

GEN ED #2 - USE ANALYTICAL REASONING TO IDENTIFY ISSUES OR PROBLEMS AND EVALUATE EVIDENCE IN ORDER TO MAKE INFORMED DECISIONS	
QCC Example Outcomes:	Common Core Outcomes:
<p>a. Distinguish the problem or question from a proposed solution or answer</p> <p>b. Differentiate between facts, assumptions, and conclusions in the formulation of a proposed solution or answer</p> <p>c. Evaluate the quality of evidence</p> <p>d. Describe and compare the way questions, issues, or problems are formulated within various fields of study</p>	<p>Flexible Core: II – requirements for all categories</p> <ol style="list-style-type: none"> 1. <i>Gather, interpret, and assess information from a variety of sources and points of view.</i> 2. <i>Evaluate evidence and arguments critically or analytically.</i> 3. <i>Produce well-reasoned written or oral arguments using evidence to support conclusions.</i> <p>SEE ALSO ITEM #4 IN EACH OF THE FLEXIBLE CORE CATEGORIES:</p> <p>II. A. 4. Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.</p> <p>II.B.4. Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature</p> <p>II.D.4. Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology</p> <p>II.C.4. Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater</p> <p>II.E.4. Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology-related studies.</p>
GEN ED OUTCOMES ADDRESSED IN ASSESSMENT:	<p>QCC 2.c. Evaluate the quality of evidence</p> <p>II. A. <ol style="list-style-type: none"> 1. <i>Gather, interpret, and assess information from a variety of sources and points of view.</i> 2. <i>Evaluate evidence and arguments critically or analytically.</i> </p> <p>II. A. 4. Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.</p>
EVIDENCE/ MEASURABLE DATA	<p>Scores on a final exam that addressed the following:</p> <ol style="list-style-type: none"> (1) read, analyze and interpret texts dealing with socio-cultural aspects of Hispanics/Latinos in the United States (2) identify and apply the elements and steps of the writing process; write an argumentative essay (3) grammar and orthography activities (4) vocabulary activities
FINDINGS	<p>This assessment was based on 45 students. The assessment included five categories: writing skills, vocabulary, grammar and orthography, reading comprehension, and essay writing.</p> <p>The average aggregate score across the five categories was 73.21%, which falls between the predetermined ranges of “almost meets expectations” and “meets expectations”. Specifically, the percentage of students who met or exceeded expectations in writing skills was 42%. The percentage of students who met or exceeded expectations in vocabulary was 69%. The percentage of students who meet or exceed expectations in grammar and orthography is 76%. The percentage of students who meet or exceed expectations in reading is 38%. The percentage of students who meet or exceed expectations in essay writing is 42%.</p>
ACTION PLAN*	<p>On average, only 49% of students completing the course assessment tasks met or exceeded the expectations defined by the course objectives. The average score was 73,21%, which falls between the ranges of 61-73 and 74-89 (“almost meets</p>

expectations” and “meets expectations”). The averages of each individual category show results below 74%, except for grammar and orthography. Students’ superior performance in the areas of grammar, orthography and vocabulary indicates that the majority of students assessed are better prepared to answer mechanical questions (i.e. “fill-in-the-blank” grammar questions) or questions about previously taught vocabulary (69% at or above level) than to use analytical skills when reading or writing.

Although the assessment committee will meet in the fall of 2013 for follow-up discussions of the assessment tool and the results, a preliminary review of the assessment process suggests the following:

1. The two LS 223 assessed have been using a new textbook during the time of the assessment (LS223 covered the last four chapters of the same book that LS 222 has). The assessment committee recommends that the assessment be repeated after one or two semesters in order for instructors to gain enough knowledge of the new textbook.
2. LS 223 course objectives should be evaluated in relation to LS 222 course objectives. Because both courses now share a reading and composition book, it is possible to align the objectives of both courses more effectively.
3. The assessment tool needs to be revised for a more homogeneous difficulty level among sections.
4. The assessment tool needs to be shortened. The next time that instructors conduct the assessment of this course, the assessment committee should consider the possibility of using the essay writing part of the exam as the entire assessment tool. In this case, the grading rubric should be revised and expanded, and the writing should take place on a different day than the final exam to allow students more time to complete it.
4. Ideally, the assessment committee should look at students’ performance in certain questions to obtain more specific information about students’ achievement of certain skills, such as analytical reasoning and the ability to make informed decisions based on socio-cultural value systems. To account for differences among instructors, the assessment committee also recommends that the results of the two classes assessed be compared.
5. Although it is possible that the use of an imperfect assessment tool has distorted the assessment results, the assessment committee should meet with the instructors of this course and discuss ways to improve the writing skills of Spanish heritage speakers. Some ideas include:
 - provide more guided writing time and activities for heritage students,
 - conduct analyses of good writing samples with heritage students,
 - invite students to share writing pieces with their peers,
 - edit and publish a volume with students’ writing,
 - coordinate and train tutors at the Student Learning Center to help with Spanish heritage students’ writing.
 - begin conversations with English composition instructors to: a) compare assessment tools and results, and b) share pedagogical strategies to improve students’ writing.

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GEN ED OUTCOMES ADDRESSED IN ASSESSMENT:	<p>QCC 2.</p> <ol style="list-style-type: none"> Evaluate the quality of evidence Describe and compare the way questions, issues, or problems are formulated within various fields of study <p>Flexible Core: II – requirements for all categories</p> <p>2. Evaluate evidence and arguments critically or analytically.</p> <p>II.E.4. Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology-related studies.</p>
EVIDENCE/ MEASURABLE DATA	<p>The American Chemical Society (ACS) Assessment Exam for Organic Chemistry Subtest Part A:</p> <p>Students take this multiple-choice exam at the end of the semester. There were a total of five questions that were selected. The questions tested the student's knowledge to: a) draw organic compounds in a variety of representations, b) identify the functional groups common in organic compounds, c) use conventional naming protocols, d) describe the physical properties of organic compounds, and e) identify the chemical reactions common to each of the functional groups. Four point rubrics were used to assess the selected questions.</p>
FINDINGS	<p>This assessment was based on 97 students. The following student learning outcomes relate to Gen. Ed. Objective#2:</p> <ol style="list-style-type: none"> To learn the physical properties of organic molecules; and to learn the chemical reactions common to each of the functional groups. To learn the chemical reactions common to each of the functional groups. <p>These outcomes were measured by the following questions on the ACS:</p> <ul style="list-style-type: none"> Question #10 on the exam tested learning outcomes #2 and #4: 45% of students scored 3, 21% scored 2, 20% scored 1, and 14% scored 0. The cognitive processes that were tested on this problem were to recognize the proper orientation and characteristics involved in hydrogen bonding which is a common physical property that our students are exposed to in class. <p>Question #19 on the exam tests learning outcomes #2 and #6: 61% of students scored 3, 23% scored 2, and 16% scored 0. The cognitive processes that were tested on this problem were to recognize the product of a common oxidation reaction when given a description of the starting material and classes of possible products.</p>

ACTION PLAN*

Question #10: The cognitive processes that were tested on this problem were to recognize the proper orientation and characteristics involved in hydrogen bonding which is a common physical property that students are exposed to in class. Students were expected to be able to attribute physical properties to specific functional groups, the atoms involved in these physical properties, and how to draw the interactions. The weighted average of ~65% indicates that the majority of students understood the concept. Approximately 45% of the students recognized the correct answer while 40% were able to correctly identify one aspect of the physical property demonstrated. The remaining students (~15%) missed this problem. While physical properties are reinforced through every chapter, the instructor usually just names the interaction rather than drawing out the atoms involved or describing the specifics of the interaction. Instructors are encouraged to both name and draw the interactions throughout the semester.

Question #19: The cognitive processes that were tested on this problem were to recognize the product of a common oxidation reaction when given a description of the starting material and classes of possible products. The expected learning outcomes were for students to recognize functional groups present in organic compounds and the key transformation that these functional groups undergo. Students were expected to choose the correct product of an oxidation reaction. The weighted average of ~75% indicates that the majority of students understood the concept. Approximately 85% of the students chose an answer that is consistent with the product of an oxidation reaction. With this high of a percentage, no further change to the teaching strategies for this particular reaction is required.

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GEN ED OUTCOMES ADDRESSED IN ASSESSMENT:	QCC 2. II.
EVIDENCE/ MEASURABLE DATA	Scores from the Historical Assessment Tool
<ul style="list-style-type: none"> • GROUP SIZE: <p>No. of students _____</p> <p>No. of sections <u> 2 </u></p>	
FINDINGS	<p>This assessment is based on two sections. The mean for the sample 5.2 (out of a total of 10). The range was 8 and the median and mode were 5.</p> <p>This test is designed to be given at the beginning of the semester and at the end of the semester for purposes of comparison. This semester, however, we were only able to administer one test at the end of the semester because the assessment instrument was designed after the semester started. Since there is no point of comparison, the data is inconclusive. We only wanted to administer the instrument to get a sense of where the students were.</p>
ACTION PLAN*	Next semester we will administer the test at the beginning of the semester and at the end of the semester. The test will be administered to students in HI 111. Over successive semesters we will administer the test to students in HI 112, HI 127, and HI 128. As we accumulate data and tune up the assessment tool, we expect to obtain data that will enable us to provide meaningful analysis.

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