

Assessment of Student Academic Achievement
at Northland Pioneer College
for the 2004-2006 Cycle

SUMMARY REPORT

for the 2004-2006 cycle

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Assessment Committee
(for Student Academic Achievement)

SUMMARY REPORT
for the 2004-2006 cycle

In January 2006 the college's "Current State of Assessment of Learning at NPC" was sent to committee members. This was prepared by Dr. Swarthout, Vice President for Learning. the document outlined procedures for Assessment ("Reading") Day and Dialogue Day.

At the January 13, 2006 meeting of the Assessment Committee the college's approach to assessment was reviewed at some length. Dean Heidi Fulcher explained that reading day means departments get together and read through work that students turned in to assess their learning. It could also involve reading reports from Institutional Research or student portfolios. She added that Dialogue Day is a separate day, about a month later. On this day faculty meet college-wide and discuss how things turned out on reading day. Dean Eric Henderson explained that each department or program has some kind of instrument or assessment tool. For example, the English department selects a sample of papers (20%) from all ENL 101 and 102 classes. The department has developed a rubric by which they score the grammar, structure and content of the papers. Faculty members get together on reading day and score the sample to get an idea of how well the students are learning. Then, on dialogue day, they get together to discuss and analyze the data, make any necessary changes to the assessment instrument, and discuss ways of improving student learning based on an analysis of the data. Each department has its own methods to assess student learning.

NPC's assessment of student achievement rests on a two-year cycle. The first year is primarily a year of collection of data and the second year focuses on an analysis of those data. The 2004-2005 academic year was a "data collection" year. The current (2005-2006) academic year is devoted primarily to analysis and discussion of those data and the formulation of plans for improving student learning by revising courses and programs based on an analysis of those data.

Reading Day occurred on March 3, 2006 and Dialogue Day on April 14, 2006. Following Reading Day, each department or program prepared a summary report of its findings. The reports begin with a cover page that designates the activity levels achieved by departmental assessment and is followed by a narrative describe the assessment procedures and an analysis of the results of the assessment. There are five levels of departmental activity:

Level I: The assessment processes have been detailed and developed for use by faculty.

Level II: Data collection has been implemented.

Level III: Faculty, instructional leaders, and deans have analyzed the data.

Level IV: Faculty, instructional leaders, and deans have used the data to improve student academic achievement.

Level V: Data has been used to improve the assessment process.

Each of these reports was to be reviewed by two members of the Assessment Committee Review Team prior to dialogue day. The Assessment Committee Review Team consisted of four faculty members, two deans, and the Vice President for Learning." The reviewer

comments are summarized in Table 1. A few department reports were not submitted in time for reviewers to comment prior to dialog day.

On Dialogue Day groups of faculty, drawn from across different disciplines and each led by two members of Assessment Committee, discussed the findings of several different reports and provided suggestions for methodological revisions of assessment plans and suggested ways in which to implement ways to improve student learning based on the findings. The day's activities are summarized in Table 2.

Tables 3 and 4 summarize the information contained in the departmental reports. Table 3 categorizes the type of assessment and the unit of analysis used in each report. Four departments examined student pass rates on standard examinations conducted by outside agents and four used a pretest/posttest design. Other departments used other types of assessment measures. Assessments tended to focus on the success of individual students in one or more courses. Table 4 summarizes the departmental reports in a slightly different fashion. While most departments submitted full reports, three submitted partial reports. Slightly over half of the departments (eight) were at level V in the assessment process while others are still building assessment processes. Level V is reached when departments are using data to improve the assessment process. Table 4 also repeats some of the data in Table 3 on the methods and analyses employed by the department. Finally, Table 4 summarizes the significant recommended actions derived from the department's work assessment of student achievement.

TABLE 1: Reviewer Comments

Assessment of Student Academic Achievement Reports April 2006

Dept.	Reviewer COMMENTS
AIS	The AIS Department report strengths were the extensive collecting of data. Weaknesses in the goals and interpretation of the data. The correlations reported are not that strong. It would seem that their old system of assessment was better.
BIO	With ... first reading of the Biology report, [Reviewers] felt they had done a superior job of analyzing their department and making decisions based on that analysis. Their report was very professional, delved into areas of need and indicated a plan for the future that will be implemented, and reviewed in the future.
EDU	EDU is using a pre and post test approach to measure student understanding of basic education concepts. The concepts are those found on the state test for teachers, but EDU 200 are getting their first exposure to these concepts; they are 3 or more years away from needing to master them for the state test. A multiple choice format was chosen over written response because many EDU students have not yet taken ENL 101. The dept found no significant gains this cycle. They think assessing learning for these concepts is critical, so they plan to revise the assessment instrument and try again.
EMS	[Submitted too late for reviewer comments]
ENL	[Reviewers] impressed by the thoroughness of the departmental report, which identified strengths and weaknesses and suggestions that the department is considering to implement in the future. Much of our discussion was related to how can departments do a better job of assessing student work that has been submitted as part of the assessment process. Both English and Humanities (of which I participate in the assessment process) had rather low rates of instructor agreement on how to rate the papers submitted. We questioned whether the assessment statistics may be skewed by the apparent fact that there was a wide divergence of opinion as to what constituted a "passing" grade on assessment papers. One has to wonder whether the faculty itself needs to undergo some sort of training to improve the group's ability to know what "passes" and what "fails".
FRS	Department has identified an extremely relevant measure -- whether or not students pass state test for firefighter certification. They tried a pre/post test assessment, but found that took too much (6 hours) of class time. They now plan to use a pre-test provided by the same vendor that supplied the state tests. This will be used not as a class pretest, or necessarily even as part of assessment. It will be given to students as a predictor before they are sent to the state test. The pretest could be used for assessment because they will have a capability of doing item analysis -- which thus far is not available from the state on the actual certification test. FRS speculates that reading ability affects students ability to pass the certification test. Because there has been no reading assessment of FRS students, there is currently no data to support that speculation. The FRS Advisory Board has opposed adding a reading requirement to the program. Perhaps if reading scores were collected, FRS could look for any correlation between test results and reading scores.
ITP	The ITP Department studied their ITP Fundamentals course—ITP 230 as part of their report to their advisory board. They chose one aspect/module of the course: Safety—Riggings, Ladders, and Scaffolds which is one chapter of 18. Data on both Adult students and NAVIT students pre and post test scores were gathered and assessed. The ITP Department feels that in this one area of their course, students are receiving the knowledge necessary to perform safely with Ladders, Riggings and Scaffolds while at work.
MAT	[Submitted too late for reviewer comments]
NUR	The Nursing Department report strengths were the clear goals and extensive collecting of data. There were no weaknesses.
Real Estate	The report was made up of percentages of the number of students who passed or failed real estate certification tests. As these are tests that are administered by an outside agency, the specific questions answered correctly or incorrectly is not available to NPC. However, NPC does offer a type of mock test that its students can take a sort of "practice". I suggested that that mock test might provide the basis for assessment, to help NPC instructors identify what areas they are teaching well and which areas might benefit from different approaches to the subject matter.
Soc/Beh	The Soc./Behav. Sci Department report strengths were the plans to improve the process next time. Weaknesses were the use of three different grading Rubrics.

TLC	<p>TLC</p> <p>The Learning Cornerstone (TLC) department developed three "outcomes" to assess.</p> <p>Outcome 1 related to the proportion of students passing the GED after completing a "GED preparation block" consisting of four courses offered in a 10-week program sponsored by WIA. The pass rate (79%) overall is impressive. Implicitly the pass rates at LCC and Whiteriver differed and an explicit comparison of the rates and the reasons for differences might be more fully explored. A slightly fuller discussion of the NRS might help readers from outside TLC.</p> <p>Outcome 2 focused on TLC090 student completion rates and subsequent success in ENL101. There is a good discussion of student motivations and strong conclusions. The recommendations regarding placement and communication with advisors and the English faculty are well presented.</p> <p>Outcome 3 focused on TLC092 student completion rates and subsequent success in math courses. There have been impressive gains in student success. The conclusion that the gains resulted from a change in textbooks might be more fully articulated in the report (as they were in the discussion).</p>
Chem	<p>Chemistry: The Chemistry Department employed a survey of graduated nursing students working in the field. The majority of the responses indicated that the chemistry course required for the Nursing program was not helpful to the students when they became nurses. (It was explained that the course being studied was CHM 130—although it was not mentioned in the report.) In general the Chemistry Department's report was somewhat unclear in that several aspects of the Chemistry Department were mentioned, and while there was supporting data, it was not clearly referenced in the narrative. A traditional presentation was not used. I believe the report read Friday will be reformatted from its current e-mail state into a more traditional format. The Chemistry Department also used data provided by the Nursing Department's new entrance exam that provides detailed feedback in specific areas of chemistry that are tested. Plans were discussed to contact the Alumni Office to gather data on students who might have taken Chemistry at NPC to see if those students who graduated pursued a higher level Chemistry Degree. Since NPC doesn't have an Alumni Office and it would take a great deal of searching to find the graduates who may have taken Chemistry, it was suggested the Chemistry Department use the data provided by the Nursing Department to aid them in judging if they were providing the appropriate information for the students to learn. It was also suggested that a departmentally standardized pre and post test be developed—not be changed each semester—and be used to study the course longitudinally.</p>
Geo	[Submitted too late for reviewer comments]
Hum	<p>Humanities requests more time to analyze results</p> <p>Humanities also requests more flexibility in timelines for assessment; consider English and humanities on separate cycles</p> <p>Consider a weighted rubric</p> <p>Still working with rubric; expect score increases as both students and faculty become more accustomed to rubric</p> <p>More discussion, more, more</p> <p>Want to see good models</p> <p>Obviously humanities is in a different place than some others ... but having meaningful conversations.</p>
ECD	<p>Good use of advisory board in assessment; consider implementing study of checklist items that are consistently weak; consider adding a subjective comment area on checklist; consider raising the "success" bar from 50 to 60%; good move to make assessment a part of capstone course.</p>

TABLE 2

Assessment Dialog Day

April 14, 2006

SCC

9:00-noon

Present: Peggy Belknap, Scott Burt, Patrick Canary, John Deaton, Claude Endfield, Penny Fairman, Heidi Fulcher, Barry Graham, Eric Henderson, Dick Heimann, Barbara Hockabout, Orina Hodgson, Greg Maloney, Brenda Manthei, Suzanne O'Hop, Jeanne Swarthout, Joan Valichnac

Handouts were provided with the Higher Learning Commission's 5 fundamental questions for assessment of student learning (attached).

Today's Goals:

- Simplify -- less structure
- Talk about what different departments are doing
- Come up with a new term (for assessment)

Questions posed by Dr. Swarthout:

- Does our structure work?
- Better name?
- 2-year cycle? More flexible?
- Reporting mechanism?
- What changes need to be made?

Departments broke into small groups to discuss their report with another department and an Assessment Committee member. (approx 1 hour)

Reconvened Group

Questions:

- What happens if it isn't working?
- Accountability on assessment?
- How do we get the message across?
- Training? Required?
 - goals / objectives / terms
 - convocation time devoted to this. A.m. presentations, then breakouts.
 - professional development time
- If assessment is working do we want to keep looking at smaller slices or do we want to cluster like disciplines.
 - Science – considered. They prefer discipline assessment.
 - AGEC – critical thinking / writing across the curriculum
 - Race / ethnic/ gender awareness – need to be part of general education outcomes?
 - Not by department / instructor, but across the institution.
- Do we know how ENL completers vs. non-ENL completers do in other courses?

What Changes?

- Don't read in March (ENL). Read in early fall?
- Stagger cycles? Humanities and ENL should not be read at same time.
- Link associate faculty pay scale to assessment.
"Close the loop" theme / commonality
What works? ECD used advisory committee to structure assessments
There is no benchmark. Assessment is an endless treadmill
- Need to link assessment to overall college mission.

Now What?

- Assessment committee meets - sends summaries to Chairs and departments.

ATTACHMENT

HIGHER LEARNING COMMISSION: STUDENT LEARNING, ASSESSMENT, AND ACCREDITATION

Among the public's many expectations of higher education, the most basic is that students will learn, and in particular that they will learn what they need to know to attain personal success and fulfill their public responsibilities in a global and diverse society. Student learning is central to all higher education organizations; therefore, these organizations define educational quality--one of their core purposes--by how well they achieve their declared mission relative to student learning. A focus on achieved student learning is critical not only to a higher education organization's ability to promote and improve curricular and co-curricular learning experiences and to provide evidence of the quality of educational experiences and programs, but also to fulfill the most basic public expectations and needs of higher education.

In October 1989, the Commission first posited that assessment of student learning is an essential component of every organization's effort to evaluate overall organizational effectiveness. In February 2003, The Higher Learning Commission adopted a newly revised position statement on assessment of student learning (see Section 3.4-2 of the *Handbook of Accreditation, Third Edition*) to reaffirm and strengthen this position. Through the Criteria for Accreditation and multiple Core Components, the Commission makes clear the centrality of student learning to effective higher education organizations and extends and deepens its commitment to and expectations for assessment. Indeed, the Commission asserts that assessment is more than a response to demands for accountability, more than a means for curricular improvement. Effective assessment is best understood as a strategy for understanding, confirming, and improving student learning.

Fundamental Questions for Conversations on Student Learning

Five fundamental questions serve as prompts for conversations about student learning and the role of assessment in affirming and improving that learning:

(see flip side)

In using these questions, an organization should ground its conversations in its distinct mission, context, commitments, goals and intended outcomes for student learning. In addition to informing ongoing improvement in student learning, these conversations will assist organizations and peer reviewers in discerning evidence for the Criteria and Core Components.

The fundamental questions and the conversations they prompt are intended to support a strategy of inquiry into student learning. Further, the questions are intended to support this strategy of inquiry, built on principles of good practice, as a participative and iterative process that:

- ☐ Provides information regarding student learning,
- ☐ Engages stakeholders in analyzing and using information on student learning to confirm and improve teaching and learning,
- ☐ Produces evidence that confirms achievement of intended student learning outcomes, and
- ☐ Guides broader educational and organizational improvement.

In other words, organizations assess student learning in meaningful, useful, and workable ways to evaluate how they are achieving their commitments and to act on the results in ways that advance student learning and improve educational quality. Effective assessment of student learning is a matter of commitment, not a matter of compliance.

Fundamental Questions for Conversations on Student Learning

Five fundamental questions serve as prompts for conversations about student learning and the role of assessment in affirming and improving that learning:

- 1. How are your stated student learning outcomes appropriate to your mission, programs, and degrees?**
- 2. What evidence do you have that students achieve your stated learning outcomes?**
- 3. In what ways do you analyze and use evidence of student learning?**
- 4. How do you ensure shared responsibility for assessment of student learning?**
- 5. How do you evaluate and improve the effectiveness of your efforts to assess and improve student learning**

Source: www.higherlearningcommission.org Guidelines and Best Practices; Assessment of Student Learning-Current Documents, Student Learning, Assessment and Accreditation.

TABLE 3: Assessment of Student Academic Achievement Reports: April 2006

	Division	Type of Assessment	Unit of analysis	NOTES
Department reports:		PT/PT = pretest/posttest		
AIS	BIT	PT/PT	Multiple courses	
BIO	SCM	PT/PT	BIO181 students	N=534 students (5 semesters Fall 2002 through Fall 2004)
Chemistry	SCM	Survey of Nursing Program Graduates	Students having taken CHM 130?	
ECD	LA	Evaluation of Student Essays	Students in ECD 175	
EDU	LA	PT/PT	Students in EDU 200	
EMS	WD	Pass rates	Student completers	
ENL	LA	Evaluation of Student Work of 3 types	Student completers of ENL101 & 102	
FRS	WD	Not known	Unknown	
Geology	SCM	Final Exam score & Lab write-up	GLG 101 Students	
Humanities	LA	Evaluation of Student Work	Students in Gen Ed HUM courses (?)	(n=125 critiques; of 737 submitted) Sp04 to Fa05
ITP	WD	PT/PT	Student completers of one course	
MAT	SCM	Final Exams Item analysis	MAT109	
NUR	NUR	National standardized exams Clinical assessment sheets 1 year post-grad survey	Students at various points within the program	Comparisons are made with national and state pass rates
Real Estate	BIT	Pass rates	Students taking state exams	NPC pass rates compared to state average
Social & Behavioral Science	LA	Evaluation of Student Work using 3 rubrics	Students (n=12) in third Social/Behavioral Science Course	Recommends removing embedding requirement for "ethnic/race/gender" awareness
TLC	TLC	Pass rates	Students in specified courses	

TABLE 4: 2006 Assessment of Student Learning Summary Departmental Methods and Analyses

Department	Rec'd	Level Reported	"Instruments" & Analyses used	Summary of Significant Recommend Actions
Arts & Humanities	X	III	Random sample of 125 critiques read by two FT-faculty	Revision of rubric
Early Childhood Development	X	V	Philosophy statements (n=54) from students in ECD175 (something of a capstone course)	Revisions to certain modules; revised instructions
Chemistry	X	V	Nursing alumni survey; Exam question (pretest-posttest) analysis compared to national results	Overhaul test to make it more comprehensive
Administrative Information Services	X	V	pretest-posttest taken by 154 students and consisting of 33 items in 14 core courses	Revision of testing instruments (student questionnaire and test)
Geology	X	V	Final Exam and Lab write-up; course grade distribution	Better alignment of exam questions with course outcomes on 3035 form
Biology	X	V	pretest-posttest for 534 students in BIO181 analyzed by chapter topic	Revise course to embed the common thread of evolution throughout
The Learning Cornerstone	X	V	Student success data (grades) for college ENL and MAT classes. Instructor surveys. Data from ABE data base.	Students moving from TLC to college classes are most successful in MAT and ENL when they enroll in ENL & MAT immediately after completing related TLC courses. TLC faculty need to work with advisors and ENL faculty to improve the placement process. Next assessment cycle focus on ABE III -- the largest student population.
English	X	V	Random sample (from ENL101 and 102) of 60 student analyses and 60 student abstracts read by two FT-faculty; Review of 181 grammar tests; Compared subgroups of students	Revision of grammar final; Greater focus on analyses; Develop improved ways to identify and deal with plagiarism
Mathematics	X	IV	Item analysis of final exam questions for a random sample of 20 MAT109 students	Three problems identified for enhanced instruction through development of learning objects
Social and Behavioral Sciences	X	V	Sample of papers completed by students having taken 3 or more general education social/behavioral science courses (n=12) rated by all 5 FT faculty on 3 rubrics	Use a single rubric; expand samples to track improvement
Education	X	III	pretest-posttest for 49 students completing EDU 200	Identification of specific items targeted for instructional improvement
Emergency Medical Services	Partial	?	Training Center pass rate on national exams	Prep course added; change in texts; more hands-on, add pre-test
Fire Science	Partial	II?	Incomplete	Track program completers
Power Plant Fundamentals	X	?	pretest-posttest for a random sample of 15 students in ITP230	None explicitly stated
Nursing	X	V	Analysis of various Exams; post graduation surveys	Incorporate standard national testing into program's curriculum; increased required score for passing dosage test
Real Estate	Partial	II	Review of pass rates on state tests	None explicitly stated

VI. ASSESSMENT OF STUDENT ACADEMIC ACHIEVEMENT REPORT (DUE DATE MARCH 20, 2006)


DEPARTMENT: Administrative Information Service


MISSION: (Circle One) General Education, Transfer Preparation, Employability, Developmental Education, Customized Education (Economic Development), or Personal Interest.

There are currently five levels of assessment that are possible within each department. These levels are related to development of the department assessment data gathering techniques and use of the information to fine-tune courses as necessary.

Department Activity Level Checklist

Activity Level:	Departmental Progress:
Level I: The department assessment processes have been detailed and developed for use by faculty.	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Attach copies of instruments used, instructions for students, time frames for activities, etc.
Level II: Data collection has been implemented.	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Attach copies of grading rubrics, analysis of test questions and overall findings.
Level III: Faculty, instructional leaders, and deans have analyzed the data.	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Attach copies of conclusions reached by the assessment team.
Level IV: Faculty, instructional leaders, and deans have used the data to improve student academic achievement.	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Attach highlights related to curriculum and/or assessment changes which were implemented through this process such as revision of study guides, exams, changes in grading rubrics.
Level V: Data has been used to improve the assessment process.	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Attach highlights related to improvements and/or streamlining the assessment process.


Assessment Chair's Signature


Dean's Signature

2/10/06
Date

3/10/06
Date

Department of Administrative Information Services
Assessment of Student Academic Achievement Report
Prepared by Janet Hunter, Chair
March 10, 2006

Assessment data for the 2006 Assessment of Student Academic Achievement Report for the department of Administrative Information Services (AIS) was gathered fall semester, 2005. The 2006 Report, based on the data, utilizes a different instrument from previous AIS assessment reports. This document details the changed instrument and the reasons for the change. It then provides an analysis the 2006 assessment results and implications of the assessment activity.

Previous Assessment Instrument

The assessment instrument previously used by the department of Administrative Information Services (AIS) focused on examining the outcome of completion of selected core AIS courses that students enrolled in AIS degree programs are required to take. The courses included AIS 145 Introduction to MS Word, AIS 112 Proofreading, AIS 170 Business Writing, AIS 114 Modern Office Procedures, and AIS 180 Records Management. A pre-test / post-test approach was used for each individual course to measure student achievement in that course. The assessment results indicated that students had achieved measurable knowledge and skills by completing each course examined. Summary portfolio coursework and internship experiences completed by AIS students supported this conclusion.

New Assessment Instrument

After discussing the results of the last assessment analysis, AIS department faculty agreed that a different assessment tool would be more valuable if we were able to

assess the gains of students, not just from individual classes, but from an entire sequence of courses that a student had completed. For that reason, a new assessment instrument was developed by the department faculty.

The new assessment instrument was designed to examine knowledge gained but over several classes taken in the AIS department, focusing on core courses required in the various AIS areas of emphasis. Table 1 lists the courses from which the skill and knowledge base question items on the assessment instrument were developed.

The assessment instrument consists of three sections and a total of thirty-three multiple choice test items. A copy of the instrument is provided in Table 2. Section 1 of the new instrument focuses on skills and knowledge of office procedures and includes fifteen questions. Section 2 examines basic communication knowledge, focusing on proofreading and grammar skills, and includes four questions. Section 3 focuses on knowledge of word processing, using fourteen questions to evaluate student skill level.

In order to determine the relationship between courses taken and skills observed from the assessment instrument results, students were also asked to complete a brief questionnaire detailing the number of semesters completed at NPC and completion of the selected courses. A copy of the questionnaire is provided in Table 3.

Assessment Procedure

The assessment instrument was given to students during the first week of fall semester 2005 by AIS instructors. Students were informed that the instrument was developed to help the department improve its courses and that the results would not affect their grades in any course. The students were not limited by time; they had as long as

desired to complete the assessment items. Test answers and questionnaires were returned to Janet Hunter, AIS Chair, for analysis.

Assessment Results

The results of the assessment were tabulated and entered into an Excel spreadsheet that indicated the courses that each student had taken and number of semesters at NPC, as well as their grades on the final test and on each individual section of the test. The data set was then exported to a SPSS spreadsheet for statistical analysis.

As the major objective of the assessment was to determine whether the taking of specific AIS courses increased the skill and knowledge level in each of the three assessment areas, correlation analysis was performed on the data. Thus, our null hypothesis is that taking AIS courses has no effect on the score earned by a student on the assessment instrument. Our alternative hypothesis is that taking AIS courses does have an impact on the score earned on the assessment instrument. Appendix 1 provides the complete results of the correlation analysis.

The correlation results do indicate that the completion of specific AIS courses is associated with increases in student knowledge in identified areas.¹ Specifically, it is apparent that completion of several of the courses is associated with increased scores on the test items. Tables 4 and 5 provide results of correlations that are statistically significant at the .01 and .05 level of significance, respectively, on a two-tailed test.²

¹ Note that correlation does not imply causation; it indicates the strength of the relationship between two items.

² The level of significance indicates the probability of making a Type I error, i.e., rejecting a true hypothesis. Given our hypothesis, that taking specific AIS courses increases the students knowledge as measured by the test items, we can be confident that there is only a 5 percent chance (for the .05 level of significance, or a 1percent chance at the .01 level of significance) that we would be rejecting this hypothesis if it is, in fact, true.

Implications of Assessment

The results of the correlation analysis indicate that increases in student knowledge and skill levels area are associated with completion of specific AIS courses, as described above and listed in Table 4. Some adjustments to the test instrument before the next assessment cycle may be helpful in providing increased information. For example, additional test items in each of the categories would enhance our ability to determine the impact of a set of AIS courses. Also, it may be valuable to increase the items on the questionnaire to provide additional information about the student sample who respond to the assessment instrument. For example, items may address such areas as work experience or degree area. These issues will be discussed at upcoming AIS department meetings.

Table 1: Core Courses in AIS Areas of Emphasis used to develop Assessment Items

AIS 102	Business Grammar
AIS 110	Basic Keyboarding and Formatting
AIS 111	Advanced Keyboarding and Document Processing
AIS 112	Proofreading
AIS 113	Basic Letter and Memo Writing
AIS 114	Introduction to the Modern Office
AIS 116	Electronic Calculators
AIS 119	Medical Office Procedures
AIS 142	WordPerfect Word Processing
AIS 145	Microsoft Word for Windows
AIS 170	Written Business Communication
AIS 180	Records Management
AIS 191	Introduction to Law Office Procedures
AIS 245	Advanced Microsoft Word

Table 2: Assessment Instrument

**Department of Administrative Information Services
Student Assessment Instrument**

Please complete the following assessment. This instrument is designed to help the Department of Administrative Information Services better construct our course offerings. You are not expected to know all the answers; please do your best. Thank you for your help.

If you have already completed this instrument this semester, please do not complete it a second time.

Choose the best answer

Section 1 Office Practices

1. Greeting patients is an example of which type of work?
 - a. scheduling
 - b. front desk
 - c. billing and insurance
 - d. administrative
2. The process of comparing the balance on the business's monthly bank statement with the checkbook balance is called the
 - a. Accrual method
 - b. Balance sheet
 - c. Bank reconciliation
 - d. Bank journal
3. A document that is an official record of a meeting is
 - a. An itinerary
 - b. An agenda
 - c. Meeting minutes
 - d. Patient information brochure
4. Indexing is the process of
 - a. determining where information is to be stored
 - b. guiding to facilitate referencing
 - c. both of these
 - d. neither of these
5. The correct order of handling incoming mail is to
 - a. Sort, prioritize, open, and process the mail
 - b. Sort, process, prioritize, and open the mail

- c. Sort, open, prioritize, and process the mail
 - d. None of these
6. COD stands for
- a. Collect on demand
 - b. Collect on delivery
 - c. Certified on delivery
 - d. Collect on daily
7. A file guide is
- a. A folder used for storing
 - b. An identifying tab
 - c. A divider for file drawers
 - d. A marker to identify current location of the file
8. Telecommunications is the process of
- a. Sending information by data signal, only over short distances
 - b. Sending information by voice, data, or image signal over long distances
 - c. Sending information by image signal over long distances only
 - d. Sending information by data signal over any distance
9. A cross-reference is prepared for Mrs. Wilma Randall-Sparks because
- a. She may use alternate names
 - b. The last name is hyphenated
 - c. Both a and b
 - d. There are three indexing units
10. Which of the following should generally be included with a letter of application?
- a. Your salary requirements
 - b. Your resume
 - c. Your social security number
 - d. All of the above
11. Which of the following decimals is the largest?
- a. 0.8
 - b. 0.18
 - c. 0.08
 - d. 0.83
12. What is the decimal equivalent of $\frac{4}{5}$?
- a. .45
 - b. .54
 - c. 1.25
 - d. .8
13. Appointment and reservation request letters should include

- a. The date only, to keep the letter concise
 - b. A writer centered approach, to make the request clear
 - c. Both the day of the week and the date
 - d. The specific time of arrival
14. The study of the problems of people may have adjusting to their work environment is called
- a. Human environment analysis
 - b. Work relation analysis
 - c. Ergonomics
 - d. Visualization
15. The ideas, customs, vales, and skills of a particular organization is referred to as
- a. Proxemics
 - b. Business ethics
 - c. Organizational culture
 - d. Multinationalism

Section 2 Communication Skills

1. The length of a memo report is usually
 - a. One to two pages
 - b. Two to four pages
 - c. Tow to five pages
 - d. Five or more pages
2. Which of the following sentences IS correctly spelled and uses correct punctuation?
 - a. Congradulations to those of you who have made a commitment to improve you proofreading skills.
 - b. Congratulations to those of you who have made a commitment to improve your proofreading skills.
 - c. Congratulatoins to those of you who have made a committment to improve your proofreading skills.
 - d. Congradulations to those of you who have made a comittment to improve your profreading skills.
3. Which of the following words is NOT spelled correctly?
 - a. Albuquerque, NM
 - b. Washington, DC
 - c. Seattle, WA
 - d. Abilene, TX
4. The experience section of your resume should begin with

- a. Your first job
- b. Your last or present job
- c. Your most important job
- d. The job for which you were paid the most money

Section 3 Word Processing Knowledge

1. When a block-style letter is formatted, the first line of each paragraph is
 - a. Indented $\frac{1}{2}$ inch
 - b. Typed at the left margin
 - c. Indented 1 inch
 - d. Typed in the center of the page
2. A paragraph is usually indented
 - a. $\frac{1}{2}$ inch
 - b. 1 inch
 - c. 2 inches
 - d. It is never indented
3. A bibliography appears at
 - a. The beginning of a report
 - b. The middle of a report
 - c. The end of a report
 - d. At the bottom of each page of a report
4. If you want to cancel an Undo, you can use the
 - a. Restore button
 - b. The New Undo button
 - c. The Reset button
 - d. The Logo button
5. A software program through which the computer manages its own resources is called
 - a. Database software
 - b. Key operator software
 - c. Random access software
 - d. Systems software
6. Text cannot be copied from one document to another
 - a. True
 - b. False
7. Default tabs are set every _____ inches
 - a. $\frac{1}{2}$
 - b. 1
 - c. 1.5

- d. 2
- 8. The computer's hard drive
 - a. Can be adjusted by adding WAV files to a document
 - b. Is designed to last forever
 - c. Can be changed by inserting floppy disk into the drive
 - d. None of the above
- 9. To save an open document with a different name
 - a. Click File and Save
 - b. Click File and Versions
 - c. Click File and Save As
 - d. Click Edit and Paste Special
- 10. Moving objects with a mouse is known as
 - a. Mousing
 - b. Pasting
 - c. Dragging
 - d. Directing
- 11. Formatting
 - a. Erases all data on a floppy disk
 - b. Creates new rulings on the disk
 - c. Corrects data on the hard drive
 - d. Moves the contents of a floppy disk to the hard drive
- 12. When you use the Paste feature of the computer, the computer will automatically correct any spelling mistakes
 - a. True
 - b. False
- 13. When you hit the backspace key, the backspace key will
 - a. Delete the word to the left of the backspace key
 - b. Delete the letter to the left of the backspace key
 - c. Automatically delete the entire line
 - d. Delete the letter to the right of the backspace key
- 14. URLs are
 - a. A set of characters of a particular typeface or general shape and size
 - b. Cannot be eliminated from word processed documents
 - c. Are a row of periods that help lead the reader's eye across the page
 - d. None of the above

Table 3: Student Questionnaire

**Department of Administrative Information Services
Student Questionnaire**

Your Name: _____

(Please write your answers to the assessment instrument on the other side of this page.)

Please circle the answer that best describes your experiences at NPC.

1-☐ How many semesters have you been attending NPC?

Less than 2

3 to 4

5 or more

2. How many AIS classes have you completed

1-3

4-6

7-9

10 or more

3. Please circle any courses that you have completed at NPC.

AIS 102 Business Grammar

AIS 112 Proofreading

AIS 110 Basic Keyboarding and Formatting

AIS 111 Adv Keyboarding

AIS 113 Basic Letter and Memo Writing

AIS 114 Intro to the Modern Office

AIS 116 Electronic Calculators

AIS 119 Medical Office Procedures

AIS 142 WordPerfect Word Processing

AIS 145 Microsoft Word

AIS 170 Written Business Communication

AIS 180 Records Management

AIS 191 Intro to Law Office Procedures

AIS 245 Advanced Microsoft Word

Table 5: Items Correlated at the .05 Level of Significance⁵

<i>Item 1</i>	<i>Item 2</i>	<i>Correlation coefficient⁶</i>
AIS 191 Legal Office	Section 1 Office Procedures	0.160
AIS 111 Adv Keyboarding	Section 3 Word processing	0.161
AIS 170 Written Bus Communication	Section 3 Word processing	0.180
AIS 114 Modern Office Procedures	Test score	0.181
AIS 145 Microsoft Word	Test score	0.182
AIS 180 Records Management	Test score	0.186

⁵ Note that items expected to have a high correlation, such as score on part 1 of the instrument and the score on any one section of the instrument, are not included here.

⁶ The correlation coefficient indicates the strength of the relationship between the two variables, with 1 representing a perfect relationship.

Appendix 1: Results of Correlation Analysis

Correlations

[illegible]

Correlations

		AIS 102	AIS 110	AIS 111	AIS 112	AIS 113	AIS 114	AIS 116	AIS 119	AIS 145
AIS 191	Pearson Correlation	.131	.083	-.032	.149	-.016	.163*	-.016	-.023	.122
	Sig. (2-tailed)	.108	.308	.695	.065	.842	.043	.842	.776	.133
	N	152	154	154	154	154	154	154	154	154
AIS 245	Pearson Correlation	.202*	.426**	.545**	.232**	.196*	.473**	.195*	.117	.458**
	Sig. (2-tailed)	.013	.000	.000	.004	.015	.000	.015	.148	.000
	N	152	154	154	154	154	154	154	154	154
AIS142	Pearson Correlation	.332**	.388**	.202*	.377**	.310**	.414**	.310**	.192*	.379**
	Sig. (2-tailed)	.000	.000	.012	.000	.000	.000	.000	.017	.000
	N	152	154	154	154	154	154	154	154	154
classes	Pearson Correlation	.578**	.621**	.392**	.619**	.108	.723**	.213**	.192*	.510**
	Sig. (2-tailed)	.000	.000	.000	.000	.181	.000	.008	.017	.000
	N	152	154	154	154	154	154	154	154	154
sec1	Pearson Correlation	.103	.117	.056	.115	.102	.090	.165*	.072	.121
	Sig. (2-tailed)	.211	.162	.492	.157	.209	.273	.042	.379	.138
	N	150	152	152	152	152	152	152	152	152
sec2	Pearson Correlation	.053	.054	-.009	.023	-.042	.085	-.042	.024	.023
	Sig. (2-tailed)	.523	.507	.908	.783	.604	.298	.604	.770	.775
	N	150	152	152	152	152	152	152	152	152
sec3	Pearson Correlation	.144	.145	.161*	.157	.108	.224**	.089	.072	.212**
	Sig. (2-tailed)	.079	.075	.047	.053	.185	.006	.276	.376	.009
	N	150	152	152	152	152	152	152	152	152
semesters	Pearson Correlation	.242**	.245**	.222**	.191*	.079	.266**	.203*	.245**	.247**
	Sig. (2-tailed)	.003	.002	.006	.018	.331	.001	.012	.002	.002
	N	152	154	154	154	154	154	154	154	154
Test score	Pearson Correlation	.137	.142	.120	.145	.087	.181*	.131	.084	.181*
	Sig. (2-tailed)	.093	.079	.137	.073	.229	.024	.106	.302	.025
	N	152	154	154	154	154	154	154	154	154

Correlations

		AIS 170	AIS 180	AIS 191	AIS 245	AIS142	classes	sec1	sec2	sec3
AIS 102	Pearson Correlation	.267**	.568**	.131	.202*	.332**	.576**	.103	.053	.144
	Sig. (2-tailed)	.001	.000	.108	.013	.000	.000	.211	.523	.079
	N	152	152	152	152	152	152	150	150	150
AIS 110	Pearson Correlation	.385**	.450**	.083	.426**	.388**	.621**	.117	.054	.145
	Sig. (2-tailed)	.000	.000	.308	.000	.000	.000	.152	.507	.075
	N	154	154	154	154	154	154	152	152	152
AIS 111	Pearson Correlation	.276**	.263**	-.032	.545**	.202*	.392**	.056	-.009	.161*
	Sig. (2-tailed)	.001	.001	.695	.000	.012	.000	.492	.908	.047
	N	154	154	154	154	154	154	152	152	152
AIS 112	Pearson Correlation	.304**	.707**	.149	.232**	.377**	.619**	.115	.023	.157
	Sig. (2-tailed)	.000	.000	.065	.004	.000	.000	.157	.783	.053
	N	154	154	154	154	154	154	152	152	152
AIS 113	Pearson Correlation	.179*	.119	-.016	.195*	.310**	.108	.102	-.042	.108
	Sig. (2-tailed)	.027	.142	.842	.015	.000	.181	.209	.604	.185
	N	154	154	154	154	154	154	152	152	152
AIS 114	Pearson Correlation	.537**	.686**	.163*	.473**	.414**	.723**	.090	.085	.224**
	Sig. (2-tailed)	.000	.000	.043	.000	.000	.000	.273	.298	.006
	N	154	154	154	154	154	154	152	152	152
AIS 116	Pearson Correlation	.179*	.282**	-.016	.195*	.310**	.213**	.165*	-.042	.089
	Sig. (2-tailed)	.027	.000	.842	.015	.000	.008	.042	.604	.276
	N	154	154	154	154	154	154	152	152	152
AIS 119	Pearson Correlation	-.047	.170*	-.023	.117	.192*	.192*	.072	.024	.072
	Sig. (2-tailed)	.562	.035	.776	.148	.017	.017	.379	.770	.376
	N	154	154	154	154	154	154	152	152	152
AIS 145	Pearson Correlation	.419**	.401**	.122	.458**	.379**	.510**	.121	.023	.212**
	Sig. (2-tailed)	.000	.000	.133	.000	.000	.000	.138	.775	.009
	N	154	154	154	154	154	154	152	152	152
AIS 170	Pearson Correlation	1	.435**	.232**	.370**	.369**	.583**	.118	.052	.180*
	Sig. (2-tailed)		.000	.004	.000	.000	.000	.147	.522	.027
	N	154	154	154	154	154	154	152	152	152
AIS 180	Pearson Correlation	.435**	1	.163*	.256**	.414**	.588**	.150	.057	.150
	Sig. (2-tailed)	.000		.043	.001	.000	.000	.066	.489	.064
	N	154	154	154	154	154	154	152	152	152

Correlations

		AIS 170	AIS 180	AIS 191	AIS 245	AIS142	classes	sec1	sec2	sec3
AIS 191	Pearson Correlation	.232**	.163*	1	-.025	.181*	.131	.160*	-.010	.041
	Sig. (2-tailed)	.004	.043		.758	.025	.105	.049	.898	.614
	N	154	154	154	154	154	154	152	152	152
AIS 245	Pearson Correlation	.370**	.256**	-.025	1	.169*	.412**	.145	.117	.218**
	Sig. (2-tailed)	.000	.001	.758		.036	.000	.075	.149	.007
	N	154	154	154	154	154	154	152	152	152
AIS142	Pearson Correlation	.369**	.414**	.181*	.169*	1	.476**	.115	-.057	.154
	Sig. (2-tailed)	.000	.000	.025	.036		.000	.160	.485	.058
	N	154	154	154	154	154	154	152	152	152
classes	Pearson Correlation	.583**	.588**	.131	.412**	.476**	1	.236**	.038	.279**
	Sig. (2-tailed)	.000	.000	.105	.000	.000		.003	.639	.000
	N	154	154	154	154	154	154	152	152	152
sec1	Pearson Correlation	.118	.150	.160*	.145	.115	.236**	1	.201*	.425**
	Sig. (2-tailed)	.147	.066	.049	.075	.160	.003		.013	.000
	N	152	152	152	152	152	152	152	152	152
sec2	Pearson Correlation	.052	.057	-.010	.117	-.057	.038	.201*	1	.202*
	Sig. (2-tailed)	.522	.489	.898	.149	.485	.639	.013		.013
	N	152	152	152	152	152	152	152	152	152
sec3	Pearson Correlation	.180*	.150	.041	.218**	.154	.279**	.425**	.202*	1
	Sig. (2-tailed)	.027	.064	.614	.007	.058	.000	.000	.013	
	N	152	152	152	152	152	152	152	152	152
semesters	Pearson Correlation	.324**	.207*	-.011	.286**	.258**	.426**	.058	.087	.274**
	Sig. (2-tailed)	.000	.010	.890	.000	.001	.000	.474	.284	.001
	N	154	154	154	154	154	154	152	152	152
Test score	Pearson Correlation	.182*	.176*	.106	.217**	.132	.289**	.812**	.407**	.835**
	Sig. (2-tailed)	.024	.029	.189	.007	.102	.000	.000	.000	.000
	N	154	154	154	154	154	154	152	152	152

Correlations

		semesters	Test score
AIS 102	Pearson Correlation	.242**	.137
	Sig. (2-tailed)	.003	.093
	N	152	152
AIS 110	Pearson Correlation	.245**	.142
	Sig. (2-tailed)	.002	.079
	N	154	154
AIS 111	Pearson Correlation	.222**	.120
	Sig. (2-tailed)	.006	.137
	N	154	154
AIS 112	Pearson Correlation	.191*	.145
	Sig. (2-tailed)	.018	.073
	N	154	154
AIS 113	Pearson Correlation	.079	.097
	Sig. (2-tailed)	.331	.229
	N	154	154
AIS 114	Pearson Correlation	.266**	.181*
	Sig. (2-tailed)	.001	.024
	N	154	154
AIS 116	Pearson Correlation	.203*	.131
	Sig. (2-tailed)	.012	.106
	N	154	154
AIS 119	Pearson Correlation	.245**	.084
	Sig. (2-tailed)	.002	.302
	N	154	154
AIS 145	Pearson Correlation	.247**	.181*
	Sig. (2-tailed)	.002	.025
	N	154	154
AIS 170	Pearson Correlation	.324**	.182*
	Sig. (2-tailed)	.000	.024
	N	154	154
AIS 180	Pearson Correlation	.207*	.176*
	Sig. (2-tailed)	.010	.029
	N	154	154

Correlations

		semesters	Test score
AIS 191	Pearson Correlation	-.011	.106
	Sig. (2-tailed)	.890	.189
	N	154	154
AIS 245	Pearson Correlation	.286**	.217**
	Sig. (2-tailed)	.000	.007
	N	154	154
AIS142	Pearson Correlation	.258**	.132
	Sig. (2-tailed)	.001	.102
	N	154	154
classes	Pearson Correlation	.426**	.289**
	Sig. (2-tailed)	.000	.000
	N	154	154
sec1	Pearson Correlation	.058	.812**
	Sig. (2-tailed)	.474	.000
	N	152	152
sec2	Pearson Correlation	.087	.407**
	Sig. (2-tailed)	.284	.000
	N	152	152
sec3	Pearson Correlation	.274**	.835**
	Sig. (2-tailed)	.001	.000
	N	152	152
semesters	Pearson Correlation	1	.208**
	Sig. (2-tailed)		.010
	N	154	154
Test score	Pearson Correlation	.208**	1
	Sig. (2-tailed)	.010	
	N	154	154

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

VI. ASSESSMENT OF STUDENT ACADEMIC ACHIEVEMENT REPORT


DEPARTMENT: Biology

MISSION: General Education

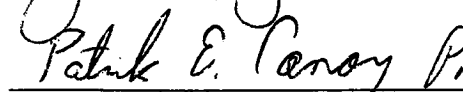
There are currently five levels of assessment that are possible within each department. These levels are related to development of the department assessment data gathering techniques and use of the information to fine-tune courses as necessary.

Department Activity Level Checklist


Activity Level:	Departmental Progress:
Level I: The department assessment processes have been detailed and developed for use by faculty.	Yes _____ No _____ Attach copies of instruments used, instructions for students, time frames for activities, etc.
Level II: Data collection has been implemented.	Yes _____ No _____ Attach copies of grading rubrics, analysis of test questions and overall findings.
Level III: Faculty, instructional leaders, and deans have analyzed the data.	Yes _____ No _____ Attach copies of conclusions reached by the assessment team.
Level IV: Faculty, instructional leaders, and deans have used the data to improve student academic achievement.	Yes _____ No _____ Attach highlights related to curriculum and/or assessment changes which were implemented through this process such as revision of study guides, exams, changes in grading rubrics.
Level V: Data has been used to improve the assessment process.	Yes <u> X </u> No _____ Attach highlights related to improvements and/or streamlining the assessment process.


Dr. James S. Jacob, Assessment Co-Chair

3/7/06
Date


Dr. Patrick Canary, Assessment Co-Chair

3/7/06
Date


Brenda Manthei, Dean of Science and Mathematics

3/7/06
Date

STATUS REPORT
ASSESSMENT OF STUDENT ACADEMIC ACHIEVEMENT

Department of Biology
March 2006

A total of 534 students in General Biology I (BIO 181) completed both the pre-test and the post-tests for the 5 semesters beginning in fall of 2002 to and ending in fall 2004. Their scores for each course topic organized by chapters from the textbook were analyzed to determine their change in knowledge after completing the course. The data for each student were standardized by the individual students' pre-test score. The data from all instructors and all semesters were pooled to determine the standardized improvement for each topic. The average standardized improvement for each chapter is listed in the following table.

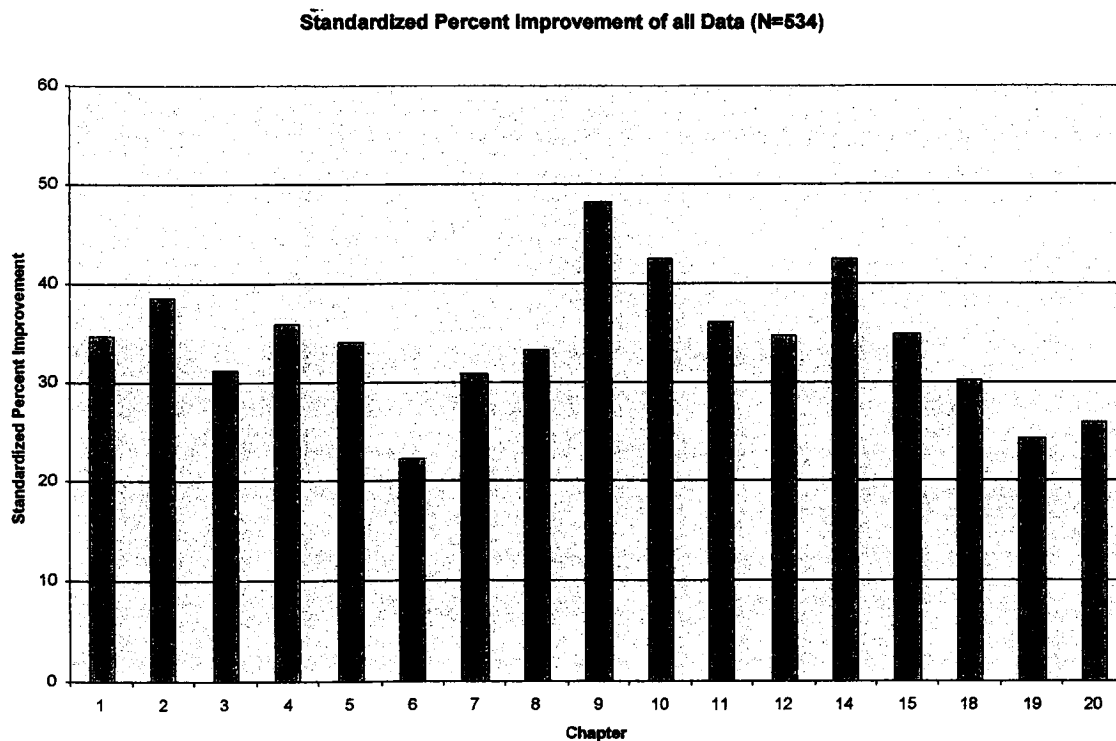
Chapter	Topic	Average Standardized Improvement
1	View of life	34.8
2	Basic Chemistry	38.6
3	Chemistry of Organic Molecules	31.3
4	Cell Structure and Function	35.9
5	Membrane Structure and Function	34.2
6	Metabolism: Energy and Enzymes	22.3
7	Photosynthesis	30.9
8	Cellular Respiration	33.3
9	Cellular Reproduction and the Cell Cycle	48.2
10	Meiosis and Sexual Reproduction	42.6
11	Mendelian Patterns of Inheritance	36.3
12	Chromosomes and Genes	34.7
14	DNA structure and Function	42.5
15	Gene Activity: How Genes Work	34.9
18	Darwin and Evolution	30.3
19	Process of Evolution	24.5
20	Origin and History of Life	26

A one-way analysis of variance was performed on the data using Microsoft Excel. The analysis indicated that there were significant differences among the standardized improvement scores for the various topics. The results of the analysis are presented in the following table. Subsequent analyses using a multiple range test did not indicate which scores were significantly different among the topics. This property is probably due to the bounded nature of the data.

ANOVA

<i>Source of Variation</i>	<i>SS</i>	<i>Degrees of Freedom</i>	<i>MS</i>	<i>F</i>	<i>F critical</i>	<i>P-value</i>
Between Chapters	374954.8569	16	23434.67856	17.86269942	1.64463	1.62 E-50
Within Chapters	11887431.87	9061	1311.933768			
Total	12262386.73	9077				

The following graph of the standardized percent improvement indicates that chapter 6, Metabolism: Energy and Enzymes, provided the most difficulty for the students. Following that, Chapter 19, the Process of Evolution, and Chapter 20, the Origin and History of Life, also proved to be difficult topics for our students.



We were beginning the next phase of the Assessment Project during which the weakest areas of the course were to be revised when the College accepted the Title III grant in 2004 in partnership with Coconino Community College. As part of the General Education Curriculum, we discovered that BIO 181 would have to be rewritten to make it available in an online format for the AA degree. The overlapping requirements of the Assessment Project and the Title III grant offered us an opportunity to address both tasks simultaneously. By undertaking a complete revision of General Biology I, the Faculty of the Department of Biology have an opportunity to create a new version of BIO 181 with

the same content in both Web-based and classroom/lab-based versions of the course. The 2007-08 academic year was chosen as the target for offering the revised course.

The revision process was begun in August of 2005 and is proceeding on schedule. Based on our assessment data, the Faculty of the Department of Biology agreed to frame each area of the course in the spirit of Theodosius Dobzhansky's statement in *The American Biology Teacher*, March 1973 (35:125-129), that "nothing in biology makes sense except in the light of evolution." By imbedding the common thread of evolution throughout the course, assessment of student academic achievement can be woven into each course topic as part of their understanding of evolution. Special attention will be given improving student comprehension of metabolism in the revised course. The topic of origin and history of life will be reassigned to General Biology II (BIO 182) as a result of our realignment of content between BIO 181 and 182.

A decision on specific assessment methods to be employed in the new course was postponed until Dr. Canary attended the NCA-sponsored workshop on assessment in February of 2006. One of the next steps in the course revision process is to discuss how to implement systemic assessment in Biology 181.

VI. ASSESSMENT OF STUDENT ACADEMIC ACHIEVEMENT REPORT (DUE DATE MARCH 20, 2006)

DEPARTMENT: CHEMISTRY

MISSION: (Circle One) General Education, Transfer Preparation, Employability, Developmental Education, Customized Education (Economic Development), or Personal Interest.

There are currently five levels of assessment that are possible within each department. These levels are related to development of the department assessment data gathering techniques and use of the information to fine-tune courses as necessary.

Department Activity Level Checklist

Activity Level:	Departmental Progress:
Level I: The department assessment processes have been detailed and developed for use by faculty.	Yes _____ No _____ Attach copies of instruments used, instructions for students, time frames for activities, etc.
Level II: Data collection has been implemented.	Yes _____ No _____ Attach copies of grading rubrics, analysis of test questions and overall findings.
Level III: Faculty, instructional leaders, and deans have analyzed the data.	Yes _____ No _____ Attach copies of conclusions reached by the assessment team.
Level IV: Faculty, instructional leaders, and deans have used the data to improve student academic achievement.	Yes _____ No _____ Attach highlights related to curriculum and/or assessment changes which were implemented through this process such as revision of study guides, exams, changes in grading rubrics.
Level V: Data has been used to improve the assessment process.	Yes <u>X</u> No _____ Attach highlights related to improvements and/or streamlining the assessment process.

[Signature]
Assessment Chair's Signature

March 29, 2006
Date

[Signature]
Dean's Signature

11 April 2006
Date

Nursing Survey and Textbook Report

Dr. Greg J. Maloney, Ph.D

Dept. Chemistry

2005

The Nursing Department sent survey forms to the NPC Alumni who are now practicing nurses. Included in this mailing was a chemistry survey asking for comments on the usefulness of their chemistry course to their later work in nursing.

The bad news is that many alumni didn't much care for the chemistry course and found it to be less than helpful.

The good news is that most of their complaints and rants were directed against a class that was 5 years or more in the past. There *have been significant modification* to the chemistry curriculum and outcomes in both lecture and labs that these alterations are aimed at correcting the former deficiencies and now have remediated the very things that the nursing alumni were upset and concerned about.

The Dean of the Nursing program and I talked about the role of chemistry in nursing and I have gone through our program and textbook with these ideas in mind by sections and topics:

- a. *Safety practices* will assure that there is a higher probability of both the nurse and the patient surviving.
- b. Coverage of the *properties and interactions of chemical elements, compounds and mixtures* will help them understand what they are working with and how to use them.
- c. *Measurement, metric system and naming chemicals* are obviously related to positive nursing performance.
- d. *Atomic and nuclear chemistry* will be useful for their work in radiology, tracer methods and in the event of weapons of mass destruction use.
- e. *The study of chemical reactions and their parameters* will enable them to understand the interactions of chemicals in a wide range of medical applications and pathological conditions.
- f. *Gas chemistry* is imperative for comprehension of respiration, anesthetics, blood physiology as well as pollution pathology.
- g. *Liquids, solids and solutions* cover electrolytes, body fluids, organ function and a myriad of physiological and pathological conditions.
- h. *Acid-base chemistry* influence digestion, respiration, enzyme function, and other organs in addition to modifying the actions of drugs.
- i. *Organic and biochemistry* are, of course, the structural units of life and of pharmacology.

When we look at the overall chemistry course, we see that we must and are balancing the various aspects of chemistry to present a coherent whole. We must also recognize that ceramic and nano-chemistry, art chemistry, computer chemistry and other specialties as well as science journalism and these students will also need a broad balanced background.

I agree that the results of the pretest / posttest indicates that the students learned a great deal in our Chem130 classes.

I also agree that the following changes be made in our assessment:

Lengthen the test to make it more comprehensive. At least 100 items would be good.

Have the lab equipment part organized as a matching question so the students just have to recognize the items name, not recall it.

All instructors should give the same directions for the test. Telling them not to guess is something I never thought of since they are encouraged to guess on my lecture exams.

We do have a new Scantron machine in the Biology Department. I see no reason why it could also be used by the Chemistry Department.

Tracking through the alumni office would be a very good idea. We could then poll students other than nursing for some feedback.

I would like to take part of the responsibility for overhauling the test although I probably won't get to it until Summer Break

Exam Question Results

Item Number	Specialty Area and Topic	School Results	National Results
1.	- - Acid	77.4%	77.0%
2.	- - Atomic number	77.4%	70.0%
3.	- - Atoms	74.2%	77.0%
4.	- - Base	51.6%	61.0%
5.	- - Bonding-Single	79.0%	82.0%
6.	- - Carbonic acid	79.0%	89.0%
7.	- - Colligative Props-Boil Pt	50.0%	61.0%
8.	- - Descript of matter	62.9%	77.0%
9.	- - Dissociation	79.0%	92.0%
10.	- - Electron Config-Orbital	69.4%	81.0%
11.	- - Emulsion	48.4%	49.0%
12.	- - Energy	87.1%	77.0%
13.	- - Equalize base	66.1%	63.0%
14.	- - Hydrochloric acid	61.3%	68.0%
15.	- - Ion Charge-Electrons	66.1%	86.0%
16.	- - Ionic bond	43.5%	57.0%
17.	- - Molecular weight-Calc.	74.2%	85.0%
18.	- - Periodic table	64.5%	67.0%
19.	- - pH	74.2%	80.0%
20.	- - Phase Change-Vapor	88.7%	93.0%
21.	- - Reactions-Combustion	90.3%	88.0%
22.	- - Solid Matter	95.2%	97.0%
23.	- - Solution calculation	85.5%	77.0%
24.	- - Thermodynamics-Endo	53.2%	58.0%
25.	- - Viscosity	71.0%	82.0%
26.	- - VSEPR Regions	88.4%	50.0%

Exam Question Results

Item Number	Specialty Area and Topic	School Results	National Results
1.	- - Acid	77.4%	77.0%
2.	- - Atomic number	77.4%	70.0%
3.	- - Atoms	74.2%	77.0%
4.	- - Base	51.6%	61.0%
5.	- - Bonding-Single	79.0%	82.0%
6.	- - Carbonic acid	79.0%	69.0%
7.	- - Colligative Props-Boil Pt	50.0%	61.0%
8.	- - Descript of matter	62.9%	77.0%
9.	- - Dissociation	79.0%	92.0%
10.	- - Electron Config-Orbital	69.4%	81.0%
11.	- - Emulsion	48.4%	49.0%
12.	- - Energy	87.1%	77.0%
13.	- - Equalize base	66.1%	63.0%
14.	- - Hydrochloric acid	61.3%	66.0%
15.	- - Ion Charge-Electrons	66.1%	86.0%
16.	- - Ionic bond	43.5%	57.0%
17.	- - Molecular weight-Calc.	74.2%	85.0%
18.	- - Periodic table	64.5%	67.0%
19.	- - pH	74.2%	80.0%
20.	- - pH	74.2%	80.0%
21.	- - Phase Change-Boil	88.7%	93.0%
22.	- - Phase Change-Boil	88.7%	93.0%
23.	- - Phase Change-Vapor	88.7%	93.0%
24.	- - Reactions-Combustion	90.3%	88.0%
25.	- - Solid Matter	95.2%	97.0%
26.	- - Solution calculation	85.5%	77.0%
27.	- - Thermodynamics-Endo	53.2%	58.0%
28.	- - Viscosity	71.0%	82.0%
29.	- - Viscosity	71.0%	82.0%
30.	- - Viscosity	71.0%	82.0%

James C. Thompson, Bruce
Forsyth of Michigan, "Senator" and Anderson A.
Phibbs.

Consulting Service
Average of Reading Comprehension
 Literature, Vocabulary, Science, History,
 Grammar, Arithmetic, & Spelling, and Math

Wetland

CHM 130 page
pur survey
can not read
very bad copy in

VI. ASSESSMENT OF STUDENT ACADEMIC ACHIEVEMENT REPORT 2006

DEPARTMENT: Early Childhood Development

MISSION: (Circle One) General Education, Transfer Preparation, Employability, Developmental Education, Customized Education (Economic Development), or Personal Interest.

There are currently five levels of assessment that are possible within each department. These levels are related to development of the department assessment data gathering techniques and use of the information to fine-tune courses as necessary.

Department Activity Level Checklist

Activity Level:	Departmental Progress:
Level I: The department assessment processes have been detailed and developed for use by faculty.	Yes <u> X </u> No <u> </u> Attach copies of instruments used, instructions for students, time frames for activities, etc.
Level II: Data collection has been implemented.	Yes <u> X </u> No <u> </u> Attach copies of grading rubrics, analysis of test questions and overall findings.
Level III: Faculty, instructional leaders, and deans have analyzed the data.	Yes <u> X </u> No <u> </u> Attach copies of conclusions reached by the assessment team.
Level IV: Faculty, instructional leaders, and deans have used the data to improve student academic achievement.	Yes <u> X </u> No <u> </u> Attach highlights related to curriculum and/or assessment changes which were implemented through this process such as revision of study guides, exams, changes in grading rubrics.
Level V: Data has been used to improve the assessment process.	Yes <u> X </u> No <u> </u> Attach highlights related to improvements and/or streamlining the assessment process.

Claudia Cudfield
Assessment Chair's Signature

Eric Bendure
Dean's Signature

4-13-06
Date

4/13/06
Date

ASSESSMENT OF STUDENT ACADEMIC ACHIEVEMENT REPORT

Level I:

The ECD Program has assessment processes in place, which have been developed/approved by the ECD Advisory Council and ECD Faculty. The ECD Advisory Council is comprised of 15 representatives from a variety of early childhood programs within NPC's service area. Many of the Advisory Council representatives also serve as adjunct early childhood faculty in addition to their administrative responsibilities in early childhood settings.

When ECD students enroll in the capstone course, ECD 175, for 1.0 credit, they are assigned an additional activity: to submit their own personal ECD Philosophy of early childhood education/development. Their essay must be at least 500 words. (See attached student instruction sheet). This sheet is given to the student inside the #175 module. A specific note re: this additional assignment has been pasted inside the module at the end of the other course objectives.

The philosophy statements arrive at various times during/after a semester due to the open entry/open exit nature of the ECD program. Students are asked to not identify themselves or their employer in their philosophy statement.

The Student Outcomes Checklist of twenty-four indicators is felt to be relevant and promotes "best practice" in the early childhood field. This checklist is used during ECD Advisory Council meetings to score and rank all individual Early Childhood Philosophy Statements received during a semester. Each philosophy statement is read and scored by two different readers. The checklist was initially developed and later modified by the ECD Advisory Council members since measuring outcomes was first implemented at NPC. The Council also in the beginning decided that meeting 50% of the criteria indicated success.

Level II:

The data collected is analyzed and discussed at the time of the scoring or at the next regularly scheduled ECD meeting. Meeting minutes are kept on file with the recorded results included. See attached checklist.

Level III:

After each scoring of the philosophy statements or at the next regularly scheduled ECD Advisory Council meeting, the data is analyzed with recommendations noted in Advisory council minutes which are kept on file in the ECD Program Chair's office with copies submitted to the Dean.

The ECD Advisory Council has reviewed the 24 criteria checklist and has opted several times not to change it or have made minimal revisions. The instructions to the student and to the ECD Faculty have changed several times, with the last change being the inclusion of the 13 CDA Functional areas listed on the back of the instruction sheet. The Faculty have also been notified at ECD Advisors' meetings to discourage students from enrolling in ECD 175 at the beginning of their ECD studies.

Level IV:

Although there has been discussion about the curriculum following the analysis of the scoring, there have been no significant changes made to the CDA curriculum based on assessment results. Deletions of ECD modules no longer thought to be effective and current were approved by ASCC on March 19, 2004. Also revised was the deleting of ECD 107 Teaching Aids and the addition of ECD 216 Transitions to the core requirements. Additional courses have been developed and added to the course bank as a result of participation in the Arizona Systems Ready/Child Ready Project, a research collaborative project with ASU and 5 other community colleges. (ECD 238, 239, 240)

Level V:

Review of the data has led to changes in the student information sheet, instructions provided to the students and to the faculty who advise them. These changes have been discussed previous in this report. Minutes of all Advisory council meetings are kept in the ECD Program Chair's office which document the improvements.

Table 1: CDA Competency Goals and Functional Areas

CDA COMPETENCY GOALS	FUNCTIONAL AREAS
I. To establish and maintain a safe, healthy learning environment.	<p>1. Safe: Candidate provides a safe environment to prevent and reduce injuries.</p> <p>2. Healthy: Candidate promotes good health and nutrition and provides an environment that contributes to the prevention of illness.</p> <p>3. Learning Environment: Candidate uses space, relationships, materials, and routines as resources for constructing an interesting, secure, and enjoyable environment that encourages play, exploration, and learning.</p>
II. To advance physical and intellectual competence	<p>4. Physical: Candidate provides a variety of equipment, activities, and opportunities to promote the physical development of children.</p> <p>5. Cognitive: Candidate provides activities and opportunities that encourage curiosity, exploration, and problem solving appropriate to the developmental levels and learning styles of children.</p> <p>6. Communication: Candidate actively communicates with children and provides opportunities and support for children to understand, acquire, and use verbal and nonverbal means of communicating thoughts and feelings.</p> <p>7. Creative: Candidate provides opportunities that stimulate children to play with sound, rhythm, language, materials, space and ideas in individual ways and to express their creative abilities.</p>
III. To support social and emotional development and to provide positive guidance.	<p>8. Self: Candidate provides physical and emotional security for each child and helps each child to know, accept and take pride in himself or herself and to develop a sense of independence.</p> <p>9. Social: Candidate helps each child feel accepted in the group, helps children learn to communicate and get along with others, and encourages feelings of empathy and mutual respect among children and adults.</p> <p>10. Guidance: Candidate provides a supportive environment in which children can begin to learn and practice appropriate and acceptable behaviors as individuals and as a group.</p>
IV. To establish positive and productive relationships with families.	<p>11. Families: Candidate maintains an open, friendly, and cooperative relationship with each child's family, encourages their involvement in the program, and support the child's relationship with his or her family.</p>
V. To ensure a well-run, purposeful program responsive to participant needs.	<p>12. Program Management: Candidate is a manager who uses all available resources to ensure an effective operation. The Candidate is a competent organizer, planner, record keeper, communicator, and a cooperative co-worker.</p>
VI. To maintain a commitment to professionalism.	<p>13. Professionalism: Candidate makes decisions based on knowledge of early childhood theories and practices. Candidate promotes quality in child care services. Candidate takes advantage of opportunities to improve competence, both for personal and professional growth and for the benefit of children and families.</p>

NPC ASSESSMENT OF STUDENT ACADEMIC ACHIEVEMENT

EARLY CHILDHOOD DEVELOPMENT

As an additional objective to the ECD 175 Module, you are to submit at least a 500 word essay defining your own, personal philosophy of early childhood education/development. You are to use your own words and may not copy statements from other sources. Your philosophy should focus on the concepts you have learned from all of the ECD modules you have completed. You may want to refer back to your Implementation Plans as a form of review and/or the list of the 13 Functional Areas within the CDA Credential. Your philosophy should also reflect what you have learned from your experiences with young children. Submit the completed essay to your CDA Advisor with your Implementation Plan for ECD 175. It is a required portion of your grade for this module.

.....

Advisor's Name _____ Date _____

Intern's Center/Location _____ Intern's Position _____

STUDENT OUTCOMES CHECK LIST
EARLY CHILDHOOD DEVELOPMENT PROGRAM
DATE _____

Reviewer Initials	Reviewer Initials	Evaluation criteria
		Provides safe/secure/healthy-learning environment.
		Promotes nutrition.
		Facilitates learning by using educational centers
		Implements open-door policy
		Observes/records child behavior
		Enhances development of gross/fine motor skills
		Promotes learning by doing
		Fosters communication.
		Encourages making choices/problem solving
		Promotes age appropriate cognitive skills.
		Encourages creativity.
		Encourages cultural acceptance and diversity
		Nurtures socialization/emotional cooperation/respect
		Ensures successful experiences
		Implements development of self-help skills
		Promotes positive self-esteem
		Respects individual rights of children/families
		Meets individual needs of the children/families
		Encourages parent involvement/education.
		Develops and promotes family and community partnerships.
		Facilitates transitional activities for children and parents.
		Effective manager of time, lessons and children's behavior
		Uses developmentally appropriate techniques
		Demonstrates positive attitudes

Score: /24

Percentage:

Comments:

STUDENT OUTCOMES RESULTS:

Date of evaluation	Number statements received/evaluated	Number meeting 50% ** criteria	Number meeting 75% criteria
Sept. 19, 2001	17	41%	
February 12, 2002	8	99%	
October 2, 2003	29	90%	14%
Jan. 22, 2004	34	71%	29%
Nov 18, 2004	17	57%	29%
Feb. 16, 2006	54	67%*	11%

*It was noted that philosophy statements from an ECD 200 Introduction to Early childhood Education course in the Fall of 2005 may have been included in the statements received. These students would not have received the same instructions as are provided to students in ECD 175. Due to the anonymity of the statements it was difficult to determine which students had not received the same instructions. Nevertheless all philosophy statements were still read and evaluated against the checklist.

**The Advisory council since the beginning of the outcomes implementation has set meeting 50% of the criteria as being acceptable.

VI. ASSESSMENT OF STUDENT ACADEMIC ACHIEVEMENT REPORT (DUE DATE MARCH 20, 2006)

DEPARTMENT: EDUCATION

MISSION: (Circle One) General Education, Transfer Preparation, Employability, Developmental Education, Customized Education (Economic Development), or Personal Interest.

There are currently five levels of assessment that are possible within each department. These levels are related to development of the department assessment data gathering techniques and use of the information to fine-tune courses as necessary.

Department Activity Level Checklist

Activity Level:	Departmental Progress:
Level I: The department assessment processes have been detailed and developed for use by faculty.	Yes xxx No _____ Attach copies of instruments used, instructions for students, time frames for activities, etc.
Level II: Data collection has been implemented.	Yes xxx No _____ Attach copies of grading rubrics, analysis of test questions and overall findings.
Level III: Faculty, instructional leaders, and deans have analyzed the data.	Yes xxx No _____ Attach copies of conclusions reached by the assessment team.
Level IV: Faculty, instructional leaders, and deans have used the data to improve student academic achievement.	Yes _____ No _____ Attach highlights related to curriculum and/or assessment changes which were implemented through this process such as revision of study guides, exams, changes in grading rubrics.
Level V: Data has been used to improve the assessment process.	Yes _____ No _____ Attach highlights related to improvements and/or streamlining the assessment process.

Dick Heimann

Assessment Chair's Signature

3/20/2006

Date


Dean's Signature

3/21/06
Date

**Report on the
Assessment Of Student Academic Achievement
Education Department
Division Of Liberal Arts
March 2006**

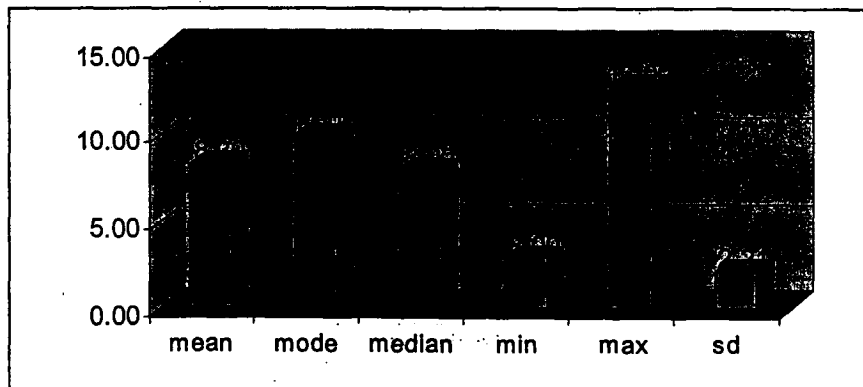
Introduction

The Education Department followed its plan* to assess student academic achievement by conducting a pre/post assessment during the 04/05 academic year of all students enrolled in EDU200 *Introduction to Education*. Pre-test data was gathered for 66 students and post test-data was completed for 49 students. Descriptive statistics were calculated comparing gains and losses in scores from pre/post measurements. Item analysis by pre/post test questions were compared to identify areas for curriculum modification and enhancement.

Findings

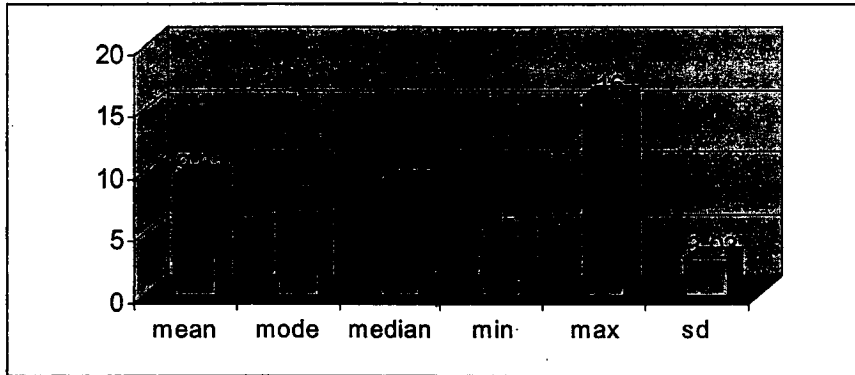
The results of the analysis between pre/post assessment was interesting and leads to additional questions;

Pre test	
pre test n=	66.00
mean	8.30
mode	10.00
median	8.00
min	3.00
max	13.00
sd	2.21



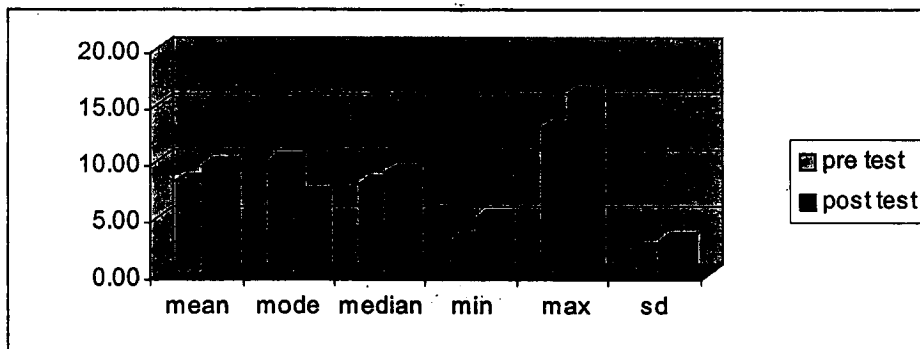
Post test

mean	9.61
mode	7
median	9
min	5
max	16
sd	3.03



Comparison Of Pre/Post Assessments

	pre test	post test
mean	8.30	9.61
mode	10.00	7
median	8.00	9
min	3.00	5
max	13.00	16
sd	2.21	3.03



Discussion

	pre test	post test	gain/loss
mean	8.30	9.61	1.31
mode	10	7	-3
median	8	9	1.00
min	3	5	2.00
max	13	16	3.00
sd	2.21	3.03	0.82

The mean gain from the pre/post test = 1.31, and the max increased from 13 to 16. However the sd increased by .82 indicating that the overall gains were not shared by all respondents. Questions that arise include the motivation of the students to perform, prior EDU classes, academic ability/experience with taking assessments (NAVIT students), and differences in instructors (4 instructors in 6 sections of EDU 200) delivery of materials measured by the assessment. Instructions were given to the students that the assessment was NOT related to their grade in the class and this may have had an impact on performance. No provisions were made to identify instructors with individual respondents.

A more robust statistical analysis, as originally proposed*, was not calculated. Findings do not warrant additional analysis at this time, due to the many uncontrolled variables in the data gathered. *(a t-Test paired two sample for means analysis. Performing this analysis will determine whether there are significant gains (or losses). This t-test does not assume that the variances of both populations are equal. Among the results generated by this analysis is a pooled variance, an accumulated measure of the spread of data about the mean.)

Item analysis

An item analysis was performed to identify questions and categories that may benefit from curriculum / instructional revisions. Test scores were computed into percentages correct by question number. These percentages were then compared between the pre and post measurements, yielding a % of gain or loss.

question #	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Pre n=66	36%	67%	35%	20%	21%	70%	39%	18%	50%	26%	53%	38%	32%	8%	20%	45%	65%	44%	76%	68%
Post n=49	14%	84%	29%	20%	49%	78%	59%	14%	41%	8%	65%	45%	37%	31%	37%	55%	92%	61%	73%	69%
gain/loss	-22%	17%	-6%	1%	28%	8%	20%	-4%	-9%	-18%	12%	7%	5%	23%	17%	10%	27%	17%	-2%	2%

Conclusions

Questions # 1,3,8,9,10,18,19, indicate a loss, and are identified as topics for dialogue about instructional revisions. Questions # 2,5,7,11,14,15,16,17, and 18 had meaningful gains. Overall, the pre-post assessment process yielded valuable information to help focus dialogue and improve instructional strategies, leading to increased student academic achievement.

***Plan for the
Assessment Of Student Academic Achievement
Education Department
Division Of Liberal Arts**

Assessment Plan

The Education Department at Northland Pioneer College will assess student academic achievement by:

1. Gathering meaningful objective data,
2. Analyzing the data, and
3. Changing the curricula and instructional methods when the data indicates a need for restructuring instruction.

Gathering Meaningful Data

Within the first 3 weeks of each semester the faculty of the Education Department will measure student knowledge by administering a *pre-test* that assess the students understanding of the content areas based on the 10 standards developed by the *Interstate New Teacher Assessment and Support Consortium*. INTASC is a consortium of state education agencies, higher education institutions, and national educational organizations dedicated to the reform of the education, licensing, and on-going professional development of teachers. Its work is guided by one basic premise: An effective teacher must be able to integrate content knowledge with pedagogical understanding to assure that all students learn and perform at high levels. The ten areas of assessment are:

1. Content Pedagogy. The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
2. Student Development. The teacher understands how children learn and develop, and can provide learning opportunities that support a child's intellectual, social, and personal development.
3. Diverse Learners. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
4. Multiple Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem-solving, and performance skills.
5. Motivations and Management. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. Communications and Technology. The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. Planning. The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
8. Assessment. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
9. Reflective Practice: Professional Growth. The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

10. Schools and Community Involvement. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

The questions in the assessment will sample knowledge in these 10 areas and provide a *pre-instruction* baseline score for the group of students enrolled in Introduction to Education, EDU 200 (N= 70 +/-). Identical assessment questions will be administered again at the end of the semester, as a stand-alone assessment or embedded in the final exam for the course, for a *post instruction* score.

Analyzing the Data

The working hypothesis is there will be significant gains in mean scores that can be attributed to instruction. Data gathered from the pre and post assessments will undergo a t-Test paired two sample for means analysis. Performing this analysis will determine whether there are significant gains (or losses). This t-test does not assume that the variances of both populations are equal. Among the results generated by this analysis is a pooled variance, an accumulated measure of the spread of data about the mean. Additional statistical procedures will be applied as appropriate, as well as assessment question item analysis.

Changing Curricula And Instructional Methods

The t test analysis and assessment item analysis will enable and guide the faculty to modify curricula and instructional methods when the data indicates that there was no significant gain from instruction as measured by the pre / post assessments.

ASSESSMENT OF ACADEMIC ACHIEVEMENT
EDUCATION DEPARTMENT
PRE / POST ASSESSMENT QUESTIONS

Principal 1. Content Pedagogy

A student listens to an editorial response on the TV news in which the speaker charges that a city politician is acting like Macbeth. The student immediately knows by the reference to Macbeth that the city politician is trying to usurp power, according to the speaker. The student is able to make that connection because

- a. of her critical thinking skills.
- b. of her powers of memorization.
- c. she is culturally literate.
- d. she has had courses in British history.

Current trends in math instruction are likely to lead to graduates who are able to

- a. add long columns of numbers accurately in their heads.
- b. explain math theories and concepts with insight and ease.
- c. use mathematical reasoning to solve real problems that confront them.
- d. find exact answers speedily by referring to texts and tables.

Principal 2 Student Development

A student completing a project on bird identification knows that insect-eating birds have narrow, pointed bills. One day, her mother and she look out the window and see a bird they don't recognize with a narrow bill. The mother exclaims, "What an unusual bird. I've never seen a bird like that all through this snowy winter." The daughter replies, "You wouldn't. That bird must migrate to warmer climates during the winter." Which of the following is the girl using?

- a. Metaphorical thinking
- b. Inductive reasoning
- c. Correctional thinking
- d. Deductive reasoning

According to William Glasser's choice theory, why would a person feel discontented or be unsatisfied with his or her life?

- a. He or she lacks the power to control people and events in his or her life.
- b. He or she has unmet basic needs.
- c. He or she does not yet know how to attain personal empowerment.
- d. He or she has unmet basic needs and does not have the capacity to attain personal empowerment.

Principal 3 Diverse Learners

What is the purpose of multiculturalism in schools?

- a. To help assimilate students' cultures into the American "melting pot"
- b. To reduce prejudice, foster tolerance, and improve the academic achievement of minority students
- c. To support students in the maintenance and preservation of their own cultures
- d. To assimilate students into the "melting pot" of the United States as well as to foster students' respect for the existence of various cultures

The "Comer Model" of schooling emphasizes the social context of teaching and learning because of the belief that

- a. learning can only take place in a positive environment where teachers, students, administrators, and parents work together.
- b. students are primarily interested in socializing with their friends, not learning.
- c. the causes of problems within a school need to be identified and the situation or the personnel employed need to be changed.
- d. social differences create problems in schools.

Principal 4 Multiple Instructional Strategies

In a constructivist approach to learning, learners

- a. actively make their own meaning from new knowledge.
- b. learn new facts and knowledge without questioning them.
- c. question all new information.
- d. believe that there are no universal truths; all truths are relative

A theory-in-use is best described as

- a. a hypothesis designed to bring facts and concepts into systematic connection.
- b. an explanation used to justify action.
- c. a common-sense idea proven throughout repeated experiences.
- d. a practical solution to a theoretical problem.

Principal 5 Motivations and Management

Brian, frustrated by his math worksheet, tears the paper in half. Which of the teacher's following responses would best characterize what psychologist Carl Rogers calls "empathic understanding"?

- a. "Joanna, why don't you sit with Brian and help him with his math worksheet? He needs your help."
- b. "Brian, tearing your math worksheet is not a constructive way to solve your problems."
- c. "You were working on those problems for some time without getting many done. Why don't you show me where you got stuck?"
- d. "Math was always my worst subject, too. Finally, I just realized I was better at other things."

Which of the following would be most consistent with recent cognitive research on teaching and learning?

- a. Ask students to talk about how they complete a task and structure cooperative learning experiences for them.
- b. Establish high expectations for all students and structure frequent competitive activities for all them.
- c. Arrange for students to have cognitive apprenticeships and teach students mnemonic devices to help improve their memory.
- d. Observe students as they work through problems and prevent students from attempting problems that are beyond their ability.

Principal 6 Communications and Technology

One problem with using computers in instruction is that

- a. many teachers focus their activities on learning about computers rather than using computers to learn.
- b. teachers must move from whole-class instruction toward smaller group projects.
- c. teachers must view themselves as coaches or facilitators.
- d. classrooms evolve into cooperative rather than competitive social structures.

In a technology-assisted classroom, the role of the teacher

- a. is expanded and involves more higher-level evaluation of performance and more coaching of student learning.
- b. changes minimally. The teacher will still be the dispenser of information, directing the students' learning.
- c. becomes obsolete. The students can learn better on their own with the technology available.
- d. is reduced to technology maintenance. The teacher ensures that the hardware is functional.

Principal 7 Planning

Lois and Charlotte are considered successful teachers. Charlotte revises her units each year, working to improve them, whereas Lois rarely teaches the same unit twice. Lois is able to cover much material with her class by adhering to lesson plans, whereas Charlotte will alter her lesson plan if she thinks it is necessary. Which teacher demonstrates the behavior of an effective teacher?

- a. Charlotte, because she will modify her lessons if she thinks it's necessary.
- b. Lois, because she is able to teach her students a large amount of material by adhering to her plans.
- c. Lois, because she never teaches the same unit twice.
- d. Both teachers are equally likely to be effective.

According to research, what typically happens when teachers increase their wait-time when questioning students?

- a. The momentum of the class lesson slows down, and advanced students lose their concentration.
- b. The teachers' questions change from being primarily recall questions to questions that require higher-order thinking.
- c. The students provide lengthier responses without being asked.
- d. The students' attitude about the subject improves, and they are more willing to follow the teachers' lead.

Principal 8 Assessment

Authentic assessment grew out of a concern that

- a. student performance was declining on standardized tests.
- b. the emphasis on standardized test scores caused a narrow emphasis of lower-order thinking skills.
- c. multiple-choice tests were too difficult for the majority of students.
- d. students were focusing on critical-thinking skills and not performing well on competency tests.

Portfolio assessment allows the teacher to determine a student's progress toward certain learning goals or standards. Still, concerns about authentic assessment remain, in particular

- a. the feasibility of quantifying scores from authentic assessments.
- b. the reliability and validity of the assessments from site to site and evaluator to evaluator.
- c. the ability of the students to complete the portfolio on time.
- d. the interest of teachers in authentic assessment.

Principal 9 Reflective Practice

Which of the following teachers best exemplifies the behavior of a reflective teacher?

- a. Keshia reviews her lessons each day after teaching and keeps a teaching journal.
- b. Anselm talks frequently to veteran teachers to see how they teach particular topics.
- c. Darnell uses commercially prepared instructional materials when he begins a unit.
- d. Tina prepares detailed thematic units demonstrating the most recent research on different learning styles.

When teachers choose questions to ask, reflect on the student understanding that the answers demonstrate, and then decide how to adjust their instruction to improve the results, they are making what kinds of decisions?

- a. Planning.
- b. Managing.
- c. Implementing.
- d. Evaluating.

Principal 10 Schools and Community Involvement

It is your first year of teaching. A few days before classes start, a very friendly teacher stops by to welcome you to the school. By the end of the second week of school, she stops by your room regularly, frequently giving you information about other faculty and the administration. What would be the best approach for dealing with this teacher?

- a. Try to avoid her in the future. You don't want to get involved with any teacher who is too friendly this early in the year.
- b. Encourage her friendship. She's friendly and has taken an interest in you.
- c. Be polite but reserve your friendship until you know her and the school system better.
- d. Find out more by asking other teachers for their opinion of her.

Why is establishing an appropriate social distance from students difficult for so many new teachers?

- a. Many are guided by other teachers' advice rather than following their instincts.
- b. Many want to be liked by students, so they become overly friendly.
- c. Many suffer from poor self-esteem and seek to build their own esteem by becoming close to students.
- d. Many lack interpersonal skills necessary for teaching.

VI. ASSESSMENT OF STUDENT ACADEMIC ACHIEVEMENT REPORT (DUE DATE MARCH 20, 2006)

DEPARTMENT: EMS

MISSION: (Circle One) General Education, Transfer Preparation, Employability, Developmental Education, Customized Education (Economic Development), or Personal Interest.

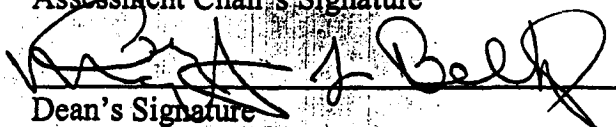
There are currently five levels of assessment that are possible within each department. These levels are related to development of the department assessment data gathering techniques and use of the information to fine-tune courses as necessary.

Department Activity Level Checklist

Assessment Level	Departmental Progress:
Level I: The department assessment processes have been detailed and developed for use by faculty.	Yes _____ No _____ Attach copies of instruments used, instructions for students, time frames for activities, etc.
Level II: Data collection has been implemented.	Yes _____ No _____ Attach copies of grading rubrics, analysis of test questions and overall findings.
Level III: Faculty, instructional leaders, and deans have analyzed the data.	Yes _____ No _____ Attach copies of conclusions reached by the assessment team.
Level IV: Faculty, instructional leaders, and deans have used the data to improve student academic achievement.	Yes _____ No _____ Attach highlights related to curriculum and/or assessment changes which were implemented through this process such as revision of study guides, exams, changes in grading rubrics.
Level V: Data has been used to improve the assessment process.	Yes _____ No _____ Attach highlights related to improvements and/or streamlining the assessment process.


Assessment Chair's Signature

3-9-06
Date


Dean's Signature

3-9-06
Date

Belknap, Margaret L.

From: Donna Farkas [dfarkas@npc.edu]

Sent: Thursday, March 09, 2006 2:56 PM

To: Belknap, Margaret L.; Burt, Scott

Subject: EMS Student Assessment

Attachments: 2006 Student Assessment Summary.doc; Student Assessment Report 06.xls

Peggy,

This is still a draft, it makes since to us....hoping it makes since to you. Open to suggestions.

Donna Farkas, NREMT-P

**Northland Pioneer College
2006 Student Assessment Summary
Emergency Medical Services**

Advanced Life Support (ALS) Assessment Items:

1. Adopted the new Department of Transportation (1998) Paramedic (EMT-P) Curriculum vs. the new Department of Transportation (1999) Qualified Intermediate EMT Curriculum (IEMT-Q).
2. Adopted the recommended Arizona Department of Health pre-requisites.
3. Used approved (DOT & AzDHS) Text and workbooks.
4. Provide National Registry Exam Preparation Course (optional to students).
5. Examine our training center pass – fail rate (1st, 2nd, or 3rd attempt)

Basic Life Support (BLS) Assessment Items:

1. Examined our training center pass – fail rate (1st, 2nd, or 3rd attempt)
2. Attempted to provide a National Registry Exam Preparation course, but showed no significant difference in pass rate.
3. Changed texts, and workbooks.
4. Added more integrated practical skill practice time.
5. Added a pretest.

Ongoing Assessment Items;

1. Continue to monitor pass / fail rates.
2. Evaluate entrance level reading scores.
3. Continue to preview new texts.

STUDENT ASSESSMENT EMERGENCY MEDICAL SERVICES - ALS

Student	Year	Course Final	Course Final	NR Prep	NR Written	NR Practical	Refresher	NR Written
		Practical	Written	Class				Retake
		P/F	Score		(1st, 2nd, 3rd)	1st, 2nd, 3rd)		(1st, 2nd, 3rd)

1	2003-04	P	85	N	N	1st	Y	4th
3	2003-04	P	85	Y	1st	2nd		
5	2003-04	P	83	Y	1st	1st		
7	2003-04	P	86	Y	1st	1st		
9	2003-04	P	84	Y	1st	1st		
11	2003-04	P	81	Y	1st	1st		
13	2003-04	Failed Cardio						
15	2003-04	P	89	Y	1st	1st		
17	2003-04	P	84	Y	1st	1st		
19	2003-04	P	81	Y	1st	1st		
21	2003-04	P	84	Y	1st	1st		

99% 100% 90% 95% 90% 100% 100%

23	2004-05	P	98	Y	1st	P		
25	2004-05	P	96	Y	1st	P		
27	2004-05	P	96	Y	1st	P		
29	2004-05	P	92	Y	1st	P		
31	2004-05	P	93	Y	1st	P		

64%

100% 100% 100% 82% 100%

# of Studnets	Completed Course	NR Prep Class	NR Cert 1st	NR Cert 2nd	NR Cert 3rd	ALS Recert	NR Cert 4th	NR Cert 5th	Final Pass
		% / #	% / #	% / #	% / #		% / #	% / #	% / #
32	31	94 / 29	77 / 31	57 / 7	67 / 3	1	100 / 1		94 / 31

VI. ASSESSMENT OF STUDENT ACADEMIC ACHIEVEMENT REPORT (DUE DATE MARCH 20, 2006)

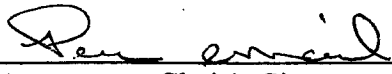
DEPARTMENT: Fire Science

MISSION: (Circle One) General Education, Transfer Preparation, Employability, Developmental Education, Customized Education (Economic Development), or Personal Interest.

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Level V: Data has been used to improve the assessment process.	Yes <u>X</u> No _____ Attach highlights related to improvements and/or streamlining the assessment process.


Assessment Chair's Signature

3-9-06
Date


Dean's Signature

3-9-06
Date

Fire Science Department Assessment
FRS 104 Firefighter I&II

On March 7, 2006, the Assessment Reading Day, the data that we had collected was incomplete and we found that it was very difficult to gather. We have decided that our assessment process would change. Beginning in the fall of 2006 we will begin tracking all students that enter FRS104 FF I & II, both those who complete the class and those who receive Arizona State Certification. The objective of FRS 104 is to prepare students for Arizona State Certification and the International Fire Service Accreditation Congress (IFSAC). By tracking the students who complete our program and comparing them to those who are successful in obtaining Arizona State Certification & IFSAC we will have data to evaluate FRS 104.

VI. ASSESSMENT OF STUDENT ACADEMIC ACHIEVEMENT REPORT (DUE DATE MARCH 20, 2006)

MAR 24 2006

DEPARTMENT: English

MISSION: (Circle One) General Education, Transfer Preparation, Employability, Developmental Education, Customized Education (Economic Development), or Personal Interest.

There are currently five levels of assessment that are possible within each department. These levels are related to development of the department assessment data gathering techniques and use of the information to fine-tune courses as necessary.

Department Activity Level Checklist

Activity Level:	Departmental Progress:
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Luzan & Mrs. R.D.
Assessment Chair's Signature

Kerry Bender
Dean's Signature

3-22-06
Date

3/27/06
Date

ENL 101 Assessment Results

There were 943 completers of ENL 101 in a four-semester time-period. Of those, a 20% random sampling of the ENL 3-Pronged Assessment (Grammar, Analyses, Abstract/Works Cited) was pulled. Some, however, had to be discarded for various reasons, mostly due to identifiers remaining on the samples.

In total, there was 17% (166) of the Analyses to work with and 13% (125) of the Abstracts/Works Cited to work with. Due to the fact that both the Analyses and the Abstract/Work Cited Assessments had to be reviewed by two reviewers, the sheer number of papers to assess was overwhelming. The decision was made to review 60 Analyses and 60 Abstract/Works Cited assessments, giving each person in the department 20 of each to review (and the same for ENL 102). This gave us a 6% sample to look at in those 2 areas.

Abstracts:

Out of the 60 Abstracts reviewed, the overall average is a 78%. Out of those, 8% came from Dual Enrollment classes and averaged 75%. The 15% that came from Video classes averaged a 76%. Those in NAVIT classes (23% of the sample) averaged a 75%. The 3% coming out of ENL 101 online averaged an 85%.

The weakest area is in using correct MLA Documentation Format (72%). 73% can adequately state their Theses in their Abstracts, while 78% are using Sources of an Adequate Quality. The area of greatest strength is in using an Adequate Number of Sources (92%). 76% are using correct MLA Manuscript Format.

Analyses:

In the Analysis section of the ENL 101 Assessment, the average is a 65%. The 7% of the sample identified as Dual Enrollment averaged 69%, while the 12% in Video classes averaged 63%. The 13% of NAVIT students averaged 71%. The 2% of online students scored a 90%.

Students scored highest in the area of an Adequate Thesis Statement, with a 68%, followed by Purpose, with a 67%. The area of Expression received the lowest score, with an overall 60%. Development is a 63% and Organization is a 66%.

Grammar:

181 Grammar tests were reviewed. Out of that 19% of Grammar Assessments, 72% is the average. Out of the 26% that is NAVIT, 71% is the average. The 9% coming from a Video class averaged 64%. The 3% that is Dual Enrollment scored an average of 77%, while the ENL 101 Online students scored a 79%. The overall Stand-Alone average is a 73%.

Observations

1. The Analyses portion of the Assessment helps the Department to enforce the use of the required textbook(s).
2. The Abstract and Works Cited Assignment portion of the Assessment ensures the teaching of Research Paper skills.
3. Grammar skills are improving, but students need to more practice putting those skills into practice when it comes to written expression.
4. The quality of instruction in Video and online classes maintains the standards of the Department.
5. Students need more practice in Analyses.
6. Students need further instruction in the correct use of MLA Manuscript and Documentation Formats.
7. More instruction on avoiding plagiarism needs to occur.
8. Students need more instruction on how to do a proper Abstract.

Faculty Instructions for the Three-Prong Assessment

1. In order to evaluate how well students are doing when it comes to analysis of reading material, we ask that you have students complete the attached assignment called "ENL 101: Rhetorical Analysis" (note: there is a revision of this assignment—please use the new one) for 101 or "ENL 102: Literary Analysis" for 102. We suggest that you have students practice this assignment more than once throughout the semester (using different works). Students will then select their best for submission (keeping in mind the specific instructions for submission of this assignment).
2. To ensure that research methods are being taught in ENL 101 and ENL 102, an abstract of the paper and a copy of the "Works Cited" page will be submitted for every student. This assignment will give us some information about the quality of research, the use of MLA documentation style, and a brief overview of a student's ability to set-forth an argument in a thesis statement and a brief summary. We suggest that you require a minimum of 5 sources for 101 and a minimum of 7 sources for 102. In addition, these sources should be varied.

It is likely that you will have already graded both of these as part of the Research Paper grade. With that in mind, it should not be necessary to have students submit two copies at the end of the semester. Please see the attached handout called "ENL 101: Abstract and Works Cited" for specific instructions.

3. Lastly, in order to assess a student's grasp of basic grammar, we are incorporating a grammar test to be given at the end of the semester. We encourage you to give pre and post tests to really measure student-success, but we are requiring you to administer this final test to your students. A pre-test has been included should you choose to use it. You will have to make two copies of the test answer sheet upon completion so that you can grade one and forward the other. Please forward a GRADED copy.
4. Please use the instructor cover sheets provided for each assignment when you submit copies of the different parts of the assessment to the Dean of Liberal Arts at the end of each semester.
5. Student cover sheets are included should you choose to give them to your students for their use.

ENL 102 Assessment: Literary Analysis

Instructions:

- ♦ Submit **2** copies of a Literary Analysis, each with the required **cover sheet** (your instructor should provide you with copies).
- ♦ **Do not** identify yourself by name on **any** pages or within the body of the Literary Analysis! (**DO NOT USE MLA-STYLE PAGE-NUMBERS!**)
- ♦ **Type** the Literary Analysis using double-spacing and 1" margins.

Assignment:

Write an essay of at least 500 word in which you interpret a text through a specific framework or literary theory. Show how an author employs literary tools to comment on that particular framework. Choose from one of the following, but do not simply answer the questions posed. They are there simply to get you thinking about a work in terms of the chosen framework.

Historical Framework: Works of literature are historical documents that offer comments on the times in which the work was produced as well as the time in which the work is set. For example, a science fiction work written in the 1960s probably will tell readers more about the 60s than about the distant future. How does the work reflect the period in which it was written? What is the author's historical comment? Does the work endorse or challenge (or both) the views of the times? How important is the historical context to interpreting the work?

Social Framework: Literary works very often represent social groups, institutions and roles. Characters are not merely individuals, they are members of racial and ethnic groups, they belong to churches and families, they go to school, they are old and young, men or women. How does the author represent social groups, institutions and roles that are present in the text? What does the work reveal about the cultural behavior contemporary to it? Again, are conventional views endorsed or challenged (or both)?

Gender Framework: As stated above, literature often examines the individual in light of a particular to which he/she belongs. With this in mind, a reader might look specifically at how men and women are portrayed in a work. For instance, how are the lives of men and women portrayed in the work? Do the men and women in the work accept or reject these roles? Is the form and content of the work influenced by the author's gender? What attitudes are explicit or implicit concerning sexual relationships?

Individual Framework: Literary works also often represent individuals as individuals. Authors sometimes may even offer representations of themselves as individuals in their works, either directly or indirectly. Are facts about the writer's life relevant to your understanding of the work? Are characters and incidents in the work versions of the writer's own experiences? Are they treated factually or imaginatively? How do you think the writer's values are reflected in the work?

Psychological Framework: Moreover, literary works can represent the realm of the psychological. How does the story/poem represent the author's personal psychology? What do the character's emotions and behaviors reveal about their psychological states? What types of personalities are they? Are psychological matters such as repression, dreams and desires presented consciously or unconsciously by the author?

Archetypal Framework: In addition to the psychological, there is the archetypal or the mythological—that which appeals to the collective unconscious. One might examine how the story resembles other stories in plot, character, setting, or use of symbols. Are archetypes presented, such as quests, initiations, scapegoats, or withdrawals and returns? Does the protagonist undergo any kind of transformations such as a movement from innocence to experience that seem archetypal? Do any specific allusions to myths shed light on the text?

Artistic/Formal Framework: Sometimes, literary works exist in a traditional framework—they are looked at simply as stories or poems or plays, for example. They are mysteries or love poems or tragedies or comedies. Each of these genres has its own set of expectations. How does the author confirm or violate your expectations of a particular kind of poem (for example, what if the dang thing doesn't even rhyme or anything?) or story? How do various elements of the work—plot, character, point of view, setting, tone, diction, images, symbols, and so on—reinforce its meanings? How are the elements related to the whole?

ENL 101 and 102 Assessment Assignment: Grammar Final

Instructions:

Put your name **only** on the cover page of the answer sheet.

Complete the exam and then return the unmarked copy of the test and your answer sheet to your professor.

21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____
29. _____
30. _____
31. _____
32. _____
33. _____
34. _____
35. _____
36. _____
37. _____
38. _____
39. _____
40. _____

21. _____

22. _____

23. _____

24. _____

25. _____

26. _____

27. _____

28. _____

29. _____

30. _____

31. _____

32. _____

33. _____

34. _____

35. _____

36. _____

37. _____

38. _____

39. _____

40. _____

24. His father shouted "why don't you go out and get a job?"
25. There planning to trade in their old car.
26. You should have the brakes on your car replaced write away.
27. My brother and I seldom have fights about what to watch on television. Except with baseball games. I get bored watching this sport.
28. I got through the interview without breaking out in a sweat-mustache, I also managed to keep my voice under control.
29. My most-valued possession is my stoneware cooker, I can make entire meals in it at a low cost.
30. For recreation he set up hundreds of dominoes, and then he knocks them over.
31. That woman had never ran for political office before.
32. I knowed the answer to the question, but I was too nervous to think of it when the instructor called on me.
33. Her watchband have to be fixed.
34. The plastic slipcovers that she bought have began to crack.
35. When the mailman arrives, I hoped the latest issue of *People* magazine would be in his bag.
36. I first spotted the turtle playing tag on the back lawn.
37. Running across the field, I caught the Frisbee.
38. Looking at my watch, a taxi nearly ran me over.
39. I have to get an allergy shot once a Week.
40. Clyde was incensed at the dentist who charged him with fifty dollars to fix his sons tooth.
41. "I can't stand that commercial, said Sue. Do you mind if I turn off the television?"
42. "Thank goodness I'm almost done" I said aloud with every stroke of the broom.
43. Put your packages on the table over their.
44. There are to many steps in the math formula for me to understand it.
45. The counseling center can advice you on how to prepare for an interview.

21. I played my stereo and watched television before I decide to do some homework.
22. I spent two hours on the phone yesterday. Trying to find a garage to repair my car.
23. I work at a clothes shop where you do not get paid for all the holidays I should.
24. I'll be with you shortly if youll just wait a minute.
25. Ira told Ed he needed a vacation.
26. Its important to get this job done properly.
27. Juan has rode the bus to school for two years while saving for a car.
28. Larry is more better than I am at darts.
29. Lola wanted to go disco dancing, Tony preferred going to a movie.
30. No one is a better cook than her.
31. Rick and me would get along better if he left town.
32. Say something tender to me, "whispered Tony to Lola."
33. Some stores will accept your credit card but not you're money.
34. That issue is to hot for any politician to handle.
35. The cockroaches behind my stove gets high on Raid.
36. There is long lines at the checkout counter.
37. We could always tell when our instructor felt disorganized for his shirt would not be tucked into his pants.
38. When I saw my roommate with my girlfriend, I felt worried, angry, and embarrassment as well.
39. When I was about to finish work last night, a man walk into the restaurant and ordered two dozen hamburgers.
40. Whose the culprit who left the paint can on the table?

19. Looking at my watch, a taxi nearly ran me over.
20. Martha said to Fred at bedtime, "Why is it that men's pajamas always have such baggy bottoms?" "You look like a circus clown in that flannel outfit."
21. Much of my boyhood was devoted to getting into rock fights, crossing railway trestles, and the hunt for rats in drainage tunnels.
22. Myra wanted to watch the late movie, but she was so tired she falls asleep before it started.
23. Nancy and her often go to dating bars.
24. No one in the class is better at computers than he.
25. Ruth begins every day with warm-up exercises, a half-hour run, and taking a hot shower.
26. Sharon's mother was overjoyed when she became pregnant.
27. She decided to quit her high-pressured job, she didn't want to develop heart trouble.
28. The counseling center can advise you on how to prepare for an interview.
29. The elderly couple in the supermarket were not a pleasant sight. Arguing with each other.
30. The heel on one of Lola's shoes came off so she spent the day walking barefoot.
31. The little girl spoke so quiet I could hardly hear her.
32. There is two minutes left in the football game.
33. There was no bread for sandwiches, so he decides to drive to the store.
34. They had ate the gallon of natural vanilla ice cream in just one night.
35. To succeed in the job, you must learn how to control you're temper.
36. Turning on the ignition, the car backfired.
37. We did not return to the amusement park, for you had to pay too much for the rides and meals.
38. When the can of drano didn't unclog the sink, Hal called a plumber.
39. Who's white Eldorado is that in front of the house?
40. You must observe all the rules of the game, even if you do not always agree with it.

ENL Assessment: Grammar Final

Instructor:

Course and Number:

Time, Date, and Location:

Semester and Year:

Student Cover Sheet

Name: _____

English 101

Assessment:

Analysis

Student Cover Sheet

Name: _____

English 101

Assessment:

Grammar Final

Student Cover Sheet

Name: _____

English 102

Assessment:

Abstract and WC

Paper Number: _____

Analysis Rubric: ENL 101

Purpose: Does the paper show a clear understanding of the methods of analyses?

1 2 3 4 5

Thesis: Does the analysis have a clearly focused thesis that effectively guides the rest of the paper?

1 2 3 4 5

Development: Do the body paragraphs give clear reason to accept the thesis and include appropriate textual evidence/examples and a discussion of that evidence?

1 2 3 4 5

Organization: Is the paper effectively paragraphed to present a reasonable sequence of ideas, with effective topic sentences and transitions?

1 2 3 4 5

Expression: Are the ideas expressed clearly and effectively in ways that are appropriate for a college-level audience?

1 2 3 4 5

Total: _____

Abstract Number: _____

Abstract and Works Cited Assessment Rubric: ENL 102

Abstract: The Abstract contains a clear statement of thesis and summarizes the major supporting points of the paper.

1 2 3 4 5

Number of Sources: The Works Cited Page contains an adequate number of sources for the required assignment-length.

1 2 3 4 5

Quality of Sources: The Sources listed are of a quality appropriate for a college-level writing assignment.

1 2 3 4 5

MLA-Documentation Format: The Sources listed are in correct MLA-documentation format.

1 2 3 4 5

MLA Manuscript Format: The Works Cited Page and Abstract are in correct MLA-manuscript format.

1 2 3 4 5

Total: _____

VI. ASSESSMENT OF STUDENT ACADEMIC ACHIEVEMENT REPORT (DUE DATE MARCH 20, 2006)

DEPARTMENT: Geology

MISSION: (Circle One) General Education, Transfer Preparation, Employability, Developmental Education, Customized Education (Economic Development), or Personal Interest.

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Assessment Chair's Signature

Brenda L. Miller

Dean's Signature

Date

4/11/06

Date

ASAA Spring 2006 Report
Geology Department
Randy L Porch

Instruments used for assessment:

1. Final Exam - a comprehensive exam.
2. Laboratory write up - a record of a laboratory activity.

Data:

1. See attachment Final Exam score distribution graph for Spring and Fall 2005.
66% of students achieved a score >70% Spring 2005
56% of students achieved a score >70% Fall 2005
2. See attachment Lab Write up score distribution graph for Spring 2005 Fall 2005.
92% of students achieved a score >70% Spring 2005
83% of students achieved a score >70% Fall 2005

Also find the Course Grade distribution graph for Spring and Fall 2005.
90% of students achieved a score >70% Spring 2005
85% of students achieved a score >70% Fall 2005

I am examining the Final Exam tool to determine how well it assesses the course objectives.

Procedure:

- a. Identify how many final exam questions there are concerning each chapter. A bar graph of number of questions per chapter gives a visual indication of the weight of particular subjects being assessed. Some chapter subjects are more involved and should be represented in the tool likewise. See the attachment Final Exam Analysis Bar Graph.
- b. Identify which final exam questions assess individual course outcomes published on the 3035 form. Through this process I have determined that I need to revise the 3035 before I can make the type of correlation between the course outcomes on the 3035 to the student activities to the assessment tool.

Example below:

<u>3035 Course Outcome</u>	<u>Activity, Objective</u>	<u>Assessment tool (Final lect&lab)</u>
#1 Define geology...	week1, chpt1, obj1	Question 1,2,3
#2 Describe relation...	week3, chpt2, obj3	Question 12-18 lab 1-19
Etc.		

See attachment 3035 form being revised.

Summary:

The tools used in the assessment show various level of student achievement. My efforts are directed towards making the goal very clear, the student activity effective, and the assessment a fair and accurate representation of the level of achievement by the student. See attachment Lab Write up Format and Grading Rubric.

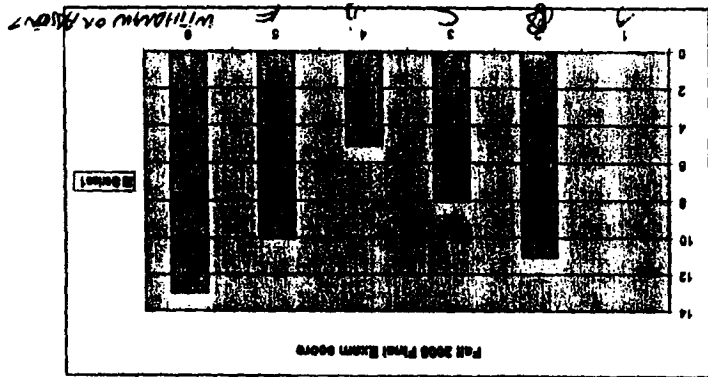
FINAL EXAM SCOUTS



西

	A	B	C	D	F	NA
48%						
70%						
77%						
73%						
71%						
81%						
72%						
80%						
78%						
80%						
72%						
79%						
84%						
88%						
0%						
67%						
0%						
60%						
79%						
38%						
87%						
88%						
74%						
0%						
87%						
0%						
79%						
0%						
88%						
89%						
88%						
63%						
0%						
50%						
73%						
88%						

FINAL EXAM SCORES

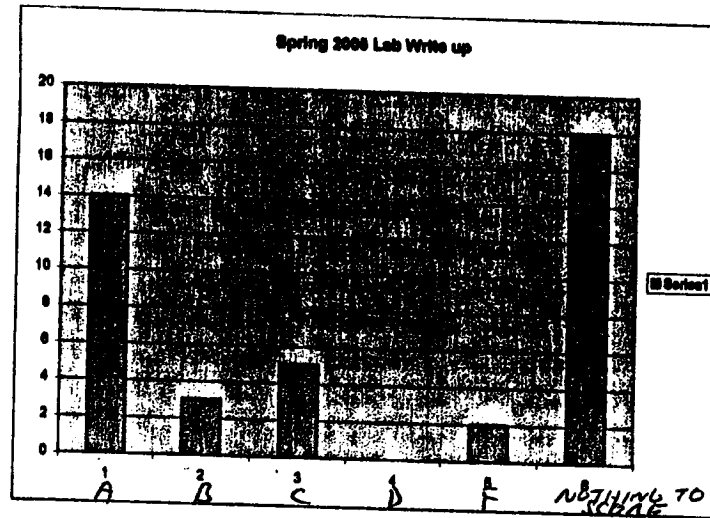


9/95
S2M70125H

LAB WRITE-UP SCORES

SP2005

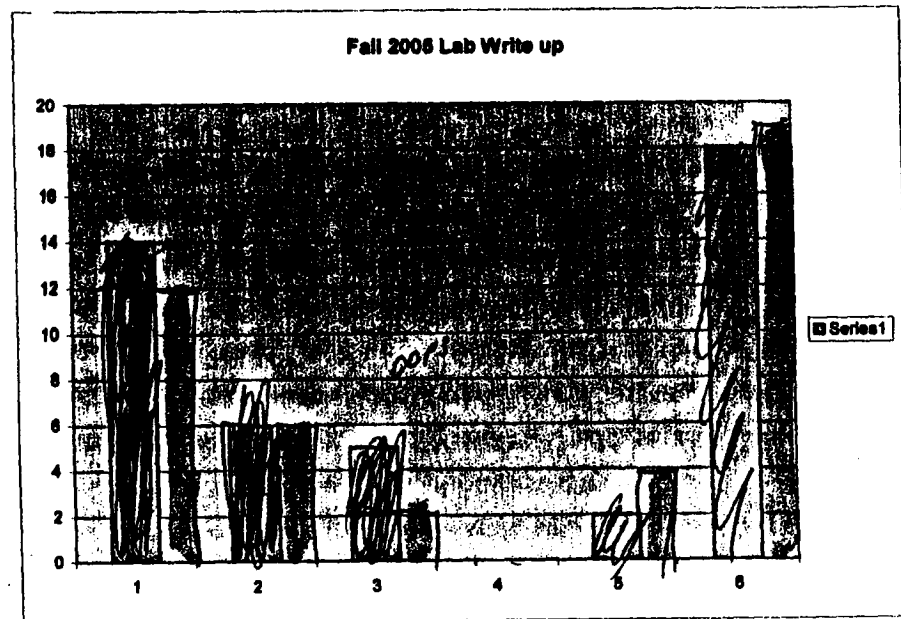
	A	B	C	D	F	NA
0						1
90	1					
70			1			
0						1
80		1				
70			1			
98	1					
0						1
80				1		
0						1
0						1
90	1					
88		1				
0						1
98	1					
70			1			
70			1			
90	1					
90	1					
98	1					
0						1
90	1					
0						1
0						1
0						1
100	1					
0						1
0						1
100	1					
98	1					
0						1
0						1
100	1					
90	1					
0						1
88		1				
0						1
100	1					
0						1
0						1
0						1
20					1	
70						18
	14	3	8	0	2	



STUDENTS
PARTICIPATING 92% RECEIVED > 50% SCORE

LAB WRITE-UP SCORES

	A	B	C	D	F	NA
0						1
0						1
90	1					
90	1					
82.5		1				
92.5	1					
40						
75			1			
0						1
0						
43					1	
0						1
90	1					
85		1				
0						1
0						1
95	1					
95	1					
92.5	1					
0						1
0						1
0						1
33					1	
0						1
0						1
0						1
80					1	
0						1
0						1
0						1
70			1			
0						1
92.5	1					
89.5	1					
83		1				
0						1
0						1
92						
89.5	1					
94.5	1					
88		1				
0						1
84		1				
42.5						
85		1				
50					1	
100	1					
	12	6	2	0	4	19



83% of students participating received > 5 SC

GRADE DISTRIBUTION

ADJUSTMENTS

date

A	B	C	D	F	W		%
---	---	---	---	---	---	--	---

ADJUSTMENTS and comments

26 Laboratory Groupwork

0 | **Article:**

3 Lab write-up: Resubmit

8 | Paper: Writing skill lab available

8 Field trip! Option available! Extra credit 1.3% on course grade

0 Quizzes on-line: allowed to retake for 100% score. extra credit 2% on course grade

10. Quizzes in-class: extra credit in class. One free quiz credit 0.5% on course grade.

20 Mid-term Exam: Lect: Student drops 19% of questions. Lab: Top score used for 100% (7% adjustment)

25 Final Exam: Leo: 10% (10/100)

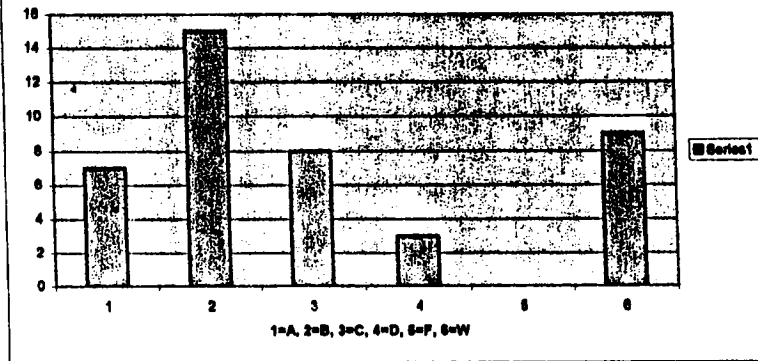
100 + 4.7% extra credit

Field trips: Offered at north and south ends of county; self guided option available

Quizzes and Exams: Reviewed in detail

W Instructor withdraws in lue of F

Grade Distribution



6-May

6-May

6-May

6-May

1=A, 2=B, 3=C, 4=D, 5=F, 6=W

7	15	8	3	0	9	42
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90% PASSED w/ > 70% SCORE

5/70 PASSED w/ > 50% SCORE if you count WITHDRAW STUDENTS

EXPLANATION OF LITERACY AND CRITICAL INQUIRY LEARNING COMPONENTS OF THIS COURSE (IF REQUIREMENTS APPLY).

This course meets the literacy and critical learning requirements as specified under Section 2.B of the intensive writing/critical inquiry statement. It requires two papers totaling 10 typed pages or 2500 words on approved geology-related topics of the student's choice or selected from a list of suggested topics for each chapter of the text, provided by the instructor. Additional critical writing will be represented by laboratory reports and perspectives interfacing geology topics to cultural awareness issues.

EXPLANATION OF RACIAL/ETHNIC GENDER AWARENESS LEARNING COMPONENTS OF THIS COURSE (IF REQUIREMENTS APPLY).

Geology is a pan-global subject, mountain range, for example, disregard national boundaries. There are, however, cultural awareness issues which can be considered, e.g., contributions or specific racial, ethnic, ancestor geologists, and professional opportunities for persons of all cultural roots and gender inheritance; impact of environmental and geo-engineer decisions on indigenous populations, and the use of distribution of geologic resources by humankind. Students will be asked to address such an issue in one of the two intensive writing reports.

ANY ADDITIONAL SPECIAL CRITERIA/INFORMATION RELATIVE TO THIS COURSE:

NONE

COURSE OUTCOMES

AS A RESULT OF SUCCESSFULLY COMPLETING THIS COURSE, THE STUDENT WILL BE ABLE TO: (Make sure the outcomes are measurable)

1. Define geology and understand its role in contemporary society.
2. Understand the relationships between chemical elements, minerals and rocks.
3. Describe the origin of various volcanic features and recognize related extrusive rocks.
4. Distinguish between various intrusive structures and related rock types.
5. Understand the process and effects of physical & chemical weathering & their relationship to erosion.
6. Understand the origin of various types of sedimentary rocks and sedimentary features.
- ~~7. Understand the processes and effects of physical and chemical weathering and their relationship to erosion.~~
8. Apply the principles used in relative dating to construct the geologic time scale and recognize the use of absolute dating for refinement and checking.
9. Understand the classification and characteristics of various types of mass wasting.
10. Describe the three functions of a river in terms of processes and products.
11. Understand the origin, storage and availability of ground water.
12. Identify and describe the typical feature of a glacial terrain.
13. Describe the features and processes related to deserts.
14. Relate the landforms created at the land-sea boundary to the processes that create them.
15. Explain how and where earthquakes may occur and how this relates to plate tectonics theory.
16. Show how seismic reflection are used to describe the earth's interior.
17. Describe the rocks and topography of the sea floor.
18. Describe the history and development of the plate tectonics theory and the processes involved.
19. Be better equipped to make wise decisions concerning resources and land use.

THE FOLLOWING TOPICS WILL BE INCLUDED TO MEET COURSE OUTCOMES:

- | | | | | |
|----------------|---------------------|-----------------|---------------------|---------------------|
| 2 Minerals | 6 Sedimentary Rocks | 8 Geologic Time | 19 Plate Tectonics | 20 Volcanoes |
| 11 Groundwater | 12 Beaches | 9 Mass wasting | 4 Volcanoes | 3 Igneous Rocks |
| 12 Glaciers | 17 Earth's Interior | 10 Streams | 7 Metamorphic Rocks | 20 mountains |
| 13 Deserts | 18 Sea Floor | 21 Resources | 5 Weathering | 15 STRUCTURE & MASS |

Proposed by:

Date:

Division Dean/Director:

Date:

Recommendation Yes: No:

Academic Standards/Curriculum Committee Recommendation: Y N Date:

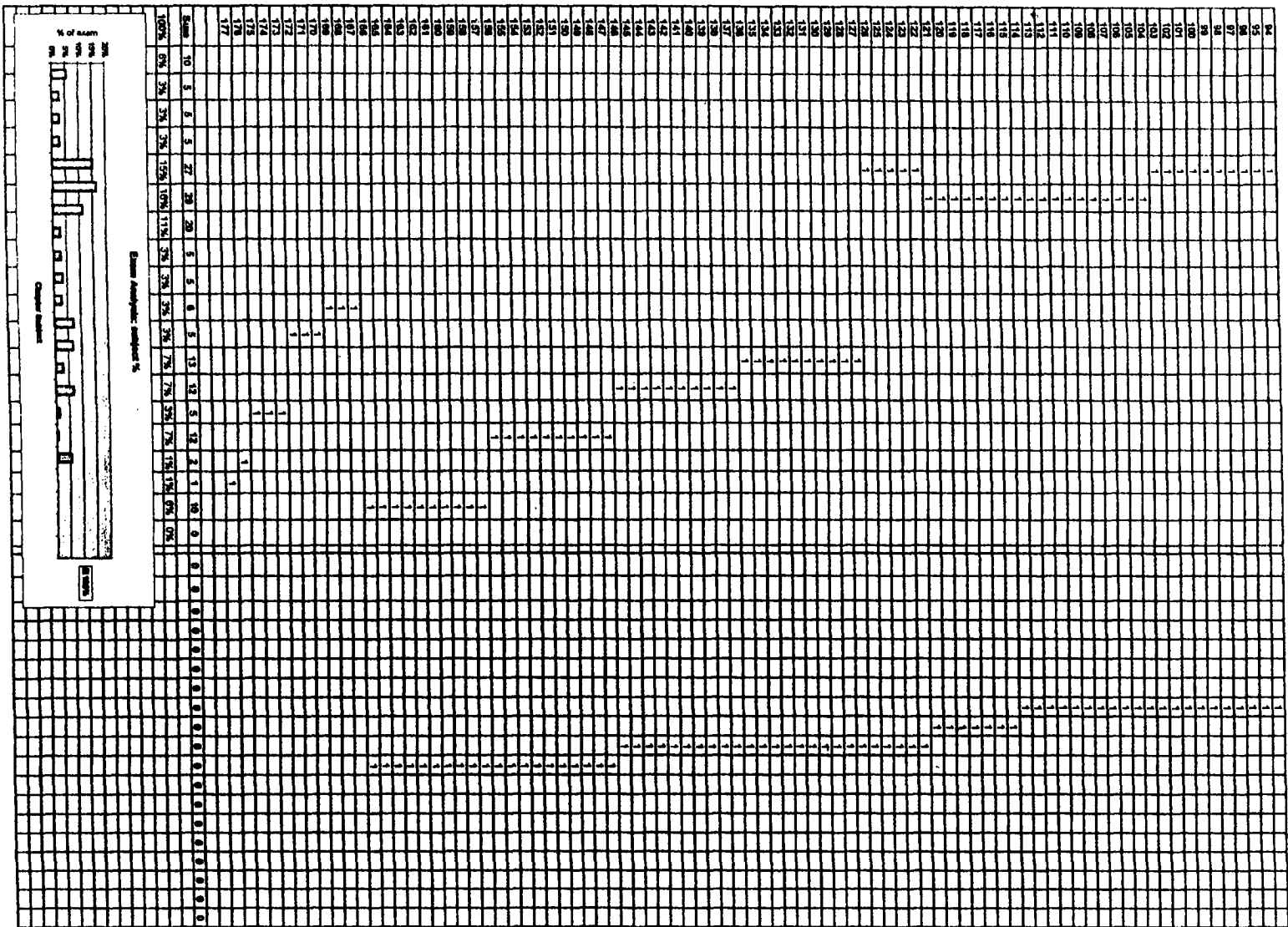
District Governing Board Approval: Y N

Date:

Course Revision Date(s): 12/8/98

STYIC OF EVALUATION OF INSTRUMENT

14 2072



LAB WRITE-UP FORMAT

LAB WRITE-UP

Typed, normal 12 pt font, 1-1.5" margins, single spacing with 2spaces between identified major headings.

TITLE - The title should clearly indicate the subject of the lab and have complete identification information such as your name, date, course, and campus.

PURPOSE - These are the objectives of the endeavor, what you are hoping to accomplish through the study.

MATERIALS - What did you use to accomplish your objective?

METHODS - What procedures you employ to accomplish your objective. This will provide your reader with the range and scope of what you did with the materials to accomplish the objective and allow them to repeat the work. This may sometimes be dove tailed with the material section in which case you would use a MATERIALS AND METHOD heading. You may state in a general way the procedures used and refer to the laboratory workbook when appropriate. Standard practice laboratory methods need not be explained.

RESULTS - This is where you place your findings (laboratory manual pages or data sheets included) with a description of the trends you observe. It is best to ask some questions about which you hope to find the answers or discover through the lab project. You design your experiment or project to be sure to test for the effects due to these variables. In the RESULTS section you will answer these particular questions by describing your observations as supporting or contradicting your hypothesis.

Example hypothesis: Sediment characteristics such as grain size and sorting will have variable affects on the porosity of an aquifer.

Question 1. Does grain size affect porosity?

Project design - Calculate the porosity for three different grain sizes.

Question 2. Does sorting affect porosity?

Project design - Calculate the porosity for a well sorted and a poorly sorted sample.

RESULTS: Chart or graph of the findings with a written component answering the question posed:

1. Grain size does not affect the porosity as indicated by the graph. Note that all three porosity are within 5% of the maximum value without obvious correlation to the grain size. These finding do not support the hypothesis that grain size creates variable porosities.

2. Poorly sorted samples in all trials had consistently lower porosity values supporting the hypothesis that sorting affects porosity.

DISCUSSION is where you attempt to explain the reason for the observed outcomes whether in support or contradiction of your hypothesis. This is also a good place to address the sources of error, the effect the error has on your findings, and the mitigation used to modify its impact on these outcomes or for future study.

Example:

The amount of pore space does not vary with grain size because the ratio of a spheres volume to the volume of the smallest cylindrical container into which it fits should be the same regardless of the diameter of the sphere. Tamping the sediment samples creates a tighter pack, which would yield a smaller porosity than a loose packed sample; variations in the amount or degree of tamping between the samples could have caused the 5% variance observed. Mitigation – Be consistent in tamping all or none of the samples. Pore sorting allows the smaller particles to occupy the pore space of the larger grains reducing the overall porosity similar to the close packing verses loose packing effect.

This section should indicate the degree to which you have achieved the objective.

GLG 101
Spring 2006
GRADING RUBRIC for LAB WRITE UP

	Points possible	Explanation of points earned
Format	10	10 - no errors
Title	10	9 - exceptional, one error
Purpose	10	8 - several errors that do little to compromise papers credibility
Materials	10	7 - average
Methods	10	6 - below average,
Results: written	10	5 - not adequate, errors affect credibility
Results: charts	10	4 - not adequate, many errors
Discussion	10	3 - attempted, two items correct
	80 total	2 - attempted, one item correct
		1 - attempted, nothing correct
		0 - missing

VI. ASSESSMENT OF STUDENT ACADEMIC ACHIEVEMENT REPORT (DUE DATE MARCH 20, 2006)

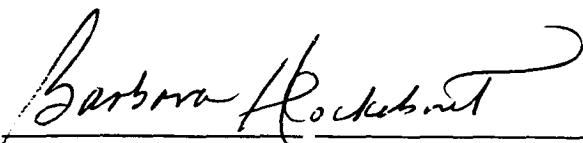
DEPARTMENT: Humanities

MISSION: (Circle One) General Education, Transfer Preparation, Employability, Developmental Education, Customized Education (Economic Development), or Personal Interest.

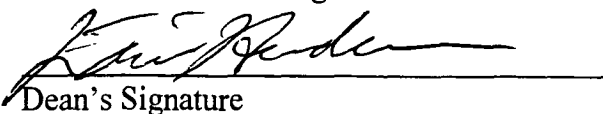
There are currently five levels of assessment that are possible within each department. These levels are related to development of the department assessment data gathering techniques and use of the information to fine-tune courses as necessary.

Department Activity Level Checklist

Activity Level:	Departmental Progress:
Level I: The department assessment processes have been detailed and developed for use by faculty.	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Attach copies of instruments used, instructions for students, time frames for activities, etc.
Level II: Data collection has been implemented.	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Attach copies of grading rubrics, analysis of test questions and overall findings.
Level III: Faculty, instructional leaders, and deans have analyzed the data.	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Attach copies of conclusions reached by the assessment team.
Level IV: Faculty, instructional leaders, and deans have used the data to improve student academic achievement.	Yes <input type="checkbox"/> No <input type="checkbox"/> Attach highlights related to curriculum and/or assessment changes which were implemented through this process such as revision of study guides, exams, changes in grading rubrics.
Level V: Data has been used to improve the assessment process.	Yes <input type="checkbox"/> No <input type="checkbox"/> Attach highlights related to improvements and/or streamlining the assessment process.



Assessment Chair's Signature



Dean's Signature

April 14, 2006
Date

April 14, 2006
Date

HUMANITIES ASSESSMENT OF STUDENT ACADEMIC ACHIEVEMENT REPORT 2006

The following information was gathered from data collected from NPC students during semesters: Spring 2004, Fall 2004, Spring 2005, and Fall 2005.

Thirty-six critiques were read by eight full-time Humanities faculty March 2006.

Each critique was scored according to Humanities Department policy (two readers and a third reader in the case of a tie or discrepancy of two or more points) using an established Humanities Department rubric based on specific prompts designed for each discipline: art, philosophy, literature, and music.

Data represented a random sampling of 18%-20% of the critiques from classes evaluated.

	Sp 04	Fall 04	Sp 05	Fall 05
CRITIQUE information				
Total # critiques submitted=737	202	225	320	159
Total # samples evaluated=125				
Total # classes that submitted=82				
Total # classes that failed to submit=20 (Approx 1/4 – 25%)				

COURSE information				
HUM classes offered/semester	22	19	19	22
HUM classes that submitted	15	16	16	14
Internet classes (total offered=7)	0	3	2	2
Internet classes (submitted critiques=7)				
Audio classes (total offered=9)	2	2	2	3
Audio classes (submitted critiques=7)				
Video classes (total offered=15)	4	3	4	4
Video classes (submitted critiques=8)				
NAVIT classes	0	0	0	4

SCORES

Total critiques with a score of '3' or '4'	PASS =	77 (61.6%)
Total critiques with a score of '1' or '2'	FAIL =	48 (38.4%)

[Total # of critiques with matching scores = 64/125 (51.6%)]

A Review of Assessment Results

Previous Assessment Results:

Forty-two critiques were read in the last assessment read (2003). Pass rate was 68%. Scores had been consistently in the mid-range (50-65% passing) since the assessment process began. Fall 2000 had a 62% pass rate, Spring 2000 a 64%, Fall 1999 a 54%, and Spring 1999 a 62% pass rate.

Current Assessment Results:

The pass rate for 2004 -2005 taking a much wider sampling (125 critiques) was 61.6%.

Analysis of Assessment

The tool for humanities assessment was revised in 2002 and the new tool, the critique, was used as the basis for assessment in 2004-5. While the pass rate for the semesters 2004-5 was considerably smaller (by 6%) than the pass rate for 2003 using this new assessment tool, a few considerations must be taken into account: the scope of the sample was much larger for the 2004-5 assessment, faculty are still adjusting to using the new tool (critique format), and there is the possibility that the 2003 assessment was subject to "statistical error based on misconception of the [newly implemented] rubric" (2004 Assessment Report).

Conclusions and Recommendations Drawn from the Assessment

Are still being processed.

Due to the incredible amount of assessment evaluation requested of the eight instructors (many of whom were also required to evaluate English assessment during the same period of time before Spring Break), conclusions and recommendations are still being collected from humanities instructors.

The following are topics for future discussions concerning assessment and the assessment process. We appreciate the fact that many of these ideas will be influenced by the impending revisions suggested by the Higher Learning Commission, nevertheless, the topics are pertinent to the humanities program, as well as a college wide conversation about assessment.

--

<p>Topics For Future Discussions About Assessment In HUMANITIES 2006</p>

What are your thoughts on the originality of critique responses? How can we inspire higher quality?

Do you suspect plagiarism in the critiques you read? If so, do you have suggestions to inspire students to feel more confident about their ability to assess a work of art? What additional practice can we give them?

Do you find that practicing the writing process, collecting pre-write materials and copies of sources, for instance, helps you to evaluate the student's work?

Do students need more coaching on incorporating direct quotes into their critiques? Summarizing or paraphrasing sources? Developing analytical skills?

Do the critiques achieve what they are intended to do? Are they a satisfactory tool for assessment of Humanities learning?

How much interdisciplinary cross-pollination goes on in your classroom?

Do you suffer from an overstuffed set of objectives and outcomes? Realistically, how many outcomes do you actually achieve in the course of a semester? Which are most important to you?

Do changes need to be made to the rubric or the critique?

How do we evaluate a plagiarized paper?

Adhere to the rubric and grade it anyway?

Throw it out?

Identify the paper, put it into a rejection stack, and replace it with another critique?

Take steps to avoid the incidence of plagiarism? How?

Do our students adequately understand the difference between summarizing, paraphrasing, and directly quoting a text? Do the critiques reflect clear understand of all three? How much time should be devoted in each Humanities class to reviewing skills? Discussing the rubric and the prompts? Do we/should we use strong critique models in our explanations?

What percentage of the paper should be in the student's own words?

How can we thoroughly and fairly evaluate a paper when the student writer acknowledges outside sources, uses appropriate quotation marks and/or internal documentation, but a work cited page is not provided...because it is not required?

While the rubric stipulates that the critique must closely address the prompt, is it also important that the student follow the order of the prompt questions in his/her responses? How much latitude do we encourage in the structure of the response?

Tone: How much creative expression and personal infusion do we allow in the critique responses? Do we have an expectation for style? How formal?

Which of the prompts inspire the most successful responses? The least successful responses? Why? Do any of them need to be revised? Omitted?

How much higher level thinking is encouraged in the critique response?

0100
*Sample w/all
critiques attached*

DIVISION OF LIBERAL ARTS

NORTHLAND PIONEER COLLEGE

TO: Arts & Humanities Instructors

FROM: Eric Henderson
Dean, Liberal Arts

DATE: January 18, 2006

SUBJECT: Student Outcomes Assessment

As an Arts & Humanities instructor you are required to participate in measuring student outcomes as mandated by North Central Accreditation and Northland Pioneer College. The enclosed procedures and instruments are for Spring 2006 students. Please read the entire packet and carefully follow all instructions.

1. As a requirement of the assessment you must evaluate these critiques as a part of your final grade. It is hoped that this will encourage your students to put more emphasis on the importance of pre-planning completing the essay.
2. All critiques are to be sent to my office at Painted Desert Campus no later than one week after you have submitted your final grades.
3. Include a cover sheet with your name, course number, and section for each class you teach. Since this is a requirement of your instructional assignment, it will serve as evidence that you have submitted the assessment materials.
4. Follow all procedures for faculty and students. Encourage your students to use critical thinking and preparation. Be sure to read the first page and explain to the students the importance of this task and what the critique is designed to achieve.
5. ***This assessment process must be taken seriously by instructors and students alike. If faculty and students are not taking the final critique seriously, no real conclusions can be made from the process.***

Thanks to all of you for realizing the importance of assessing the outcomes of our students. With your help we will obtain the necessary data to determine if our students are learning what we say they are. This type of instrument will be used to assess your students each semester and will continue to be an instructional responsibility in the Arts & Humanities general education curriculum.

Please call if you have any questions.

ASSESSMENT OF STUDENT ACADEMIC ACHIEVEMENT
Spring 2006
HUMANITIES DEPARTMENT CRITIQUE PROCEDURES FOR FACULTY

1. Incorporate a minimum of 4 critiques per semester in your curriculum.
2. In a HUM 150/151 course, each of the 4 critiques should be from a different discipline.
3. Students will select their best critique for submission. Students are to write a 3-page (minimum) paper. Papers are to be typewritten and double-spaced with 1-inch margins. Students are to submit 2 anonymous copies to you.
4. **If the student did put his/her name on the critique pages, block it out. Writing samples are to be anonymous.**
5. Students should create a cover page that includes their name, the course name and number and your (the instructor) name. They should not identify themselves, their campus or their instructor anywhere in their critique. You will grade one copy of the critique and submit the unmarked copy to the Dean of Liberal Arts, PDC.
6. As a requirement of the assessment you must grade the final critique as a part of your final grade. Critiques submitted to the Dean will not be returned.
7. When you send your final grades to the Registrar, send only the unmarked critique copy from all students enrolled in your humanities area classes to the Dean of Liberal Arts, PDC. Please include a cover page that identifies you (the instructor) by name, and the course number/section. This information will not be kept with the students' written work, but filed in a separate location as evidence that each faculty member has submitted the assessment materials.
8. Critique assignments submitted throughout the humanities department will be assessed by a panel of full-time and associate faculty.
9. During the assessment, each critique will be read by two faculty members to determine whether the critiques meet the minimum requirements for a student completing a course in the humanities.
10. Papers will be evaluated holistically on the basis of critical thinking, organization of content, relationship of past to present, and relevance to the student. (Holistic Scoring Guide Attached)

NORTHLAND PIONEER COLLEGE
ASSESSMENT OF STUDENT ACADEMIC ACHIEVEMENT
SPRING 2006

HUMANITIES DEPARTMENT HOLISTIC SCORING GUIDE FOR FINAL CRITIQUES

DIRECTIONS:

Each critique will be read by two humanities-area faculty members. Critiques will be scored according to the following criteria. A 4 or 3 is considered acceptable, 2 or 1 is not. If a critique receives one acceptable rating and one unacceptable rating, it will be evaluated by a third humanities faculty member.

4 These papers thoroughly address the prompt. They demonstrate a strong understanding of the idea/philosophy discussed. The idea/philosophy is made concreted by including specific names and time periods, by defining terms, by including specific examples, or by comparing/contrasting the idea/philosophy to others. These papers explain how the idea/philosophy influenced society, both past and present, by using specific examples and concrete details. The conclusions demonstrate original, logical, and even sophisticated thinking. Additionally, these papers have a clearly stated thesis or controlling idea. They are organized in a coherent and logical way use fresh language and sentence structure, and are free of grammatical and mechanical errors.

3 These papers address the prompt. They demonstrate an understanding of the idea/philosophy discussed. The idea/philosophy is illustrated with specific details, and how that idea/philosophy influenced society is illustrated with examples, though the papers contain occasional unsupported generalizations. The conclusions are logical, though conventional. These papers have a thesis or controlling idea even if the direction of the paper is not always apparent. They contain satisfactory language and sentence structure and only occasional grammatical and mechanical errors.

2 These papers do not fully address the prompt or address it only superficially. They fail to demonstrate an understanding of the idea/philosophy discussed, and they do not make clear how this idea/philosophy influenced society, either past or present. Few generalizations are backed up with specific examples and details. They draw conclusions that demonstrate flawed logic or superficial thinking. There is no apparent thesis or controlling idea in these papers, and they contain distracting mechanical and grammatical errors.

1 These papers fail to address the prompt. They show no understanding of the idea/philosophy and make no attempt to show how the idea/philosophy influenced society. They contain not support for the generalizations. The logic is confused or contradictory, and the thinking is trite. There is no discernible organization, and they contain excessive grammatical mechanical errors.

NORTHLAND PIONEER COLLEGE
ASSESSMENT OF STUDENT ACADEMIC ACHIEVEMENT
SPRING 2006

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SCORING OF HUMANITIES CRITIQUES

The objective of holistic scoring is to read and score a large number of papers quickly and efficiently according to an agreed-upon standard. (Try not to think in a typical A-F frame of mind when scoring these essays.) Read each paper quickly but carefully, concentrating on the writer's overall accomplishment, not on particular features. Re-read the scoring guide occasionally to remind yourself of the scoring criteria. You should be able to read and score at least twelve critiques in less than 30 minutes. You will be working with sets of six to twelve critiques each.

1. Read each paper presented to you quickly, making sure that you know which question the writer is answering. Score the paper by writing the appropriate number in the center of the top of the first page. You must choose a number—no hedging! Try to read each paper only once. Do not make any other marks on the papers. When you have scored each paper, place an adhesive colored dot over the score. When you have finished with a complete set, clip the papers back together again and wait until others have finished.
2. When everyone has finished a set, each set of papers will be collected and redistributed for a second reading. It is best if you do not know who is scoring the set you initially scored.
3. When you receive the second set of papers to read, follow the same procedure, reading quickly but carefully. Write the score on top of the first page to the right of the colored dot placed there by an earlier scorer. Make no other marks on the paper. When you have finished with a complete set, clip the papers back together again and wait until others have finished.
4. Pass the set of papers to someone else. When you receive a set that has already been scored twice, carefully remove the colored dot over the first score and compare the number scores. Readers are considered reliable if they have give a paper identical or adjacent scores. Papers have divergent readings if the scores are separated by more than one, i.e. 1-3, 2-4, 1-4. Also, papers which have a 2-3 score present a problem, as one is passing and one is not. If you have papers in your set that have divergent scores or a 2-3 score, put colored dots over both scores and pass the paper(s) to a new reader to read and to score. These papers should not be read by someone who has already scored them once.
5. After a paper has received a necessary third reading, the colored dots should be removed; revealing that the paper received two pass or two fail scores.

Remember to read carefully but quickly, making your judgment based on the criteria established by the scoring guide. Make no marks on the paper except to indicate score.

SCORING OF HUMANITIES CRITIQUES

The objective of holistic scoring is to read and score a large number of papers quickly and efficiently according to an agreed-upon standard. (Try not to think in a typical A-F frame of mind when scoring these essays.) Read each paper quickly but carefully, concentrating on the writer's overall accomplishment, not on particular features. Re-read the scoring guide occasionally to remind yourself of the scoring criteria. You should be able to read and score at least twelve critiques in less than 30 minutes. You will be working with sets of six to twelve critiques each.

1. Read each paper presented to you quickly, making sure that you know which question the writer is answering. Score the paper by writing the appropriate number in the center of the top of the first page. You must choose a number—no hedging! Try to read each paper only once. Do not make any other marks on the papers. When you have scored each paper, place an adhesive colored dot over the score. When you have finished with a complete set, clip the papers back together again and wait until others have finished.
2. When everyone has finished a set, each set of papers will be collected and redistributed for a second reading. It is best if you do not know who is scoring the set you initially scored.
3. When you receive the second set of papers to read, follow the same procedure, reading quickly but carefully. Write the score on top of the first page to the right of the colored dot placed there by an earlier scorer. Make no other marks on the paper. When you have finished with a complete set, clip the papers back together again and wait until others have finished.
4. Pass the set of papers to someone else. When you receive a set that has already been scored twice, carefully remove the colored dot over the first score and compare the number scores. Readers are considered reliable if they give a paper identical or adjacent scores. Papers have divergent readings if the scores are separated by more than one, i.e. 1-3, 2-4, 1-4. Also, papers which have a 2-3 score present a problem, as one is passing and one is not. If you have papers in your set that have divergent scores or a 2-3 score, put colored dots over both scores and pass the paper(s) to a new reader to read and to score. These papers should not be read by someone who has already scored them once.
5. After a paper has received a necessary third reading, the colored dots should be removed; revealing that the paper received two pass or two fail scores.

Remember to read carefully but quickly, making your judgment based on the criteria established by the scoring guide. Make no marks on the paper except to indicate score.

ART CRITIQUE

Directions: Write a three to five-page, typewritten critique of your chosen work. Include the following in your critique.

1. Identify the work and the artist (as much as possible).
2. Describe the work (subject, theme, story line, distinguishing features/techniques, style, etc.).
3. Discuss the artistic merit of the piece (use of principles of design such as balance, proportion, harmony of parts, etc.).
4. Discuss in some detail what you like about it (personal response).
5. Discuss how it is representative of the time/place/culture in which it was completed (context). This section should be at least 1 page of your critique!

Music Critique

1) What kind of story or visualization does this work inspire? (You may want to include elements of question 2) (10 Points)

2) Identify some of the key technical aspects of the work such as the type of work and how they contribute to the work as a whole. (10 Points)

Form:	2-part (AB or Binary) 3-part (ABA or Ternary) Theme and Variations (A, A', A'', etc.) Rondo (ABACABA)	Key:	Major Minor
Type:	Symphony Overture Art Song Aria Chorus Other	Texture:	Vocal Instrumental – Which instruments
		Tempo:	Fast (Allegro) Medium (Moderato/Andante) Slow (Adagio)

3) Discuss in some detail what you like or dislike about the composition and why you like or dislike the piece. (10 Points)

4) Identify the work and the composer (background, etc.). Are there any interesting or unusual circumstance surrounding the composition of the work (events in the composer's life, etc.)? How is this piece of music indicative of the period in which it was composed? In your response, explain how the qualities of the music reflect the values, culture and social forces operating at the time. (20 Points)

Binary Form – A two-part form consisting of an initial section, which is then followed by a contrasting section (AB).

Ternary Form – A form consisting of three parts, the first and third identical or closely related, the second contrasting to a greater or lesser degree (ABA).

Theme and Variations – A form in which a basic musical idea (the theme) is repeated over and over and is changed each time in melody, rhythm, harmony, dynamics, or tone color.

Rondo – Compositional form featuring a main theme (A) which returns several times in alternation with other themes, such as ABACA and ABACABA. Rondo is often the form of the last movement in a classical symphony, string quartet or sonata.

Major – Music based on a major scale.

Minor – Music based on a minor scale.

Vocal Texture – A piece using a solo voice or multiple voices

Instrumental Texture – A piece using a solo instrument or a variety of instrument.

Symphony – A piece for large orchestra, usually in four movements.

Overture – An introductory piece for an opera, ballet or oratorio.

Art Song – A serious vocal composition, generally accompanied by piano. This denotes a self-contained work as opposed to an aria.

Aria – A musical work often found in an opera or oratorio, which generally dwells on a single emotional theme of one of the characters.

Chorus – a) A group of singers performing together, generally with more than one to a part. b) defines a piece of music in an opera or oratorio in which the chorus sings.

For more in depth information you may visit the Grove Music Online database. You may find this through the library databases page at <http://www.npc.edu/lib/LibraryDB.htm#Music> or going to <http://www.grovemusic.com> and using your library barcode to enter the site.

You may also visit http://www.whitemountainsymphony.org/musical_terms.htm for more information.

PHILOSOPHY CRITIQUE

Identify a specific philosopher or school of philosophy and one philosophical subject addressed by that person or group (ex. Epistemology, metaphysics, ethics, etc.)

Describe the philosopher's argument on the subject.

Discuss the strengths and weaknesses of the argument—be sure to address what is useful or interesting about the argument—don't just agree or disagree.

What is your personal response to the argument? (Include personal comments and questions here).

How is the philosopher's argument representative of the time and place the philosopher lived?

LITERARY CRITIQUE

Identify the work and the author.

Describe the work (subject, theme, story line).

Discuss the artistic merits of the work (importance of theme, major symbols, style of writing, use of characterization, use of imagery, distinguishing features, etc.).

What does this work do for you (personal response)?

Discuss how the work is representative of the time/place in which it was completed.

VI. ASSESSMENT OF STUDENT ACADEMIC ACHIEVEMENT REPORT (DUE DATE MARCH 20, 2006)

DEPARTMENT: ITP Fundamentals

MISSION: *(Circle One)* General Education, Transfer Preparation, Employability, Developmental Education, Customized Education (Economic Development), or Personal Interest.

There are currently five levels of assessment that are possible within each department. These levels are related to development of the department assessment data gathering techniques and use of the information to fine-tune courses as necessary.

Department Activity Level Checklist

Activity Level:	Departmental Progress:
Level I: The department assessment processes have been detailed and developed for use by faculty.	Yes <u>X</u> No _____ Attach copies of instruments used, instructions for students, time frames for activities, etc.
Level II: Data collection has been implemented.	Yes <u>X</u> No _____ Attach copies of grading rubrics, analysis of test questions and overall findings.
Level III: Faculty, instructional leaders, and deans have analyzed the data.	Yes <u>X</u> No _____ Attach copies of conclusions reached by the assessment team.
Level IV: Faculty, instructional leaders, and deans have used the data to improve student academic achievement.	Yes <u>X</u> No _____ Attach highlights related to curriculum and/or assessment changes which were implemented through this process such as revision of study guides, exams, changes in grading rubrics.
Level V: Data has been used to improve the assessment process.	Yes <u>X</u> No _____ Attach highlights related to improvements and/or streamlining the assessment process.


Assessment Chair's Signature

March 13, 2006
Date

Dean's Signature

Date

ASSESSMENT OF STUDENT ACADEMIC ACHIEVEMENT REPORT

March 13, 2006

INTRODUCTION

Our team has chosen to review an important aspect of Power Plant Fundamentals. Safety is stressed daily at Power Plants. There are safety huddles that take place every shift. We as a team have chosen to review the Trinity online course titled **RIGGING: LADDERS AND SCAFFOLDS**. This is a course that all Maintenance students take while completing ITP 230. Since maintenance personnel deal with riggings, ladders, and scaffolds during the course of their daily job assignments, the team thought it would be worth reviewing the collected data to determine if changes were needed. Students are given an opportunity to test out of a section. If they receive a test score of 80% or higher bases on 20 questions, they are not required to complete the course. After completing the online course, the students are given the same 20 questions.

ASSESSMENT OF STUDENT ACADEMIC ACHIEVEMENT REPORT

READING DAY DATA COLLECTION March 06, 2006

STUDENT	PRE- TEST SCORE	POST TEST SCORE	TIMES TO COMPLET POST TEST
1	20	80	2
2	20	85	5
3	60	85	1
4	40	80	3
5	40	90	2
6	40	80	2
7	30	85	1
8	30	85	1
9	40	85	1
10	50	85	2
11	10	80	3
12	30	85	2
13	40	85	1
14	60	85	2
15	70	95	2
TOTALS	580	1270	30
AVERAGE	38.66666667	84.66666667	2

DATA COLLECTIONS RESULTS

Fifteen students were chosen at random who had completed the ITP 230 PIM01 track. Students chosen were both Adults and NAVIT students. Results show there was an average pre-test score of 38.7% and an average post test score of 84.7. This is an improvement of 45.6%. This means that students answered correctly 50% more of the questions after completing the course on an average of two times.

CONCLUSION

Assessment Team determined that the online training course RIGGING: LADDERS AND SCOFFOLDS met the needs of the students to become familiarized with the various types of ladders and scaffolds that enable personnel to work at elevated heights. The students are able to select the proper ladder for a job and then use the ladder safely. Students are also familiarized with precautions associated with using scaffolds and their basic operation.

VI. ASSESSMENT OF STUDENT ACADEMIC ACHIEVEMENT REPORT (DUE DATE MARCH 20, 2006)

DEPARTMENT: Mathematics

MISSION: (Circle One) General Education, Transfer Preparation, Employability, Developmental Education, Customized Education (Economic Development), or Personal Interest.

There are currently five levels of assessment that are possible within each department. These levels are related to development of the department assessment data gathering techniques and use of the information to fine-tune courses as necessary.

Department Activity Level Checklist

Activity Level:	Departmental Progress:
Level I: The department assessment processes have been detailed and developed for use by faculty.	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Attach copies of instruments used, instructions for students, time frames for activities, etc.
Level II: Data collection has been implemented.	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Attach copies of grading rubrics, analysis of test questions and overall findings.
Level III: Faculty, instructional leaders, and deans have analyzed the data.	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Attach copies of conclusions reached by the assessment team.
Level IV: Faculty, instructional leaders, and deans have used the data to improve student academic achievement.	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Attach highlights related to curriculum and/or assessment changes which were implemented through this process such as revision of study guides, exams, changes in grading rubrics.
Level V: Data has been used to improve the assessment process.	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Attach highlights related to improvements and/or streamlining the assessment process.

Barry Graham

Assessment Chair's Signature

Brenda St. Pierre

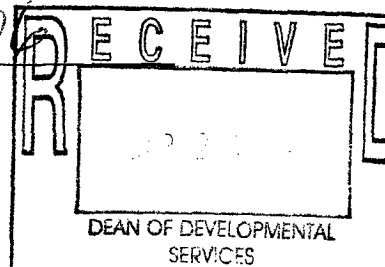
Dean's Signature

3-17-2006

Date

3/21/06

Date



APR - 3 2006

The following is a report on the Assessment of student academic achievement for March, 2006.

The study was done on MAT109 Final exams.

The first column gives the question number on the Exam. The second column gives the chapter number-hyphen- the course objective number as found in the form 3035 for MAT 109. The third column gives the percent of the twenty randomly selected students who got that question correct (not $\frac{1}{4}$, $\frac{1}{2}$ nor $\frac{3}{4}$ correct), in the 2005 study. The fourth column gives the results for the 2006 study. Questions 21-25 were not included in the study, since they covered chapter 3, which was omitted by two teachers. Questions 38 and 49 were not included because they were omitted by one teacher.

Of the 43 total number of questions: the 2006 results showed an increase over 2005 on 26 questions; a decrease on 12 questions; and 5 questions stayed the same.

The three questions that were missed most frequently in 2005 were # 39, with 0% correct, # 13, with 5% correct, and # 48, with 5% correct. In 2006 the corresponding percents correct were #39, with 5% correct, # 13, with 5% correct, and #48, with 10% correct. We hit word problems more this year, because of last year's assessment so there was some improvement.

It is recommended that problem #13 be changed to a mixture of peanuts and cashews and use rounder numbers. Also, to teach chapter 2.3 after chapter 5.

It is recommended that Gary Mack produce a Learning Object---a DVD of him teaching these 3 problems, each in 2 or 3 different ways. For example, the new #13 could be done in two variables and in one variable; and problem #48 could be done using proportions and using Dimensional Analysis. The topic of Dimensional Analysis should be covered slowly, even if it means we have to cut one section from the course. The Learning Object---DVD--- should include doing problem #48 on the calculator; and requiring all MAT109 students to buy a good calculator. The Math Department is planning to switch over to the TI-89 calculator for MAT152 and higher, in the Fall of 2006.

Gary's Learning Object---DVD---should be copied and distributed to each Math teacher, both full-time and Adjunct, for them to view and also to show to their MAT109 students.

We are also looking into the possibility of using old AIMS tests to give to students at the beginning of the 109 course, to see where they have deficiencies.

1	1-9	65	90
2	1-8	55	70
3	1-3	95	95
4	1-3	95	100
5	1-2	85	95
6	1-9	80	100
7	1-11	75	95
8	1-5	100	95
9	1-17	85	75
10	1-13	90	90
11	2-2	100	90
12	2-4	80	100
13	2-10	05	05
14	2-9	20	25
15	2-2	100	100
16	2-11	35	30
17	2-3	100	95
18	2-8	85	70
19	2-15	40	50
20	2-8	70	90
26	4-10	90	85
27	4-7	75	85
28	4-1	70	85
29	4-4	60	65
30	4-12	15	35
31	4-10	35	40
32	4-6	65	70
33	4-6	80	60
34	4-13	25	30
35	4-11	15	20
36	5-2	45	65
37	5-3	55	45
39	5-7	0	05
40	6-8	50	45
41	6-8	75	80
42	6-5	85	90
43	6-1	95	95
44	6-7	80	55
45	6-1	70	45
46	6-4	60	80
47	6-2	75	80
48	6-2	05	10
50	6-12	75	85

MINIMUM COMPETENCY LIST-AS A RESULT OF SUCCESSFULLY COMPLETING THIS COURSE THE STUDENT WILL BE ABLE TO:

Unit 1 (Chapter 1) - Real Numbers and Variable Expressions. After completion, you should be able to:

1. Use inequality symbols with integers.
2. Find the additive inverse and absolute value of a number.
3. Add, subtract, multiply, and divide integers.
4. Write a rational number as a decimal.
5. Convert among percents, fractions, and decimals.
6. Add, subtract, multiply and divide rational numbers.
7. Evaluate exponential expressions.
8. Simplify numerical radical expressions.
9. Solve application problems.
10. Use the Order of Operations Agreement to simplify expressions.
11. Evaluate a variable expression.
12. Simplify a variable expression using the Properties of Addition.
13. Simplify a variable expression using the Distributive Property.
14. Translate a verbal expression into a variable expression.
15. Write a set using the roster method.
16. Write a set using set-builder notation.
17. Graph an inequality on the number line.

Unit 2 (Chapter 2) - First-Degree Equations and Inequalities. After completion, you should be able to:

1. Determine whether a given number is a solution of an equation.
2. Solve an equation of the form $x+a=b$.
3. Solve an equation of the form $ax=b$.
4. Use the basic percent equation and solve application problems.
5. Solve an equation of the form $ax+b=c$.
6. Solve an equation of the form $ax+b=cx+d$.
7. Solve an equation containing parentheses.
8. Translate a sentence into an equation and solve.
9. Solve value mixture problems.
10. Solve percent mixture problems.
11. Solve investment problems.
12. Solve uniform motion problems.
13. Solve an inequality in one variable and solve application problems.
14. Solve a compound inequality and solve application problems.
15. Solve an absolute value equation and solve application problems.

Unit 3 (Chapter 4) - Linear Equations and Inequalities in Two Variables. After completion, you should be able to:

1. Graph points in a rectangular coordinate system.
 2. Determine ordered-pair solutions of an equation in two variables.
 3. Determine whether a set of ordered pairs is a function.
 4. Evaluate a function written in functional notation.
 5. Graph an equation of the form $y=mx+b$.
 6. Graph an equation of the form $Ax+By=C$
- Solve application problems.

8. Find the slope of a line.
9. Graph a line using the slope and the y-intercept.
10. Find the equation of a line given a point and the slope and solve application problems.
11. Find the equation of a line given two points and solve application problems.
12. Find the equations of parallel and perpendicular lines.
3. Graph an inequality in two variables.

Unit 4 (Chapter 5) - Systems of Linear Equation and Inequalities. After completion, you should be able to:

1. Solve a system of linear equations by graphing.
2. Solve a system of linear equations by the substitution method.
3. Solve a system of two linear equations in two variables by the addition method.
4. Solve a system of three linear equations in three variables by the addition method.
5. Evaluate a determinant.
6. Solve a system of equations by using Cramer's Rule.
7. Solve rate-of-wind and rate-of-current problems.
8. Solve other application problems using two variables.
9. Graph the solution set of system of linear inequalities.

Unit 5 (Chapter 6) - Polynomials. After completion, you should be able to:

1. Multiply and divide monomial and simplify expression with negative exponents.
2. Write a number using scientific notation and solve application problems.
3. Evaluate polynomial functions.
4. Add and subtract polynomials.
5. Multiply a polynomial by a monomial.
6. Multiply two polynomials.
7. Multiply two binomials.
8. Multiply binomials that have special products.
9. Solve application problems involving multiplication of polynomials.
10. Divide polynomials.
11. Divide polynomials using synthetic division.
12. Evaluate a polynomial using synthetic division.

FINAL EXAM--- MAT 109 --- Form A

Name _____ Semester _____ Campus _____ Instructor _____

ALL ANSWERS MUST APPEAR BETWEEN THE LINES OF THE PROBLEM. PUT A BOX AROUND YOUR ANSWER. ANY WORK SHOWN BETWEEN THE LINES WILL BE CONSIDERED FOR PARITAL CREDIT.

1. Edna owns a small lemonade stand. There was a loss of \$14 on Friday and a loss of \$9 on Saturday. On Sunday there was a loss of \$12, and on Monday there was a profit of \$18. Find the total profit or loss for the four days.

2. Simplify. $\sqrt{128}$

3. Divide. $(-54) \div 6$

4. Add. $7 + (-14)$

5. Evaluate. $-|15|$

6. A deep-sea diver must descend and ascend in short steps to equalize pressure on his body. Suppose the diver descends to the bottom in two steps of 14 feet each. How far did the diver descend?

7. Evaluate $\frac{y}{4x} - z$ for $x = 3$, $y = 48$, and $z = 2$.

8. What is 61% written as a decimal?

FINAL EXAM--- MAT 109 --- Form A

9. Graph the following set on the real number line $\{x|x > 3\}$?

10. Simplify (expand). $-14(4x^2)$

11. Solve. $-6x - 3 = -33$

12. Accessories Galore buys hats for \$17 each and marks them up by 42% for retail sale. Find the retail price of each of the hats.

13. A researcher orders a broth of 11.3% glucose for her lab. However, she needs a stronger broth, one that is 31.1% glucose. Fortunately, she has 43.7 liters of 94.3% glucose broth in the stock room. How much 31.1% glucose broth can she make?

14. How many kilograms of coffee beans selling for \$2.80 per kilogram should be mixed with 3 kilograms of coffee beans selling for \$4.80 per kilogram to obtain a mixture selling for \$3.40 per kilogram?

FINAL EXAM--- MAT 109 --- Form A

15. Solve. $x + 5 = 2$

16. An investor placed a total of \$12,000 in two simple interest accounts. One account earned a simple interest rate of 5.0%, and the other earned a simple interest rate of 3.8%. The two accounts earned a total of \$564. How much was invested in each account?

17. Solve. $117 = 13y$

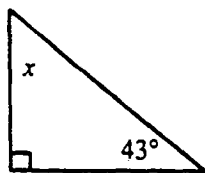
18. Translate into an equation and solve. The product of eight and a number is negative sixteen. Find the number.

19. Solve. $|x - 2| > 5$

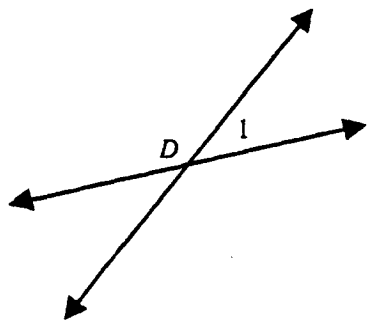
20. Translate into an equation and solve. The quotient of forty and a number is eight. Find the number.

FINAL EXAM--- MAT 109 --- Form A

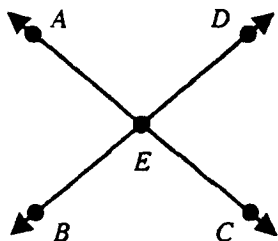
21. What is the measure of angle x ?



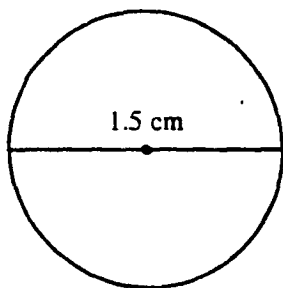
22. The measure of $\angle 1$ is 42. What is the measure of $\angle D$?



23. In the figure shown, $m\angle AED = 101$. Find the measure of $\angle BEC$.

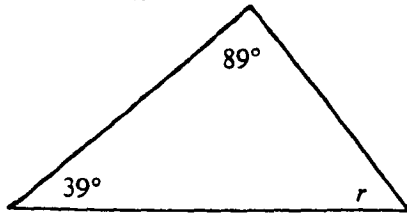


24. Calculate the circumference of the circle. Use $3.14 = \pi$.



FINAL EXAM--- MAT 109 --- Form A

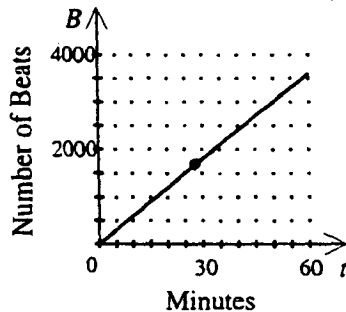
25. Find the measure of the missing angle in the given triangle.



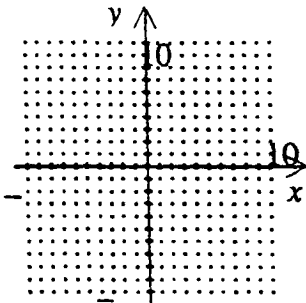
26. Rahul pays \$332 in advance on his account at the health spa. Each time he uses the hot tub at the spa, \$10 is deducted from the account. Write an equation that represents the value remaining in his account after he has used the hot tub x times. Find the value remaining in the account after Rahul uses the hot tub 6 times.

27. Gayle has a resting heart rate of 60 beats per minute. The equation that describes the total number of heartbeats in a given time is $B = 60t$, where t is the time in minutes. What is the meaning of (interpret) the ordered pair $(28, 1680)$?

(Hint: the graph of the equation is below)



28. Graph the point $C(-7, 3)$?



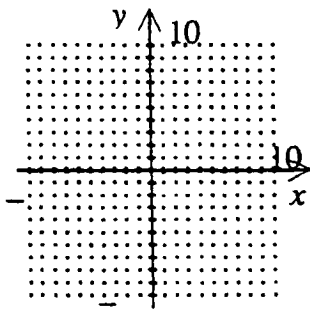
29. Find $f(-3)$ given that $f(x) = -3x^2 - 3x - 17$.

FINAL EXAM--- MAT 109 --- Form A

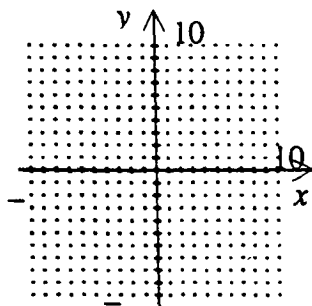
30. Find the equation of the line, in slope-intercept form that is parallel to $-5x - 7y = -7$ and contains the point $(-3, 4)$.

31. What is the equation of a line, in slope-intercept form, that passes through the point $(-7, -4)$ with slope -1 ?

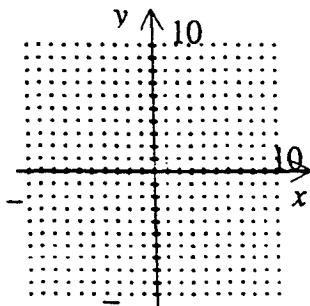
32. Graph. $x + y = 8$



33. Graph $x = -8$?



Graph. $-4x > 3y$



FINAL EXAM--- MAT 109 --- Form A

35. Write the equation of the line that contains the points. $(8, -2)$ and $(2, 0)$

36. Solve the system of equations for x and y using the easiest method

$$x + 3y = 7$$

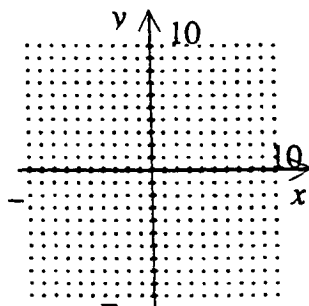
$$4y = 2$$

37. Solve the system of equations for x and y using the easiest method

$$x + 2y = -7$$

$$5x - 7y = 67$$

38. Graph the solution set. $y \leq x - 3$
 $y < -4$



FINAL EXAM--- MAT 109 --- Form A

39. A motorboat can go 10 miles downstream on a river in 20 minutes. It takes 30 minutes for this boat to go back upstream the same 10 miles. Find the rate of the boat in calm water and the rate of the current.

40. Simplify (expand) $(5x + 6y)^2$

41. Simplify (expand) $(6x^2 + 8)(6x^2 - 8)$

42. Simplify (expand) $4x^3(4x - 2y)$

43. Simplify (expand). $(-5xy^4)(5x^4y^4)$

44. Simplify (expand) $(4x + 9)(5x + 1)$

FINAL EXAM--- MAT 109 --- Form A

45. Simplify (reduce) $\frac{32x^5}{16x^{-9}}$

46. Simplify (collect). $(-5x^2 + 5x^6 - 9) + (3x^6 + 3 - 5x^2)$

47. Express the number in scientific notation. 367.75

48. A virus takes up a volume of approximately 3.1×10^{-14} cubic centimeters. Calculate the estimated number of viruses in 98 cubic centimeters and give your answer in scientific notation?

49. Use synthetic division to find $(2x^3 + 2x - 2) \div (x - 2)$

50. Evaluate the polynomial. $5g^3 - 3g^2 + 7g - 11$ when $g = 5$

Now go take the time to review your work.

Any problem that has the command solve can definitely be checked for a correct solution.

NORTHLAND PIONEER COLLEGE
ASSOCIATE DEGREE NURSING PROGRAM

**ASSESSMENT OF STUDENT ACADEMIC
ACHIEVEMENT**

SECOND YEAR REPORT

2004-2006

March 2006

PARTICIPANTS

Dean of Nursing and Allied Health: Penny Fairman

Faculty-Nursing:

Orina Hodgson

Dianne Popp

Dana Jolly

Deb McGinty

Faculty-Nursing Assistant

Dianne Samarin

Theresa Artz-Howard

ASSESSMENT
OF
STUDENT ACADEMIC ACHIEVEMENT

Second Year Report

ACTIVITY LEVEL I:

Steps One through Four of the two-year cycle of the assessment have been completed.
Step Five - the results of the Annual Report were reviewed with the faculty.
Step Six of the cycle – Implementation of Results/Curricular Change is ongoing.

Associate Degree in Nursing Program:

1. The percentage level of 100% for all three medication calculation proficiency examinations (formative tools) will be used for the next year. This was increased from 90% on faculty recommendation.
2. Standard national testing is to be incorporated into the program's curriculum to help assess the student's academic achievement and to prepare them for being successful in taking the NCLEX-PN and the NCLEX-RN. Health Education Systems, INC. (HESI) exams have been adopted. These tests will be used at the end of the second and fourth semester and therefore, will be summative tools. They will be piloted this year and will be required for students to pass to continue on to the third semester and for graduation. This will be for students entering the program as of the Fall 2006. (Appendix A).
3. Other Summative tools, the use of the passing rate of the NCLEX-RN is to remain with the goal of increasing the passing rate to 75% or higher as required by the Arizona State Board of Nursing (AZBN). The AZBN is talking about a passing rate of 100% in the future. We will strive to get there.
4. By 2008 data will be available that will show the performance of students admitted to the program based on the HESI Admission assessment test. In addition, the success on the PN exit test at the end of the second semester and RN exit test at the completion of the fourth semester, as well as to how the students did on the NCLEX-PN and NCLEX-RN licensing exam will be shown.
5. Another formative and summative tool used is the clinical assessment sheet that is completed at the end of each semester and must be completed successfully prior to the student completing the capstone portion of the fourth semester. (Appendix B)
6. A graduate performance outcome tool has been used as a summative tool. A survey for the graduates employers' to fill out and send back was developed and used in this cycle and will continue to be used at the one year post graduation time.

The faculty in the Associate Degree Nursing program proceeded to utilize the formative and summative assessment tools as indicated above.

ADN PROGRAM:

ACTIVITY LEVELS II AND III:

I. FORMATIVE ASSESSMENTS:

A. Year 2004 Dosage Calculation Test for First Semester Students

	Total Students	First Try	Second Try	Third Try
LCC	12	12-100%		
WMC	13	10-77%	3-100%	

It should be noted that 3 LCC students were taking the class for the second time due to inability to pass dosage calculation tests in 2003.

B. Year 2005 Dosage Calculation Test for Second Semester Students

	Total Students	First Try	Second Try	Third Try
LCC	12	9-75%	3-100%	
WMC	13	10-80%	2-67%	1-100%
N116	3	3-100%		

N116 is the LPN to RN transition course. As none of these students had initiated IV's as part of their current practice, they were assessed to be at the same level as the second semester students in this particular skill.

C. Dosage Calculation Test For Third Semester Students

Year: 2005	Total Students	Students who passed first try	Students who passed second try	Students who passed third try	Students who did not pass
LCC	11	3-27%	5-63%	2-66%	1
WMC	15	6-40%	7-78%	2-100%	

The required passing level was 90% or above for this examination. Three tries are allowed for this exam. Both campuses first try pass rates are lower than those in 2003. The lower scores may reflect a change that eliminated IV therapy theory content from the exam (tested with multiple choice questions, previously >80% of the exam). Accurate dosage calculations are critical aspects of nursing knowledge and formative assessment this knowledge is essential to the nursing program. On request of faculty the required passing rate has been increased to 100% starting in the Fall of 2006.

II SUMMATIVE ASSESSMENTS:

A. Assessment Tests

This Educational Resources, Inc. (ERI) test was replaced by the HESI tests for pre-admission assessment. As of this date only the HESI Admission Assessment test has been administered. See Appendix C for how results were used to select students.

Criteria for admission was:

GPA > 3.0, Overall score on application > 70 and Cumulative score on HESI > 70.

Seventy completed applications were received. Forty-six met these qualifications.

(Appendix D)

Results from the last ERI tests:

ERI LPN assess Tests for Second Semester Students at Completion of Semester 2005

		Group Composite	National Composite
LCC	LPN Assess	65%	64%
WMC	LPN Assess	64%	64%

The faculty wanted a better assessment of the student at a closer level to the second semester. Items that were wrong were available to students; however, in review by one instructor there were 3 incorrect answers on the key used for review.

ERI RN CAP-Pharmacology-- Second Semester Students 2005

	CAP TEST	Group Average	National Average
LCC	Pharmacology	50%	61%
WMC	Pharmacology	67%	61%
N116	Pharmacology	49%	61%
RN Refresher	Pharmacology	60%	61%

This test was used as a possible predictor for remediation needs. Since calculation and medication administration have been identified by JCAHO (Joint Commission for Accreditation of Health Care Organizations) and CMS (Consolidated Medicare Services) as a major source for medication errors; the faculty believed continued assessment was important in this skill.

ERI Pre-RN and ERI RN Assessment tests for fourth semester students Spring 2005:

		Group	National
LCC	Pre-RN IIA- March 2005	62	52
WMC	Pre-RN IIA- February 2005	61	52
LCC	Pre-RN IIA- March 2005	60	52
WMC	Pre-RN IIA- February 2005	61	52
LCC	RN Assessment- May 2005	58	52
WMC	RN Assessment- May 2005	60	52

On the RN Assessment test, WMC scores that were lower than the national average were in Surgical Nursing and Management of Care. LCC scores that were lower than the national average were Evaluation Phase of the Nursing Process, Surgical Nursing, Management of Care, and Pharmacology.

B. NCLEX – RN & PN

Licensed Practical Nurses:

For the year of 2005 the first time pass rate for NPC was 93%. National average for the same period was 86%, Arizona average was 96%.

Registered Nurses:

For the year of 2005 the first time pass rate for NPC was 82%. National average for the same period was 81%. Arizona average was 76%.

The first time pass rate for 2004 for NPC was 83%.

This lower pass rate was addressed by improvement of the nursing program's admission criteria, the utilization of a national testing service (HESI), and changes in the nursing curriculum hours and course breakdown.

The NCLEX PN & RN first time pass rates are excellent indicators for students' success in academic achievements. These are standard summative assessment tools for the nursing students.

C. One Year After Graduation Questionnaires

Two questionnaires were developed, one for students and one for the employers. (Appendix E & F). This summative tool was rewritten and approved by the faculty and Advisory Committee.

Graduate surveys: One hundred and twelve questionnaires were sent out to graduates from 2001 to 2004. Twenty-two completed surveys were returned for a return rate of 19.6%.

Employer surveys: Twenty-eight questionnaires were sent out to those agencies we have clinical contracts with. Eleven completed surveys were returned for a return rate of 39.2%.

Complete results can be found in the Appendix for each form.

APPENDIX A CONTINUATION POLICY

Students must meet the following criteria to continue from the second semester to the third semester:

- Achieve a “passing score on the Nursing PN Exam “(See Nursing PN Exam policy).
Maintenance of grade point average of 2.0 or better for nursing classes (78%-84%).

NURSING PN EXAM POLICY

PURPOSE The purpose of the Nursing Exit Exam is to:

- Provide information for the ongoing systematic evaluation of the curriculum (as required for state and national accreditation).
- Measure the ability of second semester students to think critically and synthesize knowledge to make safe judgments and decisions in the discipline of nursing.
- Predict probability of passing the NCLEX-PN exam.

POLICY

1. *Second semester nursing students are required to achieve a passing score on the Nursing PN Exam in order to move to the third semester of the NPC program.*
 - a. The Nursing Program Department will choose the exam and vendor.
 - b. The Nursing Programs Department based on the test given will determine the passing score.
2. *The Nursing PN Exam will be incorporated as a requirement of a second semester nursing course.*
3. Second semester nursing students will be allowed two (2) attempts to achieve a passing score on the nursing exit exam.
4. Students must wait at least 3 weeks between exam attempts in order to provide time for review in any areas of weakness.
5. Second semester nursing students who do NOT achieve a passing score in two (2) attempts will fail (grade of “F”) the associated nursing course.
6. Students who fail the Nursing PN Exam two (2) times and fail a nursing course as a result, and who are eligible to return to the nursing program, will be allowed to repeat the associated course the next time it is offered.

APPENDIX A (continued)

GRADUATION REQUIREMENTS

Students must meet the following criteria to graduate from the ADN program:

1. Achieve a "passing score on the Nursing Exit Exam "(See Nursing Exit Exam policy).
2. Maintenance of grade point average of 2.0 or better for nursing classes (78%-84%).
3. Completion of all college requirements for graduation with a minimum of 66 credit hours required for degree completion.
4. Compliance with all procedures for application for graduation, which are listed in the Northland Pioneer College Catalog.

NURSING EXIT EXAM POLICY

PURPOSE The purpose of the Nursing Exit Exam is to:

- Provide information for the ongoing systematic evaluation of the curriculum (as required for state and national accreditation).
- Measure the ability of senior students to think critically and synthesize knowledge to make safe judgments and decisions in the discipline of nursing.
- Predict probability of passing the NCLEX-RN exam.

POLICY

1. *Fourth semester nursing students are required to achieve a passing score on the Nursing Exit Exam in order to graduate from NPC ADN program.*
 - a. The Nursing Program Department will choose the exam and vendor.
 - b. The passing score will be determined by the Nursing Programs Department and announced prior to the exam.
2. *The Nursing Exit Exam will be incorporated as a requirement of a last semester nursing course.*
3. Fourth semester nursing students will be allowed two (2) attempts to achieve a passing score on the nursing exit exam.
4. Students must wait at least 3 weeks between exam attempts in order to provide time for review in any areas of weakness.
5. Fourth semester nursing students who do NOT achieve a passing score in two (2) attempts will fail (grade of "F") the associated nursing course.
6. Students who fail the Nursing Exit Exam two (2) times and fail a nursing course as a result, and who are eligible to return to the nursing program, will be allowed to repeat the associated course the next time it is offered.

Appendix B
NORTHLAND PIONEER COLLEGE
ASSOCIATE DEGREE NURSING PROGRAM
CLINICAL EVALUATION TOOL

GUIDELINES:

This tool is used to evaluate the clinical performance of students at two crucial transitional points, at the midterm and the end of each semester during the Northland Pioneer College Associate Degree Nursing Program.

Evaluation of students is based on information from instructor observation of the following:

- Student preparation for and provision of clinical care of patients.
- Student interaction with peers and clinical agency staff.
- Student behavior is consistent with guidelines presented in the Student Handbook for the Nursing Program.

For each year, the Clinical Evaluation Tool measures behaviors to meet the Healing Community Outcome Objectives by Level (see attached). Leveling is done by linking the Clinical Evaluation Tool to clinical objectives and activities listed in course syllabi.

NORTHLAND PIONEER COLLEGE

ASSOCIATE DEGREE NURSING PROGRAM

CLINICAL EVALUATION TOOL

Student: _____ ID #: _____

Please rate each objective at midterm and at the end of the semester. Grading is pass/fail. In order to achieve a passing grade on the clinical evaluation tool, the student must obtain a satisfactory rating on all but two line items on the performance criteria. **More than 2 unsatisfactory scores = fail.** Criteria scored as N/M, are not considered part of the overall grade on the clinical evaluation tool.

Code S= Satisfactory—Demonstrates nursing skills safely and conveys thorough understanding of the required nursing action(s). Or, utilizes effective verbal and non-verbal skills for non-physical nursing interventions or behaviors. Or, is consistent in implementing the nursing process and incorporating critical thinking effectively. Or, assumes appropriate leadership/management skills.

N = Needs Improvement—Used only at midterm. Still requires supervision and/or ongoing dialogue with instructor for guidance. Is unable to practice skill independently.

U = Unsatisfactory—Is unable to demonstrate skill safely. Or, is ineffective in non-physical nursing interventions or behaviors. Or, does not utilize the nursing process and critical thinking effectively. Or, does not demonstrate appropriate leadership/management.

N/M = Not Measurable—Is a more advanced skill or specialized nursing skill. Or, is not observed, or not applicable, or not used in the particular clinical setting.

<u>OBJECTIVE</u>	<u>NUR 121</u> Midterm S/N/U/NM	<u>NUR 121</u> Final S/N/U/NM	<u>NUR 122</u> Midterm S/N/U/NM	<u>NUR 122</u> Final S/N/U/NM	<u>NUR 221</u> Midterm S/N/U/NM	<u>NUR 221</u> Final S/N/U/NM	<u>NUR 222</u> Midterm S/N/U/NM	<u>NUR 222</u> Final S/N/U/NM
CLINICAL COMPETENCE:								
1. Medication Administration								
A. Verifies 5 "Patient Rights" with instructor or other staff RN prior to medication administration 100% of the time.								
B. Identifies correct action of medication time prior to administration of all medications, consistently.								
C. Identifies nursing considerations for each medication administered, consistently.								
D. Is aware of patient vital signs prior to administration of cardiotonic medications 100% of the time.								

<u>OBJECTIVE</u>	<u>NUR 121</u> <u>Midterm</u> <u>S/N/U/NM</u>	<u>NUR 121</u> <u>Final</u> <u>S/N/U/NM</u>	<u>NUR 122</u> <u>Midterm</u> <u>S/N/U/NM</u>	<u>NUR 122</u> <u>Final</u> <u>S/N/U/NM</u>	<u>NUR 221</u> <u>Midterm</u> <u>S/N/U/NM</u>	<u>NUR 2</u> <u>Final</u> <u>S/N/U/</u>
E. Calculates cc/hour when administering IV medications without difficulty.						
F. Calculates gtts/min when administering IV medications without difficulty.						
G. Calculates pediatric drug dosage and confirms appropriateness of order without difficulty.						
H. Describes how to use heparin protocol accurately.						
I. Documents IV site status of patient within first hour of caring for patient.						
J. Recognize signs/symptoms of therapeutic and adverse effects from psychotropic medication on client behavior.						
K. Uses medical Administration Record to check against patient armband prior to administering medications 100% of the time.						
L. Describes correct rate of administration of IV bolus drugs consistently.						
M. Describes dilution requirements of IV bolus drugs prior to administration, consistently.						

<u>OBJECTIVE</u>	<u>NUR 121</u> <u>Midterm</u> <u>S/N/U/NM</u>	<u>NUR 121</u> <u>Final</u> <u>S/N/U/NM</u>	<u>NUR 122</u> <u>Midterm</u> <u>S/N/U/NM</u>	<u>NUR 122</u> <u>Final</u> <u>S/N/U/NM</u>	<u>NUR 221</u> <u>Midterm</u> <u>S/N/U/NM</u>	<u>NUR 221</u> <u>Final</u> <u>S/N/U/NM</u>
N. Correctly identifies labs used to assess the patient response of ordered medications.						
O. Assesses and documents the patient complaining of pain based on PQRST, consistently.						
2. Basic Care of Patient						
P. Demonstrates safe performance of all nursing skills, performed.						
Q. Describes the use of precautions (fall, seizure, suicide, etc.)						
R. Initiates precautions when applicable.						
S. Adheres to hospital policy on restraint procedure.						
T. Describes and uses aseptic procedures correctly.						
U. Turns bedridden patients every two hours, consistently.						
V. Assesses patient hydration status accurately.						
W. Completes patient assessment within first two hours of care, consistently.						
X. Describes hip precautions in the patient with hip replacement.						

<u>OBJECTIVE</u>	<u>NUR 121</u> Midterm S/N/U/NM	<u>NUR 121</u> Final S/N/U/NM	<u>NUR 122</u> Midterm S/N/U/NM	<u>NUR 122</u> Final S/N/U/NM	<u>NUR 221</u> Midterm S/N/U/NM	<u>NUR 2</u> Final S/N/U/
Y. Performs thorough and accurate head-toe physical assessments for specific age groups.						
Z. Refers to hospital policy/ procedure prior to implementing nursing skills, consistently.						
CRITICAL THINKING:						
1. Nursing Process						
A. Uses NANDA—approved nursing diagnosis.						
B. Uses pathophysiology of disease process as the “related to” in the three-part nursing diagnosis.						
C. Uses actual sign, symptoms and patient/family statements in the “AEB” part of nursing diagnosis.						
D. Links nursing diagnosis to actual patient assessment.						
E. Creates customized nursing diagnosis statements, not canned statements.						
F. Gives rationale for all nursing interventions.						
G. Makes goals broad.						
H. Makes desired outcomes, specific: observable, measurable and time-framed.						
I. Updates agency nursing plan of care daily.						

<u>OBJECTIVE</u>	<u>NUR 121</u> Midterm S/N/U/NM	<u>NUR 121</u> Final S/N/U/NM	<u>NUR 122</u> Midterm S/N/U/NM	<u>NUR 122</u> Final S/N/U/NM	<u>NUR 221</u> Midterm S/N/U/NM	<u>NUR 2</u> Final S/N/U/
J. Documents patient response to implemented interventions.						
K. Turns in nursing care plans according to guidelines.						
2. Clinical Critical Thinking						
L. Demonstrates inquisitiveness.						
M. Demonstrates interpretation of laboratory and assessment data.						
N. Discusses basis for decision-making in clinical setting.						
CARING:						
A. Treats faculty, nursing staff, medical staff, patients, and peers with equal consideration.						
B. Refrains from stereotypical and demeaning description towards others.						
CULTURE:						
A. Incorporates cultural considerations in each nursing care plan submitted.						
B. Brings up cultural issues in discussion of patients.						
COMMUNICATION:						
A. Utilizes therapeutic interpersonal skills with patients and families.						

<u>OBJECTIVE</u>	<u>NUR 121</u> <u>Midterm</u> <u>S/N/U/NM</u>	<u>NUR 121</u> <u>Final</u> <u>S/N/U/NM</u>	<u>NUR 122</u> <u>Midterm</u> <u>S/N/U/NM</u>	<u>NUR 122</u> <u>Final</u> <u>S/N/U/NM</u>	<u>NUR 221</u> <u>Midterm</u> <u>S/N/U/NM</u>	<u>NUR 2</u> <u>Final</u> <u>S/N/U/</u>
B. Identifies use of roadblocks in therapeutic communication attempts.						
C. Documents patient response to intervention.						
D. Actively participates in post-clinical conference.						
E. Maintains confidentiality of patient information 100% of the time.						
F. Reports medication error to the instructor within 24 hours of knowledge of error.						
G. Recognize alterations in mood/thought processes and behavior of personality disorders while interacting with clients.						
H. Reports accurate and pertinent information to appropriate staff and instructor in a timely manner.						
I. Demonstrates active listening.						
J. Documents patient vital signs and intake/output in a timely, accurate manner.						
LEARNING—TEACHING:						
A. Assesses client teaching needs prior to teaching.						
B. Provides adequate teaching with medication administration.						

<u>OBJECTIVE</u>	<u>NUR 121</u> <u>Midterm</u> <u>S/N/U/NM</u>	<u>NUR 121</u> <u>Final</u> <u>S/N/U/NM</u>	<u>NUR 122</u> <u>Midterm</u> <u>S/N/U/NM</u>	<u>NUR 122</u> <u>Final</u> <u>S/N/U/NM</u>	<u>NUR 221</u> <u>Midterm</u> <u>S/N/U/NM</u>	<u>NUR 2</u> <u>Final</u> <u>S/N/U/</u>
C. Provides adequate teaching with nursing procedure implementation.						
D. Requests feedback from client regarding teaching needs.						
E. Documents all teaching.						

ACCOUNTABILITY:						
A. Arrives 15 minutes prior to scheduled shift, consistently.						
B. Notifies instructor of absence prior to beginning of clinical shift, consistently.						
C. Maintains appropriate behavior in all areas of clinical.						
D. Adheres to student dress code.						
E. Accepts new and changing situations without undue stress and complaint.						
F. Accepts constructive suggestions and utilizes feedback.						
G. Makes appropriate use of time.						
H. Responds in a clear, concise, manner to questions regarding clinicals.						

<u>OBJECTIVE</u>	<u>NUR 121</u> Midterm S/N/U/NM	<u>NUR 121</u> Final S/N/U/NM	<u>NUR 122</u> Midterm S/N/U/NM	<u>NUR 122</u> Final S/N/U/NM	<u>NUR2121</u> Midterm S/N/U/NM	<u>NUR 2</u> Final S/N/U/
LEADERSHIP/MANAGEMENT:						
A. Delegates to appropriate staff, appropriate tasks.						
B. Follows up on delegated tasks to assure completeness.						
C. Seeks and receives reports from delegates.						
D. Functions as a mental health team member promoting goals of therapeutic milieu.						
E. Reports to supervising staff in a complete and timely manner.						

NUR 121: NURSING I

Agencies: _____

Midterm Comments:

Midterm Student Comments:

Midterm Absences: _____

Pass: _____

Student Signature: _____

Date: _____

Faculty Signature: _____

Date: _____

Final Comments:

Final Student Comments:

Final Absences: _____

Pass: _____

Student Signature: _____

Date: _____

Faculty Signature: _____

Date: _____

NUR 122: NURSING II

Agencies: _____

Midterm Comments:

Midterm Student Comments:

Midterm Absences: _____

Pass: _____

Student Signature: _____

Date: _____

Faculty Signature: _____

Date: _____

Final Comments:

Final Student Comments:

Final Absences: _____

Pass: _____

Student Signature: _____

Date: _____

Faculty Signature: _____

Date: _____

NUR 221: NURSING III

Agencies: _____

Midterm Comments:

Midterm Student Comments:

Midterm Absences: _____

Pass: _____

Student Signature: _____

Date: _____

Faculty Signature: _____

Date: _____

Final Comments:

Final Student Comments:

Final Absences: _____

Pass: _____

Student Signature: _____

Date: _____

Faculty Signature: _____

Date: _____

8/02

NUR 222: NURSING IV

Agencies: _____

Midterm Comments:

Midterm Student Comments:

Midterm Absences: _____

Pass: _____

Student Signature: _____

Date: _____

Faculty Signature: _____

Date: _____

Final Comments:

Appendix C

Nursing Student Selection Criteria from HESI and GPA

# with GPA >3	Overall Score	Cumulative
58	8>90	3>90
12< 3	27>80	24>80
	42>70	24>70
	7>60	16>60
	1>50	2>50
	1>40	

READING COMPREHENSION SCORING SUMMARY

Description: Reading comprehension assessment indicates basic reading and comprehension skills at the eighth to ninth grade reading levels.

SCORE	SCORE DESCRIPTION
90% and Above	Should be able to read and comprehend nursing textbook content.
80-89%	Should be successful in understanding most nursing textbook content though they may need to re-read more difficult material in order to grasp the full meaning of the material.
70-79%	Will have difficulty keeping up with the heavy reading assignments necessary for successful completion of a nursing program.
69% and Below	Should seek additional assistance in a formalized remediation program prior to entering the nursing program.

VOCABULARY AND GENERAL KNOWLEDGE SCORING SUMMARY

Description: Vocabulary is viewed by some authors as the best measure of adult IQ. These questions are designed to assess vocabulary skills, general knowledge, and critical thinking skills as a means of determining the candidates' ability to succeed in a nursing education program.

SCORE	SCORE DESCRIPTION
90% and Above	A well-read individual whose vocabulary skills are at the tenth to the eleventh grade level. These students should be successful in reading and understanding nursing textbooks.
80-89%	These students can be successful in nursing school but will need to carefully re-read those areas they do not understand and look up words they do not know the meaning of in an effort to increase their vocabulary skills.
79-70%	Keeping up with reading assignments may be more arduous for those scoring at this level and additional tutoring may be indicated.
69% and Below	Should seek additional assistance in a formalized reading and vocabulary enhancement program prior to entering the nursing program or in conjunction with beginning level courses.

GRAMMAR SCORING SUMMARY

Description: Grammar assessment indicates basic grammar skills eighth to ninth grade reading levels.

SCORE	SCORE DESCRIPTION
90% and Above	Should be able to complete written assignments with no difficulty in terms of writing grammatically correct assignments. Should be able to read and comprehend most nursing textbooks.
80-89%	Should be able to complete written assignments in terms of writing grammatically correct assignments. However, written assignments may need to be reviewed by a knowledgeable person prior to submitting them for grading.
70-79%	Will have difficulty with grammar when completing written assignments and when speaking to clients, teachers, etc. Obtaining outside assistance in English/Grammar will probably be helpful.
69% and Below	Enrolling in an English/Grammar remediation program prior to entering nursing school is likely to be required in order to be successful in a nursing program.

*The importance of success on the Chemistry, Biology and Anatomy and Physiology tests depends on the school's entrance requirements.

Appendix C (continued)
NORTHLAND PIONEER COLLEGE
NURSING PROGRAMS
ADMISSION RATING SHEET

NAME: _____ DATE: _____
 I.D. # _____

I. PREREQUISITES (FACTOR TOTAL GPA FOR SCORE)

COURSE GRADE (NUMERICAL) CREDIT HOURS POINTS

BIO 201	_____	X	4 =	_____
BIO 202	_____	X	4 =	_____
CHM 130	_____	X	4 =	_____
ENL 101	_____	X	3 =	_____
HES 145	_____	X	3 =	_____
MAT 112, 121, 142 or 152	_____	X	3 or 4 =	_____
			TOTAL	

TOTAL # OF CREDIT HOURS: _____ POINTS: _____ Possible: 88

TOTAL POINTS _____ ÷ TOTAL # OF CREDITS _____ = _____ GPA

II. CO-REQUISITES (POSSIBLE 5 COMPLETED COURSES)

COURSE GRADE Points

BIO 205	_____	_____	A = 4
ENL 102	_____	_____	B = 3
PSY 240	_____	_____	C = 2
ARTS/HUMANITIES ELE.	_____	_____	
ANT 120 or SOC 120	_____	_____	

Possible: 20

TOTAL CO-Req POINTS _____

III. HESI English Composite score _____ points _____

Science Composite score _____ points _____ Possible: 50

90 or > 25 80 or > 15 70 or > 10 60 or > 5 59 or < 0

TOTAL Points _____

Cumulative Score _____

TOTAL Points _____

90 or > 100 80 or > 90 70 or > 80 60 or > 70 59 or < 0 Possible: 100

RATING WITH WEIGHTED CRITERIA

PREREQUISITES GPA _____ X 25 X 50% (.50) = _____

CO-REQUISITES POINTS _____ ÷ 5 = _____

HESI COMPOSITE SCORE _____ X 10% (.10) = _____

HESI Cumulative Score _____ X 30% (.30) = _____

WRITING SAMPLE _____ X 10% (.10) = _____

(top score 100) **RATING SCORE:** _____

CNA _____ Yes _____ Pending _____

APPENDIX D
Northland Pioneer College
Nursing Program
Spring 2005

Graduate Questionnaire Results

One hundred and twelve questionnaires were sent out to graduates from 2001 to 2004. Twenty-two completed surveys were returned for a return rate of 19.6%. The following are the responses to the corresponding questions. Numbers may not add up due to no responses on questionnaire.

1. I graduated from the nursing program in
 - 2000-2001 5
 - 2001-2002 5
 - 2003-2004 10
2. I attended the nursing program on the following campus:
 - WMC 11
 - LCC 9
3. I passed the NCLEX-RN exam:
 - First try: 17
 - Second try 1
 - Have not passed 2
 - Fourth try 1

4. Are you presently working as a Registered Nurse?
 - 7 working as RN
 - 1 working as LPN

If yes, what type of nursing are you doing?

- Medical Surgical (7)
- Emergency Room (2)
- Labor and Delivery (2)
- Public Health
- Post op unit
- Charge Nurse
- Rehabilitation nursing

If not, what type of work are you doing?

- No responses
5. Do you feel the nursing program at NPC prepared you to assume the responsibilities of an RN?
 - Yes 11
 - No 5
 - Somewhat 3
 6. What was most helpful in your preparation at NPC?
 - Clinicals 5
 - Faculty 2
 - Nothing 2
 - Care plans
 7. What was the least helpful?
 - Faculty 2

- Stress caused by dysfunctional program
 - Constant change in faculty
 - Negative faculty
 - Care plans
 - Science courses
8. What suggestions do you have for improving the Nursing program at NPC?
- More clinical time
 - Consistency in faculty/program
 - Take program back to pre 2000
 - Increased information on pharmacology, lab values
9. Have you continued your nursing education?
- Working on BSN 10
 - Working on MSN (BS in another subject)
10. Comments
- Well prepared to work as RN
 - Communication between students and faculty needs to increase
 - Don't lower standards to accommodate failing students
 - Too much time sitting around reading at clinicals
 - Only graduate those students that deserve to graduate

Employer Questionnaire Results

1. Do you regularly hire NPC nursing graduates? What are some of the reasons for this?

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VI. ASSESSMENT OF STUDENT ACADEMIC ACHIEVEMENT REPORT (DUE DATE MARCH 20, 2006)

DEPARTMENT: NURSING

MISSION: (Circle One) General Education, Transfer Preparation, Employability, Developmental Education, Customized Education (Economic Development), or Personal Interest.

There are currently five levels of assessment that are possible within each department. These levels are related to development of the department assessment data gathering techniques and use of the information to fine-tune courses as necessary.

Department Activity Level Checklist

Activity Level:	Departmental Progress:
Level I: The department assessment processes have been detailed and developed for use by faculty.	Yes <u> X </u> No <u> </u> Attach copies of instruments used, instructions for students, time frames for activities, etc.
Level II: Data collection has been implemented.	Yes <u> X </u> No <u> </u> Attach copies of grading rubrics, analysis of test questions and overall findings.
Level III: Faculty, instructional leaders, and deans have analyzed the data.	Yes <u> X </u> No <u> </u> Attach copies of conclusions reached by the assessment team.
Level IV: Faculty, instructional leaders, and deans have used the data to improve student academic achievement.	Yes <u> X </u> No <u> </u> Attach highlights related to curriculum and/or assessment changes which were implemented through this process such as revision of study guides, exams, changes in grading rubrics.
Level V: Data has been used to improve the assessment process.	Yes <u> X </u> No <u> </u> Attach highlights related to improvements and/or streamlining the assessment process.

Assessment Chair's Signature

Date

Dean's Signature

Date

VI. ASSESSMENT OF STUDENT ACADEMIC ACHIEVEMENT REPORT (DUE DATE MARCH 20, 2006)

DEPARTMENT: Workforce Development – Real Estate

MISSION: (Circle One) General Education, Transfer Preparation, Employability, Developmental Education, Customized Education (Economic Development), or Personal Interest.

There are currently five levels of assessment that are possible within each department. These levels are related to development of the department assessment data gathering techniques and use of the information to fine-tune courses as necessary.

Department Activity Level Checklist

Activity Level:	Departmental Progress:
Level I: The department assessment processes have been detailed and developed for use by faculty.	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Attach copies of instruments used, instructions for students, time frames for activities, etc.
Level II: Data collection has been implemented.	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Attach copies of grading rubrics, analysis of test questions and overall findings.
Level III: Faculty, instructional leaders, and deans have analyzed the data.	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Attach copies of conclusions reached by the assessment team.
Level IV: Faculty, instructional leaders, and deans have used the data to improve student academic achievement.	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Attach highlights related to curriculum and/or assessment changes which were implemented through this process such as revision of study guides, exams, changes in grading rubrics.
Level V: Data has been used to improve the assessment process.	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Attach highlights related to improvements and/or streamlining the assessment process.

ADRE collects data from the testing Co. & then sends it to NPC. I review the information & adjust instruction as necessary. Pat Mc Cann

Assessment Chair's Signature

[Signature]
Dean's Signature

Date

3-20-2006
Date

ARIZONA DEPARTMENT OF REAL ESTATE
OVERALL PASS RATIOS BY SCHOOL
08/01/2005 TO 09/30/2005

REPORT PRINTED: 10/12/2005

SCHOOL ID	SCHOOL NAME				
0507	NORTHLAND PIONEER COLLEGE				
EXAM	EXAM NAME	EXAMS ADMIN	EXAMS PASSED	EXAMS FAILED	PASS RATE
BROSTA	REAL ESTATE BROKER-STATE PORTION	1	1	0	100 %
SALGEN	REAL ESTATE SALESPERSON-NATIONAL PORTION	22	12	10	55 %
SALSTA	REAL ESTATE SALESPERSON-STATE PORTION	30	10	20	33 %
Sub Total:		53	23	30	43 %

Please file in book + send to Pat McCann-Wm

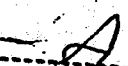
M. Bell
 10-24-05

RECEIVED
 OCT 24 2005
 BY: *[Signature]*

AZ Real Estate
School Strength and Weakness Summary
All Administrations
Generated by Consolidator - 0507
07/01/2005 - 09/30/2005

Test Title:	Number of Exams	Failed	Passed	Passed StateWide
AZ Real Estate Broker State Specific - (031212)	1	0 (0.00%)	1 (100.00%)	91.75 %

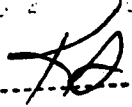
Section Title	# of Questions	School Min	School Max	School Average	State Average
Activities of Licensees	21	19	19	19.00 (90.48)	18.88 (89.89)
Finance/Settlement	12	10	10	10.00 (83.33)	9.86 (82.13)
Leasing and Property Management	3	2	2	2.00 (66.67)	2.57 (85.57)
Licensing	6	2	2	2.00 (33.33)	5.09 (84.82)
Ownership/Transfer	18	12	12	12.00 (66.67)	14.93 (82.97)
	60	45	45	45.00 (75.0)	51.32 (85.54)

RECEIVED
OCT 14 2005
BY: 

ARIZONA DEPARTMENT OF REAL ESTATE
OVERALL PASS RATIOS BY SCHOOL
01/01/2006 TO 01/31/2006

REPORT PRINTED: 02/08/2006

SCHOOL ID	SCHOOL NAME				
0507	NORTHLAND PIONEER COLLEGE				
EXAM	EXAM NAME	EXAMS ADMIN	EXAMS PASSED	EXAMS FAILED	PASS RATE
SALGEN	REAL ESTATE SALESPERSON-NATIONAL PORTION	20	10	10	50 %
SALSTA	REAL ESTATE SALESPERSON-STATE PORTION	18	9	9	50 %
Sub Total:		38	19	19	50 %

RECEIVED
FEB 8 2006
BY: 

AZ Real Estate

School Strength and Weakness Summary

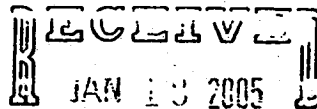
All Administrations

Generated by Consolidator - 0507

10/01/2004 - 12/31/2004

Test Title:	Number of Exams	Failed	Passed	Passed StateWide
AZ Real Estate Salesperson State-Specific - (031203)	36	18 (50.00%)	18 (50.00%)	68.32 %

Section Title	# of Questions	School Min	School Max	School Average	State Average
Activities of Licensees	21	14	20	17.17 (81.75)	17.27 (82.22)
Finance/Settlement	12	3	11	7.25 (60.42)	8.84 (73.67)
Leasing and Property Management	3	1	3	2.31 (76.85)	2.31 (77.03)
Licensing	6	2	6	4.00 (66.67)	4.38 (72.93)
Ownership/Transfer	18	8	17	12.86 (71.45)	14.00 (77.76)
	60	29	55	43.58 (72.6)	46.79 (77.98)



BY:.....

**Assessment and Transfer Requirements in the Social
And Behavioral Science:**

**Critical Writing/Thinking
Global/International Awareness
Historical Awareness
Ethnic/Race/Gender Awareness**

2005-2006

**Submitted by:
John Deaton**

BACKGROUND

About 15 years ago, NPC came to an agreement with the universities concerning the transfer of general education courses. Full-faith transfer was guaranteed if certain criteria for these courses were established. These criteria centered on:

- Critical Writing/Thinking
- Global/International Awareness
- Historical Awareness
- Race/Ethnic/Gender Awareness

Overtime it was decided that some type of assessment process would be developed in order to assure that NPC was meeting these standards as not to jeopardize the transferability of the block of general education courses to the universities.

For the Critical Writing/Thinking area and the Ethnic/Race/Gender requirements, the universities allowed for two options to fulfill these requirements. One option was to develop a specific course that dealt with each area and require students to take each course. While this option was considered, it was not used. This was because at the time NPC did not have a course specifically designed to meet the Critical Writing/Thinking and neither English 105 nor 106 were acceptable. It was thought that while a course could be developed, it would be difficult to offer it consistently district-wide. Also, no class that specifically dealt with Ethnic/Race/Gender was available and the same logistical problem of offering it district-wide presented itself even if a course were developed.

NPC decided, however, to utilize the second option for Critical Writing/Thinking and Race/Ethnic Gender Awareness. This meant that all general education courses must embed within them elements of each. That is, all general education courses must have a Critical Writing/Thinking component as well as address relevant Race/Ethnic/Gender issues.

Both the Global/International Awareness and Historical Awareness requirements could be met with a number of existing courses and didn't pose a significant problem.

EMBEDDED CRITICAL WRITING/THINKING

The initial criteria included these points:

1. 50% of the grade for each course must be based on intensive writing and critical inquiry skills. This can be in a combination of written assignments and testing. This allowed for leeway for faculty to assign a final grade weight of less than 50% on the critical writing assignments as long as other testing procedures and/or other forms of assessment were used that measured the specific skills.

2. Each course must include a critical writing component that could be fulfilled in the following ways:
 - Formal research paper of 2000 words or more using an accepted formal style.
 - One or more critical and/or create reviews of discipline-specific literature or technical reports of not less than 2500 words in total.
 - One or more written creative presentation projects of not less than 2500 words that might include: plays, short stories, speeches, novelettes, etc.
3. All written projects must be graded on content, construction and language usage:
 - Consideration of content includes: validity of material, complexity/maturity of ideas, and critical thinking and conclusions.
 - Language usage and construction includes: grammar, spelling, style/format, vocabulary, sentence structure, and paragraph and essay structure.

The embedding of Ethnic/Race/Gender awareness issues posed more significant problems. All general education courses had to meet the following:

- The course is specifically designed to cover these awareness issues such as the current course SOC 130 – Race/Ethnic/Gender Issues in Modern Society . . or other courses of similar content.
- The course content systematically deals with the issues in a significant way. Courses such as Cultural Anthropology would fall into this category.
- A course where adjunct reading material integrates race/ethnic/gender issues or the topics are systematically dealt with within the appropriate course context would meet the requirement. Courses such as Art History where adjunct material or specific relevant analysis is added would be an example.
- Courses could also meet the requirement by assigning the critical thinking and writing component on a topic that addresses race/ethnic/gender issues.

EVOLVEMENT IN THE SOCIAL AND BEHAVIORAL SCIENCES

Each department adapted itself to meeting these college-wide requirements. In the social and behavioral sciences all general education courses are now required to meet the Critical Writing/Thinking requirements with an 8-10 page (2000-2500 word) term paper, two 4-5 page (1000-1250 word) critical analysis papers, or a series of experiments with appropriate analysis.

This probably strays a bit from the initial requirements; it does, however, follow the spirit and intent of them.

Race/Ethnic/Gender awareness is met through embedding in as specified in the official course outlines for each of the affected courses. In essence, each course embeds relevant topics and analysis or written assignments to meet the requirement.

Global/International and Historical awareness areas are met through specific courses that are highlighted in the NPC catalog.

(See attachment that is the overview of the TGECC)

Critical Writing/Thinking Assessment

PAST ASSESSMENT PRACTICES

Critical writing/thinking assessment in the social and behavioral sciences has been accomplished through analysis of the written work by students who have completed a minimum of 9 credits of social and behavioral science general education courses. Critical writing/thinking papers/assignments were collected from faculty. From the universe of assignments that were collected, a sample was taken and evaluated by faculty as to whether they met or exceeded departmental standards, partially met departmental standards, or did not meet departmental standards. The standards were rather subjective and questions concerning the reliability and validity of the assessment arose. To address these issues changes were made.

The process has evolved and has become more sophisticated. A departmental statement concerning assessment has been drafted as a guide, and a more standardized approach to assessment has been adopted.

Departmental Philosophy/Goals/Standards

- It is accepted in the department that critical writing/thinking is an essential part of all courses, especially the general education courses.
- All resident faculty will actively promote critical writing/thinking in their courses.
- All resident faculty will participate in the assessment process.
- That 75% of students that have taken 9 or more credits of general education courses in the social and behavioral sciences will meet or exceed departmental standards.
- Three different rubrics and scales will be used to establish the rate of students meeting departmental standards. (See attachments.)
- Assessment results will be used for purposes of achieving the departmental goal of 75% of students meeting or exceeding departmental standards, or sustaining or increasing the number of students meeting departmental standards is the goal is met.

STEPS IN THE CURRENT ASSESSMENT PROCESS

1. Faculty must keep a copy of students' critical writing assignments. The copy should not have any grade or comments, but needs to have the student's name on it.
2. If an option is used other than the term/research paper, be sure that all of the work that fulfills the requirement is bound together. That is, if two papers were assigned, then both of the papers should be in a packet or stapled together. If experiments were used, then all of the experiments conducted by a particular student should be in a single packet.

3. Faculty will send the collected work to the Chairman of the Social and Behavioral Sciences.
4. The Chairman will then randomly select the paper/assignments and check the transcripts of the students to make sure they have completed at least 9 credits of general education in the social and behavioral sciences. The size of the same is a minimum of 12 papers.
5. These papers will then be duplicated, along with the current rubrics, and distributed to all participating faculty for evaluation.
6. Upon completion of assessment, faculty will return the completed rubrics to the Chairman for tabulation.
7. The Chairman will issue a report with the findings and distribute to the Dean and faculty.
8. Upon consultation with the Dean and faculty, steps will be instituted to make any remedial steps necessary to achieve the departmental goals for student achievement or sustain or increase student achievement related to critical writing/thinking.

CRITICAL WRITING/THINKING ASSESSMENT 2005-2006

METHODOLOGY

During the Fall of 2005 critical writing projects were collected in the manner previously described. The current resident faculty (5) using 3 rubrics per paper evaluated 12 papers. (See attached rubrics.)

FINDINGS

Overall Means:

Rubric #1 and #3 were scored on a 1-4 scale where 4 = A (100%) and 1= 25%. Rubric #2 was scored on a 1-5 scale where 5 = A (100%) and 1= F (25%).

The mean score for all papers, when the rubrics were normed equaled 66%.

The mean score for rubric #1 = 69% or 2.74 on a 4 point scale.

The mean score for rubric #2 = 65% or 3.26 on a 5 point scale.

The mean score for rubric #3 = 65% or 2.59 on a 4 point scale.

Scores Above the Means:

When scores for all raters were averaged, the following papers were scored above the mean.

Rubric #1 – 6 papers scored above the mean (50%)

Rubric #2 – 8 papers scored above the mean (67%)

Rubric #3 – 5 papers scored above the mean (42%)

Individual Raters:

If each rater scored each paper, then a maximum total of ratings would be 36. But some raters skipped rating a small number of papers for unknown reasons. Below is the list of the percentage of papers, by rater, scored at or above the rubric mean. Adjustments were made when a rater skipped a paper(s).

Rater #1 – 53%

Rater #2 – 31%

Rater #3 – 35%

Rater #4 – 31%

Rater #5 – 72%

Raters by "Grades":

If a scale of 100-90 = A and 89-80 = B and so on, below is a list of "grades" given to the papers by rater. If a "grade" could not be determined due to no rating, then the total would be less than 12.

Rater #1 A = 5
B = 0
C = 0
D = 3
F = 4

Rater #2 A = 2
B = 0
C = 3
D = 1
F = 5

Rater #3 A = 2
B = 1
C = 1
D = 3
F = 4

Rater #4 A = 2
B = 1
C = 3
D = 1
F = 5

Rater #5 A = 5
B = 0
C = 2
D = 2
F = 3

The average for all raters: A = 2
B = 1
C = 3
D = 2
F = 5

Rater Differences from the Mean:

Three levels of differences were measured between raters and the mean. One level was at more than 10%, one if more than 15% and one if greater than 20%. All calculations were done in percentages.

- More than 10% - 50% of the time rater's grades of papers differed by more than 10%.
- More than 15% - 24% of the time rater's grades of papers differed by more than 15%.
- More than 20% - 12% of the time rater's grades of papers differed by more than 20%.

ANAYLSIS OF FINDINGS

Referring to the adopted assessment process, the goal of the Social and Behavioral Sciences is to have the universe of students who have completed 9 or more credits in the general education courses that the department offers, to exhibit critical writing/thinking, as measured by the projects that were evaluated, where 75% meets or exceeds departmental standards.

If the departmental standard is a C grade or better, then this goal was not accomplished. The aggregate data suggests that only 50% of the projects would have met or exceeded departmental standards.

RELATED ISSUES

While the assessment process has been conducted for several years, the present form of assessment is new and was implemented by the department because of problems that were identified with the previous process. Given that the assessment process has evolved to its present form to resolve previous problems, new issues have arisen and some old ones remain:

- There was some confusion related to how to use the rubrics.
- 3 of the 5 raters either skipped rating certain items on rubrics, skipped whole rubrics, skipped rating some projects, or completed a rubric(s) in a fashion that scores were unclear.
- While the aggregate mean scores for the rubrics fell within a rather narrow range when normed, 65-69%, the ranges of scores between raters varied significantly as evidenced by the data.
- The assessment process is contingent upon selecting a random sample of the defined universe, this did not happen. Several faculty members either did not send in the student projects or sent them after the period when the sample was taken.

PROPOSED CHANGES:

The above issues and concerns are significant, but I believe are manageable:

- Instead of using 3 rubrics, one rubric should be selected from the three, or a new rubric should be synthesized out of the existing ones.
- A guide on how to use the new rubric needs to be created.
- The new rubric and guide should be sent to all departmental faculty at the beginning of the semester along other critical writing/thinking material.
- The departmental assessment goal needs to be more clearly stated.
- Compliance related to the collection of critical writing/thinking projects needs to be assured.
- The department should consider expanding its evaluation of projects to include those students who have completed 3 credits and 6 credits of general education courses. This would allow the department to track improvements, if any, as students complete more courses.
- Serious consideration should be given to adopting a narrower range of accepted projects for evaluation. This would probably mean an adoption of a required research/term paper with certain specific stipulations. Projects such as book reports, experiments, and two short papers would no longer be accepted.
- It may be prudent and appropriate to reestablish dialogue with the English department concerning our expectations related to critical thinking/writing and theirs.

GLOBAL/INTERNATIONAL AWARENESS

Global/International awareness is again specifically addressed by ASU. The following courses meet this awareness area for ASU:

- ANT 102 – Cultural Anthropology
- ANT 110 – Basic Archaeology
- GEO 110 – World Regional Geography
- HIS 155 – Western Civilization I
- HIS 156 – Western Civilization II

As with Historical Awareness, both U of A and NAU don't refer directly to this awareness area. Also, while the AGECE does mention the need of transfer students to take a course in this area from an approved list, the list for U of A and NAU is uncertain.

NPC does have these courses flagged for students and to my knowledge transfer students have not been challenged

2005-2006 ASSESSMENT

Currently there is no assessment taking place that is related to Global/International Awareness.

ISSUES:

Should the department assess this awareness area?
If so, then what is the process and what are the goals?

SUGGESTIONS:

The Vice President for Instruction, the Liberal Arts Dean and the resident faculty should discuss this.

HISTORICAL AWARENESS

Historical Awareness was to be satisfied by the taking of an approved course. These courses are identified and flagged for students. ASU actually makes reference to the courses they accept as meeting the requirement.

ASU COURSES SATISFYING HISTORICAL AWARENESS:

- HIS 105 – U.S. History I
- HIS 106 – U.S. History II
- HIS 155 – Western Civilization I
- HIS 156 – Western Civilization II
- ANT 110 – Basic Archaeology
- ANT 205 – Southwest Native American Cultures
- ANT 210 – Southwest Archaeology

Neither U of A or NAU identify specific courses no mention the awareness area directly, but the AGECE does still refer to this awareness area as being met by taking an approved course. The problem is the uncertainty of which courses are approved. ASU identifies these, but not U of A or ASU, but it is probably safe to assume that NPC's current list of courses is still appropriate.

2005-2006 ASSESSMENT

Currently there is no assessment taking place that is related to Historical Awareness.

ISSUES:

- Should there be a standardized assessment?
- How would a generic assessment take place that covers the different topic areas?
- Who would complete the assessment?
- How would standards be established?

SUGGESTIONS:

The Vice President for Instruction, the Liberal Arts Dean, and the resident faculty should discuss this.

ETHNIC/RACE/GENDER AWARENESS

The process of embedding this awareness area across the curriculum poses a couple of issues that have not been addressed in the past few years:

- What is the depth and breadth of the current embedding practice?
- What specifically is embedded?
- Who monitors the embedding?
- What type of assessment should take place, if any?
- Should embedding be removed and students required to take a specific course, such as: SOC 130 – Race/Ethnic/Gender Relations, to satisfy the awareness area?

PAST ASSESSMENT

Two surveys were issued to graduates that measure different areas of ethnic/race/gender awareness. For the past 7 or 8 years or so, this has not been done.

2005-2006 ASSESSMENT

Currently there is no assessment taking place that is related to Race/Ethnic/Gender Awareness.

ISSUES:

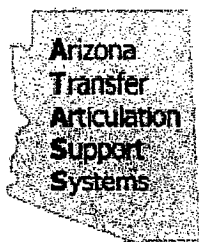
- If NPC continues with requiring the embedding of ethnic/race/gender issues, and considers this awareness area an important part of the general education program then these some type of assessment should be conducted.
- This assessment needs to be college wide as the embedding of this awareness area is in all general education courses, not just the social and behavioral sciences.
- NPC can decide to require a specific course that addresses Race/Ethnic/Gender awareness and therefore embedding would not be necessary.

SUGGESTIONS:

The Vice President of Instruction, the Assessment Committee needs to discuss this and make a decision. I would urge those involved to seriously consider removing the embedding requirements and instead require students to complete a course that addresses these issues. This would render moot the necessity to develop an assessment process. It would also more directly achieve the spirit and intent of this requirement. I do not believe that most general education courses take this awareness area seriously nor are the goals of this awareness area achieved through embedding.

TRANSFER GENERAL EDUCATION CORE CURRICULUM
(TEGCC)

1991 STATEMENT



OVERVIEW OF THE TRANSFER GENERAL EDUCATION CORE CURRICULUM

With the statement of values as common ground, the Arizona public community colleges and universities have agreed upon a common structure for a general education core curriculum. This core curriculum provides students attending any Arizona public postsecondary institution with the opportunity to build a core general education program which is transferable to any other state institution without loss of credit. This common agreement is called the Transfer General Education Core Curriculum (TGECC).

The TGECC is composed of a minimum of 41 semester hours of lower division general education coursework in which a student may prepare for transfer. The TGECC is transferable from one Arizona community college to another Arizona community college. Students transferring from an Arizona community college to one of the three state universities have the option of completing the lower division general education requirements at the university to which they transfer or completing the TGECC. Courses beyond the TGECC which are completed at an Arizona community college will be accepted in transfer by each university according to course articulation information provided in the *Arizona Higher Education Course Equivalency Guide*.

Completion of the TGECC will fulfill lower division general education requirements at all three state universities. Students utilizing this option will still be required to fulfill lower division program requirements and prerequisites within their college and major/minor area of study. In order to most efficiently complete a degree program, students should select courses to meet the TGECC requirements that will also fulfill program requirements in the college and major they intend to pursue upon transfer. Majors in the professional fields -- i.e., architecture, engineering, business, fine/creative arts, or health professions -- and sciences have significant prerequisites and/or program requirements that must be completed before a student may be admitted to upper division coursework. Community college students who are undecided about which of the three universities they plan to attend or what program of study they intend to pursue are advised to explore educational options while they complete the TGECC. In all cases, students have the responsibility for selecting general education coursework that is relevant to the requirements of their intended major and degree.

Transfer students must meet established institutional admissions standards, as well as admission criteria for specific majors/programs at the state universities. Students who complete both the TGECC and an Associate of Arts degree will be assigned junior-class standing by the three state universities. Junior-class standing is based on the number of units a student has earned and does not necessarily indicate the remaining number of units needed to complete degree requirements. Course prerequisites, major requirements, and upper division requirements will continue to be specified by each university. Appropriate sequencing of course and timely completion of course prerequisites are essential to ensure efficient progress toward a baccalaureate degree. Students who have identified the university they plan to attend and/or a major area of

Student Info

- * New transfer model
- * Degrees and pathways
- * AGECC requirements
- * Links
- * FAQ
- * Contacts for students

Advising Info

- * Policy updates
- * Academic advising ATF
- * AGECC, pathway and common course info

Administrative Info

- * Committee info
- * Meeting info
- * Reports
- * Implementation notebook

ATF Info

- * ATF handbook
- * ATF membership
- * ATF materials
- * ATF listservs

study are advised to fulfill requirements and prerequisites identified by these programs through transfer guides and/or curriculum check sheets provided by the three state universities. The TGECC does not replace or disregard articulation agreements developed to enhance the transfer process between specific institutions.

The TGECC is outlined in this document. Each Arizona community college will identify coursework that will comprise the lower division TGECC at that institution. In order for a course to be included in a community college's TGECC, it must be accepted for transfer credit in any category (equivalent course, departmental elective credit, general elective credit) at all three state universities according to the Arizona Higher Education Course Equivalency Guide for the academic year in which the course was taken. Students must complete a course with a grade of "C" or better to receive credit for transfer. Upon completion of the TGECC, the community college will certify achievement of the block on the official institutional transcript, including identification of how the special requirements in Section II of the TGECC were satisfied. A minimum of 15 semester hours of coursework must be completed in residence at the community college district certifying completion of the TGECC.

The TGECC is reviewed and monitored each academic year by the subject area articulation task forces and the General Education Articulation Task Force (GEATF). The statewide GEATF is comprised of representatives from each Arizona community college and state university. The GEATF is responsible for monitoring the TGECC and reviewing related appeals. The GEATF is responsible to the Academic Program Articulation Steering Committee (APASC).

State of Arizona

TGECC

Rev. June 17, 1993

GENERAL EDUCATION VALUES STATEMENT

Through a general education program, a college or university commits students and faculty to the pursuit of wholeness in learning - to seeing the relationship of our special interests to the larger academic and cultural contexts which we share. The search for an integrated understanding requires a general desire to learn, an energetic interest in the world, and a willingness to put ourselves in the place of those whose beliefs and outlooks are different from our own. A general education program, pursued by curious and empathetic faculty and students, provides a structure in which the accumulation of knowledge and the practice of disciplined, independent thinking can grow into comprehensive understanding and reasoned value.

Wholeness in learning results from participation in a learning community where both thinking independently and connecting with the heritage of human

thought and knowledge are necessary and complementary. We come to understand our nature and our limits. We develop skill, openness, delicacy, and strength in negotiating with the world beyond ourselves. We test the conceptual frameworks that govern thought against the details of content and subject matter and the realities of experience. We accept the inevitable responsibility for making informed judgements.

An effective general education program requires the exercise of thoughtful and precise writing, critical reading, quantitative thinking, and processes of analysis and synthesis which underlie valid reasoning. Therefore, students must have a solid foundation in writing, reading, mathematics, and critical thinking.

Studies in the traditional academic disciplines are built upon foundation skills in thought and communication and lead students to grasp the conceptual frameworks that govern different fields of study. Such courses demonstrate that the study of specialized subject matter in any of the traditional knowledge areas - Fine Arts and Humanities, Mathematics, Biological and Physical Sciences, Social and Behavioral Sciences - is critical to the central dialogues of general education.

Interdisciplinary studies focus on the conceptual frameworks through which a thinker, a culture, or an academic discipline may approach an issue. We discover both the ordering power and the potential limitations of the fundamental models of understanding that have shaped our thinking throughout the history of civilization. We acknowledge the dependence of thought upon these models, judge them through comparison with alternative models from other thinkers and cultures, and yet are able to continue to participate with active, discerning commitments in the political, ethical and aesthetic life of the community.

General education is designed for all undergraduate students and may include coursework at both the lower division and upper division levels. The purpose is to give every student pursuing an undergraduate degree the basic skills and the familiarity with various branches of knowledge which are associated with college and university education and are useful in advanced study within the university and in life beyond the university.

State of Arizona

TGECC

Rev. June 17, 1993

TRANSFER GENERAL EDUCATION CORE CURRICULUM

(Specific TGECC changes indicated by gray shading)

The areas that comprise the TGECC and purpose of each are as follows:

I. SUBJECT AREA REQUIREMENTS

A block of a minimum of 41 semester hours of lower division general education coursework that may be completed at an Arizona community college and used to fulfill lower division general education requirements upon transfer to another Arizona community college or any of the three Arizona universities. Specifications for each individual subject area are provided in Appendix A of this document.

MINIMUM MINIMUM

SUBJECT AREA NUMBER OF COURSES NUMBER OF COURSES

1. FRESHMAN COMPOSITION 2 Courses 6 Semester Hours
2. MATHEMATICS 1 Course 3 Semester Hours
3. ARTS & HUMANITIES 3 Courses 9 Semester Hours
4. SOCIAL & BEHAVIORAL SCIENCES 3 Courses 9 Semester Hours
5. PHYSICAL & BIOLOGICAL SCIENCES 2 Courses 8 Semester Hours
6. OPTIONS * 2 Courses 6 Semester Hours

II. SPECIAL REQUIREMENTS

An approved transfer general education core curriculum must contain an intensive writing/critical inquiry component and specified awareness area components. The requirements for the intensive writing/critical inquiry component and the specified awareness area components may be met through one of the options listed below. Refer to sections 6 and 7 of Appendix A for more information about fulfillment of these special requirements.

A. Option 1 - Specific Course Option

1. At least 3 semester hours of intensive writing/critical inquiry coursework
2. At least 3 semester hours of coursework in ethnic/race/gender awareness.
3. At least 3 semester hours of coursework emphasizing **CONTEMPORARY** global/international awareness or historical awareness.

B. Option 2 - Program Option

1. Requirements embedded in total general education coursework program

C. Option 3 - Any combination of Option 1, and Option 2

III. OPTIONS *

Courses in this area should be selected to enhance the TGECC and to expand the preparation of students prior to transfer. Students who know which state university they intend to transfer to or what area of study they plan to pursue after transfer should choose coursework that will directly apply to specified requirements of the major or institutions. Recommendations for additional coursework include the following:

- A. Intensive writing/critical inquiry
- B. Awareness areas
- C. Foreign language
- D. Computer science/computer information systems
- E. Oral communication
- F. Mathematics or numeracy
- G. Laboratory science
- H. Specific major/program requirements

NOTE: Additional upper division general education credits may be required by baccalaureate-granting state institutions. Beyond the general education core requirements, specific college and major requirements must be met.

State of Arizona

TGECC

Rev. June 17, 1993

APPENDIX A SUBJECT AREA AND SPECIAL REQUIREMENTS INTERPRETATION

1. FRESHMAN COMPOSITION

The Freshman Composition requirement must be fulfilled by completion of a one-year lower division English Composition sequence. Courses designed exclusively for satisfaction of preparatory composition cannot be counted toward fulfillment of this requirement.

2. MATHEMATICS

One course in college algebra or a quantitative course for which college algebra is a prerequisite shall be taken.

3. ARTS AND HUMANITIES

Courses that can be used to fulfill this requirement include art, dance, humanities, literature, music, philosophy, religion, theater arts, and western civilization. At least 6 semester hours must be selected from the humanities or provide an historical perspective. Interdisciplinary courses which include both the Arts and Humanities may fulfill this criterion. At least 3 semester hours of coursework must be selected from the Arts. Courses in the Arts may include performance or studio components; however, courses that are primarily performance or studio based cannot be used to satisfy this requirement.

4. SOCIAL AND BEHAVIORAL SCIENCES

Courses in this requirement area include anthropology, economics, ethnic/race/gender studies, history, political science, psychology, social geography, and sociology. Coursework must be chosen from at least two disciplines.

5. PHYSICAL AND BIOLOGICAL SCIENCES

Two courses, both with laboratory requirements, shall be taken from astronomy, biology, botany, chemistry, geology, physics, physical geography, or zoology. Both courses may be taken in a single discipline or in two separate disciplines.

6. INTENSIVE WRITING/CRITICAL INQUIRY

At least one course beyond the Freshman Composition requirement shall involve the development of competence in written discourse and involve the gathering, interpretation, and evaluation of evidence. This coursework may be completed in the following ways: 1) by selecting an approved course in one or more of the subject areas 3, 4, or 5 listed in Area I of the TGECC; 2) by embedding the intensive writing experience into the transfer core curriculum as a whole; or 3) by a designated and approved writing intensive course(s).

7. AWARENESS AREAS

Awareness areas include courses which advance ethnic/race/gender awareness, contemporary global/international awareness, and historical awareness. One course emphasizing ethnic/race/ gender awareness is required. One course emphasizing contemporary global/international awareness or historical awareness is also required. The awareness area requirements may be met: 1) by completion of an approved course in one or more of the subject areas 3, 4, or 5 listed in Area I of the TGECC; 2) by embedding forms of awareness into the subject areas 3, 4, or 5 listed in Area I of the TGECC; or 3) by completion of additional designated approved course(s).

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Questions or comments? Contact the ATASS Web Master

CRITICAL WRITING/THINKING RUBRICS

RUBRIC FOR ANALYTIC SCORING OF CRITICAL THINKING

	A Given ...	B Whereas ...	C Therefore ...	D And so ...
4 Superior	Identifies appropriate main issue and describes it accurately, selects key component points, recognizes priorities among details in relation to given question, picks up unstated implications	Shows connections among key points with a visible structure (diagram, outline, etc.), indicates contradictions and continuities, shows cause & effect relationships, demonstrates sound logic leading toward a generalization.	Clearly states conclusion or hypothesis, shows how it emerges from the evidence, demonstrates its relationship to the given question.	Appropriately assesses conclusion or hypothesis in terms of its reliability and its need for further evidence, assesses implications of the conclusion/hypothesis within a larger context
3 Proficient	Identifies appropriate main issue and selects component points, does not recognize some priorities among details in relation to given question	Identifies most connections among key points, shows the structure of an argument based on key points, sketches out appropriate logic	States conclusion or hypothesis, shows how it emerges from the evidence, answers the given question	Assesses conclusion or hypothesis in terms of its own strength and mentions appropriate larger implications
2 Essential	Inadequately identifies the main issue, some ambiguity in description of issue, identifies few of the key component points	Identifies some key points, creates some order from details, but it is incomplete	Indicates conclusion or hypothesis, answers the question but explanation is weak and not supported by evidence	Indicates weak but relevant reflection on strength and implications of conclusion or hypothesis
1 In progress	Identifies inappropriate main issue or none at all, describes issue inaccurately, fails to identify component points, loses focus on given question.	Ignores key points or shows inability to manipulate them, shows confusion about relationships among key points, uses faulty logic, fails to create order from details.	Proposes no comprehensible conclusion or hypothesis, wanders from the given question.	Fails to assess conclusion, raises no appropriate additional questions, fails to place the argument within a relevant larger context.

Example of a Grading Rubric For a Term Paper in Any Discipline

Modeled after rubric used in the UC Davis English Department Composition Program

	The A paper	The B paper	The C paper	The D paper	The F paper
Ideas	Excels in responding to assignment. Interesting, demonstrates sophistication of thought. Central idea/thesis is clearly communicated, worth developing; limited enough to be manageable. Paper recognizes some complexity of its thesis: may acknowledge its contradictions, qualifications, or limits and follow out their logical implications. Understands and critically evaluates its sources, appropriately limits and defines terms.	A solid paper, responding appropriately to assignment. Clearly states a thesis/central idea, but may have minor lapses in development. Begins to acknowledge the complexity of central idea and the possibility of other points of view. Shows careful reading of sources, but may not evaluate them critically. Attempts to define terms, not always successfully.	Adequate but weaker and less effective, possibly responding less well to assignment. Presents central idea in general terms, often depending on platitudes or cliches. Usually does not acknowledge other views. Shows basic comprehension of sources, perhaps with lapses in understanding. If it defines terms, often depends on dictionary definitions.	Does not have a clear central idea or does not respond appropriately to the assignment. Thesis may be too vague or obvious to be developed effectively. Paper may misunderstand sources.	Does not respond to the assignment, lacks a thesis or central idea, and may neglect to use sources where necessary.
Organization & coherence	Uses a logical structure appropriate to paper's subject, purpose, audience, thesis, and disciplinary field. Sophisticated transitional sentences often develop one idea from the previous one or identify their logical relations. It guides the reader through the chain of reasoning or progression of ideas.	Shows a logical progression of ideas and uses fairly sophisticated transitional devices; e.g., may move from least to more important idea. Some logical links may be faulty, but each paragraph clearly relates to paper's central idea.	May list ideas or arrange them randomly rather than using any evident logical structure. May use transitions, but they are likely to be sequential (first, second, third) rather than logic-based. While each paragraph may relate to central idea, logic is not always clear. Paragraphs have topic sentences but may be overly general, and arrangement of sentences within paragraphs may lack coherence.	May have random organization, lacking internal paragraph coherence and using few or inappropriate transitions. Paragraphs may lack topic sentences or main ideas, or may be too general or too specific to be effective. Paragraphs may not all relate to paper's thesis.	No appreciable organization; lacks transitions and coherence.
Support	Uses evidence appropriately and effectively, providing sufficient evidence and explanation to convince.	Begins to offer reasons to support its points, perhaps using varied kinds of evidence. Begins to interpret the evidence and explain connections between evidence and main ideas. Its examples bear some relevance.	Often uses generalizations to support its points. May use examples, but they may be obvious or not relevant. Often depends on unsupported opinion or personal experience, or assumes that evidence speaks for itself and needs no application to the point being discussed. Often has lapses in logic.	Depends on cliches or overgeneralizations for support, or offers little evidence of any kind. May be personal narrative rather than essay, or summary rather than analysis.	Uses irrelevant details or lacks supporting evidence entirely. May be unduly brief.
Style	Chooses words for their precise meaning and uses an appropriate level of specificity. Sentence style fits paper's audience and purpose. Sentences are varied, yet clearly structured and carefully focused, not long and rambling.	Generally uses words accurately and effectively, but may sometimes be too general. Sentences generally clear, well structured, and focused, though some may be awkward or ineffective.	Uses relatively vague and general words, may use some inappropriate language. Sentence structure generally correct, but sentences may be wordy, unfocused, repetitive, or confusing.	May be too vague and abstract, or very personal and specific. Usually contains several awkward or ungrammatical sentences; sentence structure is simple or monotonous.	Usually contains many awkward sentences, misuses words, employs inappropriate language.
Mechanics	Almost entirely free of spelling, punctuation, and grammatical errors.	May contain a few errors, which may annoy the reader but not impede understanding.	Usually contains several mechanical errors, which may temporarily confuse the reader but not impede the overall understanding.	Usually contains either many mechanical errors or a few important errors that block the reader's understanding and ability to see connections between thoughts.	Usually contains so many mechanical errors that it is impossible for the reader to follow the thinking from sentence to sentence.

Critical Thinking Scoring Guide

	Interpretation Skills	Analysis, Evaluation Skills	Presentation Skills
4	Relevant/penetrating questions clarify facts, concepts, and relationships. Questions are insightful and go beyond the obvious. Detects sources of bias even subtle or well-disguised. Uses principles of logic to explain fallacies in "if/then" statements. Identifies inconsistencies in language, data, images, or symbols and discusses the possible intent and/or consequences in terms of how the information will be interpreted.	Accurately identifies the main conclusion of an argument; determines if the conclusion is supported with adequate reasons. Develops and uses criteria for making judgments that are reliable, relevant, and intellectually strong. Uses a variety of sources and weighs competing evidence carefully before drawing conclusions or forming judgments. Analysis/evaluation is intellectually careful and precise.	Presents argument clearly and succinctly, capturing the most important points related to the issue. Presents the audience with a thorough and relevant discussion of supporting reasons and evidence for conclusion(s). Exhibits intellectual honesty in recognizing their prejudices or biases and seeks to address them directly. Open-minded; strives to understand other viewpoints.
3	Asks relevant/penetrating questions to clarify facts, concepts, and relationships. Detects sources of bias such as use of leading questions designed to elicit a preferred response or slanted definitions or comparisons. Detects "if, then" statements based on false assumptions. Recognizes contradictions or inconsistencies in language, data, images, or symbols.	While minor errors in analysis may be made, identifies the main conclusion of an argument, determines if the conclusion is supported with reasons, and determines whether an argument makes sense. Evaluates the credibility, accuracy, and reliability of sources; seeks independent sources of evidence, rather than a single sources. Develops and uses relevant, reliable criteria for making judgments.	Presents an argument clearly, conveying important points related to the issue. Presents supporting reasons and evidence for conclusions which address the concerns of the audience. Fairly weighs opposing points of view; is open minded in considering the findings on an inquiry even when they may not support one's own opinions. Makes revisions in arguments/findings when self-examination reveals inadequacies.
2	Questions raised about facts, concepts, or relationships are not thoughtful or are unlikely to provide significant information. Detects some sources of bias but neglects other significant elements. May recognize faulty "if/then" statements but form an incorrect conclusion about the source of error. Recognize some contradictions/inconsistencies in language, data, images, or symbols but misses others or fails to recognize inconsistencies within a particular category.	Significant errors are made in identifying the main conclusion of an argument, determining whether the conclusion is warranted, or determining whether the argument makes sense. Limited or inappropriate sources are used in gathering support for a conclusion or the "evidence" provided in the source(s) is misinterpreted. Evaluative criteria are poorly developed, lack relevance and/or are unreliable. Overall, analysis lacks intellectual precision.	Presentation is difficult to follow. While some understanding important points related to the issue is apparent, the argument is not developed logically in the presentation. Opposing points of view are mentioned but examination is "pro forma; arguments/findings which conflict with own interpretation are given little credence even when additional consideration is warranted. Fails to give adequate consideration to divergent points of view.
1	Questions are not used to clarify facts, concepts, or generalizations. Seems oblivious to obvious sources of bias and/or faulty "if/then" statements. Fails to detect contradictions/inconsistencies in language, data, images, or symbols.	Fails to identify the main conclusion of an argument; forms incorrect conclusions about the validity of the argument. Bases conclusions on a single source of evidence. Unclear what, if any, evaluative criteria are used in forming judgments.	Presentation of argument is unclear; fails to convey important points related to the issue. Presents little or no supporting evidence. Own biases/opinions are presented as "truth." Lacks intellectual integrity/rigor.

VI. ASSESSMENT OF STUDENT ACADEMIC ACHIEVEMENT REPORT (Due Date: March 20, 2006)

DEPARTMENT: The Learning Cornerstone - TLC

MISSION: (Circle One) General Education, Transfer Preparation, Employability,
Developmental Education, Customized Education (Economic Development), or Personal Interest.

There are currently five levels of assessment that are possible within each department. These levels are related to development of the department assessment data gathering techniques and use of the information to fine-tune courses as necessary.

Department Activity Level Checklist

Activity Level:	Departmental progress:
Level I: The department assessment processes have been detailed and developed for use by faculty.	Yes <u>X</u> No <u> </u> Attach copies of instruments used, instructions for students, time frames for activities, etc.
Level II: Data collection has been implemented.	Yes <u>X</u> No <u> </u> Attach copies of grading rubrics, analysis of test questions and overall findings.
Level III: Faculty, instructional leaders, and deans have analyzed the data.	Yes <u>X</u> No <u> </u> Attach copies of conclusions reached by the assessment team.
Level IV: Faculty, instructional leaders, and deans have used the data to improve student academic achievement.	Yes <u>X</u> No <u> </u> Attach highlights related to curriculum and/or assessment changes which were implemented through this process such as revision of study guides, exams, changes in grading rubrics.
Level V: Data has been used to improve the assessment process.	Yes <u>X</u> No <u> </u> Attach highlights related to improvements and/or streamlining the assessment process.

Assessment Chair's Signature Date

Assessment Chair's Signature Date

Assessment Chair's Signature Date

Assessment Chair's Signature Date

Dean's Signature Date

Outcome 1: 75% of students completing the GED preparation block will pass the GED test.

This tracks the students who have selected GED as their goal and who have successfully completed the GED test.

Activity Level I *Department assessment processes have been detailed and developed for use by faculty.*

Process: We began to look through the entire list of NPC students in the state system who took classes deemed by TLC instructors as GED preparation block. We determined that it was difficult to pinpoint what block of classes prepared people for the GED test since many of our classes have a dual purpose. It was more practical to use student information gathered from the National Reporting System (NRS). Students who selected GED as their goal for fiscal year 2005 were matched with the information gathered from NRS.

Activity Level II, III *Data collection has been implemented. Data analyzed by department leaders/dean.*

Results:

- Of the 71 students who selected GED as their goal, 56 were successful (78.9%) in earning their GED.

Additional Items of Interest:

- The GED Plus classes continue to have a higher success rate, particularly at LCC. This is a ten-week fast track program sponsored by the Workforce Investment Act (WIA). All GED Plus participants enroll in TLC 058 Orientation to GED, TLC 075 Math Problem Solving, TLC 089 GED Essay, and TLC 073 GED Calculator Skills.

Conclusions:

- In the Spring 2004 Assessment report, we reported a 62% rate of success of GED seekers passing the GED. Our current rate of 78.9% exceeds last year's rate and our goal.

Activity Level IV *Faculty, instructional leaders, and dean have used the data to improve student academic achievement.*

Recommendations:

- The GED Plus model has been successful in many instances. The LCC class continues to have a high success rate of students achieving the GED. The collaborative learning model is attractive to many GED seekers who need the group interaction and firm deadlines, rather than the lab setting. Whiteriver may offer a similar class, modeling the WIA class in Winslow.
- It is recommended that if the Whiteriver class is successful that we look to implement the GED Plus model on other campuses.

Activity Level V *Use of data to improve the assessment process.*

- Using the NRS GED goal may be misleading. After grappling with the hard-to-pinpoint GED block of classes and the declared/undeclared GED seekers who may or may not be taking classes from the GED block, we asked ourselves- what can we assess in our GED program beyond the number of successful GED testers? This led to a discussion of who GED students are and the many factors affecting their success/failure to pass the GED. In the case of ABE/GED students, we must consider motivation, goal setting, and overcoming barriers; is this part of assessment or is this something

else? Recruiting and retaining GED students is always an issue, but this is not a part of measuring learning, is it?

- The data shows we have exceeded our goal. We are going to move on to another aspect of the TLC program- ABE III students and how we can increase the ed gains of these students. This could be linked to the AECAP project.

Outcome 2: 75% of students who master (grade A, B, or C) a College Success level writing course will successfully complete (grade A, B, or C) a subsequent first-level English course.

Activity Level I *Department assessment processes have been detailed and developed for use by faculty.*

Process: During the last assessment cycle, the high attrition rate for the TLC 090 class was addressed. Recommendations were implemented, and a follow-up study that was recommended in 2004 was completed in this cycle. In addition, data was gathered on the success of the students who enrolled in and completed a pre-college writing course Fall semester '04 or Spring semester '05. These students were tracked the following two semesters for their performance in a college-level English course.

Activity Level II, III *Data collection has been implemented. Data analyzed by department leaders/dean.*

Following the recommendation of the April 2004 assessment report, a survey of all students enrolled in TLC 090 Fall 2005 was taken. The division director printed an enrollment report for Fall 2005. The TLC curriculum specialist for writing reviewed the data and surveyed 4 of the 8 instructors who taught TLC 090 regarding the students who received W's Fall 2005. The findings were presented to the TLC team at the March 3rd assessment meeting. The team analyzed the data and judged the outcome of the study to be positive. Data was also gathered via the college Institutional Research & Planning department regarding the number of students taking TLC 090 in Fall '04 and Spring '05 who subsequently enrolled in ENL 101.

Results:

TLC 090 Follow-Up Study:

- 47 students enrolled in TLC 090 Fall 2005 in 8 locations with 18 individual instructors.
- Of the 47, 30 completed the course (64%), 16 received W's, no I's and one F. (36%).
- By surveying the half of the instructors, the 12 students withdrew from their classes for a variety of reasons:
 - work issues (2),
 - health issues (2),
 - family problems (2)
 - poor work in class (2),
 - no show students (2).
 - one student was doing quite well in class, and suddenly stopped coming. Instructors have had no communication from this student since 11-05.
 - one student who transferred to TLC 090 from ENL 101 midsemester, did not show for the TLC 090 class.
- Two of the students who withdrew transferred to the TLC 090 class from ENL 101 mid semester.

Student subsequent success:

- 86 students enrolled in TLC 090 Fall '04 and Spring '05 semesters.
- Of the 86, 77 successfully completed the course (A, B or C).
- Of the 77, 22 students subsequently enrolled in ENL 101.
- Of the 22 students enrolled in ENL 101 who had taken TLC 090, 19 successfully completed ENL 101. (86%)

Additional Items of Interest:

Inconsistencies were found in TLC 090 placement outside of the the TLC.

- One student received an I Spring '05, and subsequently reenrolled in the course Fall '05. It is believed the student received poor advisement.
- Several students were placed by ENL writing samples by ENL readers. These students did not do well in the TLC 090 course.
- Students placed directly by Compass scores do not do well in TLC 090.

- One student was asked to return for a TLC Writing Sample (Compass 80 Reading, 56 Writing), but did not. Yet the student was placed in TLC 090 by advisors without a writing sample.
- Of the 19 students who matriculated from TLC 090 to ENL 101 and successfully completed ENL 101, 14 (74%) received grades of B or better.

Conclusions:

While the completion rate only increased one percentage point, (63% in 2004, 64% in 2005) consensus within the full-time instructors is that the new course structure has improved the TLC 090 class and attrition is largely from a variety of reasons beyond the control of the TLC faculty.

Activity Level IV *Faculty, instructional leaders, and director have used the data to improve student academic achievement.*

Recommendations:

- TLC instructors must continue to emphasize to the students at entry the amount of work necessary to successfully complete the class. There must be an additional 6 hours per week of work outside of classtime.
- Instructors and advisors should be very cautious when placing students into TLC 090. This is a demanding course. Student's skill levels must be sound in order to have success in this course.
- Placement criteria must be formalized and enforced.
- The design of the ENL Writing Sample remains a problem. English instructors must realize that if they do not feel a student can do well in the ENL 100 class, the student cannot do well in the TLC 090 class.
 - The current placement process is not being followed as envisioned. Perhaps the TLC 090 recommendation needs to be removed from the ENL writing sample. The TLC department needs to recommunicate with the English department and the advisors. If the English faculty feels a student is not ready for ENL 101 or ENL 100, the student should be referred directly to the TLC for appropriate placement rather than having the ENL instructor recommend TLC 090 and the advisor following the ENL instructor's recommendation. The TLC instructor should have an opportunity to assess the students who are not yet ready for ENL 101 and place them in the correct level of TLC for the students success. The TLC instructors can place students in the appropriate course using the ENL writing sample.
- The data collected in this assessment cycle supports the findings of the studies done in 2004 and 2006. Attrition is caused by issues the TLC are unable to control
- The TLC 090 course successfully prepares the students for ENL 101, but not enough students subsequently enroll after completing TLC 090.
- It is believed by the full-time faculty in the TLC department that there is a positive closure to this assessment cycle with regard to Outcome 2.

Activity Level V *Use of data to improve the assessment process.*

- The TLC faculty feel it would be appropriate to do a long term study to see if students from TLC 090 eventually enroll in ENL 101.
- Since the past assessment cycles have shown TLC 090 to be a successful course for students to matriculate to ENL 101, it may be wise to see if the courses below TLC 090 are as effective for student success. This should be explored in the next assessment cycle.

Outcome 3: 75% of students who master (grade A, B, or C) a College Success level math course will successfully complete (grade A, B, or C) a subsequent first level mathematics course.

Activity Level I Department assessment processes have been detailed and developed for use by faculty.

Process: Students who enrolled in and completed a pre-college math course one semester are tracked the following semester for their performance in a college-level math course. TLC 092 Beginning Algebra completers are tracked in MAT 101, 103, 105, or 109. The division director requests a data report from the registrar. The TLC curriculum specialist for math reviews the data and presents the findings to the TLC team at the assessment meeting. The team analyzes the data and makes recommendations to improve student learning and the assessment process.

Activity Level II, III Data collection has been implemented. Data analyzed by department leaders/dean.

Students who enrolled in and completed a pre-college math course fall 2004 and spring 2005 were tracked the following semester for their performance in a college-level math course. TLC 092 Beginning Algebra completers were tracked in MAT 101, 103, 105, and 109.

Results:

Current Assessment Cycle	TLC 092 F04	TLC 092 Sp05	Total
# enrolled in TLC 092	49	54	103
# passed TLC 092	43 (88%)	50 (93%)	93 (90%)
# enrolled in MAT during next year 101/103/105/109	22 1/1/7/13	23 0/2/1/20	45
# passed MAT course with C or better	21 (95%) (F in 109)	20 (87%) (D,W,I in 109)	41 (91%)

Last Assessment Cycle	TLC 092 F02 - MAT Sp03	TLC 092 Sp03 - MAT F03	Total
# enrolled in TLC 092	73	74	147
# passed TLC 092	50 (68%)	22 (30%)	72 (49%)
# enrolled next sem in MAT 101/103/105/109	18 0/5/0/13	12 0/0/0/12	30
# passed MAT course with C or better	18 (100%)	6 (50%) (1D, 4W, 1I)	24 (80 %)

Conclusions:

- Students are completing and passing TLC 092 at a high rate (90%.) The TLC 092 textbook change resulted in an increased rate of student success in TLC 092 and subsequent MAT courses.
- The number of students enrolling in subsequent MAT courses has increased.
- The success of students enrolling in subsequent MAT courses continues to increase.
- Students taking subsequent MAT courses are successful at a high rate. 91%

Activity Level IV *Faculty, instructional leaders, and dean have used the data to improve student academic achievement.*

Recommendations:

- Advise and encourage students to continue in their math studies immediately following TLC math course work.
- Revise TLC 092 Study Guide to include a timeline for completion of work.

Activity Level V *Use of data to improve the assessment process.*

- Consider looking at long-term data: How many students take TLC 092 and then eventually take a MAT course within say five years.
- Move on to assess mid-level TLC math courses and individual outcomes.