

# Assessment Report – “Use of Results”

## Best Practices

### Art

Use of Results:

#### INSTRUCTION

- Clearly defined project expectations for each instructor to reduce grade inflation

Example: All Instructors will see the same project examples that convey similar degrees of visual standards for A, B, C, D and F responses to each project assignment

- Provide a model and example for the peer evaluation exercise to guide vocabulary comprehension and application

Example: All instructors will verbally model the response to the vocabulary questionnaire or provide students with a hard copy sample response

- Develop alternate strategies to immediately respond to misunderstood peer evaluations during the process

Example: Have students respond in pencil on the peer evaluation then pair the evaluator with the creator to discuss and verify the response. The evaluator should then modify the first response after consulting with the creator. Finally, all student/evaluators will read their responses to the class anticipating corrections and affirmations from the instructor

- Check on student progress of Color Modification Exercise to prevent Failure

Example: Require that all students bring in the homework exercise when it is at about one third of the way completed or begin the exercise in the classroom

#### CURRICULUM

- Specifically revise and or introduce other methods for defining art vocabulary

Example: by adding additional project exercises before the color modification exercise in such areas involving chroma, color balance and harmony the weaker areas can be singularly explored

- Include other traditional and non traditional test Items and forced choices in this assignment

Example: all Design courses would add two of the following for the Color Modification Exercise as developed by the Design Instructors

- Match definitions with historical images
- Multiple choice-that include verbal and visual context
- Provide visual perceptual detection tasks
- Manipulative tasks

- Include historical references in the peer evaluations to meet Art Department outcome number 5.

Example: After the introduction of the Color Modification Exercise engage student learning groups by asking them to select images from the text book- Fundamentals of Art-that conveys the specific vocabulary terms and discuss the formal color concerns.

- Develop project rubrics that are more specific for all major projects and specifically the Color Modification Exercise

Example: in order to prevent subjective Instructor responses on the evaluations the program coordinator will create the project rubrics that are more discriminating and detailed before the 05-06 school year

All of the planned improvements will be instituted before the 05-06 instructional calendar.

In the future, we will continue the same assessment so that the results can be compared to previous years. We would then be able to confirm the progress of intended program outcomes and directions. We will also broaden the assessment to see what the significant impact the color modification exercise has other program disciplines and or departments. We will incorporate any changes deemed necessary in overall departmental planning to ensure that the Department Mission, Purpose and Intended Outcomes are addressed.

### **Business Administration**

Use of Results:

1. It is the intention of the Business Administration Department to share the results with all faculty within the department and with the Business Administration Advisory Committee.
2. The following changes and improvements in curriculum, instruction and learning are planned:

Outcome #1 – The Business Administration Department feels every student in our program should have the ability to organize and present business-related information in written reports. Currently, only 77% of the students assessed in our program achieved our stated benchmark for this outcome. The one glaring weakness is in the area of documentation. In addition, upon further consideration of the data, it is clear that students taking Business Communications and Report Writing scored higher in all competencies than students in Legal Environment of Business. Therefore, the following actions will be incorporated into our curriculum planning and advising:

- a. An all-student meeting will be offered at the beginning of each semester to inform current and interested Business Administration students of the details of our program. Within that meeting, a suggested course sequence will be offered. This sequence will recommend that all students seeking the AAS degree take Business Communications and Report Writing as their second course, after Introduction to Business. The desired effect is that the writing skills attained in Business Communications will assist each student in increasing their abilities in this outcome across all classes.
- b. It is not clear from the results if the weakness in documentation is due to a lack of knowledge of 'when' or of 'how' to document. To increase the ability of our students to document properly, a summary of documentation procedures and styles will be provided to every instructor in the Business Administration department. Each instructor will be asked to make copies for every student in their classes and to dedicate some specific time to reviewing documentation.

Outcome #2 – Demonstrating the ability to give professional presentations is the next Learning Outcome. Overall, our students scored close to the expected benchmark, at 79% of the students meeting or exceeding it. Speaking skills and professional appearance were the two areas of greatest weakness. The low score in professional appearance is attributed to the student's resistance to "dressing up" for school. To try and increase the overall ability of our students to give professional presentations, the Department Chair will determine which classes in the program currently require an oral presentation. Those classes that do not require an oral presentation will be requested to do so in order to increase the practice that our students receive in giving presentation. Also, instructors will require students to dress professionally for the presentations.

Outcome #3 – the use of current technology to convey information is an area with acceptable performance within this program. The benchmark was exceeded. In order to continue to grow the number of students meeting the benchmark, requirements for research projects, reports and presentations will continue to include the use of technology.

Outcome #4 - Identifying a business-related problem and being able to consider alternatives and come to a conclusion based on logical analysis is the next outcome. Although the benchmark was met for this outcome, students were weaker in their analysis and conclusions than in identifying the problem. A number of required core classes utilize case studies as part of the curriculum. Within those classes, further instruction on how to analyze information and form conclusions when presented with a business problem will be incorporated.

Outcome #5 – This learning outcome is focused on the collaboration skills of students. Overall, our students collaborate well with others and the benchmark was met for this outcome. The one area of concern in this outcome is the

Discussion Skills and Active Listening. The Business Communication course will incorporate additional discussion and listening activities to address this area.

### **CIS – Networking**

#### Use of Results:

Results will be used to strengthen those areas where statistics indicate that the program is weak. Instructors are discussing methods of improving curriculum in the CNG courses to insure that students' skills are stronger in all areas. Instructors will made an effort to notice those students struggling with the material and partner them with Accomplished students to increase learning and student confidence.

Our students scored higher on the hands-on assessment and lower on the theory assessment. Because of these results, we anticipate adding more theory based assignments and using group discussion questions to enhance our students' ability to "think through a paper scenario problem" and analyze it, without the benefit of any hands-on action. Again, we will put forth an effort to put together groups with a variety of student learners, rather than all Accomplished or all Deficient learners.

Instructors have discussed how to strengthen the "Design & Implement" Outcome area. Instructors plan to assign more scenario based questions, having students draw out and elaborate in writing on design issues along with doing their hands-on labs. We anticipate that this type of assignment will increase the student's learning retention throughout all Outcome areas.

Incorporating additional theory and lab assignments that stress written answers will address the students' lower scores on Theory tests. This will enhance students' learning and success rate in the core learning areas delineated by the Program Outcomes.

Discussion was held regarding the Benchmarks: should we lower them? It was decided not to change them for 2005 – 2006. It will be interesting to see how the change in our curriculum and assessing methods changes the students' scores.

### **Foreign Languages**

#### Use of Results:

- The results show that on four of the five outcomes students are doing well, scoring at or above the benchmark. The Language Structure outcome still needs to improve and the only way to insure an improvement is to request additional practice from students outside of class using a variety of resources, to offer additional in-class practice, and short and regular testing including a multiple

choice format. Another step will be to request that all students entering a Foreign Language program take a basic grammar aptitude test (in English) to evaluate their understanding of the components of the language structure. Students scoring below 70% accuracy on that test will be required to attend a workshop at the beginning of the semester to review basic grammar concepts.

- The results also emphasize the importance to give the students more opportunity to be exposed to authentic materials (articles, movies, documentaries, etc.) and to authentic situations (native speakers, events, etc.) in order to develop their receptive listening and reading skills, their communicative skills and their understanding and appreciation of other cultures.
- The results will be included in any required revision of the strategic plan. The results have been shared with other Foreign Language Faculty (Dr. Ruth Hidalgo – Spanish ) and all Foreign Language Instructors so appropriate action, changes, additions could be made to the curriculum in the appropriate languages.

## **Interior Design**

### Use of Results:

The results of the 2004-05 Assessment Summary have been helpful. We have outlined the following steps to take to improve student learning, performance, and employability:

1. Capstone course instructors will be advised that more emphasis needs to be given to the visual and graphic aspects of the Capstone Project. During project conception, students will be encouraged to fit the scope of their visual presentation more realistically to the project timeline so they have sufficient time to organize, compose, and execute project presentation materials more professionally.
2. Because some students have failed to save or preserve important coursework, we will continue to publish and distribute it to all IND students. It will be revised to include the Worksheets from the IND 118 Interior Finishes course.
3. During preliminary review of each student's available portfolio content, it became apparent that some instructors were minimizing the Client Program segment of the project documentation. We will advise instructors in major design studio courses (IND 151, 200, 201) to spend more time on the Client Programming component of the course, and to require more a more detailed Client Program in one assigned project.
4. Comments on the Portfolio Assessment Forms indicate a need to counsel students regarding appropriate sizes for photos and reductions so important details are clearly visible. The IND 178 Portfolio course instructor will add these points to course handouts and reiterate them during lectures.

## Physics

### Use of Results:

In light of these results, we are going to make the following changes to the Physics program:

1. Based on results from the diagnostic tests, we see a need to improve student understanding of two-dimensional motion. We will achieve this by spending more time on this topic as well as including a variety of alternative instructional tools.
2. Based on the results from the lab exam, we need to reinforce concepts related to measurement precision and experimental errors throughout the semester.
3. In addition to these changes, we are currently making some fundamental changes in our teaching methods. The physical sciences department has purchased two Classroom Response Systems (CRS). These systems consist of a set of remote controls that students use to respond to questions projected in the front of the class. This tool allows students to get immediate feedback about how well they understand a concept as well as how well the rest of the class understands it. It also provides immediate feedback to the instructor. The cumulative results from each question are posted immediately after the responses are in. In the spring we will have a set of basic conceptual questions developed for PHY 111 and PHY 211 and instructors will be required to administer these CRS quizzes. This will not count as part of the student's grade, nor will it be used as part of the course assessment, but it will hopefully help instructors identify conceptual problems early on.
4. Also, the physics program has purchased a software simulation package that will provide a lot of mechanics-based simulated experiments. This tool will allow us to develop a large number of simulations or experiments that are too time-consuming to perform in the lab. We expect this tool to also increase student understanding of fundamental concepts like two-dimensional motion.
5. Assessment results will be shared with all full-time and part-time faculty members teaching physics.

### **Additional Program/Disciplines "Use of Results" for your review:**

Accounting  
Computer Aided Design  
Developmental Studies  
Finance  
Health Information Technology

Humanities  
Mathematics  
Multimedia, Graphic Design and Illustration  
Pharmacy Tech  
Psychology  
Speech