STUDENT LEARNING ASSESSMENT GUIDE FOR FACULTY

2016-2017

STUDENT LEARNING ASSESSMENT COMMITTEE

STUDENT LEARNING ASSESSMENT GUIDE FOR FACULTY

2016-2017

STUDENT LEARNING ASSESSMENT COMMITTEE

IMPORTANT NOTES

The assessment requirements identified in this document have been updated and are significantly different from past requirements.

*All Mesalands Community College Faculty must use their Mesalands.edu email address for **ALL** assessment related correspondence throughout the semester.*

If you have any questions or concerns, please contact:

Tom Morris, M.S., C.S.C.S.
Director of Career Services, Persistence, and Student Success
Office of Student Success
Mesalands Community College
911 S. Tenth Street
Tucumcari, NM 88401
575.461.4413 x 120
575.461.1901 fax
tomm@mesalands.edu

TABLE OF CONTENTS

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, which has been significantly updated, 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. 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 course objectives (sometimes referred to as "learning outcomes"), program objectives, and general education competencies. Clearly defined course objectives, program objectives, and general education competencies are Mesalands' contract with all students and stakeholders and reflect those learning outcomes that students will possess and demonstrate upon graduation. These objectives and competencies 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 course objectives identified in the syllabi and program objectives identified in the program reports, 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 course and program 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).

ENG 299: CAPSTONE PORTFOLIO COURSE

The ENG 299: Capstone Portfolio Course utilizes the above mentioned rubrics to assess comprehension of the six previously identified general education competencies. In ENG 299, students use artifacts that were created in your courses that you assessed using these rubrics. These artifacts are then placed in a portfolio reflecting the students' best work and submitted to a faculty committee for review and evaluation. In short, the assignments required in your courses that you have graded using the College rubrics are used as best work artifacts in the ENG 299 course; therefore, inform your students that they should save these assignments for later use in the ENG 299 course.

ASSESSMENT RESPONSIBILITIES REQUIRED OF ALL FACULTY

Below are the required steps all full-time and adjunct faculty must take to help improve student learning 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. Failure to submit all required assessment-related documents will result in your last paycheck being withheld. As with all assessment-related information you are required to complete, forms 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 .doc file. Once you have saved the form, you will send it as an attachment to Tom Morris at tomm@mesalands.edu. It is critical that the electronic forms be submitted using the correct naming conventions outlined below. Electronic forms not named appropriately will not be accepted.

1. Course Syllabi

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 only 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 of the following sections:

- COURSE DESCRIPTION
- COURSE PRE-REQUISITES, CO-REQUISITES, AND/OR OTHER RESTRICTIONS
- STUDENT LEARNING OUTCOMES
- REQUIRED TEXTBOOKS AND MATERIALS
- STUDENTS SPECIAL NEEDS
- ACADEMIC INTEGRITY
- WITHDRAWAL FROM CLASS
- COURSE OUTLINE
- STANDARDS OF PERFORMANCE
- STUDENT EVALUATION AND GRADES

These sections are standardized across all College course syllabi and cannot be changed. Refer to the *Course Syllabus* template located in Appendix B for further clarification.

To ensure that all syllabi being used in the classroom are College-approved, every faculty member will be required to electronically submit all course syllabi to Ms. Natalie Gillard, Vice President of Academic Affairs. Each faculty member will also be required to acknowledge that they are using College-approved syllabi by submitting a signed hard-copy of the *Verification of Course Syllabus* form for each course taught. Faculty will be contacted by the office of the Vice President of Academic Affairs regarding these requirements.

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 above mentioned template, you will need to update it accordingly. Please contact Kim Enriquez at either 575.461.4413 x114 or kime@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 case, you may be paid for this work via the terms expressed in the Syllabus Contract. Again, contact Kim Enriquez for further clarification.

2. Course-Level Assessment

All full-time and adjunct faculty are required to complete a *Student Learning Course-Level Assessment Report* (Appendix C) at the end of each semester for every course taught. This *Student Learning Course-Level Assessment Report* provides a means to document whether or not students are accomplishing the learning outcomes identified in the course syllabus as well as develop an Action Plan to improve upon those outcomes not being met. The Report also requires faculty to "close the loop" on the previous semester's Action Plan by explaining how assessment data was used to improve the future attainment of those learning outcomes in question.

Guidelines for completion of the two tables that make up the *Student Learning Course-Level Assessment Report* are as follows:

Table 1

- Address only those learning outcomes listed in the syllabus that were not met during the semester.
  - Copy those learning outcomes that need to be improved directly from your course syllabus and paste them into the first column labeled "Outcomes".
  - Identify one learning outcome that needs to be addressed and improved.
- All information presented in this report should be specific, measureable, attainable, realistic, and timely (SMART). Your write-up must be data-driven. This is especially important when identifying the Action Plan in the last column.

Table 2

- Table 2 is completed based on an Action Plan previously identified the last time you taught the course in question.
  - Copy the previously identified "Action Plan" column (last column) from Table 1 and paste that information into the first column of Table 2 labeled "Previous Action Plan".
  - In detail, describe the results of the implementation of the Action Plan per the second column's directions. Use data when describing your results.

Complete the *Student Learning Course-Level Assessment Report* (Appendix C) electronically for each and every 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 .doc file. Once you have saved the form, you will send it as an attachment to Tom Morris at tomm@mesalands.edu. When submitting the forms, use the following naming convention/file name format:

- first initial of first name
- last name
- course (indicating course-level assessment)
- course abbreviation
- course number
- course section number
- for example: jdoecoursebiol21101

Electronic forms not named correctly will not be accepted. Contact Tom Morris, Co-Chair of the Student Learning Assessment Committee, at either 575.461.4413 x120 or tomm@mesalands.edu should you have any questions.

3. General Education Competency Assessment

Every semester you will be asked to assess how well students are accomplishing specifically identified College general education competencies. As stated previously, the general education competencies are Mesalands' contract with all stakeholders and reflect the knowledge, skills, and professional dispositions that students will possess and demonstrate upon graduation with a degree. Each section below identifies which general education competency must be assessed. Assessment will occur using the College rubrics. Directions for implementing and reporting the results of those assessments are also described below.

GENERAL EDUCATION COMPETENCIES REPORTING SCHEDULE

Specific general education competencies are assessed and reported on each semester depending on what course you are teaching with the goal of implementing and reviewing curricular adjustments to improve learning on a yearly basis.

Semester Assessed	General Education Competencies Assessed	During What Courses Will Assessment Occur
Summer/Fall/Spring	Information Technology	CIS 101: Introduction to Computers
Summer/Fall/Spring	Oral Communication	COM 101: Interpersonal Communication COM 102: Public Speaking
Summer/Fall/Spring	Scientific Reasoning	Laboratory Science*
Summer/Fall/Spring	Critical Thinking	Laboratory Science* (see footnote)
Summer/Fall/Spring	Mathematical Reasoning	All Math 101 and higher courses**
Summer/Fall/Spring	Writing	All other courses not specifically identified above

*__Laboratory Science__: BIOL 113, 119, 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.
**MATH 101, 107, 110, 112, 141, 142, STAT 213

Writing: General Education Competency Assessment Directions
(All courses not specifically identified in abovementioned **General Education Competencies Reporting Schedule**; every semester)

1. In support of the College's Writing Across the Curriculum[1] initiative, specific full-time and adjunct faculty (see General Education Competency Reporting Schedule on previous page) will be required to have their 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 based on the General Education Competency Reporting Schedule located on the previous page.** The paper should be evaluated using the Writing Rubric (Appendix D). The following steps are necessary to complete this effort:

    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 D) 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 Writing Rubric (Appendix D). Only assess those criteria that are appropriate to your specific writing assignment.

All full-time and adjunct faculty are required to assess the writing competency in each one of their courses and complete and submit a *General Education Competency Assessment Report* (Appendix E) at the end of each semester for every course. This *General Education Competency Assessment Report* provides a means to document whether or not students are accomplishing the general education writing competency as identified in and measured by the Writing Rubric as well as develop an Action Plan to improve upon those writing criteria. The Report also requires faculty to "close the loop" by explaining how the assessment data was used to improve writing in future courses.

Guidelines for completion of the two tables that make up the *General Education Competency Assessment Report* as it relates to writing are as follows:

[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.

Table 1

- Based on the results of your specific writing assignment, identify and address those exact criteria (see rubric) that were not met during the semester.
  - Copy those criteria from the rubric that need to be improved directly from the rubric and paste them into the first column labeled “Outcomes” in the Writing cell.
- All information presented in this report should be specific, measureable, attainable, realistic, and timely (SMART). Your write-up must be data-driven. This is especially important when identifying the Action Plan in the last column.

Table 2

- Table 2 is completed based on an Action Plan previously identified the last time you taught the course in question.
  - Copy the previously identified “Action Plan” column (last column) from Table 1 and paste that information into the first column of Table 2 labeled “Previous Action Plan”.
  - In detail, describe the results of the implementation of the Action Plan per the second column’s directions. Use data when describing your results.

Complete the appropriate writing section of the *General Education Competency Assessment Report* (Appendix E) electronically 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 (using the naming convention below) on your computer as a .doc file. Once you have saved the form, you will send it as an attachment to Tom Morris at tomm@mesalands.edu. When submitting the forms, use the following naming convention/file name format:

- first initial of first name
- last name
- gened (indicating a general education assessment)
- course abbreviation
- course number
- course section number
- for example: jdoegenedbiol21101

Electronic forms not named correctly will not be accepted. Contact Tom Morris, Co-Chair of the Student Learning Assessment Committee, at either 575.461.4413 x120 or tomm@mesalands.edu should you have any questions.

Oral Communication: General Education Competency Assessment Directions

(COM 101: Interpersonal Communication and COM 102: Public Speaking; every semester)

1. The Oral Communication Rubric (Appendix F) will only be used by faculty teaching COM 101 and/or COM 102.

2. Identify an assignment that requires students to make some type of oral communication presentation. This assignment should support at least one of the course objectives.

3. Strongly suggest or require students to electronically record the presentations by any means possible, e.g., record using a smart phone. Students can then use this presentation as their ENG 299 oral communication artifact (see page 2).

4. Distribute a copy of the Oral Communication Rubric (Appendix F) to each student. This will identify for the student what is expected of them and how their oral presentation will be graded.

5. The presentation should be assessed using the attached Oral Communication Rubric (Appendix F). Only assess those criteria that are appropriate to your specific oral communication assignment.

All full-time and adjunct faculty teaching COM 101 and/or COM 102 are required to assess the oral communication competency in each one of those courses and complete and submit a *General Education Competency Assessment Report* (Appendix E) at the end of each semester for every course. This *General Education Competency Assessment Report* provides a means to document whether or not students are accomplishing the general education oral communication competency as identified in and measured by the Oral Communication Rubric as well as develop an Action Plan to improve upon those communication skills. The Report also requires faculty to "close the loop" by explaining how the assessment data was used to improve oral communication in future courses.

Guidelines for completing the two tables that make up the *General Education Competency Assessment Report* as it relates to oral communication are as follows:

Table 1

- Based on the results of your specific oral presentation assignment, identify and address those exact criteria (see rubric) that were not met during the semester.
    - Copy those criteria from the rubric that need to be improved directly from the rubric and paste them into the first column labeled "Outcomes" in the Oral Communication cell.

- All information presented in this report should be specific, measureable, attainable, realistic, and timely (SMART). Your write-up must be data-driven. This is especially important when identifying the Action Plan in the last column.

Table 2

- Table 2 is completed based on an Action Plan previously identified the last time you taught the course in question.
  - Copy the previously identified "Action Plan" column (last column) from Table 1 and paste that information into the first column of Table 2 labeled "Previous Action Plan".
  - In detail, describe the results of the implementation of the Action Plan per the second column's directions. Use data when describing your results.

Complete the appropriate oral communication section of the *General Education Competency Assessment Report* (Appendix E) electronically 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 (using the naming convention below) on your computer as a .doc file. Once you have saved the form, you will send it as an attachment to Tom Morris at tomm@mesalands.edu. When submitting the forms, use the following naming convention/file name format:

- first initial of first name
- last name
- gened (indicating a general education assessment)
- course abbreviation
- course number
- course section number
- for example: jdoegenedcom10201

Electronic forms not named correctly will not be accepted. Contact Tom Morris, Co-Chair of the Student Learning Assessment Committee, at either 575.461.4413 x120 or tomm@mesalands.edu should you have any questions.

Information Technology: General Education Competency Assessment Directions

(CIS 101: Introduction to Computers; every semester)

1. The Information Technology Rubric (Appendix H) will only be used by faculty teaching CIS 101.

2. Identify an assignment that requires students to use information technology (IT). This assignment should support at least one of the course objectives. It is critical that you as the faculty member fully review the Information Technology Rubric (Appendix H) 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. The Information Technology Rubric Checklist (Appendix G) identifies specific "expectations" of how students could potentially meet the Information Technology criteria. You can review Appendix G for ideas on how to assess this general education competency. You can also use Appendix G (or a modification thereof) as a handout to your students to clarify your expectations of what should be included in an appropriately submitted Information Technology assignment.

3. Distribute a copy of the Information Technology Rubric (Appendix H) 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.

4. The assignment should be assessed using the Information Technology Rubric (Appendix H). This rubric is a "holistic" rubric; therefore, 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 your specific computer generated assignment.

All full-time and adjunct faculty teaching CIS 101 are required to assess the information technology competency in each one of those courses and complete and submit a *General Education Competency Assessment Report* (Appendix E) at the end of each semester for every course. This *General Education Competency Assessment Report* provides a means to document whether or not students are accomplishing the general education information technology competency as identified in and measured by the Information Technology Rubric as well as develop an Action Plan to improve upon those IT outcomes. The Report also requires faculty to "close the loop" by explaining how the assessment data was used to improve information technology in future courses.

Guidelines for completing the two tables that make up the *General Education Competency Assessment Report* as it relates to information technology are as follows:

Table 1

- Based on the results of your specific information technology assignment, identify and address only those exact criteria (see rubric) that were not met during the semester.
  - Copy those criteria from the rubric that need to be improved directly from the rubric and paste them into the first column labeled “Outcomes” in the Information Technology cell.
- All information presented in this report should be specific, measureable, attainable, realistic, and timely (SMART). Your write-up must be data-driven. This is especially important when identifying the Action Plan in the last column.

Table 2

- Table 2 is completed based on an Action Plan previously identified the last time you taught the course in question.
  - Copy the previously identified “Action Plan” column (last column) from Table 1 and paste that information into the first column of Table 2 labeled “Previous Action Plan”.
  - In detail, describe the results of the implementation of the Action Plan per the second column’s directions. Use data when describing your results.

Complete the appropriate information technology section of the *General Education Competency Assessment Report* (Appendix E) electronically 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 (using the naming convention below) on your computer as a .doc file. Once you have saved the form, you will send it as an attachment to Tom Morris at tomm@mesalands.edu. When submitting the forms, use the following naming convention/file name format:

- first initial of first name
- last name
- gened (indicating a general education assessment)
- course abbreviation
- course number
- course section number
- for example: jdoegenedcis10101

Electronic forms not named correctly will not be accepted. Contact Tom Morris, Co-Chair of the Student Learning Assessment Committee, at either 575.461.4413 x120 or tomm@mesalands.edu should you have any questions.

Critical Thinking: General Education Competency Assessment Directions

(All laboratory science courses (see footnote below); every semester)

1. The Critical Thinking Rubric (Appendix I) will only be used by faculty teaching any of the laboratory science courses listed below[2] .

2. Identify an assignment that will require students to apply critical thinking. This assignment should support at least one of the course learning outcomes. It is strongly suggested that you consider coupling the critical thinking assignment with the scientific reasoning assignment (see next section).

3. Distribute a copy of the Critical Thinking Rubric (Appendix I) to each student. This will identify to the student what is expected of them and how the assignment will be graded.

4. The assignment should be assessed using the attached Critical Thinking Rubric (Appendix I). Only assess those criteria that are appropriate to your specific critical thinking assignment.

All full-time and adjunct faculty teaching the laboratory science courses listed below are required to assess the critical thinking competency in each one of those courses and complete and submit the appropriate section of the *General Education Competency Assessment Report* (Appendix E) at the end of each semester for each of those courses. This *General Education Competency Assessment Report* provides a means to document whether or not students are accomplishing the general education critical thinking competency as identified in and measured by the Critical Thinking Rubric as well as develop an Action Plan to improve upon those critical thinking skills. The Report also requires faculty to "close the loop" by explaining how the assessment data was used to improve critical thinking in future courses.

Guidelines for completing the two tables of the *General Education Competency Assessment Report* as they relate to critical thinking are as follows:

Table 1

- Based on the results of your specific critical thinking assignment, identify and address only those exact criteria (see rubric) that were not met during the semester.
    - Copy those criteria from the rubric that need to be improved directly from the rubric and paste them into the first column labeled "Outcomes" in the Critical Thinking cell.
- All information presented in this report should be specific, measureable, attainable, realistic, and timely (SMART). Your write-up must be data-driven. This is especially true when identifying the Action Plan in the last column.

[2] **Laboratory Science**: BIOL 113, 119, 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.

Table 2

- Table 2 is completed based on an Action Plan previously identified the last time you taught the course in question.
  - Copy the previously identified "Action Plan" column (last column) from Table 1 and paste that information into the first column of Table 2 labeled "Previous Action Plan".
  - In detail, describe the results of the implementation of the Action Plan per the second column's directions. Use data when describing your results.

Complete the appropriate critical thinking section of the *General Education Competency Assessment Report* (Appendix E) electronically for each laboratory science 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 (using the naming convention below) on your computer as a .doc file. Once you have saved the form, you will send it as an attachment to Tom Morris at tomm@mesalands.edu. When submitting the forms, use the following naming convention/file name format:

- first initial of first name
- last name
- genedct (indicating a general education critical thinking assessment)
- course abbreviation
- course number
- course section number
- for example: jdoegenedctbiol21101

Electronic forms not named correctly will not be accepted. Contact Tom Morris, Co-Chair of the Student Learning Assessment Committee, at either 575.461.4413 x120 or tomm@mesalands.edu should you have any questions.

Scientific Reasoning: General Education Competency Assessment Directions

(All laboratory science courses (see footnote below); every semester)

1. The Scientific Reasoning Rubric (Appendix J) will only be used by faculty teaching any of the laboratory science courses listed below[3] .
2. Identify an assignment that will require students to apply the scientific method to the inquiry process. This assignment should support at least one of the course learning outcomes. Once again, it is suggested that you consider coupling the critical thinking assignment with this scientific reasoning assignment.
3. Distribute a copy of the Scientific Reasoning Rubric (Appendix J) to each student. This will identify to the student what is expected of them and how the assignment will be graded.
4. The assignment should be assessed using the attached Scientific Reasoning Rubric **(**Appendix J). Only assess those criteria that are appropriate to the scientific reasoning assignment.

Only full-time and adjunct faculty teaching the laboratory science courses listed below are required to assess the scientific reasoning competency in that specific course and complete and submit a *General Education Competency Assessment Report* (Appendix E) at the end of each semester for that course. This *General Education Competency Assessment Report* provides a means to document whether or not students are accomplishing the general education scientific reasoning competency as identified in and measured by the Scientific Reasoning Rubric as well as develop an Action Plan to improve upon understanding and using the scientific method. The Report also requires faculty to "close the loop" by explaining how the assessment data was used to improve scientific reasoning and the understanding of the scientific method in future courses.

Guidelines for completing the two tables of the *General Education Competency Assessment Report* as they relate to scientific reasoning are as follows:

Table 1

- Based on the results of your specific scientific reasoning assignment, identify and address those exact criteria (see rubric) that were not met during the semester.
    - Copy those criteria from the rubric that need to be improved directly from the rubric and paste them into the first column labeled "Outcomes" in the Scientific Reasoning cell.

[3] **Laboratory Science**: BIOL 113, 119, 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.

- All information presented in this report should be specific, measureable, attainable, realistic, and timely (SMART). Your write-up must be data-driven. This is especially true when identifying the Action Plan in the last column.

Table 2

- Table 2 is completed based on an Action Plan previously identified the last time you taught the course in question.
  - Copy the previously identified "Action Plan" column (last column) from Table 1 and paste that information into the first column of Table 2 labeled "Previous Action Plan".
  - In detail, describe the results of the implementation of the Action Plan per the second column's directions. Use data when describing your results.

Complete the appropriate scientific reasoning section of the *General Education Competency Assessment Report* (Appendix E) electronically 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 (using the naming convention below) on your computer as a .doc file. Once you have saved the form, you will send it as an attachment to Tom Morris at tomm@mesalands.edu. When submitting the forms, use the following naming convention/file name format:

- first initial of first name
- last name
- genedsr (indicating a general education scientific reasoning assessment)
- course abbreviation
- course number
- course section number
- for example: jdoegenedsrbiol211

Electronic forms not named correctly will not be accepted. Contact Tom Morris, Co-Chair of the Student Learning Assessment Committee, at either 575.461.4413 x120 or tomm@mesalands.edu should you have any questions.

Mathematical Reasoning: General Education Competency Assessment Directions

(All Math 101 or higher courses (Math 101, 107, 110, 112, 141, 142, STAT 213); every semester)

1. The Mathematical Reasoning Rubric (Appendix K) will only be used by faculty teaching Math 101 or higher courses (Math 101, 107, 110, 112, 141, 142, STAT 213).

2. 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.

3. Distribute a copy of the Mathematical Reasoning Rubric (Appendix K) to each student. This will identify to the student what is expected of them and how the assignment will be graded.

4. The assignment should be assessed using the attached Mathematical Reasoning Rubric (Appendix K). Only assess those criteria that are appropriate to the mathematical reasoning assignment.

Only full-time and adjunct faculty teaching those previously identified math courses are required to assess the mathematical reasoning competency in that specific course and complete and submit a *General Education Competency Assessment Report* (Appendix E) at the end of each semester for that course. This *General Education Competency Assessment Report* provides a means to document whether or not students are accomplishing the general education mathematical reasoning competency as identified in and measured by the Mathematical Reasoning Rubric as well as develop an Action Plan to improve upon those math skills. The Report also requires faculty to "close the loop" by explaining how the assessment data was used to improve math skills in future courses.

Guidelines for completion of the two tables that make up the *General Education Competency Assessment Report* as it relates to mathematical reasoning are as follows:

Table 1

- Based on the results of your specific mathematical reasoning assignment, identify and address those exact criteria (see rubric) that were not met during the semester.
    - Copy those criteria from the rubric that need to be improved directly from the rubric and paste them into the first column labeled "Outcomes".
- All information presented in this report should be specific, measureable, attainable, realistic, and timely (SMART). Your write-up must be data-driven. This is especially true when identifying the Action Plan in the last column.

Table 2

- Table 2 is completed based on an Action Plan previously identified the last time you taught the course in question.
  - Copy the previously identified "Action Plan" column (last column) from Table 1 and paste that information into the first column of Table 2 labeled "Previous Action Plan" in the Mathematical Reasoning cell.
  - In detail, describe the results of the implementation of the Action Plan per the second column's directions. Use data when describing your results.

Complete the appropriate mathematical reasoning section of the *General Education Competency Assessment Report* (Appendix E) electronically for each math 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 (using the naming convention below) on your computer as a .doc file. Once you have saved the form, you will send it as an attachment to Tom Morris at tomm@mesalands.edu. When submitting the forms, use the following naming convention/file name format:

- first initial of first name
- last name
- gened (indicating a general education assessment)
- course abbreviation
- course number
- course section number
- for example: jdoegenedmath10109

Electronic forms not named correctly will not be accepted. Contact Tom Morris, Co-Chair of the Student Learning Assessment Committee, at either 575.461.4413 x120 or tomm@mesalands.edu should you have any questions.

PROGRAM DIRECTOR
ASSESSMENT RESPONSIBILITIES

GUIDELINES FOR COMPLETION OF THE STUDENT LEARNING ASSESSMENT PROGRAM REPORT

As program director/lead instructor of an academic program, you will need to assess the program objectives of your certificate and/or associate degree using the *Student Learning Assessment Program Report* (Appendix L). This is in addition to the course-level and general education competency assessments outlined above.

This *Student Learning Assessment Program Report* provides a means to document whether or not students are accomplishing the program learning objectives identified for each certificate and degree program offered at Mesalands Community College. These program objectives are identified on the College website at http://www.mesalands.edu/academic-programs/assessment/ . The Report also requires faculty to "close the loop" on the previous academic year's Action Plan by explaining how assessment data was used to improve attainment of the program objectives in question.

Guidelines for completion of the two tables that make up the *Student Learning Assessment Program Report* are as follows:

Table 1

- Address only those program objectives that were not met during the semester.
  - Copy those program objectives that need to be improved directly from the above mentioned website and paste them into the first column labeled "Outcomes".
  - Identify no more than one or two program objectives that need to be addressed and improved.
- All information presented in this report should be specific, measureable, attainable, realistic, and timely (SMART). Your write-up must be data-driven. This is especially true when identifying the Action Plan in the last column.

Table 2

- Table 2 is completed based on the previous year's Action Plan.
  - Copy the previously identified "Action Plan" column (last column) from Table 1 and paste that information into the first column of Table 2 labeled "Previous Action Plan".

- In detail, describe the results of the implementation of the Action Plan per the second column's directions. Use data when describing your results.

A completed *Student Learning Assessment Program Report* (Appendix L) must be submitted electronically one week after the Spring Semester Finals Week prior to faculty leaving for the summer. Submit them via e-mail to Tom Morris at tomm@mesalands.edu. When submitting the forms, use the following naming convention/file name format:

- first initial of first name
- last name
- program name
- programreport
- academic year
- for example: jdoefarrierscienceprogramreport2016-17

It is critically important to remember that program assessment is an ongoing process utilizing a plan-do-study-adjust cycle to improve learning. Program directors/lead instructors must use assessment to "close the loop" on the previous academic year's Action Plan by explaining how data was used to improve attainment of the program objectives year in and year out.

Electronic forms not named correctly will not be accepted. Contact Tom Morris, Co-Chair of the Student Learning Assessment Committee, at either 575.461.4413 x120 or tomm@mesalands.edu should you have any questions.

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 forms on your computer as a .doc file. Once you have saved the forms, you will send them as an attachment to Tom Morris at tomm@mesalands.edu. It is critical that when submitting the electronic forms that they be submitted using the correct naming conventions outlined above. Electronic forms not named correctly will not be accepted.

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. This assessment is also used to calculate the students ENG 299 final grade. Dates for the CAAP can be found in the Academic Calendar.

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.

A Student Referral form is *only* submitted when faculty is unsuccessful in contacting the student to resolve the problem. Faculty must make every effort to contact the student and document their efforts prior to submitting a Student Referral form. Student persistence and completion is centered in the classroom between the student and the instructor.

When faculty efforts are unsuccessful, the student referral mechanism invites faculty to submit an electronic referral form (Appendix M) 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
- student first name
- course abbreviation
- course number
- course section number
- for example: ChavezRoseCIS10148

The Student Referral Form (see Appendix M) is available electronically on MyMesalands in the Staff tab under forms.

Faculty Responsibilities

- Complete all of the required fields on the electronic form. It is important to list the course/section/ and mode of instruction of the class the student is receiving a referral in.
- List all the measures 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.
- When study-skills is marked on the form as a student need, list the specific type of skills you as faculty feel the student needs (i.e., managing college life, ways to study smarter, time management, etc.). If the problem is resolved, please notify the Retention Specialist that "no further assistance" is needed.

Retention Specialist Responsibilities

- 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.
- The Retention Specialist makes every effort to contact the student, by mail, email, and phone calls.
- 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 to the faculty member, reporting the efforts and resolutions with the student. The Retention Specialist submits two reports (Student Grade Pursuant to a Referral and the Reasons for Referral) to the Vice President of Student Affairs.

The referral process is a joint effort
requiring proactive faculty participation
in order to retain students.

APPENDICES

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.	• 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.
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 Communication 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
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 issues clearly. • Incorporates information. • States conclusions with some justification.	• Discusses and/or argues issues. • Overlooks some information. • General conclusion.	• Neither discusses or argues issues. • Fails to mention pertinent information. • No formal or coherent conclusion.

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 explains in detail the degree of correctness of the hypothesis and identifies further avenues of testing, or formulates new hypothesis.	• Conclusion is logical. • Conclusion explains the degree of correctness of the hypothesis.	• Conclusion is coherent. • Conclusion addresses the degree of correctness of the hypothesis.	• Conclusion is incoherent or not presented. • 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.	• 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.

Examples: • Constructs an appropriate and effective problem-solving strategy. • Describes the results of problem solving either orally or in writing.	• 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.	• The explanation is not understandable or is missing; shows no understanding of the problem situation.

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 is committed to helping qualified students with special needs reach their goals. Students requesting special accommodations under the Americans with Disabilities Act must contact their instructor or Student Affairs staff, who will advise them of the required process.

Documentation of disability and need for special accommodations must be provided by the student in order for a decision to be made concerning eligibility for the requested services. Approved accommodations will be implemented in a timely manner, and appropriate to the type of accommodation being requested. For special accommodations information, contact the Vice President of Student Affairs.

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 composes their own tests; however, standardized tests are used in selected discipline areas. In addition to written tests, other criteria such as outside assignments, research projects, reports, papers, and manipulative performance are encouraged.

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

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

STUDENT LEARNING ASSESSMENT COURSE-LEVEL REPORT4

Course Number	
Course Title	
Faculty Name	
Date	

Table 1

Outcomes: What are the expected student learning course outcomes that were not met?	**Assessment Methods/Measures/Tools: How and when was the data collected on whether these outcomes were met? What students were assessed?**	**Performance Goals/Benchmarks: How well should students be able to do on the assessment?**	**Assessment Results and Data Interpretations: What does the data show?**	**Action Plan: What specific changes will be made based on these assessment results and data interpretations? How will you follow-up to measure improvement? The Action Plan should be specific, measureable, attainable, realistic, and timely (SMART).**

4 See Student Learning Assessment Guide for Faculty for directions on how to fill out this form.

STUDENT LEARNING COURSE-LEVEL ASSESSMENT; "CLOSING THE LOOP" ON PREVIOUS ACTION PLAN

Table 2

Previous Action Plan (Copy last semester's or last year's Action Plan section and paste it into this column)**: What specific changes were made based on last year's assessment results and data interpretation? How did you follow-up to measure improvement? The Action Plan should be specific, measureable, attainable, realistic, and timely (SMART).**	**Action Plan Results: What were the results of the specific changes you made? Did these changes improve student learning and success? Why or why not? List any additional changes you will make to further address this learning outcome.**

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 ASSESSMENT REPORT5

Course Number	
Course Title	
Faculty Name	
Date	

Table 1

Outcomes: Defined by the appropriate General Education Competency Rubric*	**Assessment Methods/Measures/Tools: How and when was the data collected (using the rubric) to determine whether or not these competencies were met? What students were assessed?**	**Performance Goals/Benchmarks: How well should students be able to do on the assessment based on the rubric?**	**Assessment Results and Data Interpretation: What does the data from the rubric show?**	**Action Plan: What specific changes will be made based on these assessment results and data interpretations? How will you follow-up (using the rubric) to measure improvement? The Action Plan should be specific, measureable, attainable, realistic, and timely (SMART).**
Oral Communication (COM 101: Interpersonal Communication and COM 102: Public Speaking; every semester)				
Information Technology (CIS 101: Introduction to Computers; every semester)				

5 See Student Learning Assessment Guide for Faculty for directions on how to fill out this form.

Mathematical Reasoning (Math 101, 107, 110, 112, 141, 142, STAT 213 courses; every semester)				
Scientific Reasoning /Scientific Method (All laboratory science courses6; every semester)				
Critical Thinking (All laboratory science courses (see footnote below); every semester)				
Writing (All other courses not specifically identified above; every semester)				

* http://www.mesalands.edu/academic-programs/assessment/

6 **Laboratory Science**: BIOL 113, 119, 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.

GENERAL EDUCATION COMPETENCY ASSESSMENT REPORT;
"CLOSING THE LOOP" ON PREVIOUS ACTION PLAN

Table 2

Previous Action Plan (Copy last semester's or last year's Action Plan section and paste it into this column)**: What specific changes were made based on last year's assessment results and data interpretation? How did you follow-up to measure improvement? The Action Plan should be specific, measureable, attainable, realistic, and timely (SMART).**	**Action Plan Results: What were the results of the specific changes you made based on the rubric? Did these changes improve student learning and success? Why or why not? List any additional changes you will make to further address this competency.**

General Education Competency
Communication – Oral Communication
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.

Information Technology Artifact Checklist
ENG 299

Criteria	Criteria Requirement	Example to Meet Criteria	Date Completed
3.2.1	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.	
3.2.2	Create tables, charts, graphs and/or formulas.	Insert a data table, chart, or graph from an external source.	
3.2.3	Import and sort data and/or images into a document and format them appropriately.	Center at least one image.	
3.2.4	Demonstrate techniques for copying, cutting and pasting text and/or images within a document.	Insert clip art, an external picture, or other image.	
3.2.5	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.	
3.3.1	Retrieve information from an internet search engine.	Conduct a data search relevant to the topic of your document.	
3.3.2	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.	
3.3.3	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.	

3.1.5	Navigate and locate information from Windows Help.	See cell below.	
3.1.1	Access and change computer setting under the Control Panel.	Create a Word document explaining how to change the computer's desktop, i.e., background. Save it using your last name, first name, and ENG 299-IT, e.g., smithjohnENG299-IT.	
3.4.1	Send an email message with attachments.	Begin creating a new email message (see cell below).	
3.4.2	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 Instructor Morris. 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.	
3.1.2	Navigate file directory structures and paths.	Send the document as an attachment to tomm@mesalands.edu.	
3.1.3	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.	
3.1.4	Create, save, open, and print a document from some application.	Send this second document (ENG299-filemanagement) as an attachment to tomm@mesalands.edu.	

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 issues clearly. • Incorporates information. • States conclusions with some justification.	• Discusses and/or argues issues. • Overlooks some information. • General conclusion.	• Neither discusses or argues issues. • Fails to mention pertinent information. • No formal or coherent conclusion.

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 explains in detail the degree of correctness of the hypothesis and identifies further avenues of testing, or formulates new hypothesis.	• Conclusion is logical. • Conclusion explains the degree of correctness of the hypothesis.	• Conclusion is coherent. • Conclusion addresses the degree of correctness of the hypothesis.	• Conclusion is incoherent or not presented. • 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)
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.
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.
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.

STUDENT LEARNING ASSESSMENT PROGRAM REPORT[7]

Program Name	
Program Description	
Program Objectives	
Program Director	
Academic Year	

Table 1

Outcomes: What are the expected program objectives?	**Assessment Methods/Measures/Tools: How and when was the data collected on whether these objectives were met? What students were assessed?**	**Performance Goals/Benchmarks: How well should students be able to do on the assessment?**	**Assessment Results and Data Interpretations: What does the data show?**	**Action Plan: What specific changes will be made based on these assessment results and data interpretations? How will you follow-up to measure improvement? What, if any, financial or additional resources will be required to achieve your Action Plan? The Action Plan should be specific, measureable, attainable, realistic, and timely (SMART).**

7 See Student Learning Assessment Guide for Faculty for directions on how to fill out this form.

STUDENT LEARNING ASSESSMENT PROGRAM REPORT;
"CLOSING THE LOOP" ON PREVIOUS ACTION PLAN

Table 2

Previous Action Plan (Copy last semester's or last year's Action Plan section and paste it into this column)**: What specific changes were made based on last year's assessment results and data interpretation? How did you follow-up to measure improvement? The Action Plan should be specific, measureable, attainable, realistic, and timely (SMART).**	**Action Plan Results: What were the results of the specific changes you made? Did these changes improve student learning and success? Why or why not? List any additional changes you will make to further address this program objective.**

MESALANDS COMMUNITY COLLEGE
STUDENT REFERRAL FORM

This form is to be submitted by faculty to the Retention Specialist. The Retention Specialist will attempt to contact the student, and refer to appropriate department for assistance. * Note: Complete all Required Fields.

Required field*

*Date: _____ *Student: _____ *Student ID: _____

*Phone Number: _____ Alternate Phone Number: _____

*Faculty Name: _____ *Course: _____ *Section: _____

*Mode of Instruction:

__ Live __ Dual Live __ Podcast __ Dual Podcast

__ Internet __ Dual Internet __ Video College __ Dual Video

*Reason for Referral: (***Please mark all that apply***)

__ Attendance __ Assignments __ Other (***please specify***) _____

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

__ Basic Math Skills __ Career Services __ Comprehension __ Computer Skills

__ Organizational Skills __ Supplemental Instruction/Tutoring __ Test Taking Skills

__ Vocabulary Enrichment/Written Expressions __ Other **(*please specify*)** _____

Faculty: *Please list the efforts you have made to correct the issue.

Retention Specialist: Method of Student Contact:

__ Face-to-face __ Letter __ Email __ Phone Call

Result of contact with student:

Faculty Notified: __ Yes __ No

Issue Resolved: __ Yes __ No