Voluntary Progress Report

Hagerstown Community College
11400 Robinwood Drive
Hagerstown, Maryland 21742
For
The Middle States Commission on Higher Education

Most Recent Evaluation Team Visit: October – November 2004
Accreditation Reaffirmed: November 2010 (PRR)

Voluntary Progress Report Topics:

- **Progress made in the assessment of general education outcomes since the Progress Report submitted September 30, 2011**
- **Plans and timelines for further development during FY13**

Submitted July 23, 2012

President Guy Altieri, Ed.D.

HAGERSTOWN COMMUNITY COLLEGE

Voluntary Progress Report
To the
Middle States Commission on Higher Education
July 23, 2012

Introduction

Hagerstown Community College (HCC), founded in 1946, is a growing, comprehensive regional community college in Western Maryland which receives state and county support. Due to its unique location, the College's service region is approximately a 50-mile radius in a tri-state area where the Washington County border touches Pennsylvania and West Virginia. Proximity to HCC makes the commuting range for out-of-state students more practical and convenient than other education / training options in the region. Its central purpose is to offer a diverse array of courses and programs designed to address the curricular functions of university transfer, career entry or advancement, adult basic skills enhancement, general and continuing education, as well as student and community service. Undergoing transition and facing many challenges, HCC's vision is to strive to be above all else: *"a learner-centered, accessible lifelong learning institution dedicated to student and community success…"*

The College's mission and vision is realized through an integrated implementation of its institutional effectiveness model, the College's strategic plan, the Student Learning Outcomes Assessment Plan, the 2004 Self-Study, 2010 Periodic Review Report, annual operational plans, and other major institutional planning documents. With its limited resources, the College focuses on its mission based functions and related vision, carefully choosing strategically important directions that support all mission based areas.

Accreditation Status

The Middle States Commission on Higher Education (MSCHE) reaffirmed the accreditation of HCC in March 2005 following an evaluation team visit in November 2004. The 2004 institutional self-study process gave HCC the opportunity to review its performance, engage in new thinking and positive outcomes-based change while developing a map for the future. As a result, HCC implemented academic and non-academic outcomes assessment programs to move the College toward a successful future with a clear vision, effective planning, institutional effectiveness and resource allocation processes, and institutional renewal to insure student success.

Upon reaffirming accreditation, the Commission requested a monitoring report in 2006, asking for an update related to progress made in the implementation of the institutional effectiveness and student learning outcomes models; steps taken to strengthen College finances to address projected deficits, including County support. A monitoring report in 2007 provided additional steps taken to strengthen the institution's finances. The Periodic Review Report (PRR) was submitted in May 2010. Upon acceptance of the PRR and affirmation of accreditation, the Commission requested a progress report, due by October 1, 2011.

Change in Academic Leadership

The Student Learning Outcomes Assessment Leadership Team was organized in 2008 to provide more concentrated, in-depth assistance to faculty. The team originally consisted of the Vice President of Academic Affairs and one faculty member from each academic division. The Leadership Team was responsible for maintaining regular communications concerning assessment activities and results, and met regularly with divisions to ensure progress with general education course and program outcomes.

The Academic Affairs division at Hagerstown Community College experienced a change in leadership when Dr. Judith Oleks retired as vice president in July of 2011. Dr. David Warner became the new vice president at that time. Dr. Oleks and Dr. Warner worked closely together during the transition to ensure that student learning outcomes assessment activities continued.

Today, leadership for outcomes assessment and improvement is still provided by the Vice President of Academic Affairs; however, division chairs and directors have replaced the faculty members on the Leadership Team. Academic directors and division chairs work closely on a daily basis with all faculty to pursue student outcomes assessment goals and participate in the continuous cycle of assessment and improvement.

This voluntary progress report provides an update related to student learning outcomes assessment (SLOA) at Hagerstown Community College, since the September 30, 2011 Progress Report was submitted. Much growth in this area has occurred but work remains to be done. The SLOA Plan and the institutional effectiveness model have provided the framework for outcomes assessment and improvement in all academic and non-academic areas.

Voluntary Progress Report

In the Commission requested Progress Report submitted September 30, 2011, HCC stated the intent to submit a Voluntary Progress Report, by June 2012, providing an update on the assessment of student learning outcomes in the general education program. Since the last report, faculty reviewed and agreed upon common course outcomes for all general education courses related to a specific general education discipline area. All courses designated as general education courses in the six discipline areas of general education have common course outcomes listed on each syllabus. Each course has several outcomes independent of the general education specific outcomes as well, but the general education specific discipline area outcomes appear on every syllabus (See Appendix A: General Education Outcomes By Discipline Area; Appendix B: General Education Courses By Discipline; and Appendix C: Official General Education Course Syllabi With Common Outcomes).

In addition to the posting of common general education outcomes on the syllabus, faculty agreed upon and developed the assessment tools to be used to assess the general education outcomes for each discipline area (See Appendix D: General Education Assessment Tools). Data will be officially collected and analyzed for the general education outcomes beginning with the Fall 2012 semester, although several divisions were prepared to begin data collection early and piloted the assessment process during the Spring 2012 semester (See Appendix E: Results).

Hagerstown Community College considers degree completion to be a top institutional priority and began work last fall to reduce the number of credits required for graduation from 64 to 60. The process of reducing the number of credits to earn an associate's degree required an examination the College's general education program. HCC reconfigured its general education model by replacing "Computer Literacy" as the topic of the Interdisciplinary and Emerging Issues category with "Diversity and Globalization." This change required more work to be completed on common outcomes for this specific discipline area of the general education program. The courses identified for this category however, will not be from one specific discipline area. The courses will come from various discipline areas, providing an opportunity to assess general education outcomes across the curriculum (See Appendix F: New General Education Interdisciplinary and Emerging Issues Category and Courses).

Plans for Further Development in Outcomes Assessment

During the past year several matrices were created to monitor progress being made in outcomes assessment at the course, program, and general education levels. Matrices now exist for Master Syllabi (to verify common outcomes), Course Outcomes Guides, Program Outcomes Guides, and General Education. While work is nearly complete for each matrix, and data is being collected and analyzed at the course level, work remains to be done on collecting and analyzing outcomes assessment data at the program level. Workshops were held during the winter and spring in-service days to assist faculty in creating curriculum maps for programs. Curriculum maps align specific program outcomes to individual courses in the program, facilitating the "closing the loop" process. We expect to have curriculum maps created for all programs by the end of this academic year.

Once curriculum maps are in place, faculty will determine which approach to use for measurement; the capstone project or embedded assignments. Common exam questions and common rubrics will be used for all course sections. Data collection templates have been created to record the data. Data collection forms for program outcomes assessment will be collected at the end of each semester beginning in Spring 2013. The data collection forms will be put into one spreadsheet and used to create a summary for the program. Results will be used to improve student learning.

Academic Officers were directed to create an annual summary of student learning outcomes assessment for their area beginning with FY2012. A template was created and distributed to each officer with a completion date of August 1, 2012. The annual summary asks for both narrative and data collection progress related to master syllabi, course outcomes guides, program outcomes guides, and general education. The Student Learning Outcomes Assessment Summary will be required annually. Results will be presented to the Hagerstown Community College Board of Trustees each September. Several academic officers have already completed the annual student learning outcomes assessment summary for FY12. The results will be very helpful in monitoring progress of the HCC outcomes assessment plan, demonstrating where work has been completed, and revealing where work remains to be done (See Appendix G: Annual Student Learning Outcomes Assessment Summary).

While several of the academic divisions at Hagerstown Community College have been collecting outcomes assessment data and using the data to improve results in student learning, these divisions have been storing the data in files or drives maintained by the division. The College recognizes the need for an institutional database to house all outcomes assessment data and will take steps to create and implement this database during fiscal year 2013. An additional position in the Planning and Institutional Effectiveness Unit was approved during last year's Planning and Budget meetings and will be filled after July 1, 2012. This position is to assist with the building and implementation of the college-wide outcomes assessment database.

GENERAL EDUCATION OUTCOMES BY DISCIPLINE AREA

Arts/Humanities

1. Evaluate important artistic, cultural, philosophical, historical, and religious movements from a global perspective.
2. Understand the impact of diverse groups of people in and on the arts and humanities.

Behavioral/Social Science

1. The student will be able to critically analyze and evaluate issues derived from the Social Sciences utilizing appropriate methodologies.
2. The student will be able to demonstrate how culture, society and diversity shape the role of the individual within society and human relations across cultures.

Biological/Physical Science

The ability to access, process, analyze, and synthesize scientific information.

English

1. Write or deliver an organized, coherent, fully developed essay or speech that uses standard English and cites outside sources appropriately.
2. Evaluate a piece of writing from either literature, current events, non-fiction essays, or a college textbook for logical flaws, rhetorical purpose, organization, and evidence for claims.

Interdisciplinary and Emerging Issues: Computer Information Literacy

1. Compare, contrast and select appropriate technology to enhance personal and professional tasks
2. Critically evaluate data through technology resources
3. Process and communicate information through technology resources
4. Evaluate and employ safe security computing practices

Mathematics

1. Apply mathematical methods involving arithmetic, algebra, geometry, and graphs to solve problems.
2. Represent mathematical information and communicate mathematical reasoning symbolically and verbally.
3. Interpret and analyze numerical data, mathematical concepts, and identify patterns to formulate and validate reasoning.

Appendix B:

GENERAL EDUCATION COURSES BY DISCIPLINE

Arts/Humanities

- ART 101 – Introduction to Visual Arts (3 Credits)
- ART 231 – History of Western Art I (3 Credits)
- ART 232 – History of Western Art II (3 Credits)
- DNC 101 – Dance Appreciation (3 Credits)
- HUM 201 – The Arts: A Creative Synthesis (3 Credits) Attached as Appendix C
- HUM 208 – American Culture and History in Cinema (3 Credits)
- HUM 214 – World Religions (3 Credits) Attached as Appendix C
- MUS 101 – Music Appreciation (3 Credits) Attached as Appendix C
- MUS 102 – The History of Jazz (3 Credits)
- MUS 180 – The History of Rock and Roll (3 Credits)
- PHL 101 – Introduction to Philosophy (3 Credits)
- Any Foreign Language (3 Credits)

Behavioral/Social Science

- ANT 201 – Cultural Anthropology (3 Credits)
- ECO 201 – Macroeconomic Principles (3 Credits) Attached as Appendix C
- ECO 202 – Microeconomic Principles (3 Credits)
- GEO 105 – World Regional Geography (3 Credits)
- HIS 101 – World History I (3 Credits)
- HIS 102 – World History II (3 Credits)
- HIS 201 – United States History I (3 Credits)
- HIS 202 – United States History II (3 Credits)
- HIS 208 – American Culture and History in Cinema (3 Credits)
- POL 101 – American Government (3 Credits)
- PSY 101 – General Psychology (3 Credits) Attached as Appendix C
- SOC 101 – Introduction to Sociology (3 Credits) Attached as Appendix C

Biological/Physical Science

- BIO 101 – General Biology I (4 Credits)
- BIO 102 – General Biology II (4 Credits) Attached as Appendix C
- BIO 103 – Human Anatomy and Physiology I (4 Credits)
- BIO 104 – Human Anatomy and Physiology II (4 Credits)
- BIO 106 – Unity and Diversity of Living Things (4 Credits)
- BIO 110 – Human Biology (3 Credits)
- BIO 111 – Contemporary Issues in Biology (3 Credits)
- BIO 112 – Biology of Disease (3 Credits)
- BIO 113 – Principles of Biology I (4 Credits)
- BIO 114 – Principles of Biology II (4 Credits) Attached as Appendix C
- BIO 205 – Microbiology (4 Credits)
- BTC 101 – Introduction to Biotechnology (3 Credits)

- CHM 101 – Introductory College Chemistry (4 Credits)
- CHM 103 – General Chemistry I (4 Credits)
- CHM 104 – General Chemistry II (4 Credits)
- PHS 104 – General Physical Science (4 Credits)
- PHS 105 – Descriptive Astronomy (3 Credits)
- PHS 107 – Introductory Physical Geology (3 Credits)
- PHS 108 – Introductory Physical Geology (4 Credits)
- PHS 109 – Meteorology (4 Credits) Attached as Appendix C
- PHS 111 – Earth and Space Science (4 Credits)
- PHY 112 – Applied Physics (3 Credits)
- PHY 201 – General Physics I (4 Credits)
- PHY 202 – General Physics II (4 Credits)
- PHY 203 – Principles of Physics I (5 Credits)
- PHY 204 – Principles of Physics II (5 Credits)

English

- BUS 113 – Business Communication (3 Credits)
- ENG 101 – English Composition (3 Credits)
- ENG 102 – Composition and Literature (3 Credits) Attached as Appendix C
- ENG 112 – Technical Writing I (3 Credits)
- ENG 201 – World Literature I (3 Credits)
- ENG 202 – World Literature II (3 Credits)
- ENG 205 – American Literature I (3 Credits)
- ENG 206 – American Literature II (3 Credits)
- ENG 216 – Ethnic Voices in American Literature (3 Credits)
- SPD 103 – Public Speaking (3 Credits) Attached as Appendix C
- SPD 108 – Introduction to Human Communication (3 Credits) Attached as Appendix C

Interdisciplinary and Emerging Issues: Computer Information Literacy

- CYB 101 – Introduction to Cybersecurity (3 Credits)
- GDT 112 – Computer Graphics (3 Credits) Attached as Appendix C
- IST 102 – Introduction to Information Technology (3 Credits) Attached as Appendix C
- WEB 101 – Web Design I (3 Credits) Attached as Appendix C
- Any course with an GDT 112 or IST 102 prerequisite

Mathematics

- MAT 101 – College Algebra (3 Credits) Attached as Appendix C
- MAT 103 – Finite Mathematics (3 Credits) Attached as Appendix C
- MAT 106 – Elements of Logic (3 Credits)
- MAT 109 – Introduction to Statistics (3 Credits)
- MAT 114 – Introduction to Applied Algebra (3 Credits) Attached as Appendix C
- MAT 118 – Mathematic Modeling Using Algebra (4 Credits)
- MAT 161 – Precalculus (4 Credits) Attached as Appendix C
- MAT 203 – Calculus I (4 Credits)
- Any math course with a MAT 101 prerequisite or higher

OFFICIAL GENERAL EDUCATION COURSE SYLLABI WITH COMMON OUTCOMES

I. ARTS/HUMANITIES
(Representative Sample of Course Syllabi with Common Outcomes Highlighted)

Hagerstown Community College
OFFICIAL COURSE SYLLABUS DOCUMENT

COURSE: MUS 101 Music Appreciation, 3 credits

INSTRUCTOR: Joe Marschner **SEMESTER/YEAR:** Summer 2012

COURSE DESCRIPTION:

This course in the elements of music gives the average listener a better understanding and appreciation of the world's greatest music. The lives and times of the great composers as well as the various forms of musical composition and expression are surveyed.

TEXTBOOK: Yudkin. Jeremy. Understanding Music, 6th ed. Prentice-Hall, New Jersey: 2005

STUDENT LEARNING OUTCOMES:

1. Students will be able to analyze and critically evaluate a musical performance
2. Students will be able to recognize and identify important fundamental developments and trends in Western Music.

COURSE CONTENT OBJECTIVES:

1. Recognize and differentiate the fundamentals of music.
2. Recognize and differentiate various forms of musical composition
3. Analyze the characteristics that place musical works in a specific historical era
4. Briefly discuss at least three composers and a significant work from each

GENERAL EDUCATION OUTCOMES:

1. Evaluate important artistic, cultural, philosophical, historical, and religious movements from a global perspective.
2. Understand the impact of diverse groups of people in and on the arts and humanities.

ASSESSMENT PROCEDURES:

See topical outline

COURSE POLICIES:

- The instructor reserves the right to alter this syllabus, the topical outline or the course content at any time.
- All students are expected to abide by the HCC honor code

CONTACT INFORMATION:

OfficePhone: 301-790-2800, ext. 2509/ 240-500-2509
email address: jamarschner@hagerstowncc.edu
Office Hours: By Appointment

Services for Students with Special Needs: Students who have special needs are encouraged to identify themselves to the coordinator of special student services as early as possible. Reasonable accommodations based on current documentation are provided to qualified students.

HUM 201 A01 Kep 117 **The Arts: A Creative Synthesis** Professor Mike Harsh
Tuesday and Thursday – 5 – 7:45 PM Summer Session 2012 240-500-2253 Kep 116
May 8 – June 28 harshm@hagerstowncc.edu

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	MAY 8 Introduction to the Humanities. The 4 Cs Chs. 1, 2,		10 Greek and Roman Synthesis Chs 3& 4	
	15 Medieval Monotheism Ch 5		17 Spiritual focus Chs. 6, 7 "Brother Sun,Sister Moon" Mini #1	
	22 Paradigm swing The Renaissance Period Ch 8		24 Elizabeth I "HAMLET" Ch 9	
	29 Reformation Luther Calvin Henry		31 Counter Reformation Baroque Ch. 10 Mini #2 (Assign Syn Project)	
	JUNE 5 Smile of Reason Enlightenment Voltaire's "Candide" Ch. 11		7 Genius & Mediocrity "Amadeus" **"Carmen"** Live performance 7:30	
	12 "Amadeus" and "Candide" Synthesis		14 Romanticism & Revolution "Goya's Ghost" Spain and Napoleon Ch 12 Mini #3	
	19 The Faustian Spirit Empire Builders Goethe's "Faust"		21 Realism & Impressionism & the city Ch 13 **Synthesis Report Due**	
	26 Modernism "Catch 22" Chs. 14, 15		28 The Twenty First Century Existentialism and The Absurd "The center will not hold" Last Class	

HUM 201

The Arts: A Creative Synthesis

Upon completion of this course:

The student should be able to:

* explain the major influences on Western Culture from the major time periods studied

* investigate and discuss contributions of females and non-white males to Western Culture

* practice analysis and synthesis skills in written and oral format on key issues facing Western Culture

* apply critical thinking skills to problems facing Modern Culture in the eras from the Renaissance to the twenty-first century in the United States

* appreciate more actively and fully the content areas of the integrated humanities, including but not limited to: art, music, theater, sculpture, and philosophy

* *

General Education Outcomes:

1. **Evaluate important artistic, cultural, philosophical, historical, and religious movements from a global perspective.**
2. **Understand the impact of diverse groups of people in and on the arts and humanities.**

Central Theme: The search to find significance in the World

Central Goal: Cultural Literacy

Textbook: Adventures in the Human Spirit, Bishop, any recent edition, Prentice Hall,
and supplemental material provided by professor

Your final grade will be based on:	Quizzes & mini report	= 1/3
	Class attendance & participation	= 1/3
	Synthesis Report	= 1/3

NOTE: The instructor reserves the right to alter course content and/or evaluation procedures with prior notice as he deems necessary.

Hagerstown Community College

Course: HUM 214-02 World Religions 3 credits
Mondays and Wednesdays 1:00-3:15

Instructor: Stephanie Curran, MDiv
Home Phone: 301-304-0764
E-mail: spcurran@hagerstowncc.edu

Semester: Summer 2012

Course Description:

This course will introduce students to the major religions of the world including Hinduism, Buddhism, Confucianism, Daoism, Islam, Judaism, and Christianity. Students will study the origin and subsequent development of each religion to gain an historical understanding of the religion. In addition to the history of the religion, students will explore the doctrines, beliefs, rituals, and practices of each religion to gain knowledge of the content of the religion and the religious experience of its believers. The overarching purpose of the course is to form an impartial understanding and appreciation of each world religion from the outside (the history of the religion) and from the inside (the practice of the religion).

Textbook and Additional Readings:

Living Religions: 8th Edition, by Mary Pat Fisher (Boston: Prentice-Hall 2011)
Additional reading includes lecture notes, power points and occasional video files online.

Student Learning Outcomes:

This course should provide the student with an awareness of the rich diversity of religion in the world, as well as each religion's commonality with the other. Upon completion of this course the student will know what the world's major religions are, their doctrines, beliefs, ethical standards, rituals and how these components relate to the world about them. Also, the learner will come to see that religion is a vibrant force in the lives of many people around the world. The instructor will guide and teach the student to become conversant in both speech and writing about religion resulting in a greater understanding and appreciation of religion's place and power in human life. The course will continually reference and relate to the influence religion may have on the many issues of our day.

General Education Outcomes:

1. **Evaluate important artistic, cultural, philosophical, historical, and religious movements from a global perspective.**
2. **Understand the impact of diverse groups of people in and on the arts and humanities.**

Total Hours of Coursework:

To earn one academic credit at HCC, students are required to complete a minimum of 37.5 clock hours (45 fifty-minute "academic" hours) of coursework per semester. Those hours of coursework may be completed through a combination of hours within the classroom and hours outside the classroom. Certain courses may require more than the 37.5 minimum hours of coursework per credit.

For most classes, students should expect to do at least 2 hours of coursework outside of class for each hour of in-class coursework.

Course Objectives:

1. To introduce students to the historical background and development of the world's major religions as well as a brief introduction to some of the emerging religious movements.
2. To explore the beliefs and rituals of the major religions of the world.
3. To examine as well as compare and contrast the ethical concepts and value systems found in these religions.
4. To explore the relationship between religion and culture.
5. To gain insight into people's various quests to answer questions of the spirit.

Assessment Method

Religious Diversity in America Essay	100 pts.	A: 788-875 pts.
Exams: 3 @ 125 pts. each	375 pts.	B: 700-787 pts.
Religious Site Visit Report	100 pts.	C: 613-699 pts.
Journal Article Reflection	100 pts.	D: 525-612 pts.
Class Participation	200 pts.	
TOTAL	875 pts.	

Description of Assignments:

Religious Diversity Essay:

Write an essay (1-2 double-spaced pages in length) on religious diversity in the United States. Questions you may ask yourself include, but are not limited to, the following:

- Where do you see changes in the religious landscape of our country?
- What experiences have you had with people of religious traditions other than your own?
- What challenges does religious diversity create for schools and businesses? What opportunities?
- How can we build relationships with people of diverse religious traditions within our own country as well as between our country and other countries?
- Is the knowledge that many people don't share your religious beliefs intriguing or frightening to you? Why?
- What is the role of religious freedom in our country? In a pluralistic society, what challenges are there to the practicality of living out this deeply cherished freedom?

The above questions are designed to get your creative juices flowing. They are not meant to all be answered in a sequential order. The essay should show an understanding of the topic and good use of critical skills in pursuing the essay's thesis. You may find it helpful to look at information from the reading and www.pluralism.org.

Grading Criteria:

Followed instructions, well written, organized and cited 40//40
Adequately and accurately addressed the topic 60/60
Total: 100/100

Religious Site Visit/Event:

We live in a very religiously diverse area. Students will experience some of that religious diversity be visiting a place of worship or attending a special event held by a religious tradition other than their own once over the course of the semester. After visiting the place of worship or attending the service or event, students will write a description of the place/service/event visited as well as their thoughts and reflections about the experience. The aspects of religion they witnessed (examples include ritual, sacred space, sacred texts, understandings of divinity, etc.) as well as reflection on the event from

one's own background will be described in a 2-3 page (double-spaced) summary of the experience. If a brochure or program was passed out, that should be included with the summary as well.

Grading Criteria:

Named the religious institution visited 5/5
Described the experience 50/50
Reflected on the experience from one's own experience/background 20/20
Well written and organized 25/25
Total: 100/100

Journal Article Reflection:

Students will offer a summary of the article and then offer reflections on the significance of the article as well as what was learned from reading it. The journal reflection will be 2-3 double-spaced, typed pages in length. Students should choose a journal article on any subject related to world religions of between 10-20 pages in length to read. Articles can be found by using the library databases accessible through the college library website. Book reviews are not recommended and the article should contain more information than simply the abstract. The student will include the author's name, the name of the article in quotation marks, the name of the journal in italics, and the date of publication. This information should appear at the top of the first page of the paper under the student information (name, class and date) on the top right corner. Under this information, students need to paste a link directly to that article. **Any quotes or paraphrases from the article must be properly documented in the text of the reflection paper giving the page number of the reference.**

Grading Criteria:

Well written, organized and cited 40/40
Summarized the article 35/35
Offered thoughtful and substantive reflection 25/25
Total: 100/100

Exams:

There are three exams over the course of the semester. Study guides will be posted on Moodle at the beginning of the semester. It is recommended that students print out study guides and bring them to class to fill in key terms as we cover them. The exams will be a combination of multiple choice, true/false, matching, fill-in-the-blank and short answer. Topical on-line practice quizzes will also be helpful in preparing for the exam.

Course Policies:

1. Academic honesty is expected in this course. Upon admission to HCC all students sign a pledge to uphold an honor system which holds the qualities of honesty and integrity in highest regard for the duration of the educational experience. It is expected that the work students submit is their own and that students will properly document material and ideas that are not their own. Failure to properly document the sources of ideas and material used in papers will result in a failing grade on the paper.
2. Respect for divergent points of view. It is expected that students will demonstrate respect for the instructor and fellow students by submitting respectful posts and honoring others viewpoints. Disagreement is normal and expected particularly around the subject of religion. The challenge of living in a religiously diverse society is to respectfully disagree.
3. Attendance and Participation Policy: Attendance and participation are an essential component of this course. As we are discussing a topic on which many people have very

strong feelings, respect of one another and divergent viewpoints is required. Students are expected to attend all class sessions. Attendance refers not only to presence in class but also to preparedness and participation in discussion. Texting, talking to your neighbor, and sleeping all negatively affect class participation. Physical presence in the room is not the same as attendance. If you need to miss a class, it is the student's responsibility to confer with the instructor to determine missed work and to arrange to make up any missed assignments.

Participation includes coming to class prepared having done the required reading and bringing paper and a writing utensil. It also involves speaking up during class discussions, being involved in in-class activities and small group work.

The class participation grade is a combination of attendance, active engagement in class discussion and activities as well as online quizzes. Disrespectful classroom behavior can result in a reduction of the class participation grade. This includes but is not limited to: cell phone use, talking while others are speaking, sleeping, reading unrelated material during class, etc. The point breakdown for participation is as follows:

Attendance: 100 points
Topical quizzes: 100 points

4. Late Work. In the event of illness or emergency students will be given the opportunity to do make-up work as appropriate. In the event of a missed exam, students must contact the instructor within 24 hours of the missed exam to schedule a make-up opportunity. Failure to contact the instructor by phone or e-mail within that period of time will result in a zero for the missed exam. Late assignments will be accepted but there will be a 10 point deduction for each class session they are late. **No late assignments will be accepted after July 11th**.

Services for Students with Special Needs: Reasonable accommodations are provided to qualified students based on current documentation. Contact the Coordinator of Disability Support Services at 301-790-2800, x273, to request accommodations.

Class Schedule:

Every effort will be made to keep to this schedule; however, the instructor reserves the right to alter or amend it as necessary. Additional dates, as published in the academic schedule of classes and listed below, may be required as make-up days for inclement weather.

Class	Date	Subject	Content/Assignment
1	5/7	Introduction to the Study of Religion	Syllabus, class methods, introductions, Chapter 1
2	5/9	Intro to Religion/Pluralism	www.pluralism.org "What is Pluralism" and "From Diversity to Pluralism"
3	5/14	Indigenous Religions	Chapter 2
4	5/16	Hinduism	Chapter 3 **Essay Due**
5	5/21	Hinduism/Jainism	Chapter 4
6	5/23	**Exam #1**	
	5/28	**No Class Memorial Day**	
7	5/30	Buddhism	Chapter 5
8	6/4	Chinese Religion/Shinto	Chapters 6 &7

9	6/6	Jerusalem/Intro to Judaism, Christianity and Islam	**Journal Reflection Due**
10	6/11	Fundamentalism/Judaism	Chapter 8
11	6/13	Judaism	
12	6/18	**Exam #2**	
13	6/20	Christianity	Chapter 9
14	6/25	Christianity/Islam	Chapter 10
15	6/27	Islam	Chapter 10
16	7/2	Sikhism/Paganism	Chapter 11 **Religious Site Visit Report**
	7/4	**No Class Fourth of July**	
17	7/9	New Religious Movements	Chapter 12
18	7/11	**Class Extra Credit Party**	
19	7/16	**Exam #3**	

Guidelines for all assignments

1. Any time you quote or paraphrase another author that source must be documented with endnotes, footnotes or parenthetical documentation. **A lack of documentation in the body of the paper will result in a failing grade for the assignment.**
2. All sources from the Internet must be properly documented
3. Use inclusive language regarding gender and humankind. Use “he/she” or alternate male and female pronouns throughout the paper. Use “humankind,” “humanity,” or “people” rather than “mankind” or “man.”
4. Use 1” margins and regular print fonts. There is no need for large type.
5. Double-space all written work.
6. **Assignments turned in late will result in a reduced grade** in accordance with the number of class sessions which have elapsed since the due date. Papers not turned in at all will be averaged into your grade as a zero.

II. BEHAVIORAL/SOCIAL SCIENCE
(Representative Sample of Course Syllabi with Common Outcomes Highlighted)

Hagerstown Community College
OFFICIAL COURSE SYLLABUS DOCUMENT

COURSE: PSY 101: General Psychology 3 credits

INSTRUCTOR: Prof. Louise Wine **SEMESTER/YEAR:** Spring, 2012

COURSE DESCRIPTION: Designed as a foundation course and prerequisite to other psychology courses, general psychology introduces the data, concepts, theories, principles and methods of contemporary psychology while examining the dynamic factors that influence behavior. Prerequisite: ENG 100 or placement into ENG 101.

TEXTBOOK: Psychology, 3rd edition, by Ciccarelli & White
(Syllabus, PowerPoint lecture slides, study guides, and other class materials can be found on the HCC Portal)

STUDENT LEARNING OUTCOMES:
At the conclusion of the course, students will be able to:

- Identify the purposes, components, advantages, disadvantages, and explanatory powers of psychological data and methodology.
- Develop a deeper appreciation of the behavioral principles, applicable biological, physiological and chemical processes, involved in that influence human behavior.
- Predict behaviors and mental processes from the perspective of particular psychological principles or theories and cultural contexts.
- Utilize critical thinking skills to evaluate the validity of psychological principles, concepts, theories, methods, and statements dealing with behavior and mental processes.

Total Hours of Coursework:

To earn one academic credit at HCC, students are required to complete a minimum of 37.5 clock hours (45 fifty-minute "academic" hours) of coursework per semester. Those hours of coursework may be completed through a combination of hours within the classroom and hours outside the classroom. Certain courses may require more than the 37.5 minimum hours of coursework per credit.

For most classes, students should expect to do at least 2 hours of coursework outside of class for each hour of in-class coursework.

GENERAL EDUCATION OUTCOMES:

- Critically analyze and evaluate issues derived from the Social Sciences utilizing appropriate methodologies.
- Demonstrate how culture, society and diversity shape the role of the individual within society and human relations across cultures.

COURSE CONTENT OBJECTIVES:
At the conclusion of the course, students will be able to:

- Understand and apply psychological terms, principles, and theories as they relate to everyday life.
- Describe the correct sequences of the stages or components of psychological theories, methods, and processes.
- Name and describe the major perspectives within psychology, including the psychoanalytic, behavioral, humanistic, cognitive, biopsychological, sociocultural, and evolutionary.
- Understand and interpret the major types of psychological research.
- Explain the role and functioning of the Nervous System in human behavior.
- Describe the influence of the endocrine system and its hormones on human behavior.
- Understand the relative roles of nature and nurture in human behavior.
- Define consciousness and describe the continuum of conscious awareness.
- Understand sleep, dreaming, and the various sleep phenomena experienced by humans.
- Describe the different types of psychoactive drugs and their influences on behavior.
- Explain classical and operant conditioning, defining the key terms and procedures associated with each.
- Define social cognitive learning theory and discuss the impact of modeling on behavior.
- Discuss current views of memory, memory storage, memory retrieval, and forgetting.
- Understand the basic concepts and dynamics of psychodynamic, humanistic, behavioral, cognitive, and trait theories that have been developed to explain personality.
- Discuss health psychology and current research on stress and coping.
- Identify the basic characteristics of anxiety, depressive, dissociative, personality, and psychotic disorders, and discuss potential etiological factors.
- Discuss the primary intervention techniques for the different orientations to psychotherapy.

ASSESSMENT PROCEDURES:

COURSE POLICIES:
The final grade will be determined based on the following assignments (which will be completed following the HCC Code of Student Conduct, p 34, Student Handbook):

1. **In-Class Examinations** will cover lecture and textbook material. Both objective (multiple choice) and essay questions will be used. Each of these exams will be worth 200 points. You are expected to be present for these tests unless you have notified me **before** the test of an emergency. In such case, a make-up exam will be scheduled.

2. **Take-Home Examinations:** Seven (7) take-home quizzes will be given. They will total 225 points. They must be handed in on or before the due date. If you cannot attend class on the day the quiz is due, you may email your answers to me so that you can avoid a penalty.

3. **Critique:** of an article of your choice from a professional (scholarly) psychological journal or website is required. Popular magazines (i.e, *CQ Researcher*, *Psychology Today*), news-paper articles, etc. are NOT ACCEPTABLE. The article must be a minimum of 3 pages of text and include references at the end. Reports from online sites generally do not meet the criteria for this assignment.
   Your report should include a brief summary of the contents of the article followed by your personal reaction to it and a citation page. The article chosen should be included with your report. (25 points)
4. **Classroom Policies:** Cell phones must be turned off during class. Texting and other uses of cell phones is a distraction to others. Students are expected to be respectful of classmates by

not engaging in any activities that would interfere with the learning process.

5. **Attendance & Participation**: (See catalog, page 42, for college attendance policy.)
For this course, you will receive one (1) point for each class that you attend in entirety. Absence, late arrival (after roll has been called) and early departure will cause a forfeiture of that point. There are a total of 30 class periods scheduled, so you can earn "bonus" points for exemplary attendance and/or class participation since this is weighted as 25 points for grading purposes.

The scores on these tests, quizzes, the critique, and class attendance, assignments, and participation will be considered in determining the final grade, which will be awarded as follows:

675 – 607 points = A (90 – 100%)
606 – 540 points = B (80 – 89%)
539 – 473 points = C (70 – 79%)
472 – 405 points = D (60 – 69%)
<405 points = F (<60%)

TOPICAL OUTLINE: See attached

CONTACT INFORMATION:
OFFICE: LRC-113, Telephone #240-500-2321
email address: ldwine@hagerstowncc.edu
OFFICE HOURS: Monday & Wednesday, 11:15 a.m. - 1 p.m., and by appointment

Services for Students with Special Needs: Reasonable accommodations are provided to qualified students based on current documentation. Contact the Coordinator of Disability Services at 240-500-2273 to request accommodations.

TOPICAL OUTLINE

Week of	Topic and Assignment
January 9	Chapter l: The Science of Psychology, pp. 2-45
January 16	**Dr. Martin Luther King Holiday – no class on Monday** Chapter 1: con't. Chapter 13: Theories of Personality, pp. 516-553
January 23	**Take-Home Quiz #1 due** (Chapter 1) (25 points) Chapter 13: con't. Chapter 15: Psychological Therapies, pp. 596--635
January 30	Chapter 15: con't
February 6	**Take-Home Quiz #2 due** (Chapters 13,15) (50 points) Chapter 14: Psychological Disorders, pp. 554-595
February 13	Chapter 14: con't.
February 20	**Take-Home Quiz #3 due** (Chapter 14) (25 points)
February 27	**IN CLASS EXAM #1: Chapters 1,13,15,14** (200 points) Chapter 2: The Biological Perspective, pp.46-89
March 5	**SPRING BREAK**
March 12	**Critique due** (25 points) Chapter 2: con't. **Take –Home Quiz #4 due** (Chapter 2) (25 points)
March 19	Chapter 4: Consciousness, pp. 134-175
March 26	Chapter 5: Learning, pp. 176-219
April 2	**Take –Home Quiz #5 due (**Chapter 4) (25 points)
April 9	Chapter 5: con't. Chapter 6: Memory, pp. 220-261
April 16	**Take-Home Quiz #6 due** (Chapter 5,6) (50 points) Chapter 11: Stress and Health, pp. 430-469
April 23	**Take-Home Quiz #7 due** (Chapter 12) (25 points) (No class Thurs)
April 30	**IN CLASS EXAM #2** (200 points) (Tuesday, May 1)

The instructor reserves the right to change this syllabus as deemed necessary.

Hagerstown Community College
OFFICIAL COURSE SYLLABUS DOCUMENT

COURSE: SOC 101-01 Introduction to Sociology 3 Credits

INSTRUCTOR: Daniel Beckett Ryan **SEMESTER/YEAR:** Spring 2012

COURSE DESCRIPTION: This course introduces students to sociology as a social science. Major topics include the nature of group structure and interaction, social control and deviance, culture, social change and the structure and function of social institutions.

TEXTBOOK AND COURSE MATERIALS:
(1) *The Real World: An Introduction to Sociology*. Kerry Ferris and Jill Stein. 2nd Edition.
ISBN: 978-0-393-93352-9
(2) Articles posted on the HCC Portal: https://portal.hagerstowncc.edu/

STUDENT LEARNING OUTCOMES:

- Explain how sociological concepts can be found in everyday situations.
- Use the sociological perspective to analyze and discuss several major social issues affecting the nation and the world in the twenty-first century.
- Obtain a working knowledge of those sociological concepts and skills which provide the expected foundation for advanced educational offerings in sociology and other related social sciences.
- Show how sociological concepts and skills can be utilized in careers outside of sociology.

Total Hours of Coursework:

To earn one academic credit at HCC, students are required to complete a minimum of 37.5 clock hours (45 fifty-minute "academic" hours) of coursework per semester. Those hours of coursework may be completed through a combination of hours within the classroom and hours outside the classroom. Certain courses may require more than the 37.5 minimum hours of coursework per credit.

For most classes, students should expect to do at least 2 hours of coursework outside of class for each hour of in-class coursework.

GENERAL EDUCATION OUTCOMES:
Upon completion of the course the student will be able to:

- **Critically analyze and evaluate issues derived from the Social Sciences utilizing appropriate methodologies.**

Upon completion of the course the student will be able to:

- **Demonstrate how culture, society and diversity shape the role of the individual within society and human relations across cultures.**

COURSE CONTENT OBJECTIVES: Upon completion of the course you will be able to:

- Explain and apply basic concepts of Sociological theory and methodology;
- Describe the major theoretical orientations used in Sociology;
- Discuss the interplay of the major components of culture (symbols, values, mores, norms, sanctions and artifacts) and social situations;

- Explain the essential components of the socialization of humans and assess their interaction with individuals, groups, organizations and institutions;
- Identify the major social institutions and their impact on society;
- Assess the basic dimensions of social inequality in contemporary society and analyze the current trajectories of social change;

ASSESSMENT PROCEDURES:

Examinations

There will be four scheduled examinations during the semester, each of which will be based upon assigned readings from the textbook. Each exam will consist of multiple choice questions and essays. The exams will constitute 90% of your overall grade for the course.

Exam Dates:

February 6:	Exam #1 (Chapters 1, 2 and 3)
February 27:	Exam #2 (Chapters 4 and 5)
April 2:	Exam #3 (Chapters 8, 10 and "Global Inequality" reading)
April 25:	Exam #4/Final (Chapters 11 and 16)

How Your Final Grade Will Be Calculated:

	% of Grade
Four Exams	90%
Attendance and Participation	10%
	100%

COURSE POLICIES:

Reading Assignments, Attendance and Class Participation

Students are expected to have all assigned readings completed prior to each scheduled class session. Additionally, students are expected to be prepared to discuss and ask questions pertaining to class lectures and assigned readings. There will be weekly discussions and group projects that require students to actively participate and think critically about the assigned chapters, articles and handouts.

Attendance is also course requirement and will be taken each class. Excessive unexcused absences will result in one full letter grade being deducted from your final grade in the course.

Exam Make-Up Policy

Students who are absent during any of the exams will be granted a make-up in the case of illness or emergency, but only with appropriate documentation provided to the instructor. If you are unable to be present for an exam due to participation in a scheduled college function, it is your responsibility to inform the instructor in writing prior to the scheduled exam date.

HCC Portal

The course syllabus, assigned articles, PowerPoint slides and general announcements will be posted on the HCC Portal.
https://portal.hagerstowncc.edu/

Syllabus
This syllabus will serve as a guideline for you to follow the course topics/readings, assignments and exam schedule. The instructor reserves the right to change the syllabus due to class pace, unexpected class cancellations and other factors.

Classroom Behavior
Students are expected to come to class prepared to participate in any discussions or activities relevant to the course topic for the day. Sleeping during class, cell phone use, talking out-of-turn and any general disruptive behavior will not be permitted.

Academic Dishonesty
You are expected to adhere to HCC's Academic Integrity Policy. This may be found in the College Guide. Plagiarism (claiming someone else's work, writing or ideas as one's own or not using proper citation) will not be tolerated and will result in serious penalties.

Services for Students with Special Needs: Students who have special needs are encouraged to identify themselves to the Coordinator of Disability Services as early as possible. Reasonable accommodations based on current documentation are provided to qualified students.

CONTACT INFORMATION:

Daniel Beckett Ryan
Hagerstown Community College
11400 Robinwood Drive
Hagerstown, MD 21742

EMAIL: dbryan@hagerstowncc.edu
PHONE: 1-240-500-2419

Office location: ARCC 219

Spring 2012 Office Hours:
Monday 1:15—3:45pm
Wednesday 1:15—3:45pm
Or by appointment

COURSE SCHEDULE

Introduction to Sociology, SOC-101-01
Spring 2012
Instructor: Daniel Beckett Ryan

WEEK 1: Introduction to Sociology and the Sociological Imagination
January 9, 11
READINGS and ASSIGNMENTS:
1. **Purchase the textbook**
2. **Read Chapter 1 in the textbook**
3. **Read "The Promise" by C. Wright Mills (posted on the HCC Portal)**
4. **Look over the PowerPoint lecture for chapter 1**

WEEK 2: The Sociological Imagination
NO CLASS ON MONDAY, January 16
Wednesday, January 18
1. **Read Chapter 1 in the textbook**
2. **Read "The Promise" by C. Wright Mills (on the HCC Portal)**
3. **Look over the PowerPoint lecture for chapter 1**

WEEK 3: The Theoretical Foundations of Sociology
January 23 and 25
READINGS and ASSIGNMENTS:
1. **Read chapter 2**
2. **Look over the PowerPoint lecture for chapter 2**

WEEK 4: Research Methods
January 30 and February 1
READINGS and ASSIGNMENTS:
1. **Read chapter 3**
2. **Look over PowerPoint lecture for chapter 3**

WEEK 5: Exam #1—Chapters 1-3
Monday, February 6: Examination on chapters 1, 2 and 3
Wednesday, February 8: Exams returned. Review and discussion

WEEK 6: Culture
February 13 and 15
READINGS and ASSIGNMENTS:
1. **Read chapter 4**
2. **Look over PowerPoint lecture for chapter 4**
3. **Read "Empire of Illusion" by Chris Hedges (on the HCC Portal)**

WEEK 7: The Self and Interaction
February 20 and 22
READINGS AND ASSIGNMENTS:
1. **Read chapter 5 in the textbook**
2. **Look over PowerPoint lecture for chapter 5**
3. **Read "Hanging Tongues" (on the HCC Portal)**

WEEK 8: Exam #2 — Chapters 4 and 5

February 27: Exam on chapters 4 and 5
February 29: Exams returned. Discussion and film

MARCH 5-11—Spring Break

WEEK 9: Social Class and Inequality
March 12 and 14
READINGS AND ASSIGNMENTS:
1. Read chapter 8 in the textbook
2. Look over PowerPoint lecture for chapter 8
3. Read "Goodbye, Horatio Alger" (on the HCC Portal)

WEEK 10: Global Inequality
March 19 and 21
READINGS AND ASSIGNMENTS:
1. Read the chapter titled "Global Inequality" (on the HCC Portal)
2. Look over PowerPoint lecture for "Global Inequality"

WEEK 11: Gender Inequality
March 26 and 28
READINGS and ASSIGNMENTS:
1. Read Chapter 10 in the textbook
2. Look over PowerPoint for chapter 10

WEEK 12: Exam #3 on chapters 8, 10 and "Global Inequality"
Monday, April 2: Exam
Wednesday, April 4: Exams returned. Discussion and film.

WEEK 13: Social Institutions: Power and Politics
April 9 and 11
READINGS and ASSIGNMENTS:
1. Read pages 299-318 in the textbook
2. Look over PowerPoint for chapter 11
3. Read "Who Rules America" (on the HCC Portal)

WEEK 14: Social Change
April 16 and 18
1. Read Chapter 16 in the textbook
2. Look over PowerPoint for chapter 16
3. Read "Human Agency and Social Change" (on the HCC Portal)
WEEK 15: Review for final exam
Monday, April 23: Review chapters 11 and 16
Wednesday, April 25: Final Exam on chapters 11 and 16

Hagerstown Community College
OFFICIAL COURSE SYLLABUS DOCUMENT

COURSE: ECO 201 Macroeconomic Principles **SEMESTER/YEAR:** Spring 2012

INSTRUCTOR: Lori Spessard

CONTACT INFORMATION: Email: ljspessard@hagerstowncc.edu
Office: CPB 170-D
Phone: 240-500-2548
Office Hours: MW 9:00 – 11:30 AM

COURSE DESCRIPTION: Macroeconomics is the study of the total economy. Emphasis is placed on fiscal and monetary policy, unemployment, inflation, economic growth and international trade. Total of 45 hours of lecture. Prerequisites: ENG 099 and MAT 098.

TEXTBOOK: Hubbard, R. G., & O'Brien, A. P. (2010). *Economics* (3rd ed.). New Jersey: Pearson Prentice Hall.

ISBN: 9781256070085 (this is for the custom HCC book and *MyEconLab* bundle at the bookstore).

Access to *MyEconLab* is required for the course. The text is available in the HCC bookstore as a bundle with an access code to *MyEconLab*. *MyEconLab* may also be purchased separately from the publisher: http://www.pearsoncustom.com/pa/hagerstown_econ/

STUDENT LEARNING OUTCOMES:
Students who successfully complete this course will be able to:

- Explain how the concepts of scarcity, incentives, opportunity cost, and marginal analysis affect economic decision making.
- Analyze the role of supply, demand, and prices in a market economy and the necessary conditions for a market economy to function well.
- Describe and critique the role of government in a market economy.
- Understand the three major macroeconomic goals (economic growth, high employment, low inflation) in order to describe why they are important and how they are measured.
- Explain the importance of long run economic growth, and the factors that contribute to growth.
- Describe the theories, implementation, and limits of fiscal and monetary policies, and how they affect economic activity.
- Explain the concept of comparative advantage, the gains from international trade, the role of exchange rates, and the effects of globalization.
- Use economic terminology, concepts and theories to analyze "real world" scenarios and current events.

General Education Outcomes:

- **Critically analyze and evaluate issues derived from the Social Sciences utilizing appropriate methodologies.**
- **Demonstrate how culture, society and diversity shape the role of the individual within society and human relations across cultures.**

REQUIREMENTS: The textbook, enrollment in Moodle, and access to *MyEconLab* are required. Access to the internet is required to complete assignments and obtain information outside of the textbook. Students will also benefit from reading daily news sources and business publications or websites.

ASSESSMENT PROCEDURES:
Your final grade will be based on the following:

MyEconLab Homework	25%	
Midterm Exam	25%	
Final Exam		25%
Writing Assignments		25%

The homework in *MyEconLab* is completed online. Homework problems include a variety of formats (multiple choice, T/F, graphing, etc.) and may include videos or other media. Your two lowest homework scores will be dropped. The midterm and final exams include multiple choice, graphing, essay, or problem-solving questions. Exams will cover material from the book, but may also include additional material covered in the class (activities, additional readings, current events, etc.). Writing assignments involve application of concepts from the course. Additional details for all assignments are provided on Moodle.

COURSE POLICIES:

Total Hours of Coursework: This is a three-credit, college-level course. To earn one academic credit at HCC, students are required to complete a minimum of 37.5 clock hours (45 fifty-minute "academic" hours) of coursework per semester. Those hours of coursework may be completed through a combination of hours within the classroom and hours outside the classroom. Certain courses may require more than the 37.5 minimum hours of coursework per credit.

For most classes, students should expect to do at least 2 hours of coursework outside of class for each hour of in-class coursework. You should expect to spend about six hours per week outside of class in order to succeed.

Attendance Policy: Students are expected to actively participate in this course and adhere to the course schedule. In the case of absence due to emergency (illness, death in the family, accident), or participation in official College functions, it is the student's responsibility to confer with the instructor about the absence and missed course work. Further, it is the student's responsibility to withdraw officially from any class which he/she ceases to attend. Failure to do so will result in the recording of an "F" grade. The College's attendance policy can be found in the College Catalog.

Late or missed assignments: If you experience an emergency (as defined above), and miss an exam, contact your instructor. Under emergency circumstances, you may be given a makeup exam for the midterm or final exam at the discretion of the instructor. **Due dates will not be extended for homework or writing assignments under any circumstances.**

Academic Integrity: The HCC Student Code of Conduct is published in the College Guide: A Handbook Planner for Students and may be obtained in the Student Activities Office. The Code of Conduct includes principles, rights, and prohibited conduct related to academic integrity and due process. Academic dishonesty will be dealt with in accordance with the College's policies and procedures.

Services for Students with Special Needs: Students who have special needs are encouraged to identify themselves to the Coordinator of Disability Services as early as possible. Reasonable accommodations based on current documentation are provided to qualified students. For more information, contact the coordinator of disability services at 240-500-2273 (TTY 301-739-5813).

The instructor reserves the right to modify the course content, schedule, and/or assessment procedures as deemed necessary.

TOPICAL OUTLINE:

Week	Topic	Ch.	
	Unit 1: Economic Foundations & the Market System		
1	Intro to the course	1	
	Economics: Foundations & Models	1	
2	Trade-offs and the Market System	2	
3	Where Prices Come From: Interaction of Demand & Supply	3	
	Unit 2: Macro Foundations & Long-Run Economic Growth		
4	GDP: Measuring Total Production & Income	19	
5	Unemployment & Inflation	20	
6	Economic Growth, the Financial System & Business Cycles	21	
7	Long-run Economic Growth: Sources & Policies	22	Midterm Exam (Ch. 1-3 and 19-22)
	Unit 3: Fiscal & Monetary Policy		
8	Aggregate Demand & Aggregate Supply Analysis	24	
9	Fiscal Policy	27	
10	Money, Banks and the Federal Reserve System	25	
11	Monetary Policy	26	
	Unit 4: The International Economy		
12	Comp. Advantage & the Gains from International Trade	8	
13	Macroeconomics in an Open Economy	29	
14	The International Financial System	30	
15			Final Exam (Ch. 24-27, 8, 29 & 30)

COURSE CONTENT OBJECTIVES:

Unit 1: Chapter 1-3

- Explain the concepts of scarcity, choice and trade-offs.
- Explain the concept of marginal analysis.
- Explain how incentives and rational self-interest influence economic behavior and outcomes.
- Describe how societies answer the three economic questions every economic system must answer.
- Use the production possibilities frontier to explain basic economic concepts.
- Explain the basics of how a market system works.
- Explain the circular flow model of the economy.
- Identify determinants of supply and demand.
- Graph supply and demand curves when there are increases and decreases in supply and demand, and explain why these changes occur.
- Explain how the equilibrium price changes according to changes in supply or demand.
- Explain how efficient allocation of goods and services in a market economy is based on pricing information.
- Describe the role of entrepreneurs and risk, and the conditions needed for a well-functioning market system.
- Describe the role of government in a market system.

Unit 2: Chapters 19-22

- What Gross Domestic Product measures, how it is measured, who measures it, and where current GDP statistics may be obtained.
- Discuss the different components of GDP and the major factors that affect the level of GDP.
- Discuss whether GDP is a good measure of economic well-being.
- Describe labor force and employment measurements, how these are measured, who measures them, and where current employment statistics may be obtained.
- Differentiate between the types of unemployment.
- Discuss factors that influence the unemployment rate.
- Describe the price level and the inflation rate, how these are measured, who measures them, and where current data may be obtained.
- Explain the relationship between inflation and purchasing power.
- Discuss the problems caused by inflation.
- Distinguish between nominal and real interest rates, and calculate the real interest rate.
- Use prices indexes to adjust values for the effects of inflation.
- Explain what happens during the different stages of the business cycle.
- Describe recent trends in U.S. business cycle history.
- Describe current levels of GDP, unemployment, and inflation in the United States and what these say about current economic conditions.
- Discuss the importance of long run economic growth to the standard of living.
- Describe how labor productivity, investment in physical and human capital, and technological change influence long run economic growth.

- Explain how savings, investment and the financial system facilitate economic growth.
- Discuss the effects of government policies on economic growth.
- Explain why growth rates differ across countries, and why many poor countries do not experience economic growth.
- Discuss the effects of globalization on U.S and other economies.

Unit 3: Chapters 24-27

- Describe the determinants of aggregate demand and aggregate supply, and use the AD/AS model to analyze changes in economic conditions.
- Define money and the money supply.
- Identify monetary policy tools and targets used by the Federal Reserve System.
- Explain the process of money creation.
- Explain the quantity theory of money and use it to explain inflation.
- Explain how contractionary or expansionary monetary policies affect interest rates and the economy, and when it is appropriate to use a particular policy.
- Identify fiscal policies used by the federal government to stabilize the economy.
- Explain how contractionary or expansionary fiscal policies affect the economy, and when it is appropriate to use a particular policy.
- Analyze the effects of deficit spending and the national debt on the economy.
- Discuss the problems and future of Social Security.
- Explain the multiplier effect and calculate changes to equilibrium GDP using the multiplier.
- Critique the ability of fiscal and monetary policies to influence the economy.

Unit 4: Chapter 8, 29 and 30

- Explain how countries gain from international trade.
- Explain the concept and sources of comparative advantage.
- Discuss the advantages and disadvantages of trade barriers and trade agreements.
- Describe the balance of trade and the balance of payments.
- Discuss the types of exchange rate systems.
- Determine how the supply and demand of a currency affects its foreign exchange rate.
- Differentiate between currency appreciation and currency depreciation.
- Analyze how a currency appreciation or depreciation can affect the level of a country's imports and exports.
- Describe the roles of the World Trade Organization and the International Monetary Fund in the international economy.

Assignment Checklist (Section 03)

Listed below are all required assignments for the course. All MEL due dates are Sunday at midnight. Assignments and exams are due at the class meeting specified

Due 1/15
- ☐ Introduction Homework (not graded)

Due 1/22
- ☐ Chapter 1 Homework
- ☐ Chapter 2 Homework

Due 1/29
- ☐ Chapter 3 Homework

Due 2/1
- ☐ Unit 1 Assignment

Due 2/5
- ☐ Chapter 19 Homework

Due 2/12
- ☐ Chapter 20 Homework

Due 2/19
- ☐ Chapter 21 Homework

Due 2/26
- ☐ Chapter 22 Homework

Due 2/29
- ☐ Unit 2 Assignment

TBA
- ☐ Midterm Exam on Chapters 1-3 and 19-22

Due 3/4
- ☐ Chapter 24 Homework

Due 3/18
- ☐ Chapter 27 Homework

Due 3/25
- ☐ Chapter 25 Homework

Due 4/1
- ☐ Chapter 26 Homework

Due 4/4
- ☐ Unit 3 Assignment

Due 4/8
- ☐ Chapter 8 Homework

Due 4/15
- ☐ Chapter 29 Homework

Due 4/18
- ☐ Unit 4 Assignment

Due 4/22
- ☐ Chapter 30 Homework

4/25
- ☐ Final Exam on Chapters 24-27, 8, 29 & 30

How to Register and Enroll in Your MyEconLab Course

Welcome to MyEconLab! Your instructor has set up a MyEconLab course for you.
Textbook: *Hubbard/O'Brien: Economics 3e*
Course Name: ECO 201-03 W 6:00 Spessard SP12
Course ID: XL0T-O1RH-201Y-0VK2

To join your instructor's course, please complete the following **two** steps:

1. Register for MyEconLab
2. Enroll in your instructor's course

To register, you will need:

1. A valid e-mail address.
2. The access code that came with your MyEconLab Kit or a credit card or Pay Pal account if you wish to purchase access online.
3. The Course ID listed above.

Please Note: If you have an Access Kit that came with your book or that you purchased separately, the instructions may be different than what you are reading here. Please disregard those instructions and follow the steps below. The code in your kit is still valid for the version of MyEconLab that your instructor is using.

Step 1: Register for MyEconLab

1. Go to http://www.myeconlab.com and click the **Student** button, in the Register section.
2. Enter your Course ID: XL0T-O1RH-201Y-0VK2
3. Choose to **register an access code or to buy access.**
4. Follow the instructions to set up your login and password for your course.

Note: Australian users, your registration steps may be different from above. Please visithttp://www.myeconlab.com/download/MEL_FDOC_Australia.doc for alternate instructions.

Step 2: Enroll in your instructor's course

1. Login to MyEconLab at http://www.myeconlab.com with your newly created Login Name and Password
2. Enter your course ID: XL0T-O1RH-201Y-0VK2.

If you purchased access, visit the **Student Center** inside your Instructor's Course for additional purchase options.

Note: If you are taking two MyEconLab courses simultaneously you will need two separate login accounts.

Need Help? For assistance, please visit http://www.myeconlab.com/support.

III. BIOLOGICAL/PHYSICAL SCIENCE
(Representative Sample of Course Syllabi with Common Outcomes Highlighted)

HAGERSTOWN COMMUNITY COLLEGE
OFFICIAL COURSE SYLLABUS

COURSE: Bio 102, General Biology II, Spring 2012, 4 credits

INSTRUCTOR: Rosemary Nickerson, PhD
240-500-2299
nickersonr@hagerstowncc.edu

SEMESTER/YEAR: Spring 2012

OFFICE HOURS / STEM 426 :

- MTW 10 – 11:15 am
- TR 1:15 - 2:30 am
- Office hours also available by appointment or via email

COURSE DESCRIPTION: This course is a continuation of Bio 101 or Bio 113. The course includes: mechanisms and control of gene expression, biotechnology, evolution and biological diversity, population ecology, and ecosystyem dynamics. Students will participate in an extended field research project and compose a scientific report to present and evaluate their findings. Laboratory fee required. 45 hours of lecture and 45 hours of lab. Prerequisite: Bio 101 or Bio113. Sememsters offered: Fall, Spring. 4 Credits**.**

MATERIALS REQUIRED:

- Essential Biology, Campbell, Reece, Simon, 4th Edition, ISBN 10: 0-321-65289-4 or ISBN 13: 978-0-321-65289-8
- internet access to www.masteringbiology.com (included with a textbook purchase, or can be purchased separately)
- Bio102 Lab Manual, HCC Reprographics, available in HCC bookstore
- Biology Lab fee payable upon registration
- Internet access to the Bio102 Moodle website

STUDENT LEARNING OUTCOMES:

- Students will access, process, analyze and synthesize scientific information.
- Students will apply knowledge of specific course content to enhance understanding of personal and societal scientific issues.
- Students will be able to understand and apply the scientific method and use critical thinking skills in order to generate, graph, analyze and interpret scientific data and reports.
- Students will use verbal and writing skills to clearly communicate biological concepts in a comprehensive scientific report.
- Students will apply computer and information literacy skills in the preparation of a scientific report.

COURSE CONTENT OBJECTIVES:

- Students will understand the structure and functions of DNA
- Students will be able to discriminate how and why gene expression is regulated in prokaryotic and eukaryotic organisms.
- Students will describe and discuss the mechanisms, applications, and ethics of biotechnology.
- Students will be able to relate the development, evidence, implications, and applications of the theory of evolution.
- Students will understand the evolutionary history and adaptations that contributed to animal, and plant biodiversity, and current threats to this diversity.
- Students will define and classify the elements of populations, communities and ecosystems and identify important interactions between these elements that influence ecosystem characteristics and describe the impact of the human population on global ecosystems.
- Students will use critical thinking and problem solving skills to analyze and integrate scientific data to compose a comprehensive scientific paper.

TOTAL HOURS OF WORK EXPECTED:

- For a 15 week course, students are required to spend at least one 'academic' hour per week in class in order to earn one college credit. In addition, for each hour spent in class, students are expected to spend at least 2 hours outside of class studying and completing homework and class assignments.
- In order to meet the minimum requirements for a 3 credit class, the number of class/study hours expected of the student is multiplied by 3. The total work required to earn three college credits is 135 hours*/semester, or 9 hours*/week during a 15 week semester (* includes class time plus additional homework/study time outside of class).
- Please be aware that certain courses, or certain students, may require more than *minimum* hours of work per credit each week in order to be successful in that course.

ASSESSMENT PROCEDURES:

Your final course grade will be determined by several assessment measures, each worth the following points:

- 4 multiple choice / short answer exams (100 pts each)……..400
- 1 cumulative final exam……100
- 15 lecture homework assignments (10 pts each)……...150
- 10 online lecture quizzes (high ten, worth 10 points each)……..100
- 7 lab quizzes/assignments (20 pts each) ……...140
- 2 module assignments (50 each)……...100
    - 1 scientific research paper: Ecology of a Freshwater Stream……250

TOTAL*…… **1240**

Calculation of final grades: points you have earned = % grade
1240 pts.

Final grades will be assigned as follows: A: 90-100%, B: 80-89%, C: 70-79%, D: 60-69%, F: <60%

LABORATORY: In this component of the course you will engage in hands on activities and problem solving. These practical activities will reinforce and enhance your understanding of course concepts.

Your participation is required. Missed laboratories may be made up during the same week they are missed because lab materials are only available during the week that a particular lab is scheduled.

REQUIRED READING AND ACTIVITIES AT THE BIO102 MOODLE WEBSITE:

- You are required to read the chapter indicated on the syllabus prior to class.
- It is your responsibility to check the Bio102 Moodle website each week for information regarding course activities and assignments. These activities/information will be critical to your success in this class.

ATTENDANCE AND GRADING:

- Attendance at all lecture and laboratory sections is *required*. Attendance will be taken at the beginning of each class. Excused absences are allowed for the illness of yourself or of a dependent, a death in the family, an accident, or legal obligations such as jury duty or a court date, or participation in official College functions.
- You will receive a grade of zero for every unexcused absence (lecture or lab). After you accumulate three unexcused absences/zeros your final course grade will be reduced by 124 points (10 % of the available total). If you arrive late to class it is your responsibility to make sure that your tardiness is not counted as an absence by speaking to your instructor at the end of class.
    - It is ***your responsibility*** to consult with your instructor about your absence and missed course work. Students should call or e-mail their instructor within two days of any absence from class.
    - If you miss lab for any reason, you are encouraged to make up the lab exercise by attending another lab section during the week that particular lab is scheduled (consult the syllabus and room schedule).
    - If you miss an exam it is ***your responsibility*** to notify the instructor and arrange for a make-up exam before the next scheduled class meeting. If you are unable to provide an approved excuse for your absence and do not take a make-up exam, you will receive a grade of zero "0" for that exam.

EXTRA HELP/EXTRA CREDIT: Extra help is available through the Science Learning Center in the form of study materials, and peer-led tutoring. The textbook website (masteringbiology.com) is also excellent sources of self-help materials. One-on-one tutoring is available through the Student Success Center.

SERVICES FOR STUDENTS WITH SPECIAL NEEDS: Reasonable accommodations are provided to qualified students based on current documentation. Contact the Coordinator of Disability Support Services at 301-790-2800, x273, to request accommodations.

INCLEMENT WEATHER: BIO 102 labs and lectures will meet as scheduled if the college is open. I will always announce weather-related delays and cancellations on the Bio102 Moodle website as soon as I become aware of them. I will also update my office voice mail message concerning delays and cancellations for those of you who lack internet access at home.

DISCLAIMER: Life is uncertain. Things may not go exactly as planned. This syllabus is subject to change at your instructor's discretion. You will be notified in the event of any changes in grading policy, course requirements, or scheduled labs or lectures. If ever in doubt, contact your instructor immediately.

HAGERSTOWN COMMUNITY COLLEGE
OFFICIAL COURSE SYLLABUS

COURSE: Bio 114, Principles of Biology II, Spring 2012, 4 credits

INSTRUCTOR: Rosemary Nickerson, PhD
240-500- 2299
nickersonr@hagerstowncc.edu

SEMESTER/YEAR: Spring 2012

OFFICE HOURS / STEM 426 :

- MTW 10 – 11:15 am
- TR 1:15 - 2:30 am
- Office hours also available by appointment or via email

COURSE DESCRIPTION: This course is a continuation of BIO 101 or BIO 113. This course includes the structure and function of DNA, gene expression and regulation, biotechnology, population genetics, mechanisms of evolution, biological diversity, animal and plant structure and organ systems, population and community dynamics, ecosystem structure and function. Students will participate in an extended field research project and compose a scientific paper to present and discuss their findings. Laboratory fee required. 45 hours of lecture and 45 hours of lab. Prerequisite: BIO 101 or BIO 113 and CHM 103 or CHM 104 or CHM 103 or CHM 104 concurrently. Semester offered: Spring, 4 credits.

MATERIALS REQUIRED:

- Biology, Eight Edition, Campbell & Reece et al., ISBN-13: 978-0-8053-6844-4, ISBN-10: 0-8053-6844-2
- Access to www.masteringbiology.com (available with textbook purchase or purchase online)
- Bio114 Laboratory Manual, HCC Reprographics
- Biology 114 Lab fee payable upon registration
- Internet access to the Bio114 Moodle website

STUDENT LEARNING OUTCOMES:

- Students will access, process, analyze and synthesize scientific information.
- Students will apply knowledge of specific course content to enhance understanding of personal and societal scientific issues.
- Students will be able to understand and apply the scientific method and use critical thinking skills in order to generate, graph, analyze and interpret scientific data and reports.
- Students will use verbal and writing skills to clearly communicate biological concepts in a comprehensive scientific report.
- Students will apply computer and information literacy skills in the preparation of a scientific report.

COURSE CONTENT OBJECTIVES:

- Students will understand the structure and functions of DNA
- Students will be able to discriminate how and why gene expression is regulated in prokaryotic and eukaryotic organisms.
- Students will describe and discuss the mechanisms, applications, and ethics of biotechnology.
- Students will be able to relate the development, evidence, implications, and applications of the theory of evolution.

- Students will understand the evolutionary history and adaptations that contributed to animal, and plant biodiversity, and current threats to this diversity.
- Students will define and classify the elements of populations, communities and ecosystems and identify important interactions between these elements that influence ecosystem characteristics and describe the impact of the human population on global ecosystems.
- Students will use critical thinking and problem solving skills to analyze and integrate scientific data to compose a comprehensive scientific paper.

TOTAL HOURS OF WORK EXPECTED:

- For a 15 week course, students are required to spend at least one 'academic' hour per week in class in order to earn one college credit. In addition, for each hour spent in class, students are expected to spend at least 2 hours outside of class studying and completing homework and class assignments.
- In order to meet the minimum requirements for a 3 credit class, the number of class/study hours expected of the student is multiplied by 3. The total work required to earn three college credits is 135 hours*/semester, or 9 hours*/week during a 15 week semester (* includes class time plus additional homework/study time outside of class).
- Please be aware that certain courses, or certain students, may require more than *minimum* hours of work per credit each week in order to be successful in that course.

ASSESSMENT PROCEDURES:

Your final course grade will be determined by several assessment measures, each worth the following points:

- 3 multiple choice / short answer exams (100 pts each)…….300
- 1 cumulative final exam……100
- 15 lecture homework assignments (10 pts each)……...150
- 10 online lecture quizzes (high 10/14, 10 points each)……100
- 7 lab quizzes/assignments (high 7/8, 20 pts each) ……...140
- 2 module assignments (50 each)……...100
    - 1 scientific research paper: Ecology of a Freshwater Stream……250

TOTAL*…… 1140

Calculation of final grades: points you have earned = % grade
1140 pts.

Final grades will be assigned as follows: A: 90-100%, B: 80-89%, C: 70-79%, D: 60-69%, F: <60%

LABORATORY: In this component of the course you will engage in hands on activities and problem solving. These practical activities will reinforce and enhance your understanding of course concepts. Your participation is required. Missed laboratories may be made up during the same week they are missed because lab materials are only available during the week that a particular lab is scheduled.

REQUIRED READING AND ACTIVITIES AT THE BIO102 MOODLE WEBSITE:

- You are required to read the chapter indicated on the syllabus prior to class.
- It is your responsibility to check the Bio114 Moodle website each week for information regarding course activities and assignments. These activities/information are critical to your success in this class.

ATTENDANCE AND GRADING:

- Attendance at all lecture and laboratory sections is *required*. Attendance will be taken at the beginning of each class. Excused absences are allowed for the illness of yourself or of a dependent, a death in the family, an accident, or legal obligations such as jury duty or a court date, or participation in official College functions.
- You will receive a grade of zero for every unexcused absence (lecture or lab). After you accumulate three unexcused absences/zeros your earned course points will be reduced by 114 points (10 % of the available total). If you arrive late to class it is your responsibility to make sure that your tardiness is not counted as an absence by speaking to your instructor at the end of class.
    - It is ***your responsibility*** to consult with your instructor about your absence and missed course work. Students should call or e-mail their instructor within two days of any absence from class.
    - If you miss lab for any reason, you are encouraged to make up the lab exercise by attending another lab section during the week that particular lab is scheduled (consult the syllabus and room schedule).
    - If you miss an exam it is ***your responsibility*** to notify the instructor and arrange for a make-up exam before the next scheduled class meeting. If you are unable to provide an approved excuse for your absence and do not take a make-up exam, you will receive a grade of zero "0" for that exam.

EXTRA HELP/EXTRA CREDIT: Extra help is available through the Science Learning Center in the form of study materials, and peer-led tutoring. The textbook website (masteringbiology.com) is also excellent sources of self-help materials. One-on-one tutoring is available through the Student Success Center.

SERVICES FOR STUDENTS WITH SPECIAL NEEDS: Reasonable accommodations are provided to qualified students based on current documentation. Contact the Coordinator of Disability Support Services at 301-790-2800, x273, to request accommodations.

INCLEMENT WEATHER: BIO 114 labs and lectures will meet as scheduled if the college is open. I will always announce weather-related delays and cancellations on the Bio114 Moodle website as soon as I become aware of them. I will also update my office voice mail message concerning delays and cancellations for those of you who lack internet access at home.

DISCLAIMER: Life is uncertain. Things may not go exactly as planned. This syllabus is subject to change at your instructor's discretion. You will be notified in the event of any changes in grading policy, course requirements, or scheduled labs or lectures. If ever in doubt, contact your instructor immediately.

Hagerstown Community College
MASTER SYLLABUS DOCUMENT

COURSE:* PHS 109 Introduction to Meteorology

INSTRUCTOR: David W. Terlizzi **SEMESTER/YEAR:** **Spring 2012**

COURSE DESCRIPTION:* This on-line course is offered in conjunction with the American Meteorology Society (AMS) and delivered over the Internet. Emphasis is placed on movements and processes of the atmosphere, radiation and atmospheric heating, global circulation, weather systems, fronts and air masses, cloud physics, and basic forecasting skills. Included is a laboratory activity each week based on real-time or archived weather data provided by the AMS. Total of 60 hours. Prerequisite: MAT 099 and ENG 099 or appropriate scores on placement tests. All work is done on-line. Examinations must be taken in person on campus. Semesters offered: Fall, Spring. 4 credits.

TEXTBOOK: J.M.Moran. *Online Weather Studies* Textbook and Study Guide. American Meteorological Society. 2011.

STUDENT LEARNING OUTCOMES:*

At the end of this course, students should be able to

1. Explain how solar energy creates the weather experienced in their daily lives;
2. Use tools available to meteorologists to explore, analyze, and interpret the relationship between earth and its atmosphere.
3. Describe the different layers of the atmosphere and the changes in air temperature that occur in each.
4. Explain the differences between solar and terrestrial radiation and how they are measured.
5. Distinguish the difference between heat and temperature.
6. Calculate specific heat and explain its significance.
7. Define air pressure, and draw the wind circulation patterns associated with pressure areas.
8. Compute specific, relative, and maximum humidity for parcels of air at different altitudes.
9. Explain the different processes that produce precipitation.
10. Access, process, analyze, and synthesize scientific weather information and relate it to current and future weather conditions and climate change

COURSE CONTENT OBJECTIVES:

The student should be able to

1. Describe the relationship between the4 pattern of relatively high and low air pressure centers on a surface weather map and the direction of surface winds;
2. Apply the “hand-twise” model of wind direction to the circulation ibn actual highs and lows;
3. Draw isobars of equal pressure to show the pattern of surface air pressures across the nation at map time;
4. Locate regions of relatively high and low air pressures on the same surface map
5. Use a surface map to decode the symbols and describe weather conditions at various locations, identify fronts appearing on the map

Must be included on all syllabi:

Total Hours of Coursework:

To earn one academic credit at HCC, students are required to complete a minimum of 37.5 clock hours (45 fifty-minute "academic" hours) of coursework per semester. Those hours of coursework may be completed through a combination of hours within the classroom and hours outside the classroom. Certain courses may require more than the 37.5 minimum hours of coursework per credit.

For most classes, students should expect to do at least 2 hours of coursework outside of class for each hour of in-class coursework.

COURSE CONTENT OBJECTIVES:

At the completion of this course, students should be able to:

1. Describe the life cycle of a thunderstorm cell.
2. Explain the processes that create, sustain, and weaken hurricanes, tornadoes, and severe thunderstorms.
3. Analyze and explain a standard surface weather map.

ASSESSMENT PROCEDURES: *(explanation of quizzes, exams, projects, etc.; must include three or more evaluations)*

There are **two major** components to the course, weekly online learning activities and three (3) exams. The activities are obtained through the use of the weather online web pages. These pages can only be accessed by a user name and password (**user name: hage116 password: wx09fall**) after you have signed up for the class in blackboard. Click here to go to the weather online page – http://www.ametsoc.org/amsedu/login.cfm . This link is also available under external links on the blackboard course page.) For help in using the answer forms for the activities read the **users guide** found on the Weather Studies home page.

I will not accept mailed copies of assignments. Please send them email. Hint: I found it easiest to copy the answer form off the AMS site and simply paste it in my own email text box, ie…your own hotmail or aol account. From there you can just simply modify the text to show only the correct answers. Piece of cake ☺

Each week there are two learning activities, one is posted at noon the Monday of each week and the second is available at noon on Wednesday. These activities must be emailed to me no later than the following **Sunday by 10:00 PM. Anything after that will not be accepted and a zero will be given.** I will make every effort to grade all assignments in a timely manner. Keep in mind, the class does move quickly and it is essential to stay on top of your weekly assignments. But don't fret…your classmates and I will be there to help you along via the discussion board and emails. **Review the Activities Schedule for the due dates for each activity.**

The activities are the lab component of the course. The **Reading and Exam Schedule** shows the chapters to be read for each week. **Exam questions will be based on the chapter readings in the Online Weather Studies Text and the lab activities.**

Three (3) exams will be given and taken at the **Testing Center on the third floor in the LRC, Room 322** during the dates listed in the **Grading Procedure** table below. The dates are subject to change at the professor's discretion.

Weekly Lab Activities	50%	Exam 1 --- Oct 5 – Oct 10
2 Exams	15% Each	Exam 2 --- Nov 2 – Nov 7
Final Exam (Cumulative)	20%	Final Exam – Dec 7- Dec 12
Total Grade	**100%**	**Good Luck!**

COURSE POLICIES:

(Course policies should contain statements about the following topics, as well as any individual policies of an instructor.)

Class Attendance: Students are expected to attend all classes. In the case of absence due to emergency (illness, death in the family, accident), or participation in official college functions, it is the student's responsibility to confer with the instructor about the absence and missed course work. Students absent from an announced (major) test or examination, unless authorized, MAY be given an equivalent examination at a later date at the discretion of the instructor. The instructor reserves the right to not give a make-up exam. If you have perfect attendance your five lowest quiz grades will be dropped. For every lecture missed (and TWO late arrivals are equal to a missed class), I will drop one less. For example, if you miss one class, I will drop only four quizzes.

If you miss a lecture class:

1. In the event of an extended absence, you must contact your instructor, preferably before the missed class. A common courtesy is to notify your instructor before missing any class.
2. Announcements, handouts, and lectures are provided by the instructor only once. If you must miss a class it is your responsibility to obtain notes and handouts. The science department is not responsible for photocopying notes; photocopying is to be done at the student's expense.

If you change your class status:

1. It is the student's responsibility to withdraw from class. If you stop attending class, yet fail to complete all necessary paperwork to officially remove your name from the roster, you will receive a grade of "F" for the semester.
2. If you change your status in the class to withdraw or audit you should notify your instructor.
3. If you receive financial aid and must withdraw from class, it is necessary that you talk to the Financial Aid Office to determine if you will be liable for any financial aid before you withdraw.

If you miss an exam or quiz:

Any of the three major exams not taken during the scheduled time cannot be made-up without permission prior to that scheduled exam. Students absent from an exam may be given an equivalent exam at a later date at the discretion of the instructor. The format of the make-up exam will be determined by the instructor. You may not make-up missed quizzes.

Faculty Office Hours: All full-time faculty members schedule office hours each week, which are posted on their office door and in the course syllabus. This is a regular time when the faculty member is available to help students outside of class on a "drop-in" basis. Additional time with an

instructor can usually be scheduled by appointment. All instructors are reachable by college e-mail and phone.

Auditing Class: The students who select to audit must attend class and complete assignments as required by the instructor. (If the student does not complete all assigned work, the instructor may assign a final grade of W.)

Electronic Classroom: Announcements, syllabus, lecture outlines, study aids and assignments are available on Hagerstown Community College's Blackboard website (go to HCC home page and then to the blackboard link). It is important to your success that you access your instructor's Blackboard site. Lecture outlines include learning objective are available on blackboard. These provide the guidelines for making up the exams!

Academic Dishonesty and Misconduct: Hagerstown Community College has an honor code. Students are expected to present their own work in all examinations and assignments regardless of where the work is completed (in class, in lab, in testing center, in Science Learning Center, or at home for a take-home assignment). Some examples of cheating include:

1. Copying the work of another student during a quiz or examination.
2. Permitting another student to copy your work during a quiz or examination.
3. Using unauthorized notes, crib sheets, additional sources of information, or other material during an examination.
4. Writing the answer to an exam question outside of class and submitting that answer as part of an in-class exam.
5. Providing information about the contents of a quiz or an exam.
6. Using notes, text or other reference (or person) to take weekly quizzes on blackboard!

TOPICAL OUTLINE:

Week 1 Monitoring Weather
Week 2 Atmosphere: Origin, Composition, and Structure
Week 3 Solar and Terrestrial Radiation
Week 4 Heat, Temperature, and Atmospheric Circulation
Week 5 Air Pressure
Week 6 Humidity, Saturation, and Stability ***(Exam 1 Units 1-4)***
Week 7 Clouds, Precipitation, and Weather Radar
Week 8 Wind and Weather
Week 9 Atmosphere's Planetary Circulation
Week 10 Weather Systems of Middle Latitudes ***(Exam 2 Units 5-8)***
Week 11 Thunderstorms and Tornadoes
Week 12 Tropical Weather Systems
Final Exam Units 1- 12

CONTACT INFORMATION: David Terlizzi, dwterlizzi@hagerstowncc.edu

Must be included on all syllabi:

Services for Students with Special Needs: Students who have special needs are encouraged to identify themselves to the Coordinator of Disability Services as early as possible. Reasonable accommodations based on current documentation are provided to qualified students.

IV. ENGLISH
(Representative Sample of Course Syllabi with Common Outcomes Highlighted)

Hagerstown Community College
OFFICIAL COURSE SYLLABUS DOCUMENT

COURSE ENG 102-A01 M and W 8:30-11:15 AM Kepler 117

INSTRUCTOR Mike Harsh SEMESTER/YEAR Summer 12
Contact Information: harshm@hagerstowncc.edu 240-500-2253 Kepler 116

COURSE DESCRIPTION ENG-102: This course refines the writing process through the reading and interpretation of literature. Students learn manuscript presentation, inquiry, and research skills by writing a clearly documented research paper. Prerequisite: ENG 101. Semesters offered: Fall, Spring, Summer.

TEXTBOOK Kennedy, X.J., and Dana Gioia, eds. Backpack Literature: An Introduction to Fiction, Poetry, Drama, and Writing. 3rd ed. New York: Longman, 2010. Print.

STUDENT LEARNING OUTCOMES Student will be able to:

1. Formulate a thesis on a literary topic by evaluating research, effectively organizing ideas, incorporating accurate documentation using parenthetical documentation (MLA) while including a complete and accurate Works Cited or References Page to avoid plagiarism while editing, revising, and proofreading his or her own work.
2. Analyze and interpret a work of literature using textual evidence as support.
3. Support claims (interpretations) with appropriate and pertinent evidence while employing suitable literary terms in discussions and /or writings along with recognizing historical, social, ethnic, and cultural diversity.

COURSE POLICIES I reserve the right to make changes in this syllabus with prior notice.
Plagiarism – Simply put, plagiarism is theft. If you present someone else's words, ideas, writing style, or research as your own – without proper documentation, quotation marks, or other indications of your source – you are stealing another person's work and presenting it as your own. Plagiarized work will receive an F. Plagiarized research papers will result in an F for the class.
* ASSESSMENT PROCEDURES Final grade will be determined as follows:
All essays and assignments and attendance and participation count 1/3, the three tests count 1/3, and the research paper counts 1/3. Tests and assignments will sometimes be essays, sometimes discussions.

Course Syllabus

English Composition and Literature
ENG 102.A01 M and W 8:30-11:15 AM Kepler 117
May 7 – June 30
Summer 2012

Professor Mike Harsh
240-500-2253
harshm@hagerstowncc.edu

All reading assignments are from Kennedy, X.J., and Dana Gioia, eds. Backpack Literature: An Introduction to Fiction, Poetry, Drama, and Writing. 3rd ed. New York: Longman, 2010. Print. Page and chapter numbers will refer to that edition.

All plans and schedules are tentative and subject to revision as we progress through the course.

Remember that I am as close as an email or a phone call away. You may also call me at the number above and leave voice mail if I am not in my office; I check my voice mail daily.

Tentative Topical Outline

Week		Topic(s)	Assignment
1		Intro to Literature	Ch 1 + 257
		Exploring plot and setting	Ch 4 + 326
2		Allegory & Symbolism	Ch 7 + 279
		Narrative point of view	Ch 2 + 369
3		Critical Contexts: **Test 1**	
		Harrison Bergeron	
4	(no class 5/28)	A Good Man is Hard to Find	
		A Rose for Emily	
		Intro to Poetry	Chs 9 + 10
5		Words and Things	Chs 11 + 12
		Imagery and Symbols	Chs 13 + 19
6		**Test 2**	Ch 22
		Drama Trifles /Tattoo	Ch 23
7		The Glass Menagerie/Fences	Ch 26 + selections
		Death of a Salesman (not in text)	
		Test 3	

Research paper due June 20/Last class June 27

*** ASSESSMENT PROCEDURES Final grade will be determined as follows:**
All essays and assignments and attendance and participation count 1/3, the three tests count 1/3, and the research paper counts 1/3. Tests and assignments will sometimes be essays, sometimes discussions.

I reserve the right to change the syllabus and/or the grading policy if necessary as determined by the needs of the class.

Course Objectives

To help students understand and appreciate imaginative literature.

To acquaint, or reacquaint, students with significant authors and literary selections from short stories, poems, and plays.

To help students perceive and understand the purposes, subject matter, and themes of literary works.

To help students identify and understand the use of such literary techniques and conventions as imagery, symbolism, irony, and structure.

To help students evaluate ideas of a universal and timeless nature.

To help students write about literature critically, coherently, and meaningfully.

To acquaint students with the techniques of writing a research paper.

To enable students to write a research paper.

Course Outcomes Eng 102

Student will be able to:

1. Formulate a thesis on a literary topic by evaluating research, effectively organizing ideas, incorporating accurate documentation using parenthetical documentation (MLA) while including a complete and accurate Works Cited Page to avoid plagiarism while editing, revising, and proofreading his or her own work.
2. Analyze and interpret a work of literature using textual evidence as support.
3. Support claims (interpretations) with appropriate and pertinent evidence while employing suitable literary terms in discussions and /or writings along with recognizing historical, social, ethnic, and cultural diversity.

General Education Outcomes for English and Speech

Outcome 1: Write or deliver an organized, coherent, fully developed essay or speech that uses standard English and cites sources appropriately

Outcome 2: Evaluate a piece of writing from either literature, current events, non-fiction essays, or a college textbook for logical flaws, rhetorical purpose, organization, and evidence for claims.

Maryland state standards for a C (grade) paper:

A. **Content**

The 'C' paper fulfills the assignment, meeting all specified requirements, such as subject, organization, and length, and reflects the author's awareness of audience and purpose. The paper presents a central idea supported by relevant material (facts, figures, examples, quotations, or other details). The reasoning is sound; arguments are supported with adequate evidence; and the paper makes appropriate use of specific, concrete, and relevant information. Other points of view are acknowledged and responded to as appropriate. Sources of information are accurately presented and fully attributed.

B. **Organization**

The 'C' paper has a discernible and logical plan. It has a focus, and the writer maintains the focus throughout the essay. The writer has unified the entire essay in support of the central idea, or thesis, and individual paragraphs in support of subordinate points. Some individual paragraphs, however, may be weak. The writer promotes coherence through the logical order of paragraphs and the use of some or all of the following devices: thesis statement, topic sentences, opening and closing paragraphs, and transitions. The use of these devices may lack smoothness, but the writer has achieved an acceptable level of organization.

C. **Style/Expression**

The 'C' paper uses reasonable stylistic options (tone, word choice, sentence patterns) for its audience and purpose . The writing is clear. As a rule, the paper has smooth transitions between paragraphs, although some transitions may be missing or ineffective. The meaning of sentences is clear, although some sentences may be awkward or there may be a lack of variety in sentence patterns. Nonetheless, sentence structure is generally correct, although it may show limited mastery of such elements as subordination, emphasis, sentence variety and length, and modifiers. The paper reflects current academic practices of language use established by professional associations such as the Modern Language Association and the American Psychological Association.

D. **Grammar/Mechanics**

The 'C' paper follows the conventions of standard written U.S. English; thus, it is substantially free of errors in grammar, spelling, punctuation, and mechanics. What errors are present must not impede meaning nor overly distract the reader.

Grading Criteria

A papers are virtually flawless in terms of content, organization, style, and grammar-mechanics.

B papers have minor errors or problems in the four major areas.

C papers meet the statewide criteria as defined in the syllabus.

D papers are unfocused, have poor support, poor paragraph development, and serious problems in grammar, punctuation, and mechanics.

F papers are seriously deficient in the four main areas, are substantially plagiarized, undocumented, or otherwise fail to meet minimal expectations for college level work.

Student Outcomes Assessment

Outcome # 1: Student will be able to formulate a thesis on a literary topic by evaluating research, effectively organizing ideas, incorporating accurate documentation using parenthetical documentation (MLA) while including a complete and accurate Works Cited or Reference page to avoid plagiarism while editing, revising and proofreading his/her own writing.

Student _____Date _____

Assignment _____

Outcomes Scoring Key: As demonstrated by assigned written and/or oral work-
1= no understanding 2= little understanding 3= basic understanding 4= very good understanding 5= superior understanding

Instructions: Circle the number that best describes the command of the subject demonstrated by the assignment/discussion.

OUTCOME – CONTENT: _____ pts
1 2 3 4 5 Knowledge of the selected topic is deep and thorough
1 2 3 4 5 Thesis is tightly controlled and clearly focused
1 2 3 4 5 Supporting evidence is strong and convincing
1 2 3 4 5 No logical fallacies or lapses in critical thinking

OUTCOME – ORGANIZATION:_____pts
1 2 3 4 5 Displays a careful and suitable organization
1 2 3 4 5 Shows strong paragraph development and structure
1 2 3 4 5 Provides excellent transitions
1 2 3 4 5 Introduction and conclusion are vivid and appropriate

OUTCOME - DOCUMENTATION/SOURCE MATERIAL:_____pts
1 2 3 4 5 Documentation of source material follows MLA format
1 2 3 4 5 Quotations are suitable, appropriate, correctly formatted and documented
1 2 3 4 5 Paraphrasing and summarizing are appropriate and documented
1 2 3 4 5 No evidence of plagiarism
1 2 3 4 5 Sources are academic and appropriate

OUTCOME – STYLE/EXPRESSION: _____ pts
1 2 3 4 5 Demonstrates appropriate tone and voice
1 2 3 4 5 Shows evidence of sophisticated and varied sentence structure
1 2 3 4 5 Displays an advanced vocabulary
1 2 3 4 5 Demonstrates control over grammar, punctuation, spelling, and mechanics

OPTIONAL
OUTCOME – INDIVIDUAL INSTRUCTOR'S PREFERENCE _____pts
1 2 3 4 5 Originality, Creativity, Ah Ha! Factor

Student Outcomes Assessment

#2 Student will be able to analyze and interpret a work of literature using textual evidence as support.

Student _____Date _____
Assignment (reading) _____

Outcome Scoring Key: As demonstrated by assigned written or oral work:
1 = no understanding; 2 = little (weak) understanding; 3 = basic understanding;4 = very good understanding; 5 = superior understanding

Instructions: Circle the number that best describes the command of the subject demonstrated by the assignment/discussion.

OUTCOME	**COMPREHENSION – paper/response_____pts**
1 2 3 4 5	Shows a clear understanding of any assigned readings or materials.
1 2 3 4 5	Shows a clear understanding of the theme/critical issues of the literary piece.
1 2 3 4 5	Demonstrates critical thinking in comments and analysis of the literary elements.

OUTCOME	**APPLICATION (content) – paper/response_____pts**
1 2 3 4 5	Presents original ideas and insights while demonstrating creativity.
1 2 3 4 5	Demonstrates an understanding of the terminology pertinent to each genre (fiction, poetry, essay, drama, etc).
1 2 3 4 5	Is NOT simply a plot summary.

OUTCOME	**STYLE/DOCUMENTATION – paper _____pts**
1 2 3 4 5	Includes a developed introduction which includes the author's name, title of the work, and a thesis sentence.
1 2 3 4 5	Presents material quoted from the literary piece(s) in a correctly attributed and punctuated manner.
1 2 3 4 5	Is written in a proper fashion with:
1 2 3 4 5	a. coherent, complete, and mature sentences
1 2 3 4 5	b. accurate grammar
1 2 3 4 5	c. acceptable mechanics.

Student Outcomes Assessment

#3 Student will be able to support claims (interpretations) with appropriate and pertinent evidence while employing suitable literary terms in discussions and/or writings along with developing an appreciation and understanding of historical, social, ethnic, and cultural diversity.

Student _____Date _____
Assignment _____

Outcome Scoring Key: As demonstrated by assigned written or oral work:
1 = no understanding; 2 = little (weak) understanding; 3 = basic understanding;
4 = very good understanding; 5 = superior understanding

Instructions: Circle the number that best describes the command of the subject demonstrated by the assignment/discussion.

OUTCOME	**INTERPRETATION (discussion responses) _____pts**
1 2 3 4 5	Shows a deep understanding of the work
1 2 3 4 5	Uses appropriate and pertinent evidence
1 2 3 4 5	Uses literary terms properly and suitably

OUTCOME	**UNDERSTANDING (discussion responses) _____pts**
1 2 3 4 5	Demonstrates original or creative thinking
1 2 3 4 5	Shows evidence of "reaching" – taking risks and deep thinking
1 2 3 4 5	Recognizes historical, social, ethnic and cultural diversity

PUBLIC SPEAKING
Summer 2012 Syllabus

SPD 103 F 01
T and TH 2 – 4:15 PM
KEP 117 May 8 – July 17

Professor Mike Harsh
240-500-2253 KEP 116
harshm@hagerstowncc.edu
Office Hrs by appointment

CLASS	**TOPIC**
5/8-10	Class Orientation
	Introductions
5/15-17	The Dynamic Process of Communication
	Listening
5/22-24	Planning and Preparing
	Visual Aids/ Delivery
5/29-31	**Demonstration**
	Speeches 10 Minutes Each
6/5-7	Audience Analysis
	Support Materials
6/12-14	TEST I
	Outlining
6/19-21	Fine Tuning
	Intros and Conclusions
6/26-28	The Process of Informing
	Informative Speeches
7/3-5	**8 Minutes Each**
	The Process of Persuading
7/10-12	**Persuasive Speeches**
	5 Minutes Each/"impromptu" responses/ TEST II
7/17	Last class – 'catch up' and wrap up

Textbook: All materials supplied by your Professor (thanks, Mike)

Your final grade will be based on:

Attendance, Assignments, Participation	25%
Tests I and II	25%
Major Speeches	50%

You will be speaking in almost every class – the first several presentations will not be graded.
Unexcused absences from class on speaking days will result in an automatic "F" for that speech.

NOTE: The instructor reserves the right to alter course content and/or evaluation procedures with prior notice.

SPD 103
Public Speaking

Student Outcomes

Upon completion of the course the student should be able to:

- explore the basic elements in the communication process.
- prepare and deliver a clear and fluent demonstrative, informative and persuasive presentation.
- exhibit a satisfactory level of competence in each of the three types of speeches (Demonstration, Informative, Persuasive).
- experience a variety of delivery styles and be able to evaluate and select the delivery style most appropriate for the speaker and the occasion.
- apply classroom experience in building speech, competence, and confidence to the occupational and/or professional goals he/she sets.
- apply critical thinking skills to the challenges facing public speakers in our environment.
- research using appropriate resources.

General Education Outcomes for English and Speech:

Outcome 1: Write or deliver an organized, coherent, fully developed essay or speech that uses standard English and cites sources appropriately.

Outcome 2: Evaluate a piece of writing from either literature, current events, non-fiction essays, or a college textbook for logical flaws, rhetorical purpose, organization, and evidence for claims.

SPD 108F01 **Introduction to Human Communication** Professor Mike Harsh
KEP 117
M and W 1-3:15 PM Summer Session 2012240-500-2253
May 7 – July 16 harshm@hagerstowncc.edu

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
May 7 Orientation/ Introductions		9 The Dynamic Nature of Communication		
14 Perception		16 Self and Communication Intrapersonal Communication		
21 Listening		23 Verbal Communication		
May 28 **Memorial Day Holiday**		May 30 Non-verbal Communication **TEST 1**		
June 4 Interpersonal Communication		6 Workplace Communication		
11 **PROJECT 1** **INTERVIEWING**		13 The Interviews		
18 The Interviews		20 Small Group Communication		
25 **PROJECT 2** **SMALL GROUP PROBLEM SOLVING**		**27** Small Group Presentations		
July 2 **Test 2**		4 **Happy Birthday America Holiday**		
9 Public Presentation Skills		11 Informative/Persuasive Presentations		
16 **PROJECT 3 PRESENTATIONS** **TEST 3 due**				

Your Final grade will be the average of grades received for Project I,II,III and Tests I,II,III and the grades for attendance and participation.

Education majors will tailor one of the projects to address the communication techniques necessary to foster K-6 students' active inquire, collaboration, and supportive interaction.

The instructor reserves the right to alter content and/or evaluation procedures with prior notice as he deems necessary.

Required Reading and Materials provided by Professor

Student Outcomes

Introduction to Human Communication

Upon completion of the course, the student should be able to:

Define the basic elements of the communication process

Explain the **dynamic** nature of communication

Apply self-improvement skills to the perception and listening processes

Determine the most appropriate verbal and non-verbal communication styles for a variety of real life and simulated scenarios

Demonstrate competence in intrapersonal, interpersonal, and small group communications

Present a clear message in a one-to-group communication situation

Research using the best available resources, including Internet.

Respond appropriately to **feedback** received during communication events

Synthesize classroom experience with personal communication improvement and professional career development

Enjoy and feel more **confident** in the wide variety of communication skills used in our daily lives

General Education Outcomes
English and Speech

Outcome 1: Write or deliver an organized, coherent, fully developed essay or speech that uses standard English and cites sources appropriately

Outcome 2: Evaluate a piece of writing from either literature, current events, non-fiction essays, or a college textbook for logical flaws, rhetorical purpose, organization, and evidence for claims.

V. INTERDISCIPLINARY AND EMERGING ISSUES: COMPUTER INFORMATION LITERACY
(Representative Sample of Course Syllabi with Common Outcomes Highlighted)

Hagerstown Community College
OFFICIAL COURSE SYLLABUS DOCUMENT

COURSE:* Computer graphics GDT-112 3 credits

INSTRUCTOR: Ellen Smith **SEMESTER/YEAR:** SP12

COURSE DESCRIPTION:* *(copy directly from college catalog)*
This entry level hands-on graphics course is for aspiring designers, graphic artists, illustrators, web designers and anyone interested in creating well designed visual communications involving text and graphics. Using state of the art computers plus the latest software, students will produce a portfolio of original graphic design projects. Adobe Creative Suite consisting of Illustrator (vector based), Photoshop (bitmap) and InDesign (text formatting and layout) will be combined to create projects. Students will be introduced to the principles of graphic design, the design process and the field of graphic design. This is an entry level course. Students should be comfortable using a mouse and keyboard. Course fee required. Total of 45 hours of lecture. *Prerequisite: IST 100 or consent of TCS Division. Semesters offered: Fall, Spring, Summer.

TEXTBOOK:* Lynda.com online video library May be purchases in HCC bookstore or online at Lynda.com (may purchase for $25 per month)

STUDENT LEARNING OUTCOMES:*

A. Compare, contrast and select appropriate technology to enhance personal and professional tasks
B. Critically evaluate data through technology resources
C. Process and communicate information through technology resources
D. Evaluate and employ safe security computing practices
E. Apply critical thinking skills using technology to solve visual problems
F. Apply appropriate technology to complete three specific graphic design projects

Total Hours of Coursework:
To earn one academic credit at HCC, students are required to complete a minimum of 37.5 clock hours (45 fifty-minute "academic" hours) of coursework per semester. Those hours of coursework may be completed through a combination of hours within the classroom and hours outside the classroom. Certain courses may require more than the 37.5 minimum hours of coursework per credit.

For most classes, students should expect to do at least 2 hours of coursework outside of class for each hour of in-class coursework.

For this course you are expected to attend all classes, and do a minimum of 5.5 hours of additional work outside of class.

COURSE CONTENT OBJECTIVES:

A. To learn what it is like to be a graphic designer and what the field of graphic design is about

B. To try out the three major programs that designers use – Adobe Creative Suite includes: Illustrator, Photoshop and InDesign
C. To experience the difference between using vector graphics and bitmap graphics
D. To understand how the same document may be prepared for various purposes such as WWW, offset printing, email, etc.
E. To learn and identify the visual vocabulary used by graphic designers
F. To practice evaluating different visual solutions (critique)
G. To practice gathering information and do research for various projects
H. Student will be able to demonstrate an understanding of the relationship between vector based, bitmap and text layout software programs and which software program to use for which purpose
I. To understand copyright issues.

ASSESSMENT PROCEDURES: *(explanation of quizzes, exams, projects, etc.; must include three or more evaluations)*

Graded Projects = 40% (Logo + business card, CD cover, Takeout menu)
InClass exercises + online participation = 15%
Three software Exams: 30% (one for each software product)
Online Quizzes = 15%
Total 100%

COURSE POLICIES:

(Course policies should contain statements about the following topics, as well as any individual policies of an instructor.)

Students are expected to complete all assignments in a timely manner. I do not take off points for any late work, except for the three graded projects.

Online course: Your completed coursework is how I take attendance. If you turn in a graded project late, I will take 5 pts off for each week that it is late. However that is better than receiving a 0 for the project.

Classroom course: I take attendance every class. If you turn in a graded project late, I will take 5 pts off for each week that it is late. However that is better than receiving a 0 for the project.

In the case of emergency (illness, death in the family, accident), or participation in official college functions, it is the student's responsibility to confer with the instructor about the missed course work. This courses uses blackboard and all assignments may be found there.

Three software exams must be taken in a classroom or testing center.

Further, it is the student's responsibility to withdraw officially from any class which he/she ceases to attend. Failure to do so may result in the recording of an "F" grade.

Please note that online participation is 5% of your grade.

The instructor reserves the right to modify the course content and/or the evaluation (testing) procedures as deemed necessary.

This course uses the online educational support system of Blackboard and further information will be found at the blackboard site that has been set up for this course section.

Students are expected to follow the HCC Honor Code

TOPICAL OUTLINE

1. Introduction to the course
2. Adobe Illustrator – a vector program using points and paths
3. Design project: Using abstraction to create a Logo and business card for a targeted audience
4. Photoshop - A bitmap program editing pixels
5. Design project: Create a focal point and legible type for a front cover insert for a CD
6. Illustrator – a vector program based on points and paths
7. InDesign – a page layout program importing illustrator and bitmap documents
8. Design project: Creating visual hierarchy contrast in a Takeout Menu
9. Good internet habits, antispyware, data backup and safe security practices

SP finals schedule

GDT-112-01 final exam 4/30 10-12:00 pm,
GDT-112-02 final exam 4/25 11:30-1:30,
GDT-112-03 final exam 5/1 10-12:00.
GDT-112-04 final exam 4/26 11:30-1:30,
GDT-112-05 final exam 5/1 6-8:00, \
GDT-112-06 final exam 4/27 8:30-10:30
GDT-112-07 in testing center during finals week

CONTACT INFORMATION:

Ellen Smith Office in ATC-120A
smithe@hagerstowncc.edu
301.790.2800x203
Office hours: TBD and by appointment

Services for Students with Special Needs:

Students who have special needs are encouraged to identify themselves to the Coordinator of Disability Services as early as possible. Reasonable accommodations based on current documentation are provided to qualified students.

Hagerstown Community College
OFFICIAL ONLINE COURSE SYLLABUS DOCUMENT

COURSE: IST102-18, 19, 20 Introduction to Information Technology 3 credits

INSTRUCTOR: Professor Trudy Gift SEMESTER/YEAR: Fall 2011

COURSE DESCRIPTION: This computer literacy course enables students to become successful computer users. This course offers real world computer knowledge that students must master in order to succeed in college and their careers. Students learn computer components and the roles computers play within an organization. They will explore operating systems, storage devices and learn tips for making wise computer purchases. Basic application software, file management and basic Windows principles are explored. After completing this course, students will have the foundation for the IC3 certification. The philosophy behind IC3 certification is to define the concepts all students must know in order to be considered computer literate. The Internet and Computing Core Certification (IC3) program is a global, validated, standards-based training and certification program. Course fee required.

TEXTBOOK: CMPTR, Pinard/Romer, Course Technology, Cengage Learning ISBN-13: 978-1-111-52799-0 or ISBN-10: 1-111-52799-7

STUDENT LEARNING OUTCOMES:

0. Compare, contrast and select appropriate technology to enhance personal and professional tasks
1. Critically evaluate data through technology resources
2. Process and communicate information through technology resources
3. Evaluate and employ safe security computing practices

Total Hours of Coursework: 45 hours

COURSE CONTENT OBJECTIVES:

Please check HCC's Blackboard website for additional course information.

ASSESSMENT PROCEDURES:

Capstone Project **30% must be completed or you cannot pass the course**
Class Projects **25% must be completed in class**
Exams **45%**

Exam 1 – Chapters 1, 2, 3, 7, 8
Exam 2 – Chapters 4, 6, 5
Exam 3 – Chapters 10, 11, 12, 13, 14, 15, 17, 20 (Word, Excel, PowerPoint, Access)
Each Unit exam is worth 15% of the final grade

TOTAL **100%**

GRADING SCALE FOR FINAL GRADE

To successfully complete the course, each student will be required to:

- Read all course materials as assigned
- Complete exams on assigned dates
- Complete all written assignments by the dates and times indicated

A = 90% - 100%
B = 80% - 89%
C = 70% - 79%
D = 60% - 69%
F = 0% - 59%

Accessing Grades: Your final grade will be posted through WebAdvisor. Please check Web Advisor for your grade. Do not email your instructor for your final grade.

Any violation of the Hagerstown Community College Honor System will result in a failing grade for the entire course.

COURSE POLICIES:

Attendance Policy: Online courses do not have an attendance policy. However, there are deadlines associated with this course. Missing deadlines will cause the assignment to lose points. . In the case of absence due to emergency (illness, death in the family, accident), or participation in official College functions, it is the student's responsibility to confer with the instructor about the absence and missed course work. Further, it is the student's responsibility to withdraw officially from any class which he/she cease to attend. Failure to do so may result in the recording of an "F" grade.

Incomplete Policy: Students will not be given an incomplete grade in the course without sound reason and documented evidence as described in the Student Handbook. For a student to receive an incomplete, he or she must be passing and must have completed 75% of the course.

Software -

- Windows 7
- Office Professional Plus 2010, Office Enterprise 2010 **OR** Office Ultimate 2010 Suites. These software suites contain Word 2010, Excel 2010, PowerPoint and Access 2010, the required software for this course. You may purchase the Ultimate suite at the campus bookstore for an educational price. Or, you may take advantage of your HCC email address and consider purchasing through Microsoft's student discount at the following (it will be Office 2010) link: http://www.microsoft.com/student/discounts/theultimatesteal-us/default.aspx
- (**An older version of Office will NOT be acceptable for this course. This includes Office 2000 or 2003)**
- *Microsoft Works will **NOT** work for this course.*

Disclaimer: The instructor reserves the right to alter the class lectures in any way to best utilize the class time.

Services for Students with Special Needs: Reasonable accommodations are provided to qualified students based on current documentation. Contact the Coordinator of Disability Support Services at 301-790-2800, x273, Mrs. Jaime Bachtell, to request accommodations.

Email: You must establish your HCC email account. All emails will be sent to this account. Failure to receive an email from your instructor because you did not activate this account is not a reason for extending deadlines.

Contacting Your Instructor:

- Use only the HCC email to communicate to your instructor. All credit students must use their HCC account (please forward emails to other accounts). All other email may be ignored/deleted.
- **Subject lines** begin with IST102-##(where ## is your section number) IST102-18 is an example followed by few simple words such as: Problem, Question, Missing Class
- If this is an assignment, then the subject line should read: IST 102-## Unit #/Ch#/Assign#
  The body of the email ends with the student's "signature" (First name Last name) and IST 102-## [Replace # with your section #]
- Emails with no or incorrect subject lines will automatically be deleted.
- Be sure to include your signature and course number and section in the body of the email. Use proper English. Do not use IM slang, texting or emoticons.

Tutoring Services: If you are having problems with any part of this course, you may work with a tutor at no cost. Contact The Student Success Center LRC346, 301/790-2800 ext. 560 or visit the Open Lab in ATC212.

Missed Deadlines: All assignments, the capstone, and assessments have due dates. Any deviations should be worked out with the instructor prior to the published due date**.**

Late Assignment Policy: It is the responsibility of the student to complete and submit all assignments on the due date in the manner specified at the time of the assignment. In the event that an assignment is not submitted by the deadline on the specified due date, a 5% penalty will be assessed for each day that it is late. **No assignment may be submitted later than 1 week after the deadline or during exam week.**

Make-Up Test Policy: Make-up tests are discouraged in fairness to all concerned. However, in the event of an emergency, arrangements can be made upon my earliest notification of the valid reasons. If tests have been returned before such notification, a make-up test will not be possible. If a make-up test is required without advanced notice, a 10% grade penalty will be assessed for each missed test date. **No student may delay the final. You are expected to be there on the required date and no exceptions will be made. Failure to attend a final exam period will result in failing the course.**

Cheating Policy - Students who submit identical (or very similar) capstones including the financial literacy module, class projects, homework or students whose assessment grades are not consistent with the quality of the assignments submitted will be assumed not to be doing their own work. Any violation of the honor code will result in an "F" for the course. No Exceptions!!

Students are expected to uphold the school's standard of conduct relating to academic honesty. Students assume full responsibility for the content and integrity of the academic work they submit. The guiding principle of academic integrity shall be that a student's submitted work, examinations, reports, and projects must be that of the student's own work. Students shall be guilty of violating the honor code if they:

1. Represent the work of others as their own
2. Use or obtain unauthorized assistance in any academic work
3. Give unauthorized assistance to other students
4. Modify, without instructor approval, an examination, paper, record, or report for the purpose of obtaining additional credit
5. Misrepresent the content of submitted work (this includes coursework that has been submitted for other courses or previous attempts of this course)

The penalty for violating the honor code is severe. Any student violating the honor code is subject to receive a failing grade for the course and will be reported to the Office of Student Affairs. If a student is unclear about whether a particular situation may constitute an honor code violation, the student should meet with the instructor to discuss the situation.

Appeals Policy: To appeal a grade, send an e-mail to your instructor's e-mail address within two weeks of the grade having been received. Overdue appeals will not be considered.

PROJECT/DATA FILES:

Data Files:

The data files that are required to complete the exercises in these textbook are located at: http://www.wadsworth.com/cgi-wadsworth/course_products_wp.pl?fid=M20b&product_isbn_issn=9781111527990&token=

TOPICAL OUTLINE:

Please reference Blackboard site for your IST102 course found under **COURSE DOCUMENTS**.

CONTACT INFORMATION:

Professor T. Gift
Office: 301/790-2800 ext. 214

Office: ATC205
Office Hours: Monday 3:00 – 4:00 p.m.
Tuesday/Thursday 11:30 – 1:00 p.m.
Wednesday 3:00-4:00 p.m.

Total Hours of Coursework: To earn one academic credit at HCC, students are required to complete a minimum of 37.5 clock hours (45 fifty-minute "academic" hours) of coursework per semester. Those hours of coursework may be completed through a combination of hours within the classroom and hours outside the classroom. Certain courses may require more than the 37.5 minimum hours of coursework per credit. For most classes, students should expect to do at least 2 hours of coursework outside of class for each hour of in-class coursework.

Hagerstown Community College
OFFICIAL COURSE SYLLABUS DOCUMENT

COURSE: WEB 101 – Web Design I

INSTRUCTOR: *Sean Maher* **SEMESTER/YEAR:** *Spring 2012*

COURSE DESCRIPTION: Students will learn fundamental design techniques of the web including graphics, HTML, JavaScript, rollovers, publishing with FTP and tables-based design. Dreamweaver will be the primary software used and students will learn to manage websites, use templates, and gain a general understanding of the Dreamweaver design and coding environment. This course will serve as an introduction to Internet technologies used to support browsing, file transfers, e-commerce and user security. Steps will be taught on selecting and configuring software to support these activities. Other topics will include standards, accessibility (508 compliance), internet research and intellectual property rights as they relate to web content. Course fee required. *Prerequisite: IST 101 Basic Keyboarding and IST 100 Computer Basics or 70% or better on the SALI test or consent of TCS Division. Semesters offered: Fall, Spring.

TEXTBOOKS:

- *HTML Essentials, 2nd Edition,* Callihan, Pardigm Publishing, ISBN: 978-0-76383-642-9
- *Adobe Dreamweaver CS5 The Professional Portfolio,* Kendra, E., Against the Clock, ISBN: 978-1-936201-06-8

STUDENT LEARNING OUTCOMES:

- Students will be able to create web pages and images for web sites that validate, are handicap accessible and fast loading.
- Compare, contrast and select appropriate technology to enhance personal and professional tasks
- Critically evaluate data through technology resources
- Process and communicate information through technology resources
- Evaluate and employ safe computing practices

Total Hours of Coursework: To earn one academic credit at HCC, students are required to complete a minimum of 37.5 clock hours (45 fifty-minute "academic" hours) of coursework per semester. Those hours of coursework may be completed through a combination of hours within the classroom and hours outside the classroom. Certain courses may require more than the 37.5 minimum hours of coursework per credit. For most classes, students should expect to do at least 2 hours of coursework outside of class for each hour of in-class coursework.

COURSE CONTENT OBJECTIVES:

- 3 HTML projects will be completed outside of class to demonstrate comprehension and utilization of all skills
- Students will complete 5 online Discussion Board projects that include writing about certain aspects of web design as well as finding resources online
- Students will complete tutorials on HTML, Dreamweaver and Photoshop in class and turn them in.

ASSESSMENT PROCEDURES:

Assignments: Homework and classwork will be listed in the online learning system with a full description of the assignment, how many points it is worth, when it is due and how it is to be turned in.

Projects: Each project has requirements listed in the project description. All website projects will be graded as they are on the web server on the day they are due.

Quizzes: Quizzes are online and may be taken at the student's discretion. Quizzes are automatically graded by the computer.

Late: Late work will be penalized by a letter grade for each week (7 days) it is late.

COURSE POLICIES:

Attendance: The college attendance policy can be found in the College catalog. Students are expected to attend all classes. Students are permitted 2 unexcused absences before penalized a letter grade. Attendance will be taken at the beginning of class. Late students are considered absent. Acceptable excuses for missing class include a doctor's excuse for being sick, jury duty, participation in an HCC athletic event, or military service.

Missed Work: It is the student's responsibility to obtain that day's notes and announcements from someone. Excessive absences (three or more) may be reported to the Dean of Students.

Backups: Because the computers in the lab are used by many people they do break down and files get lost from time to time. It is your responsibility to backup files. The best solution is to have a thumbdrive (at least 1 gigabyte). But these too are prone to failure. It is advised you also keep a copy of your project on CD and your home computer as well.

Honor Policy: As always, the honor code listed in the HCC College Guide applies to this class.

Reserved Rights: The instructor reserves the right to alter or change this syllabus at any time and without prior notice or consent from students. Any changes will be made notice to the students of the class.

Emergency/Inclement Weather: Listen to your local news for cancellations or delays. You may also call the college at 301-790-2800 or log onto the website at www.hagerstowncc.edu.

TOPICAL OUTLINE:

1. Chapter 1: Creating a basic page - HTML tags, Using a text editor, Previewing in a browser
2. Chapter 2: Working with Online Documents – Doctypes, Inline elements, Character entities
3. Tutorial: Linking - Creating and managing links, Relative and absolute links, How URLs and web addresses work
4. Chapter 1: Creating a basic page - HTML tags, Using a text editor, Previewing in a browser
5. Chapter 2: Working with Online Documents – Doctypes, Inline elements, Character entities
6. Tutorial: Linking - Creating and managing links, Relative and absolute links, How URLs and web addresses work
7. Chapter 1: Creating a basic page - HTML tags, Using a text editor, Previewing in a browser
8. Chapter 2: Working with Online Documents – Doctypes, Inline elements, Character entities
9. Tutorial: Linking - Creating and managing links, Relative and absolute links, How URLs and web addresses work
10. Chapter 1: Creating a basic page - HTML tags, Using a text editor, Previewing in a browser
11. Chapter 2: Working with Online Documents – Doctypes, Inline elements, Character entities
12. Tutorial: Linking - Creating and managing links, Relative and absolute links, How URLs and web addresses work
13. Chapter 1: Creating a basic page - HTML tags, Using a text editor, Previewing in a browser
14. Chapter 2: Working with Online Documents – Doctypes, Inline elements, Character entities

15. Tutorial: Linking - Creating and managing links, Relative and absolute links, How URLs and web addresses work
16. Chapter 1: Creating a basic page - HTML tags, Using a text editor, Previewing in a browser
17. Chapter 2: Working with Online Documents – Doctypes, Inline elements, Character entities
18. Tutorial: Linking - Creating and managing links, Relative and absolute links, How URLs and web addresses work
19. Chapter 3: Working with Fonts, Colors and Backgrounds - Absolute and relative font sizes, Hexadecimal color, Background images
20. Chapter 1: Creating a basic page - HTML tags, Using a text editor, Previewing in a browser
21. Chapter 2: Working with Online Documents – Doctypes, Inline elements, Character entities
22. Tutorial: Linking - Creating and managing links, Relative and absolute links, How URLs and web addresses work
23. Chapter 3: Working with Fonts, Colors and Backgrounds - Absolute and relative font sizes, Hexadecimal color, Background images
24. Chapter 1: Creating a basic page - HTML tags, Using a text editor, Previewing in a browser
25. Chapter 2: Working with Online Documents – Doctypes, Inline elements, Character entities
26. Tutorial: Linking - Creating and managing links, Relative and absolute links, How URLs and web addresses work
27. Chapter 3: Working with Fonts, Colors and Backgrounds - Absolute and relative font sizes, Hexadecimal color, Background images
28. Chapter 1: Creating a basic page - HTML tags, Using a text editor, Previewing in a browser
29. Chapter 2: Working with Online Documents – Doctypes, Inline elements, Character entities
30. Tutorial: Linking - Creating and managing links, Relative and absolute links, How URLs and web addresses work
31. Chapter 3: Working with Fonts, Colors and Backgrounds - Absolute and relative font sizes, Hexadecimal color, Background images
32. Chapter 1: Creating a basic page - HTML tags, Using a text editor, Previewing in a browser
33. Chapter 2: Working with Online Documents – Doctypes, Inline elements, Character entities
34. Tutorial: Linking - Creating and managing links, Relative and absolute links, How URLs and web addresses work
35. Chapter 3: Working with Fonts, Colors and Backgrounds - Absolute and relative font sizes, Hexadecimal color, Background images
36. Chapter 1: Creating a basic page - HTML tags, Using a text editor, Previewing in a browser
37. Chapter 2: Working with Online Documents – Doctypes, Inline elements, Character entities
38. Tutorial: Linking - Creating and managing links, Relative and absolute links, How URLs and web addresses work
39. Chapter 3: Working with Fonts, Colors and Backgrounds - Absolute and relative font sizes, Hexadecimal color, Background images
40. Chapter 1: Creating a basic page - HTML tags, Using a text editor, Previewing in a browser
41. Chapter 2: Working with Online Documents – Doctypes, Inline elements, Character entities
42. Tutorial: Linking - Creating and managing links, Relative and absolute links, How URLs and web addresses work
43. Chapter 3: Working with Fonts, Colors and Backgrounds - Absolute and relative font sizes, Hexadecimal color, Background images
44. Chapter 1: Creating a basic page - HTML tags, Using a text editor, Previewing in a browser
45. Chapter 2: Working with Online Documents – Doctypes, Inline elements, Character entities
46. Chapter 1: Creating a basic page - HTML tags, Using a text editor, Previewing in a browser
47. Chapter 2: Working with Online Documents – Doctypes, Inline elements, Character entities
48. Chapter 1: Creating a basic page - HTML tags, Using a text editor, Previewing in a browser

49. Chapter 1: Creating a basic page - HTML tags, Using a text editor, Previewing in a browser
50. Chapter 2: Working with Online Documents – Doctypes, Inline elements, Character entities
51. Tutorial: Linking - Creating and managing links, Relative and absolute links, How URLs and web addresses work
52. Chapter 3: Working with Fonts, Colors and Backgrounds - Absolute and relative font sizes, Hexadecimal color, Background images
53. Chapter 4: Working with images and other media - Placing images, GIF, JPEG, Copyright Issues, URLs
54. Chapter 5: Working with Tables - HTML tables, Table backgrounds
55. Chapter 1: Moxie Digital Portfolio - Exploring existing site structures, Organize navigation, Create image links and maps, Create other types of links, Naming pages and titling documents
56. Chapter 2: Digital Book Chapter - Preparing the workspace, Working with special markup, Working with HTML character entities, Creating lists and tables of data, Fitting a page into an existing site
57. Chapter 3: Biltmore Web Site - Working with static images, Creating image links, Controlling backgrounds with CSS, Editing images in Dreamweaver
58. Chapter 4: Apple Homes Site Layout - Planning a website, Working with templates, Working with snippets
59. Chapter 6: Apple One Registration Form - Creating online forms, Formatting forms with CSS, Running client-side validating on forms
60. Chapter 7: California Tourism Site - Using AP Layout elements, Creating a Spry Navigation Bar
61. Tutorial: Templates - Creating templates, Creating sites with templates, Updating templates, Applying Templates to pages
62. Tutorial: Rollovers and Navigation - Creating rollover graphics, Adding them to a template
63. Tutorial: Introduction to Photoshop - Raster-based images and image resolution, Opening, navigating and viewing documents, Cropping and levels, File types and saving with Photoshop, Legal options for downloading and using images, Creating and optimizing .JPGs, .GIFs and PNGs.
64. Tutorial: Favicons - Create and integrate a favicon into a webpage
65. Tutorials: Tables - Accessible Tables, Layout Tables, Slicing in Photoshop
66. Tutorial: Hexadecimal Colors - Hexadecimal numbering system, Hex conversions
67. Tutorial: Navigation bars – Rollovers, Consistent navigation
68. Tutorial: Multimedia - Insert and play audio files, Encode video into Flash Video, Insert and play Flash files in a webpage, Insert YouTube video in a webpage
69. Finding information online - Photoshop tutorials, HTML tutorials, Dreamweaver tutorials, Web design blogs, Well designed sites – webbyawards.com, Poorly designed sites –webpagesthatsuck.com, YouTube tutorials, Web design Podcasts, Web design Forums, Web design 'cheat sheets'
70. Projects - Show understanding of all covered topics, Demonstrate creativity, Work with a real world file size limitation, Use Photoshop and Dreamweaver to create a full website

CONTACT INFORMATION:
Instructor Email: stmaher@hagerstowncc.edu Phone: 301-790-2800 ext 2204
Office: ATC 134
Podcast URL: http://webhead.hagerstowncc.edu/~seanm/?page_id=14

Services for Students with Special Needs: Students who have special needs are encouraged to identify themselves to the Coordinator of Disability Services as early as possible. Reasonable accommodations based on current documentation are provided to qualified students. Jamie Bachtell is the advisor and contact person in The Office of Students with Disabilities. She may be reached at 301-790-2800 ext. 273 or via e-mail at bachtellj@hagerstowncc.edu.

FINALS
WEB 101.01 April 25th, 2:30-4:30
WEB 101.02 April 30th, 6:00-8:00

VI. MATHEMATICS

(Representative Sample of Course Syllabi with Common Outcomes Highlighted)

Hagerstown Community College
OFFICIAL COURSE SYLLABUS DOCUMENT

COURSE: **MAT 101** **College Algebra(3 Credits)** **Course Redesign**

INSTRUCTORS: R. Hose, P. Jozik, P. Kessler, C. Lewis, J. Stover, J. Szczesniak

SEMESTER/YEAR: Spring 2012

COURSE DESCRIPTION:

This course is a problem solving approach to the nature of mathematics as a logical system. The structure of the number system is developed axiomatically and extended by logical reasoning to cover essential algebraic topics: algebraic expression, functions, and theory of equations. (Contact hours 60)

Prerequisite: MAT 100 or equivalent score on placement exam. High School Algebra I and II or equivalent.

TEXTBOOK: (Text not required but must have MyMathLab access code)

eText Reference Book for College Algebra, 2nd Edition, Kirk Trigsted, 2012
ISBN # 032178815X (Includes book and MyMathLab software)
Or MyMathLab access code ISBN # 0321749022

STUDENT LEARNING OUTCOMES:

General Studies Outcomes:

Upon successful completion of this course, students will learn how to:

1. Apply mathematical methods involving arithmetic, algebra, geometry, and graphs to solve problems.
2. Represent mathematical information and communicate mathematical reasoning symbolically and verbally.
3. Interpret and analyze numerical data, mathematical concepts, and identify patterns to formulate and validate reasoning.

Program Outcomes:

Upon successful completion of this course students will be able to:

1. Use computational techniques and algebraic skills essential for success in an academic, personal, or workplace setting. (Computational and Algebraic Skills)

2. Use visualization, special reasoning, as well as geometric properties and strategies to model and solve problems. (Geometric Skills)

3. Collect, organize, and display data as well as use appropriate statistical methods to analyze data and make inferences and predictions. (Statistical Skills)

4. Critically analyze and construct mathematical arguments. (Proof and Reasoning)

5. Use technology, where appropriate, to enhance and facilitate mathematical understanding, as well as an aid in solving problems and presenting solutions. (Technological Skills)

6. Communicate and Understand mathematical statements, ideas and results, both verbally and in writing, with the correct use of mathematical definitions, terminology and symbolism. (Communication Skills)

7. Work collaboratively with peers and instructors to acquire mathematical understanding and to formulate and solve problems and present solutions. (Collaborative Skills)

COURSE CONTENT OBJECTIVES:

Numbers listed in trailing parentheses reference Mathematics Program Outcomes/Student Learning Outcomes. Outcome # 7 promotes student success and empowers professional growth of HCC graduates; therefore it is incorporated and emphasized throughout this course.

Upon successful completion of this course students will be able to:

1. evaluate and/or simplify arithmetic and algebraic expressions using the order of operations agreement. (1,6)
2. simplify algebraic expressions using the definitions and properties of exponents (1,6)
3. simplify algebraic expressions containing fractions and/or radicals using the (1,6) definitions and properties of fractions and radicals (1,6)
4. add, subtract, multiply polynomials (1,6)
5. factor polynomials of the form $ax^2 + bxy + cy^2$ and sum and difference of two cubes (1,6)
6. add, subtract, multiply, and divide complex numbers, to simplify powers of i and replace principal square roots of a negative number with an expression involving i (1,6)
7. solve first degree equations with one variable, solve a formula for a specified variable in terms of the others and to apply these skills to application problems (1,6)
8. solve quadratic equations and equations that relate to quadratic equations including equations that involve radicals (1,6)
9. solve inequalities with one variable including first degree and rational (1,6)
10. solve first degree absolute value equations and inequalities (1, 2, 6)
11. find a function value and perform operations with functions including compositions (1, 4, 6)
12. graph a linear relation; find the slope of a line including those that are parallel or perpendicular to a given line. (1, 2, 6)
13. write an equation of a line when given a point and enough information to know its slope (1, 2, 6)
14. recognize an equation as being an equation for a circle and then finding the center and the radius of that circle (1, 2, 6)
15. write an equation for a circle when given the center and enough information to find the radius (1, 2, 6)
16. recognize and sketch quadratic functions by finding the vertex, intercepts, and any other necessary information (1, 2, 6)
17. divide polynomials using long division and synthetic division and to apply synthetic division to find values of polynomial functions and to solve polynomial equations (1, 6)
18. solve systems of first degree equations involving two variables (1, 4, 6)
19. evaluate and solve exponential and logarithmic functions (1,6)
20. find the inverse of a function (1,6)
21. graph exponential and logarithmic functions (1,6)
22. solve problems involving variation (direct, inverse and joint) (1,6)
23. graph polynomial functions using transformations (1,5,6)
24. analyze the graph of a polynomial function (1.5,6)
25. find the asymptotes of a rational function (1,5,6)
26. find the real and complex zeros of a polynomial function (1,5,6)

ASSESSMENT PROCEDURES: (explanation of quizzes, exams, projects, etc.)

GRADE CALCULATION

Final Grade:

Weight	*Item*	*Details*
8%	Participation Grade	5% for lecture & computer driven individualized instruction **(your scheduled time with your instructor)**
		3% for additional hours in Math Learning Center (LRC 335) **(minimum 1 additional hour each week)**
10%	Homework	2 of 27 homework scores will be dropped
12%	Quizzes	2 of 13 quiz scores will be dropped
40%	Tests	3 tests: Test 1 – 10%, Test 2 – 15%, Test 3 – 15%
25%	Final Exam	departmental and cumulative
5%	Instructor Material department	individualized assessment from instructor, and math

Grading Scale:

A = 90-100% B = 80-89% C = 70-79% D = 60-69% F = 0-59%

Remember that the final participation grades will not be posted until after classes end.

COURSE POLICIES:

Hagerstown Community College's Attendance Policy:

Students are expected to attend all classes. In the case of absence due to emergency, or participation in Official College functions, it is the student's responsibility to confer with the instructor about the absence and missed course work. Further, **it is the student's responsibility to withdraw officially from any class, which he or she ceases to attend**. Failure to do so will result in the recording of an "F" grade.

Students absent from an announced test or examination, unless authorized, may be given an equivalent exam at a later date at the discretion of the instructor.

Honor Code:

Upon admission to HCC all students sign a pledge to uphold an honor system which holds the qualities of honesty and integrity in highest regard for the duration of their educational experience.

The HCC Honor Code Policy and Procedures, also referred to as Academic Integrity, is published in the Student Handbook and may be obtained in the Student Activities Office.

NOTE: THE INSTRUCTOR RESERVES THE RIGHT TO MODIFY THE COURSE CONTENT AND/OR THE EVALUATION (TESTING) PROCEDURES AS S/HE DEEMS NECESSARY.

TOPICAL OUTLINE:

I. Review (Chapter R)
   - A. Polynomials and Factoring
   - B. Exponents and Nth Roots

II. Equations, Inequalities, and Applications (Chapter 1)
   - A. Linear Equations
   - B. Quadratic Equations
   - C. Complex Numbers
   - D. Radical Equations

E. Linear Inequalities
F. Equations and Inequalities Involving Absolute Value

III. The Rectangular Coordinate System and Systems of Equation (Chapters 2 and 7)
A. Rectangular Coordinate System
B. Circles
C. Lines
D. Systems of Equations

IV. Functions (Chapters 3)
A. Functions, and Their Graphs
B. Properties of Functions
C. Transformations
D. Composite Functions
E. One-to-One Functions; Inverse Functions

V. Polynomial and Rational Functions (Chapters 4)
A. Quadratic Functions
B. Graphs of Polynomial Functions
C. Synthetic Division
D. Zeros of Polynomials Functions
E. Rational Functions
F. Variation

VI. Exponential and Logarithmic Functions and Equations (Chapter 5)
A. Exponential Functions
B. The Natural Exponential Function
C. Logarithmic Functions

CONTACT INFORMATION:

Each individual instructor will give their information

Services for Students with Disabilities: Reasonable accommodations are provided to qualified students based on current documentation. Contact the Coordinator of Disability Support Services at 240-500-2273, to request accommodations.

Please feel free to meet with your instructor concerning arrangements for appropriate accommodations.

Hagerstown Community College
OFFICIAL COURSE SYLLABUS DOCUMENT

COURSE: **MAT 103** **Finite Mathematics** **(3 Credits)**

INSTRUCTOR: **P. Kessler**

SEMESTER/YEAR: Spring 2012

COURSE DESCRIPTION:

This course introduces students to selected topics from finite mathematics. Sets and set relations are used as vehicles to study the real number system, permutations, combinations, and probability. Also included are operating with polynomials, rational exponents, solving first degree equations and inequalities with one variable, quadratic equations, and systems of linear equations with two and three unknowns. Determinants, Cramer's rule, and matrix algebra are employed. Prerequisite: MAT 100 or appropriate score on placement test.

TEXTBOOK: (Must have MyMathLab access code with Text)

Finite Mathematics & Its Applications, 10th edition, Goldstein, Schneider, Siegel, by Pearson, 2010
ISBN # 13-978-0-321-57189-2

STUDENT LEARNING OUTCOMES:

General Studies Outcomes:
Upon successful completion of this course, students will learn how to:

1. Apply mathematical methods involving arithmetic, algebra, geometry, and graphs to solve problems.
2. Represent mathematical information and communicate mathematical reasoning symbolically and verbally.
3. Interpret and analyze numerical data, mathematical concepts, and identify patterns to formulate and validate reasoning.

Program Outcomes:
Upon successful completion of this course students will be able to:

1. Use computational techniques and algebraic skills essential for success in an academic, personal, or workplace setting. (Computational and Algebraic Skills)

2. Use visualization, special reasoning, as well as geometric properties and strategies to model and solve problems. (Geometric Skills)

3. Collect, organize, and display data as well as use appropriate statistical methods to analyze data and make inferences and predictions. (Statistical Skills)

4. Critically analyze and construct mathematical arguments. (Proof and Reasoning)

5. Use technology, where appropriate, to enhance and facilitate mathematical understanding, as well as an aid in solving problems and presenting solutions. (Technological Skills)
6. Communicate and Understand mathematical statements, ideas and results, both verbally and in writing, with the correct use of mathematical definitions, terminology and symbolism. (Communication Skills)

7. Work collaboratively with peers and instructors to acquire mathematical understanding and to formulate and solve problems and present solutions. (Collaborative Skills)

COURSE CONTENT OBJECTIVES:

Numbers listed in trailing parentheses reference Mathematics Program Outcomes/Student Learning Outcomes. Outcome # 7 promotes student success and empowers professional growth of HCC graduates; therefore it is incorporated and emphasized throughout this course.

Upon successful completion of this course students will be able to:

1. calculate the slope of a line, derive the equation of a line given a point on the line and the slope, and graph a linear equation
2. construct a linear mathematical model for a given real life application, and interpret the meaning of the slope and y-intercept
3. perform operations with matrices, and solve systems of equations using matrices
4. solve systems of equations using Cramer's Rule
5. graph the solution set for two or more linear inequalities in two unknowns
6. construct the constraints and the objective function for a linear programming problem from everyday life, solve using the graphical method, and interpret the solution
7. count the number of possible outcomes for a given application using the fundamental principle of counting, permutations, and combinations
8. apply the definitions of dependant and independent events, mutually exclusive events, sample space, and probability to solving real world problems involving chance
9. construct mathematical models for real world problems in finance that involve compound interest, annuities, and amortization, solve problems using the model, and interpret the solution.
10. use the simplex method to solve maximum and minimum linear programming problems from everyday life involving two or more variables, and interpret the solution.

ASSESSMENT PROCEDURES: (explanation of quizzes, exams, projects, etc.)

GRADE CALCULATION

Final Grade:

Weight	*Item*	*Details*
10%	Participation Grade	5% for lecture participation **(your scheduled time with your instructor)** 5% for additional hours in Math Learning Center (LRC 335) **(minimum 1 additional hour each week)**
15%	Homework	2 lowest homework scores will be dropped
15%	Quizzes	Lowest quiz score will be dropped
30%	Tests	2 – 4 tests
20%	Final Exam	departmental, group, and cumulative
10%	Instructor Material department	individualized assessment from instructor, and math

Grading Scale:

A = 90-100% B = 80-89% C = 70-79% D = 60-69% F = 0-59%

Remember that the final participation grades will not be posted until after classes end.
Remember also that the final exam grade replacement option is not available if you do not take all 4 tests on time.

COURSE POLICIES:

Hagerstown Community College's Attendance Policy:

Students are expected to attend all classes. In the case of absence due to emergency, or participation in Official College functions, it is the student's responsibility to confer with the instructor about the absence and missed course work. Further, **it is the student's responsibility to withdraw officially from any class, which he or she ceases to attend**. Failure to do so will result in the recording of an "F" grade.

Students absent from an announced test or examination, unless authorized, may be given an equivalent exam at a later date at the discretion of the instructor.

Honor Code:

Upon admission to HCC all students sign a pledge to uphold an honor system which holds the qualities of honesty and integrity in highest regard for the duration of their educational experience.

The HCC Honor Code Policy and Procedures, also referred to as Academic Integrity, is published in the Student Handbook and may be obtained in the Student Activities Office.

NOTE: THE INSTRUCTOR RESERVES THE RIGHT TO MODIFY THE COURSE CONTENT AND/OR THE EVALUATION (TESTING) PROCEDURES AS S/HE DEEMS NECESSARY.

TOPICAL OUTLINE:

VII. Linear Equations and Straight Lines
- A. Coordinate Systems and Graphs
- B. Linear Inequalities
- C. Intersection of a Pair of Lines
- D. Slope
- E. Method of Least Squares

VIII. Matrices
- A. Linear Equations
- B. Arithmetic Operations on Matrices
- C. The Inverse of a Matrix

IX. Linear Programming
- A. Linear Programming
- B. The Simplex Method: Maximum Problems
- C. The Simplex Method: Minimum Problems

X. Sets and Counting
- A. Sets
- B. A Fundamental Principle of Counting
- C. Venn Diagrams
- D. The Multiplication Principle
- E. Permutations and Combinations

XI. Probability

A. Experiments, Outcomes, Sample Spaces, and Events
B. Assignment of Probabilities
C. Calculating Probabilities of Events

XII. The Mathematics of Finance
A. Interest
B. Annuities
C. Amortization of Loans
D. Personal Financial Decisions

CONTACT INFORMATION:

Services for Students with Special Needs: Reasonable accommodations are provided to qualified students based on current documentation. Contact the Coordinator of Disability Support Services at 301-790-2800, x273, to request accommodations.

Please feel free to meet with your instructor concerning arrangements for appropriate accommodations.

Hagerstown Community College
OFFICIAL COURSE SYLLABUS DOCUMENT

COURSE: MAT 114 - Introduction to Applied Algebra (3 Credits)

INSTRUCTOR: MASTER SYLLABUS **SEMESTER/YEAR:**

COURSE DESCRIPTION:
This is an applications-based course recommended for the technology programs. The course focuses on modeling and applications from multiple scientific disciplines and includes collaborative learning. Technologies in the form of graphing calculators and spreadsheet software are employed. Topics include linear, quadratic, piecewise-defined, exponential, logarithmic, and trigonometric functions, as well as vectors, data analysis and units of measure. Approximately two additional hours per week should be expected using MyMathLab to complete online homework and tutorial programs. Total of 45 hours of lecture. Prerequisites: MAT-100 and IST-100. Semesters offered: Fall, Spring.

TEXTBOOK: Introduction to Technical Mathematics by Washington, Triola and Reda 5th edition ISBN 978-0-321-37417-2. Book is optional by you must have the My Math Lab access code.

LEARNING OUTCOMES:

GENERAL EDUCATION
Upon successful completion of this course, a student should be able to:

1. Apply mathematical methods involving arithmetic, algebra, geometry, and graphs to solve problems.
2. Represent mathematical information and communicate mathematical reasoning symbolically and verbally.
3. Interpret and analyze numerical data, mathematical concepts, and identify patterns to formulate and validate reasoning.

STUDENT LEARNING OUTCOMES:
Upon successful completion of this course, students will:

1. Develop improved arithmetic skills.
2. Develop improved algebraic skills.
3. Use algebra to solve application problems.
4. Develop mathematical models for real-world data and problems.
5. Solve problems by working constructively in a group setting.
6. Use technology as a tool in the problem-solving process.
7. Use proper terminology and units to communicate results.

Total Hours of Coursework: 150 hours

To earn one academic credit at HCC, students are required to complete a minimum of 37.5 clock hours (45 fifty-minute "academic" hours) of coursework per semester. Those hours of coursework may be completed through a combination of hours within the classroom and hours outside the classroom. Certain courses may require more than the 37.5 minimum hours of coursework per credit.

For most classes, students should expect to do at least 2 hours of coursework outside of class for each hour of in-class coursework.

COURSE CONTENT OBJECTIVES:
Upon successful completion of this course, students will be able to:

1. Describe given data graphically or using a table.
2. Find the maximum, minimum, average and median of a data set.
3. Use units of measure accurately while solving application problems.
4. Perform basic unit conversions without a conversion chart.
5. Properly use function notation.
6. Read the graph of a function and answer questions about the function based on the graph.
7. Solve linear equations.
8. Manipulate formulas as needed.
9. Understand that the slope of a line represents the average rate of change.
10. Graph a line given an equation.
11. Find the equation of a given line.
12. Construct a linear model to fit a data set.
13. Solve systems of equations algebraically.
14. Set up and solve systems of equations to model application problems.
15. Solve linear inequalities.
16. Set up and linear inequalities to model application problems.
17. Solve quadratic equations either by factoring or using the quadratic formula.
18. Graph parabolas using transformations.
19. Find and interpret the vertex of quadratic function in the context of an application problem.
20. Understand rules of exponents, including negative and fractional exponents.
21. Determine if a data set demonstrates exponential growth or decay.
22. Compute logarithms by hand and using a calculator.
23. Understand the difference between log and ln.
24. Solve logarithmic and exponential equations.
25. Measure an angle.
26. Use the Pythagorean Theorem to find the length of an edge for a right triangle.
27. Evaluate sine, cosine, and tangent using right triangle trigonometry.
28. Solve application problems using right triangles.
29. Determine if a data set is represented by a sine curve.
30. Understand the different vector notations and conversions between them.
31. Add vectors.

ASSESSMENT PROCEDURES:

MLC Time	At Least 5%	Students are expected to spend one hour each week in the Math Learning Center.
Tests	At Least 30%	Instructors are expected to give at least two in-class, paper and pencil tests.
Final Exam	At Least 20%	A cumulative final exam will be given and will contain several common questions for assessment purposes.
		The remainder of the grade will be determined by homework, attendance, quizzes, projects, etc. and will be determined by the instructor.

A = 90 - 100% B = 80 - 89% C = 70 - 79% D = 60 - 69% F = 0 - 59%

COURSE POLICIES:

Attendance: Students are expected to attend all classes. In the case of absence due to emergency (illness, death in family, accident), conflict in work schedule, or participation in official college functions, it is the student's responsibility

to confer with the instructor about the absence and missed course work. It is the student's responsibility to withdraw officially from any class which he/she ceases to attend. Students are expected to take all exams during scheduled time periods unless previous arrangements are made with the instructor. (see HCC catalog)

Honor Code: Upon admission to HCC all students sign a pledge to uphold an honor system which holds the qualities of honesty and integrity in highest regard for the duration of their educational experience. The HCC Honor Code Policy and Procedures is published in the Student Handbook and may be obtained in the Student Activities Office.

Course content: The instructor reserves the right to modify course content or exam schedule as she deems necessary or beneficial to students throughout the course.

TOPICAL OUTLINE:

Data and Functions
- Summarizing and representing data
- Function notation and terminology

Units of Measure
- Review the different systems
- Conversions

Simple Equations and inequalities
- Manipulating formulas
- Review basic properties of algebra
- Solve linear equations and inequalities
- Slope and rate of change
- Graphing lines
- Graphing other functions
- Creating linear models
- Graphing linear inequalities

Systems of Linear Equations and Inequalities
- Visual and algebraic solutions

Exponents and roots
- Simplifying expressions containing exponents
- Simplifying radicals
- Imaginary numbers

Quadratic Equations
- Solve quadratic equations
- Graphs of quadratic equations

Exponential and Logarithmic Functions

Exponential growth vs. linear growth
Properties of logarithms
Exponential and logarithmic equations
Graphing exponentials
Log-log and semi-log graphs

Right Triangle Trigonometry

Review angles and properties of right triangles
Pythagorean Theorem
Evaluate sine, cosine and tangent using right triangles

Vectors

Introduction to vectors and notation
Addition of vectors

CONTACT INFORMATION:
To be given by instructor

Services for Students with Special Needs: Students who have special needs are encouraged to identify themselves to the Coordinator of Disability Services as early as possible. Reasonable accommodations based on current documentation are provided to qualified students.

Hagerstown Community College
OFFICIAL COURSE SYLLABUS DOCUMENT

COURSE: MAT 161 - Precalculus (4 credits)

INSTRUCTOR: **SEMESTER/YEAR:** MASTER SYLLABUS

COURSE DESCRIPTION:
This course is a one semester preparation for calculus which is acceptable as a general education course. The concept of a function underlies and unifies the treatment of polynomial and rational functions, exponential and logarithmic functions, trigonometric functions, and coordinate geometry.

Prerequisites: Four units of high school mathematics to include Algebra I and II, plane geometry, and trigonometry or MAT 101.

TEXTBOOK: Precalculus, by Stitz and Zeager 3rd edition This is an open-source textbook available online for free, so there is no ISBN number

LEARNING OUTCOMES:

GENERAL EDUCATION
Upon successful completion of this course, a student should be able to:

4. Apply mathematical methods involving arithmetic, algebra, geometry, and graphs to solve problems.
5. Represent mathematical information and communicate mathematical reasoning symbolically and verbally.
6. Interpret and analyze numerical data, mathematical concepts, and identify patterns to formulate and validate reasoning.

STUDENT LEARNING OUTCOMES:
Upon successful completion of this course, a student should be able to:

1. Understand the relationship between an equation and its graph.
2. Develop an improved understanding of exponential, logarithmic, and trigonometric functions.
3. Demonstrate the ability to use identities to simplify or rewrite an expression.
4. Solve application problems involving polynomial, exponential, logarithmic and trigonometric functions and systems of equations.
5. Effectively work in a group setting to solve problems.
6. Use technology (graphing calculators, scientific calculator, etc.) to assist in the problem solving process.
7. Use proper terminology to communicate results or to describe how the results were obtained.

Total Hours of Coursework: 150 hours

To earn one academic credit at HCC, students are required to complete a minimum of 37.5 clock hours (45 fifty-minute "academic" hours) of coursework per semester. Those hours of coursework may be completed through a combination of hours within the classroom and hours outside the classroom. Certain courses may require more than the 37.5 minimum hours of coursework per credit.

For most classes, students should expect to do at least 2 hours of coursework outside of class for each hour of in-class coursework.

COURSE CONTENT OBJECTIVES:

Upon successful completion of this course, a student should be able to:

1. Solve equations and inequalities (proficiency in fundamental concepts of algebra)
2. Use algebraic functions and their graphs to solve problems and represent data
3. Graph functions using a basic library of functions and transformations
4. Find and interpret asymptotes of rational functions
5. Graph piecewise-defined functions and rational functions
6. Find and interpret real and complex zeros of polynomial functions
7. Find the inverse of a function algebraically and graphically
8. Evaluate exponential, logarithmic and trigonometric expressions
9. Graph exponential, logarithmic and trigonometric functions
10. Solve exponential, logarithmic and trigonometric equations
11. Solve exponential growth and decay problems, including compounded interest
12. Identify trigonometric functions (both in terms of triangles and circle trigonometry) and utilize them to solve problems
13. Utilize trigonometric identities to develop equivalent trigonometric expressions
14. Solve trigonometric equations
15. Utilize the law of sines and the law of cosines to solve problems
16. Graph points in polar coordinates
17. Convert complex numbers from rectangular form to polar form
18. Find products, quotients, and powers of complex numbers in polar form
19. Graph and perform operations with vectors
20. Solve systems of equations
21. Perform basic operations on matrices
22. Find equations for and graph conics

ASSESSMENT PROCEDURES:

	% of grade	Additional Info
Final Exam		At least 20% of the course grade
Tests		At least 25% of the course grade
		The remainder of the course grade will be made up of homework, quizzes, attendance, projects, etc. and will be determined by the individual instructor.

A = 90 - 100% B = 80 - 89% C = 70 - 79% D = 60 - 69% F = 0 – 59

COURSE POLICIES:

Hagerstown Community College's Attendance Policy:

Students are expected to attend all classes. In the case of absence due to emergency, or participation in Official College functions, it is the student's responsibility to confer with the instructor about the absence and missed course work. Further, **it is the student's responsibility to withdraw officially from any class, which he or she ceases to attend**. Failure to do so will result in the recording of an "F" grade.

Honor Code:
Upon admission to HCC all students sign a pledge to uphold an honor system which holds the qualities of honesty and integrity in highest regard for the duration of their educational experience. The HCC Honor Code Policy and Procedures is published in the Student Handbook and may be obtained in the Student Activities Office.

Calculators:
You are not required to have a graphing calculator for this course. Everything is able to be completed using a scientific calculator. Each test will have a calculator portion and a no-calculator portion. Calculator use on the quizzes will be determined by the instructor and will be explained when the quiz is announced.

Course content: The instructor reserves the right to modify course content or exam schedule as she deems necessary or beneficial to students throughout the course.

TOPICAL OUTLINE:

A. Graphing
   Rectangular coordinates, graphs of equations, solving equations and inequalities, lines, and circles.
B. Functions and Models
   General functions, linear functions, composite functions, mathematical models.
C. Polynomial and Rational Functions
   Quadratic functions, power functions, polynomial functions, real zeros of a polynomial function, complex numbers, complex zeros, fundamental theorem of algebra, rational functions, polynomial and rational inequalities.
D. Exponential and Logarithmic functions
   Inverse functions, exponential functions, logarithmic functions, properties of logarithms, growth and decay.
E. Trigonometric Functions
   Angles and their measure, trigonometric functions, right triangle trigonometry, graphs.
F. Analytic Trigonometry
   Trigonometric identities, sum and difference formulas, double-angle and half-angle formulas, inverse trigonometric functions, trigonometric equations.
G. Applications of Trigonometric Functions
   Solving right triangles, Law of Sines, Law of Cosines, area of a triangle.
H. Polar Coordinates, Vectors
   Polar coordinates, polar equations and graphs, complex plane; DeMoivre's Theorem, dot product.
I. Analytic Geometry
   Parabola, ellipse, hyperbola
J. Systems of Equations and Inequalities
   Systems of linear equations (elimination, matrices, and determinants), partial fraction decomposition, systems of linear inequalities.

CONTACT INFORMATION:

To be entered by the instructor

Services for Students with Special Needs: Students who have special needs are encouraged to identify themselves to the Coordinator of Disability Services as early as possible. Reasonable accommodations based on current documentation are provided to qualified students.

Appendix D:

GENERAL EDUCATION OUTCOMES ASSESSMENT TOOLS

I. ARTS/HUMANITIES

General Education Outcomes

1. Evaluate important artistic, cultural, philosophical, historical, and religious movements from a global perspective.
2. Understand the impact of diverse groups of people in and on the arts and humanities.

Humanities General Education Outcomes Matrix
Spring, 2012

Instructor Name	Course	Global Perspective Present/not present	Appreciation of Diversity Present/not present	Artistic Merit Present/not present	Cultural/Historical Influence Present/not present	Religious or Philosophical Influence Present/not present
	MUS 101 04					
	MUS 101 08					
	HUM 214 01					
	HUM 214 03					
	HUM 214 02					
	HUM 214 04					
	Art 101					
	MUS 102 01					
	MUS 101 01					
	ART 101 05					
	ART 101 03					
	HUM 201 G01					
	HUM 201 02					
	ART 101 G01					
	ART 101 06					
	ART 101 B01					
	HUM 201 03					
	HUM 201 04					
	HUM 208 01					
	HUM 201					
	ART 101					
	ART 101					
	ART 101 07					
	ART 101 04					
	ART 101 11					
	MUS 101 06					
	MUS 101 07					
	PHL 101 01					
	PHL 101 02					
	PHL 103 01					

II. BEHAVIORAL/SOCIAL SCIENCE

GENERAL EDUCATION OUTCOMES

1) The student will be able to critically analyze and evaluate issues derived from the Social Sciences utilizing appropriate methodologies.

2) The student will be able to demonstrate how culture, society and diversity shape the role of the individual within society and human relations across cultures.

These outcomes will be added to the grading criteria for any existing qualitative measure that you currently use in your course.

Examples:

- Writing assignments for essays
- Critiques
- Group projects/presentations
- Journals
- Research Assignments

Example of an existing grading rubric for ECO-201:

Points possible:	5	10	5	5	25
Name	Looked at 4 different occupations	Used concepts from the class to explain wage differences	Overall quality of analysis	Accuracy of writing (spelling, grammar, punctuation)	Total

This grading rubric will be modified to include the General Education learning outcomes. The Gen Ed outcomes can replace existing grading criteria (see New Rubric #1) or can be simply added on to the existing grading criteria (see New Rubric #2).

III. BIOLOGICAL/PHYSICAL SCIENCE

General Education Outcome:

The ability to access, process, analyze, and synthesize scientific information.

There are five General Education Assessment Tests that were developed in 2012 and accepted for courses on the Approved General Education Core Courses for the Science Disciplines. They are coded accordingly (2012-BIO, 2012-BTC, etc). Some of the tests were piloted in Spring 2012. The number of students participating in the pilot is shown below. Courses without a test listed are taught by adjunct faculty or have not been taught for at least 2 years. These tests will be developed in time for administration at the end of Fall 2012.

Course Number	Course Title	Gen Ed Assessment Test Code	Pilot Data	Comments
BIO 101/102	Gen Bio I/II	2012-BIO	N=142	
BIO 103/104	Human A&P I/II	2012-BIO		
BIO 106	Unity/Diversity of Life	2012-BIO		
BIO 110	Human Biology	A FT Faculty will be assigned this assessment		
BIO 111	Contemporary Issues	A FT Faculty will be assigned this assessment		
BIO 112	Biology of Disease	A FT Faculty will be assigned this assessment		
BIO 113/114	Principles of Bio I/II	2012-BIO	N=37	
BIO 205	Microbiology	2012-Micro		
BTC 101	Intro to Biotech	2012-BTC	N=14	
CHM 101	Intro to College Chem	2012-CHM	N=95	
CHM 103/104	Gen Chem I/II	2012-CHM	N=21	
PHS 105	Descriptive Astronomy		Adjuncts will be advised that these assessments need to be developed for Fall 2012	
PHS 107/108	Intro Physical Geology			
PHS 109	Meteorology			
PHY 112	Applied Physics	2012-PHY	Probably need a different test	
PHY 201/202	General Physics I/II	2012-PHY		
PHY 203/204	Principles of Physics I/II	2012-PHY		

2012-BIO **Name _____**

Biology General Education Assessment Document

" Solutions are mixtures that contain a solid, or a *solute*, dissolved in fluid, or a *solvent*. For example, in a solution containing salt and water, salt is the solute. All molecules in a solution have *kinetic energy* and move randomly. As a result, molecules in solution will always travel from areas of high concentration toward areas of low concentration until all molecules are randomly distributed and their concentration is equal throughout. In other words molecules move randomly, and will always travel down a *concentration gradient* toward *equilibrium*.

Osmosis occurs whenever water molecules travel across a *semi-permeable membrane*. Generally, semi-permeable membranes allow water molecules, but not salts, to cross. If two solutions with different salt concentrations are separated by a semi-permeable membrane, osmosis will occur until the concentration of water and salt is equal on both sides of the membrane. At *equilibrium*, these solutions are *isotonic*, or have the same concentration of solvent and solute.

A scientist wants to determine how much salt (NaCl) potato cells contain. Knowing that all cells are enclosed by a semi-permeable membrane, the scientist predicts that if a potato is submerged in a salt solution it will either lose water or gain water by osmosis, depending on the relative concentration of salt in the potato cells compared to the surrounding solution. To test this hypothesis, the scientist prepared several solutions with different NaCl concentrations. Then, she cut a potato into pieces of equal size. Each piece was weighed and then immersed in NaCl solutions of different concentrations for exactly one hour. At the end of the hour, the potato piece was removed from the NaCl solution and reweighed. The results of this experiment are summarized in Table 1 below:

Table 1

NaCl in solution (%)	Initial weight (g)	Final Weight (g)	change in weight (%)
0.00	2.80	3.25	+ 16
0.50	2.72	2.80	+ 3
1.00	2.74	2.47	- 10
1.50	2.81	2.30	- 18
2.00	2.82	2.20	- 22
3.00	2.77	2.08	- 25
5.00	2.78	2.00	- 28

1) According to data presented, what was the final weight of the potato piece when it was submerged in a 1.5% NaCl solution?
   a) 2.30 g b) 2.47 g c) 2.81 g d) 2.80 g e) 0.18 g

2) By looking at the data in Table 1, you could conclude that the potato pieces are isotonic to salt solutions with a concentration of _____ NaCl.
   a) between 0% and 0.50%
   b) between 0.50% and 1.00%
   c) between 1.00% and 1.50%
   d) between 2.00% and 3.00%
   e) greater than 5.00%

3) How would the weight of the potato piece be affected if it was submerged in a 10% NaCl solution for one hour?
   a) The final weight of the potato piece would be decreased by more than 28% of the original weight.
   b) The final weight of the potato piece would be increased by more than 28% of the original weight.

c) The final weight of the potato piece would have decreased by less than 28% of the original weight
d) The final weight would be more than 2.00 g
e) There is not enough information given to determine an answer to this question.

4) A potato piece was placed in a 0% NaCl solution for one hour and its weight increased. From this observation you could conclude that ____.
   a) the potato piece released water because it contained less NaCl than the solution in which it was submerged.
   b) the potato piece absorbed water because it contained more NaCl that the solution in which is was submerged.
   c) the potato piece absorbed water because it contained less NaCl that the solution in which it was submerged.
   d) the potato piece was isotonic to the solution.
   e) none of the above.

5) Apply your understanding of what happened to the potato to a different vegetable: celery. How could you increase the water concentration in the cells of wilted celery in your refrigerator?
   a) Place the celery in 5.00% salt water.
   b) Place the celery in 2.00% salt water.
   c) Place the ce1ery in 1.00% salt water
   d) Place the celery in plain water with no salt.
   e) Heat the celery."

2012-Micro

BIO 205 Assessment Document **Name_____**

Antibiotic testing and its proper interpretation are critical responsibilities of today's microbiologists. Bacteria are rapidly becoming resistant to our best antibiotics this necessitates the testing of every clinical isolate to determine which antibiotics are still effective and how they may be used to positively affect the patient's recovery.

In the Kirby-Bauer disc diffusion technique for antibiotic testing a known concentration of the patient's bacteria is swabbed onto a large petri dish of Mueller-Hinton agar. Antibiotics impregnated onto paper discs are then placed on the surface of the inoculated agar. During an incubation period the antibiotics diffuse into the agar media and the bacteria on the plate are exposed to them. The growing bacteria show "zones of inhibition" (clear areas around the discs). These zones are measured in millimeters and compared to a chart provided by the manufacturer of the drug. Large zones indicate sensitivity to the antibiotic. Small or no zones indicate resistance. The measured zone sizes are put into 3 categories based on their size. They are rated as S=sensitive, I =intermediate and R=resistant.

Antibiotics interpreted as Sensitive (S) can be given orally and should kill or inhibit the bacteria. Those testing as resistant (R) are not effective. Occasionally doctors may use a drug marked intermediate (I). They may do this if no drugs are found to be sensitive or if the patient is allergic to those marked S.

Use the chart below to answer the question

		Zone of inhibition (in mm)		
Antibiotic	Code	Resistant	Intermediate	Sensitive
Ampicillin	Am	<13	13-17	>17
Cefazolin	Cf	<14	14-17	>17
Ciprofloxacin	Cip	<15	15-20	>20
Gentamicin	Gm	<12	12-14	>14
Tetracycline	Te	<14	14-18	>18
Vancomycin	Va	<14	14-16	>16

Data:

An E.coli grown from a patient's blood gave the following results on the Kirby-Bauer antibiotic test: Am=18mm, CF=13mm, Cip=17mm, Gm=12mm, Te=24mm, Va=11mm

Questions:

1. Which antibiotics tested should kill or inhibit the E. coli ?

2. Which antibiotics should not be used because they tested as ineffective?

3. The doctor says the patient is allergic to those drugs recommended in number one above. What drug(s) would be a usable alternative?

When performing the Kirby-Bauer disc diffusion sensitivity test one of the critical criteria is the depth of the Mueller-Hinton agar plate. Published guidelines list a proper depth of 4 mm. Agar poured too thick will allow the diffusion of the antibiotic to move more downward than outward thus affecting the size of the zone of inhibition. Conversely, an agar plate poured too thin will adversely affect the size of the zone of inhibition in the opposite direction. Assume that in the above test the agar was improperly poured to a depth of 6mm.

4. How would this affect the size of the zones ?
   A. They would not be affected.

B. They would all be smaller than they should be.
C. They would all be larger than they should be.
D. The zones would be larger for the ampicillin and tetracycline and smaller for all the others.

5. How would pouring the agar too deep affect the interpretations?
   A. It would not affect the interpretations.
   B. It would make ciprofloxacin appear more sensitive than it really is
   C. It would make the doctor choose vancomycin.
   D. It would make ampicillin appear more resistant than it really is.

2012-BTC
BTC 101 Assessment Document **Name _____**

Solutions are mixtures that contain a solid, or a *solute*, dissolved in fluid, or a *solvent*. For example, in a solution containing salt and water, salt is the solute. In biotechnology, technicians often need to use mathematics as well as common logic to determine how to properly make and use solutions in the lab.

You are the technician working on an experiment where you must make several buffer solutions for use in an insulin study. Given the following information, please answer the questions below.

Periodic Table of Elements

1 H 1.01																	2 He 4.00
3 Li 6.94	4 Be 9.01											5 B 10.8	6 C 12.0	7 N 14.0	8 O 16.0	9 Fl 19.2	10 Ne 20.2
11 Na 23.0	12 Mg 24.3											13 Al 27.0	14 Si 28.1	15 P 31.0	16 S 32.1	17 Cl 35.5	18 Ar 40.0
19 K 39.1	20 Ca 40.1	21 Sc 45.0	22 Ti 47.9	23 V 50.9	24 Cr 52.0	25 Mn 54.9	26 Fe 55.8	27 Co 58.9	28 Ni 58.7	29 Cu 63.5	30 Zn 65.4	31 Ga 69.7	32 Ge 72.6	33 As 74.9	34 Se 79.0	35 Br 79.9	36 Kr 83.8
37 Rb 85.5	38 Sr 87.6	39 Y 88.9	40 Zr 91.2	41 Nb 92.9	42 Mo 95.9	43 Tc 98	44 Ru 101	45 Rh 103	46 Pd 106	47 Ag 108	48 Cd 112	49 In 115	50 Sn 119	51 Sb 122	52 Te 128	53 I 127	54 Xe 131
55 Cs 133	56 Ba 137	57 La 139	72 Hf 178	73 Ta 181	74 W 184	75 Re 186.2	76 Os 190	77 Ir 192	78 Pt 195	79 Au 197	80 Hg 201	81 Tl 204	82 Pb 207	83 Vi 209	84 Po 209	85 At 210	86 Rn 222
87 Fr 223	88 Ra 226	89 Ac 227	104 Rf 261	105 Db 262	106 Sg 263	107 Bh 262	108 Hs 265	Elements 58-71 and 90-103 not shown. The atomic masses have been rounded.									

1 — atomic number
H — element symbol
1.01 — atomic mass

51. You need to make a Tris/EDTA solution. What is the Formula Weight for EDTA ($C_{10}H_{16}N_2O_8$)? (1 pt)
    A. 292 amu
    B. 264 amu
    C. 276 amu
    D. 284 amu

52. You need a solution that contains 5 mM Tris at pH 9.2. If you have a 1 M stock solution, how much would you need to make 500 mL? (121 amu; 1 pt)
    A. 2500 mL
    B. 2.5 mL
    C. 0.3 g
    D. 300 g

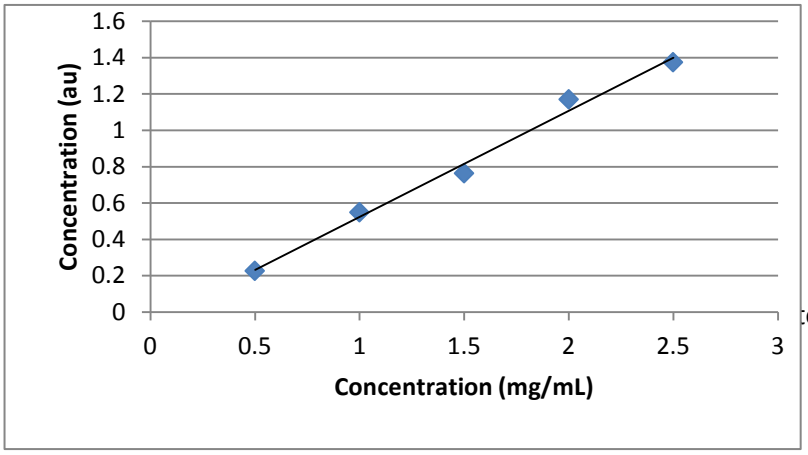
53. You are now making your Tris solution and need to set the pH to 9.2. What combination of standards would you use to calibrate the pH meter?

A. 4 and 7
B. 7 and 10
C. 4, 7, and 10
D. 4 and 10
E. More than one of the above

54. You are now ready to work with your insulin solution. You have done a protein quantification analysis using the insulin you are trying to isolate from E. coli. You have three different batches of E. coli that you are using for this (called A, B, and C). Given the standard curve graph below and the information about batches A, B and C, which batch has the MOST insulin protein?

Absorbance Reading
Batch A: 1.13 au
Batch B: 0.86 au
Batch C: 0.79 au

A. Batch A
B. Batch B
C. Batch C
D. There is not enough conclusion to draw a



55. Roughly how much insulin protein could be found in 1 mL of Batch C?
A. 1.2 mg
B. 1.5 mg
C. 2 mg
D. 2.2 mg

2012-CHM

CHM 101, CHM 103/104 Assessment Document Name_____

A chemist weighed a clean, dry crucible and its cover on the analytic balance and recorded its weight on a data table (see below). A sample of an unknown substance was added to the crucible. The cover was placed on the crucible and it was reweighed with the contents inside. The result was recorded. The covered crucible was placed on a triangle with cover slightly ajar to allow the escape of any gas or vapor that might form during heating. The crucible was heated gently for 5 minutes and the burner was adjusted so the hottest part of the flame touched the bottom of the crucible. Heating was continued for another 10 minutes. The cover was closed completely and the crucible was removed from the heat, allowed to cool for 10 minutes, and weighed. The weight was recorded on the data table. The crucible was then heated as before for 10 more minutes, cooled again, and reweighed. The new weight was again recorded on the data table. It was determined that a third cycle of heating and cooling was necessary and the third weight was recorded.

Data Table

Mass of crucible and cover	19.0280 g
Mass of crucible, cover, and sample	21.1811 g
Mass of crucible, cover, and sample after 1st heating	20.4450 g
Mass of crucible, cover, and sample after 2nd heating	20.3573 g
Mass of crucible, cover, and sample after 3rd heating	20.3489 g
Mass of the original sample	

Mass of the residue after heating	
Total mass lost by the sample	
Percentage water in the sample	
Theoretical percent water in the sample	
Percent error	

1. The mass of the original sample was
   a. 0.7361 g b. 2.1161 g c. 2.1531 g d. 1.3293 g

2. The reaction that took place in the crucible is probably a _____ reaction
   a. composition b. single displacement c. double displacement d. decomposition

3. The total mass lost by the sample during this experiment was
   a. 0.7631 g b. 0.9610 g c. 0.8322 g d. 1.3209 g

4. The mass of the residue in the crucible when the reaction was complete was
   a. 0.8322 g b. 1.3209 g c. 1.1178 d. 0.7631 g

5. The third heating was necessary because the difference between the 1^{st} and 2^{nd} heating was
   a. less than 0.05 c. greater than 0.05
   b. less than 0.08 d. greater than 0.08

6. The percent water in the sample described is
   a. 35.72% b. 38.65% c. 48.084% d. 5.1602%

7. If the sample actually was $CuSO_4 \bullet 5H_2O$ and its molar mass is 249.7 g. what is the theoretical % water in this sample?
   a. 36.08% b. 10.44% c. 7.213% d. 68.08%

8. The percent error for this experiment is
   a. less than 1.0 % a. Between 1.0% and 20.% b. between 10.% and 20.% c. between 20%. and 30%

2012-PHY

PHY 201/202 and PHY 203/204 Assessment Document: Name _____

Show <u>all your work</u> and answers on a separate sheet of paper.

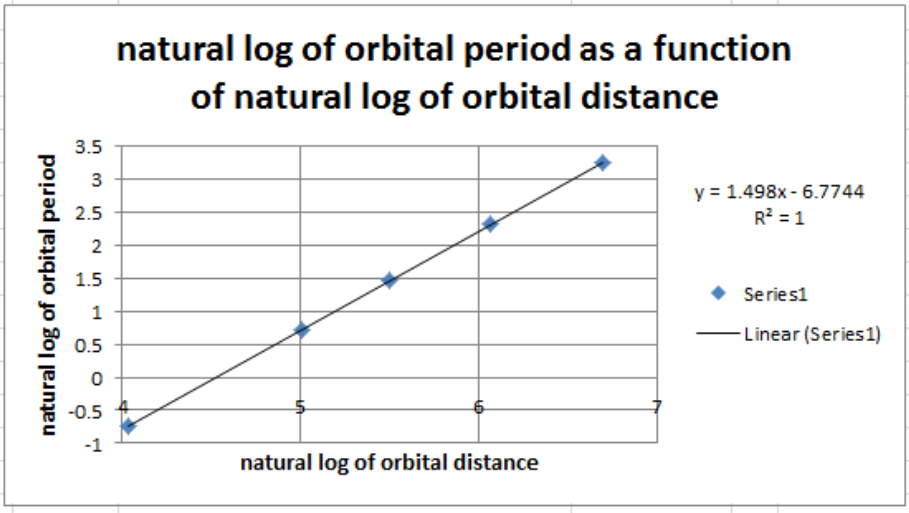
1. A spring is known to behave as described by Hooke's Law: $F = -kx$ where F is the force exerted by a spring that has been stretched or compressed, x is the change of length of the spring from its relaxed (unstressed) length, and k is the elastic constant for the spring in use. The relaxed length of the spring is 64.23 centimeters. When a tension of 714 newtons is exerted on the spring the spring stretches to a length of 68.71 centimeters.

a. What is the elastic constant of the spring?

b. If a compressive force of 356 newtons is exerted on the free end of the spring, what will be the length of the spring?

2. Suppose that astronomers have collected data describing the planetary system of a distant star and placed the data in the following data table. The logarithmic graph is from on that data. Based on the data and graph answer the following questions.

planet	average orbital distance from center of star (millions of kilometers)	orbital period (earth years)	ln(orbital distance)	ln(orbital period)
Alpha	56.2	0.476	4.028916757	-0.742337425
Beta	149	2.07	5.003946306	0.727548607
Gamma	244	4.31	5.497168225	1.460937904
Delta	432	10.1	6.068425588	2.312535424
Epsilon	808	25.9	6.694562059	3.254242969



a. Select the conclusion that is consistent with the graph. Explain why you have chosen your answer.

r=orbital distance and t_c=orbital period

i. $t_c \alpha r$
ii. $t_c \alpha r^{-1}$
iii. $t_c \alpha r^{2/3}$
iv. $t_c \alpha r^{3/2}$
v. $t_c \alpha r^{2}$
vi. $t_c \alpha r^{3}$
vii. $t_c \alpha r^{-2/3}$
viii. $t_c \alpha r^{-3/2}$
ix. $t_c \alpha r^{-2}$

b. How many earth years would it take a planet orbiting that same star at an orbital distance of 550 million kilometers to complete one full orbit?

2012-PHY Name _____**GRADING KEY**_____

Show <u>all your work</u> and answers on a separate sheet of paper.

3. A spring is known to behave as described by Hooke's Law: $F = -kx$ where F is the force exerted by a spring that has been stretched or compressed, x is the change of length of the spring from its relaxed (unstressed) length, and k is the elastic constant for the spring in use. The relaxed length of the spring is 64.34 centimeters. When a tension of 714 newtons is exerted on the spring the spring stretches to a length of 68.82 centimeters.

a. What is the elastic constant of the spring?

$F = -kx \rightarrow -714N = -k(68.82cm - 64.34cm) \rightarrow \boldsymbol{k = 159\ N/cm}$

b. If a compressive force of 356 newtons is exerted on the free end of the spring, what will be the length of the spring? $F = -kx \rightarrow 356N = -159N/cm(x) \rightarrow x = \frac{356N}{-159N/cm} \rightarrow x = -2.23cm$

$\boldsymbol{l_F = l_I + x = 64.34cm + (-2.23cm) = 62.11cm}$

4. Suppose that astronomers have collected data describing the planetary system of a distant star and placed the data in the following data table. The logarithmic graph is from on that data. Based on the data and graph answer the following questions.

planet	average orbital distance from center of star (millions of kilometers)	orbital period (earth years)	ln(orbital distance)	ln(orbital period)
Alpha	56.2	0.476	4.028916757	-0.742337425
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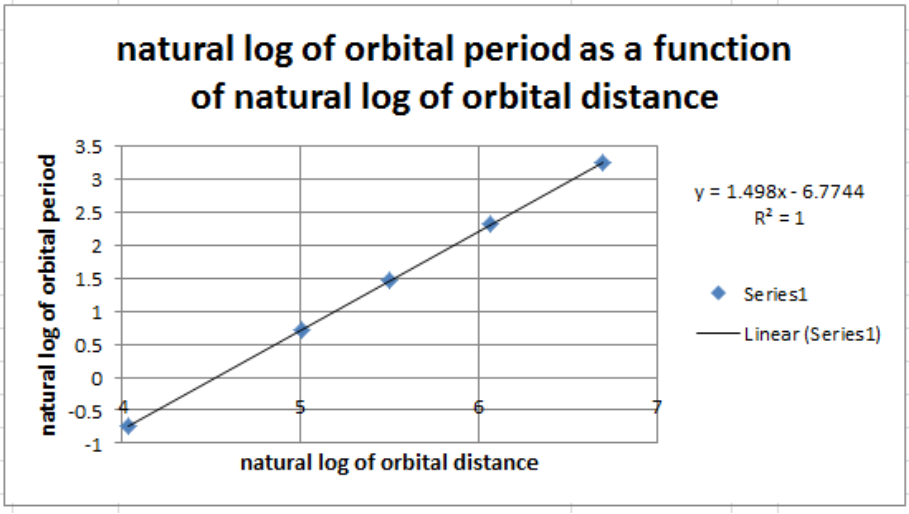


a. Select the conclusion that is consistent with the graph. Explain why you have chosen your answer.

r=orbital distance and t_c=orbital period

x. $t_c \alpha r$

xi. $t_c \alpha r^{-1}$

xii. $t_c \alpha r^{2/3}$

xiii. $t_c \alpha r^{3/2}$

xiv. $t_c \alpha r^{2}$

xv. $t_c \alpha r^{3}$

xvi. $t_c \alpha r^{-2/3}$

xvii. $t_c \alpha r^{-3/2}$

xviii. $t_c \alpha r^{-}$

b. How many earth years would it take a planet orbiting that same star at an orbital distance of 550 million kilometers to complete one full orbit? $t_c \alpha r^{3/2} \rightarrow t_c = k r^{3/2} \rightarrow k = \frac{t_c}{r^{3/2}} = \frac{0.476}{56.2^{3/2}} = 0.00113$

$$\boldsymbol{t_c = k r^{3/2} = 0.00113(550^{3/2}) = 14.6 years}$$

c. How many earth years would it take a planet orbiting that same star at an orbital distance of 550 million kilometers to complete one full orbit? $t_c \alpha r^{3/2} \rightarrow t_c = k r^{3/2} \rightarrow k = \frac{t_c}{r^{3/2}} = \frac{0.476}{56.2^{3/2}} = 0.00113$

$$\boldsymbol{t_c = k r^{3/2} = 0.00113(550^{3/2}) = 14.6 years}$$

IV. ENGLISH

General Education Outcomes

OUTCOME 1

Write or deliver an organized, coherent, fully developed essay or speech that uses standard English and cites outside sources appropriately.

ASSESSMENT FOR OUTCOME 1

Each course will designate one assignment that requires the above criteria. A standard rubric will be applied to that assignment by all instructors. The rubric will be turned in to the division chair.

Rubric

	PASS	FAIL
ORGANIZATION		
COHERENCE		
DEVELOPMENT		
STANDARD ENGLISH SKILLS		
SOURCE CITATION		

Assignments

a. ENG 101 – Final research paper
b. ENG 102 – Final research paper
c. BUS 113 – Final report
d. ENG 112 – Final report
e. ENG 201, 202, 205, 206 – Research paper or assignment
f. SPD 103 – Informative speech
g. SPD 108 – Group Project

OUTCOME 2

Evaluate a piece of writing from either literature, current events, non-fiction essays, or a college textbook for logical flaws, rhetorical purpose, organization, and evidence for claims.

ASSESSMENT FOR OUTCOME 2

Read the following passage that is excerpted from a slightly longer essay. This excerpt does not misrepresent in any way the author's main point that torture is acceptable in some cases. When you are finished reading, answer the questions following.

(Para. 1) "It is generally assumed that torture is impermissible, a throwback to a more brutal age. Enlightened societies reject it outright, and regimes suspected of using it risk the wrath of the United States.

(Para. 2) I believe this attitude is unwise. There are situations in which torture is not merely permissible but morally mandatory. Moreover, these situations are moving from the realm of imagination to fact.

(Para. 3**)** Death: Suppose a terrorist has hidden an atomic bomb on Manhattan Island which will detonate at noon on July 4 unless ... here follow the usual demands for money and release of his friends from jail. Suppose, further, that he is caught at 10 a.m on the fateful day, but preferring death to failure, won't disclose where the bomb is. What do we do? If we follow due process, wait for his lawyer, arraign him, millions of people will die. If the only way to save those lives is to subject the terrorist to the most excruciating possible pain, what grounds can there be for not doing so? I suggest there are none. In any case, I ask you to face the question with an open mind.

(Para. 4) Torturing the terrorist is unconstitutional? Probably. But millions of lives surely outweigh constitutionality. Torture is barbaric? Mass murder is far more barbaric. Indeed, letting millions of innocents die in deference to one who flaunts his guilt is moral cowardice, an unwillingness to dirty one's hands. If you caught the terrorist, could you sleep nights knowing that millions died because you couldn't bring yourself to apply the electrodes?

(Para. 5) Once you concede that torture is justified in extreme cases, you have admitted that the decision to use torture is a matter of balancing innocent lives against the means needed to save them. You must now face more realistic cases involving more modest numbers. Someone plants a bomb on a jumbo jet. He alone can disarm it, and his demands cannot be met (or they can, we refuse to set a precedent by yielding to his threats). Surely we can, we must, do anything to the extortionist to save the passengers. How can we tell 300, or 100, or 10 people who never asked to be put in danger, "I'm sorry you'll have to die in agony, we just couldn't bring ourselves to . . . "

(Para. 6) Here are the results of an informal poll about a third, hypothetical, case. Suppose a terrorist group kidnapped a newborn baby from a hospital. I asked four mothers if they would approve of torturing kidnappers if that were necessary to get their own newborns back. All said yes, the most 'liberal' adding that she would like to administer it herself."

Michael Levin. "The Case for Torture" 1982.

1. This author's rhetorical purpose is mainly to:
    a. Inform readers b. persuade readers c. entertain readers
2. In Paragraph 3, the author uses which type of organization?
    a. Chronological b. spatial c. most important to least important
3. What type of evidence does the author use?
    a. Factual statistics regarding terrorism b. hypothetical scenarios c. expert testimony
4. In paragraph 6 which fallacy does the author commit?
    a. Hasty Generalization b. Circular Reasoning c. Red Herrin

V. INTERDISCIPLINARY AND EMERGING ISSUES: COMPUTER INFORMATION LITERACY

IST102 Introduction to Information Technology

Expected Learning Outcomes for Course

1. Compare, contrast and select appropriate technology to enhance personal and professional tasks
2. Critically evaluate data through technology resources
3. Process and communicate information through technology resources
4. Evaluate and employ safe security computing practices

Assessment

(How do students demonstrate achievement of these outcomes?)
All IST instructors follow the same grading and content format.

See Course Outcomes 2011 for how the course was previously taught (Fall 2011).

(Spring Semester 2012 only) In the newly redesigned course, five key projects were required to be completed by all instructors. This included social media (LinkedIn, Squarespace, blogging), computer security, effective Internet research, SkyDrive, Wikis. In addition each instructor could pick up to an additional 15 assignments (for 15% of the grade, each instructor can determine how best to use it).

The exams (which have always been generated from a test bank) have remained multiple choice. However, the test bank has been edited extensively to remove questions that we do not cover. Unfortunately, a large number of the questions are NOT oriented (meaning which of the following does not . . . .).

Students are required to complete a Capstone project developed by IST faculties involving all the expected learning outcomes for the course. The project is then graded on a rubric, (developed by the IST faculty). In the Fall semester, this rubric was entered by hand into a Word document.

In the Spring semester, a new Excel spreadsheet was developed to record the achievement of each outcome as tested on the Capstone project. Each instructor (two instructors did not use) completed a worksheet for each student that submits a project. Each worksheet is linked to an accumulative worksheet (in the same workbook) that would accurately record the percentages for each outcome. At the end of the Spring 2012 semester, the results will be tallied on a master sheet (July 10) to determine the percentage of students not meeting, meeting (or exceeding) the above listed outcomes.

Validation

(What methods are used to validate your assessment?)
In the Fall/Spring semester, the textbook we used was approved courseware by Certiport for the IC3 (Internet and Computing Core certification) national certification exam for computer literacy. All exams questions can be mapped to a question or section on the IC3 exam.

A new textbook has been selected for Summer 2012 and will continue into the Fall/Spring 2012/2013. It is Microsoft certificated but not IC3 approved.

The Information Technology Advisory Committee (minutes Fall 2011) approved the topical outline used in this course. One major area of change was the inclusion of Microsoft Access. The committee stressed that students will come in contact with databases for their entire career. New hires are having a problem understanding the concepts, terminology, or design of a database. The committee strongly recommended that we include a component on databases. They reluctantly agreed to HCC using Microsoft Access. They would have preferred SQL.

SU12 GDT-112 Graphic Design

Mexican Takeout Menu in Adobe InDesign with Illustrator Logo and Photoshop Graphics

THE ASSIGNMENT

1. Text has been provided on Moodle – three word documents: dinner.doc, S&S.doc, and goodies.doc
2. There is a .pdf file that tells you how to create a visual hierarchy in your menu
3. Set up – there is a handout with the "New File" settings – for tri-fold menu – use it and it will all fit and fold nicely
4. Design the menu for both an inside and outside with folds
5. Include a made up name of the restaurant and ordering/pickup information: address, email or web site, phone number, map, credit cards, etc. You have ordered food before you know what the customer needs to know.
6. You do NOT have to use all the text that has been provided – however my example shows that it is possible.
7. Include at least 2 pixel based files. *Do not take graphics off the internet*. You can use photospin.com or any other site that provides images and gives permission to use them.
    a. I have provided a list with links to free images on the internet
    b. You can go to photospin.com. HCC pays for this service. If you want an image just let me know and you can download them in class
    c. Take them with a digital camera if you have one
    d. Save them as CMYK files
8. Use Illustrator to create a logo or a visual type treatment of the restaurant name
9. Upload to flickr – outside and inside as .jpg
10. Upload Outside and inside to Moodle as .jpg, package file that has been compressed, and .pdf file

GRADING RUBRIC

COMPLETED THE ENTIRE ASSIGNMENT 25%

- Create a unique name + logo for the restaurant (may be a type treatment - something memorable)
  File Formats
    - Exported to .jpg - uploaded to flickr and Moodle
        - Upload 2 .jpg files – inside and outside to flickr
    - Saved to .pdf – uploaded to Moodle
    - Save to Package, compressed, uploaded package to Moodle
- The inside + outside with ordering information
- Ordering/pickup information: address, email or web site, phone
- Applied at least three style sheets

USE OF SOFTWARE 25%

- InDesign
  - Created at least three style sheets
  - Used dot leaders and decimals to line up prices
- Photoshop – two graphics (minimum)
  - Graphics should be CMYK (for print)
  - Not from the internet
  - Copyright permission
- Illustrator - logo
  - Appropriate to target audience
  - Easy to see, simple, clear
  - Memorable
  - Good use of Adobe Illustrator
- Visual elements 25%
  - Visual hierarchy applied
  - Target audience – use of color, font, spacing, graphics is appropriate for the target audience
  - Able to clearly read everything in the menu
  - Attractive cover – call attention to the menu
- Effort and professionalism 25%
  - Neatness counts
    - Alignment
    - Spacing
    - Text inset – space between type and edge of box
  - No typos - Spell check
  - Everything on the correct panel
  - On time – Wed. April 18th

WEB101 Web Design I

Band or Movie Site

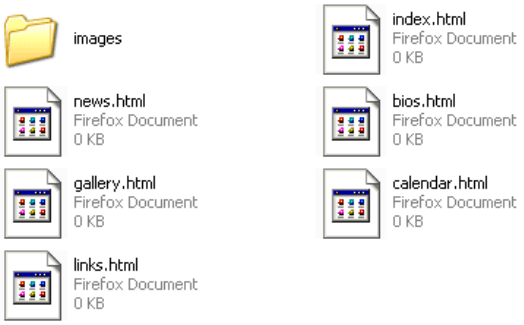
Requirements

You may choose to create a website for either a band or a movie. Either the band or the movie must be fictional or you may choose a real band or movie that does not currently have a website.

Band Site

A band has asked you to create their website. They'd like something that's really eye catching and creative. They want pages for home, news, band biographies, list of albums, a gallery of pictures of the band at concerts and a calendar of upcoming shows for 2006 (6 pages total).

- index.html (home page with information about the band)
- news.html (news with at least 2 "articles")
- bios.html ("biographies" of at least 3 band members)

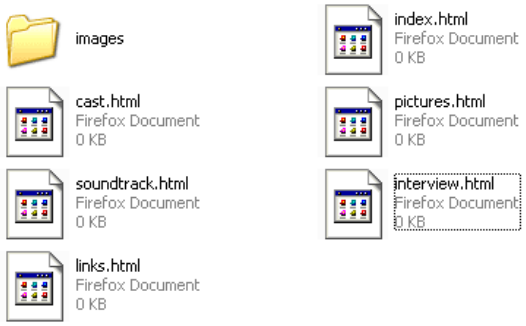


- gallery.html (minimum 4 pics of the band)
- calendar.html (list of 20 upcoming shows for 2006 with dates and locations)
- links.html (create at least 5 links to other relevant sites such as Ticketmaster or other real bands that will be touring with) If you copied information from elsewhere on the web, be sure to cite it here.

The title and genre of the band is up to you. Please come up with an original band name and decide what kind of music they play. Design your site to appeal to their listeners.

Movie Site

You are making a website for an upcoming movie. You are looking to create something that is very slick and well-designed. You will need to create pages for the homepage with synopsis, cast, pictures, the sound track , director interview, and links to other sites about the movie. (6 pages total)



- index.html (synopsis)
- cast.html (at least 4 cast members)
- pictures.html (at least 4 pictures)
- soundtrack.html (album information, tracks, times, where to buy)
- interview.html (you may find a real director and copy an interview.
- links.html (create at least 5 links to other relevant sites such as IMDB or Fandango) If you copied information from elsewhere on the web, be sure to cite it here.

The title and genre of the movie is up to you.

Both Sites

- Your site MUST be on the webhead server: you will receive a 0 for the final grade if you do not have your site loaded on the student server. No Exceptions. The home page MUST be the first page visible when going to your URL (cannot be the list of files or another project).
- Each ***page*** (with graphics) must be ***under*** 100 Kilobytes. Each page will be checked. This is not a limit for the entire site, only each individual page.
- You MUST use Dreamweaver templates for this project. You will receive a 0 for the final grade if you do not use Dreamweaver templates.
- Layout must use tables, not s or AP divs.
- A navigation system with graphic rollovers is required and it must be the same on each page. You must create original rollover graphics in Photoshop. Do not use Spry.
- Make sure your pages have footers with copyright, text navigation and contact information.
- A favicon is required on all pages.
- CSS is optional. Stick with the Page Properties setting in Dreamweaver. Do not use the pre-built Dreamweaver CSS Layouts.

Grading

Out of 200 points

	40	32	24	16	8
PDF – file created	Properly created a PDF file with all pages	Missing one part of the PDF	Missing multiple parts of the PDF	PDF file does not work or is of the wrong item.	No PDF file at all
FTP – files on the web	Site is loaded on the server and is quickly accessible without modifying the URL. All files are present.	Missing a file or URL needs a small modification	Missing three or less files. Latest version not synchronized.	Multiple missing files.	Nothing on server.
Design – use of required elements	3 font colors, sizes and faces, minimum 7 graphics, 5 links, <h1> with name, background image. Unique design that stands out.	Missing one of those elements.	Missing three or less of those elements	Missing multiple elements	Did not follow requirments
Technical – file formatting	All html and graphic files are named properly and in the proper folders. All file sizes are under 100 k limit.	One mistake in file naming or placement including images or html files. Most files are under 100 k limit	Missing files. 100 k limit broken on 3 or less files.	Multiple missing or improperly named files. Site is noticeably damaged. 100 k limit not headed.	Site does not work because of improperly named and misplaced files. No regard for 100 k limit.
HTML –use of code	Student has a complete understanding of HTML and properly used all HTML codes.	One mistake in HTML or other coding error. One linking error.	Three or less coding errors. Unclosed tags or tags used in the wrong place. Multiple linking errors.	Multiple errors but a workable page.	Multiple errors including a major error that prevents the page from displaying properly.
	0	**-1**	**-2**	**-3/-4**	**-5**
Spelling/Grammar – use of English	No spelling or grammar mistakes	One spelling or grammar mistake.	Three or less spelling or grammar mistakes	Multiple spelling or grammar mistakes	Page is poorly written and illegible.

VI. MATHEMATICS

General Education Outcomes:

1. Apply mathematical methods involving arithmetic, algebra, geometry, and graphs to solve problems.
2. Represent mathematical information and communicate mathematical reasoning symbolically and verbally.
3. Interpret and analyze numerical data, mathematical concepts, and identify patterns to formulate and validate reasoning.

There are eight mathematics courses listed by number on the Approved Gen Ed Core courses for math. However, students may also use any MAT course with a MAT 101 prerequisite for their gen ed math course. Therefore, the Spring 2012 pilot administration of the Gen Ed Math assessment was given to students in every math class (n=441). The assessment was developed using released questions from the nationally normed PRAXIS I exam administered in 2008 which allowed the HCC assessments to be compared to students in a national pool (n=2,520). Specific data for HCC students in every class is included in the Spring 2012 summary for Mathematics assessment. In general, HCC students scored above the national benchmark for all eight questions except for students in MAT 114 (Applied Algebra, a new course for Career Program students), and MAT 109/119 (Statistics) who scored less than the benchmark on some of the questions rated "difficult".

(15 minutes - no calculator)

Question Number	*Content Category*	*National Pool %Correct*	*HCC Students Spring 2012*
1	Geometry and Measurement	65%	65%
2	Number and Operation	82%	92%
3	Data Analysis and Probability	54%	65%
4	Algebra	50%	73%
5	Number and Operation	41%	51%
6	Data Analysis and Probability	67%	77%
7	Algebra	87%	91%
8	Geometry and Measurement	76%	87%
Total/Ave		**65%**	**69%**

The assessment used for the pilot (Forms A and Forms B) are attached in the Appendix.
A PDF of the data and data analysis for every course in Spring 2012 is also attached.

Student Learning Outcomes Assessment
Form A

General Education Mathematics
(15 minutes - no calculator)

Name: _____

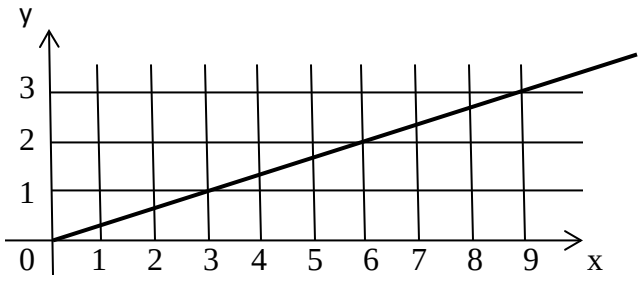
Course and section number: _____

Semester: _____

Instructors: Please administer Student Learning Outcomes Assessment, grade, indicate questions missed in the table below with an x, record score as number correct, and return all exams to Paula or Joe as soon as completed.

Question							
1	2	3	4	5	6	7	8

Score



1. _____ For a point with coordinates (x, y) on the line shown, x and y, respectively, could represent

A) feet and yards
B) inches and feet
C) seconds and minutes
D) days and weeks
E) minutes and hours

2. _____ Derren will drive 42.3 miles from home to his doctor's office. Then he plans to drive 24.4 miles from the doctor's office to a department store. Finally, he will drive 48.5 miles from the department store to home. If Derren's car gets 22 miles per gallon of gasoline, then the total amount of gasoline his car will use during these three trips is

A) between 3 and 4 gallons
B) between 4 and 5 gallons
C) between 5 and 6 gallons
D) between 6 and 7 gallons
E) between 7 and 8 gallons

3. _____ A committee of a state senate consists of 9 Democrats, 6 Republicans, and several Independents. If one person is to be selected at random from the members of the committee, the probability that the person selected will be a Democrat is $\frac{3}{8}$. How many of the members of the committee are Independents?

A) 6
B) 7
C) 8
D) 9
E) 10

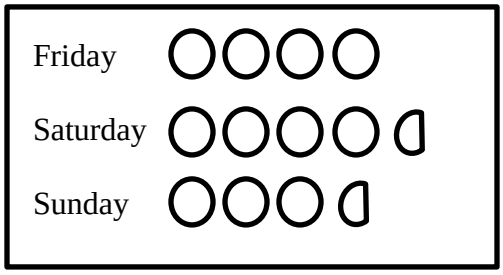
4. _____ Five people plan to buy a present, sharing the cost equally. If one person decided not to participate, the cost per person for the other 4 people would increase by $16. What is the cost of the present?

A) $160
B) $210
C) $240
D) $280
E) $320

5. _____ In a certain company, the ratio of the number of female employees to male employees is exactly 3 to 4. Which of the following could be the total number of employees in the company?

A) 81
B) 87
C) 91
D) 95
E) 101

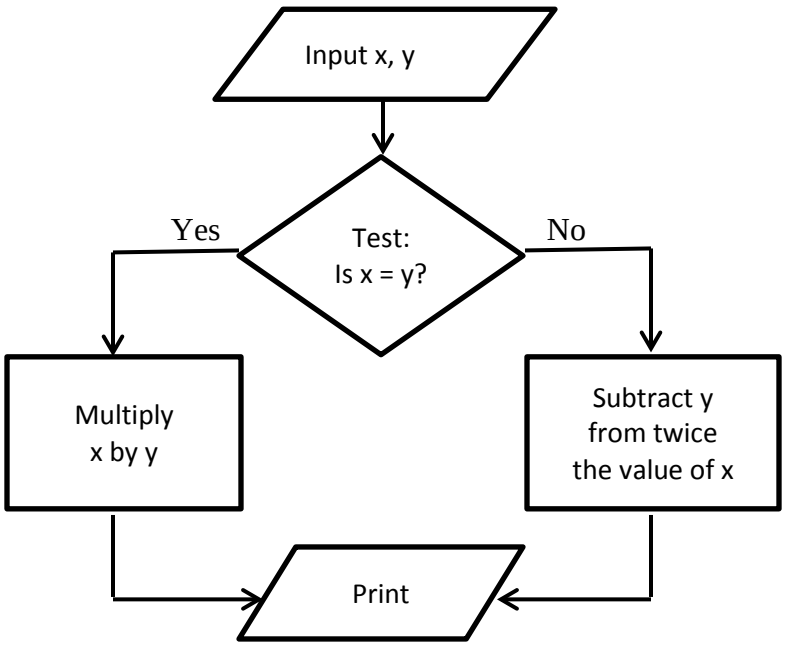
Pizzas Sold on Friday, Saturday, and Sunday



Each ◑ represents half the number of pizzas represented by ○.

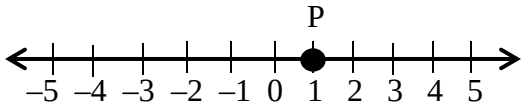
6. _____ The pictograph above shows the number of pizzas sold at a pizzeria during three days. If a total of 240 pizzas were sold during the three days, how many pizzas were sold on Saturday?

A) 45
B) 70
C) 85
D) 90
E) 99



7. _____ If the result printed according to the flowchart above was 49, the input values for x and y could have been which of the following?

A) x = 24; y = 1
B) x = 25; y = 2
C) x = 49; y = 50
D) x = 7; y = 7
E) x = 9; y = 9



8. _____ On the number line above, point Q (not shown) is located 3 units from point P, and point R (not shown) is located 1 unit from point Q. Which of the following could be the coordinate of point R?

A) –5
B) –2
C) –1
D) 2
E) 4

Student Learning Outcomes Assessment
Form B

General Education Mathematics
(15 minutes - no calculator

Name: _____

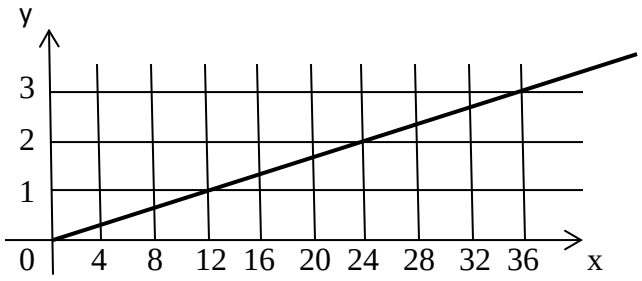
Course and section number: _____

Semester: _____

Instructors: Please administer Student Learning Outcomes Assessment, grade, indicate questions missed in the table below with an x, record score as number correct, and return all exams to Paula or Joe as soon as completed.

Question							
1	2	3	4	5	6	7	8

Score



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A) feet and yards
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C) seconds and minutes
D) days and weeks
E) minutes and hours

2. _____ Derren will drive 32.3 miles from home to his doctor's office. Then he plans to drive 14.4 miles from the doctor's office to a department store. Finally, he will drive 28.5 miles from the department store to home. If Derren's car gets 22 miles per gallon of gasoline, then the total amount of gasoline his car will use during these three trips is

A) between 3 and 4 gallons
B) between 4 and 5 gallons
C) between 5 and 6 gallons
D) between 6 and 7 gallons
E) between 7 and 8 gallons

3. _____ A committee of a state senate consists of 12 Democrats, 10 Republicans, and several Independents. If one person is to be selected at random from the members of the committee, the probability that the person selected will be a Democrat is $\frac{3}{8}$. How many of the members of the committee are Independents?

A) 6
B) 7
C) 8
D) 9
E) 10

4. _____ Five people plan to buy a present, sharing the cost equally. If one person decided not to participate, the cost per person for the other 4 people would increase by $14. What is the cost of the present?

A) $160
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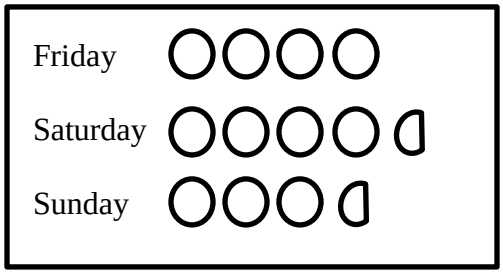
C) $240
D) $280
E) $320

5. _____ In a certain company, the ratio of the number of female employees to male employees is exactly 4 to 5. Which of the following could be the total number of employees in the company?

A) 81
B) 87
C) 91
D) 95
E) 101

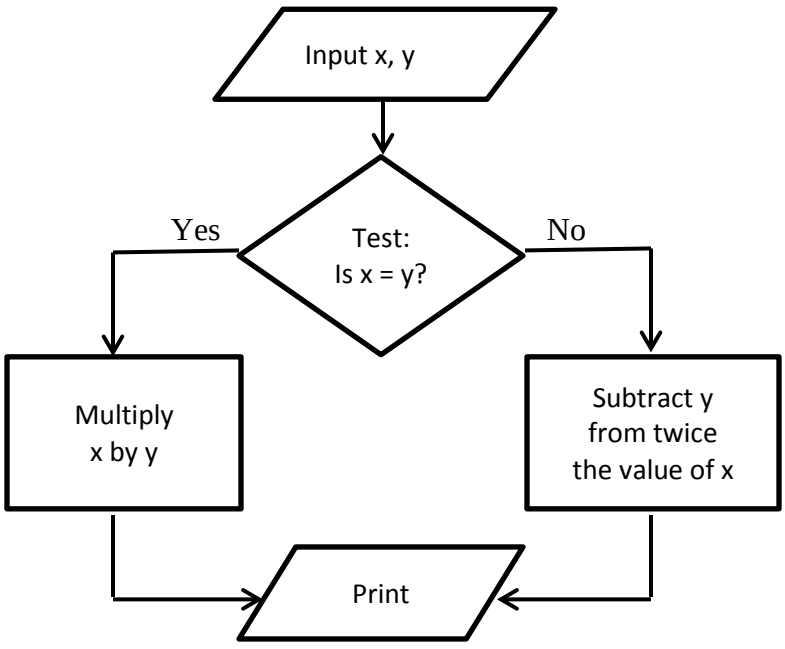
Pizzas Sold on Friday, Saturday, and Sunday



Each ◑ represents half the number of pizzas represented by ○.

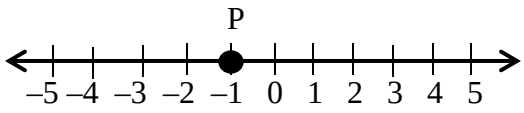
6. _____ The pictograph above shows the number of pizzas sold at a pizzeria during three days. If a total of 240 pizzas were sold during the three days, how many pizzas were sold on Sunday?

A) 45
B) 70
C) 85
D) 90
E) 99



7. _____ If the result printed according to the flowchart above was 81, the input values for x and y could have been which of the following?

A) x = 24; y = 1
B) x = 25; y = 2
C) x = 49; y = 50
D) x = 7; y = 7
E) x = 9; y = 9



8. _____ On the number line above, point Q (not shown) is located 3 units from point P, and point R (not shown) is located 1 unit from point Q. Which of the following could be the coordinate of point R?

A) –5
B) –2
C) –1
D) 2
E) 4

Appendix E:

RESULTS

I. ARTS/HUMANITIES

Humanities General Education Outcomes Matrix Spring, 2012

Instructor Name	Course	Global Perspective Present/not present	Appreciation of Diversity Present/not present	Artistic Merit Present/not present	Cultural/Historical Influence Present/not present	Religious or Philosophical Influence Present/not present
Adam Booth	MUS 101 04	14/8	15/7	18/4	18/4	11/11
Adam Booth	MUS 101 08	8/12	11/9	12/8	10/10	5/15
Stephanie Curran	HUM 214 01	11/7	18/0	8/9	18/0	18/0
Stephanie Curran	HUM 214 03	10/1	11/0	3/7	10/1	11/0
Stephanie Curran	HUM 214 02	18/9	252	3/25	27/1	28/0
Stephanie Curran	HUM 214 04	7/3	10/0	2/8	8/2	10/0
Ben McAfee	Art 101	7/7	5/9	14/0	14/0	0/14
Danny Webber	MUS 102 01	0/9	5/4	9/0	5/4	3/6
Danny Webber	MUS 101 01	29/0	0/29	25/4	25/11	7/22
Danny Webber	ART 101 05	0/27	0/27	24/3	20/7	19/8
Danny Webber	ART 101 03	0/27	0/27	25/2	25/2	23/4
Danny Webber	HUM 201 G01	0/18	13/5	3/15	15/3	15/3
Danny Webber	HUM 201 02	5/18	6/17	14/9	17/6	16/7
Jennie Avila	ART 101 G01	10/3	11/2	13/0	13/0	12/1
Jennie Avila	ART 101 06	14/6	14/7	17/3	17/3	14/6
Jennie Avila	ART 101 B01	16/8	16/10	18/7	18/7	15/10
Mike Harsh	HUM 201 03	15/0	9/6	15/0	14/1	8/7
Mike Harsh	HUM 201 04	18/4	14/8	19/3	19/3	17/5

Mike Harsh	HUM 208 01	14/8	15/7	17/5	17/5	14/8
Rob Rock	HUM 201	6/0	6/0	6/0	6/0	6/0
Rob Rock	ART 101	8/0	0/8	8/0	8/0	8/0
Joan Bontempo	ART 101	25/0	19/6	25/0	25/0	25/0
Jenn Thomas	ART 101 07	23/5	24/4	23/5	22/6	21/7
Jenn Thomas	ART 101 04	22/4	23/3	22/4	22/4	23/3
Jenn Thomas	ART 101 11	24/4	24/4	24/4	23/5	21/7
Korby Moss-Sanders	MUS 101 06	20/0	20/0	20/0	20/0	20/0
Korby Moss-Sanders	MUS 101 07	15/0	15/0	15/0	15/0	15/0
Don Stevenson	PHL 101 01	17/2	14/5	13/6	19/0	19/0
Don Stevenson	PHL 101 02	13/0	13/0	8/5	13/0	13/0
Don Stevenson	PHL 103 01	13/0	13/0	4/9	13/0	13/0

II. BEHAVIORAL/SOCIAL SCIENCE

Assessments for this general education discipline area will be gathered as a pilot for the first time during the Fall 2012 semester, meeting the timeline as planned.

III. BIOLOGICAL/PHYSICAL SCIENCE

BIO-101/102 and BIO 113/114 Gen Ed Assessment

A set of 5 critical thinking questions from the Common Final Exam given to all BIO 101 and BIO 113 classes was designated as the Gen Ed BIO assessment and will be administered to all BIO students in lab courses starting in Fall 2012. Any BIO course without a separate specific gen ed assessment (Ex. BIO 205) will use this assessment. The assessment was administered, graded, and summarized in a pilot study for the Spring 2012 semester. The same assessment will be used for BIO 103/104 and BIO 106 in Fall 2012.

A summary of the data from the 2012-BIO assessment pilot follows in table 1 and the actual assessment questions are attached.

Table 1.

semester	Course section	number of students	mean exam score	mean score for gen. ed. questions
spring 2012	Bio101-	35	64.52	74.29
spring 2012	Bio101-	33	64.68	71.52
spring 2012	Bio101-	17	69.1	73.81
fall 2011	Bio101- M01/02			
fall 2011	Bio101- M03/04	36	67.79	73.24
fall 2011	Bio101-	21	69.37	73.29
fall 2011	Bio113-01	19	71.79	75.83
summer 2011	Bio113-01	18	71.18	69.47

BTC 101 Gen Ed Assessment

A Gen Ed Assessment of the Science Area Gen Ed Learning Outcomes was included in the Common Final Exam for BTC 101, the only BTC course on the Gen Ed list. The assessment was piloted with the Spring 2012 BTC 101 class (n=14) and results were:

Question #	51	52	53	54	55
No. correct answers	13	8	0	14	12
% correct answers	93	57	0	100	86

The actual questions on the BTC Gen Ed assessment are attached in the Appendix.

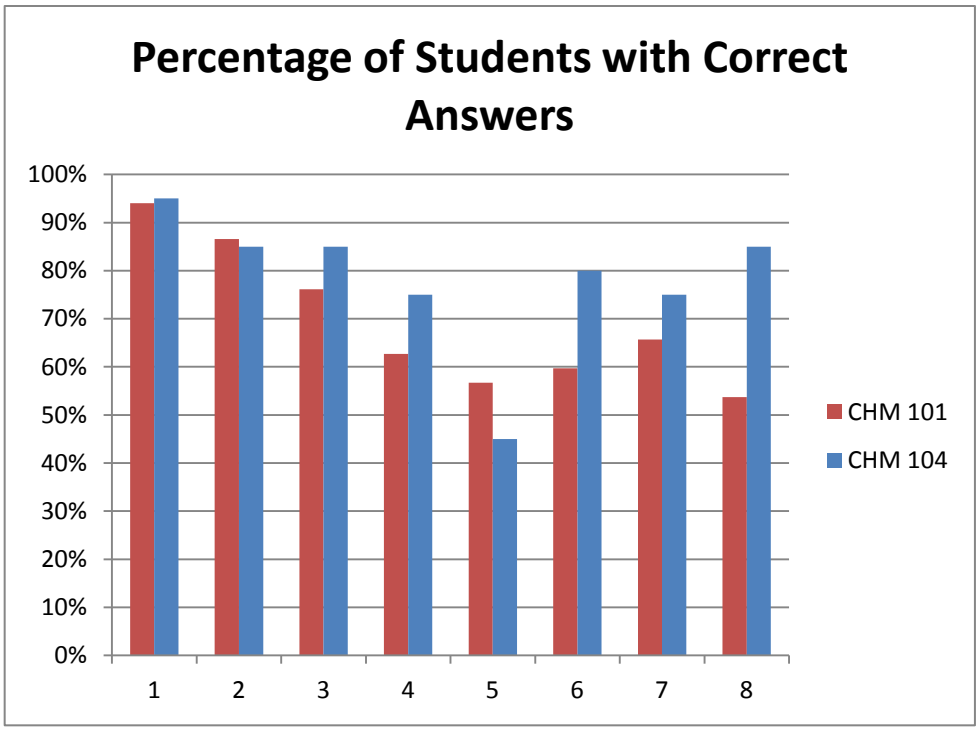
BIO 205 Gen Ed Assessment

The Gen Ed Assessment of Learning Outcomes for BIO 205 (Microbiology) was developed in Spring 2012. The assessment will be piloted with three classes during the Summer 2012

semester. Thereafter, the assessment will be added to the common final exam for BIO 205, starting in Fall 2012.
The actual 2012-Micro assessment is attached in the Appendix.

CHM Gen Ed Assessment.

The assessment questions were developed during Spring 2012 and piloted with CHM 101 and CHM 104 students. The results of the pilot assessment are shown in the graph below and the assessment document is attached in the Appendix.



Discussion:

General Education Outcome used in Biological and Physical Sciences:

The ability to access, process, analyze and synthesize scientific information

The CHM SLOA Assessment was used in Spring 2012 semester to assess the above outcome. The results of the CHM SLOA Assessment were graphed for each question.

The students access the data from the reading how the experiment was performed and using the data table provided (see Appendix)

Students process the given data to obtain information about the mass of the original sample (1), total mass lost by the sample (3), and the mass of the residue in the crucible (4).

Students analyze the processed information to obtain the percent water in the sample (6), the theoretical percent water in the sample (7), and the percent error in the experiment (8).
Questions (2) and (5) assess more of the basic core of scientific principles.
This pilot quiz could be revised to include a graph for students to interpret and draw conclusions from experimental data.

Other Science Area General Education outcomes

- Relate a basic core of scientific principles to an open-ended framework
- Demonstrate observational and analytical skills in a structured situation
- Formulate conclusions based on observations and information
- Use technology to access scientific information, generate and analyze empirical data, and solve problems.

Possible assessments for the other general education outcomes in CHM 101:

A common experimental scenario quiz was piloted for CHM 101. This scenario experiment has some questions which assess the first and second outcome.

- Relate a basic core of scientific principles to an open-ended framework
- Demonstrate observational and analytical skills in a structured situation

The lab reports given during the semester would assess the following outcome.

- Formulate conclusions based on observations and information

To address this outcome, a couple of questions throughout the semester from several labs could be collected and graded using a rubric.

The graphing lab or spectroscopy lab could be used to use access the following outcome.

- Use technology to access scientific information, generate and analyze empirical data, and solve problems.

The spectroscopy lab would be good, because the students have to collect the data, graph it and then using this data, they must answer a couple of conceptual questions about light emission and absorption. This lab is also done near the end of the semester, which give time for the students to develop the problem solving skills required for this outcome.

Possible assessments for the other general education outcomes in CHM 104:

A common experimental scenario quiz was piloted for CHM 104. This scenario experiment has some questions which assess the first and second outcome.

- Relate a basic core of scientific principles to an open-ended framework
- Demonstrate observational and analytical skills in a structured situation

The lab reports given during the semester would assess the following outcome.

- Formulate conclusions based on observations and information

To address this outcome, a couple of questions throughout the semester from several labs could be collected and graded using a rubric.

Many of the laboratory experiments in CHM 104 require graphing obtained data as part of the data analysis. Experiments requiring graphing and interpretation of the graph are kinetics, thermodynamics, equilibrium, titrations, and galvanic cells. One of these labs could be used to use access the following outcome.

- Use technology to access scientific information, generate and analyze empirical data, and solve problem

The Following bar graph shows the percentage of students who answered question 1 through 8 correctly on the general education assessment quiz.

CHM 101 is the Foundation of Chemistry course which taken by students who have not taken chemistry before. Many allied health students and students who took chemistry many years ago will take this course. CHM 104 is the second semester of General Chemistry. Majority of these students are biology, biotech and engineering students.
Questions 1, 3, 4, 6, 7 and 8 have students think about the data given and use problem solving skills to answer the questions. Whereas questions 2 and 5 are more basic chemistry knowledge questions; naming reactions and experimental criterion, which are taught in CHM 101 and CHM 103, first semester General Chemistry.
CHM 104 students perform better on the problem solving questions, whereas the CHM 101 students did better answering the basic specific knowledge questions.
CHM 104 students have had two semesters to hone their problem solving skills relative to the CHM 101 students. So CHM 104 students are expected to have a higher percentage correct than the CHM 101 students.

PHY 201/202 and PHY 203/204 Physics Gen Ed Assessment

A Physics Gen Ed assessment was developed and will be administered for the first time in Fall 2012 to all PHY 201 and 203 students.

IV. ENGLISH

Outcome 1 Instructor Name	Course	Organization	Coherence	Development	Standard English	Source Citation
Ann Clark	ENG 101 -05	18/4	18/4	18/4	18/4	18/4
Ann Clark	ENG 102-03	18/4	17/5	14/8	18/4	17/5
Ann Clark	ENG 102 07	20/1	17/4	20/1	20/1	19/2
Ann Clark	ENG 102 09	19/4	21/2	18/5	21/2	21/2
Ann Clark	ENG 102 G01	8/2	8/2	7/3	7/3	7/3
Ann Clark	SPD 103-03	23/2	23/2	22/3	23/2	18/7
Chelsea Bock	ENG 102 05	19/1	19/1	19/1	19/1	17/3
Chelsea Bock	SPD 103 G02	17/1	17/1	17/1	17/1	17/1
Alicia Drumgoole	ENG 101 09	18/4	18/4	17/5	18/4	18/4
Alicia Drumgoole	ENG 102 06	18/2	18/2	14/6	18/2	14/6
Alicia Drumgoole	ENG 112 01	10/4	10/4	10/4	10/4	10/4
Alicia Drumgoole	ENG 112 02	11/1	11/1	11/1	12/0	11/1
Kate Benchoff	ENG 101	13/1	14	14	14	12/2
Vince Brant	ENG 102-14	15/1	16/0	13/3	16/0	9/7
Vince Brant	ENG 102 15	10/1	11/0	8/3	11/0	7/4
Jenni VanCuren	ENG 102 -11	11/0	11/0	10/1	11/0	11/0
Jenni VanCuren	ENG 102 13	15/0	14/1	13/2	14/1	14/1
James Niessner	ENG 101 B	20/0	20/0	19/1	20/0	15/5
Melinda May	ENG 101 03	15/2	15/2	10/7	14/3	7/10
Melinda May	ENG 101 04	17/0	17/0	10/7	11/6	10/7
Melinda May	ENG 102 12	19/1	20/0	13/7	13/7	13/7

Melinda May	SPD 103 04	21/0	20/1	14/7	19/2	16/5
Melinda May	SPD 103 07	17/2	17/2	12/7	14/5	16/3
Melinda May	SPD 103 09	18/0	18/0	17/1	18/0	11/8
Mike Harsh	ENG 102	16/2	15/3	12/6	17/1	11/1
Mike Harsh	ENG 206	3/0	3/0	3/0	3/0	2/1
Bo Myers	ENG 102 01	13/2	13/2	13/2	13/2	12/3
Cathy Walberg	SPD 103 01	22/2	22/2	22/2	22/2	22/0
Cathy Walberg	SPD 103 08	12/2	12/2	13/1	13/1	13/1
Jill Lawson	ENG 101 08	13/5	11/7	6/12	13/5	8/10
Jill Lawson	ENG 101 13	15/6	12/9	11/10	15/6	12/9
Jill Lawson	ENG 101 14	5/8	6/7	6/7	5/8	6/7
Jill Lawson	ENG 101 17	15/5	15/5	13/7	14/6	14/6
Chuck Malone	ENG 101	19/0	19/0	18/1	16/3	16/3
Sonja Harsch	SPD S01 North High	18/0	17/1	18/0	18/0	16/2

Outcome 2

Instructor Name	Course	Question One Correct/incorrect	Question Two Correct/incorrect	Question Three Correct/incorrect	Question Four Correct/incorrect
Amanda Miller	ENG 101-11	13/4 (Three = A; One = C)	12/5 (5=B)	16/1 (1 = A)	10/7 (5 = B; 2 = C)
Amanda Miller	ENG 102-04	12/2 (2 = C)	11/4 (3 = B; 1 = C)	12/2 (2 = A)	9/5 (3 = B; 2 = C)
Amanda Miller	ENG 102-02	13/8 (3 = A; 5 = C)	17/4 (3 = B; 1 = C)	19/2 (2 = A)	14/7 (5 = B; 2 = C)
Amanda Miller	ENG 201 01	6/2 (2 = A)	6/2 (1 = C; 1 = B)	8/0	6/2 (1 = B; 1 = C)
Ann Clark	ENG 101 05	14/4 (4 = A)	13/5 (3 = C; 2 = B)	17/1 (1 = A)	7/11 (8 = B; 3 = C)
Ann Clark	ENG 102 03	12/7 (5=A; 2=C)	12/7 (5=B; 2=C)	19/0	13/6 (2=B; 4=C)
Ann Clark	ENG 102-07	15/5 (5=A)	11/9 (7=B; 2=C)	20/0	12/8 (5=B; 3=C)

Ann Clark	ENG 102-09	14/7 (6=A; 1=C)	14/7 (5=B; 2=C)	19/2 (2-A)	13/8 (3=B; 4-C; 1 unreadable)
Ann Clark	ENG 102 G01	6/3 (3=A)	5/4 (3=B; 1=C)	9/0	5/4 (3=B; 1=C)
Ann Clark	SPD 103 03	16/7 (5-A;1=B; 1-C)	13/11 (7=B; 4=C)	22/1 (1=A)	11/13 (11=B;2=C)
Chelsea Bock	ENG 102 05	9/9 (9=A)	13/5 (3=B; 2=C)	14/4 (4=A)	10/8 (6=B; 2=C)
Alicia Drumgoole	ENG 101 09	13/4 (3=A; 1=C)	12/6 (2=B; 4=C)	16/1 (1=B)	14/3 (2=A; 1=B)
Alicia Drumgoole	ENG 102 06	13/3 (1=A; 2=C)	13/3 (3=B)	15/1 (1=B)	13/3 (1=A; 1=B; 1=C)
Alicia Drumgoole	ENG 112 01	6/3 (2=A; 1=C)	8/1 (1=B)	9/0	6/3 (1=B; 2=C)
Alicia Drumgoole	ENG 112 02	10/2 (1=A; 1=C)	10/2 (1=B; 1=C)	11/1 (1=C)	6/6 (1=A; 5=B)
Kate Benchoff	ENG 101	9/5 (5=A)	12/2 (1=B; 1=C)	14/0	5/9 (5=B; 4=C)
Vince Brant	ENG 102 14	11/7 (6=A; 1=C)	7/11 (10=B; 1=C)	18/0	7/11(8=B; 3=C)
Vince Brant	ENG 102 15	8/3 (2=A; 1=C)	4/7 (5=B; 2=C)	9/2 (2=A)	7/4 (3=B; 1=C)
Jenni VanCuren	ENG 102-11	9/2 (2=A)	7/4 (1=B; 3=C)	10/1 (1=A)	6/5 (3=B; 2=C)
Jenni VanCuren	ENG 102-13	11/6 (4=A; 2=C)	13/4 (3=B; 1=C)	15/2 (1=A; 1=C)	5/12 (8=B; 4=C)
James Niessner	ENG 101 B	11/9 (7=A; 2=C)	12/8 (5=B; 3=C)	20/0	7/13 (8=B; 5=C)
Melinda May	ENG 101 - 03	10/6 (4=A; 2=C)	8/8 (8=B)	16/0	7/9 (8=B; 1=C)
Melinda May	ENG 101 04	13/2 (2=A)	9/6 (4=C; 2=B)	15/0	12/3 (2=B; 1=C)
Melinda May	ENG 102 12	15/4 (3=A; 1=C)	14/6 (3=B; 3=C)	20/0	14/6 4=B; 2=C)
Melinda May	SPD 103 04	11/8 (8=A)	9/10 (7=B; 3=C)	17/2 (1=A; 1=C)	8/11 (7=B; 4=C)
Melinda May	SPD 103 07	12/6 (4=A; 2=C)	12/6 (4=B; 2=C)	16/2 (2=A)	7/11 (4=B; 7=C)
Melinda May	SPD 103 09	13/4 (4=A)	12/5 (4=B; 1=C)	15/2 (2=A)	12/5 (3=B; 2=C)
Mike Harsh	ENG 102	12/0 (no data supplied)	10/2	12/0	11/1
Mike Harsh	ENG 206	3/0 (No data supplied)	2/1	3/0	2/1
Bo Myers	ENG 102 01	13/1 (No data supplied)	13/1	12/2	13/1
Cathy Walberg	SPD 103 01	No data supplied			

Cathy Walberg	SPD 103 08	No data supplied			
Jill Lawson	ENG 101 08	12/1 (No data supplied)	10/3	11/2	10/3
Jill Lawson	ENG 101-13	10/6 (No data supplied)	9/8	14/3	7/10
Jill Lawson	ENG 101 14	6/1 (No data supplied)	6/1	7/0	3/4
Jill Lawson	ENG 101 17	11/3 (No data supplied)	6/8	13/1	11/3
Chuck Malone	ENG 101	15/5 (no data supplied)	18/2	18/2	14/6
Sonja Harsch	SPD 103 S01 North High	14/3 (3=A)	12/5 (3=B; 2=C)	15/2 (2=A)	11/6 (3=B; 3=C)

V. INTERDISCIPLINARY AND EMERGING ISSUES: COMPUTER INFORMATION LITERACY

IST102

(What does the data show?)

For Fall semester (2011 only) Based on information from the Pre and Posttest, students were earning on the Pretest, on the average, 32 out of 50 or a 64%. The Post test showed an increase of (on an average) of 6.3% or 38 out 50 (or a 76%).

The pretest and posttest was not averaged into the final grade. It was reported by several (3) instructors that the students were not taking the posttest seriously. In three sections, the students decided to use all 'A' choices, or all 'B' choices, etc. This impacted the final results negatively.

Since the college decided to start using Moodle (in place of Blackboard) in January, the IST instructors decided to change the IST102 format starting in January. We stopped using the pre and posttest and placed more emphasis on the Capstone project (changing the percentage from 25 to 30%).

IST102	19	Spring	2012				
Jobs Capstone - Grading Sheet							
Student 3	**Student 3**						
		Summary Sheet					
Total score out of 100%		**54%**					
Learning Outcome #4 **Evaluate and employ safe security computing practices** **Security Assessment**					**Weight**	**Total Points 12**	**Outcome #4 Points**
Competency	**3**	**2**	**1**	**0**			**8**
Content	Includes 5 well-written, grammatically correct, content driven, documented paragraphs meeting the minimum word requirement with bibliography	Includes 5 written, grammatically correct, content slightly lacking, documented paragraphs with bibliography meeting the minimum word requirement	Includes 5 documented paragraphs containing grammatical or spelling errors; missing content; barely meeting the minimum word requirement; missing bibliography	Includes less than 5 paragraphs; content hard to comprehend; does not meet the minimum word requirement; contains multiple spelling or grammar errors; missing bibliography	**X 2**	**6**	
	X						
Format	Follows the format for report and bibliography	Follows the format for report OR bibliography	Missing bibliography	Did not follow directions	**X 2**	**2**	
			X				
					Total Security	**8**	
Learning Outcome #3 **Process and communicate information though technology resources** **FILE MANAGEMENT**					**Weight**	**Total Points 9**	**Outcome #3 Points**
Competency	**3**	**2**	**1**	**0**			**6**
Content	All required files with specified content stored in the correct folders with the required names and student's initials and sent as a zip folder; no spelling or grammatical errors	At least 75 % of the required files with specified content stored in the correct folders with required names and student's initials and sent as a zip folder; 1 spelling or grammatical error	50-74% of the required files are not in proper folders, or not properly named or there is no zipped folder; 2-3 spelling or grammatical errors	Less than 50% of the required files are not in proper folders, are not with specified content or not properly named or there is no zipped folder; more than 3 spelling or grammatical errors	**X 2**	**4**	
		X					
Email Components	Subject Line, Comments, signature and section	Subject Line and/or, Comment and/or signature and/or section	Only 1 item (Subject Line, Comments, Signature, or section)	Empty body or missing Subject Line	**X 1**	**2**	
		X					
					Total File Management	**6**	
Learning Outcome #2 **Critically evaluate data through technology resource** **INTERNET EXPLORER Assessment**					**Weight**	**Total Points 6**	**Outcome #2 Points**
Competency	**3**	**2**	**1**	**0**			**0**
Complete	All five required .html files with specified content stored in the correct folder with the required names and student's initials	Four required .html files with specified content stored in the correct folder with the required names and student's initials	Three or two required .html files with specified content stored in the correct folder with the required names and student's initials	No .html files with specified content stored in the correct folder with the required names and student's initials	**X 2**	**0**	
				X			
					Total Internet Explorer	**0**	
Learning Outcome #1 **Compare, contrast and select appropriate technology to enhance personal and professional tasks** **WORD Assessment**					**Weight**	**Total Points 18**	**Outcome #1 Points**
Competency	**3**	**2**	**1**	**0**			**39**
Accuracy	No errors in grammar or spelling	1-2 errors in grammar and/or spelling	3-4 errors in grammar and/or spelling	More than 4 errors in grammar and/or spelling	**X 2**	**6**	
	X						
Format Enhancement	Includes format and style: font sizes, bolding, spacing, placement on paper, margins, etc. consistent with a resume	Missing 1 or 2 of the requirements for format and style: font sizes, bolding, spacing, placement on paper, margins, etc. consistent with a resume	Missing 3 or 4 of the requirements for format and style: font sizes, bolding, spacing, placement on paper, margins, etc. consistent with a resume	Missing more than 5 of the requirements for format and style: font sizes, bolding, spacing, placement on paper, margins, etc. consistent with a resume	**X 1**	**1**	
			X				
Organization	Knowledge, skills and abilities (KSAs) were expressed in a clear and organized fashion	Knowledge, skills and abilities (KSAs) were expressed in a clear manner, organization could have been better	Knowledge, skills and abilities (KSAs) were somewhat organized, but not very clear	Resume was not well-organized, difficult to determine knowledge, skills and abilities (KSAs)	**X 2**	**6**	
	X						
Subtitles	Included a minimum of 7 subtitles	Included a minimum of 6 subtitles	Included a minimum of 5 subtitles	Included 4 or less subtitles	**X 1**	2	
		X					
					Total Word	**15**	
ACCESS Assessment					**Weight**	**Total Points 15**	
Competency	**3**	**2**	**1**	**0**			
Form Created	Form is created and formatted to look professional	Form is created but little formatting is done	Form is created but no additional formatting is done	No form is created	**X 2**	**0**	
				X			
Report Created & Sorted	Report is created and formatted to look professional & is sorted correctly	Report is created but little formatting is done or it is not sorted correctly	Report is created but no additional formatting is done	No Report is created	**X 2**	**0**	
				X			
Records Added	Both records are added	One record is added	Records are added but with incomplete information	No records are added	**X 1**	**3**	
	X						
					Total Access	**3**	
EXCEL Assessment					**Weight**	**Total Points 18**	
Competency	**3**	**2**	**1**	**0**			
Accuracy (Math)	100% of the steps and solutions have no formula errors	75-99% solutions have no formula errors; missing 1 formula	50-74% of the solutions have no formula errors; missing 2 formulas	Less than 50% of the solutions have formula errors; missing 3 formulas	**X 2**	**4**	
		X					
Accuracy (Spelling)	No errors in spelling, data entry	One error in spelling, data entry	Two errors in spelling, data entry	More than two errors in spelling, data entry	**X 1**	**3**	
	X						
Content	100% required items listed and documented	75-99% of the required items listed and documented	50-74% required items listed and documented	Less than 50% of the items listed and documented	**X 2**	**0**	
				X			
Format Enhancement	Utilize more than 6 text/form enhancement features	Utilize 3 – 5 text/form enhancement features	Utilize 1 or 2 text/form enhancement features	No enhancements utilized; unformatted	**X 2**	**1**	
			X				
					Total Excel	**8**	
POWERPOINT Assessment					**Weight**	**Total Points 21**	
Competency	**3**	**2**	**1**	**0**			
Accuracy	No grammar, spelling errors	One grammar, spelling error	Two grammar, spelling errors	More than two grammar, spelling errors	**X 1**	**3**	
	X						
Content	7 complete slides	Slides with 1-2 missing components	Slides with 3-4 missing components	Slides with 5 or more missing components	**X 2**	**6**	
	X						
Organization	Slides are neat and organized includes 2 or more hyperlinks	Slides are organized but not neat or only 1 hyperlink	Neatly done but not organized	Not neat or organized; missing hyperlinks	**X 2**	**0**	
				X			
Formatting Enhancements	6 or more	4 or 5	2-3	None	**X 2**	**4**	
		X					
Bonus			Complete Capstone meeting all requirements	Did not complete Capstone or did not meet all requirements	**X 1**	**1**	
			X				
					Total PowerPoint	**13**	
					YOUR TOTAL POINTS	**54**	

IST102	19	Spring	2012				
Jobs Capstone - Grading Sheet							
Student 5	**Student 5**						
		Summary Sheet					
Total score out of 100%		**93%**					
Learning Outcome #4 Evaluate and employ safe security computing practices Security Assessment					**Weight**	**Total Points 12**	**Outcome #4 Points**
Competency	**3**	**2**	**1**	**0**			**12**
Content	Includes 5 well-written, grammatically correct, content driven, documented paragraphs meeting the minimum word requirement with bibliography	Includes 5 written, grammatically correct, content slightly lacking, documented paragraphs with bibliography meeting the minimum word requirement	Includes 5 documented paragraphs containing grammatical or spelling errors; missing content; barely meeting the minimum word requirement; missing bibliography	Includes less than 5 paragraphs; content hard to comprehend; does not meet the minimum word requirement; contains multiple spelling or grammar errors; missing bibliography	**X 2**	**6**	
	X						
Format	Follows the format for report and bibliography	Follows the format for report OR bibliography	Missing bibliography	Did not follow directions	**X 2**	**6**	
	X						
					Total Security	**12**	
Learning Outcome #3 Process and communicate information though technology resources FILE MANAGEMENT					**Weight**	**Total Points 9**	**Outcome #3 Points**
Competency	**3**	**2**	**1**	**0**			**9**
Content	All required files with specified content stored in the correct folders with the required names and student's initials and sent as a zip folder; no spelling or grammatical errors	At least 75 % of the required files with specified content stored in the correct folders with required names and student's initials and sent as a zip folder; 1 spelling or grammatical error	50-74% of the required files are not in proper folders, or not properly named or there is no zipped folder; 2-3 spelling or grammatical errors	Less than 50% of the required files are not in proper folders, are not with specified content or not properly named or there is no zipped folder; more than 3 spelling or grammatical errors	**X 2**	**6**	
	X						
Email Components	Subject Line, Comments, signature and section	Subject Line and/or, Comment and/or signature and/or section	Only 1 item (Subject Line, Comments, Signature, or section)	Empty body or missing Subject Line	**X 1**	**3**	
	X						
					Total File Management	**9**	
Learning Outcome #2 Critically evaluate data through technology resource INTERNET EXPLORER Assessment					**Weight**	**Total Points 6**	**Outcome #2 Points**
Competency	**3**	**2**	**1**	**0**			**6**
Complete	All five required .html files with specified content stored in the correct folder with the required names and student's initials	Four required .html files with specified content stored in the correct folder with the required names and student's initials	Three or two required .html files with specified content stored in the correct folder with the required names and student's initials	No .html files with specified content stored in the correct folder with the required names and student's initials	**X 2**	**6**	
	X						
					Total Internet Explorer	**6**	
Learning Outcome #1 Compare, contrast and select appropriate technology to enhance personal and professional tasks WORD Assessment					**Weight**	**Total Points 18**	**Outcome #1 Points**
Competency	**3**	**2**	**1**	**0**			**66**
Accuracy	No errors in grammar or spelling	1-2 errors in grammar and/or spelling	3-4 errors in grammar and/or spelling	More than 4 errors in grammar and/or spelling	**X 2**	**4**	
		X					
Format Enhancement	Includes format and style: font sizes, bolding, spacing, placement on paper, margins, etc. consistent with a resume	Missing 1 or 2 of the requirements for format and style: font sizes, bolding, spacing, placement on paper, margins, etc. consistent with a resume	Missing 3 or 4 of the requirements for format and style: font sizes, bolding, spacing, placement on paper, margins, etc. consistent with a resume	Missing more than 5 of the requirements for format and style: font sizes, bolding, spacing, placement on paper, margins, etc. consistent with a resume	**X 1**	**3**	
	X						
Organization	Knowledge, skills and abilities (KSAs) were expressed in a clear and organized fashion	Knowledge, skills and abilities (KSAs) were expressed in a clear manner, organization could have been better	Knowledge, skills and abilities (KSAs) were somewhat organized, but not very clear	Resume was not well-organized, difficult to determine knowledge, skills and abilities (KSAs)	**X 2**	**6**	
	X						
Subtitles	Included a minimum of 7 subtitles	Included a minimum of 6 subtitles	Included a minimum of 5 subtitles	Included 4 or less subtitles	**X 1**	3	
	X						
					Total Word	**16**	
ACCESS Assessment					**Weight**	**Total Points 15**	
Competency	**3**	**2**	**1**	**0**			
Form Created	Form is created and formatted to look professional	Form is created but little formatting is done	Form is created but no additional formatting is done	No form is created	**X 2**	**6**	
	X						
Report Created & Sorted	Report is created and formatted to look professional & is sorted correctly	Report is created but little formatting is done or it is not sorted correctly	Report is created but no additional formatting is done	No Report is created	**X 2**	**6**	
	X						
Records Added	Both records are added	One record is added	Records are added but with incomplete information	No records are added	**X 1**	**3**	
	X						
					Total Access	**15**	
EXCEL Assessment					**Weight**	**Total Points 18**	
Competency	**3**	**2**	**1**	**0**			
Accuracy (Math)	100% of the steps and solutions have no formula errors	75-99% solutions have no formula errors; missing 1 formula	50-74% of the solutions have no formula errors; missing 2 formulas	Less than 50% of the solutions have formula errors; missing 3 formulas	**X 2**	**6**	
	X						
Accuracy (Spelling)	No errors in spelling, data entry	One error in spelling, data entry	Two errors in spelling, data entry	More than two errors in spelling, data entry	**X 1**	**3**	
	X						
Content	100% required items listed and documented	75-99% of the required items listed and documented	50-74% required items listed and documented	Less than 50% of the items listed and documented	**X 2**	**6**	
	X						
Format Enhancement	Utilize more than 6 text/form enhancement features	Utilize 3 – 5 text/form enhancement features	Utilize 1 or 2 text/form enhancement features	No enhancements utilized; unformatted	**X 1**	**2**	
		X					
					Total Excel	**17**	
POWERPOINT Assessment					**Weight**	**Total Points 21**	
Competency	**3**	**2**	**1**	**0**			
Accuracy	No grammar, spelling errors	One grammar, spelling error	Two grammar, spelling errors	More than two grammar, spelling errors	**X 1**	**2**	
		X					
Content	7 complete slides	Slides with 1-2 missing components	Slides with 3-4 missing components	Slides with 5 or more missing components	**X 2**	**6**	
	X						
Organization	Slides are neat and organized includes 2 or more hyperlinks	Slides are organized but not neat or only 1 hyperlink	Neatly done but not organized	Not neat or organized; missing hyperlinks	**X 2**	**6**	
	X						
Formatting Enhancements	6 or more	4 or 5	2-3	None	**X 2**	**4**	
		X					
Bonus			Complete Capstone meeting all requirements	Did not complete Capstone or did not meet all requirements	**X 1**	**0**	
					Total PowerPoint	**18**	
					YOUR TOTAL POINTS	**93**	

IST102	19		Spring	2012			
Jobs Capstone - Summary Sheet							
Student #	**Student Name**		**Total Score**	**Outcome 1**	**Outcome 2**	**Outcome 3**	**Outcome 4**
Student 1	Student 1	1	84%	88%	100%	100%	50%
Student 2	Student 2	2	89%	88%	100%	100%	83%
Student 3	Student 3	3	54%	54%	0%	67%	67%
Student 4	Student 4	4	86%	89%	0%	100%	100%
Student 5	Student 5	5	93%	92%	100%	100%	100%
Student 6	Student 6	6	90%	90%	100%	100%	83%
Student 7	Student 7	7	86%	94%	0%	100%	67%
Student 8	Student 8	8	90%	90%	100%	89%	83%
Student 9	Student 9	9	37%	26%	100%	22%	83%
Student 10	Student 10	10	81%	76%	100%	100%	83%
Student 11	Student 11	11	65%	56%	100%	100%	83%
Student 12	Student 12	12	0%	0%	0%	0%	0%
Student 13	Student 13	13	0%	0%	0%	0%	0%
Student 14	Student 14	14	0%	0%	0%	0%	0%
Student 15	Student 15	15	0%	0%	0%	0%	0%
Student 16	Student 16	16	0%	0%	0%	0%	0%
Student 17	Student 17	17	0%	0%	0%	0%	0%
Student 18	Student 18	18	0%	0%	0%	0%	0%
Student 19	Student 19	19	0%	0%	0%	0%	0%
Student 20	Student 20	20	0%	0%	0%	0%	0%
Student 21	Student 21	21	0%	0%	0%	0%	0%
Student 22	Student 22	22	0%	0%	0%	0%	0%
Student 23	Student 23	23	0%	0%	0%	0%	0%
Student 24	Student 24	24	0%	0%	0%	0%	0%
Student 25	Student 25	25	0%	0%	0%	0%	0%
Student 26	Student 26	26	0%	0%	0%	0%	0%
Student 27	Student 27	27	0%	0%	0%	0%	0%
Student 28	Student 28	28	0%	0%	0%	0%	0%
Student 29	Student 29	29	0%	0%	0%	0%	0%
Student 30	Student 30	30	0%	0%	0%	0%	0%
Student 31	Student 31	31	0%	0%	0%	0%	0%
Student 32	Student 32	32	0%	0%	0%	0%	0%
Student 33	Student 33	33	0%	0%	0%	0%	0%
Student 34	Student 34	34	0%	0%	0%	0%	0%
Student 35	Student 35	35	0%	0%	0%	0%	0%
Student 36	Student 36	36	0%	0%	0%	0%	0%
	Number of Students Attempting Project		11	11	8	11	11
	Number of Students Passing Section/Outcome		8	8	8	9	8
	% of Students Passing Section/Outcome (excluding zero total Capstone scores)		73%	73%	100%	82%	73%
	Average of all Scores (excluding zero total Capstone scores)		78%	77%	100%	89%	80%

Follow-up
(How have you used the data to improve student learning?)
Windows 7 has been installed in all the labs.
Office 2010 is being used in all labs

The results for the computer generated exams were only slightly above average (71% passing).

For the second half of the year, instructors are trying a new adventure in testing. Since most of the students do not read the textbook (e-book or hardcopy), exams are now considered Research Exams. Students are encouraged to use their textbook to look up answers they don't know. However, the 50 question multiple-choice exam is timed (60 minutes) so they do not have time to look up every question. It will be interesting to see the results. Also, only 30% (10% for each exam—3) of the grade is based on the exams. The above results did NOT factor this exam into the results given.

The Capstone is 30% with the remaining 40% divided between 5 required assignments (each worth 5%) and 15% up to the individual instructor.

*****Because the new exams are a research exam and timed, I am finding out that 60 minutes per exam is not enough time. If you reason that a student is normally given 75 minutes to take an exam on campus (assuming 50 multiple choice questions), they should be given the same with a research exam.

Also, Moodle has a floating clock (that cannot be removed) across the exam. Numerous students have expressed their dislike for this clock. They state it increases their anxiety, gets in the way, or adds unnecessary pressure. The IST instructors will meet to discuss this problem.

IST102	16	Spring	2012				
Computer Purchase Capstone - Grading Sheet							
Student 3	**Eyler, Hunter**						
		Summary Sheet					
Total score out of 100%		**63%**					
Learning Outcome #4 Evaluate and employ safe security computing practices Security Assessment					**Weight**	**Total Points 12**	**Outcome #4 Points (12 possible)**
Competency	**3**	**2**	**1**	**0**			**12**
Content	The contents of all 5 paragraphs are written according to the instructions	The contents of 4 paragraphs are written according to the instructions	The contents of 3 paragraphs are written according to the instructions	The contents of less than 3 paragraphs are written according to the instructions	X 2	6	
	X						
Spelling Grammar	No spelling or grammatical errors	1 to 3 spelling or grammatical errors	4 or 5 spelling or grammatical errors	More than 5 spelling or grammatical errors	X 1	3	
	X						
Word Count		At least 500 words	300-499 words	Less than 300 words	X 1	2	
		X					
Bibliography			Bibliography is included	Bibliography is missing	X 1	1	
			X				
					Total Security	**12**	
Learning Outcome #3 Process and communicate information though technology resources FILE MANAGEMENT					**Weight**	**Total Points 6**	**Outcome #3 Points (6 possible)**
Competency	**3**	**2**	**1**	**0**			**4**
Content	All required files are stored in the correct folders	75-99% of the required files are stored in the correct folders	50-74% of the required files are stored in the correct folders	Less than 50% of the required files are stored in the correct folders	X 1	2	
		X					
Email Components	All 4 of the following are included in the email: subject line, comment, signature, section #	3 of the following are included in the email: subject line, comment, signature, section #	2 of the following are included in the email: subject line, comment, signature, section #	Less than 2 of the following are included in the email: subject line, comment, signature, section #	X 1	2	
		X					
					Total File Management	**4**	
Learning Outcome #2 Critically evaluate data through technology resource INTERNET EXPLORER Assessment					**Weight**	**Total Points 3**	**Outcome #2 Points (3 possible)**
Competency	**3**	**2**	**1**	**0**			**2**
Complete	All 3 required files with specified content	2 required files with specified content	1 required file with specified content	No files with specified content	X 1	2	
		X					
					Total Internet Explorer	**2**	
Learning Outcome #1 Compare, contrast and select appropriate technology to enhance personal and professional tasks WORD Assessment					**Weight**	**Total Points 18**	**Outcome #1 Points (78 possible)**
Competency	**3**	**2**	**1**	**0**			**45**
Accuracy	No spelling or grammatical errors	1 or 2 spelling or grammatical errors	3 or 4 spelling or grammatical errors	More than 4 spelling or grammatical errors	X 1	3	
	X						
Content	Includes all 6 of the following: Statement of Purpose; computer brands, computer components, Office requirements, warranties, argument for system	Includes 4 or 5 of the following: Statement of Purpose; computer brands, computer components, Office requirements, warranties, argument for system	Includes 2 or 3 of the following: Statement of Purpose; computer brands, computer components, Office requirements, warranties, argument for system	Includes less than 2 of the following: Statement of Purpose; computer brands, computer components, Office requirements, warranties, argument for system	X 2	6	
	X						
Bibliography	Includes at least three references	Includes 2 references	Includes 1 reference	Does not include any references (no Bibliography)	X 1	3	
	X						
Organization	Computer components, capacity, etc., were expressed in a clear and organized fashion	Computer components, capacity, etc., could have been better expressed or better organization	Computer components, capacity, etc., were somewhat organized, but not very clear	Computer components, capacity, etc., were not well-organized; difficult to determine information	X 2	6	
	X						
					Total Word	**18**	
ACCESS Assessment					**Weight**	**Total Points 21**	
Competency	**3**	**2**	**1**	**0**			
Stated Table Fields Created	All 7 fields entered correctly	5 or 6 fields entered correctly	3 or 4 fields entered correctly	Less than 3 fields entered correctly	X 1	0	
				X			
User Determined Fields Created	Both fields entered correctly		1 field entered correctly	No fields entered correctly	X 1	0	
				X			
Records Entered	5 complete records entered	3 or 4 complete records entered	1 or 2 complete records entered	No complete records entered	X 1	0	
				X			
Sites Referenced	At least 3 sites are referenced	Only 2 sites are referenced	Only 1 site is referenced	No sites are referenced	X 1	0	
				X			
Design Query	4 fields and 1 criteria	2 or 3 fields and 1 criteria	4, 3 or 2 fields but no criteria	Less than 2 fields and no criteria	X 1	0	
				X			
Report Created/Sorted	Includes all of the following: based on query; sorted properly; named properly	Includes 2 of the following: based on query; sorted properly; named properly	Includes only 1 of the following: based on query; sorted properly; named properly	Includes none of the following: based on query; sorted properly; named properly or report not created	X 1	0	
				X			
Snippets	All 4 required snippets in Word doc	3 required snippets in Word doc	2 required snippets in Word doc	Less than 2 required snippets or not in Word doc	X 1	0	
				X			
					Total Access	**0**	
EXCEL Assessment					**Weight**	Total Points 18	
Competency	**3**	**2**	**1**	**0**			
Correct Formulas	No errors in formulas	1 or 2 errors in formulas	3 or 4 errors in formulas	More than 4 errors in formulas	X 1	0	
				X			
Missing Formulas	No missing formulas	1 missing formula	2 missing formulas	3 or more missing formulas	X 2	0	
				X			
Accuracy (Data Entry)	No errors in data entry	1 error in data entry	2 errors in data entry	3 or more errors in data entry	X 1	3	
	X						
Content	100% of the required items	75-99% of the required items	50-74% of the required items	Less than 50% of the required items	X 1	3	
	X						
Format Enhancement	6 or more	4 or 5	2 or 3	0 or 1	X 1	0	
				X			
					Total Excel	**6**	
POWERPOINT Assessment					**Weight**	**Total Points 21**	
Competency	**3**	**2**	**1**	**0**			
Accuracy	No spelling or grammatical errors	1 spelling or grammatical error	2 spelling or grammatical errors	More than 2 spelling or grammatical errors	X 1	3	
	X						
Content	9 complete slides	Slides with 1 or 2 missing components	Slides with 3 or 4 missing components	Slides with 5 or more missing components	X 2	6	
	X						
Organization	Slides are organized and neat	Slides are organized but not neat	Slides are neat, but not organized	Slides are not neat nor organized	X 1	3	
	X						
Hyperlinks	Includes 2 or more hyperlinks	Includes only 1 hyperlink		Missing hyperlinks	X 1	3	
	X						
Format Enhancements	6 or more	4 or 5	2 or 3	Less than 2	X 2	6	
	X						
Bonus			Complete Capstone meeting all requirements	Did not complete Capstone or did not meet all requirements	X 1	0	
				X			
					Total PowerPoint	**21**	
					YOUR TOTAL POINTS	**63**	

IST102	16	Spring	2012				
Computer Purchase Capstone - Grading Sheet							
Student 7	**Krivetskya, Verocina**						
		Summary Sheet					
Total score out of 100%		**97%**					
Learning Outcome #4 **Evaluate and employ safe security computing practices** **Security Assessment**					**Weight**	**Total Points 12**	**Outcome #4 Points (12 possible)**
Competency	**3**	**2**	**1**	**0**			**9**
Content	The contents of all 5 paragraphs are written according to the instructions	The contents of 4 paragraphs are written according to the instructions	The contents of 3 paragraphs are written according to the instructions	The contents of less than 3 paragraphs are written according to the instructions	X 2	6	
	X						
Spelling Grammar	No spelling or grammatical errors	1 to 3 spelling or grammatical errors	4 or 5 spelling or grammatical errors	More than 5 spelling or grammatical errors	X 1	3	
	X						
Word Count		At least 500 words	300-499 words	Less than 300 words	X 1	0	
Bibliography			Bibliography is included	Bibliography is missing	X 1	0	
				Total Security		**9**	
Learning Outcome #3 **Process and communicate information though technology resources** **FILE MANAGEMENT**					**Weight**	**Total Points 6**	**Outcome #3 Points (6 possible)**
Competency	**3**	**2**	**1**	**0**			**6**
Content	All required files are stored in the correct folders	75-99% of the required files are stored in the correct folders	50-74% of the required files are stored in the correct folders	Less than 50% of the required files are stored in the correct folders	X 1	3	
	X						
Email Components	All 4 of the following are included in the email: subject line, comment, signature, section #	3 of the following are included in the email: subject line, comment, signature, section #	2 of the following are included in the email: subject line, comment, signature, section #	Less than 2 of the following are included in the email: subject line, comment, signature, section #	X 1	3	
	X						
				Total File Management		**6**	
Learning Outcome #2 **Critically evaluate data through technology resource** **INTERNET EXPLORER Assessment**					**Weight**	**Total Points 3**	**Outcome #2 Points (3 possible)**
Competency	**3**	**2**	**1**	**0**			**3**
Complete	All 3 required files with specified content	2 required files with specified content	1 required file with specified content	No files with specified content	X 1	3	
	X						
				Total Internet Explorer		**3**	
Learning Outcome #1 **Compare, contrast and select appropriate technology to enhance personal and professional tasks** **WORD Assessment**					**Weight**	**Total Points 18**	**Outcome #1 Points (78 possible)**
Competency	**3**	**2**	**1**	**0**			**78**
Accuracy	No spelling or grammatical errors	1 or 2 spelling or grammatical errors	3 or 4 spelling or grammatical errors	More than 4 spelling or grammatical errors	X 1	3	
	X						
Content	Includes all 6 of the following: Statement of Purpose; computer brands, computer components, Office requirements, warranties, argument for system	Includes 4 or 5 of the following: Statement of Purpose; computer brands, computer components, Office requirements, warranties, argument for system	Includes 2 or 3 of the following: Statement of Purpose; computer brands, computer components, Office requirements, warranties, argument for system	Includes less than 2 of the following: Statement of Purpose; computer brands, computer components, Office requirements, warranties, argument for system	X 2	6	
	X						
Bibliography	Includes at least three references	Includes 2 references	Includes 1 reference	Does not include any references (no Bibliography)	X 1	3	
	X						
Organization	Computer components, capacity, etc., were expressed in a clear and organized fashion	Computer components, capacity, etc., could have been better expressed or better organization	Computer components, capacity, etc., were somewhat organized, but not very clear	Computer components, capacity, etc., were not well-organized; difficult to determine information	X 2	6	
	X						
				Total Word		**18**	
ACCESS Assessment					**Weight**	**Total Points 21**	
Competency	**3**	**2**	**1**	**0**			
Stated Table Fields Created	All 7 fields entered correctly	5 or 6 fields entered correctly	3 or 4 fields entered correctly	Less than 3 fields entered correctly	X 1	3	
	X						
User Determined Fields Created	Both fields entered correctly		1 field entered correctly	No fields entered correctly	X 1	3	
	X						
Records Entered	5 complete records entered	3 or 4 complete records entered	1 or 2 complete records entered	No complete records entered	X 1	3	
	X						
Sites Referenced	At least 3 sites are referenced	Only 2 sites are referenced	Only 1 site is referenced	No sites are referenced	X 1	3	
	X						
Design Query	4 fields and 1 criteria	2 or 3 fields and 1 criteria	4, 3 or 2 fields but no criteria	Less than 2 fields and no criteria	X 1	3	
	X						
Report Created/Sorted	Includes all of the following: based on query; sorted properly; named properly	Includes 2 of the following: based on query; sorted properly; named properly	Includes only 1 of the following: based on query; sorted properly; named properly	Includes none of the following: based on query; sorted properly; named properly or report not created	X 1	3	
	X						
Snippets	All 4 required snippets in Word doc	3 required snippets in Word doc	2 required snippets in Word doc	Less than 2 required snippets or not in Word doc	X 1	3	
	X						
				Total Access		21	
EXCEL Assessment					**Weight**	Total Points 18	
Competency	**3**	**2**	**1**	**0**			
Correct Formulas	No errors in formulas	1 or 2 errors in formulas	3 or 4 errors in formulas	More than 4 errors in formulas	X 1	3	
	X						
Missing Formulas	No missing formulas	1 missing formula	2 missing formulas	3 or more missing formulas	X 2	6	
	X						
Accuracy (Data Entry)	No errors in data entry	1 error in data entry	2 errors in data entry	3 or more errors in data entry	X 1	3	
	X						
Content	100% of the required items	75-99% of the required items	50-74% of the required items	Less than 50% of the required items	X 1	3	
	X						
Format Enhancement	6 or more	4 or 5	2 or 3	0 or 1	X 1	3	
	X						
				Total Excel		**18**	
POWERPOINT Assessment					**Weight**	**Total Points 21**	
Competency	**3**	**2**	**1**	**0**			
Accuracy	No spelling or grammatical errors	1 spelling or grammatical error	2 spelling or grammatical errors	More than 2 spelling or grammatical errors	X 1	3	
	X						
Content	9 complete slides	Slides with 1 or 2 missing components	Slides with 3 or 4 missing components	Slides with 5 or more missing components	X 2	6	
	X						
Organization	Slides are organized and neat	Slides are organized but not neat	Slides are neat, but not organized	Slides are not neat nor organized	X 1	3	
	X						
Hyperlinks	Includes 2 or more hyperlinks	Includes only 1 hyperlink		Missing hyperlinks	X 1	3	
	X						
Format Enhancements	6 or more	4 or 5	2 or 3	Less than 2	X 2	6	
	X						
Bonus			Complete Capstone meeting all requirements	Did not complete Capstone or did not meet all requirements	X 1	1	
			X				
				Total PowerPoint		**21**	
				YOUR TOTAL POINTS		**97**	

IST102	16		Spring	2012			
Computer Purchase Capstone - Grading Sheet							
Student #	**Student Name**		**Total Score**	**Outcome 1**	**Outcome 2**	**Outcome 3**	**Outcome 4**
Student 1	Atanga, Achidi	1	99%	100%	100%	100%	100%
Student 2	Davis, Jasen	2	100%	100%	100%	100%	100%
Student 3	Eyler, Hunter	3	63%	58%	67%	67%	100%
Student 4	Godwin, Patrice	4	90%	94%	67%	50%	100%
Student 5	Hull, Clarissa	5	54%	58%	67%	67%	25%
Student 6	Kopp, Takeyah	6	59%	59%	67%	33%	75%
Student 7	Krivetskya, Verocina	7	97%	100%	100%	100%	75%
Student 8	Medina, Juan	8	86%	96%	0%	33%	75%
Student 9	Miller, Devin	9	60%	72%	67%	33%	0%
Student 10	Mulligan, Mary	10	54%	58%	67%	67%	25%
Student 11	Norman, Nathaniel	11	65%	68%	100%	100%	25%
Student 12	Pheabus, Greg	12	97%	100%	100%	100%	75%
Student 13	Rice, Adetabunko	13	68%	74%	67%	67%	33%
Student 14	Villafane, Kevin	14	48%	54%	67%	67%	0%
Student 15	Wink, Drew	15	56%	55%	67%	67%	58%
Student 16	Womack, Tione	16	97%	100%	100%	100%	75%
Student 17		17					
Student 18		18					
Student 19		19					
Student 20		20					
Student 21		21					
Student 22		22					
Student 23		23					
Student 24		24					
Student 25		25					
Student 26		26					
Student 27		27					
Student 28		28					
Student 29		29					
Student 30		30					
Student 31		31					
Student 32		32					
Student 33		33					
Student 34		34					
Student 35		35					
Student 36		36					
	Number of Students Attempting Project		16	16	15	16	14
	Number of Students Passing Section/Outcome		7	9	6	6	9
	% of Students Passing Section/Outcome (excluding zero total Capstone scores)		44%	56%	40%	38%	64%
	Average of all Scores (excluding zero total Capstone scores)		75%	78%	80%	72%	67%

Final Graphic Design Project: Menu/Brochure Grading Sheet

Total score out of 100%		67%											
Learning Outcome #4													
Competency	**100-90%**	**3**	**89-80%**	**2**	**79-65%**	**1**	**Less than 65%**	**0**					
Score for Quiz taken on Safe Computing		**3**											
Learning Outcome #3													
Competency		**3**		**2**		**1**		**0**					
Content	All required files with specified content uploadedto Moodle; .jpg, .pdf, packaged		At least 75 % of the required files with specified content specified content uploadedto Moodle; .jpg, .pdf, packaged		50-74% of the specified content uploadedto Moodle; .jpg, .pdf, packaged		Less than 50% of thespecified content uploadedto Moodle; .jpg, .pdf, packaged	0					
Placed files in InDesign - minimum 2 bitmap one vector	More than required	3	logo + 2 graphics required		less than required		none						
Learning Outcome #2Critically evaluate data through technology resourceSelect images for Menu Project from various image resources													
Competency		**3**		**2**		**1**		**0**					
Legibility	Everything was readable		At least 75% o the required files were readable	**2**									
Chose appropriate images for menu	Images were appropriate and well chosen		Most Images were appropriate and well chosen	**2**	Images did not look good		No images						
Learning Outcome #1													
Competency		**3**		**2**		**1**		**0**					
Dot leaders + decimal tabs	100% required items listed and documented		75-99% of the required items listed and documented		50-74% required items listed and documented		No Dot leaders or decimal tabs	**0**					
Visual Hierarchy	Utilized 4 style sheets consitently		Utilized 3 style sheets consistently		Utilized stylesheets but inconsistently		No style sheets, unformatted	**0**					
Accuracy (Spelling)	No errors in spelling, data, formatting; 100% required items listed and documented	3	One error in spelling, data, formatting; 75-99% of the required items listed and documented		Two errors in spelling, data, formatting; 50-74% required items listed and documented		More than two errors in spelling, data, formatting; Less than 50% of the items listed and documented						
Restaurant Menu Content	Includes all: Name of restaurant, location, phone, email, website, credit cards, directions, hours, other info	3	Complies with almost all the requirements 80% of the documented requirements		Complies with almost all the requirements 60% of the documented requirements		Complies with 50% or less of the documented requirements						
Typography - spacing, text fitting, space between edge of column and text, alignment	No visible errors		Only a few errors	2	Did not pay close attention		Poor text formatting						
Followed directions	Three columns, horizontal format, everything where it belongs		75-99% Three columns, horizontal format, everything where it belongs	2	50-74% Some Directions not followed		Directions not followed						
Illustrator Assessment													
Competency		**3**		**2**		**1**		**0**					
Use of Illustrator to create menu logo	Well designed logo	3	Good logo		Poorly designed logo		No logo created						
Photoshop Assessment													
Competency		**3**		**2**		**1**		**0**					
Editing and sizing of bitmap graphics, no squeezing or stretching, no pixelating	100% of graphics were handled appropriately	3	75-99% of the graphics were handled appropriately		50-74% of the graphics were handled appropriately		Less than 50% of the graphics were handled appropriately						
Total score out of 100%													
TOTAL POINTS		18		8		0		0					

Final Graphic Design Project: Menu/Brochure Grading Sheet

Total score out of 100%		100%											
Learning Outcome #4													
Competency	**100-90%**	**3**	**89-80%**	**2**	**79-65%**	**1**	**Less than 65%**	**0**					
Score for Quiz taken on Safe Computing		**3**											
Learning Outcome #3													
Competency		**3**		**2**		**1**		**0**					
Content	All required files with specified content uploadedto Moodle; .jpg, .pdf, packaged	3	At least 75 % of the required files with specified content specified content uploadedto Moodle; .jpg, .pdf, packaged		50-74% of the specified content uploadedto Moodle; .jpg, .pdf, packaged		Less than 50% of thespecified content uploadedto Moodle; .jpg, .pdf, packaged						
Placed files in InDesign - minimum 2 bitmap one vector	More than required	3	logo + 2 graphics required		less than required		none						
Learning Outcome #2Critically evaluate data through technology resourceSelect images for Menu Project from various image resources													
Competency		**3**		**2**		**1**		**0**					
Legibility	Everything was readable	**3**	At least 75% o the required files were readable										
Chose appropriate images for menu	Images were appropriate and well chosen	**3**	Most Images were appropriate and well chosen		Images did not look good		No images						
Learning Outcome #1													
Competency		**3**		**2**		**1**		**0**					
Dot leaders + decimal tabs	100% required items listed and documented	3	75-99% of the required items listed and documented		50-74% required items listed and documented		No Dot leaders or decimal tabs						
Visual Hierarchy	Utilized 4 style sheets consitently	3	Utilized 3 style sheets consistently		Utilized stylesheets but inconsistently		No style sheets, unformatted						
Accuracy(Spelling)	No errors in spelling, data, formatting; 100% required items listed and documented	3	One error in spelling, data, formatting; 75-99% of the required items listed and documented		Two errors in spelling, data, formatting; 50-74% required items listed and documented		More than two errors in spelling, data, formatting; Less than 50% of the items listed and documented						
Restaurant Menu Content	Includes all: Name of restaurant, location, phone, email, website, credit cards, directions, hours, other info	3	Complies with almost all the requirements 80% of the documented requirements		Complies with almost all the requirements 60% of the documented requirements		Complies with 50% or less of the documented requirements						
Typography - spacing, text fitting, space between edge of column and text, alignment	No visible errors	3	Only a few errors		Did not pay close attention		Poor text formatting						
Followed directions	Three columns, horizontal format, everything where it belongs	3	75-99% Three columns, horizontal format, everything where it belongs		50-74% Some Directions not followed		Directions not followed						
Illustrator Assessment													
Competency		**3**		**2**		**1**		**0**					
Use of Illustrator to create menu logo	Well designed logo	3	Good logo		Poorly designed logo		No logo created						
Photoshop Assessment													
Competency		**3**		**2**		**1**		**0**					
Editing and sizing of bitmap graphics, no squeezing or stretching, no pixelating	100% of graphics were handled appropriately	3	75-99% of the graphics were handled appropriately		50-74% of the graphics were handled appropriately		Less than 50% of the graphics were handled appropriately						
Total score out of 100%													
TOTAL POINTS		48		4		2		0					

VI. MATHEMATICS

Mathematics Gen Ed Assessment

A Mathematics Gen Ed SLOA Assessment (Two forms, A &B) was developed using released questions from the PRAXIS I exam administered in 2008 which allowed HCC student assessments to be compared with benchmark data (n=2,520). Two questions from each of four different content areas of mathematics were selected with the % correctly answered by students in the national pool. See table below.

(15 minutes - no calculator)

Question Number	*Content Category*	*Percentage Correct*
1	Geometry and Measurement	65%
2	Number and Operation	82%
3	Data Analysis and Probability	54%
4	Algebra	50%
5	Number and Operation	41%
6	Data Analysis and Probability	67%
7	Algebra	87%
8	Geometry and Measurement	76%

In general, questions may be considered as easy, average, or difficult based on the following percentages: Easy question = 75% or more answered correctly; Average question = 55% – 74% answered correctly; Difficult question = less than 55% answered correctly

There are eight mathematics courses listed by number on the Approved Gen Ed Core courses by discipline, but students may also use any MAT course with a MAT 101 prerequisite for their gen ed mathematics course. Therefore, the Spring 2012 pilot administration of this assessment was given to students in every MAT course (n=441). HCC students in most courses scored above the national benchmark for all questions except for students in MAT 114 (Applied Algebra) and MAT 109/119 (Statistics) who scored less than the benchmark on some of the "difficult" questions. See the Summary Data Table below.

Spring 2012 Mathematics Gen Ed Assessment Pilot Study

		Question								Percentage
Course	n	1	2	3	4	5	6	7	8	Correct
National	2520	65%	82%	54%	50%	41%	67%	87%	76%	65%
MAT 101	210	73%	85%	43%	60%	41%	62%	80%	81%	69%
MAT 102	15	80%	93%	73%	80%	60%	82%	87%	93%	71%
MAT 103	0	0%								0%
MAT 106	0	0%								0%
MAT 107	13	77%	100%	62%	77%	54%	100%	100%	92%	68%
MAT 108	28	93%	93%	71%	75%	61%	79%	100%	100%	66%
MAT 109	51	63%	84%	61%	61%	55%	71%	71%	78%	70%
MAT 114	6	100%	83%	33%	33%	17%	67%	100%	67%	68%
MAT 119	34	71%	91%	59%	76%	35%	71%	79%	74%	71%
MAT 161	33	82%	91%	67%	67%	64%	85%	88%	79%	68%
MAT 164	0	0%								0%

MAT 203	16	88%	100%	56%	69%	63%	81%	94%	94%	70%
MAT 204	12	83%	92%	67%	83%	67%	75%	100%	92%	69%
MAT 205	17	65%	94%	88%	94%	59%	88%	88%	94%	69%
MAT 206	6	100%	100%	100%	100%	33%	67%	100%	100%	69%
Total/Avg	**441**	**65%**	**92%**	**65%**	**73%**	**51%**	**77%**	**91%**	**87%**	**69%**

NEW GENERAL EDUCATION INTERDISCIPLINARY AND EMERGING ISSUES CATEGORY AND COURSES

GLOBALIZATION AND DIVERSITY

- AET102 Introduction to Alternative Energy
- ANT201 Cultural Anthropology (Remove from BSS gen ed)
- ASL101 Basic Sign Language
- ASL102 Intermediate Sign Language
- BUS101 Introduction to Business
- CYB101 Introduction to Cybersecurity
- ENG216 Ethnic Voices in Literature
- GEO105 World Regional Geography (Remove from BSS gen ed)
- HUM214 World Religions (Remove from Arts/Humanities gen ed)
- PED240 Diversity and Cultural Issues in Sports and Athletics
- SPD203 Spanish Conversation and Culture
- Any Foreign Language (Remove from Arts/Humanities gen ed)

General Education Outcomes

Outcome One: Globalization

Students will evaluate the impact of globalization on themselves and their local communities from various perspectives (political, cultural, economic, historical, and scientific perspectives).

Outcome Two: Diversity

Students will examine diverse ethnicities, cultures, or religious practices in order to understand various cultural practices, belief systems, or political/historical perspectives.

ANNUAL STUDENT LEARNING OUTCOMES ASSESSMENT SUMMARY

Division: _____ Academic Year: _____

1. Please describe the progress made on master syllabi. (What is the percentage of master syllabi on file with the Academic Affairs Office for the courses in your division? What is the percentage of master syllabi that include outcomes and assessment procedures? Do all faculty, full and part-time, use the master syllabus to develop course guides?)

2. Please describe the progress made on creating Course Outcome Guides. (What is the percentage of courses with COGs in your division? What courses need to have COGs developed? What are the obstacles to completing these COGs? What is your plan/timeline for completing this work?)

3. Please describe how course outcomes are being assessed. (What assessment instruments are being used? What's the data showing? How is data being used to improve teaching and learning? Where/how is the data stored?)

4. Please describe the progress made on creating Program Outcome Guides. (What is the percentage of programs with POGs in your division? What programs need to have POGs developed? What are the obstacles to completing these POGs? What is your plan/timeline for completing this work?)

5. Please describe how program outcomes are being assessed. (Have course matrices been developed for all programs? What assessment instruments are being used? What's the data showing? How is data being used to improve teaching and learning? Where/how is the data stored?)

6. Please describe the progress made on General Education Outcomes Assessment. (Do all the general education courses in your division have common outcomes listed by discipline area on the syllabus? What courses need to have common outcomes developed? What are the obstacles to completing these common outcomes? What is your plan/timeline for completing this work? Do all the general education courses in your division have a common assessment procedure? What courses need to have a common assessment procedures developed? What are the obstacles to completing these common assessment procedures? What is your plan/timeline for completing this work?)

7. Please describe how general education course outcomes are being assessed. (What assessment instruments are being used? What's the data showing? How is data being used to improve teaching and learning? Where/how is the data stored?)

Signature_____