefore, spanning several academic years of assessment changes.

As a result of the above three characteristics of the Computers and Office Technology programs, tracking and recording results for only program completers of the program is a challenge for the Faculty Group.

The Computers and Office Technology Faculty Group at Bismarck State College (BSC) consists of all full-time and adjunct faculty teaching any required courses included in any of the following programs:

1. Administrative Assistant – General
2. Administrative Assistant – Legal
3. Administrative Assistant – Medical
4. Computer Information Systems – Information Processing Specialist
5. Computer Support Specialist

During the 2004-2005 academic year, no new faculty members were added to the programs. A listing of all full-time and adjunct faculty members in the programs in included in this report as “Appendix A”. This was the fourth full year of the term for the assessment group leader of the Computers and Office Technology Programs.

A complete listing of all required courses in the Computers and Office Technology programs are included in this report as “Appendix B.”

Introduction

Matrices used in Computers and Office Technology Assessment

This year, the Faculty Group members had the option of either submitting the following four documents for the assessment process:

1. Assessment Implementation Plan
2. Program Curriculum Matrix
3. Composite Multiple Measures Matrix
4. Faculty Group Assessment Report

OR a new form:

1. Program Assessment Matrix - this form is a combination of the forms listed in numbers 1-4 above.

With the exception of Computer Support Specialist, all programs completed this form this academic assessment year.

Assessment Implementation Plans

The Assessment Implementation Plan submitted by each lead instructor identifies the objectives for the program, assessment methods planned for the program, and an implementation timeline for the program. This document is completed by the lead instructor and then submitted to the group leader. The group leader then submits an electronic and hard copy to the Assessment Coordinator's Office. This document is submitted by September 15 of the academic year.

Any changes planned which were reported on the Faculty Group Assessment Report from the previous academic year should be reflected on the new Assessment Implementation Plan.

All Implementation Plans for the Computers and Office Technology programs for the 2004-2005 academic year are on file in the Assessment Coordinator's office and in the group leader's office.

All Implementation Plans for the Computers and Office Technology programs for the 2004-2005 academic year are included in this document as "Appendix C."

Program Curriculum Matrix

Each year, the Faculty Group reviews and submits a Program Curriculum Matrix for each program. The Program Curriculum Matrix indicates which courses emphasize which objectives of the program. These objectives were identified in the Assessment Implementation Plan. This document is completed by the lead instructor for the program with the assistance of the rest of the Faculty Group. The lead instructor then submits this document to the group leader, who retains an electronic copy and a hard copy for the Faculty Group's files. Another electronic copy and hard copy is submitted to the Assessment Coordinator's office. This document is completed by October 31 of the academic year.

All Program Curriculum Matrices for the Computers and Office Technology programs for the 2004-2005 academic year are on file in the Assessment Coordinator's office and in the group leader's office.

All Program Curriculum Matrices for the Computers and Office Technology programs for the 2004-2005 academic year are included in this document as "Appendix D."

Composite Multiple Measures Matrix

The Composite Multiple Measures Matrix submitted by each lead instructor illustrate multiple measures exist to assess each of the program's objectives previously identified in the Assessment Implementation Plan. Each year, the lead instructor works with the Faculty Group to review objectives and courses which measure the objectives. The Matrix is then submitted to the group leader, who retains an electronic and hard copy of the document for the Group's files. Another electronic and hard copy is then submitted to the Assessment Coordinator's office. This report is submitted by November 20 of the academic year.

All Composite Multiple Measures Matrices for the Computers and Office Technology programs for the 2004-2005 academic year are on file in the Assessment Coordinator's office and in the group leader's office.

All Composite Multiple Measures Matrices for the Computers and Office Technology programs for the 2004-2005 academic year are included in this document as "Appendix E."

Faculty Group Assessment Report

Each fall, the lead instructor for each program submits a Faculty Group Assessment report for the previous year. This report compiles the results of the assessment process throughout the previous academic year, as identified in the Assessment Implementation Plan. This report includes the results for only completers of the programs.

Also a part of the Faculty Group Report is for the Group to identify changes which need to be made in the program and/or the program's assessment process for the next academic year based on assessment results and reports. These changes should be reflected in the next year's Assessment Implementation Plan.

The report is not submitted until fall in order to allow time for 1) the Registrar's Office to process graduation applications and therefore identify the completer's of the program and 2) to allow time for any Employer Surveys to be completed by the Faculty Group.

The Faculty Group report is then submitted to the group leader, who retains an electronic and hard copy of the document for the Group's files. Another electronic and hard copy is then submitted to the Assessment Coordinator's office. This report is submitted by September 30 of the academic year.

Matrices used in Computers and Office Technology Assessment

All Faculty Group Reports for the Computers and Office Technology programs for the 2004-2005 academic year are on file in the Assessment Coordinator's office and in the group leader's office.

All Faculty Group Reports for the Computers and Office Technology programs for the 2004-2005 academic year are included in this document as "Appendix F."

Programs Assessment Matrix – NEW!

This form is a combination of the forms: Assessment Implementation Plan, Program Curriculum Matrix, Composite Multiple Measures Matrix, and Faculty Group Assessment Report, which are all described above.

All Program Assessment Matrix forms for the Computers and Office Technology programs for the 2004-2005 academic year are on file in the Assessment Coordinator's office and in the group leader's office.

All Program Assessment Matrix forms for the Computers and Office Technology programs for the 2004-2005 academic year are included in this document as "Appendix G."

Summary of Program Assessment for 2004-2005

Administrative Assistant – General

The Administrative Assistant – General program had 12 completers reported by the Registrar's Office during the time of September 2004 – August 2005. This number included three certificate completers. 100% of completers achieved keyboarding skill and oral presentation competencies. 90% achieved the portfolio competency, 76% completed the grammar competency, and 71% achieved the transcription competency.

Changes Made 2004-2005 Academic Year

The following changes were made during the 2004-2005 academic year in the Administrative Assistant – General program:

1. A new text was used in Business Communications by Mary Ellen Guffey. A supplementary CD is included and the use of INFOTRAC for research is also part of this text. More research has been presented along with doing group presentations and speeches. A pretest in Business Communications was given covering all aspects of grammar, punctuation, capitalization, and word usage. A pretest was also given in Business English 121—this text is also by Mary Ellen Guffey as Greg McGraw Hill no longer publishes the College Business English text. A post test will be given at the end of the semester and the results compared by student and for the entire class.
2. A different keyboarding text was used in Keyboarding I—it parallels to the software used for mastering the keyboard. It also has a CD which brings in student files to be inserted in different documents. Also, documents are called up from this CD from which to make corrections.
3. Changes Planned for Administrative Assistant/General—WordPerfect 10 has been dropped from the curriculum as it is so close in application and content to the Microsoft Word software.

Changes Planned for Administrative Assistant - General

The following are changes planned for the 2005-2006 academic year, according to the Faculty Assessment Group Report:

1. Coordination with online instructors so that all are using updated exact same assessment methods. Plans are made to view the online Web EX GDP 10e on October 26, 2005, for teaching online.
2. Create a list of approved courses for those courses substituted by a completer.
3. Require oral presentation may not be read by student.
4. Create database to maintain student assessment records.

Courses required for the Administrative Assistant – General program are not exclusive to the program; the courses are also required for other programs and contain a mix of students enrolled in various programs.

The Program Assessment Matrix Administrative Assistant – General program was completed and is on file with the Assessment Coordinator's office and the group leader's office.

Administrative Assistant – Legal

This year's graduates totaled 6 students.

Continued work is needed to incorporate online and adjunct instructors into the assessment process. Also, a database needs to be created to maintain records of our completers as they are completing the program to increase reliable assessment results.

Issues still exist with the new method of measuring results for only completers of the program – Not all results are found due to lack of one central database. A database will be created next year, as well as a form to be completed by all enrolled students each semester.

Changes Made During 2004 - 2005 Academic Year

The following changes were made during the 2004-2005 academic year in the Administrative Assistant – Legal program:

1. Program requirements were changed beginning with the 2004-2005 academic year. Legal terminology will no longer be offered on campus. Instead, students enrolled in this program will take Criminal Law, Intro to Criminal Justice and Human Resources Management.
2. New textbooks for the core Legal Office Procedures course were implemented.
3. More hands-on projects reflecting content.
4. New adjunct instructor who is employed full-time in the field was employed.

Changes Planned for Administrative Assistant - Legal

The following are changes planned for the 2005-2006 academic year, according to the Faculty Assessment Group Report:

1. Filing requirement for assessment.
2. Maintain database for student assessment records.

Courses required for the Administrative Assistant – Legal program are not exclusive to the program; the courses are also required for other programs and contain a mix of students enrolled in various programs.

Summary of Program Assessment for 2003- 2004

The Program Assessment Matrix Administrative Assistant – Legal program was completed and is on file with the Assessment Coordinator's office and the group leader's office.

Administrative Assistant – Medical

This year's graduates totaled 3 students, therefore, no results will be reported in the interest of the potential of identifying individual student scores.

This program has as its subject specialist an adjunct instructor (previously a full-time professor.

Students from this program will be entered into a database and results recorded on a semester-by-semester basis.

Changes Made During 2004-2005 Academic Year

The following changes were made during the 2004-2005 academic year in the Administrative Assistant – Medical program:

1. Full-time instructor retired at the end of the academic year.

Changes Planned for Administrative Assistant - Medical

The following changes are planned for the 2005-2006 academic year, according to the Faculty Assessment Group Report:

1. Use flash cards for review of terminology
2. Provide more practice and more examples on body parts.
3. Maintain database for student assessment records.

Courses required for the Administrative Assistant – Medical program are not exclusive to the program; the courses are also required for other programs and contain a mix of students enrolled in various programs.

The Program Assessment Matrix Administrative Assistant – Medical program was completed and is on file with the Assessment Coordinator's office and the group leader's office.

Computer Information Systems – Information Processing Specialist

In the Computer Information Systems – Information Processing Specialist program, this year's graduates totaled 15 students, as well as 1 student completing the certificate program, an increase of 4 students over the previous year.

In response to the continued concern over the number of Microsoft Office Specialist exam failures, one new course was developed, presented and approved by the BSC Curriculum Committee, CIS 203 – Software Certification Prep. Another course, CIS 202, was reworked to focus on integration projects using Microsoft Office. In addition, a third course was added to the curriculum after approval by the BSC Curriculum Committee: CIS 120: Adobe Acrobat and

Microsoft Outlook. Using two software publishers in one course we felt would assist students in learning to transfer knowledge from one course to another. All three courses were added to the curriculum for the 2005- 2006 academic year.

Also added to the curriculum was an existing course, CIS 252 – XML. The rationalization for this addition was the increasing use of XML technology by software applications, such as Microsoft Office and Adobe Systems. XML technologies are listed on the certification objectives for both software publishers.

WordPerfect was removed from the curriculum as the information presented was very similar to the information presented in Microsoft Word and BSC does not offer any Corel certifications as part of our program.

Graphics Design, CIS 232, was also added to the program in order to continue training in Adobe Systems and potentially add further certifications for our students.

AssessPrep was reviewed by faculty for Microsoft Office review, but it was decided not to implement the review software at this time.

Continued work is needed to incorporate online and adjunct instructors into the assessment process. Also, a database needs to be created to maintain records of our completers as they are completing the program to increase reliable assessment results.

For the online degree, Business Communications and Business Math need to be offered and online assessment tools created.

Issues still exist with the new method of measuring results for only completers of the program – Not all results are found due to lack of one central database. A database will be created next year, as well as a form to be completed by all enrolled students each semester.

Changes Made During 2004 - 2005 Academic Year

The following changes were made during the 2004-2005 academic year in the CIS – Information Processing program:

1. Reviewed one week prior to MOS test.
2. Textbooks were changed in Adobe and Web page design.

Changes Planned for CIS – Information Processing Specialist

The following are changes planned for the 2005-2006 academic year, according to the Faculty Assessment Group Report:

1. Change projects to be aligned with MOS objectives
2. Maintain database of student records.

Courses required for the CIS-Information Processing Specialist program are not exclusive to the program; the courses are also required for other programs and contain a mix of students enrolled in various programs.

Summary of Program Assessment for 2003- 2004

The Program Assessment Matrix Information Processing Specialist program was completed and is on file with the Assessment Coordinator's office and the group leader's office.

Computer Support Specialist

Students performed well with the additional hands-on time given in each class. Student feedback indicates an appreciation of hands-on learning to supplement lecture material. For the upcoming graduates, a curriculum change will provide more in-depth material and increased lab time.

Changes Made During 2004-2005 Academic Year

The following changes were made during the 2004 - 2005 academic year in the Computer Support Specialist program:

1. Provided more examples and in-depth coursework for all objectives
2. Maintained database for student assessment records

Changes Planned for Computer Support Specialist

The following change is planned for the 2005 - 2006 academic year, according to the Faculty Assessment Group Report:

1 Continue to provide more examples and in-depth coursework.

2 Upgrade the curriculum to reflect changes in technology

3 Provide increased hands-on experience in course material

Courses required for the Computer Support Specialist program are not exclusive to the program; the courses are also required for other programs and contain a mix of students enrolled in various programs.

The Assessment Implementation Plan, the Multiple Measures Matrix, the Composite Curriculum Matrix and the Faculty Group Report for the Computer Support Specialist program were completed and are on file with the Assessment Coordinator's office and the group leader's office.

Coop/Intern Program

Students within each of the programs may sign up for various co-op and internships that become available during the academic year. Employers who accept students into their work environment are then surveyed each summer.

Employers are surveyed on various aspects of the co-op and interns' personal and professional traits as they pertain to the work environment. Twelve personal traits and twelve professional traits are part of the survey.

For each academic year, the survey results are averaged and summarized. Each trait is rated from 1 to 5, with 5 being the highest.

For the 2004-2005 academic year, no surveys were completed due to the transition and retirement of a full-time professor.

Summary of Program Assessment for 2003- 2004

Web Development and Design

In the Fall of 2002, the Web Option was created under the Information Processing Specialist program. At that time, it was NDUS policy that there could be no duplication of programs throughout the university sytem. This policy is no longer in existance, therefore, we proposed to the ND State Board of Higher Ed the Web Development and Design AAS program. Approval was given in April of 2005.

Personal Traits:
Punctuality
Cooperation
Willingness to work
Adaptability
Reliability
Initiative
Resourcefulness
Loyalty
Obedience to Rules
Judgment
Tact
Promise of Success

Professional Traits:
Spelling
Penmanship
English
Math
Accounting
Computer Skills
Filing
Telephone Skills
Personality
Following Directions
Neatness
People Skills

Appendix A – Faculty

Appendix B – Courses

Appendix C – Assessment Implementation Plans

Appendix D – Program Curriculum Matrices

Appendix E - Composite Multiple Measures Matrices

Appendix F – Faculty Group Assessment Reports