

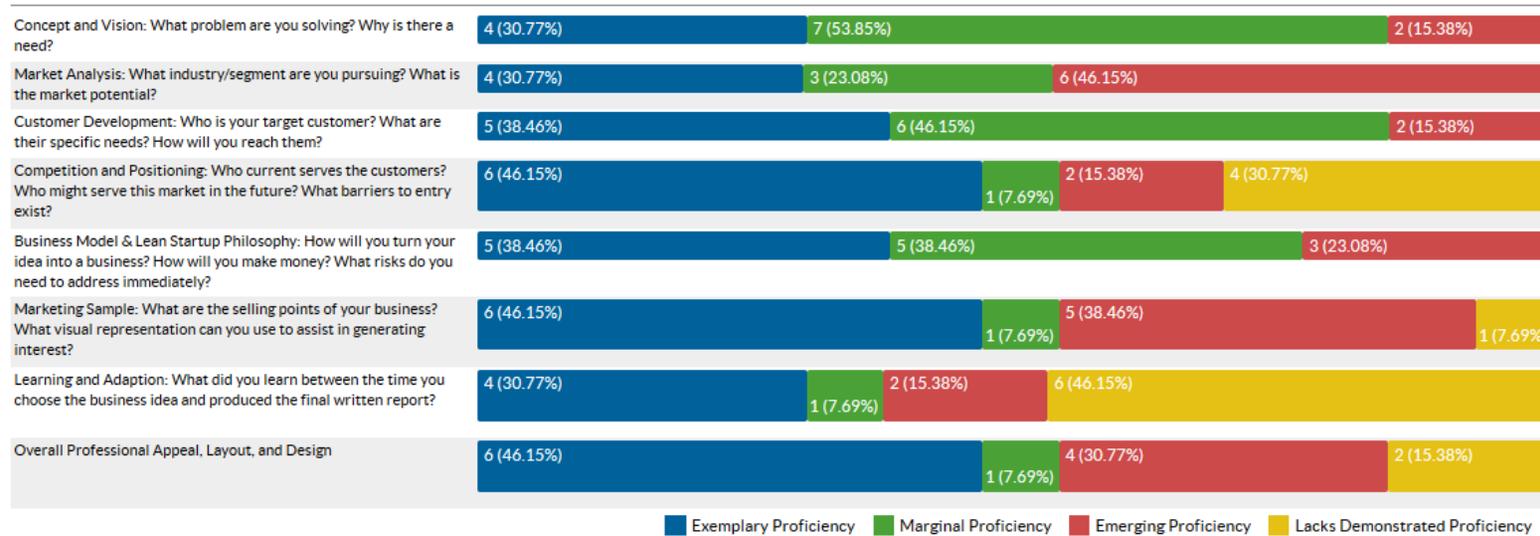
APPENDIX G

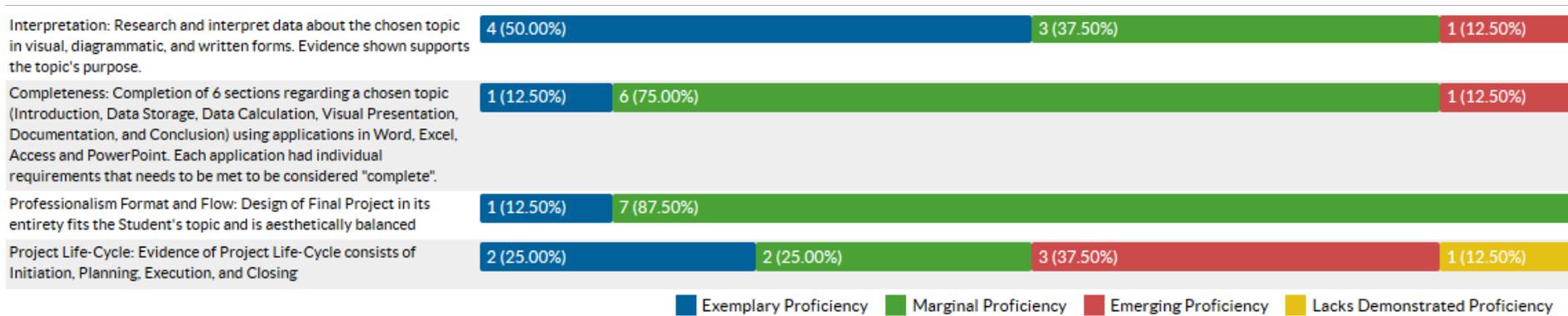
Sample Outcomes Assessments

Computer Information Systems

Program Outcome 5	Measureable Criteria	Measurement Tool	Courses	Time Frame
Apply project-life-cycle concepts to assist in business need solutions.	Overall Proficiency @ 50%	Rubric for assessing final project. Learning and Adaption (CIS 250) and Project Life-Cycle evidence (CIS 120)	CIS 250 CIS 120	Fall 2017-2018 Term

Results:





Analysis:

- ✓ I do not think the measurement tool did a fair job at measuring the level of outcome for CIS 250.
- ✓ Did a fair job at measuring outcome for CIS 120. I was able to use this outcome in previous terms. Though planning, I added it to the grading rubrics and instructions.

Plan: (KEY Step in outcomes assessment process)

- ✓ CIS 250 –
 - Used rubric for assessment, but did not include it as a grading rubric for the final assignment. Making the rubric available to students will give the students a better idea of expectations regarding professionalism and layout.
 - This was the first time I had taught this course. The coursework resulted in two exceptional examples to show to future students.
- ✓ CIS 120 –
 - This was an improvement from previous term's course assessment. Added the outcome of Life Cycle Improvement to the grading and assessment rubric and gave example of using instructor feedback to aid in making enhancements to previously submitted assignments before turning the project in for the final.
 - Will take extra time to stress the importance on continual improvement going forward.

Psychology

Outcome 1	Measurable Criteria	Measurement Tool	Courses	Time Frame
Demonstrate knowledge of the theoretical and conceptual frameworks of a particular Social Science discipline.	80% of the class will earn a C or better on the research project/essay following the scoring rubric for essay questions.	Major Writing Assignment: Applying Psychology to Real Life	Douda PSY203	Spring 2017

Results: Figures on following page

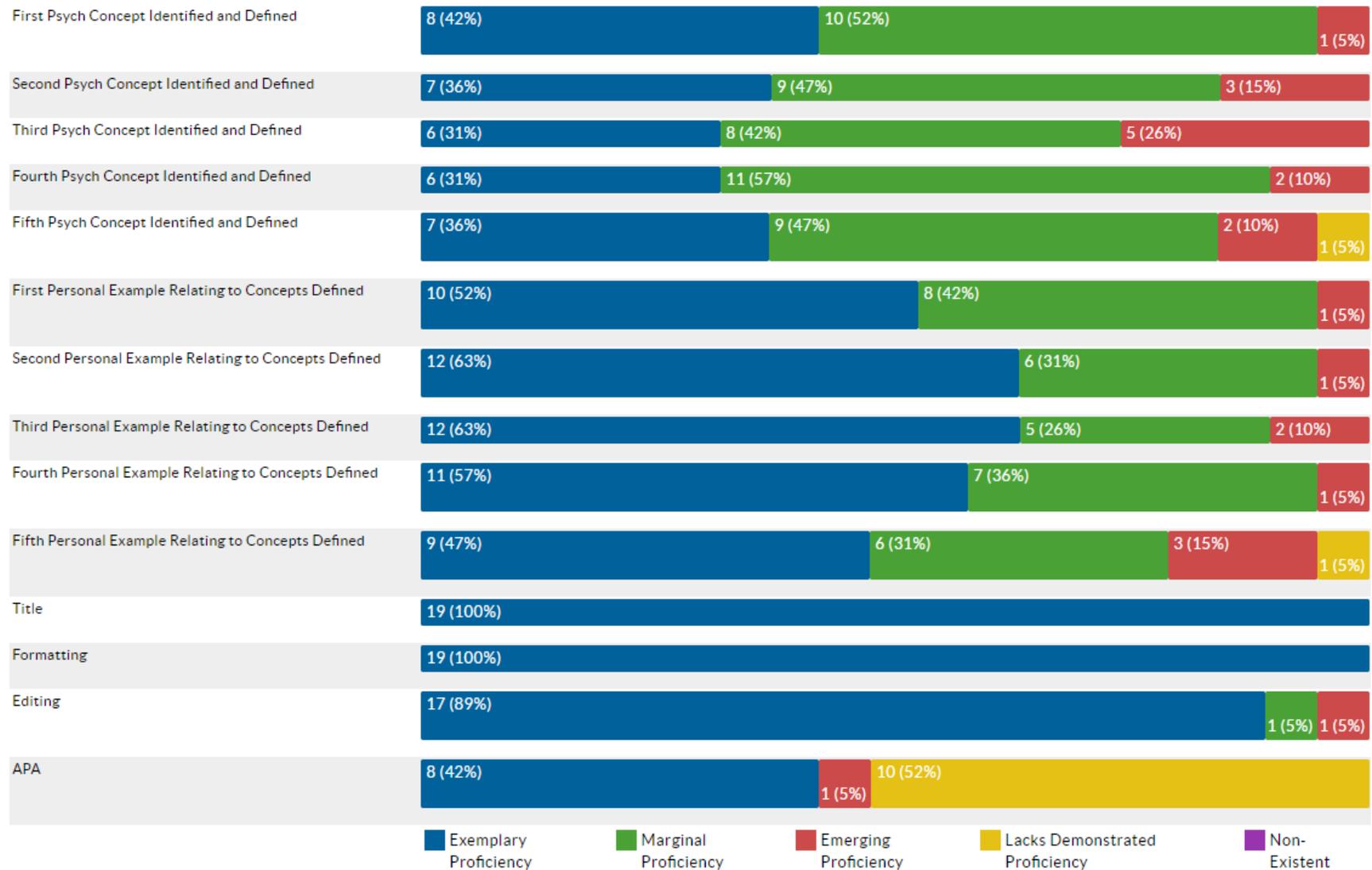
Analysis:

Overall, the average grade on this assignment was a 40.9/50, or an 81.8%. The biggest area for student improvement is their use and application of APA style in-text citations, where 52% of student assignments lacked demonstrated proficiency. This is an improvement over the assignment from the previous course/term (PSY202, Winter 2017), where 63% of students lacked demonstrated proficiency on their in-text citations. It is also apparent that students are better at coming up with examples to fit with certain concepts in psychology than they are at sufficiently defining those concepts.

Plan:

Students clearly grasped the critical thinking content of this assignment, but could use improvement in clearly defining psychological concepts in a way that an audience not familiar with psychology could understand. Students' use and proper application of APA in-text citations are still below expectations. In future classes using this assignment, I will spend more in-class time, in the form of low-stakes writing assignments and a group activity, demonstrating the importance of giving credit to the work of others (e.g., in-text citations). In addition, more time will also be spent helping the students understand the importance of writing clearly so that individuals who don't share their same knowledge-base can understand their ideas fully.

Major Writing Assignment:



Major Writing Assignment, GSLO Rubric:

Rubric View: 4GSLO CCAT Creative, Critical & Analytical Thinking

	Exemplary Proficiency (4 pts)	Marginal Proficiency (3 pts)	Emerging Proficiency (2 pts)	Lacks Demonstrated Proficiency (1 pts)	Mean	Mode	Stdev
Identifies and explains issues	8	9	2	0	3.316	3.000	0.653
Recognizes contexts and assumptions	0	0	0	0	0.000	NA	0.000
Recognizes perspectives	0	0	0	0	0.000	NA	0.000
Evaluates evidence to reach conclusions	14	5	0	0	3.737	4.000	0.440

Identifies and explains issues	8 (42%)	9 (47%)	2 (10%)	
Recognizes contexts and assumptions				
Recognizes perspectives				
Evaluates evidence to reach conclusions	14 (73%)	5 (26%)		

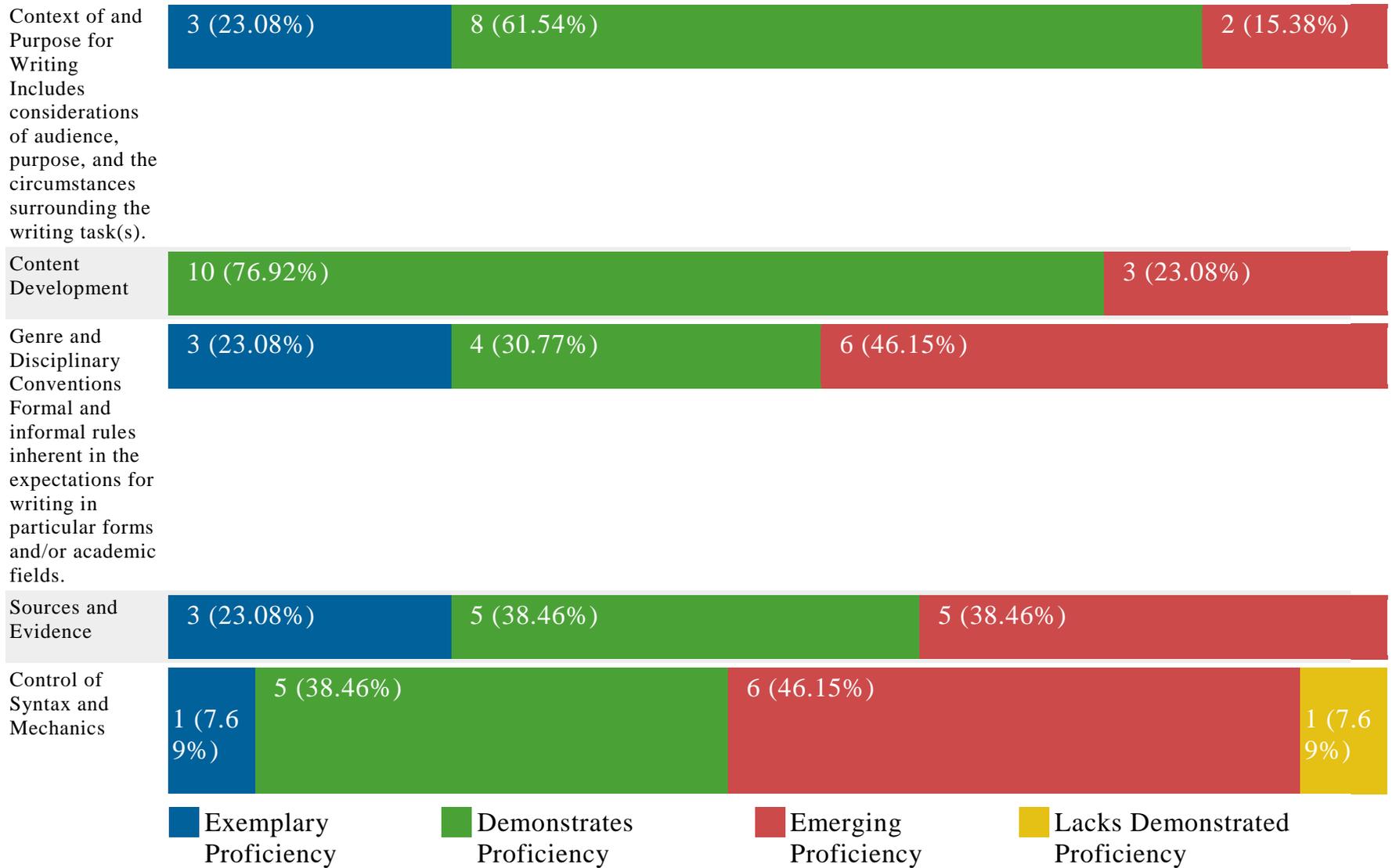
■ Exemplary Proficiency
 ■ Marginal Proficiency
 ■ Emerging Proficiency
 ■ Lacks Demonstrated Proficiency

Writing

Outcome 2	Measureable Criteria	Measurement Tool	Courses	Time Frame
Demonstrate consistent use of conventions particular to a specific writing task including organization, content, presentation, and stylistic choices.	70% of students have achieves “demonstrates proficiency” or higher on context and purpose, content development, genre conventions, sources and evidence, and control of syntax and mechanics.	Final research essay	WR 123	Spring 2017

Rubric View:

	Exemplary Proficiency (4 pts)	Demonstrates Proficiency (3 pts)	Emerging Proficiency (2 pts)	Lacks Demonstrated Proficiency (1 pts)	Mean	Mode	Stdev
Context of and Purpose for Writing Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).	3	8	2	0	3.077	3.000	0.615
Content Development	0	10	3	0	2.769	3.000	0.421
Genre and Disciplinary Conventions Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields.	3	4	6	0	2.769	2.000	0.799
Sources and Evidence	3	5	5	0	2.846	2.000	0.769
Control of Syntax and Mechanics	1	5	6	1	2.462	2.000	0.746



Results: Less than a third of the class demonstrated exemplary proficiency in recognizing the effectiveness and purpose of **sources and evidence**. The majority of students took the texts at face value without examining the credibility or agenda of the authors. Because of this, sources with little merit, or that relied on sketchy evidence, were given the same attention as works of greater magnitude in which the authors had incorporated careful and thorough research. 76% of students were successful in their **content development**. Only 23% of students displayed exemplary proficiency in incorporating **genre and disciplinary conventions**. Only 23% of students displayed exemplary proficiency in utilizing **sources and evidence**. Only 1% of students displayed exemplary proficiency in control of **syntax mechanics**. 70% of students have demonstrated proficiency in these areas.

Analysis: An inability to determine the efficacy of a source, I feel, stems from haphazard planning and poor time management on the part of students. I think a clear solution to this problem is to have students present their sources before the entire class and to ask their colleagues important questions about the veracity and design of the sources. I have found that often students not involved with research for the specific topic are able to better identify a compelling and accurate source than the student who has chosen the topic. This inability on the part of students to identify a worthwhile source comes from poor time management and source overload. I find it important to remind them that a large number of sources does not always insure accurate or compelling information. A careful examination and open discussion of source material in the classroom helps eliminate the use of less than effective sources. 70% of students will have demonstrated proficiency in these areas.

Plan:

- **In regards to context and purpose, my aim is to enhance student's understanding and utilization of these two concepts by making students more aware of the historical, social, and cultural significance of the material they are discussing. In order to achieve this, students be aware of authors and their backgrounds as well as have an awareness of the era in which a piece was written.**
- **In regards to helping students gain a more comprehensive understanding of genre and disciplinary conventions, I will ask that they recognize different styles and approaches in writing as well as the audiences these styles are intended to address. Once they recognize an effective design in a published piece of writing, I will encourage them to considering modeling their own writing after that particular style.**
- **In regards to having students enhance their interpretation and inclusion of sources and evidence, I intend to have students, in the weeks leading up to the time of writing their essay, present to the class the sources they hope to use for their research essay. During this presentation each student must display a clear understanding of each source's strengths and weaknesses. This presentation must include an examination of the source's own citations. Important**

questions that must be addressed during this discussion are: Does the source reveal examples of thorough research? Is the source's research recorded clearly? And perhaps, most importantly, does the author analyze their sources clearly? The point here is to drive home the idea that these three questions are what readers will be asking of the student's own work. Insubstantial sources, it must be stressed, will only weaken a student's essay. The main point of this exercise will be to establish the idea that careful consideration of sources, as well as a thorough understanding of them, is essential to a successful essay.

- In regards to control and syntax I see value in having students review each other's work. There is added incentive for students to craft correct and clear sentences when they are sharing work with classmates. I also feel there is less immediate stress for students when working in this environment. Perhaps the most important part of this task is asking the students who are doing the reviewing to identify the most consistent errors and for them to find a way to address these issues with the classmate whose work they are commenting on.

Outcome 1	Measureable Criteria	Measurement Tool	Courses	Time Frame
Be able to use multiple writing strategies in order to explore, clarify, and effectively communicate ideas to appropriate audiences.	80% demonstrating proficiency	Essay Grading Rubric Evaluation of in-class persuasive essay with introduction, outline, and conclusion	WR 122	Winter 2017

Results: (See chart below)

Analysis: 82 % of the students demonstrated audience awareness when writing a persuasive essay, but more should be moving to an exemplary level. It is possible that a summative assignment done in class as a final examination depresses the level of audience awareness the students should be demonstrating. It might be wise to assess a final essay that is written to specific audience profile.

Plan: I might have students do a pre-writing exercise that demonstrates how they would frame the same argument differently for two different audiences. Another idea to is have student engage in more meta-discourse about what steps they had taken to persuade their specific audience.

Rubric View: SWOCCwritten communication rubric

	Exemplary Proficiency (4 pts)	Demonstrates Proficiency (3 pts)	Emerging Proficiency (2 pts)	Lacks Demonstrated Proficiency (1 pts)	Mean	Mode	Stdev
Context of and Purpose for Writing Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).	1	14	2	0	2.941	3.000	0.416
Content Development	0	8	9	0	2.471	2.000	0.499
Genre and Disciplinary Conventions Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields.	1	8	8	0	2.588	2.000	0.600
Sources and Evidence	0	11	6	0	2.647	3.000	0.478
Control of Syntax and Mechanics	0	9	8	0	2.529	3.000	0.499
Context of and Purpose for Writing Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).	1 (5%)	14 (82%)		2 (11%)			
Content Development	8 (47%)		9 (52%)				
Genre and Disciplinary Conventions Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields.	1 (5%)	8 (47%)		8 (47%)			
Sources and Evidence	11 (64%)		6 (35%)				
Control of Syntax and Mechanics	9 (52%)		8 (47%)				