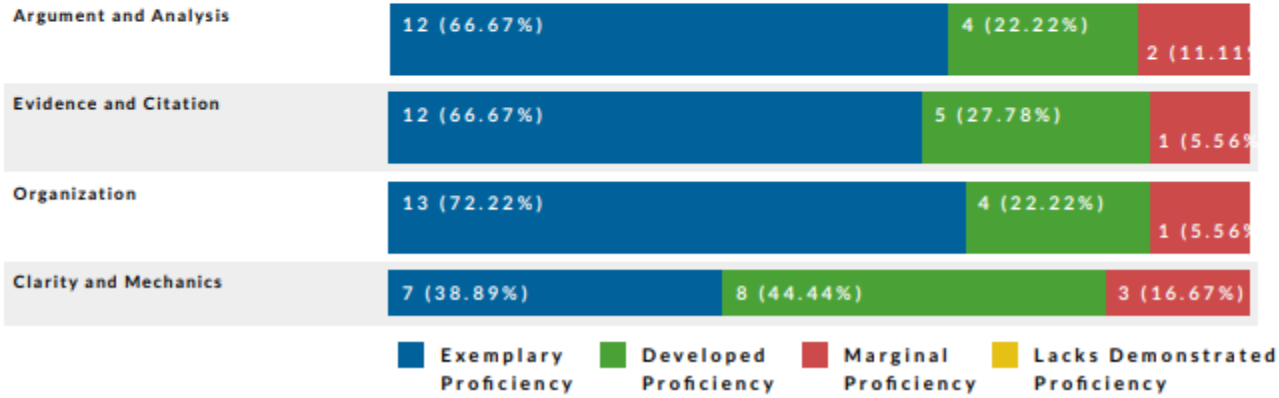
Anthropology

Outcome	Measureable Criteria	Measurement Tool	Courses	Time Frame
Identify concepts and approaches of anthropology	Essay grading rubric, focusing on argumentation/analysis and anthropological evidence	Final Essay	ANTH 221 (Section 01)	Fall 2017 term

Results:

Rubric View: Essay Rubric

	Exemplary Proficiency (4 pts)	Developed Proficiency (3 pts)	Marginal Proficiency (2 pts)	Lacks Demonstrated Proficiency (1 pts)	Mean	Mode	Stdev
Argument and Analysis	12	4	2	0	3.556	4.000	0.685
Evidence and Citation	12	5	1	0	3.611	4.000	0.591
Organization	13	4	1	0	3.667	4.000	0.577
Clarity and Mechanics	7	8	3	0	3.222	3.000	0.711



Of the 18 students who completed the assignment, 12 achieved exemplary proficiency in argumentation and analysis, 4 demonstrated developed proficiency, and 2 demonstrated marginal proficiency. None of the students who completed the assignment earned below a 70% on this dimension of the criteria.

Of the 18 students who completed the assignment, 12 achieved exemplary proficiency in application of anthropological evidence, 5 demonstrated developed proficiency, and 1 demonstrated marginal proficiency. None of the students who completed the assignment earned below a 70% on this dimension of the criteria.

Analysis:

This was a summative assignment and reflected the culmination of work that had been conducted throughout the term. Students had the opportunity to submit multiple drafts of the final essay, allowing them to engage more deeply with the concepts and approaches in anthropology over time and to develop stronger analytical skills through the process of revision.

Plan:

This outcome was successful. I will continue to use this method for teaching students how to identify concepts and approaches of anthropology in the future.

Chemistry

Outcome 1	Measureable Criteria	Measurement Tool	Courses	Time Frame
Utilize knowledge of **chemical structure** to predict and explain the physical properties of chemical materials.	An average score of at least 80% or better on homework and 70% or better on homework and exam questions relating to **chemical structure**.	Homework, Exams	CHEM 110 CHEM 221 CHEM 222 CHEM 223	Data collection begins: 2015-2016 Analysis begins: 2016-2017

2015-2016 Results:

CHEM 221 – FL15	Average		Average		Average
HW Chp. 1	N/A	**HW Chp. 7**	87%	**Exam 1**	79%
HW Chp. 2	96%	**HW Chp. 8**	93%	**Exam 2**	70%
HW Chp. 3	N/A	**HW Chp. 9**	86%	**Final Exam**	
HW Chp. 4	N/A	**HW Chp. 10**	90%		

CHEM 110 – FL15	Average		Average		Average
HW Chp. 2	91%	**HW Chp. 8**	79%	**Exam 1**	80%
HW Chp. 3	97%	**HW Chp. 17**		**Exam 2**	57% (n=1)
HW Chp. 5	84%	**HW Chp. 19**		**Final Exam**	
HW Chp. 6	N/A	**HW Chp. 21**			

Analysis:

CHEM 221
Homework: 90%, Exams: 75%

CHEM 110
Homework: 88%, Exams: 69%

Plan:
I will continue to examine my teaching methodologies and exam and homework questions to improve these numbers.

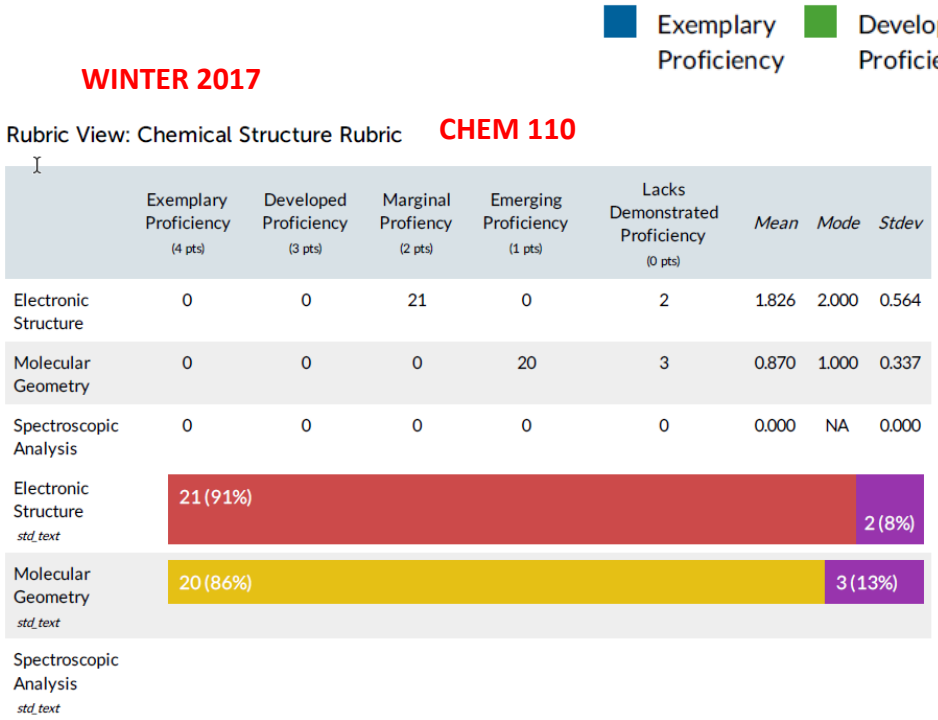
Further, although students have met my standards, it is difficult to know whether they have met national standards. To compare student achievement in my courses to student achievement in General Chemistry courses nation-wide, I plan to administer an American Chemical Society approved exam for general chemistry at the conclusion of CHEM 223.

Outcome 1	Measureable Criteria	Measurement Tool	Courses	Time Frame
Utilize knowledge of **chemical structure** to predict and explain the physical properties of chemical materials.	**CHEM 110/GS 105/CHEM 221:** at least 75% achieve "emerging proficiency" **CHEM 222:** at least 75% achieve "marginal proficiency" **CHEM 223:** at least 75% achieve "developed proficiency" **CHEM 245/246/247:** at least 75% achieve "exemplary proficiency"	Homework, Exams, Chemical structure rubric	GS 105 CHEM 110 CHEM 221 CHEM 222 CHEM 223 CHEM 245 CHEM 246 CHEM 247	Data collection begins: WT17 Analysis begins: SP17

2016-2017 winter Results:

WINTER 2017

Rubric View: Chemical Structure Rubric **CHEM 110**

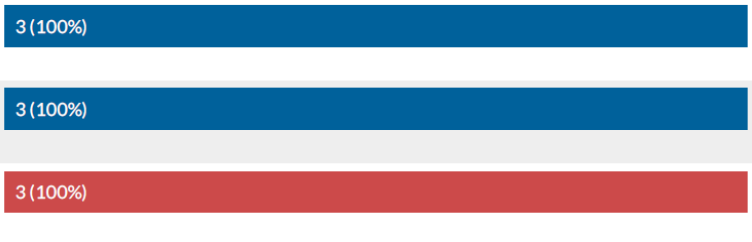


	Exemplary Proficiency (4 pts)	Developed Proficiency (3 pts)	Marginal Profiency (2 pts)	Emerging Proficiency (1 pts)	Lacks Demonstrated Proficiency (0 pts)	*Mean*	*Mode*	*Stdev*
Electronic Structure	0	0	21	0	2	1.826	2.000	0.564
Molecular Geometry	0	0	0	20	3	0.870	1.000	0.337
Spectroscopic Analysis	0	0	0	0	0	0.000	NA	0.000

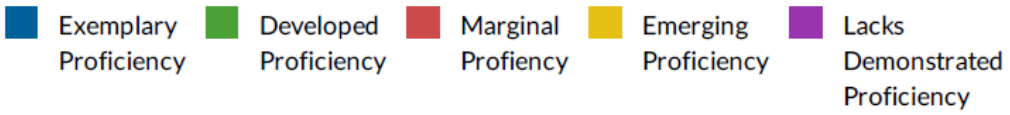
CHEM 110 GOAL:	**WT17 RESULTS:**
At least 75% of students achieve at least "emerging proficiency"	**88.5%** of students achieved at least "emerging proficiency"

Rubric View: Chemical Structure Rubric **CHEM 246**

	Exemplary Proficiency (4 pts)	Developed Proficiency (3 pts)	Marginal Profiency (2 pts)	Emerging Proficiency (1 pts)	Lacks Demonstrated Proficiency (0 pts)	*Mean*	*Mode*	*Stdev*
Electronic Structure	3	0	0	0	0	4.000	4.000	0.000
Molecular Geometry	3	0	0	0	0	4.000	4.000	0.000
Spectroscopic Analysis	0	0	3	0	0	2.000	2.000	0.000



CHEM 246 GOAL:	**WT17 RESULTS:**
At least 75% of students achieve at least "exemplary proficiency"	**100%** of students achieved at least "exemplary proficiency"



Rubric View: Chemical Structure Rubric **GS 105**

	Exemplary Proficiency (4 pts)	Developed Proficiency (3 pts)	Marginal Profiency (2 pts)	Emerging Proficiency (1 pts)	Lacks Demonstrated Proficiency (0 pts)	*Mean*	*Mode*	*Stdev*
Electronic Structure	0	17	2	0	0	2.895	3.000	0.307
Molecular Geometry	0	0	17	2	0	1.895	2.000	0.307
Spectroscopic Analysis	0	0	0	0	0	0.000	NA	0.000

the desired level of performance in the categories of chemical
l of performance with regards to chemical structure.

ANALYSIS: Although a majority of students scored at the desired level of performance in this exercise, I believe that there is more work to be done. I do believe that these data reflect the true abilities of my students in this category, as I have been sufficiently impressed with their understanding of chemical structure. However, the data seem to indicate that nearly all of the students in the course are achieving at the same level; I do not necessarily believe this result. I think that the problem lies within the chemical structure rubric; if it were designed more carefully, it could be used to investigate these differences in abilities between students in the same course, even if they are achieving at the desired performance level.

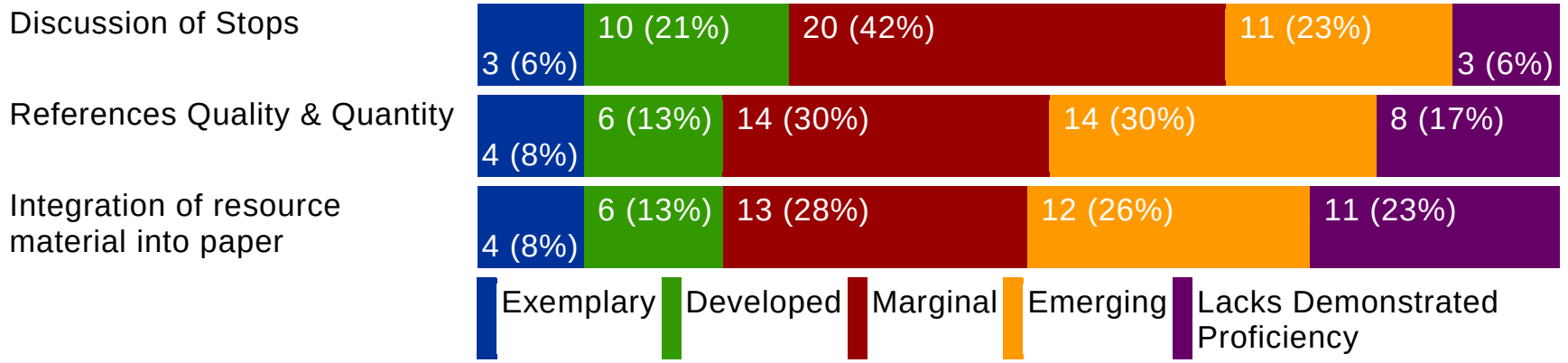
PLAN: This initial assessment is promising, but I believe that students can perform even better in this area. I will take another look at the "chemical structure rubric" to see if I can change the wording of each category to better match student performance and to better tease out small differences in performance among students in the same course. Another possibility is to increase the measurable criteria for this outcome; rather than expecting 75% to perform better than "marginal proficiency", perhaps I should expect 75% to perform at or better than "developed proficiency".

GS 105 GOAL:	**WT17 RESULTS:**
At least 75% of students achieve at least "emerging proficiency"	**100%** of students achieved at least "emerging proficiency"

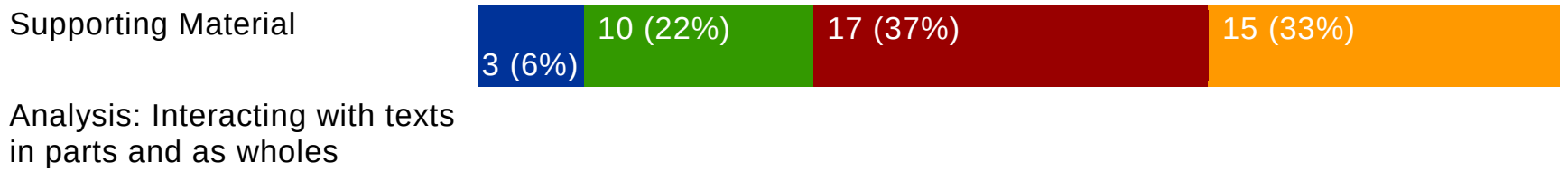
Geology

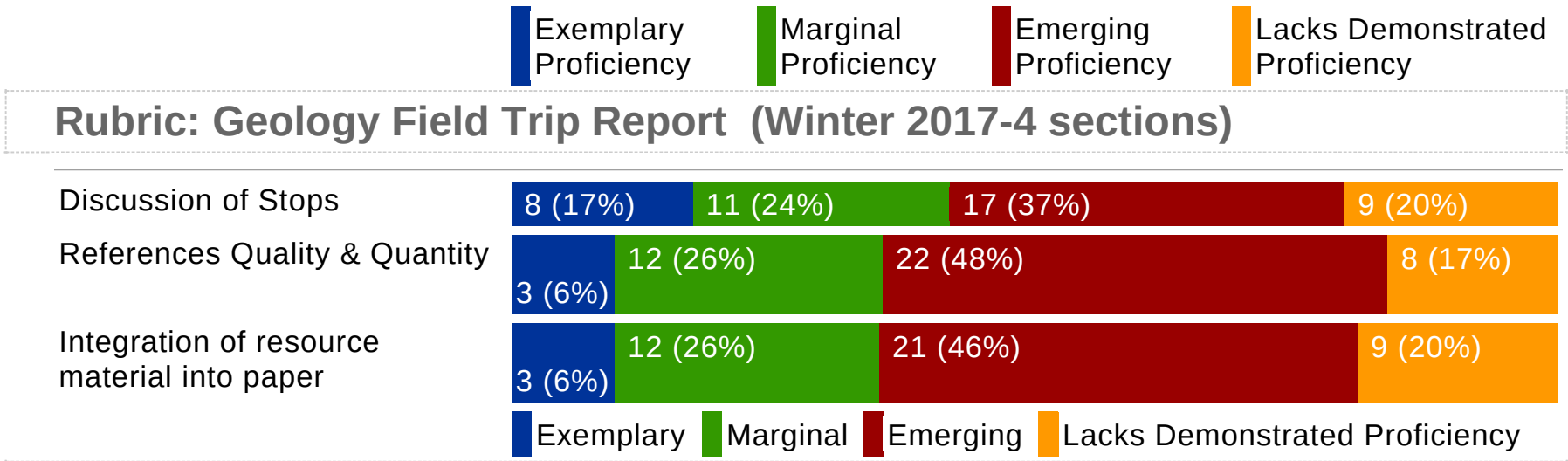
Outcome 3	Measureable Criteria	Measurement Tool	Courses	Time Frame
Interpret and communicate scientific information via written, spoken, and/or visual representations.	A threshold of 50% or more students will exhibit Exemplary & Marginal proficiency for the geology field trip rubrics and the GSLO Communication rubric for supporting materials.	Performance on G145 field trip reports.	G145 Regional Geology Field Trip	Fall 2016 Winter 2017 Spring 2017

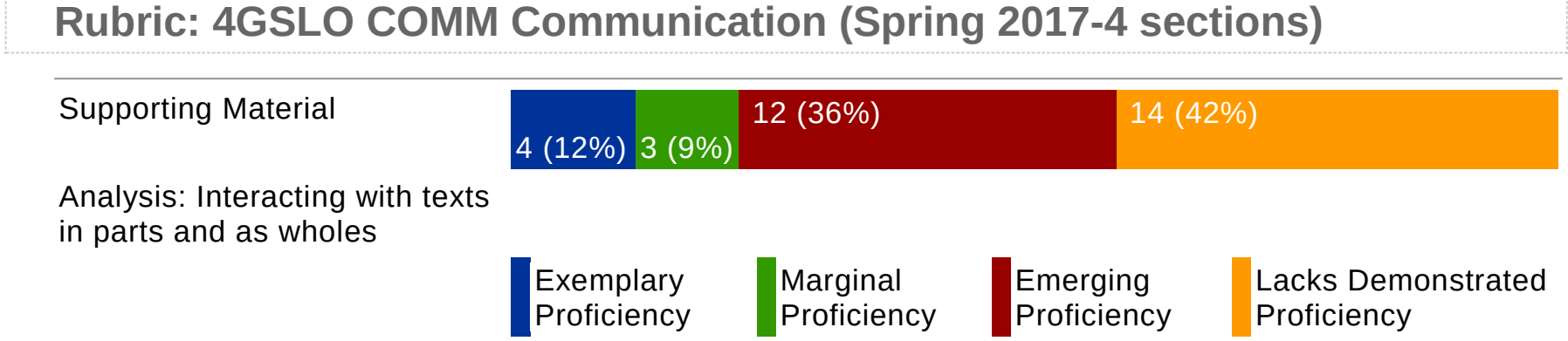
Rubric: Geology Field Trip Report (Fall 2016 – 4 Sections)

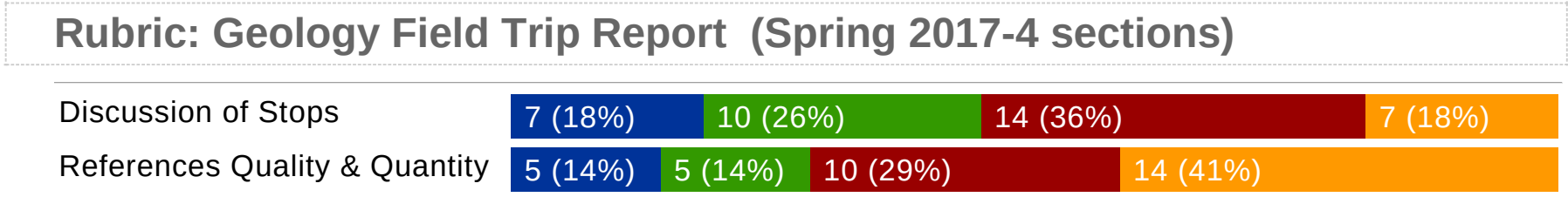


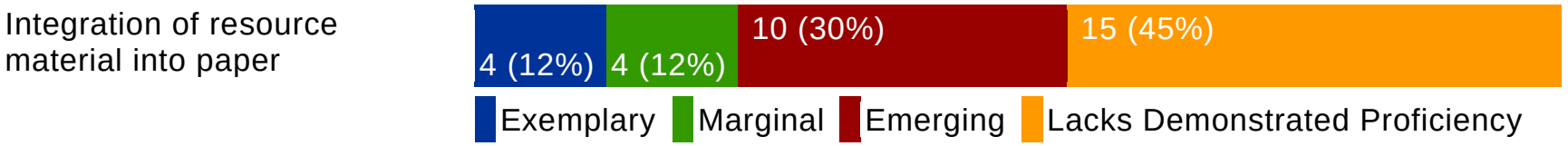
Rubric: 4GSLO COMM Communication (Winter 2017-4 sections)




Exemplary Proficiency
Marginal Proficiency
Emerging Proficiency
Lacks Demonstrated Proficiency
Rubric: Geology Field Trip Report (Winter 2017-4 sections)
Discussion of Stops
8 (17%)
11 (24%)
17 (37%)
9 (20%)
References Quality & Quantity
3 (6%)
12 (26%)
22 (48%)
8 (17%)
Integration of resource material into paper
3 (6%)
12 (26%)
21 (46%)
9 (20%)
Exemplary
Marginal
Emerging
Lacks Demonstrated Proficiency


Rubric: 4GSLO COMM Communication (Spring 2017-4 sections)
Supporting Material
4 (12%)
3 (9%)
12 (36%)
14 (42%)
Analysis: Interacting with texts in parts and as wholes
Exemplary Proficiency
Marginal Proficiency
Emerging Proficiency
Lacks Demonstrated Proficiency


Rubric: Geology Field Trip Report (Spring 2017-4 sections)
Discussion of Stops
7 (18%)
10 (26%)
14 (36%)
7 (18%)
References Quality & Quantity
5 (14%)
5 (14%)
10 (29%)
14 (41%)



Analysis: For the past three years I have been tracking Outcome 4 (the relevance of specific scientific principles to the human experience) with the geology field classes by utilizing grade performance. With the incorporation of LiveText into the assessment process, I have decided to further assess the field trip course by looking at both the GSLO for Communication, specifically the one looking at Supporting Material along with Outcome 3 (Interpret and communicate scientific information via written spoken, and/or visual representations). The main contribution to the final grade in G145 is a field trip report which is designed to combine a discussion of the observations made over the course of the trip along with research (and potentially further observation and description from samples-sand, fossils, rocks which are collected on the trip). For the 2016-17 year there were some decisions made by the assessment committee that changed the rubrics used for assessment. I have included the graph for Fall 2016, but will not address it further as we have changed from a five-tiered to a four-tiered rubric, and Fall 2016 did not have a GSLO required. The GSLO rubric indicated 28% (WI 17) and 21% (SP 17) meeting the threshold. When observing the 3 pieces of the rubric for discipline assessment, they all fall well short of the threshold. For discussion of stops the results show 41% (WI 17) and 44% (SP 17) are meeting the threshold; for References-Quality & Quantity 32% (WI 17) and 28% (SP 17) are meeting the threshold and for integration of resource material into paper 32% (WI 17) and 24% (SP 17) are meeting the threshold.

Plan: The field trip class includes both students that are in a geology class as well as independent students that are taking the regional geology field class for an elective credit. Anecdotally, students that are registered and not taking a geology class are frequently exemplary when it comes to assessment. I was fortunate to be in the three-year evaluation cycle during Winter 2017 and had one of my colleagues participate and evaluate one of the field classes. They indicated that the material was easy to access in our LMS system (handout packet and post trip memo are both in eLearning) and that the course and expectations were well presented. The disconnect lies between the materials and instructions available to students, and the final product that is being submitted. While there are excellent well referenced and written reports, many fall short of expectations. As a response to this issue, for the last several years I have offered to review a draft of partial or complete trip reports prior to the due date. I have not recorded how many students have taken advantage of this offer, but it has been relatively limited. Suggestion is also made in the handout materials that students have access to the writing center on campus as well.

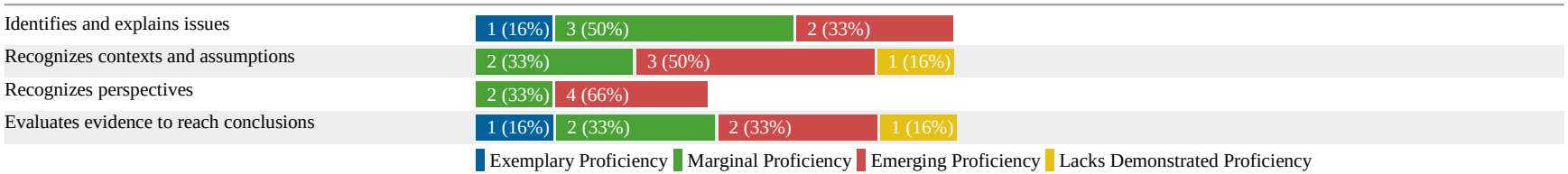
My goal for 2017-18 is to see an improvement in quality of trip reports both from greater observations made in the discussion of stops section and through use of references (GSLO, quality & quantity of references and the integration of resource material). I believe that if students turn in a draft copy of their reports, it will give them an opportunity to improve their final product. Towards this end, my plan for 2017-18 is to have 5 points towards the final grade come from the draft they will need to turn in 2 weeks following the trip report. I have been making the trip reports due roughly 4 weeks following the field trip, and believe that many students put off working on the report until just before it is due. This should result in improvement of reports and after reviewing I can determine if additional adjustments are necessary.

Humanities

Outcome 6	Measureable Criteria	Measurement Tool	Courses	Time Frame
Demonstrate self-reflection, intellectual elasticity, widened perspective, and respect for diverse viewpoints.	80% of students will be able to create a successful presentation focusing on one or more works of a relatively unknown writer from another culture, their multicultural context and diversity themes.	Project guidelines containing the checklist with the parameters of the assignment The general student learning outcomes rubric for creative, critical, and analytical thinking	ENG 109	Spring 2017

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	1	3	2	0	2.833	3.000	0.687
Recognizes contexts and assumptions	0	2	3	1	2.167	2.000	0.687
Recognizes perspectives	0	2	4	0	2.333	2.000	0.471
Evaluates evidence to reach conclusions	1	2	2	1	2.500	2.000	0.957



Results: This class had 8 registered students. 2 students didn't present in class (one was auditing the course and opted out of a public speaking situation; the other stopped attending prior to this project, but did not formally withdraw from class). Overall students have successfully met the widened perspective/ diversity outcome for literature, but because of a small sample size, these results might not be statistically significant. The average score for completers was a B-. Almost all of the students demonstrated emerging proficiency or higher.

Analysis: Even though the students did show inconsistent/emerging proficiency in the widened perspective/diversity outcome, the assignment did not live up to its full potential. About a third of the presentations was somewhat predictable and simplistic. Overall, students struggled with literary analysis and resorted to biographies and summarizing themes. Also, the students did not succeed at getting others excited about their chosen readings. They had an opportunity to choose somebody we WERE NOT reading as part of our class curriculum, somebody exciting, culturally diverse, and perhaps controversial. I had originally envisioned this assignment as a great opportunity to share our multicultural literature discoveries in class and add some interesting selections to our summer reading lists (mine included).

Plan: I will discuss this assignment with another ENG109 instructor. My expectations might be unrealistic for students taking their first ever literature course. I will incorporate individual conferences to discuss presentations with students so that they are better able to articulate their new perspectives and reflect on diversity themes and significance of their chosen works.

Mathematics

Outcome 1	Measureable Criteria	Measurement Tool	Courses	Time Frame
Read, interpret, write, and communicate mathematical concepts with understanding, clarity, and precision.	70% of students are proficient (exemplary or marginal) in defining a problem, propose solutions, and implement the solution of the problem.	Final Exam	MTH 81	Spring 2017

Results: The sample size was 9 students, 7 of them were proficient (Exemplary or Marginal) in reading, writing and interpreting mathematical concepts with understanding, clarity and precision, and 2 of them were not. Those two students, rarely appeared in class to receive help.

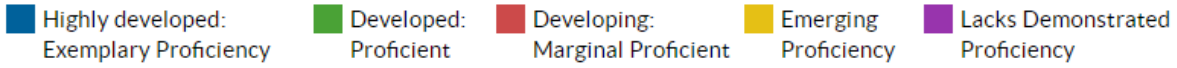
Analysis: This was summative assessment based on the final exam, but also on one to one interactions between the instructor and the students, both inside and outside the classroom. 4 students were very comfortable with both communicating mathematical concepts and using reasoning to solve problems, and they were able to work through the book and finish the course early. The other three students, had either failed 81 before or had to take math 20 (with ALEKS) to prepare themselves for math 81. Two of the three students were proficient in communication and math reasoning, and the third was proficient only in communication but needs to keep working on his math reasoning and more particular in checking and estimating solutions.

Plan: Teaching math 81, after a long time was a challenge that I welcomed. Next time I am teaching the course, I will keep the same format, but will work harder on providing more support to students that might be falling behind. Given the very small sample size of this course, we cannot infer any conclusions just yet but will communicate my results with the other math faculty teaching this course and re-access again next fall.

Rubric View: Math Program Learning Outcomes

	Highly developed: Exemplary Proficiency (4 pts)	Developed: Proficient (3 pts)	Developing: Marginal Proficient (2 pts)	Emerging Proficiency (1 pts)	Lacks Demonstrated Proficiency (0 pts)	*Mean*	*Mode*	*Stdev*
Outcome 1: Communication	4	3	0	0	0	3.571	4.000	0.495
Outcome 2: Symbolic Language	0	0	0	0	0	0.000	NA	0.000
Outcome 3: Mathematical Reasoning	4	2	1	0	0	3.429	4.000	0.728
Outcome 4: Estimation	0	0	0	0	0	0.000	NA	0.000
Outcome 5: Technology	0	0	0	0	0	0.000	NA	0.000
Outcome 6:Demonstrate an appreciation for mathematics as a rich theoretical and applied discipline.	0	0	0	0	0	0.000	NA	0.000

Outcome 1: Communication *std_text*	4 (57%) 3 (42%)
Outcome 2: Symbolic Language	
Outcome 3: Mathematical Reasoning *std_text*	4 (57%) 2 (28%) 1 (14%)
Outcome 4: Estimation	
Outcome 5: Technology	
Outcome 6:Demonstrate an appreciation for mathematics as a rich theoretical and applied discipline.	



Physics

Course Level Outcomes

Course Outcome	Measurable Criterion	Measurement Tool	Courses	Time Frame
Apply conservation laws (energy and momentum) to analyze the behavior of physical systems and to understand when to apply these laws.	Score of at least 3 on Final Exam Rubric section on conservation laws Or A total of at least 20 of 27 points on the final exam questions involving conservation of energy or momentum	Group of 3 questions on the final exam of PH 212 using conservation laws of energy and momentum	PH 212	Winter 2017

Results: Of 14 students included in the Livetext eligible students, 13 scored at least proficient in problems involving conservation laws (3 exemplary, 10 proficient) for a success rate of 93%
Analysis: The final exam questions covered conservation of energy through a roller coaster type application, rotational kinetic energy of a rolling object, and angular momentum conservation. I included this range of evaluation to cover the many topics discussed during the PH 212 term involving conservation laws.
Plan: Going forward I will continue to emphasize conservation laws and continue to address applications to everyday life outside of the classroom.

Course Outcome	Measurable Criterion	Measurement Tool	Courses	Time Frame
Understand how to represent and analyze motion for fluids, oscillations and waves.	Score of at least 3 on Final Exam Rubric section on oscillations/waves/fluids Or A total of at least 20 of 27 points on the final exam questions	Group of 3 questions on the final exam of PH 212 concerning fluids, oscillations and waves.	PH 212	Winter 2017

Results: Of 14 students included in the Livetext eligible students, only 6 scored at least proficient in problems involving oscillations, fluids, and waves (4 exemplary, 2 proficient) for a success rate of only 43%. The remaining 8 students showed an emerging proficiency but a struggle with concepts of simple harmonic motion.
Analysis: Simple harmonic motion problems were a struggle for many students. Some additionally struggled with applications of Bernoulli's Principle and pressures. In previous assignments, more students showed an ability to comprehend and process these problems; however, in the final culminating test, this seemed to be a stumbling block.

Plan: Clearly more concentration and emphasis needs to be placed on simple harmonic oscillations and their applications. More lecture examples and additional problems and experiments will be devised and incorporated.

Course Outcome	Measurable Criterion	Measurement Tool	Courses	Time Frame
Understand and apply principles of torque, elasticity, and rotational equilibrium	Score of at least 3 on Final Exam Rubric section on torque/elasticity Or A total of at least 20 of 27 points on the final exam questions	Group of 3 questions on the final exam of PH 212 using torque, elasticity, and rotational equilibrium	PH 212	Winter 2017

Results: Of 14 students included in the Livetext eligible students, 11 scored at least proficient in problems involving torque, elasticity, and equilibrium (6 exemplary, 5 proficient) for a success rate of 78.6% .The remaining 3 students showed an emerging proficiency.
Analysis: While more time could and should be spent to address the effects of torque and elasticity with more practical examples. Nearly 80 percent of the students are demonstrating proficiency while the remaining students show emerging skills.
Plan: Continue to emphasize torque and its implication for rotating systems. Emphasize rotational kinematics (angular velocities and angular accelerations). Use more tangible example for elasticity and compressions.

Course Outcome	Measurable Criterion	Measurement Tool	Courses	Time Frame
Make observations of physical behavior and find explanations of sound applications that are consistent with the observations, apply these explanations to make predictions about outcomes of experiments	Score of at least 3 on Final Exam Rubric section on sound Or A total of at least 27 of 36 points on the final exam questions.	Group of 4 questions on the final exam of PH 212 using sound and its applications.	PH 212	Winter 2017

Results: Of 14 students included in the Livetext eligible students, 8 scored at least proficient in problems involving sound and its applications (Doppler Effect, musical instruments, etc.) (2 exemplary, 6 proficient) for a success rate of 57.1% .The remaining 6 students showed an emerging proficiency.
Analysis: Sound and its applications consisted of two weeks of lecture time near the time of the final. While these two weeks are sufficient for some students, it is possible that additional lectures and work on sound should be incorporated.
Plan: Continue to emphasize fundamentals while also incorporating more practical examples. Develop a lab and principles of sound waves to be more complete than the musical pipe lab performed this term.

Psychology

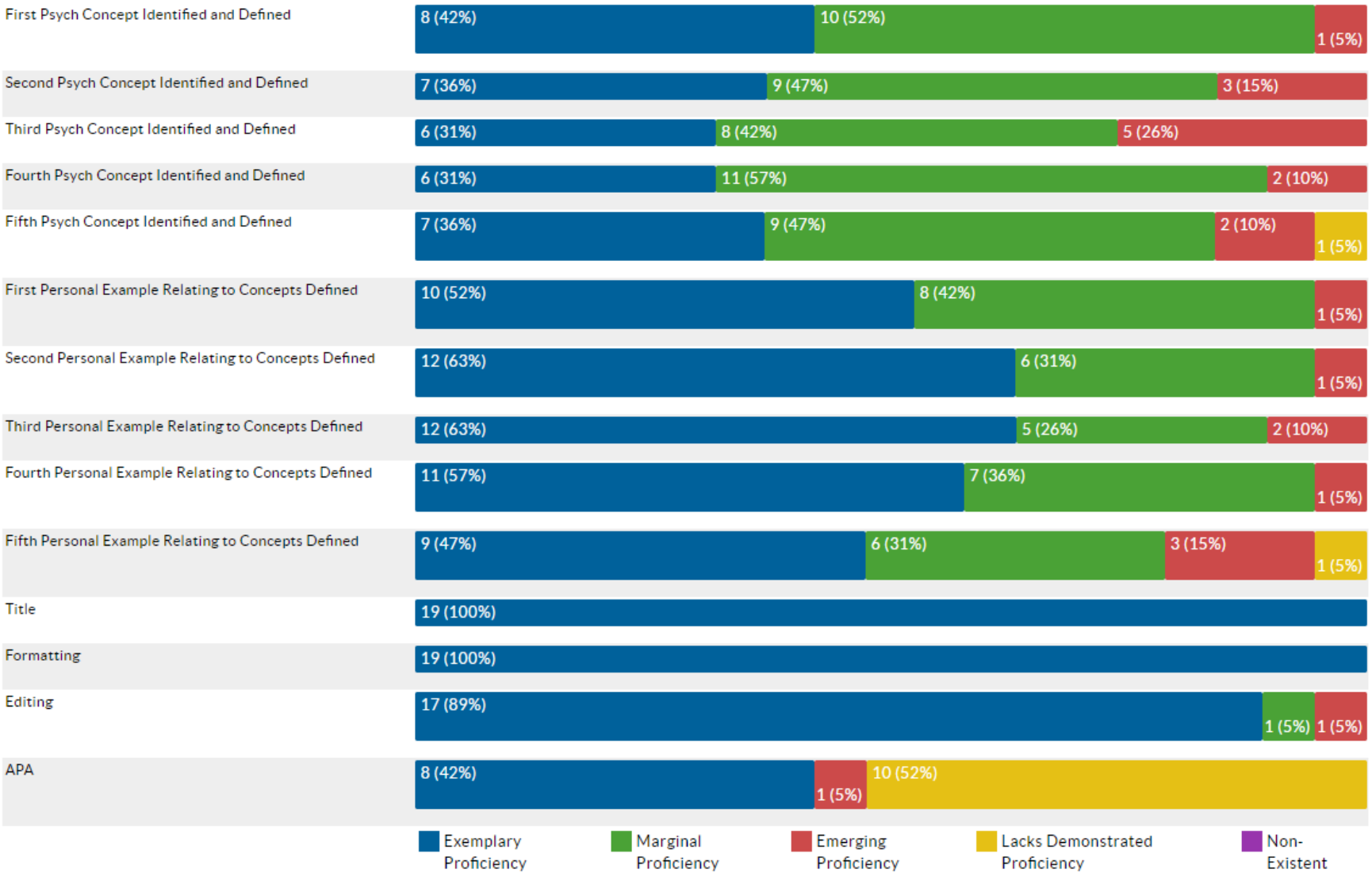
Outcome 1	Measurable Criteria	Measurement Tool	Courses	Time Frame
Demonstrate knowledge of the theoretical and conceptual frameworks of a particular Social Science discipline.	80% of the class will earn a C or better on the research project/essay following the scoring rubric for essay questions.	Major 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.

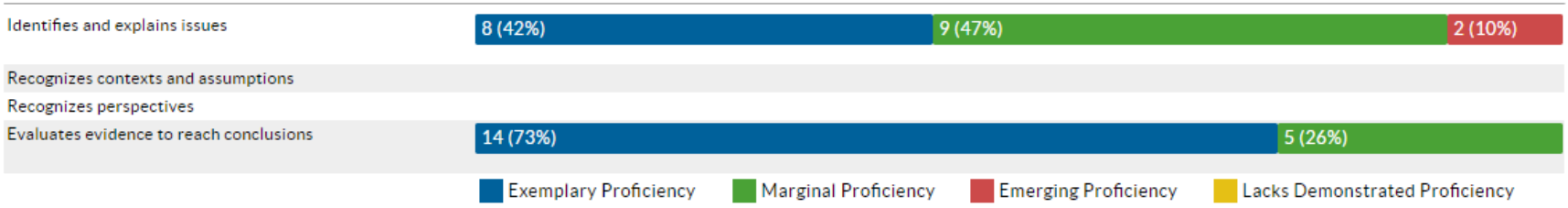
Major Writing Assignment:



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



Writing

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)

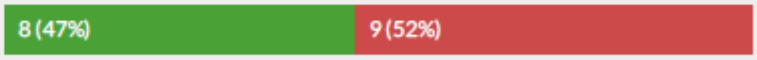
Analysis: 82 % of the students demonstrated audience awareness when writing a persuasive essay, but more should be moving to an exemplary level. It is possible that a summative assignment done in class as a final examination depresses the level of audience awareness the students should be demonstrating.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



Content Development

Genre and Disciplinary Conventions Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields.

Sources and Evidence

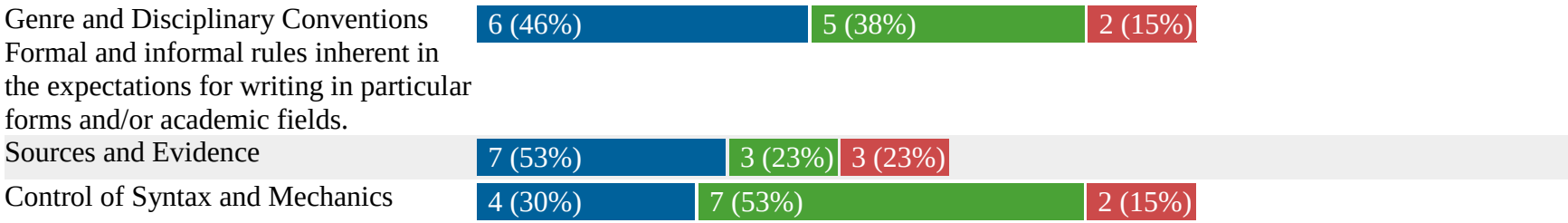
Control of Syntax and Mechanics

Outcome 1	Measureable Criteria	Measurement Tool	Courses	Time Frame
Research, discover, and develop information resources and structure verbal messages to increase knowledge and understanding.	80% or more of WR121 students will be able to write an expository essay explaining an academic concept to their readers and properly documenting their sources in MLA format.	Concept Essay Assessment Rubric developed by instructor SWOCC written communication rubric	WR121	Winter 2017

Results: Of the nineteen students, 3 did not turn in their concept essay assignments. Since LiveText captures data solely for degree seeking students, the results of additional 3 students are missing from this analysis.

	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).	7	3	3	0	3.308	4.000	0.821
Content Development	5	6	2	0	3.231	3.000	0.697
Genre and Disciplinary Conventions Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields.	6	5	2	0	3.308	4.000	0.722
Sources and Evidence	7	3	3	0	3.308	4.000	0.821
Control of Syntax and Mechanics	4	7	2	0	3.154	3.000	0.662

Context of and Purpose for Writing Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).	7 (53%)	3 (23%)	3 (23%)
Content Development	5 (38%)	6 (46%)	2 (15%)



Analysis: Overall, students were significantly more successful with this essay than their earlier essays. Their writing improved slowly throughout the term as long as they completed all assignments, attended regularly, and took advantage of revision opportunities offered after most important assignments. Concept essay is their last written assignment in WR121. It's the only essay assignment that requires students to prepare for and attend a mandatory writing conference with me. I scheduled these mandatory conferences in lieu of responding to students' rough drafts via email. Written responses to every rough draft earlier in the term were time consuming, and not very effective. (Only about 50% of students seemed to care about my feedback enough to check their email, go over my recommendations and revise accordingly – very frustrating!) In-person conferences seemed a lot more successful in this respect (All attending students made at least some of the improvements we explicitly discussed during our meeting.)

Plan: 1. Rethink rough draft feedback in WR121.

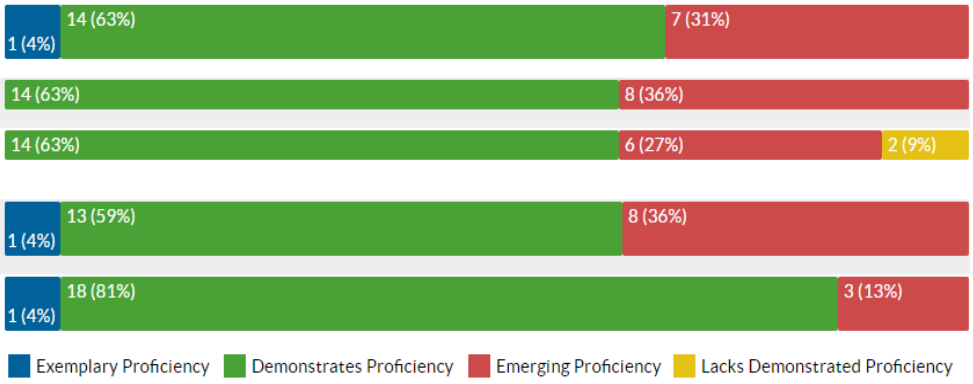
2. Examine the feasibility of a required writing conference with at least 2 if not 3 essay assignments. It's a challenge in terms of logistics, but according to both student evaluations and essay results, this form of rough draft feedback seems to be more effective.

3. Introduce additional audience analysis activities.
4. Introduce additional activities focusing on style and grammar/mechanics.

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.	80% or more students will earn a grade of 70% or better for an annotated bibliography formatted in either MLA or APA style	1) Instructor's rubric assessing students' MLA/APA format, quality of sources, content and mechanics 2) SWOCC written communication rubric	WR 227	Spring 2017

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	7	0	2.727	3.000	0.538
Content Development	0	14	8	0	2.636	3.000	0.481
Genre and Disciplinary Conventions Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields.	0	14	6	2	2.545	3.000	0.656
Sources and Evidence	1	13	8	0	2.682	3.000	0.555
Control of Syntax and Mechanics	1	18	3	0	2.909	3.000	0.417



Results: WR 227 students have successfully met the conventions outcome for writing as demonstrated through their MLA/APA annotated bibliography assignment. However, of the 27 students, 3 did not turn in their bibliography homework. Since LiveText captures data solely for degree seeking students, the results of additional 2 students are missing from this analysis. The average score

for completers was 53.93/60, which was a B. Overall 91% of students who submitted this assignment earned a grade of 70% or better. Almost all of the students demonstrated emerging proficiency or higher. Only two students lacked demonstrated proficiency in genre and disciplinary conventions. These results were significantly better when compared to annotated bibliography scores achieved in previous years when almost a third of the class lacked demonstrated proficiency in at least one if not two assessed criteria.

Analysis: It is a successful assignment overall. After reviewing the poor results from previous years, I worked on revising/clarifying assignment directions, building a rubric, providing additional examples to demonstrate successful completion, and explaining to students the shortcomings of automatic citation makers. These revisions have produced very encouraging results and visible improvement. I am pleased with how my revised annotated bibliography assignment turned out. It allows WR227 students to locate authoritative sources and assess their relevance, purpose, audience and practical applicability in preparation for the term project due later in the term. The annotations provide a good opportunity to practice acceptable paraphrases and summaries.

Plan: No significant improvements are needed. The only course of action I can see at this time would be possibly experimenting with the timing of this assignment to see if I can reach 100% completion rate. It's currently assigned in Week 3 and paired up with another somewhat challenging assignment. It's an intense week. Also, additional updates will be needed to reflect the newest MLA, 8th ed. I will make these changes when the publisher updates our WR227 textbook to the newest format.