



**Colorado Northwestern  
Community College**

**Assessment of Student Learning Report**

**2002- 2003**

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## **Introduction**

In April of 2003, a team representing the Higher Learning Commission of the North Central Association of Colleges and Schools recommended that Colorado Northwestern Community College (CNCC, the College) be granted a ten year renewal of its accreditation. The advances that faculty and staff have made in planning and implementing the College's comprehensive assessment effort were critical in securing the team's positive recommendation. In its *Report of a Comprehensive Evaluation Visit*, team chair Dr. William Tammone noted that "CNCC has made remarkable progress in assessment since it began the self-study process two years ago" (Advancement Section, p.6). This report focuses on the work of the individuals involved in assessing student learning and improving instruction at CNCC for the 2002-2003 academic year and the challenges to effective assessment that still remain.

## **Mission and Goals**

The institutional Self-Study the College prepared for its accreditation request to the Higher Learning Commission provided a catalyst for reviewing the College's Mission and Goals. This review led to the conclusion that the Mission should be simplified and that goals should clearly reflect the College's renewed emphasis on student learning and teaching effectiveness. The new mission of CNCC is:

**Colorado Northwestern Community College will provide accessible, affordable, quality education to prepare learners to achieve their educational, workplace, and personal goals.**

Institutional Goal #5 was written to support the mission and address the central role that the assessment of student learning plays at CNCC:

- CNCC will implement and sustain a comprehensive assessment process that fosters innovation and continuous improvement in student learning.

Two additional goals (Goals 1 & 3) also emphasize the primacy of student learning as an institutional priority. They are:

- Learners will be successful at CNCC and express satisfaction with their experience here.
- CNCC will develop quality, innovative classes and programs that meet the expressed needs of its learners and communities.

## **2002-2003 Assessment of Student Learning**

Meeting monthly throughout the 2002-2003 academic year, the Assessment Committee worked diligently to maintain and refine its assessment plan and the processes put in place the previous year. A new assessment calendar clarified dates and reporting deadlines, and helped make the goals of targeting classes, gathering data, reporting results, and using results to evaluate teaching strategies more attainable.

The forms that instructors and program chairs use for individual and departmental reporting have continued to evolve into instruments that are easily completed and summarized. Target dates for form completion and submission to the Assessment Committee are laid out in the annual assessment calendar and on the CNCC assessment web page at <http://www.cncc.edu/assessment/default.htm>. Committee members continue to serve as a resource for answering questions and to offer encouragement to faculty.

Faculty use of academic assessment as a tool for gauging student learning and teaching effectiveness is progressing. Many have modified their course syllabi to reflect the specific assessment tools they are

using, and most include the College's general education goals, as well. The two general education goals currently being emphasized are:

1. To equip students with skills necessary for creative problem solving, critical thinking, and analysis of values.
2. To equip students with the communication skills (written, oral, and symbolic) necessary for effective listening, speaking, reading and writing.

Academic Year 2002-2003 was the first time that all instructors reported meaningful data – allowing for some longitudinal comparisons to be made as additional data are collected in upcoming years. Departmental reports were submitted, and while some individuals struggled with the 'what' and 'how' of assessment reporting, the appendices at the end of this report indicate that the majority of instructors and program chairs are beginning to understand and use assessment techniques successfully. Some departments have developed common assessment instruments that can be used by all instructors in a given course.

While the Committee recognizes that faculty members have a large degree of freedom in their choice of instructional methods in their classrooms, it also recognizes that greater collaboration within and between disciplines will encourage faculty to become more consistent in their assessment techniques and data collection. To encourage faculty growth in the use of assessment techniques, biannual institutional development days for the past two years have included assessment workshops, and future development days will continue this trend. The Committee has also supported professional development through faculty participation in externally sponsored assessment seminars. For example, two faculty members attended NCA annual assessment workshops in April 2003. It is the hope of the Committee that every faculty member will participate in some kind of assessment training within the next few years.

Finally, CNCC is promoting improved teaching and learning through a revised faculty and department chair evaluation process that includes an assessment component. These instruments will be in use by the 2003-2004 academic year.

### **The Test of Everyday Reasoning (TER)**

The Assessment Committee chose critical thinking skills as one of the two general education competencies that all students graduating from CNCC should possess. While some colleges have used locally developed assessments to measure critical thinking skills, many others use a standardized assessment. The TER was selected for these reasons:

- TER provides comparative national data from other open-entry colleges;
- TER assesses non-subject-specific critical thinking skills, so it should measure a change in critical thinking ability, regardless of what programs students studied;
- TER was recommended by other institutions of higher learning.

Eighty CNCC entering freshmen (78 from the Rangely campus and 2 from the Craig campus) took the TER between September 2002 and February 2003. Although they were not required to take the test, they were strongly encouraged to. The TER was then administered to 54 graduating sophomores (39 from the Rangely campus and 15 from the Craig campus) in April 2003. CNCC quartile scores and national percentiles for the tests and question types are presented below.

- The number given after the median and quartiles is the national percentile ranking of students who got the same number of questions correct.
- Approximate percentiles (~=) are the result of median scores which were not whole numbers and were obtained by finding approximately the halfway point in the appropriate range of score.

The types of questions are broken into two sets of subscales: in the first subset, the questions are differentiated by whether they require analysis, inference, or evaluation; in the second subset, they are differentiated by whether they require deductive or inductive reasoning.

<b>TER</b>	<b><i>Freshmen (entering)</i></b>	<b><i>Sophomores (graduating)</i></b>
<b>Total score:</b>		
<b>Quartile 1 (25% of CNCC students scored at or below)</b>	19.22%	37.25%
<b>Quartile 2 (50% of CNCC students scored at or below)</b>	43.23%	62.45%
<b>Quartile 3 (75% of CNCC students scored at or below)</b>	55.98%	74.10%
1 <sup>st</sup> subset of question type		
<b><i>Analysis (50% of CNCC students scored at or below)</i></b>	~=41%	~=61%
<b><i>Inference (50% of CNCC students scored at or below)</i></b>	~=40%	46.41%
<b><i>Evaluation (50% of CNCC students scored at or below)</i></b>	50.40%	67.13%
2 <sup>nd</sup> subset of question type		
<b><i>Deductive reasoning (50% of CNCC students scored at or below)</i></b>	~=44%	59.46%
<b><i>Inductive reasoning (50% of CNCC students scored at or below)</i></b>	43.82%	68.73%

Analysis of these scores indicates that entering CNCC students performed below the national average on all questions except those involving evaluation. In fact, 75% of entering CNCC freshman performed below the 56<sup>th</sup> percentile in overall critical thinking.

However, graduating sophomores were performing further above the national average than the freshmen had been below it, with the exception of questions involving inference. That appears to be a point of weakness with incoming freshman and remains a weakness among graduating students.

Differences in ranking ranges from 6 percentile points in inference questions to almost 25 percentile points in inductive reasoning, with most areas showing differences of 15 to 20 percentile points. Since these test results are for different groups of students, they can't be considered improvements in average scores; however, in a few years, we should be able to use longitudinal data to do some paired comparisons as well as to show improvement in national percentile ranking.

### **The Student Opinion Survey (SOS)**

In the 2001-2002 assessment report, it was noted that the ACT Student Opinion Survey (SOS) given in the spring of 2002 “did not provide specific data concerning CNCC’s academic programs and student outcomes.” As a result, CNCC developed a local SOS, composed of many of the same types of questions but focusing on the many unique services CNCC has to offer. A total of 283 students completed this survey in April of 2003. Sixteen of the items included in the survey constitute the section entitled

“College Environment: Satisfaction Level with the Academic Aspects of this College.” These items, and the results obtained in the survey, are listed below.

*Satisfaction Scale: 5=very satisfied, 4=satisfied, 3=neutral, 2=dissatisfied, 1=very dissatisfied*

		<b>CNCC</b>
	<b>Academic</b>	<b>MN</b>
43	Testing and grading system	4.019
44	Course content in your major area	3.970
45	Quality of instruction in you major area of study	4.082
46	Out-of-class availability of your instructor	4.088
47	Attitude of the teaching staff toward students	4.193
48	Variety of courses offered at CNCC	3.647
49	Class size	4.387
50	Flexibility to design your own program of study	4.047
51	Availability of an advisor	4.056
52	Value of information provided by advisor	3.965
53	Academic advising/course planning	3.909
54	Vocational guidance/career planning	3.782
55	Course Scheduling	3.896
56	Challenged by your program of study	4.072
57	College sponsored tutorial services	3.876
58	Credit by examination (CLEP, etc.)	3.747

Student satisfaction with the academic services provided at CNCC ranged from above ‘neutral’ to ‘very satisfied’. This would indicate that students are generally satisfied with the education they are receiving at CNCC.

Since this is the first year this survey was administered at CNCC, there are no comparisons to be made at this time. As we continue to use this survey to gather data, we will gain a longitudinal set of statistics that can be used to make comparisons on a yearly basis.

### **NCA Visiting Team Recommendations**

As noted in the introduction, a team representing the Higher Learning Commission of the North Central Association of Colleges and Schools visited the College near the end of the 2002-2003 academic year. The team commended the College for establishing a “solid foundation” in assessment but also identified several challenges that would need to be addressed. The team recommended that a “monitoring report on general education and the assessment of student learning” (*Report of a Comprehensive Visit-Assurance Section*, p.10) be submitted to the Higher Learning Commission by April 4, 2006. Team challenges and advice from the advancement section of the report follow and provide the framework for Committee initiatives for the next three years.

**Challenges (verbatim) -** Over the next few years, the College will need to:

1. Demonstrate that the new assessment program is sustainable.
2. Revise its goals for general education and/or develop appropriate tools to effectively assess these goals.

3. Use the results of assessment to inform the planning and budgeting processes, and, ultimately, improve student learning.

**Advice (paraphrased)** - The team offered the following advice to CNCC regarding assessment.

1. Standardize assessment terminology in order to improve communication.
2. Clearly identify the individual(s) charged with taking responsibility for coordinating the College's assessment program.
3. Divide the Assessment of Student Learning/Institutional Effectiveness Committee into separate entities to avoid committee member burnout.
4. Ensure that faculty frequently evaluate the process so that meaningful changes can be made.
5. Develop an effective method for assessing general education, one that goes beyond students taking a standardized test. The team recommends an "electronic portfolio" approach.
6. In spite of budget challenges, make every effort to retain the services of an institutional research director.

**General Education** – The team made the following recommendations regarding general education.

1. Publish CNCC general education learning objectives in the general catalog and other publications
2. Limit the number of general education learning objectives "so that they really can be attained by all CNCC graduates."
3. "The team also recommends that, for each of its degree programs, the College develop a table or grid that clearly indicates exactly which General Education Program Goals can be acquired in which courses."

### **Program/Department Reports**

The departmental summaries for the 2002-2003 academic are included in this document, as well as the budgetary implications that are a direct result of these summary reports. It is the Committee's belief that assessment should drive the budgetary process in some way, and that is why this particular subheading has been added under the departmental reports.

The following academic programs/departments at Colorado Northwestern Community College submitted annual reports for the 2002-2003 Academic Year.

Aviation Maintenance Technology  
Aviation Technology  
Business Information Technology  
Cosmetology  
Criminal Justice  
Developmental Studies  
Humanities and Social Sciences  
Math and Sciences

Dental Hygiene had not submitted a report at the time of this writing.

The 2002-2003 annual department reports reflect that most classroom assessment efforts have come a long way since the 2001-2002 academic year. Instructors identified measurable student outcomes in the areas of critical thinking and communication and are continuing to develop methods for assessing these outcomes. Classroom data collection occurred in all departments, a vast improvement over last year's data. Assessment techniques are evolving and improving, with instructors now being able to analyze what worked and what did not in the previous year. As efforts continue, the Committee anticipates a

more knowledgeable and comprehensive “culture of assessment” at Colorado Northwestern Community College.

### **Budget Implications**

Program/Department report forms for 2002-2003 did not ask for the budget implications that may have arisen from assessment results and strategies. The Committee recognizes the need to seek budget implication input, and the 2003-2004 version of the form will request this information.

Budget implications will also be incorporated into the departmental strategic plans, which will be written during the first semester of the 2003-2004 academic year.

### **Conclusion**

While a great deal of work has been done, the Committee recognizes that there is still much left to accomplish. During the 2003-2004 Academic Year, the goal is to develop a general education assessment plan, as well as ask each department to design a departmental strategic/assessment plan that focuses on goals, objectives, and the strategies that will be used to accomplish the set goals. The Committee feels that the work that has been done so far will make the writing of a departmental plan a project that is accomplished with minimal additional reporting or paperwork. Colorado Northwestern Community College has always been committed to student learning. Analysis and evaluation of the data collected over the past year has identified strengths and challenges in the assessment program.

### **Strengths**

- Colorado Northwestern has identified two learner outcomes, critical thinking and communication, as priorities. By narrowing the scope of assessment, faculty are able to focus efforts and achieve success. As the College matures in assessment, this scope will be expanded.
- Each academic program/department has identified goals, student learning outcomes, measures to assess outcomes, and ways assessment data will be collected.
- The assessment effort is strong and viable at CNCC.
- CNCC students report that they are generally satisfied with the academic aspects of the college; in fact, when evaluating student opinions of the college environment, the top five items were academics-related.
- Each academic program/department has identified broad strengths, weaknesses, and strategies for improvement.
- Faculty are becoming more knowledgeable about assessment through campus training opportunities, participation in assessment workshops, self-directed learning, and discussion with other faculty.
- The Test of Everyday Reasoning has been identified as a valid measure for pre/post testing of critical thinking skills. The instrument was used for the first time during the 2002-2003 academic year.
- Communication among faculty on both campuses and the service area centers has increased dramatically within the past two years.
- Departments did a much better job of targeting and reporting in the two learner outcome areas.
- Learning Assessment has a web page where faculty can locate printable forms and the college as a whole can stay apprised of assessment efforts.

### **Challenges**

- There is no comprehensive general education plan for assessment.
- There is a lack of strategic planning on a yearly basis for each department.



- A formal assessment process/cycle has just been established. Several cycles will be required to refine the process and accumulate enough meaningful assessment data to affect instructional change to a large extent.
- CNCC faculty need to develop meaningful local terminal assessments in the areas of communication and mathematics.
- CNCC faculty must continue to develop College-wide assessment instruments for courses.
- Assessment training for new faculty members and adjunct faculty is not in place.
- The challenging financial state of the College has resulted in fewer employees and increased responsibilities.

### **Strategies to Address Challenges**

- Assessment Committee members will mentor individual instructors and program chairs in identifying, measuring, and reporting student outcomes.
- The Assessment Committee will continue to coordinate assessment-related workshops for all CNCC faculty at institutional development days.
- The College will support collaboration within programs/departments by providing necessary resources.
- The College will support assessment efforts by providing resources for external training in assessment and teaching and learning.
- The Assessment Committee will encourage programs/departments in their efforts to develop College-wide assessment instruments.
- The Assessment Committee and the College will recognize instructors who implement exemplary assessment and instruction.
- The Assessment Committee will develop a General Education assessment plan.
- Each department will develop a strategic/assessment plan on a yearly basis.



**CNCC Assessment of Student Learning  
Program/Department Report Form  
(Form D)**



**Program/Department:** Aviation Maintenance Technology      **Individual(s) responsible:** Ray Gregg  
**Date:** Sept. 16, 2003      **Semester being reported (check one):**      **Fall:** \_\_\_\_\_      **Spring:** 03

**Student Outcome #1: CNCC students will be able to think critically.**

**Program/Department/Discipline Objectives for Critical Thinking** (copy from instructors' Form B):

Students will follow a logical sequence to troubleshoot a problem. The student will 1) identify/describe the problem, 2) identify probable causes of the problem, 3) narrow possible causes to prioritized probable causes, 4) verify the actual cause by testing.

1. Reporting: Summarize or list the assessment methods and associated quantifiable data **by course** from Form B, questions 1 and 2.

All reporting classes used the same methods.

1) Employed a four-point rubric (the sequence) and rated student performance as poor, acceptable, or excellent.

2) Rated the performance level of each student in the class, and listed the percentage of students performing in the categories (poor, acceptable, excellent) for each stage of the sequence.

Classes included: AMT 202 and AMT 218

Classes eliminated: AMT 102, and AMT 122

2. Evaluation: Summarize the evaluations of the assessment results **by course** from Form B, question 3. For each course, include strengths, challenges, and other observations, as well as strategies to maintain the strengths and address the challenges.

AMT 102-Basic Electrics, and AMT 122-Aircraft Electrics did not report. Troubleshooting skills are minimal in the first electricity course, AMT 102, but are probably worth testing to establish the baseline of skills that the students bring to the program. AMT 122 is offered second semester of the freshman year. This would be an ideal time to check progress because the class emphasis is application of theory.

AMT 202- The labs selected for evaluation did not lend themselves to the rubric used. This course is more geared to disassembly, repair, and assembly. There is more application of skills in AMT 205, and carburetor as well as engine troubleshooting is required in the class.

AMT 218, (aptly named) Troubleshooting, the improvement of troubleshooting skills is expected, however, due to the varying attitude of students day-to-day, the results did not show consistent improvement. Hence, reinforcing consistent performance and a good working attitude must be maintained in order to measure skills. While it is a departmental goal to reinforce workplace skills,

it must be done on a daily basis.

For the 2003-2004 school year, all instructors will receive clearer instruction about the reporting responsibilities they have, and each instructor will be provided departmental forms (rubrics) to use with particular assignments. Furthermore, in addition to a course outline and a course syllabus, each course should have a section of special instructions about the assessment responsibilities and reporting responsibilities for that class.

Perhaps the greatest potential in the assessment plan for troubleshooting is that we have chosen courses throughout the two years of our program so that a longitudinal study of the same group can cover their two years in the program. This can only happen with all necessary reports submitted.

## **Student Outcome #2: CNCC students will be able to communicate effectively.**

### **Program/Department/Discipline Objectives for Effective Communication (copy from instructors' Form B):**

Our plan was to concentrate on two communication objectives, student expression and student ability to follow written instructions. Unfortunately, we did not coordinate our reporting efforts, so we only have data on one objective: the student will complete sequential tasks required by a sequence of written instructions.

3. Reporting: Summarize or list the assessment methods and associated quantifiable data **by course** from Form B, questions 4 and 5.

All courses reporting used the same rubric to assess student progress. Three objectives were selected: 1) student followed sequence, 2) student accurately completed assigned tasks, and 3) students completed all steps. Performance was rated poor, acceptable, or excellent. Furthermore, the assessment covered student performance in classes from first semester, second semester, and third semester.

Classes reporting: AMT 103, AMT 105, and AMT 202.

Classes not reporting: AMT 112 and AMT 114.

The sequential instructions were given in specific lab assignments in each course. The intent is to track pre- and post scores for each student longitudinally. Also, performance ratings will be listed for each class member (anonymously) and performance ratings will also be listed as a percentage of each class.

4. Evaluation: Summarize the evaluations of the assessment results **by course** from Form B, question 6. For each course, include strengths, challenges, and other observations, as well as strategies to maintain the strengths and address the challenges.

Results were interesting. Within a given course, students tended to improve at completing all three stages accurately. However, as they progressed from one semester to the next, their performance fell off. (About 95% of first-semester freshmen completed the three stages flawlessly, but first-semester sophomore outstanding performance fell to about 61%.) The challenge to the instructors of sophomores is to maintain standards rigidly. Sophomores, of course, have more experience, and they know more about aircraft mechanics, some knowledge of the territory may grant unwise confidence.

Strengths: This is a simple measure of student attention to detail. It is helpful to know that it is

attention or inattention that allows an assignment to succeed or fail.

Weakness: This measures student obedience more than it measures their communication abilities. A measure of student written expression will tell us more about their communication skills. As a result, we will institute two writing objectives: the first will be a measure of technical writing skills in log entries. (Brad and I discussed this, but did not complete it.) The second writing assessment will include students writing a series of article summary-and-response papers over the two years of the program. These essays will be evaluated using a rubric to measure expression and organizational skills as well as spelling, grammar and sentence structure. To “tune” the rubric, the department will hire (Carl Perkins funds) tutors from the writing lab to insure that we are making accurate assessments of writing skills.

### **Report Summary**

5. Do your assessment results require any special assistance or a change in financial resources? (Use information from Form B, summary.) If so, please describe and attach relevant materials.

We will spend a small sum from the Carl Perkins grant to assess student writing.

6. Based on the instructors' evaluation of assessment results, summarize the current state of instruction and assessment in your program or department.

We are still in the beginning stages. The formal program of assessing and reporting must be more formally adhered to, and the habit of assessing—beyond critical thinking and communication—may take hold. Brad Simson had begun charting student progress toward all the FAA performance objectives. I can expand on his beginning in my own courses.



CNCC Assessment of Student Learning  
Program/Department Report Form  
(Form D)

**Program/Department:** Aviation Technology **Individual(s) responsible:** Mike M. Brennan  
**Date:** 09-08-2003 **Semester being reported (check one):** **Fall:**  **Spring:**

**Student Outcome #1: CNCC students will be able to think critically.**

**Program/Department/Discipline Objectives for Critical Thinking (copy from instructors' Form B):**

The students will develop critical thinking and problem solving skills during ground and flight training.

1. Reporting: Summarize or list the assessment methods and associated quantifiable data **by course** from Form B, questions 1 and 2.

Instrument Pilot Ground School (AVT 111), Flight Instructor Ground School (AVT212) and Instrument Instructor Ground School (AVT221) are all utilizing the FAA Stage Exams and Knowledge Test Exam results to measure an acceptable level of critical thinking.

2. Evaluation: Summarize the evaluations of the assessment results **by course** from Form B, question 3. For each course, include strengths, challenges, and other observations, as well as strategies to maintain the strengths and address the challenges.

Instrument Pilot Ground School (AVT111): Eleven students took the FAA Exam with 6, or 55% receiving a score of 80% or better. One received a score of 90% or better, or 9%. Due to some scheduling conflicts, several students did not take the Knowledge test by the end of the semester. The percentages indicate a drop from the 2002 scores, but are statistically invalid because of those not completing in a timely fashion. The main challenge is to get the students ready for the FAA Knowledge Exam in plenty of time to schedule their tests. This will be remedied by forced scheduling of the students for the test.

Flight Instructor Ground School (AVT212): Ten students took the FAA Exam with 100% getting a score of 80% or better, and 5, or 50% getting a score of 90% or better. This is an extremely strong showing. There was no data available to compare them to, but anecdotal evidence suggests an improvement over the past.

Flight Instructor Ground School (AVT221): This data is badly skewed, as only 5 students took the Knowledge Exam, because of a change in FAA regulations. 60% received a score of 80% or better, but this is statistically insignificant. Most of the students had already taken their Knowledge Exam at the completion of their Instrument Ground School the previous year, and there was no data collected on those scores, since we hadn't yet started collecting it. The main challenge in this course is to bring the students up to a level of knowledge required to become highly effective Instrument Instructors. If they wait and take the FII Knowledge Exam at the completion of this course, then most of the time is spent reviewing the FAA questions (which they have already covered in their Instrument Ground School). If they are allowed to take their FII Exam at the same time they take their Instrument Rating Exam (which is very efficient, the questions are the same), then there is a

tendency to take a rather lackadaisical attitude towards this class. I believe the route I will pursue is to let them take their IRA and FII Final Exams at the completion of Instrument Ground School, and devise a final exam that is comprehensive enough that they must take the class seriously.

**Student Outcome #2: CNCC students will be able to communicate effectively.**

**Program/Department/Discipline Objectives for Effective Communication** (copy from instructors' Form B):

The student will be able to read and understand complex written questions and/or verbal directives and arrive at a correct and safe solution.

3. Reporting: Summarize or list the assessment methods and associated quantifiable data **by course** from Form B, questions 4 and 5.

Instrument Pilot Ground School (AVT 111), Flight Instructor Ground School (AVT212) and Instrument Instructor Ground School (AVT221) are all utilizing the FAA Stage Exams and Knowledge Test Exam results to measure an acceptable level of critical thinking.

4. Evaluation: Summarize the evaluations of the assessment results **by course** from Form B, question 6. For each course, include strengths, challenges, and other observations, as well as strategies to maintain the strengths and address the challenges.

Instrument Pilot Ground School (AVT111): Eleven students took the FAA Exam with 6, or 55% receiving a score of 80% or better. One received a score of 90% or better, or 9%. Due to some scheduling conflicts, several students did not take the Knowledge test by the end of the semester. The percentages indicate a drop from the 2002 scores, but are statistically invalid because of those not completing in a timely fashion. The main challenge is to get the students ready for the FAA Knowledge Exam in plenty of time to schedule their tests. This will be remedied by forced scheduling of the students for the test.

Flight Instructor Ground School (AVT212): Ten students took the FAA Exam with 100% getting a score of 80% or better, and 5, or 50% getting a score of 90% or better. This is an extremely strong showing. There was no data available to compare them to, but anecdotal evidence suggests an improvement over the past.

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## Report Summary

5. Do your assessment results require any special assistance or a change in financial resources? (Use information from Form B, summary.) If so, please describe and attach relevant materials.

Not at this time

6. Based on the instructors' evaluation of assessment results, summarize the current state of instruction and assessment in your program or department.

The Program is very close to, and in most cases exceeding our goals. Although the FAA Knowledge Exams certainly reflect accurately the level of communication and critical thinking skills the students have attained. I would still like to devise method(s) to more directly assess these particular skills, without resorting to more tests. There simply is not room in the FAA approved curriculum to allow for more tests or essays. The challenge is to keep looking.



**CNCC Assessment of Student Learning  
Program/Department Report Form  
(Form D)**



**Program/Department:** Business Information Technology      **Individual(s) responsible:** Darlene Ringhand  
**Date:** 09-07-03      **Semester being reported (check one):**      **Fall:**       **Spring:**

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**Student Outcome #1: CNCC students will be able to think critically.**

**Program/Department/Discipline Objectives for Critical Thinking** (copy from instructors' Form B):

. To equip students with the skills necessary to create problem solving, critical thinking, and analysis of values.

- Comprehend complex ideas, data, and concepts.
- Problem solve using specific processes and techniques.
- Synthesize information and solve challenging problems using various methods.

1. Reporting: Summarize or list the assessment methods and associated quantifiable data **by course** from Form B, questions 1 and 2.

ECO 201R – Students used critical thinking to complete a research project that contained elements that were learned throughout the semester. They were challenged to do research on the internet as well.

CEO 201C – Students used critical thinking to complete their capstone project. Topics from through out the semester were required as part of the capstone project.

CIS 118 – Students had to put together a PowerPoint Presentation using a rubric that included elements that were learned throughout the semester.

CISCO – Students learned basic networking terminology and were able to use the terminology learned to express trouble shooting problems that included critical thinking.

2. Evaluation: Summarize the evaluations of the assessment results **by course** from Form B, question 3. For each course, include strengths, challenges, and other observations, as well as strategies to maintain the strengths and address the challenges.

Because the reporting format has changed since we set our goals, the following is the data that was obtained:

ECO 201R – 100% of the students were able to successfully complete their research paper using critical thinking.



ECO 201C – 100% of the students successfully completed their tests and assignments and their capstone projects.

CIS 118 - 100% of the students completed and passed their presentations with an 80% or better using the provided rubric.

CISCO – 100% of the students were successful in learning technical terminology for the class and were able to solve trouble shooting problems.

**Student Outcome #2: CNCC students will be able to communicate effectively.**

**Program/Department/Discipline Objectives for Effective Communication** (copy from instructors' Form B):

To equip students with the communication skills necessary for effective listening, speaking, reading, and writing.

- Student will be able to communicate effectively orally and in writing using various media, including computer software programs, audiovisual equipment, and written interfaces.
- Student should understand and use basic business terminology to communicate orally and in writing using various computer software programs.

3. Reporting: Summarize or list the assessment methods and associated quantifiable data **by course** from Form B, questions 4 and 5.

ECO 201R - Creating a research paper throughout the semester in which the internet was used. Students also did an oral presentation at the close of the semester

ECO 201C – Testing, assignments and a capstone project at the end of the semester.

CIS 118 – Hands-on final project that was a PowerPoint Presentation.

CISCO – Communicate orally, the terminology for computer networking and software.

4. Evaluation: Summarize the evaluations of the assessment results **by course** from Form B, question 6. For each course, include strengths, challenges, and other observations, as well as strategies to maintain the strengths and address the challenges.

Because the reporting format has changed since we set our goals, the following is the data that was obtained:

ECO 201R – 100% of the students were able to successfully complete their research paper and do a presentation.

ECO 201C – 100% of the students successfully completed their tests and assignments and their capstone projects.

CIS 118 - 100% of the students completed and passed their presentations with an 80% or better.

CISCO – 100% of the students were successful in learning technical terminology for the class.

### **Report Summary**

5. Do your assessment results require any special assistance or a change in financial resources? (Use information from Form B, summary.) If so, please describe and attach relevant materials.

No, other than keeping our classroom technology current.

6. Based on the instructors' evaluation of assessment results, summarize the current state of instruction and assessment in your program or department.

We are still in the “growing” stages, but I feel that we are making improvements with better forms and tracking mechanisms. We will all need to try harder with documentation for Fall of 03.

**CNCC Assessment of Student Learning  
Program/Department Report Form  
(Form D)**

**Program/Department:** Criminal Justice **Individual(s) responsible:** Fortunato

**Date:** 9-12-03 **Semester being reported (check one):** **Fall:** x **Spring:**     

**Student Outcome #1: CNCC students will be able to think critically.**

**Program/Department/Discipline Objectives for Critical Thinking** (copy from instructors' Form B):

CNCC Criminal Justice students will be able to understand basic, underlying concepts involved in the criminal justice system in the United States, and to apply these concepts to increasingly more complex issues as they progress through the program.

1. Reporting: Summarize or list the assessment methods and associated quantifiable data **by course** from Form B, questions 1 and 2.

As a vocational based program the best measure of success is employment within the profession. Because of the new ness of this assessment this information does not yet exist. Therefore, our only basis for assessment at this point is grades which reflect that our students overall are doing quite well.

2. Evaluation: Summarize the evaluations of the assessment results **by course** from Form B, question 3. For each course, include strengths, challenges, and other observations, as well as strategies to maintain the strengths and address the challenges.

Strengths:

1. Instructors are teaching and assessing critical thinking.
2. Students who have completed basic courses are often more successful in grasping the more complex topics. This would indicate students are gaining an understanding of these basic issues, which appear to help them in understanding the more advanced issues.
3. Students who complete the two year program at CNCC, then go into the Police Academy, perform significantly better than academy students without a background in the criminal justice field.

Challenges:

1. If students are to understand more complex concepts, such as criminological theory or an advanced law class, they should have been exposed to a basic, abbreviated version before taking the more advanced course. The "Introduction to Criminal Justice" course needs to introduce students to most of the issues they will later deal with, but in a broad, general manner.
2. If students are to understand the meaning of court decisions, they should be exposed to basic issues involved in the criminal justice system, including the function and operation of police agencies, prosecutors, defense attorneys and the courts. Without this basic knowledge, it is difficult for some students to understand why law enforcement does what they do, and why courts may rule adversely when only a "technicality" seems involved.

**Student Outcome #2: CNCC students will be able to communicate effectively.**

**Program/Department/Discipline Objectives for Effective Communication** (copy from instructors' Form B):

CNCC students will be able to communicate effectively.

3. Reporting: Summarize or list the assessment methods and associated quantifiable data **by course** from Form B, questions 4 and 5.

Largely, these are advising and registration issues. The primary two instructors are well aware that students entering the program should start at the basic level and progress upward from there. However, with distance-learning, separate campuses, second semester enrollment and the occasional high school learners being enrolled in classes, a student who has no basic background in or knowledge of the criminal justice process will occasionally be enrolled in a more advanced class. While this student may be slightly behind the curve as compared to students who have completed basic classes, each class is individual and does not absolutely require a prerequisite. Thus, while a student may be slightly behind in a particular advanced class, such as Procedural Criminal Law, the nature of the class is such that he or she should be able to grasp the concepts fairly well.

Consequently, the Criminal Justice instructors at CNCC feel strongly that, while the occasional student will slip through the cracks and “fall into” a more advanced class, the nature of the program is such that each class is individual in nature. Unlike Algebra, for example, it is not absolutely necessary for a student to have completed a prerequisite, but it certainly would be helpful. Thus, no changes in the core course curriculum or instructional methods are required because of the nature of the overall program itself.

4. Evaluation: Summarize the evaluations of the assessment results **by course** from Form B, question 6. For each course, include strengths, challenges, and other observations, as well as strategies to maintain the strengths and address the challenges.

Criminal Justice instructors at CNCC understand that communication is a two-way street. In other words, while students are required to listen to the instructor’s explanation of concepts, instructors cannot truly measure and assess the student’s understanding of the concepts unless there is some meaningful feedback. Since teaching these concepts is unlike teaching math or English, Criminal Justice instructors at CNCC employ a number of methods to assess whether or not communication is truly occurring. These include:

viewing Supreme Court cases and writing case briefs for presentation in class.

- Reviewing actual facts of cases and applying concepts of law, then explaining and defending a position. In Procedural Criminal Law, for example, students are appointed as “Justices of the CNCC Supreme Court” which requires them to both review cases and take their position on why they decided an issue the way they did.
- Providing basic information to students, then having students show their understanding with “short answer” or essay answers.
- Utilizing equipment available in the Police Academy to demonstrate certain concepts. For example, the instructor in “Law Enforcement Operations” teaches a block of instruction related to “Use of Force/Deadly Force.” After lecture, discussion and videos are used to cover the theory and issues, the instructor has students demonstrate their understanding on the “Shoot/Don’t Shoot” simulator in the Police Academy.

- In “Introduction to Criminal Justice,” students are exposed to three basic theories of crime causation: Psychological, Sociological and Biological. Students are then broken down into groups, shown a video dealing with the crimes of Jeffrey Dahmer, and asked to explain his behavior using their particular discipline.
- CNCC Criminal Justice instructors attempt to employ creative methods to explain complex issues, utilizing a multi-media approach at times, recognizing that learning can occur in various ways other than simply by lecturing.

The data collection portion of this student assessment, as with Student Outcome #1, has only commenced this past semester, and insufficient data presently exists to assess the efficacy of these methods. However, there are readily observable assessments available. A portion of students who have completed the two-year program at CNCC go directly into the Police Academy. Others go on to four-year institutions. Immediate feedback is available from students in the Police Academy. The clear impression is that student’s performance in the police academy is significantly better after completion of their two year degree at CNCC.

### **Report Summary**

5. Do your assessment results require any special assistance or a change in financial resources? (Use information from Form B, summary.) If so, please describe and attach relevant materials.

We are trying to adjust to the use of more adjunct because of department downsizing and budget reduction. Only time will tell how this will affect the program.

6. Based on the instructors' evaluation of assessment results, summarize the current state of instruction and assessment in your program or department.

We are in a process of adjusting to loss of full time faculty, advisor and office help. These duties will fall on remaining faculty and staff and only time will tell if this will have any effect on the overall quality of the program.



**CNCC Assessment of Student Learning  
Program/Department Report Form  
(Form D)**



**Program/Department:** Developmental Studies      **Individual(s) responsible:** Sheila Harper  
**Date:** 9/15/03      **Semester being reported (check one):**      **Fall:**       **Spring:**

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**Student Outcome #1: CNCC students will be able to think critically.**

**Program/Department/Discipline Objectives for Critical Thinking** (copy from instructors' Form B):

1. Students will summarize, analyze, and/or evaluate textual material;
  2. Students will read and analyze real world problems, determine the appropriate operations to use, and solve the problem.
1. Reporting: Summarize or list the assessment methods and associated quantifiable data **by course** from Form B, questions 1 and 2.

**ENG 060**

**Assessment method:** Students wrote a classification essay that required analysis and evaluation of four websites according to a given set of criteria. The essays were rated according to the completeness of the analysis and the correctness of the evaluation.

**Quantifiable data:** 100% of the class (3 out of 3) provided a good or adequate analysis and evaluation of the selected websites.

**ENG 090 (sec. 101, 102)**

**Assessment method:** Students wrote a critique essay, which required them to summarize and evaluate one of several articles assigned in class. The essays were rated based on students' ability to effectively summarize and respond to the chosen article.

**Quantifiable data:** 3 out of 7 students (43%) demonstrated average understanding of summary/evaluative techniques. 1 out of 7 (14%) demonstrated below average understanding, and 3 out of 7 (43%) received unsatisfactory marks, indicating they could not correctly summarize and respond to the articles.

**ENG 090 (sec. 301, 302)**

**Assessment method:** Students wrote a five-page research paper that required analysis, summary, and evaluation of materials they researched independently. Students were also required to hand in a bibliography which followed MLA format.

**Quantifiable data:** 100% of students (7 out of 7) received a score of 75% or above (or produced adequate work). 71% of the students (5 out of 7) received an 80% or above.

**MAT 060**

**Assessment method:** In order to assess MAT 060 students' critical thinking abilities, a group project involving evaluating interest rates on credit cards with a range of APRs was assigned. Students showed critical thinking skills by analyzing data, then synthesizing the results of their

computations and evaluating these results.

**Quantifiable data:** The students' resulting scores ranged from 85% to 100%, which fit the criteria for good to excellent.

2. Evaluation: Summarize the evaluations of the assessment results **by course** from Form B, question 3. For each course, include strengths, challenges, and other observations, as well as strategies to maintain the strengths and address the challenges.

#### **ENG 060**

**Strengths & challenges:** The students understood how to analyze a website by looking for a set of characteristics; however, they could not consistently evaluate the characteristics in terms of the given criteria without a lot of leading questions from the instructor.

**Strategies:** Students will continue to practice classification, use rubrics to evaluate their peers' and their own work, and develop the rubric for the classification essay. In addition, the instructor will teach students to use rubrics to evaluate textual material, and students will work in groups to evaluate student papers to practice using a rubric.

#### **ENG 090 (sec. 101, 102)**

**Strengths & challenges:** About half of the class understood how to effectively summarize, analyze, and evaluate the ideas and words of another writer; however, the other half did not.

**Strategies:** Students will continue to practice and discuss qualities of good summary/response after the first revision of their essays, which was effective in improving their ability to summarize and critique. In addition, the instructor will spend more time modeling and practicing summary/response techniques in class, use more intensive small-group workshopping of the students' papers, and teach students to use rubrics similar to the ones used for grading.

#### **ENG 090 (sec. 301, 302)**

**Strengths & challenges:** Even the students who had difficulty synthesizing the material learned to synthesize through the drafting and revision process. However, students had a very difficult time identifying their own surface errors and evaluating their work for correctness.

**Strategies:** Students will continue to practice research and learn to analyze source material. In addition, students will spend more time evaluating student work in class to strengthen editorial skills.

#### **MAT 060**

**Strengths & challenges:** Working in a group, students were able to use the computational, problem solving, critical thinking, and analysis skills learned to appropriately complete the project.

However, too much of the project analysis was provided by the instructor.

**Strategies:** Students will continue to practice solving real-world problems. In addition, students will develop the method for collecting data, and the instructor will develop a rubric to be able to report in more quantifiable terms.

**Student Outcome #2: CNCC students will be able to communicate effectively.**

**Program/Department/Discipline Objectives for Effective Communication** (copy from instructors' Form B):

Students will produce a piece of writing with a clear purpose and adequately organized and developed ideas, using complete sentences.

3. Reporting: Summarize or list the assessment methods and associated quantifiable data **by course** from Form B, questions 4 and 5.

**ENG 060**

**Assessment method:** Students wrote a classification essay that required them to apply principles they had used in paragraphs to a longer essay. The essays were rated according to the following criteria: clear purpose, adequate organization, adequate development, and complete sentences.

**Quantifiable data:** 2 of 3 essays failed to demonstrate a clear purpose as shown by an identifiable subject and controlling idea. All the essays showed either good or adequate organization. 2 of 3 essays showed good or adequate development and use of complete sentences.

**ENG 090 (sec. 101, 102)**

**Assessment method:** Students wrote a 3-4 page critique essay that required them to focus on four specific areas: topic, development, organization, and language.

**Quantifiable data:** 6 out of 7 essays (86%) had an average or above average topic. 4 out of 7 students (57%) received below average or unsatisfactory scores in development (i.e. effectively summarizing and responding to the text). 5 out of 7 students (71%) wrote an essay with average or above average organization. 5 out of 7 students (71%) received below average or unsatisfactory marks on language, particularly complete sentences.

**ENG 090 (sec. 301, 302)**

**Assessment method:** Students wrote a critical essay which was reviewed for correctness, grammar, and punctuation.

**Quantifiable data:** 86% of students (6 out of 7) wrote essays with a score of 80% or higher, which shows they were able to write clearly and acceptably for the purpose of communication.

**MAT 060**

**Assessment method:** Students were required to complete 14 Journal Entries requiring analysis in order to answer questions/solve problems and written using complete sentences.

**Quantifiable data:** The 15 students' grades for complete sentences ranged from 81% to 99%, with an average score of 93%.

4. Evaluation: Summarize the evaluations of the assessment results **by course** from Form B, question 6. For each course, include strengths, challenges, and other observations, as well as strategies to maintain the strengths and address the challenges.

**ENG 060**

**Strengths & challenges:** Adequate organization and development continue to be strengths. However, writing with a clear purpose and complete sentences continue to be challenges.

**Strategies:** Students will continue to complete a learning unit on revision, with an emphasis on developing ideas by adding more details. In addition, students will practice writing their own complete sentences and topic sentences every week, not just in their essays, and they will practice writing thesis statements specifically for classification papers.

**ENG 090 (sec. 101, 102)**

**Strengths & challenges:** Strong topic development and organization are consistent strengths. However, students need more work on fundamental grammar rules, particularly fragments and comma splices, as well as more focus on ways to develop their essays.

**Strategies:** Students will continue to outline all essays, and their lessons will continue to focus on thesis development, as well as considerations of audience and purpose. In addition, the instructor will give an enhanced focus on grammar and spend more time working on a three-level paragraph model with students, discussing various writing patterns and ways to incorporate them in support of



the thesis to strengthen development.

### **ENG 090 (sec. 301, 302)**

**Strengths & challenges:** Students no longer had difficulty in producing at least two pages of writing. However, students continued to display poor grammatical skills, punctuation errors, and structural errors in their writing, which they could not recognize in their own writing.

**Strategies:** Students will continue their writing instruction and practice. In addition, the college should institute the use of the WritePlacer for basic skills placement. The bulk of the students entering ENG 090 are not writing in complete sentences, which is pre-requisite to ENG 090.

### **MAT 060**

**Strengths & challenges:** Students showed marked improvement over the fall semester in which they did not receive instruction on writing complete sentences.

**Strategies:** The instructor will continue to provide instruction in complete sentences and time in class for students to read each others' answers, help one another, and ask questions.

## **Report Summary**

5. Do your assessment results require any special assistance or a change in financial resources? (Use information from Form B, summary.) If so, please describe and attach relevant materials.

One of the ENG 090 instructors recommended a writing sample for placement into the appropriate ENG class because her 090 students were unable to write complete sentences independently, although they could recognize them on the Accuplacer test. At this time, the only writing sample test which is accepted by CCCS is WritePlacer, which is used at FRCC. The department will discuss this recommendation, which would require additional costs for assessment, and make a decision as part of our annual department plan.

6. Based on the instructors' evaluation of assessment results, summarize the current state of instruction and assessment in your program or department.

In Developmental Studies (DS) as a whole, most instructors are concerned about their teaching of critical thinking. Either a large number of students don't seem to understand the concepts well enough to produce adequate work, or students are too dependent on the instructor for support through the process. Instructors are planning to include more instruction in the critical thinking skills of analysis, summary, or evaluation.

Students continue to show marked improvement in communication skills between entering their classes and completing them. However, students not writing complete or grammatically correct sentences remains a concern for most DS instructors, so it will be an issue that continues to be addressed for some time to come.

The state of assessment in DS is very good. All instructors are using assessment tools which address the specific DS objectives for critical thinking and communication. Adjunct faculty have already been included in assessment planning, and some of the full-time faculty are already making their assessments based on a full range of criteria rather than a single numerical score, so student performances in specific skill areas can be compared and analyzed rather than just using an overall result. Moreover, instructors are using the assessment results to make changes in the classroom.



**CNCC Assessment of Student Learning  
Program/Department Report Form  
(Form D)**



**Program/Department:** English/humanities **Individual(s) responsible:** Mary Karen Solomon  
**Date:** 9/11/03 **Semester being reported (check one):** **Fall:**  **Spring:**  2003

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**Student Outcome #1: CNCC students will be able to think critically.**

**Program/Department/Discipline Objectives for Critical Thinking (copy from instructors' Form B):**

**ENG 122:**

Students will be able to evaluate the worth of sources and use them effectively in research papers.

**GEO 105:**

Students will demonstrate understanding of key world geographic concepts

**HISTORY:**

Students will demonstrate their familiarity with various aspects of historical periods under consideration with interpretations & be able to correlate with present

**MUS 120:**

Students will be able to correctly identify music from different artistic periods upon listening.

**PHI 112:**

Students will be able to relate a system of philosophy critically to analyze a social issue.

**PSYCHOLOGY:**

CNCC students will be able to think critically

1. Reporting: Summarize or list the assessment methods and associated quantifiable data **by course** from Form B, questions 1 and 2.

**ENG 122:**

After class lectures and discussion of examples, term research papers were graded by a rubric that included use of logic and use of sources as factors. 11 of 14 students scored 85% or higher on these two factors; 7 of 14 students scored 90% or higher on these two factors.

**GEOGRAPHY:**

Seven of ten key concept questions that students performed poorly on (pretest range of 18-38% correct) were embedded in the final exam as a post test measure. No prep or final review was given on these concepts in an attempt to determine "retention" vs. "binge and purge" study skills. Results for the seven questions were between 21% and 83% correct

**HISTORY:**

-Tests and quizzes  
-Class lectures that focus on significant aspects of historical periods & their solutions to their problems.  
Similar exercises & responses on tests and reaction assignments prior to the final.

**LIT 201:**

Five students were enrolled in Masterpieces of Literature 1, Fall semester 2002. The assessment was done as part of the Final Exam. The students were asked to match 5 passages that they had never seen before to the 5 literary eras studied during the semester using their accumulated knowledge of form, content, and style. The average score was 3.8. Three students ID'd 3 of 5 passages; 2 ID'd 5 of 5.

**MUS 120:**

Listening portion on exam.

Students wrote answers on their exams after listening to musical examples.

20 students attended the class and took the exam (exam 2). Of the 20 students, 4 students answered all 4 questions correctly, 8 students answered 3 questions correctly, 5 students answered 2 questions correctly, 1 student answered 1 question correctly, and 2 students answered 0 questions correctly.

**PHI 112:**

Students gave an end-of-term presentation which analyzed a contemporary ethical issue, summarized a system of thought, then related it to the issue, as graded in a rubric which included that as a factor. 7 out of 9 students scored 90% or higher on their critical thinking in the presentation.

**PSY 101**

Students were asked to determine independent and dependent variables in four assessments given throughout the semester. Here are the results:

Assessment #1 – 43% correct

Assessment #2 – 29% correct

Assessment #3 - 50% correct

Assessment #4 – 74% correct

Reaction papers were assessed for ability to apply and react to concepts.

**PSY 102**

Reaction papers were assessed for ability to apply and react to concepts. Child Development paper was written which includes application of course material (theory) to life situations.

**PSY 115**

Students read articles and assessed main points in both written and verbal form

**PSY 226**

Journal Analysis Papers – students read and summarized three journal articles.

2. Evaluation: Summarize the evaluations of the assessment results **by course** from Form B, question 3. For each course, include strengths, challenges, and other observations, as well as strategies to maintain the strengths and address the challenges.

**ENG 122:**

I felt this rubric was very successful in helping me 1) assess the elements successfully completed in

the research paper; 2) identify elements that need more work in class; 3) grade papers more fairly and objectively.

**GEOGRAPHY:**

- a) I am aware of which concepts require greater emphasis
- b) Students do well with many of the concepts on regular quizzes. When the material is not fresh, they have trouble recalling the facts needed to reach a correct conclusion.
- c) Concepts involving computation were particularly difficult for students doing the post-test
- d) Greater emphasis on weak conceptual areas
- e) Return to a quiz plus exam schedule so that students have to revisit large blocks of material

**HIS 101, 102, 201,202:**

Scores on examinations will reveal the level of comprehension of major historical people & events

**LIT 201:**

**I'm pleased with the results of the outcome. The assessment tool was demanding, mimicking the GRE literature test. However, the fact that the students scored either 3 of 5, or 5 of 5, indicates a weakness of a 1:1 matching form**

Given that the 5 literary epochs are a constant for the course, perhaps adding additional passages, using 10 or 12 for example, and having 4 from one epoch, 2 from another, for example, would eliminate “guessing by elimination” and better measure student learning.

**MUS 120:**

- a) It is a very straightforward way to see if the students understand listening to artistic periods.
- b) Some students have a hard time grasping this concept and that will always be a challenge.
- c) Many students did well on the test, but the success rate is not as high as it should be. Next semester, I will test the same thing, but I will spend more time practicing listening skills with students.
- d) Possibly adding practice quizzes and games so the students get more practice listening.

**PHI 112:**

Although I had been including a presentation on an ethical issue as part of the course assignments for several years, I had not before graded the presentations according to a rubric that allowed me to identify and quantify such factors as critical thinking, application of philosophy, effectiveness of communication clearly. Also, this was the first time I had shared the presentation rubric with the students so that they would know exactly what factors would be graded in the presentation. I felt it was successful.

**PSYCHOLOGY:**

Students improved in their ability to apply concepts throughout the semester. Students demonstrated improved critical thinking and application of such thinking. When students could not assess main points in PSY 115 it was because they hadn't read rather than because they did not possess the critical thinking skills.

*Changes or revisions?* Points were covered in class as result of information obtained from reaction

papers. Continue to use independent/dependent variable exercise. Use rubrics to assess critical thinking.

*How do you provide feedback to students about their?*

Feedback was given to students to help clarify and teach unclear points. Students received their scores on the independent/dependent variable assignments.

**Student Outcome #2: CNCC students will be able to communicate effectively.**

**Program/Department/Discipline Objectives for Effective Communication** (copy from instructors' Form B):

**ENG 122:** Students will be able verbally to describe clearly and effectively their research process, the project outcome and problems encountered.

**MUS 120:** Students will be able to express their opinions about, and verbally describe the music they love, using and understandable musical vocabulary.

**PHI 112:** Students will effectively communicate verbally a system of thought or philosopher's thought and apply to a contemporary ethical issue of their choice.

**PSYCHOLOGY:** Students will demonstrate effective speaking behaviors.

3. Assessment method: if you followed the assessment methods listed on Form A, copy it below. If you adjusted the assessment method, please describe the methods you actually used.

**ENG 122:** 10-minute oral reports describing their research experience.

**MUS 120:** Presentations.

**PHI 112:** 20 – 30 minute presentations on a contemporary ethical issue of the students' choice.

4. Quantifiable data: on form A, you described how you expected to quantify the results of your assessment. Describe the quantifiable results of your assessment below.

**ENG 122:** All 14 students were able to describe their research experience with a score of 85% or higher.

**MUS 120:** Students were given a clear set of rubrics against which they were graded. There were 20 students in the class, and most of them did very well. Of the 20 students, 12 of them were graded as "excellent," 6 of them were graded as "very good," and only 2 were graded "average." The students were measured on preparation, research, use of musical vocabulary, overall content, and visual aids.

**PHI 112:** 7 out of 9 students were able to explain their issue clearly and explain and apply the applicable philosophical system to analyze the issue with an effectiveness of 90% or higher.

**PSYCHOLOGY:** PSY 101 AND 102 - Students gave a 5 to 10 minute presentation on an assigned topic. Students were required to do outside research and to create and use a visual aid or other

teaching aid.

Students in the classes accomplished the assignment. They were graded by their peers and by the instructor on clearness, accuracy, quality of visual/other aid, professionalism, and research.

5. Evaluation: Summarize the evaluations of the assessment results **by course** from Form B, question 6. For each course, include strengths, challenges, and other observations, as well as strategies to maintain the strengths and address the challenges.

**ENG 122:**

I share the rubric instrument I use to grade the students before they give their reports, but there is too much subjectivity involved in the categories: I need to use more easily quantifiable criteria.

**MUS 120:**

- a) The students enjoy talking about music they like. This is an excellent way to get them to communicate about music. Strengths of assessment are that the students were given the rubrics in advance so they knew what to expect in grading.
- b) The rubrics could be even more measurable. Much of the assessment is still based on the teacher's opinion.
- c) The students got high grades, but the criteria for the grades need to be refined.
- d) Continue to encourage students to talk about music they love, keep the heart of the grading criteria, but clarify some points.
- e) Clarify rubrics for scoring and give students a clear example of what is good presentation is.

**PHI 112:**

I really like this rubric. It has worked well both for assessment purposes and also for classroom research purposes.

**PSYCHOLOGY:**

Most students demonstrated the ability to communicate clearly and accurately and to include the required components.

*Changes or revisions?*

Provide students with more information on expectations for their presentations.

Students improved in their ability to apply concepts throughout the semester. Students demonstrated improved critical thinking and application of such thinking. When students could not assess main points in PSY 115 it was because they hadn't read rather than because they did not possess the critical thinking skills.

Points were covered in class as result of information obtained from reaction papers

Continue to use independent/dependent variable exercise. Use rubrics to assess critical thinking.

*How do you provide feedback to students about their progress?*

Feedback was given to students to help clarify and teach unclear points. Students received their scores on the independent/dependent variable assignments.

More clearly define grading components (eg. professionalism) for future classes. Be aware of students not grading fairly but rather grading friends higher or grading high because they want a high grade from their peers.

## Report Summary

6. Do your assessment results require any special assistance or a change in financial resources? (Use information from Form B, summary.) If so, please describe and attach relevant materials.

**ENG 122:**

No.

**MUS 120:**

We currently use a “boom box” from the library for music class. If we had a full stereo system with mounted speakers and a turntable for all the old records we have stocked away on bookshelves, the students would benefit.

**PHI 112:**

No.

**PSYCHOLOGY:**

I would like PowerPoint technology to be available in every classroom. I have scheduled my classes in computer labs, but they are not always available. One unit per classroom would facilitate presentations and reduce the stress of having to pre-schedule use of the equipment from IT. Also, the equipment is not always available when needed.

6. Based on the instructors' evaluation of assessment results, summarize the current state of instruction and assessment in your program or department.

Even though we are still working our way towards an effective and quantifiable assessment program, we have made progress. Our assessment efforts are providing useful information and feedback. We need to go beyond our current efforts, which are really more classroom research efforts, to work on interrelating our efforts and working out criteria and means for college-wide general ed assessment.



**CNCC Assessment of Student Learning  
Program/Department Report Form  
(Form D)**



**Program/Department:** Math and Science **Individual(s) responsible:** Todd Ward  
**Date:** 9/12/03 **Semester being reported (check one):** **Fall:**  **Spring:**

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**Student Outcome #1: CNCC students will be able to think critically.**

**Program/Department/Discipline Objectives for Critical Thinking** (copy from instructors' Form B):

Mat 121 Students will be able to think critically.

GEO: Students will demonstrate understand of key world geographic concepts

1. Reporting: Summarize or list the assessment methods and associated quantifiable data **by course** from Form B, questions 1 and 2.

MAT 121: Six questions were formulated by the MAT 121 College Algebra instructors to be given at the end of the semester. These questions incorporated many of the expected outcomes defined in the core description of MAT 121. The questions were simply scored as correct or incorrect for the purpose of this assessment exercise.

GEO: Pretest/post test

2. Evaluation: Summarize the evaluations of the assessment results **by course** from Form B, question 3. For each course, include strengths, challenges, and other observations, as well as strategies to maintain the strengths and address the challenges.

MAT 121: Students did well on the questions, although they were graded as right or wrong. It was apparent that many students being scored "incorrect" made simple errors and did in fact have a good grasp on the concept behind the question indicating the need for a broader range of scoring criteria. The questions attempted to cover as many MAT 121 competencies as possible and may need to be trimmed down for clarity. Finally, the timing of the assessment may need to be moved away from the final exam.

GEO: Students did well but did not retain many specifics needed to answer the questions at the end of the semester. This has led the instructor to make changes in the quiz/testing cycle within the course and pointed out which areas of material need more attention.

**Student Outcome #2: CNCC students will be able to communicate effectively.**



**Program/Department/Discipline Objectives for Effective Communication** (copy from instructors' Form B):

Students will be able to communicate effectively

3. Reporting: Summarize or list the assessment methods and associated quantifiable data **by course** from Form B, questions 4 and 5.

CHE 102 Grading of written reports, rubric assessment of oral presentation

4. Evaluation: Summarize the evaluations of the assessment results **by course** from Form B, question 6. For each course, include strengths, challenges, and other observations, as well as strategies to maintain the strengths and address the challenges.

CHE 102 The written and oral reports showed students were able to synthesize information and successfully relate it to themselves and others. Inadequate time was available for all oral reports, and the lack of a rubric for the written portion prevents cross-semester analysis.

### **Report Summary**

5. Do your assessment results require any special assistance or a change in financial resources? (Use information from Form B, summary.) If so, please describe and attach relevant materials.

no

6. Based on the instructors' evaluation of assessment results, summarize the current state of instruction and assessment in your program or department.

A majority of instructors are using valid assessment procedures that appear to be giving results that lead to logical steps toward improving student learning. To maintain these strategies we have encouraged all math faculty to work together towards producing assessment techniques for courses taught on various sites and by various instructors. Despite the presence of challenges, all reporting faculty have plans to improve upon their assessment protocol, or have made plans to modify classroom presentations to address weaknesses.

Almost without exception our instructors are in the beginning phases of implementing assessment procedures that are quantifiable and relate towards our departmental goals. This means that we are still making major changes and time commitments in assessment strategies to try to home in on a reliable technique that can lead to changes within the classroom.

To help address this, departmental meetings will include time to discuss assessment goals/strategies of individual instructors and use the group's experiences to aid those that are struggling to produce meaningful data. Additionally, assessment will be addressed during faculty evaluation meetings to help identify weaknesses and encourage growth and sustainability. With the large number of changes in forms and reporting requirements some instructors did not report properly or at all. This can be alleviated through better training and inclusion within faculty evaluations as stated above.



**CNCC Assessment of Student Learning  
Program/Department Report Form  
(Form D)**



**Program/Department:** Cosmetology **Individual(s) responsible:** Tracy Caddy  
**Date:** 10/1/03 **Semester being reported (check one):** **Fall:**  **Spring:**

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**Student Outcome #1: CNCC students will be able to think critically.**

**Program/Department/Discipline Objectives for Critical Thinking** (copy from instructors' Form B):

Students will increase their knowledge and apply their skills to pass Colorado State board examinations.

1. Reporting: Summarize or list the assessment methods and associated quantifiable data **by course** from Form B, questions 1 and 2.

Students are required 2 times a year to formally undergo a practical examination on their mannequins. They are evaluated on the same criteria that State Board has implemented. The student performs a variety of scenarios and is graded upon that scenario. The students receive a pass/fail in the evaluation. Students do have the opportunity to repeat their practical if they fail.

2. Evaluation: Summarize the evaluations of the assessment results **by course** from Form B, question 3. For each course, include strengths, challenges, and other observations, as well as strategies to maintain the strengths and address the challenges.

Most students, 95% passed the first time, those who did not, have another opportunity to improve their position. As instructors, we will not only need to provide verbal instructions, but written ones, as well. Simple steps, such as forgetting a waste receptacle will have to be reiterated and practiced over and over until student understands.

By the time the student applies for State board examinations, we want them prepared and packed for all of their scenarios.

**Student Outcome #2: CNCC students will be able to communicate effectively.**

**Program/Department/Discipline Objectives for Effective Communication** (copy from instructors' Form B):

Students will be able to present themselves in a professional manner in their business communications.

3. Reporting: Summarize or list the assessment methods and associated quantifiable data **by course** from Form B, questions 4 and 5.

Students are required to turn in a business plan of their future or imaginary salon. Whether a student does nails, hair or skin care, they must write and assess the costs of that salon. They then draw up a

portfolio of that salon with the following inclusions: Floor plan, location of salon, business name, business card, and menu of services offered.

Each business plan is evaluated with a written letter and number grade.

A= 90-100 pts. High average

B= 80-89 pts Above average

C= 70-79 pts Average

D= 69-70 pts. Below average

Out of 53 students, 46 had high average grades, 2 had above average grades, and 5 had average grades.

4. Evaluation: Summarize the evaluations of the assessment results **by course** from Form B, question 6. For each course, include strengths, challenges, and other observations, as well as strategies to maintain the strengths and address the challenges.

The business plan is a good tool in the evaluation process. However, more direction will go into the lesson plan, such as not only a verbal instruction, but a written format will be given to the students.

The students will also be given extra time in the classroom environment to finish their completed project.

### **Report Summary**

5. Do your assessment results require any special assistance or a change in financial resources? (Use information from Form B, summary.) If so, please describe and attach relevant materials.

No

6. Based on the instructors' evaluation of assessment results, summarize the current state of instruction and assessment in your program or department.

Business plans will continually be implemented in our cosmetology program.