

# CurricUNET Assessment Module Manual

The CurricUNET Assessment Module can be found under the Assess section in the left column of the CurricUNET home page. There are separate links for course learning outcome, program learning outcome, institutional learning outcome, and student services learning outcome or administrative unit outcome assessments.

## Course Assessments

To add a course student learning outcome, click the Course link under the Assess heading:

identify disabilities that impede access to web content and categorize appropriate accommodations for each.



The screenshot shows the CurricUNET interface. At the top, the logo 'CURRICUNET' is on the left, and 'Kern Community College District' is on the right. Below the logo, a breadcrumb trail reads 'You are here: Home'. The left sidebar contains a navigation menu with the following items: Admin (Issues, Users, Look-up Data, Approval Process, Help Screens), Prefs (Personal Info, Notification), Articulation (OSCAR Courses), Courses (Create a New Course, Change an Existing Course, Clone a Course), Programs (Create New Program, Modify Program, Deactivate Program), Assess (Course, Program, Institution, General Education, Admin/Student Services), Track (My Proposals, My Approvals, All Proposals), Reports, and Links. The 'Assess' menu is expanded, and 'Course' is highlighted with a mouse cursor. The main content area features a large photograph of a modern college building with a curved facade and a blue sky background.

It is advised that Faculty Chairs complete assessment plans and enter the data—especially if your department is assessing multiple sections of a course and you have multiple instructors teaching those sections. There needs to be department-wide dialogue about what the plans are for assessing each outcome, and data from multiple sections or multiple measures must be aggregated. The analysis of the results also must be discussed within departments, so it makes sense for the results of that conversation

to be recorded by 1 person—probably the Faculty Chair. However, if someone else in your department wants to be responsible for recording this information, that is fine too.

## Selecting An Outcome to Assess

The next screen provides search/filter parameters. At a minimum, enter Cerro Coso and your discipline, and click Next.

The screenshot shows the CURRICUNET interface for the Course Outcome Assessment Search. The header includes the CURRICUNET logo and the text "Kern Community College District". Below the header, it says "Welcome, Suzie Ama | Colleges: Bakersfield College, Cerro Coso College, Porterville College | Log Out". The breadcrumb trail reads "You are here: Home > Assess > Courses".

The main content area is titled "Course Outcome Assessment Search" and contains the following fields:

- Course Status:** Radio buttons for "Current/Active" (selected) and "Historical".
- College:** A dropdown menu showing "-- All Colleges --".
- Discipline:** A dropdown menu showing "-All-".
- Course Number:** A text input field.
- Course Title:** A text input field.
- Date of Last Assessment:** Two date pickers with "14" selected, separated by "through".

There is a "Next" button at the bottom right of the search form. To the right of the search form are two panels: "Legend" with a "Help" icon and the text "\*Indicates Required Field", and "Help" with the text "There is currently no help available for this page." and "Edit" and "More" buttons.

On the left side, there is a sidebar with "Assess" and "Links" sections. The "Assess" section includes links for Course, Program, Institution, General Education, and Admin/Student Services. The "Links" section includes links for \*Cnet Issue Entry Form\*, \*Cnet Issue Status\*, A-Draft Handbook, Bloom's Taxonomy, C-ID Course Identification Number, CB 21 Basic Skills recoding, Project Summary, and CB 21 SLO Rubrics.

If you left the Course Number field blank, all courses in your discipline will display. If you entered a specific course number, only that course will display, as shown below. Click the radio button that corresponds with the course you are assessing, and click Next.

The screenshot shows the CURRICUNET interface for the Course Outcome Assessment Search Results. The header and breadcrumb trail are the same as in the previous screenshot.

The main content area is titled "Course Outcome Assessment Search Results" and displays the following information:

- College:** Cerro Coso College
- Course:** DMA C111 Fundamentals of Web Development \*Active\*
- Instructor:** Suzanne N. Ama

There is a "Next" button at the bottom right of the results panel. To the right of the results panel are two panels: "Legend" with a "Help" icon and the text "\*Indicates Required Field", and "Help" with the text "There is currently no help available for this page." and "Edit" and "More" buttons.

The sidebar on the left is the same as in the previous screenshot.

The following screen displays all of the student learning outcomes for course. These are populated from the active course outline of record in CurricUNET. If you have completed historical assessments, you can access those from the first column. In this example, there are no previous assessments.

If you have already started an assessment that is not yet complete, there will be icons to edit, delete, and print a report of the assessment. To create a new assessment for a specific student learning outcome, click the Copy icon. To edit an incomplete assessment, click the Pencil icon.

CURRICUNET
Kern Community College District

Welcome, Suzie Ama | Colleges: Bakersfield College, Cerro Coso College, Porterville College | [Log Out](#)

You are here: [Home](#) > [Assess](#) > [Courses](#)

**Assess**

- Course
- Program
- Institution
- General Education
- Admin/Student Services

**Links**

- \*Cnet Issue Entry Form\*
- \*Cnet Issue Status\*
- A-Draft Handbook
- Bloom's Taxonomy
- C-ID Course Identification
- Number
- CB 21 Basic Skills recoding
- Project Summary
- CB 21 SLO Rubrics
- CCC Inventory
- CSU - General Education
- Course Data Elements (CB codes)
- Data Element Dictionary
- IGETC - Intersegmental GE
- Transfer Curriculum
- Inventory of Approved

Course Outcomes		
DMA C111 Fundamentals of Web Development		
Previous Assessments	Current Assessment	Student Learning Outcomes
** No Prior Assessment **		Define block and inline elements and classify XHTML elements according to each category.
** No Prior Assessment **		Write valid XHTML code.
** No Prior Assessment **		Write semantically correct XHTML code.
** No Prior Assessment **		Define the box model.
** No Prior Assessment **		Write valid CSS code to control page appearance and layout.

**Legend**

- New Assessment
- Edit Current Assessment
- Assessment Report
- Delete Current Assessment
- Help
- \* Indicates Required Field

**Help**

- Search for previously completed assessments,
- create a new current assessment,
- edit a current assessment,
- view a report of a current assessment, or
- delete a current assessment.

Edit
More

## Basic Information

The first screen of the assessment is Basic information. Enter the date this outcome will be assess again after this assessment is complete (I will likely request that this field be moved to the Results section). Identify a co-contributor for this assessment. Describe how the results of the previous assessment were used to improve student learning and affect institutional priorities in the last text field. If this is the first assessment for this outcome, indicate "N/A – First Assessment," or something to that effect. Click Save to apply information and continue working in this screen. Click Finish to save and close this section, which will turn this section green in the Checklist.

The screenshot shows the CURRICUNET interface for editing an assessment. The main content area is titled "Basic Information" and contains the following fields:

College	Cerro Coso College
Course	DMA C111 Fundamentals of Web Development
Course Learning Outcome	Define the box model.
Next Assessment Date	<input type="text"/> 14
Co-Contributor(s)	<i>There are no Co-Contributors for this assessment.</i> <a href="#">Add a Co-Contributor</a>
Describe the changes made since the last assessment	<div style="border: 1px solid #ccc; height: 150px; width: 100%;"></div>

At the bottom of the form are "Save" and "Finish" buttons.

**Left Sidebar:**

- Edit Assessment**  
DMA C111 Fundamentals of Web Development  
Cerro Coso College  
70 = Fall 2012  
Ama, Suzanne N.
- Basic Information must be marked as finished.  
Assessment Plan must be marked as finished.  
Assessment Results must be marked as finished.
- Assess**  
Course  
Program  
Institution  
General Education  
Admin/Student Services
- Links**  
\*Cnet Issue Entry Form\*  
\*Cnet Issue Status\*  
A-Draft Handbook  
Bloom's Taxonomy  
C-ID Course Identification Number  
CB 21 Basic Skills recoding  
Project Summary

**Right Sidebar:**

- Course Outcome Assessment Checklist**  
 Basic Information  
 Assessment Plan  
 Assessment Results  
 Attach Files  
(Minutes from meeting, Data spreadsheet, Samples, Other forms of evidence)
- Legend**  
 Help  
 Spell Check  
\* Indicates Required Field
- Help**  
There is currently no help available for this page.



## Assessment Plan

The next step is the Assessment Plan section.

Identify the term that the assessment data was or will be collected.

Identify the target level of performance (e.g. “80% of students will be able to”). This target should reflect what you anticipate students’ performance to be if curriculum and instruction are ideal. This value should be determined from departmental dialogue about what you think the highest level attainment would consistently be with the application of best practices.

Choose the assessment artifact (what the student produces that will be assessed). There is a comprehensive list, but if you don’t see a specific assessment, choose Other, and describe in the additional field that appears.

Describe the details of the assessment plan—the logistics of administering the assessment, which faculty are participating, what the student sample is, etc. You’ll find a detailed assessment plan to be helpful when you assess in the next cycle. You may wish to change how the assessment is implemented to ensure greater validity and reliability of the data. We should be reflecting on our assessment methods, not just on the results of a specific assessment. Click Save to apply information, and click Finish to save and close this section.

The screenshot shows the CURRICUNET interface for the Assessment Plan section. The header includes the CURRICUNET logo and the text "Kern Community College District". Below the header, it says "Welcome, Suzie Ama | Colleges: Bakersfield College, Cerro Coso College, Porterville College | Log Out". The breadcrumb trail reads "You are here: Home > Assess > Courses".

The main content area is titled "Assessment Plan" and contains the following fields:

- College:** Cerro Coso College
- Course:** DMA C111 Fundamentals of Web Development
- Assessment Term:** 70 = Fall (dropdown), 2012
- Target of Performance:** Upon successful completion: (text input)
- Course Learning Outcome:** Define the box model.
- Assessment Tool/Scoring Method:** This will be assessed with (text input), - Select Method - (dropdown)
- Assessment Plan:** (Large text area for describing the assessment plan)

At the bottom of the form are "Save" and "Finish" buttons.

On the left side, there is a navigation menu with sections: "Assess" (Course, Program, Institution, General Education, Admin/Student Services), "Links" (\*Cnet Issue Entry Form\*, \*Cnet Issue Status\*, A-Draft Handbook, Bloom's Taxonomy, C-ID Course Identification), "Number" (CB 21 Basic Skills recoding), "Project Summary" (CB 21 SLO Rubrics, CCC Inventory, CSU - General Education, Course Data Elements (CB codes), Data Element Dictionary, IGETC - Intersegmental GE), "Transfer Curriculum" (Inventory of Approved Programs, Labor Market Data, Program and Course), and "Approval Handbook" (SAM Code Definitions, Special Characters, State Chancellor's).

On the right side, there is a "Course Outcome Assessment Checklist" with items: Basic Information, Assessment Plan, Assessment Results, and Attach Files (Minutes from meeting, Data spreadsheet, Samples, Other forms of evidence). Below this is a "Legend" section with "Help" (info icon) and "Indicates Required Field" (red asterisk). At the bottom right is a "Help" section stating "There is currently no help available for this page." with "Edit" and "More" buttons.


## Assessment Results

Enter the aggregated data for the student learning outcome's assessment in the first field. If you have multiple exam questions, those must be aggregated into a general outcome for each student. And students' results must be aggregated across sections. It would be useful, however, to also present disaggregated data for different delivery modes (online vs. on-ground). This will better help you see problem areas.

Your department should meet and discuss the results, first identifying whether students met the target level of performance, and if not, what can be done to improve the result. If students did not meet the target, changes will need to be made very soon and the outcome reassessed. Indicate when the outcome will be reassessed, if this is the case. Finally, identify all of the faculty members who engaged in the analysis of the results.

Click Save to apply information, and click Finish to save and close this section.

You are here: Home > Assess > Courses

Edit Assessment 

DMA C111 Fundamentals of Web Development  
Cerro Coso College  
70 = Fall 2012  
Ama, Suzanne N.

Basic Information must be marked as finished.  
Assessment Plan must be marked as finished.  
Assessment Results must be marked as finished.

**Assess**

- Course
- Program
- Institution
- General Education
- Admin/Student Services

**Links**


- \*Cnet Issue Entry Form\*
- \*Cnet Issue Status\*
- A-Draft Handbook
- Bloom's Taxonomy
- C-ID Course Identification
- Number
- CB 21 Basic Skills recoding
- Project Summary
- CB 21 SLO Rubrics
- CCC Inventory
- CSU - General Education
- Course Data Elements (CB codes)
- Data Element Dictionary
- IGETC - Intersegmental GE
- Transfer Curriculum
- Inventory of Approved Programs
- Labor Market Data
- Program and Course Approval Handbook

Assessment Results	
College	Cerro Coso College
Course	DMA C111 Fundamentals of Web Development
Course Learning Outcome	Define the box model.
Assessment Results	<div style="border: 1px solid #ccc; height: 100px;"></div>
Analysis and Plan for Improvement and Reassessment	<div style="border: 1px solid #ccc; height: 100px;"></div>
Participants	<div style="border: 1px solid #ccc; height: 40px;"></div>

**Course Outcome Assessment Checklist**

- Basic Information
- Assessment Plan
- Assessment Results
- Attach Files  
(Minutes from meeting, Data spreadsheet, Samples, Other forms of evidence)

**Legend**

-  Help
- \* Indicates Required Field

**Help**

Click Finish when assessment is ready for archival.

## Attach Files

The final section of the module allows you to attach relevant files, including exam results (not the whole exam—just the specific questions that measured the outcome), scoring rubrics, or other forms of evidence. You can attach multiple files.

Click Save to apply information, and click Finish to save and close this section.

The screenshot shows the CURRICUNET interface for editing an assessment. The main content area is titled "Attached File Upload" and contains a form with the following fields:

Attached File Upload	
Title	<input type="text"/>
File	<input type="text"/> <input type="button" value="Browse..."/>
<input type="button" value="Add"/> <input type="button" value="Finish"/> <input type="button" value="Cancel"/>	
Attached Files	

On the left, the assessment details are: "Edit Assessment", "DMA C111 Fundamentals of Web Development", "Cerro Coso College", "70 = Fall 2012", "Ama, Suzanne N.". Below this, it states: "Basic Information must be marked as finished. Assessment Plan must be marked as finished. Assessment Results must be marked as finished." On the right, the "Course Outcome Assessment Checklist" shows: "Basic Information", "Assessment Plan", "Assessment Results", and "Attach Files (Minutes from meeting, Data spreadsheet, Samples, Other forms of evidence)".

## Completing the Assessment

After all sections have been "Finished", they will appear green in the Checklist, and a Complete button appears in the left column. However, do not click this button until your department is completely finished with entering data, analyzing results, and attaching files. Once you click Complete, the assessment goes into the archive.

The screenshot shows the CURRICUNET interface for editing an assessment. The main content area is titled "Basic Information" and contains a table with the following data:

Basic Information	
College	Cerro Coso College
Course	DMA C111 Fundamentals of Web Development
Course Learning Outcome	Define block and inline elements and classify XHTML elements according to each category.
Next Assessment Date	12/14/2012
Co-Contributor(s)	Rudis-Jackson, Elaine M. ( <a href="#">edit</a> ) <a href="#">Add a Co-Contributor</a>
Describe the changes made since the last assessment	N/A - First Assessment

On the left, the assessment details are: "Edit Assessment", "DMA C111 Fundamentals of Web Development", "Cerro Coso College", "30 = Spring 2011", "Ama, Suzanne N.". Below this, it says: "You may Complete your assessment now." with a "Complete" button. On the right, the "Course Outcome Assessment Checklist" shows: "Basic Information", "Assessment Plan", "Assessment Results", and "Attach Files (Minutes from meeting, Data spreadsheet, Samples, Other forms of evidence)", all with green checkmarks. Below the checklist is a "Legend" section with: "Help", "Spell Check", and "Indicates Required Field".



## Programs

Planning and recording assessments for program learning outcomes is identical except the initial search/filter screen lacks a field in which to enter a course number. Make appropriate selections, and then complete the Basic Information, Assessment Plan, Assessment Results, and Attach files, as described above.

Program Outcome Assessment Search	
Program Status	Current/Active: <input checked="" type="radio"/> Historical: <input type="radio"/> <a href="#">?</a>
College	-- All Colleges -- <a href="#">?</a>
Discipline	-All- <a href="#">?</a>
Date of Last Assessment	<input type="text"/> <input type="text" value="14"/> through <input type="text"/> <input type="text" value="14"/> <a href="#">?</a>
<input type="button" value="Next"/>	

**Legend**

[?](#) Help  
\* Indicates Required Field

**Help**

There is currently no help available for this page.

# Course Outcome Assessment Report

## Basic Information:

**Course:** ENGL C102 Crit. Thinking Through Lit.

**College:** Cerro Coso College

**Assessment Term:** Fall, 2012

**Status:** Pending

**Co-contributors:**

## Learning Outcome:

**Target of Performance:** 70% success rate

**Learning Outcome:** Distinguish among facts, inferences, judgments, and implications.

**Assessment Tool/Scoring Method:** an exam

## Assessment Plan:

### Changes Made Since Last Assessment:

**Assessment Plan:** Assessment Attempt 1: In our first attempt to assess ENGL 102, it quickly became apparent that a paper artifact was appropriate for assessing only one of the four outcomes of the class: B. to analyze and create written arguments, using sound reasoning and relevant supporting details. Because of this difficulty, the faculty members repeatedly stopped to ask questions about how, by means of the papers they were evaluating, they could assess the students' ability to distinguish between facts and inferences, identify premises, and recognize fallacious reasoning. After a lengthy discussion, the department decided that the assessment of English 102 would have to be deferred until a more suitable artifact, a quiz or exam that tests the students' abilities to perform critical thinking exercises, was identified and included with the paper artifact for student-learning outcome B. Fortunately, we have already written an exam on logical fallacies to which we could include material designed to assess student-learning outcomes A and C. The addition of this exam data will be incorporated in future assessment of English 102. Assessment Attempt 2: This time we chose four sections of English 102 from fall semester 2011, two onsite and two online. The artifacts for the sections were a final exam that assesses student-learning outcomes A, C, and D and a final paper that assesses SLO B.

## Assessment Results:

**Results:** Logical Thinking Exam: We tested four sections: 70230, 70232, 70233, and 75987. A total of 73 students took the exam. Here are the aggregated results:  
Satisfactory/Unsatisfactory 58/15 % of success: 79

**Analysis and Plan for Improvement and Reassessment:** These statistics indicate that in ENGL 102 the students are achieving SLO A at a rate of over 70%, which we determined to be a better-than-satisfactory performance overall. For a holistic view of these results, please see the attached document.

**Participants:** C. Davis C. Abbott G. Enns

## Attachments:

[Assessment Session IV](#)

**Department of English Assessment Sessions IV**  
**English 141: Creative Writing, English 102: Critical Thinking Through Literature,**  
**Literature Courses, and ENSL 20**  
**(12/16/11-1/17/12)**

**ENGL 141: Creative Writing**

Participants:

G. Enns

C. Davis

**Methodology**

We sampled one class: English 141 Online Fall 2011. Artifacts and their corresponding SLO's are as follows:

1. Final Exam Poetry Section (A)
2. Poetry Portfolio (A, B)
3. Final Exam Fiction Elements Section (C)
4. Fiction Portfolio (C, D)
5. Sample Poetry Analysis Journal Entries (E).
6. Sample Fiction Analysis Journal Entries (E).

**Student Learning Outcomes**

Upon successful completion of the course, the student will be able to

- A. Identify and understand with 70% accuracy the nature and use of the following key elements of poetry: *concrete images (as opposed to abstractions), specificity, figurative language, form structures, and sound structures*. This will be assessed through an exam and through an appropriate sample of student poetry evaluated by a rubric.
- B. Compose basic lyric and prose poems that integrate with 70% accuracy the key elements of poetry writing. This will be assessed through an appropriate sample of student poetry evaluated by a rubric.
- C. Identify and understand with 70% accuracy the following key elements of fiction: *setting, character, plot, point of view, voice, dialog, scene, description, word choice, and irony*. This will be assessed through an exam and through an appropriate sample of student fiction evaluated by a rubric.
- D. Compose complete short stories that utilize with 70% accuracy the key elements of fiction. This will be assessed through an appropriate sample of student fiction evaluated by a rubric.
- E. *Analyze and critique fiction and poetry* based on the form and theory addressed in class. This will be assessed through an exam.

## **Data**

Upon successful completion of the course, the student will be able to

- A. Identify and understand with 70% accuracy the nature and use of the following key elements of poetry: concrete images (as opposed to abstractions), specificity, figurative language, form structures, and sound structures. This will be assessed through an exam and through an appropriate sample of student poetry evaluated by a rubric.

<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>% of Success</b>
<b>21</b>	<b>2</b>	<b>91</b>

- B. Compose basic lyric and prose poems that integrate with 70% accuracy the key elements of poetry writing. This will be assessed through an appropriate sample of student poetry evaluated by a rubric.

<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>% of Success</b>
<b>21</b>	<b>2</b>	<b>91</b>

- C. Identify and understand with 70% accuracy the following key elements of fiction: setting, character, plot, point of view, voice, dialog, scene, description, word choice, and irony. This will be assessed through an exam and through an appropriate sample of student fiction evaluated by a rubric.

<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>% of Success</b>
<b>21</b>	<b>2</b>	<b>91</b>

- D. Compose complete short stories that utilize with 70% accuracy the key elements of fiction. This will be assessed through an appropriate sample of student fiction evaluated by a rubric.

<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>% of Success</b>
<b>21</b>	<b>2</b>	<b>91</b>



E. Analyze and critique fiction and poetry based on the form and theory addressed in class. This will be assessed through an exam.

<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>% of Success</b>
<b>22</b>	<b>15</b>	<b>59</b>

### **Conclusions**

These statistics indicate that in ENGL 141 the students are achieving student-learning outcomes A-D at a rate of over 70%, which we determined to be a better-than-satisfactory performance overall. However, students are achieving student-learning outcome E at a rate under 70%. The success rate for SLO E will most likely improve with the creation of formal analysis of poetry and fiction essay portions of the final exam. Such formal essays will most likely show more evidence of student success than the informal journal entries assessed in this study.

## **ENGL 102: Critical Thinking Through Literature**

### **Methodology**

We chose four sections of English 102 from fall semester 2011, two onsite and two online. The artifacts for the sections were a final exam that assesses student-learning outcomes A, C, and D and a final paper that assesses SLO B.

### **Student Learning Outcomes**

Upon successful completion of the course, the student will be able to

- A. Distinguish among facts, inferences, judgments, and implications.
- B. Analyze and create written arguments, using sound reasoning and relevant supporting details.
- C. Identify premises, both stated and unstated.
- D. Recognize fallacious reasoning.

### **Data**

#### **A. Logical Thinking Exam:**

We tested four sections: 70230, 70232, 70233, and 75987. A total of 73 students took the exam. Here are the aggregated results:

SLO A: Distinguish among facts, inferences, judgments, and implications:

<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>% of Success</b>
<b>58</b>	<b>15</b>	<b>79</b>

SLO C: Identify premises, both stated and unstated:

<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>% of Success</b>
<b>54</b>	<b>19</b>	<b>74</b>

SLO D: Recognize fallacious reasoning:

<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>% of Success</b>
<b>48</b>	<b>25</b>	<b>66</b>

Overall Success Rate: 77.5%

## **B. Papers:**

We held our fourth Student Learning Outcome Assessment Session on the Flex Day prior to Spring Semester: 1/13/12.

Participants:

C. Swiridoff

G. Enns

L. Vasquez

J. Gray

C. Davis

The data sample was a random selection of final papers from all of the fall 102 sections. The 32 papers were shuffled, evenly distributed among the readers, and graded by a rubric, with all faculty members making reference to pre-established departmental guidelines and using anonymous tally sheets for assessment of student success in achieving SLO B.

## **Data**

Upon successful completion of the course, the student will be able to

- B. Analyze and create written arguments, using sound reasoning and relevant supporting details.

<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>% of Success</b>
<b>27</b>	<b>5</b>	<b>84</b>

### **Conclusions**

#### **A. Logical Thinking Exam:**

These statistics indicate that in ENGL 102 the students are achieving student-learning outcomes A and C at a rate of over 70%, which we determined to be a better-than-satisfactory performance overall. However, students are achieving student-learning outcome D at a rate of under 70%. The faculty agreed that the success rate for SLO D should improve with more emphasis on logical fallacies in all of the ENGL 102 sections.

#### **B. Papers:**

These statistics indicate that the students are achieving SLO B at a rate of over 80%, which we determined to be a better-than-satisfactory performance overall.

### **Literature Classes: ENGL 111, 221, and 245**

Participants:

- G. Enns
- C. Abbott
- C. Davis

### **Methodology**

We chose three sections of literature classes from fall semester 2011. The artifact for the sections was a final exam that assesses student-learning outcomes A, B, C, and D.

A total of 59 students took the exam.

### **Student Learning Outcomes**

Upon successful completion of the course, the student will be able to

- A. understand the literary elements of plot, structure, character, theme, and imagery.
- B. apply the literary elements of plot, structure, character, theme, and imagery to a specific literary work.
- C. describe major writers, works, and genres, such as comedy and tragedy, as well as movements, such as romanticism and post modernism.
- D. explain the relation between historical context and literary elements.

## Data

SLO A: Understand the literary elements of plot, structure, character, theme, and imagery.

<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>% of Success</b>
<b>51</b>	<b>8</b>	<b>86</b>

SLO B: Apply the literary elements of plot, structure, character, theme, and imagery to a specific literary work.

<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>% of Success</b>
<b>51</b>	<b>8</b>	<b>86</b>

SLO C: describe major writers, works, and genres, such as comedy and tragedy, as well as movements, such as romanticism and post modernism.

<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>% of Success</b>
<b>50</b>	<b>9</b>	<b>84</b>

SLO D: explain the relation between historical context and literary elements.

<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>% of Success</b>
<b>50</b>	<b>9</b>	<b>84</b>

Overall Success Rate: 85%

## Conclusions

These statistics indicate that in the three literature sections the students are achieving student-learning outcomes A-D at a rate of over 80%, which we determined to be a good performance overall.

## ENSL 20 – 22

Participants:

J. Metz

C. Davis

## Methodology



We chose the only sections of ENSL 20, 21, and 22 from Fall Semester 2011. The artifact for the sections was a final exam that assesses student-learning outcomes A, B, C, and D.

A total of 15 students took the exam.

### **Student Learning Outcomes**

Upon successful completion of the course, the student will be able to

- A. Increase both their receptive and productive vocabularies.
- B. Be able to comprehend and respond to written and spoken beginning level English.
- C. Be able to form in speech and writing basic, grammatically correct English sentences.
- D. Gain a basic knowledge of English grammar.

### **Data**

- A. Increase both their receptive and productive vocabularies.

Satisfactory	Unsatisfactory	% of success
13	2	87%

- B. Be able to comprehend and respond to written and spoken beginning level English.

Satisfactory	Unsatisfactory	% of success
13	2	87%

- C. Be able to form in speech and writing basic, grammatically correct English sentences.

Satisfactory	Unsatisfactory	% of success
10	5	66%

- D. Gain a basic knowledge of English grammar.

Satisfactory	Unsatisfactory	% of success
11	4	73%

Overall % of success = 78%

### **Conclusions**

These statistics indicate that in ENSL 20-22 the students are achieving student-learning outcomes A, B, and D at a rate of over 70%, which we determined to be a better-than-satisfactory performance overall. However, students are achieving student-learning outcome C at a rate of under 70%. The faculty agreed that the comparatively low success rate for SLO C is attributable to some of the students' poor attendance and incompleteness of assignments and should improve with more effective enrollment management in all of the ENSL sections.

### **Future Assessment**

The next assessment session, to be held at the end of Spring Semester 2012, will evaluate student success in the following courses: **SPCH 101**.

# Course Outcome Assessment Report

## Basic Information:

**Course:** ENGL C102 Crit. Thinking Through Lit.

**College:** Cerro Coso College

**Assessment Term:** Fall, 2012

**Status:** Pending

**Co-contributors:**

## Learning Outcome:

**Target of Performance:** 70 % success rate

**Learning Outcome:** Analyze and create written arguments, using sound reasoning and relevant supporting details.

**Assessment Tool/Scoring Method:** a paper, scored by rubric

## Assessment Plan:

### Changes Made Since Last Assessment:

**Assessment Plan:** Assessment Attempt 1: In our first attempt to assess ENGL 102, it quickly became apparent that a paper artifact was appropriate for assessing only one of the four outcomes of the class: B. to analyze and create written arguments, using sound reasoning and relevant supporting details. Because of this difficulty, the faculty members repeatedly stopped to ask questions about how, by means of the papers they were evaluating, they could assess the students' ability to distinguish between facts and inferences, identify premises, and recognize fallacious reasoning. After a lengthy discussion, the department decided that the assessment of English 102 would have to be deferred until a more suitable artifact, a quiz or exam that tests the students' abilities to perform critical thinking exercises, was identified and included with the paper artifact for student-learning outcome B. Fortunately, we have already written an exam on logical fallacies to which we could include material designed to assess student-learning outcomes A and C. The addition of this exam data will be incorporated in future assessment of English 102. Assessment Attempt 2: This time we chose four sections of English 102 from fall semester 2011, two onsite and two online. The artifacts for the sections were a final exam that assesses student-learning outcomes A, C, and D and a final paper that assesses SLO B. The data sample was a random selection of final papers from all of the fall 102 sections. The 32 papers were shuffled, evenly distributed among the readers, and graded by a rubric, with all faculty members making reference to pre-established departmental guidelines and using anonymous tally sheets for assessment of student success in achieving SLO B.

## Assessment Results:

**Results:** SLO B: 32 papers total  
Satisfactory/Unsatisfactory 27/5 % of success:  
84 Overall success rate (SLO's A-D): 77.5%

**Analysis and Plan for Improvement and Reassessment:** These statistics indicate that the students are achieving SLO B at a rate of over 80%, which we determined to be a good performance overall. For a holistic view of these results, please see the attached document.

**Participants:** C. Swiridoff G. Enns L. Vasquez  
J. Gray C. Davis

## Attachments:

[Assessment Session IV](#)

**Department of English Assessment Sessions IV**  
**English 141: Creative Writing, English 102: Critical Thinking Through Literature,**  
**Literature Courses, and ENSL 20**  
**(12/16/11-1/17/12)**

**ENGL 141: Creative Writing**

Participants:

G. Enns

C. Davis

**Methodology**

We sampled one class: English 141 Online Fall 2011. Artifacts and their corresponding SLO's are as follows:

1. Final Exam Poetry Section (A)
2. Poetry Portfolio (A, B)
3. Final Exam Fiction Elements Section (C)
4. Fiction Portfolio (C, D)
5. Sample Poetry Analysis Journal Entries (E).
6. Sample Fiction Analysis Journal Entries (E).

**Student Learning Outcomes**

Upon successful completion of the course, the student will be able to

- A. Identify and understand with 70% accuracy the nature and use of the following key elements of poetry: *concrete images (as opposed to abstractions), specificity, figurative language, form structures, and sound structures*. This will be assessed through an exam and through an appropriate sample of student poetry evaluated by a rubric.
- B. Compose basic lyric and prose poems that integrate with 70% accuracy the key elements of poetry writing. This will be assessed through an appropriate sample of student poetry evaluated by a rubric.
- C. Identify and understand with 70% accuracy the following key elements of fiction: *setting, character, plot, point of view, voice, dialog, scene, description, word choice, and irony*. This will be assessed through an exam and through an appropriate sample of student fiction evaluated by a rubric.
- D. Compose complete short stories that utilize with 70% accuracy the key elements of fiction. This will be assessed through an appropriate sample of student fiction evaluated by a rubric.
- E. *Analyze and critique fiction and poetry* based on the form and theory addressed in class. This will be assessed through an exam.



## **Data**

Upon successful completion of the course, the student will be able to

- A. Identify and understand with 70% accuracy the nature and use of the following key elements of poetry: concrete images (as opposed to abstractions), specificity, figurative language, form structures, and sound structures. This will be assessed through an exam and through an appropriate sample of student poetry evaluated by a rubric.

<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>% of Success</b>
<b>21</b>	<b>2</b>	<b>91</b>

- B. Compose basic lyric and prose poems that integrate with 70% accuracy the key elements of poetry writing. This will be assessed through an appropriate sample of student poetry evaluated by a rubric.

<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>% of Success</b>
<b>21</b>	<b>2</b>	<b>91</b>

- C. Identify and understand with 70% accuracy the following key elements of fiction: setting, character, plot, point of view, voice, dialog, scene, description, word choice, and irony. This will be assessed through an exam and through an appropriate sample of student fiction evaluated by a rubric.

<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>% of Success</b>
<b>21</b>	<b>2</b>	<b>91</b>

- D. Compose complete short stories that utilize with 70% accuracy the key elements of fiction. This will be assessed through an appropriate sample of student fiction evaluated by a rubric.

<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>% of Success</b>
<b>21</b>	<b>2</b>	<b>91</b>

E. Analyze and critique fiction and poetry based on the form and theory addressed in class. This will be assessed through an exam.

<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>% of Success</b>
<b>22</b>	<b>15</b>	<b>59</b>

### **Conclusions**

These statistics indicate that in ENGL 141 the students are achieving student-learning outcomes A-D at a rate of over 70%, which we determined to be a better-than-satisfactory performance overall. However, students are achieving student-learning outcome E at a rate under 70%. The success rate for SLO E will most likely improve with the creation of formal analysis of poetry and fiction essay portions of the final exam. Such formal essays will most likely show more evidence of student success than the informal journal entries assessed in this study.

## **ENGL 102: Critical Thinking Through Literature**

### **Methodology**

We chose four sections of English 102 from fall semester 2011, two onsite and two online. The artifacts for the sections were a final exam that assesses student-learning outcomes A, C, and D and a final paper that assesses SLO B.

### **Student Learning Outcomes**

Upon successful completion of the course, the student will be able to

- A. Distinguish among facts, inferences, judgments, and implications.
- B. Analyze and create written arguments, using sound reasoning and relevant supporting details.
- C. Identify premises, both stated and unstated.
- D. Recognize fallacious reasoning.

### **Data**

#### **A. Logical Thinking Exam:**

We tested four sections: 70230, 70232, 70233, and 75987. A total of 73 students took the exam. Here are the aggregated results:

SLO A: Distinguish among facts, inferences, judgments, and implications:

<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>% of Success</b>
<b>58</b>	<b>15</b>	<b>79</b>

SLO C: Identify premises, both stated and unstated:

<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>% of Success</b>
<b>54</b>	<b>19</b>	<b>74</b>

SLO D: Recognize fallacious reasoning:

<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>% of Success</b>
<b>48</b>	<b>25</b>	<b>66</b>

Overall Success Rate: 77.5%

## **B. Papers:**

We held our fourth Student Learning Outcome Assessment Session on the Flex Day prior to Spring Semester: 1/13/12.

Participants:

C. Swiridoff

G. Enns

L. Vasquez

J. Gray

C. Davis

The data sample was a random selection of final papers from all of the fall 102 sections. The 32 papers were shuffled, evenly distributed among the readers, and graded by a rubric, with all faculty members making reference to pre-established departmental guidelines and using anonymous tally sheets for assessment of student success in achieving SLO B.

## **Data**

Upon successful completion of the course, the student will be able to

- B. Analyze and create written arguments, using sound reasoning and relevant supporting details.

<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>% of Success</b>
<b>27</b>	<b>5</b>	<b>84</b>

### **Conclusions**

#### **A. Logical Thinking Exam:**

These statistics indicate that in ENGL 102 the students are achieving student-learning outcomes A and C at a rate of over 70%, which we determined to be a better-than-satisfactory performance overall. However, students are achieving student-learning outcome D at a rate of under 70%. The faculty agreed that the success rate for SLO D should improve with more emphasis on logical fallacies in all of the ENGL 102 sections.

#### **B. Papers:**

These statistics indicate that the students are achieving SLO B at a rate of over 80%, which we determined to be a better-than-satisfactory performance overall.

### **Literature Classes: ENGL 111, 221, and 245**

Participants:

G. Enns

C. Abbott

C. Davis

### **Methodology**

We chose three sections of literature classes from fall semester 2011. The artifact for the sections was a final exam that assesses student-learning outcomes A, B, C, and D.

A total of 59 students took the exam.

### **Student Learning Outcomes**

Upon successful completion of the course, the student will be able to

- A. understand the literary elements of plot, structure, character, theme, and imagery.
- B. apply the literary elements of plot, structure, character, theme, and imagery to a specific literary work.
- C. describe major writers, works, and genres, such as comedy and tragedy, as well as movements, such as romanticism and post modernism.
- D. explain the relation between historical context and literary elements.

## Data

SLO A: Understand the literary elements of plot, structure, character, theme, and imagery.

<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>% of Success</b>
<b>51</b>	<b>8</b>	<b>86</b>

SLO B: Apply the literary elements of plot, structure, character, theme, and imagery to a specific literary work.

<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>% of Success</b>
<b>51</b>	<b>8</b>	<b>86</b>

SLO C: describe major writers, works, and genres, such as comedy and tragedy, as well as movements, such as romanticism and post modernism.

<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>% of Success</b>
<b>50</b>	<b>9</b>	<b>84</b>

SLO D: explain the relation between historical context and literary elements.

<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>% of Success</b>
<b>50</b>	<b>9</b>	<b>84</b>

Overall Success Rate: 85%

## Conclusions

These statistics indicate that in the three literature sections the students are achieving student-learning outcomes A-D at a rate of over 80%, which we determined to be a good performance overall.

## ENSL 20 – 22

Participants:

J. Metz

C. Davis

## Methodology

We chose the only sections of ENSL 20, 21, and 22 from Fall Semester 2011. The artifact for the sections was a final exam that assesses student-learning outcomes A, B, C, and D.

A total of 15 students took the exam.

### **Student Learning Outcomes**

Upon successful completion of the course, the student will be able to

- A. Increase both their receptive and productive vocabularies.
- B. Be able to comprehend and respond to written and spoken beginning level English.
- C. Be able to form in speech and writing basic, grammatically correct English sentences.
- D. Gain a basic knowledge of English grammar.

### **Data**

- A. Increase both their receptive and productive vocabularies.

Satisfactory	Unsatisfactory	% of success
13	2	87%

- B. Be able to comprehend and respond to written and spoken beginning level English.

Satisfactory	Unsatisfactory	% of success
13	2	87%

- C. Be able to form in speech and writing basic, grammatically correct English sentences.

Satisfactory	Unsatisfactory	% of success
10	5	66%

- D. Gain a basic knowledge of English grammar.

Satisfactory	Unsatisfactory	% of success
11	4	73%



Overall % of success = 78%

### **Conclusions**

These statistics indicate that in ENSL 20-22 the students are achieving student-learning outcomes A, B, and D at a rate of over 70%, which we determined to be a better-than-satisfactory performance overall. However, students are achieving student-learning outcome C at a rate of under 70%. The faculty agreed that the comparatively low success rate for SLO C is attributable to some of the students' poor attendance and incompleteness of assignments and should improve with more effective enrollment management in all of the ENSL sections.

### **Future Assessment**

The next assessment session, to be held at the end of Spring Semester 2012, will evaluate student success in the following courses: **SPCH 101**.

# Course Outcome Assessment Report

## Basic Information:

**Course:** ENGL C102 Crit. Thinking Through Lit.

**College:** Cerro Coso College

**Assessment Term:** Fall, 2012

**Status:** Pending

**Co-contributors:**

## Learning Outcome:

**Target of Performance:** 70% success rate

**Learning Outcome:** Identify premises, both stated and unstated.

**Assessment Tool/Scoring Method:** an exam

## Assessment Plan:

### Changes Made Since Last Assessment:

**Assessment Plan:** Assessment Attempt 1: In our first attempt to assess ENGL 102, it quickly became apparent that a paper artifact was appropriate for assessing only one of the four outcomes of the class: B. to analyze and create written arguments, using sound reasoning and relevant supporting details. Because of this difficulty, the faculty members repeatedly stopped to ask questions about how, by means of the papers they were evaluating, they could assess the students' ability to distinguish between facts and inferences, identify premises, and recognize fallacious reasoning. After a lengthy discussion, the department decided that the assessment of English 102 would have to be deferred until a more suitable artifact, a quiz or exam that tests the students' abilities to perform critical thinking exercises, was identified and included with the paper artifact for student-learning outcome B. Fortunately, we have already written an exam on logical fallacies to which we could include material designed to assess student-learning outcomes A and C. The addition of this exam data will be incorporated in future assessment of English 102. Assessment Attempt 2: This time we chose four sections of English 102 from fall semester 2011, two onsite and two online. The artifacts for the sections were a final exam that assesses student-learning outcomes A, C, and D and a final paper that assesses SLO B.

## Assessment Results:

**Results:** We tested four sections: 70230, 70232, 70233, and 75987. A total of 73 students took the exam. Here are the aggregated results: SLO C Satisfactory/Unsatisfactory 54/19 % of success: 74 Overall success rate (SLO's A-D): 77.5%

**Analysis and Plan for Improvement and Reassessment:** These statistics indicate that in ENGL 102 the students are achieving SLO C at a rate of over 70%, which we determined to be a better-than-satisfactory performance overall. For a holistic view of these results, please see the attached document.

**Participants:** C. Davis C. Abbott G. Enns

## Attachments:

[Assessment Session IV](#)

**Department of English Assessment Sessions IV**  
**English 141: Creative Writing, English 102: Critical Thinking Through Literature,**  
**Literature Courses, and ENSL 20**  
**(12/16/11-1/17/12)**

**ENGL 141: Creative Writing**

Participants:

G. Enns

C. Davis

**Methodology**

We sampled one class: English 141 Online Fall 2011. Artifacts and their corresponding SLO's are as follows:

1. Final Exam Poetry Section (A)
2. Poetry Portfolio (A, B)
3. Final Exam Fiction Elements Section (C)
4. Fiction Portfolio (C, D)
5. Sample Poetry Analysis Journal Entries (E).
6. Sample Fiction Analysis Journal Entries (E).

**Student Learning Outcomes**

Upon successful completion of the course, the student will be able to

- A. Identify and understand with 70% accuracy the nature and use of the following key elements of poetry: *concrete images (as opposed to abstractions), specificity, figurative language, form structures, and sound structures*. This will be assessed through an exam and through an appropriate sample of student poetry evaluated by a rubric.
- B. Compose basic lyric and prose poems that integrate with 70% accuracy the key elements of poetry writing. This will be assessed through an appropriate sample of student poetry evaluated by a rubric.
- C. Identify and understand with 70% accuracy the following key elements of fiction: *setting, character, plot, point of view, voice, dialog, scene, description, word choice, and irony*. This will be assessed through an exam and through an appropriate sample of student fiction evaluated by a rubric.
- D. Compose complete short stories that utilize with 70% accuracy the key elements of fiction. This will be assessed through an appropriate sample of student fiction evaluated by a rubric.
- E. *Analyze and critique fiction and poetry* based on the form and theory addressed in class. This will be assessed through an exam.

## Data

Upon successful completion of the course, the student will be able to

- A. Identify and understand with 70% accuracy the nature and use of the following key elements of poetry: concrete images (as opposed to abstractions), specificity, figurative language, form structures, and sound structures. This will be assessed through an exam and through an appropriate sample of student poetry evaluated by a rubric.

<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>% of Success</b>
<b>21</b>	<b>2</b>	<b>91</b>

- B. Compose basic lyric and prose poems that integrate with 70% accuracy the key elements of poetry writing. This will be assessed through an appropriate sample of student poetry evaluated by a rubric.

<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>% of Success</b>
<b>21</b>	<b>2</b>	<b>91</b>

- C. Identify and understand with 70% accuracy the following key elements of fiction: setting, character, plot, point of view, voice, dialog, scene, description, word choice, and irony. This will be assessed through an exam and through an appropriate sample of student fiction evaluated by a rubric.

<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>% of Success</b>
<b>21</b>	<b>2</b>	<b>91</b>

- D. Compose complete short stories that utilize with 70% accuracy the key elements of fiction. This will be assessed through an appropriate sample of student fiction evaluated by a rubric.

<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>% of Success</b>
<b>21</b>	<b>2</b>	<b>91</b>

- E. Analyze and critique fiction and poetry based on the form and theory addressed in class. This will be assessed through an exam.

<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>% of Success</b>
<b>22</b>	<b>15</b>	<b>59</b>

### **Conclusions**

These statistics indicate that in ENGL 141 the students are achieving student-learning outcomes A-D at a rate of over 70%, which we determined to be a better-than-satisfactory performance overall. However, students are achieving student-learning outcome E at a rate under 70%. The success rate for SLO E will most likely improve with the creation of formal analysis of poetry and fiction essay portions of the final exam. Such formal essays will most likely show more evidence of student success than the informal journal entries assessed in this study.

## **ENGL 102: Critical Thinking Through Literature**

### **Methodology**

We chose four sections of English 102 from fall semester 2011, two onsite and two online. The artifacts for the sections were a final exam that assesses student-learning outcomes A, C, and D and a final paper that assesses SLO B.

### **Student Learning Outcomes**

Upon successful completion of the course, the student will be able to

- A. Distinguish among facts, inferences, judgments, and implications.
- B. Analyze and create written arguments, using sound reasoning and relevant supporting details.
- C. Identify premises, both stated and unstated.
- D. Recognize fallacious reasoning.

### **Data**

#### **A. Logical Thinking Exam:**

We tested four sections: 70230, 70232, 70233, and 75987. A total of 73 students took the exam. Here are the aggregated results:

SLO A: Distinguish among facts, inferences, judgments, and implications:

<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>% of Success</b>
<b>58</b>	<b>15</b>	<b>79</b>

SLO C: Identify premises, both stated and unstated:

<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>% of Success</b>
<b>54</b>	<b>19</b>	<b>74</b>

SLO D: Recognize fallacious reasoning:

<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>% of Success</b>
<b>48</b>	<b>25</b>	<b>66</b>

Overall Success Rate: 77.5%

## **B. Papers:**

We held our fourth Student Learning Outcome Assessment Session on the Flex Day prior to Spring Semester: 1/13/12.

Participants:

C. Swiridoff

G. Enns

L. Vasquez

J. Gray

C. Davis

The data sample was a random selection of final papers from all of the fall 102 sections. The 32 papers were shuffled, evenly distributed among the readers, and graded by a rubric, with all faculty members making reference to pre-established departmental guidelines and using anonymous tally sheets for assessment of student success in achieving SLO B.

## **Data**

Upon successful completion of the course, the student will be able to

- B. Analyze and create written arguments, using sound reasoning and relevant supporting details.

<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>% of Success</b>
<b>27</b>	<b>5</b>	<b>84</b>

### **Conclusions**

#### **A. Logical Thinking Exam:**

These statistics indicate that in ENGL 102 the students are achieving student-learning outcomes A and C at a rate of over 70%, which we determined to be a better-than-satisfactory performance overall. However, students are achieving student-learning outcome D at a rate of under 70%. The faculty agreed that the success rate for SLO D should improve with more emphasis on logical fallacies in all of the ENGL 102 sections.

#### **B. Papers:**

These statistics indicate that the students are achieving SLO B at a rate of over 80%, which we determined to be a better-than-satisfactory performance overall.

### **Literature Classes: ENGL 111, 221, and 245**

Participants:

- G. Enns
- C. Abbott
- C. Davis

### **Methodology**

We chose three sections of literature classes from fall semester 2011. The artifact for the sections was a final exam that assesses student-learning outcomes A, B, C, and D.

A total of 59 students took the exam.

### **Student Learning Outcomes**

Upon successful completion of the course, the student will be able to

- A. understand the literary elements of plot, structure, character, theme, and imagery.
- B. apply the literary elements of plot, structure, character, theme, and imagery to a specific literary work.
- C. describe major writers, works, and genres, such as comedy and tragedy, as well as movements, such as romanticism and post modernism.
- D. explain the relation between historical context and literary elements.

## Data

SLO A: Understand the literary elements of plot, structure, character, theme, and imagery.

<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>% of Success</b>
<b>51</b>	<b>8</b>	<b>86</b>

SLO B: Apply the literary elements of plot, structure, character, theme, and imagery to a specific literary work.

<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>% of Success</b>
<b>51</b>	<b>8</b>	<b>86</b>

SLO C: describe major writers, works, and genres, such as comedy and tragedy, as well as movements, such as romanticism and post modernism.

<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>% of Success</b>
<b>50</b>	<b>9</b>	<b>84</b>

SLO D: explain the relation between historical context and literary elements.

<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>% of Success</b>
<b>50</b>	<b>9</b>	<b>84</b>

Overall Success Rate: 85%

## Conclusions

These statistics indicate that in the three literature sections the students are achieving student-learning outcomes A-D at a rate of over 80%, which we determined to be a good performance overall.

## ENSL 20 – 22

Participants:

J. Metz

C. Davis

## Methodology



We chose the only sections of ENSL 20, 21, and 22 from Fall Semester 2011. The artifact for the sections was a final exam that assesses student-learning outcomes A, B, C, and D.

A total of 15 students took the exam.

### **Student Learning Outcomes**

Upon successful completion of the course, the student will be able to

- A. Increase both their receptive and productive vocabularies.
- B. Be able to comprehend and respond to written and spoken beginning level English.
- C. Be able to form in speech and writing basic, grammatically correct English sentences.
- D. Gain a basic knowledge of English grammar.

### **Data**

- A. Increase both their receptive and productive vocabularies.

Satisfactory	Unsatisfactory	% of success
13	2	87%

- B. Be able to comprehend and respond to written and spoken beginning level English.

Satisfactory	Unsatisfactory	% of success
13	2	87%

- C. Be able to form in speech and writing basic, grammatically correct English sentences.

Satisfactory	Unsatisfactory	% of success
10	5	66%

- D. Gain a basic knowledge of English grammar.

Satisfactory	Unsatisfactory	% of success
11	4	73%

Overall % of success = 78%

### **Conclusions**

These statistics indicate that in ENSL 20-22 the students are achieving student-learning outcomes A, B, and D at a rate of over 70%, which we determined to be a better-than-satisfactory performance overall. However, students are achieving student-learning outcome C at a rate of under 70%. The faculty agreed that the comparatively low success rate for SLO C is attributable to some of the students' poor attendance and incompleteness of assignments and should improve with more effective enrollment management in all of the ENSL sections.

### **Future Assessment**

The next assessment session, to be held at the end of Spring Semester 2012, will evaluate student success in the following courses: **SPCH 101**.

# Course Outcome Assessment Report

## Basic Information:

**Course:** ENGL C102 Crit. Thinking Through Lit.

**College:** Cerro Coso College

**Assessment Term:** Fall, 2012

**Status:** Pending

**Co-contributors:**

## Learning Outcome:

**Target of Performance:** 70% success rate

**Learning Outcome:** Recognize fallacious reasoning.

**Assessment Tool/Scoring Method:** an exam

## Assessment Plan:

### Changes Made Since Last Assessment:

**Assessment Plan:** Assessment Attempt 1: In our first attempt to assess ENGL 102, it quickly became apparent that a paper artifact was appropriate for assessing only one of the four outcomes of the class: B. to analyze and create written arguments, using sound reasoning and relevant supporting details. Because of this difficulty, the faculty members repeatedly stopped to ask questions about how, by means of the papers they were evaluating, they could assess the students' ability to distinguish between facts and inferences, identify premises, and recognize fallacious reasoning. After a lengthy discussion, the department decided that the assessment of English 102 would have to be deferred until a more suitable artifact, a quiz or exam that tests the students' abilities to perform critical thinking exercises, was identified and included with the paper artifact for student-learning outcome B. Fortunately, we have already written an exam on logical fallacies to which we could include material designed to assess student-learning outcomes A and C. The addition of this exam data will be incorporated in future assessment of English 102. Assessment Attempt 2: This time we chose four sections of English 102 from fall semester 2011, two onsite and two online. The artifacts for the sections were a final exam that assesses student-learning outcomes A, C, and D and a final paper that assesses SLO B.

## Assessment Results:

**Results:** We tested four sections: 70230, 70232, 70233, and 75987. A total of 73 students took the exam. Here are the aggregated results: SLO D Satisfactory/Unsatisfactory 48/25 % of success: 66 Overall Success Rate (SLO's A-D): 77.5%

**Analysis and Plan for Improvement and Reassessment:** Students are achieving student-learning outcome D at a rate of under 70%. The faculty agreed that the success rate for SLO D should improve with more emphasis on logical fallacies in all of the ENGL 102 sections. For a holistic view of these results, please see the attached document.

**Participants:** C. Davis C. Abbott G. Enns

## Attachments:

[Assessment Session IV](#)

**Department of English Assessment Sessions IV**  
**English 141: Creative Writing, English 102: Critical Thinking Through Literature,**  
**Literature Courses, and ENSL 20**  
**(12/16/11-1/17/12)**

**ENGL 141: Creative Writing**

Participants:

G. Enns

C. Davis

**Methodology**

We sampled one class: English 141 Online Fall 2011. Artifacts and their corresponding SLO's are as follows:

1. Final Exam Poetry Section (A)
2. Poetry Portfolio (A, B)
3. Final Exam Fiction Elements Section (C)
4. Fiction Portfolio (C, D)
5. Sample Poetry Analysis Journal Entries (E).
6. Sample Fiction Analysis Journal Entries (E).

**Student Learning Outcomes**

Upon successful completion of the course, the student will be able to

- A. Identify and understand with 70% accuracy the nature and use of the following key elements of poetry: *concrete images (as opposed to abstractions), specificity, figurative language, form structures, and sound structures*. This will be assessed through an exam and through an appropriate sample of student poetry evaluated by a rubric.
- B. Compose basic lyric and prose poems that integrate with 70% accuracy the key elements of poetry writing. This will be assessed through an appropriate sample of student poetry evaluated by a rubric.
- C. Identify and understand with 70% accuracy the following key elements of fiction: *setting, character, plot, point of view, voice, dialog, scene, description, word choice, and irony*. This will be assessed through an exam and through an appropriate sample of student fiction evaluated by a rubric.
- D. Compose complete short stories that utilize with 70% accuracy the key elements of fiction. This will be assessed through an appropriate sample of student fiction evaluated by a rubric.
- E. *Analyze and critique fiction and poetry* based on the form and theory addressed in class. This will be assessed through an exam.

## **Data**

Upon successful completion of the course, the student will be able to

- A. Identify and understand with 70% accuracy the nature and use of the following key elements of poetry: concrete images (as opposed to abstractions), specificity, figurative language, form structures, and sound structures. This will be assessed through an exam and through an appropriate sample of student poetry evaluated by a rubric.

<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>% of Success</b>
<b>21</b>	<b>2</b>	<b>91</b>

- B. Compose basic lyric and prose poems that integrate with 70% accuracy the key elements of poetry writing. This will be assessed through an appropriate sample of student poetry evaluated by a rubric.

<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>% of Success</b>
<b>21</b>	<b>2</b>	<b>91</b>

- C. Identify and understand with 70% accuracy the following key elements of fiction: setting, character, plot, point of view, voice, dialog, scene, description, word choice, and irony. This will be assessed through an exam and through an appropriate sample of student fiction evaluated by a rubric.

<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>% of Success</b>
<b>21</b>	<b>2</b>	<b>91</b>

- D. Compose complete short stories that utilize with 70% accuracy the key elements of fiction. This will be assessed through an appropriate sample of student fiction evaluated by a rubric.

<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>% of Success</b>
<b>21</b>	<b>2</b>	<b>91</b>

- E. Analyze and critique fiction and poetry based on the form and theory addressed in class. This will be assessed through an exam.

<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>% of Success</b>
<b>22</b>	<b>15</b>	<b>59</b>

### **Conclusions**

These statistics indicate that in ENGL 141 the students are achieving student-learning outcomes A-D at a rate of over 70%, which we determined to be a better-than-satisfactory performance overall. However, students are achieving student-learning outcome E at a rate under 70%. The success rate for SLO E will most likely improve with the creation of formal analysis of poetry and fiction essay portions of the final exam. Such formal essays will most likely show more evidence of student success than the informal journal entries assessed in this study.

## **ENGL 102: Critical Thinking Through Literature**

### **Methodology**

We chose four sections of English 102 from fall semester 2011, two onsite and two online. The artifacts for the sections were a final exam that assesses student-learning outcomes A, C, and D and a final paper that assesses SLO B.

### **Student Learning Outcomes**

Upon successful completion of the course, the student will be able to

- A. Distinguish among facts, inferences, judgments, and implications.
- B. Analyze and create written arguments, using sound reasoning and relevant supporting details.
- C. Identify premises, both stated and unstated.
- D. Recognize fallacious reasoning.

### **Data**

#### **A. Logical Thinking Exam:**

We tested four sections: 70230, 70232, 70233, and 75987. A total of 73 students took the exam. Here are the aggregated results:

SLO A: Distinguish among facts, inferences, judgments, and implications:

<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>% of Success</b>
<b>58</b>	<b>15</b>	<b>79</b>

SLO C: Identify premises, both stated and unstated:

<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>% of Success</b>
<b>54</b>	<b>19</b>	<b>74</b>

SLO D: Recognize fallacious reasoning:

<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>% of Success</b>
<b>48</b>	<b>25</b>	<b>66</b>

Overall Success Rate: 77.5%

### **B. Papers:**

We held our fourth Student Learning Outcome Assessment Session on the Flex Day prior to Spring Semester: 1/13/12.

Participants:

C. Swiridoff

G. Enns

L. Vasquez

J. Gray

C. Davis

The data sample was a random selection of final papers from all of the fall 102 sections. The 32 papers were shuffled, evenly distributed among the readers, and graded by a rubric, with all faculty members making reference to pre-established departmental guidelines and using anonymous tally sheets for assessment of student success in achieving SLO B.

### **Data**

Upon successful completion of the course, the student will be able to

- B. Analyze and create written arguments, using sound reasoning and relevant supporting details.

<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>% of Success</b>
<b>27</b>	<b>5</b>	<b>84</b>

### **Conclusions**

#### **A. Logical Thinking Exam:**

These statistics indicate that in ENGL 102 the students are achieving student-learning outcomes A and C at a rate of over 70%, which we determined to be a better-than-satisfactory performance overall. However, students are achieving student-learning outcome D at a rate of under 70%. The faculty agreed that the success rate for SLO D should improve with more emphasis on logical fallacies in all of the ENGL 102 sections.

#### **B. Papers:**

These statistics indicate that the students are achieving SLO B at a rate of over 80%, which we determined to be a better-than-satisfactory performance overall.

### **Literature Classes: ENGL 111, 221, and 245**

Participants:

- G. Enns
- C. Abbott
- C. Davis

### **Methodology**

We chose three sections of literature classes from fall semester 2011. The artifact for the sections was a final exam that assesses student-learning outcomes A, B, C, and D.

A total of 59 students took the exam.

### **Student Learning Outcomes**

Upon successful completion of the course, the student will be able to

- A. understand the literary elements of plot, structure, character, theme, and imagery.
- B. apply the literary elements of plot, structure, character, theme, and imagery to a specific literary work.
- C. describe major writers, works, and genres, such as comedy and tragedy, as well as movements, such as romanticism and post modernism.
- D. explain the relation between historical context and literary elements.



## Data

SLO A: Understand the literary elements of plot, structure, character, theme, and imagery.

<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>% of Success</b>
<b>51</b>	<b>8</b>	<b>86</b>

SLO B: Apply the literary elements of plot, structure, character, theme, and imagery to a specific literary work.

<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>% of Success</b>
<b>51</b>	<b>8</b>	<b>86</b>

SLO C: describe major writers, works, and genres, such as comedy and tragedy, as well as movements, such as romanticism and post modernism.

<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>% of Success</b>
<b>50</b>	<b>9</b>	<b>84</b>

SLO D: explain the relation between historical context and literary elements.

<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>% of Success</b>
<b>50</b>	<b>9</b>	<b>84</b>

Overall Success Rate: 85%

## Conclusions

These statistics indicate that in the three literature sections the students are achieving student-learning outcomes A-D at a rate of over 80%, which we determined to be a good performance overall.

## ENSL 20 – 22

Participants:

J. Metz

C. Davis

## Methodology

We chose the only sections of ENSL 20, 21, and 22 from Fall Semester 2011. The artifact for the sections was a final exam that assesses student-learning outcomes A, B, C, and D.

A total of 15 students took the exam.

### **Student Learning Outcomes**

Upon successful completion of the course, the student will be able to

- A. Increase both their receptive and productive vocabularies.
- B. Be able to comprehend and respond to written and spoken beginning level English.
- C. Be able to form in speech and writing basic, grammatically correct English sentences.
- D. Gain a basic knowledge of English grammar.

### **Data**

- A. Increase both their receptive and productive vocabularies.

Satisfactory	Unsatisfactory	% of success
13	2	87%

- B. Be able to comprehend and respond to written and spoken beginning level English.

Satisfactory	Unsatisfactory	% of success
13	2	87%

- C. Be able to form in speech and writing basic, grammatically correct English sentences.

Satisfactory	Unsatisfactory	% of success
10	5	66%

- D. Gain a basic knowledge of English grammar.

Satisfactory	Unsatisfactory	% of success
11	4	73%

Overall % of success = 78%

### **Conclusions**

These statistics indicate that in ENSL 20-22 the students are achieving student-learning outcomes A, B, and D at a rate of over 70%, which we determined to be a better-than-satisfactory performance overall. However, students are achieving student-learning outcome C at a rate of under 70%. The faculty agreed that the comparatively low success rate for SLO C is attributable to some of the students' poor attendance and incompleteness of assignments and should improve with more effective enrollment management in all of the ENSL sections.

### **Future Assessment**

The next assessment session, to be held at the end of Spring Semester 2012, will evaluate student success in the following courses: **SPCH 101**.

# Course Outcome Assessment Report

## Basic Information:

**Course:** IC C075 Introduction to Library Research and Bibliography

**College:** Cerro Coso College

**Assessment Term:** Fall, 2010

**Status:** Pending

**Co-contributors:** Terri Smith,

## Learning Outcome:

**Target of Performance:** 80% of students assessed will be able to:

**Learning Outcome:** List and explain the basic steps in the research process.

**Assessment Tool/Scoring Method:** an exam

## Assessment Plan:

### Changes Made Since Last Assessment:

This is our first assessment cycle for IC C075 SLOs.

**Assessment Plan:** In the summer and fall 2010 semesters, all sections of IC C075 will be assessed. This first round of assessment will focus on SLOs 1(A), 2(B), and 4(D). SLO 1 (A) will be assessed using an exam question that has students identify the correct listing of the steps in the research process.

## Assessment Results:

**Results:** In summer 2010, only 2 sections of IC C075 were offered and both were taught online by the same instructor. 33 students assessed for all 3 SLOs in CRN 50362 27 students assessed for all 3 SLOs in CRN 50363. In both sections, students scored above 90%. The target was reached. In fall 2010, 5 sections were offered and taught by 3 different instructors. The course was offered online and f2f. In both on-ground sections (taught by the same instructor) a 100% success rate was achieved. In 2 online sections (taught by the same instructor) the 80% target was not quite met, with scores for both sections in the high 70%. In the remaining 1 online section, the 80% target was met, with scores in the low 80%.

**Analysis and Plan for Improvement and Reassessment:** 5 sections of IC were offered in the fall semester and 3 instructors taught the sections. Two of the instructors were brand new adjuncts and were teaching the course for the 1st time. It became clear during the end-of-course debriefing with both new adjuncts that the assessment tools must not only be identical but also administered in the exact same way at the same time of the semester in all sections taught. The on-ground instructor allowed students multiple attempts on the exam, which accounts for her 100% success rate. The department feels that this assessment was a good first assessment in that many deficiencies in the SLO assessment process were identified. Having 1 quiz question to test an SLO was questioned as a best practice. The department also feels that the SLO might need to be revised because it does not get at high level learning. The department plans to revise the SLOs for IC C075 by fall 2012, develop new assessment tools, and reassess in fall 2013.

**Participants:** Julie Cornett, Sandra Bradley, Nancy Williard

## Attachments:

[SLO A, B, D Write Up](#)  
[SLO A Data spreadsheet](#)

## IC C075 SLO Assessments

IC C075 Student Learning Outcomes:

Upon completion of the course, the student will be able to

- A. List and explain the basic steps in the research process.
- B. Clearly articulate quality of information needed to solve a research problem.
- C. Write complete bibliographic citations using a standard citation format for sources relevant to the topic of a research question.
- D. Evaluate the credibility of web sites by applying standard criteria.
- E. Describe the basic legal and ethical issues of intellectual property such as copyright, fair use, and plagiarism.

Assessments of Student Learning Outcomes for IC C075 were initiated in summer 2010. It was determined that the first level of assessment would tackle SLO A, C, and D in summer and fall 2010.

### Methodology:

SLO A was assessed by exam. A single quiz question asked students to match the step in the research process to the correct task/skill.

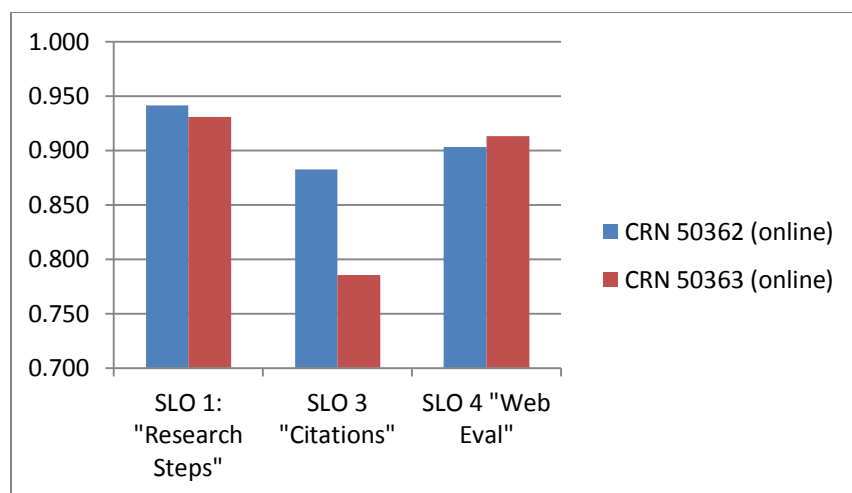
SLO C was assessed by an assignment, graded with a rubric. Students would choose from a list of resources and compile an MLA formatted "works cited" page.

SLO D was assessed by an assignment, graded with a rubric. Students evaluated 2 websites using standard criteria and then compared the sites, determining which one would be more appropriate for their research topic.

The following graphs tabulate SLO data (for SLOs A, C, and D) for sections of IC C075 from the summer and fall semesters, 2010.

### FINDINGS AND RECOMMENDATIONS

Summer 2010



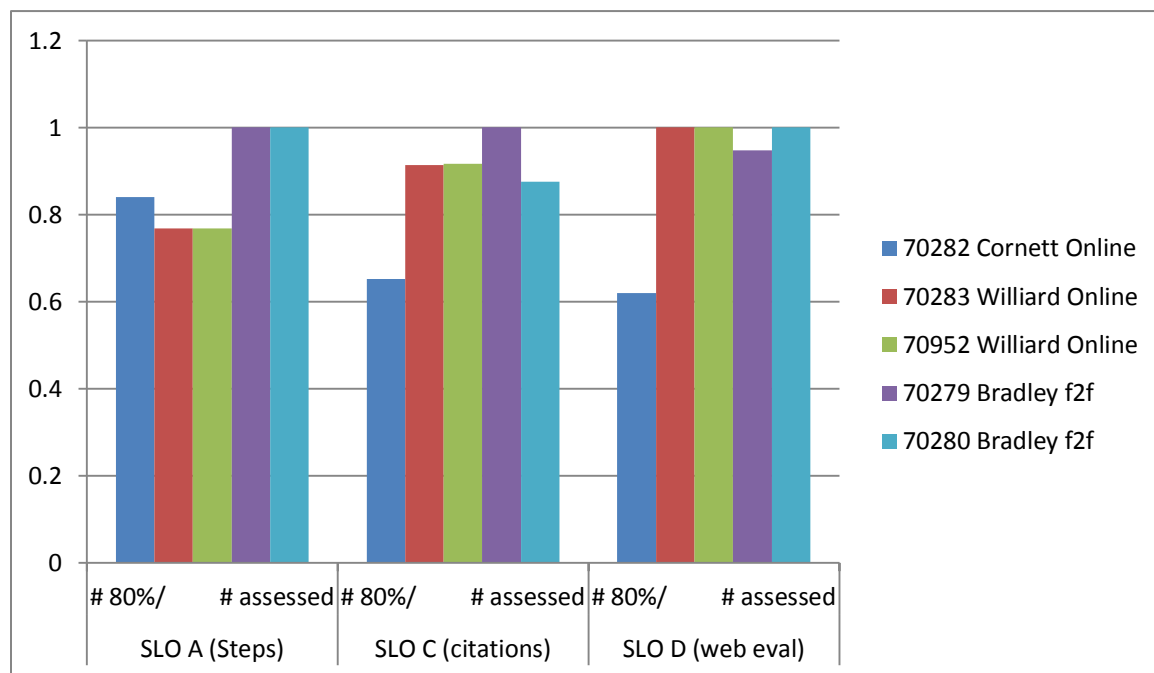
Only 2 sections of IC were offered in the summer semester and both were offered online and taught by the same instructor using identical Moodle class sites. SLOs were assessed using identical assessment tools. Only students who completed the assignments and quizzes used to assess the SLOs were assessed. For each CRN, this averaged to:

- 33 students assessed for all 3 SLOs in CRN 50362
- 27 students assessed for all 3 SLOs in CRN 50363

Students in both classes scored fairly high in SLOs 1 and 4 (above 90%). Factors causing the lower percentages (less than 90%) in both CRNs for SLO 3 might include:

- The “citations” assignment being the last assignment in the class—students may be feeling end-of-course “burn out”;
- The citations assignment requires the most attention to detail;
- The library chair is looking into other factors as well.

Fall 2010



## FINDINGS AND RECOMMENDATIONS

Fall 2010

5 sections of IC were offered in the fall semester and 3 instructors taught the sections. Two of the instructors were brand new adjuncts and were teaching the course for the 1<sup>st</sup> time. Though coordination was attempted on the part of the department chair to assess the SLOs using identical assessment tools, an end-of-course debriefing revealed that there was some inconsistency in assessments. For example, 1 instructor allowed students to hand-write the citations page and gave students a chance to “fix” errors before turning in specific assignments

linked to assessment. This could account for the fact that all f2f students scored very high in all SLOs assessed.

It became clear during the end-of-course debriefing with both new adjuncts that the assessment tools must not only be identical but also administered in the exact same way at the same time of the semester in all sections taught.

Regardless of the inconsistency in assessment, findings reveal that students in all but one online section scored highest in SLO 4/D (evaluating web pages).

<b>SLO A: List the steps in the Research Process</b>	<b>Started on</b>
	12 June 20
Assessed by Quiz question asking students to put in order the steps of the research process	13 June 20
	11 June 20
	10 June 20
	13 June 20
	12 June 20
	13 June 20
	9 June 201
	10 June 20
	11 June 20
	10 June 20
	12 June 20
	8 June 201
	13 June 20
	10 June 20
	11 June 20
	11 June 20
	11 June 20
	10 June 20
	13 June 20
	8 June 201
	8 June 201
	9 June 201
	7 June 201
	11 June 20
	13 June 20
	12 June 20
	7 June 201
	13 June 20
	12 June 20
	9 June 201
	13 June 20
	9 June 201
	13 June 20



Summer 2010 CRN 50362				Summer 2010 CRN 50363			
Completed	Time taken	Grade/10	#3	Started on	Completed	Time taken	Grade/10
12 June 20	22 mins 32	8.9	1	10 June 20	10 June 20	4 mins 59 s	8
13 June 20	5 mins 32 s	9	1	8 June 201	8 June 201	15 mins 15	9.8
11 June 20	9 mins 47 s	7.9	1	11 June 20	11 June 20	13 mins 30	10
10 June 20	9 mins	10	1	13 June 20	13 June 20	9 mins 53 s	6.29
13 June 20	5 mins 7 s	10	1	7 June 201	7 June 201	9 mins 45 s	10
12 June 20	12 mins 58	10	1	13 June 20	13 June 20	39 mins 13	6
13 June 20	23 mins 17	9	1	13 June 20	13 June 20	15 mins 48	9
9 June 201	16 mins 5 s	10	1	10 June 20	10 June 20	6 mins 1 s	9
10 June 20	12 mins 38	5	1	9 June 201	9 June 201	3 mins 36 s	8
11 June 20	15 mins 18	10	1	13 June 20	13 June 20	14 mins 22	7
10 June 20	28 mins 24	9.2	1	13 June 20	13 June 20	20 mins 15	10
12 June 20	11 mins 27	7	1	9 June 201	9 June 201	29 mins 32	7.33
8 June 201	7 mins 30 s	8.9	1	13 June 20	13 June 20	15 mins 44	9
13 June 20	10 mins 59	7.8	0.9	13 June 20	13 June 20	7 mins 58 s	9
10 June 20	11 mins 31	8.2	1	13 June 20	13 June 20	4 mins 24 s	8.8
11 June 20	26 mins 38	7	1	13 June 20	13 June 20	20 mins 40	10
11 June 20	7 mins 9 s	10	1	13 June 20	13 June 20	9 mins 34 s	7.43
11 June 20	29 mins 24	10	1	11 June 20	11 June 20	7 mins 38 s	7.2
10 June 20	28 mins 23	9	1	9 June 201	9 June 201	13 mins 6 s	8
13 June 20	19 mins	10	1	10 June 20	10 June 20	9 mins 25 s	7
8 June 201	20 mins 53	7.8	1	13 June 20	13 June 20	12 mins 29	6.1
8 June 201	13 mins 57	5.9	1	13 June 20	13 June 20	16 mins 52	7.6
9 June 201	17 mins 29	9	1	11 June 20	11 June 20	10 mins 7 s	9
7 June 201	5 mins 45 s	9	1	13 June 20	13 June 20	9 mins 34 s	8
11 June 20	24 mins 15	8	1	9 June 201	9 June 201	13 mins 50	8.9
13 June 20	20 mins 35	8	1	8 June 201	8 June 201	13 mins 31	8
12 June 20	16 mins 35	10	1	13 June 20	13 June 20	10 mins 55	9
7 June 201	9 mins 16 s	8.09	0.29	13 June 20	13 June 20	13 mins 8 s	10
13 June 20	24 mins 51	7.19	0.29	12 June 20	12 June 20	10 mins 14	6.2
12 June 20	12 mins 59	6.8	1	11 June 20	11 June 20	11 mins 21	9
9 June 201	15 mins 4 s	9	1				
13 June 20	8 mins 8 s	9	1				
9 June 201	16 mins 16	8	1				
13 June 20	52 mins 24	7	1				

Fall 2010 CRN 70282						
#3		Started on	Completed	Time taken	Grade/10	#3
1		1 Septemb	1 Septemb	17 mins 9 s	10	1
1		1 Septemb	1 Septemb	8 mins 41 s	6	1
1		30 August	30 August	9 mins 11 s	9.43	0.43
0.29		2 Septemb	2 Septemb	13 mins 24 s	10	1
1		5 Septemb	5 Septemb	6 mins 25 s	9	1
1		2 Septemb	2 Septemb	7 mins 16 s	7	1
1		3 Septemb	3 Septemb	39 mins 48 s	6	1
1		5 Septemb	5 Septemb	5 mins 57 s	9	1
1		4 Septemb	4 Septemb	29 mins 4 s	7.5	0.8
1		5 Septemb	5 Septemb	8 mins 40 s	6	1
1		5 Septemb	5 Septemb	1 hour	7	1
0.43		5 Septemb	5 Septemb	33 mins 33 s	8	1
1		1 Septemb	-	open	-	--
1		5 Septemb	5 Septemb	18 mins 16 s	7.31	0.71
1		2 Septemb	2 Septemb	7 mins 4 s	10	1
1		5 Septemb	5 Septemb	30 mins 56 s	7	1
0.43		5 Septemb	5 Septemb	10 mins 11 s	8.6	1
1		4 Septemb	4 Septemb	5 mins 34 s	7.37	0.57
1		2 Septemb	2 Septemb	11 mins 47 s	8.1	1
1		5 Septemb	5 Septemb	11 mins 28 s	8.27	0.37
0.9		5 Septemb	5 Septemb	42 mins 12 s	8.7	1
1		5 Septemb	5 Septemb	8 mins 43 s	9	1
1		2 Septemb	2 Septemb	5 mins 50 s	8.9	1
1		1 Septemb	1 Septemb	7 mins 35 s	9	1
1		5 Septemb	5 Septemb	6 mins 7 s	7	1
1		31 August	31 August	9 mins 32 s	6.8	1
1						
1						
1						
1						

# Course Outcome Assessment Report

## Basic Information:

**Course:** IC C075 Introduction to Library Research and Bibliography

**College:** Cerro Coso College

**Assessment Term:** Fall, 2011

**Status:** Pending

**Co-contributors:**

## Learning Outcome:

**Target of Performance:** 80% of students will be able to

**Learning Outcome:** Clearly articulate quality of information needed to solve a research problem.

**Assessment Tool/Scoring Method:** an exam

## Assessment Plan:

**Changes Made Since Last Assessment:**

**Assessment Plan:** SLO was assessed using 3 exam questions appearing on the Final Exam. (See attached exam questions) The results of all 3 questions were then averaged. All students in all sections of the course were assessed in Fall 2011.

## Assessment Results:

**Results:** The target was only met in 2 of the course sections (one online section and the section offered at the KRV site).

**Analysis and Plan for Improvement and Reassessment:** A brand new adjunct was teaching the KRV course. Before averaging the results of the 3 questions, results of each question were considered. In both of the IWV f2f classes, taught by the same instructor, students scored very poorly on Question 1. This question prompted students to distinguish between subject-specific and general resources. The instructor noted that she did not use the phrase "subject specific" very often in her instruction and also pointed out that the question could be reworked because it was a bit vague. The instructor who taught the course iTV reported that the iTV method of instruction was a barrier to her being able to teach effectively. The department feels that the findings say less about student performance and more about issues with assessment strategy and instructional strategy. Factors such as methods of delivery, selection of questions to use as assessment tools, and demographic considerations must be considered. That said, the department also recognizes that instructional strategy on "Quality of Info" can be improved so that the target is met. Plan for Reassessment: The department is in the process of revising the SLOs to align them with ACRL standards. New assessment tools will be developed and a new assessment cycle will begin in the next 2 years.

**Participants:** Julie Cornett, Chair Sandra Bradley, Adjunct Nancy Williard, Adjunct Terri Smith, Adjunct

## Attachments:

[SLO B: Questions and Results](#)

[SLO B: Exam Results--sampling](#)

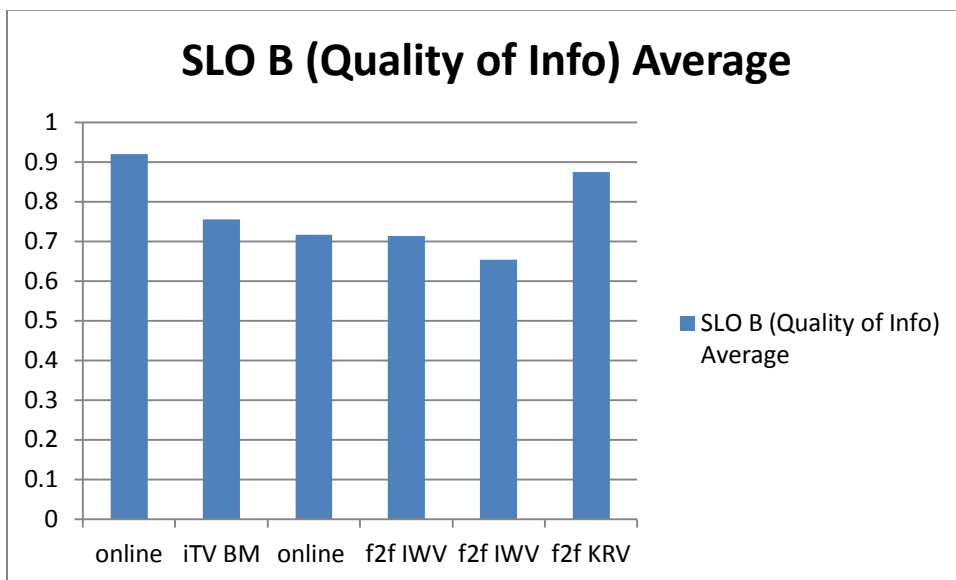
**SLO B Clearly articulate quality of information needed to solve a research problem.**

**Exam questions:**

1. For subject specific information, Steven Student should look in the resource: (choose 1 answer)
  - a.) Merriam Webster's Dictionary
  - b.) Health and Wellness Resource Center database
  - c.) Encyclopedia Britannica
  - d.) Ask.com
  
2. Sally Student is using an article from a scholarly journal for her paper. Which of the following is NOT an attribute of a scholarly article? (choose 1 answer)
  - a.) Articles evaluated by peer-reviewers who are experts in the field; content, format, and style are edited.
  - b.) The general public is the intended audience.
  - c.) The article uses specialized terminology of the field
  - d.) The article includes many charts and graphs
  
3. Steven Student is doing a paper called, "Ben Franklin, Renaissance Man." His instructor requires that he use at least 1 primary resource (as opposed to secondary resource). The primary resource he is using is: (choose 1 answer)
  - A. An article from a website called , "The Electric Ben Franklin", written by a historian.
  - B. An excerpt from *Diaries* by Benjamin Franklin.
  - C. An article from the Encyclopedia Britannica, "Benjamin Franklin."
  - D. The book *Benjamin Franklin* by Carl Van Doren.

**Assessment Results/Findings:**

Fall 2011



The target was only met in 2 of the course sections (one online section and the section offered at the KRV site). A brand new adjunct was teaching the KRV course. Before averaging the results of the 3 questions, results of each question were considered. In both of the IWV f2f classes, taught by the same instructor, students scored very poorly on Question 1. This question prompted students to distinguish between subject-specific and general resources. The instructor noted

that she did not use the phrase “subject specific” very often in her instruction and also pointed out that the question could be reworked because it was a bit vague. The instructor who taught the course iTV reported that the iTV method of instruction was a barrier to her being able to teach effectively.

The department feels that the findings say less about student performance and more about issues with assessment strategy and instructional strategy. Factors such as methods of delivery, selection of questions to use as assessment tools, and demographic considerations must be considered. That said, the department also recognizes that instructional strategy on “Quality of Info” can be improved so that the target is met.

Started on	Completed	Time taken	Grade/20	#1: Sub Specific	#5: Schol. Art.
15 Octobe	15 Octobe	11 mins 41	15.3	1	1
15 Octobe	15 Octobe	4 mins 51 s	19	1	1
16 Octobe	16 Octobe	10 mins 54	15	0	1
16 Octobe	16 Octobe	2 mins 32 s	19	1	1
12 Octobe	12 Octobe	9 mins 50 s	16.1	0	1
12 Octobe	12 Octobe	9 mins 15 s	15.8	0	1
13 Octobe	13 Octobe	13 mins 49	15	1	1
13 Octobe	13 Octobe	4 mins 36 s	19	1	1
13 Octobe	13 Octobe	27 mins 29	15	1	1
15 Octobe	15 Octobe	42 mins 38	15.4	1	0
15 Octobe	15 Octobe	5 mins 26 s	18	1	0
16 Octobe	16 Octobe	31 mins 43	19.9	1	1
12 Octobe	12 Octobe	7 mins 59 s	15	1	1
12 Octobe	12 Octobe	8 mins 31 s	20	1	1
14 Octobe	15 Octobe	10 mins 30	15.2	0	1
15 Octobe	15 Octobe	4 mins 51 s	17	0	1
16 Octobe	16 Octobe	33 mins 23	18.7	1	1
10 Octobe	10 Octobe	41 mins 22	18.7	1	1
10 Octobe	10 Octobe	3 mins 32 s	19	1	1
13 Octobe	13 Octobe	17 mins 1 s	18.5	1	1
13 Octobe	13 Octobe	10 mins 46	20	1	1
15 Octobe	15 Octobe	9 hours	0	0	0
15 Octobe	15 Octobe	46 mins 5 s	19.4	1	1
11 Octobe	11 Octobe	22 mins 11	19	1	1
11 Octobe	11 Octobe	2 mins 49 s	19	1	1
11 Octobe	11 Octobe	8 mins 17 s	19	1	1
11 Octobe	11 Octobe	2 mins 44 s	20	1	1
14 Octobe	14 Octobe	14 mins 33	12	1	0
14 Octobe	14 Octobe	7 mins 58 s	18	1	1
16 Octobe	16 Octobe	9 mins	14.8	0	0
16 Octobe	16 Octobe	5 mins 13 s	16.9	0	1
11 Octobe	11 Octobe	29 mins 34	17	1	1
11 Octobe	11 Octobe	5 mins	19	1	1
15 Octobe	15 Octobe	14 mins 42	16.1	1	1
15 Octobe	15 Octobe	3 mins 38 s	20	1	1
12 Octobe	13 Octobe	12 mins 3 s	19.2	1	1
13 Octobe	13 Octobe	2 mins 37 s	20	1	1
14 Octobe	14 Octobe	8 mins 56 s	15	1	1
14 Octobe	14 Octobe	6 mins 13 s	18.7	1	1
16 Octobe	16 Octobe	45 secs	3	1	0
16 Octobe	16 Octobe	13 mins 8 s	18	1	1
16 Octobe	16 Octobe	46 mins 18	15.7	1	1
16 Octobe	16 Octobe	11 mins 12	20	1	1
15 Octobe	15 Octobe	10 mins 20	17.4	1	1
15 Octobe	15 Octobe	4 mins 27 s	19.9	1	1
12 Octobe	12 Octobe	26 mins 23	14.5	0	0
12 Octobe	12 Octobe	5 mins 50 s	17	0	1





# Course Outcome Assessment Report

## Basic Information:

**Course:** IC C075 Introduction to Library Research and Bibliography

**College:** Cerro Coso College

**Assessment Term:** Fall, 2012

**Status:** Pending

**Co-contributors:**

## Learning Outcome:

**Target of Performance:** 80 % of students will be able to

**Learning Outcome:** Write complete bibliographic citations using a standard citation format for sources relevant to the topic of a research question.

**Assessment Tool/Scoring Method:** a paper, scored by rubric

## Assessment Plan:

### Changes Made Since Last Assessment:

**Assessment Plan:** This SLO will be assessed by an assignment graded with a rubric. Students will be required to compile an MLA formatted "Works Cited" page using a variety of sources. (See attached assignment prompt). Scores of 18/20 or higher meet the outcome. All sections of the course will be assessed in summer 2010 and in fall 2010.

## Assessment Results:

**Results:** Although the target was met in only 1 summer section of the course, the target was almost met in the other section. The target was met in 4/5 sections taught in the fall. The target was not met in one of the online sections. (See attached graphs)

**Analysis and Plan for Improvement and Reassessment:** Only 2 sections of IC were offered in the summer semester and both were offered online and taught by the same instructor using identical Moodle class sites. SLOs were assessed using identical assessment tools. Only students who completed the assignments and quizzes used to assess the SLOs were assessed. 5 sections of IC were offered in the fall semester and 3 instructors taught the sections. Two of the instructors were brand new adjuncts and were teaching the course for the 1st time. Out of the 3 SLOs assessed in this cycle, results were the lowest for this SLO. Factors causing the lower percentages for the Citations SLO might include: The "citations" assignment being the last assignment in the class—students may be feeling end-of-course "burn out"; The citations assignment requires the most attention to detail; Though coordination was attempted on the part of the department chair to assess the SLOs using identical assessment tools, an end-of-course debriefing revealed that there was some inconsistency in assessments. For example, 1 instructor allowed students to hand-write the citations page and gave students a chance to "fix" errors before turning in specific assignments linked to assessment. This could account for the fact that all 22 students scored very high in all SLOs assessed. It became clear during the end-of-course debriefing with both new adjuncts that the assessment tools must not only be identical but also administered in the exact same way at the same time of the semester in all sections taught. The department also determined that the SLO needs to be reworded so that students are not simply "writing" a citation. Citations are easily automatically generated, so it is challenging to know if students really do "write" their own citations. Plan for Reassessment: The department is in the process of revising SLOs to align them with ACRL Standards. This will be complete in fall 2012. New assessment tools will be developed and a new assessment cycle will be implemented by fall 2014.

**Participants:** Julie Cornett, Chair Sandra Bradley, adjunct Nancy Williard, adjunct

## Attachments:

[SLOC: Assignment and Samples](#)

[SLOC: Findings and Results](#)



## SLO C Citations

Assessed by assignment graded with Rubric

Assignment:

**In this assignment you will create a FORMAL MLA formatted "Works Cited" page using a list of books, periodicals and other material that I will provide (list follows). When you write an academic research paper, you typically must include such a page at the end of your paper.**

**(Microsoft Word document uploaded to this assignment page).**

**Choose 7 of these 9 resources to be included in your "References Cited" page. Remember to pay attention to margins, spacing, alphabetization, etc. This must be formatted correctly to earn full credit. (HINT: See figure 12 at the top of page 131.)**

**Important: this is an individual assignment. I will not accept identical documents from people who worked on this together. Each student will have chosen a different 7 of the 9 entries to include in their Works Cited.**

This may seem daunting, but it really isn't. I'm providing you with a list of sources; all the information is there already; you just have to put it in MLA format. (Note: some entries have even MORE information than you need!)

1. An article by Deborah A. Figuert in Journal of Economic Issue, volume 34: number 1 called "Equal Pay for Equal Work". Published in 2000 and found on pages 1-19. Retrieved using an online database called Expanded Academic ASAP and retrieved online at Cerro Coso Library, Ridgecrest CA on the 26th of January, 2008. The url listed was: <  
<http://web3.infotrac.galegroup.com/>>.
2. Wealth and democracy: A Political history of the american rich by Kevin Phillips. Copyright 2002 by Broadway Books: 1540 Broadway, New York NY 10036.
3. A DVD titled directed by David Redmon titled Mardi Gras: Made in China.Dir. David in 2008 by Carnavalesque Films in Alberta Canada.
4. Memory: Why we remember, why we forget. An article in National Geographic November 2007 volume 212: number 5 (page 34-57) by Joshua Foer.
5. The encyclopedia of witches & witchcraft 2nd edition by Rosemary Ellen Guiley. Checkmark Books 1999. 132 West 31st street New York, NY.
6. Religion in Japanese History by Joseph M. Kitagawa. Columbia University Press. 1990. New York, NY.
7. An article titled "The Adaptive Functions of Shame" by June Price Tangney in The Encyclopedia of Psychology. Published by American Psychological Association in 2000. Washington, D.C.

8. An article from the website CNN Health.com published by the Cable News Network on April 25, 2009 called "CDC: Swine Flu Viruses in U.S. and Mexico Match." by Elizabeth Landau. Accessed from a home computer on June 17, 2009.

9. An article pulled from a library subscription service by Phillip Britt. Title of the database is General Onefile and date of access is 8 June, 2009. Title of article is "Taking the Byte Out of Cybercrime."

**Grading Rubric:**

Excellent (18-20 points)--Assignment has excellent formatting, including spacing and margins and excellent grammar and punctuation.

Good/Fair (13-17 points)--Assignment has good/fair formatting.

Poor (Less than 13 points)--Assignment has poor formatting with lots of errors.

Due by Friday night 11:55pm (Pacific Time)

Summer 2010 CRN 50362

Sample student work #1:

#### Works Cited

Britt, Phillip. "Taking the Byte Out of Cybercrime." *General Onefile*. Web. 8 June 2009.

Foer, Joshua. "Memory: Why we remember, why we forget." *National Geographic* 212.5 (2007): 34-57.  
Print.

Guiley, Rosemary Ellen. *The Encyclopedia of Witches & Witchcraft*. 2<sup>nd</sup> ed. New York: Checkmark Books, 1999. Print.

Kitagawa, Joseph M. *Religion in Japanese History*. New York: Columbia UP, 1990. Print.

Landau, Elizabeth. "CDC: Swine Flu Viruses in U.S. and Mexico Match." *CNNHealth.com*. Cable News Network, 25 April 2009. Web. 17 June 2009.

Phillips, Kevin. *Wealth and Democracy: A Political History of the American Rich*. New York: Broadway Books, 2002. Print.

Price Tangney, June. "The Adaptive Functions of Shame." *The Encyclopedia of Psychology*. Washington D.C.: American Psychological Association, 2000. Print.

Sample student work #2:

Works Cited

- Britt, Phillip. "Taking the Byte Out of Cybercrime" *GeneralOnefile* 8 June, 2009
- Figuert, Deborah A. "Equal Pay for Equal Work" *Journal of Economic Issue* 34.1 (2000) 1-19 *Expanded Academic ASAP* Cerro Coso Library, Ridgecrest CA 26 January, 2008  
<http://web3.infotrac.galegroup.com/>
- Guiley, Rosemary Ellen. "The Encyclopedia of Witches & Witchcraft" 2nd ed. New York: Checkmark Books, 1999 Print
- Kitagawa, Joseph M. "Religion in Japanese History" New York: Columbia University Press, 1990
- Landau, Elizabeth. "CDC: Swine Flu Viruses in U.S. and Mexico Match" CNN Health.com Cable News Network, 25 April 2009. Web. 17 June 2009
- Phillips, Kevin. "Wealth and Democracy: A Political History of the American" New York: Broadway Books 2002
- Tangney, June Price. "The Adaptive Functions of Shame" *The Encyclopedia of Psychology* Washington, D.C: American Psychological Association 2000

Summer 2010 CRN 50363

Sample student work #1

Works Cited

- Britt, Phillip. "Taking the Byte Out of Cybercrime" *GeneralOnefile* 8 June, 2009
- Figuert, Deborah A. "Equal Pay for Equal Work" *Journal of Economic Issue* 34.1 (2000) 1-19 *Expanded Academic ASAP* Cerro Coso Library, Ridgecrest CA 26 January, 2008  
<http://web3.infotrac.galegroup.com/>
- Guiley, Rosemary Ellen. "The Encyclopedia of Witches & Witchcraft" 2nd ed. New York: Checkmark Books, 1999 Print
- Kitagawa, Joseph M. "Religion in Japanese History" New York: Columbia University Press, 1990
- Landau, Elizabeth. "CDC: Swine Flu Viruses in U.S. and Mexico Match" CNN Health.com Cable News Network, 25 April 2009. Web. 17 June 2009
- Phillips, Kevin. "Wealth and Democracy: A Political History of the American" New York: Broadway Books 2002
- Tangney, June Price. "The Adaptive Functions of Shame" *The Encyclopedia of Psychology* Washington, D.C: American Psychological Association 2000

Sample student work #2:

#### Works Cited

Figuert, Deborah A. "Equal Pay for Equal Work." *Journal of Economic Issue* 34.1 (2000): 1-19. *Extended Academic ASAP*. Web. 26 January 2008.

Foer, Joshua. "Memory: Why we remember, why we forget." *National Geographic* Nov. 2007: 34-57. Print.

Guiley, Ellen. "*The encyclopedia of witches & witchcraft*." 2nd ed. New York, N.Y.: Checkmark Books, 1999. Print.

Kitagawa, Joseph M. "*Religion in Japanese History*." New York, N.Y.: Columbia University Press, 1990. Print.

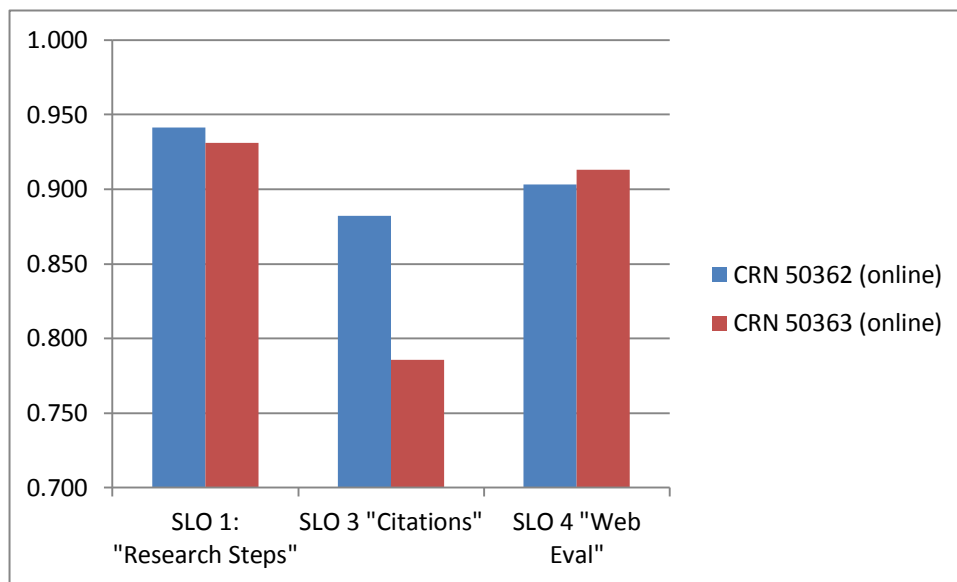
*Mardi Gras: Made in China*. Dir. David Redmon. Carnavalesque Films, 2008. DVD.

Phillips, Kevin. "*Wealth and democracy: A Political history of the American rich*." New York, N.Y.: Broadway Books, 2002. Print.

Tangney, June Price. "The Adaptive Functions of Shame." *The Encyclopedia of Psychology* (2000): Print.

## SLO C Findings and Results

Summer 2010



Although the target was met in only 1 summer section of the course, the target was almost met in the other section. The target was met in 4/5 sections taught in the fall. The target was not met in one of the online sections.

Only 2 sections of IC were offered in the summer semester and both were offered online and taught by the same instructor using identical Moodle class sites. SLOs were assessed using identical assessment tools. Only students who completed the assignments and quizzes used to assess the SLOs were assessed.

5 sections of IC were offered in the fall semester and 3 instructors taught the sections. Two of the instructors were brand new adjuncts and were teaching the course for the 1<sup>st</sup> time.

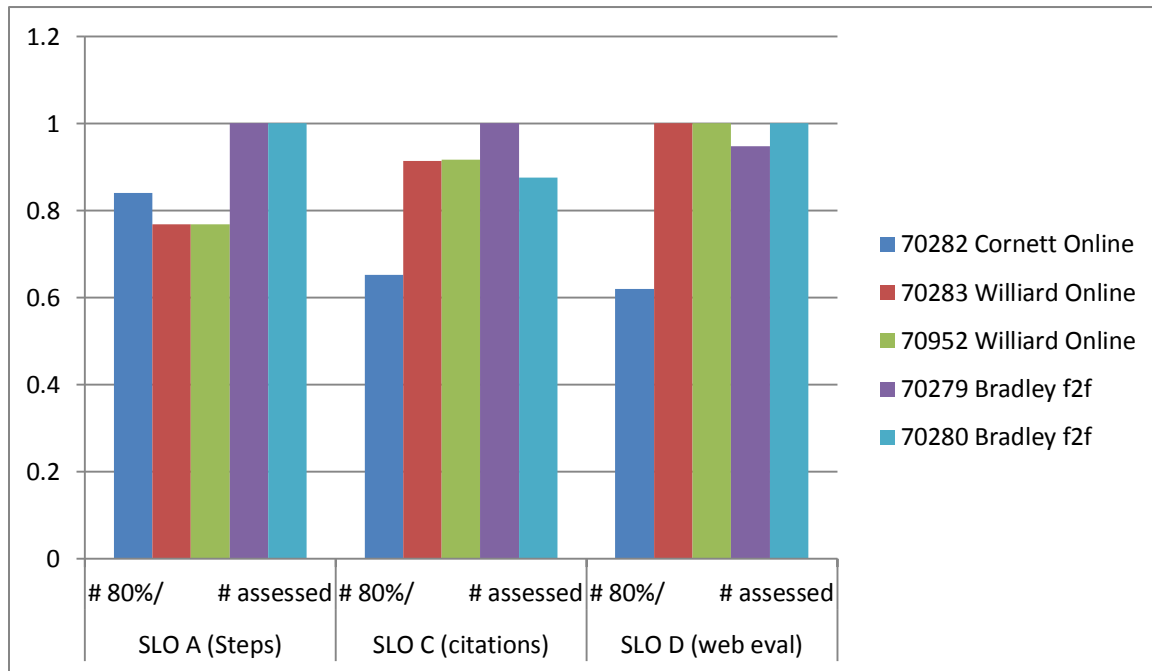
Out of the 3 SLOs assessed in this cycle, results were the lowest for this SLO. Factors causing the lower percentages for the Citations SLO might include:

The "citations" assignment being the last assignment in the class—students may be feeling end-of-course "burn out";

The citations assignment requires the most attention to detail;

Though coordination was attempted on the part of the department chair to assess the SLOs using identical assessment tools, an end-of-course debriefing revealed that there was some inconsistency in assessments. For example, 1 instructor allowed students to hand-write the citations page and gave students a chance to "fix" errors before turning in specific assignments linked to assessment. This could account for the fact that all f2f students scored very high in all SLOs assessed.

It became clear during the end-of-course debriefing with both new adjuncts that the assessment tools must not only be identical but also administered in the exact same way at the same time of the semester in all sections taught.



# Course Outcome Assessment Report

## Basic Information:

**Course:** IC C075 Introduction to Library Research and Bibliography

**College:** Cerro Coso College

**Assessment Term:** Fall, 2010

**Status:** Pending

**Co-contributors:**

## Learning Outcome:

**Target of Performance:** 80 % of students will be able to

**Learning Outcome:** Evaluate the credibility of web sites by applying standard criteria.

**Assessment Tool/Scoring Method:** a paper, scored by rubric

## Assessment Plan:

### Changes Made Since Last Assessment:

**Assessment Plan:** SLO D will be assessed by an assignment graded with a rubric. (See assignment and sample work). Students will be required to evaluate 2 websites using standard criteria. Scores of 18/20 or higher meet the outcome. This SLO will be assessed in all sections in summer 2010 and fall 2010.

## Assessment Results:

**Results:** The target was met in both sections offered in the summer 2010 semester. The target was met in 4/5 of sections offered in fall 2010.

**Analysis and Plan for Improvement and Reassessment:** Only 2 sections of IC were offered in the summer semester and both were offered online and taught by the same instructor using identical Moodle class sites. SLOs were assessed using identical assessment tools. Only students who completed the assignments and quizzes used to assess the SLOs were assessed. 5 sections of IC were offered in the fall semester and 3 instructors taught the sections. Two of the instructors were brand new adjuncts and were teaching the course for the 1st time. Findings for the "Evaluations" SLO are promising, yet the department sees the need to augment the assessment assignment to better hone in on the outcome. The department feels that evaluating information is one of the most important learning outcomes in the course and each instructor stresses this skill in their teaching methodology. The department decided to re-create the assignment we use for this outcome. Starting in summer 2012, instructors will have students evaluate a site from a list of "biased" sites and compare it a site they locate that meets the evaluation criteria for a quality site. The last assignment had students evaluate any site they found. Having them compare sites, we've decided, assesses the needed outcome more effectively. Plan for Reassessment: The department is in the process of revising SLOs to align them with ACRL Standards. This will be complete in fall 2012. New assessment tools will be developed and a new assessment cycle will be implemented by fall 2014.

**Participants:** Julie Cornett, Chair Sandra Bradley, adjunct Nancy Williard, adjunct

## Attachments:

[SLOD: Assignment and samples](#)

[SLO D: findings and results](#)



## SLO D: Evaluating Web Pages

Evaluated by assignment graded with rubric

Assignment:

This assignment asks you to demonstrate your experience searching for web resources. You'll also compare a traditional search engine to a specialized search engine, the [Librarian's Index to the Internet](#), which was referred to in the lecture this week.

Follow the directions below and answer each prompt completely.

Develop an academic research topic (keywords) that would be suitable for a 5 page paper. Hint: "AIDS" would be too broad. Refer to the process you went through to develop a research topic a few weeks ago. List your topic keywords (take some time to come up with effective subject keywords--this will factor into your grade) and then:

Use a (1) search engine (like Google or Yahoo) to find an effective website on your topic using search tips and strategies found in [this tutorial](#) (located on the Cerro Coso Library webpage under Internet Guides and Tutorials--Bare Bones 101--search tips). Then use the [Librarian's Index to the Internet](#) to find a web site on your topic. Then answer these questions by clicking the "Edit my Submission" button at the bottom of this page. (Note: the Librarian's Index to the Internet is NOT one of the indexes from last week! You can locate it by clicking on the phrase above or clicking on the link from the library website--it is listed under "Websites by Subject").

### **1st search engine used:**

Search term(s):

Search Strategy:

Results:

Select an appropriate website, using the tips for evaluating a web page lecture and write a short citation, including the URL (I'm not requiring you to use formal MLA formatting for this but you may if you wish):

Write a full paragraph on how the page met your evaluative requirements using at least 4 ideas from this week's "Evaluating Web Pages" lecture such as domain/URL, authority, publisher, currency, indicators of quality information etc. I want you to go into depth on author credentials, facts about organizations, type of content provided, etc.

### **Librarian's Index to the Internet: Did you click on one of the subjects or type in your own search term?**

Search term(s):

Select an appropriate website using this specialized search engine and, using the tips for evaluating a web page lecture and write a short citation, including the URL (I'm not requiring you to use formal MLA formatting for this but you may if you wish):

Write a full paragraph on how the page met your evaluative requirements using at least 4 ideas from this week's "Evaluating Web Pages" lecture such as domain/URL, authority, publisher, currency, indicators of quality information etc. I want you to go into depth on author credentials, facts about organizations, type of content provided, etc.

Finally, compare the two search engines/strategies.

Did you notice any difference between using the Librarian's Index to the Internet and the Search Engine you used in terms of evaluation, ease of use, results, etc.?

You will be graded on how detailed you are with your evaluation--how much investigative work you did to apply the evaluation criteria.

Due no later than 11:55 pm Sunday night Pacific time.

Worth 20 points

Rubric:

Good/Excellent 18-20 points: Student provides 2 in-depth evaluations of websites: one found using a traditional search engine and one found using the Librarian's Index to the Internet. Critical thinking skills are applied in selection of topic and selection of website based on evaluation criteria. At least 3 evaluation criteria are expertly applied. All parts of assignment are covered. Excellent grammar.

Fair. 14-17: Student provides 2 semi-in-depth evaluations of websites: one found using a traditional search engine and one found using the Librarian's Index to the Internet. Critical thinking skills are applied in selection of topic and selection of website based on evaluation criteria. At least 2 evaluation criteria are applied. Most parts of assignment are covered. Fair grammar.

Poor. 13 or fewer points: Student does not provide 2 in-depth evaluations of websites: one found using a traditional search engine and one found using the Librarian's Index to the Internet. Critical thinking skills are not applied in selection of topic and selection of website based on evaluation criteria. 1 or fewer evaluation criteria are applied. Many parts of assignment missing. Poor grammar.

CRN 70282

Sample Student Work #1:

Using google I entered solar+power+home and the first website was [www.solarpowerathome.com](http://www.solarpowerathome.com) , pretty literal, so that is what I chose. It is a very well put together website by a married couple from Canada who spent a long time living on a boat. On the boat they used solar power and wanted to share their knowledge with others. The site does contain links to published articles, five to be exact, all located at <http://ezinearticles.com>. These articles are written by Debra Anderson, who is the coauthor of the original website. I could not locate the date these articles were written. The website shows the current date in the upper right hand corner, but I cannot tell how often the website is actually updated. The copyright at the bottom is from 2006-2010. This website is an informational website as well as commercial, it does have advertisement links at the top of each page. It is well organized and contains many informative links. As far as it being a persuasive website, it contains a pros and cons list of solar power use. It balances both pros and cons fairly and it seems pretty fact based and reasonable.

Using the ipl2 website, I entered solar power home in the search box. I came up with a variety of articles all containing solar, power and home. I realized that not all were directly related to solar power use in the home, some were regarding using solar power on a mass scale and were big business directed. There were also scientific websites with information on solar flares. I then went back to the search and entered solar+power+home. There were new results, all which were related to solar power use in the home. I chose the link for "Home Power Magazine", [www.homepower.com/home/](http://www.homepower.com/home/) . This website is a commercial business/marketing and informational website. In the "about us" tab the mission of the website/magazine "[is] to change the way people generate and use energy, one rooftop at a time". In this section I also found a description of the magazines foundations as well as a list of all staff that contribute. There was also an "author guidelines" section which went through the steps necessary to get an article published in their magazine. They have a search all articles feature which gives the date and issue number for each article. It is in descending chronological order, so all the new information is what is available to you first. Articles range from 1987-2010 as evidenced by the copyright they use. The downfall of this website is that you have to pay for a subscription in order to view the articles. I guess you have to pay for quality information☺. There are some great links however, I clicked on for [www.wholesalesolar.com](http://www.wholesalesolar.com), which gave me an idea of what it takes to get started using solar panels for my (future) home. It's not cheap.

Sample Student Work #2:

Search term(s):Ovarian Cancer in 18 year old Hispanic females

Donovan S Heidi, Kuo J. Chein-Wen ,Lockwood-Rayerman, Suzy, Rambo David. "Women's

Awareness of Ovarian Cancer Risks and Symptoms”. Vol. 109 no. 9. pp.36-45. September 2009. AJN, American Journal of Nursing. *Lippincott’s NursingCenter.com*. Web 3 October 2010.<[http://www.nursingcenter.com/library/JournalArticle.asp?Article\\_ID=931015](http://www.nursingcenter.com/library/JournalArticle.asp?Article_ID=931015)>

The web page that best fit for evaluating web pages was

[http://www.nursingcenter.com/library/JournalArticle.asp?Article\\_ID=931015](http://www.nursingcenter.com/library/JournalArticle.asp?Article_ID=931015). By using the lecture "Evaluating Web Pages" I was able to tell that the web page was commercial by its domain. It had a publisher since it was a passage from a book by that it showed volume and page numbers, and had authors so it answered the question “Who wrote the page?”. It showed a date but it a year old (September 2009), so it also answered the questioned “Is the page dated?” It also had the “author’s credentials’ on this subject” which this is from a Nursing Center. To me this web page was a good source to look at sense it did have information that is accredited by professionals.

My search strategy was using the tip from Bare Bones 101 which was to “put your most important keywords first in the string” so I typed in Hispanic females Ovarian Cancer in 18 year old. My web pages yielded mainly cancer types like breast cancer, or women in USA with cancer and American Indians. There were some web pages that had ovarian cancer but not with Hispanic women in it. So then I tried using double quotes (“Ovarian Cancer in 18 year old Hispanic females”) and the Google search engine said no matches with quotes but without quotes. I did see one web page called Journal of Women’s Cancer that talked about Hispanic and non-Hispanic. So Google is a good search engine if you know how to search properly.

So for my results for using the search engine Google and the Bar Bones 101 I was able to find the web page <http://www.journalofwomenscancer.com>, which did give some statics comparing Hispanic women and Non-Hispanic females with Ovarian Cancer. Then I found another site that was far better called

[http://www.nursingcenter.com/library/JournalArticle.asp?Article\\_ID=931015](http://www.nursingcenter.com/library/JournalArticle.asp?Article_ID=931015), which gave more information. I felt that I did not really get the information I wanted/needed for my topic using the Google search engine. I know there are better ways to look up information and use different search engines but I liked using the Library Index on Cerro Coso Web page to find articles and journals for my topics.

So then I went to Librarian’s Index to the Internet and typed in my own search term which was Ovarian Cancer in 18 year old Hispanic females, and I had more web pages that dealt with Ovarian Cancer then just Breast Cancer. It listed mainly Hispanic Heritage not all my search words together, which was Ovarian Cancer and Hispanic females. I think it is interesting how this search engine was more narrowed in its search then the Google search engine. Because in the Google search engine you had many web pages that did not deal with your topic as you kept going down the list.

I did feel that both search engines were hard to evaluate because you have to click and read to see if the information is useful. I had a hard time figuring out if a web page was useful because I could not determine if the URL or domain was what I needed. I did feel that the Librarian’s Index to the Internet had more ease use then Google and also the results were better on the Librarian’s Index to the Internet. But overall I feel that it depends on your topic, your experience with search engines and other factors that help you to find information. I do not think that it

depends on the search engine, but the person and if they know what they are looking for and doing.

CRN 50362

Sample Student Work #1

## **IC 075 (50362)**

### **Assignment Week 6: Using Search Engines**

#### **1st search engine used: www.bing.com**

Search term(s): +"first trimester" +pregnancy

Search Strategy: I decided to use the above strategy in order to find information for a paper up to five pages long concerned with the happenings during the first trimester of pregnancy. I started with the key words above (using the + in order to indicate that the terms should be included and the "... " in order to make sure that "first trimester" was going to be handled as a single term. The tutorial furthermore advises to put the most important keywords first in the search, which I did. I figured that "first trimester" in itself was already a pretty clear search term, and that pregnancy was basically going to be closely connected to this search term, however, I wanted to make sure to specify what I wanted information about.

#### **Results:**

The search came up with various entries. According to the lecture it is more favorable to choose either sites that are educationally based, or those who are posted by government agencies or (profit or non-profit) organizations (preferably non-profit).

So I decided to go with the following link:

<http://www.pregnancy.org/fetaldevelopment>

Even though the website has an org. extension it is a for-profit organization. I read through their mission statement and then decided that I would try out the Contact Us Button. I was amazed to find that several editors were introduced with names, responsibilities and picture, and that a contact address, other than an e-mail address was provided on the website. Articles published on the website are screened and researched by Julie Snyder, who basically signs responsible for the content of the website. This means that one could directly contact the publishers of this websites by means other than the internet.

I could not find a date on which the page had been last updated, however the copyright information indicated that there was a copyright from 2001 to 2010.

According to the mission statement of the page the publishers of this website are “experts” as far as motherhood is concerned because they have been there and have given birth.

I was not convinced so I scanned through some of the articles provided on the website and found the following on “Birthing Positions”. It had the following information about the author attached to it: Copyright © Paulina G. Perez, RN, BSN, LCCE, FACCE, Lamaze Parents Magazine. Permission to republish granted to Pregnancy.org, LLC

I would assume that a RN is qualified to give medical advice to pregnant women, and furthermore, this copyright statement indicated that the author had been published in print before, and the article found on the website was a reproduction of a previously published article.

Of course, birthing positions do not have too much to do with the first trimester but I wanted to include this article in order to show that the information on the website was reliable and researched. I think that I would trust this website.

However, the information that I have found concerning the first trimester of pregnancy might not be enough for a 5 page paper, so I decided to go further with the search and now include the term “complications” or “symptoms” or “well-being”. Here I will just try one after the other because I am not sure how to phrase it right.

The search +”first trimester” +pregnancy +complications did not yield any results (at least nothing appealed to me right away, so I decided to use the next term: “symptoms”.

This time I was luckier and I found what I was looking for:

<http://www.netwellness.org/healthtopics/pregnancy/faq6.cfm>

This website lists common side effects of pregnancy experienced by many during the first trimester. I double checked the information and consulted the book “What to expect when you are expecting” and found the same side effects listed there.

**Librarian's Index to the Internet: Did you click on one of the subjects or type in your own search term?**

**I followed the link provided in the assignment, then clicked on “Resources by Subject”. Then I followed the Health and Medical Sciences Link. Then I clicked on women’s health. Then I followed the link “Pregnancy, Birth, and Breastfeeding”. Following all these links left me with two websites that were suggested to me. I have to say that is nicer than having to look through all the results that the bing.com search generated. I followed the first link that was offered: midwife.org.**

**I followed the link Moms-To-Be and ended up on the following site:**  
[http://www.mymidwife.org/pregnancy\\_body.cfm](http://www.mymidwife.org/pregnancy_body.cfm) **I have to say that the**



**information given here is more detailed than the information I had previously found. The article was quoted from a previously published magazine and the American College of Nurse-Midwives has all copyrights to the page. The “contact us” button was present on the site and the contact information included an address, a phone number as well as an e-mail address.**

Overall I have to say that the Librarian’s Index to the Internet was more helpful than the search engine. I once again noticed that reliable information was easier to come by. I have to say that I will rely more on alternative search methods in the future because they are simply easier to navigate. I did not even have to enter any keywords myself and still ended up with better, more detailed information.

Sample Student Work #2:

For my first search engine I used the term "drug trafficking" and then "how to stop drug trafficking" using the web-site *Google* with the URL <http://www.google.com/>. After searching "drug trafficking" I clicked on the link that best described what I was looking for, which was "Drug Trafficking, Articles, Debates, Research". This then took me to the web-site *WiseToSocail Issues*. The site is copy written in 2007 by The Gale Group Inc. and had a link "about" the web-site also. After reading about the site I was informed that the site is a reference web-site that provides authoritative information on many different subjects. The organization that publishes the site is The Gale Group Inc. and is the worlds leading and trusted organization of information to many different schools and libraries. And thirdly, the web-site had a link where the patron could contact the publisher at anytime of the day or night.

Second, I chose ONDCP (Office of National Drug Control Policy) web-site for the second half of this weeks assignment. This site's purpose is to establish policies, priorities, and objectives for the national drug problems with the URL of <http://www.whitehousedrugpolicy.gov/>. This site met my requirements because it had a link directly on the left hand side of the home page with a link "about" the web-site. Second, it had a "contact" link so the patron can ask additional questions about the site and its purpose. And thirdly, it is a ".gov" site which is from the government.

Once I had tried both web-sites it was easy to compare both to one another. When I used *Google* for my first search it was some what useful because of all the sites, but it was confusing because many of them was not what I was looking for. Although, once I had used the Librarian's index to the internet and searched my subject, I felt much more at ease with the results. There were fewer results and many more of them were helpful to my search.

Summer 2010

CRN 50363

Sample student work #1

Week 6 Assignment

Search term(s): Topic: **Lilac**, Keyword: **Propagation**OR Keyword: **Air Layering**

Search Strategy: I want to write about how to propagate a lilac from a mature lilac bush. I will begin by doing a general subject search on lilacs. Then I will research various methods of propagation to find the best way to propagate a new plant from a mature plant. I suspect air layering may be an option but I am not certain. My research will answer that question.

I began with a **Google** search for the word **lilac**. Then I clicked on a link for **lilac varieties**. This gave me 4,230,000 results. The first in the list was **Lilac Varieties** which I chose to look at. It took me to the web site [www.gardenersnet.com](http://www.gardenersnet.com). This is a commercial site that sells plants. They had a link for **lilac propagation**. This link gave suggestions on propagation and explained some techniques. I truncated the URL back to the home page as instructed in the lecture. The date on the home page was today's date. The **Contact Us** link provided a physical address, a phone number, and an email address. The home page explains that the gardenersnet site is a "community" site with information, hints, and tips submitted by member users. I appreciated the fair and honest disclosure.

Based on this information I think the site could be valuable for general information but is not an authoritative source to use for academic research. The contributors may or may not have specific expertise, but they are gardening enthusiasts sharing their knowledge and experience.

Incidentally, they recommend digging up new shoots with root, or starting tip cuttings with rooting hormone and bottom heat to establish new plants. Air layering was not recommended.

If you would like to know more about the site and the information offered there please visit <http://www.gardenersnet.com>.

Next I was curious about the **LRC, Websites by Subject** mentioned in the lecture. I went to the **Science** link and then clicked on **Botany**. This let me to an alphabetical index with the only listing for **Lilac** was a link to the web page for the **Lilac Festival** in Rochester, NY. I had already seen this link during my Google search. It did not



produce any useful results for my purposes.

If you are interested in learning more about the Lilac Festival please visit <http://www.lilacfestival.com>. The information is current, last updated on 10 May 2010. It appears to be a reputable site providing information about a beautiful annual community event in Rochester, N.Y.

I was anxious to see what I could find at the [www.ipl.org](http://www.ipl.org) site. I clicked on **Resources by Subject**. In the search box I entered the word **lilac**. This brought a single result for **Descanso Gardens**, [www.descansogardens.org](http://www.descansogardens.org). I am familiar with the Descanso Gardens so I know this a "good" site and source but it would not provide me with any information regarding my specific topic of propagation of lilacs.

I returned to the search box. I entered the word **horticulture**. This word brought up 38 results. I took the time to skim over the titles of the results and found that I could spend a significant amount of time researching related information. Of course, the problem is, there were topics of great interest that were not part of my primary search. This is where discipline comes in. I would love to stop and read about cultivation of organic strawberries and so forth. I did not need to scrutinize the quality of the results found here since the process of evaluating the sites has already been done by those far better qualified than myself.

The following text explains the source and affiliations all of whom are reputable academic and business organizations:

"ipl2 is hosted by The iSchool at Drexel, College of Information Science and Technology, with major support from the College of Information at Florida State University. Sponsored by Intel and Sun Microsystems Copyright Notice (c) 1995 - 2008 The Regents of the University of Michigan. All rights reserved. (c) 2009, Drexel University, All Rights Reserved."

In this particular search I found similar information regarding my topic by both methods. The Google search took me to commercial sites whose primary goal is to sell me a product. In addition to the product being sold by the site, there were also ads on the site for other products and services completely unrelated to my search. The information found in the Google search appeared to be provided by private citizens like myself with no claim of any particular credentials. This quality of information can be fun and interesting but is not suitable for inclusion in an academic paper requiring citation of sources.

The Librarian's Index brought many worthwhile results. I can be assured that each article in the Librarian's Index is worth taking the time to read. The same could not be said of the Google search. I did not have any particular difficulty finding current information at either site. I found honest disclosures regarding authorship at both sites. I found both equally easy to use but I would prefer the academic sources simply because of the veracity of the information. I know I can trust it.

Sample Student Work #2:

1st search engine used: google.com

Search term(s): Cold War Propaganda

Search Strategy: Simple entry into the search field, followed by variations of boolean operators in Google's advanced search page.

Results: My initial search was a simple input into the search field of 'cold war propaganda'. I received ~5.8 million results, which varied from photos of posters from the Cold War era to videos, and of course websites that either had articles relating to the search term or were devoted to that subject. I selected 'Advanced Search' and asked the engine to search websites that included all three words, which returned the same results.

Appropriate Website Selected: Staples High School website, Westport Public Schools, Westport, CT.

<<http://shs.westport.k12.ct.us/jwb/Collab/ColdWar/Propaganda/Propaganda.htm>>

This website differed from other websites listed by Google, because of 1). Its a public education website. Other websites may include personal bias and incomplete information, such as the listing for Wikipedia that I have found. But going with a school's website is a pretty safe bet. 2). The website didn't include side banners with such nonsense as advertising for dating websites and pornography. And 3). It adds up. This being a school site, it makes sense to teach, and show students examples of Cold War Propaganda posters for historical instruction.

Librarians Index: I chose to simply enter the search term into the box. I didn't select a subject.

Search Term: Cold War Propaganda

Appropriate website: Woodrow Wilson International Center for Scholars.

<[http://www.wilsoncenter.org/index.cfm?topic\\_id=1409&fuseaction=topics.intro](http://www.wilsoncenter.org/index.cfm?topic_id=1409&fuseaction=topics.intro)>

The website I chose is full of information on more than just Cold War Propaganda, but the information they have on my topic dwarfs the information contained on the public

school's website. And while I'm sure Google would have led me to this site eventually, the IPL2 website wasted no time in serving up only the most relevant and authoritative sites available. At first, I was leary about choosing a .ORG site. Normally, these non-profit sites are a good source for information, but it's still not subject to scrutiny by it's peers like a .EDU or .GOV site would be. But the information contained within the site showed that it had no agenda to promote, except for accurate articles for academic research. The page lists the Director of the site, as well as others, with links to their biographical information and contact email address. Also, the site doesn't contain advertisements for dating websites and pornography, which is usually a tell-tale sign of serious business.

Again, the difference between these two search engines is obvious. Google selects everything it can find within it's database to show the user. It doesn't care about content. The IPL2 website has a database that contains sites that have been selected by librarians for content and appropriate subjects. The IPL2 site includes tons of sites that have a lot of information, however not many pictures. That may seem childish, but sometimes it's helpful to include audio/visual components to include in your research to help bring across your point. Google offers this. It appears that both search engines can be mutually beneficial to the researcher, so long as the researcher knows how to discern academic matter from 'pulp fiction'.

**SLO D: Evaluate the credibility of web sites by applying standard criteria.**

**Findings:**

The target was met in both sections offered in the summer 2010 semester. The target was met in 4/5 of sections offered in fall 2010.

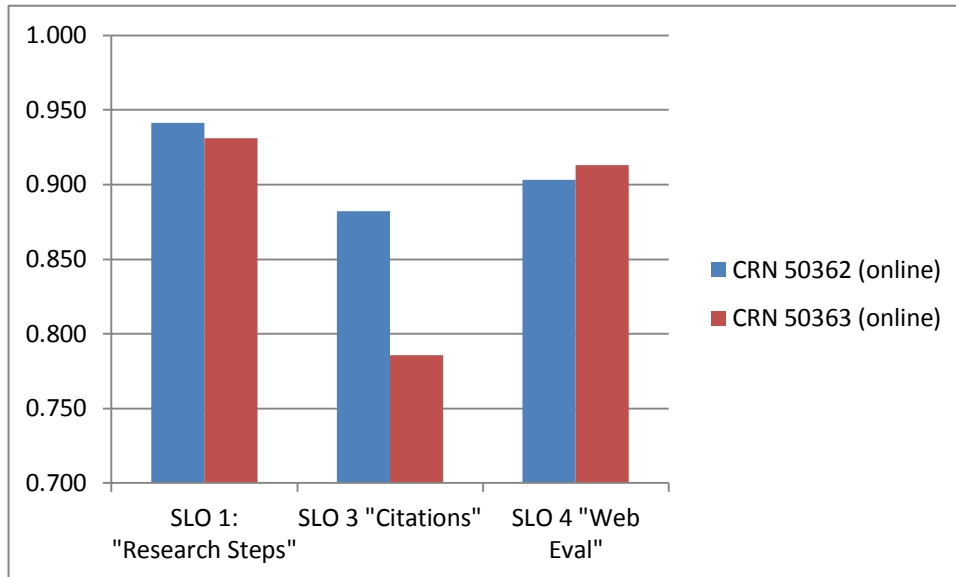
Only 2 sections of IC were offered in the summer semester and both were offered online and taught by the same instructor using identical Moodle class sites. SLOs were assessed using identical assessment tools. Only students who completed the assignments and quizzes used to assess the SLOs were assessed.

5 sections of IC were offered in the fall semester and 3 instructors taught the sections. Two of the instructors were brand new adjuncts and were teaching the course for the 1<sup>st</sup> time.

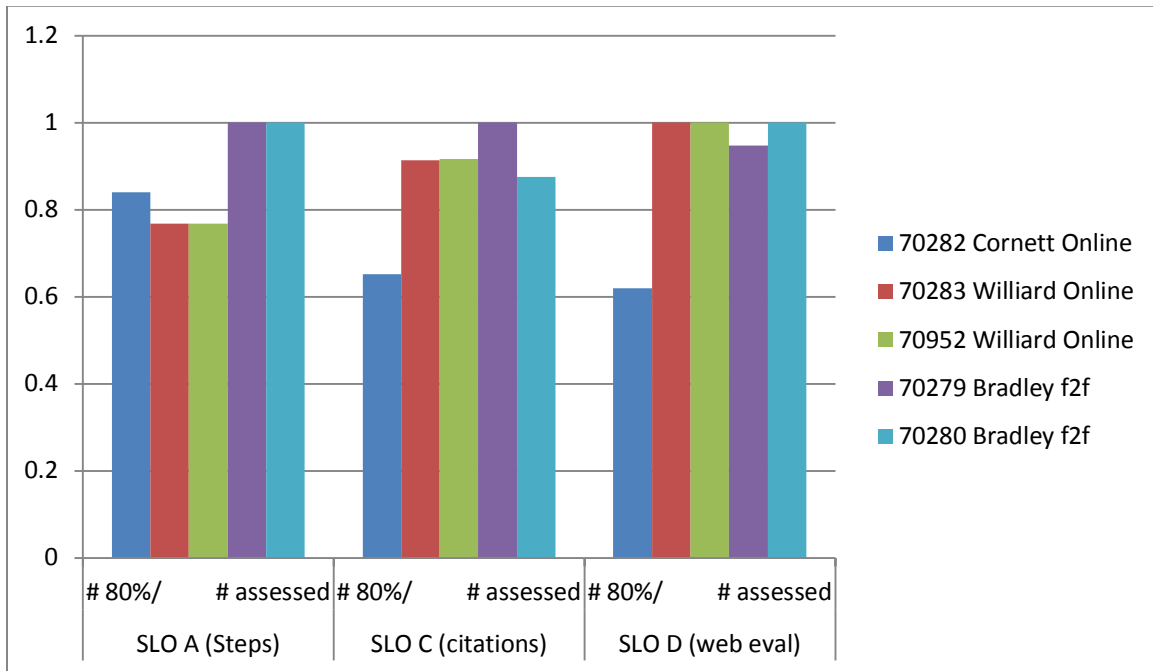
Findings for the "Evaluations" SLO are promising. Students seem to score highest in "evaluating webpages". The department feels that evaluating information is one of the most important learning outcomes in the course and each instructor stresses this skill in their teaching methodology. The department feels the assessment tool (assignment) is an effective assignment for assessing this SLO and does not have plans to change it; however, the department is always keeping abreast of new teaching strategies.

The department is in the process of revising SLOs to align them with ACRL Standards. This will be complete in fall 2012. New assessment tools will be developed and a new assessment cycle will be implemented by fall 2014.

Summer 2010



**FALL 2010**



# Course Outcome Assessment Report

## Basic Information:

**Course:** IC C075 Introduction to Library Research and Bibliography

**College:** Cerro Coso College

**Assessment Term:** Fall, 2011

**Status:** Pending

**Co-contributors:**

## Learning Outcome:

**Target of Performance:** 80% of students will be able to

**Learning Outcome:** Describe the basic legal and ethical issues of intellectual property such as copyright, fair use, and plagiarism.

**Assessment Tool/Scoring Method:** an exam

## Assessment Plan:

**Changes Made Since Last Assessment:**

**Assessment Plan:** SLO E will be assessed by 3 exam questions appearing on the Final Exam. (See attached exam questions). The results of all 3 questions will be averaged. This SLO will be assessed in Fall 2011 in all sections offered (all students).

## Assessment Results:

**Results:** Students scored over 80% in all sections offered.

**Analysis and Plan for Improvement and Reassessment:** The questions devised to assess this SLO were all basic multiple choice questions. The department wonders if the questions were too basic and is also in discussion about the need to cover the legal and ethical aspects of information use in more depth with instruction covering fair use, which was left out of any assessment questions. The department is in the process of revising SLOs to align them with ACRL Standards. This will be complete in fall 2012. New assessment tools will be developed and a new assessment cycle will be implemented by fall 2014.

**Participants:** Julie Cornett, Chair Sandra Bradley, adjunct Nancy Williard, adjunct Terri Smith, adjunct

## Attachments:

[SLO E: questions and findings](#)

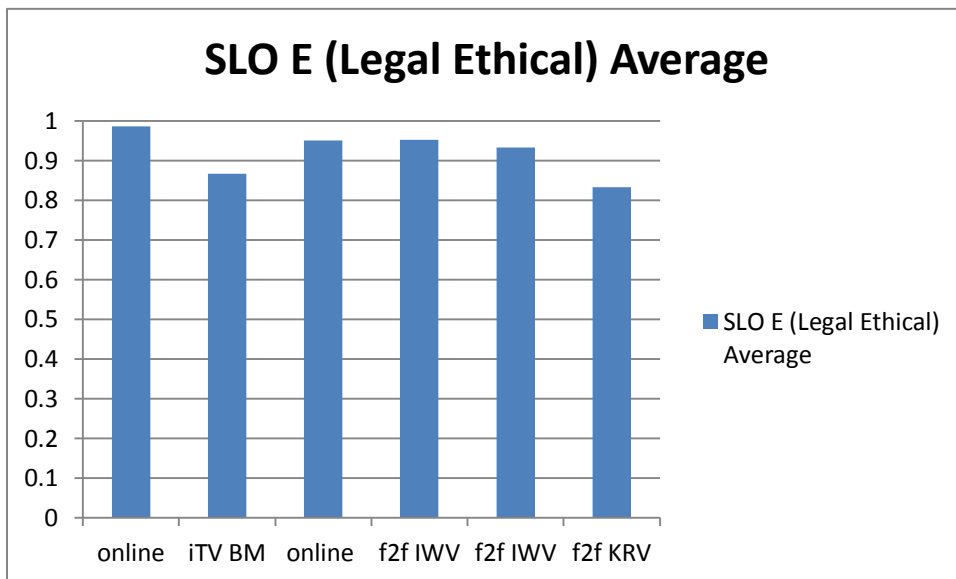
[SLO E: Exam results sampling](#)

**SLO E Demonstrate an awareness of the basic legal and ethical issues of intellectual property such as copyright, fair use, and plagiarism.**

**Exam questions:**

1. Plagiarism may consist of all but which?: (choose 1 answer)
  - a.) repeating or paraphrasing wording without citing
  - b.) taking a particularly apt phrase
  - c.) using or presenting ideas of others as your own
  - d.) using widely known proverbs or sayings
  
2. Sally Student decides to include a direct quote from a website for a paper she is writing. What should she do? (choose 1 answer)
  - a. Cut and paste the information into her report and put it in quotes, without citing it.
  - b. Rewrite the information in her words and put it in quotes, without citing it.
  - c. Change a few words of the information, leave out quotation marks and paste the web address.
  - d. Cut and paste the information into her report, put it in quotes, and provide an in-text citation.
  
3. To avoid plagiarism one should do all but the following: (choose 1 answer)
  - A. Keep separate notes of your ideas, direct citations, and summaries.
  - B. Identify sources of all material used or borrowed
  - C. Jot down citation information of the sources you wish to use in your paper.
  - D. Always assume information is commonly known.

**Findings/Results:**



SLOs were assessed by exam. Three exam questions were developed for each SLO. The results for each question were then averaged, as seen on the graphs above.

For SLO E, students scored over 80% in all sections offered. The questions devised to assess this SLO were all basic multiple choice questions. The department wonders if the questions were too basic and is also in discussion about the need to cover the legal and ethical aspects of information use in more depth with instruction covering fair use, which was left out of any assessment questions.

Started on	Completed	Time taken	Grade/20	#11 Plag: what is?	#13: citing web
15 Octobe	15 Octobe	11 mins 41	15.3	1	0
15 Octobe	15 Octobe	4 mins 51 s	19	1	1
16 Octobe	16 Octobe	10 mins 54	15	1	1
16 Octobe	16 Octobe	2 mins 32 s	19	1	1
12 Octobe	12 Octobe	9 mins 50 s	16.1	1	1
12 Octobe	12 Octobe	9 mins 15 s	15.8	1	0
13 Octobe	13 Octobe	13 mins 49	15	1	1
13 Octobe	13 Octobe	4 mins 36 s	19	1	1
13 Octobe	13 Octobe	27 mins 29	15	0	1
15 Octobe	15 Octobe	42 mins 38	15.4	1	0
15 Octobe	15 Octobe	5 mins 26 s	18	1	0
16 Octobe	16 Octobe	31 mins 43	19.9	1	1
12 Octobe	12 Octobe	7 mins 59 s	15	1	0
12 Octobe	12 Octobe	8 mins 31 s	20	1	1
14 Octobe	15 Octobe	10 mins 30	15.2	1	1
15 Octobe	15 Octobe	4 mins 51 s	17	1	1
16 Octobe	16 Octobe	33 mins 23	18.7	0.9	1
10 Octobe	10 Octobe	41 mins 22	18.7	1	0
10 Octobe	10 Octobe	3 mins 32 s	19	1	1
13 Octobe	13 Octobe	17 mins 1 s	18.5	1	1
13 Octobe	13 Octobe	10 mins 46	20	1	1
15 Octobe	15 Octobe	9 hours	0	0	0
15 Octobe	15 Octobe	46 mins 5 s	19.4	1	1
11 Octobe	11 Octobe	22 mins 11	19	1	1
11 Octobe	11 Octobe	2 mins 49 s	19	1	1
11 Octobe	11 Octobe	8 mins 17 s	19	1	1
11 Octobe	11 Octobe	2 mins 44 s	20	1	1
14 Octobe	14 Octobe	14 mins 33	12	1	0
14 Octobe	14 Octobe	7 mins 58 s	18	1	1
16 Octobe	16 Octobe	9 mins	14.8	1	1
16 Octobe	16 Octobe	5 mins 13 s	16.9	0.9	1
11 Octobe	11 Octobe	29 mins 34	17	1	1
11 Octobe	11 Octobe	5 mins	19	1	1
15 Octobe	15 Octobe	14 mins 42	16.1	1	1
15 Octobe	15 Octobe	3 mins 38 s	20	1	1
12 Octobe	13 Octobe	12 mins 3 s	19.2	1	1
13 Octobe	13 Octobe	2 mins 37 s	20	1	1
14 Octobe	14 Octobe	8 mins 56 s	15	1	1
14 Octobe	14 Octobe	6 mins 13 s	18.7	1	1
16 Octobe	16 Octobe	45 secs	3	0	1
16 Octobe	16 Octobe	13 mins 8 s	18	1	1
16 Octobe	16 Octobe	46 mins 18	15.7	1	1
16 Octobe	16 Octobe	11 mins 12	20	1	1
15 Octobe	15 Octobe	10 mins 20	17.4	1	1
15 Octobe	15 Octobe	4 mins 27 s	19.9	1	1
12 Octobe	12 Octobe	26 mins 23	14.5	1	0
12 Octobe	12 Octobe	5 mins 50 s	17	1	0



#15: Plag: avoid
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# Institutional Outcome Assessment Report

## Basic Information:

**College:** Cerro Coso College

**Assessment Term:** Spring, 2011

**Status:** Pending

**Co-contributors:**

## Learning Outcome:

**Target of Performance:** 70% of students will

**Learning Outcome:** Demonstrate foundational academic skills, including mathematical operations and reading and writing at the college level.

**Assessment Tool/Scoring Method:** a student survey

## Assessment Plan:

**Changes Made Since Last Assessment:**

N/A - First Assessment

**Assessment Plan:** The Community College Survey of Student Engagement was administered in Spring 2011, and questions 12c, 12f were used as an indirect measure of this institutional learning outcome. Students rate their perceived ability or experience on a scale of 1-4, with 1 = Very little (25%), 2 = Some (50%), 3 = Quite a bit (75%), 4 = Very much (100%).

## Assessment Results:

**Results:** 12c - Writing clearly and effectively.  
Sample - 564 Cerro Coso Mean - 2.59 Cohort Mean - 2.75  
12f - Solving numerical problems.  
Sample - 560 Cerro Coso Mean - 2.45 Cohort Mean - 2.64  
Aggregation Cerro Coso - 2.52 (63.00%) Cohort - 2.695 (64.25%)  
Cerro Coso students scored lower (63%) than the target level of performance (70%). Cerro Coso students performed 1.25% points lower than the cohort. However, the cohort also performed lower than the target level of performance (70%).

**Analysis and Plan for Improvement and Reassessment:**

**Participants:**

## Attachments:

[CCSSE Data, Grouped by ILO](#)

# Institutional Outcome Assessment Report

## Basic Information:

**College:** Cerro Coso College

**Assessment Term:** Spring, 2011

**Status:** Pending

**Co-contributors:**

## Learning Outcome:

**Target of Performance:** 70% of students will

**Learning Outcome:** Use technology effectively.

**Assessment Tool/Scoring Method:** a student survey

## Assessment Plan:

**Changes Made Since Last Assessment:**

N/A - First Assessment

**Assessment Plan:** The Community College Survey of Student Engagement was administered in Spring 2011, and questions 4j, 4k, 12g were used as an indirect measure of this institutional learning outcome.

## Assessment Results:

**Results:** 4j - Used the Internet or instant messaging to work on an assignment. Sample - 578 Cerro Coso Mean - 2.68 Cohort Mean - 2.97 4k - Used email to communicate with an instructor. Sample - 582 Cerro Coso Mean - 2.58 Cohort Mean - 2.76 12g - Using computing and information technology. Sample - 565 Cerro Coso Mean - 2.52 Cohort Mean - 2.77 Aggregation Cerro Coso - 2.59 (65%) Cohort - 2.83 (71%) Cerro Coso students scored lower (65%) than the target level of performance (70%). Cerro Coso students performed 6% points lower than the cohort. The cohort performed higher than the target level of performance (70%).

**Analysis and Plan for Improvement and Reassessment:**

**Participants:**

## Attachments:

[CCSSE Data and ILOs](#)

# Institutional Outcome Assessment Report

## Basic Information:

**College:** Cerro Coso College

**Assessment Term:** Spring, 2011

**Status:** Pending

**Co-contributors:**

## Learning Outcome:

**Target of Performance:** 70% of students will

**Learning Outcome:** Demonstrate self- efficacy skills (or self-directed learning) and an appreciation for life long learning.

**Assessment Tool/Scoring Method:** a student survey

## Assessment Plan:

**Changes Made Since Last Assessment:**

N/A - First Assessment.

**Assessment Plan:** The Community College Survey of Student Engagement was administered in Spring 2011, and questions 4c, 4l, 4m, 4n, 4p, 4r, 12i were used as an indirect measure of this institutional learning outcome.

## Assessment Results:

**Results:** 4c - Prepared two or more drafts of a paper or assignment before turning it in. Sample - 581 Cerro Coso Mean - 2.31 Cohort Mean - 2.5 4l - Discussed grades or assignments with an instructor. Sample - 578 Cerro Coso Mean - 2.46 Cohort Mean - 2.56 4m - Talked about career plans with an instructor or advisor. Sample - 571 Cerro Coso Mean - 1.9 Cohort Mean - 2.05 4n - Discussed ideas from your readings or classes with instructors outside of class. Sample - 573 Cerro Coso Mean - 1.72 Cohort Mean - 1.75 4p - Worked harder than you thought you could to meet an instructor's standards or expectations. Sample - 580 Cerro Coso Mean - 2.57 Cohort Mean - 2.59 4r - Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.). Sample - 582 Cerro Coso Mean - 2.56 Cohort Mean - 2.57 12i - Learning effectively on your own. Sample - 566 Cerro Coso Mean - 2.88 Cohort Mean - 2.93 Aggregation Cerro Coso - 2.34 (58.5%) Cohort - 2.42 (60.5%) Cerro Coso students scored lower (58.5%) than the target level of performance (70%). Cerro Coso students performed 2% points lower than the cohort. However, the cohort also performed lower (60.5%) than Cerro Coso's target level of performance (70%).

**Analysis and Plan for Improvement and Reassessment:**

**Participants:**

## Attachments:

[CCSSE Data, Grouped by ILO](#)



# Institutional Outcome Assessment Report

## Basic Information:

**College:** Cerro Coso College

**Assessment Term:** Spring, 2011

**Status:** Pending

**Co-contributors:**

## Learning Outcome:

**Target of Performance:** 70% of students will

**Learning Outcome:** Demonstrate the ability to communicate and collaborate effectively.

**Assessment Tool/Scoring Method:** a student survey

## Assessment Plan:

**Changes Made Since Last Assessment:**

N/A = First Assessment

**Assessment Plan:** The Community College Survey of Student Engagement was administered in Spring 2011, and questions 4f, 4g, 12d, 12h were used as an indirect measure of this institutional learning outcome.

## Assessment Results:

**Results:** 4f - Worked with other students on projects during class. Sample - 582 Cerro Coso Mean - 2.56 Cohort Mean - 2.5 4g - Worked with classmates outside of class to prepare class assignments. Sample - 584 Cerro Coso Mean - 1.91 Cohort Mean - 1.9 12d - Speaking clearly and effectively. Sample - 564 Cerro Coso Mean - 2.46 Cohort Mean - 2.66 12h - Working effectively with others. Sample - 568 Cerro Coso Mean - 2.72 Cohort Mean - 2.76 Aggregation Cerro Coso - 2.41 (60.25%) Cohort - 2.46 (61.5%) Cerro Coso students scored lower (60.25%) than the target level of performance (70%). Cerro Coso students performed 1.25% points lower than the cohort. However, the cohort also performed lower (61.5%) than Cerro Coso's target level of performance (70%).

**Analysis and Plan for Improvement and Reassessment:**

**Participants:**

## Attachments:

[CCSSE Data, Grouped by ILO](#)

# Institutional Outcome Assessment Report

## Basic Information:

**College:** Cerro Coso College

**Assessment Term:** Spring, 2011

**Status:** Pending

**Co-contributors:**

## Learning Outcome:

**Target of Performance:** 70% of students will

**Learning Outcome:** Apply critical analysis and creativity to solve problems and draw reasonable conclusions.

**Assessment Tool/Scoring Method:** a student survey

## Assessment Plan:

**Changes Made Since Last Assessment:**

N/A - First Assessment

**Assessment Plan:** The Community College Survey of Student Engagement was administered in Spring 2011, and questions 4d, 5b, 5c, 5d, 5e, 12e were used as an indirect measure of this institutional learning outcome.

## Assessment Results:

**Results:** 4d - Worked on a paper or project that required integrating ideas or information from various sources. Sample - 581 Cerro Coso Mean - 2.59 Cohort Mean - 2.77 5b - Analyzing the basic elements of an idea, experience, or theory. Sample - 578 Cerro Coso Mean - 2.76 Cohort Mean - 2.89 5c - Synthesizing and organizing ideas, information, or experiences in new ways. Sample - 574 Cerro Coso Mean - 2.61 Cohort Mean - 2.76 5d - Making judgments about the value or soundness of information, arguments, or methods. Sample - 575 Cerro Coso Mean - 2.47 Cohort Mean - 2.59 5e - Applying theories or concepts to practical problems or in new situations. Sample - 578 Cerro Coso Mean - 2.57 Cohort Mean - 2.69 12e - Thinking critically and analytically. Sample - 565 Cerro Coso Mean - 2.8 Cohort Mean - 2.92  
Aggregation Cerro Coso - 2.63 (65.75%) Cohort - 2.77 (69.25%) Cerro Coso students scored lower (65.75%) than the target level of performance (70%). Cerro Coso students performed 3.5% points lower than the cohort. However, the cohort also performed slightly lower (69.25%) than Cerro Coso's target level of performance (70%).

**Analysis and Plan for Improvement and Reassessment:**

**Participants:**

## Attachments:

[CCSSE Data, Grouped by ILO](#)

# Institutional Outcome Assessment Report

## Basic Information:

**College:** Cerro Coso College

**Assessment Term:** Spring, 2011

**Status:** Pending

**Co-contributors:**

## Learning Outcome:

**Target of Performance:** 70% of students will

**Learning Outcome:** Respect individual and cultural diversity.

**Assessment Tool/Scoring Method:** a student survey

## Assessment Plan:

**Changes Made Since Last Assessment:**

N/A - First Assessment

**Assessment Plan:** The Community College Survey of Student Engagement was administered in Spring 2011, and questions 4s, 4t, 12k were used as an indirect measure of this institutional learning outcome.

## Assessment Results:

**Results:** 4s - Had serious conversations with students of a different race or ethnicity other than your own. Sample - 581 Cerro Coso Mean - 2.44 Cohort Mean - 2.41 4t - Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values. Sample - 580 Cerro Coso Mean - 2.39 Cohort Mean - 2.35 12k - Understanding people of other racial and ethnic backgrounds. Sample - 556 Cerro Coso Mean - 2.27 Cohort Mean - 2.41 Aggregation Cerro Coso - 2.37 (59.25%) Cohort - 2.39 (59.75%) Cerro Coso students scored substantially lower (59.5%) than the target level of performance (70%). Cerro Coso students performed very slightly lower (0.5% than the cohort. However, the cohort also performed lower (61%) than Cerro Coso's target level of performance (70%).

**Analysis and Plan for Improvement and Reassessment:**

**Participants:**

## Attachments:

[CCSSE Data, Grouped by ILO](#)



# Institutional Outcome Assessment Report

## Basic Information:

**College:** Cerro Coso College

**Assessment Term:** Spring, 2011

**Status:** Pending

**Co-contributors:**

## Learning Outcome:

**Target of Performance:** 70% of students will

**Learning Outcome:** Demonstrate personal, civic, social and environmental responsibility and cooperation in order to become a productive local and global citizen.

**Assessment Tool/Scoring Method:** a student survey

## Assessment Plan:

**Changes Made Since Last Assessment:**

N/A - First Assessment

**Assessment Plan:** The Community College Survey of Student Engagement was administered in Spring 2011, and questions 12l, 12m were used as an indirect measure of this institutional learning outcome.

## Assessment Results:

**Results:** 12l - Developing a personal code of values and ethics. Sample - 555 Cerro Coso Mean - 2.22 Cohort Mean - 2.41 12m - Contributing to the welfare of your community. Sample - 558 Cerro Coso Mean - 1.96 Cohort Mean - 2.04 Aggregation Cerro Coso - 2.09 (52.25%) Cohort - 2.23 (55.75%) Cerro Coso students scored lower (52.25%) than the target level of performance (70%). Cerro Coso students performed 3.5% percentage points lower than the cohort. However, the cohort also performed lower (55.75%) than Cerro Coso's target level of performance (70%).

**Analysis and Plan for Improvement and Reassessment:**

**Participants:**

## Attachments:

[CCSSE Data, Grouped by ILO](#)



# Admin/Student Services Outcome Assessment Report

## Basic Information:

**College:** Cerro Coso College

**Assessment Term:** Fall, 2008

**Status:** Launched

**Co-contributors:**

## Learning Outcome:

### Target of Performance:

**Learning Outcome:** Upon successful completion of tutor training, 75% of Level 1 tutors will be able to use Tutor Evaluation sheets to assess student tutee's study behaviors and study skills.

### Assessment Tool/Scoring

**Method:** Other(This will be assessed at random by 1.observation by supervisor with a score of 4/5 on a rubric or 2.)

## Assessment Plan:

### Changes Made Since Last

**Assessment:** N/A - First Assessment

**Assessment Plan:** 1. Three Tutor Evaluation sheets can be checked at random with 75 % scored on a rubric receiving 4/5 Fall 2008 & Spring 2009, or 2. Tutors can self evaluate sessions converted to digital format and scored on a rubric

## Assessment Results:

**Results:** Tutors were able to identify behaviors and study skills but several problems emerged.

1. The data collection was too time consuming and repetitious resulting in tutors not filling out all areas. It was also time consuming for evaluators.

2. Spring 2009 we tried fewer collections of data which resulted in less consistent data.

### **Analysis and Plan for Improvement and**

**Reassessment:** Spring 2009 we tried fewer collections of data which resulted in less consistent data . Sheets were revised fall 2009 to have one checklist and related items were combined.

Room for tutor comments was provided. We returned to each session for data collection.

Further tutor training on using the sheets as a tool took place fall 2009

**Participants:** Bonita Robison and Matt Crow

## Attachments:

# Admin/Student Services Outcome Assessment Report

## Basic Information:

**College:** Cerro Coso College

**Assessment Term:** Fall, 2008

**Status:** Launched

**Co-contributors:**

## Learning Outcome:

**Target of Performance:**

**Learning Outcome:** Upon successful completion of tutor training, 75% of Level 1 tutors, scoring 80% or better will be able to assess student tutee's cognitive level.

**Assessment Tool/Scoring Method:** Other(Checklist)

## Assessment Plan:

**Changes Made Since Last Assessment:** N/A - First Assessment

**Assessment Plan:** This will be assessed by our Tutor Evaluation Sheets for tutoring sessions and tabulated each semester. Similar results were noted spring 2009.

## Assessment Results:

**Results:** Fall 2008 Well over 90% of the tutors successfully identified the students cognitive level of functioning.

**Analysis and Plan for  
Improvement and**

**Reassessment:** It was decided this measure provided too little useful information and will only be informational to flag possible improper class placement.

**Participants:** Bonita Robison,  
Matt Crow

**Attachments:**

# Course Outcome Assessment Report

## Basic Information:

**Course:** BSOT C100 Introduction to Business  
Office Technology

**College:** Cerro Coso College

**Assessment Term:** Fall, 2012

**Status:** Active

**Co-contributors:**

## Learning Outcome:

**Target of Performance:** 95%

**Learning Outcome:** Describe the skills, knowledge, attitudes, and traits employers expect in an entry level office clerk or administrative assistant as presented in the Business Office Technology certificates and degree.

**Assessment Tool/Scoring Method:** an exam, scored by rubric

## Assessment Plan:

**Changes Made Since Last Assessment:**

This course is brand new and will be offered online during the Fall 2012 semester. The first assessment will take place at that time.

**Assessment Plan:** Elements described in this outcome will be assessed by an exam.

## Assessment Results:

**Results:** To be assessed during Fall 2012 when the course is offered for the first time.

**Analysis and Plan for Improvement and Reassessment:** N/A

**Participants:** Karen O'Connor

## Attachments:

# Course Outcome Assessment Report

## Basic Information:

**Course:** BSOT C100 Introduction to Business Office Technology

**College:** Cerro Coso College

**Assessment Term:** Fall, 2012

**Status:** Active

**Co-contributors:** April Browne,

## Learning Outcome:

**Target of Performance:** 90%

**Learning Outcome:** Demonstrate appropriate use of reference resources and problem solving skills for effective completion of office tasks requiring preparation of documents.

**Assessment Tool/Scoring Method:** an exam, scored by rubric

## Assessment Plan:

### **Changes Made Since Last Assessment:**

This course is brand new and will be offered online during the Fall 2012 semester. The first assessment will take place at that time.

**Assessment Plan:** This course is brand new and will be offered online during the Fall 2012 semester. The first assessment will take place at that time.

## Assessment Results:

**Results:** This course is brand new and will be offered online during the Fall 2012 semester. The first assessment will take place at that time.

### **Analysis and Plan for Improvement and**

**Reassessment:** This course is brand new and will be offered online during the Fall 2012 semester. The first assessment will take place at that time.

**Participants:** Karen O'Connor

## Attachments:

# Course Outcome Assessment Report

## Basic Information:

**Course:** BSOT C100 Introduction to Business  
Office Technology

**College:** Cerro Coso College

**Assessment Term:** Fall, 2012

**Status:** Active

**Co-contributors:** Matthew W. Hightower,

## Learning Outcome:

**Target of Performance:** 90%

**Learning Outcome:** Apply essential business English conventions, including punctuation, parts of speech, and grammar skills, to effective written office communication.

**Assessment Tool/Scoring Method:** an exam

## Assessment Plan:

### **Changes Made Since Last Assessment:**

This course is brand new and will be offered online during the Fall 2012 semester. The first assessment will take place at that time.

**Assessment Plan:** This course is brand new and will be offered online during the Fall 2012 semester. The first assessment will take place at that time.

## Assessment Results:

**Results:** This course is brand new and will be offered online during the Fall 2012 semester. The first assessment will take place at that time.

**Analysis and Plan for Improvement and Reassessment:** This course is brand new and will be offered online during the Fall 2012 semester. The first assessment will take place at that time.

**Participants:** Karen O'Connor

## Attachments:



# Course Outcome Assessment Report

## Basic Information:

**Course:** CHDV C107 School Age Development

**College:** Cerro Coso College

**Assessment Term:** Fall, 2011

**Status:** Launched

**Co-contributors:** Vivian C. Baker, Mary C. O'Neal,

## Learning Outcome:

**Target of Performance:** 70% of students will be able to

**Learning Outcome:** Apply developmental theory to the analysis of child observations, surveys, and/or interviews using investigative research methodologies.

**Assessment Tool/Scoring Method:** a paper, scored by rubric

## Assessment Plan:

**Changes Made Since Last Assessment:**  
N/A - First Assessment

**Assessment Plan:** The paper was an assignment in the course and all 22 students who completed the assessment were assessed in two sections of the course. One faculty taught both sections of the course.

## Assessment Results:

**Results:** 68% of students successfully met the outcome (15/22). The SLO was disaggregated into 3 elements, for 2 of the elements, 88% of students successfully met the outcome. The element of applying developmental theory was the area of concern with only 41% of students (9/22) performing satisfactorily.

**Analysis and Plan for Improvement and Reassessment:** Since this is the first time the assessments were used in the course, the concern about applying developmental theory could be an issue in the class. The course has now been updated to reflect more of a focus on applying developmental theory and the outcome will be reassessed the next time the course will be offered. This is a specialization course, so it is not scheduled as regularly as core courses.

**Participants:** Lisa Fuller, Mary O'Neal, and Vivian Baker participated in the analysis.

## Attachments:



# Course Outcome Assessment Report

## Basic Information:

**Course:** CHDV C107 School Age Development

**College:** Cerro Coso College

**Assessment Term:** Fall, 2012

**Status:** Launched

**Co-contributors:** Vivian C. Baker, Mary C. O'Neal,

## Learning Outcome:

**Target of Performance:** 70% of students will be able to

**Learning Outcome:** Evaluate out-of-school programs and how they meet the developmental needs of children in middle-childhood and adolescence.

**Assessment Tool/Scoring Method:** a paper, scored by rubric

## Assessment Plan:

**Changes Made Since Last Assessment:**  
N/A - First Assessment

**Assessment Plan:** The paper was an assignment in the course and all 25 students who completed the assessment were assessed in two sections of the course. One faculty taught both sections of the course.

## Assessment Results:

**Results:** 52% of students successfully met the outcome (13/25). The SLO was disaggregated into 3 elements. For 2 of the elements, 60% (15/25 and 17/25) students met the outcome while one element only 24% of students met the outcome (6/25).

**Analysis and Plan for Improvement and Reassessment:** The assessment tool used did not fully capture this SLO and has since been revised to provide better directions for the students. The element of discussing the developmental needs of older school-aged children was not included at all in the assessment. The SLO will be reassessed the next time the course is offered.

**Participants:** Lisa Fuller, Mary O'Neal, and Vivian Baker participated in the assessment.

## Attachments:

# Course Outcome Assessment Report

## Basic Information:

**Course:** CHDV C107 School Age Development

**College:** Cerro Coso College

**Assessment Term:** Fall, 2012

**Status:** Launched

**Co-contributors:** Vivian C. Baker, Mary C. O'Neal,

## Learning Outcome:

**Target of Performance:** 70% of students will be able to

**Learning Outcome:** Analyze major developmental milestones for children from middle childhood through adolescence in the areas of physical, socio-emotional, cognitive, and language development using standard research methodologies.

**Assessment Tool/Scoring Method:** a paper, scored by rubric

## Assessment Plan:

**Changes Made Since Last Assessment:**  
N/A - First Assessment

**Assessment Plan:** The paper was an assignment in the course and all 22 students who completed the assessment were assessed in two sections of the course. One faculty taught both sections of the course.

## Assessment Results:

**Results:** 59% of students successfully met the outcome (13/22). The SLO was disaggregated into 4 elements, however, and for 3 of the elements 73% of students (16/22) met the outcome. One element was not included in the assessment, language development, and only 23% of students (5/22) met this element.

**Analysis and Plan for Improvement and Reassessment:** The assessment tool has been rewritten to include all of the elements mentioned in the SLO. The SLO will be reassessed the next time the course is offered.

**Participants:** Lisa Fuller, Mary O'Neal, and Vivian Baker participated in the assessment.

## Attachments:

# Course Outcome Assessment Report

## Basic Information:

**Course:** WELD C101 Oxyacetylene Welding

**College:** Cerro Coso College

**Assessment Term:** Fall, 2011

**Status:** Active

**Co-contributors:**

## Learning Outcome:

**Target of Performance:** 100% of students

**Learning Outcome:** Practice clean and safe working habits that are consistent with trade practices to OSHA standards.

**Assessment Tool/Scoring Method:** Other(a pre-exam and performance scored by a rubric)

## Assessment Plan:

**Changes Made Since Last Assessment:**

NA first assesment

**Assessment Plan:** The safety performance of students is assesed first by must pass theory and practical exams based on chapters in the required text and consistant with OSHA standards. The students are then further observed throughout the semester by the instructor ensuring that they constantly meet the required standards of safety and are scored by a rubric.

## Assessment Results:

**Results:** 100% of students met the outcomes

**Analysis and Plan for Improvement and Reassessment:** Because 100% of the students met the outcomes and the current system is working well there is no plan for improvement at this time.

**Participants:** James H. O'Connor

## Attachments:

[Safety Theory Exam](#)

## Safety Exam F11

### True/False

Indicate whether the statement is true or false.

- \_\_\_ 1. Matches or cigarette lighters are acceptable means of lighting torches.
- \_\_\_ 2. The acetylene valve should never be opened more than one and one-half turns.
- \_\_\_ 3. Cold water should immediately be poured on a first or second degree burn.
- \_\_\_ 4. A welder's eyes can receive a flash burn within seconds from ultraviolet light.
- \_\_\_ 5. Infrared light is the light wave that is felt as heat.
- \_\_\_ 6. All regulators can be used interchangeably on different types of gas or for different pressure ranges.
- \_\_\_ 7. Regulators that creep excessively or beyond the safe working pressure may be used with caution until they are repaired.
- \_\_\_ 8. Acetylene cylinder valves have right-hand threads.
- \_\_\_ 9. Both earmuffs and earplugs help to protect from hearing damage.
- \_\_\_ 10. High pressure gas cylinders should be laid down to prevent being knocked over.
- \_\_\_ 11. Pressure regulators and gauges should be oiled on a regular basis.
- \_\_\_ 12. When using extension cords on portable power tools, the size of the conductors must be large enough to prevent a drop in voltage.
- \_\_\_ 13. Damage to your hearing caused by high sound levels is permanent and may not be detected until later in life.
- \_\_\_ 14. Oxygen cylinder valves must never be opened all the way.
- \_\_\_ 15. The function of the regulator is to reduce high pressure to a lower working pressure.
- \_\_\_ 16. Eye protection must be worn at all times while working in the shop.
- \_\_\_ 17. A flashback arrestor will stop the flame from a flashback from continuing through the hoses.
- \_\_\_ 18. Butane lighters should always be carried in a shirt pocket.
- \_\_\_ 19. The three sides of the Fire Triangle are heat, fuel and carbon dioxide.

### Multiple Choice

Identify the choice that best completes the statement or answers the question.

- \_\_\_ 20. The \_\_\_ is designed to quickly stop the flow of gas during a flashback.
  - a. flashback arrestor
  - b. exhaust valve
  - c. safety release valve
  - d. safety disc
- \_\_\_ 21. Acetylene cylinders that have been lying on their side must stand upright for at least \_\_\_ hours before they are used.
  - a. two
  - b. three
  - c. four
  - d. five
- \_\_\_ 22. \_\_\_ light is dangerous because the welder cannot feel the light while being exposed to it, and it may pass through clothing.

- a. Ultraviolet  
b. Infrared
- c. Visible  
d. Spectral
- \_\_\_ 23. The purpose of the \_\_\_ valve is to prevent gases from accidentally flowing through the torch and into the wrong hose.  
a. cylinder valve  
b. reverse flow  
c. safety release valve  
d. safety disc
- \_\_\_ 24. The \_\_\_ pressure gauge shows the pressure at the regulator.  
a. working  
b. under  
c. two-stage  
d. constant
- \_\_\_ 25. Who is ultimately responsible for the welder's safety?  
a. the employer  
b. Workers Compensation  
c. the Pope  
d. the welder
- \_\_\_ 26. A backfire may be caused by:  
a. touching the tip against the workpiece  
b. overheating the tip  
c. dirt in the tip  
d. all of the above
- \_\_\_ 27. \_\_\_ fire extinguishers are used for combustible metals such as zinc and magnesium.  
a. Type A  
b. Type B  
c. Type C  
d. Type D
- \_\_\_ 28. \_\_\_ fire extinguishers are used for electrical fires.  
a. Type A  
b. Type B  
c. Type C  
d. Type D
- \_\_\_ 29. Which of the following is true of regulators?  
a. All regulators work on different principles.  
b. The regulator reduces a high pressure to a lower, working pressure.  
c. The lower pressure must be allowed to fluctuate over a range of flow rates.  
d. All regulators can be safely interchanged for different pressure ranges.
- \_\_\_ 30. Left hand threaded fittings are identified by \_\_\_\_\_.  
a. a notch  
b. a sticker  
c. paint  
d. type of metal
- \_\_\_ 31. Leaks in an oxyacetylene system should be checked by using \_\_\_\_\_.  
a. grease  
b. oil  
c. leak-detecting solution  
d. soap
- \_\_\_ 32. Fuel gas hoses are \_\_\_\_\_.  
a. green and have right hand fittings  
b. red and have right hand fittings  
c. green and have left hand fittings  
d. red and have left hand fittings
- \_\_\_ 33. Which of the following is true of burns?  
a. They are caused by heat and not light.  
b. They are among the least common injuries in a welding shop.  
c. They are divided into four categories.  
d. The risk of infection is high because of the dead tissue.

### Completion

Complete each statement.

34. Highly combustible materials should be \_\_\_\_\_ feet or more away from any welding.
35. \_\_\_\_\_ is rising pressure on the working side of the regulator.

36. A(n) \_\_\_\_\_ will do the job of a reverse flow valve, and it will also stop the flame of a flashback.
37. The maximum working pressure of acetylene is \_\_\_\_\_ psi.
38. If a valve is opened quickly the regulator may be damaged or the guage may \_\_\_\_\_.
39. Fire extinguishers operate on the principle of removing one side of the \_\_\_\_\_.
40. The type of hoses used on an oxyacetylene system is known as a duplex or \_\_\_\_\_ hose.
41. The high pressure guage on a regulator shows pressure in the \_\_\_\_\_ only.
42. The maximum safe working pressure of acetylene is \_\_\_\_\_.
43. A \_\_\_\_\_ system can be used if there are a large number of work stations or if a high volume of gas will be used
44. Acetylene is absorbed in \_\_\_\_\_.
45. \_\_\_\_\_ ventilation must always be used when welding or cutting on metals that give off dangerous fumes.

### Short Answer

46. What is an MSDS?

.

47. On what principle does a fire extinguisher work?

.

48. List the four types of fire extinguishers and what type of fire each is to be used on.

1.

2.

3.

4.

.

49. List and describe the three classifications of burns.

1.

2.

3.

.

50. Identify the parts of the regulator shown on the board.

1.

2.

3.

4.

5.

6.

## Safety Exam F11 Answer Section

### TRUE/FALSE

- |            |        |          |
|------------|--------|----------|
| 1. ANS: F  | PTS: 1 | REF: 25  |
| 2. ANS: T  | PTS: 1 | REF: 745 |
| 3. ANS: T  | PTS: 1 | REF: 24  |
| 4. ANS: T  | PTS: 1 | REF: 24  |
| 5. ANS: T  | PTS: 1 | REF: 23  |
| 6. ANS: F  | PTS: 1 | REF: 729 |
| 7. ANS: F  | PTS: 1 | REF: 732 |
| 8. ANS: F  | PTS: 1 | REF: 31  |
| 9. ANS: T  | PTS: 1 | REF: 27  |
| 10. ANS: F | PTS: 1 | REF: 739 |
| 11. ANS: F | PTS: 1 | REF: 733 |
| 12. ANS: T | PTS: 1 | REF: 40  |
| 13. ANS: T | PTS: 1 | REF: 28  |
| 14. ANS: F | PTS: 1 |          |
| 15. ANS: T | PTS: 1 |          |
| 16. ANS: T | PTS: 1 |          |
| 17. ANS: T | PTS: 1 | REF: 739 |
| 18. ANS: F | PTS: 1 |          |
| 19. ANS: F | PTS: 1 |          |

### MULTIPLE CHOICE

- |            |        |            |
|------------|--------|------------|
| 20. ANS: A | PTS: 1 | REF: 739   |
| 21. ANS: C | PTS: 1 | REF: 33    |
| 22. ANS: A | PTS: 1 | REF: 24-25 |
| 23. ANS: B | PTS: 1 | REF: 738   |
| 24. ANS: A | PTS: 1 | REF: 729   |
| 25. ANS: D | PTS: 1 |            |
| 26. ANS: D | PTS: 1 |            |
| 27. ANS: D | PTS: 1 | REF: 35    |
| 28. ANS: C | PTS: 1 | REF: 35    |
| 29. ANS: B | PTS: 1 | REF: 729   |
| 30. ANS: A | PTS: 1 |            |
| 31. ANS: C | PTS: 1 |            |
| 32. ANS: D | PTS: 1 |            |
| 33. ANS: D | PTS: 1 | REF: 23    |

### COMPLETION

34. ANS:



35  
thirty-five  
thirty five

- PTS: 1                    REF: 35  
35. ANS: Creep
- PTS: 1                    REF: 732  
36. ANS: flashback arrestor
- PTS: 1                    REF: 739  
37. ANS: 15
- PTS: 1  
38. ANS: explode
- PTS: 1  
39. ANS: Fire Triangle
- PTS: 1  
40. ANS: siamese
- PTS: 1                    REF: 741  
41. ANS: cylinder
- PTS: 1                    REF: 731  
42. ANS: 15 PSI
- PTS: 1  
43. ANS: manifold
- PTS: 1                    REF: 747  
44. ANS: acetone
- PTS: 1                    REF: 33  
45. ANS: forced
- PTS: 1                    REF: 30

#### **SHORT ANSWER**

46. ANS:  
All manufacturers of potentially hazardous materials must provide to the users of their products detailed information regarding possible hazards resulting from the use of their products. These material safety data sheets are often called MSDS. They must be provided to anyone using the product or anyone working in the area where the products are in use. Often companies will post these sheets on a bulletin board or put them in a convenient place near the work area. Some states have Right-to-know laws that require specific training of all employees who handle or work in areas with hazardous materials.

PTS: 1 REF: 31

47. ANS:

A fire extinguisher works by breaking the fire triangle of heat, fuel, and oxygen. Most extinguishers both cool the fire and remove the oxygen. They use a variety of materials to extinguish the fire.

PTS: 1 REF: 36

48. ANS:

A,B,C,D solid, liquid, electrical, metal

PTS: 1 REF: 35

49. ANS:

First degree -skin reddish, tender and painful, no broken skin

Second degree - surface of skin is severely damaged resulting in blisters and possible breaks in the skin.

Third degree - surface of skin and possibly the tissue below appear white or charred. Initionally may be little pain due to nerve damage.

PTS: 1 REF: 23, 24

50. ANS:

1. high pressure or cylinder guage
2. cylinder connection
3. adjusting or tee handle
4. hose connection
5. pressure release valve
6. low pressure or working guage

PTS: 1

# Course Outcome Assessment Report

## Basic Information:

**Course:** WELD C101 Oxyacetylene Welding

**College:** Cerro Coso College

**Assessment Term:** Fall, 2011

**Status:** Active

**Co-contributors:**

## Learning Outcome:

**Target of Performance:** 100% of students

**Learning Outcome:** Demonstrate proper care and handling of tanks, regulators, and torches.

**Assessment Tool/Scoring Method:** Other (An exam and performance scored with a rubric)

## Assessment Plan:

**Changes Made Since Last Assessment:**  
NA

**Assessment Plan:** The students are assessed with a theory and practical exam and observed by the instructor throughout the semester and score with a rubric.

## Assessment Results:

**Results:** 100% of students

**Analysis and Plan for Improvement and Reassessment:** No improvement is planned at this time

**Participants:** James H. O'Connor

## Attachments:

# Course Outcome Assessment Report

## Basic Information:

**Course:** WELD C101 Oxyacetylene Welding

**College:** Cerro Coso College

**Assessment Term:** Fall, 2011

**Status:** Active

**Co-contributors:**

## Learning Outcome:

**Target of Performance:** 100% of students

**Learning Outcome:** Install and correctly adjust regulators, light and adjust torches.

**Assessment Tool/Scoring Method:**

Other(theory and practical exam scored by a rubric)

## Assessment Plan:

**Changes Made Since Last Assessment:**

NA

**Assessment Plan:** Students are assessed throughout the semester by the instructor using quizzes and direct observation and scored with a rubric

## Assessment Results:

**Results:** 100% of students

**Analysis and Plan for Improvement and**

**Reassessment:** No plan for improvement at this time.

**Participants:** James H. O'Connor

## Attachments:

# Course Outcome Assessment Report

## Basic Information:

**Course:** WELD C101 Oxyacetylene Welding

**College:** Cerro Coso College

**Assessment Term:** Fall, 2011

**Status:** Active

**Co-contributors:**

## Learning Outcome:

**Target of Performance:** 90%

**Learning Outcome:** Identify different types of metals and the appropriate welding/cutting process.

**Assessment Tool/Scoring Method:** a project, scored by rubric

## Assessment Plan:

**Changes Made Since Last Assessment:**  
NA

**Assessment Plan:** Instructor grades assigned projects throughou the semester

## Assessment Results:

**Results:** 100% of students

**Analysis and Plan for Improvement and Reassessment:** No improvment planned at this time

**Participants:** James H. O'Connor

## Attachments:

# Course Outcome Assessment Report

## Basic Information:

**Course:** WELD C101 Oxyacetylene Welding

**College:** Cerro Coso College

**Assessment Term:** Fall, 2011

**Status:** Active

**Co-contributors:**

## Learning Outcome:

**Target of Performance:** 100% of students

**Learning Outcome:** Make a variety of oxyacetylene welds with and without filler rod and cut metal using the cutting torch.

**Assessment Tool/Scoring Method:** a project, scored by rubric

## Assessment Plan:

**Changes Made Since Last Assessment:**

NA

**Assessment Plan:** Students complete assigned projects that are graded by the instructor throughout the semester.

## Assessment Results:

**Results:** 100% of students

**Analysis and Plan for Improvement and Reassessment:** There is no plan for improvement at this time

**Participants:** James H. O'Connor

## Attachments:

# Course Outcome Assessment Report

## Basic Information:

**Course:** WELD C101 Oxyacetylene Welding

**College:** Cerro Coso College

**Assessment Term:** Fall, 2011

**Status:** Active

**Co-contributors:**

## Learning Outcome:

**Target of Performance:** 100% of students

**Learning Outcome:** Perform soldering and brazing tasks.

**Assessment Tool/Scoring Method:** a project, scored by rubric

## Assessment Plan:

**Changes Made Since Last Assessment:**  
NA

**Assessment Plan:** Students complete assigned projects that are graded by the instructor throughout the semester.

## Assessment Results:

**Results:** 100% of students

**Analysis and Plan for Improvement and Reassessment:** No plan for improvement at this time

**Participants:** James H. O'Connor

## Attachments:



# Course Outcome Assessment Report

## Basic Information:

**Course:** PDEV C052 Becoming Successful  
ONL Student

**College:** Cerro Coso College

**Assessment Term:** Fall, 2012

**Status:** Pending

**Co-contributors:**

## Learning Outcome:

**Target of Performance:** 80% of students enrolled will complete the Group Collaboration Project.

**Learning Outcome:** Demonstrate the ability to use web pages, email, discussion groups, and submit a written assignment in online classes.

**Assessment Tool/Scoring Method:** a project, scored by rubric

## Assessment Plan:

**Changes Made Since Last Assessment:**  
First assessment cycle.

**Assessment Plan:** This will be measured by the number of students who successfully complete the Group Collaboration Project as defined by the project directions.

## Assessment Results:

**Results:** 92% of the enrolled students successfully completed the project.

**Analysis and Plan for Improvement and Reassessment:** The Group Collaboration Project appears to be a valid and helpful measure of students ability to use web pages, email, discussion posts, online group activities and written assignments. It planned to continue assessment and compare online course success with Project success to better support the validity and reliability of the measure.

**Participants:** Jamie Flatebo Karee Hamilton

## Attachments:



# Course Outcome Assessment Report

## Basic Information:

**Course:** PDEV C052 Becoming Successful  
ONL Student

**College:** Cerro Coso College

**Assessment Term:** Fall, 2012

**Status:** Launched

**Co-contributors:**

## Learning Outcome:

**Target of Performance:** 80% of students enrolled should be able to achieve the learning outcome.

**Learning Outcome:** Evaluate readiness for taking online classes.

**Assessment Tool/Scoring Method:**  
Other(Journal Entry #3)

## Assessment Plan:

**Changes Made Since Last Assessment:**  
First assessment cycle.

**Assessment Plan:** The outcome will be measured by the number of students who successfully complete the Journal Entry #3 as defined in the journal directions.

## Assessment Results:

**Results:** 48% of students completed the Journal Entry #3.

**Analysis and Plan for Improvement and Reassessment:** Analysis of the data indicates that the Journal Assignment was perceived as optional and a self-reflective tool; rather than as required component of the course. To improve the use of the measure the Journal Entry #3 will include directions that indicate that while other Journals may be optional for the students personal use only, Entry #3 is a required component of the course.

**Participants:** Jamie Flatebo Karee Hamilton

## Attachments:

# Course Outcome Assessment Report

## Basic Information:

**Course:** PDEV C052 Becoming Successful  
ONL Student

**College:** Cerro Coso College

**Assessment Term:** Fall, 2012

**Status:** Launched

**Co-contributors:**

## Learning Outcome:

**Target of Performance:** 80% of students enrolled will successfully complete the Scavenger Hunt.

**Learning Outcome:** Demonstrate ability to work in and navigate the Cerro Coso course environment.

**Assessment Tool/Scoring Method:** a project, scored by rubric

## Assessment Plan:

**Changes Made Since Last Assessment:**  
First assessment cycle.

**Assessment Plan:** The Learning Outcome will be measured by the number of students who successfully complete the Scavenger Hunt as defined by the assignment directions.

## Assessment Results:

**Results:** 88% of students enrolled at census successfully completed the Scavenger Hunt.

**Analysis and Plan for Improvement and Reassessment:** The Scavenger Hunt seems an appropriate measure of the students ability to work in and navigate the Cerro Coso course environment. Continued assessment with the measure and comparison to student success data in subsequent online coursework should provide evidence of the validity and reliability of the measure.

**Participants:** Jamie Flatebo Karee Hamilton

## Attachments:

# Course Outcome Assessment Report

## Basic Information:

**Course:** BSAD C211 E-Commerce

**College:** Cerro Coso College

**Assessment Term:** Fall, 2010

**Status:** Launched

**Co-contributors:**

## Learning Outcome:

**Target of Performance:** 80% will score 80% or higher.

**Learning Outcome:** Evaluate business models and strategies for marketing, selling, and distributing products, media, and services through the Internet.

**Assessment Tool/Scoring Method:** an exam

## Assessment Plan:

**Changes Made Since Last Assessment:**

**Assessment Plan:** Identify and briefly discuss the roles and value of intermediaries in e-marketplaces.

## Assessment Results:

**Results:** 17 responses, avg. 14/15, 1 below 80%, 93.3% above 80%.

**Analysis and Plan for Improvement and Reassessment:** None, the target outcome was met.

**Participants:** Matt Hightower

## Attachments:

# Course Outcome Assessment Report

## Basic Information:

**Course:** BSAD C211 E-Commerce

**College:** Cerro Coso College

**Assessment Term:** Fall, 2011

**Status:** Launched

**Co-contributors:**

## Learning Outcome:

**Target of Performance:** 80% will score 80% or higher.

**Learning Outcome:** Compare and contrast technologies and virtual spaces for electronic commerce.

**Assessment Tool/Scoring Method:** an exam

## Assessment Plan:

**Changes Made Since Last Assessment:**

**Assessment Plan:** Briefly describe Web 2.0 and how it differs from the World Wide Web (Web 1.0)

## Assessment Results:

**Results:** 17 responses, avg. 13/15, 2 below 80%, 80.6% above 80%.

**Analysis and Plan for Improvement and Reassessment:** None, the target outcome was met.

**Participants:** Matt Hightower

## Attachments:

# Course Outcome Assessment Report

## Basic Information:

**Course:** BSAD C211 E-Commerce

**College:** Cerro Coso College

**Assessment Term:** Fall, 2011

**Status:** Launched

**Co-contributors:**

## Learning Outcome:

**Target of Performance:** 80% will score 80% or higher.

**Learning Outcome:** Describe the impact of economics, law, and social psychology on electronic commerce.

**Assessment Tool/Scoring Method:** an exam

## Assessment Plan:

**Changes Made Since Last Assessment:**

**Assessment Plan:** Why are trust verification sites important to e-tailers and other online sellers? List two verification sites. What is their function?

## Assessment Results:

**Results:** 17 responses, avg. 13/15, 2 below 80%, 86.6% above 80%.

**Analysis and Plan for Improvement and Reassessment:** None, the target outcome was met.

**Participants:** Matt Hightower

## Attachments:



# Course Outcome Assessment Report

## Basic Information:

**Course:** BSAD C211 E-Commerce

**College:** Cerro Coso College

**Assessment Term:** Fall, 2012

**Status:** Launched

**Co-contributors:**

## Learning Outcome:

**Target of Performance:** 80% will score 80% or higher.

**Learning Outcome:** Evaluate and discuss marketing and search engine optimization strategies for different scenarios.

**Assessment Tool/Scoring Method:** an exam

## Assessment Plan:

**Changes Made Since Last Assessment:**

**Assessment Plan:** Businesses may use unethical practices or bad tactics to promote their Web sites to improve their search engine rankings. Identify three of these practices or tactics.

## Assessment Results:

**Results:** (17 responses, avg. 14/15, 2 below 80%, 93.3% above 80%.

**Analysis and Plan for Improvement and Reassessment:** None, the target outcome was met.

**Participants:** Matt Hightower

## Attachments:

# Course Outcome Assessment Report

## Basic Information:

**Course:** DMA C111 Fundamentals of Web Development

**College:** Cerro Coso College

**Assessment Term:** Fall, 2010

**Status:** Pending

**Co-contributors:** Elaine M. Rudis-Jackson,

## Learning Outcome:

**Target of Performance:** 80% of students will be able to

**Learning Outcome:** Write valid XHTML code.

**Assessment Tool/Scoring Method:** a project, scored by rubric

## Assessment Plan:

**Changes Made Since Last Assessment:**

N/A - First assessment

**Assessment Plan:** Description Suzie and Elaine used a simple scoring rubric to determine whether or not each student satisfactorily met the SLO. Prior to assessment they looked at several samples and discussed where the threshold would be between having met and not having met the outcome. Timeline Fall 2010 Sample 20 students were randomly selected from Fall 2010 sections, offered online or in hybrid format.

## Assessment Results:

**Results:** 15 out of 20 students (75%) met this outcome.

**Analysis and Plan for Improvement and Reassessment:** Students fell slightly below the target percentage. Suzie and Elaine are meeting during Spring 2011 Finals Week to analyze the results and identify strategies to improve the outcome. This SLO will be reassessed in Fall 2012.

**Participants:**

## Attachments:



# Course Outcome Assessment Report

## Basic Information:

**Course:** DMA C111 Fundamentals of Web Development

**College:** Cerro Coso College

**Assessment Term:** Fall, 2010

**Status:** Pending

**Co-contributors:** Elaine M. Rudis-Jackson,

## Learning Outcome:

**Target of Performance:** 80% of students will be able to

**Learning Outcome:** Write semantically correct XHTML code.

**Assessment Tool/Scoring Method:** a project, scored by rubric

## Assessment Plan:

**Changes Made Since Last Assessment:**  
N/A - First Assessment

**Assessment Plan:** Description Suzie and Elaine used a scoring rubric to determine whether or not each student satisfactorily met the SLO. Prior to assessment they looked at several samples and discussed where the threshold would be between having met and not having met the outcome. Timeline Fall 2010 Sample 20 students were randomly selected from Fall 2010 sections, offered online or in hybrid format.

## Assessment Results:

**Results:**

**Analysis and Plan for Improvement and Reassessment:**

**Participants:**

## Attachments:

# Course Outcome Assessment Report

## Basic Information:

**Course:** DMA C111 Fundamentals of Web Development

**College:** Cerro Coso College

**Assessment Term:** Fall, 2012

**Status:** Pending

**Co-contributors:**

## Learning Outcome:

**Target of Performance:**

**Learning Outcome:** Define the box model.

**Assessment Tool/Scoring Method:**

## Assessment Plan:

**Changes Made Since Last Assessment:**

**Assessment Plan:**

## Assessment Results:

**Results:**

**Analysis and Plan for Improvement and Reassessment:**

**Participants:**

## Attachments:

# Course Outcome Assessment Report

## Basic Information:

**Course:** DMA C111 Fundamentals of Web Development

**College:** Cerro Coso College

**Assessment Term:** Spring, 2011

**Status:** Pending

**Co-contributors:**

## Learning Outcome:

**Target of Performance:** 80% of students will be able to

**Learning Outcome:** Write valid CSS code to control page appearance and layout.

**Assessment Tool/Scoring Method:** Other()

## Assessment Plan:

**Changes Made Since Last Assessment:**

**Assessment Plan:** blah, blah

## Assessment Results:

**Results:**

**Analysis and Plan for Improvement and Reassessment:**

**Participants:**

## Attachments:

# Program Outcome Assessment Report

## Basic Information:

**Program:** CC General Sciences

**College:** Cerro Coso College

**Assessment Term:** Fall, 2006

**Status:** Launched

**Co-contributors:**

## Learning Outcome:

**Target of Performance:** 80% of students will be able to

**Learning Outcome:** Demonstrate mastery of the Scientific Method, including the experimental and empirical methodologies characteristic of science and the modern methods and tools used in scientific inquiry.

**Assessment Tool/Scoring Method:** an exam

## Assessment Plan:

**Changes Made Since Last Assessment:** N/A - First Assessment

**Assessment Plan:** For the past 2 semesters (Fall 2006 and Spring 2007), students in the Chemistry C101 class were given a series of questions on exams throughout the semester that assessed the students' understanding of the Scientific Method, including the definition of Scientific Theory. In Spring 2009, questions specifically geared towards the Scientific Method were included in an exam in Biology C142

## Assessment Results:

**Results:** The 20 students completing Chemistry C101 in the Fall of 2006 received an average of 81% on the questions. The 29 students completing Chemistry C101 in the spring of 2007 received an average of 80% on the questions. Data will be continued to be collected. The assessment of this SLO/PLO be incorporated into the non-majors biology courses in the fall of 2008, and all 100 level Science Courses by fall of 2010. For BIOL: 80% of the students at the KRV site, 81 % of the Students at the ONL campus and 100 % of the students at the IWV received a 70% or higher on these questions.

**Analysis and Plan for Improvement and Reassessment:** Incorporate into more 100 Level BIOL courses. Obtain more full-time Science Faculty and an Institutional Researcher.

**Participants:**

**Attachments:**

# Program Outcome Assessment Report

## Basic Information:

**Program:** CC General Sciences

**College:** Cerro Coso College

**Assessment Term:** Fall, 2006

**Status:** Launched

**Co-contributors:**

## Learning Outcome:

**Target of Performance:** 80% of students will be able to

**Learning Outcome:** Perform hands-on laboratory and/or field experiments of all science classes safely.

**Assessment Tool/Scoring Method:** Other(Measured by direct observation during laboratory work using a rubric based upon guidelines published)

## Assessment Plan:

**Changes Made Since Last Assessment:** N/A - First Assessment

**Assessment Plan:** In Physics C211, C113 and in Chemistry C113, C221 and C223. Students performing an especially challenging experiment were observed.

## Assessment Results:

**Results:** All students were prepared and engaged in the experiment. About 10% of the students excelled in preparation and execution of the challenging experiments. No injuries occurred.

**Analysis and Plan for Improvement and Reassessment:** Obtain resources for equipment and facilities upgrades for all the Science Courses. Continue to be strong advocates for hands-on labs. Continue to follow guidelines from Professional Societies.

**Participants:**

## Attachments:

# Program Outcome Assessment Report

## Basic Information:

**Program:** CC General Sciences

**College:** Cerro Coso College

**Assessment Term:** Fall, 2006

**Status:** Launched

**Co-contributors:**

## Learning Outcome:

**Target of Performance:** 70% of students will

**Learning Outcome:** Demonstrate proficient preparation for upper division science courses at the appropriate transfer institution in the chosen emphasis: biology, chemistry, or physical science.

**Assessment Tool/Scoring Method:** Other(Exam and follow-up survey)

## Assessment Plan:

**Changes Made Since Last Assessment:** N/A - First Assessment

**Assessment Plan:** For the past 2 years, the American Chemical Society Standardized Organic Exam was given to all the students in the Chem C223 the Capstone Class for Chemistry. Students who transferred to 4-year university were also informally surveyed.

## Assessment Results:

**Results:** All 7 students in the General Science Program took the ACS exam and the 73rd percentile or higher, with 1 student scoring in the 85th percentile and 1 student obtaining a perfect score. Students who were informally surveyed mentioned that they thought their preparation was excellent.

**Analysis and Plan for Improvement and Reassessment:** Incorporate the standardized exams into other disciplines such as Biology and Physics. Continue with Survey. Obtain more full-time Science Faculty and an Institutional Researcher.

**Participants:**

## Attachments:





# STUDENT LEARNING OUTCOMES AND ASSESSMENT PLAN

**Department:** CalWORKs

**Participants:** CalWORKs students

**Date:** 2008-2009

<b>Goal 1- To retain CalWORKs students so they can complete their educational goal</b>									
<b>Student Learning Outcome</b>	<b>Target Population</b>	<b>Intervention</b>	<b>Plan Overview</b>	<b>Target performance level</b>	<b>Data Collection: Assessment methods and tools</b>	<b>Student sample to be assessed</b>	<b>Timeline for data collection</b>	<b>SLO data analysis</b>	<b>Recommended improvement/Continuation</b>
As a result of maintaining compliance with DHS requirements, CalWORKs students will remain enrolled at Cerro Coso for two consecutive semesters from their start date in the CW program (To be referred to as persistence)	All eligible CalWORKs students	Meet with CW counselor minimum of one time during semester/Verify class & study hours applicable to DHS compliance requirements  Develop educational goal and plan  Provide opportunities to assist students in meeting work related activity hours	Track and compare retention rate with previous academic years	Increase persistence rates of 2008-2009 CW student population	BANNER data collected by CW staff and comparison or 2008-2009 rates to 2009-2010 rates	All eligible CalWORKs students from the current and past academic year	End of academic year, June 30, 2010	Use the persistence rate from spring 09 - fall 09 or fall 09 - spring 10 .  2006-2007 persistence was 75%; 2007-2008 persistence was 52%; 2008-2009 persistence was 81%	Continue to monitor persistence rates each academic year, fall semester to spring semester or spring semester to fall semester of next academic year .





# STUDENT LEARNING OUTCOMES AND ASSESSMENT PLAN

**Department:** CalWORKs

**Participants:** CalWORKs students

**Date:** 2008-2009

Goal 2- Increase number of work study/internship placements of CalWORKs students									
Student Learning Outcome	Target Population	Intervention	Plan Overview	Target performance level	Data Collection: Assessment methods and tools	Student sample to be assessed	Timeline for data collection	SLO data analysis	Recommended improvement/Continuation
As a result of completing a CalWORKs intake and work study orientation, students will be employed or placed in work study/internship opportunities.	All eligible CalWORKs students requesting work study or internship opportunities	Work Study orientation completed with CW student. Job readiness skills developed and work ethics discussed. Necessary paperwork for on and off campus placement completed with Job Developers assistance.  Interviews set up with employer and student for potential placement.	Compare number of work study placements in 2007-2008 and 2008-2009 with 2009-2010 academic year.	Continue increase in on and off campus work study placements in 2009-2010.	Job Development Specialist will collect data for end of the year reporting	All eligible CalWORKs students during the academic year of 2009-2010	End of academic year, June 30, 2010.	In 07-08 there were 20 CW job placements (14 on campus, 6 off campus) compared to 08-09 of 31 job placements (22 on campus, 9 off campus)	There was an overall increase in job placements from 07-08 to 08-09 in both on and off campus jobs.  Continue to monitor on and off campus work study/internship placements.

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## STUDENT LEARNING OUTCOMES AND ASSESSMENT PLAN

**Department:** Counseling      **Participants:** Counseling Coordinator, Counseling Faculty and Staff, Assessment Assistant  
**Date:** 08-09

Goal/Strategy/Activity 1A- Strengthen Instructional Programs and Services									
Student Learning Outcome	Target Population <sup>1</sup> (Which students will be effected?)	Intervention (What did you do or will you do to assure that the desired learning outcome takes place?)	Plan Overview What will you do to assess whether learning has occurred?	Target performance level (What would you consider success?)	Data Collection: Assessment methods and tools	Student sample to be assessed (Which students will you review?)	Timeline for data collection	SLO data analysis	Recommended improvement/Continuation
Students will be able to demonstrate understanding of enforced placement for English, reading, and math.	Students who participated in the assessment process in preparation for Spring 2008/Fall 2008 semesters	Participation in orientation prior to and counseling subsequent to the placement exam.	Students will respond to questions added to the annual Satisfaction with Placement Survey regarding the enforcement of placement class?	90% of students will answer questions correctly regarding enforced placement	Students will be asked: 1. What grade must be earned in this class in order for you to move on to the next level class? 2. Stated prerequisites are enforced for all English, reading, and math classes. True/False	All students who participated in placement during the identified time-period and who respond to the Satisfaction with Placement Survey	Spring 2008 and Fall 2008	Question 1- 83% of students responded correctly  Question 2- 90% of students responded correctly  See attached chart for more information	With the exception of Question 1 in the spring 2008 semester, the target performance level was met. The orientation has been slightly revised to further emphasize these concepts.

<b>Student Learning Outcome</b>	<b>Target Population<sup>2</sup></b> (Which students will be effected?)	<b>Intervention</b> (What did you do or will you do to assure that the desired learning outcome takes place?)	<b>Plan Overview</b> What will you do to assess whether learning has occurred?	<b>Target performance level</b> (What would you consider success?)	<b>Data Collection: Assessment methods and tools</b>	<b>Student sample to be assessed</b> (Which students will you review?)	<b>Timeline for data collection</b>	<b>SLO data analysis</b>	<b>Recommended improvement/Continuation</b>
Students who receive an Early Alert intervention will have more successful outcomes and behaviors, demonstrated by dropping or successfully completing the class in which they received the Early Alert	Students who received Early Alerts during the Fall 2007 and Fall 2008 semesters.	Instructors will submit Early Alert forms to students about whom they have concerns. The counseling department and, possibly other departments, will follow-up with these students to offer support, assistance, and make referrals to appropriate resources.	The counseling Department will look at the final outcomes for the students who received Early Alerts for the class(es) in which the alert was submitted (final grades, drops, etc.)	75% of the students who received an Early Alert will have successfully passed or dropped the class for which they received the Early Alert.	Records in Banner and database or of Early Alerts received	All students who received an Early Alert in Fall 2007 and Fall 2008	Fall 2007 and Fall 2008	For the two semesters 60% of the students who received an Early Alert had what we consider a successful outcome (A,B,C,or W).This did not meet our target, but has lead to the development of a new Student Learning Outcome.	After discussion, it has been decided that a more accurate reflection of the effectiveness of the Early Alert process would be to compare the outcomes of students in classes in which the Early Alert process is used the outcomes of students in classes in which the Early Alert process is not used.

Student Learning Outcome	Target Population <sup>3</sup> (Which students will be effected?)	Intervention (What did you do or will you do to assure that the desired learning outcome takes place?)	Plan Overview What will you do to assess whether learning has occurred?	Target performance level (What would you consider success?)	Data Collection: Assessment methods and tools	Student sample to be assessed (Which students will you review?)	Timeline for data collection	SLO data analysis	Recommended improvement/ Continuation
Prospective high school students will demonstrate a greater likelihood to attend Cerro Coso as a result of participation in Preview Day.	High school students who participate in the Preview Day activities	Visit to the college, information about programs and departments, demonstrations, and tours of the campus	Participating students will be asked a question at the conclusion of Preview Day 1.As a result of your participation in Preview Day, are you more likely to choose to attend Cerro Coso after you graduate from high school?	95% of students who respond will indicate that they are more likely to choose to attend Cerro Coso as a result of participation in Preview Day	Students will receive an evaluation to submit for a drawing at the conclusion of the activity. The question will be included on the evaluation form.	All students who participate in Preview Day	Fall 2008	98% of students indicated that they were more likely to attend Cerro Coso as after attending Preview Day.	We exceeded our target performance level, indicating that the event results in the intended outcome. We will now focus on increasing the number of students who participate in the event.









## STUDENT LEARNING OUTCOMES AND ASSESSMENT PLAN

**Department:** Counseling **Participants:** Counseling Coordinator, Counseling Faculty and Staff, Assessment Assistant  
**Date:** 08-09

Goal/Strategy/Activity 1A- Strengthen Instructional Programs and Services									
Student Learning Outcome	Target Population <sup>1</sup> (Which students will be effected?)	Intervention (What did you do or will you do to assure that the desired learning outcome takes place?)	Plan Overview What will you do to assess whether learning has occurred?	Target performance level (What would you consider success?)	Data Collection: Assessment methods and tools	Student sample to be assessed (Which students will you review?)	Timeline for data collection	SLO data analysis	Recommended improvement/Continuation
Students will be able to demonstrate understanding of enforced placement for English, reading, and math.	Students who participated in the assessment process in preparation for Spring 2008/Fall 2008 semesters	Participation in orientation prior to and counseling subsequent to the placement exam.	Students will respond to questions added to the annual Satisfaction with Placement Survey regarding the enforcement of placement class?	90% of students will answer questions correctly regarding enforced placement	Students will be asked: 1. What grade must be earned in this class in order for you to move on to the next level class? 2. Stated prerequisites are enforced for all English, reading, and math classes. True/False	All students who participated in placement during the identified time-period and who respond to the Satisfaction with Placement Survey	Spring 2008 and Fall 2008	Question 1- 83% of students responded correctly  Question 2- 90% of students responded correctly  See attached chart for more information	With the exception of Question 1 in the spring 2008 semester, the target performance level was met. The orientation has been slightly revised to further emphasize these concepts.

<b>Student Learning Outcome</b>	<b>Target Population<sup>2</sup></b> (Which students will be effected?)	<b>Intervention</b> (What did you do or will you do to assure that the desired learning outcome takes place?)	<b>Plan Overview</b> What will you do to assess whether learning has occurred?	<b>Target performance level</b> (What would you consider success?)	<b>Data Collection: Assessment methods and tools</b>	<b>Student sample to be assessed</b> (Which students will you review?)	<b>Timeline for data collection</b>	<b>SLO data analysis</b>	<b>Recommended improvement/Continuation</b>
Students who receive an Early Alert intervention will have more successful outcomes and behaviors, demonstrated by dropping or successfully completing the class in which they received the Early Alert	Students who received Early Alerts during the Fall 2007 and Fall 2008 semesters.	Instructors will submit Early Alert forms to students about whom they have concerns. The counseling department and, possibly other departments, will follow-up with these students to offer support, assistance, and make referrals to appropriate resources.	The counseling Department will look at the final outcomes for the students who received Early Alerts for the class(es) in which the alert was submitted (final grades, drops, etc.)	75% of the students who received an Early Alert will have successfully passed or dropped the class for which they received the Early Alert.	Records in Banner and database or of Early Alerts received	All students who received an Early Alert in Fall 2007 and Fall 2008	Fall 2007 and Fall 2008	For the two semesters 60% of the students who received an Early Alert had what we consider a successful outcome (A,B,C,or W).This did not meet our target, but has lead to the development of a new Student Learning Outcome.	After discussion, it has been decided that a more accurate reflection of the effectiveness of the Early Alert process would be to compare the outcomes of students in classes in which the Early Alert process is used the outcomes of students in classes in which the Early Alert process is not used.

Student Learning Outcome	Target Population <sup>3</sup> (Which students will be effected?)	Intervention (What did you do or will you do to assure that the desired learning outcome takes place?)	Plan Overview What will you do to assess whether learning has occurred?	Target performance level (What would you consider success?)	Data Collection: Assessment methods and tools	Student sample to be assessed (Which students will you review?)	Timeline for data collection	SLO data analysis	Recommended improvement/ Continuation
Prospective high school students will demonstrate a greater likelihood to attend Cerro Coso as a result of participation in Preview Day.	High school students who participate in the Preview Day activities	Visit to the college, information about programs and departments, demonstrations, and tours of the campus	Participating students will be asked a question at the conclusion of Preview Day 1.As a result of your participation in Preview Day, are you more likely to choose to attend Cerro Coso after you graduate from high school?	95% of students who respond will indicate that they are more likely to choose to attend Cerro Coso as a result of participation in Preview Day	Students will receive an evaluation to submit for a drawing at the conclusion of the activity. The question will be included on the evaluation form.	All students who participate in Preview Day	Fall 2008	98% of students indicated that they were more likely to attend Cerro Coso as after attending Preview Day.	We exceeded our target performance level, indicating that the event results in the intended outcome. We will now focus on increasing the number of students who participate in the event.







**SLO/PLO assessment/outcome cycles for 08-09-Taken from Counseling Unit Plan 09-10**

**STUDENT LEARNING OUTCOMES**

**2009-2010 SLOS**

**ORIENTATION/EXTENDED ORIENTATION CLASS**

SLO: After successful completion of COUN C101 or PDEV C101 or PDEV C052 students will demonstrate higher success and persistence rates in following year.

There is no comparative data for student success with students that have not taken a student success course at this time. This Student Learning Outcome will be reviewed for feasibility after consulting with the newly hired full time, college dedicated Institutional Researcher. Once the Institutional Researcher confirms a process by which we can obtain this information we will collect the comparison data, review the results and report out.

SLO: 90% of students who participated in the orientation/assessment process in preparation for Fall 2008/Spring 2009 semesters will be able to demonstrate understanding of enforced placement for English, reading, and math.

What grade must be earned in this class in order for you to move on to the next level class?

Stated prerequisites are enforced for all English, reading, and math classes.

True/False

Percentage of Students Who Responded Correctly

2008 83% 90%

2009 91% 93%

The strategies used in orientation to improve student understanding of the placement process seems to have been successful. Over 90% of the students surveyed were able to demonstrate an understanding of the enforced placement process.

**OUTREACH**

SLO: Given participation in Preview Day, 85% of participating high school students, 90% of participating high school students will indicate a greater likelihood of attending Cerro Coso.

## Preview Day Statistics

While the percentages for some of the questions have gone down (Particularly, the question, "After attending this event, are you more likely to attend Cerro Coso?" from the 07-08 responses (82% ). this represents a relatively small number of students. However, this does indicate a need to evaluate the format and content for the event. Suggestions will be gathered from faculty, CTE representatives, counseling participants, high school students and high school counselors to improve the event.

It has been challenging to recruit faculty to participate in the Information Fair portion of the event, which is reflected in the response that indicates that the Campus Tour was significantly more helpful than the Information Fair. Discussion is taking place to consider whether the scope of the event needs to be expanded to include community employers who connect with our degree programs and certificates. This may improve the event and draw connections for students that might make the event more comprehensive and meaningful.

Overall, Preview Day seems to continue to be a positive, informative and effective recruitment event. However, the Preview Day event, with adjustments will be evaluated during our SLO assessment cycle again next year.

SLO: After participating in the K-16 Bridge Program 90% of the participating high school students will be able to describe opportunities available to them at the community college.

The K-16 Bridge program has taken more time than expected to implement at service area high schools. There were significant delays in the readiness of the site for implementation and limited use at the partner high schools; Burroughs, Lone Pine, Bishop, Mammoth, Mojave, California City, Big Pine, and Immanuel. It is too early in the process to assess the outcomes for K-16 Bridge. There are trainings planned with each site for further the implementation process. Additionally, the counseling department is developing resources to use to interact with students using the MyMentor site, including comprehensive information sheets for students who have indicated interested in a particular major or career areas. This Student Learning Outcome will be assessed during the 09-10 academic year when K-16 has been more fully implemented.

## FOLLOW UP SERVICES

### Early Alert

SLO: After receiving an Early Alert intervention and subsequent follow up services students will be 10% more likely to earn an A,B,C, or W in the class than students who did not receive an Early Alert intervention and follow up.

Result: Data was gathered for the Fall 2008 and Spring 2009 semesters for success rates for classes in which the Early Alert process was used. This success rate data was compared to the institutional success rate for the same discipline on the California Community College Chancellor's Datamart site.

SUCCESS RATES FOR CLASSES IN WHICH THE EARLY ALERT PROCESS WAS USED

Fall 2008

Discipline	Success Rate in Early Alert Courses-counseling	Success Rate in Early Alert Courses-Chancellor	Cerro Coso Average Success Rate for Same Discipline/Same Mode of Delivery	Statewide Average Success Rate for Same Discipline/Same Mode of Delivery
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Math-Online (6 classes)	73.72%	43.48%	40.39%	53.01%
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Math-Onsite (6 classes)	68.75%	41.35%	52.53%	53.80%
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Nutrition

(1 class)	88.10	77.27	56.02	82.87
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Spring 2009

Discipline	Success Rate in Early Alert Courses-counseling	Success Rate in Early Alert Courses-Chancellor	Cerro Coso Average Success Rate for Same Discipline/Same Mode of Delivery	Statewide Average Success Rate for Same Discipline/Same Mode of Delivery
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Math-Online (5 classes)	83.83%	56.20%	46.51%	43.49%
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Math-Onsite (2 classes)	64%	14.81%	58.01%	53.28%
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Philosophy-Online

(2 classes)	70.59	51.52	47.37%	57.54%
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Psychology-Online

(3 classes)	76.47%	51.52%	47.37%	57.54%
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Success Rate in Early Alert Courses-counseling- success rate calculated with Ws in the numerator, Is and DRs excluded. Part of advising students who have been referred via the Early Alert process is to remind them of the option to drop and, at times, recommend that a course be dropped, instead of receiving a substandard grade. Consequently, from a counseling and advising perspective, a W is considered a positive outcome.

Success Rate in Early Alert Courses-Chancellor- success rate calculated using the same methodology as the State Chancellor's Office, with Ws, Is, and DRs calculated in the denominator. This success rate is provided to be more consistent with the comparative data.

Cerro Coso Average Success Rate for Same Discipline/Same Mode of Delivery-Cerro Coso average success rate available through Datamart for the same discipline and mode of delivery as the Early Alert courses being compared.

Statewide Average Success Rate for Same Discipline/Same Mode of Delivery- statewide average success rate available through Datamart the same discipline and mode of delivery as the Early Alert courses being compared.

While the results do not meet the target percentage of the Student Learning Outcome, in most cases, the average success rate for Early Alert courses are better than the Cerro Coso average for courses in the same discipline, same mode of delivery. There is not enough data, at this point, to determine if this difference is due to the use of the Early Alert process in the courses. There are too many variables to determine if this is a direct result, however, does appear that there is a positive relationship between Early Alert and student success. We will continue to track this data to further assess this relationship. Additionally, a survey will be developed to gain student and faculty perspective and feedback on the Early Alert intervention process. This will add narrative data on the usefulness of the process and potentially suggestions to improve the process. Below are the success rates for other courses in which the Early Alert process has been used. These courses are not included above, as there is not comparative data available.

On average, the success rate for courses in which the Early Alert process was used was better than the average institutional success rate for the same discipline area. While this is not conclusive evidence that the Early Alert process positively impacts course success rates, it seems to indicate that there is a positive relationship. In addition to continuing to gather this data, a survey will be developed to illicit input from both the faculty members who use Early Alert to provide feedback and the students who receive feedback and follow up via Early Alert.

### BASIC SKILLS

SLO: After receiving counseling intervention Basic Skills students will be more likely to successfully complete (with an A,B,C, or Cr grade) Basic Skills classes than those who did not receive intervention.

Term	Number of Classes in which Smartgrades was Administered	Number of Basic Skills instructors who Participated	Number of students who took SmartGrades	Number of at-risk students (Students who fell below the watch line in four or more Areas)	Number of at-risk students who received one-on-one intervention
Spring 2009	12 of 14	7 of 8	154	22	16

Spring 2009 was the first semester in which Smartgrades was administered in most of the Basic Skills classes on the IWV Campus. It is too early to gather and evaluate Success Rate data.

This data will be collected for the 2009-2010 cycle. Additionally, surveys will be developed to illicit feedback from both students and faculty on the Smartgrades information and the Smartgrades process. This will add narrative data on the usefulness of the information gained from Smartgrades, the usefulness of the process and, potentially, suggestions to improve the process. Additionally, as a result of the examination and discussion resulting from this Student Learning Outcome, strategies are being developed for more intensive intervention for Basic Skills Students and a higher level of collaboration with Basic Skills Faculty. This will be reflected in the goals for the Basic Skills Initiative and in a revised Student Learning Outcome assessment for 09-10. Some examples include:

1. Required long-term education plans for Basic Skills Students.
2. The pilot of a co-facilitation with the Basic Skills faculty from reading and English and the Basic Skills Counselor during the first week of classes.
3. Greater involvement of the Basic Skills Counselor during the school year in Basic Skills classes. This may include the co-facilitation of activities associated with the information yielded from Smartgrades.

Program Review Data for Academic\_Period BETWEEN '200750' AND '201130', Section\_Status\_Code = 'A', CC College

Subject:FACE	Top_Code:<All>	Campus_Desc:<All>
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ACAD YEAR	TERM	SUBJECT	Sections	Enrollment	Students / Section	FTES	FTEF	Adjunct FTEF	FTES/FTE F	Total Grades	# Retained	% Retained	# Succeeded	% Succeeded	
2007-2008			5	167	33.4	15.8	0.8	0.2	19.8	152	145	95.4%	137	90.1%	
	200750		1	42	42.0	3.8	0.2	0.0	19.2	39	37	94.9%	36	92.3%	
		Family & Consumer Education	1	42	42.0	3.8	0.2	0.0	19.2	39	37	94.9%	36	92.3%	
	200770			1	46	46.0	4.3	0.2	0.0	21.4	41	39	95.1%	37	90.2%
		Family & Consumer Education	1	46	46.0	4.3	0.2	0.0	21.4	41	39	95.1%	37	90.2%	
	200830			3	79	26.3	7.7	0.4	0.2	19.3	72	69	95.8%	64	88.9%
Family & Consumer Education		3	79	26.3	7.7	0.4	0.2	19.3	72	69	95.8%	64	88.9%		
2008-2009			3	119	39.7	11.5	0.6	0.2	19.1	115	100	87.0%	88	76.5%	
	200850		1	40	40.0	3.7	0.2	0.0	18.6	40	36	90.0%	35	87.5%	
		Family & Consumer Education	1	40	40.0	3.7	0.2	0.0	18.6	40	36	90.0%	35	87.5%	
	200870			2	79	39.5	7.8	0.4	0.2	19.4	75	64	85.3%	53	70.7%
Family & Consumer Education		2	79	39.5	7.8	0.4	0.2	19.4	75	64	85.3%	53	70.7%		
Sum			8	286	35.8	27.3	1.4	0.4	19.5	267	245	91.8%	225	84.3%	

Program Review Data for Academic\_Period BETWEEN '200750' AND '201130', Section\_Status\_Code = 'A', CC College

Subject:EDUC Top\_Code:<All> Campus\_Desc:<All>

ACAD YEAR	TERM	SUBJECT	Sections	Enrollment	Students / Section	FTES	FTEF	Adjunct FTEF	FTES/FTE F	Total Grades	# Retained	% Retained	# Succeeded	% Succeeded
2007-2008			4	72	18.0	3.4	0.4	0.0	8.4	69	65	94.2%	48	69.6%
	200770		1	19	19.0	0.8	0.1	0.0	8.4	18	18	100.0%	12	66.7%
		Education	1	19	19.0	0.8	0.1	0.0	8.4	18	18	100.0%	12	66.7%
	200830			3	53	17.7	2.5	0.3	0.0	8.4	51	47	92.2%	36
Education		3	53	17.7	2.5	0.3	0.0	8.4	51	47	92.2%	36	70.6%	
2008-2009			12	283	23.6	11.9	0.8	0.0	15.4	277	263	94.9%	195	70.4%
	200850		1	37	37.0	1.7	0.1	0.0	17.2	35	33	94.3%	24	68.6%
		Education	1	37	37.0	1.7	0.1	0.0	17.2	35	33	94.3%	24	68.6%
	200870		3	99	33.0	4.8	0.3	0.0	15.8	104	98	94.2%	76	73.1%
		Education	3	99	33.0	4.8	0.3	0.0	15.8	104	98	94.2%	76	73.1%
	200930			8	147	18.4	5.5	0.4	0.0	14.6	138	132	95.7%	95
Education		8	147	18.4	5.5	0.4	0.0	14.6	138	132	95.7%	95	68.8%	
2009-2010			15	271	18.1	9.9	0.6	0.0	15.3	271	227	83.8%	179	66.1%
	200950		1	37	37.0	1.7	0.1	0.0	17.2	35	29	82.9%	25	71.4%
		Education	1	37	37.0	1.7	0.1	0.0	17.2	35	29	82.9%	25	71.4%
	200970		7	116	16.6	4.0	0.3	0.0	14.7	119	103	86.6%	79	66.4%
		Education	7	116	16.6	4.0	0.3	0.0	14.7	119	103	86.6%	79	66.4%
	201030		7	118	16.9	4.1	0.3	0.0	15.1	117	95	81.2%	75	64.1%
Education		7	118	16.9	4.1	0.3	0.0	15.1	117	95	81.2%	75	64.1%	
2010-2011			10	177	17.7	5.4	0.3	0.0	15.6	169	131	77.5%	88	52.1%
	201070		7	126	18.0	4.6	0.3	0.0	16.7	123	110	89.4%	72	58.5%
		Education	7	126	18.0	4.6	0.3	0.0	16.7	123	110	89.4%	72	58.5%
	201130		3	51	17.0	0.8	0.1	0.0	11.3	46	21	45.7%	16	34.8%
Education		3	51	17.0	0.8	0.1	0.0	11.3	46	21	45.7%	16	34.8%	
Sum			41	803	19.6	30.6	2.2	0.0	14.1	786	686	87.3%	510	64.9%

Program Review Data for Academic\_Period BETWEEN '200750' AND '201130', Section\_Status\_Code = 'A', CC College

Subject:CHDV Top\_Code:<All> Campus\_Desc:<All>

ACAD YEAR	TERM	SUBJECT	Sections	Enrollment	Students / Section	FTES	FTEF	Adjunct FTEF	FTES/FTE F	Total Grades	# Retained	% Retained	# Succeeded	% Succeeded
2007-2008			50	1,521	30.4	140.1	9.2	6.6	15.2	1,433	1,267	88.4%	949	66.2%
	200750		12	388	32.3	35.5	2.4	2.2	14.8	378	343	90.7%	281	74.3%
		Child Development	12	388	32.3	35.5	2.4	2.2	14.8	378	343	90.7%	281	74.3%
	200770		17	506	29.8	46.7	3.1	1.8	15.2	475	429	90.3%	301	63.4%
		Child Development	17	506	29.8	46.7	3.1	1.8	15.2	475	429	90.3%	301	63.4%
	200830		21	627	29.9	57.9	3.8	2.5	15.4	580	495	85.3%	367	63.3%
Child Development		21	627	29.9	57.9	3.8	2.5	15.4	580	495	85.3%	367	63.3%	
2008-2009			69	2,201	31.9	204.5	13.4	9.1	15.3	2,173	1,788	82.3%	1,346	61.9%
	200850		15	459	30.6	41.8	2.8	2.0	14.8	456	395	86.6%	327	71.7%
		Child Development	15	459	30.6	41.8	2.8	2.0	14.8	456	395	86.6%	327	71.7%
	200870		25	778	31.1	74.8	5.1	3.2	14.6	792	612	77.3%	450	56.8%
		Child Development	25	778	31.1	74.8	5.1	3.2	14.6	792	612	77.3%	450	56.8%
	200930		29	964	33.2	87.9	5.4	3.9	16.3	925	781	84.4%	569	61.5%
Child Development		29	964	33.2	87.9	5.4	3.9	16.3	925	781	84.4%	569	61.5%	
2009-2010			80	2,499	31.2	231.7	14.7	11.5	15.8	2,485	2,070	83.3%	1,581	63.6%
	200950		23	758	33.0	69.7	4.4	3.8	15.7	753	641	85.1%	501	66.5%
		Child Development	23	758	33.0	69.7	4.4	3.8	15.7	753	641	85.1%	501	66.5%
	200970		28	777	27.8	71.7	4.6	3.7	15.7	768	625	81.4%	482	62.8%
		Child Development	28	777	27.8	71.7	4.6	3.7	15.7	768	625	81.4%	482	62.8%
	201030		29	964	33.2	90.3	5.7	4.0	15.8	964	804	83.4%	598	62.0%
Child Development		29	964	33.2	90.3	5.7	4.0	15.8	964	804	83.4%	598	62.0%	
2010-2011			94	3,297	35.1	303.8	18.7	13.5	16.2	3,248	2,622	80.7%	1,883	58.0%
	201050		32	1,043	32.6	96.3	6.4	5.0	15.0	1,053	910	86.4%	674	64.0%
		Child Development	32	1,043	32.6	96.3	6.4	5.0	15.0	1,053	910	86.4%	674	64.0%
	201070		31	1,098	35.4	102.8	6.2	4.0	16.7	1,094	813	74.3%	561	51.3%
		Child Development	31	1,098	35.4	102.8	6.2	4.0	16.7	1,094	813	74.3%	561	51.3%
	201130		31	1,156	37.3	104.8	6.2	4.4	17.0	1,101	899	81.7%	648	58.9%
Child Development		31	1,156	37.3	104.8	6.2	4.4	17.0	1,101	899	81.7%	648	58.9%	
Sum			245	9,518	38.8	880.1	56.1	40.6	15.7	9,339	7,747	83.0%	5,759	61.7%





# STUDENT LEARNING OUTCOME AND ASSESSMENT PLAN

Program:

Assessment Team:



Outcome and Assessment Definitions				Assessment and Data Collection			
	Condition of Outcome	Target Performance Level	Student Learning or Admin. Unit Outcome	Assessment Tool/Scoring Method	Detailed Description of Assessment Plan	Results	Plan for Improvement and Reassessment
A.	Upon successful completion of requesting a transcript;	20% of students will rely on the electronic version of e-trans.	Demonstrate technical and behavioral understanding of applying and completing transcript requests, and relying on quicker turnaround	This SLO will be assessed with the amount of usage that students will attain on e-transcripts.	<p><b>Description:</b> As soon as students find out about e-trans, demand will increase.</p> <p><b>Timeline:</b> Throughout 2010, utilization will be analyzed</p> <p><b>Sample:</b> E-trans began in 2009 and it was estimated that demand would increase significantly.</p> <p><b>Pending Tasks:</b></p> <ul style="list-style-type: none"> <li>• Calculate /Tally the amount of usage in 2010</li> <li>• Determine awareness issues for this program</li> </ul>	<p>Less than 7% of transcript requests involved e-trans</p> <p>Utilization of e-trans increased over 6 times from 2009 to 2010</p>	Develop a Survey that poses an awareness question about e-trans
B.	Upon implementation of wait listing (WL)	50% of the problems in notifying students about being in a class will go away	Demonstrate technical understanding of completing registration	This SLO will be assessed indirectly by the number of calls received from students about not being notified	<p><b>Description:</b> Monitor the # of calls received in A&amp;R and Counseling</p> <p><b>Timeline:</b> 1/18/10 to Census 2/1/10</p> <p><b>Sample:</b> Online classes represent 65% of enrollment; expect difficulties</p> <p><b>Pending Tasks:</b> Identify and describe the type and amount of issues as a result of implanting wait lists</p>	50% of the problems went away however additional problems were identified	<p>*Passwords for Moodle not distributed</p> <p>*Email for going from WL to registration not received</p> <p>*Students not using college email</p> <p>*Late start classes – an issue</p> <p><b>Re-asses More</b></p>



## STUDENT LEARNING OUTCOME AND ASSESSMENT PLAN

							debriefing sessions planned
C.					Description:  Timeline:  Sample:  Pending Tasks:		
D.					Description:  Timeline:  Sample:  Pending Tasks:		

### Mapping of Program Learning Outcomes to Core Courses

Courses	Program Learning Outcomes			
	A.	B.	C.	D.



## STUDENT LEARNING OUTCOME AND ASSESSMENT PLAN

**Program:**

**Assessment Team:**



Outcome and Assessment Definitions					Assessment and Data Collection		
	Condition of Outcome	Target Performance Level	Student Learning or Admin. Unit Outcome	Assessment Tool/Scoring Method	Detailed Description of Assessment Plan	Results	Plan for Improvement and Reassessment
A.	Veteran Outreach issues require counselor time and access to veteran resource agencies	50% of veterans will seek more counseling time and requests for links to veterans resources	Veterans will demonstrate their education-seeking capabilities	This SLO will be assessed with an online survey.	<p><b>Description:</b> Survey questions are designed to analyze varieties of issues that counselors can suggest; also the degree of outside agencies where veterans may have an interest.</p> <p><b>Timeline:</b> An online survey concerning the veteran's links was completed during the month of August 2010.</p> <p><b>Sample:</b> The online survey allowed veterans to put an emphasis on where they needed help.</p> <p><b>Pending Tasks:</b></p> <ul style="list-style-type: none"> <li>• Analyze survey results to determine solutions for realizing more counselor time.</li> <li>• Assess what partnerships need to be established to offer vet/students more services.</li> </ul>	There was only a 10% response rate to the survey questions	<p>40% of respondents wanted more counseling time, to examine time management and life issues</p> <ul style="list-style-type: none"> <li>✓ An extended orientation is being planned for veteran students</li> </ul> <p>40% of respondents wanted access to other agencies that provide other solutions.</p> <ul style="list-style-type: none"> <li>✓ Vets Recognition Day will be expanded to recognize these issues that also provide solutions</li> </ul>
B	Outcome and Assessment Definitions				Assessment and Data Collection		
	Condition of Outcome	Target Performance Level	Student Learning or Admin. Unit Outcome	Assessment Tool/Scoring Method	Detailed Description of Assessment Plan	Results	Plan for Improvement and Reassessment



## STUDENT LEARNING OUTCOME AND ASSESSMENT PLAN

					<b>Description:</b>  <b>Timeline:</b>  <b>Sample:</b>  <b>Pending Tasks:</b>		
C.					Description:  Timeline:  Sample:  Pending Tasks:		
D.					Description:  Timeline:  Sample:  Pending Tasks:		

### Mapping of Program Learning Outcomes to Core Courses

Courses	Program Learning Outcomes			
	A.	B.	C.	D.



# STUDENT LEARNING OUTCOME AND ASSESSMENT PLAN

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