

Student Learning Assessment Guide for Faculty



2012-2013

Student Learning Assessment Committee

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INTRODUCTION

The *Student Learning Assessment Guide for Faculty* has been prepared for all full-time and adjunct faculty who teach for Mesalands Community College for both on-campus and off-campus programs. This practical guide to student learning assessment is a supplement to the *Student Learning Assessment Model* developed and overseen by the Student Learning Assessment Committee (SLAC). The *Student Learning Assessment Guide for Faculty* is meant to serve as a “quick start” user manual to assist all faculty in implementing assessment of student learning.

Assessment can be defined as the process of determining the quality and quantity of student learning in order to make improvements. It is critical that all faculty members at Mesalands Community College meaningfully capture and document what they are teaching, what students are learning and how this information is improving the teaching-learning relationship. SLAC wants to help you help students to learn. We are just as committed and excited about helping students to learn as you are.

Mesalands Community College encourages all faculty to take “ownership” of their courses in terms of whether or not students are learning what faculty say they are learning as identified in the general education competencies, program objectives and course objectives (sometimes referred to as “learning outcomes”).

Clearly defined general education competencies, program objectives and course objectives are Mesalands’ contract with all stakeholders and reflect those competencies that students will possess and demonstrate upon graduation. These competencies and objectives reflect the knowledge, skills and professional dispositions valued by workplace employers and other interested parties and represent the most deeply held values of the College. These competencies and objectives also drive the teaching-learning relationships inherent to success at Mesalands.

In addition to the program objectives and course objectives identified in the course syllabus, the College has identified three general education competencies that all Mesalands graduates will demonstrate upon completion of a degree regardless of educational site or delivery method. As stated previously, these competencies represent the most deeply held values of the College and are as follows:

- Communication: Students will read, write, listen and use verbal skills to organize and communicate information and ideas in personal and group settings.

- **Mathematical and Scientific Reasoning:** Students will demonstrate mathematical principles and scientific reasoning by applying appropriate methods to the inquiry process.
- **Critical Thinking:** Students will identify, evaluate and analyze evidence to guide decision-making and communicate his/her beliefs clearly and accurately.

As a faculty member, it is your responsibility to assess whether or not students are accomplishing the specific program and course objectives as well as the general education competencies. The College has developed rubrics to assist you in evaluating the general education competency outcomes (Appendix A).

Mesalands Community College is clearly committed to student learning as indicated in the College Mission and Goals.

MISSION

Mesalands Community College is an institution of higher education **that promotes student learning** through quality education and services. Mesalands Community College fosters personal growth, leadership, and the opportunity to belong to a culturally diverse community.

GOALS

The Goals of Mesalands Community College are to provide:

- **An environment where learning is appreciated, encouraged, and assessed.**
- Academic and technical programs for qualified individuals to enhance their lifelong educational opportunities with an emphasis in a general core base of knowledge.
- Accessible, multi-faceted services to qualified participants.
- Opportunities to develop leadership skills and achieve personal growth by valuing academic and social responsibility.
- Quality community service programs capable of responding to the diverse needs of the region.

Since 1996, Mesalands Community College has been assessing how students learn. Although grades are one measure of how well students are learning, the heart of assessment is the ability of a faculty member to match student performance, needs and expectations to the stated competencies and objectives. Grades are just one part of the overall picture. As faculty, we use assessment to gain information on what students are actually learning. This helps us, because the feedback we receive can help make us better teachers. It is important to note that assessment is not used to judge instruction; it is used to improve learning. Similarly, it is important to inform students that all assessment measures are not necessarily part of their grades.

Assessment provides the College with data to demonstrate how well our students are learning. In turn this data is provided to stakeholders such as the Board of Trustees, legislators, and accrediting agencies. It is the College's goal to establish a culture of assessment embedded in every aspect of the learning process.

REQUIRED STEPS TO COMPLETE ASSESSMENT RESPONSIBILITIES

Below are the steps you are required to take to help improve the learning of your students and to assist Mesalands Community College in maintaining high academic standards. Submitting all course assessments **electronically** at the end of each semester is a requirement under your contractual obligations with Mesalands Community College. As with all assessment-related information you are required to complete, this form must be submitted **electronically** by the last day of the semester. In order to submit the form electronically you will need to save the form on your computer as a .pdf file. Once you have saved the form, you will send it as an attachment to Tom Morris at tomm@mesalands.edu. Dr. Philip Kaatz can be contacted at either philipk@mesalands.edu or 575.461.4413 x128 if you have any questions about your electronic submittals.

Assessment Steps to Complete Every Semester

Submit, if necessary, updated course syllabi for classes you are teaching during this semester. Updating of all College syllabi was initiated during the fall 2010 semester.

Course Syllabi for Existing Course:

If the course you are teaching has an existing course syllabus (contact Tom Morris at tomm@mesalands.edu for this information), you will need to update the following syllabus sections only to reflect your current course content:

- INSTRUCTOR CONTACT INFORMATION
- SUGGESTED COURSE MATERIALS

- ASSIGNMENTS and ACADEMIC CALENDAR
- WRITING REQUIREMENTS
- GRADING POLICY

Do not change or update any other sections (other than those listed above) since those sections are standardized across all College course syllabi. Refer to the course syllabus template located in Appendix J for further clarification.

Course Syllabi for New Course

If you are teaching a course that has no syllabus or if your course syllabus has not been updated using the abovementioned template, you will need to update it accordingly. Please contact Tom Morris at tomm@mesalands.edu for instructions on how to proceed with updating an “old” syllabus. If you are teaching a new class that does not have a syllabus, you may be asked to create one. If this is the situation, you may be paid for this work via the terms expressed in the Syllabus Contract. Again, contact Tom Morris for further clarification.

All updated syllabi should be submitted to Tom Morris at tomm@mesalands.edu who will forward them to the Curriculum Committee for review and approval.

1. Review the measurable learning outcomes/course objectives in your course syllabus. These objectives should drive everything you do and teach during the semester.
2. Considering using various classroom assessment techniques (CATs) to informally assess whether or not students are comprehending the presented material. See Appendix B for more information about CATs. They're easy, fun to do, and very useful!
3. In support of the College's *Writing Across the Curriculum*¹ initiative, you will be required to have your students write some type of paper (research paper, review of literature, reflective paper, critique, analysis of case studies, project report, book report, portfolio, journals, lab report, essay, essay exam, chapter review/summary, etc.). **Please note that this assessment of writing must be completed in every course you teach every semester.** The paper should be assessed using the **MCC Writing Rubric Reporting Form** (Appendix C). The results must be reported on this rubric and electronically submitted to the College at the end of the semester. The following steps are necessary to complete this effort:

¹ The *Writing Across the Curriculum* movement (which first appeared on college campuses in the 1970's and 1980's) "is largely a reaction against traditional writing instruction that associates good writing primarily with grammatical accuracy and correctness, and thus isolates writing instruction within English departments, the home of grammar experts. The problem with traditional writing instruction is that it leads to a view of writing as a set of isolated skills unconnected to" the students' major and discipline. Learning to write in a discipline is intimately connected to learning to think within that discipline. This will improve both the students' writing abilities as well as their understanding of their major field of study.

- a. Identify an assignment that involves writing some type of paper. This written assignment should support at least one of the course objectives.
- b. Distribute a copy of the Writing Rubric (Appendix A) to each student. This will identify to the student what is expected of them and how the paper will be graded.
- c. Assess the papers using the **MCC Writing Rubric Reporting Form** (Appendix C). Only assess those criteria that are appropriate to the writing assignment. The results must be reported on this rubric and electronically submitted to the College at the end of the semester.
 - 1) As with all assessment-related information you are required to complete, this form must be submitted **electronically** by the last day of the semester. In order to submit the form electronically you will need to save the form on your computer as a .pdf file. Once you have saved the form, you will send it as an attachment to Tom Morris at tomm@mesalands.edu. Dr. Kaatz can be contacted at either philipk@mesalands.edu or 575.461.4413 x128 if you have any questions about your electronic submittals.
- d. Once you have assessed every student's written paper, identify which students have successfully completed English 102: English Composition (or equivalent) with a passing grade of A, B, or C. This can be accomplished by simply asking each student whether or not they have passed ENG 102 prior to enrolling in your course. If a student is presently enrolled in ENG 102 but has not completed that class by the time this paper is completed, that student will be identified as **not** having completed ENG 102.
- e. Identify the total number of students achieving each proficiency level by filling in the respective criteria box (based on whether or not they have previously completed ENG 102).
- f. You will electronically submit two forms. One form will report the achievement levels of **all** students who have **not** completed ENG 102. The second form will report the achievement levels of **all** students who have previously completed ENG 102.
- g. Please fill out the top of each of the two forms fully and accurately.
- h. Submit the two forms electronically to Tom Morris at tomm@mesalands.edu at the end of the semester. When submitting your attachments use the following file name format:
 - first initial of first name
 - last name
 - writing (indicating the assessment rubric)
 - course abbreviation
 - course number
 - yes or no (indicating if the students have completed ENG 102)
 - eng (indicating ENG 102)
 - for example `tmorriswritingbiol211yeseng` or `tmorriswritingbiol211noeng`
- i. Keep a hard copy of the forms for your records.

5. Complete the electronic **MCC Faculty Outcomes Assessment Narrative Form** (Appendix D) for each course you teach. It should be noted that this form significantly differs from the previous form used during past semesters. Submit them via e-mail them to Tom Morris at tomm@mesalands.edu. This two-page form requires you to respond to the following three questions:
 - a. What did you do in the course that significantly improved student learning?
 - b. What did you do that was not successful in meeting your objectives?
 - c. What changes would you make or suggest to improve attainment of the course learning objectives?

This form qualitatively summarizes your assessment activities during the semester. Since faculty use assessment to improve student learning and teaching methods from semester to semester, it is important that faculty utilize feedback from previous course offerings. This is referred to as “closing the loop.” If you have not taught this course before, ask the Chair of the Student Learning Assessment Committee (Tom Morris at tomm@mesalands.edu) for copies of assessment reports turned in by previous instructors of this course.

All electronic forms, other than syllabi, should be sent to Tom Morris at tomm@mesalands.edu. Please feel free to contact Tom at 575.461.4413 x120 should you have any questions.

Other Assessment Responsibilities

During various reporting cycles (see below), you will be asked to assess how well students are accomplishing a number of the College’s general education competencies. As stated previously, the general education competencies are Mesalands’ contract with all stakeholders and reflect those knowledge, skills and professional dispositions that students will possess and demonstrate upon graduation with a degree. The following General Education Competencies Program Reporting Schedule identifies the academic cycle during which those competencies will need to be assessed. Assessment will occur using the College rubrics. Directions for implementing and reporting the results of those assessments are described below.

GENERAL EDUCATION COMPETENCIES* PROGRAM REPORTING SCHEDULE

Specific general education competencies are assessed and reported on each year with the goal of implementing and reviewing curricular adjustments to improve learning on a three year cycle.

Report Year	Academic Cycle	General Education Competencies Assessed
2009-2010	Summer 2009, Fall 2009, Spring 2010	Writing
2010-2011	Summer 2010, Fall 2010, Spring 2011	Oral Presentation and Critical Thinking
2011-2012	Summer 2011, Fall 2011, Spring 2012	Mathematical or Scientific Reasoning and Informational Technology
2012-2013	Summer 2012, Fall 2012, Spring 2013	Writing
2013-2014	Summer 2013, Fall 2013, Spring 2014	Oral Presentation and Critical Thinking
2014-2015	Summer 2014, Fall 2014, Spring 2015	Mathematical or Scientific Reasoning and Informational Technology
2015-2016	Summer 2015, Fall 2015, Spring 2016	Writing
2016-2017	Summer 2016, Fall 2016, Spring 2017	Oral Presentation and Critical Thinking

*General Education Competencies:

- Communication – Writing
- Communication – Oral Presentation
- Communication – Information Technology
- Critical Thinking
- Scientific Reasoning
- Mathematical Reasoning

Critical Thinking Steps

1. Identify an assignment that involves demonstration of critical thinking skills. This assignment should support at least one of the course objectives. It is strongly suggested that you consider coupling the writing across the curriculum assignment with this critical thinking assignment. Have your students write a critical (thinking) paper. This would “kill two birds with one stone”, so to speak.
2. Distribute a copy of the Critical Thinking Rubric (Appendix A) to each student. This will identify to the student what is expected of them and how the assignment will be graded.
3. The paper should be assessed using the attached **MCC Critical Thinking Rubric Reporting Form** (Appendix E). Only assess those criteria that are appropriate to the assignment. The results must be reported on this rubric and electronically submitted to the College at the end of the semester.
 - a. As with all assessment-related information you are required to complete, this form must be submitted **electronically** by the last day of the semester. In order to submit the form electronically you will need to save the form on your computer as a .pdf file. Once you have saved the form,

you will send it as an attachment to Tom Morris at tomm@mesalands.edu. Dr. Kaatz can be contacted at either philipk@mesalands.edu or 575.461.4413 x128 if you have any questions about your electronic submittals.

4. Once you have assessed every student's assignment, identify which students have successfully completed a laboratory science course² with a passing grade of A, B, or C. This can be accomplished by simply asking each student whether or not they have passed one of the listed classes prior to enrolling in your course. If a student is presently enrolled in one of the identified classes but has not completed that class by the time this assignment is completed, that student will be identified as **not** having completed a laboratory science course.
5. Identify the total number of students achieving each proficiency level by filling in the respective criteria box. Base your answers on whether or not your students have previously completed a laboratory science course.
6. You will electronically submit two forms. One form will report the achievement levels of **all** students who have **not** completed a laboratory science course. The second form will report the achievement levels of **all** students who have previously completed a laboratory science course.
7. Please fill out the top of each of the two forms fully and accurately.
8. Submit the two forms electronically to Tom Morris at tomm@mesalands.edu at the end of the semester. When submitting your attachments, use the following file format:
 - first initial of first name
 - last name
 - critical (indicating the assessment rubric)
 - course abbreviation
 - course number
 - yes or no (indicating if the student completed one of the identified lab courses)
 - lab (indicating one of the identified lab courses)
 - for example: tmorriscriticalbiol211yeslab or tmorriscriticalbiol211nolab
9. Keep a hard copy of the forms for your records.

² **Laboratory Science:** BIOL 113, 211, 212, 222, 250, CHEM 113, 115, 116, PHYS 115, 120, 201, 202, GEOL 105, 111, 120, 122, 125, 141, 151, 152, 175, 190, 210, 220, 230, 270, 280, 285, 289, 290, 291, 293, MET 115. See the Mesalands Community College Catalog for descriptions.

Oral Presentation Steps

1. Identify an assignment that requires students to make some type of oral presentation. This assignment should support at least one of the course objectives. Again, it is suggested that you consider coupling the writing across the curriculum assignment with this oral presentation assignment. Have your students make an oral presentation of their writing assignment to the class.
2. Distribute a copy of the Oral Presentation Rubric (Appendix A) to each student. This will identify for the student what is expected of them and how their oral presentation will be graded.
3. The paper should be assessed using the attached **MCC Oral Communication Rubric Reporting Form** (Appendix F). Only assess those criteria that are appropriate to the assignment. The results must be reported on this rubric and electronically submitted to the College at the end of the semester.
 - a. As with all assessment-related information you are required to complete, this form must be submitted **electronically** by the last day of the semester. In order to submit the form electronically you will need to save the form on your computer as a .pdf file. Once you have saved the form, you will send it as an attachment to Tom Morris at tomm@mesalands.edu. Dr. Kaatz can be contacted at either philipk@mesalands.edu or 575.461.4413 x128 if you have any questions about your electronic submittals.
4. Once you have assessed every student's oral presentation, identify which students have successfully completed Communications 101: Interpersonal Communication or Communications 102: Public Speaking with a passing grade of A, B, or C. This can be accomplished by simply asking each student whether or not they have passed COM 101 or 102 prior to enrolling in your course. If a student is presently enrolled in COM 101 or 102 but has not completed that class by the time this assignment is completed, that student will be identified as **not** having completed COM 101 or 102.
5. Identify the total number of students achieving each proficiency level by filling in the respective criteria box (based on whether or not they have previously completed COM 101 or 102).
6. You will electronically submit two forms. One form will report the achievement levels of **all** students who have **not** completed COM 101 or 102. The second form will report the achievement levels of **all** students who have previously completed COM 101 or 102.
7. Please fill out the top of each of the two forms fully and accurately.

8. Submit the two forms electronically to Tom Morris at tomm@mesalands.edu at the end of the semester. When submitting your attachments use the following file name format:
 - first initial of first name
 - last name
 - oral (indicating the assessment rubric)
 - course abbreviation
 - course number
 - yes or no (indicating if the students have completed either COM 101 or COM 102)
 - com (indicating COM 101 or COM 102)
 - for example: tmorrisoralbiol211yescom or tmorrisoralbiol211nocom
9. Keep a hard copy of the forms for your records.

Information Technology Steps

1. Identify an assignment that requires students to use information technology- most likely in the form of a computer generated report or project or PowerPoint. This assignment should support at least one of the course objectives. Again, it is suggested that you consider coupling the writing across the curriculum assignment with this information technology assignment. Have your students generate a computerized report or project related to their writing assignment.
2. Distribute a copy of the Information Technology Rubric (Appendix A) to each student. This will identify to the student what is expected of them and how the computerized portion of their assignment will be graded.
3. The assignment should be assessed using the attached **MCC Information Technology Rubric Reporting Form** (Appendix G). Grading is pass/fail only. A student either completes a criteria perfectly or does not complete it at all. Only assess those criteria that are appropriate to the assignment. The results must be reported on this rubric and electronically submitted to the College at the end of the semester.
 - a. As with all assessment-related information you are required to complete, this form must be submitted **electronically** by the last day of the semester. In order to submit the form electronically you will need to save the form on your computer as a .pdf file. Once you have saved the form, you will send it as an attachment to Tom Morris at tomm@mesalands.edu. Dr. Kaatz can be contacted at either philipk@mesalands.edu or 575.461.4413 x128 if you have any questions about your electronic submittals.
4. Once you have assessed every student's information technology assignment, identify which students have successfully completed Computer Information

Systems 101: Introduction to Computers with a passing grade of A, B, or C. This can be accomplished by simply asking each student whether or not they have passed CIS 101 prior to enrolling in your course. If a student is presently enrolled in CIS 101 but has not completed that class by the time this assignment is completed, that student will be identified as **not** having completed CIS 101.

5. Identify the total number of students achieving each proficiency level by filling in the respective criteria box (based on whether or not they have previously completed CIS 101).
6. You will electronically submit two forms. One form will report the achievement levels of **all** students who have **not** completed CIS 101. The second form will report the achievement levels of **all** students who have previously completed CIS 101.
7. Please fill out the top of each of the two forms fully and accurately.
8. Submit the two forms electronically to Tom Morris at tomm@mesalands.edu at the end of the semester. When submitting your attachments use the following file name format:
 - first initial of first name
 - last name
 - it (indicating the assessment rubric)
 - course abbreviation
 - course number
 - yes or no (indicating if the students have completed CIS 101)
 - cis (indicating CIS 101)
 - for example: tmorrisitbiol211yescis or tmorrisitbiol211nocis
9. Keep a hard copy of the forms for your records.

Mathematical Reasoning Steps

1. The Mathematical Reasoning Rubric (Appendix A) will only be used by faculty teaching a math course. Identify an assignment that requires students to show some type of mathematical reasoning. This assignment should support at least one of the course learning outcomes. Again, it is suggested that you consider coupling the writing across the curriculum assignment with this mathematical reasoning assignment. Have your students write a paper demonstrating or using simple or complex math skills. Use your imagination and think outside the box. All other faculty not teaching a math course are strongly encouraged to assess mathematical reasoning skills specific to their course content. At first, incorporating some type of “math” assignment may seem difficult to implement into your course. With some thought though, this

- may be easier than you think. For example, the majority of applied science programs utilize some type of mathematical reasoning whether it be simple or complex. The same holds true for other types of classes. For example, a nutrition faculty member assesses the math component of developing a fat loss program which involves the use of simple algebraic equations to determine, among other things, how many Calories are consumed in the diet and expended with physical activity. Be imaginative. If you have trouble identifying such an assignment, discuss it with other faculty who teach either inside or outside your discipline for possible ideas on how to incorporate “math” into one of your assignments. You can also contact the Chair of the Student Learning Assessment Committee (Tom Morris at tomm@mesalands.edu) for possible ideas.
2. Distribute a copy of the Mathematical Reasoning Rubric (Appendix A) to each student. This will identify to the student what is expected of them and how the assignment will be graded.
 3. The assignment should be assessed using the attached **MCC Mathematical Reasoning Rubric Reporting Form** (Appendix H). Only assess those criteria that are appropriate to the assignment. The results must be reported on this rubric and electronically submitted to the College at the end of the semester.
 - a. As with all assessment-related information you are required to complete, this form must be submitted **electronically** by the last day of the semester. In order to submit the form electronically you will need to save the form on your computer as a .pdf file. Once you have saved the form, you will send it as an attachment to Tom Morris at tomm@mesalands.edu. Dr. Kaatz can be contacted at either philipk@mesalands.edu or 575.461.4413 x128 if you have any questions about your electronic submittals.
 4. Once you have assessed every student’s mathematical reasoning-related assignment, identify which students have successfully completed MATH 101: Basic Algebra with a passing grade of A, B, or C. This can be accomplished by simply asking each student whether or not they have passed MATH 101 prior to enrolling in your course. If a student is presently enrolled in MATH 101 but has not completed that class by the time this assignment is completed, that student will be identified as **not** having completed MATH 101.
 5. Identify the total number of students achieving each proficiency level by filling in the respective criteria box (based on whether or not they have previously completed MATH 101).
 6. You will electronically submit two forms. One form will report the achievement levels of **all** students who have **not** completed MATH 101. The second form will report the achievement levels of **all** students who have previously completed MATH 101.

7. Please fill out the top of each of the two forms fully and accurately.
8. Submit the two forms electronically to Tom Morris at tomm@mesalands.edu at the end of the semester. When submitting your attachments use the following file name format:
 - first initial of first name
 - last name
 - math (indicating the assessment rubric)
 - course abbreviation
 - course number
 - yes or no (indicating if the students have completed MATH 101)
 - math (indicating MATH 101)
 - for example: tmorrismathbiol211yesmath tmorrismathbiol211nomath
9. Keep a hard copy of the forms for your records.

Scientific Reasoning Steps

1. The Scientific Reasoning Rubric (Appendix A) will only be used by faculty teaching laboratory science courses listed below³. Identify an assignment that will require students to apply the scientific method to the inquiry process. Once again, it is suggested that you consider coupling the writing across the curriculum assignment with this project.
2. Distribute a copy of the Scientific Reasoning Rubric (Appendix A) to each student. This will identify to the student what is expected of them and how the assignment will be graded.
3. The assignment should be assessed using the attached **MCC Scientific Reasoning Rubric Reporting Form (Appendix I)**. Only assess those criteria that are appropriate to the assignment. The results must be reported on this rubric and electronically submitted to the College at the end of the semester.
 - a. As with all assessment-related information you are required to complete, this form must be submitted **electronically** by the last day of the semester. In order to submit the form electronically you will need to save the form on your computer as a .pdf file. Once you have saved the form, you will send it as an attachment to Tom Morris at tomm@mesalands.edu. Dr. Kaatz can be contacted at either philipk@mesalands.edu or 575.461.4413 x128 if you have any questions about your electronic submittals.

³ **Laboratory Science:** BIOL 113, 211, 212, 222, 250, CHEM 113, 115, 116, PHYS 115, 120, 201, 202, GEOL 105, 111, 120, 122, 125, 141, 151, 152, 175, 190, 210, 220, 230, 270, 280, 285, 289, 290, 291, 293, MET 115. See the Mesalands Community College Catalog for descriptions.

4. Once you have assessed every student's scientific reasoning-related assignment, identify which students have successfully completed an identified laboratory science course (see footnote) with a passing grade of A, B, or C. This can be accomplished by simply asking each student whether or not they have passed one of the identified lab courses prior to enrolling in your course. If a student is presently enrolled in one of the laboratory science courses but has not completed that class by the time this assignment is completed, that student will be identified as **not** having completed a lab science course.
5. Identify the total number of students achieving each proficiency level by filling in the respective criteria box (based on whether or not they have previously completed a lab science class).
6. You will electronically submit two forms. One form will report the achievement levels of **all** students who have **not** completed an identified lab science course. The second form will report the achievement levels of **all** students who have previously completed an identified lab science course.
7. Please fill out the top of each of the two forms fully and accurately.
8. Submit the two forms electronically to Tom Morris at tomm@mesalands.edu at the end of the semester. When submitting your attachments use the following file name format:
 - first initial of first name
 - last name
 - sci (indicating the assessment rubric)
 - course abbreviation
 - course number
 - yes or no (indicating if the students have completed one of the identified lab courses)
 - lab (indicating one of the identified lab courses)
 - for example: tmorrissciol211yeslab or tmorrissciol211nolab
9. Keep a hard copy of the forms for your records.

Assessment Responsibilities of Individual Faculty for the Academic Year

Date	Action
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Fall Semester

Week 1	Submit, if necessary, course syllabi for classes being taught during this semester using the syllabi template located in Appendix J. This would also be an ideal time to review the course objectives (aka learning outcomes) to determine their appropriateness. All course objectives need to be written to reflect a performance, condition and criterion. Please contact the Chair of the Student Learning Assessment Committee and/or refer to the <i>Student Learning Assessment Model</i> document should you need assistance writing measureable course objectives. All updated syllabi should be submitted to Tom Morris at tomm@mesalands.edu.
Last day of semester	Submit a completed MCC Faculty Outcomes Assessment Narrative Form for each course that you taught. You will also need to submit the results of your general education competency assessments using the appropriate rubric reporting forms. All forms need to be submitted to Tom Morris at tomm@mesalands.edu.

Spring Semester

Week 1	Submit, if necessary, course syllabi for classes being taught during this semester using the syllabi template located in Appendix J. This would also be an ideal time to review the course objectives (aka learning outcomes) to determine their appropriateness. All course objectives need to be written to reflect a performance, condition and criterion. Please contact the Chair of the Student Learning Assessment Committee and/or refer to the <i>Student Learning Assessment Model</i> document should you need assistance writing measureable course objectives. All updated syllabi should be submitted to Tom Morris at tomm@mesalands.edu.
Last day of semester	Submit a completed MCC Faculty Outcomes Assessment Narrative Form for each course that you taught. You will also need to submit the results of your general education competency assessments using the appropriate rubric reporting forms. All forms should to be submitted to Tom Morris at tomm@mesalands.edu.

Summer Semester: Session I Courses

Week 1	Submit, if necessary, course syllabi for classes being taught during this semester using the syllabi template located in Appendix J. This would also be an ideal time to review the course objectives (aka learning outcomes) to determine their appropriateness. All course objectives need to be written to reflect a performance, condition and criterion. Please contact the Chair of the Student Learning Assessment Committee and/or refer to the <i>Student Learning Assessment Model</i> document should you need assistance writing measureable course objectives. All updated syllabi should be submitted to Tom Morris at tomm@mesalands.edu .
Week 4	Submit a completed MCC Faculty Outcomes Assessment Narrative Form for each course that you taught. You will also need to submit the results of your general education competency assessments using the appropriate rubric reporting forms. All forms should to be submitted to Tom Morris at tomm@mesalands.edu .

Summer Semester: Session II Courses

Week 1	Submit, if necessary, course syllabi for classes being taught during this semester using the syllabi template located in Appendix J. This would also be an ideal time to review the course objectives (aka learning outcomes) to determine their appropriateness. All course objectives need to be written to reflect a performance, condition and criterion. Please contact the Chair of the Student Learning Assessment Committee and/or refer to the <i>Student Learning Assessment Model</i> document should you need assistance writing measureable course objectives. All updated syllabi should be submitted to Tom Morris at tomm@mesalands.edu .
Week 8	Submit a completed MCC Faculty Outcomes Assessment Narrative Form for each course that you taught. You will also need to submit the results of your general education competency assessments using the appropriate rubric reporting forms. All forms should to be submitted to Tom Morris at tomm@mesalands.edu .

Summer Semester: Session III Courses

Week 5	Submit, if necessary, course syllabi for classes being taught during this semester using the syllabi template located in Appendix J. This would also be an ideal time to review the course objectives (aka learning outcomes) to determine their appropriateness. All course objectives need to be written to reflect a performance, condition and criterion. Please contact the Chair of the Student Learning Assessment Committee and/or refer to the <i>Student Learning Assessment Model</i> document should you need assistance writing measureable course objectives. All updated syllabi should be submitted to Tom Morris at tomm@mesalands.edu .
Week 8	Submit a completed MCC Faculty Outcomes Assessment Narrative Form for each course that you taught. You will also need to submit the results of your general education competency assessments using the appropriate rubric reporting forms. All forms should to be submitted to Tom Morris at tomm@mesalands.edu .

PROGRAM DIRECTOR/LEAD FACULTY ASSESSMENT RESPONSIBILITIES

As lead faculty/program director of an academic program, you will need to assess both the program objective (certificate and associate degree) and general education competency (associate degree only) outcomes. A sample Student Learning Assessment Program Report format can be found in Appendix K. Program assessment is an ongoing process utilizing a plan→do→study→adjust cycle to improve learning. Because each program is unique and has its own separate assessment needs, a specific format cannot be identified. The report should summarize what assessments you have performed during the academic year. Based on your assessment results, you will also identify what changes you plan to implement over the course of the next academic cycle to improve learning as well as “close the loop” on your previous year’s changes/analysis. The final Student Learning Assessment Program Report is due the week after the Spring Semester Finals Week prior to faculty leaving for the summer.

Electronic Submissions of Required Forms

As stated throughout this document, all assessment-related information you are required to complete by the end of a given semester must be submitted **electronically**. In order to submit the form electronically you will need to save the form on your computer as a .pdf file. Once you have saved the form, you will send it as an attachment to Tom Morris at tomm@mesalands.edu. Dr. Kaatz can be contacted at either philipk@mesalands.edu or 575.461.4413 x128 if you have any questions about your electronic submittals.

ASSESSMENT DAYS

Fall and spring semester students who have petitioned to graduate and/or who have earned 60 or more credit hours are required to participate in the ACT Collegiate Assessment of Academic Proficiency (CAAP). This is a **mandatory** assessment and students are to be excused from classes. For students concurrently enrolled in ENG 299, the CAAP is a required part of that class and worth 10% of the final grade.

Students completing any degree program are required to enroll in ENG 299: Capstone Portfolio Course⁴ during their last semester. This course replaces the General Education Assessment (GEA) with the goal of more accurately and comprehensively assessing general education competency attainment.

⁴ ENG 299 Capstone Portfolio Course

(1)
This capstone course will utilize the College’s rubrics to assess the general education competencies (communication, critical thinking, scientific and mathematical reasoning) using student artifacts. A portfolio reflecting best practices will be submitted to a faculty committee for review and evaluation. This course must be completed during the student’s last semester prior to graduation.

LIST OF APPENDICES

General Education Competency Rubrics.....	Appendix A
Examples of Classroom Assessment Techniques (CATs)	Appendix B
MCC Writing Rubric Reporting Form	Appendix C
MCC Faculty Outcomes Assessment Narrative Form	Appendix D
MCC Critical Thinking Rubric Reporting Form.....	Appendix E
MCC Oral Presentation Rubric Reporting Form	Appendix F
MCC Information Technology Rubric Reporting Form	Appendix G
MCC Mathematical Reasoning Rubric Reporting Form	Appendix H
MCC Scientific Reasoning Rubric Reporting Form.....	Appendix I
Syllabus Template	Appendix J
Student Learning Assessment Program Report (example)	Appendix K

Important note: All forms are subject to change

General Education Competency Communication – Writing Rubric

Criteria	Excellent (4)	Proficient (3)	Adequate (2)	Inadequate (1)
Provides a clear, concise thesis statement.	<ul style="list-style-type: none"> • Statement is clear and concise • Statement is well reasoned • Statement leads to plentiful additional discussion 	<ul style="list-style-type: none"> • Statement is generally clear and concise • Statement is mostly well reasoned • Statement leads to enough additional discussion 	<ul style="list-style-type: none"> • Statement is recognized by the reader • Statement has some elements of reason • Statement leads to some additional discussion 	<ul style="list-style-type: none"> • Statement is not recognized by the reader • Statement is not reasoned • Statement does not lead to additional discussion
Provides supporting paragraphs which relate to the thesis.	<ul style="list-style-type: none"> • Supporting paragraphs are well reasoned • Supporting paragraphs clearly relate to the thesis • Supporting paragraphs are cohesive and logically developed. 	<ul style="list-style-type: none"> • Supporting paragraphs contain mostly well-reasoned content • Supporting paragraphs often but not always relate to the thesis • Supporting paragraphs demonstrate some cohesion and development. 	<ul style="list-style-type: none"> • Supporting paragraphs contain some well-reasoned content • Supporting paragraphs relate to the thesis in some way • Supporting paragraphs demonstrate a few elements of cohesion and development. 	<ul style="list-style-type: none"> • Supporting paragraphs do not contain reasoned content • Supporting paragraphs do not relate to the thesis • Supporting paragraphs are neither cohesive nor unified

Correctly incorporates outside sources.	<ul style="list-style-type: none"> • Provides relevant outside sources • Cites outside sources correctly 	<ul style="list-style-type: none"> • Provides mostly relevant outside sources • Cites outside sources, but no more than two errors 	<ul style="list-style-type: none"> • Provides some relevant outside sources • Cites outside sources with no more than three errors 	<ul style="list-style-type: none"> • Provides irrelevant or no outside sources • Cites outside sources with four or more errors
Uses appropriate grammar, syntax, punctuation, and spelling.	<ul style="list-style-type: none"> • Writing is error free in all categories (sentence structure, punctuation, spelling and grammar) • Sentence structure and vocabulary are well developed and varied 	<ul style="list-style-type: none"> • Writing has errors in no more than one category (sentence structure, punctuation, spelling and grammar) • Sentence structure and vocabulary are developed and varied 	<ul style="list-style-type: none"> • Writing has errors in no more than two categories (sentence structure, punctuation, spelling and grammar) • Sentence structure and vocabulary are somewhat developed and varied 	<ul style="list-style-type: none"> • Writing has errors in three or more categories (sentence structure, punctuation, spelling and grammar) • Sentence structure and vocabulary are not developed or varied

General Education Competency Communication – Oral Presentation Rubric

Criteria	Excellent (4)	Proficient (3)	Adequate (2)	Inadequate (1)
Provides a well organized speech with appropriate introduction and conclusion.	<ul style="list-style-type: none"> • Very well organized • Attention grabbing introduction • Convincing conclusion 	<ul style="list-style-type: none"> • Well organized • Suitable introduction • Appropriate conclusion 	<ul style="list-style-type: none"> • Organized • Has an introduction • Has a conclusion 	<ul style="list-style-type: none"> • Lacks organization • Poor introduction • Poor conclusion
Provides main points that are well-documented, compelling, supported with facts, developed clearly and concisely, and focused on the topic.	<ul style="list-style-type: none"> • All main points are well-documented and supported by numerous, compelling facts • Clearly and concisely presented • Remains focused on topic throughout entire presentation 	<ul style="list-style-type: none"> • All main points are documented and supported by fact • Clearly and concisely presented most of the time • Remains focused on topic during most of presentation 	<ul style="list-style-type: none"> • Main points somewhat supported • Clearly and concisely presented some of the time • Remains focused on topic during some of presentation 	<ul style="list-style-type: none"> • Little to no support of main points • Not clearly and/or concisely presented • Little to no focus on topic

Uses appropriate gestures, movements and eye contact.	<ul style="list-style-type: none"> • Excellent gestures and eye contact • Conversational presentation • Utilize note cards appropriately 	<ul style="list-style-type: none"> • Appropriate level of gestures and eye contact • Somewhat conversational presentation • Moderately relies on note cards 	<ul style="list-style-type: none"> • Some gestures and eye contact • Presentation rehearsed and mechanical • Relies on note cards 	<ul style="list-style-type: none"> • Little, if any, gestures and eye contact • Presentation poorly delivered • Totally relies on note cards
Speaks clearly and understandably using standard, edited English with correct mechanics (pronunciation, sentence structure and grammar) relative to audience.	<ul style="list-style-type: none"> • Excellent mechanics throughout • Very appropriate presentation relative to audience • Tone is respectful and civil 	<ul style="list-style-type: none"> • Few mechanical errors • Majority of presentation appropriate to audience • Tone is somewhat respectful and civil 	<ul style="list-style-type: none"> • Some mechanical errors • Presentation inappropriate to some members of the audience • Neutral tone 	<ul style="list-style-type: none"> • Many/ numerous mechanical errors • Inappropriate presentation relative to audience • Tone was disrespectful

Provides appropriate handouts and/or visual aids.	<ul style="list-style-type: none"> • Provides entire audience with useful, presentation quality handouts • Audiovisual aids contain appropriate amount of information • Grammatically correct material 	<ul style="list-style-type: none"> • Provides entire audience with handouts • Most audiovisual aids contained appropriate amounts of information • Few grammatical errors 	<ul style="list-style-type: none"> • Provides majority of audience with handouts • Audiovisual aids contained too much or too little information • Some grammatical errors 	<ul style="list-style-type: none"> • Did not provide audience with handouts • No audiovisual aids • Many/ numerous grammatical errors
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**General Education Competency
Scientific Reasoning Rubric**
(Scientific method and problem solving.)

Criteria	Excellent (4)	Proficient (3)	Adequate (2)	Inadequate (1)
Problem is recognized and investigative question is formulated	<ul style="list-style-type: none"> • Problem is recognized and explained in detail. • Investigative question is clearly formulated. 	<ul style="list-style-type: none"> • Problem is recognized and essentials are explained. • Investigative question is formulated. 	<ul style="list-style-type: none"> • Problem is recognized and stated. • Investigative question is outlined 	<ul style="list-style-type: none"> • Problem is not recognized or only parts of problem are recognized. • Investigative question is not formulated, unclear or incomplete.
Reasonable, testable hypothesis is presented	<ul style="list-style-type: none"> • Hypothesis is reasonable, clearly stated, and fully explains question. 	<ul style="list-style-type: none"> • Hypothesis is reasonable and answers question. 	<ul style="list-style-type: none"> • Hypothesis is reasonable, and somewhat addresses question. 	<ul style="list-style-type: none"> • Hypothesis does not answer question, is untestable or is not presented.
Prediction is formulated as logical consequence of the hypothesis	<ul style="list-style-type: none"> • Prediction is logical and fully explained. 	<ul style="list-style-type: none"> • Prediction is logical and well formulated. 	<ul style="list-style-type: none"> • Prediction is logical and reasonably outlined. 	<ul style="list-style-type: none"> • Prediction is unclear, does not follow logically from hypothesis or is not presented.
Data/observations to test hypothesis are gathered or compiled	<ul style="list-style-type: none"> • High quality data and/or high quantity of suitable data gathered and presented professionally (list or table). 	<ul style="list-style-type: none"> • Quality/ quantity of suitable data gathered that fully justifies conclusion. 	<ul style="list-style-type: none"> • Quality/ quantity of suitable data gathered and sufficiently presented to justify conclusion, but student may have overlooked some data. 	<ul style="list-style-type: none"> • Data unsuitable to test hypothesis; little or no data gathered.

Formulation of a conclusion	<ul style="list-style-type: none"> • Conclusion is logical and well formulated. • Conclusion explains in detail the degree of correctness of the hypothesis and identifies further avenues of testing, or formulates new hypothesis. 	<ul style="list-style-type: none"> • Conclusion is logical. • Conclusion explains the degree of correctness of the hypothesis. 	<ul style="list-style-type: none"> • Conclusion is coherent. • Conclusion addresses the degree of correctness of the hypothesis. 	<ul style="list-style-type: none"> • Conclusion is incoherent or not presented. • Conclusion does not explain the degree of correctness of the hypothesis.
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General Education Competency Mathematical Reasoning Rubric

Competencies	Excellent (4)	Proficient (3)	Adequate (2)	Inadequate (1)
<p>1. Constructs and/or analyzes numerical or graphical representations of data</p> <p>Examples:</p> <ul style="list-style-type: none"> Analyzes and describes the slope of linear data in numerical and/or graphical representations Describes a trend indicated in a chart or a graph, and makes predictions from that trend 	<ul style="list-style-type: none"> A correct solution using an appropriate strategy is given. Descriptions of the results are complete and coherent. 	<ul style="list-style-type: none"> A complete, appropriate strategy is shown or explained but an incorrect solution is given due to a simple computational or other error. Descriptions of the results are mostly correct and comprehensible. 	<ul style="list-style-type: none"> Some parts of an appropriate strategy are shown or explained, but key elements are missing, inappropriate or implemented incorrectly. A description of the results is attempted but may be incomplete. 	<ul style="list-style-type: none"> Some work or explanation beyond re-copying data is shown, but work would not lead to a correct solution or no solution is given. There are no descriptions or explanations of the results.
<p>2. Simplifies, evaluates, and/or solves various equations and/or formulas</p> <p>Examples:</p> <ul style="list-style-type: none"> Solves linear equations in one variable Implements and manipulates formulas appropriately Describes and uses the properties of exponents Performs unit conversions 	<ul style="list-style-type: none"> Demonstrates complete understanding of the problems with correct solutions. Answers are interpreted correctly, with appropriate labels. 	<ul style="list-style-type: none"> Misinterprets minor parts of some problems with few computational errors. Most answers are interpreted correctly with mostly correct labels. 	<ul style="list-style-type: none"> Misinterprets major parts of the problems with several computational errors, gives partial answers for problems with multiple answers. An interpretation is attempted for most answers; labels may be incorrect or missing. 	<ul style="list-style-type: none"> Completely misinterprets the problem or gives no attempt. There is no interpretation of any results or labels of answers.
<p>3. Formulates and communicates mathematical explanations</p> <p>Examples:</p> <ul style="list-style-type: none"> Constructs an appropriate and effective problem-solving strategy Describes the results of problem solving either orally or in writing 	<ul style="list-style-type: none"> Gives a complete response with clear explanations. Communicates effectively to the intended audience; demonstrates complete understanding of the mathematical ideas and processes. 	<ul style="list-style-type: none"> Completes the problem satisfactorily. The communication is comprehensible; uses mathematical ideas and processes effectively. 	<ul style="list-style-type: none"> Begins appropriately but may fail to complete or may omit significant parts of the problem. An explanation is present but may be muddled or incomplete; attempts but may fail to demonstrate comprehension of mathematical ideas. 	<ul style="list-style-type: none"> Copies parts of the problem but without attempting a solution; or gives no solution. The explanation is not understandable or is missing; shows no understanding of the problem situation.

General Education Competency Communication – Information Technology Holistic Rubric

Criteria	Pass	Comments
Demonstrates basic computer and operating system skills.	<ul style="list-style-type: none"> • Access and change computer settings under the Control Panel • Navigate file directory structures and paths • Perform file management tasks (select, copy, rename and/or delete files) • Create, save, open, and print a document from some application • Navigate and locate information from Windows Help 	
Performs core tasks of Microsoft Office applications.	<ul style="list-style-type: none"> • Format a document and how to use page layout, e.g., headers, footers, page breaks, bullets, etc. • Create tables, charts, graphs and/or formulas • Import and sort data and/or images into a document and format them appropriately • Demonstrate techniques for copying, cutting and pasting text and/or images within a document • Review a document using tools: spelling, grammar, word count, thesaurus 	

Uses a search engine to access, navigate and evaluate information on the internet.	<ul style="list-style-type: none">• Retrieve information from an internet search engine• Evaluate and rank sources of information for reliability• Select, copy and paste information retrieved from the internet College databases	
Uses email with appropriate etiquette.	<ul style="list-style-type: none">• Open, create and/or send email with attachments• Demonstrates appropriate email etiquette	

General Education Competency Critical Thinking Rubric

Criteria	Excellent (4)	Proficient (3)	Adequate (2)	Inadequate (1)
Identify and gather.	<ul style="list-style-type: none"> Asks insightful questions Critiques content Examines inconsistencies 	<ul style="list-style-type: none"> Asks questions that indicate understanding Categorizes content Detects inconsistencies 	<ul style="list-style-type: none"> Identifies some questions Identifies content States some inconsistencies 	<ul style="list-style-type: none"> Fails to ask appropriate questions Misses major content areas Does not identify inconsistencies
Analyze and evaluate.	<ul style="list-style-type: none"> Analyzes and evaluates thoroughly Uses reasonable judgment Critically discriminates between good and bad information 	<ul style="list-style-type: none"> Evaluates data. Makes judgments Discriminates between good and bad information 	<ul style="list-style-type: none"> Some evaluation of data Makes some judgments Notices differences between good and bad information 	<ul style="list-style-type: none"> Makes no attempt to evaluate data Makes no judgments Makes no attempt to differentiate between good and bad information
Synthesize and formulate conclusion.	<ul style="list-style-type: none"> Discusses issues thoroughly and argues succinctly Assimilates information Justifies conclusion 	<ul style="list-style-type: none"> Discusses and argues issue clearly Incorporates information States conclusions with some justification 	<ul style="list-style-type: none"> Discusses and/or argues issue Overlooks some information General conclusion 	<ul style="list-style-type: none"> Neither discusses or argues issues Fails to mention pertinent information No formal or coherent conclusion

EXAMPLES OF CLASSROOM ASSESSMENT TECHNIQUES (CATs)

Classroom Assessment Techniques (CATs) are tools that are used in the classroom to get feedback from your students on how the teaching-learning relationship can be improved. CATs are not used to judge your teaching – they are to help you improve the learning of the students. You decide which CAT to use. You decide how to modify classroom activities (if necessary), based on the feedback you receive from the CATs. CATs help you and help the students.

Rule One when it comes to CATs is: *DON'T PANIC*. They are quick and easy to use and can provide lots of interesting information which can help you improve student learning.

1. Let's start with a very simple, but effective one - *The One-Minute Paper*. A physics professor at Berkeley came up with this one, but it's understandable nonetheless. What you do is ask students to write down (anonymously) the answers to two questions at the end of the class.

A. What is the most important thing you learned in class today?

B. What is the most important question that you would like to ask about today's topics?

By quickly scanning students' responses, the instructor can make adjustments in the next class to capitalize on what students have already understood well and clear up confusions that could further slow their learning. Very easy and effective!

2. Let's try another one - the *Muddiest Point*. What you do is ask each student to write down on a piece of paper (anonymously) at the end of class the answer to the following question: "What was the muddiest (most confusing/hard to understand) point in today's class?"

Arrange the answers into categories with a miscellaneous pile for one-of-a-kind answers. During the next class, or as soon as possible, go over the main points that students had problems understanding. If only one or two students had problems with a point, encourage them to come and see you individually so that you do not waste too much class time.

3. A third CAT that runs along the same lines as the first two is the *Memory Matrix*.

This method requires the instructor to provide a simple matrix for each student (or group of students) to fill out at the end of class.

Here is an example from an Anatomy and Physiology class on the digestive system:

	<i>Structure</i>	<i>Function</i>	<i>Enzyme</i>
Mouth			
Stomach			

The student (or groups of students) fills in the blank cells. The instructor collects the matrices and can quickly see what areas of the subject have not been well understood.

Think of a matrix that you could use in your classes. Here's one for Spanish verb endings:

	-ar	-er	-ir
Irregular			
Regular			

4. A *Background Knowledge Probe* is fairly self-explanatory. It is a measure of what the student brings to the class. This technique is utilized before introducing an important new concept or subject in your class.

Present your students with two or three questions that evaluate their prior knowledge. For example, in an English literature class that is just about to start looking at Shakespeare's plays, the instructor might ask the students which of the great Bard's works they had heard of and, further, if they had ever seen a movie or TV presentation of them.

Obviously an instructor can do a better job of teaching if he/she knows how ignorant or informed the students are about a certain topic. Do you need to slow down or can you speed up?

5. The *Focused Listing* technique is used just after you have covered an important topic. First, the instructor needs to write that topic at the top of a sheet of paper. Then, in only a couple of minutes, he/she needs to write down all the terms that he/she thinks are related to this topic.

Now the process is repeated with the students (giving them more time). The results can be compared and a feel can be obtained for what the students understood and whether they missed any major points.

6. The Misconception/Preconception Check is another way of checking on knowledge, but with a twist. The greatest obstacle to student learning may not be a *lack* of prior knowledge, but rather the *existence* of prior knowledge.

Select one or two troublesome areas/beliefs about which people are commonly misinformed (e.g., How can you catch HIV? What causes the seasons? Are any races smarter than others?). Use multiple choice questions as they are more anonymous. Looking at what misconceptions your students might have will help you to design your approach to the teaching of that topic.

7. The Categorizing Grid is a way of determining if the students understand "what goes with what." You give the students a grid with two or more important categories and a scrambled list of terms (images, equations, facts) that fit in these categories. Students are given a limited time to arrange the terms into categories.

This CAT prompts students to make explicit the implicit rules that they are using to categorize information and allows the instructor to see potential problems in the understanding of a topic.

8. Everyone has sometimes listed the pros and cons of a pressing decision. The Pro and Con Grid utilizes this method as a CAT. The instructor asks the students to list the pros and cons of an action in a few minutes. The instructor might suggest how many of each is required. Even a quick reading of the students' lists will provide important information on the depth of their analytical skills and their capacity for objectivity.

Examples of issues from different disciplines that could be addressed might include:

English - Imagine you are Hamlet and list three pros and cons of murdering your stepfather.

Business - List three pros and cons of a two-career couple filing federal income taxes separately.

9. The Approximate Analogies technique requires the student to complete the second half of an analogy - A is to B, as X is to Y - where the instructor has supplied the first half (A is to B). This allows instructors to find out if students understand the relationship between two concepts and to test their creativity in thinking of an approximate analog.

Example (Physics):

Mass is to volume as

_____ is to _____

Example (Sociology):

Income is to class as

_____ is to _____

10. *Problem Recognition Tasks* presents students with examples of common problem types and asks them to identify them. In many fields students learn a variety of problem-solving methods, but often they have difficulty determining which kinds of problems are best solved by which methods.

A psychology example: Students are given half-page mini case studies each describing an adolescent referred from counseling. The student must make an initial judgment about the problem in each case (substance abuse, family conflicts, etc.).

A couple of helpful hints:

- A. Many real-world problems are complicated and they should be simplified for this CAT.
 - B. Most students have not been explicitly taught this skill and they should receive some instruction before this CAT is used.
11. The *Annotated Portfolio* is a CAT that is mainly used in fine and applied arts (including technology). The assessment of portfolios is a common and well-accepted practice in the arts. In this CAT the student provides the instructor with a limited sample of his/her creative work (portfolio), as well as an explanation of that work in relation to the course content or goals (the annotated part). This allows the instructor to assess the student's skill at making explicit connections between individual creative work and the course content. To put it another way, it helps faculty see how well students can apply what they have learned and how well they can explain those applications.

An example from Drawing: Students are asked to submit an Annotated Portfolio containing two or three drawings in which they have creatively resolved the problems of line, form, shading or perspective. Along with the drawings, they are required to submit one or two pages explaining how they creatively dealt with these traditional drawing problems and explicitly relate their solutions to the course content.

An example from that other well-known “art,” Automotive Technology: The instructor requires students to keep a detailed journal (with sketches) of problems they had diagnosed and repaired. After a month the students are told to choose two different engine problems that they had creatively diagnosed, and, in five pages or less, explain and illustrate what was done and why.

In the highly unlikely event that the Automotive Technology students complain about the extra work, the instructor could point out that if they get a job at a repair shop in the real world where they will have to explain problems in simple terms to their customers, doing this CAT would help them practice a useful skill.

12. The Application Card is a very simple CAT to utilize. After students have heard or read about an important principle, generalization, theory, or procedure, the instructor hands out an index card and asks them to write down one possible real-world application for what they have just learned.

An example from Physics: Newton’s Third Law basically says, “for every action there is always an equal reaction.” Apply three applications of this law to everyday life around the house.

An example from Business: After discussion of Total Quality Management (TQM), give at least two feasible, low-cost applications of TQM at a company they are familiar with, or the college they attend.

An example from Psychology: Psychologists have long noted the effects of “primacy” and “recency” on recall of information. These effects have some implications for classroom teaching and learning. Suggest one or two applications of these implications for teachers using the lecture method. In many professions and the service sector, success depends on one’s ability to translate highly specialized information into language that clients or customers will understand.

13. Directed Paraphrasing is an assessment technique designed to assess students and help students develop that valuable skill. In this CAT, students are directed to paraphrase part of a lesson plan for a specific audience, using their own words.

An example from Farrier Science: In one or two sentences, paraphrase what you have learned about customer relations to inform a customer about the implications of a horse that has foundered and could potentially die.

An example from Computer Science: In plain language and in less than five minutes, paraphrase what you have read about computer viruses for a vice president of a large insurance company who is ultimately responsible for database security.

14. Here is one that is sure to interest you! This CAT is called: Profiles of Admirable Individuals. While this CAT does not require much faculty time for preparation of use, it does involve a lot of time and energy for student response and faculty analysis of the data collected.

This straightforward technique requires that students write a brief, focused profile of an individual – in a field related to the course – whose values, skill, or actions they greatly admire. This technique assesses what students value by asking them (1) to select and profile an individual in the field whose values and behavior they admire, and (2) to explain what they find admirable about that individual and why. This information can help faculty understand the images and values students associate with the best practice and practitioners in the discipline under study.

15. The Classroom Opinion Poll is a method to discover student opinions about course-related issues. Students often have pre-existing opinions about topics covered in classes. The opinions that are often unsupported by evidence can affect how and what students learn.

At the 1997 New Mexico Higher Education Assessment Conference, assessment pioneer Dr. Thomas Angelo showed a very interesting videotape. All undergraduates at Harvard University take a course that includes basic astronomy. A reporter went to a Harvard graduation ceremony and asked a sample of students what causes the seasons. Ninety percent of the students had a strong opinion about the answer, but their ideas were wrong. These students learned an idea early in life about what causes seasons. They went to Harvard, learned the real reason, passed the exam, and immediately forgot what they had learned!

The bottom line is that prior opinions affect how you learn. A Classroom Opinion Poll consists of asking the students a question about a particular topic. Students are more likely to have opinions on one topic over another. Therefore, this CAT works best in social sciences, humanities and business.

A History example: Students are asked to respond to the following prompt:

European civilization would have advanced farther and more quickly if Napoleon had not gone to war with Russia and Britain.

Circle the answer that best describes your view.

Strongly Disagree

Disagree

Agree

Strongly Agree

This CAT can be used to prepare to discuss a controversial issue. It can also be used as a pre and post-assessment to determine whether the student's opinion has changed.

16. Another interesting CAT is the Student-Generated Test Question. The faculty member asks the student to propose questions that think will be on the test and to provide written answers. This is an out-of-class assignment and is quick to utilize.

This CAT allows the faculty to assess at least three aspects of student learning:

- A. What students consider the most important parts of the course content.
- B. What students think are fair and useful test questions.
- C. How well the students can answer the questions.

This information not only provides direction for teaching, but can also alert the instructor to inaccurate expectations about upcoming tests.

Student questions may raise interesting ideas, such as the fact that sometimes homework or lab assignments have different knowledge or skills than are included in tests. Some instructors even use some of the student questions in reviews for future classes.

The following book on classroom assessment techniques can be found in the College library reference section:

Angelo, Thomas A. and K. Patricia Cross.
Classroom Assessment Techniques (1993)
San Francisco: Jossey-Bass.

[Submit by Email](#)[Print Form](#)

Mesalands Community College
General Education Competency
Communication: Writing
Rubric Reporting Form

Course Information

Instructor Name (Last, First): _____ Semester: Year: _____ Date:

Dept: _____ Number: _____ Section: _____ Credits: _____ Course Title: _____

Student Information (fill out separate forms summarizing results for students having/not having a previous ENG 102 course)

Classroom Format ENG 102 Yes ☐ No ☐ # of students assessed: _____

Results

Describe your writing assignment: If other, explain: _____

Please fill in the table below with the number (N) of students achieving at each proficiency level for each of the criteria that you **used** in your writing assignment. If you wish, provide additional comments for each criteria in the space provided.

Criteria	Excellent	N	Proficient	N	Adequate	N	Inadequate	N
Provides a clear, concise thesis statement.	Statement is clear and concise		Statement is generally clear and concise		Statement is recognized by the reader		Statement is not recognized by the reader	
	Statement is well reasoned		Statement is mostly well reasoned		Statement has some elements of reason		Statement is not reasoned	
	Statement leads to plentiful additional discussion		Statement leads to enough additional discussion		Statement leads to some additional discussion		Statement does not lead to additional discussion	
Comments								

Criteria	Excellent	N	Proficient	N	Adequate	N	Inadequate	N
Provides supporting paragraphs which relate to the thesis.	Supporting paragraphs are well reasoned		Supporting paragraphs contain mostly well reasoned content		Supporting paragraphs contain some well reasoned content		Supporting paragraphs do not contain reasoned content	
	Supporting paragraphs clearly relate to the thesis		Supporting paragraphs often but not always relate to the thesis		Supporting paragraphs relate to the thesis in some way		Supporting paragraphs do not relate to the thesis	
	Supporting paragraphs are cohesive and logically developed		Supporting paragraphs demonstrate some cohesion and development		Supporting paragraphs demonstrate a few elements of cohesion and development		Supporting paragraphs are neither cohesive nor developed	
Comments								
Correctly incorporates outside sources.	Provides relevant outside sources		Provides mostly relevant outside sources		Provides some relevant outside sources		Provides irrelevant or no outside sources	
	Cites outside sources correctly		Cites outside sources, but no more than two errors		Cites outside sources with no more than three errors		Cites outside sources with four or more errors	
Comments								
Uses appropriate grammar, syntax, punctuation, and spelling.	Writing is error free in all categories (sentence structure, punctuation, spelling and grammar)		Writing has errors in no more than one category (sentence structure, punctuation, spelling and grammar)		Writing has errors in no more than two categories (sentence structure, punctuation, spelling and grammar)		Writing has errors in three or more categories (sentence structure, punctuation, spelling and grammar)	
	Sentence structure and vocabulary are well developed and varied		Sentence structure and vocabulary are developed and varied		Sentence structure and vocabulary are somewhat developed and varied		Sentence structure and vocabulary are not developed or varied	
Comments								

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**Mesalands Community College
Faculty Outcomes Assessment
Narrative Reporting Form**

Course Information

Instructor Name (Last, First): _____ Semester: _____ Year: _____ Date:
Dept: _____ Number: _____ Section: _____ Credits: _____ Course Title: _____

Course Feedback

Please comment on any strategies you used in the course that improved student learning.

Please comment on anything that was not successful in meeting your learning objectives.

What changes to this course would you recommend for yourself or for another instructor to improve student learning the next time this course is offered?

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Mesalands Community College
General Education Competency
Critical Thinking
Rubric Reporting Form

Course Information

Instructor Name (Last, First): _____ Semester: _____ Year: _____ Date:

Dept: _____ Number: _____ Section: _____ Credits: _____ Course Title: _____

Student Information (fill out separate forms for students who have previously completed/not completed a Lab Science

Classroom Format Lab Science Yes ☐ No ☐ # of students assessed:

Results

Describe your assignment: If other, explain: _____

Please fill in the table below with the number (N) of students achieving at each proficiency level for each of the criteria that you **used** in your assignment. If you wish, provide additional comments for each criteria in the space provided.

Criteria	Excellent	N	Proficient	N	Adequate	N	Inadequate	N
Identify and Gather	Asks insightful questions		Asks questions that indicate understanding		Identifies some questions		Fails to ask appropriate questions	
	Critiques content		Categorizes content		Identifies content		Misses major content areas	
	Examines inconsistencies		Detects inconsistencies		States some inconsistencies		Does not identify inconsistencies	
Comments								

Criteria	Excellent	N	Proficient	N	Adequate	N	Inadequate	N
Analyze and evaluate	Analyzes and evaluates thoroughly		Evaluates data		Some evaluation of data		Makes no attempt to evaluate data	
	Uses reasonable judgment		Makes judgments		Makes some judgments		Makes no judgments	
	Critically discriminates between good and bad information		Discriminates between good and bad information		Notifies differences between good and bad information		Makes no attempt to differentiate between good and bad information	
Comments								

Criteria	Excellent	N	Proficient	N	Adequate	N	Inadequate	N
Synthesize and Formulate Conclusions	Discusses issues thoroughly and argues succinctly		Discusses and argues issue clearly		Discusses and/or argues issue		Neither discusses nor argues issues	
	Assimilates information		Incorporates information		Overlooks some information		Fails to mention pertinent information	
	Justifies conclusion		States conclusions with some justification		General conclusion		No formal or coherent conclusion	
Comments								

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Mesalands Community College
General Education Competency
Communication: Oral Communication
Rubric Reporting Form

Course InformationInstructor Name (Last, First): _____ Semester: _____ Year: _____ Date:

Dept: _____ Number: _____ Section: _____ Credits: _____ Course Title: _____

Student Information (fill out separate forms for students who have previously completed/not completed a COM 102 course)Classroom Format COM 102 Yes ☐ No ☐ # of students assessed: **Results**Describe your oral assignment: If other, explain: _____

Please fill in the table below with the number (N) of students achieving at each proficiency level for each of the criteria that you **used** in your oral assignment. If you wish, provide additional comments for each criteria in the space provided.

Criteria	Excellent	N	Proficient	N	Adequate	N	Inadequate	N
Provides a well organized speech with an appropriate introduction and conclusion.	Very well organized		Well organized		Organized		Lacks organization	
	Attention grabbing introduction		Suitable introduction		Has an introduction		Poor introduction	
	Convincing conclusion		Appropriate conclusion		Has a conclusion		Poor conclusion	
Comments								

Criteria	Excellent	N	Proficient	N	Adequate	N	Inadequate	N
Provides main points that are well-documented, compelling, supported with facts, developed clearly and concisely, and focused on the topic.	All main points are well-documented and supported by numerous, compelling facts		All main points are documented and supported by fact		Main points somewhat supported		Little to no support of main points	
	Clearly and concisely presented		Clearly and concisely presented most of the time		Clearly and concisely presented some of the time		Not clearly and/or concisely presented	
	Remains focused on topic throughout entire presentation		Remains focused on topic during most of presentation		Remains focused on topic during some of presentation		Little to no focus on topic	
Comments								

Criteria	Excellent	N	Proficient	N	Adequate	N	Inadequate	N
Uses appropriate gestures, movements and eye contact	Excellent gestures and eye contact		Appropriate level of gestures and eye contact		Some gestures and eye contact		Little, if any, gestures and eye contact	
	Conversational presentation		Somewhat conversational presentation		Presentation rehearsed and mechanical		Presentation poorly delivered	
	Utilize note cards appropriately		Moderately relies on note cards		Relies on note cards		Totally relies on note cards	
Comments								

Criteria	Excellent	N	Proficient	N	Adequate	N	Inadequate	N
Speaks clearly and understandably using standard, edited English with correct mechanics (pronunciation, sentence structure and grammar) relative to audience	Excellent mechanics throughout		Few mechanical errors		Some mechanical errors		Many/ numerous mechanical errors	
	Very appropriate presentation relative to audience		Majority of presentation appropriate to audience		Presentation inappropriate to some members of the audience		Inappropriate presentation relative to audience	
	Tone is respectful and civil		Tone is somewhat respectful and civil		Neutral tone		Tone was disrespectful	
Comments								

Criteria	Excellent	N	Proficient	N	Adequate	N	Inadequate	N
Provides appropriate handouts and/or visual aids.	Provides entire audience with useful, presentation quality handouts		Provides entire audience with handouts		Provides majority of audience with handouts		Did not provide audience with handouts	
	Handouts/audiovisual aids contain appropriate amount of information		Most handouts/audiovisual aids contained appropriate amounts of information		Handouts/ audiovisual aids contained too much or too little information		No handouts/ audiovisual aids	
	Grammatically correct material		Few grammatical errors		Some grammatical errors		Many/numerous grammatical errors	
Comments								

MESALANDS COMMUNITY COLLEGE INFORMATION TECHNOLOGY RUBRIC REPORTING FORM



Mesalands Community College General Education Competency Information Technology Rubric Reporting Form

Course Information

Instructor Name (Last, First): _____ Semester: _____ Year: _____ Date:
Dept: _____ Number: _____ Section: _____ Credits: _____ Course Title: _____

Student Information

(fill out separate forms for students who have previously completed/not completed a CIS 101 course)

Classroom Format Please select CIS 101 Yes ☐ No ☐ # of students assessed:

Results

Describe your assignment: Please select If other, explain: _____

Please fill in the table below with the number (N) of students achieving at each proficiency level for each of the criteria that you **used** in your assignment. If you wish, provide additional comments for each criteria in the space provided.

Criteria	Number of students that met the criteria	Comments
Demonstrates basic computer and operating system skills	<input type="checkbox"/> Access and change computer settings under the Control Panel <input type="checkbox"/> Navigate file directory structures and paths <input type="checkbox"/> Perform file management tasks (select, copy, rename and/or delete files) <input type="checkbox"/> Create, save, open, and print a document from some application <input type="checkbox"/> Navigate and locate information from Windows Help	
Performs core tasks of Microsoft Office applications	<input type="checkbox"/> Format a document and how to use page layout, e.g., headers, footers, page breaks, bullets, etc. <input type="checkbox"/> Create tables, charts, graphs and/or formulas <input type="checkbox"/> Import and sort data and/or images into a document and format them appropriately <input type="checkbox"/> Demonstrate techniques for copying, cutting and pasting text and/or images within a document <input type="checkbox"/> Review a document using tools: spelling, grammar, word count, thesaurus	
Uses a search engine to access, navigate and evaluate information on the internet	<input type="checkbox"/> Retrieve information from an internet search engine <input type="checkbox"/> Evaluate and rank sources of information for reliability <input type="checkbox"/> Select, copy and paste information retrieved from the internet College databases	
Uses email with appropriate etiquette	<input type="checkbox"/> Open, create and/or send email with attachments <input type="checkbox"/> Demonstrates appropriate email etiquette	

MESALANDS COMMUNITY COLLEGE MATHEMATICAL REASONING RUBRIC REPORTING FORM

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[Print Form](#)



Mesalands Community College General Education Competency Mathematical Reasoning Rubric Reporting Form

Course Information

Instructor Name (Last, First): _____ Semester: _____ Year: _____ Date:

Dept: _____ Number: _____ Section: _____ Credits: _____ Course Title: _____

Student Information

Classroom Format

Results

Describe your assignment: If other, explain: _____

Please fill in the table below with the number (N) of students achieving at each proficiency level for each of the criteria that you **used** in your writing assignment. If you wish, provide additional comments for each criteria in the space provided.

Criteria	Excellent	N	Proficient	N	Adequate	N	Inadequate	N
Constructs and/or analyzes numerical or graphical representations of data	A correct solution using an appropriate strategy is given	<input type="text"/>	A complete, appropriate strategy is shown or explained but an incorrect solution is given due to a simple computational or other error	<input type="text"/>	Some parts of an appropriate strategy are shown or explained, but key elements are missing, inappropriate or implemented incorrectly	<input type="text"/>	Some work or explanation beyond re-copying data is shown, but work would not lead to a correct solution or no solution is given	<input type="text"/>
	Descriptions of the results are complete and coherent	<input type="text"/>	Descriptions of the results are mostly correct and comprehensible	<input type="text"/>	A description of the results is attempted but may be incomplete	<input type="text"/>	There are no descriptions or explanations of the results	<input type="text"/>
Comments	<input type="text"/>							

Criteria	Excellent	N	Proficient	N	Adequate	N	Inadequate	N
Simplifies, evaluates, and/or solves various equations and/or formulas	Demonstrates complete understanding of the problems with correct solutions	<input type="checkbox"/>	Misinterprets minor parts of some problems with few computational errors	<input type="checkbox"/>	Misinterprets major parts of the problems with several computational errors, gives partial answers for problems with multiple answers	<input type="checkbox"/>	Completely misinterprets the problem or makes no attempt	<input type="checkbox"/>
	Answers are interpreted correctly, with appropriate labels	<input type="checkbox"/>	Most answers are interpreted correctly with mostly correct labels	<input type="checkbox"/>	An interpretation is attempted for most answers; labels may be incorrect or missing	<input type="checkbox"/>	There is no interpretation of any results or labels of answers	<input type="checkbox"/>
Comments								
Formulates and communicates mathematical explanations	Gives a complete response with clear explanations	<input type="checkbox"/>	Completes the problem satisfactorily	<input type="checkbox"/>	Begins appropriately but may fail to complete or may omit significant parts of the problem	<input type="checkbox"/>	Copies parts of the problem but without attempting a solution; or gives no solution	<input type="checkbox"/>
	Communicates effectively to the intended audience; demonstrates complete understanding of the mathematical ideas and processes	<input type="checkbox"/>	The communication is comprehensible; uses mathematical ideas and processes effectively	<input type="checkbox"/>	An explanation is present but may be muddled or incomplete; attempts, but may fail to demonstrate comprehension of mathematical ideas	<input type="checkbox"/>	An explanation is not understandable or is missing; shows no understanding of the problem situation	<input type="checkbox"/>
Comments								

MESALANDS COMMUNITY COLLEGE SCIENTIFIC REASONING RUBRIC REPORTING FORM

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[Print Form](#)



Mesalands Community College General Education Competency Scientific Reasoning Rubric Reporting Form

Course Information

Instructor Name (Last, First): _____ Semester: _____ Year: _____ Date:

Dept: _____ Number: _____ Section: _____ Credits: _____ Course Title: _____

Student Information

Classroom Format

Results

Describe your assignment: If other, explain: _____

Please fill in the table below with the number (N) of students achieving at each proficiency level for each of the criteria that you **used** in your writing assignment. If you wish, provide additional comments for each criteria in the space provided.

Criteria	Excellent	N	Proficient	N	Adequate	N	Inadequate	N
Problem is recognized and investigative question is formulated	Problem is recognized and explained in detail	<input type="text"/>	Problem is recognized and essentials are explained	<input type="text"/>	Problem is recognized and stated	<input type="text"/>	Problem is not recognized or only parts of problem are recognized	<input type="text"/>
	Investigative question is clearly formulated	<input type="text"/>	Investigative question is formulated	<input type="text"/>	Investigative question is outlined	<input type="text"/>	Investigative question is not formulated, unclear or incomplete	<input type="text"/>
Comments								

Criteria	Excellent	N	Proficient	N	Adequate	N	Inadequate	N
Reasonable, testable hypothesis is presented	Hypothesis is reasonable, clearly stated, and fully explains question	<input type="checkbox"/>	Hypothesis is reasonable and answers question	<input type="checkbox"/>	Hypothesis is reasonable, and somewhat addresses question	<input type="checkbox"/>	Hypothesis does not answer question, is untestable or is not presented	<input type="checkbox"/>
Comments								
Prediction is formulated as logical consequence of the hypothesis	Prediction is logical and fully explained	<input type="checkbox"/>	Prediction is logical and well formulated	<input type="checkbox"/>	Prediction is logical and reasonably outlined	<input type="checkbox"/>	Prediction is unclear, does not follow logically from hypothesis or is not presented	<input type="checkbox"/>
Comments								
Data/observations to test hypothesis are gathered or compiled	High quality data and/or high quantity of suitable data gathered and presented professionally (list or table)	<input type="checkbox"/>	Quality/ quantity of suitable data gathered that fully justifies conclusion	<input type="checkbox"/>	Quality/ quantity of suitable data gathered and sufficiently presented to justify conclusion, but student may have overlooked some data	<input type="checkbox"/>	Data unsuitable to test hypothesis; little or no data gathered	<input type="checkbox"/>
Comments								
Formulation of a conclusion	Conclusion is logical and well formulated	<input type="checkbox"/>	Conclusion is logical	<input type="checkbox"/>	Conclusion is coherent	<input type="checkbox"/>	Conclusion is incoherent or not presented	<input type="checkbox"/>
	Conclusion explains in detail the degree of correctness of the hypothesis and identifies further avenues of testing, or formulates new hypothesis	<input type="checkbox"/>	Conclusion explains the degree of correctness of the hypothesis	<input type="checkbox"/>	Conclusion addresses the degree of correctness of the hypothesis	<input type="checkbox"/>	Conclusion does not explain the degree of correctness of the hypothesis	<input type="checkbox"/>
Comments								

MESALANDS COMMUNITY COLLEGE

COURSE SYLLABUS

COURSE NUMBER	COURSE TITLE
LECTURE HOURS	[16 per one credit hour]
LAB HOURS	[32 per one credit hour]
INTERNSHIP HOURS	[32 per one credit hour]
CREDITS	[Based on total lecture/lab or internship hours]

COURSE DESCRIPTION

(Include course description here that should appear in the College Catalog)

COURSE PRE-REQUISITES, CO-REQUISITES, AND/OR OTHER RESTRICTIONS

(Including required prior knowledge or skills; if no course prerequisite state none)

INSTRUCTOR CONTACT INFORMATION

(Professor's name, phone number, email, office location, office hours, other information)

REQUIRED TEXTBOOKS AND MATERIALS

(Insert textbook information here)

SUGGESTED COURSE MATERIALS

(Insert materials here)

STUDENT LEARNING OUTCOMES

(Please note that the Performance Objectives section has been deleted. Transfer the objectives from the previous Performance Objectives section to the Student Learning Outcomes section. Please phrase these outcomes so they are correctly stated using the performance, condition, criteria format.)

[Measurable objective for the course].

[Measurable objective for the course].

ASSIGNMENTS AND ACADEMIC CALENDAR

(Topics, Reading Assignments, Due Dates, Exam Dates)

WRITING REQUIREMENTS

(Specific assignments, documentation instructions)

GRADING POLICY

(including percentages for assignments, grade scale, etc.)

COURSE AND INSTRUCTOR POLICIES

(make-up exams, extra credit, late work, special assignments, class attendance, classroom citizenship, etc.)

STUDENTS' SPECIAL NEEDS

Mesalands Community College strives for student-centered, quality education with flexibility to allow for students' special needs. Students with disabilities or special needs should feel free to contact the instructor privately if there are services or adaptations which can be made to accommodate specific needs.

ACADEMIC INTEGRITY

The integrity of an academic program rests on the principle that the grades awarded to students reflect only their own individual efforts and achievement. Students are required to perform the work specified by the instructor and are responsible for the content of work submitted, such as papers, reports, and examinations. Refer to Mesalands Community College Student Handbook for College policies on cheating and plagiarism.

WITHDRAWAL FROM CLASS

The administration of this institution has set deadlines for withdrawal of any college-level courses. These dates and times are published in that semester's course schedule. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.

[Course Number] [Course Name]

COURSE OUTLINE

- I. [MAIN TOPIC]
 - A. [Sub topic]
 - B. [Sub topic]
 - C. [Sub topic]
 - D. [Sub topic]
- II. [MAIN TOPIC]
 - A. [Sub topic]
 - B. [Sub topic]
 - C. [Sub topic]
 - D. [Sub topic]
 - E. [Sub topic]
- III. [MAIN TOPIC]
 - A. [Sub topic]
 - B. [Sub topic]
 - C. [Sub topic]
 - D. [Sub topic]
- IV. [MAIN TOPIC]
 - A. [Sub topic]
 - B. [Sub topic]
 - C. [Sub topic]
 - D. [Sub topic]
- V. [MAIN TOPIC]
 - A. [Sub topic]
 - B. [Sub topic]
- VI. [MAIN TOPIC]
 - A. [Sub topic]
 - B. [Sub topic]
 - C. [Sub topic]
 - D. [Sub topic]

STANDARDS OF PERFORMANCE

Students will receive grades on at least one project from each major area of the course outline/schedule as described by the performance objectives. Additional standards will be delineated in the instructor's individual class syllabus which is distributed to students the first week of class and placed on file in the Vice President of Academic Affairs office each semester.

STUDENT EVALUATION AND GRADES

Testing and grading are the responsibility of the instructor. Faculty usually compose their own tests; however, standardized tests are used in selected discipline areas. In addition to written tests, other criteria such as outside assignments, research projects, reports, papers, and manipulative performance are encouraged.

Numerous evaluations are encouraged in determining final grades. Final grades are required for all students enrolled in the class. Instructors are required to maintain a college-level grading standard. **Grades are protected as confidential information and must not be posted by student name or SS#/Student ID#.**

These descriptions and timelines are subject to change at the discretion of the Instructor.

STUDENT LEARNING ASSESSMENT PROGRAM REPORT EARLY CHILDHOOD EDUCATION 2011-2012

What early childhood professionals know and can do significantly influence children's development, learning, and success in school. Since the period of early childhood spans the first eight years of a child's life, these early care and education professionals are being prepared to work in varied settings that include child care centers, family child care homes, Head Start, early intervention programs, public and private schools through third grade, preschools, and family support programs. Professionals may refer to themselves as teachers, educational assistants, assistant teachers, teacher aides, caregivers, or providers. In the final analysis, they all teach and they all provide care.

Program Objectives

Upon completion of the Early Childhood Education Associate Degree Program:

- a. The student will incorporate understanding of developmental stages, processes, and theories of growth, development, and learning into developmentally appropriate practice.
- b. The student will demonstrate knowledge of relevant content for young children and developmentally appropriate ways of integrating content into teaching and learning experiences for children from birth through age eight.
- c. The student will demonstrate effective written and oral communication skills when working with children, families, and early care, education, and family support professionals.

General Education Competencies

Upon completion of the Early Childhood Education Associate Degree Program and in addition to the above mentioned program objectives:

1. Students will read, write, listen and use verbal skills to organize and communicate information and ideas in personal and group settings (Communication).
2. Students will demonstrate mathematical principles and scientific reasoning by applying appropriate methods to the inquiry process (Mathematical and Scientific Reasoning).

3. Students will identify, evaluate and analyze evidence to guide decision making and communicate his/her beliefs clearly and accurately (Critical Thinking).

Overview

The Early Childhood Education assessment plan is in its third year and is addressed via the plan→do→study→adjust cycle that begins every fall semester and follows one Early Childhood cohort from first semester through graduation.

Program Objectives Assessment Plan

All program objectives are measured with multiple tools. The following **Curriculum Map** outlines those measurement tools and courses in which the program objectives are presented and/or measured:

Program Objective	Measurement Tools	Courses In Which Program Objectives Are Presented and/or Measured
1. The student will incorporate understanding of developmental stages, processes, and theories of growth, development, and learning into developmentally appropriate practice.	<ul style="list-style-type: none"> •CAT •Pre/Post-Test •Course Projects •Written Tests over Course Content 	10. ECE 103 11. ECE 104 12. ECE 106 13. ECE 107 14. ECE 109 15. ECE 111 16. ECE 112 17. ECE 113 18. ECE 114 19. ECE 115 20. ECE 265
2. The student will demonstrate knowledge of relevant content for young children and developmentally appropriate ways of integrating content into teaching and learning experiences for children from birth through age eight.	<ul style="list-style-type: none"> •Written Tests over Course Content •CAT •Pre/Post-Test •Course Projects 	<ul style="list-style-type: none"> •ECE 103 •ECE 104 •ECE 106 •ECE 107 •ECE 109 •ECE 111 •ECE 112 •ECE 113 •ECE 114 •ECE 115 •ECE 265

3. The student will demonstrate effective written and oral communication skills when working with children, families, early care, education, and family support professionals.	<ul style="list-style-type: none"> • Written Tests Over Course Content • Oral and Written Projects • GEA • CAAP 	<ul style="list-style-type: none"> • ECE 103 • ECE 104 • ECE 106 • ECE 107 • ECE 109 • ECE 111 • ECE 112 • ECE 113 • ECE 114 • ECE 115 • ECE 265
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Program Objective Results

This section presents the results of those measurement tools identified in the second column above.

Measurement Tool: Course Project
Program Objectives: 1,2,3
Goal: 70% Pass Rate

Course Project 2009-2010				
Course	Project	# of Students Attempting	# Passing	% Passing
ECE 103	Paper	10	10	100%(Mean=91%)
ECE 104	Paper	15	12	80%(Mean=68%)
ECE 106	Interview	3	3	100%(Mean=93%)
ECE 107	Assessment	17	15	88%(Mean=77%)
ECE 109	Teaching	13	12	92% (Mean=86%)
ECE 111	Teaching	13	13	100%(Mean=86%)
ECE 112	Practicum	13	12	92%(Mean=87%)
ECE 113	Paper	2	2	100%(Mean=91%)
Course Project 2010-2011				
Course	Project	# of Students Attempting	# Passing	% Passing
ECE 114	Teaching	16	15	94%(Mean=90%)
ECE 115	Practicum	16	15	94%(Mean=85%)
ECE 265	Paper	4	4	100%(Mean=90%)
ECE 104	Paper	15	13	87% (Mean 73%)
ECE 106	Interview	12	9	75% (Mean 69%)
ECE 113	Paper	12	9	75% (Mean 63%)
ECE 265	Paper	15	13	87% (Mean 78%)

Course Project 2011-2012				
Course	Project	# of Students Attempting	# Passing	% Passing
ECE 104	Paper	19	14	74% (Mean 66%)
ECE 107	Assessment	8	7	88% (Mean 84%)
ECE 109	Teaching	11	9	82% (Mean 80%)
ECE 111	Teaching	13	12	92% (Mean 91%)
ECE 112	Practicum	13	12	92% (Mean 91%)
ECE 114	Teaching	12	8	67% (Mean 64%)
ECE 115	Practicum	12	7	58% (Mean 56%)

Measurement Tool:
Program Objectives:
Goal:

**Written Tests Over Course Content
1,2,3
70% Pass Rate**

Written Tests 2009-2010			
Course	# of Students Attempting	# Passing	% Passing
ECE 103	10	10	100% (Mean=91%)
ECE 104	15	12	80%(Mean=67%)
ECE 106	3	3	100%(Mean=93%)
ECE 107	17	15	88%(Mean=77%)
ECE 109	13	12	92% (Mean=86%)
ECE 111	13	13	100%(Mean=86%)
ECE 112	13	12	92%(Mean=87%)
ECE 113	2	2	100%(Mean=91%)
ECE 114	16	15	94%(Mean=90%)
ECE 115	16	15	94%(Mean=85%)
ECE 265	4	4	100%(Mean=90%)

Written Tests 2010-2011			
Course	# of Students Attempting	# Passing	% Passing
ECE 104	15	13	87% (Mean 64%)
ECE 106	12	10	75% (Mean 73%)
ECE 113	12	9	75% (Mean 65%)
ECE 265	15	13	87% (Mean 87%)
Written Tests 2011-2012			
Course	# of Students Attempting	# Passing	% Passing
ECE 104	19	14	68% (Mean 56%)
ECE 107	8	7	88% (Mean 76%)
ECE 109	11	9	82% (Mean 79%)
ECE 111	13	12	92% (Mean 83%)
ECE 112	13	12	92% (Mean 88%)
ECE 114	12	8	67% (Mean 56%)
ECE 115	12	7	67% (Mean 52%)

Measurement Tool:
Program Objectives:
Goal:

Pre/Post Tests
1,2
50% Improvement

Pre-Test/Post Test Results 2010-2011			
Course	Pre-Test	Post-Test	Percent Improvement
ECE 104	40%	61%	53%
ECE 106	45%	77%	71%
ECE 113	38%	65%	71%
ECE 265	51%	67%	31%
Pre-Test/Post Test Results 2011-2012			
Course	Pre-Test	Post-Test	Percent Improvement
ECE 104	40%	61%	53%
ECE 107	38%	58%	53%
ECE 109	42%	64%	52%
ECE 111	48%	85%	77%
ECE 112	52%	77%	48%
ECE 114	47%	66%	40%
ECE 115	55%	82%	49%

General Education Competencies Assessment Plan

General education competencies are measured with multiple tools. The following **Curriculum Map** outlines those measurement tools and courses in which the general education competencies are presented and/or measured:

General Education Competencies	Measurement Tools	Courses In Which General Education Competencies Are Presented and/or Measured
Communication 1. Writing 2. Oral Presentation 3. Information Technology	10. GEA College Rubric 11. CAAP 12. CAT 13. Class Presentations 14. Writing Across Curriculum Rubric 15. Critical Thinking Rubric 16. Oral Presentation Rubric	17. ECE 103 18. ECE 104 19. ECE 106 20. ECE 107 21. ECE 109 22. ECE 111 23. ECE 112 24. ECE 113 25. ECE 114 26. ECE 115 27. ECE 265 28. ENG 102 29. ENG 104 30. COM 102
Mathematical and Scientific Reasoning 4. Mathematical Reasoning 5. Scientific Methodology	3. GEA College Rubric 4. CAAP 5. Laboratory Exercise 6. Laboratory Report	7. MATH 107 8. MATH 110 9. MATH 261 10. Required Science Classes
Critical Thinking 6. Critical Thinking	d. GEA College Rubric e. CAAP f. Laboratory Exercise	g. ECE 103 h. ECE 104 i. ECE 106 j. ECE 107 k. ECE 109 l. ECE 111 m. ECE 112 n. ECE 113 o. ECE 114 p. ECE 115 q. ECE 265 r. Required Science Classes

General Education Competencies Results

This section presents the general education competencies results. The Mesalands Community College created rubrics were used as the measurement tool each time the specific competency was evaluated during the program.

Measurement Tool:

GEA College Rubric

General Education Objectives:

1, 2, 3

Goal Results: 80% “excellent (4)”, “proficient (3)” or “adequate (2)”

Reporting Period	# of Students Attempting	# Passing	% Passing
2009-2010			
• 1	1	1	100% (mean=3.0)
• 2	1	1	100% (mean=3.0)
• 3	1	1	100% (mean=3.75)

2. Present ideas in writing.
3. Present ideas orally according to standard usage.
4. Demonstrate application of information technology.

Measurement Tool:

GEA College Rubric

General Education Objectives:

4, 5, 6

Goal Results: 80% “excellent (5)”, “proficient (4)” or “acceptable (3)”

Reporting Period	# of Students Attempting	# Passing	% Passing
2009-2010			
• 4	1	0	0% (mean=1.0)
• 5	1	1	100% (mean=4.75)
• 6	1	1	100% (mean=3.5)

5. Demonstrate mathematical principles.
6. Demonstrate scientific reasoning.
7. Apply scientific methods to the inquiry process.

Measurement Tool:

GEA College Rubric

General Education Objectives:

7, 8, 9

Goal Results: 80% “excellent (5)”, “proficient (4)” or “acceptable (3)”

Reporting Period	# of Students Attempting	# Passing	% Passing
2009-2010			
• 7	1	1	100% (mean=4.5)
• 8	1	1	100% (mean=3.75)
• 9	1	1	100% (mean=3.5)

8. Read and analyze complex ideas.
9. Locate, evaluate and apply research information.
10. Evaluate and present well-reasoned arguments.

Measurement Tool: ACT Collegiate Assessment of Academic Proficiency (CAAP)
General Education Objectives: 1, 4-9
Goal Results: 50%
Legend: n (Mean Score)

Year	Writing	Math	Reading	Critical Thinking	Science
2009-2010	1(39%)		1 (53%)		

Measurement Tool: Writing Across the Curriculum College Rubric
General Education Objective(s): 1
Goal Results: 90% "Excellent (4)", "Proficient (3)", or "Adequate (2)"
Legend: ENG 102(No ENG 102)

Year	Excellent (4)	Proficient (3)	Adequate (2)	Inadequate (1)
2009-2010				
1.1.1	16	16(23)	1(5)	
1.1.2				
1.1.3				
1.2.1				
1.2.2	18(6)	12(15)	3(7)	
1.2.3				
1.3.1	6	21(18)	5(8)	1(2)
1.3.2				
1.4.1	16(1)	15(13)	2(13)	(1)
1.4.2				

Year	Excellent (4)	Proficient (3)	Adequate (2)	Inadequate (1)
2010-2011				
1.1.1	6	20 (5)	3 (3)	
1.1.2	6	20 (5)	3 (3)	
1.1.3	6	20 (5)	3 (3)	
1.2.1	7	16 (3)	6 (4)	
1.2.2	7	16 (3)	6 (4)	
1.2.3	7	16 (3)	6 (4)	
1.3.1	5	3 (1)	9 (4)	2 (3)
1.3.2	5	3 (1)	9 (4)	2 (3)
1.4.1	5	21 (3)	3 (5)	
1.4.2	5	21 (3)	3 (5)	

Year	Excellent (4)	Proficient (3)	Adequate (2)	Inadequate (1)
2011-2012				
1.1.1	26 (2)	24 (4)	4 (3)	1
1.1.2	26 (2)	24 (4)	4 (3)	1
1.1.3	26 (2)	24 (4)	4 (3)	1
1.2.1	28 (1)	24 (5)	3 (2)	1
1.2.2	28 (1)	24 (5)	3 (2)	1
1.2.3	28 (1)	24 (5)	3 (2)	1
1.3.1	24 (3)	19 (2)	9 (2)	3 (2)
1.3.2	24 (3)	19 (2)	9 (2)	3 (2)
1.4.1	20 (2)	33 (4)	2 (3)	
1.4.2	20 (2)	33 (4)	2 (3)	

Provides a clear, concise thesis statement

1.1.1 Statement is clear and concise

1.1.2 Statement is well reasoned

1.1.3 Statement leads to plentiful additional discussion

Provides supporting paragraphs which relate to the thesis

1.2.1 Supporting paragraphs are well reasoned

1.2.2 Supporting paragraphs clearly relate to the thesis

1.2.3 Supporting paragraphs are cohesive and logically developed

Correctly incorporates outside sources

1.3.1 Provides relevant outside sources

1.3.2 Cites outside sources correctly

Uses appropriate grammar, syntax, punctuation, and spelling

1.4.1 Writing is error free in all categories (sentence structure, punctuation, spelling and grammar)

1.4.2 Sentence structure and vocabulary are well developed and varied

Measurement Tool:

Oral Presentation College Rubric

General Education Objective(s):

2

Goal Results: 90% "Excellent(4)"/"Proficient(3)"/ "Adequate(2)"

Legend: COMM 102(No COMM 102)

Year	Excellent (4)	Proficient (3)	Adequate (2)	Inadequate (1)
2010-2011				
2.1.1	2	7		
2.1.2	2	7		
2.1.3	2	7		
2.2.1	1	7	1	
2.2.2	1	7	1	
2.2.3	1	7	1	
2.3.1	5	3	1	
2.3.2	5	3	1	
2.3.3	5	3	1	
2.4.1	7	2		
2.4.2	7	2		
2.4.3	7	2		

Year	Excellent (4)	Proficient (3)	Adequate (2)	Inadequate (1)
2.5.1	1		8	
2.5.2	1		8	
2.5.3	1		8	
2011-2012				
2.1.1	1	21	2	
2.1.2	1	21	2	
2.1.3	1	21	2	
2.2.1	9	14	1	
2.2.2	9	14	1	
2.2.3	9	14	1	
2.3.1	4	14	6	
2.3.2	4	14	6	
2.3.3	4	14	6	
2.4.1	7	17		
2.4.2	7	17		
2.4.3	7	17		
2.5.1	12	5	3	4
2.5.2	12	5	3	4
2.5.3	12	5	3	4

Provides a well organized speech with appropriate introduction and conclusion

2.1.1 Very well organized

2.1.2 Attention grabbing introduction

2.1.3 Convincing conclusion

Provides main points that are well-documented, compelling, supported with facts, developed clearly and concisely, and focused on the topic

2.2.1 All main points are well-documented and supported by numerous, compelling facts

2.2.1 Clearly and concisely presented

2.2.3 Remains focused on topic throughout entire presentation

Uses appropriate gestures, movements and eye contact

2.3.1 Excellent gestures and eye contact

2.3.2 Conversational presentation

2.3.3 Utilize note cards appropriately

Speaks clearly and understandably using standard, edited English with correct mechanics (pronunciation, sentence structure and grammar) relative to audience

2.4.1 Excellent mechanics throughout

2.4.2 Very appropriate presentation relative to audience

2.4.3 Tone is respectful and civil

Provides appropriate handouts and/or visual aids

2.5.1 Provides entire audience with useful, presentation quality handouts

2.5.2 Handouts/audiovisual aids contain appropriate amount of information

2.5.3 Grammatically correct material

PDSA CYCLE RESULTS (2009-2010)

ANALYSIS

Problem Area

Students need to continue to work on writing and communication skills. We work on those in class projects, but the GEA and CAAP scores show that more practice or supervision is needed in these areas. I will continue to have all of my classes write more and present orally more. This will also enhance the College's Writing Across the Curriculum emphasis.

I want to make sure that my Early Childhood students exit my program with skills that will not only enable them to be employed now, but that they will also be prepared to continue on with their higher education goals.

Goal

Every program student will research an early childhood topic, according to the class that they are enrolled in, and will present both an oral and written report using criteria outlined in our GEA Rubric. These will be evaluated by the Rubric and given back to the student for personal assessment.

Action

Give each student the assignment. Set up a conference after completion with each student to discuss areas in need of improvement.

Results

I did have the students research an early childhood topic and present a written report. But, due to time constraints, I only did the oral presentation in one class. I also didn't have individual conferences with each student due to time restraints also.

PDSA CYCLE RESULTS (2010-2011)

ANALYSIS:

Problem Area:

Students need more work on communication, both in writing and oral presentations. GEA and CAAP scores show that students need more help in these communication areas. After analyzing the results of my classes this year, I have also determined that my students need more direction in studying for tests and getting work turned in on time. This reflects not only on their success in college, but also reflects on their employment skills.

Goal:

I want to make sure that my Early Childhood Education students exit my program with skills that will not only enable them to be employed now, but will also prepare them to be successful in their pursuit of higher education. I want them to be able to continue with their bachelor's program and also be successful in taking state standardized exams.

I will continue with my goal that every program student will research an early childhood topic and will present both an oral and written report using criteria outlined in our GEA Rubrics. I will also add in the element of Critical Thinking using the Critical Thinking Rubric also.

In order to make this a learning experience, I will plan to give feedback on these presentations.

Action:

Present the Rubrics to each student. Discuss how they will be evaluated. Give the assignment to each student. Set up a conference after completion with each student to discuss areas in need of improvement. I will also give more clear expectations of when assignments are due, and go over consequences of not meeting those deadlines.

Results:

The oral and written rubrics were given to the students in the classes where they were evaluated. The scores on the rubrics improved. I still didn't have a chance to talk to the students about their scores because of the end of the semester. I set this as a new goal for next year. I worked on each syllabus and tried to clarify the grading criteria, so students would know exactly how grades would be calculated. I still need to stress the importance of reading and understanding this information.

PDSA CYCLE GOALS (2011-2012)

ANALYSIS:

Problem Area:

Students continue to need more work on communication, both in writing and oral presentations. This is indicated by GEA and CAAP scores. I also realized that students are not reading and interpreting their syllabus that explains what work is due, when it is due, and how their grades are calculated. I need to work on clarification of this for the next cycle of classes. I also realized that because of the number of classes that are required in Early Childhood and the time frame to fit them all in, some of the first semester students had to take classes they didn't have the background for.

Goal:

Many Early Childhood students come into the program already employed in the field. I need to continue to work with them to have them further advance their education and be ready to advance to the next level of education. I would like to see many of the students continue to work on their bachelor's degree. Work is being done to collaborate with other colleges to help students fulfill this need.

I will continue with my goal that every program student will research topics in early childhood and present information both orally and written. Our GEA rubrics outline the criteria for these. I would like to add in the element of critical thinking using the Critical Thinking Rubric also. In order to make this a learning experience, I will plan to give feedback on these presentations. I need to set the due date earlier in the semester, so there is time to give feedback.

Action:

Devote more time to the syllabus in the beginning of the semester. Let students know how attendance and participation calculate into their final grade. Go over point system that I use for each class and make sure students understand what is required of them. Present the grading rubrics to each student and let them know how they are going to be evaluated. I did that this year, and oral presentation scores improved. Make time to discuss results with each student, but having due date earlier in the semester. Continue to have students write and present.

Results:

To be presented and analyzed in 2012-2013 report.

