Student Learning Assessment Guide for Faculty

MESALANDS Community COLLEGE

2014-2015

Student Learning Assessment Committee

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2014-2015

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 wherever and however they teach for Mesalands Community College. This practical guide to student learning assessment is 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-friendly 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. The ultimate goal of assessing student learning is to improve student learning.

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 six general education competencies that all Mesalands graduates will demonstrate upon completion of a degree regardless of site or delivery method. As stated previously, these competencies represent the most deeply held values of the College and are as follows:

- Writing

- Oral Communication

- Information Technology

- Critical Thinking

- Scientific Reasoning

- Mathematical Reasoning

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).

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 forms 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. **DO NOT submit the form using the "Submit Form" button in the right upper corner of the document.** It is critical that when submitting the electronic forms that they be submitted using the correct naming conventions outlined below. 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 Course Syllabi for Existing Course:

If the course you are teaching has an existing course syllabus (contact Tom Morris at tomm@meslands.edu for this information), you will need to update the following syllabus sections 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 the Curriculum Coordinating Committee in care of D'Jean Jawrunner at djawrunner@mesalands.edu for review and approval.

Assessment Steps to Complete Every Semester (continued)

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:

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[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 forms 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. DO NOT submit the form using the "Submit Form" button in the right upper corner of the document.   It is critical that when submitting the electronic forms that they be submitted using the correct naming conventions outlined below. 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 writing assignment 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 as attachments at the end of the semester. When submitting your attachments use the following naming convention/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

                             tmorriswritingbiol211noeng

    i. Keep a hard copy of the forms for your records.

4. Complete the electronic **MCC Faculty Outcomes Assessment Narrative Form** (Appendix D) for each course you teach. Submit them via e-mail to Tom Morris at tomm@mesalands.edu. In order to submit the forms 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. **DO NOT submit the form using the "Submit Form" button in the right upper corner of the document**.   When submitting the forms, use the following naming convention/file name format:

- first initial of first name
- last name
- narrative (indicating the narrative form)
- course abbreviation
- course number
- for example: tmorrisnarrativebiol211

This two-page form requires you to respond to the following three questions:

1) What did you do in the course that significantly improved student learning?
2) What did you do that was not successful in meeting your objectives?
3) 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 Tom Morris, Chair of the Student Learning Assessment Committee 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
2014-2015	Summer 2014, Fall 2014, Spring 2015	Scientific Reasoning and Critical Thinking
2015-2016	Summer 2015, Fall 2015, Spring 2016	Writing and Information Technology
2016-2017	Summer 2016, Fall 2016, Spring 2017	Oral Presentation and Mathematical Reasoning
2017-2018	Summer 2017, Fall 2017, Spring 2018	Scientific Reasoning and Critical Thinking
2018-2019	Summer 2018, Fall 2018, Spring 2019	Writing and Information Technology
2019-2020	Summer 2019, Fall 2019, Spring 2020	Oral Presentation and Mathematical Reasoning

*General Education Competencies:
- Writing
- Oral Presentation
- 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 forms 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. **DO NOT submit the form using the "Submit Form" button in the right upper corner of the document**. It is critical that when submitting the electronic forms that they be submitted using the correct naming conventions outlined below. 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 course[2] 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 naming convention/file format:

- first initial of first name
- last name
- critical (indicating the assessment rubric)
- course abbreviation

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[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.

- course number
- yes or no (indicating if the student completed one the identified lab courses
- lab (indicating one of the identified lab courses)
- for example: tmorriscriticalbiol211yeslab
                       tmorriscriticalbiol211nolab

9. Keep a hard copy of the forms for your records.

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 presentation 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 forms 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. **DO NOT submit the form using the "Submit Form" button in the right upper corner of the document**. It is critical that when submitting the electronic forms that they be submitted using the correct naming conventions outlined below. 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 naming convention/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
                              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. 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. It is critical that you as the faculty member fully review the Information Technology Rubric (Appendix A) prior to developing this assignment. Specifically, make sure to review each criteria component (each individual bullet point). You will want to create an assignment that ensures your students address as many of those bulleted points as possible. Appendix M lists specific "expectations" of how students can meet the Information Technology criteria.   It is strongly recommended that you review Appendix M

to help give you ideas on how to adequately assess this general education competency. You can use Appendix M as a handout to your students to clarify your expectations of what should be included in an appropriately submitted Information Technology 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 forms 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. **DO NOT submit the form using the "Submit Form" button in the right upper corner of the document**. It is critical that when submitting the electronic forms that they be submitted using the correct naming conventions outlined below. 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 (CIS) 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. In the second column of the **MCC Information Technology Rubric Reporting Form** (Appendix G), identify the number of students achieving each criteria component by filling in the appropriate 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 naming convention/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
                                          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. 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 Tom Morris, Chair of the Student Learning Assessment Committee 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 forms 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. **DO NOT submit the form using the "Submit Form" button in the right upper corner of the document**.   It is critical that when submitting the electronic forms that they be submitted using the correct naming conventions outlined below. 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 naming convention/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
                      tmorrismathbiol211nomath9

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 the laboratory science courses listed below[3] . 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 forms 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. **DO NOT submit the form using the "Submit Form" button in the right upper corner of the document**.   It is critical that when submitting the electronic forms that they be submitted using the correct naming conventions outlined below. 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 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

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[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.

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 naming convention/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: tmorrisscibiol211yeslab
                               tmorrisscibiol211nolab

9. Keep a hard copy of the forms for your records.

Assessment Responsibilities of Individual Faculty
for the Academic Year

Date	Action
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 Tom Morris, Chair of the Student Learning Assessment Committee and/or refer to the Student Learning Assessment Model document should you need assistance writing measureable course objectives. All updated syllabi should be submitted to the Curriculum Committee in care of D'Jean Jawrunner at djawrunner@mesalands.edu for approval.
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. See the General Education Competencies Program Reporting Schedule for the specific competency to be reported on. All forms need to be submitted to Tom Morris at tomm@mesalands.edu. Please use the appropriate naming conventions when sending these forms as attachments.
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 Tom Morris, Chair of the Student Learning Assessment Committee and/or refer to the Student Learning Assessment Model document should you need assistance writing measureable course objectives. All updated syllabi should be submitted to the Curriculum Committee in care of D'Jean Jawrunner at djawrunner@mesalands.edu for approval.

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. See the General Education Competencies Program Reporting Schedule for the specific competency to be reported on. All forms should to be submitted to Tom Morris at tomm@mesalands.edu. Please use the appropriate naming conventions when sending these forms as attachments.
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 Tom Morris, Chair of the Student Learning Assessment Committee and/or refer to the Student Learning Assessment Model document should you need assistance writing measureable course objectives. All updated syllabi should be submitted to the Curriculum Committee in care of D'Jean Jawrunner at djawrunner@mesalands.edu for approval.
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. See the General Education Competencies Program Reporting Schedule for the specific competency to be reported on. All forms should to be submitted to Tom Morris at tomm@mesalands.edu. Please use the appropriate naming conventions when sending these forms as attachments.
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 Tom Morris, Chair of the Student Learning

	Assessment Committee and/or refer to the Student Learning Assessment Model document should you need assistance writing measureable course objectives. All updated syllabi should be submitted to the Curriculum Committee in care of D'Jean Jawrunner at djawrunner@mesalands.edu for approval.
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. See the General Education Competencies Program Reporting Schedule for the specific competency to be reported on. All forms should to be submitted to Tom Morris at tomm@mesalands.edu. Please use the appropriate naming conventions when sending these forms as attachments.
Summer Semester: Session III 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 Tom Morris, Chair of the Student Learning Assessment Committee and/or refer to the Student Learning Assessment Model document should you need assistance writing measureable course objectives. All updated syllabi should be submitted to the Curriculum Committee in care of D'Jean Jawrunner at djawrunner@mesalands.edu for approval.
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. See the General Education Competencies Program Reporting Schedule for the specific competency to be reported on. All forms should to be submitted to Tom Morris at tomm@mesalands.edu. Please use the appropriate naming conventions when sending these forms as attachments.

PROGRAM DIRECTOR/LEAD INSTRUCTOR
ASSESSMENT RESPONSIBILITIES

As lead instructor/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. 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.

Program assessment is an ongoing process utilizing a plan→do→study→adjust cycle to improve learning. 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 forms 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. DO NOT submit the form using the "Submit Form" button in the right upper corner of the document.   It is critical that when submitting the electronic forms that they be submitted using the correct naming conventions outlined above. 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) exam. This is a **mandatory** assessment and students are to be excused from classes.

Students completing any degree program are required to enroll in ENG 299: Capstone Portfolio Course[4] during their last semester with the goal of accurately and comprehensively assessing general education competency attainment.

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[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.

STUDENT REFERRAL PROCESS

The Student Referral process is designed to provide early identification of at-risk students and utilize appropriate intervention techniques.

A student referral may be triggered by excessive absences, missed assignment deadlines, poor performance on course work and/or exams, or other concerns. The student referral process begins with outreach efforts by faculty. S/he makes the initial effort to contact the student and offer assistance and correct the problem.

When faculty efforts are unsuccessful, the student referral mechanism calls for faculty to submit an electronic referral form (Appendix L) to the Retention Specialist to continue intervention efforts. Submit the form electronically to Rose Chavez at rosec@mesalands.edu. When submitting your attachments use the following naming convention/file name format:

- student last name
- first name
- course abbreviation
- course number
- course section
- for example   ChavezRoseCIS10148

The Retention Specialist makes every effort to contact the student, by mail, email, and phone calls.

The Student Referral Form (see Appendix L) is on the Service Folder.

Retention Specialist

- The initial attempt is a phone call. If unable to reach the student by phone, an email and a letter is sent to the student asking them to contact the Retention Specialist and/ or their instructor to discuss their classes.
- Upon initial contact with the student, the Retention Specialist asks the students to contact their instructor and discuss arrangements to correct the problem.
- Students are reminded and/or informed of the services Mesalands offers (free tutoring, drop/withdrawal process, etc.)
- The Retention Specialist reports back electronically to the faculty member, reporting the efforts and resolutions with the student.

- The Retention Specialist submits a report to the Vice President of Student Affairs of the Student Grade Pursuant to a Referral, Summary of Faculty Participation in Referral Process, and the Reasons for Referral.

Faculty

- Complete as much information on the electronic form as possible. It is important to list the course/section of the class the student is receiving a referral in.
- List all efforts in the comments section of the electronic form made to correct the problem.
- Submit a second referral to the Retention Specialist if the student has not made any effort to correct the problem.
- If the phone number used to contact the student is not current, please list this information on the form so that Student Affairs can attempt to update the student's information.
- Use one referral form per student.
- Only one course per referral form.
- Submit the referral in a timely manner. Please do not submit a referral two weeks before the semester ends and especially finals week. There is not enough time to offer assistance to the student. The referral process works the best when employed at the earliest possible moment.

The referral process is a joint effort to retain students.

LIST OF APPENDICES

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.	• Statement is clear and concise • Statement is well reasoned • Statement leads to plentiful additional discussion	• Statement is generally clear and concise • Statement is mostly well reasoned • Statement leads to enough additional discussion	• Statement is recognized by the reader • Statement has some elements of reason • Statement leads to some additional discussion	• 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.	• Supporting paragraphs are well reasoned • Supporting paragraphs clearly relate to the thesis • Supporting paragraphs are cohesive and logically developed.	• Supporting paragraphs contain mostly well-reasoned content • Supporting paragraphs often but not always relate to the thesis • Supporting paragraphs demonstrate some cohesion and development.	• 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.	• 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.	• Provides relevant outside sources • Cites outside sources correctly	• Provides mostly relevant outside sources • Cites outside sources, but no more than two errors	• Provides some relevant outside sources • Cites outside sources with no more than three errors	• Provides irrelevant or no outside sources • Cites outside sources with four or more errors
Uses appropriate grammar, syntax, punctuation, and spelling.	• Writing is error free in all categories (sentence structure, punctuation, spelling and grammar) • Sentence structure and vocabulary are well developed and varied	• Writing has errors in no more than one category (sentence structure, punctuation, spelling and grammar) • Sentence structure and vocabulary are developed and varied	• Writing has errors in no more than two categories (sentence structure, punctuation, spelling and grammar) • Sentence structure and vocabulary are somewhat developed and varied	• 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.	• Very well organized • Attention grabbing introduction • Convincing conclusion	• Well organized • Suitable introduction • Appropriate conclusion	• Organized • Has an introduction • Has a conclusion	• 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.	• All main points are well-documented and supported by numerous, compelling facts • Clearly and concisely presented • Remains focused on topic throughout entire presentation	• 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	• Main points somewhat supported • Clearly and concisely presented some of the time • Remains focused on topic during some of presentation	• 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.	• Excellent gestures and eye contact • Conversational presentation • Utilize note cards appropriately	• Appropriate level of gestures and eye contact • Somewhat conversational presentation • Moderately relies on note cards	• Some gestures and eye contact • Presentation rehearsed and mechanical • Relies on note cards	• 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.	• Excellent mechanics throughout • Very appropriate presentation relative to audience • Tone is respectful and civil	• Few mechanical errors • Majority of presentation appropriate to audience • Tone is somewhat respectful and civil	• Some mechanical errors • Presentation inappropriate to some members of the audience • Neutral tone	• Many/ numerous mechanical errors • Inappropriate presentation relative to audience • Tone was disrespectful

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

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	• Problem is recognized and explained in detail. • Investigative question is clearly formulated.	• Problem is recognized and essentials are explained. • Investigative question is formulated.	• Problem is recognized and stated. • Investigative question is outlined	• Problem is not recognized or only parts of problem are recognized. • Investigative question is not formulated, unclear or incomplete.
Reasonable, testable hypothesis is presented	• Hypothesis is reasonable, clearly stated, and fully explains question.	• Hypothesis is reasonable and answers question.	• Hypothesis is reasonable, and somewhat addresses question.	• Hypothesis does not answer question, is untestable or is not presented.
Prediction is formulated as logical consequence of the hypothesis	• Prediction is logical and fully explained.	• Prediction is logical and well formulated.	• Prediction is logical and reasonably outlined.	• Prediction is unclear, does not follow logically from hypothesis or is not presented.
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).	• Quality/ quantity of suitable data gathered that fully justifies conclusion.	• Quality/ quantity of suitable data gathered and sufficiently presented to justify conclusion, but student may have overlooked some data.	• Data unsuitable to test hypothesis; little or no data gathered.

Formulation of a conclusion	• Conclusion is logical and well formulated.	• Conclusion is logical.	• Conclusion is coherent.	• Conclusion is incoherent or not presented.
	• Conclusion explains in detail the degree of correctness of the hypothesis and identifies further avenues of testing, or formulates new hypothesis.	• Conclusion explains the degree of correctness of the hypothesis.	• Conclusion addresses the degree of correctness of the hypothesis.	• Conclusion does not explain the degree of correctness of the hypothesis.

General Education Competency
Mathematical Reasoning Rubric

Competencies	Excellent (4)	Proficient (3)	Adequate (2)	Inadequate (1)
1. Constructs and/or analyzes numerical or graphical representations of data Examples: • 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	• A correct solution using an appropriate strategy is given. • Descriptions of the results are complete and coherent.	• 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.	• 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.	• 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.
2. Simplifies, evaluates, and/or solves various equations and/or formulas Examples: • Solves linear equations in one variable • Implements and manipulates formulas appropriately • Describes and uses the properties of exponents • Performs unit conversions	• Demonstrates complete understanding of the problems with correct solutions. • Answers are interpreted correctly, with appropriate labels.	• Misinterprets minor parts of some problems with few computational errors. • Most answers are interpreted correctly with mostly correct labels.	• 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.	• Completely misinterprets the problem or gives no attempt. • There is no interpretation of any results or labels of answers.
3. Formulates and communicates mathematical explanations Examples: • Constructs an appropriate and effective problem-solving strategy • Describes the results of problem solving either orally or in writing	• Gives a complete response with clear explanations. • Communicates effectively to the intended audience; demonstrates complete understanding of the mathematical ideas and processes.	• Completes the problem satisfactorily. • The communication is comprehensible; uses mathematical ideas and processes effectively.	• 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.	• 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.	• 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.	• 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.	• 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.	• 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.	• Asks insightful questions • Critiques content • Examines inconsistencies	• Asks questions that indicate understanding • Categorizes content • Detects inconsistencies	• Identifies some questions • Identifies content • States some inconsistencies	• Fails to ask appropriate questions • Misses major content areas • Does not identify inconsistencies
Analyze and evaluate.	• Analyzes and evaluates thoroughly • Uses reasonable judgment • Critically discriminates between good and bad information	• Evaluates data. • Makes judgments • Discriminates between good and bad information	• Some evaluation of data • Makes some judgments • Notices differences between good and bad information	• Makes no attempt to evaluate data • Makes no judgments • Makes no attempt to differentiate between good and bad information
Synthesize and formulate conclusion.	• Discusses issues thoroughly and argues succinctly • Assimilates information • Justifies conclusion	• Discusses and argues issue clearly • Incorporates information • States conclusions with some justification	• Discusses and/or argues issue • Overlooks some information • General conclusion	• 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 <u>not used</u> 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:

	Structure	*Function*	*Enzyme*
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 <u>*Student-Generated Test Question*</u>*.* 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.

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

Course Information

Instructor Name (Last, First): _____ _____   Semester: | Fall | 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 | please select | ENG 102   Yes ☐   No ☐   # of students assessed: ___

Results

Describe your writing 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 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								

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?

[ ]

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 [Please select]   Lab Science   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	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		Notices 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								

Mesalands Community College
General Education Competency
Communication: Oral Communication
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 COM 102 course)

Classroom Format [Please select]   COM 102   Yes ☐   No ☐   # of students assessed: [   ]

Results

Describe your oral 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 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 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 completeda 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	☐ 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	☐ 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	☐ 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	☐ Open, create and/or send email with attachments ☐ Demonstrates appropriate email etiquette	

MESALANDS COMMUNITY COLLEGE
MATHEMATICAL REASONING RUBRIC REPORTING FORM

Submit by Email   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   Please Select

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 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		A complete, appropriate strategy is shown or explained but an incorrect solution is given due to a simple computational or other error		Some parts of an appropriate strategy are shown or explained, but key elements are missing, inappropriate or implemented incorrectly		Some work or explanation beyond re-copying data is shown, but work would not lead to a correct solution or no solution is given	
	Descriptions of the results are complete and coherent		Descriptions of the results are mostly correct and comprehensible		A description of the results is attempted but may be incomplete		There are no descriptions or explanations of the results	
Comments								

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

MESALANDS COMMUNITY COLLEGE
SCIENTIFIC REASONING RUBRIC REPORTING FORM

Submit by Email	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 [Please Select]

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 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	☐	Problem is recognized and essentials are explained	☐	Problem is recognized and stated	☐	Problem is not recognized or only parts of problem are recognized	☐
	Investigative question is clearly formulated	☐	Investigative question is formulated	☐	Investigative question is outlined	☐	Investigative question is not formulated, unclear or incomplete	☐
Comments								

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

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STUDENT LEARNING ASSESSMENT PROGRAM REPORT
FARRIER SCIENCE
2011-2012

Farrier Science is primarily a self-employed field; therefore, farriers must be knowledgeable and skilled in all facets of the business. The Farrier Science degree program offers hands-on experience in horsemanship, trimming and shoeing, forging and welding. Instruction in anatomy and physiology, business management, and other aspects of horseshoeing are provided in the classroom. The degree program also offers an in-depth study of therapeutic and pathological shoeing, including the physiology, forging and application of shoes.

Program Objectives

Upon completion of an Associates Degree in Farrier Science students will:

1. Apply knowledge of the anatomy and physiology of the equine limb as it relates to a sound horse according to American Farriers Association (A.F.A.) standards.
2. Perform and defend keg shoe modifications according to A.F.A. standards or veterinary prescription.
3. Identify equine gaits and gait faults according to A.F.A. standards or veterinary prescription.
4. Identify pathological conditions of the equine limb and successfully apply the appropriate therapeutic shoeing technique according to A.F.A. standards or veterinary prescription.

General Education Competencies

Upon completion of the Associates Degree in Farrier Science 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 Farrier Science assessment program is based upon the Professional Farriers Association (A.F.A.) certification program and is designed to assess trimming and shoeing skills. In addition to testing these "hands-on" aspects of competency, the program includes written examinations designed to test comprehension of equine anatomy, physiology, and biomechanics.

The Farrier Science assessment plan is in its third year and is addressed via a plan→do→study→adjust cycle that begins every fall semester and follows one Farrier Science 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. Apply knowledge of the anatomy and physiology of the equine limb as it relates to a sound horse according to American Farriers Association (A.F.A.) standards.	• A.F.A. Curriculum Written Tests • A.F.A. Curriculum Performance Tests • CAT • Pre/Post-Test • Oral Tests	• ANSC 151 • FAS 111 • FAS 121 • FAS 112 • FAS 223 • FAS 224
2. Perform and defend keg shoe modifications according to A.F.A. standards or veterinary prescription.	• A.F.A. Curriculum Written Tests • A.F.A. Curriculum Performance Tests • CAT • Pre/Post-Test • LAB Practicals	• FAS 121 • FAS 131 • FAS 122 • FAS 132 • FAS 223 • FAS 233 • FAS 224
3. Identify equine gaits and gait faults according to A.F.A. standards or veterinary prescription.	• Lab Practicals • A.F.A. Curriculum Written Tests • A.F.A. Curriculum Performance Tests • CAT • Pre/Post-Test • Oral Tests	• FAS 111 • FAS 112 • FAS 223 • FAS 224

4. Identify pathological conditions of the equine limb and successfully apply the appropriate therapeutic shoeing technique according to A.F.A. standards or veterinary prescription.	• Lab Practical • A.F.A. Curriculum Written Tests • A.F.A. Curriculum Performance Tests • CAT • Pre/Post-Test • Oral Tests	• FAS 223 • FAS 233 • FAS 253 • FAS 224 • FAS 289

Program Objective Results

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

Measurement Tool: A.F.A. Certified Farrier Exam
Program Objective(s):   1
Goal Results: 100% pass rate

Reporting Period	# of Students Attempting	# Passing	% Passing
2011-2012	3	2	67%
2010-2011	2	2	100%
2009-2010	5	3	60%

Measurement Tool: A.F.A. Certified Farrier Exam
Program Objective(s):   2
Goal Results: 100% pass rate

Reporting Period	# of Students Attempting	# Passing	% Passing
2011-2012	3	2	67%
2010-2011	2	2	100%
2009-2010	5	4	80%

Measurement Tool: A.F.A. Certified Farrier Exam
Program Objective(s):   4
Goal Results: 100% pass rate

Reporting Period	# of Students Attempting	# Passing	% Passing
2011-2012	3	2	67%
2010-2011	2	2	100%
2009-2010	5	5	100%

Measurement Tool: A.F.A. Certified Farrier Exam
Program Objective(s):   1-4
Goal Results: 70 % pass rate

Year	# of Students Tested	# of Students Passing on First Attempt	# of Students Retested	# of Students Passing Upon Retest	Total # of Students Passing	Total % of Students Passing
2011-2012	3	2	N/A		2	67%
2010-2011	2	2	N/A		2	100%
2009-2010	5	4	N/A		4	80%
2008-2009	5	4	N/A		4	80%

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.	• GEA • College Rubrics • CAAP • Writing Rubric • ENG 299	• ACS 100 • COM 102 • CIS 101 • ENG 102 • Lab Science Elective • Social Sciences/ Humanities Elective • FAS 111, 112, 223, 289
Mathematical and Scientific Reasoning 4. Demonstrate mathematical principles. 5. Demonstrate scientific reasoning. 6. Apply scientific methods to the inquiry process.	• GEA • College Rubrics • CAAP • Critical Thinking Rubric • ENG 299	• Lab Science Elective • FAS 121, 122, 253, 224

. **Critical Thinking** 7. Read and analyze complex ideas. 8. Locate, evaluate and apply research information. 9. Evaluate and present well-reasoned arguments.	• GEA • College Rubrics • CAAP • Critical Thinking Rubric • ENG 299	• ACS 100 • Lab Science Elective • Social Sciences/ Humanities Elective • FAS 233, 289

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: Writing Across the Curriculum
                     College Rubric ANSC 151
General Education Objective(s):   1
Goal Results: 90% "Excellent"/"Proficient"/
                     "Adequate"
Legend: ENG 102(No ENG 102)

Year	Excellent (4)	Proficient (3)	Adequate (2)	Inadequate (1)
2011-2012				
• 1.1.1	1(1)	1(1)	(3)	1
• 1.1.2	1(1)	1(2)	(2)	1
• 1.1.3	1(1)	1(1)	(3)	1
• 1.2.1	1(1)	1(2)	(2)	1
• 1.2.2	1(1)	1(1)	(3)	1
• 1.2.3	1(1)	1(1)	(3)	1
• 1.3.1	NA			
• 1.3.2	NA			
• 1.4.1	1(1)	1(1)	(3)	1
• 1.4.2	2	1(2)	(2)	1

Year	Excellent (4)	Proficient (3)	Adequate (2)	Inadequate (1)
2010-2011				
• 1.1.1	4(1)	3(4)	(2)	
• 1.1.2	2(2)	4(2)	1(3)	
• 1.1.3	1(1)	5(3)	1(3)	
• 1.2.1	2	4(4)	1(3)	
• 1.2.2	4	3(4)	(3)	
• 1.2.3	3	4(5)	2	
• 1.3.1	NA			
• 1.3.2	NA			
• 1.4.1	1	4(3)	2(4)	
• 1.4.2	2	4(3)	1(4)	

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
                                             FAS 112

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)
2011-2012				
• 2.1.1	(3)	(2)	(4)	
• 2.1.2		(5)	(4)	
• 2.1.3	(2)	(3)	(4)	
• 2.2.1		(5)	(4)	
• 2.2.2	(3)	(2)	(4)	
• 2.2.3	(3)	(4)	(2)	
• 2.3.1	(4)	(3)	(2)	
• 2.3.2	(4)	(5)		
• 2.3.3	NA			
• 2.4.1	(4)	(6)		
• 2.4.2	(4)	(6)		
• 2.4.3	(4)	(4)	(1)	
• 2.5.1	NA			
• 2.5.2	NA			
• 2.5.3	(3)	(2)	(4)	

Year	Excellent (4)	Proficient (3)	Adequate (2)	Inadequate (1)
2010-2011				
• 2.1.1	1	5(5)	2(1)	
• 2.1.2		5(4)	3(2)	
• 2.1.3	3	2(4)	3(2)	
• 2.2.1		6(3)	2(3)	
• 2.2.2	1	6(3)	1(3)	
• 2.2.3	2	5(4)	(3)	
• 2.3.1	2	6(2)	(4)	
• 2.3.2	4	4(4)	(2)	
• 2.3.3	NA			
• 2.4.1	1(1)	7(5)		
• 2.4.2	2(1)	6(5)		
• 2.4.3	6(2)	2(3)	(1)	
• 2.5.1	NA			
• 2.5.2	NA			
• 2.5.3	2(1)	6(4)	(1)	

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
<u>Uses appropriate gestures, movements and eye contact</u>
2.3.1 Excellent gestures and eye contact
2.3.2 Conversational presentation
2.3.3 Utilize note cards appropriately
<u>Speaks clearly and understandably using standard, edited English</u>
<u>with correct mechanics (pronunciation, sentence structure and grammar) relative</u>
<u>to audience</u>
2.4.1 Excellent mechanics throughout
2.4.2 Very appropriate presentation relative to audience
2.4.3 Tone is respectful and civil
<u>Provides appropriate handouts and/or visual aids</u>
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

Measurement Tool: Critical Thinking College Rubric
FAS 122

General Education Objective(s):   6
Goal Results: 90% "Excellent(4)"/"Proficient(3)"/
"Adequate(2)"

Legend: Laboratory Science(No Lab Sci)

Year	Excellent (4)	Proficient (3)	Adequate (2)	Inadequate (1)
2011-2012				
• 6.1.1	1(2)	(2)	(4)	
• 6.1.2	1(2)	(2)	(4)	
• 6.1.3	1(2)	(2)	(4)	
• 6.2.1	1	(4)	(4)	
• 6.2.2	1(3)	(5)		
• 6.2.3	1(3)	(5)	1	
• 6.3.1		1(4)	(4)	
• 6.3.2	1	(6)	(2)	
• 6.3.3	1(2)	(3)	(3)	

Year	Excellent (4)	Proficient (3)	Adequate (2)	Inadequate (1)
2010-2011				
• 6.1.1	1	4(4)	1(4)	
• 6.1.2	1	4(6)	1(2)	
• 6.1.3	1	4(6)	1(2)	
• 6.2.1	2	2(7)	2(1)	
• 6.2.2	2(3)	2(5)	2	
• 6.2.3	2(1)	3(7)	1	
• 6.3.1		4(4)	2(4)	
• 6.3.2	1	5(4)	1(4)	
• 6.3.3	1(2)	4(5)	1(1)	

<u>Identify and gather</u>
6.1.1 Asks insightful questions
6.1.2 Critiques content
6.1.3 Examines inconsistencies
<u>Analyze and evaluate</u>
6.2.1 Analyzes and evaluates thoroughly
6.2.2 Uses reasonable judgment
6.2.3 Critically discriminates between good and bad information
<u>Synthesize and formulate conclusion</u>
6.3.1 Discusses issues thoroughly and argues succinctly
6.3.2 Assimilates information
6.3.3 Justifies conclusion

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

Year	Writing	Math	Reading	Critical Thinking	Science
2011-2012	2(4.5%)	2(35%)	2(27%)	2(11%)	2(7.5%)
2010-2011	1(48%)	N/A	1(33%)	1(56%)	1(13%)
2009-2010	1(39%)	N/A	2(33%)	1(25%)	1(21%)

Measurement Tool: GEA College Rubric
General Education Objective(s):   1, 2, 3
Goal Results: 100% "excellent (4)", "proficient (3)" or "adequate (2)"

Reporting Period	# of Students Attempting	# Passing	% Passing
2011-2012			
• 1	1	1	100%(mean=2.2)
• 2	1	1	100%(mean=2.0)
• 3	1	0	0%(mean=2.3)*
2010-2011			
• 1	1	1	100%(mean=2.40)
• 2	1	0	0%(mean=1.75)
• 3	1	1	100%(mean=5.00)*
2009-2010			
• 1	4	3	75%(mean=2.18)
• 2	4	4	100%(mean=2.45)
• 3	4	4	100%(mean=2.87)*

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

Measurement Tool: GEA College Rubric
General Education Objective(s):   4, 5, 6
Goal Results: 100% "excellent (5)", "proficient (4)", or "acceptable (3)"

Reporting Period	# of Students Attempting	# Passing	% Passing
2011-2012			
• 4	1	0	0%(mean=1.25)
• 5	1	1	100%(mean=3.0)
• 6	1	1	100%(mean=3.75)
2010-2011			
• 4	1	0	0%(mean=1.50)
• 5	1	0	0%(mean=2.50)
• 6	1	0	0%(mean=2.25)
2009-2010			
• 4	4	0	0% (mean = 1.5)
• 5	5	2	40% (mean=2.8)
• 6	5	3	60% (mean=3.25)

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

Measurement Tool: GEA College Rubric
General Education Objective(s):   7, 8, 9
Goal Results: 100% "excellent (5)", "proficient (4)", or "acceptable (3)"

Reporting Period	# of Students Attempting	# Passing	% Passing
2011-2012			
• 7	1	1	100%(mean=3.0)
• 8	N/A	N/A	N/A
• 9	1	1	100%(mean=3.0)
2009-2010			
• 7	5	3	100%(mean=2.7)
• 8	5	3	60%(mean=2.85)
• 9	5	2	40%(mean=2.75)

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

Measurement Tool: GEA College Rubric
General Education Objective(s):   Critical Thinking-Science Eval.
Goal Results: 100% "excellent (4)", "proficient (3)" or "acceptable (2)"

Reporting Period	# of Students Attempting	# Passing	% Passing
2010-2011			
• 7	1	1	100%(mean=2.00)
• 8	1	1	100%(mean=2.00)
• 9	1	1	100%(mean=2.00)

7. Identify and gather information.
8. Analyze and evaluate information.
9. Synthesize and formulate conclusions.

Measurement Tool: GEA College Rubric
General Education Objective(s):   Critical Thinking-English Eval.
Goal Results: 100% "excellent (4)", "proficient (3)" or "acceptable (2)"

Reporting Period	# of Students Attempting	# Passing	% Passing
2010-2011			
• 7	1	1	100%(mean=2.00)
• 8	1	1	100%(mean=3.00)
• 9	1	1	100%(mean=2.00)

7. Identify and gather information.
8. Analyze and evaluate information.
9. Synthesize and formulate conclusions.

PDSA CYCLE RESULTS
(2010-2011)

ANALYSIS

Problem Area

The A.F.A. Certified Farrier exam has been the most widely accepted industry standard for the last 25 years. In the last five years there has been a noticeable shift towards other standards. The reason for this is that the A.F.A. has undergone lots of inner turmoil and has lost most of its membership as farriers in general have moved towards alternatives to the A.F.A. Just in the last year they changed their grading procedure to if a student failed one portion of the test s/he automatically fails all sections. That means I do not get any feedback on the other areas because they are not even graded. I have come to the conclusion that the A.F.A. exams no longer serve the purpose of helping me evaluate student competency and I need to explore other alternatives. Another problem with the A.F.A. and is the main reason industry professionals are moving away from that organization is that they have failed to make changes as the horseshoeing industry has changed.

Goal

My goal for next year is to change to an alternative industry standard. I am working with Chris Gregory of Heartland Shoeing School in adopting a new

Industry standard. If that does not prove to be functional I will look into the Brotherhood of Working Farriers certification exams.

Action

Implement new industry testing standards.

Results

The organization that I made contact with in regard to a new form of assessment was the Professional Farriers of America. They are under the leadership of Brian Quinsey, former CEO of the A.F.A. One of their stated goals was the education of future farriers. I made contact with Brian several times during the year to check up on how they were coming with their testing format for setting a standard of competency for farriers. Brian felt confident they would have the new tests in time for my students to take the tests. Unfortunately they were unable to work out all of the bugs in time for my students to take the test. Fortunately for me I had several students who wanted to go to Oklahoma and take the A.F.A. exam. They felt it was important for their careers to have some type of accreditation beyond an associate's degree from Mesalands to prove competency to future clients. Both students were able to make it all the way through the exam, so I was able to get some feedback on program strengths and weaknesses. I will continue to look into alternative means of program assessment. I have several options beyond The Professional Farriers of America. I am an approved tester with the A.F.A. and I might be able to get them to make some changes with their testing format that would allow educators to better utilize the A.F.A. examinations for program evaluation. I have also been in contact with Chris Gregory of Heartland Horseshoeing School. In June 2012, he will be giving his students the FITS exam. He is also searching for some type of outside program assessment beyond the A.F.A. I will contact him after his students have taken the exam. If he is satisfied that the FITS is a better exam than the A.F.A., I will see if we can get a FITS exam here. I believe it is critical for the well-being of my program to have some type of program assessment and will continue to research the different venues for 2012-13. If I am unable to find a better alternative than the A.F.A. exam I will continue to use it.

<div align="center">

PDSA CYCLE GOALS
(2011-2012)

</div>

ANALYSIS

Problem Area
In last years (2010-11) report, I stated that I was having difficult assessing program strengths and weaknesses from the A.F.A. exam and planned on changing to tests provided by The Professional Farriers of America. Unfortunately they were unable to work out all the bugs in time for the current

year, so my students took the A.F.A. exam in Oklahoma. Feedback from the two students who took the A.F.A. exam in Oklahoma was good on the written. They reported the test as easy and that classroom work was adequate. They reported struggling on the shoe board however and felt inadequately prepared on that portion of the test. They were able to pass the exam, but failed in areas such as boxing and shaping of the shoe. I only had two of three students who graduated take the test, so I had a small test sample. In my results I put the student who did not take the exam as failing. The students who did take the exam were exceptional (above average) students.

Goal

My goal for 2012-13 will be to stress nuances of the shoe board portion of the test. In years past if students struggled in this area it was because they missed too much class or lack of effort on their part. This year I did not emphasize the shoe board as much as I have in the past, because it was a program strength in former years. As a result of less time spent in class and lab this year my students struggled. They understood the basic principles of the test and could make the modifications, but were lacking in some of the small things that testers look at. My failure was in believing that I could cut back on time spent on the shoe board portion and invest it on the written portion. I also started too late in the year in assigning their shoe board and by the time I realized there were deficiencies it was time for the test. As a consequence I was unable to make the necessary changes before they had to turn in their shoe boards for the exam.

Action

I need to go back to teaching and using the same time lines as in previous years on the shoe board. I took some shortcuts on the shoe board because it wasn't the major area of concern and spent more time on the written portion. They did better on the written, but struggled on the shoe board. I will stay with what I am doing preparing them for the written and go back to previous methods of preparing students on the shoe board.

Results

To be presented and analyzed in 2012-2013 report.

STUGENT REFERRAL FORM

This form is to be submitted by faculty to Student Services. Student Services will log, send letter, attempt to contact the student, and refer to appropriate department for assistance using the Departmental Referral Form if necessary.
Note: *Indicate each contact attempt, the nature of the contact and the end result.*

Date: _____ Faculty Name: _____ Course/Section: _____

Student: _____ Social Security Number: _____

Phone Number: _____ Alternate Phone Number: _____

Email Address: _____

Mailing Address: _____ City: _____ State: _____ Zip: _____

The student has a need in the following area(s) (***please check all that apply***):

- ☐ Advising
- ☐ Assignments/Exams
- ☐ Attendance
- ☐ Career Services
- ☐ Computer Skills
- ☐ Financial Aid
- ☐ Study Skills
- ☐ Test-Taking Skills
- ☐ Tutoring
- ☐ Other (***please specify***): _____

Faculty	Comments:	No Further Action Required ☐

Student Services	Received:		Letter:
	Notes:	Notes:	Notes:
	Departmental Referral:	Sent:	Returned:
	Notes:	Notes:	Notes:

Completed:	Final Notes:

08/18/06jg

Information Technology Rubric Checklist

Criteria Requirement	Expectations to Meet Criteria
Format a document, e.g., headers, footers, page breaks, bullet points, etc.	Include bullet points and a header and/or footer in a Word or PowerPoint document.
Create tables, charts, graphs and/or formulas.	Insert a data table, chart, or graph from an external source.
Import and sort data and/or images into a document and format them appropriately.	Center at least one image.
Demonstrate techniques for copying, cutting and pasting text and/or images within a document.	Insert clip art, an external picture or other image.
Review a document using tools: spelling, grammar, word count, thesaurus.	At the end of your document or artifact, list the number of words. Also, list the number of times "the" (or some other common word) appears in the document.
Retrieve information from an internet search engine.	Conduct a data search relevant to the topic of your document.
Evaluate and rank sources of information for reliability.	Select data from a reliable source. Wikipedia, for example, is a great place to find background information and additional links, but is not considered academically reliable. A reliable source comes from a peer reviewed article, is timely, consistent, accurate, objective, valid, and reasonable (free of obvious bias and based on rational conclusions). It is also written by an author with stated credentials.
Select, copy and paste information retrieved from the College databases.	Include data from an external source. The data may appear in a data table or within the body of the document. Properly cite your source(s) in a MLA "Work Cited" or APA "References" page.
Navigate and locate information from Windows Help.	See cell below.
Access and change computer setting under the Control Panel.	Create a Word document explaining how to change the computers desktop, i.e., background. Save it using your last name, first name, and ENG 299-IT, e.g., smithjohnENG299-IT.
Send an email message with attachments.	Begin creating a new email message (see cell below).

Demonstrate appropriate email etiquette.	Create a professional email message that includes a salutation (greeting), body (brief message using proper, standard English), and closing. The message should be addressed to the instructor of your class. In the body of the email, indicate that your Word document explaining how to change the computers desktop, i.e., background, for ENG 299 is attached.
Navigate file directory structures and paths.	Send the document as an attachment to your instructor's email address.
Perform file management tasks (select, copy, rename and/or delete files).	Open the above document and save it using your last name, first name, and ENG 299-filemanagement, e.g., smithjohnENG299-filemanagement.
Create, save, open, and print a document from some application.	Send this second document (ENG299-filemanagement) as an attachment to your instructor's email address.