

SLOA SUMMARY and ANALYSIS 2017-18

Behavioral and Social Sciences/Business Division

Course Outcomes Guides (COGS) and Program Outcomes Guides (POGS)

The summary describes and analyzes Student Learning Outcomes Assessment (SLOA) reported for fall and spring 2017-18 by program. As appropriate, possible areas of improvements in the methods used are suggested.

The summary uses direct wording of the faculty members who wrote the Course Outcomes Guides and Program Outcomes Guides. In some cases, quotation marks are provided to indicate words directly taken from the guides. To ensure accuracy, there are other instances in which the original language is used without attribution. The summary excludes COGS and POGS from courses that were offered but for which no SLOA documents have been submitted.

ACCOUNTING (ACC)

In all Accounting, Business, Economics, and Management courses, an objective for this coming year, based on student performance in classes last year, is to increase student engagement. An overall conclusion is that students struggle with the outcomes that require critical thinking in comparison with descriptive outcomes that rely on memorization.

Items from exams are matched with outcomes. Student responses are entered into a database and an average composed for each outcome. A benchmark of 80% correct is used to determine whether or not the outcome has been mastered.

ACC 101 Principles of Accounting I: Charts submitted by accounting faculty indicate that students met the benchmark of 80% for two of nine outcomes in fall and spring 2018. If the benchmark is lowered to 75%, the success rates improve. The faculty compared online sections to face-to-face sections and found that “online sections performed as well or better than the face-to-face sections on almost all of the outcomes.” Improvements, compared with last year’s results, occurred on two outcomes. Conclusions were drawn: “Even though we saw some improvement, overall results are still lower than we would like on most outcomes. We plan to spend the FA18-19 academic year searching for new ways to get the students more engaged with the material.”

ACC 102 Principles of Accounting II: The benchmark of 80% was met by online or face-to-face sections or both (two outcomes) for five of 11 of the course outcomes in 2017-18. If the benchmark is lowered to 75%, seven of 11 outcomes were met by either the online, face-to-face, or both sections (four outcomes). The faculty noted that “the online sections performed as well or better than the F2F section on most outcomes, but worse on two of them.” Improved performance occurred on two outcomes, compared to last year, and worse results on two outcomes.

Overall Comments: Program Outcome guides were completed for the two introductory courses. The comparison of online to F2F course outcomes and outcomes over two years helps to provide context and offers some valuable information about the effectiveness of online versus in person formats. All

sections of the same course are subject to the same protocol. A faculty member maintains a database and conducts the analysis, resulting in a high level of consistency.

A benchmark of 75% success rate in achieving success for each outcome might be considered rather than 80%.

Not completed: ACC 105, 109, 165, 201, 202, 205, 210 (Four of these courses are taught by adjuncts) Incentives need to be considered for adjuncts to submit data.

ADMINISTRATION OF JUSTICE (ADJ)

AJD 101 Introduction to Criminal Justice: Both of the full-time faculty taught a section of this course. Since a decision was made without much notice to suspend the Police Academy and transfer the Academy instructor to the ADJ program, there was insufficient time to coordinate the Expected Learning Outcomes and to agree upon the methods of assessment. Each instructor identified relevant test questions and other items from their courses pertaining to the three outcomes, with the following results:

Expected Learning Outcomes

ELO #1 “The student will be able to describe the components of the American Criminal Justice System.” 97% of students achieved mastery (averaged across the two sections).

ELO #2 “The student will be able to describe and discuss the relationship of the Bill of Rights to the American Criminal Justice System” (averaged across the two sections). 87% of the students achieved mastery.

ELO #3 “The student will be able to describe and discuss current issues and trends in the three components of the criminal justice system: police, courts, and corrections.” 87% of the students achieved mastery.

The benchmark for satisfactory mastery was set at 75%. Students were successful in achieving all three outcomes.

Comments: Since the class is at the introductory level, comprehension of material is appropriate for some outcomes. Rewriting at least some of the outcomes so as to require a higher level of thinking rather than comprehension students would be appropriate. For example, the word “describe” does not require more than memorization.

ADJ 102 American Law Enforcement: Again, three outcomes were selected and exam questions were matched to the outcomes. Students performed well. 89% of the students mastered outcome #1, 91% outcome #2, and 97% outcome #3.

Comments: The instructor recommended a review of the three outcomes, which are not comprehensive enough to effectively cover all of the most important material in the course. This appears to be an accurate critique. Also, the instructor notes that the history of policing, while important in the course, is not covered by any expected learning outcome.

ADJ 104 Corrections in America: As with the previous two Course Outcomes Guides, the instructor felt that the Outcomes for the course were not as precise and appropriate to the material covered in the course as they ought to be. He has written new outcomes that will be used in subsequent classes.

ADJ 108 Introduction to Homeland Security: Students correctly answered the majority of items that were selected to measure the outcome (86%, 92%, 94%) but the instructor recommends that the outcomes be reviewed to be sure that they provide the most relevant and comprehensive coverage possible.

Comments: Test questions written by the instructor that challenge students to analyze and synthesize material, perhaps drawing on information covered in different parts of the course, can assist students in thinking more deeply about the material.

ADJ 201 Law Enforcement and the Community: One of the three Expected Learning Outcomes was assessed. Students performed well on assignments related to that outcome. The instructor felt that the second outcome statement contained outdated concepts no longer used in community policing. The course format and length made it difficult to cover material related to the third outcome. The instructor recommends a “significant overhaul” of the outcomes.

ADJ 203 Criminal Law: The instructor revised one of the Expected Learning Outcomes to focus on the higher levels of thinking that can be required of students in such a class. The new outcome reads, “Ability to apply concepts and principles in criminal law to various factual scenarios in order to analyze and predict outcomes.” More emphasis on critical thinking, in order to accomplish the skills necessary for mastery of outcome #2, as well of adoption of a new text, supported success on that outcome. 90% of students achieved mastery of outcome #2. Students also performed well on outcome #1, “Understand the general concepts of criminal law, including intent, conduct, and the law of crimes and defenses,” with 97% achieving mastery. On outcome #3, 92% achieved mastery of the outcome, “Examine and analyze the elements of particular crimes and (to) distinguish between misdemeanors, felonies, and violent felonies.” The instructor stated that, “the repetition of similarly constructed learning activities in which students are required to identify relevant legal principles and apply them to divergent fact patterns has brought with it much success, as demonstrated in the data.”

ADJ 206 Criminal Procedure for Criminal Justice: The instructor was satisfied with student achievement in this challenging new course. Since the class was new, the instructor was able to formulate all of the learning outcomes rather than inheriting outcomes from faculty who previously taught the course. The expected learning outcomes reflect a requirement of more sophisticated levels of analysis than other ADJ courses. One outcome, perhaps the most descriptive, was not assessed due to time limitations. Outcome #3 is “Understand the impact of constitutional case law and interpretation on both the gathering and admissibility of evidence in a criminal trial.” 95% of the students achieved mastery of the outcome. The instructor wrote, “(the students) were initially challenged by the required assessment task of having to identify a relevant constitutional principle or definition of law and, then, to apply it to a given fact pattern to predict an outcome regarding admissibility of evidence. Yet, with practice, they became more proficient at this unique manner of problem solving assessments.”

Comments: Notes on future goals for the course emphasize the need for repetition of the skill of understanding and articulating constitutional principles, in writing and orally, which is a precondition for application of the principles. Students will also be required to formulate persuasive oral arguments that

rely upon these constitutional principles. The College's plan to install a mock courtroom will allow simulations of this type to be more realistic and exciting for the students.

ADJ 210 Gangs and Law Enforcement

Five outcomes were articulated for this new course. One was written, but not assessed, because it the material was not covered. It will be eliminated. If the benchmark of 75% used for other ADJ courses is applied, students achieved mastery for four of the outcomes and narrowly missed mastery for one other outcome. Outcomes include:

Outcome #1: Identify the characteristics of gangs and gang members (86% average)

Outcome #2: Understand the role of gangs in crime, particularly violence (76%)

Outcome #3: Understand the differences between gangs and other groups involved in a crime (72%)

Outcome #4: not assessed

Outcome #5: Identify major law enforcement strategies for gang suppression, intervention, and prevention (92%)

Outcome #6: Understand the role of women in gangs (78%)

Overall Comments: While some refinement of the Course Outcomes Guide may be necessary, in particular the Expected Learning Outcomes, the ADJ program has made significant progress in completing assessments for more of its courses. More advanced courses have adopted Expected Learning Outcomes that require students to practice critical thinking skills and improve students' ability to articulate arguments orally and in writing. As learning outcomes are revised, these skills should be integrated with increasingly demanding expectations, from lower to more advanced courses in the program.

Curriculum map not completed and ADJ 204 was not assessed.

Administration of Justice (POG)

The program outcomes guide for Administration of Justice (transfer and career combined) is well-done. It is both comprehensive and analytical. It summarizes results for all courses in the program that were assessed in 2017-18, averaging results of outcomes in each course across all outcomes. Students achieved mastery at a level above 90% in five of the nine courses and at the level above 80% in four of the nine courses. In the follow-up section, the increased emphasis on application and analysis in many courses was noted along with the commitment to do more exercises that practice these skills. It may be worthwhile to contemplate how different levels of skills, for example in writing or critical thinking, will be accomplished in each course. Are there specific assignments in particular courses that will allow students to progressively develop skills in an intentional manner?

ANTHROPOLOGY (ANT)

ANT 201 Cultural Anthropology

Note: There is no program or degree in anthropology, but a SLOA assessment is completed for the course and for the diversity general education category.

Expected Learning Outcomes:

- I. Critically analyze current and historical cultural concepts effecting different regions of the world and the inter-relationships between these regions.
- II. Assess current socio-economic, cultural and political issues resulting from the interactive and opposing forces of homogenization and diversification.
- III. Examine geographic factors that have influenced the student's life on a global, national and local level.

Expected Learning Outcomes for course: "Analysis found that 79.9% of students scored at or above 75% on the Current Events Assignment components that assessed mastery of the first student learning outcome (n=192). 85.4% of students scored at or above 75% on the Current Events Assignment components that assessed mastery of the second student learning outcome. 88% of students demonstrated mastery of Outcome 3 by satisfactorily addressing the related prompts in essay responses on their Final Exam. While the percentage of students demonstrating mastery of the Student Learning Outcomes has changed somewhat from 2016-2017, no statistically significant change is evident."

	2017	2018	Change
SLO1	82%	79.9%	-1.03%
SLO2	84.2%	85.4%	+.99%
SLO 3	89.3%	88%	-1.01%

General education outcomes:

The student will be able to:

- Analyze how varying conditions of the physical and/or cultural environment contribute to human diversity.
- Reflect on their developing self-awareness of diverse populations and viewpoints as well as how it impacts the way they interact with a changing world.

Data Summary:

ANT 201 Cultural Anthropology		
General Education Outcome:	Assessment Type:	Results:
Analyze how varying conditions of the physical and/or cultural environment contribute to human diversity.	Assessment: Essay with Rubric	74% of students demonstrated mastery of this outcome.(n= 189)

Reflect on their developing self-awareness of diverse populations and viewpoints as well as how this self-awareness impacts the way they interact with the changing world	Assessment: Essay with Rubric	78% of students demonstrated mastery of this outcome. (n =189)
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Comments: The faculty devised their own assessments (rather than questions from publisher manuals) and devised rubrics to evaluate them. Comments following the results indicate that the full-time and adjunct instructor analyzed results carefully and devised a strategy for improving student understanding of material relating to the outcomes.

BUSINESS (BUS)

In all Accounting, Business, Economics, and Management courses, an objective for this coming year, based on student performance in classes last year, is to increase student engagement. An overall conclusion is that students struggle with the outcomes that require critical thinking in comparison with descriptive outcomes that rely on memorization.

The method used to analyze outcomes is the same as described above for courses in accounting. Items from exams are matched with outcomes. Student responses are entered into a database and an average composed for each outcome. A benchmark of 80% correct is used to determine whether or not the outcome has been mastered.

BUS101 – Introduction to Business Organization and Management

Expected Learning Outcomes:

1. Describe and explain basic business terminology
2. Describe the role of business and capitalism in the economy
3. Describe the various types of decisions faced by business managers
4. Describe current issues in business and use course concepts to analyze them
5. Describe and explain the different structures of business organization
6. Explain ethical implications of business policy

Achievement of Outcomes

The outcomes are assessed using test and quiz results that pertain to each of the outcomes statements. “The overall results would indicate the performance is stronger for the online classes (73%) versus the face-to-face classes (69%) for the past academic year. The classes did not exceed the 80% standard on any of the six Outcomes overall and the online classes exceeded the standard only on Outcome #1. The best performing class remains the summer 2017 online class which exceeded the standard of 80% on five out of the six Outcomes. “

Students did not perform well on the outcomes during the time period covered. This can happen due to the characteristics of the students (motivation, preparation) who are enrolled in that particular

semester. The instructor found the results to be “disappointing” and has formulated a plan to review and emphasize certain content.

Comments:

Faculty intend to make changes to the class this year with the goal of improving class performance. Most outcomes are descriptive. If students begin to perform better on the outcomes, perhaps additional outcomes could focus on a higher level of thinking, such as application and analysis. Outcome number four may do that already and could be reworded to emphasize the higher level of thinking that is required to achieve the outcome. 75% may be a more appropriate benchmark than 80%.

BUS 104 Legal Environment of Business

Expected Learning Outcomes

1. Demonstrate the use of terms and concepts related to government regulation and the legal environment.
2. Understand the role that government has in the legal environment and how that impacts business activity.
3. Describe and analyze the legal system in terms of where our system comes from and how it works to place boundaries around business.
4. Describe and explain important legal concepts, demonstrate the ability to apply them to new situations, and communicate solutions.
5. Discuss ethical implications of the legal environment.
6. Demonstrate how the legal environment controls activities between businesses and private citizens, between businesses and competition and between businesses and the employees who work there.

“Assessment will be demonstrated for all six Expected Learning Outcomes through the use of three exams, thirteen discussion assignments, fourteen quizzes, and a term paper. “ Items are selected from the assessments that are matched with the outcomes.”

“The overall results show that overall 82% of students met outcome #1, 70% met outcome #2, 80% met outcome #3, 78% met outcome #4, 62% met outcome #5, and 76% met outcome 36. The instructor would like to place more emphasis on the material relating to outcomes #2 and #5, which had the lowest scores. “

Comments:

Some of the outcomes require analysis and application, which is good. They go beyond comprehension to higher levels of thinking. The instructor plans to emphasize material in which students obtained lower success scores.

BUS 113 Business Communication

Expected Learning Outcomes:

1. Identify and use technological tools business communicators use to improve written, oral, and visual communication.
2. Access written communication skills to determine existing strengths and weaknesses as well as review appropriate use of punctuation, grammatical structure, and writing style.

3. Write effective memos, letters, proposals, reports, and e-mail messages.
4. Apply techniques used in effective oral presentations.
5. Handle challenges of international and cross-cultural business communication.
6. Create electronic resume and identify career resources on the Internet and college community.
7. Participate in discussions of document analyses and case studies.

The instructor used 14 questions to determine whether the outcomes were achieved. Questions related to the outcomes were embedded in exams. "Based upon the fourteen questions used to assess student results, the students for the fall 2017 Semester exceeded the standard of 80% of students getting the assessment question correct in 13 out of the 14 questions."

Comments:

Some of the outcomes do not seem to be demonstrable through test questions. For example, #6 calls for creation of a resume. It may be better to use a rubric for outcomes such as #3 to track the extent to which students were able to write effective business communications such as memos and letters. Outcome #2 includes too many elements to assess at one time.

"Reviewing" punctuation, grammatical structure, and writing style is not a well-stated outcome because the desirable, specific result is not clear. Perhaps the outcome statement could say something like "use appropriate punctuation, grammar, and sentence construction in assignments that require written and oral communication."

ELO #3 would be better assessed using a rubric.

The last statement sets a low bar for students.

BUS 145 Customer Service

Expected Learning Outcomes

1. Understand and define the key concepts that are vital to the understanding of the field of customer service.
2. Understand the different needs of customers in a customer-oriented service environment.
3. Identify the skills required for delivering a quality service
4. Use effective communication skills
5. Handle customer dissatisfaction and refocus efforts on ways to meet customer expectations

Comments:

The assessment will be conducted beginning in fall 2018.

Overall Comments:

Many of the business courses compare online to F2F courses and cover more than two years of student performance. This helps to provide context and offers some valuable information about the effectiveness of online versus in person formats.

POG and curriculum map not completed for Accounting and Business, A.A.S. (joint degree with Business and Accounting).

ECONOMICS (ECO)

In all Accounting, Business, Economics, and Management courses, an objective for this coming year, based on performance in classes last year, is to increase student engagement. An overall conclusion is that students struggle with the outcomes that require critical thinking in comparison with descriptive outcomes that rely on memorization.

The outcomes are assessed using test and quiz results that pertain to each of the outcomes statements. Like last year, the F2F sections are doing better than online sections. Like last year, ECO 202 performed better than ECO 201. As we thought, the shorter (10-week) sessions do not perform as well as longer sessions. Redesigning the course using Pearson's MyLab did not seem to improve results. The courses are being revised again this coming year, making adjustments while still using MyLab.

ECO 201 Macroeconomic Principles

A change in textbook occurred from an OER to a Pearson text with MyEconLab. Performance did not improve during the first year. The text will be used again this year with the addition of a supplement in an effort to improve performance. Using a benchmark of 80%, two of five outcomes were successful in the online or in person or both. It appears that the results would have been the same with a reduction in expectations at 75% instead. Comparing online courses to F2F courses, faculty concluded that the online sections performed a bit worse than the F2F sections. Compared with last year, small declines occurred on many outcomes, except for outcome #4.

ECO 202 Microeconomic Principles

As with ECO 201, a change was made in textbooks from an OER to a Pearson textbook with MyEconLab. As with 201, performance in the online sections was weaker than F2F. Performance was weaker in the 10-week online section as compared with the 15-week online section. Efforts to engage students with the material will be a goal for this academic year.

EDUCATION (EDU)

EDU 101 Introduction to Education

Expected Learning Outcomes:

Students will be able to:

1. apply their understanding of effective teaching methodology through the creation of lesson plans.
2. identify and critically analyze the policies and current practices of the American education system.

3. describe how changes in the student population are leading to educational change and how these changes impact instructional programs and curricula, multicultural and bilingual programs, along with the changes that innovations and technology bring to the classroom.

Assessment (How do or will students demonstrate achievement of each outcome?)

1. Professional Portfolio
2. Lesson Plan

Instructor: Chaney Semester: FA/17 Number of students graded: 14 (lecture) + 0 (web) = 14 <div style="text-align: right;">Web</div> canceled due to low enrollment								
Lesson Plan			# of students meeting 80% or above			% of students meeting 80% or above		
			Lecture	Web	Total	Lecture	Web	Total
1.	Portfolio	1.	11	0	14	1.	73%	0 73%
2.	Lesson Plan	2.	10	0	14	2.	71%	0 74%
Semester: SP/18 Number of students graded: 28 (lecture) 14 (web) = 42								
Lesson Plan			# of students meeting 80% or above			% of students meeting 80% or above		
			Lecture	Web	Total	Lecture	Web	Total
1.	Portfolio	1.	22/25	9/12	37	1.	88%	75% 84%
2.	Lesson Plan	2.	24	12 /13	41	2.	86%	92% 88%

Comments: Conference meetings are held with each student, which is commendable. The outcomes call for students to do higher order thinking. For the third outcome, I would change the verb from describe to analyze. The assignment that supports outcome #3 sounds challenging and useful. It is unfortunate that the information is too difficult to find. Is there a direct fit between the second outcome and the assessments? The outcome is global rather than specific.

EDU 103 Foundations of Early Childhood Education

Expected Learning Outcomes

Students will:

1. analyze the effect of changing views of children and childhood on programs and services for children.
2. explore effective teaching strategies that help children achieve important learning and developmental goals and motivate children to learn.
3. apply effective assessment strategies used for gathering and recording evidence that supports children's learning and development.
4. analyze what it means to become a professional early childhood educator and the obligations and commitments to children that early childhood professionals must understand and embrace.

Assessment (How do or will students demonstrate achievement of each outcome?)

Professional Portfolio

Semester: FA/17						
Number of students graded: 21 (lecture) -- (web) = 21						
	# of students meeting 80% or above			% of students meeting 80% or above		
	Lecture	Web	Total	Lecture	Web	Total
Portfolio	11	--	15	73%	--%	73%
Semester: SP/18						
Number of students graded: 14 (lecture) 10 (web) = 24						
	# of students meeting 80% or above			% of students meeting 80% or above		
	Lecture	Web	Total	Lecture	Web	Total
	# of students meeting 80% or above			% of students meeting 80% or above		
	Lecture	Web	Total	Lecture	Web	Total
Portfolio	11/13	6/7	20	85%	86%	85%

The instructor divided up the portfolio into assignments that were part of the portfolio in order to make completion more manageable and clear. This, along with conferences, resulted in improvement by the students.

Comments: Presumably, each of the outcomes is represented by an exercise or assignment that goes into the portfolio?

EDU 114 The Developing Child

Expected Learning Outcomes:

Upon successful completion of the course, students will be able to:

1. Apply understanding of the physical, social, emotional, cognitive, creative, and language stages of development of children from birth to age 8;
2. Identify and apply major theories and theorists in the field of early childhood education;
3. Demonstrate how to objectively observe, record, and assess young children's development and learning in a child care or school setting.

Assessment (How do or will students demonstrate achievement of each outcome?)

The outcomes in this course are assessed in a research assignment with a common rubric. The research project is a presentation identifying one community concern in the area of child growth and development. Students will prepare a PowerPoint presentation using at least 3 reliable resources (in addition to their textbook). Sources may include internet resources, books, journals and pertinent current articles that identify and apply major theories in the field of early childhood education. Each student must define a community concern/need, provide data appropriately representing the need, integrate theoretical principals to support why the need has to be addressed, and propose a solution and plan of action,

Instructor: Stonestreet Semester: FA/17 Assessment: Research Presentation Number of students graded: 19 (web)		
Research Presentation	# of students meeting 80% or above Web	% of students meeting 80% or above Web
Research Presentation	13	68%
Instructor: Stonestreet Semester: SP/18 Assessment: Research Presentation Number of students graded: 16 (lecture)		
Research Presentation	# of students meeting 80% or above Lecture	% of students meeting 80% or above Lecture
Research Presentation	16	100%

Between the fall and spring semesters, great improvement is shown. For spring semester, the instructor clarified the written assignment and spent time in the F2F class reinforcing the expectations.

Comments: I assume that all or most of the outcomes are assessed as part of this assignment? The students improved a lot between fall and spring semester!

EDU 115 Methods and Materials of Early Childhood Education

Expected Learning Outcomes:

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

1. Identify activities that are age appropriate and individually appropriate, using knowledge of how children develop and learn, including the importance of play;
2. Describe the basic materials, equipment, and learning areas of an early childhood classroom;
3. Demonstrate understanding of the influence of the physical setting, schedule, routine and transitions on children and use these experiences to promote children's development and learning.

Results (What do your assessment data show? If you have not yet assessed student achievement of your learning outcomes, when is assessment planned?)

"Analyzing the data from the spring of 2017, collaborating with WCPS Teachers, and conferencing with students, has allowed me the reflective opportunity to make adjustments to the assignment prior to the fall 2018 semester.

"Writing lesson plans is a core task for educators, yet this is one which presents a great challenge for many students when as they begin the process. Students are provided with examples and have video tutorials of the skeletal framework for the expectations within each lesson. It has been my experience that the amount of time required, especially in the beginning stages of creating and writing a lesson, is underestimated. Each lesson should take a minimum of 40-60 minutes, from conception to completion. This includes research, aligning Common Core/State standards, creating assessments, and documenting the objective, warm-up, whole group, small group, closure, and follow-up. The idea is that all students will have a complete and thorough understanding of all necessary components, they are required to write multiple lessons in each of the content areas. Quality, detailed feedback is imperative at each and every stage along the way. I continually make adjustments and modifications to the expectations each semester based on current trends and student needs/challenges.

"Positive results were achieved with aforementioned modifications. I conferenced with all students to ensure that they have a clear understanding of the expectations. The first lesson utilizes the peer review process via a discussion board on Moodle. I also provide private feedback. This allows students the opportunity to make corrections prior to submitting that lesson for grading. Following the return of this grade/feedback, the first section is then created. This section consists of multiple lessons within the same content area, with a focus on the same topic. For example, if the unit is on metamorphosis, they may be submitting 5 math lessons for which the unit would be taught. I review these lessons individually through the use of conferencing."

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Semester: FA/17		Number of students graded: Hybrid = 29	
	# of students meeting 80% or above Hybrid Total	% of students meeting 80% or above Hybrid Total	
Thematic Cross Disciplinary Unit Development Assignment	27 28	96% 96%	
Semester: SP/18		Number of students graded: Hybrid = 16	
	# of students meeting 80% or above Hybrid Total	% of students meeting 80% or above Hybrid Total	
Thematic Cross Disciplinary Unit Development Assignment	14 16	88% 88%	

Comments: The instructor's emphasis on repetition of a skill that is challenging for students and her patience in working with students individually and providing feedback is commendable and, ultimately, successful. A high percentage of students succeeded in meeting the standard in both fall and spring semesters.

EDU-117 School Age Child Care Seminar I

Expected Learning Outcomes:

1. classify various school age programs based on the knowledge and characteristics of those programs;
2. identify social settings that encourage and are influenced by intentional and unintentional actions;
3. identify guidance strategies to be implemented when helping children to deal with concerns, fears, and challenges;
4. recognize and create strategies to assist children in dealing with the social influences on eating and fitness habits.

Assessment (How do or will students demonstrate achievement of each outcome?)

1. Case study: Childhood Obesity Reporting and Testing Activity
2. Caring Community of Learners Research

Results (What do your assessment data show? If you have not yet assessed student achievement of your learning outcomes, when is assessment planned?)

1. This case study is one that requires interpretation of various charts, data, diet, exercise, lifestyle, and curriculum that is included at various age/stages. Students reflect on positive and negative impacts as observed, along with other impacting factors.
2. Research surrounding a child's caring community of learners, as related to Bronfenbrenner's Ecological Theory, and local resources available to also support some of the levels. This research provides an excellent resource for students in addition to understanding the levels of community.

Instructor: Chaney FA/17		Semester:	
Assessments: Referred to as # 1 and 2 as defined above		Number of students graded = 10	
	# of students meeting 80% or above Web Total	% of students meeting 80% or above Web Total	

1	9 10	90% 90%
2	10 10	100% 100%

Follow-up (How have you used or how will you use the data to improve student learning?)

“Students have done a wonderful job connecting the theories of development to both of these assessments. I have found that conferencing with students to reflect on the theory is the most beneficial procedure. “

Comments: The assessment seems to be challenging, interesting, and relevant. Students are successful at a very high level in achieving the outcomes. Are all of the outcomes addressed by the assignments? The use of conferencing is commendable and apparently very beneficial.

EDU-211 Introduction to Special Education

Expected Learning Outcomes:

1. describe the typical procedures used for screening, pre-referral, referral, and placement of individuals with disabilities.
2. demonstrate knowledge of the identifying characteristics, etiologies, and unique learning needs of each disability category.
3. discriminate between the various services, programs and strategies to support the educational, social, and/or personal goals for students

Assessment (How do or will students demonstrate achievement of each outcome?)

“The outcomes in this course are assessed in two assignments. One assignment is a cumulative assessment of their field experience using a PowerPoint presentation format. Students are required to apply their knowledge of special education disability categories, services, unique learning needs, and instructional strategies observed during their fifteen hours of field experience in three different special education settings. The other assignment used to measure the outcomes in this course is a lesson plan assignment. Students have to apply their knowledge of special education by creating a lesson plan for a general education classroom and then adapting the lesson plan to meet the unique needs of a student with an assigned disability.”

Results (What do your assessment data show? If you have not yet assessed student achievement of your learning outcomes, when is assessment planned?)

“Students’ field experience presentations were excellent in both lecture and web courses. Data shows that the instructional changes made in the past have improved student outcomes. In the fall, lecture students struggled with the lesson plan assignment. I made the assignment earlier in the semester, which may have been too soon. Students need more guidance with aligning outcomes, objectives, procedures, and assessments. I moved the due date in spring back to later in the semester, which gave me more time to review concepts. This made a difference in grades but not as much as I hoped. I am going to have to prepare students better for the lesson plan expectations.”

Results for field experience assignment led to 96% success for fall and spring semesters.

Instructor: Stonestreet

Semester: FA/17						
Assessment: Lesson Plan						
Number of students graded: 21 (lecture) 2 (web tutorial) = 23						
Lesson Plan	# of students meeting 80% or above			% of students meeting 80% or above		
	Lecture	Web tutorial	Total	Lecture	Web tutorial	Total
Lesson Plan	9	2	11	43%	100%	48%

Instructor: Stonestreet						
Semester: SP/18						
Assessment: Lesson Plan						
Number of students graded: 12 (web) 14 (Web late start) = 26						
Lesson Plan	# of students meeting 80% or above			% of students meeting 80% or above		
	Web	Web late start	Total	Lecture	Web late start	Total
Lesson Plan	7	8	15	58%	57%	58%

The lesson plan results were less positive.

Comments: Results demonstrate that the lesson plan assignment is challenging. Students need to create a lesson plan for a general education classroom and adapt the lesson plan for a student with a specific disability. This requires a high level of thinking skills, and it is an assignment that students could encounter in real life as a teacher.

EDU 212 Processes and Acquisition of Reading

Expected Learning Outcomes:

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

- Explain and use the rationale for developmentally appropriate reading instruction;
- Recognize literacy processes and their patterns of development;

- Understand the science of reading through current research based practices and their connection to literacy instruction (Phonological Awareness, Phonics, Fluency, Vocabulary, Text Comprehension);
- Develop strategies for assisting children's acquisition of knowledge about print cueing systems (Visual, Semantic, and Syntactic).

Assessment (How do or will students demonstrate achievement of each outcome?)

- Reading Observation
- Literacy Strategy Research and Presentation

Semester: FA/17					Number of students graded: 21 (lecture) = 21								
	# of students meeting 80% or above				% of students meeting 80% or above								
	Lecture	Total			Lecture		Total						
Reading Observation	19	19			90%	90%							
Literacy Strategy	20	20			95%	95%							
Semester: SP/18									Number of students graded: 17 (lecture) = 17				
	# of students meeting 80% or above				% of students meeting 80% or above								
	Lecture	Total			Lecture		Total						
Reading Observation	17	17			100%	100%							
Literacy Strategy	15	15			88%	88%							

Results:

Previous changes seem to be working well.

EDU 215 Child Care Center Administration and Management

Expected Learning Outcomes:

1. Describe the roles and responsibilities of a program administrator;
2. Demonstrate knowledge of staff supervision, scheduling, evaluation and ongoing professional development requirements;
3. Develop comprehension and implementation of budgeting and cash flow management.

Assessment (How do or will students demonstrate achievement of each outcome?)

Written Assignments

1. Marketing

2. Application, review, interview
3. Accreditation research

Results

Assessments for all three of the assignments were consistent and in fact at 92% or above. Current practices will continue with modifications made as changes in research or methods of instruction are made.

Instructor: Burleson			Semester: Spring/2018	
Assessments: Referred to as # 1,2 and 3 as defined above			Number of students graded = 16	
	# of students meeting 80% or above		% of students meeting 80% or above	
	Web	Total	Web	Total
1	15	16	94%	94%
2	12	16	75%	75%
3	14	16	86%	86%

Comments: Would be nice to know a bit more about the assignments.

Comments about Education Results: As a whole, the education course guides are concise yet thorough and thoughtful. In the interests of space, I did not include the responses concerning the methods of validating results. Each of the course guides includes a section about validation. In all cases, the education faculty evaluated their colleagues' assessment tools, such as rubrics, portfolio assignments, etc., and, often, teachers from Washington County school district also participated in this process. It is clear that the faculty think carefully about and create strategies to improve student learning based on results of the assessments.

AS in Education (Program Outcomes Guide)

Expected Learning Outcomes:

1. Students know, understand, & use the major concepts, principles, theories, & research related to children & young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, & motivation.
2. Students know, understand, & apply knowledge of cultural, racial, socioeconomic, gender, intellectual, & physical diversity to create a productive learning environment.

3. Students demonstrate a high level of competence in the use of the English language arts.

4. Students know, understand, & use the major concepts, procedures, & reasoning processes of mathematics.

Assessment:

1. Production of quality work (lesson plans, research papers, tests) in various classes.
2. Professional portfolio presented before graduation which includes artifacts from a variety of program requirement courses.

Assessment is via portfolio. "Portfolios are assessed using a rubric developed by the education faculty (Wine, Chaney, Stonestreet). There are both required artifacts and optional artifacts, and each student had to provide a minimum of 11 documents total under the Knowledge & Content section and the Field Experience section. Students were required to provide both an electronic and a paper copy of their portfolio which is then presented by the student to the assessment team."

Results:

"Four (4) portfolios were assessed for December 2017 graduation and seven (7) were assessed in preparation for Spring 2018 graduation for the AS.EDU degree. Several students needed to make modifications/additions to their portfolios and resubmit them, however, overall they were well done. All 15 students completed their portfolios successfully."

AAS.ECE Early Childhood Education (Program Outcomes Guide)

Expected Learning Outcomes:

1. Students demonstrate principles, theories, and research related to development of children and young adolescents to construct learning activities.
2. Students apply the central concepts, tools of inquiry, and structures and can create meaningful learning experiences that develop student competence in subject matter and skills for various developmental levels.
3. Students demonstrate a high level of competence in English Language Arts and use concepts from reading, language, and child development, to demonstrate the teaching of reading, writing, speaking, viewing, listening, and thinking skills, and model application of developing skills to a variety of situations, materials, and ideas.
4. Students demonstrate knowledge of the roles, responsibilities, and skills necessary for child care program teaching and administration.

Assessment:

1. General Education Outcomes are assessed through the production of quality work in various classes, testing, and successful internships

2. Program outcomes are assessed with an electronic portfolio assessment.

Through their coursework, students compile a portfolio that contains a minimum of 11 artifacts that demonstrate achievement of outcomes. Education faculty developed a rubric for assessment and meet with students who are about to graduate to evaluate the portfolio. "Four (4) portfolios were assessed for the AAS.ECE degree for December 2017 graduation and five (5) portfolios were assessed for spring 2018 graduation. Several students needed to make modifications/additions to their portfolios and resubmit them, however, overall they were well done. Student presentations of the portfolios indicated a clear understanding by the student of the various assignments/ outcomes that were represented in the portfolio. Students had to include artifacts from the various discipline areas as well as the education courses."

AAT.ECH Early Childhood Education (Program Outcomes Guide)

Expected Learning Outcomes:

1. Students know, understand, and use the central theories, principles, concepts, tools of inquiry, and structures of content for students across the K-3 grades and can create meaningful learning experiences that develop student competence in subject matter and skills for various developmental levels.
2. Students know, understand, and apply knowledge of cultural, racial, socioeconomic, gender, intellectual, & physical diversity to create a productive learning environment.
3. Students demonstrate a high level of competence in use of the English language arts and they know, understand, and use concepts from reading, language, and child development, to teach reading writing, speaking, listening, and thinking skills,
4. Students know understand and use concepts in science subject matter, including physical, life, earth, and space sciences as well as concepts in science and technology, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific technological literacy.
5. Students know, understand, and use the major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics and probability, and algebra.
6. Students know, understand, and use the major concepts and modes of inquiry from the social studies, including history, geography, and the social sciences, and other related areas to promote K-3 students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.
7. Students know, understand, and use the content, functions and achievements of dance, music, theater, and the several visual arts as primary media for communication, inquiry, and insight among elementary students.

Assessment:

General education outcomes in mathematics, reading, & writing skills will be assessed with the PRAXIS Core exit exam.

Program outcomes will be assessed with an electronic portfolio assessment. This electronic portfolio assessment was piloted in the fall of 2012.

Results:

To date, 11 out of 15 prospective SP18 graduates have passed the PRAXIS Core exams.

Fifteen (15) portfolios were assessed for the AAT.ECH during the spring 2018 semester in preparation for prospective graduates. Several students needed to make modifications/additions to their portfolios and resubmit them; however, overall they were extremely well done. Student presentations of the portfolios indicated a clear understanding by the student of the various assignments/outcomes that were represented in the portfolio.

AS EDUCATION (Program Outcomes Guide)

Expected Learning Outcomes:

1. Students know, understand, & use the major concepts, principles, theories, & research related to children & young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, & motivation.
2. Students know, understand, & apply knowledge of cultural, racial, socioeconomic, gender, intellectual, & physical diversity to create a productive learning environment.
3. Students demonstrate a high level of competence in the use of the English language arts.
4. Students know, understand, & use the major concepts, procedures, & reasoning processes of mathematics.

Assessment:

1. Production of quality work (lesson plans, research papers, tests) in various classes.
2. Professional portfolio presented before graduation which includes artifacts from a variety of program requirement courses.

"Portfolios are assessed using a rubric developed by the education faculty (Wine, Chaney, Stonestreet). There are both required artifacts and optional artifacts, and each student had to provide a minimum of 11 documents total."

Results:

"Four (4) portfolios were assessed for December 2017 graduation and seven (7) were assessed in preparation for spring 2018 graduation for the AS.EDU degree. Several students needed to make modifications/additions to their portfolios and resubmit them, however, overall they were well done. All 15 students completed their portfolios successfully. Student presentations of the portfolios indicated a clear understanding by the student of the various assignments/outcomes that were represented in the portfolio. Students had to include artifacts from the various discipline areas as well as the education courses."

Comments: Comments were provided in response to individual courses (COGS) as needed. All COGS, POGS, and curriculum maps were submitted.

ENTREPRENEURSHIP (ENT)

ENT 101 Introduction to Entrepreneurship

Expected Learning Outcomes:

1. Identify and evaluate personal skills, attitudes, and behaviors that contribute to an entrepreneurial mindset.
2. Recognize the principles of the entrepreneurial method.
3. Explore and utilize resources that help entrepreneurs succeed.
4. Apply entrepreneurial concepts to the development of a new venture or other similar project.

This was the second run of ENT 101. All but one of the outcomes were met using the benchmark of 80%. All of the outcomes were met using the benchmark of 75%. The main reason for a student not meeting a particular outcome is lack of participation (about 5 out of 30 students turned in very few assignments). There are no major changes needed for this course at this time.

ENT 102 Entrepreneurship Creativity & Problem-Solving

Expected Learning Outcomes:

1. Identify and evaluate ideas for feasibility.
2. Recognize and utilize the nine components of the business model canvas.
3. Develop a usable business model for a new business, a social problem, or corporate innovation.
4. Develop the storytelling and presentation skills necessary for successful presentation of business model ideas.

"This was the first run of ENT 102, and all of the outcomes were met using the benchmark of 80%. There are no major changes needed for this course at this time."

A COG for ENT 103 was not submitted.

GEOGRAPHY (GEO)

GEO 105 World Regional Geography

Expected Learning Outcomes:

- Critically analyze current and historical cultural concepts effecting different regions of the world and the inter-relationships between these regions.
- Assess current socio-economic, cultural and political issues resulting from the interactive and opposing forces of homogenization and diversification.
- Examine geographic factors that have influenced the student's life on a global, national and local level.

General Education Outcomes:

The student will be able to:

- Analyze how varying conditions of the physical and/or cultural environment contribute to human diversity.
- Reflect on their developing self-awareness of diverse populations and viewpoints as well as how it impacts the way they interact with a changing world.

Assessments include a research based Current Events Project that depicts a transformed landscape. The students are instructed to incorporate Google Earth imagery as well as authoritative source materials into their projects. Map quizzes and course examinations are also used to assess student mastery of the outcomes. A rubric was developed that was examined by other faculty.

“Analysis found that 79.9% of students scored at or above 75% on the Current Events Assignment components that assessed mastery of the first student learning outcome (n=192). 85.4% of students scored at or above 75% on the Current Events Assignment components that assessed mastery of the second student learning outcome. 88% of students demonstrated mastery of Outcome 3 by satisfactorily addressing the related prompts in essay responses on their Final Exam. While the percentage of students demonstrating mastery of the Student Learning Outcomes has changed somewhat from 2016-2017, no statistically significant change is evident.”

HISTORY (HIS)

101 World History I

Expected Learning Outcomes:

- 1) Identify and evaluate primary and secondary source materials and demonstrate an understanding of their historical context and relevance; Recognize bias and its impact upon the value of the source; Extract valid and valuable information from the source.
- 2) Recognize important trends and themes in human cultural, economic, political and ideological development; Identify and evaluate the impact of these historical trends upon global development.

Assessment:

Pre and Post Test: “Students take the assessment at the beginning of the semester and then again at the end of the semester to determine the degree to which they have mastered the desired skills. Specific questions in the assessment tool measure the application of methods used in the study of history and the application of historical knowledge learned in the course.”

Results:

“Assessment scores for fall 2017 reflected improvement over the course of the semester comparable to that achieved in other years. In spring 2018, post-test scores fell quite a bit short of the desired goal. Data for each section still demonstrates that individual students do continue to improve significantly between the pre-and post-tests, but many did not improve enough to achieve the passing score of 6. This semester may prove to present an outlier, and since numbers in fall were consistent with previous years, the data for spring 2018 will not at this time affect plans for the next year.”

Recommendation:

“The volume of reading material assigned in a World History course—especially focusing on the ancient period, which includes primary sources with quite antiquated writing styles—poses a problem for both

ESL students and for students with poor reading comprehension. Some other Maryland Community Colleges (Frederick and Prince George's) offer pre- or co-requisite reading comprehension or co-instruction in college-level reading. At HCC perhaps targeted assistance in reading comprehension provided to specific students via the Student Learning Center could provide an alternative solution, but this would require that the LSC possesses the resources to provide access to tutors or faculty proficient in teaching remedial reading."

HIS 102 World History II

Expected Learning Outcomes:

- 1) Demonstrate the ability to evaluate and utilize primary sources.
- 2) Demonstrate the ability to analyze secondary sources through the identification of important themes and author bias; critically evaluate the arguments presented in the source and demonstrate the ability to formulate alternative interpretations.
- 3) Recognize important trends and themes in human cultural, economic, political and ideological development; Identify and evaluate the impact of these historical trends upon global development.

Assessment:

A pre-and post-test is administered. "As compared to data from the preceding years, the scores for this year were significantly weaker. While data for each outcome shows similar improvement from pre-test to post-test for each student, the overall number of students scoring 6 or better on the post-test is lower than that measured last year, and pre-test scores are significantly lower. This has coincided with both the reduction in prerequisite from ENG 100 to ENG 099 (to match that in HIS 101), and a revision of the assessment tool."

Results:

- 1) Revisions will be made to the tool, piloted in one section by at least spring 2019.
- 2) The lower ENG prerequisite may still need to be reconsidered, however, in terms of reading-level the material taught in HIS 102 includes documents that are more current and have less antiquated language than that taught in HIS 101.
- 3) Results indicate that instructional emphasis should continue to focus on developing students' abilities to process historical evidence, although based on pretest scores, some students require supplemental support in reading comprehension.

The volume of reading material assigned in a World History course poses a problem for both ESL students and for students with poor reading comprehension. Some other Maryland Community Colleges (Frederick and Prince George's) offer pre- or co-requisite reading comprehension or co-instruction in college-level reading. At HCC, perhaps targeted assistance in reading comprehension provided to specific students via the Student Learning Center could provide an alternative solution, but this would require that the LSC had resources to provide access to tutors or faculty proficient in teaching remedial reading.

HIS 201 United States History I

Expected Learning Outcomes:

1. Analyze and evaluate primary and secondary sources; demonstrate knowledge of the sources' content, identify bias, and express a critical opinion of the validity of the author's argument.
2. Demonstrate the ability to think critically about a specific historical event based on the examination of a variety of source materials.
3. Recognize important trends and themes in United States history and demonstrate the connection between historical foundations and current events.
4. Recognize the contributions of voluntary and coerced immigrants to the American nation.

Assessment:

"Comprised of several primary source reading selections and ten multiple choice questions, the assessment requires students to evaluate and analyze the sources' content and identify trends and themes common to several or all of the passages. Students are administered the assessment at the beginning and end of the semester to determine the degree to which they have achieved the desired outcomes. At least 70% of students should be able to achieve a minimum score of seven on the assessment after completing the course."

Results:

	<u>Pre-Test</u>	<u>Post-Test</u>
<u>Fall 2017</u>		
Average score (2 sections/27 students)	6.44	7.11
% of students achieving a score of 7+	51.9%	70.4%
<u>Spring 2018</u>		
Average score (3 sections/30 students)	5.33	7.07
% of students achieving a score of 7+	53.3%	60.0%

Given the lack of general preparedness (e.g. reading comprehension, etc.) and weak critical thinking skills with which many students enter college, this is an ongoing pedagogical challenge that cannot be overcome in one semester but is one that faculty continue to address on a case-by-case basis.

HIS 201 United States History II**Expected Learning Outcomes:**

1. Evaluate and utilize primary and secondary source material to write a research paper that makes a clear historical argument.
2. Recognize important trends and themes in United States history and demonstrate the connection between historical foundations and current events.
3. Recognize the ways in which the broadening of American democratic traditions reflects citizens' tolerance of diversity.

"Comprised of several primary source reading selections and ten multiple choice questions, the assessment requires students to evaluate and analyze the sources' content and identify trends and themes common to several or all of the passages. Students are administered the assessment at the beginning and end of the semester to determine the degree to which they have achieved the desired

outcomes. At least 70% of students should be able to achieve a minimum score of seven on the assessment after completing the course.”

	<u>Pre-Test</u>	<u>Post-Test</u>
<u>Fall 2017</u>		
Average score (1 section/10 students)	6.47	5.80
% of students achieving a score of 7+	70%	30.0%
<u>Spring 2018</u>		
Average score (1 section/8 students)	6.79	8.33
% of students achieving a score of 7+	75%	87.5%

“Pedagogical scaffolding designed to improve the quality of students’ final research project seeks to strengthen their preparation for the post-test assessment even though the anomalous FA17 data suggests otherwise. The number of non-history majors taking the course varies from semester to semester which also affects the aggregate mean score. Students who have not followed the major course sequence or who have not previously completed a college-level history course often perform at a lower level on the standardized assessments. The scaffolding of research project assignments, however, continues to mitigate this problem but pedagogical adjustments cannot overcome all student deficiencies”.

AA History (Program Outcomes Guide)

Expected Learning Outcomes:

- 1) The student will be able to evaluate different types of sources to determine their credibility and will demonstrate the ability to interpret them in an organized and creative form.
- 2) The student will be able to identify important themes and historical trends and evaluate their historical significance and relevance to current events, modern culture and ideology.
- 3) The student will demonstrate knowledge and understanding of cultures outside of those in which they live and identify the historical problems created by failures to accept diversity.

Program Level

“HIS 202 is the final course in the program’s survey sequence (HIS 101, 102, 201). Students taking this course must complete a significant research assignment that requires them to synthesize evidence from primary and secondary sources. This project enables students to demonstrate the degree to which they have learned and internalized standard methodologies used in the discipline. A common assessment rubric is applied to measure each student’s final submission.”

Results:

A score of three or higher was necessary for a student to achieve the desired outcome. The results for the academic year 2017-2018 follow:

Fall 2017:	Outcome #1:	Outcome #2:	Outcome #3:
Class Average:	2.85/5	3.35/5	2.9/5
% with 3 or higher:	60%	90%	70%

Spring 2018: Class Average:	3.61/5	3.78/5	3.17/5
% with 3 or higher:	77.7%	100%	77.7%

“In the spring, 55.5% of the enrolled students were program majors. Typically, they would be expected to perform at a higher level than their non-major peers. Faculty continue to spend a percentage of regular classroom time discussing research and writing strategies in an effort to nurture a collaborative environment more typically found in graduate-level research cohorts.”

Comments: There are important issues raised in some of these course outcomes guides about the readiness of students to comprehend some of the required texts and supplementary materials in light of the reading load and the complexity of many primary source materials, which are written in the time period. In addition, the critical analysis is difficult for students in this course, as it is in others. Possible solutions, including potential changes in prerequisites, need to be considered.

HUMAN SERVICES (HST)

HST 103 Introduction to Human Services

Expected Learning Outcomes

1. Understand the historical development of human services delivery systems in American society.
2. Identify the functions and operations of human service agencies.
3. Understand the purpose and role of the social work profession.
4. Understand the nature of the helping relationship.
5. Identify the characteristics of an effective helper.

Assessment:

Outcomes 1 and 2: The Agency Visit Paper and Presentation and Exam I

Outcome 3: The “[Helpstarts here.org](https://www.helpstarts.org/)” assignment and Exam I

Outcomes 4 and 5: Exam II

Results:

- Outcomes 1 and 2: 91% of students met these outcomes in the fall 2017 and spring 2018 semesters. This is slightly down from last year at 93%. The concepts of residual welfare and institutional welfare remains a weakness for 14% of students as evidenced by Exam I.
- Outcome 3: 30% of students are not understanding the difference between the human services definition and the definition of social work and the uniqueness of social work as a helping profession. This continues to be a positive change from the last three years, but remains a challenge the instructor continues to explore to increase this learning outcome.
- Outcomes 4 and 5: 10% of students are having difficulty understanding the difference between the professional helping relationship and a friendship. This has improved and is holding steady from last year’s data.

A textbook change is under consideration.

HST 201 Understanding Diversity for the Helping Professional

Expected Learning Outcomes: Students who successfully complete this course will demonstrate a beginning knowledge of cultural competence by participating in an immersion experience.

Assessment:

Students participate in a diversity group project that requires an immersion experience as a part of their topic which includes ethnographic interviews. This group project also requires a presentation. A guest judge evaluates students' projects to provide an outsider's perspective on their performance.

Results:

"92% of the students showed an acceptable understanding of cultural competence in their group projects. 9% needs improvement. This was an improvement from last year's 91% and even though this is a minimal improvement it is encouraging. As with last year three years those who need improvement did not address the requirement in the project to present on what social workers needed to know to work with their diverse group. This remains a problem for some students. This year the overall quality of the group projects continued to be improved."

HST 207 Social Work with Individuals

Expected Learning Outcomes:

1. Recognize the varied functions and roles of the social worker.
2. Utilize the ecological systems model and the strengths perspective in our work with individuals.
3. Identify the phases of the helping process when working with individuals.
4. Know and demonstrate the importance of documentation by completing a psychosocial assessment.
5. Have exposure to client populations in the field through practicum hours or a community service project to better prepare students for their future careers as social workers and professional helpers.

Assessment:

Outcome 1: Exam 1 which uses a case study which requires the student to synthesize course information with the case information.

Outcome 2: Exam 2 which also uses a case study which requires the student to demonstrate their knowledge and ability to apply the ecological systems model and the strengths perspective in their responses. An Eco-Map assignment is also used to assess this outcome.

Outcome 3: Exam 3 which has a case study component.

Outcome 4: Imaginary Client Psychosocial Assessment Assignment.

Outcome 5: Completion of assigned hours in the field or participation in a community service project.

Results:

Outcome 1: 70% of students have difficulty with their understanding of what makes social work unique among the helping professionals. Last year 65% of students had difficulty. **Outcome 2:** 96% of students demonstrate an introductory understanding of these theories and can apply it creating an Eco-map. This shows a 4% change from last year.

Outcome 3: 90% of students are successful with their understanding of the helping process. **Outcome 4:** 65% of students were successful with this assignment. This was revised from last year and is improved from 45% of last year's students.

Outcome 5: 100% of students participated and were successful with this activity.

Changes in instructional methods are occurring to address the weakest results.

HST 208 Social Work with Groups

Expected Learning Outcomes:

1. Apply an introductory understanding of group dynamics by completing a community analysis.
2. Utilize the family systems theory in understanding and working with families.

Assessment:

Outcome 1: Community Analysis Group Project

Outcome 2: An exam based on a family case study and the family systems theory

Results:

Outcome 1: 94 % of students show a good understanding of applying group dynamics while only 06 % had difficulty demonstrating this in the group project. There was evidence that there was a difference in the abilities of the transfer students and the career students completing this assignment. This year's data once again confirms that the addition of a new interactive technique helped improved the student's learning of specific group work skills like blocking. This is encouraging and this will be continued for next year.

Outcome 2: Overall for this outcome the improvement with the concepts of equifinality and differentiation in the family systems theory continued with 87% mastered these concepts and 13% needed improvement.

HSV HUMAN SERVICES PROGRAM (Program Outcomes Guide)

Expected Learning Outcomes:

1. Students will graduate prepared for transfer to a BSW program.
2. Students will be able to implement and integrate knowledge, skills, and attitudes necessary to help people help themselves.
3. Students will communicate clearly in written reports.
4. Students will demonstrate effective oral communication with staff, clients, families, and communities.
5. Students will use critical thinking to analyze client needs, problems and client interventions.
6. Students will effectively match the needs of consumers of social services with available community resources.
7. Students will be able to provide services in a culturally competent manner.
8. The social work option student will successfully transfer into a BSW program at the four-year level.

Assessment:

Outcomes 1 and 8: The graduating Human Services transfer students meet with the program lead faculty member to discuss their BSW applications in the semester prior to their last semester. We meet again for them to report their decision about transfer and complete an exit interview. Of the five (5) not transferring at the time of the assessment two (2) have gotten full-time positions in the field and three (3) are still exploring options for employment or transferring.

Outcomes 2-5: These outcomes are assessed in the course of HST-207 Social Work with Individuals.

Outcome 6: This outcome is assessed in the course of HST-208 with the Community Analysis Group Project.

Outcome 7: This outcome is assessed in the course of HST-201 Understanding Diversity for the Helping Professional with the diversity group project.

Results:

Outcomes 1 and 8: This academic year 18 students graduated and 13 transferred to a BSW program. This is an increase from last year's 15 students who graduated and transferred to BSW programs. The 13 students transferring to four-year colleges nine of these are attending Salisbury University at USM-H, two are attending Shepherd University, and one is attending Shippensburg University.

Outcomes of 2-5 in HST-207: 35% of students are having a difficult time with understanding empathy as a communication skill; 32% are not mastering the concept of self-determination in the field and 37% have difficulty with the concept of "starting where the client is".

Outcome 6: 89% of students mastered matching client needs with community resources. This is a slight improvement from last year.

Outcome 7: 92% of students mastered being culturally competent in their diversity project which is also a slight improvement from last year.

HST HUMAN SERVICES PROGRAM (Program Outcomes Guide)

Expected Learning Outcomes:

1. Students will graduate prepared for a career in human services.
2. Students will be able to implement and integrate knowledge, skills, and attitudes necessary to help people help themselves.
3. Students will communicate clearly in written reports.
4. Students will demonstrate effective oral communication with staff, clients, families, and communities.
5. Students will use critical thinking to analyze client needs, problems and client interventions.
6. Students will effectively match the needs of consumers of social services with available community resources.
7. Students will be able to provide services in a culturally competent manner.
8. The Human Service career student will successfully complete an internship.

Assessment:

Previous to an institutional change in the 2017 that disallowed required internships, this program was assessed by eight (8) outcomes using the mid-term and final internship evaluation instrument, which is completed by the internship site supervisor and the student at midterm and at the completion of the internship (final). The faculty member visits the site at the midterm and completes an exit interview at the conclusion of the internship. The lead faculty member is now developing a new program assessment. However, below you will find the data for those who did complete an internship last year.

Results:

Four Human Service career students completed the internship and graduated from the program. Ten students graduated from the program this year. Four students who graduated and completed an internship were all rated at 100% on the outcomes evaluated on for a successful completion of fieldwork.

The number of career students graduating is improving from the last two previous academic years. This year, ten graduated compared to five last year. The overall numbers for the enrollment in the career program continues to be smaller than the transfer program. However, it has been determined that it is important to continue this program since the number of students is improving and the graduation rate has improved.

Comments: The number of graduating students who transfer in the HSV program is impressive. It is a great idea to have the lead faculty members meet with students at the end of the first year to advise them on transfer programs and at the end of the program to assist with a smooth transition to the next level. Although it is a sensible outcome, it is difficult to predict through one outcome whether students who are graduating are prepared for a career in human services or prepared for transfer to a bachelor's program. The subsequent outcomes seem to provide the support for those ultimate goals.

No curriculum maps submitted.

MANAGEMENT (MGT)

MGT 103 Principles of Management

Expected Learning Outcomes:

1. Describe and define basic business and management terminology
2. Describe the role of management and its impact on the economy
3. Explain the various types of decisions faced by business managers
4. Describe current issues in business and use course concepts to analyze them
5. Describe the different skills necessary to be effective in management
6. Describe ethical implications of managerial policy
7. Explain the importance of management on the employee

Assessment:

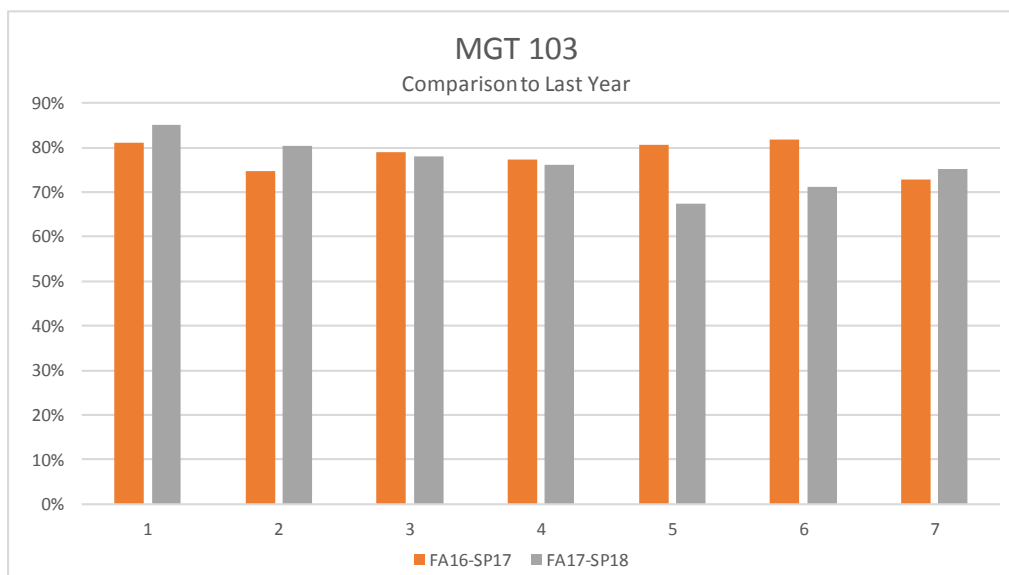
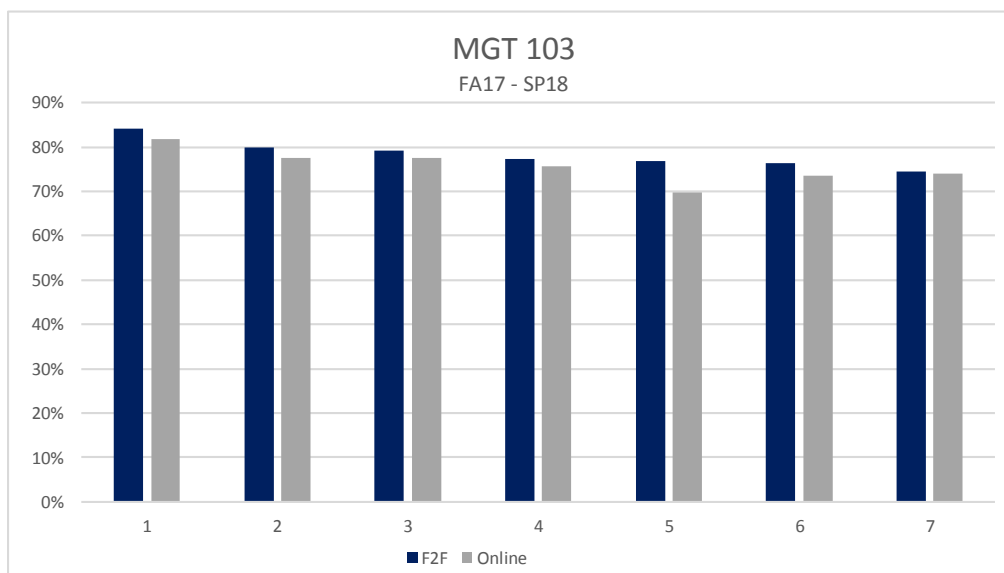
Students demonstrate achievement of the outcomes through quizzes and exams. In addition, the outcomes are assessed through projects involving putting into practice many of the concepts presented in the class. All questions from the Mid-Term and Final Examinations were used and mapped against each of the seven Learning Outcomes to determine student performance. The standard that we hope to achieve is that 80% of the students will achieve the Learning Outcome. Student performance data is also presented in terms of the results achieved by face-to-face classes versus online classes.

Results:

As the chart below demonstrates, there was no significant difference in the performance of the online sections compared to the F2F sections. Online students performed slightly worse on all outcomes but the difference was not significant.

Overall performance was very similar to last year in most areas. We saw improved results on Outcome #1 (Describe and define basic business and management terminology) and Outcome #2(Describe the role of management and its impact on the economy). We saw a decline in Outcome #5 (Describe the different skills necessary to be effective in management) and Outcome #6 (Describe ethical implications of managerial policy).

Even though we moved to an Open Source textbook, we think there are still a number of students who do not read the material. That being said, the results indicate a need to provide more targeted resources so that students are better able to grasp concepts particularly related to corporate culture, decision making styles, leadership styles, and organizational control. We have incorporated additional case studies, videos, and role plays into the courses for the next academic year that focus on these specific outcomes



MGT 104 Marketing

Expected Learning Outcomes:

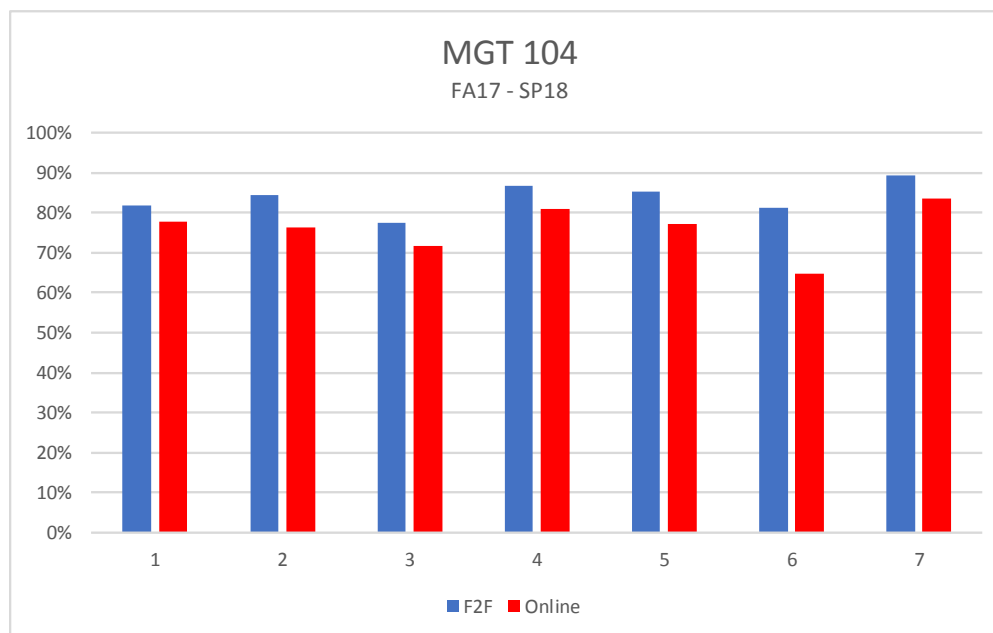
- Use basic marketing terminology
- Understand relationship between marketing and the economy
- Understand the various types of decisions faced by marketers today
- Describe current issues concerning marketing and use course concepts to analyze them
- Describe the different structures and forms of marketing
- Discuss ethical implications in relation to marketing
- Explore the growing presence of marketing on the Internet

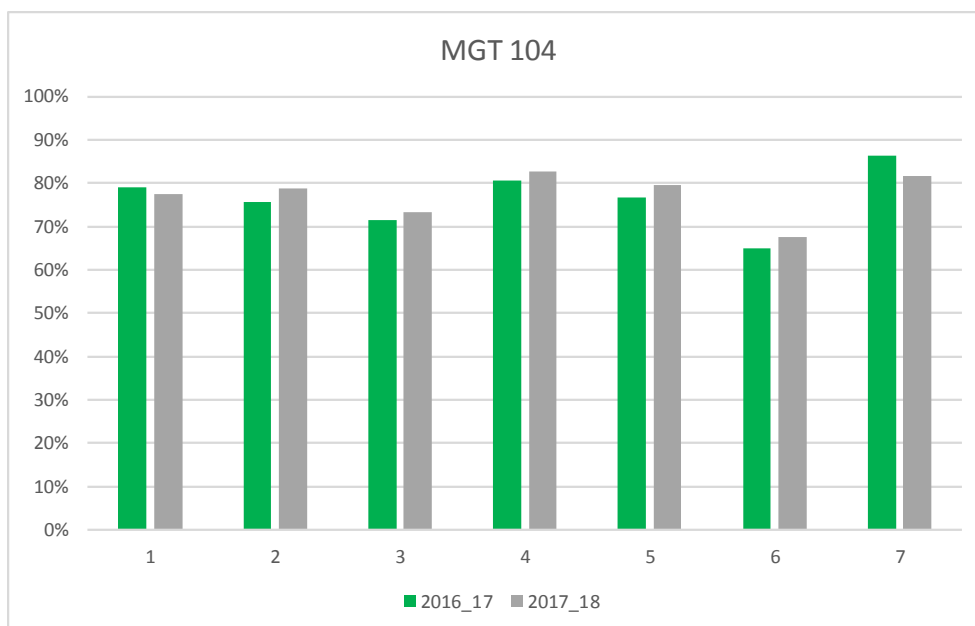
Assessment:

Students demonstrate achievement of the outcomes through a variety of activities, but the following data is collected from objective exams in order to measure the learning outcomes. One hundred questions are used, and data is collected from both the mid-term and final exams.

Results:

A summary of results for FA17 – SP18 is shown on the following table. Both sections of MGT 104 that were offered this year were online courses.





Results indicate the following:

- “The online sections perform slightly worse than the face-to-face sections, but I am hesitant to draw too many conclusions from this data. For one thing, there was only one face-to-face section and it was a very small class. For another thing, the online classes were 10-week sessions and the face-to-face section was a 15-week session. For these reasons, I am not sure how meaningful this difference is.
- “The more relevant observation, in my opinion, is the improved performance from last year in almost all outcomes. The improvement is small in most cases, but this is definitely moving in the right direction.
- “Outcome #6 (Discuss ethical implications in relation to marketing) remains the outcome that students seem to struggle with the most.” Supplementary materials will be sought to strengthen content in this area.

MGT 203 Corporate Finance

This section of MGT 203 was F2F and students performed better in some areas and worse in others. There is value in being F2F and having the extra practice with difficult problems. That being said, students still struggle with outcomes that involve complex calculations and the use of spreadsheets.

MGT 203 SLOA Summary SP18			
Outcome	Measurement	Desired Result	Actual Results
1. Use time value of money concepts to improve financial decision-making.	Exam 2 Q1: Present Value	Test item score will be $\geq 80\%$	100%
	Exam 2 Q6: Non-annual Compounding		100%
2. Describe different types of risk, measurements of risk, and the relationship between risk and return.	Exam 2 Q8: Risk and Return		100%
	Exam 2 Q11: Risk and Diversification		83%
	Exam 1 Q11: Interest Rates		67%

3. Demonstrate an understanding of debt and equity financing, securities markets, and interest rates.	Exam 2 Q14: Bond Valuation		17%
	Exam 2 Q24: Stock Valuation		67%
4. Use financial management concepts and tools to evaluate business investment decisions and performance.	Exam 1 Q30: Ratio Analysis		50%
	Exam 3 Q15: Capital Budgeting		67%

Management, A.A.S. POG

Expected Learning Outcomes:

1. Develop an understanding of the terminology and concepts of management.
2. Develop a broad understanding of the role of various components of business.
3. Develop critical thinking skills for various management situations experienced as a manager.
4. Understand how current issues have the potential for impacting current management practices.
5. Develop an understanding of the various processes and responsibilities of management and their application in today's business environment.
6. Describe the importance and need for ethical behavior across courses in the management program.
7. Develop an understanding of the importance of personal interaction skills to the management process.
8. Understand how marketing and management need to interact to be successful.
9. Provide an understanding of the impacts of current social issues, diversity, and globalization on the process of management.

Assessment:

Through production of quality work in classes and as homework is assigned; quizzes and tests; successful individual and group project work.

1. Through writing of individual project papers on current issues in management. A rubric, shared with the students in advance, will be used to evaluate the projects.
2. Through the successful presentation of effective oral communication projects; quality written assignments; and the development of power point presentations. Group projects will be validated against a rubric which is provided to the students ahead of time for each group assignment.
3. Selected questions taken from quizzes and tests to determine if the student has mastered the various expected learning outcomes.
4. Through collection of data during the semester from various testing instruments to determine if students are achieving the expected outcomes.
5. Evaluation from the completion of simulations to determine if students are mastering the concepts presented in the simulations.

Results (What do your assessment data show? If you have not yet assessed student achievement of your learning outcomes, when is assessment planned?)

1. Data relative to quizzes and exams is just starting to be collected this semester so it is too early to assess the results. Once results for the entire semester have been gathered, they will be analyzed and changes made to the curriculum to improve student performance.
2. Feedback does indicate that there is a need for a constant focus on professionalism in all classes.
3. Feedback indicates that writing skills are weak.
4. Feedback indicates that proofreading and spelling are areas for improvement. Use of the student learning resource centers on campus is often recommended to students.
5. Use of more hands-on, practical exercises is necessary to improve student outcomes performance.

The data that supports this summary is found below. **The results discussed below are presented based on the desired results of having 80% of all students answer the questions or assignments correctly. In the case of the Accounting classes, the desired results are to have 75% of all students answer the questions or assignments correctly.** The data summary presented below consists of data collected from the fall semester 2017 and the spring semester 2018 for the following courses: ACC 101, ACC 102, BUS 101, BUS 104, ECO 202, and MGT 103.

Program Level Results for AAS.MGT

Academic Year 2017-2018

Outcome Results by Academic Year			
Program Outcome	2016_17	2017_18	Average
1	80%	81%	81%
2	77%	68%	72%
3	78%	78%	78%
4	73%	70%	71%
5	78%	69%	72%
6	78%	69%	74%
7	73%	74%	74%
8	71%	76%	73%
All	77%	73%	75%

Outcome Results by Format

Program Outcome	In-person	Online	Average
1	80%	82%	81%
2	67%	69%	68%
3	78%	79%	78%
4	70%	70%	70%
5	69%	68%	69%
6	68%	71%	69%
7	74%	74%	74%
8	75%	77%	76%
All	72%	74%	73%

Outcome Results by Course							
Program Outcome	ACC101	ACC102	BUS101	BUS104	ECO202	MGT103	Average
1		77%	77%	82%		85%	81%
2	60%		69%		66%	81%	68%
3		74%		78%	81%	78%	78%
4	88%	55%	73%		64%		70%
5		73%	68%		69%	67%	69%
6			72%	62%		71%	69%
7			72%			75%	74%
8				76%		76%	76%
All	75%	72%	72%	76%	68%	76%	73%

Based upon the data above, the analysis shows the following:

1. Overall against the established standards, the students achieved the standards in ACC 101 achieving an overall result of 75% against all Program Outcomes. The results for the remaining

courses were as follows overall against the Program Outcomes: ACC 102 72%, BUS 101 72%, BUS 104 76%, ECO 202 68% and MGT 103 76%.

2. With respect to Outcome #1, students achieved the standards in ACC102, BUS104, and MGT103. F2F classes achieved the standards at 80% for Outcome #1 and Online classes achieved an 82% performance for Outcome #1. Performance on Outcome #1 improved from 80% achievement in 2016-2017 to 81% in 2017-2018.
3. For Outcome #2, the students achieved the standards in MGT 103. F2F classes achieved a 67% performance for Outcome #2 and Online classes achieved a 69% performance for Outcome #2. Performance on Outcome #2 declined from 77% in 2016-2017 to 68% in 2017-2018.
4. In Outcome #3, the students achieved the standards in ECO 202. F2F classes achieved a 78% performance for Outcome #3 and Online classes achieved a 79% performance for Outcome #3. Performance on Outcome #3 remained constant between 2016-2017 and 2017-2018 at 78%.
5. In Outcome #4, the students achieved the standards in ACC101. F2F classes achieved a 70% performance for Outcome #4 and Online classes achieved a 70% performance for Outcome #4. Performance on Outcome #4 declined from 73% in 2016-2017 to 70% in 2017-2018.
6. For Outcome #5, the students did not achieve the standards in any sections. F2F classes achieved a 69% performance for Outcome #5 and Online classes achieved a 68% performance for Outcome #5. Performance for Outcome #5 declined from 78% in 2016-2017 to 69% in 2017-2018.
7. For Outcome #6, the students did not achieve the standards in any sections. F2F classes achieved a 68% performance for Outcome #6 and Online classes achieved a 71% performance for Outcome #6. Performance for Outcome #6 declined from 78% in 2016-2017 to 69% in 2017-2018.
8. With respect to Outcome #7, the students did not achieve the standards in any sections. F2F classes achieved a 74% performance for Outcome #7 and Online classes achieved a 74% performance for Outcome #7. Performance for Outcome #7 improved from 73% in 2016-2017 to 74% in 2017-2018.
9. With respect to Outcome #8 the students did not achieve the standards in any sections. F2F classes achieved a 75% performance for Outcome #8 and Online classes achieved a 77% performance for Outcome #8. Performance for Outcome #8 improved from 71% in 2016-2017 to 76% in 2017-2018.

Overall the performance of the Online students was stronger at 74% versus the F2F students' performance of 72% in 2017-2018. Overall performance also declined from 2016-2017 from 77% to 73% in 2017-2018.

Comments about the POG: Do the outcomes statements match with the program results on the charts? In other words, is Outcome #1 matched with Outcome #1 on the data chart? There are nine outcomes listed and eight results for outcomes on the charts?

What are the data based on? A number of different methods of assessment are mentioned as part of the discussion of the Assessment Methods. Do the data reflect all of the various methods that are outlined, including the rubrics? Or is the data based on test questions administered in courses included in the program? IF the data only reflects the results of tests and quizzes in which the same questions are being asked, that should be stated.

Overall Comments: COGS for 210 and 214 are missing (COGs were not completed for the sections offered in Spring 2018. COGS for 203 and 104 need to be added to the folder in the Y Drive. Missing: POG for Management, Marketing Concentration, A.A.S.

PARALEGAL STUDIES (PLS)

PLS 101 Introduction to Paralegal Studies

Expected Learning Outcomes

- 1) Demonstrate understanding of the origin and principles of various areas of law, including Torts, Contracts, Wills, Criminal Law, Family Law & Property Law
- 2) Be able to apply legal principles learned to new fact patterns and predict results
- 3) Gain proficiency and understanding of the principle tasks, roles, responsibilities and issues of the Paralegal in a modern legal practice

Assessment:

"The assessment of outcomes in this course takes place primarily through short answer, discussion board (for online classes) and full essays that require students to apply relevant principles of law to diverse fact patterns in order to simulate the professional responsibilities of the paralegal in a modern law practice.

- "Outcome No. 1: evidenced by three (3) assessment items: the week 2 Discussion Board response; One (1) regular length mid-term exam essay and one (1) regular length final exam essay.
- "Outcome No. 2: evidenced by three (3) assessment items: 2 short application of law-to- facts essays from the Contracts Quiz; 1 student-selected application of law-to-facts final exam
- "Outcome No. 3: evidenced by two (2) discussion board prompts in which students are required to review a factual scenario and discuss the correct manner to both research the issue and advise the attorney supervisor and/or client."

Results:**Outcome No. 1: 81% of students achieved satisfactory mastery of this SLO**

- **Outcome No. 2: 79% of students achieved satisfactory mastery of this SLO**
- **Outcome No. 3: 91% of students achieved satisfactory mastery of this SLO**

“Use of Videos: This was also the first online course I have taught here at HCC in which I incorporated through Adobe Connect as series of video presentations that include my speaking to students via webcam taking them through the Power Points which are incorporated into the video. These were essentially recorded classes in which the students can see and hear their instructor as he takes them through the material and slides. Student evaluations indicated that this innovation was well-received and appreciated by the students. My principal concern moving forward with this online technique is to ensure that the videos are accessible. This may require going back and re-recording them to include captions.

“Outcome #2 showed the lowest level of overall student mastery. This outcome requires that students gain proficiency in the most typical daily task of a legal professional: the application of a known, relevant principle of law to the facts of a prospective client’s case. As has been evident in both ADJ 203 (Criminal Law) and ADJ 206 (Criminal Procedure), students have struggled somewhat in their ability to identify and articulate the relevant principles of law to be applied in any given factual scenario. However, my observation is that this skill improved discernibly over the course of the class, and does so with practice. My take away from this is that more application of law to facts drills must be incorporated into the curriculum as either discussion boards or formalized assignments.”

Paralegal Studies AA (Program Outcomes Guide)**Expected Learning Outcomes:**

1. Understanding of administrative practices and procedures (such as billing, time-keeping, etc.)
2. Mastery of substantive areas of the law common to this market (such as contracts, family law, torts, real estate, wills, business organizations and litigation)
3. Production of appropriate legal pleadings, documents and correspondence
4. Development of legal research skills using multiple resources, including both books and databases, with appropriate analysis of the law
5. Effective communication (both oral and written)
6. Sufficient computer literacy to accomplish program outcomes
7. Critical thinking and problem solving through application of legal principles and decisions to diverse factual scenarios
8. Demonstration of professional attitudes and behaviors

Assessment:

1. Through objective assessments for individual areas of law/terminology/legal principles and concepts
2. Through evaluation of internship placements on the basis of HCC guidelines and criteria.
3. Through a professional and/or writing portfolio as required on a case by case basis
4. Through successful completion of research assignments and written production generated therefrom across all classes

5. Through the production of written assignments in all classes, assessed for grammar, spelling, tone, diction and audience type;
6. Through effective oral & written communication and position advocacy in various classes, evidenced by both individual and group presentations and assignments
7. Through “solving legal problems” in which students are tasked to know and apply accepted legal principles to client scenarios and fact patterns.

Note: All the above are assessed through grading rubrics tailored to individual assignments or categories of written production.

The Assessment results for PLS 101 are included above.

“Advisory Committee: With the addition of two new adjuncts in PLS starting FA/17, greater efforts will be made to identify and recruit a new advisory committee for FA/18. It is expected that the newly constituted committee will be able to review course offerings and curricular issues to determine if required skills and substantive material are being adequately covered in the program. In the meantime, individual program faculty have ensured that the following practices are incorporated into the assessment of outcomes:

- i) “The professional portfolio produced in Legal Writing and Documents assesses both the quality and quantity of work the students have produced.
- ii) “Overlay of both professional and academic standards employed in the practice of law as determined by current and prior professional activity of Program faculty, 3 of whom are sitting jurists, and one of whom is an attorney admitted to the practice of law in the state of Maryland.
- iii) “Skills necessary for entry-level paralegals in the local legal market are identified by faculty at all times, as changing standards, rules and decisions may impact them.”

“Revision of SLOs: This academic year has seen the revision of student learning outcomes in 3 classes: PLS 101, PLS 102 and PLS 103. In all PLS classes, adjunct faculty have been encouraged to review and amend these outcomes as they believe necessary or appropriate.”

Comments:

As indicated in the program guide above, the adjuncts need to be involved in data collection for SLOA since they teach a significant proportion of the courses in PLS.

COGS for PLS 102, 103, 104, 105,203, 207 were not submitted. Incentives for adjunct faculty to collect data for SLOA need to be considered.

POLITICAL SCIENCE (POL)

Political Science uses a pre- and post-test method of assessment. A test is administered on important aspects of the course to ascertain the students’ comprehension of the material at the outset of the course as well as its conclusion.

“In the POL 101-01 in the spring 2018, 25 students scored an average of 38.75 percent in answering a 100-point test of basic political knowledge. This was slightly lower than the previous year’s assessment.

The average following the course was 80.83 percent, representing an increase as a whole of over 200 percent over the pre-test score

“The subject taught on Constitutional Law is more challenging so the students tested tend to have self-selected into an overall higher performing group. On the other hand, the questions posed on the assessment quiz were at a higher level, asking about particular Supreme Court cases and judicial concepts.

“The size of the class in the SPRING TERM 2018 precluded any statistical analysis. Only three students completed the course.

“The number of students in Comparative Politics was slightly larger. Seven students completed both pre- and post-tests. The questions were challenging for people who had not been exposed to the subject. For example, students were asked to define game theory, name the five principal stages of scientific investigation, define a *formateur*, define Arrow’s theorem & Condorcet’s paradox, and describe the Exit, Voice, and Loyalty game. The average score in the pre-text was 25 percent. The average score after the course was 90 percent.”

Political Science 101 American Politics

Expected Learning Outcomes:

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

Assessment:

A rubric was “used this year to assess the students in this General Education class was a news journal assignment. This assignment required that that each student maintain a news journal throughout the term. The students chose one topic that related to national politics and then maintained a news journal throughout the term. Students were expected to read two news articles per week on the subjects that they had chosen and discuss these articles in journal entries.

“Examples of subjects covered in student journals could be health care, drug laws, national defense, Congress, the Presidency, the Judiciary, or the economy. This journal is used as a subject for classroom discussion throughout the term, but the journal itself is not submitted until the end of the term.

“At the end of the journal, students also include a summary of what they learned during the term by following this one subject through the past three months.

“The journals and their summaries were assessed on the following criteria:

- “A. Understanding of the issue being followed.
- “B. Understanding political mechanisms and institutions relevant to issue followed.
- “C. Communication of events and complex ideas.
- “D. Willingness to investigate and understand opposing points of view.

“E. Comprehends the importance of diversity within US society and political system.”

These elements in turn were assessed on a five-point scale:

Five (5): Excellent, demonstrates superior competency.

Four (4): Good, demonstrates above average competency.

Three (3): Average, demonstrates basic competency.

Two (2): Below average, demonstrates inadequate competency.

One (1): Demonstrates little to no competency.

Results:

Spring 2018--

POL101-01

21 students assessed

Average score: 20 out of 25

This assessment instrument prompts students to critically follow topics that are frequently unfamiliar to them. Students had to follow one of the three branches of the national government: executive, legislative or judicial. This was done to simplify the process and to avoid situations where students choose topics that are not pertinent to US politics. (For example, some students in the past have chosen the courts, and then have wanted to discuss lurid crime stories.)

Political Science AA (Program Outcomes Guide)

Expected Learning Outcomes:

- A. Understanding of issues in political science.
- B. Understanding political mechanisms and institutions relevant to issue followed.
- C. Communication of events and complex ideas.
- D. Willingness to investigate and understand opposing points of view.
- E. Comprehends the importance of diversity within US society and political system.

Assessment:

Students maintain a news journal through the each term, following one topic in particular. During the term, they discuss this topic regularly in class, facing contrary points of view on the topic. At the end of the term, they write a short essay that explains what they learned about the topic and how it relates to US politics. The essays are assessed using a rubric on the five-point set of criteria.

A score of three or higher was necessary for a student to achieve the desired outcome.

The results for the academic year 2017-2018 follow:

Spring 2017:

	Outcome #1	Outcome #2	Outcome #3	Outcome #4	Outcome #5
Class Average:	4.3	4.1	4.1	3.9	4.1

% with 4 or higher:	81	95	95	80	67
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I think that more emphasis needs to be put on the need for diversity within the body politic of the United States. With increasing emphasis on divisive policies that tend to demonize other US citizens or stoke the flames of xenophobia, continued and increased emphasis on the importance of diversity, civil liberties and civil rights is essential.

Comments:

The pre-and post-test method was used in several courses. The **Expected Learning Outcomes** for each course should be established and the assessment method tied to the outcomes.

The Program Outcomes Guide should usually represent results across all courses in the major. It is unclear from which courses the POG data is drawn.

COGs for POL 102, 202, 204, and 206 were not submitted, although references to results of the pre- and post-test for some of these classes were made in some of the materials.

PSYCHOLOGY (PSY)

PSY101 General Psychology

Expected Learning Outcomes:

1. Identify the definitions of psychological terms.
2. Recognize examples of psychological principles, concepts, and methods.
3. Describe the correct sequence of the stages or components of psychological theories, methods, and processes.
4. Match psychological theories with their theorists, assumptions, and concepts.
5. Know the purposes, components, advantages, disadvantages, and explanatory powers of psychological methods.
6. Predict behaviors and mental processes from the perspective of particular psychological principles and theories.
7. Utilize critical thinking skills to evaluate the validity of statements dealing with behavior and mental processes.
8. Think critically about psychological principles, concepts, theories, and methods.

Assessment:

A common exam with 30 questions is used.

Results:

In the fall semester, a few questions fell below the 70% mark, but none did in the spring semester. This shows continued improvement.

The numbers in the chart above represent the percentage of students who got that question correct. Almost half of the questions that students struggled with in the fall 2017/spring 2018 year related to

Behaviorism (the basic rationale of the school of thought, the definition of personality by that perspective, and reinforcement/punishment). This indicates a pattern of students not understanding the basic philosophy behind this school of thought. This will be discussed with the faculty and ideas will be generated about how to emphasize this area more.

Other problem areas are: the goal of an experiment, dependent variables, schizophrenia, social learning theory, and the definition of memory. The first two are methods issues, which students have had a pattern of struggling with previously. The last three seem to be new issues in terms of falling below the criterion of 70%. All of these issues will be discussed with the faculty who teach the course.

PSY 203 Educational Psychology

Expected Learning Outcomes:

1. Utilize the major theories, concepts, methods, and research findings of educational psychology to foster student success in the classroom
2. Understand how student diversity impacts on potential student learning outcomes.
3. Appreciate the value of reflection on both theoretical knowledge and field experiences as a tool for professional development.

Assessment:

A seven-ten page, APA style research/experiential paper intended to bridge the educational theory and content learned at HCC with educational practices in the local school system. At the end of a required 15-hour field experience in an assigned classroom, the student chooses an educational practice/method/theory, researches it (with at least 3 literature sources) and then develops a paper by integrating his/her field experiences into the research topic.

Results

In the fall '17, 60% of the students met the 80% or above goal for the experiential paper. In the spring of '18, 79% of the students met the 80% or above goal for the experiential paper.

Students generally do a very good job identifying a topic to explore and then relating that information to what they are seeing in the classroom (application, analysis, & synthesis). Some continue to struggle with the correct application of APA (a skill they will need for their last two years of study). In addition to the APA crib sheet distributed to all students and the sample experiential paper posted, students have access to an APA video tutorial that consist of the APA paper setup, references, and in-text citations. We will consider making it mandatory for students to watch the video in the future.

PSY 204 Developmental Psychology

Expected Learning Outcomes:

1. Apply the physiological, emotional, cognitive, social, and moral domains of developmental processes throughout the lifespan.
2. Utilize multiple theoretical perspectives when applying developmental concepts.
3. Utilize critical thinking when drawing conclusions about individuals and families from a variety of sources.

COMMON 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.

Assessment:

Outcomes 1-3 will be assessed through quizzes and exams (multiple choice and/or short answer), and/or interviews and/or article reviews.

General education outcomes will be evaluated through an article review assignment over an article that focuses on cross-cultural research in development. Students will read the article and answer specific questions about the methods and the cultural implications for development.

The most current data presented is included below.

204 COG	% earning grade	
	F17	SP18
A	91.74%	88.98%
B	4.13%	6.78%
C	4.13%	2.54%
D	0.00%	0.85%
F	0.00%	0.85%
n	121	118

A greater percentage of students earned As compared to the previous year, showing improvement. .

This particular assignment, however, reveals little in terms of detailed areas of improvement for the course. We will be considering a different assignment for our COG. A series of multiple-choice questions will be created to replace this assessment.

PSY 206 Abnormal Psychology

Expected Learning Outcomes:

1. Describe an integrative overview of the field of abnormal psychology and the major psychological problems and disorders.
2. Use the current classification of abnormal behavior in the DSM IV-TR
3. Demonstrate the case study method of research in abnormal behavior by writing and role playing a case presentation or analyzing a video clip.
4. Demonstrate the skills associated with an “educated person” which includes-CRITICAL reading, writing, speaking, thinking, and problem solving.

5. Be familiar with the multiple causes of psychopathology as viewed from a number of different theoretical perspectives.

Assessment

Outcomes 1, 2, 4 and 5 will be assessed through quizzes and exams (multiple choice and/or short answer) and/or article reviews. Outcome 3 will be assessed by a case history project or paper/presentation analysis of how a given disorder is depicted in an assigned movie.

Results (What do your assessment data show? If you have not yet assessed student achievement of your learning outcomes, when is assessment planned?)

FA15	Correct	% Correct	N=22	SP16	Correct	% Correct	N=56
A	16	73%		A	45	80%	
B	2	9%		B	10	18%	
C	2	9%		C	0	0%	
D	1	5%		D	1	2%	
F	1	5%		F	0	0%	
FA16 (N=42)	# earning grade	% earning grade		SP17	# earning grade	% earning grade	
A		42	100%	A	54	96%	
B		0	0%	B	1	2%	
C		0	0%	C	0	0%	
D		0	0%	D	1	2%	
F		0	0%	F	0	0%	
total		42		N (total)	56		

PSY 206 COG assessment (Movie Project)		
	F17	SP18
	% earning grade	
A	85%	89.29%
B	12%	8.93%
C	3%	1.79%
D	0%	0.00%
F	0%	0.00%
N (total)	33	56

As with the previous year, students are achieving the outcomes of the class as measured by this assessment

PSY 208 Theories of Personality

Expected Learning Outcomes:

- Discuss the basic concepts of the Psychoanalytic, Neoanalytic, Cognitive, Behavioral, Trait, and Humanistic perspectives as they apply to his/her life.
- Formulate his/her own theory of personality, describing the basic personality constructs and dynamics of these constructs as they relate to basic philosophical questions of human existence.

Assessment:

Three unit tests addressing the core concepts of the various theories of personality requiring knowledge, comprehension, analysis, & synthesis of the material.

Three critical thinking assignments which require students to apply theories to case studies.

A formal paper describing the student's own theory of personality, answering the following questions:

Is personality influenced more by early childhood experiences or by the present or future?

Is behavior motivated by conscious or unconscious drives?

Is personality more influenced by heredity or environment?

What are the basic motives behind human behavior?

Are people more rational/logical or do they act more on emotions?

Is human nature basically positive and altruistic or primitive and self-serving?

This paper is a synthesis activity which requires the student to develop his/her own integrated theory of personality. It must cite any theorist(s) his/her position might be consistent with regarding each of these issues.

Results:

Over the past 3 years, grade distribution has been fairly consistent, with a slight majority of students earning A's and B's. With a total n=31 for the year, 29% earned A's, and 33% earned B's. My primary concern is that there is a significant percentage of students who withdraw from the class due to lack of success on tests and assignments and several more (6) who just stop attending and therefore end up with F's for the course.

I have included more case studies to encourage students to apply the theories to improve comprehension. This seems to have resulted in improvement in test scores, with class averages showing gradual improvements.

The personal theory paper has improved over the past several semesters as well, with the vast majority of students who actually completed the course earning A's and B's.

PSY 240 Research Methods**Expected Learning Outcomes:**

1. To think critically and skeptically.
2. To prepare students for other Psychology classes.
3. To write a research paper in APA format.

4. To appropriately interpret psychological findings.

Assessment (How do or will students demonstrate achievement of each outcome?)

Quizzes – multiple choice and short answer; paper review assignment; introduction/literature review; method section

Results:

Grades significantly improved in the fall 2017 semester.

	F13	F14	F15	F16	F17
A	50%	52%	67%	69%	83%
B	38%	37%	7%	31%	17%
C	8%	11%	7%	0%	0%
D	4%	0%	7%	0%	0%
F	0%	0%	15%	0%	0%

This course was offered as a hybrid for the first time this semester, and that may have contributed to student success. In addition, Credo modules were incorporated into the course in the online portion. These changes will be continued in the future.

Comments: PSY 216 COG was not submitted. No POG submitted.

Grades are not an acceptable method of assessment. Expected Learning Outcomes need to be specific and measurable. Grades provide some information about student performance but are not refined measurements that are tied to specific outcomes. A method of assessing performance for each specific outcome needs to be established. Some outcomes statements may need to be reformulated so that they are specific and measurable.

SOCIOLOGY (SOC)

SOC 101 Introduction to Sociology

Expected 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.

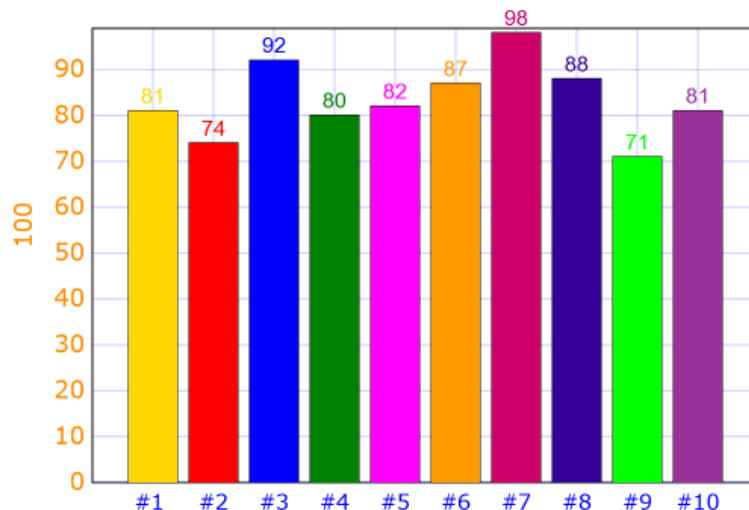
Assessment:

A common exam was administered that provided information about student performance of all of the learning outcomes.

Results:

Common Assessment Exam Results: Spring 2018

The sample size was 154 for the spring 2018 semester. The breakdown by question is shown in the chart below.



Strengths & Weaknesses: Based in the data, most students perform at a satisfactory level on questions pertaining to race, class, gender, stratification, socialization and basic research methodologies.

“There was a significant increase in scores for questions #2 and #9 from previous data sets. This indicates that students are getting a better grasp of the major macro and micro theoretical perspectives in sociology: symbolic interactionism, conflict, and functionalism.”

The analysis also includes comparisons with performance in 2013-14 and spring 2017.

SOC 103 Criminology

Expected Learning Outcomes:

1. Demonstrate knowledge of the basic structure and functions of the main components of the criminal justice system – law enforcement, courts, and corrections.
2. Understand and apply competing sociological and criminological theories to explain the social

construction of crime and deviance, the nature and causes of crime, and the social reaction to crime and deviance.

3. Understand the historical components of the criminal justice system, including social, economic, and political variables in the creation of laws and institutions to regulate individual and collective deviant and criminal behaviors.

4. Formulate theoretical and empirical explanations of various social problems associated with the criminal justice system in the United States (i.e. race and class sentencing disparities, recidivism, controversial drug war policies, police-community relations, privatization of prisons, and white collar crime).

Assessment:

The assessment consists of 50 questions covering factual, theoretical, and applied areas of the course and is administered to students at the end of the semester. The assessment constitutes 10% of the overall grade in the course.

Results:

“It should be noted that SOC-103 was offered as a hybrid during fall 2017 and as an online course during spring 2018.

“Data from the 2017-18 academic year indicates that students enrolled in the hybrid section are performing better on the final assessment compared to students taking the course online (79.81% compared to 86%). This trend/data will be looked at again closely in the coming academic year when the course is once again offered in both delivery formats.”

Common Assessment Results: SPRING 2018

“At the end of the 2018 spring semester, the “Crime and Justice” common assessment was administered to the single online section of SOC 103-01. The overall average score for the “Crime and Justice” quiz was 79.81% (B-). Two students received grades below 70% (unsatisfactory). The sample size was 22 students.

“Based on the overall class average of 79.81% on the common assessment, the results exceeded an average/satisfactory score of 75%.

Common Assessment Results: Fall 2017

“At the end of the 2017 fall semester, the “Crime and Justice” common assessment was administered to the single hybrid section of SOC 103-01. The overall average score for the “Crime and Justice” quiz was 86.52% (B-). One student received a grade below 70% (unsatisfactory). The sample size was 23 students.

“Based on the overall class average of 86.52% on the common assessment, the results exceeded an average/satisfactory score of 75%. “

Results were also compared with those from 2016-17.

SOC 106 Race and Ethnic Relations

Expected Learning Outcomes:

- Use sociological perspectives and theories to analyze and discuss several major issues pertaining relationships between racial and ethnic groups in society.
- Acquire knowledge of sociological concepts and skills used in the categorization of racial and ethnic groups in society.
- Understand the differences between majority and minority groups in society and how power relations are associated with such categorizations.
- Be able to apply knowledge derived from course content towards various disciplines and careers.

Assessment:

“The assessment for SOC 106 is in the form of a final paper/project that covers all the major topical areas in the course (Learning Outcomes). Students are expected to complete the final project/paper to demonstrate their comprehension/application of Learning Outcomes.

“The assessment constitutes 20% of the overall grade in the course. Comparative data from each semester are analyzed to see what outcomes are being met consistently and where modifications need to be implemented.

Results: Spring 2018

“At the end of the 2018 spring semester, the common assessment was administered to the single section of SOC 106-01. The overall average score for the paper was 81.4% (B-). The sample size was 14 students. One student did not submit the final and was given a “0” on the assignment. These aforementioned failing/no-submission is not calculated into the assessment results.

“Based on the overall class average of 81% on the common assessment, the results exceeded an average/satisfactory score of 75%. “

Spring 2017 results were also provided for comparison purposes.

Comments:

COGs for SOC 102, 104 and 111 not submitted. POG for SOC, AA not submitted. Curriculum Map not submitted.

STUDENT DEVELOPMENT (STU)

STU 106 Professionalism in the Workplace-COG not submitted (course taught by adjuncts).

