

Pre-Teacher Preparation (AA) 2013-2014

College of Micronesia - FSM

Course Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
<p>A - instruction - Agriculture and Natural Resource Management (AS) - AG 101 - Introdcution to Agriculture - ANR_CSLO_1 - Describe the historical development in agriculture. (Created By A - instruction - Agriculture and Natural Resource Management (AS))</p> <p>CSLO Assessment Cycle: 2012 - 2013 (Summer 2013) 2013 - 2014 (Fall 2013) 2013 - 2014 (Spring 2014) 2013 - 2014 (Summer 2014) 2014 - 2015 (Fall 2014)</p> <p>Start Date: 08/20/2012</p> <p>Inactive Date: 05/10/2013</p> <p>CSLO Status: Active</p>	<p>Assessment Strategy: The students will be asses based on total points received from their Home work, lab work Tests, Midterm, and Final exam.</p> <p>Assessment Type: Exam/Quiz - In Course</p> <p>Target: My target is that the 75% of the class receives an average of 60% or more on all assessment strategies described.</p>	<p>12/17/2013 - 49 out of 59 (83%) of students passed this CSLO.</p> <p>Target Met: Yes</p> <p>Reporting Period: 2013 - 2014</p>	
	<p>Assessment Strategy: The students will be asses based on a pretest and post test. The pretest will be given during the first day of class and two class days before the last day of instructions.</p> <p>Assessment Type: Exam/Quiz - Pre-Post</p> <p>Target: My target is that the class increase their scores by 50% from pretest to post test.</p>	<p>05/13/2014 - 62% of the students passed the post test with a 70% or better. The total average of the post test is 71%.</p> <p>Target Met: No</p> <p>Reporting Period: 2013 - 2014</p>	<p>05/13/2014 - I need to work closely with students that are slow in this course. Some students scored very high on the post test while other did very poorly.</p>
<p>A - instruction - Agriculture and Natural Resource Management (AS) - AG 101 - Introdcution to Agriculture - ANR_CSLO_2 - Describe how to manage the natural resources in a sustainable manner. (Created By A - instruction - Agriculture and Natural Resource Management (AS))</p> <p>CSLO Assessment Cycle: 2012 - 2013 (Summer 2013) 2013 - 2014 (Fall 2013) 2013 - 2014 (Spring 2014) 2013 - 2014 (Summer 2014) 2014 - 2015 (Fall 2014)</p> <p>Start Date: 08/20/2012</p> <p>Inactive Date:</p>	<p>Assessment Strategy: The students will be asses based on total points received from their Homework, lab work Tests, Midterm, and Final exam.</p> <p>Assessment Type: Exam/Quiz - In Course</p> <p>Target: My target is that the class receives an average of 70% or more on all assessment strategies described.</p>	<p>12/17/2013 - 49 out of 59 (83%) of students passed this CSLO.</p> <p>Target Met: Yes</p> <p>Reporting Period: 2013 - 2014</p>	
	<p>Assessment Strategy: The students will be asses based on a pretest and post test. The pretest will be given during the first second day of class and two class days before the last day of instructions.</p> <p>Assessment Type:</p>	<p>05/13/2014 - 62% of the students passed the post test with a 70% or better. The total average of the post test is 71%.</p> <p>Target Met: No</p> <p>Reporting Period:</p>	<p>05/13/2014 - 62% of the students passed the post test with a 70% or better. The total average of the post test is 71%.</p>

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05/10/2013 CSLO Status: Active	Exam/Quiz - Pre-Post Target: My target is that 80% of the class passes the post test with 70% or better.	2013 - 2014	
A - instruction - Agriculture and Natural Resource Management (AS) - AG 101 - Introdcution to Agriculture - ANR_CSLO_3 - Identify and explain the major plant parts and functions and manage a home garden. (Created By A - instruction - Agriculture and Natural Resource Management (AS)) CSLO Assessment Cycle: 2012 - 2013 (Summer 2013) 2013 - 2014 (Fall 2013) 2013 - 2014 (Spring 2014) 2013 - 2014 (Summer 2014) 2014 - 2015 (Fall 2014)	Assessment Strategy: The students will be asses based on total points received from their Homework, lab work Tests, Midterm, and Final exam. Assessment Type: Exam/Quiz - In Course Target: My target is that the class receives an average of 70% or more on all assessment strategies described.	03/13/2014 - 14 students enrolled. 2 failed and 12 students pass. 86% were exemplary Target Met: Yes Reporting Period: 2013 - 2014 12/17/2013 - 52 Out of 59 (88%) of the students passed this CSLO Target Met: Yes Reporting Period: 2013 - 2014	
Start Date: 08/20/2012 Inactive Date: 05/10/2013 CSLO Status: Active	Assessment Strategy: The students will be asses based on a pretest and post test. The pretest will be given during the first second day of class and two class days before the last day of instructions. Assessment Type: Exam/Quiz - Pre-Post Target: My target is that 80% of the class passes the post test with 70% or better.	05/13/2014 - 62% of the students passed the post test with a 70% or better. The total average of the post test is 71%. Target Met: No Reporting Period: 2013 - 2014 03/13/2014 - 14 students enrolled. 2 failed and 12 students pass. 86% were exemplary Target Met: Yes Reporting Period: 2013 - 2014	05/13/2014 - 62% of the students passed the posttest with a 70% or better. The total average of the post test is 71%.
A - instruction - Agriculture and Natural Resource Management (AS) - AG 101 - Introdcution to Agriculture - ANR_CSLO_4 - Describe the nutritional requirement of animals, and how to best maintain animal health and demonstrate management practices. (Created By A - instruction - Agriculture and Natural Resource	Assessment Strategy: The students will be asses based on total points received from their Homework, lab work Tests, Midterm, and Final exam. Assessment Type:	03/13/2014 - 14 students enrolled. 2 failed and 12 students pass. 86% were exemplary Target Met: Yes Reporting Period: 2013 - 2014	

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Management (AS)) CSLO Assessment Cycle: 2012 - 2013 (Summer 2013) 2013 - 2014 (Fall 2013) 2013 - 2014 (Spring 2014) 2013 - 2014 (Summer 2014) 2014 - 2015 (Fall 2014) Start Date: 08/19/2012 Inactive Date: 05/10/2013 CSLO Status: Active	Exam/Quiz - In Course Target: My target is that the class receives an average of 70% or more on all assessment strategies described. Assessment Strategy: The students will be asses based on a pretest and post test. The pretest will be given during the first second day of class and two class days before the last day of instructions. Assessment Type: Exam/Quiz - Pre-Post Target: My target is that 80% of the class passes the post test with 70% or better.	12/17/2013 - 53 out of 59 (89%) of the students passed this CSLO Target Met: Yes Reporting Period: 2013 - 2014 05/13/2014 - 62% of the students passed the post test with a 70% or better. The total average of the post test is 71%. Target Met: No Reporting Period: 2013 - 2014 03/13/2014 - 14 students enrolled. 2 failed and 12 students pass. 86% were exemplary Target Met: Yes Reporting Period: 2013 - 2014	05/13/2014 - 62% of the students passed the posttest with a 70% or better. The total average of the post test is 71%.
A - instruction - Agriculture and Natural Resource Management (AS) - AG 140 - Principles of Animal Production - AGNR-AG140-CSLO 1 - Explain the animal contributions to human needs. (Created By A - instruction - Agriculture and Natural Resource Management (AS)) CSLO Assessment Cycle: 2013 - 2014 (Fall 2013) 2013 - 2014 (Spring 2014) 2013 - 2014 (Summer 2014) Start Date: 01/13/2014 CSLO Status: Active	Assessment Strategy: The students will be asses based on a pretest and post test. The pretest will be given during the first second day of class and two class days before the last day of instructions. Target: 75% of student pass post test with a C or better	05/20/2014 - 9 out of 11 pass with C or better. 82% of the class passes this SLO Target Met: Yes Reporting Period: 2013 - 2014 03/13/2014 - 14 students enrolled. 2 failed and 12 students pass. 86% were exemplary Target Met: Yes Reporting Period: 2013 - 2014	
A - instruction - Agriculture and Natural Resource Management (AS) - AG 140 - Principles of Animal Production - AGNR-AG140-CSLO 2 - Describe the reproduction in farm animals. (Created By A - instruction -	Assessment Strategy: The students will be asses based on a pretest and post test. The pretest will be given during the first second day of class	05/20/2014 - 6 out of 11 passed 5 out of 11 failed 56% passed with c or better Target Met:	

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<p>Agriculture and Natural Resource Management (AS))</p> <p>CSLO Assessment Cycle: 2013 - 2014 (Fall 2013) 2013 - 2014 (Spring 2014) 2013 - 2014 (Summer 2014)</p> <p>Start Date: 01/13/2014</p> <p>CSLO Status: Active</p>	<p>and two class days before the last day of instructions.</p> <p>Assessment Type: Exam/Quiz - Pre-Post</p> <p>Target: 75% of students pass post test with a C or better</p>	<p>No</p> <p>Reporting Period: 2013 - 2014</p> <p>03/13/2014 - 14 students enrolled. 2 failed and 12 students pass. 86% were exemplary</p> <p>Target Met: Yes</p> <p>Reporting Period: 2013 - 2014</p>	
<p>A - instruction - Agriculture and Natural Resource Management (AS) - AG 140 - Principles of Animal Production - AGNR-AG140-CSLO 3 - Describe the nutrients and their functions in farm animals. (Created By A - instruction - Agriculture and Natural Resource Management (AS))</p> <p>CSLO Assessment Cycle: 2013 - 2014 (Fall 2013) 2013 - 2014 (Spring 2014) 2013 - 2014 (Summer 2014)</p> <p>Start Date: 01/13/2014</p> <p>CSLO Status: Active</p>	<p>Assessment Strategy: The students will be asses based on a pretest and post test. The pretest will be given during the first second day of class and two class days before the last day of instructions.</p> <p>Assessment Type: Exam/Quiz - Pre-Post</p> <p>Target: 75% of students pass post test with a C or better</p>	<p>05/20/2014 - 9 out of 11 passed 82% passed</p> <p>Target Met: Yes</p> <p>Reporting Period: 2013 - 2014</p> <p>03/13/2014 - 14 students enrolled. 2 failed and 12 students pass. 86% were exemplary</p> <p>Target Met: Yes</p> <p>Reporting Period: 2013 - 2014</p>	
<p>A - instruction - Agriculture and Natural Resource Management (AS) - AG 140 - Principles of Animal Production - AGNR-AG140-CSLO 4 - Identify common animal disease problem and control and treatment. (Created By A - instruction - Agriculture and Natural Resource Management (AS))</p> <p>CSLO Assessment Cycle: 2013 - 2014 (Fall 2013) 2013 - 2014 (Spring 2014) 2013 - 2014 (Summer 2014)</p> <p>Start Date: 01/13/2014</p> <p>CSLO Status: Active</p>	<p>Assessment Strategy: The students will be asses based on a pretest and post test. The pretest will be given during the first second day of class and two class days before the last day of instructions.</p> <p>Assessment Type: Exam/Quiz - Pre-Post</p> <p>Target: 75% of students pass the post test with a c or better</p>	<p>05/20/2014 - 9 out of 11 passed 82% passed</p> <p>Target Met: Yes</p> <p>Reporting Period: 2013 - 2014</p>	

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<p>A - instruction - Agriculture and Natural Resource Management (AS) - AG 140 - Principles of Animal Production - AGNR-AG140-CSLO 5 - Demonstrate the management skills of farm animal operations. (Created By A - instruction - Agriculture and Natural Resource Management (AS))</p> <p>CSLO Status: Inactive</p>	<p>Assessment Strategy: The students will be asses based on a pretest and post test. The pretest will be given during the first second day of class and two class days before the last day of instructions.</p> <p>Assessment Type: Exam/Quiz - Pre-Post</p> <p>Target: 75% of students pass the post test with a c or better</p>	<p>03/13/2014 - 14 students enrolled. 2 failed and 12 students pass. 86% were exemplary</p> <p>Target Met: Yes</p> <p>Reporting Period: 2013 - 2014</p>	
<p>A - instruction - General Education - SC 117 - Tropical Pacific Island Environment - SC117_CSLO_1 - Become familiar with the scientific concepts of "environment" and "ecology." (Created By A - instruction - General Education)</p> <p>CSLO Assessment Cycle: 2013 - 2014 (Fall 2013) 2013 - 2014 (Spring 2014) 2013 - 2014 (Summer 2014) 2014 - 2015 (Fall 2014)</p> <p>CSLO Status: Active</p>	<p>Assessment Strategy: 70% of student will be successful at this outcome.</p> <p>Assessment Type: Exam/Quiz - In Course</p> <p>Target: Establish baseline data for this CSLO</p>	<p>01/14/2014 - Fall- 35 out of 42 (83%), Spring- 71.3%, Overall-77.1% of students were able to become familiar with the scientific concepts of "environment" and "ecology."</p> <p>Target Met: No</p> <p>Reporting Period: 2013 - 2014</p>	
<p>A - instruction - General Education - SC 117 - Tropical Pacific Island Environment - SC117_CSLO_2 - Describe four major Pacific island types and explain their origins. (Created By A - instruction - General Education)</p> <p>CSLO Assessment Cycle: 2013 - 2014 (Fall 2013) 2013 - 2014 (Spring 2014) 2013 - 2014 (Summer 2014) 2014 - 2015 (Fall 2014)</p> <p>CSLO Status: Active</p>	<p>Assessment Strategy: Students will take an objective quiz</p> <p>Assessment Type: Exam/Quiz - In Course</p> <p>Target: 70% of student will be successful at this outcome.</p>	<p>01/14/2014 - Fall-34 out of 42 (81%), Spring- 73.0%, Overall-77% of students were able to escribe four major Pacific island types and explain their origins.</p> <p>Target Met: No</p> <p>Reporting Period: 2013 - 2014</p>	

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<p>A - instruction - General Education - SC 117 - Tropical Pacific Island Environment - SC117_CSLO_3 - Develop understanding of the past and present impact of humankind on the tropical Pacific island ecosystems. (Created By A - instruction - General Education)</p> <p>CSLO Assessment Cycle: 2013 - 2014 (Fall 2013) 2013 - 2014 (Spring 2014) 2013 - 2014 (Summer 2014) 2014 - 2015 (Fall 2014)</p> <p>CSLO Status: Active</p>	<p>Assessment Strategy: Students will take an objective quiz</p> <p>Assessment Type: Exam/Quiz - In Course</p> <p>Target: 70% of student will be successful at this outcome.</p>	<p>01/14/2014 - Fall-29 out of 42 (69%), Spring- 73.0%, Overall-71% of students were able to develop understanding of the past and present impact of humankind on the tropical Pacific island ecosystems.</p> <p>Target Met: No</p> <p>Reporting Period: 2013 - 2014</p>	
<p>A - instruction - General Education - SC 117 - Tropical Pacific Island Environment - SC117_CSLO_4 - Develop a vocabulary that allows students to discuss environmental realities linked to environmental challenges. (Created By A - instruction - General Education)</p> <p>CSLO Assessment Cycle: 2013 - 2014 (Fall 2013) 2013 - 2014 (Spring 2014) 2013 - 2014 (Summer 2014) 2014 - 2015 (Fall 2014)</p> <p>CSLO Status: Active</p>	<p>Assessment Strategy: Students will take an objective quiz</p> <p>Assessment Type: Exam/Quiz - In Course</p> <p>Target: 70% of student will be successful at this outcome.</p>	<p>01/14/2014 - Fall-25 out of 42 (60%), Spring- 60.1%, Overall-60% of students were able to develop a vocabulary that allows students to discuss environmental realities linked to environmental challenges.</p> <p>Target Met: No</p> <p>Reporting Period: 2013 - 2014</p>	
<p>A - instruction - General Education - SC 117 - Tropical Pacific Island Environment - SC117_CSLO_5 - Identify "global issues" concerning the world environment and their impact on Tropical Pacific Islands (Created By A - instruction - General Education)</p> <p>CSLO Assessment Cycle: 2013 - 2014 (Fall 2013) 2013 - 2014 (Spring 2014)</p>	<p>Assessment Strategy: Students will take an objective quiz</p> <p>Assessment Type: Exam/Quiz - In Course</p> <p>Target: 70% of student will be successful at this outcome.</p>	<p>01/14/2014 - Fall-22 out of 42 (53%), Spring- 68.1%, Overall-60.5% of students were able to Identify "global issues" concerning the world environment and their impact on Tropical Pacific Islands</p> <p>Target Met: No</p> <p>Reporting Period: 2013 - 2014</p>	

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2013 - 2014 (Summer 2014) 2014 - 2015 (Fall 2014) CSLO Status: Active			
A - instruction - General Education - SC 117 - Tropical Pacific Island Environment - SC117_CSLO_6 - Understand environmental ethics in relation to traditional or cultural knowledge of the environment. (Created By A - instruction - General Education) CSLO Assessment Cycle: 2013 - 2014 (Fall 2013) 2013 - 2014 (Spring 2014) 2013 - 2014 (Summer 2014) 2014 - 2015 (Fall 2014)	Assessment Strategy: Students will take an objective quiz Assessment Type: Exam/Quiz - In Course Target: 70% of student will be successful at this outcome.	01/14/2014 - Fall-24 out of 42 (57%), Spring- 71.3%, Overall-64% of students were able to Understand environmental ethics in relation to traditional or cultural knowledge of the environment. Target Met: No Reporting Period: 2013 - 2014	
CSLO Status: Active			
A - instruction - General Education - SC 117 - Tropical Pacific Island Environment - SC117_CSLO_7 - Recognize sustainable patterns in tropical island environments. (Created By A - instruction - General Education) CSLO Assessment Cycle: 2013 - 2014 (Fall 2013) 2013 - 2014 (Spring 2014) 2013 - 2014 (Summer 2014) 2014 - 2015 (Fall 2014)	Assessment Strategy: Students will take an objective quiz Assessment Type: Exam/Quiz - In Course Target: 70% of student will be successful at this outcome.	01/14/2014 - Fall-34 out of 42 (81%), Spring- 73.0%, Overall-77% students were able Recognize sustainable patterns in tropical island environments. Target Met: No Reporting Period: 2013 - 2014	
CSLO Status: Active			
A - instruction - General Education - SC 120 - Biology - SLO 1 Biology - Demonstrate knowledge of the scientific method and the use of metric measurements in collecting and analyzing data. (Created By A - instruction - General Education)	Assessment Strategy: Lab Report Assessment Type: Written Assignment Target: establish baseline	03/26/2014 - 20 of 61 students (33%) received a 70% or better on the lab report [for additional information see assessment document Spring 2014] Target Met: No Reporting Period:	

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CSLO Assessment Cycle: 2012 - 2013 (Fall 2012) 2012 - 2013 (Spring 2013) 2013 - 2014 (Fall 2013) 2013 - 2014 (Spring 2014) 2014 - 2015 (Fall 2014) 2014 - 2015 (Spring 2015)		2013 - 2014	
A - instruction - General Education - SC 120 - Biology - SLO 2 Biology - Demonstrate knowledge of the cell as the basic structural and functional unit of all living things. (Created By A - instruction - General Education)	Assessment Strategy: short answer/multiple choice Assessment Type: Exam/Quiz - In Course	03/26/2014 - 29 of 61 students (48%) received a 70% or better on the exam [for additional information see assessment document Spring 2014] Target Met: Yes Reporting Period: 2013 - 2014	
CSLO Assessment Cycle: 2012 - 2013 (Fall 2012) 2012 - 2013 (Spring 2013) 2013 - 2014 (Fall 2013) 2013 - 2014 (Spring 2014) 2014 - 2015 (Fall 2014) 2014 - 2015 (Spring 2015)			
A - instruction - General Education - SC 120 - Biology - SLO 3 Biology - Demonstrate an understanding of basic principles of inheritance (Mendelian genetics), the structure and organization of the DNA molecule (foundation of molecular genetics), and examples of applications of current DNA technology. (Created By A - instruction - General Education)	Assessment Strategy: short answer/multiple choice Assessment Type: Exam/Quiz - In Course Target: establish baseline	03/26/2014 - 14 of 61 students (23%) received a 70% or better on the quiz [for additional information see assessment document Spring 2014] Target Met: No Reporting Period: 2013 - 2014	
CSLO Assessment Cycle: 2012 - 2013 (Fall 2012) 2012 - 2013 (Spring 2013) 2013 - 2014 (Fall 2013) 2013 - 2014 (Spring 2014) 2014 - 2015 (Fall 2014) 2014 - 2015 (Spring 2015)			

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<p>A - instruction - General Education - SC 120 - Biology - SLO 4 Biology - Demonstrate knowledge of vertebrate anatomy and physiology, with emphasis on the human reproductive system. (Created By A - instruction - General Education)</p> <p>CSLO Assessment Cycle: 2012 - 2013 (Fall 2012) 2012 - 2013 (Spring 2013) 2013 - 2014 (Fall 2013) 2013 - 2014 (Spring 2014) 2014 - 2015 (Fall 2014) 2014 - 2015 (Spring 2015)</p>	<p>Assessment Strategy: short answer/multiple choice</p> <p>Assessment Type: Exam/Quiz - In Course</p> <p>Target: establish baseline</p>	<p>05/02/2014 - 11 of 50 students (22%) received a 70% or better on the quiz [for additional information see assessment document Spring 2014]</p> <p>Target Met: No</p> <p>Reporting Period: 2013 - 2014</p>	
<p>A - instruction - General Education - SC 120 - Biology - SLO 5 Biology - Demonstrate knowledge of plant, animal, and microbial diversity, and how organisms are named and classified. (Created By A - instruction - General Education)</p> <p>CSLO Assessment Cycle: 2012 - 2013 (Fall 2012) 2012 - 2013 (Spring 2013) 2013 - 2014 (Fall 2013) 2013 - 2014 (Spring 2014) 2014 - 2015 (Fall 2014) 2014 - 2015 (Spring 2015)</p>	<p>Assessment Strategy: short answer/multiple choice</p> <p>Assessment Type: Exam/Quiz - In Course</p> <p>Target: establish baseline</p>	<p>05/02/2014 - 29 of 50 students (58%) received a 70% or better on the quiz [for additional information see assessment document Spring 2014]</p> <p>Target Met: No</p> <p>Reporting Period: 2013 - 2014</p>	
<p>A - instruction - General Education - SC 120 - Biology - SLO 6 Biology - Demonstrate knowledge of basic principles of ecology. (Created By A - instruction - General Education)</p> <p>CSLO Assessment Cycle: 2012 - 2013 (Fall 2012) 2012 - 2013 (Spring 2013) 2013 - 2014 (Fall 2013) 2013 - 2014 (Spring 2014) 2014 - 2015 (Fall 2014)</p>	<p>Assessment Strategy: short answer/multiple choice</p> <p>Assessment Type: Exam/Quiz - In Course</p> <p>Target: establish baseline</p>	<p>05/02/2014 - 23 of 50 students (46%) received a 70% or better on the quiz [for additional information see assessment document Spring 2014]</p> <p>Target Met: No</p> <p>Reporting Period: 2013 - 2014</p>	

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2014 - 2015 (Spring 2015)			
<p>A - instruction - General Education - SC 130 - Physical Science - SC130_CSLO_1 - Demonstrate core scientific skills [Current] Explore physical science systems through experimentally based laboratories using scientific methodologies [Proposed 10 September 2013] (Created By A - instruction - General Education)</p> <p>CSLO Assessment Cycle: 2013 - 2014 (Fall 2013) 2013 - 2014 (Spring 2014) 2013 - 2014 (Summer 2014) 2014 - 2015 (Fall 2014)</p> <p>Start Date: 08/05/2013 Inactive Date: 05/15/2014 CSLO Status: Active</p>	<p>Assessment Strategy: At present data is reported out of an item analysis of the final examination. This remains a weak form of reporting on this outcome. An effort is underway to utilize laboratory fourteen as a way to inform this student learning outcome, but that effort is still nascent.</p> <p>Proposed SLO1 2013 uses analysis of a laboratory report for the use of scientific methodologies in the exploration of the system presented to the students. The laboratory used for this is the choice of the instructor.</p> <p>Assessment Type: Exam/Quiz - In Course Target: These values are known for 2012 and 2013, spring and fall terms: 0.71 0.66 0.69 0.72 The median is 0.70. A target of 0.72 is not unreasonable at this time.</p> <p>Assessment Strategy: Analysis of a laboratory report for the use of scientific methodologies in the exploration of the system presented to the students. The choice of laboratory is up to the instructor.</p> <p>Assessment Type: Written Assignment</p>	<p>05/12/2014 - Although the target was 0.72, the value performed a return back towards the median spring 2014 with a value of 0.69.</p> <p>Target Met: No Reporting Period: 2013 - 2014</p> <p>12/17/2013 - 0.72 is the most recent value for this metric.</p> <p>Target Met: Yes Reporting Period: 2013 - 2014</p>	
		<p>08/04/2014 - A report on the proposed SLO1 2013 done for summer 2014 showed that seven of fifteen students successfully utilized a linear model to analyze the system being studied. Two students used a more advanced non-linear regression to analyze the system. Two students did not provide a coherent analysis of the system. Four students did not complete the laboratory report.</p> <p>Target Met: Yes Reporting Period: 2013 - 2014</p> <p>Related Documents: Exploring physical science systems using scientific methodologies</p>	

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<p>A - instruction - General Education - SC 130 - Physical Science - SC130_CSLO_2 - Perform experiments in mechanics [current] Generate mathematical models for physical science systems and use appropriate mathematical techniques and concepts to obtain quantitative solutions to problems in physical science. [Proposed 10 September 2013] (Created By A - instruction - General Education)</p> <p>CSLO Assessment Cycle: 2013 - 2014 (Fall 2013) 2013 - 2014 (Spring 2014) 2013 - 2014 (Summer 2014) 2014 - 2015 (Fall 2014)</p> <p>Start Date: 08/05/2013</p> <p>Inactive Date: 05/15/2014</p> <p>CSLO Status: Active</p>	<p>Assessment Strategy: At one level all students have engaged in experiments in mechanics and thus the result is 100%. An item analysis of correct answers on the final provides a more nuanced insight into comprehension.</p> <p>Assessment Type: Exam/Quiz - In Course</p> <p>Target: Historic values over the past four fall and spring terms (2012-2013): 0.58 0.42 .0.64 0.64 Performance has been below 70% historically. The target should be 70% even though statistically this is an unlikely value.</p>	<p>05/12/2014 - Spring 2014 this metric fell to 0.53. Note that the value is derived from an item analysis of the final examination and fluctuations may be driven by variations in the difficulty of the underlying items from term-to-term. Average is 0.562 at present. 0.53 is well aligned with this five term average.</p> <p>Target Met: No</p> <p>Reporting Period: 2013 - 2014</p> <hr/> <p>12/17/2013 - 0.64 is the most recent value for this metric.</p> <p>Target Met: No</p> <p>Reporting Period: 2013 - 2014</p>	
	<p>Assessment Strategy: The students ability to analyze and interpret numeric information presented graphically is the component examined by a pre- assessment and post-assessment instrument.</p> <p>Assessment Type: Exam/Quiz - Pre-Post</p> <p>Target: Target to be determined but ideally all students will show improvement from pre- assessment to post-assessment.</p> <p>Related Documents: Preassessment graphical math</p>	<p>08/04/2014 - Thirteen students completed both the pre-assessment and post-assessment. Of the thirteen, twelve showed improvement pre to post. Performance for one student dropped.</p> <p>Target Met: No</p> <p>Reporting Period: 2013 - 2014</p> <p>Related Documents: Numeric information in graphic forms skills pre-post assessment</p>	
	<p>Assessment Strategy: Analysis of a laboratory report for the generation and use of mathematical models in the analysis of the system presented to the students. The choice of laboratory is up to the instructor.</p> <p>Assessment Type: Written Assignment</p>	<p>08/04/2014 - Nine of fifteen students showed evidence of the ability to generate mathematical models for physical science systems and use appropriate mathematical techniques in their analysis. Note that four students did not complete the assignment used in this result. While nine of eleven is 81%, nine of 15 is only 60%.</p> <p>Target Met:</p>	

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	<p>Target: All students should show evidence of having used a mathematical model to analysis the behavior of the system reported on in the laboratory report.</p>	<p>No Reporting Period: 2013 - 2014 Related Documents: Exploring physical science systems using scientific methodologies</p>	
<p>A - instruction - General Education - SC 130 - Physical Science - SC130_CSLO_3 - Perform experiments in material and earth sciences [current] Demonstrate basic communication skills by working in groups on laboratory experiments and by writing up the result of experiments, including thoughtful discussion and interpretation of data, in a formal format using spreadsheet and word processing software. [Proposed 10 September 2013] (Created By A - instruction - General Education) CSLO Assessment Cycle: 2013 - 2014 (Fall 2013) 2013 - 2014 (Spring 2014) 2013 - 2014 (Summer 2014) 2014 - 2015 (Fall 2014) Start Date: 08/05/2013 Inactive Date: 05/15/2014 CSLO Status: Active</p>	<p>Assessment Strategy: Although 100% of the students have performed experiments, an analysis of final examination questions can provide some insight into actual comprehension and calculational capabilities. Target: Historic values over the past four fall and spring terms (2012-2013): 0.71 0.65 0.63 0.76 The median is 0.68. A target of 0.76 is probably not justified based on the history of this value, 0.75 is a more reasonable statistic.</p>	<p>05/12/2014 - Spring 2014 the value was 0.61. The five term average is now 67.2. Spring 2014 saw the lowest average of the five terms recorded. Note that these values are not direct measurements of SLO 3. 23 of 29 students completely laboratory seven, documentation of student performance of an earth science experiment, or 79.3%. Target Met: No Reporting Period: 2013 - 2014 Related Documents: Latitude and longitude</p>	
		<p>12/17/2013 - 0.76 is the most recent value for this metric. Target Met: Yes Reporting Period: 2013 - 2014</p>	
	<p>Assessment Strategy: Improvement in core writing skills which underpin basic written communication skills. A rubric is use to measure command and control of grammar, vocabulary, organization, and cohesion of the student laboratory reports at the start and end of the term. Assessment Type: Written Assignment Target: Ideally all students should show improvement in writing skills.</p>	<p>08/05/2014 - Only ten of the fifteen students summer 2014 completed both laboratory one and laboratory fourteen (the last full write-up laboratory). This is a result in and of itself: lab report completion rates in summer term are not as high as regular term. Of the ten students who did both lab one and fourteen, only one student improved from lab one to fourteen. Four students showed no improvement and five students scored lower on grammar, vocabulary, organization, and cohesion. This lack of improvement in writing skills was documented in a related document. Target Met:</p>	

Course Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
		No Reporting Period: 2013 - 2014 Related Documents: Lack of writing improvement in physical science for summer 2014	
A - instruction - General Education - SC 130 - Physical Science - SC130_CSLO_4 - Perform experiments in wave based phenomena Define and explain concepts, theories, and laws in physical science [Proposed 19 May 2015] (Created By A - instruction - General Education) CSLO Assessment Cycle: 2013 - 2014 (Fall 2013) 2013 - 2014 (Spring 2014) 2013 - 2014 (Summer 2014) 2014 - 2015 (Fall 2014)	Assessment Strategy: Although 100% of the students have performed experiments, an analysis of final examination questions can provide some insight into actual comprehension and calculational capabilities. Target: Historic values over the past four fall and spring terms (2012-2013): 0.55 0.49 0.63 0.60 Performance has been below 70% historically. The target should be 70% even though statistically this is an unlikely value.	05/12/2014 - Spring 2014 result: 0.45. Performance slid on this metric as well. Target Met: No Reporting Period: 2013 - 2014 12/17/2013 - 0.60 is the most recent value for this metric. Target Met: No Reporting Period: 2013 - 2014	
Start Date: 08/05/2013 Inactive Date: 05/15/2014 CSLO Status: Active			
A - instruction - General Education - SC 255 - General Zoology - SC255_CSLO_1 - Demonstrate an understanding of the scientific method and its applications. (Created By A - instruction - General Education) CSLO Assessment Cycle: 2013 - 2014 (Fall 2013) 2013 - 2014 (Spring 2014) 2013 - 2014 (Summer 2014) 2014 - 2015 (Fall 2014)	Assessment Strategy: Rubric evaluation of lab report Assessment Type: Written Assignment	05/22/2014 - Spring-70.0% of students were able to demonstrate an understanding of the scientific method and its applications. Target Met: No Reporting Period: 2013 - 2014	
CSLO Status: Active			

Course Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
<p>A - instruction - General Education - SC 255 - General Zoology - SC255_CSLO_2 - Describe the parts of the cell and their various functions. (Created By A - instruction - General Education)</p> <p>CSLO Assessment Cycle: 2013 - 2014 (Fall 2013) 2013 - 2014 (Spring 2014) 2013 - 2014 (Summer 2014) 2014 - 2015 (Fall 2014)</p> <p>CSLO Status: Active</p>	<p>Assessment Strategy: Quiz and/or examination and laboratory exercises.</p> <p>Assessment Type: Exam/Quiz - In Course</p>	<p>05/22/2014 - Spring-80.0% of students were able to describe the parts of the cell and their various functions.</p> <p>Target Met: Yes</p> <p>Reporting Period: 2013 - 2014</p>	
<p>A - instruction - General Education - SC 255 - General Zoology - SC255_CSLO_3 - Demonstrate an understanding of the breadth of animal diversity through in-depth study of animal taxonomy and systematics. (Created By A - instruction - General Education)</p> <p>CSLO Assessment Cycle: 2013 - 2014 (Fall 2013) 2013 - 2014 (Spring 2014) 2013 - 2014 (Summer 2014) 2014 - 2015 (Fall 2014)</p> <p>CSLO Status: Active</p>	<p>Assessment Strategy: Lab activity and examination.</p> <p>Assessment Type: Exam/Quiz - In Course</p>	<p>05/22/2014 - Spring-70.0% of students were able to demonstrate an understanding of the breadth of animal diversity through in-depth study of animal taxonomy and systematics.</p> <p>Target Met: No</p> <p>Reporting Period: 2013 - 2014</p>	
<p>A - instruction - General Education - SC 255 - General Zoology - SC255_CSLO_4 - Explain the significance of the relationship between structure and function, evolution, genetics, ecology in the organization, survival, and diversity of animals (Created By A - instruction - General Education)</p> <p>CSLO Assessment Cycle: 2013 - 2014 (Fall 2013) 2013 - 2014 (Spring 2014) 2013 - 2014 (Summer 2014) 2014 - 2015 (Fall 2014)</p> <p>CSLO Status: Active</p>	<p>Assessment Strategy: Examination questions and lab assignments.</p> <p>Assessment Type: Exam/Quiz - In Course</p>	<p>05/22/2014 - Spring-80.0% of students were able to explain the significance of the relationship between structure and function, evolution, genetics, ecology in the organization, survival, and diversity of animals</p> <p>Target Met: Yes</p> <p>Reporting Period: 2013 - 2014</p>	

Course Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
Active			
<p>A - instruction - General Education - SC 255 - General Zoology - SC255_CSLO_5 - Identify basic, selected external and internal structures and associated biology/function for different kinds of animals. (Created By A - instruction - General Education)</p> <p>CSLO Assessment Cycle: 2013 - 2014 (Fall 2013) 2013 - 2014 (Spring 2014) 2013 - 2014 (Summer 2014) 2014 - 2015 (Fall 2014)</p> <p>CSLO Status: Active</p>	<p>Assessment Strategy: Lab assignments</p> <p>Assessment Type: Written Assignment</p>	<p>05/22/2014 - Spring-60.0% of students were able to identify basic, selected external and internal structures and associated biology/function for different kinds of animals.</p> <p>Target Met: No</p> <p>Reporting Period: 2013 - 2014</p>	
<p>A - instruction - General Education - SC 255 - General Zoology - SC255_CSLO_6 - Recognize the ecological, scientific, economic, cultural, and social importance of the interrelationships between animals, humans, and the environment. (Created By A - instruction - General Education)</p> <p>CSLO Assessment Cycle: 2013 - 2014 (Fall 2013) 2013 - 2014 (Spring 2014) 2013 - 2014 (Summer 2014) 2014 - 2015 (Fall 2014)</p> <p>CSLO Status: Active</p>	<p>Assessment Strategy: Examination question</p> <p>Assessment Type: Exam/Quiz - In Course</p>	<p>05/22/2014 - Spring-80.0% of students were able to recognize the ecological, scientific, economic, cultural, and social importance of the interrelationships between animals, humans, and the environment.</p> <p>Target Met: Yes</p> <p>Reporting Period: 2013 - 2014</p>	
<p>A - instruction - General Education - SS 170 - World History I - SS170_CSLO_1 - Know the development of civilizations in Mesopotamia, Egypt, and India. (Created By A - instruction - General Education)</p> <p>CSLO Assessment Cycle: 2013 - 2014 (Fall 2013) 2013 - 2014 (Spring 2014) 2013 - 2014 (Summer 2014)</p> <p>CSLO Status: Active</p>	<p>Assessment Strategy: Comprehensive Exam</p> <p>Assessment Type: Exam/Quiz - In Course</p> <p>Target: Establish baseline data for this CSLO</p>	<p>07/15/2014 - Out of the 15 students who took the course. All 15 met this outcome at a 70% and higher. Pass=15 Fail=0</p> <p>Target Met: Yes</p> <p>Reporting Period: 2013 - 2014</p>	

Course Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
<p>2014 - 2015 (Fall 2014)</p> <p>CSLO Status: Active</p>		<p>01/14/2014 - Fall-12 out of 13 (92%), Spring-74.52% of students were able to Know the development of civilizations in Mesopotamia, Egypt, and India.</p> <p>Target Met: Yes</p> <p>Reporting Period: 2013 - 2014</p>	
<p>A - instruction - General Education - SS 170 - World History I - SS170_CSLO_2 - Know the development of civilizations in ancient China and Greece. (Created By A - instruction - General Education)</p> <p>CSLO Assessment Cycle: 2013 - 2014 (Fall 2013) 2013 - 2014 (Spring 2014) 2013 - 2014 (Summer 2014) 2014 - 2015 (Fall 2014)</p> <p>CSLO Status: Active</p>	<p>Assessment Strategy: Comprehensive Exam</p> <p>Assessment Type: Exam/Quiz - In Course</p> <p>Target: Establish baseline data for this CSLO</p>	<p>07/15/2014 - Out of the 15 students who took the course. All 15 met this outcome at a 70% and higher.</p> <p>Pass=15 Fail=0</p> <p>Target Met: Yes</p> <p>Reporting Period: 2013 - 2014</p>	
<p>A - instruction - General Education - SS 170 - World History I - SS170_CSLO_3 - Know the development of the first world civilizations of Rome and China. (Created By A - instruction - General Education)</p> <p>CSLO Assessment Cycle: 2013 - 2014 (Fall 2013) 2013 - 2014 (Spring 2014) 2013 - 2014 (Summer 2014) 2014 - 2015 (Fall 2014)</p> <p>CSLO Status: Active</p>	<p>Assessment Strategy: Comprehensive Exam</p> <p>Assessment Type: Exam/Quiz - In Course</p> <p>Target: Establish baseline data for this CSLO</p>	<p>07/15/2014 - Out of the 15 students who took the course. All 15 met this outcome at a 70% and higher.</p> <p>Pass=15 Fail=0</p> <p>Target Met: Yes</p> <p>Reporting Period: 2013 - 2014</p> <p>01/14/2014 - Fall-12 out of 13 (92%), Spring-58.17% of students were able to know the development of the first world civilizations of Rome</p>	

Course Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
		and China. Target Met: No Reporting Period: 2013 - 2014	
A - instruction - General Education - SS 170 - World History I - SS170_CSLO_4 - Know the emergence of the civilizations in the Americas. (Created By A - instruction - General Education) CSLO Assessment Cycle: 2013 - 2014 (Fall 2013) 2013 - 2014 (Spring 2014) 2013 - 2014 (Summer 2014) 2014 - 2015 (Fall 2014)	Assessment Strategy: Comprehensive Exam Assessment Type: Exam/Quiz - In Course Target: Establish baseline data for this CSLO	07/15/2014 - Out of the 15 students who took the course. All 15 met this outcome at a 70% and higher. Pass=15 Fail=0 Target Met: Yes Reporting Period: 2013 - 2014	
CSLO Status: Active		01/14/2014 - Fall-12 out of 13 (92%), Spring-62.02% of students were able to know the emergence of the civilizations in the Americas. Target Met: No Reporting Period: 2013 - 2014	
A - instruction - General Education - SS 170 - World History I - SS170_CSLO_5 - Know the rise of Islam in the Middle East and the emergence of civilizations in Africa. (Created By A - instruction - General Education) CSLO Assessment Cycle: 2013 - 2014 (Fall 2013) 2013 - 2014 (Spring 2014) 2013 - 2014 (Summer 2014) 2014 - 2015 (Fall 2014)	Assessment Strategy: Comprehensive Exam Assessment Type: Exam/Quiz - In Course Target: Establish baseline data for this CSLO	07/15/2014 - Out of the 15 students who took the course. All 15 met this outcome at a 70% and higher. Pass=15 Fail=0 Target Met: Yes Reporting Period: 2013 - 2014	
CSLO Status: Active		01/14/2014 - fall-12 out of 13 (92%), Spring-62.02% of students were able to know the rise of Islam in the Middle East and the emergence of civilizations in Africa. Target Met: No Reporting Period:	

Course Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
2013 - 2014			
<p>A - instruction - General Education - SS 170 - World History I - SS170_CSLO_6 - Know the expansion of civilization in Southern Asia, the blossoming of traditional China and the development of early of Japan, Korea, and Vietnam. (Created By A - instruction - General Education)</p> <p>CSLO Assessment Cycle: 2013 - 2014 (Fall 2013) 2013 - 2014 (Spring 2014) 2013 - 2014 (Summer 2014) 2014 - 2015 (Fall 2014)</p> <p>CSLO Status: Active</p>	<p>Assessment Strategy: Comprehensive Exam</p> <p>Assessment Type: Exam/Quiz - In Course</p> <p>Target: Establish baseline data for this CSLO</p>	<p>07/15/2014 - Out of the 15 students who took the course. All 15 met this outcome at a 70% and higher. Pass=15 Fail=0</p> <p>Target Met: Yes</p> <p>Reporting Period: 2013 - 2014</p> <hr/> <p>01/14/2014 - Fall-12 out of 13 (92%), Spring-62.02% of students were able to know the expansion of civilization in Southern Asia, the blossoming of traditional China and the development of early of Japan, Korea, and Vietnam.</p> <p>Target Met: No</p> <p>Reporting Period: 2013 - 2014</p>	
<p>A - instruction - General Education - SS 170 - World History I - SS170_CSLO_7 - Know the making of Europe, the Byzantine Empire, and the Crisis and Recovery in the West. (Created By A - instruction - General Education)</p> <p>CSLO Assessment Cycle: 2013 - 2014 (Fall 2013) 2013 - 2014 (Spring 2014) 2013 - 2014 (Summer 2014) 2014 - 2015 (Fall 2014)</p> <p>CSLO Status: Active</p>	<p>Assessment Strategy: Comprehensive Exam</p> <p>Target: Establish baseline data for this CSLO</p>	<p>07/15/2014 - Out of the 15 students who took the course. All 15 met this outcome at a 70% and higher. Pass=15 Fail=0</p> <p>Target Met: Yes</p> <p>Reporting Period: 2013 - 2014</p> <hr/> <p>01/14/2014 - fall-11 out of 13 (85%), Spring-58.17% of students were able to know the making of Europe, the Byzantine Empire, and the Crisis and Recovery in the West.</p> <p>Target Met: No</p> <p>Reporting Period: 2013 - 2014</p>	

Course Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
<p>A - instruction - General Education - SS 171 - World History II - SS171_CSLO_1 - Know the European exploration and expansion into the Americas, Africa, and Southeast Asia; the reform and state building in Europe; and the rise of the Muslim empires. (Created By A - instruction - General Education)</p> <p>CSLO Assessment Cycle: 2013 - 2014 (Fall 2013) 2013 - 2014 (Spring 2014) 2013 - 2014 (Summer 2014) 2014 - 2015 (Fall 2014)</p> <p>CSLO Status: Active</p>	<p>Assessment Strategy: Writing assignments (scored by rubric), in class written activities (scored by rubric) and/or comprehensive exams.</p> <p>Assessment Type: Exam/Quiz - In Course</p>	<p>05/22/2014 - Spring-92.86% of students were able to know the European exploration and expansion into the Americas, Africa, and Southeast Asia; the reform and state building in Europe; and the rise of the Muslim empires.</p> <p>Target Met: Yes</p> <p>Reporting Period: 2013 - 2014</p>	
<p>A - instruction - General Education - SS 171 - World History II - SS171_CSLO_2 - Know the development in the East Asian world; the intellectual revolution in the West; the colonial empires and revolution in the Western Hemisphere; and the industrialization and nationalism in the 19th century. (Created By A - instruction - General Education)</p> <p>CSLO Assessment Cycle: 2013 - 2014 (Fall 2013) 2013 - 2014 (Spring 2014) 2013 - 2014 (Summer 2014) 2014 - 2015 (Fall 2014)</p> <p>CSLO Status: Active</p>	<p>Assessment Strategy: Writing assignments (scored by rubric), in class written activities (scored by rubric) and/or comprehensive exams.</p> <p>Assessment Type: Exam/Quiz - In Course</p>	<p>05/22/2014 - Spring-85.71% of students were able to know the development in the East Asian world; the intellectual revolution in the West; the colonial empires and revolution in the Western Hemisphere; and the industrialization and nationalism in the 19th century.</p> <p>Target Met: Yes</p> <p>Reporting Period: 2013 - 2014</p>	
<p>A - instruction - General Education - SS 171 - World History II - SS171_CSLO_3 - Know the development in the Americas and the society and culture in the West; the rise of imperialism and emergence of anti-colonialism; and foreign imperialism and industrialization in China. (Created By A - instruction - General Education)</p>	<p>Assessment Strategy: Writing assignments (scored by rubric), in class written activities (scored by rubric) and/or comprehensive exams.</p> <p>Assessment Type: Exam/Quiz - In Course</p>	<p>05/22/2014 - Spring-64.29% of students were able to know the development in the Americas and the society and culture in the West; the rise of imperialism and emergence of anti-colonialism; and foreign imperialism and industrialization in China.</p> <p>Target Met: No</p>	

Course Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
<p>CSLO Assessment Cycle: 2013 - 2014 (Fall 2013) 2013 - 2014 (Spring 2014) 2013 - 2014 (Summer 2014) 2014 - 2015 (Fall 2014)</p> <p>CSLO Status: Active</p>		<p>Reporting Period: 2013 - 2014</p>	
<p>A - instruction - General Education - SS 171 - World History II - SS171_CSLO_4 - Know the cause of war and revolution in the 20th century; the rise of nationalism in South Asia and the Middle East; the revolution in China; the development of Japan between the two world wars; and the rise of nationalism and dictatorship in Latin America. (Created By A - instruction - General Education)</p> <p>CSLO Assessment Cycle: 2013 - 2014 (Fall 2013) 2013 - 2014 (Spring 2014) 2013 - 2014 (Summer 2014) 2014 - 2015 (Fall 2014)</p> <p>CSLO Status: Active</p>	<p>Assessment Strategy: Writing assignments (scored by rubric), in class written activities (scored by rubric) and/or comprehensive exams.</p> <p>Assessment Type: Exam/Quiz - In Course</p>	<p>05/22/2014 - Spring-82.14% of students were able to know the cause of war and revolution in the 20th century; the rise of nationalism in South Asia and the Middle East; the revolution in China; the development of Japan between the two world wars; and the rise of nationalism and dictatorship in Latin America.</p> <p>Target Met: Yes</p> <p>Reporting Period: 2013 - 2014</p>	
<p>A - instruction - General Education - SS 171 - World History II - SS171_CSLO_5 - Know the rise of fascism in Europe and militarism in Japan; the road to war and WWII in Europe and in Asia. (Created By A - instruction - General Education)</p> <p>CSLO Assessment Cycle: 2013 - 2014 (Fall 2013) 2013 - 2014 (Spring 2014) 2013 - 2014 (Summer 2014) 2014 - 2015 (Fall 2014)</p> <p>CSLO Status: Active</p>	<p>Assessment Strategy: Writing assignments (scored by rubric), in class written activities (scored by rubric) and/or comprehensive exams.</p> <p>Assessment Type: Exam/Quiz - In Course</p>	<p>05/22/2014 - Spring-78.57% of students were able to know the rise of fascism in Europe and militarism in Japan; the road to war and WWII in Europe and in Asia.</p> <p>Target Met: Yes</p> <p>Reporting Period: 2013 - 2014</p>	
<p>A - instruction - General Education - SS 171 - World History II - SS171_CSLO_6 - Know</p>	<p>Assessment Strategy: Writing assignments (scored by rubric), in</p>	<p>05/22/2014 - Spring-67.86% of students were able to know the post war recovery and reconstruction</p>	

Course Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
<p>the post war recovery and reconstruction in Europe; emergence of the United States as a world superpower; and the development in Canada and Latin America since 1945. (Created By A - instruction - General Education)</p> <p>CSLO Assessment Cycle: 2013 - 2014 (Fall 2013) 2013 - 2014 (Spring 2014) 2013 - 2014 (Summer 2014) 2014 - 2015 (Fall 2014)</p> <p>CSLO Status: Active</p>	<p>class written activities (scored by rubric) and/or comprehensive exams. Assessment Type: Exam/Quiz - In Course</p>	<p>in Europe; emergence of the United States as a world superpower; and the development in Canada and Latin America since 1945. Target Met: No Reporting Period: 2013 - 2014</p>	
<p>A - instruction - General Education - SS 171 - World History II - SS171_CSLO_7 - Know the challenge of nation-building in Africa and the Middle East; and the development in South Asia, Southeast Asia, and East Asia. (Created By A - instruction - General Education)</p> <p>CSLO Assessment Cycle: 2013 - 2014 (Fall 2013) 2013 - 2014 (Spring 2014) 2013 - 2014 (Summer 2014) 2014 - 2015 (Fall 2014)</p> <p>CSLO Status: Active</p>	<p>Assessment Strategy: Writing assignments (scored by rubric), in class written activities (scored by rubric) and/or comprehensive exams. Assessment Type: Exam/Quiz - In Course</p>	<p>05/22/2014 - Spring-64.29% of students were able to know the challenge of nation-building in Africa and the Middle East; and the development in South Asia, Southeast Asia, and East Asia. Target Met: No Reporting Period: 2013 - 2014</p>	
<p>A - instruction - LA/H COP (AA) - SC 230 - Introduction to Chemistry - 1 - 1. Outline an introduction to Chemistry including the science of Chemistry, modern Chemistry and the scientific method (Created By A - instruction - LA/H COP (AA))</p> <p>CSLO Assessment Cycle: 2013 - 2014 (Spring 2014)</p> <p>Start Date: 01/14/2014 Inactive Date: 05/06/2014 CSLO Status:</p>	<p>Assessment Strategy: In class quiz that tests students on principles of chemistry, history of chemistry, modern day chemistry, modern applications of chemistry and the scientific method. Assessment Type: Exam/Quiz - In Course Target: Collecting baseline data Related Documents: Course level assessment</p>	<p>03/13/2014 - PASS = 77% FAIL = 23% Target Met: No Reporting Period: 2013 - 2014</p>	

Course Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
Active	report_spring2014_chemistry.doc		
A - instruction - LA/HCOP (AA) - SC 230 - Introduction to Chemistry - 2 - 2. Describe measurement in Chemistry (Created By A - instruction - LA/HCOP (AA))	Assessment Strategy: In class quiz testing students on common units of measurement, experimental error, significant figures, scientific notation and collecting, displaying and interpreting data.	03/13/2014 - PASS = 77% FAIL = 23% Target Met: No	
CSLO Assessment Cycle: 2013 - 2014 (Spring 2014)	Assessment Type: Exam/Quiz - In Course	Reporting Period: 2013 - 2014	
Start Date: 01/14/2014	Target: collecting baseline data		
Inactive Date: 05/06/2014	Related Documents: UNITS ASSESSMENT.doc		
CSLO Status: Active	intro,sigfig,scinot,graphs1_quiz.doc		
A - instruction - LA/HCOP (AA) - SC 230 - Introduction to Chemistry - 3 - 3. Describe matter and energy. (Created By A - instruction - LA/HCOP (AA))	Assessment Strategy: in class quiz	03/13/2014 - OUT OF 18 STUDENTS 16 PASS 2 FAIL	
CSLO Assessment Cycle: 2013 - 2014 (Spring 2014)	Assessment Type: Exam/Quiz - In Course	Target Met: No	
Start Date: 01/14/2014	Target: collecting baseline data	Reporting Period: 2013 - 2014	
Inactive Date: 05/06/2014	Related Documents: quiz.doc		
CSLO Status: Active	classifying		
	matter_CC_CP_PP_PC.doc		
	classifying		
	matter_CC_CP_PP_PC.doc		
	law of conservation of mass.doc		
A - instruction - LA/HCOP (AA) - SC 230 - Introduction to Chemistry - 4 - 4. Describe the atomic theory and atomic structure. (Created By A - instruction - LA/HCOP (AA))	Assessment Strategy: In class quiz	03/13/2014 - PASS = 100%	
CSLO Assessment Cycle: 2013 - 2014 (Spring 2014)	Assessment Type: Exam/Quiz - In Course	Target Met: No	
Start Date: 01/14/2014	Target: collecting baseline data	Reporting Period: 2013 - 2014	
Inactive Date: 05/06/2014			

Course Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
CSLO Status: Active A - instruction - LA/HCOP (AA) - SC 230 - Introduction to Chemistry - 5 - 5. Describe chemical substances: Formulas and names. (Created By A - instruction - LA/HCOP (AA)) CSLO Assessment Cycle: 2013 - 2014 (Spring 2014) Start Date: 01/14/2014 Inactive Date: 05/06/2014 CSLO Status: Active	Assessment Strategy: In class practice assessed through homework involving naming, molecules, molecular formulas, polymers, monomers, ions, ionic substances, ionic compounds, organic compounds, monotomic ions, polyatomic ions and binary molecular compounds. Assessment Type: Project-Individual Target: collecting baseline data	03/13/2014 - OUT OF 18 STUDENTS 16 PASS 2 FAIL Target Met: No Reporting Period: 2013 - 2014	
A - instruction - LA/HCOP (AA) - SC 230 - Introduction to Chemistry - 6 - 6. Describe, write and balance chemical equations. (Created By A - instruction - LA/HCOP (AA)) CSLO Assessment Cycle: 2013 - 2014 (Spring 2014) Start Date: 01/14/2014 Inactive Date: 05/06/2014 CSLO Status: Active	Assessment Strategy: In class practice and homework involving writing and balancing chemical equations. Assessment Type: Project-Individual Target: collecting baselines data	03/13/2014 - OUT OF 18 STUDENTS 16 PASS 2 FAIL Target Met: No Reporting Period: 2013 - 2014	
A - instruction - LA/HCOP (AA) - SC 230 - Introduction to Chemistry - 7 - 7. Use chemical formulas and equations. (Created By A - instruction - LA/HCOP (AA)) CSLO Assessment Cycle: 2013 - 2014 (Spring 2014) Start Date: 01/14/2014 Inactive Date: 05/06/2014 CSLO Status: Active	Assessment Strategy: Written assignment scored with rubric and in class practice assessed through homework. Assessment Type: Written Assignment Target: collecting baseline data	03/13/2014 - OUT OF 18 STUDENTS 16 PASS 2 FAIL Target Met: No Reporting Period: 2013 - 2014	

Course Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
<p>A - instruction - LA/HCOP (AA) - SC 230 - Introduction to Chemistry - 8 - 8. Describe different chemical reactions. (Created By A - instruction - LA/HCOP (AA))</p> <p>CSLO Assessment Cycle: 2013 - 2014 (Spring 2014)</p> <p>Start Date: 01/14/2014</p> <p>Inactive Date: 05/06/2014</p> <p>CSLO Status: Active</p>	<p>Assessment Strategy: Written assignment</p> <p>Assessment Type: Written Assignment</p> <p>Target: Lab report scored with rubric</p> <p>Related Documents: Lab report.doc</p>	<p>03/13/2014 - OUT OF 18 STUDENTS 17 PASS 1 FAIL</p> <p>Target Met: No</p> <p>Reporting Period: 2013 - 2014</p>	
<p>A - instruction - LA/HCOP (AA) - SC 230 - Introduction to Chemistry - 9 - 9. Describe an introduction to gases. (Created By A - instruction - LA/HCOP (AA))</p> <p>CSLO Assessment Cycle: 2013 - 2014 (Spring 2014)</p> <p>Start Date: 01/14/2014</p> <p>Inactive Date: 05/06/2014</p> <p>CSLO Status: Active</p>	<p>Assessment Strategy: Question in final exam</p> <p>Assessment Type: Presentation/Performance</p> <p>Target: collecting baseline data</p> <p>Related Documents: presentation rubric.doc how to write a research paper.doc</p>	<p>03/13/2014 - OUT OF 18 STUDENTS 9 PASS 9 FAIL</p> <p>Target Met: No</p> <p>Reporting Period: 2013 - 2014</p>	
<p>A - instruction - LA/HCOP (AA) - SC 230 - Introduction to Chemistry - 10 - 10. Describe the basic concepts of acids and bases. (Created By A - instruction - LA/HCOP (AA))</p> <p>CSLO Assessment Cycle: 2013 - 2014 (Spring 2014)</p> <p>Start Date: 01/14/2014</p> <p>Inactive Date: 05/06/2014</p> <p>CSLO Status: Active</p>	<p>Assessment Strategy: Lab report from lab based on pH measurements. Scored with rubric.</p> <p>Assessment Type: Written Assignment</p> <p>Target: collecting baseline data</p> <p>Related Documents: Lab report.doc Lab report.doc 1_how to write a lab report.doc</p>	<p>03/13/2014 - 100% PASSED</p> <p>Target Met: No</p> <p>Reporting Period: 2013 - 2014</p>	
<p>A - instruction - LA/HCOP (AA) - SC 230 - Introduction to Chemistry - 11 - 11. Describe the basic concepts of thermochemistry. (Created By A - instruction - LA/HCOP (AA))</p>	<p>Assessment Strategy: In class exercises on calculating specific heat assessed with homework.</p> <p>Assessment Type:</p>	<p>03/13/2014 - OUT OF 18 STUDENTS 14 PASS 4 FAIL</p> <p>Target Met:</p>	

Course Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
<p>CSLO Assessment Cycle: 2013 - 2014 (Spring 2014)</p> <p>Start Date: 01/14/2014</p> <p>Inactive Date: 05/06/2014</p> <p>CSLO Status: Active</p>	<p>Written Assignment</p> <p>Target: collecting baseline data</p>	<p>No</p> <p>Reporting Period: 2013 - 2014</p>	
<p>A - instruction - Liberal Arts (AA) - EN 201 - Introduction to Literature - EN201_CSLO_1 - Define and identify the basic literary genres: narrative short fiction, drama, and poetry within a wide spectrum of world cultures and historical periods. (Created By A - instruction - Liberal Arts (AA))</p> <p>CSLO Assessment Cycle: 2013 - 2014 (Fall 2013) 2013 - 2014 (Spring 2014) 2013 - 2014 (Summer 2014)</p> <p>Start Date: 08/20/2013</p> <p>Inactive Date: 12/10/2013</p> <p>CSLO Status: Active</p>	<p>Assessment Strategy: Orally identify the type of short fiction, play, or poem. Discuss the historical and cultural values presented in each work; then be able to write about these values with a minimum of grammatical error.</p> <p>Assessment Type: Project-Group</p>	<p>02/20/2014 - Average student performance was 87% for assignments, which consisted of 14 written assignments and 4 group discussions that also required written summaries.</p> <p>Target Met: Yes</p> <p>Reporting Period: 2013 - 2014</p> <p>12/19/2013 - Fall 2013: 21 out of 22 (95%) were successful at this CSLO. Spring 2014: 18 out of 21 (86%) were successful. A few students remained confused about the terms and their distinguishing features by the end of the course.</p> <p>Target Met: No</p> <p>Reporting Period: 2013 - 2014</p>	
<p>A - instruction - Liberal Arts (AA) - EN 201 - Introduction to Literature - EN201_CSLO_2 - Define, identify, and apply literary critical theory and methods. (Created By A - instruction - Liberal Arts (AA))</p> <p>CSLO Assessment Cycle: 2013 - 2014 (Fall 2013) 2013 - 2014 (Spring 2014) 2013 - 2014 (Summer 2014)</p> <p>CSLO Status: Active</p>	<p>Assessment Strategy: Quizzes, ability to respond accurately in both small group and full class discussions.</p> <p>Assessment Type: Project-Individual</p>	<p>02/20/2014 - Average student performance was 86% for 10 small group discussions and quizzes. Average student performance was 69% for an individual student project that required the application of literary critical theory.</p> <p>Target Met: Yes</p> <p>Reporting Period: 2013 - 2014</p> <p>12/18/2013 - Fall 2013 and Spring 2014: This CSLO was not assessed. See Improvement below.</p>	<p>02/28/2014 - This CSLO needs to be removed from the course.</p>

Course Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
		<p>Target Met: No</p> <p>Reporting Period: 2013 - 2014</p>	<p>Literary and critical theory is not normally introduced in courses at this level. The textbook used to "support" this SLO does/did not provide students or instructors enough information on which to base an appropriate approach to the teaching of such theory. Moreover, time spent on this SLO needs to be devoted to the teaching of the literary language that is more generally used.</p> <p>Follow-Up: 05/11/2014 - The change to the course has been submitted to CAC.</p>
<p>A - instruction - Liberal Arts (AA) - EN 201 - Introduction to Literature - EN201_CSLO_3 - Identify basic literary terms, applying them interpretively to assigned readings. (Created By A - instruction - Liberal Arts (AA))</p> <p>CSLO Assessment Cycle: 2013 - 2014 (Fall 2013) 2013 - 2014 (Spring 2014) 2013 - 2014 (Summer 2014)</p> <p>CSLO Status: Active</p>	<p>Assessment Strategy: The student will be able to accurately discuss, both orally and in writing the author's use of literary devices. He/she will pass quizzes and tests based on these devices with a minimum grade of a C.</p> <p>Assessment Type: Written Assignment</p>	<p>02/20/2014 - Average student performance was 86% for 20 written assignments.</p> <p>Target Met: Yes</p> <p>Reporting Period: 2013 - 2014</p> <hr/> <p>12/18/2013 - Fall 2013: 18 of 22 students (82%) were able to pass quizzes and tests on these devices. However, most students had difficulty discussing them orally. Spring 2014: 16 of 21 students (76%) were able to demonstrate knowledge of most of the terms.</p> <p>Target Met: No</p> <p>Reporting Period: 2013 - 2014</p>	
<p>A - instruction - Liberal Arts (AA) - EN 201 - Introduction to Literature - EN201_CSLO_4 - Write compositions on specific literary</p>	<p>Assessment Strategy: The student will write responses that earn a minimum grade of a C, based on content,</p>	<p>02/20/2014 - Student average for the midterm MLA paper was 64%. Student average for the final MLA paper was 74%.</p>	

Course Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
<p>issues. (Created By A - instruction - Liberal Arts (AA))</p> <p>CSLO Assessment Cycle: 2013 - 2014 (Fall 2013) 2013 - 2014 (Spring 2014) 2013 - 2014 (Summer 2014)</p> <p>Start Date: 08/06/2013</p> <p>Inactive Date: 08/30/2014</p> <p>CSLO Status: Active</p>	<p>organization, word choice, conventional use of language, and the proper use of the MLA format.</p> <p>Assessment Type: Written Assignment</p> <p>Target:</p>	<p>Target Met: Yes</p> <p>Reporting Period: 2013 - 2014</p> <p>12/18/2013 - Fall 2013: 16 out of 22 students (73%) wrote satisfactory response papers on two out of the three genres studied (poetry & drama). The main reason for the low result was that students did not turn in one or both of the papers. Spring 2014: 12 out of 21 (57%) wrote a satisfactory response paper on one of the genres (drama). 5 students did not turn in the assignment.</p> <p>Target Met: No</p> <p>Reporting Period: 2013 - 2014</p>	
<p>A - instruction - Liberal Arts (AA) - EN 208 - Introduction to Philosophy - EN208_CSLO_2 - Explain how the philosophical ideas and concepts discussed are interrelated to one another (Created By A - instruction - Liberal Arts (AA))</p> <p>CSLO Assessment Cycle: 2012 - 2013 (Fall 2012)</p> <p>Start Date: 08/02/2012</p> <p>CSLO Status: Active</p>	<p>Assessment Strategy: Produce a written assignment that shows students' understanding of philosophical ideas and concepts and their inter-relational to each other.</p> <p>Assessment Type: Written Assignment</p> <p>Target: 100% of students taking the class will complete this assessment; 70% will be the acceptable/satisfactory performance on this assessment.</p>	<p>05/14/2014 - Students from one section of this course were assessed. More than 60% of the students performed below average on two of the criteria (content and format).</p> <p>Target Met: No</p> <p>Reporting Period: 2013 - 2014</p>	
<p>A - instruction - Liberal Arts (AA) - EN/CO 205 - Speech Communication - EN/CO205_CSLO_1 - Value communication as a crucial and pervasive aspect of life (Created By A - instruction - Liberal Arts (AA))</p> <p>CSLO Assessment Cycle: 2013 - 2014 (Spring 2014)</p> <p>Start Date: 05/13/2014</p>	<p>Assessment Strategy: Mid-term Exam, group discussion, critical written response,(both scored with rubric) and class activities involving authentic communication scenarios.</p> <p>Assessment Type: Exam/Quiz - In Course</p> <p>Target: 70% of students must be able to demonstrate this CSLO.</p>	<p>05/10/2014 - Spring 14 Sect. 2 - Ulm - National campus - 11 out of 17</p> <p>Target Met: No</p> <p>Reporting Period: 2013 - 2014</p> <p>05/10/2014 - Spring 14 Sect. 3 - Ulm - National campus - 16 out of 18</p> <p>Target Met: No</p>	

Course Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
CSLO Status: Active		Reporting Period: 2013 - 2014	
		02/27/2014 - Fall 14 - Ulm - National Campus-15 out of 19 Target Met: No Reporting Period: 2013 - 2014 Related Documents: EN.CO 205 Sample Test Ulm.pdf EN.CO 205 Sample Test 2 Ulm.pdf	03/12/2014 - Modify exams so students need to provide more real-life examples all of the various types of communication contexts and settings affect their own lives or the lives of those they know.
A - instruction - Liberal Arts (AA) - EN/CO 205 - Speech Communication - EN/CO205_CSLO_2 - Deliver an effective public address (Created By A - instruction - Liberal Arts (AA))	Assessment Strategy: Students in the speech class will produce a public speech on a pre-selected topic of their choice and will deliver the speech in a public venue. The delivered speech will be used for this assessment process.	05/10/2014 - Spring 14 Sect. 3 - Ulm - National campus - 16 out of 18 Target Met: No Reporting Period: 2013 - 2014	
CSLO Assessment Cycle: 2013 - 2014 (Fall 2013) 2013 - 2014 (Spring 2014) 2013 - 2014 (Summer 2014)	Students will be performing a persuasive speech in a public setting which will be assessed using a rubric.	05/10/2014 - Spring 14 Sect. 2 - Ulm - National campus -11 out of 17 Target Met: No Reporting Period: 2013 - 2014	
Start Date: 08/02/2012	Assessment Type: Presentation/Performance	Target: 100% of the speech students who complete this course will be expected to participate in this assessment. 70% is the expected satisfactory performance for this assessment.	
CSLO Status: Active		09/15/2013 - NC - 16 out of 19 (Ulm)	
		Target Met: No Reporting Period: 2013 - 2014 Related Documents: EN.CO 205 Rubric for Major Speech Presentations Ulm.pdf	09/02/2014 - The criteria and evaluation rubric will be revised to include criteria that can be used for this course. Efforts will be made to ensure that all students are assessed consistently with all of the same criteria.
			03/12/2014 - Some students fail to achieve this SLO due to intentionally skipping speeches due to speech apprehension. Chapter 14 of the text book covers speech apprehension. This chapter can be

Course Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
			covered early in the semester (along with strategies for minimizing apprehension) as a means of giving students tools to combat nervousness so they attempt each assigned speech, given the students ample practice when it comes to delivering an effective public address.
<p>A - instruction - Liberal Arts (AA) - EN/CO 205 - Speech Communication - EN/CO205_CSLO_3 - Analyze the speeches of others through critical listening (Created By A - instruction - Liberal Arts (AA))</p> <p>CSLO Assessment Cycle: 2013 - 2014 (Fall 2013) 2013 - 2014 (Spring 2014) 2013 - 2014 (Summer 2014)</p> <p>CSLO Status: Active</p>	<p>Assessment Strategy: Peer reviews of speeches: Students will watch a video of individual speech performances and will analyze the speech performances using a rubric and a written analysis of the speeches (using terminology learned in the class) will be expected from each student; written sample speeches will be provided for the students to also analyze as part of a class activity and an exam.</p> <p>Assessment Type: Written Assignment</p> <p>Target: Students within the class need to perform at a 70% or higher in order to meet this CSLO.</p>	<p>05/10/2014 - Spring 14 Sect. 2 - Ulm - National campus -11 out of 17</p> <p>Target Met: No</p> <p>Reporting Period: 2013 - 2014</p> <hr/> <p>05/10/2014 - Spring 14 Sect. 3 - Ulm - National campus - 16 out of 18</p> <p>Target Met: No</p> <p>Reporting Period: 2013 - 2014</p>	
		<p>03/11/2014 - NC 14 out of 19 (Ulm)</p> <p>Target Met: No</p> <p>Reporting Period: 2013 - 2014</p> <p>Related Documents: EN.CO 205 Peer Review 1 Ulm.pdf EN.CO 205 Peer Review 2 Ulm.pdf EN.CO 205 Peer Review 3 Ulm.pdf EN.CO 205 Peer Review 4 Ulm.pdf</p>	<p>03/12/2014 - Critiquing a speech as it is performed can be difficult for many students and impossible for students who are absent on a speech presentation day. Having the speeches recorded and burned on to a DVD allows students to listen to and analyze a speech as many times as necessary when forming a critique of either their own performance or a peer's performance.</p>

Course Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
<p>A - instruction - Liberal Arts (AA) - EN/CO 205 - Speech Communication - EN/CO205_CSLO_4 - Distinguish between the verbal and non-verbal components of human dialogue (Created By A - instruction - Liberal Arts (AA))</p> <p>CSLO Assessment Cycle: 2013 - 2014 (Fall 2013) 2013 - 2014 (Spring 2014) 2013 - 2014 (Summer 2014)</p> <p>CSLO Status: Active</p>	<p>Assessment Strategy: Students will be able to distinguish these components in a class quiz and in the mid-term exam. Students will also need to demonstrate knowledge of this in their speech performances.</p> <p>Assessment Type: Exam/Quiz - In Course</p> <p>Target: All students in the class need to demonstrate a 70% mastery of this CSLO.</p>	<p>05/10/2014 - Spring 14 Sect. 3 - Ulm - National campus - 16 out of 18 for SLO 4.1 -- SLO 4.2 not assessed</p> <p>Target Met: No</p> <p>Reporting Period: 2013 - 2014</p> <hr/> <p>05/10/2014 - Spring 14 Sect. 2 - Ulm - National campus -11 out of 17 for SLO 4.1 -- SLO 4.2 not assessed</p> <p>Target Met: No</p> <p>Reporting Period: 2013 - 2014</p>	
		<p>03/11/2014 - NC - 14 out of 19 (Ulm)</p> <p>Target Met: No</p> <p>Reporting Period: 2013 - 2014</p> <p>Related Documents: EN.CO 205 Sample Test Ulm.pdf EN.CO 205 Sample Test 2 Ulm.pdf</p>	<p>03/12/2014 - Have students plan verbal and non-verbal behaviors as part of speech presentation preparation. That is, the students will identify on their speaking notes where they plan to use various bodily actions and vocal emphasis/expressiveness. Then the students can critique themselves or others on use of verbal and non-verbal components, which will start a dialogue on the matter.</p>
<p>A - instruction - Liberal Arts (AA) - EN/CO 205 - Speech Communication - EN/CO205_CSLO_5 - Demonstrate an understanding of interpersonal communication differences, language choice and the roles that members of the communication process play. (Created By A - instruction - Liberal Arts (AA))</p> <p>CSLO Assessment Cycle: 2013 - 2014 (Fall 2013)</p>	<p>Assessment Strategy: Students were required to role play different communication scenarios then produce a WRITTEN ASSIGNMENT evaluating the roles that they played in their scenarios, the relationships between the various roles and the relationships between their language (word choices), paralanguage (tone, pitch, inflections, intonation, etc), non-verbal behaviors and its effect on interpersonal and</p>	<p>05/10/2014 - Spring 14 Sect. 3 - Ulm - National campus - 15 out of 18</p> <p>Target Met: No</p> <p>Reporting Period: 2013 - 2014</p> <hr/> <p>05/10/2014 - Spring 14 Sect. 2 - Ulm - National campus -9 out of 17</p> <p>Target Met:</p>	

Course Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
<p>2013 - 2014 (Spring 2014) 2013 - 2014 (Summer 2014)</p> <p>CSLO Status: Active</p>	<p>group communications. The written assignment was graded with a rubric.</p> <p>Assessment Type: Written Assignment</p> <p>Target: 3/4 of the students should demonstrate a 70% understanding of these concepts as shown in their written assignment.</p>	<p>No</p> <p>Reporting Period: 2013 - 2014</p> <hr/> <p>03/11/2014 - NC - 15 out of 19 (Ulm)</p> <p>Target Met: No</p> <p>Reporting Period: 2013 - 2014</p> <p>Related Documents: EN.CO 205 Sample Test Ulm.pdf EN.CO 205 Sample Test 2 Ulm.pdf</p>	<p>03/12/2014 - Instead of just lecturing communication roles and then asking students to explain them on an exam, allow students to role play in class before the exam to interact with the information in more than one manner.</p> <hr/>
<p>A - instruction - Liberal Arts (AA) - PY 101 - General Psychology - 1 - Examine the field of psychology: its research methods, perspectives, and its relation to other social and natural sciences. (Created By A - instruction - Liberal Arts (AA))</p> <p>CSLO Assessment Cycle: 2014 - 2015 (Spring 2015)</p> <p>Start Date: 01/12/2015</p> <p>Inactive Date: 05/14/2015</p> <p>CSLO Status: Active</p>	<p>Assessment Strategy: Quiz and/or test</p> <p>Assessment Type: Exam/Quiz - In Course</p> <p>Target: That students meet the outcome at 70% or higher.</p>	<p>05/13/2014 - Total=Section 1 of the course: 29 completed Pass=23 met the outcome at 70% and higher. Fail=6 did not meet the outcome at 69% and below.</p> <p>Total=Section 2 of the course; 26 Students completed the course. Pass=23 Students passed with a 70% or higher. Fail=3 Students failed with 69% lower score.</p> <p>Pretest results Total=27 Pass 17 Fail 10 Average score by class 63%</p> <p>Post test results Total=21 Pass=18 Fail=3 Average score by class=85%</p> <p>Target Met: Yes</p> <p>Reporting Period: 2013 - 2014</p>	<p>05/13/2014 - After repeated data-collection, data revealed a relationship between attendance and class performance. Majority of students who did not pass the course, with grades D & F result from excessive absence. In response to previous recommendations on attendance, a uniform attendance policy was adopted by the social science division, effective Fall 2013. Much data are needed to determine the impact of policy on student-performance.</p> <hr/>

Course Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
<p>A - instruction - Liberal Arts (AA) - PY 101 - General Psychology - 2 - Identify the biological processes that underlie human thinking, emotion, and behavior. (Created By A - instruction - Liberal Arts (AA))</p> <p>CSLO Assessment Cycle: 2014 - 2015 (Spring 2015)</p> <p>Start Date: 01/12/2015</p> <p>Inactive Date: 05/14/2015</p> <p>CSLO Status: Active</p>	<p>Assessment Strategy: Quiz and/or test</p> <p>Assessment Type: Exam/Quiz - In Course</p> <p>Target: Students meet the outcome at 70% or higher.</p>	<p>05/13/2014 - Total=29 Pass=18 met the outcome at 70% and higher. Fail=11 did not meet the outcome at 69% or lower.</p> <p>Target Met: No</p> <p>Reporting Period: 2013 - 2014</p>	<p>05/13/2014 - Outcome is not met because only 62% of the students met the outcome. There is a need to re-evaluate how this outcome is assessed.</p>
<p>A - instruction - Liberal Arts (AA) - PY 101 - General Psychology - 3 - Describe the major concepts and theories used to explain the human developmental processes. (Created By A - instruction - Liberal Arts (AA))</p> <p>CSLO Assessment Cycle: 2014 - 2015 (Spring 2015)</p> <p>Start Date: 01/12/2015</p> <p>Inactive Date: 05/14/2015</p> <p>CSLO Status: Active</p>	<p>Assessment Strategy: Quiz and/or test, reading assignment, and presentations.</p> <p>Assessment Type: Exam/Quiz - In Course</p> <p>Target: Students meet the outcome at 70% or higher.</p>	<p>05/13/2014 - Total=29 Pass=22 Fail=9</p> <p>Target Met: Yes</p> <p>Reporting Period: 2013 - 2014</p>	
<p>A - instruction - Liberal Arts (AA) - PY 101 - General Psychology - 4 - Describe the psychological approaches used to identify psychological and behavioral disorders and their therapies. (Created By A - instruction - Liberal Arts (AA))</p> <p>CSLO Assessment Cycle: 2014 - 2015 (Spring 2015)</p> <p>Start Date: 01/12/2015</p> <p>Inactive Date: 05/14/2015</p> <p>CSLO Status: Active</p>	<p>Assessment Strategy: Group discussions-students will engage in discussions to identify what society considers to be abnormal behaviors and explain why. (Rubric is used)</p> <p>Quiz and/ or test</p> <p>Assessment Type: Exam/Quiz - In Course</p> <p>Target: Students meet the outcome at 70% or higher.</p>	<p>05/13/2014 - Total=29 Pass=24 Fail=5</p> <p>Target Met: Yes</p> <p>Reporting Period: 2013 - 2014</p>	<p>05/13/2014 - After repeated data-collection, data revealed a relationship between attendance and class performance. Majority of students who did not pass the course, with grades D & F result from excessive absence. In response to previous recommendations on attendance, a uniform attendance policy was adopted by the social science division, effective Fall 2013. Much data are needed to determine the</p>

Course Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
			impact of policy on student-performance.
<p>A - instruction - Marine Science (AS) - MR 120 - Marine Biology - 2 - Demonstrate knowledge of basic building blocks of life (macromolecules). (Created By A - instruction - Marine Science (AS))</p> <p>CSLO Assessment Cycle: 2013 - 2014 (Fall 2013)</p> <p>Start Date: 09/10/2013</p> <p>Inactive Date: 05/22/2014</p> <p>CSLO Status: Active</p>	<p>Assessment Strategy: Students will need to obtain a grade of 60% or more on this learning outcome.</p> <p>Assessment Type: Exam/Quiz - In Course</p> <p>Target: All students that do not withdraw from this course should reach the minimum assessment strategy.</p>	<p>03/13/2014 - F2013 session -- CSLO2 in the syllabus -- 22% of all the 4 exam questions covered pertained to CSLO2; overall, the mean average = 56.4%</p> <p>Target Met: No</p> <p>Reporting Period: 2013 - 2014</p>	
<p>A - instruction - Marine Science (AS) - MR 120 - Marine Biology - 3 - Identify cellular structures and their functions. (Created By A - instruction - Marine Science (AS))</p> <p>CSLO Assessment Cycle: 2013 - 2014 (Fall 2013)</p> <p>CSLO Status: Active</p>	<p>Assessment Strategy: Quiz/exams questions based on: True or False; Multiple Choices; Fill in the Blanks; and Questions to Develop; each evaluation being corrected based on a rubric</p> <p>Assessment Type: Exam/Quiz - In Course</p> <p>Target: Students will need to obtain a grade of 60% or more on the given CSLO</p>	<p>03/13/2014 - F2013 session - corresponds to CSLO3 in the syllabus -- 14% of all questions asked in the 4 given exams during the semester pertained to CSLO3 -- mean average = 73.2%</p> <p>Target Met: Yes</p> <p>Reporting Period: 2013 - 2014</p>	
<p>A - instruction - Marine Science (AS) - MR 120 - Marine Biology - 4 - Demonstrate knowledge of the basic principle of energy, cellular respiration and photosynthesis. (Created By A - instruction - Marine Science (AS))</p> <p>CSLO Assessment Cycle: 2013 - 2014 (Fall 2013)</p> <p>CSLO Status: Active</p>	<p>Assessment Strategy: Quiz/exams questions based on: True or False; Multiple Choices; Fill in the Blanks; and Questions to Develop; each evaluation being corrected based on a rubric</p> <p>Assessment Type: Exam/Quiz - In Course</p> <p>Target: Students will need to obtain a grade of 60% or more on the given CSLO</p>	<p>03/13/2014 - F2013 session -- CSLO4 in the syllabus -- 18% of all the 4 exam questions covered pertained to CSLO4; overall, the mean average = 72.5%</p> <p>Target Met: Yes</p> <p>Reporting Period: 2013 - 2014</p> <p>03/13/2014 - Final exam -- Cellular Respiration: mean average = 80% (15Pass; 4Fail)</p>	

Course Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
		Final exam -- Photosynthesis: mean average = 75% (14Pass; 5Fail) Target Met: Yes Reporting Period: 2013 - 2014	
A - instruction - Marine Science (AS) - MR 120 - Marine Biology - 5 - Explain and identify various means of cell division. (Created By A - instruction - Marine Science (AS)) CSLO Assessment Cycle: 2013 - 2014 (Fall 2013) CSLO Status: Inactive	Assessment Strategy: Quiz/exams questions based on: True or False; Multiple Choices; Fill in the Blanks; and Questions to Develop; each evaluation being corrected based on a rubric Assessment Type: Exam/Quiz - In Course Target: Students will need to obtain a grade of 60% or more on the given CSLO	03/13/2014 - F2013 session -- CSLO5 in the syllabus -- 5% of all the 4 exam questions covered pertained to CSLO5; overall, the mean average = 50.2% Target Met: No Reporting Period: 2013 - 2014	
A - instruction - Marine Science (AS) - MR 120 - Marine Biology - 7 - Classify the various marine life forms according to their taxonomic affinity. (Created By A - instruction - Marine Science (AS)) CSLO Status: Active	Assessment Strategy: Quiz/exams questions based on: True or False; Multiple Choices; Fill in the Blanks; and Questions to Develop; each evaluation being corrected based on a rubric Laboratory exam -- where students identify specimen at different taxonomic levels Assessment Type: Exam/Quiz - In Course Target: Students will need to obtain a grade of 60% or more on the given CSLO	03/13/2014 - F2013 session -- CSLO7 in the syllabus -- 34% of all the 4 exam questions covered pertained to CSLO7; overall, the mean average = 62.7% Target Met: Yes Reporting Period: 2013 - 2014	
A - instruction - Micronesia Studies (AA) - SS 120 - Introduction to Geography - 1 - Demonstrate ability to use geographic concepts, describe types of maps and basic features, and other basic cartographic tools. (Created By A - instruction - Micronesia Studies (AA))	Assessment Strategy: Test on basic geographical key concepts that also embedded cartographic tools and basic components of a map Assessment Type: Exam/Quiz - In Course Target: Expected that 70% of the students will	05/25/2014 - N = 25 P = 19 F = 6 Target Met: Yes Reporting Period: 2013 - 2014	

Course Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
CSLO Assessment Cycle: 2014 - 2015 (Spring 2015) Start Date: 01/12/2015 Inactive Date: 05/14/2015 CSLO Status: Active	succeed on this SLO	03/24/2014 - N = 54 39 pass 12 fail Target Met: Yes Reporting Period: 2013 - 2014	
A - instruction - Micronesian Studies (AA) - SS 120 - Introduction to Geography - 2 - 2. Describe the major components of physical geography (Created By A - instruction - Micronesian Studies (AA)) CSLO Assessment Cycle: 2014 - 2015 (Spring 2015) Start Date: 01/12/2015 Inactive Date: 05/14/2015 CSLO Status: Active	Assessment Strategy: Fundamental concepts on climate & weather, geology, geomorphology, and oceanography are to be embedded on the test Assessment Type: Exam/Quiz - In Course Target: Expected that 70% of the students will demonstrate proficiency on this SLO	03/24/2014 - N = 54 36 pass 14 fail Target Met: No Reporting Period: 2013 - 2014	
A - instruction - Micronesian Studies (AA) - SS 120 - Introduction to Geography - 3 - 3. Describe the subfields of human geography and area analysis (Created By A - instruction - Micronesian Studies (AA)) CSLO Assessment Cycle: 2014 - 2015 (Spring 2015) Start Date: 01/12/2015 Inactive Date: 05/14/2015 CSLO Status: Active	Assessment Strategy: Three tests that incorporate population geography, cultural geography, spatial geography, political geography & economic geography Assessment Type: Exam/Quiz - In Course Target: Seventy percent of students should demonstrate proficiency on this SLO	03/24/2014 - N=54 32 pass 17 fail Target Met: No Reporting Period: 2013 - 2014	
A - instruction - Micronesian Studies (AA) - SS 120 - Introduction to Geography - 4 - 4. Demonstrate knowledge on contemporary environment, social, and economic challenges facing the FSM (Created By A - instruction - Micronesian Studies (AA))	Assessment Strategy: Three written essays on the following topics: Global Warming, Exclusive Economic Zone, and Alternative Energy Assessment Type: Written Assignment	03/24/2014 - N = 54 41 pass 5 fail Target Met: Yes Reporting Period:	03/24/2014 - To reformat assessment strategies to align with specific slos of each of the four general SLOs. In so doing, the assessment strategies become clear to students and the students

Course Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
CSLO Assessment Cycle: 2014 - 2015 (Spring 2015) Start Date: 01/12/2015 Inactive Date: 05/14/2015 CSLO Status: Active	Target: It is expected that 70% of the students demonstrate proficient knowledge about the three topics	2013 - 2014	knows how to study and prepare for each assessment exercise. Student will be aware of how learning will be assessed. This is the improvement plan for all the four General SLOs.
A - instruction - Micronesian Studies (AA) - SS 125 - Geography of the Pacific - 1 - Demonstrate knowledge to locate, name and describe the general political and economic status of all the Pacific Island countries in the region (Created By A - instruction - Micronesian Studies (AA))	Assessment Strategy: Tests (scored with rubric) Assessment Type: Exam/Quiz - In Course	05/25/2014 - N = 27 P = 19 F = 8 Target Met: Yes Reporting Period: 2013 - 2014	
CSLO Assessment Cycle: 2014 - 2015 (Spring 2015) Start Date: 01/12/2015 Inactive Date: 05/14/2015 CSLO Status: Active		03/13/2014 - N=27 P=16 F=11 Target Met: No Reporting Period: 2013 - 2014	03/13/2014 - To reformat assessment strategies to align with specific SLOs of each of the four general SLOs. In so doing, the assessment strategy become clear to students on what specific slos that they need to study and prepare for it. That way, they will be aware of how the learning will be assessed. (This applies for all outcomes for the course)
A - instruction - Micronesian Studies (AA) - SS 125 - Geography of the Pacific - 2 - Describe the physical geography of the Pacific islands within the tropics. (Created By A - instruction - Micronesian Studies (AA))	Assessment Strategy: Homework assignment In class group work (scored with rubric) Test (scored with rubric) Assessment Type: Exam/Quiz - In Course	03/13/2014 - N=27 P=20 F=7 Target Met: Yes Reporting Period: 2013 - 2014	
Start Date: 01/12/2015 Inactive Date:			

Course Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
<p>05/14/2015 CSLO Status: Active</p> <p>A - instruction - Micronesian Studies (AA) - SS 125 - Geography of the Pacific - 3 - Describe the terrestrial and aquatic biota of the Pacific Island countries. (Created By A - instruction - Micronesian Studies (AA))</p> <p>CSLO Assessment Cycle: 2014 - 2015 (Spring 2015)</p> <p>Start Date: 01/12/2015</p> <p>Inactive Date: 05/14/2015</p> <p>CSLO Status: Active</p>	<p>Assessment Strategy: Homework assignment In class group work (scored with rubric) Test (scored with rubric)</p> <p>Assessment Type: Exam/Quiz - In Course</p>	<p>03/13/2014 - N=27 P=21 F=6</p> <p>Target Met: Yes</p> <p>Reporting Period: 2013 - 2014</p>	
<p>A - instruction - Micronesian Studies (AA) - SS 125 - Geography of the Pacific - 4 - Demonstrate the ability to describe the historical epoch in the Pacific. (Created By A - instruction - Micronesian Studies (AA))</p> <p>CSLO Assessment Cycle: 2014 - 2015 (Spring 2015)</p> <p>Start Date: 01/12/2015</p> <p>Inactive Date: 05/14/2015</p> <p>CSLO Status: Active</p>	<p>Assessment Strategy: Homework assignment and/or in class group discussion scored with rubric) Assignment and/or test (scored with rubric)</p> <p>Assessment Type: Exam/Quiz - In Course</p>	<p>03/13/2014 - N=26 P=20 F=6 77% SUCCESS RATE</p> <p>Target Met: Yes</p> <p>Reporting Period: 2013 - 2014</p>	
<p>A - instruction - Micronesian Studies (AA) - SS 125 - Geography of the Pacific - 5 - Demonstrate knowledge to describe the socio-cultural issues and challenges among the Pacific Islanders. (Created By A - instruction - Micronesian Studies (AA))</p> <p>CSLO Assessment Cycle: 2014 - 2015 (Spring 2015)</p> <p>Start Date: 01/12/2015</p> <p>Inactive Date:</p>	<p>Assessment Strategy: Written assignment and/or class discussion (scored with rubric) Homework , test and/or written assignment scored with rubric)</p> <p>Assessment Type: Exam/Quiz - In Course</p>	<p>03/13/2014 - Did not assess</p> <p>Target Met: No</p> <p>Reporting Period: 2013 - 2014</p>	

Course Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
<p>05/14/2015 CSLO Status: Active</p> <p>A - instruction - Micronesian Studies (AA) - SS 125 - Geography of the Pacific - 6 - Describe the general economic features of the island's economies with particular emphasis on agriculture and forestry, ocean resources, tourism, and communications. (Created By A - instruction - Micronesian Studies (AA))</p> <p>CSLO Assessment Cycle: 2014 - 2015 (Spring 2015)</p> <p>Start Date: 01/12/2015</p> <p>Inactive Date: 05/14/2015</p> <p>CSLO Status: Active</p>	<p>Assessment Strategy: In class group discussion/homework/test (scored with rubric) Written assignment and/or class group discussion (scored with rubric) Group class work/discussion (scored with rubric) Written assignment and/or test (scored with rubric).</p> <p>Assessment Type: Exam/Quiz - In Course</p>	<p>03/13/2014 - N=26 P=19 F=7 73%</p> <p>Target Met: Yes</p> <p>Reporting Period: 2013 - 2014</p>	
<p>A - instruction - Pre-Teacher Preparation (AA) - AR 101 - Introduction to Art - AR_CSLO 1 Lines - Produce a drawing with various sizes and kinds of lines (Created By A - instruction - Pre-Teacher Preparation (AA))</p> <p>CSLO Assessment Cycle: 2014 - 2015 (Fall 2014)</p> <p>Start Date: 08/19/2014</p> <p>Inactive Date: 12/12/2014</p> <p>CSLO Status: Active</p>	<p>Assessment Strategy: Students completed 6 drawings using contour, expressive, hatching, cross hatching, implied and combined lines.</p> <p>Assessment Type: Project-Individual</p> <p>Target: 90% achieve a rating of 70% or better.</p>	<p>03/13/2014 - 26 out of 27 rated 70% or better.(96%)</p> <p>Target Met: Yes</p> <p>Reporting Period: 2013 - 2014</p>	
<p>A - instruction - Pre-Teacher Preparation (AA) - AR 101 - Introduction to Art - AR_CSLO 2 Shape - Draw a contour of a given shape (Created By A - instruction - Pre-Teacher Preparation (AA))</p> <p>CSLO Assessment Cycle: 2014 - 2015 (Fall 2014)</p>	<p>Assessment Strategy: Students complete contour drawings and gesture drawings.</p> <p>Assessment Type: Project-Individual</p> <p>Target: 90% of the students receive a rating of 70%</p>	<p>03/13/2014 - 23 out of 27 rated 70% or better (85%)</p> <p>Target Met: No</p> <p>Reporting Period: 2013 - 2014</p>	

Course Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
Start Date: 08/19/2014 Inactive Date: 12/13/2014 CSLO Status: Active	or better.		
A - instruction - Pre-Teacher Preparation (AA) - AR 101 - Introduction to Art - AR_CSLO 3 Pattern - Identify a given pattern and draw it. (Created By A - instruction - Pre-Teacher Preparation (AA)) CSLO Assessment Cycle: 2014 - 2015 (Fall 2014)	Assessment Strategy: Students utilize printing to create patterns and critique the use of patterns in the print. Assessment Type: Project-Individual Target: 90% of the students receive a rating of 70% or better.	03/13/2014 - 25 out of 27 students rated 70% or better. (93%) Target Met: Yes Reporting Period: 2013 - 2014	
Start Date: 08/19/2014 Inactive Date: 12/13/2014 CSLO Status: Active			
A - instruction - Pre-Teacher Preparation (AA) - AR 101 - Introduction to Art - AR_CSLO 4 Space - Define and use space in creating a drawing (Created By A - instruction - Pre-Teacher Preparation (AA)) CSLO Assessment Cycle: 2014 - 2015 (Fall 2014)	Assessment Strategy: Students submits drawing emphasizing negative space. Assessment Type: Project-Individual Target: 90% of the students receive a rating of 70% or better.	03/13/2014 - 14 out of 27 students rated 70% or better. (52%) Target Met: No Reporting Period: 2013 - 2014	
Start Date: 08/19/2014 Inactive Date: 12/13/2014 CSLO Status: Active			
A - instruction - Pre-Teacher Preparation (AA) - AR 101 - Introduction to Art - AR_CSLO 5 Proportion - Incorporate "proportion" in their drawing (Created By A - instruction - Pre-Teacher Preparation (AA)) CSLO Assessment Cycle: 2014 - 2015 (Fall 2014)	Assessment Strategy: Students submit drawings of the human figure, still life drawings, and/or illustrations of the golden spiral. Assessment Type: Project-Individual Target: 90% of the students receive a rating of 70% or better.	03/13/2014 - 27 out of 27 students rated 70% or better. (100%) Target Met: Yes Reporting Period: 2013 - 2014	
Start Date: 08/19/2014			

Course Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
<p>Inactive Date: 12/13/2014</p> <p>CSLO Status: Active</p>			
<p>A - instruction - Pre-Teacher Preparation (AA) - AR 101 - Introduction to Art - AR_CSLO 6 Value - Select and use color values for their drawing. (Created By A - instruction - Pre-Teacher Preparation (AA))</p> <p>CSLO Assessment Cycle: 2014 - 2015 (Fall 2014)</p> <p>Start Date: 08/19/2014</p> <p>Inactive Date: 12/13/2014</p> <p>CSLO Status: Active</p>	<p>Assessment Strategy: Students produce a value scale and then implement those values in a drawing.</p> <p>Assessment Type: Project-Individual</p> <p>Target: 90% of the students receive a rating of 70% or better.</p>	<p>03/13/2014 - 23 of 27 students were rated 70% or better. (85%)</p> <p>Target Met: No</p> <p>Reporting Period: 2013 - 2014</p>	
<p>A - instruction - Pre-Teacher Preparation (AA) - AR 101 - Introduction to Art - AR_CSLO 7 Texture - Incorporate texture and pattern properties in their drawing. (Created By A - instruction - Pre-Teacher Preparation (AA))</p> <p>CSLO Assessment Cycle: 2014 - 2015 (Fall 2014)</p> <p>Start Date: 08/19/2014</p> <p>Inactive Date: 12/13/2014</p> <p>CSLO Status: Active</p>	<p>Assessment Strategy: Students utilize the technique of printing to create texture in a work of art.</p> <p>Assessment Type: Project-Individual</p> <p>Target: 90% of the students receive a rating of 70% or better.</p>	<p>03/13/2014 - 25 out of 27 students rated 70% or better. (93%)</p> <p>Target Met: Yes</p> <p>Reporting Period: 2013 - 2014</p>	
<p>A - instruction - Pre-Teacher Preparation (AA) - AR 101 - Introduction to Art - AR_CSLO 8 Rhythm - Identify and use the kinds of drawing rhythms. (Created By A - instruction - Pre-Teacher Preparation (AA))</p> <p>CSLO Assessment Cycle: 2014 - 2015 (Fall 2014)</p> <p>Start Date: 08/19/2014</p>	<p>Assessment Strategy: Student writes a critique and description of art work regarding the different elements and focusing on rhythm.</p> <p>Assessment Type: Written Assignment</p> <p>Target: 90% of the students receive a rating of 70% or better.</p>	<p>03/13/2014 - 25 out of 27 students were rated 70% or better. (93%)</p> <p>Target Met: Yes</p> <p>Reporting Period: 2013 - 2014</p>	

Course Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
<p>Inactive Date: 12/13/2014</p> <p>CSLO Status: Active</p>			
<p>A - instruction - Pre-Teacher Preparation (AA) - AR 101 - Introduction to Art - AR_CSLO 9 Linear Perspective - Design a linear perspective drawing. (Created By A - instruction - Pre-Teacher Preparation (AA))</p> <p>CSLO Assessment Cycle: 2014 - 2015 (Fall 2014)</p> <p>Start Date: 08/19/2014</p> <p>Inactive Date: 12/13/2014</p> <p>CSLO Status: Active</p>	<p>Assessment Strategy: Students submits a one-point or two-point linear perspective drawing.</p> <p>Assessment Type: Project-Individual</p> <p>Target: 90% of the students receive a rating of 70% or better.</p>	<p>03/13/2014 - 18 out of 27 students rated 70% or better. (67%)</p> <p>Target Met: Yes</p> <p>Reporting Period: 2013 - 2014</p>	
<p>A - instruction - Pre-Teacher Preparation (AA) - AR 101 - Introduction to Art - AR_CSLO 10 Color Theory I - Create secondary and tertiary colors from the primary colors (Created By A - instruction - Pre-Teacher Preparation (AA))</p> <p>CSLO Assessment Cycle: 2014 - 2015 (Fall 2014)</p> <p>Start Date: 08/19/2014</p> <p>Inactive Date: 12/13/2014</p> <p>CSLO Status: Active</p>	<p>Assessment Strategy: Student completes a color wheel.</p> <p>Assessment Type: Project-Individual</p> <p>Target: 90% of the students receive a rating of 70% or better.</p>	<p>03/13/2014 - 13 out of 27 students rated 70% or better. (48%)</p> <p>Target Met: No</p> <p>Reporting Period: 2013 - 2014</p>	
<p>A - instruction - Pre-Teacher Preparation (AA) - AR 101 - Introduction to Art - AR_CSLO 11 Color Theory II - Select the kinds of colors that often work together. (Created By A - instruction - Pre-Teacher Preparation (AA))</p> <p>CSLO Assessment Cycle: 2014 - 2015 (Fall 2014)</p> <p>Start Date:</p>	<p>Assessment Strategy: Student submits drawing, photo, or other media demonstrating color combinations.</p> <p>Assessment Type: Project-Individual</p> <p>Target: 90% receive a rating of at least 70% on the assignment.</p>	<p>03/13/2014 - 13 out of 27 students rated 70% or better. (48%)</p> <p>Target Met: No</p> <p>Reporting Period: 2013 - 2014</p>	

Course Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
08/19/2014 Inactive Date: 12/13/2014 CSLO Status: Active			
A - instruction - Pre-Teacher Preparation (AA) - ED 210 - Introduction to Professional Teaching - ED210_CSLO #1 - Explain the four foundations or roots of traditional (pre-colonial) education, and the purposes of education in Spanish, German, Japanese and Trust Territory governments. (Created By A - instruction - Pre-Teacher Preparation (AA)) CSLO Assessment Cycle: 2013 - 2014 (Spring 2014) 2013 - 2014 (Summer 2014) 2014 - 2015 (Fall 2014) 2014 - 2015 (Spring 2015) Start Date: 08/06/2012 Inactive Date: 05/13/2015 CSLO Status: Active	Assessment Strategy: Written quiz, mid-term test, and final exam. Assessment Type: Exam/Quiz - In Course Target: 90%	07/17/2014 - On the final examination 15 or 100% answered the four foundations and 14 out of 15 or 93% answered purposes of education in pre-FSM time Target Met: Yes Reporting Period: 2013 - 2014 07/17/2014 - Sum 14 - 9 of 11 students achieved 70% or higher. Target Met: No Reporting Period: 2013 - 2014	
A - instruction - Pre-Teacher Preparation (AA) - ED 210 - Introduction to Professional Teaching - ED210_CSLO #2 - Explain curriculum in terms formal and informal curriculum; content standards, benchmarks, and stands; as well as curriculum scope and sequence (Created By A - instruction - Pre-Teacher Preparation (AA)) CSLO Assessment Cycle: 2014 - 2015 (Fall 2014) 2014 - 2015 (Spring 2015) Start Date: 08/06/2012 Inactive Date: 05/16/2015	Assessment Strategy: Written quiz, mid-term, and final exam Assessment Type: Exam/Quiz - In Course Target: 90%	07/17/2014 - Sum '14 - 11 out of 11 students achieved 70% or above. Target Met: Yes Reporting Period: 2013 - 2014	

Course Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
CSLO Status: Active			
A - instruction - Pre-Teacher Preparation (AA) - ED 210 - Introduction to Professional Teaching - ED210_CSLO #7 - The student will be able list and explain the elements of professionalism and certification in general and specifically what must be done to achieve and maintain FSM teacher certification. (Created By A - instruction - Pre-Teacher Preparation (AA)) CSLO Assessment Cycle: 2012 - 2013 (Summer 2013) 2013 - 2014 (Fall 2013) 2013 - 2014 (Spring 2014) 2013 - 2014 (Summer 2014) 2014 - 2015 (Fall 2014) 2014 - 2015 (Spring 2015) Start Date: 08/06/2012 Inactive Date: 05/15/2015 CSLO Status: Active	Assessment Strategy: Written final exam Assessment Type: Exam/Quiz - In Course Target: 90%	07/17/2014 - Sum 14 - 11 of 11 students achieved 70 % or higher. Target Met: Yes Reporting Period: 2013 - 2014	
A - instruction - Pre-Teacher Preparation (AA) - ED 210 - Introduction to Professional Teaching - ED210_CSLO #8 - Explain school administration in terms of responsibly and authority; the teachers' role in the educational organization; the importance of community relations; as well as the role of the various professional educators in community relations. (Created By A - instruction - Pre-Teacher Preparation (AA)) CSLO Assessment Cycle: 2012 - 2013 (Spring 2013) Start Date: 08/06/2012	Assessment Strategy: Written final exam Assessment Type: Exam/Quiz - In Course Target: 90%	07/17/2014 - Sum 14 - 11 of 11 students achieved 70% or higher. Target Met: Yes Reporting Period: 2013 - 2014	

Course Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
<p>Inactive Date: 05/15/2013 CSLO Status: Active</p>			
<p>A - instruction - Pre-Teacher Preparation (AA) - ED 215 - Introduction to Exceptional Children - ED215_CSLO #1 - Demonstrate a basic understanding of the history of special education and underlying issues affecting public policy, community values, and trends in providing special education programs. (Created By A - instruction - Pre-Teacher Preparation (AA)) CSLO Assessment Cycle: 2014 - 2015 (Spring 2015) Start Date: 01/05/2015</p>	<p>Assessment Strategy: A scoring rubric is used for the written assignment. Assessment Type: Written Assignment Target: 90% of the students will score at least 70% on the scoring rubric.</p>	<p>07/17/2014 - Spring '14: 20 of the 22 students achieved 70% or higher. Target Met: Yes Reporting Period: 2013 - 2014 04/15/2014 - F'13: 95% (22/23) of the students scored 70% or higher on the scoring rubric. Target Met: Yes Reporting Period: 2013 - 2014</p>	<p>07/17/2014 - Remind students of assignment due dates.</p>
<p>Inactive Date: 05/07/2015 CSLO Status: Active</p>			
<p>A - instruction - Pre-Teacher Preparation (AA) - ED 215 - Introduction to Exceptional Children - ED215_CSLO #2 - Demonstrate a basic understanding of laws and regulations effecting special education and children with disabilities. (Created By A - instruction - Pre-Teacher Preparation (AA)) CSLO Assessment Cycle: 2014 - 2015 (Spring 2015) Start Date: 01/05/2015 Inactive Date: 05/07/2015</p>	<p>Assessment Strategy: A scoring rubric is used to assess students' group presentations and performances. Assessment Type: Presentation/Performance Target: 90% of the students will score at least 70% on the scoring rubric.</p>	<p>07/17/2014 - Spring '14: 22 of the 22 students achieved 70% or higher on the scoring rubric. Target Met: Yes Reporting Period: 2013 - 2014 04/15/2014 - F'13: 95% (22/23) students scored 70% or higher on the scoring rubric. Target Met: Yes Reporting Period: 2013 - 2014</p>	
<p>CSLO Status: Active</p>	<p>Assessment Strategy: Written test on the principles of IDEA. Assessment Type: Exam/Quiz - In Course Target: 90% of the students will score at least 70% on the written test.</p>	<p>07/17/2014 - Spring'14: 15 out of 22 students achieve 70% or higher on the written test. Target Met: No Reporting Period: 2013 - 2014</p>	<p>07/17/2014 - Improve teaching strategies to help students comprehend and maintain information.</p>

Course Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
		04/15/2014 - F'13: 86% (20/23) students scored 70% or higher on the written test. Target Met: No Reporting Period: 2013 - 2014	
A - instruction - Pre-Teacher Preparation (AA) - ED 215 - Introduction to Exceptional Children - ED215_CSLO #3 - Become knowledgeable of common key terms and concepts that are used in special education. (Created By A - instruction - Pre-Teacher Preparation (AA)) CSLO Assessment Cycle: 2014 - 2015 (Spring 2015) Start Date: 01/05/2015 Inactive Date: 05/07/2015 CSLO Status: Active	Assessment Strategy: Scoring rubric is used to assess the written assignment. Assessment Type: Written Assignment Target: 90% of the students will score at least 70% on the scoring rubric.	07/17/2014 - Spring '14: 22 of the 22 students achieved 70% or higher on the checkout. Target Met: Yes Reporting Period: 2013 - 2014 04/15/2014 - F'13: 65% (15/23) students scored 70% or higher on the scoring rubric. Target Met: No Reporting Period: 2013 - 2014	
	Assessment Strategy: Written test on the key terms and concepts. Assessment Type: Exam/Quiz - In Course Target: 90% of the students will score at least 70% or higher on the written test.	07/17/2014 - Spring '14: 15 of the 22 students achieved 70% or higher. Target Met: No Reporting Period: 2013 - 2014 04/15/2014 - F'13: 91% (21/23) students scored 70% or higher on the written test. Target Met: Yes Reporting Period: 2013 - 2014	07/17/2014 - Junk the written test.
A - instruction - Pre-Teacher Preparation (AA) - ED 215 - Introduction to Exceptional Children - ED215_CSLO #4 - Demonstrate knowledge of the disability categories and a basic understanding of the educational implications/approaches for each category. (Created By A - instruction - Pre-Teacher	Assessment Strategy: Written quiz and test for each of the disabilities. Assessment Type: Exam/Quiz - In Course Target: 90% of the students will score at least 70%	04/16/2014 - F'13: 69% (16/23) students scored 70% or higher on the written test. Target Met: No Reporting Period: 2013 - 2014	

Course Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
Preparation (AA)) CSLO Assessment Cycle: 2014 - 2015 (Spring 2015) Start Date: 01/06/2015 Inactive Date: 05/07/2015 CSLO Status: Active	on the written test. Assessment Strategy: Write an essay paper and deliver a 10-15 minutes power point presentation on specific disorder using a scoring rubric Assessment Type: Project-Individual Target: 90% of the students will score 70% or higher on the scoring rubric.	04/16/2014 - F'13: 65% (15/23) students scored 70% or higher on the scoring rubric for the individual project. Target Met: No Reporting Period: 2013 - 2014	
A - instruction - Pre-Teacher Preparation (AA) - ED 215 - Introduction to Exceptional Children - ED215_CSLO #5 - Become knowledgeable of the special education process and services. (Created By A - instruction - Pre-Teacher Preparation (AA)) CSLO Assessment Cycle: 2014 - 2015 (Spring 2015)	Assessment Strategy: Written test on the special education process. Assessment Type: Exam/Quiz - In Course Target: 90% of the students will achieve at least 70% on the written test.	04/16/2014 - F'13: 73%(17/23) students scored 70% or higher on the written test. Target Met: No Reporting Period: 2013 - 2014	
Start Date: 01/05/2015 Inactive Date: 05/07/2015 CSLO Status: Active	Assessment Strategy: Written test on the pre-referral intervention strategies. Assessment Type: Exam/Quiz - In Course Target: 90% of the students will score at least 70% on the written test.	04/16/2014 - F'13: 73% (17/23) students scored 70% or higher on the written test. Target Met: No Reporting Period: 2013 - 2014	
	Assessment Strategy: Written test on the IEP components, IEP process, IEP team members, and roles of IEP team members. Assessment Type: Exam/Quiz - In Course Target: 90% of the students will score at least 70% on the written test.	04/16/2014 - F'13: 73% (17/23) students scored 70% or higher on the written test. Target Met: No Reporting Period: 2013 - 2014	
	Assessment Strategy: Written test on the different special education placement options from the least restrictive to the most restrictive	04/16/2014 - F'13: 100% (23/23) students scored 70% or higher on the written test. Target Met: Yes	

Course Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
	environment. Assessment Type: Exam/Quiz - In Course Target: 90% of the students will score at least 70% on the written test.	Reporting Period: 2013 - 2014	
A - instruction - Pre-Teacher Preparation (AA) - ED 292 - Practicum and Seminar - ED292_CSLO #1 - The student will demonstrate of how curriculum standards and benchmarks are used at an elementary school using learning outcomes. (Created By A - instruction - Pre-Teacher Preparation (AA)) CSLO Assessment Cycle: 2012 - 2013 (Spring 2013) Start Date: 08/06/2012 Inactive Date: 05/15/2013 CSLO Status: Active	Assessment Strategy: Student makes measurable and observable SLO's from FSM and/or State curriculum standards using Bloom's Taxonomy active verbs and showing conditions surrounding the lesson and stating a level of performance expected. Assessment Type: Written Assignment Target: 90% of all student achieved with a 70%.	05/25/2014 - The 9 students in the class did outstanding performances on the quiz. Target Met: Yes Reporting Period: 2013 - 2014 05/25/2014 - All of the 9 students in the class demonstrated C or better performances on the ensuing activities. Target Met: Yes Reporting Period: 2013 - 2014 05/20/2014 - 90% of the students in the course performed C or better performances at end of the course. Target Met: Yes Reporting Period: 2013 - 2014	
A - instruction - Pre-Teacher Preparation (AA) - ED 292 - Practicum and Seminar - ED292_CSLO #2 - The student will prepare appropriate lesson plans based on FSM or State approved minimum curriculum standards and deliver at least one lesson before a group. (Created By A - instruction - Pre-Teacher Preparation (AA)) CSLO Assessment Cycle: 2012 - 2013 (Spring 2013) Start Date:	Assessment Strategy: Student uses approved student learning outcomes and completes COM-FSM LessonPlan Format describing the intended lesson. Assessment Type: Presentation/Performance Target: Students identified methods and strategies on lesson plans. Students did good work based on rubric onm lesson plan development.	05/25/2014 - Students were each given a chance to develop a lesson plan and teach SUCH LESSON TO real students IN A REAL CLASSROOM SITUATION. ONE WAS UNABLE TO TEACH HER LESSON DUE TO ILLNESS; 90% OF THE CLASS HOWEVER PERFORMED WELL BASED ON RUBRIC USED. Target Met: Yes Reporting Period: 2013 - 2014	

Course Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
<p>08/06/2012 Inactive Date: 05/15/2013 CSLO Status: Active</p>	<p>Assessment Strategy: Student uses approved student learning outcomes and completes COM-FSM lesson plan format describing an intended lesson. Assessment Type: Project-Individual Target: Student will perform satisfactory or better on the rubric.</p> <p>Assessment Strategy: Student provides several varied methods and strategies in the Teacher Activities and Student Activities in those sections of the COM-FSM Lesson Plan; an Form, at. Assessment Type: Project-Individual Target: Student will perform average or better marks on the rubric.</p>	<p>05/25/2014 - Students participated/demonstrated well in the activity. Target Met: Yes Reporting Period: 2013 - 2014</p> <p>05/25/2014 - Students demonstrated C or better performances as shown by rubric. Target Met: Yes Reporting Period: 2013 - 2014</p> <p>05/25/2014 - All of the 9 students demonstrated acceptable work as indicated by the applicable rubric Target Met: Yes Reporting Period: 2013 - 2014</p>	
<p>A - instruction - Pre-Teacher Preparation (AA) - ED 292 - Practicum and Seminar - ED292_CSLO #3 - The student will understand how to use assessment instruments to detect student-learning (strengths and weaknesses). (Created By A - instruction - Pre-Teacher Preparation (AA)) CSLO Assessment Cycle: 2012 - 2013 (Spring 2013) Start Date: 08/06/2012 Inactive Date: 05/15/2013 CSLO Status: Active</p>	<p>Assessment Strategy: Student takes quiz or test question by listing and explaining the positive and negative features of the True And False, Multiple Choices, and Fill-in - assessment instruments. Assessment Type: Exam/Quiz - In Course Target: Students received C or better marks on the quiz.</p> <p>Assessment Strategy: Student constructs simple assessment</p>	<p>05/27/2014 - Students completed and passed the test. Students passed with grades of C or better. Target Met: Yes Reporting Period: 2013 - 2014</p> <p>05/25/2014 - Students demonstrated C or better as shown by test result. Target Met: Yes Reporting Period: 2013 - 2014</p> <p>05/25/2014 - ALL of the 9 students in the class demonstrated acceptable sample / simple</p>	

Course Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
	<p>instruments which could be used for a lesson/ Assessment Type: Project-Individual Target: 90% of the class performed acceptable/satisfactory project.</p> <hr/> <p>Assessment Strategy: Student takes quiz or test question by listing and explaining the positive and negative features of the True- False, Multiple Choice and Fill-In type assessment instruments. Assessment Type: Project-Individual Target: 70% OF THE CLASS WILL ACHIEVE C OR BETTER GRADE MARKS ON THE QUIZ.</p>	<p>assessment instruments. Target Met: Yes Reporting Period: 2013 - 2014</p> <hr/> <p>05/25/2014 - 90% of the class presented acceptable simple assessment instruments. Target Met: Yes Reporting Period: 2013 - 2014</p> <hr/> <p>05/27/2014 - Students performed satisfactorily as reflected by rubric. Target Met: Yes Reporting Period: 2013 - 2014</p>	
<p>A - instruction - Pre-Teacher Preparation (AA) - ED 292 - Practicum and Seminar - ED292_CSLO #4 - The student will conduct and report on school site visitations. (Created By A - instruction - Pre-Teacher Preparation (AA)) Start Date: 08/06/2012 Inactive Date: 05/15/2013 CSLO Status: Active</p>	<p>Assessment Strategy: The student completes and comments on instructor prepared checklist following visitations. Assessment Type: Project-Individual Target: All students will visit school and submit report.</p> <hr/> <p>Assessment Strategy: The student writes final rubric graded paper as part of final course grade.</p>	<p>05/25/2014 - Students were each required to make no less than 4 visits and submit corresponding reports. Target Met: Yes Reporting Period: 2013 - 2014</p> <hr/> <p>05/25/2014 - All of the ten students did the required visits and completed all of the required visitation reports. Target Met: Yes Reporting Period: 2013 - 2014</p> <hr/> <p>05/25/2014 - Students observe and report on the psychological physical environment of the classroom.</p>	

Course Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
	<p>Assessment Type: Project-Individual</p> <p>Target: Not less than 70% of the class must summarize and submit visitation report to the instructor.</p> <hr/> <p>Assessment Strategy: Student completes and comments on instructor prepared checklists following visitations.</p> <p>Assessment Type: Presentation/Performance</p> <p>Target: All students in the class will have a chance to review the checklist.</p>	<p>Target Met: Yes</p> <p>Reporting Period: 2013 - 2014</p> <hr/> <p>05/27/2014 - Students prepared lesson plans and delivered (taught) their lessons on designated dates. 90% of the class performed; one was unable to deliver due to illness.</p> <p>Target Met: Yes</p> <p>Reporting Period: 2013 - 2014</p>	