Lake Land College

Report to
The Higher Learning Commission

May 2012

LLC Progress Report

Contents

Introduction

In 2005, the Higher Learning Commission (HLC) conducted an accreditation visit with Lake Land College (LLC). This visit was a comprehensive review to ascertain the continuance of the College's accreditation. LLC received a ten year accreditation; however, in that review, the HLC requested a monitoring report on the assessment of student academic achievement for courses offered online which was due in December of 2008.

In December of 2008, LLC submitted a monitoring report in response to the visiting team charge. This report outlined steps that LLC had taken, and after a Commission review of the monitoring report, the HLC recommended a focus visit regarding assessment and leadership (HLC Staff Analysis, January 2009).

In November of 2009, an HLC focus team (Dr. Frances M. Hendrix and Dr. Susan D. Stenerson) visited LLC. Upon completion of the visit, the team recommended that LLC submit a progress report on assessment of student learning by May 31, 2012.

The focus visit team asked that the progress report show: (1) the method of obtaining success rates for online courses; (2) the actual course success rates for courses offered online; (3) a comparison of success rates between online and on-ground delivery, and (4) conclusions and/or recommendations for continuance and sustainability and/or change.

Assessment at LLC

Over the past several years at LLC, assessment has truly evolved throughout the entire campus. In fact, since the 2009 focus visit, there has been significant activity that has strengthened the assessment of student learning at the College.

Lake Land College's vision statement emphasizes "engaging minds, changing lives, through the power of learning,' and its strategic plan includes goals focusing on learner outcomes, "strengthen[ing] evaluations of the quality and relevancy of courses, programs, services and operations," and "tak[ing] decisive action to enhance or improve offerings at every opportunity." The accomplishment of these goals relies in great part on the assessment and documentation of student academic achievement.

From the early moment, in fall 1995, Lake Land formed an Outcomes Assessment Task Force and assigned to it the responsibility of developing desired outcomes for both career & technical programs and general education. The task force adopted the format of a continuous cycling process, and developed a common format for submission of information as well as a timeline for the process. During staff development activities, the importance of the project was emphasized to faculty, administrators, and program directors, which were encouraged to take an active role and provided with guidelines for their participation. Spring 1996 was devoted to exploring and developing methodologies that would measure the outcomes established by the task force. At that time, a tracking subcommittee was established to oversee the design of a common database. During spring semester 1997, each department began the process of monitoring assessment results to determine the linkage between desired outcomes, assessment methodologies, results, and possible applications to improvements in educational delivery systems.

Since implementation in 1995, assessment has developed a strong foundation and achieved a forward momentum, due largely to a recent College-wide assessment plan. The initial establishment of a part-time *Assessment Facilitator* position aided the annual outcomes assessment activities, but as the College's assessment needs evolved, the necessity for a full-time position dedicated to assessment was recognized. As a result, the position of *Professional Development and Assessment Facilitator* provides support to faculty and staff in regards to the design, development, and implementation of professional development and assessment activities throughout campus. This position also works collaboratively with all areas of the College to continue the growth of professional development and assessment at LLC.

Course assessment was implemented during the spring 2010 semester in which all faculty was asked to develop course outcomes for all active LLC courses. During the fall 2010 semester, the data collection process began for individual courses at the college and continues to date.

Full institutional assessment was initiated at the college in summer of 2011 and the Assessment and Quality Committee was charged with leading the related assessment efforts. (Through a revitalization of committee structures on campus, the Assessment and Quality Committee replaced the previous assessment team.) The Assessment and Quality Committee's goal is to enhance the student learning and overall experience at the college. The committee identified institutional goals for which all non-academic areas are now assessed in order to gauge how each department contributes to student learning

experience. Today, the Assessment and Quality Committee works closely with all departments to ensure that each identifies outcomes that demonstrate how their areas enhance student learning and the student experience at Lake Land College. As an indicator of success, all nonacademic areas have identified outcomes and are in the continuous process of data collection and result process for their prospective areas.

An additional assessment investment has been made in purchasing WEAVEonline, —a powerful software application that addresses the need to develop and maintain continuous improvement processes for both the academic and administrative structures within an institution. It guides and provides for the alignment of multiple processes, including assessment, planning, accreditation, budgeting and institutional priorities (www.weaveonline.com). This focus on and investment in centralizing college-wide assessment has undoubtedly furthered Lake Land College's advances in student outcomes assessment. LLC is positioned to continue improving these outcomes in the future because of this centralization of assessment at the College.

Assessment at LLC is driven by faculty members, who are involved in staff development exercises and encouraged to attend assessment related conferences. In Spring 2011, ten faculty/staff members attended the HLC Annual Meeting and LLC will be sending an additional ten employees in Spring 2012. In fact, over the past couple of years, faculty/staff have attended the HLC Assessment Workshop, IUPUI's Assessment Institute, WEAVEonline's Assessment Conference, a regional assessment conference in the Chicago area, as well as attended numerous webinar and local assessment activities. Recently, during LLC's Spring 2012 Opening Day staff development sessions, faculty and staff worked to develop a series of prompts and evaluation methods in an effort to improve the measurement of learner outcomes within the General Education Core Curriculum. Assessment related professional development has become an on-going interest at LLC.

In addition, the LLC Board of Trustees approved a resolution in January 2012 to deem each and every February as Assessment Month. Through the leadership of LLC's Assessment Facilitator and along with the Assessment and Quality Committee, LLC furthered Assessment Month by instituting an annual Assessment Week in a campus-wide effort to increase student involvement in and promote dialogue concerning the assessment of student learning. LLC highlighted this week's activity on its assessment website and created an assessment newsletter through which innovations, best practices, and results are shared. Further, recent intra-campus branding and marketing has provided continuity for faculty and staff, which has encouraged adoption and ownership of assessment activities across all areas and divisions. Members of the Assessment and Quality Committee serve as liaisons with their academic division and service areas, sharing news about important developments with their colleagues and communicating requests for assistance with assessment activities to the Assessment Facilitator.

General Education Assessment History

The General Education Committee (GEC) began reviewing the college's learning outcomes for general education in Fall 1998, with goals and objectives rewritten during AY1998-99. In Fall 1999, all general education courses were examined by faculty to ensure that each course met at least one of the stated objectives. At this time, course outlines were modified to include a list of the general education objectives for each course, as well as an

explanation of how the course met those objectives. Finally, a study of selected student transcripts was conducted to determine if graduating students were exposed to all of the general education goals during their time at LLC. Three assessment activities were administered in the area of general education: standardized testing; the evaluation of artifacts; and the administration of prompts.

To begin the standardized testing segment, students were identified as either freshmen or sophomores based on transcripted credit hours. Both samples originally consisted only of students enrolled in transfer programs. The Academic Profile was administered to freshmen in the Fall starting in 2004 and their results were compared to those of sophomores who took the test in the Spring starting in 2005.

Another outcome assessment activity approved by the GEC was the collection of artifacts to measure student learning for six of the ten general education goals. Beginning in Fall 2000, artifacts were collected, and teams of faculty reviewers used rubrics to score them. By Spring 2003, it became apparent to the GEC that the types of artifacts collected were not always compatible with the rubrics being used to assess student achievement. It was determined that the method of artifact collection for some goals needed to be altered to improve uniformity and compatibility with the rubrics.

In Spring 2004, the collection of artifacts for the assessment of two general education goals was replaced by the administration of prompt/response activities. These exercises are based on faculty-generated questions that ask students to read, reflect, and respond to a selected essay or article. Students are guided by a question or questions designed by faculty members to measure competency in a particular area. The prompts were administered during the Spring of 2004.

In Fall 2008, which was the tenth anniversary of the development of the last set of goals, the committee decided to involve the faculty in moving toward a new set of goals. On Opening Day in January 2009, the faculty was divided into groups of approximately ten instructors for brainstorming sessions led by members of the General Education Committee. Facilitators chose between two questions to open the discussion:

- What are the essential components of a general education program/class?
- Describe your minimum expectations relative to general education for a student earning a degree from Lake Land College.

From this activity LLC instructors agreed that all students earning a degree from the College should meet the same general education goals. (In the past, the General Education Committee concerned itself only with students in transfer programs. Now the intent was to include students in career and technical programs as well.) Some broad topics came up again and again in the brainstorming sessions, and these topics formed the skeleton of the college's new General Education goals.

The Committee wanted to make the goals more succinct and easy to remember, as the goals being replaced were lengthy and verbose. LLC decided to capture each goal in a word or two and selected: Communication, Critical Thinking, Problem Solving, Diversity, Citizenship and Foundational Knowledge.

The process of developing the goals and outcomes unfolded during the Spring and Fall 2009. The goals were presented to the campus community for feedback, and the Board of Trustees approved them in January 2010 for inclusion in an upcoming catalog. In 2010, LLC adopted the goals as institutional goals in order to promote campus unity.

General Education competencies are still measured through the use of a nationally normed tests, student artifacts, prompts, and surveys. MAPP testing was performed annually from 2000 through 2009. However, in 2010, the Collegiate Assessment of Academic Proficiency (CAAP) testing replaced MAPP. CAAP is a standardized, nationally normed assessment program from ACT that enables postsecondary institutions to assess, evaluate, and enhance student learning outcomes and general education program outcomes with ACT results of incoming freshman being compared to CAAP scores for outgoing sophomores. CAAP tests were administered to students during the spring 2010 semester and the results indicated that Lake Land College students scored at or above the national norm for critical thinking and science (the two selected areas for that particular year.)

DACUM

In addition, LLC has a long history of using the DACUM process (see http://www.dacum.org/) as an assessment tool for program assessment. It is particularly used within career and technical programs in order to keep up with the changing nature of business and industry needs. LLC uses DACUM results to modify a program and its courses in order to guarantee students are being taught the most advanced techniques within that particular field of study. LLC selects a DACUM panel from local business and industry leaders (who often serve on the college's advisory boards) in order to ensure that the student learning outcomes most relevant to district employers are being met.

Full Time Assessment Facilitator

In 2010, Lake Land College took a giant step forward and hired a full time assessment facilitator. Today, the LLC facilitator's responsibilities include:

- leading the campus community in the design, development, and implementation of activities related to assessment,
- providing expertise for the campus community regarding techniques and practices in assessment,
- developing creative and innovative assessment strategies to strengthen and augment LLC's existing efforts,
- leading the analysis of assessment data and the use of information generated through the analysis,
- leading the daily institutional, program, course activities at LLC,
- preparing reports related to assessment,
- And serving on all committees related to assessment.

Have a full time assessment facilitator has helped to centralize the College's assessment efforts, to communicate those efforts throughout the entire campus, and to ensure that LLC maintains a clear, continuous focus on assessment.

Assessment – A Strategic Plan Priority

Simultaneous to the hiring activity, Lake Land College developed and implemented a new college-wide strategic plan. The new strategic plan (See http://www.lakeland.cc.il.us/public/strategicplan/) has four strategic priorities – among them Assessment and Quality. The focus on assessment within the strategic plan has heightened the awareness of its importance throughout the campus. As a strategic priority, the LLC seeks to continuously enhance and support the learning experience for all students. In addition, LLC recognizes that it is the responsibility of the entire institution to work together for that purpose. Through the systematic use and monitoring of assessment activities across the college, LLC is fostering a learning environment of the highest quality for every student. For this priority, the college set the following four goals:

1. Establish Learning Goals
2. Identify Departmental Outcomes
3. Enhance the Student Learning Experience
4. Assess Quality of the Student Experience

Establish Learning Goals

In 2009, Lake Land College's General Education Committee began the process of updating/changing the college's general education goals. As previous mentioned, during a very thorough and systematic process involving the campus community, the college used the opportunity to create common general education / institutional learning goals as follows:

1. Communication
   Students will communicate professionally and effectively through
   a. Reading
   b. Listening/Observing
   c. Speaking
   d. Writing

2. Critical Thinking
   Students will apply critical thinking skills through
   a. Locating information
   b. Evaluating sources
   c. Analyzing data and arguments
   d. Interpreting initial results
   e. Transferring insights to new contexts

3. Problem Solving
   Students will demonstrate scientific and quantitative problem-solving skills through
   a. Applying the scientific method
   b. Performing mathematical operations
   c. Interpreting tables and graphs
   d. Applying percentages, ratios, and averages

4. Diversity
   Students will recognize the unique characteristics of others through
   a. Understanding diverse cultural contributions
   b. Understanding multiple economic, geographical, or historical perspectives

   c. Understanding the values and actions of diverse populations

5. Citizenship
   Students will demonstrate civic responsibility by
   a. Understanding the impact of human actions on society
   b. Understanding their role in a global society

6. Foundational Knowledge
   Students will demonstrate foundational knowledge in the liberal arts and sciences.

Identify Departmental Outcomes

Upon establishment of institutional learning goals, each division/department was tasked with identifying individual departmental outcomes based on their current essential functions and activities. Each division/department was asked to frame their outcome identification via relevance to students and student learning. And each division / department was asked to used the following leading question throughout the identification process: How do the functions and activities of your department add to or enhance the student learning experience in the area of communications, critical thinking, problem solving, diversity, citizenship and/or foundational knowledge? By 12/2010, all divisions/departments had identified appropriate outcomes (see the Assessment Website for timeline: http://www.lakeland.cc.il.us/quick_links/assessment/index.cfm).

Enhance the Student Learning Experience

Once departmental outcomes had been identified, the college began using two different and new tools to assist with enhancing the student learning experience. During the fall of 2009, LLC administered the Community College Survey for Student Engagement (CCSSE):

> *CCSSE* provides information on student engagement, a key indicator of learning and, therefore, of the quality of community colleges. The survey, administered to community college students, asks questions that assess institutional practices and student behaviors that are correlated highly with student learning and student retention. The *CCSSE* survey is a versatile, research-based tool appropriate for multiple uses. It is: a benchmarking instrument — establishing national norms on educational practice and performance by community and technical colleges; a diagnostic tool — identifying areas in which a college can enhance students' educational experiences; and, a monitoring device — documenting and improving institutional effectiveness over time.

And by summer 2010 had received the results of that survey. In addition, in the Spring of 2010, LLC had purchased and implemented WEAVEonline. By definition:

> WEAVEonline is a powerful software application that addresses the need to develop and maintain continuous improvement processes for both the academic and administrative structures within an institution of higher education. It guides and provides for the alignment of multiple processes, including assessment, planning, accreditation, budgeting and institutional priorities.

Each division/department was instructed to use WEAVEonline for their assessment activities. Campus instruction was provided in order to ensure that all divisions/departments uploaded all departmental outcomes as well as their objectives and methods of measurement. A deadline (see the timeline on the Assessment website: http://www.lakeland.cc.il.us/quick_links/assessment/index.cfm) was set for the collection of findings/results, with the expectation that this data would be uploaded into WEAVEonline in the future.

The Assessment and Quality Committee

In 2010, Lake Land College redesigned its college's committee structure. In doing so, the college created the Assessment and Quality Committee. Its charge is to implement and monitor the plan for college-wide assessment and quality goals. Its responsibilities include leading the establishment of the institutional learning goals (see goals listed above), providing leadership for identifying departmental outcomes, providing leadership for enhancing student learning, and providing leadership for assessing the quality of the student experience.

This committee membership includes the Associate Vice President for Educational Services, the professional development and assessment Facilitator, a representative from Business Services, a representative from Student Services; the Director of Institutional Research, one Career and Technical faculty member; one Transfer faculty member who also serves as chair of the General Education Task Force; and the Vice President for Academic Services as an ex-officio member.

The Assessment and Quality Committee meets monthly and its agendas and minutes can be found on the College's shared drive (See S:\Committees\Standing Committees\Assessment and Quality Committee). All campus employees are welcome to attend the committee meetings. Dates and locations of the meetings are published in the campus's weekly newsletter, the Laker Low Down.

Campus Wide Assessment Software – WEAVEonline

Prior to 2011, Lake Land College housed data regarding its assessment practices in numerous locations; and, as the campus moved towards a stronger emphasis on assessment, the need for a common data collection tool emerged. A team was assembled to review the various tools available. The team included employees from all campus areas, and the team provided numerous opportunities for faculty and staff to provide input throughout the selection process.

Lake Land College selected WEAVEonline. According to their website:

> WEAVEonline is a powerful software application that addresses the need to develop and maintain continuous improvement processes f or both the academic and administrative structures within an institution of higher education.
>
> It guides and provides for the alignment of multiple processes including assessment, planning, accreditation, budgeting and institutional priorities (See http://www.WEAVEonline.com).

The College has elected to include data regarding institutional assessment, program assessment, program review, course assessment, institutional priorities within the strategic plan, institutional values, general education goals, and institutional goals within the WEAVEonline software. Lake Land College has completed its first yearly cycle using this particular software and has now entered the second cycle. Numerous and diverse trainings have been offered to all faculty and staff including sessions on identified staff development days, individual sessions throughout each semester, team trainings within divisions or departments, evening sessions, off-campus trainings, and refresher trainings by request. Faculty and staff can assess WEAVEonline from numerous links on the Lake Land College website for ease of use.

Assessment Website

In 2011, Lake Land College unveiled its new Assessment Website (See – http://www.lakeland.cc.il.us/quick_links/assessment/index.cfm). Links to the new website were included in a variety of locations in order to increase its use. The website houses all assessment reports as well as easy access to assessment resources. The Assessment Website is managed by the Assessment and Professional Development Facilitator.

Course Assessment

One of the activities launched immediately after the selection and purchase of the WEAVEonline software, has been a comprehensive approach to course assessment. Faculty has moved the documentation of all assessment activities for each active credit based course to the WEAVEonline system. For each course, faculty has uploaded goals, outcomes/objectives, measures/findings, strategic and/or general education relationships, and action plans as needed. The timeline for course assessment can be found on the assessment website. Dates on the timeline correspond with the academic calendar as course assessment is a faculty-driven activity.

One effective tool for improvement in program and course assessment is WEAVEonline's "Detailed Assessment Report." It is generated annual by the Assessment Facilitator and is distributed to the faculty and staff leadership. This document is derived from the WEAVEonline assessment software and charts the progress toward a complete and effectively functioning cycle of assessment for each program and course offered at the college. Division Chairs are encouraged to meet with the faculty to discuss the inventory, and to consider and respond to it as needed.

Institutional Assessment

Simultaneous to the work in course assessment, Lake Land College launched a comprehensive approach to institutional assessment via the WEAVEonline software. Each department or division has been directed by the Assessment and Quality Committee to upload all institutional goals, outcomes/objectives, measures/findings, strategic and/or institutional relationships, and action plans as needed into the WEAVEonline system. The timeline for institutional assessment is also housed on the assessment website. Dates on the timeline correspond to the fiscal year or academic year depending on the area of work. Institutional assessment is an all employee-driven activity.

The Methods

In 2009, LLC administrators met to engage the participation of 22 faculty members in a systematic assessment pilot of online learning. A written request seeking volunteers was sent to the seven LLC division Chairs. Additionally, administrators attended various faculty meetings discussing the opportunity. In all, 22 faculty (both full time and adjunct) from a variety of divisions had agreed to participate. In late April, the administrators developed a meeting schedule for the faculty, and met with the group to lay-out all activities that were included in the project.

Initially, the Instructional Improvement and Assessment Committee (through the committee reorganization in 2010, the name was changed to the Assessment and Quality Committee) approved and finalized the assessment procedure for online courses included in the pilot. The procedure consisted of five basic steps. Following is a general overview of the process:

a. Faculty members will complete an assessment plan for each online course within the pilot.
b. Faculty members will submit assessment plans to the IIAC for review.
c. The IIAC will approve plans and place on a review cycle.
d. Faculty will conduct the appropriate assessment activities.
e. Assessment results will be reported via standard campus systems.

However, in early 2010, LLC selected and purchased WEAVEonline software which altered the data collection method slightly. Rather than maintain the data in an in-house developed database, each faculty member (with the assistance of LLC's Assessment Facilitator) was expected to input information regarding course assessment into the WEAVEonline software. This information included:

- Goals
- Outcomes / Objectives
- Achievement Targets
- Measures / Findings – when available
- Action Plans – if necessary

In fact, the campus wide adoption of the WEAVEonline software altered the path of all assessment data collection at LLC. By providing a common data collection method and repository, the use of the software solidified the college's strong, intent focus on course assessment, program assessment, and institutional assessment.

Please note - not only has the pilot group been expected to complete course assessment using the WEAVEonline software, the college has expected all faculty to utilize it and maintain goals, outcomes/objectives, achievement targets, measures and findings, and action plans (if necessary) for all courses taught each semester. The assessment facilitator has set an assessment timeline (see http://www.lakeland.cc.il.us/quick_links/assessment/index.cfm) for all faculty involved in course assessment. In order to encourage successful data collection for course assessment, the assessment facilitator disseminates timeline information in numerous ways, arranges training sessions in a variety of modalities, and provides individualized assistant upon request. The timeline itself is produced by the Assessment and Quality Committee in conjunction with campus faculty leadership.

The following courses comprise the original online course assessment pilot:

Course		Course Title
AGR	206	Introduction to Animal Science
BIO	100	Bio-Science I
BIO	160	Introduction to Genetics
BIO	225	Human anatomy and Physiology I
BUS	095	Fundamentals of Accounting
BUS	141	Business Communications
BUS	281	Business Statistics
CAD	056	CAD I
CIS	099	Web Page Design
CIS	160	Practical Software Applications
ECO	231	Principles of Economics I
EDU	200	Educational Psychology
HSP	120	Introduction to Social Work
HUM	120	Myths and Legends
MAT	118	Math for Elementary Teachers I
MAT	125	Statistics
MAT	210	Finite Mathematics
MUS	150	Music in American History and Culture
PHI	270	Introduction to Philosophy
PNC	053	Basic Pharmacology I
SFS	101	Strategies for Success

The courses included in the pilot were intended to represent the college's seven academic divisions of Agriculture, Allied Health, Business, Humanities, Math/Science, Social Science/Education, and Technology. Faculty who volunteered to participate in the pilot taught sections of the above courses both online and face to face. However, the schedule of sections taught varied and continues to vary semester to semester depending on student demand and student need.

In addition, the faculty who taught various sections varied and continues to vary semester to semester depending on faculty availability, scheduling, retirement, attrition. However, as course assessment is a campus requirement, data is collected in an ongoing basis regardless of instructor. As an added benefit, since the onset of course assessment, one beneficial activity that has occurred is that lead instructors have been assigned to each course in order to ensure appropriate assessment activities for all courses on an ongoing basis. In addition, course assessment data is collected on all course sections regardless of delivery modality. The assessment committee and the assessment facilitator worked with the faculty involved in the pilot to identify appropriate course outcomes. Appendix B includes the course outlines for all the courses included in the pilot assessment project. Each course outline lists the respective course outcomes.

Once course outcomes were finalized, the faculty involved with the online assessment pilot worked to create appropriate assessment achievement targets and measures. Again, the assessment committee, the assessment facilitator and the respective division chairs worked

with faculty to develop them. This group also developed appropriate test questions, prompts, artifacts, rubrics, exams, etc. to be used within the various assessment activities. As soon as course outcomes, achievement targets, measures, and tools were identified and created, the faculty began the data collection process. The faculty were asked to assess one or two of the listed outcomes for their course sections. (Not all course outcomes are measured for each course each year. Rather all course outcomes are measured over a three year period on a rotational basis.) Data was gathered during fall and/or spring semesters only with summer semesters excluded.

Once data was gathered, faculty reviewed and analyzed it. They uploaded their data and findings into the WEAVEonline system, and upon review made decisions as to whether or not they had met their achievement targets. If they had not met their achievement targets, they made changes to their teaching and learning methods in hopes of meeting or exceeding their achievement targets during the next assessment round. If they had met their achievement targets, they selected another course outcome to assess.

The Data

The following tables (see Appendix A) provide a highlight of the data collected including the course name and number, the course outcomes measured, the modalities taught and the action plan. In addition to the summary tables, a detailed assessment report which includes additional information regarding the assessment activities for the courses in the online pilot can be found in Appendix C.

Conclusions

When reviewing the data gathered, four questions guided the review:

- Question 1: Does the data demonstrate that students completing online courses satisfactorily achieve the intended learning outcomes?
- Question 2: Do students in face to face courses achieve the intended learning outcomes at rates comparable to those achieved by students who complete the same courses using alternate instructional delivery methods?
- Question 3: If the data does not demonstrate that students completing online courses satisfactorily achieve the intended learning outcomes and/or if the data does not show that student in face to face courses achieve the intended learning outcomes at rates comparable to those achieved by students using alternate instructional delivery methods, what steps were taken?
- Question 4: If the data does demonstrate, how will the college sustain the success?

Question 1

From the data collected by the faculty throughout the pilot project, overall the students completing online courses satisfactorily achieved the intended learning outcomes. As

assessment is a process, the data shows that some intended learning outcomes were not met or were partially met; however, in those instances when students completing online courses did not meet the achievement targets set by faculty, the faculty reviewed the data, created appropriate changes to their teaching and learning methods in order to improve upon those particular outcomes, and remeasured. If learning outcomes were not met or were partially met within the 2011-2012 academic year, however, faculty may still be in the process of creating appropriate changes and remeasuring. For example, faculty will compare their Fall 2011 data against Fall 2012 data. Their action plans should be in place, but the data will not be collected until after the Fall 2012 closes. Faculty whose courses have partially met or unmet targets during Spring 2011 have developed Action Plans, adjusted their teaching and learning, and are currently collecting Spring 2012 data. The reporting deadline for entering Spring 2012 data into the LLC WEAVEonline Assessment system is September 15, 2012.

Question 2

Again, from the data collected by the faculty, students in face to face courses achieved the intended learning outcomes at rates comparable to those achieved by students who completed the same courses using alternate instructional delivery methods. Though the overwhelming majority of outcomes assessed were comparable, there were a few outcomes that were not comparable. In those circumstances, the faculty reviewed the data and made appropriate changes to their teaching and learning methods in order to ensure that all students regardless of teaching and learning modality could be successful. All changes are highlighted in the faculty's LLC WEAVEonline Action Plan component.

Question 3

As previously mentioned and as can be viewed in the Detailed Assessment Report, if students did not meet the achievement targets and/or if students using different teaching and learning modalities did not meet the selected achievement targets comparably, the faculty leading the learning altered, changed, and improved their methods in order to ensure future success. Each faculty member developed appropriate action plans and these action plans were uploaded into the WEAVEoline system. The purpose of developing action plans is to assist with making approporiate and measurable changes to teaching and learning. The action plans provide roadmaps for faculty to implement in subsequent sections of a particular class. In addition, the action plans provide documentation of the actual changes to be made within any particular class section.

Question 4

Lake Land College is committed to its assessment program. Each semester, faculty are asked to select course outcomes to measure and asked to collect data. Additionally, they are instructed to review their findings and make changes as appropriate. If they have met their achievement targets, they are instructed to select another course outcome to measure. The assessment process is continuous with faculty at LLC, and through the encouragement of the leadership, it has become a part of the culture among not only faculty, but staff as well.

Appendix A

Pilot Data Matrix

Course	Outcome	Online %	F2F %	Hybrid %	Dual Credit %	Action Plan
AGR 206	Students will be able to describe the endocrine, respiratory, circulatory, skeletal, and muscular systems.	85.66	87			Achievement target met.
	Students will be able to identify various feedstuffs, animal requirements, and nutrients and ration formulation.	90.91/90	90/90			Achievement target met.
	Students will be able to evaluate live animals for carcass merit and grade meat products derived from livestock.	71.43	74			Achievement target met.
	Students will be able to explain sanitation, and identify livestock diseases and their recommended control treatments.	95	92			Achievement target met.
	Students will be able to analyze animal genetics, livestock selection, mating systems, and livestock programs of improvement.	53.85	80			Achievement target was partially met. See Action Plan in WEAVE.
BIO 100	Students will be able to competently use lab equipment and metric measurements in laboratory exercises and utilize critical thinking involving the scientific method with 50% of students earning a C or better on both the scientific method lad and lactase enzyme lab.	62.43	57.12	70.59	76.75	Achievement target was met.
	Students will have a working knowledge of cellular structures and processes.	52.63/ 72.22	50.00	70.59		Achievement target was met.

Course	Outcome	Online %	F2F %	Hybrid %	Dual Credit %	Action Plan
	This knowledge will allow them to apply critical thinking skills to health/body/everyday scenarios with 50% of student earning a C or better regarding question involving cellular structures and processes.					
	Students will be able to take knowledge acquired from BIO 100 to competently address bioethical issues and other areas of science and society. Students will be able to form logical and educated opinions on various science and society topics with 50% of students earning a c or better on the unit case studies.	95.8		87.5	76.7	Achievement target met.
BIO 160	Students will learn fundamental principles of genetics including meiosis and working genetics problems of various types with 50% of students earning a C or better.	56.5/100 56.3/50/ 53/83.3/ 60.6/95/ 94/100/ 100				Achievement target met.
	Students will be able to recognize real-world examples of genetics topics and demonstrate the interaction of genetics in society with 50% of students earning a C or better.	100/45.4	84/67			Achievement target met.
	Students will learn about population genetics and the complexity of human heredity vs. Mendelian genetics with 50%	47.6/100				Achievement target was partially met. See ACTION PLANS in Weave.

Course	Outcome	Online %	F2F %	Hybrid %	Dual Credit %	Action Plan
	of students earning a C or better.					
	Students will become acquainted with the technologies that involve genetics and DNA along with the applications of those technologies with 50% of students earning a C or better.	100/80				Achievement target met.
BIO 225	Students will display knowledge of the fundamentals of anatomy and physiology with 70% of students achieving a score of 76% or better on the final exam.	93/100/100/95/95	93/100/100/95/95			Achievement target met.
	Students will display the ability to critical think with 70% of student correctly answering a variety of critical thinking exercises.	95				Achievement target met.
	Students will show competency with lab reports and practical with 70% of students scoring greater than 76% on selected labs reports and final practical.	82/90/100/85/85	82/90/100/85/85			Achievement target met.
	Each individual instructor will incorporate online learning tools and technology into the curriculum and classroom environment with 100% of faculty doing so.	100	100			Achievement target met.
BUS 095	Students will be able to understand the debit/credit concept and know how a debit or credit will affect a specific account with 75% of students correctly	71.7/82	79.5/82			Achievement target met.

Course	Outcome	Online %	F2F %	Hybrid %	Dual Credit %	Action Plan
	answering embedded questions on final.					
	Students will be able to complete the activities of an accounting cycle for a service business with 70% of students receiving a C or better on a comprehensive project.	70/72/93.75	70/72/93.75			Achievement target met.
	Students will be able to classify an account as an asset, liability, equity, revenue, or expense with 80% of students correctly answering embedded questions on final.	91/74	91/85.4			Achievement target met.
	Students will be able to identify whether an account is displayed on an Income Statement, Statement of Owner's Equity, or Balance Sheet with 80% of the students correctly answering embedded questions on the final.	91/95	91/78.6			Achievement target met.
	Students will be able to complete the activities of an accounting cycle for a service business with 70% of student receiving a c or better on a comprehensive project for a service business.	93.75/72/70	93.75/72/70			Achievement target met.
	Students will be able to complete the activities of an accounting cycle for a retail business using special journals with 70% of students receiving a C or better on project.	80.6/81.25	80.8/81.25			Achievement target met.

Course	Outcome	Online %	F2F %	Hybrid %	Dual Credit %	Action Plan
BUS 141	Students will be able to prepare an effective oral presentation with 70% of students receiving a grade of C or better.	73/70/ 71.7/74/ 95/65.2/ 80.6/74	79/90/ 79.5/ 85.4/ 78.6/ 65.6/ 80.8			Achievement target met.
	Students will write effective positive, persuasive, or negative messages with student class average of a B on this assignment.	80.2/81/ 70	80.7/83/ 72			Achievement target met.
	Students will create an effective resume with 80% of students scoring a B or better.	81/71	83/80			Achievement target met.
BUS 281	Students will understand the various levels of data measurement and the uses for descriptive and inferential statistics with 75% of all students answering embedded question correctly.	Less than 80	More than 80			Achievement target met.
	Students will be able to correctly apply the common rules of probability and counting techniques with 75% answering designated question correctly.	83	83			Achievement target met.
	Student will understand and use the Central Limit Theorem to estimate a confidence interval for a normal distribution and understand when conditions require the use of a t distribution with 75% of students able to	Less than 86	More than 86			Achievement target met.

Course	Outcome	Online %	F2F %	Hybrid %	Dual Credit %	Action Plan
	correctly apply the CLT.					
	Students will be able to correctly perform hypothesis testing and provide statistically significant conclusions with 100% correctly answering embedded question.	100	100			Achievement target was met.
CAD 056	Students will understand how to use absolute, relative and polar coordinate entry methods in a CAD drawing with student completing entry project with 80% or better.	100/The same	100/The same			Achievement target was met.
	Students will learn the purpose of draw commands and how to use them with students achieving 80% or better.	88.8/ 85.7	85.7/ 85.7			Achievement target was met.
	Students will learn the purpose of Modify commands and how to use them with students completing projects with 80% or better.	10% better than online/ 65.7	10% better than online/ 65.7			Achievement target was met.
	Students will learn to dimension a drawing and the purpose of the most common dimensioning commands with students completing EDP drawing projects with 80% of better.	4% better than face to face / 80.3	4% better than face to face / 80.3			Achievement target was met.
	Students will learn to reuse drawing objects and to transfer the form one drawing to another using the block,	3% better than	3% better than			Achievement target was met.

Course	Outcome	Online %	F2F %	Hybrid %	Dual Credit %	Action Plan
	wblock, and insert commands with student success rate of 80%	online/ 91.2	online/ 91.2			
CIS 099	Students will understand proper XHTML coding structure with 90% of all students able to create a properly validated website using XHMTL code.	92/100/ 93	86/100/ 83			Achievement target was met.
	Students will be able to describe standard web design principles with 90% of all students able to correctly identify good web design principles.	100	100			Achievement target was met.
	Students will construct a final project website that incorporates CSS for page layout and all formatting with 100% of students receiving a B or higher on a final website based on the use of Cascading Style Sheets.	85	90			Achievement target was met.
CIS 160	Students will be able to understand basic computer hardware and software terminology with 75% of students scoring a C or better on embedded questions.	97	97			Achievement target was met.
	Students will be able to create a word processing document with 75% of students scoring a C or better.	75/ 79.7		75/ 79.7		Achievement target was met.
	Students will be able to create a spreadsheet application with 75% of students scoring a C or better.	67.9	87.2			

Course	Outcome	Online %	F2F %	Hybrid %	Dual Credit %	Action Plan
	Students will be able to create a database in Microsoft Office Access 2010 with 75% of students scoring a C or better on a database created in Access 2010.	96	96			Achievement target was met.
	Student will create a presentation in Microsoft Office Power Point 2010 with 75% scoring a C or better.	38	38			Achievement target was partially met. See Action Plan in WEAVE.
ECO 231	Students will analyze the impact of government interference in the marketplace with average student performance surpassing 70%	83.75/ 82.06/ 83.77	83.75/ 82.06/ 83.77			Achievement target was met.
	Students will explain the impact of fiscal and monetary policy on the economy with average student performance surpassing 70%/	70.14	70.14			Achievement target was met.
	Students will describe the impact of global or domestic changes on individual markets for goods and/or services with average student performance surpassing 70%.	85.22/ 75.82/ 83.42	85.22/ 75.82/ 83.42			Achievement target was met.
	Students will interpret statistics to evaluate the condition of their regional economies with average student performance surpassing 70%	81.76/ 85.43/ 78.3	81.76/ 85.43/ 78.3			Achievement target was met.
	Students will be able to demonstrate how external shocks affect the national economy with average student	78.28/ 79.2/ 85.05	78.28/ 79.2/ 85.05			Achievement target was met.

Course	Outcome	Online %	F2F %	Hybrid %	Dual Credit %	Action Plan
	performance surpassing 70%					
EDU 200	Students will be able to identify the basic theories, characteristics and effects on the development and learning of students in a classroom setting based on psychosocial, moral, and cognitive development theories with students meeting the 90% level.	60/64/90/73	60			Achievement target was partially met. See Action Plan in WEAVE.
	Students will develop a written product that meets grading rubric requirements with students meeting at the 80% level.	84/100/				Achievement target was met.
	Students will be able to analyze multiple intelligences, learning styles, gender differences and biases and will be able to address student differences in the classroom with students meeting the 90% level.	90/64/90 93	100			Achievement target was met.
	Students will be able to compare and contrast the pros and cons of modern measurement instruments being used in an educational setting with students meeting at 90%.	90/90/				Achievement target was met.
	Students will be able to compare and contrast historical developments, ability grouping and the IDEA and will identify ways to provide accommodations in the classroom setting with students answering embedded test questions with	85/90				Achievement target was met.

Course	Outcome	Online %	F2F %	Hybrid %	Dual Credit %	Action Plan
	80% accuracy.					
	Students will be able to analyze how information is processed and develop methods to help students become strategic learning with students answering embedded test questions with 80% accuracy.	80				Achievement target was partially met. See Action Plan in WEAVE.
HSP 120	Students will define and describe the services available in their communities for people in need with students earning an 80% or better on assignment.	81	87.5			Achievement target was partially met. See Action Plan in WEAVE.
	Students who complete the professional interview assignment on time will earn 80% or above on the PI assignment.	85	100			Achievement target was partially met. See Action Plan in WEAVE.
	Students will gain insight into how it feels to be disabled with all students present on date exercise given.	61				Achievement target was partially met. See Action Plan in WEAVE.
HUM 120	The student will be able to define myths and legends and understand the differences between them with 50% of students scoring exemplary or proficient.	81/80/88	81			Achievement target was met.
	The students will be able to identify key themes and terms found in myths and legends with 50% of student scoring exemplary or proficient.	73/48/60 60	80			Achievement target was met.
	The student will demonstrate the ability to evaluate the impact of various myths	58/73/43	73			Achievement target was partially met. See Action Plan in WEAVE.

Course	Outcome	Online %	F2F %	Hybrid %	Dual Credit %	Action Plan
	and legends on popular culture with 50% of student scoring exemplary or proficient.					
MAT 118	Students will understand and apply the four-step process for mathematical problem solving with 70% of students scoring 3 on the 4pt grading rubric.	92/75/97/86	92/75/97/86			Achievement target met.
	Students will understand and use the appropriate computational operation for whole numbers, integers, and rational numbers with 70% of all students receiving a 3 or 4 on each of the computational skill questions.	98.1/98/94/96/100/100/91/100	98.1/98/94/96/100/100/91/100			Achievement target met.
	Students will understand and apply the pedagogy for teaching basic mathematical concepts with 70% of students receiving a score of 3 or 4 on embedded questions.	80.3/88/91.6/75	80.3/88/91.6/75			Achievement target met.
MAT 125	Students are able to collect, analyze and interpret data using descriptive statistics with 60% of the students receiving a 70% or better on related test questions on the final exam	58	40			Achievement target was partially met. See Action Plan in WEAVE.
	Students are able to compute and understand probability with 60% of students receiving a 70% or better on embedded tests questions on the final	64	50			Achievement target was partially met. See Action Plan in WEAVE.

Course	Outcome	Online %	F2F %	Hybrid %	Dual Credit %	Action Plan
	exam.					
	Students are able to set up a probability distribution using the rules of probability including the multiplication rule, binomial probability, etc. with 60% of students receiving a 70% or better on related test questions on the final.	30	40			Achievement target was not met. See Action Plan in WEAVE.
	Students understand the normal distribution with its role in basic statistical methods with 60% of the students receiving a 70% or better on related test questions on the final exam.	40	57.5			Achievement target was not met. See Action Plan in WEAVE.
	Student understand the central limit theorem and its role in basic statistical methods with 60% of the students receiving a 70% or better on related test questions on the final exam.	79	59			Achievement target was partially met. See Action Plan in WEAVE.
	Students will be able to conduct a hypothesis test and interpret the results with 60% of the students receiving a 70% or better on related test questions on the final.	17	46			Achievement target was not met. See Action Plan in WEAVE.
MAT 210	Students will demonstrate an understanding of matrix operations and how they apply to solving systems of equations with 70% of student receiving a score of 3 or 4.	78/50/80/78	78/50/80/78			Achievement target met.
	Students will be able to use any one of 4	71	75			Achievement target met.

Course	Outcome	Online %	F2F %	Hybrid %	Dual Credit %	Action Plan
	methods to solve a linear programming problem with 70% of students scoring a 4 or 4.					
	Students will be able to solve probability problems using basic probability formulas with a class average of 70%	75	74		75	Achievement target met.
MUS 150	Students will be able to identify pivotal figures in the history of American music and their contributions with 75% of students answering the embedded test questions correctly.	79/82.1/ 100	76/78.7/ 93/90			Achievement target met.
PHI 270	Students will understand the impact of values and beliefs on societal dynamics with 60% of students earning a C or higher on the assessed assignment.	75/82/82 100/100 83.3				Achievement target met.
PNC 053	Students will be able to apply basic math principles to calculate medication dosages.	Range of 75 to 100%	Range of 75 to 100%			Achievement target was partially met. See Action Plan in WEAVE.
	Students will be able to explain the major action (effects) of drugs used to treat disorders of the body systems as studied with 100% of student achieving a 78% or above on exam.	Range of 75 to 100%	Range of 75 to 100%			Achievement target was partially met. See Action Plan in WEAVE.
	Students will be able to identify nursing assessments and interventions necessary for administration of learned	Range of 75 to 100%	Range of 75 to 100%			Achievement target was partially met. See Action Plan in WEAVE.

Course	Outcome	Online %	F2F %	Hybrid %	Dual Credit %	Action Plan
	medications with 100% of students earning a 78% or above on exam.					
	Students will be able to utilize knowledge of drug actions and interactions to make sound nursing judgments associated with medication therapy with 100% of students achieving a 78% or above on exam.	Range of 75 to 100%	Range of 75 to 100%			Achievement target was partially met. See Action Plan in WEAVE.
	Students will be able to discuss the nursing process and its application of pharmacology with 100% of students achieving a 78% or higher on exam.	Range of 75 to 100%	Range of 75 to 100%			Achievement target was partially met. See Action Plan in WEAVE.
SFS 101	Students will be able to identify college resources for achieving academic success with 90% of students completing the scavenger hunt correctly identifying 80% of the resources.		86.6/95			Achievement target met.
	Students will be able to identify academic strengths and weaknesses with 80% of students earning a C or better on the DW exercise.	80	86/95			Achievement target met.
	Students will be able to identify career exploration resources with 90% of students earning a C or better on the CE assignment.		96/100			Achievement target met.

APPENDIX B

Online Pilot Course Outlines

09/02/11 DATE
X REQUIRED COURSE
_____ ELECTIVE COURSE

Agriculture DIVISION
_____ NEW COURSE
X REVISION

LAKE LAND COLLEGE
Course Information Form

COURSE NUMBER AGR 206 TITLE Introduction to Animal Science
SEM CR HRS 4 LT HRS 3 LAB HRS 2 SOE HRS ____ ECH 4.5
COURSE PCS # _____ (Assigned by Administration)

PREREQUISITES: _____

Catalog Description (40 Word Limit): Focuses on a study of beef, swine, sheep, poultry, and horses; and the scientific factors affecting nutrition, selection and genetics, products, environment, and physiology.

CONTENT OUTLINE	LECTURE HOURS	LAB HOURS
Introduction	3	
Breeds, Selection, and Genetics	10	4
Anatomy and Physiology	10	4
Animal Nutrition	7	4
Growth	2	2
Animal Environment	3	4
Livestock Products	5	4
Grading, Classification, and Marketing	2	2
Animal Health	6	4

EVALUATION: Quizzes X Exams X Oral Pres. ____ Papers
Lab Work X Projects ____ Comp. Final ____ Other

Textbook: Title Scientific Farm Animal Production
Author Robert E. Taylor
Publisher Prentice Hall
Volume/Edition 10th Edition

SEE REVERSE FOR CONTENT DETAIL

AGR 206 – Page 2

Major Course Segment	Hours	Learning Outcomes
Introduction	3/0	Review the history, growth and development of the animal industries.
Breeds, Selection, and Genetics	10/4	Analyze and compare the various breeds within species and review the principles of genetics, selection and mating systems and programs for improvement.
Anatomy and Physiology	10/4	Analyze and describe endocrine, respiratory, circulatory, skeletal and muscular systems.
Animal Nutrition	7/4	Evaluate various feedstuffs, animal requirements, nutrients and formulating balanced rations.
Growth	2/2	Discuss and demonstrate an understanding of measurements and factors affecting growth.
Animal Environment	3/4	Describe and evaluate the animal's need for proper space, temperature, humidity and ventilation.
Livestock Products	5/4	Demonstrate an understanding of the major livestock producers of meat, milk and wool.
Grading, Classification, and Marketing	2/2	Illustrate the steps for grading of meat products derived from livestock.
Animal Health	6/4	Describe the importance of sanitation, identify livestock diseases and their recommended control and list potential antibiotics.

Course Outcomes: At the successful completion of this course, students will be able to:

- Describe the endocrine, respiratory, circulatory, skeletal, and muscular systems.
- Identify various feedstuffs, animal requirements, and nutrient and ration formulation.
- Evaluate live animals for carcass merit and grade meat products derived from livestock.
- Explain sanitation, and identify livestock diseases and their recommended control and treatments.
- Analyze animal genetics, livestock selection, mating systems, and livestock programs of improvement.

9-7-10 DATE — Math/Science DIVISION

X REQUIRED COURSE — NEW COURSE

X ELECTIVE COURSE — X REVISION

LAKE LAND COLLEGE
Course Information Form

COURSE NUMBER BIO100
TITLE BioScience I (traditional & non-traditional)

SEM CR HRS 4 LT HRS 3 LAB HRS 2 SOE HRS ____ ECH 4.5
COURSE PCS # ____ (Assigned by Administration)

PREREQUISITES: None

Catalog Description (40 Word Limit): An introduction to the fundamental processes and structures common to all living things.

CONTENT OUTLINE	LECTURE HOURS	LAB HOURS
Introduction	2.5	1
Ecology	6	3
Metric System	0.5	1
Chemistry	5.5	4
The Microscope	1	2
The Cell	3	2
Osmosis	1	2
Enzymes	1	1
Cell Metabolism (Photosynthesis/Cellular Respiration)	3	1
Protein Synthesis	3	2
Mitosis/Meiosis	5	3
Genetics	8.5	6
Evolution	5	2

EVALUATION: Quizzes X Exams X Oral Pres. ____ Papers X
Lab Work X Projects ____ Comp. Final X Other ____

Textbook: Title: Biology
Author: Sylvia Mader
Publisher: McGraw-Hill
Volume/Edition 10th Edition Copyright Date 2009

Major Course Segment	Hours	Learning Outcome
Introduction	3.5	Students should be able to differentiate between science and non-science, use

		the scientific method, and identify characteristics of living organisms.
Ecology	9.0	Recognize the structure of ecosystems including food chains, food webs, ecological pyramids and biogeochemical cycles; interpret the dynamics of
Metric System	1.5	Know the basic units of measurement of the metric system and perform conversions from one unit to another.
BioChemistry	9.5	Relate atomic structure to bonding and pH. Explain the importance of organic and inorganic molecules and their roles in
The Microscope	3	Identify the parts of a microscope. Make a wet-mount slide. Utilize proper technique to bring a specimen into focus.
The Cell and Cell Theory	5	Identify cell components, their functions, and their relationships to cellular life processes. Explain the cell theory.
Osmosis	3	Recognize the various means of membrane transport. Apply the concepts to tonicity problems.
Enzymes	2	Describe the structure and function of enzymes and their importance to living cells.
		regards to energy sources, raw materials, and end products. Describe the major biochemical pathways of aerobic cellular respiration, including glycolysis, Krebs Cycle and electron transport chain. Recognize the steps involved in anaerobic

Major Course Segment	**Hours**	**Learning Outcome**
		respiration pathways (fermentation.)
Protein Synthesis and Molecular Aspects of Genetics	5	Describe the structure of DNA and how it relates to the production of proteins. List factors that cause errors in DNA and their possible effects.

Mitosis/Meiosis	8	State the purpose of mitosis/meiosis and and describe the various stages.
Genetics	14.5	Explain the basic principles of Mendelian genetics and their applications in inheritance patterns, quantitative genetics, heredity and gene expression. Relate genetics principles to chromosome abnormalities, linkage and chromosomal mapping. Describe the process and use of recombinant DNA technology.
Evolution	7	Know the role of natural selection in the process of evolution. Recognize the factors that lead to speciation.

OUTCOMES**:**

1. Students will be able to competently use lab equipment and metric measurements in laboratory exercises and utilize critical thinking involving the scientific method.
2. Students will have a working knowledge of cellular structures and processes. This knowledge will allow them to apply critical thinking skills to health/body/everyday scenarios.
3. Students will have a working knowledge of energy systems and the flow of energy in an ecosystem.
4. Students will have a working knowledge of DNA structure and function and apply this knowledge to fields of mitosis, meiosis, biotechnology and evolution.
5. Students will be able to take knowledge acquired from BIO 100 to competently address bioethical issues and other areas of science and society. Students will be able to form logical and educated opinions on various science and society topics.

THIS COURSE MEETS THE FOLLOWING GENERAL EDUCATION GOALS:

Goal 1 Communication: Students will communicate professionally and effectively.
This goal is met through performing lab experiments throughout the semester. Students work in groups and use effective communication skills in order to complete the lab successfully.

Goal 2 Critical Thinking: Students will apply critical thinking skills in various ways.
This goal is met through performing lab experiments throughout the semester. Critical thinking skills involved in lab include: locating information, evaluating sources, analyzing data and arguments, interpreting initial results, and transferring insights to new contexts.

Goal 3 Problem Solving: Students will demonstrate scientific and quantitative problem-solving skills.
This goal is met through performing lab experiments throughout the semester. During labs, students must apply the scientific method, perform mathematical operations, interpret tables and graphs, and apply percentages, ratios, and averages.

Goal 4 Diversity: Students will recognize the unique characteristics of others.
Through the application of current events and the discussion of bioethical issues, students will realize the diversity of thoughts and cultures, along with economic, geographical, and historical perspectives regarding various issues.

<u>Goal 5 Citizenship</u>: Students will demonstrate civic responsibility.
Many of the problems in society today can be solved using biological technology. Examples of current techniques and technology used in various industries will be used to demonstrate the impact human actions have on society and the student's role in a global society. Students will look into the controversy of new techniques used in biology and discuss the ethical problems which arose with the development of such techniques.

<u>Goal 6 Foundational Knowledge</u>: Students will demonstrate knowledge of general education course content.
Students will have a working knowledge of key components learned from a wide variety of general education courses taken. In the biological sciences, this may include a basic knowledge of: cells, DNA, energy systems, genetics and ecology.

1/20/12 DATE

Math/Science DIVISION

_____REQUIRED COURSE
_____ELECTIVE COURSE

_____NEW COURSE
__X__REVISION

LAKE LAND COLLEGE
Course Information Form

COURSE NUMBER BIO160 TITLE Introduction to Genetics

SEM CR HRS 3 LT HRS 3 LAB HRS 0 SOE HRS ____ ECH 3
COURSE PCS # _____(Assigned by Administration)

DELIVERY MODE: 1Face-to-face Fall semester, 1 On-line Spring, 1 On-line Summer

PREREQUISITES: None

Catalog Description (40 Word Limit): An introduction to the principles of genetics with emphasis on human heredity. Included are Mendelian genetics, hereditary disorders, gene expression, genetic engineering, and population genetics.

CONTENT OUTLINE	LECTURE HOURS	LAB HOURS
Genetics as Science	3 (6.7%)	
Chromosomal Basis of Heredity	6 (13.3%)	
Mendelian Genetics of Humans	5 (11.1%)	
Modes of Inheritance	5 (11.1%)	
Polygenic Inheritance/ Gene Expression	5 (11.1%)	
Chromosomal Anomalies, Genetic Mutation types,	4 (8.9%)	
Genetic Engineering and Technology	4 (8.9%)	
Genetics of Human Health and Behavior	4 (8.9%)	
Population/Diversity/Evolution Genetics	5 (11.1%)	
HOUR EXAMS	4 (8.9%)	

EVALUATION: Quizzes____ Exams__X__ Oral Pres._____ Papers__X__
Lab Work_____ Projects__X__ Comp.Final__X__ Other

Textbook: Title Human Genetics Concepts and Applications
Author Ricki Lewis
Publisher McGraw-Hill
Volume/Edition 9th Edition Copyright Date 2011

SEE REVERSE FOR CONTENT DETAIL

Major Course Segment **Hours** **Learning Outcome**

(SEE ATTACHED SHEETS)

Course Outcomes:

1. Students will learn fundamental principles of genetics including meiosis and working genetics problems of various types.

2. Students will be able to recognize real-world examples of genetics topics and demonstrate the interaction of genetics in society.

3. Students will learn about population genetics and the complexity of human heredity vs. Mendelian genetics.

4. Students will become acquainted with the technologies that involve DNA and the applications that arise from the use of the technology.

The following LLC General Education goals are met in BIO 160:

Goal 1 Communication: Students will communicate professionally and effectively.
In numerous class discussions regarding current events in genetics, students will be expected to professionally and effectively express their views and questions when called upon in class or when addressing the professor with questions in class or via e-mail.

Goal 2 Critical Thinking: Students will apply critical thinking skills in various ways.
Students will apply critical thinking to solve genetic problems. Critical thinking skills are also involved in analyzing case studies in genetics. In a case study, students must do the following: locate information, evaluate sources, analyze data and arguments, interpret results, and transfer insights to new contexts.

Goal 3 Problem Solving: Students will demonstrate scientific and quantitative problem-solving skills.
This goal is met through solving various genetics problems throughout the semester. Also, determining modes of inheritance requires problem solving and critical thinking skills.

Goal 4 Diversity: Students will recognize the unique characteristics of others.
Through the application of current events and the discussion of bioethical issues, students will realize the diversity of thoughts and cultures, along with economic, geographical, and historical perspectives regarding various issues.

<u>Goal 5 Citizenship:</u> Students will demonstrate civic responsibility.
Many of the problems in society today can be solved using biological technology. Examples of current techniques and technology used in various industries will be used to demonstrate the impact human actions have on society and the student's role in a global society. Students will look into the controversy of new techniques used in biology and discuss the ethical problems which arose with the development of such techniques.

<u>Goal 6 Foundational Knowledge</u>: Students will demonstrate knowledge of general education course content.
Students will have a working knowledge of key components learned from a wide variety of general education courses taken. In the biological sciences, this may include a basic knowledge of: cells, DNA, energy systems, genetics and cancer.

Bio 225

4/8/11	**DATE**	Business	**DIVISION**
X	**REQUIRED COURSE**		**NEW COURSE**
X	**ELECTIVE COURSE**	X	**REVISION**

LAKE LAND COLLEGE
Course Information Form

COURSE NUMBER BUS 095 **TITLE** Fundamentals of Accounting
SEM CR HRS 3 **LT HRS** 3 **LAB HRS** ____ **SOE HRS** ____ **ECH** ____
COURSE PCS # _____ (Assigned by Administration)

PREREQUISITES: _____

Catalog Description (40 Word Limit): An introduction to basic accounting principles and techniques designed to give the student a general knowledge of accounting practices and terminology.

List the Major Course Segments (Units)	Contact Lt Hrs	Contact Lab Hrs
Part 1—Accounting Cycle for a Service Business	19	
Part 2—Accounting for Cash, Payroll, and Service Businesses	9	
Part 3—Accounting for a Merchandising Business	16	

EVALUATION:

Quizzes	X	**Exams**	X	**Oral Pres.**		**Papers**	
Lab Work		**Projects**	X	**Comp Final**		**Other**	

Textbook:
Title College Accounting
Author James A. Heitz and Robert W. Parry, Jr.
Publisher South-Western
Volume/Edition 20th Edition
Copyright Date 2011

BUS 095 – Page 2

Major Course Segment	Hours	Learning Outcomes
Part 1—Accounting Cycle for a Service Business		
Introduction to Accounting	1	Understand purpose of accounting; define types of business ownership; identify career opportunities.
Analyzing Transactions: The Accounting Equation	4	Define the accounting elements; construct the accounting equation; analyze business transactions; prepare an income statement, statement of owner's equity, and balance sheet.
The Double Entry Framework	3	Define parts of T account; foot and balance T account; describe effects of debits and credits on specific types of accounts; use T accounts to analyze transactions and prepare a trial balance.
Journalizing and Posting Transactions	3	Be able to journalize transactions and then post to the general journal.
Adjusting Entries and the Work Sheet	4	Prepare end of period adjustments; prepare a work sheet; journalize adjusting entries; post adjusting entries to a general journal.
Financial Statements and the Closing Process	4	Prepare financial statements with the aid of a worksheet; journalize and post closing entries and prepare a post-closing trial balance.
Part 2—Accounting for Cash, Payroll, and Service Businesses		
Accounting for Cash	3	Understand how to use a checking account; prepare a bank reconciliation; and be able to work with a petty cash fund.
Payroll Accounting: Employee Earnings and Deductions	3	Be able to calculate employee earnings and deductions; prepare payroll records.
Payroll Accounting: Employer Taxes and Reports	3	Be able to calculate employer payroll taxes; prepare the journal entries for the payroll tax expenses; understand the employer's reporting and payment responsibilities.

Major Course Segment	Hours	Learning Outcomes
Part 3—Accounting for a Merchandising Business		
Accounting for Sales and Cash Receipts	4	Understand merchandise sales accounts; understand and be able to use the sales journal and the cash receipts journal; understand and use the accounts receivable ledger; be able to prepare a schedule of accounts receivable.
Accounting for Purchases and Cash Payments	4	Understand merchandise purchases transactions and accounts; understand and be able to use the purchases journal and cash payments journal; understand and use the accounts payable ledger; be able to prepare a schedule of accounts payable.
Adjustments and the Work Sheet for a Merchandising Business	4	Be able to prepare adjustments for merchandise inventory and unearned revenue; be able to prepare a work sheet for a merchandising firm; be able to journalize the adjusting entries.
Financial Statements and Year-End Accounting for a Merchandising Business	4	Be able to prepare a single-step and multiple-step income statement for a merchandising firm, a statement of owner's equity, and a balance sheet; be able to compute financial statement ratios; be able to prepare the closing entries and reversing entries.
Internet Use in the Accounting Firm	1	Be able to retrieve relevant forms pertaining to current financial practices and government regulations.

Course Outcomes: At the successful completion of this course, students will be able to:

- Understand the debit/credit concept and know how a debit or a credit will affect a specific account.
- Classify an account as an Asset, Liability, Equity, Revenue, or Expense.
- Identify whether an account is displayed on an Income Statement, Statement of Owner's Equity, or Balance Sheet.
- Complete the activities of an accounting cycle for a service business. The students will analyze transactions, record transactions in a general journal, post to the ledger, record adjusting entries, prepare the financial statements, and then complete the closing entries.
- Complete the activities of an accounting cycle for a retail business using special journals. The students will analyze transactions, record transactions in special journals, post to the ledger, record adjusting entries, prepare the financial statements, and then complete the closing entries.

4/20/11	**DATE**	Business	**DIVISION**
X	**REQUIRED COURSE**		**NEW COURSE**
X	**ELECTIVE COURSE**	X	**REVISION**

LAKE LAND COLLEGE
Course Information Form

COURSE NUMBER BUS 141 **TITLE** Business Communications
SEM CR HRS 3 **LT HRS** 3 **LAB HRS** **SOE HRS** **ECH**
COURSE PCS # (Assigned by Administration)

PREREQUISITES: BUS 113 or equivalent

Catalog Description (40 Word Limit): Provides students a practical strategy for creating successful communication products used in business.

List the Major Course Segments (Units)	Contact Lt Hrs	Contact Lab Hrs
Communication Foundations and Presentations	12	
The Writing Process	12	
Workplace Communication	14	
Employment Communication	7	

EVALUATION:

Quizzes	X	**Exams**	X	**Oral Pres.**	X	**Papers**	X
Lab Work		**Projects**	X	**Comp Final**		**Other**	

Textbook:
Title Business Communication Process and Product
Author Mary Ellen Guffey
Publisher South-Western Cengage Learning
Volume/Edition 7th Edition
Copyright Date 2011

Major Course Segment	Hours	Learning Outcomes
		The student will be able to:
Communication Foundations and Presentations	12	Understand the importance of communication and teamwork skills. Identify the steps in preparing and delivering a business presentation.
The Writing Process	12	Identify four basic principles of business writing. Compose effective sentences and paragraphs. Describe revision techniques that make a message concise and readable.
Workplace Communication	14	Explain how to use email effectively. Analyze the structure and characteristics of good business letters. Write effective positive, persuasive, or negative messages.
Employment Communication	7	Create a cover letter, résumé, and references. Discuss methods to prepare for an interview.

Course Outcomes: At the successful completion of this course, students will be able to:

- Prepare an effective oral presentation.
- Write effective positive, persuasive, or negative messages.
- Create an effective résumé.

4/22/10	**DATE**	Business	**DIVISION**
X	**REQUIRED COURSE**		**NEW COURSE**
X	**ELECTIVE COURSE**	X	**REVISION**

LAKE LAND COLLEGE
Course Information Form

COURSE NUMBER BUS 281 **TITLE** Business Statistics
SEM CR HRS 3 **LT HRS** 3 **LAB HRS** ____ **SOE HRS** ____ **ECH** ____
COURSE PCS # _____ (Assigned by Administration)

PREREQUISITES: MAT 130 College Algebra

Catalog Description (40 Word Limit): An introduction to statistics as used in business decision making that includes averages, dispersion, probabilities, probability distributions, sampling error, sample size, confidence intervals, hypothesis tests, regression and correlation analysis.

List the Major Course Segments (Units)	Contact Lt Hrs	Contact Lab Hrs
Introduction	2	
Descriptive Statistics	6	
Probability Concepts	5	
Probability Distributions – Discrete and Continuous	7	
Sampling Error and Sampling Distributions	4	
Statistical Estimation for Single Populations	4	
Hypothesis Testing for Single Populations	5	
Statistical Inferences About Two Populations	6	
Simple Regression and Correlation Analysis	6	

EVALUATION: **Quizzes** X **Exams** X **Oral Pres.** ____ **Papers** ____
Lab Work ____ **Projects** ____ **Comp Final** ____ **Other** ____

Textbook: **Title** Business Statistics: For Contemporary Decision Making
Author Ken Black
Publisher Wiley Higher Education
Volume/Edition 5th Edition
Copyright Date 2008

Major Course Segment **Hours** **Learning Outcomes**

The student will be able to:

1. Discuss and differentiate between the different levels of data, populations, and samples and calculate and analyze their mean, median, standard deviation, and variance for both grouped and ungrouped data.

2. Correctly apply the common rules of probability and counting techniques including probabilities associated with particular outcomes involving discrete and continuous distributions.

3. Understand and use the Central Limit Theorem and calculate and explain a confidence interval estimate for a normal distribution and when conditions require the use of a t distribution.

4. Correctly formulate the appropriate null and alternative hypothesis and determine the value of Z or t based upon the required level of significance in given situations and explain whether the null hypothesis can be accepted or not.
   a. Identify the two forms of potential error in hypothesis testing and be able to correctly calculate the probability of each.
   b. Correctly perform hypothesis tests for the difference between two population means or proportions.

5. a. Calculate the simple linear regression equation for a given set of data and interpret the results for any significance.
   b. Develop and interpret the regression coefficients for the purposes of description and prediction.

Course Outcomes: At the successful completion of this course, students will be able to:

- Understand the various levels of data measurement and the uses for descriptive and inferential statistics.
- Correctly apply the common rules of probability and counting techniques including probabilities associated with particular outcomes involving discrete and continuous distributions.
- Understand and use the Central Limit Theorem to estimate a confidence interval for a normal distribution and understand when conditions require the use of a t distribution.
- Correctly perform hypothesis testing and provide statistically significant conclusions.

4-29-2008	DATE	Technology	DIVISION
X	REQUIRED COURSE		NEW COURSE
	ELECTIVE COURSE		REVISION

LAKE LAND COLLEGE
Course Information Form

COURSE NUMBER CAD056 **TITLE** Computer-Aided Drafting I (CADI)

SEM CR HRS 2.0 **LT HRS** 1.0 **LAB HRS** 2.0 **SOE HRS** _____ **ECH** _____

COURSE PCS# _____ (Assigned by Administration)

Prerequisites: **One semester drafting or instructor consent**

Catalog Description (40 Word Limit): **Basic Theory of CAD. Student will learn to use a Computer-Aided Drafting system to create simple to moderately complex technical drawings. Prerequisites: One semester drafting or instructor consent.**

List the Major Course Segments (Units)	Lt Hrs	Lab Hrs
CAD Hardware and Software	1.0	2.0
Basic Drawing Tools	2.0	4.0
Draw Commands	2.0	4.0
Edit Commands	2.0	4.0
View Commands	1.0	2.0
Text Commands	1.0	1.0
Dimensioning	2.0	4.0
Drawing Setup	1.0	2.0
Cross-Hatching	1.0	2.0
Blocks	2.0	4.0

EVALUATION:

Quizzes	X	**Exams**	X	**Oral Pres**		**Papers**	
Lab Work	X	**Projects**		**Comp Final**		**Other**	

Textbook:

Title: Applying AutoCAD 2009

Author: Terry Wohlers

Publisher: Glencoe McGraw - Hill

Volume/Edition:

Copyright Date: 2009

Major Course Segment	Hours	Learning Outcomes
CAD Hardware and Software	3.0	Identify parts of a CAD system and their capabilities
Coordinate Inputs	3.0	Run AutoCAD to create a simple drawing using coordinate input
Drawing Tools	3.0	Use Snap, Grid and Object Snap to gain drawing accuracy
Basic Draw Commands	3.0	Use simple draw commands such as line, circle and arc
Additional Draw Commands	3.0	Use more complex draw commands
Basic Edit Commands	3.0	Use simple Modify commands such as erase, copy and move
Additional Edit Commands	3.0	Use more complex Modify commands
View Commands	3.0	Use Zoom and Pan commands
Text Entry	3.0	Add text to a drawing using various text styles
Basic Dimensioning	3.0	Use AutoCAD's basic dimensioning capabilities
Dimension Settings	3.0	Use dimension settings to control dimensions
Drawing Setup	3.0	Set drawing plot scale, Units, Limits and related settings.
Cross Hatching	3.0	Use hatching to create a sectional drawing
Blocks	3.0	Reuse parts of drawings by making blocks
Inserting Blocks and Wblocks	3.0	Transfer data from one drawing to another

5/12/10	**DATE**	Business	**DIVISION**
	REQUIRED COURSE		**NEW COURSE**
X	**ELECTIVE COURSE**	X	**REVISION**

LAKE LAND COLLEGE
Course Information Form

COURSE NUMBER CIS 099 **TITLE** Web Page Design
SEM CR HRS 3 **LT HRS** 3 **LAB HRS** **SOE HRS** **ECH**
COURSE PCS # (Assigned by Administration)

PREREQUISITES: Type 30 words per minute

Catalog Description (40 Word Limit): This introductory course focuses on creating and maintaining web pages using XHTML and CSS code.

List the Major Course Segments (Units)	Contact Lt Hrs	Contact Lab Hrs
Introduction to the Internet and World Wide Web	2	
Website Design Overview	3	
XHTML Basics	5	
Configuring Color and Text with CSS	7	
XHTML Visual Elements and Graphics	5	
Cascading Style Sheets—Page Layout	7	
XHTML Forms	4	
Tables in XHTML	4	
Adding Multimedia	3	
Beginning JavaScript	5	

EVALUATION:

Quizzes	X	**Exams**	X	**Oral Pres.**		**Papers**	
Lab Work		**Projects**	X	**Comp Final**		**Other**	

Textbook:
Title Web Development & Design Foundations with XHTML
Author Terry Felke-Morris
Publisher Addison Wesley
Volume/Edition 4th Edition ISBN # 0-321-530195
Copyright Date 2009

CIS 099 – Page 2

Major Course Segment	Hours	Learning Outcomes
		The student will be able to:
Introduction to the Internet and World Wide Web	2	1. Explain Internet URLs. 2. Discuss Web terminology. 3. Examine Web page components.
Web Site Design	3	1. Create clear, easy Web site navigation on user-friendly Web pages. 2. Apply best practices of Web design.
XHTML Basics	5	1. Explain XHTML syntax, tags, and document type definitions
Configuring Color and Text with CSS	7	1. Use CSS to format a Web page.
XHTML Visual Elements & Graphics	5	1. Use color on Web pages. 2. Decide when to use graphics and what graphics are appropriate. 3. Apply the image tag to add graphics to Web pages.
Cascading Style Sheets—Page Layout	7	1. Discuss reasons to use Cascading Style Sheets for page layout. 2. Configure single-column and two-column page layouts using Cascading Style Sheets. 3. Discuss page layout resources.
XHTML Forms	4	1. Describe common uses of forms on Web pages. 2. Create forms on Web pages.
Tables in XHTML	4	1. Know the uses of tables in Web design. 2. Be able to code an XHTML table and nested tables.
Adding Multimedia	3	1. Add various forms of multimedia to a Web page.
Beginning JavaScript	5	1. Know the basics of JavaScript. 2. Be able to incorporate simple JavaScript routines into a web page.

Course Outcomes: At the successful completion of this course, students will be able to:

- Understand proper XHTML coding structure.
- Describe standard web design principles.
- Use CSS for page layout and formatting

11/14/11	**DATE**	Business	**DIVISION**
X	**REQUIRED COURSE**		**NEW COURSE**
X	**ELECTIVE COURSE**	X	**REVISION**

LAKE LAND COLLEGE
Course Information Form

COURSE NUMBER CIS 160 **TITLE** Practical Software Applications
SEM CR HRS 3 **LT HRS** 3 **LAB HRS** ____ **SOE HRS** ____ **ECH** ____
COURSE PCS # _____ (Assigned by Administration)

PREREQUISITES: CIS 040, high school computer applications class or instructor consent

Catalog Description (40 Word Limit): Provides an opportunity for the student to work with various types of software on the PC. These learning activities include MS Windows, Word Processing, Spreadsheet Design, Database Management, Internet access, and presentation program.

List the Major Course Segments (Units)	Contact Lt Hrs	Contact Lab Hrs
Hardware Description, Terminology, and Peripheral Devices	3	
Introduction to Windows	3	
Internet Access	2	
Word Processing Applications and Design Creating, Saving, Editing, Printing, Formatting, Spell Check, and Advanced Features	9	
Spreadsheet Applications and Design Labels, Values, Creating, Printing, Formatting, Spreadsheet Enhancements, Graphics, Sorting, Advanced Features	14	
Database Applications and Design Creating, Editing, Adding and Deleting Records, Queries, Sorting, Indexing, Report Creation, Advanced Features	14	
Presentation Applications and Design Creating, Editing, Inserting and Deleting, Saving, and Running Presentation	3	

EVALUATION:

Quizzes	X	**Exams**	X	**Oral Pres.**		**Papers**	
Lab Work		**Projects**	X	**Comp Final**		**Other**	

Textbook: **Title** Marquee Series Microsoft Office 2010
Author Rutkosky, Sequin, Rutkosky
Publisher Paradigm
Volume/Edition Marquee Series
Copyright Date 2011

CIS 160 – Page 2

Major Course Segment	Hours	Learning Outcomes
Hardware Description, Terminology, and Peripheral Devices	3	1. Explain the principle components of the computer and their use. 2. Know how to use and handle jump drives. 3. Know about the different type of peripheral devices that can be used with the computer. 4. Define computer software and know the difference between application and system software.
Introduction to Windows	3	1. Identify and know how to use basic controls on Windows desktop. 2. Know how to start applications using Start button. 3. Know the function of Taskbar and how to switch between applications. 4. Learn how to organize and manage files using My Computer and Windows Explorer.
Internet Access	2	1. Describe the Internet and services available on the Internet. 2. Identify methods for accessing the Internet. 3. Explain URLs and hypertext links and how they can be used on the World Wide Web. 4. Describe methods for exploring the World Wide Web.
Word Processing Applications and Design	9	1. Learn how to activate application, type a document, print it, and then exit the program. 2. Learn how to center text, underline text, boldface text, insert and delete text, and indent text. 3. Learn how to retrieve a document, format a document, change margins, justify text, set tabs, use spell check, work with borders and shading. 4. Learn how to use Help system. 5. Learn how to work with page numbers, headers and footers, find and replace, and bullets. 6. Learn to apply graphics.

Major Course Segment	Hours	Learning Outcomes
Spreadsheet Applications and Design	14	1. Learn how to activate application, enter labels or values, construct formulas, and how to save a spreadsheet. 2. Explain how to change column widths, format data, copy ranges, and work with mathematical functions. 3. Discuss how to insert and delete rows or columns, freeze titles, split the screen, and use headers and footers. 4. Learn how to add borders and shading. 5. Learn how to work with multiple sheets. 6. Learn how to create and format charts.
Database Applications and Design	14	1. Plan and create a database structure using the software package. 2. Learn how to add, change, and delete records and fields, and sort and print a table. 3. Learn how to display records from a table and perform calculations using the query feature. 4. Create forms and reports using data from database table.
Presentation Applications and Design	3	1. Plan and create an outline of presentation. 2. Create presentation using existing templates and wizards and save it. 3. Properly open and run an existing presentation. 4. Correctly insert, change, and delete slides in presentation.

Course Outcomes: At the successful completion of this course, students will be able to:

- Understand basic computer hardware and software terminology
- Create a word processing document.
- Create a spreadsheet application.
- Create a database application.
- Create a presentation application.

5/3/2012 DATE
_____REQUIRED COURSE
_____ELECTIVE COURSE

Social Science DIVISION
_____NEW COURSE
___X___REVISION

LAKE LAND COLLEGE
Course Information Form

COURSE NUMBER ECO 231 TITLE Principles of Economics I (Macroeconomics)
SEM CR HRS 3 LT HRS 3 LAB HRS _____ SOE HRS _____ ECH
COURSE PCS # _____(Assigned by Administration)

PREREQUISITES: None

Catalog Description (40 Word Limit): Focuses on the nature and method of economics, basic supply and demand analysis, national income accounting, business cycles, inflation and unemployment, fiscal policy, money and banking, and monetary policy.

CONTENT OUTLINE	LECTURE HOURS	LAB HOURS
Fundamentals of Macroeconomics	8	
The Market System	8	
National Income Accounting	9	
Aggregate Analysis --AD-AS Model	9	
Fiscal and Monetary Policy	6	
The International Setting (If time permits)	5	

EVALUATION: Quizzes X Exams X Oral Pres._____ Papers X
Lab Work_____ Projects_____ Comp.Final_____Other Problem Sets and Homework Assignments

Textbook: Title Economics
Author Roger A. Arnold
Publisher Cengage Learning
Volume/Edition 9th Edition Copyright Date 2010

SEE REVERSE FOR CONTENT DETAIL

Major Course Segment	Hours	Learning Outcome
FUNDAMENTALS OF MACROECONOMICS		An introduction to basic con-
Definitions, Pitfalls, Graphing and other Economic Tools	2	cepts and laws of economics. The student will be able to
Factors of Production and Fundamental Economic Questions	1	demonstrate the ability to read and interpret charts and
Other Economic Systems - Traditional Command, Market, Soc., Comm.	2	graphs. Students will be able to
Absolute and Comparative Advantage	1	contrast different economic
Production Possibilities Curve	1	systems and explain how trade
Circular Flow Economic Model	1	will affect different groups.
THE MARKET SYSTEM		Students will be able to dis-
Define Demand and its Determinants	2	cuss the effects of govern-
Compare and Contrast a Change in Demand and a Change in the Quantity Demanded	1	ment intervention in the market place and explain how markets
Graphically, Verbally and Qualitatively Show the Effects of a Change in Demand	1	work and predict the effects of external shocks.
Define Supply and its Determinants	1	
Compare and Contrast a Change in Supply and a Change in the Quantity Supplied	1	
Graphically, Verbally and Quantitatively Show the Effects of a Change in Supply	1	
Explain the Concept of Equilibrium, Surpluses and Shortages	2	
NATIONAL INCOME ACCOUNTING		The student will be familiar
Define and Explain the Concept of Gross Domestic Product Using Both the Expenditure and Income Approach	2	with how GDP is calculated.
Define, Construct and Utilize a Price Index to Explain the Concept of Real GDP	2	The student will recognize different categories of
Define and Give a Historical Context of the Business Cycle	2	unemployment.
State and Explain the Costs of Unemployment	1	Student will be familiar with the
State and explain the Types and Conditions of the Three Types of Inflation	1	costs of inflation.
Compare and Contrast the Okun (Misery) Index for the Past Two Decades	1	Students will be able to recog- nize where the economy is in the business cycle.

ATTACH ADDITIONAL PAGES IF NEEDED

Major Course Segment	Hours	Learning Outcome
AGGREGATE ANALYSIS -- AD-AS Model		The student will be able to
Define and explain Classical Economics	1	demonstrate how external
Define and explain Keynesian Economic Theories	2	shocks affect the economy.
Including the Relationships Between Income,		The student will be familiar
Consumption and Saving		with the significance of
Explain and Derive the MPS and MPC	2	Keynesian Economics.
Utilize the Multiplier Concept to Define Equilibrium Output	2	Student will explain the
Analyze AD-AS Model		multiplier effect on the
Explain why the aggregate demand curve slopes	1	economy.
downward		
Explain why the short-run aggregate supply curve slopes	1	
upward.		
Explain why the long-run aggregate supply curve is	1	
vertical.		
Discuss how improvements in technology using	1	
aggregate demand and aggregate supply analysis		
can be shown.		
		The student will be able to
FISCAL AND MONETARY POLICY		differentiate between the
Define Fiscal Policy	1	different types of fiscal
Explain How Government Actions Affect Equilibrium GDP	1	policy.
Explain the Evolution of Fiscal Policy		The student will demonstrate
Define and List the Functions of Money	1	the effect of the Federal
Explain the Basis for the Backing of the Current U.S.	1	Reserve on the economy.
Money Supply		The student will explain the
Explain the Value of Money and the Relationship Between	1	different tools and monetary
Money and Prices		policy.
Define and Explain the Functions of the Federal Reserve	1	
System		
List and Explain the Tools of Monetary Policy	2	
THE INTERNATIONAL SETTING (If Time Permits)		
Trading on the World Market	1	
Arguments For and Against Trade Restrictions	1	
Explain the Balance of Payments	1	
Compare and Contrast <Floating' Currencies Compared	1	
to Set Values		
International Economic Transactions	1	

ATTACH ADDITIONAL PAGES IF NEEDED

THE FOLLOWING GENERAL EDUCATION GOALS ARE MET IN THIS COURSE

Critical Thinking: Students are required to identify real life examples of the economic principles taught in class. This requires students to take knowledge that is theoretical in nature and then use this information to analyze real life events.

Problem Solving: Students will use graphs to illustrate many different economic principles. In doing so, students will become proficient in drawing and interpreting two-variable graphs. Students will also be required to perform mathematical operations and use percentages throughout the semester.

Diversity: Students are exposed to several different schools of economic thought. Through this, students will see how it is possible to reach a variety of conclusions depending on your economic perspective.

9/28/2011	**DATE**	Social Science/Education	**DIVISION**
X	**REQUIRED COURSE**	X	**NEW COURSE**
	ELECTIVE COURSE		**REVISION**

LAKE LAND COLLEGE
Course Information Form

COURSE NUMBER EDU200 **TITLE** Educational Psychology

SEM CR HRS 3 **LT HRS** 3 **LAB HRS** **SOE HRS** **ECH** 3

COURSE PCS# (Assigned by Administration)

Prerequisites: PSY-271

Catalog Description (40 Word Limit): The application of psychology principles to education. Special emphasis on understanding growth and development, the learning process, motivation, intelligence, evaluation, measurement, creativity and the impact of culture on learning styles.

List the Major Course Segments (Units)	Contact Lt Hrs	Contact Lab Hrs
Student Characteristics	23	
Learning and Instruction	11	
Creating a Positive Environment	3	
Assessment of Students	8	

EVALUATION:

Quizzes	X	**Exams**	X	**Oral Pres.**	X	**Papers**	X
Lab Work		**Projects**	X	**Comp Final**		**Other**	

Textbook: **Title**: Psychology Applied to Teaching

Author: Snowman, McCowen and Biehler

Publisher: Wadsworth Cengage Learning

Volume/Edition: 13th Edition **Copyright Date**: 2009

Major Course Segment	Hours	Learning Outcomes
I. Student Characteristics		**The Students Will:**
Applying Psychology to Teaching	2	Define educational psychology and discuss its applications
Theories of Psychosocial and Cognitive Development	5	Identify the basic theories of psychosocial development, moral development, and cognitive development. Identify characteristics of each theory and the effects on the development and learning of students in the classroom setting.
Age Level Characteristics	4	Identify the physical, social, emotional, and cognitive characteristics of children from pre-school to high school age.
Understanding Student Differences	4	Compare and contrast the nature and measurement of intelligence, learning styles, and gender differences and biases. Develop methods to address student differences in the classroom.
Addressing Cultural and Socioeconomic Diversity	4	Define multiculturalism in society and the education system. Identify various beliefs and stereotypes. Develop methods to teach multiculturalism.
Accommodating Student Variability	4	Compare and contrast historical developments, ability grouping, and the Individuals with Disabilities Education Act. Identify ways to provide accommodations in the classroom setting.
II. Learning and Instruction		**The Students Will:**
Behavioral and Social Learning Theories	4	Identify the principles of operant conditioning and the educational applications of operant conditioning as it effects behavior in the classroom. Define the social learning theory and identify its applications in the classroom.
Information-Processing Theory	3	Analyze how information is processed. Develop methods to help students become strategic learners.

Major Course Segment	Hours	Learning Outcomes
Constructivist Learning Theory, Problem Solving and Transfer	4	Identify and evaluate the constructivist theory of learning and the nature of problem solving. Discuss techniques to use in the classroom setting. Develop problem solving techniques and use of technology for knowledge construction and problem solving.
III. Creating a Positive Learning Environment		**The Students Will:**
Motivation and Classroom Management	3	Identify methods to motivate students, including the use of technology. Identify various classroom management techniques.
IV. Assessment of Students		**The Students Will:**
Assessment of Classroom Learning	4	Define the role of the teacher in assessment. Identify the various methods of assessment and evaluation. Discuss the use of technology in assessment.
Understanding and Using Standardized Tests	4	Identify the types of standardized tests. Identify the purpose and uses for standardized tests. Evaluate and critique standardized tests.

4/27/11 DATE
X REQUIRED COURSE
ELECTIVE COURSE

Social Science & Education DIVISION
NEW COURSE
X REVISION

LAKE LAND COLLEGE

Course Information Form

COURSE NUMBER HSP120 TITLE Introduction to Social Work

SEM CR HRS 3 LT HRS 3 LAB HRS ____ SOE HRS ____ ECH 3

COURSE PCS # _____(Assigned by Administration)

PREREQUISITES: none

Catalog Description (40 Word Limit): An introduction to generalist practice: Historical origins, values and ethics, practice methods, research considerations, and policy issues in social work. Examination of diverse and at-risk populations; the wide variety of problems workers confront, knowledge and skills of the worker.

CONTENT OUTLINE	LECTURE HOURS	LAB HOURS
Overview of Social Work	6	
The Ecological-Systems Perspective	3	
Cultural diversity	3	
Generalist Practice	3	
Role of the Professional	3	
Social Service Delivery System	3	
Strategies of Intervention	6	
Ethics and Values	6	
Methods	9	
Accommodation	3	

EVALUATION: Quizzes X Exams X Oral Pres. X Papers X
Lab Work ____ Projects X Comp.Final X Other

Textbook: Title Introduction to Social Work and Social Welfare; Empowering People
Author Zastrow
Publisher Cengage Learning
Volume/Edition 10th Copyright Date 2010

SEE REVERSE FOR CONTENT DETAIL

Overview of Social Work	6	Define the nature, purpose, and function of social work.
The Ecological-Systems Perspective	3	Identify qualities of a system and the impact of a systems approach to helping.
Generalist Practice	3	Describe practice models including humanistic, medical, behavioral, and psychoanalytic
Cultural Diversity	3	Explain diverse perspectives of groups (racial, gender, social class, ethnic, and age groups) including the impact of racism, poverty, and sexism upon individuals, families, and communities.
Role of the Professional	3	Identify professional roles, responsibilities, related careers and professions, trends, and professional practice opportunities.
Social Service Delivery System	3	Identify social settings, funding of services, staffing patterns, and service

		service delivery issues. Establish contact with the community social work professionals.
Strategies of Intervention	6	Explain the importance of various strategies of intervention: Direct-service, systems-change, worker strategies and multi-causality.
Ethics and Values	6	Identify social work values; specifically social justice, democratic principles, and self-determination of populations at-risk. Distinguish between values and ethics. List the major components of the Code of Ethics of NASW.
Methods	9	Explain the basic methods of intervention in problem situations at the individual, group community levels. Identify characteristics of an interview, case management, group facilitation and program planning.
Accommodation	3	Student will apply the

ecological systems approach to address problems of individuals and groups: Awareness of environments, and modifying interventions aimed at improving relationships and the enhancement of functioning.

This course meets the following general education goals:

Goal #3 Analyze the impact of decisions on civilization.

Objective a: Appraise current social issues from an historical perspective.

Goal #5 Demonstrate an understanding of the impact of change.

Objective a: Discuss current human problems.

Goal # 7 Survey major human value and belief systems.

Objective a: Demonstrate an understanding of the impact of values and beliefs on societal dynamics.

Objective b: Approach ethical dilemmas analytically.

Goal # 8 Understand human interdependence.

Objective a. Recognize the relationship between the environment and human health.

Objective b; Understand concepts of social and civic responsibility.

9-17-2010	DATE	Humanities	DIVISION
	REQUIRED COURSE	x	NEW COURSE
x	ELECTIVE COURSE		REVISION

LAKE LAND COLLEGE
Course Information Form

COURSE NUMBER HUM120 **TITLE** Myths and Legends

SEM CR HRS 3 **LT HRS** 3 **LAB HRS** _____ **SOE HRS** _____ **ECH** 3

COURSE PCS# _____ (Assigned by Administration)

Prerequisites: C or better in Composition I (English 120) **IAI Code:** H9 901

Catalog Description (40 Word Limit): An introduction to major myths and legends spanning from Ancient Greece to Modern America with an emphasis on how the motifs, archetypes, and themes are consistently revived in popular culture.

List the Major Course Segments (Units)	Lt Hrs	Lab Hrs
Introduction to Course	3	
Literary Analysis	3	
Research Methods	3	
Greek Tradition	12	
British Tradition	12	
American Tradition	12	

EVALUATION:

Quizzes	x	**Exams**	x	**Oral Pres**	x	**Papers**	x
Lab Work		**Projects**		**Comp Final**		**Other**	

Textbooks:

Title: *MLA Handbook for Writers of Research Papers*
Author: Joseph Gibaldi
Publisher: Modern Language Association
Volume/Edition: 6th Edition
Copyright Date: 2003

Title: *Beowulf*
Author: Howell D. Chickering, Jr (Ed.)
Publisher: Anchor Books
Volume/Edition: Dual-Language Edition
Copyright Date: 1977

Title: *Malory's Le Morte d'Arthur*
Author: Robert Graves
Publisher: Signet Classic
Volume/Edition: 1st/ 2001
Copyright Date: 1962

Title: *Mythology*
Author: Edith Hamilton
Publisher: Little Brown and Company
Volume/Edition:
Copyright: 1942 – renewed in 1969

Major Course Segment	Hours	Learning Outcomes
Introduction to course	3	-Define myths and legends -Identify key terms
Literary Analysis	3	-Examine various methods of analysis -Identify key terms for discussing literature
Research Methods	3	-Identify various methods of research -Discuss integrating sources into writing
Greek Tradition	12	-Identify themes -Consider significant historical events - Develop personal evaluations of impact on popular culture -Demonstrate mastery of materials through presentations and research paper
British Tradition	12	-Identify themes -Consider significant historical events -Develop personal evaluations of impact on popular culture -Demonstrate mastery of materials through presentations and research paper
American Tradition	12	-Identify themes -Consider significant historical events - Develop personal evaluations of impact on popular culture -Demonstrate mastery of materials through presentations and research paper

Course Assessment Goals

1. The student will be able to define myths and legends and understand the differences between them.
2. The student will be able to identify key themes and terms found in myths and legends
3. The student will demonstrate the ability to evaluate the impact of various myths and legends on popular culture
4. The student will demonstrate the ability to compare significant historical events and the development of the myths and legends that surround these events.
5. The student will demonstrate the ability to examine various methods of analysis and research and integrate sources into writing.

Measurement:

1. Students will submit two page reading responses that indicates their understanding of and response to the myth/legend being studied with each reading assignment.
2. Students will take a series of quizzes and exams to indicate their comprehension of key themes and terms.
3. Students will submit three or four research projects covering the myths and legends studied in the course of the semester and the impact of these myths and legends on popular culture.

A rubric will be used to assess the student's performance for each outcome. This rubric will be on a 4-point scale (Beginning, Developing, Proficient, and Exemplary). An average score will be calculated.

General Education Goals Effective AY2010-11

Communication

Students will communicate professionally and effectively through

e. Observing
f. Reading
g. Listening
h. Speaking
i. Writing

Critical Thinking

Students will apply critical thinking skills through

f. Locating information
g. Evaluating sources
h. Analyzing data and arguments
i. Interpreting initial results
j. Transferring insights to new contexts

Problem Solving

Students will demonstrate scientific and quantitative problem-solving skills through

e. Applying the scientific method
f. Performing mathematical operations
g. Interpreting tables and graphs
h. Applying percentages, ratios, and averages

Diversity

Students will recognize the unique characteristics of others through

d. Understanding diverse cultural contributions
e. Understanding multiple economic, geographical, or historical perspectives
f. Understanding the values and actions of diverse populations

Citizenship

Students will demonstrate civic responsibility by

c. Understanding the impact of human actions on society

d. Understanding their role in a global society

Foundational Knowledge

Students will demonstrate foundational knowledge in the liberal arts and sciences.

11-11-2008 DATE | Math/Science DIVISION

X REQUIRED COURSE | X NEW COURSE
X ELECTIVE COURSE | REVISION

LAKE LAND COLLEGE
Course Information Form

COURSE NUMBER MAT118 TITLE Mathematics for Elementary Teachers I
SEM CR HRS 3 LT HRS 3 LAB HRS ____ SOE HRS ___ ECH 3
COURSE PCS # _____ (Assigned by Administration)

PREREQUISITES: Intermediate Algebra and Geometry With a Grade of C or Better

Catalog Description (40 Word Limit): A course designed for Elementary Education majors. Topics include number theory, probability and statistics, development of numeration systems, sets, functions, mathematical reasoning and problem solving. Counts as general education requirement for elementary education majors when taken in sequence with MAT218.

CONTENT OUTLINE	LECTURE HOURS	LAB HOURS
Introduction to Problem Solving	3	
Sets, Whole Numbers & Numeration	6	
Whole Numbers - Operations and Properties	4	
Whole-Number Computation: Mental, Electronic, and Written	5	
Number Theory	3	
Fractions	4	
Decimals, Ratios, Proportions & Percent	5	
Integers	3	
Rational Numbers & Real Numbers, With an Introduction to Algebra	5	
Statistics	3	
Probability	4	

EVALUATION: Quizzes X Exams X Oral Pres. ____ Papers
Lab Work ____ Projects X Comp.Final X Other

Textbook: Title Problem Solving Appr. Math Elem. School Teachers
Author Billstein, Libeskind, Lott
Publisher Prentice Hall
Volume/Edition 9th Edition Copyright Date 2007

Major Course Segment	Hours	Learning Outcome
Introduction to Problem Solving	3	Students should be able to: use problem solving approaches to investigate and
Sets, Whole Numbers and Numeration	4	Understand our numeration system by re-
Functions	1	lating counting, grouping and place value.
Operations and Properties of Whole Numbers	4	Develop meaning for the operations and relate the mathematical language and
Whole-Number Computation	3	Select and use an appropriate method for computing from among several methods (including the use of calculators) and determine whether the results are reason- able.
Primes, Composites; Tests for Divisibility	1	Develop and apply number theory concept
Factors: Greatest Common Factor and		in real-world and mathematical problem
Least Common Multiple	2	situations.
Fractions - Operations and Properties	3	Develop and apply concepts relating to
Decimals and Their Operations	2	fractions and decimals in real-world and
Ratio and Proportion	2	mathematical problem situations.
Percent	1	
Integers - Operations and Properties	2	Extend their understanding to these other
Rational Numbers	2	number systems and their operations and
Real Numbers	2	apply algebraic methods to solve a variety
Intro to Algebra	1	of real-world and mathematical problems.
Organizing, Picturing, and Analyzing Data	2	Systematically collect, organize, and describe data.
Probability and Simple/Complex Experiments	2	Model situations by devising and carrying
Odds, Conditional Probability, Expected Value,	2	out experiments or simulations to deter-
and Simulation		mine probabilities and to make predictions bases on experimental or theoretical probabilities.
Quizzes	1	
Tests	5	

Attach Additional Pages if Needed

8-17-2011 DATE | Math/Science DIVISION

X REQUIRED COURSE | NEW COURSE
X ELECTIVE COURSE | X REVISION

LAKE LAND COLLEGE
Course Information Form

COURSE NUMBER MAT125 TITLE Statistics
SEM CR HRS 3 LT HRS 3 LAB HRS ____ SOE HRS ____ ECH 3
COURSE PCS # Textbook (Assigned by Administration)

PREREQUISITES: Intermediate Algebra and Geometry with a grade of C or better

Catalog Description (40 Word Limit): Application of elementary principles of descriptive statistics including frequency distribution, graphical presentation, measure of location and variation. Elements of probability, sampling techniques, binomial and normal distribution and other topics.

CONTENT OUTLINE	LECTURE HOURS
Introduction	1
Descriptive Statistics	5
Pictures of Data	3
Measures of Central Tendency, Dispersion, Position	6
Probability	4
Addition and Multiplication Rules	4
Complements, Odds, and Counting	4
Probability Distributions	4
Binomial Experiments	5
Normal Probability Distributions	4
Hypothesis Testing and Inferences	5

EVALUATION: Quizzes X Exams X Oral Pres. ____ Papers ____
Lab Work ____ Projects ____ Comp.Final X Other ____

Textbook: Title Elementary Statistics
Author Mario F. Triola
Publisher Addison-Wesley Publishing Company
Volume/Edition 11th Edition Copyright Date 2010

SEE REVERSE FOR CONTENT DETAIL

Major Course Segment	Hours	Learning Outcome
Introduction to Statistics	1	To develop a compreh-
Kinds of Data	1	ensive ability to under-
Levels of Measurement	2	stand the topics listed by
Tables for Summarizing Data	2	displaying a skill in
Pictures of Data	2	solving applied problems.
Measures of Central Tendency	2	
Measures of Dispersion	2	
Measures of Position	3	
Introduction to Probability	1	
Addition Rule	2	
Multiplication Rule	2	
Conditional Probability	2	
Complements and Odds	2	
Permutations and Combinations	2	
Probability Distributions	3	
Binomial Distributions	3	
Normal Probability Distributions	4	
The Central Limit Theorem	2	
Estimates and Samples Sizes	2	
Hypothesis Testing	2	
Inferences (two samples)	3	

Outcomes:

1. Students are able to collect, analyze and interpret data using descriptive statistics.
2. Students are able to compute and understand probability.
3. Students are able to set up a probability distribution using the rules of probability including the multiplication rule, binomial probability, etc.
4. Students understand the normal distribution with its role in basic statistical methods.
5. Students understand the central limit theorem and its role in basic statistical methods.
6. Students can conduct a hypothesis test and interpret the results.

05-09-2011 DATE

Math/Science DIVISION

_____REQUIRED COURSE
__X__ELECTIVE COURSE

_____NEW COURSE
_____REVISION

LAKE LAND COLLEGE
Course Information Form

COURSE NUMBER MAT210 TITLE Finite Mathematics
SEM CR HRS 3 LT HRS 3 LAB HRS _____ SOE HRS ___ ECH 3
COURSE PCS # _____(Assigned by Administration)

PREREQUISITES: MAT130 or placement determined by assessment test and one year of high school geometry or MAT009 with a grade of "C" or better.

Catalog Description (40 Word Limit): An introduction to Finite Mathematics, matrices, linear systems of equations and inequalities, linear programming, Counting theory and probability.

CONTENT OUTLINE	LECTURE HOURS	LAB HOURS
Linear Systems	7	
Matrix Operations/Applications	9	
Linear Programming	9	
Probability	9	
Counting Theory, Permutations, Combinations	2	
Binomial Distributions	2	
Markov Chains, Expected Value	2	
Computer Solutions to Linear Systems and Linear Programming Models	3	
Introduction to Statistics	2	

EVALUATION: Quizzes X Exams X Oral Pres._____ Papers
Lab Work_____ Projects X Comp.Final X Other

Textbook: Title Mathematics with Applications
Author Lial, Miller, Hungerford
Publisher Pearson/Addison Wesley
Volume/Edition 10th Edition Copyright Date 2011

SEE REVERSE FOR CONTENT DETAIL

Major Course Segment	Hours	Learning Outcome
Systems of Linear Equations; Echelon Method	3	**SEE BELOW**
Solution of Linear Systems by the Giquss-Jordan Method	5	
Basic Matrix Operations	2	
Multiplication of Matrices	2	
Matrix Inverses	2	
Applications of Matrices	2	
Graphing Linear Inequalities in Two Variables	1	
Solving Linear Programming Problems Graphically	1	
Applications of Linear Programming	1	
The Simplex Method: Slack Variables and the Pivot	2	
Solving Maximization Problems	2	
Nonstandard Problems; Minimization	2	
Sets	1	
Applications of Venn Diagrams	1	
Probability	2	
Basic Concepts of Probability	2	
Conditional Probability	1	
Baye's Formula	1	
Permutations and Combinations	1	
Applications of Counting	1	
Binomial Trials	1	
Markov Chains	1	
Probability Distributions; Expected Value	1	
Decision Making	1	
Frequency Distributions	1	
Measures of Central Tendency	1	
Measures of Variation	1	
Computer Solutions to Linear Systems and Linear Programming Models (Maple Software is Used)	3	

Outcomes:

1. Students will demonstrate an understanding of matrix operations and how they apply to solving systems of equations.
2. Students will be able to use any one of 4 methods to solve a linear programming problem.
3. Students will be able to solve probability problems using basic probability formulas.
4. Students will demonstrate knowledge of 3 counting techniques and how they apply to probability.
5. Students will be able to set up a word problem.

General Education Goals:

Communication

a. Students will need to explain each step of their work by writing out each operation they perform.

Critical Thinking

a. & d. Students will take results received from application (story) problems and explain what they are telling us and if these solutions make sense and why.

e. Students are used to solving equations with two variables by using substitution. We will use a new concept: matrices.

Problem Solving:

b. The entire class involves performing mathematical operations.

Diversity:

b. By applying concepts learned in class through application problems, students will see how this can be useful to them in a career.

9/8/11	DATE	Humanities	DIVISION
	REQUIRED COURSE		NEW COURSE
X	ELECTIVE COURSE	X	REVISION

LAKE LAND COLLEGE
Course Information Form

COURSE NUMBER MUS150 **TITLE** Music in American History & Culture

SEM CR HRS 3 **LT HRS** 3 **LAB HRS** _____ **SOE HRS** _____ **ECH** _____

COURSE PCS# _____ (Assigned by Administration)

Prerequisites: None

Catalog Description (40 Word Limit): A survey of the musical forms and styles in the United States from the music of the early colonists to the popular music of today. Musical forms and styles are considered in their cultural context.

List the Major Course Segments (Units)	Lt Hrs	Lab Hrs
Unit I		
Music of the Colonists	3	
The Move to Reform Music	1.5	
Negro and White Spirituals	3	
Blackface Minstrelsy and Parlor Songs	3	
Unit II		
American Concert Music	1.5	
Band Music: John Philip Sousa	1.5	
Ragtime: Scott Joplin	1.5	
Tin Pan Alley	1.5	
The Blues	1.5	
Composer Charles Ives	1.5	
Unit III		
The Roots of Country	1.5	
New Orleans Jazz	1.5	
The American Musical Comedy	1.5	
Swing Jazz	1.5	
Composer Aaron Copland	1.5	
American Folk Song Collectors	1.5	
Unit IV		
Honky Tonk	1.5	
Bluegrass	1.5	
Bebop Jazz	1.5	
The Rise of Rock and Roll	2.5	
The Nashville Sound	.5	
Unit V		
The Folk Revival	1.5	
Motown	1.5	
The Beatles	1.5	
Psychedelic Rock	1.5	
The Roots of Hip Hop	1.5	

EVALUATION: **Quizzes** X **Exams** X **Oral Pres** ____ **Papers** X
Lab Work ____ **Projects** ____ **Comp Final** X **Other** ____

Textbook:
Title: **An Introduction to America's Music**
Author: **Richard Crawford**
Publisher: **New York: W.W. Norton & Company**
Volume/Edition: **1st**
Copyright Date: **2001**
Title: **Popular Music in America: The Beat Goes On**
Author: **Michael Campbell**
Publisher: **Boston: Schirmer Cengage Learning**
Copyright Date: **2009**

Major Course Segment	Hours	Learning Outcomes
Unit I		
Music of the Colonists	3	1. Understand the importance of sacred music in colonial society. 2. Consider the contributions of important musicians in the colonial United States.
The Move to Reform Music	1.5	1. Describe the sense of cultural inferiority experienced by Americans in the 18th and 19th centuries.
Negro and White Spirituals	3	1. Understand the impact of religious revivals in the 19th century upon American music. 2. Recognize the cultural significance of negro spirituals.
Blackface Minstrelsy and Parlor Songs	3	1. Recognize the emergence of commercialized music in the United States and the impact of racial divisions upon that tradition.
Unit II		
American Concert Music	1.5	1. Consider music as an expression of national identity and patriotism.
Band Music: John Philip Sousa	1.5	2. Define "American" music.
Tin Pan Alley	1.5	3. Explore American popular music and the development of art music considering their function in society; the impact of commercial forces; and the different audiences they served.
Composer Charles Ives	1.5	
Ragtime: Scott Joplin	1.5	1. Describe the contributions of African-Americans to styles of American popular music.
The Blues	1.5	
Unit III		
The Roots of Country	1.5	1. Explore the emergence of the country music

		industry and its cultural context in the rural south.
New Orleans Jazz Swing Jazz	1.5 1.5	1. Compare and contrast different styles of jazz. 2. Identify the impact of historical events such as the Depression and WWII on jazz.
The American Musical Comedy	1.5	1. Describe the unique achievements of composers like Kern, and Rodgers in shaping and bringing sophistication to musical theater in America.
Composer Aaron Copland	1.5	1. Acknowledge
American Folk Song Collectors	1.5	1. Understand the role of folk music in giving a voice to rural and ethnics Americans. 2. Recognize the political statements underpinning the tradition of American folk song.
Unit IV		
Honky Tonk Bluegrass The Nashville Sound	1.5 1.5 .5	1. Recognize and distinguish among the distinctive musical styles within country music. 2. Understand the impact of commercial forces on the development of country music in America.
Bebop Jazz	1.5	1. Compare and contrast different styles of jazz. 2. Describe the cultural context for bebop and the shift in the position of jazz in American music.
The Rise of Rock and Roll	2.5	1. Understand the roots of rock and roll music. 2. Consider the contributions of seminal figures in rock and roll music. 3. Understand the impact of commercial forces on the development of rock and roll in America.
Unit V		
The Folk Revival Motown The Beatles Psychedelic Rock	1.5 1.5 1.5 1.5	1. Describe the cultural context for the dominant musical styles of the 1960s. 2. Understand the impact of commercial forces on the dominant musical styles of the 1960s. 3. Recognize and distinguish among the dominant musical styles of the 1960s.
The Roots of Hip Hop	1.5	1. Describe the cultural context for the emergence of hip hop in the 1970s. 2. Trace the development of hip hop in its early decades. 3. Consider the contributions of seminal figures in hip hop.

Course Outcomes

1. To identify pivotal figures (composers and performers) in the history of American music and their contributions.
2. To describe and recognize the forms and styles of American music.
3. To explain the connection between styles of American music and the social context in which these styles developed.

General Education Goal
Diversity

Students will recognize the unique characteristics of others through:

a. Understanding diverse cultural contributions

Students study major works in the history of American music and their relationship to the art, literature, and philosophy, and cultural values that were dominant when these works were created.

b. Understanding multiple economic, geographical, or historical perspectives

Students study major works in the history of American music, considering their regional connections and influences, and the ways in which a composer's location and the timeframe during which he was active may have impacted the musical style of the works.

8/24/11	DATE	Humanities	DIVISION
	REQUIRED COURSE	X	NEW COURSE
X	ELECTIVE COURSE		REVISION

LAKE LAND COLLEGE
Course Information Form

COURSE NUMBER PHI 270 **TITLE** Introduction to Philosophy (IAI: H4 900)

SEM CR HRS 3 **LT HRS** 3 **LAB HRS** _____ **SOE HRS** _____ **ECH** _____

COURSE PCS# _____ (Assigned by Administration)

Prerequisites:

Catalog Description (40 Word Limit): An introduction to philosophical questioning and reasoning. This course will include an historical survey of western philosophy focusing on the development of specific branches within the field, including epistemology, metaphysics, ethics, philosophy of science, and social/political philosophy.

List the Major Course Segments (Units)	Lt Hrs	Lab Hrs
Introduction to Philosophical Investigation	4	
Epistemology	6	
Metaphysics	8	
Philosophy of Science	8	
Ethics	6	
Social/Political Philosophy	8	
Religion	5	

EVALUATION: **Quizzes** _____ **Exams** X **Oral Pres** X **Papers** X
Lab Work _____ **Projects** _____ **Comp Final** _____ **Other** _____

Textbook: **Title:** Philosophy: The Power of Ideas

Author: **Brooke Noel Moore and Kenneth Bruder**

Publisher: **McGraw-Hill**

Volume/Edition: **5th**

Copyright Date: **2002**

Companion Website: **www.mhhe.com/powerofideas5**

Major Course Segment	Hours	Learning Outcomes
Introduction	4	Students will be introduced to the interaction between Human Nature and the Universe, basic methodologies used to enhance the understanding of this principle, and the limitations of methods discussed. Students will demonstrate their mastery of course material on a written exam and through periodic in-class oral presentations.
Epistemology	6	Students will gain an understanding of basic theories of knowledge, including rationalism, empiricism and the specific contributions of Descartes, Leibniz, Hume and Kant. Students will demonstrate their mastery of course material on a written exam and through periodic in-class oral presentations.
Metaphysics	8	Students will gain an understanding of the four basic metaphysical positions (Dualism, Neutralism, Materialism, and Idealism) and explore the debate of Free Will vs. Determinism. Students will demonstrate their mastery of course material on a written exam and through periodic in-class oral presentations.
Philosophy of Science	8	Students will gain an understanding of the context of science in the modern world, the philosophical foundations of scientific method and the emergence of scientific revolutions. Students will demonstrate their mastery of course material on a written exam and through periodic in-class oral presentations.
Ethics	6	Students will gain a basic understanding of various ethical theories, including duty-based models, pure reason, utilitarianism, and current social perspectives based on wellness, feminism, racism, etc. Students will demonstrate their mastery of course material on a written exam and through periodic in-class oral presentations.
Social/Political Philosophy	8	Students will understand the theory, development and practice of basic systems such as Laissez-Faire Liberalism, socialism, capitalism, and social contracts. Students will demonstrate their mastery of course material on a written exam and through periodic in-class oral presentations.

Religion	5	Students will gain an understanding of the relationship between philosophy and faith/theology, several basic proofs for existence of God, and the problem of evil in a philosophical context. Students will demonstrate their mastery of course material on a written exam and through periodic in-class oral presentations. Students will conduct a formal written research project in which they will select a recognized philosopher, establish the scope of his/her contributions to the field from an historical perspective, explain and evaluate his/her major theories and/or models, and make an application to a current issue or institution.

PHI 270 General Education Goals:

Critical Thinking: Students will apply critical thinking skills through
c. Analyzing data and arguments and through transferring insights to new contexts

Diversity: Students will recognize the unique characteristics of others through
b. Understanding multimple ecomonic, geographical, or historical perspectives

Citizenship: Students will demonstrate civic responsibility by
b. Understanding their role in a global society

Communication: Students will communicate professionally and effectively through
a. Reading
b. Listening/Observing
c. Speaking
d. Writing

Foundational Knowledge: Students will demonstrate foundational knowledge in ethics.

Course Assessment Goals
2011 Goal: To approach ethical dilemmas analytically
2012 Goal: To approach ethical dilemmas analytically
2013 Goal: To approach ethical dilemmas analytically
2014 Goal: To understand the impact of values and beliefs on societal dynamics
2015 Goal: To understand the impact of values and beliefs on societal dynamics
2016 Goal: To understand the impact of values and beliefs on societal dynamics
2017 Goal: To understand concepts of social and civic responsibility
2018 Goal: To understand concepts of social and civic responsibility
2019 Goal: To understand concepts of social and civic responsibility

- **Method:** Faculty will evaluate using a common rubric with a four-part scale: Beginning (1), Developing (2), Proficient (3), and Exemplary (4)

4/15/99	DATE	Allied Health	DIVISION
X	REQUIRED COURSE		NEW COURSE
	ELECTIVE COURSE	8/20/2008	REVISION

LAKE LAND COLLEGE
Course Information Form

COURSE NUMBER PNC053 **TITLE** Basic Pharmacology I

SEM CR HRS 2 **LT HRS** 2 **LAB HRS** **SOE HRS** **ECH** 2

COURSE PCS# _____ (Assigned by Administration)

Prerequisites:

Catalog Description (40 Word Limit):
The nursing process and the role of drug therapy in the prevention of disease, promotion of health and treatment of disease provides the framework in this study of pharmacology and the administration of medication.

List the Major Course Segments (Units)		Lt Hrs	Lab Hrs
I.	Introduction and Principles Associated with Medication Administration.	1.5	
II.	Medication Administration and the Nursing Process and Pharmacology.	1.5	
III.	Drugs affecting body systems.	33	
IV.	Obstetrical medication.	3	
V.	Pain management	3	
VI.	Psychotropics	3	

EVALUATION:

Quizzes	X	**Exams**	X	**Oral Pres**		**Papers**	
Lab Work		**Projects**		**Comp Final**	X	**Other**	

Textbook: **Title:** Pharmacology for Nurses: A pathophysiologic approach.

Author: Adams and Holland

Publisher: Pearson Prentice Hall

Volume/Edition: 2nd

Copyright Date: 2005

Course Objectives:

- Utilize nomenclature associated with the study of pharmacology.
- Identify major sources of drug standards and drug information.
- Describe the purpose of drug legislation and factors influencing the effectiveness of that legislation.
- Apply basic mathematical principles to the calculation of problems associated with med dosages.
- Demonstrate proficiency in performing conversion problems related to medication administration using household, apothecary and metric equivalents.
- Describe the dosage forms and procedures used to prepare and administer medications via the enteral route and parenteral route.
- Discuss the nursing process and it application to pharmacology.
- Explain the major action (effects) of drugs used to treat disorders of the body systems as studied.
- Identify baseline data the nurse should collect on a continuous basis for comparison and evaluation of drug effectiveness.
- Identify important nursing assessments and interventions associated with the drugs studied.
- Identify essential components in planning patient education that will enhance compliance with the treatment regimen.
- Utilize basic principles of drug action and interactions to make sound nursing judgments associated with medication therapy.
- Correlate principles of drug interaction with information contained in drug monographs

03/30/2009	DATE	SFS	DIVISION
	REQUIRED COURSE		NEW COURSE
X	ELECTIVE COURSE		REVISION

LAKE LAND COLLEGE
Course Information Form

COURSE NUMBER: SFS 101 TITLE: Strategies for Success

SEM CR HRS: 2 LT HRS: 2 LAB HRS: ____ SOE HRS: ____ ECH: ____

COURSE PCS # 1124010501 (assigned by administration)

Prerequisite: None

Catalog Description (40 word limit): Designed to improve student performance in college and beyond. Topics include: introduction to college resources; identification of college and career goals; implementation of study, note-taking, and test-taking strategies; and development of life management skills including time management, stress management, and relationship skills.

List the Major Course Segments (units)	LAB FEE: LT HRS	LAB HRS
Introduction to College Resources (4)		
College catalog/student handbook	1	
Financial aid and budgeting	1	
Academic advisement and registration	1	
College offices, resources and activities	1	
Making the Transition to College (10)		
The value of education	2	
Study, note-taking, and test-taking strategies	4	
Motivation, decision-making, goal setting	4	
Career Development (8)		
Self-assessment (abilities, aptitudes, interests)	4	
Career exploration	2	
Career, academic, and life planning	2	
Life Management (8)		
Time management	4	
Establishing rewarding relationships	2	
Stress management for a healthy lifestyle	2	

EVALUATION: Quizzes X Exams ____ Oral Pres. X Papers X
Lab Work ____ Projects X Comp Final ____ Other ____

Textbook: Title: Becoming a Master Student – Concise
Author: Dave Ellis
Publisher: Houghton Mifflin
Volume/Edition: 11th Edition
Copyright Date: 2006

See reverse for content detail

Major Course Segment	Hours	Learning Outcomes
Introduction to College Resources A. College catalog/student handbook B. Financial aid and budgeting C. Academic advisement and registration D. College offices, resources, and activities	4	The student will be able to: 1. find information in college publications 2. describe academic policies regarding grade point average, good standing, and withdrawals 3. describe the application process for financial aid and identify types of assistance available 4. describe the advisement/registration process 5. locate college offices and use college resources 6. identify activities available to students
II. Making the Transition to College The value of education A. Study, note-taking, and test-taking strategies B. Motivation, decision-making, goal-setting	10	The student will be able to: 1. discuss the difference between high school and college and the benefits of education 2. describe the importance of general education 3. evaluate present study, note-taking, and test-taking strategies 4. identify new study, note-taking, and test-taking strategies 5. discuss relationship between motivation and achievement 6. discuss ways to improve decision making skills 7. develop a personal plan to improve academic performance
III. Career Development A. Self-assessment (abilities, aptitudes, interests) goal-setting B. Career exploration C. Career, academic, and life planning	8	The student will be able to: 1. identify and evaluate abilities, aptitudes, and interests and relate these to specific majors and careers 2. identify and use career resources 3. develop personal career goals
IV. Life Management A. Time Management B. Establishing rewarding relationships C. Stress management for a healthy lifestyle	8	The student will be able to: 1. evaluate personal use of time 2. utilize strategies to improve time management 3. identify personal stressors 4. explain emotional and physical aspects of stress 5. use stress reduction techniques 6. evaluate communication skills 7. develop interpersonal relationship skills

Appendix C

Weave Online Detailed Assessment Report 05/2012

Lake Land College

Detailed Assessment Report
2011-2012 AGR 206 Intro/Animal Science

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1:Physiology
Describe the endocrine, respiratory, circulatory, skeletal, and muscular systems.

Related Measures:

M 1:Physiology
Embedded test questions relating to endocrine, circulatory, skeletal, and muscular systems.

Source of Evidence: Academic direct measure of learning - other

Target:
Students will be able to describe the endocrine, respiratory, circulatory, skeletal, and muscular systems.

Findings (2010-2011) - Target: Met
Method One - The average score on the embedded questions was 85.66%. The compared favorably to the 87% acheived by face to face.

SLO 2:Ration Formulation
Identify various feedstuffs, animal requirements, and nutrient and ration formulation.

Related Measures:

M 2:Ration Formulation
Ration formulation problem set.

Source of Evidence: Academic direct measure of learning - other

Target:
Students will be able to identify various feedstuffs, animal requirements, and nutrient and ration formulation.

Findings (2011-2012) - Target: Met
The average score on the ration formulation problem set was 90 percent. This comapred favorably to the 90 percent in the on-line section.

Findings (2010-2011) - Target: Met
Method Two - The average score on the problem set was 90.91%. This comapared favorably with the 90% acheived by the face to face sections.

SLO 3:Carcass Evaluation

Evaluate live animals for carcass merit and grade meat products derived from livestock.

Related Measures:

M 3:Carcass Evaluation
Laboratory session evaluating carcasses and assigning USDA grades.

Source of Evidence: Academic direct measure of learning - other

Target:
Students will be able to evaluate live animals for carcass merit and grade meat products derived from livestock.

Findings (2010-2011) - Target: Met
Method Three - The average score on the laboratory was 71.43%. This comapred favorably with the 74% acheived in face to face.

SLO 4:Animal Health
Explain sanitation, and identify livestock diseases and their recommended control and treatments.

Related Measures:

M 4:Animal Health
Chapter 21 - "Animal Health" Review questions.

Source of Evidence: Academic direct measure of learning - other

Target:
Students will be able to explain sanitation, and identify livestock diseases and their recommended control and treatments

Findings (2010-2011) - Target: Met
Method Four - The average score on the review questions was 95%. This compared favorably to the 92% acheived by face to face.

SLO 5:Genetics & Selection
Analyze animal genetics, livestock selection, mating systems, and livestock programs of improvement.

Related Measures:

M 5:Genetics & Selection
Punnett square and heritability problem sets.

Source of Evidence: Capstone course assignments measuring mastery

Target:
Students will be able to analyze animal genetics, livestock selection, mating systems, and livestock programs of improvement.

Findings (2010-2011) - Target: Partially Met
Method Five - The average score on the genetics problems was 53.85%. Face to face scored higher at an average of 80%. More time will be devoted to Punnett Square.

Action Plan Detail for This Cycle (by Established cycle, then alpha)

Improvement of finding
More classroom time will be devoted to genetics and selection .

Established in Cycle: 2010-2011
Implementation Status: In-Progress
Priority: High

Responsible Person/Group: Jon Althaus

Detailed Assessment Report
2011-2012 PNC 053 Basic Pharmacology I

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1:Medication Calculation
Apply basic math principles to calculate medication dosages.

Related Measures:

M 1:Medication Calculation
embedded test question

Source of Evidence: Academic direct measure of learning - other

Target:
100 % of students to achieve 78% on medication questions.

Findings (2011-2012) - Target: Partially Met
All exams are taken via blackboard, this course is only offered online.

Findings (2010-2011) - Target: Partially Met
Assessment Results: Positive results, the test questions showed that students applied the information that was embeded in the course objectives. Percentages ranged from 75%-100%.

SLO 2:Medication administration
Describe the appropriate dosages and procedures used to prepare and administer medications via the enteral and parenteral route.

Related Measures:

M 2:Medication Administration
medication check offs in lab

Source of Evidence: Academic direct measure of learning - other

Target:
100% of students will pass their medication administration check off in lab for PNC 052.

SLO 3:Medication actions
Explain the major action (effects) of drugs used to treat disorders of the body systems as studied.

Related Measures:

M 3:Medication Actions
embedded test question

Source of Evidence: Academic direct measure of learning - other

Target:
100% of students will achieve a 78% or above on exam

Findings (2011-2012) - Target: Partially Met
percentages ranged from 75-100%. All exams are taken via blackboard, this course is only offered online.

SLO 4:Assessments/interventions
Identify nursing assessments and interventions necessary for administration of learned medications.

Related Measures:

M 4:Assessments/Interventions
embedded test question

Source of Evidence: Academic direct measure of learning - other

Target:
100% of students will earn a 78% or above on exam

Findings (2011-2012) - Target: Partially Met
student scores ranged from 75-100%. All exams are taken via blackboard, this course is only offered online.

SLO 5:Medication interactions
Utilize knowledge of drug actions and interactions to make sound nursing judgements associated with medication therapy.

Related Measures:

M 5:Medication interactions
embedded test question

Source of Evidence: Academic direct measure of learning - other

Target:
100% of students will achieve a 78% or above on exam

Findings (2011-2012) - Target: Partially Met
Scores ranged from 75-100%. All exams are taken via blackboard, this course is only offered online.

SLO 6:Nursing Process
Discuss the nursing process and its application of pharmacology.

Related Measures:

M 6:Nursing Process

embedded test question

Source of Evidence: Academic direct measure of learning - other

Target:
100 % of students will achieve a 78% or better on exam

Findings (2011-2012) - Target: Partially Met
scores ranged from 75-100%. All exams are taken via blackboard, this course is only offered online.

Action Plan Detail for This Cycle (by Established cycle, then alpha)

Blackboard discussion
Encourage discussion on blackboard that explains the nursing process, have students post assessments they performed on certain patients related to their medication. This will be done on the discussion board on blackboard, as this course is only offered online.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Responsible Person/Group: Cassandra Porter, students
Budget Amount Requested: $0.00

Medication Action
Plan to incorporate interactive activities with students. Have students use medication cards in clinical to help learn medication actions. This course is offered online only.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High
Implementation Description: Add instruction on creating medication cards for clinical.
Responsible Person/Group: Cassandra Porter
Budget Amount Requested: $0.00

medication review
Provide students with review materials related to calculating medication dosages.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High
Implementation Description: Spring 2012
Projected Completion Date: 05/03/2012
Responsible Person/Group: Cassandra Porter
Additional Resources Requested: Provide Dosage Calculation workbooks at all 3 campuses.
Budget Amount Requested: $60.00

Medication review

Provide students with case studies explaining medication interactions..provide on blackboard because this course is only offered online.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Responsible Person/Group: Cassandra Porter
Budget Amount Requested: $0.00

Medication Review

Provide students with case studies that explain the assessment and administration of medications. offer on blackboard as this course is only offered online.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Detailed Assessment Report
2011-2012 BUS 095 Fundamentals of Accounting

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1:Debit/Credit Concept 1
To understand the debit/credit concept and know how a debit or a credit will affect a specific account.

Related Measures:

M 1:Debit/Credit Concept 1
Embedded questions on the final test in BUS095.

Source of Evidence: Academic direct measure of learning - other

Target:
75% of the students will correctly answer four of five embedded questions on the final test in BUS095.

Findings (2011-2012) - Target: Met
Fall 2011, 82% of students correctly answered the embedded questions.

Findings (2010-2011) - Target: Partially Met
Outcome 1: Online 71.7% vs FtF 79.5%

SLO 2:Account Classification 2
To be able to classify an account as an Asset, Liability, Equity, Revenue, or Expense.

Related Measures:

M 2:Account Classification Method 2
Embedded questions on the final test in BUS095

Source of Evidence: Academic direct measure of learning - other

Target:
80% of the students will correctly answer four of five embedded questions on the final test in BUS095

Findings (2011-2012) - Target: Met
Fall 2011, 91% of students correctly answered the embedded questions.

Findings (2010-2011) - Target: Partially Met
Outcome 2: Online 74% vs FtF 85.4%

SLO 3:Financial Statements 3
To be able to identify whether an account is displayed on an Income Statement, Statement of Owner's Equity, or Balance Sheet.

Related Measures:

M 3:Financial Statments 3
Embedded questions on the final test in BUS095

Source of Evidence: Academic direct measure of learning - other

Target:
80% of the students will correctly answer four of five embedded questions on the final test in BUS095

Findings (2011-2012) - Target: Met
Fall 2011, 91% of students correctly answered the embedded questions.

Findings (2010-2011) - Target: Partially Met
Outcome 3: Online 95% vs Ftf 78.6%

SLO 4:Accounting Cycle Project 1 4
To be able to complete the activities of an accounting cycle for a service business. The students will analyze transactions, record transactions in a general journal, post to the ledger, record adjusting entries, prepare the financial statements, and then complete the closing entries.

Related Measures:

M 4:Accounting Cycle Project 1 4
Students will complete a project covering the accounting cycle for a service type business.

Source of Evidence: Project, either individual or group

Target:
70% of the students will receive a C or better on a comprehensive project for a service business.

Findings (2011-2012) - Target: Met
Fall 2011- 93.75% of all students received a C or better on a comprehensive project for a service business.

Findings (2010-2011) - Target: Met
Spring 2011 72% of the students received a C or better on a comprehensive project covering the accounting cycle for a service business. Fall 2010 70% of the students received a C or better on a comprehensive project covering the accounting cycle for a service business.

SLO 5:Accounting Retail Cycle Project 5
To be able to complete the activities of an accounting cycle for a retail business using special journals. The students will analyze transactions, record transactions in special journals, post to the ledger, record adjusting entries, prepare the financial statements, and then complete the closing entries.

Related Measures:

M 5:Accounting Retail Cycle Project 5
Comprehensive project for a retail business.

Source of Evidence: Academic direct measure of learning - other

Target:
70% of the students will receive a C or better on a comprehensive project for a retail business.

Findings (2011-2012) - Target: Met
Fall 2011 - 81.25% of all students received a C or better on a comprehensive project for a retail business.

Findings (2010-2011) - Target: Met
Outcome 5: Online 80.6% vs Ftf 80.8%

Detailed Assessment Report
2011-2012 BUS 141 Business Communications

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1:Oral Presentation
Prepare an effective oral presentation.

Related Measures:

M 1:Presentation
Face to face class prepares a group presentation. Online class chooses to present either as a group or individually either in person to instructor or videoed and uploaded to website. Students pick a topic related to a business communication topic.

Source of Evidence: Presentation, either individual or group

Target:
70% of students will deliver a presentation with a grade of a C or better.

Findings (2011-2012) - Target: Met
Fall 2011: Online 70% vs 90% of FtF students earned a C or better on a presentation. Online 73% vs FtF 79% of students earned a C or better on the online presentation.

Findings (2010-2011) - Target: Met
For 09-10 year Outcome 1: Online 71.7% vs FtF 79.5% Outcome 2: Online 74% vs FtF 85.4% Outcome 3: Online 95% vs Ftf 78.6% Outcome 4: Online 65.2% vs FtF 65.6% Outcome 5: Online 80.6% vs Ftf 80.8% 74% of students earned a C or better on the online presentation.

SLO 2:Written messages
Write effective positive, persuasive, or negative messages.

Related Measures:

M 2:Cover letter
Students prepare a cover letter.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
Students will earn an average of B on this assignment.

Findings (2011-2012) - Target: Met
Fall 2011: 70% of online students vs 72% of FtF students. The online class average was 81% and the face to face was 83%.

Findings (2010-2011) - Target: Not Met
The face to face and online overall class averages are remarkably identical. The online class

average was 80.2% and the face to face was 80.7%. The individual outcomes results show the percentages are listed in the assessment results.

SLO 3:Resume
Create an effective résumé.

Related Measures:

M 3:Resume
Students will create a résumé.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
80% of students will score a B or better on their resume.

Findings (2011-2012) - Target: Met
Fall 2011: 71% online vs 80% FtF Ftf 83%. Online 81%

Findings (2010-2011) - Target: Not Met
Consider revising outcomes. Continue to look for ways to assign activities and share the same information to students in ways that are conducive to each unique environment. For the online students, I'm thinking about an optional campus visit where students can conduct their oral presentation face to face instead of recording it and uploading to a website. This was outcome 2 where the online students did better than the face to face students.

Detailed Assessment Report
2011-2012 BUS 281 Business Statistics

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1:Understand the various levels of data measuremen
Understand the various levels of data measurement and the uses for descriptive and inferential statistics.

Related Measures:

M 1:Ansr 1 designated questn on data measurements & Descriptive Statistics
Answer one designated question on the exam over Descriptive Statistics (currently Chapter 3 exam).

Source of Evidence: Academic direct measure of learning - other

Target:
I assessed on the first course outcome, correctly Understand the Various levels of Data Measurement. The method of assessment was that students would answer one designated question on the exam covering Data Measurement. Approximately 75% of students will correctly answer a question on data measurement.

Findings (2010-2011) - Target: Met
Spring 2011: I assessed on the first course outcome, correctly Understand the Various levels of Data Measurement. The method of assessment was that students would answer one designated question on the exam covering Data Measurement. 20 of 25, 80% of students correctly answered a question discussing ration level data. Online students did not perform overall as well as traditional students and the online section has a high drop rate.

SLO 2:Probability and counting techniques
Correctly apply the common rules of probability and counting techniques including probabilities associated with particular outcomes involving discrete and continuous distributions.

Related Measures:

M 2:Exam question covering Probability
Answer one designated question on the exam covering Probability.

Source of Evidence: Academic direct measure of learning - other

Target:
Fall 2011 assessment values We asked four questions concering counting techniques. 83% employed the proper counting techniques using the three counting rules introduced in the book. MN rule, combinations and N^n.

Findings (2011-2012) - Target: Met
in compliance

SLO 3:Central Limit Theorem/ normal & t distribution
Understand and use the Central Limit Theorem to estimate a confidence interval for a normal distribution and understand when conditions require the use of a t distribution.

Related Measures:

M 3:exam question covering CLT, z & t distribution
Answer two designated questions on the exam covering CLT.

Source of Evidence: Academic direct measure of learning - other

Target:
Fall 2010 Achievement 75% of students will be able to correctly apply the Central Limit Theorem using the z and t distribution.

Findings (2010-2011) - Target: Met
Fall 2010: 24 of 28 or 86% answered cor Online students did not perform as well as traditional students.

SLO 4:Hypothesis testing
Correctly perform hypothesis testing and provide statistically significant conclusions.

Related Measures:

M 4:exam covering hypothesis testing
Answer one designated question on the exam covering hypothesis testing.

Source of Evidence: Academic direct measure of learning - other

Target:
Analyzing the percentage of students that earn a "C" or better on the exam.

Findings (2010-2011) - Target: Met
I chose to assess on the fourth course outcome, correctly perform hypothesis testing and provide statistically significant conclusions. The method of assessment was that students would answer one designated question on the exam covering hypothesis testing. During my assessment I discovered that the students remaining in the course that took the final successfully completed the designated question. Students in my traditional course successfully worked questions of hypothesis testing on their final exam also. They had the same question on their exam.

Detailed Assessment Report
2011-2012 CIS 099 Web Page Design

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1:XHTML Coding Structure
Understand proper XHTML coding structure.

Related Measures:

M 1:Website with validated code
Students will create a web site that has properly validated code.

Source of Evidence: Project, either individual or group

Target:
90% of students will be able to create a properly validated website using XHTML code

Findings (2010-2011) - Target: Met
Spring 2010: 86% of students received a B or higher on the final project for in class sections. 92% received a B or higher in the online class. Fall 2010: 100% of students received a B or higher for in class sections. 100% received a B or higher in the online class. Spring 2011: 83% of students received a B or higher for in class sections: 93% received a B or higher in the online class.

SLO 2:Web Design Principles
Describe standard web design principles.

Related Measures:

M 2:Research Paper on Web Design Principles
Students will write a research paper discussing standard web design principles.

Source of Evidence: Project, either individual or group

Target:
90% of students will correctly identify good web design principles by receiving an B on the research paper.

Findings (2010-2011) - Target: Met
Spring 2010: Online class and in class sections both achieved 100%

SLO 3:Cascading Style Sheets
Use CSS for page layout and formatting.

Related Measures:

M 3:Use Cascading Style Sheets for a website

Students will construct a final project website that incorporates CSS for page layout and all formatting.

Source of Evidence: Academic direct measure of learning - other

Target:
100% of students will receive a B or higher on a final website based on the use of Cascading Style Sheets for both formatting and layout.

Findings (2010-2011) - Target: Met
Fall 2010: 90% of students received a B or higher on a final website project in the face to face section. 85% received a B or higher in the online section.

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Action Plan Detail* section of this report.

no changes
Established in Cycle: 2010-2011
One student did not finish the project.

student retention
Established in Cycle: 2010-2011

Keep students interested in class to retain them the entire semester

Action Plan Detail for This Cycle (by Established cycle, then alpha)

no changes
One student did not finish the project.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Use Cascading Style Sheets for a website | **Outcome/Objective:** Cascading Style Sheets

student retention
Keep students interested in class to retain them the entire semester

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Use Cascading Style Sheets for a website | **Outcome/Objective:** Cascading Style Sheets

Detailed Assessment Report
2011-2012 CIS 160 Practical Software Applications

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1:Computer Terminology
Understand basic computer hardware and software terminology.

Related Measures:

M 1:Computer Terminology Test
Embedded questions in a Computer Terminology exam.

Source of Evidence: Standardized test of subject matter knowledge

Target:
75% of students will score a C or better on embedded questions in a Computer Terminology exam.

Findings (2010-2011) - Target: Not Reported This Cycle
Sp '10: 97% students completed correctly

SLO 2:Word Processing Application
Create a word processing document.

Related Measures:

M 2:Microsoft Word Document
Student will create a document in Microsoft Office Word 2010.

Source of Evidence: Academic direct measure of learning - other

Target:
75% of students will score a C or better on a document created in Microsoft Office Word 2010.

Findings (2010-2011) - Target: Not Reported This Cycle
Sp '10: 3 of students successfully completed exam with overall average of 75%. 4 students did not complete; Fa '10: 79.7% of students (302/379) met objective;

SLO 3:Spreadsheet Application
Create a spreadsheet application.

Related Measures:

M 3:Spreadsheet Document
Students will create a spreadsheet in Microsoft Office Excel 2010.

Source of Evidence: Capstone course assignments measuring mastery

Target:
75% of students will score a C or better on a spreadsheet created in Microsoft Office Excel 2010.

Findings (2010-2011) - Target: Met
Sp '11: 81% met objective (212/261). 67.9% of online students met objective and 87.2% of traditional students met objective.

SLO 4:Database Application
Create a database application.

Related Measures:

M 4:Database Document
Students will create a database in Microsoft Office Access 2010.

Source of Evidence: Capstone course assignments measuring mastery

Target:
75% of students will score a C or better on a database created in Microsoft Office Access 2010.

Findings (2010-2011) - Target: Not Reported This Cycle
Sp '10: 96% successfully complete the task

SLO 5:Presentation Application
Create a presentation application.

Related Measures:

M 5:Presentation Document
Students will create a presentation in Microsoft Office PowerPoint 2010.

Source of Evidence: Capstone course assignments measuring mastery

Target:
75% of students will score a C or better on a presentation created in Microsoft Office PowerPoint 2010.

Findings (2010-2011) - Target: Not Reported This Cycle
Sp '10: 38% completed project with B or better

Detailed Assessment Report
2011-2012 HUM 120 Myths and Legends

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1:Definition/differences of myths and legends
The student will be able to define myths and legends and understand the differences between them.

Relevant Associations:

General Education/Core Curriculum:
1.2 Reading
1.5 Writing

Related Measures:

M 1:Reading responses
Students will submit two page reading responses that indicates their understanding of and response to the myth/legend being studied with each reading assignment.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
50 % of students will score exemplary or proficient.

Findings (2011-2012) - Target: Met
There was only one online section of this course taught in the Fall of 2011. The following chart indicates the findings: Exemplary Proficient Developing Beginning 50 38 12 0 A total of 88% of the students met the achievement goal for exemplary or proficient.

Findings (2010-2011) - Target: Met
Only one section of this class was taught in the Fall, 2010 semester and it was online. 81% of the students scored exemplary or proficient for this goal. Two sections of this class were taught in the Spring of 2011. Online: 80 % of the students scored exemplary or proficient. Face to face: 81 % of the students scored exemplary or proficient.

SLO 2:Themes and terms
The student will be able to identify key themes and terms found in myths and legends

Relevant Associations:

General Education/Core Curriculum:
1.2 Reading
1.5 Writing
2.1 Locating information

Related Measures:

M 2:Quizzes and Examz
Students will take a series of quizzes and exams to indicate their comprehension of key themes and terms.

Source of Evidence: Academic direct measure of learning - other

Target:
50 % of students will score exemplary or proficient

Findings (2011-2012) - Target: Met
One online section was taught of this class in the fall of 2011. The following table indicates the breakdown of success: Exemplary Proficient Developing Beginning 20 40 20 20 A total of 60% of the class scored exemplary or proficient.

Findings (2010-2011) - Target: Partially Met
Only one section of this class was taught in the Fall, 2010 semester and it was online. 73 % of students scored exemplary or proficient for this goal. Two sections of the class were taught in the Spring of 2011. Online: 48 % scored exemplary or proficient for this goal Face to Face: 80 % scored exemplary or proficient.

SLO 3:Impact on popular culture
The student will demonstrate the ability to evaluate the impact of various myths and legends on popular culture

Relevant Associations:

General Education/Core Curriculum:
1.1 Observing
1.2 Reading
1.4 Speaking
1.5 Writing
2.1 Locating information
2.2 Evaluating sources
2.5 Transferring insights to new contexts

Related Measures:

M 3:Research project
Students will submit a research project covering the myths and legends studied in the course of the semester and the impact of these myths and legends on popular culture.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
50% of the students will score exemplary or proficient for this goal.

Findings (2011-2012) - Target: Partially Met
One section of this course was taught online in the fall of 2011. The following chart indicates the breakdown of success: Exemplary Proficient Developing Beginning 29 14 21 36 A total of 43% scored exemplary or proficient.

Findings (2010-2011) - Target: Met
Only one section of this class was taught in the Fall, 2010 semester and it was online. 58% of the students scored exemplary or proficient for this goal. Two sections of this class were taught in the Spring 2011. One online and one face to face. 73% of both sections of students scored exemplary or proficient for this goal.

Action Plan Detail for This Cycle (by Established cycle, then alpha)

Test results
Only 48% of the online students in the spring 2011 section scored exemplary or proficient. Steps will be taken to include more study guides to help them.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Responsible Person/Group: Instructor

Detailed Assessment Report
2011-2012 LIT 150 Children's Literature

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1:Genres
Demonstrate an understanding of the different genres of children's literature.

Related Measures:

M 1:Reading Responses
A rubric will be used to assess the student's performance for each outcome. This rubric will be on a 4-point scale (Beginning, Developing, Proficient, and Exemplary). An average score will be calculated.

Source of Evidence: Academic direct measure of learning - other

Target:
50 % of the students will achieve exemplary or proficient levels of this objective.

SLO 2:Analysis and Evaluation
Demonstrate the ability to analyze and evaluate specific selections of children's literature.

Related Measures:

M 2:Presentations
A rubric will be used to assess the student's performance for each outcome. This rubric will be on a 4-point scale (Beginning, Developing, Proficient, and Exemplary). An average score will be calculated.

Source of Evidence: Presentation, either individual or group

Target:
50 % of the students will achieve exemplary or proficient levels of this objective.

SLO 3:Classroom incorporation
Demonstrate strategies for incorporating children's literature into a classroom setting.

Related Measures:

M 3:Written Assignment and presentation
A rubric will be used to assess the student's performance for each outcome. This rubric will be on a 4-point scale (Beginning, Developing, Proficient, and Exemplary). An average score will be calculated.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
50% of the students will score exemplary or proficient for this objective.

Findings (2010-2011) - Target: Met

Twelve of the assessment means scored exemplary (57%) and six scored proficient (29%).

Detailed Assessment Report
2011-2012 PHI 270 Introduction to Philosophy

Goals

G 1:Goal #1
At least 60% of students will score in the proficient or exemplary category of the rubric. The rubric being used is as follows: 1=beginning; 2=developing; 3=proficient; 4=exemplary.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1:impact of values and beliefs
To understand of the impact of values and beliefs on societal dynamics.

Related Measures:

M 1:Course Outcome Method 1
A rubric will be used to assess the student's performance for each outcome. This rubric will be on a 4-point scale (Beginning, Developing, Proficient, and Exemplary). An average score will be calculated.

Source of Evidence: Academic direct measure of learning - other

Target:
60% or more students will earn a 3 or higher on the assessed assignment.

Findings (2011-2012) - Target: Met
FALL 2011 Results: A rubric was used to assess students enrolled in PHI 270. The rubric breakdown follows: 1=beginning; 2=developing; 3=proficient; 4=exemplary. 0 online sections were taught and 1 traditional course was offered with 16 students. The results follow: 0% scored in the beginning category, 12.5% scored in the developing category, 37.5% scored in the proficient category, 37.5% scored in the exemplary category, and N/A=12.5%. Overall, 70% scored in the proficient and/or exemplary categories.

SPRING 2011 Results: A rubric was used to assess students enrolled in PHI 270. The rubric breakdown follows: 1=beginning; 2=developing; 3=proficient; 4=exemplary. 2 online sections were taught with 31 students and 1 traditional course was offered with 28 students. The results follow: 6% scored in the beginning category, 2% scored in the developing category, 44% scored in the proficient category, 38% scored in the exemplary category Overall, 92% scored in the proficient and/or exemplary categories. There was no statistical difference between the online and traditional courses.

Findings (2010-2011) - Target: Met
Fall 2010 Results: A rubric was used to assess students enrolled in PHI 270. The rubric breakdown follows: 1=beginning; 2=developing; 3=proficient; 4=exemplary. 1 online section was taught with 17 students in the Fall 2010 semester (no sections were taught in the traditional classroom setting). The results follow: 6% scored in the beginning category 12% scored in the developing category 47% scored in the proficient category 35% scored in the exemplary category Overall, 82% scored in the proficient and/or exemplary categories. Assessment

Results: Summer 2010: Class average was 94.3% on embedded questions, and 100% of all students scored 80% or higher; class average for application criterion (by rubric, unit exam #2) was 2.56 on item 1; 2.78 on item 2; 2.33 on item 3; and 2.78 on item 4. Spring 2010: Class average was 88.1% on embedded questions, and 87.5% of students scored 80% or higher; Class average for Application criterion (by Rubric, unit exam #6) was 2.75 on item one, 2.42 on item 2, 2.92 on item 3, and 2.83 on item 4. Summer 2009: Class average was 93.6% on embedded questions, and 100% of students scored 80% or higher; Class average for Application criterion (by rubric, Unit exam #3) was 2.53/3 on item one, 2.8/3 on item two, 2.6/3 on item three, and 2.87/3 on item four. Fall 2009: Class average was 89.1% on embedded questions, and 83.3% of students scored 80% or higher; Class average for Application criterion (by rubric, Exam #7) was 2.77/3 on item one, 2.92/3 on item two, 2.77/3 on item three, and 2.85/3 on item four.

SLO 2:Course Outcome 2
To understand key concepts in philosophy.

SLO 3:Course Outcome 3
To apply philosophical concepts.

Detailed Assessment Report
2011-2012 BIO 100 Bio Science I

Goals

G 1:BIO 100 Course Goal
The goal of BIO 100 is to instruct students about the princples, characteristics, and functions of all living things. Students will also be able to identify use of these concepts in real life situations.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1:Lab skills
Students will be able to competently use lab equipment and metric measurements in laboratory exercises and utilize critical thinking involving the scientific method.

Related Measures:

M 1:Evaluation of selected labs
Assessment for outcome 1: Weekly lab sessions. Scientific Method Lab and Lactase Enzyme Lab analyzed by % of students earning a "C" or better.

Source of Evidence: Performance (recital, exhibit, science project)

Target:
Expectational standard is 50% of students will earn a C or better on both the scientific method lab and the lactase enzyme lab.

Findings (2011-2012) - Target: Met
Regarding knowledge of cellular structures and processes, the following percentages earned a C or higher in assessment: Hybrid courses averaged 70.59% On-campus courses averaged 57.12% On-line courses averaged 62.43% Dual credit courses averaged 76.75%

Document:

- *BIO 100 Lab Assessment Data*

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Action Plan Detail* section of this report.

Collection of labs
Established in Cycle: 2011-2012
The BIO 100 faculty have done a great job in collecting and submitting lab data. Full-time and adjunct BIO 100 faculty have bee...

SLO 2:Cellular structures and processes
Students will have a working knowledge of cellular structures and processes. This knowledge will allow them to apply critical thinking skills to health/body/everyday scenarios.

Related Measures:

M 2:Cellular structure and processes questions
Assessment for outcome 2: Analyzed Unit tests covering cell structure, cell membrane/transport and cell metabolism by % of students earning a "C" or better.

Source of Evidence: Academic direct measure of learning - other

Target:
Expectational standard is 50% of students will earn a C or better regarding questions involving cellular structures and processes.

Findings (2011-2012) - Target: Met
% C average or better 70.59 (hybrid) 50.00 (on-campus) 52.63 (on-line) 72.22 (on-line) 60.25% average overall

Document:

- *Objective #2 Cell Structure and Function data*

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Action Plan Detail* section of this report.

Standardized evaluation for outcomes 2-4
Established in Cycle: 2011-2012

It is desired to have a standardized method of collecting data for outcomes 2-5 in the form of Blackboard (other other classro...

SLO 3:Energy processes and fundamentals
Students will have a working knowledge of energy systems and the flow of energy in an ecosystem.

Related Measures:

M 3:Energy Processes and Fundamentals questions
Analyzed questions regarding photosynthesis, cellular respiration, and energy processes in ecosystems by % of students earning a "C" or better.

Source of Evidence: Academic direct measure of learning - other

Target:
Expectational standard is 50% of students will earn a C or better regarding test questions involving energy processes and fundamentals.

Findings (2011-2012) - Target: Not Reported This Cycle
No data collected

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Action Plan Detail* section of this report.

Standardized evaluation for outcomes 2-4
Established in Cycle: 2011-2012

It is desired to have a standardized method of collecting data for outcomes 2-5 in the form of Blackboard (other other classro...

SLO 4:Principles of DNA structure and function
Students will have a working knowledge of DNA structure and function and apply this knowledge to fields of mitosis, meiosis, biotechnology and evolution.

Related Measures:

M 4:Principles of DNA structure and function questions
Analyzed DNA, mitosis, meiosis, genetics test questions by % of students earning a "C" or better.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
Expectational standard is 50% of students will earn a C or better regarding test questions involving principles of DNA structure and function.

Findings (2011-2012) - Target: Not Reported This Cycle
No data collected this cycle

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Action Plan Detail* section of this report.

Standardized evaluation for outcomes 2-4
Established in Cycle: 2011-2012
It is desired to have a standardized method of collecting data for outcomes 2-5 in the form of Blackboard (other other classroom...

SLO 5:Science and Society
Students will be able to take knowledge acquired from BIO 100 to competently address bioethical issues and other areas of science and society. Students will be able to form logical and educated opinions on various science and society topics.

Related Measures:

M 5:Science and Society Case Studies
Assessment for outcome 5: Analyzed course "Case Studies" by % of students earning a "C" or better.

Source of Evidence: Written assignment(s), usually scored by a rubric

Document:

- *Case Study for BIO 100 Obj. #5 2011-2012*

Target:
Expectational standard is 50% of students will earn a C or better on the unit case studies.

Document:

- *BO 100 Case Study rubric for Obj. #5 2011-2012*

Findings (2011-2012) - Target: Met
All BIO 100 sections were evaluated including. See attached Excel sheet for data report. 423 students submitted a response to a case study regarding the ethics of deciding who gets top priority for an organ transplant. The case was followed by five questions which required students to think critically. 83.5% of BIO 100 students earned a C or better on the bioethics case study assessment. A breakdown of BIO 100 sections according to instructor category are as follows: Full-time faculty on-campus: 86% of students earned a "C" or better. (57 submissions) Adjunct faculty: 74.6% of students earned a "C" or better. (193 submissions) Dual-credit sections: 76.7% of students earned a "C" or better. (133 submissions) On-line sections: 95.8% of students earned a "C" or better. (24 submissions) Hybrid sections: 87.5% of students earned a "C" or better. (16 submissions) All submitted assessments and other data pieces are on file with Brenda Hunzinger.

Document:

- *Assessment Results for Obj. 5 2011-2012*

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Action Plan Detail* section of this report.

Implement of Case Studies
Established in Cycle: 2011-2012
Case studies involving various bioethical issues can be posed to students. Students are then asked to evaluate the issue and us...

Action Plan Detail for This Cycle (by Established cycle, then alpha)

Collection of labs
The BIO 100 faculty have done a great job in collecting and submitting lab data. Full-time and adjunct BIO 100 faculty have been very cooperative in gathering and submitting the data needed to assess this outcome.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Evaluation of selected labs | **Outcome/Objective:** Lab skills

Implementation Description: Continued communication among BIO 100 faculty
Responsible Person/Group: All BIO 100 faculty

Implement of Case Studies

Case studies involving various bioethical issues can be posed to students. Students are then asked to evaluate the issue and use knowledge gained from the course to generate an intelligent and logical response based on facts rather than just feelings.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Science and Society Case Studies | **Outcome/Objective:** Science and Society

Implementation Description: Implement Case Studies in randomly selected BIO 100 sections for assessment purposes
Responsible Person/Group: All BIO 100 faculty
Additional Resources Requested: Blackboard assignments for offering, submitting and evaluating

Standardized evaluation for outcomes 2-4

It is desired to have a standardized method of collecting data for outcomes 2-5 in the form of Blackboard (other other classroom management tools) in order to easily gather data from all perspective groups such as on-line, hybrid, on-campus, and dual-credit. The standardized testing would help overcome the hurdles of collecting data from many instructors across the LLC campuses.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Cellular structure and processes questions | **Outcome/Objective:** Cellular structures and processes

Implementation Description: Blackboard quizzes for each outcome. Students will only be allotted one attempt for each outcomes quiz.
Responsible Person/Group: All BIO 100 faculty
Additional Resources Requested: Time set aside to converse with colleagues in order to generate and construct the BB quizzes. Members of the CTPD could then "drop" these quizzes into randomly selected BIO 100 teacher's BB accounts. Strict timelines and quiz settings would need to be implemented to establish quality control and validation of data.

Standardized evaluation for outcomes 2-4

It is desired to have a standardized method of collecting data for outcomes 2-5 in the form of Blackboard (other other classroom management tools) in order to easily gather data from all perspective groups such as on-line, hybrid, on-campus, and dual-credit. The standardized testing would help overcome the hurdles of collecting data from many instructors across the LLC campuses.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Energy Processes and Fundamentals questions | **Outcome/Objective:** Energy processes and fundamentals

Implementation Description: Blackboard quizzes for each outcome. Students will only be allotted one attempt for each outcomes quiz.
Responsible Person/Group: All BIO 100 faculty
Additional Resources Requested: Time set aside to converse with colleagues in order to generate and construct the BB quizzes. Members of the CTPD could then "drop" these quizzes into randomly selected BIO 100 teacher's BB accounts. Strict timelines and quiz settings would need to be implemented to establish quality control and validation of data.

Standardized evaluation for outcomes 2-4

It is desired to have a standardized method of collecting data for outcomes 2-5 in the form of Blackboard (other other classroom management tools) in order to easily gather data from all perspective groups such as on-line, hybrid, on-campus, and dual-credit. The standardized testing would help overcome the hurdles of collecting data from many instructors across the LLC campuses.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Principles of DNA structure and function questions | **Outcome/Objective:** Principles of DNA structure and function

Implementation Description: Blackboard quizzes for each outcome. Students will only be allotted one attempt for each outcomes quiz.
Projected Completion Date: 05/10/2012
Responsible Person/Group: All BIO 100 faculty
Additional Resources Requested: Time set aside to converse with colleagues in order to generate and construct the BB quizzes. Members of the CTPD could then "drop" these quizzes into randomly selected BIO 100 teacher's BB accounts. Strict timelines and quiz settings would need to be implemented to establish quality control and validation of data.

Detailed Assessment Report
2011-2012 BIO 160 Introduction to Genetics

Goals

G 1:Course goal
The goal of this course is to educate students about genetics concepts and allow students to realize that these concepts are incorporated greatly in everyday lives.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1:Unit 1 concepts
Students will learn fundamental principles of genetics including meiosis and working genetics problems of various types.

Related Measures:

M 1:Unit 1 Test and Case Study
Analyzing % of students earning a "C" or better on the Unit 1 test questions and Unit 1 Case Study. on-line data only----on campus section not conducted in the 2010-2011 academic year due to administrative decision

Source of Evidence: Standardized test of subject matter knowledge

Target:
Analyzing % of students earning a "C" or better on the Unit 1 test questions and Unit 1 Case Study. The expectational standard is 50% of students will earn a C or better. Monitoring for continuous improvement.

Findings (2011-2012) - Target: Met
13/23 (56.5%) of students earned a C or higher on the unit 1 test. Histogram results on file. 100% of students (22/22) students earned a C or higher on the unit 1 case study. Histogram results on file. on-line data only----on campus section not conducted in the 2010-2011 academic year due to administrative decision

Findings (2010-2011) - Target: Not Met
Assessment Results: Data reflects the percentage of students earning a "C" or better. (On-line) Unit 1 Test: 56.3% Unit 2 Test: 50% Unit 3 Test: 53% Unit 4 Test: 83.3% Average: 60.6% Case Study #1: 95% Case Study #2: 94% Case Study #3: 100% Case Study #4: 100%

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Action Plan Detail* section of this report.

Improvement for unit 1
Established in Cycle: 2011-2012
The course will continue to implement more student work to be due on a weekly basis in order to engage students continually thro...

SLO 2:Unit 2 Concepts
Students will be able to recognize real-world examples of genetics topics and demonstrate the interaction of genetics in society.

Related Measures:

M 2:Unit 2 Test and Case Study
Analyzing % of students earning a "C" or better on the Unit 2 test questions and Unit 2 Case Study.

Source of Evidence: Standardized test of subject matter knowledge

Target:
The expectational standard is 50% of students will earn a C or better on the Unit 2 test and Case Study.

Findings (2011-2012) - Target: Met
(19/19) 100% of students earned a C or better on the unit 2 case study. (10/22) 45.5% of students earned a C or better on the unit 2 test. Fall 2011 On campus: 84% of students earned a C or better on the unit 2 case study. Fall 2011 On campus: 67% of students earned a C or better on the unit 2 test. On-campus data was not gathered for Spring 2011 due to administrative decision not to offer the course.

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Action Plan Detail* section of this report.

Improvement for unit 2
Established in Cycle: 2011-2012
Implementation of more "note checks" and quizzes on a weekly basis rather than a unit basis. More video tutorials will also be ...

SLO 3:Unit 3 Concepts
Students will learn about population genetics and the complexity of human heredity vs. Mendelian genetics.

Related Measures:

M 3:Unit 3 Test and Case Study
Analyzing % of students earning a "C" or better on the Unit 3 test questions and Unit 3 Case Study.

Source of Evidence: Standardized test of subject matter knowledge

Target:
The expectational standard is 50% of students will earn a C or better on the Unit 3 test and Case Study.

Findings (2011-2012) - Target: Partially Met
(10/21) 47.6% earned a C or better on the unit 3 test. (17/17) 100% of students earned a C or

better on the unit 3 case study. On-campus data was not gathered for Spring 2011 due to administrative decision not to offer the course.

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Action Plan Detail* section of this report.

Improvements for unit 3
Established in Cycle: 2011-2012
More "note checks" will be implemented and assignments due on a weekly basis instead of a unit basis in order to keep students e...

SLO 4:Unit 4 Concepts
Students will become acquainted the technologies that involve genetics and DNA along with the applications of those technologies.

Related Measures:

M 4:Unit 4 Test and Case Study
Analyzing % of students earning a "C" or better on the Unit 4 test questions and Unit 4 Case Study.

Source of Evidence: Standardized test of subject matter knowledge

Target:
The expectational standard is 50% of students will earn a C or better on the unit 4 test and case study.

Findings (2011-2012) - Target: Met
18/18) 100% of students earned a C or better on the unit 4 case study. (16/20) 80% of students earned a C or better on the unit 4 test. On-campus data was not gathered for Spring 2011 due to administrative decision not to offer the course.

Action Plan Detail for This Cycle (by Established cycle, then alpha)

Improvement for unit 1
The course will continue to implement more student work to be due on a weekly basis in order to engage students continually throughout the semester.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Unit 1 Test and Case Study | **Outcome/Objective:** Unit 1 concepts

Implementation Description: More "note checks," more weekly quizzes instead of unit quizzes
Projected Completion Date: 05/10/2012
Responsible Person/Group: Brenda Hunzinger

Improvement for unit 2

Implementation of more "note checks" and quizzes on a weekly basis rather than a unit basis. More video tutorials will also be implemented.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Unit 2 Test and Case Study | **Outcome/Objective:** Unit 2 Concepts

Projected Completion Date: 05/10/2012
Responsible Person/Group: Brenda Hunzinger

Improvements for unit 3

More "note checks" will be implemented and assignments due on a weekly basis instead of a unit basis in order to keep students engaged in the course regularly. More video tutorials will be implemented as well. New textbooks that are more "student friendly" will be used as well. Ricki Lewis, Human Genetics, McGraw-Hill replacing Michael Cummings, Human Heredity, Wadsworth pub. (I have used the Cummings series for ten years------time for a fresh start with a new author and new approach).

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Unit 3 Test and Case Study | **Outcome/Objective:** Unit 3 Concepts

Projected Completion Date: 05/10/2012
Responsible Person/Group: Brenda Hunzinger

Detailed Assessment Report
2011-2012 MAT 118 Math for Elem Teachers I

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1:Course Outcome 1-Polya's Problem Solving
Understand and apply the four-step process for mathematical problem solving. (Polya process)

Related Measures:

M 1:Course Outcome Method 1 - Polyas problem solving
In class activity using the 4-step process on a variety of open-ended problems. Graded by a rubric (0 - 4). 0 is no attempt and 4 is correct with no mistakes. Imbedded questions on Exam 1.

Source of Evidence: Academic direct measure of learning - other

Target:
70% of all students will complete the activity with a score of 3 on the 4 pt grading rubric.

Findings (2011-2012) - Target: Met
Mat 118 Math for Elementary Ed I Summer 2011 Total number of Exams received: 12 1. Able to list steps in process Scoring Rubric Number of Students % 4 10 83% 3 1 8% 2 0 0% 1 0 0% 0 1 8% 2. Able to apply the concept Scoring Rubric Number of students % 4 7 58% 3 2 17% 2 2 17% 1 0 0% 0 1 8% Mat 118 Math for Elementary Ed I Fall 2010 Total number of Exams received: 52 1. Able to list steps in process Scoring Rubric Number of Students % 4 44 85% 3 6 12% 2 1 2% 1 0 0% 0 1 2% 2. Able to apply the concept Scoring Rubric Number of students % 4 40 77% 3 5 9% 2 3 6% 1 2 4% 0 2 4% Both groups performed better on the first question than the second question. The online class outperformed the traditional group on the application. However I see no significant difference in learner outcomes for the traditional versus online groups.

Documents:

- *Mat 118 F10 Assessment Polya*
- *mat 118 Su11 Assessment Polya*

SLO 2:Course Outcome 2- Computational Skills for +,-,*,\
Understand and use the appropriate computational operation for whole numbers, integers, and rational numbers.

Related Measures:

M 2:Course Outcome Method 2 - Computational Skills
To assess students' ability to solve computational skills without a calculator.To assess students' ability to recognize and use the appropriate computational operations we will useembedded questions the final. A 4 point grading rubric will be used to evaluate student performance.

Source of Evidence: Academic direct measure of learning - other

Target:
70% of all students will receive a score of 3 or 4 on each of the computation skills questions.

Findings (2011-2012) - Target: Met
Mat 118 Math for Elementary Ed I Fall 2010 Basic Computational Skills Number of exams: 52 Question 1 - Addition Grading Rubric Number of Students % 4 48 92.3% 3 3 5.8% 2 0 0.0% 1 0 0.0% 0 1 1.9% Question 2 - Subtraction Grading Rubric Number of Students % 4 50 96% 3 1 2% 2 1 2% 1 0 0% 0 1 2% Question 3 - Multiplication Grading Rubric Number of Students % 4 49 94% 3 0 0% 2 1 2% 1 0 0% 0 2 4% Question Division Grading Rubric Number of Students % 4 46 88% 3 4 8% 2 0 0% 1 1 2% 0 1 2% Mat 118 Math for Elementary Ed I Summer 10 Basic Computational Skills Number of exams: 12 Question 1 - Addition Grading Rubric Number of Students % 4 10 83.3% 3 2 16.7% 2 0 0.0% 1 0 0.0% 0 0 0.0% Question 2 - Subtraction Grading Rubric Number of Students % 4 11 92% 3 1 8% 2 0 0% 1 0 0% 0 0 0% Question 3 - Multiplication Grading Rubric Number of Students % 4 10 83% 3 1 8% 2 1 8% 1 0 0% 0 0 0% Question Division Grading Rubric Number of Students % 4 9 75% 3 3 25% 2 0 0% 1 0 0% 0 0 0% On Question 1, 2, 3, 4 the traditional and the online groups did about the same.. I see no significant difference in learner outcomes for the traditional versus online groups.

Documents:

- *Mat 118 F10 Assessment Comp Skills*
- *Mat 118 Su11 Assessment Comp Skills*

SLO 3:Course Outcome 3 Teaching Models
Understand and apply the pedagogy for teaching basic mathematical concepts. There are various models for teaching children +,-,/,*. Students will be able to name and give an example of each model on the final exam. The topic will be rotated each semester. Fall 10 - Models for teaching whole number subtraction Summer 11 - Models for teaching whole number multiplication

Related Measures:

M 3:Course Outcome Method 3- Teaching Model
Imbedded questions on the final exam. Graded by a rubric (0 - 4). 0 is no attempt and 4 is correct with no mistakes.

Source of Evidence: Academic direct measure of learning - other

Target:
70% of students will recieve a score or 3 or 4 on each question,

Findings (2011-2012) - Target: Met
Mat 118 Math for Elementary Ed I Fall 2010 Learning Models Number of exams: 52 Question 1 - Identify learning models Grading Rubric Number of Students % 4 41 78.8% 3 6 11.5% 2 3 5.8% 1 1 1.9% 0 1 1.9% Question 2 - Give examples of learning models Grading Rubric Number of Students % 4 38 73% 3 8 15% 2 4 8% 1 0 0% 0 2 4% Mat 118 Math for Elementary Ed I Summer 2011 Learning Models Number of exams: 12 Question 1 - Identify learning models Grading Rubric Number of Students % 4 10 83.3% 3 1 8.3% 2 1 8.3% 1 0 0.0% 0 0 0.0% Question 2 - Give examples of learning models Grading Rubric Number of Students % 4 6 50% 3 3 25% 2 3 25% 1 0 0% 0 1 8% On Question 1 the traditional and the online groups did about

the same. On question 2 the traditional group did better that the online class. I see no significant difference in learner outcomes for the traditional versus online groups.

Detailed Assessment Report
2011-2012 MAT 125 Statistics

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1:Descriptive Statistics
Students are able to collect, analyze and interpret data using descriptive statistics.

Related Measures:

M 1:Embedded Test Questions
60% of the students receive an 70% or better on related test questions on the final exam.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
60% of the students receive a 70% or better on related test questions on the final exam

Findings (2010-2011) - Target: Not Met
Fall 2010: Combined: 44% scored 70% or higher on the embedded question on the final exam. Online: 58% scored 70% or higher on the embedded question on the final exam. Traditional: 40% scored 70% or higher on the embedded question on the final exam.

Document:

- *Mat 125 - Assessment Results Fall 2010*

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Action Plan Detail* section of this report.

Descriptive Statistics Action Plan
Established in Cycle: 2010-2011
Descriptive Statistics Action Plan - Assign more problems from descriptive statistics and add more to the tests.

SLO 2:Probability
Students are able to compute and understand probability.

Related Measures:

M 2:Embedded Test Questions
60% of the students receive an 70% or better on related test questions on the final exam.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
60% of the students receive an 70% or better on related test questions on the final exam.

Findings (2010-2011) - Target: Not Met
Spring 2011: Combined: 54% scored 70% or higher on the questions on the final exam. Online: 64% scored 70% or higher on the questions on the final exam. Traditional: 50% scored 70% or higher on the questions on the final exam.

Document:

- *Mat 125 - Assessment Results Spring 2011*

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Action Plan Detail* section of this report.

Probability Action Plan
Established in Cycle: 2010-2011
Probability Action Plan - Assign more probability problems and add more to the test.

SLO 3:Probability Distributions
Students are able to set up a probability distribution using the rules of probability including the multiplication rule, binomial probability, etc.

Related Measures:

M 3:Embedded Test Questions
60% of the students receive an 70% or better on related test questions on the final exam.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
60% of the students receive an 70% or better on related test questions on the final exam

Findings (2011-2012) - Target: Not Met
Fall 2011 -Combined 38% of the students scored a 70% or better. Online 30% and Traditional Classes 40%. Course Outcome #3 - Probability Distribution Trad Ol Result - 4 15 30.0% 12 30% 3 30% 3 4 8.0% 4 10% 0 0% 2 7 14.0% 5 12.5% 2 20% 1 20 40.0% 15 37.5% 5 50% 0 4 8.0% 4 10% 0 0% 50 100.0 40 100 10 100

Document:

- *Mat 125 - Statistics Assessment Results Fall 2011*

Findings (2010-2011) - Target: Not Reported This Cycle
This was not measured this academic year.

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Action Plan Detail* section of this report.

Probability Distribution Action Plan
Established in Cycle: 2011-2012
Assign more homework problems on this topic, and also work in more projects.

SLO 4:Normal Distribution
Students understand the normal distribution with its role in basic statistical methods.

Related Measures:

M 4:Embedded Test Questions
60% of the students receive an 70% or better on related test questions on the final exam.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
60% of students score a 70% or higher on embedded test questions.

Findings (2011-2012) - Target: Not Met
Fall 2011 - Course Outcome #4 - Normal Distribution Trad OI Result - 4 21 42.0% 19 47.5% 2 20% 3 6 12.0% 4 10% 2 20% 2 3 6.0% 2 5% 1 10% 1 5 10.0% 3 7.5% 2 20% 0 15 30.0% 12 30% 3 30% 50 100.0% 40 100% 10 100% Combined 54% of students scored a 70% or better. Traditional - 57.5% of students scored a 70% or better Online - 40% scored a 70% or better

Document:

- *Mat 125 - Statistics Assessment Results Fall 2011*

Findings (2010-2011) - Target: Not Reported This Cycle
Not reported this academic year.

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Action Plan Detail* section of this report.

Normal Distribution Action Plan
Established in Cycle: 2011-2012
Assign more homework problems dealing with the Normal Distribution.

SLO 5:Central Limit Theorem
Students understand the central limit theorem and its role in basic statistical methods.

Related Measures:

M 5:Embedded Test Questions
60% of the students receive an 70% or better on related test questions on the final exam.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
Monitoring for continuous improvement.

Findings (2010-2011) - Target: Not Met
Spring 2011: Combined: 66% scored 60% or higher on the question on the final exam. Online:

79% scored 60% or higher on the question on the final exam. Traditional: 59% scored 60% or higher on the question on the final exam.

Document:

- *Mat 125 - Assessment Results Spring 2011*

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Action Plan Detail* section of this report.

Central Limit Theorem Action Plan
Established in Cycle: 2010-2011
Central Limit Theorem Action Plan - Assign more problems relating to the CLT and add more CLT problems to tests.

SLO 6:Hypothesis Test
Students can conduct a hypothesis test and interpret the results.

Related Measures:

M 6:Embedded Test Questions
60% of the students receive an 70% or better on related test questions on the final exam.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
Monitoring for continuous improvement.

Findings (2010-2011) - Target: Not Met
Fall 2010: Combined: 40% scored 70% or higher on the question on the final exam. Online: 17% scored 70% or higher on the question on the final exam. Traditional: 46% scored 70% or higher on the question on the final exam.

Document:

- *Mat 125 - Assessment Results Fall 2010*

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Action Plan Detail* section of this report.

Hypothesis Test Action Plan
Established in Cycle: 2010-2011
Hypothesis Test Action Plan - Assign more hypothesis test homework problems

SLO 7:Confidence Interval
Students can construct and interpret confidence intervals.

Related Measures:

M 7:Embedded test questions
60% of the students receive an 70% or better on related test questions on the final exam.

Source of Evidence: Academic direct measure of learning - other

Action Plan Detail for This Cycle (by Established cycle, then alpha)

Central Limit Theorem Action Plan
Central Limit Theorem Action Plan - Assign more problems relating to the CLT and add more CLT problems to tests.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Embedded Test Questions | **Outcome/Objective:** Central Limit Theorem

Implementation Description: Implement in Fall 2011.
Projected Completion Date: 12/15/2011
Responsible Person/Group: instructors of MAT 125 sections

Descriptive Statistics Action Plan
Descriptive Statistics Action Plan - Assign more problems from descriptive statistics and add more to the tests.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Embedded Test Questions | **Outcome/Objective:** Descriptive Statistics

Implementation Description: Implement Fall 2011
Projected Completion Date: 12/15/2011
Responsible Person/Group: Instructors of Mat 125 sections

Hypothesis Test Action Plan
Hypothesis Test Action Plan - Assign more hypothesis test homework problems

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Embedded Test Questions | **Outcome/Objective:** Hypothesis Test

Implementation Description: Implement Fall 2011
Projected Completion Date: 12/15/2011
Responsible Person/Group: Instructors of Mat 125 Sections

Probability Action Plan

Probability Action Plan - Assign more probability problems and add more to the test.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Embedded Test Questions | **Outcome/Objective:** Probability

Implementation Description: Implement Fall 2011
Projected Completion Date: 12/15/2011
Responsible Person/Group: Instructors of Mat 125 sections

Normal Distribution Action Plan

Assign more homework problems dealing with the Normal Distribution.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Embedded Test Questions | **Outcome/Objective:** Normal Distribution

Projected Completion Date: 12/30/2012

Probability Distribution Action Plan

Assign more homework problems on this topic, and also work in more projects.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Embedded Test Questions | **Outcome/Objective:** Probability Distributions

Projected Completion Date: 12/30/2012

Detailed Assessment Report
2011-2012 MAT 210 Finite Mathematics

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1:Matrix Operations
Students will demonstrate an understanding of matrix operations and how they apply to solving systems of equations.

Related Measures:

M 1:Chapter 6 Test
Fall 2010: Students will solve the following problem on test 1: Solve the following system using Gauss-Jordan reduction, writing the final matrix in Row Reduced Echelon Form if possible: Write the solution, if there is one, in the form (x, y, z) x+2y=-1 3y-z=-6 2x+2z=-1 The following grading scale of 0-4 will be used: 0= didn't write anything except possibly re-wrote the problem 1= wrote something but it wasn't correct or pertinent to the problem OR wrote only the matrix 2= wrote information that was correct and pertinent to the problem but only started the row reduction or did incorrect operations 3= wrote information that was correct and pertinent to the problem and got most of the way through the row reduction 4= the problem was 100% correct with no errors.

Source of Evidence: Standardized test of subject matter knowledge

Target:
70% of students will receive a score of 3 or 4

Findings (2010-2011) - Target: Met
Fall 2010: Collected data for specified question on first test for two sections. 78% in first section received a score of 3 or 4. 50% in second section received a score of 3 or 4. Since second section didn't do very well, the action plan was to ask a similar question on the final after review of topic. On the final, 80% in first section received a score of 3 or 4. 78% in second section received a score of 3 or 4. Online vs. face-to-face differentiation: not available

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Action Plan Detail* section of this report.

Re-ask question
Established in Cycle: 2010-2011
Ask a similar question on the final exam after reviewing these types of questions.

SLO 2:Linear Programming
Students will be able to use any one of 4 methods to solve a linear programming problem.

Related Measures:

M 2:Chapter 7 Exam

Using question 2 on exam 2, a rubric system using 0-4 will be used.Use the simplex method to solve the following linear program: Question: maximize z=3x_1+2x_2 subject to x_1+x_2≤3 2x_1+x_2≤4 2x_2≤5 x_1≥0,x_2≥0

Source of Evidence: Standardized test of subject matter knowledge

Target:
70% of students will get a score of 3 or 4

Findings (2010-2011) - Target: Met
In a face-to-face section, 75% of students got a 3 or 4 In an online section, 71% of students got a 3 or 4

SLO 3:Basic Probability
Students will be able to solve probability problems using basic probability formulas.

Related Measures:

M 3:Chapter 8 Exam
Seven probability questions were asked on the Chapter 8 exam. These used the basic probability formulas. Each was graded as either correct or incorrect (no weighted scale). Questions: 1. Find the probability that if 2 fair dice are rolled that a sum of 8 appears. 2. Find the probability that if 2 fair dice are rolled that a sum greater than 10 appears. 3. Consider the following chart of data which shows the number of runners in different age groups finishing in different time ranges for the Mattoon 5K. Age group Time to finish <30 min. Time to finish ≥30 min. Total 0-19 21 11 32 20-29 16 9 25 30-39 26 12 38 40-49 17 15 32 50-59 15 16 31 60 and older 5 17 22 Total 100 80 180 a. What is the probability that a runner was in the 0-19 age group and ran in ≥30 minutes? b. What is the probability that a runner was younger than 30 or older than 59? c. Given that a runner's time was <30 minutes, what's the probability they were in the 30-39 age group? d. What is the probability that a runner was in the 60 and older age group or ran in <30 minutes? e. What is the probability that a runner was not in the 0-19 age group?

Source of Evidence: Standardized test of subject matter knowledge

Target:
Class average will be a 70% or higher.

Findings (2011-2012) - Target: Met
In face-to-face sections, average was a 74%. Online sections, average was a 75%*. Dual credit sections, average was a 75%. Non-dual credit sections, average was a 74%.

Document:

- *MAT 210 results for fall 2011*

SLO 4:Counting Techniques
Students will demonstrate a knowledge of 3 counting techniques and how they apply to probability.

Related Measures:

M 4:Course Outcome Method 4
Using question 6 on the final exam, a rubric system using 1-3 will be used.

Source of Evidence: Academic direct measure of learning - other

SLO 5:Word Problems
Students will be able to set up a word problem.

Related Measures:

M 5:Course Outcome Method 5
Using question 10 on the final exam, a rubric system using 1-3 will be used.

Source of Evidence: Academic direct measure of learning - other

Action Plan Detail for This Cycle (by Established cycle, then alpha)

Re-ask question
Ask a similar question on the final exam after reviewing these types of questions.

Established in Cycle: 2010-2011
Implementation Status: Finished
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Chapter 6 Test | **Outcome/Objective:** Matrix Operations

Implementation Description: 78.8% of students got a score of 3 or 4 on their final exam on a similar question

Detailed Assessment Report
2011-2012 ECO 231 Principles of Economics I (Macro)

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1:Market Interferrance
Students will analyze the impact of government interference in the marketplace.

Relevant Associations:

General Education/Core Curriculum:
2.3 Analyzing data and arguments
4.2 Understanding multiple economic, geographical, or historical perspectives

Related Measures:

M 1:Exam 1--Short Answer
Students will complete a short answer question inserted into an exam discussing rent control and listing its unintended consequences.

Source of Evidence: Writing exam to assure certain proficiency level

Target:
Average student performance will surpass 70 %.

Findings (2011-2012) - Target: Met
SPRING 2011: Average student performance reached 83.75 %. Findings indicate there is not much of a difference in student learning for F2F vs. online sections. FALL 2011: Average student performance reached 83.77 %.

Findings (2010-2011) - Target: Met
Assessment Results: Average student performance reached 82.06 % Findings indicate there is not much of a difference in student learning for F2F vs. online sections.

SLO 2:Influence of the Government and Federal Reserve
Students will explain the impact of fiscal and monetary policy on the economy.

Relevant Associations:

General Education/Core Curriculum:
2.3 Analyzing data and arguments
2.5 Transferring insights to new contexts
4.2 Understanding multiple economic, geographical, or historical perspectives
4.3 Understanding the values and actions of diverse populations

Related Measures:

M 2:Final Exam--Multiple Choice/Short Answer

Students will answer multiple choice questions and write a short essay inserted into exam.

Source of Evidence: Standardized test of subject matter knowledge

Target:
Average student performance will surpass 70 %.

Findings (2011-2012) - Target: Met
SPRING 2011: Data for this outcome/objective not gathered for this assessment cycle. Findings indicate there is not much of a difference in student learning for F2F vs. online sections. FALL 2011: Average student performance reached 70.14 %.

Findings (2010-2011) - Target: Not Reported This Cycle
Data for this outcome/objectve not gathered for this assessment cycle.

SLO 3:Supply and Demand
Students will describe the impact of global or domestic changes on individual markets for goods and/or services.

Relevant Associations:

General Education/Core Curriculum:
2.1 Locating information
2.2 Evaluating sources
2.3 Analyzing data and arguments
2.4 Interpreting initial results
2.5 Transferring insights to new contexts
3.3 Interpreting tables and graphs
4.2 Understanding multiple economic, geographical, or historical perspectives

Related Measures:

M 3:Journal Assignment 1
Students will find a real-life example of a global or domestic change and summarize how this change affects the market in question (including a supply and demand graph!)

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
Average student performance will surpass 70 %.

Findings (2011-2012) - Target: Met
SPRING 2011: Average student performance reached 85.22 %. Findings indicate there is not much of a difference in student learning for F2F vs. online sections. FALL 2011: Average student performance reached 83.42 %.

Findings (2010-2011) - Target: Met
Assessment Results: Average student performance reached 75.82 %. Findings indicate there is not much of a difference in student learning for F2F vs. online sections.

SLO 4:Evaluating Economic Conditions

Students will interpret statistics to evaluate the condition of their regional economies.

Relevant Associations:

General Education/Core Curriculum:
2.1 Locating information
2.2 Evaluating sources
2.3 Analyzing data and arguments
2.4 Interpreting initial results
2.5 Transferring insights to new contexts
3.2 Performing mathematical operations
3.3 Interpreting tables and graphs
3.4 Applying percentages, ratios, and averages
4.2 Understanding multiple economic, geographical, or historical perspectives

Related Measures:

M 4:Journal Assignment 2
Students will identify a news story from the region relating either to employment or inflation. Students will interpret article and discuss how the unemployment/price change will affect the local economy.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
Average student performance will surpass 70 %.

Findings (2011-2012) - Target: Met
SPRING 2011: Average student performance reached 81.76 %. FALL 2011: Average student performance reached 78.3%.

Findings (2010-2011) - Target: Met
Assessment Results: Average student performance reached 85.43 %. Findings indicate there is not much of a difference in student learning for F2F vs. online sections.

SLO 5:Aggregate Demand and Aggregate Supply
Students will be able to demonstrate how external shocks affect the national economy.

Relevant Associations:

General Education/Core Curriculum:
2.1 Locating information
2.2 Evaluating sources
2.3 Analyzing data and arguments
2.4 Interpreting initial results
2.5 Transferring insights to new contexts
3.3 Interpreting tables and graphs
4.2 Understanding multiple economic, geographical, or historical perspectives

Related Measures:

M 5:Journal Assignment 3
Students will find a real-life example of an external shock and write a brief summary detailing its impacts on the U.S. economy (including an aggregate demand/aggregate supply graph!)

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
Average student performance will surpass 70 %.

Findings (2011-2012) - Target: Met
SPRING 2011: Average student performance reached 78.28 %. Findings indicate there is not much of a difference in student learning for F2F vs. online sections. FALL 2011: Average student performance reached 85.05 %.

Findings (2010-2011) - Target: Met
Assessment Results: Average student performance reached 79.2%. Findings indicate there is not much of a difference in student learning for F2F vs. online sections.

Detailed Assessment Report
2011-2012 EDU 200 Educational Psychology

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1:Course Outcome 1: Theory
The students will be able to identify the basic theories,characteristics and effects on the development and learning of students in a classroom setting based on psychosocial, moral, and cognitive development theories.

Related Measures:

M 1:Course Outcome Method 1: Theory
The students will conduct a research assignment presenting their findings in this area and will be evaluated using a grading rubric.

Source of Evidence: Academic direct measure of learning - other

Target:
The research paper will be graded using a rubric and students will be required to meet rubric requirements of 90%.

Findings (2011-2012) - Target: Partially Met
Summer 2011: 3 out of 5 students met with 90%, 2 out of 5 students met with 80%. Only met online Fall 2011 Online Class: 9 out of 14 students met with 90%, 2 out of 14 students met at 80% and 3 students did not meet requirement. Fall 2011 In-Person Class: 3 out of 5 students met with 90%, 2 out of 5 students met at 80%.

Findings (2010-2011) - Target: Partially Met
Summer Semester 2010: 6 of 10 students met requirement with 100% accuracy 3 of 10 students met requirement with 95% accuracy 1 of 10 student did not complete requirement (0% accuracy) Spring Semester 2010: 5 of 15 students met with 100% accuracy 6 of 15 students met with 90% accuracy 4 of 15 students did not meet requirement (80% accuracy)

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Action Plan Detail* section of this report.

Theory
Established in Cycle: 2010-2011

Upload a sample research paper for students to look at as an example and also upload the grading rubric for the students to ha...

Research Paper
Established in Cycle: 2011-2012
Designate one class period to specific grading rubric requirements and require an administration of a rough draft.

M 6:Written Paper
Based on research from textbook, outside sources, or interviews with professionals in the field of education students will develop a written product that meets grading rubric requirements.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
Students will meet grading rubric requirement at 80% or above.

Findings (2011-2012) - Target: Met
EDU 200 Fall Semester 2010: 8 of 19 students met at 100%, 8 of 19 students met at 90%, 1 of 19 students met at 80%, 2 students did not meet requirement. Spring Semester 2011: 5 of 15 students met at 100%, 6 of 15 students met at 90%, 4 of 15 students met at 80%. Only met online

SLO 2:Course Outcome 2: Lesson Planning
The student will be able to analyze multiple intelligences, learning styles, gender differences and biases and will be able to address student differences in the classroom.

Related Measures:

M 2:Course Outcome Method 2: Lesson Planning
The students will develop a lesson plan taking into consideration multiple intelligences, the different learning styles of their students and other areas of student differences which impact learning and development.

Source of Evidence: Academic direct measure of learning - other

Target:
Students will be required to develop a Lesson Plan which meets 90% of the grading rubric requirements.

Findings (2011-2012) - Target: Partially Met
Summer 2011: 4 of 5 students met with 100% and 1 of 5 students met with 80%. Only met online Fall 2011 Online Class: 7 of 14 students met at 100%, 2 of 14 students met at 90%, 2 of 14 students met at 80% and 3 of 14 students met at 0%. Fall 2011 In-Person Class: 3 of 5 students met at 100% and 2 of 5 students met at 90%.

Findings (2010-2011) - Target: Met
Summer Semester: 7 of 10 students met this requirement with 100% accuracy 2 of 10 met this requirement with 90% accuracy 1 student did not complete the requirment (0% accuracy) Spring Semester 2010: 14 of 15 students met with 90% accuracy 1 of 15 students did not meet requirement (0% accuracy)

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Action Plan Detail* section of this report.

Lesson Plan
Established in Cycle: 2011-2012

Require students to submit a rough draft.

M 6:Written Paper
Based on research from textbook, outside sources, or interviews with professionals in the field of education students will develop a written product that meets grading rubric requirements.

Source of Evidence: Written assignment(s), usually scored by a rubric

SLO 3:Course Outcome 3: Assessment Interview
The student will be able to compare and contrast the pros and cons of modern measurement instruments being used in in an educational setting.

Related Measures:

M 3:Course Outcome Method 3: Assessment Interview
The students will write an Interview paper based on information gathered in an interview with a current educator in the field.

Source of Evidence: Academic direct measure of learning - other

Target:
Students Interview paper will be graded using a rubric and will be required to meet 90% of rubric requirements.

Findings (2010-2011) - Target: Met
Sring Semester 2010: 3 of 10 students met requirement with 100% accuracy 6 of 10 students met requirement with 90% accuracy 1 of 10 students completed assignment with 80% accuracy Summer Sememster 2010: 12 of 10 students met with 100% accuracy 2 of 10 students met with 90% accuracy 1 of 10 students did not meet requirement (80% accuracy)

M 6:Written Paper
Based on research from textbook, outside sources, or interviews with professionals in the field of education students will develop a written product that meets grading rubric requirements.

Source of Evidence: Written assignment(s), usually scored by a rubric

SLO 4:Course Outcome 4: Embedded Test Question
The student will be able to compare and contrast historical developments, ability grouping and the Individuals with Disabilities Education Act and will identify ways to provide accommodations in the classroom setting.

Related Measures:

M 4:Course Outcome Method 4: Embedded Test Question
A disadvantage of between-class ability grouping is that a. Most teachers disapprove of this practice. b. It is a complex arrangement that requires the coordination of different teachers' schedules. c. It benefits low achievers more than it does average and high achievers. d. If

influences different teachers to have different learning goals for different groups of students.

Source of Evidence: Academic direct measure of learning - other

Target:
The students will answer embedded test questions with 80% accuracy.

Findings (2011-2012) - Target: Met
Fall Semester 2010: 85% of students answered embedded test question correctly. Spring Semester 2011: 90% of students answered embedded test question correctly. Only met online

SLO 5:Course Outcome 5: Embedded Test Question
The student will be able to analyze how information is processed and develop methods to help students become strategic learners.

Related Measures:

M 5:Course Outcome Method 5: Embedded Test Question
Research suggests that self-regulated learning skills are best learned in which of the following sequences? a. observation, emulation, self-regulation, self-control b. observation, emulation,self-control, self regulation c. self-control, self-regulation, observation, emulation d. self-regulation, self-control, observation, emulation

Source of Evidence: Academic direct measure of learning - other

Target:
The students will answer embedded test questions with 80% accuracy.

Findings (2011-2012) - Target: Met
Fall Semester 2010: 80 % of students answered embedded test question correctly.

Action Plan Detail for This Cycle (by Established cycle, then alpha)

Theory
Upload a sample research paper for students to look at as an example and also upload the grading rubric for the students to have when preparing the paper.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Course Outcome Method 1: Theory | **Outcome/Objective:** Course Outcome 1: Theory

Lesson Plan
Require students to submit a rough draft.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Course Outcome Method 2: Lesson Planning | **Outcome/Objective:** Course Outcome 2: Lesson Planning

Implementation Description: Beginning Spring 2012
Projected Completion Date: 05/03/2012
Responsible Person/Group: Kim Davis

Research Paper
Designate one class period to specific grading rubric requirements and require an administration of a rough draft.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Course Outcome Method 1: Theory | **Outcome/Objective:** Course Outcome 1: Theory

Implementation Description: Beginning Spring 2012
Projected Completion Date: 05/03/2012
Responsible Person/Group: Kim Davis

Detailed Assessment Report
2011-2012 HSP 120 Introduction to Social Work

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1:Community Services
Students will define and describe the services available in their communities for people in need.

Related Measures:

M 1:Community Support assignment
All students completing the Community Support assignment will complete the Community Support assignment receiving at least 80% of the total points available.

Source of Evidence: Project, either individual or group

Target:
All students completing assignment will earn an 80% or better.

Findings (2010-2011) - Target: Partially Met
For pilot program, Assessment Results: Most, 95% of students who completed assignments did so at the stated percentage, one student in the face to face class did not complete the assignment. For online students, 18/22 students earned at least 80% of the points available for this assignment. For the on campus face to face class, 14/16 students earned at least 80% of the points available for this assignment.

SLO 2:Human Service Professions
Students will gain knowledge about professions available in the social work/human services field.

Related Measures:

M 2:Professional Interview Assignment
All students who complete the professional interview assignment on time will earn a 80% or above on the Professional Interview assignment.

Source of Evidence: Presentation, either individual or group

Target:
All students who complete assignment will earn an 80% or better.

Findings (2011-2012) - Target: Partially Met
For fall 2010, All students in the on campus class earned at least 80% of points available for this assignment. Online students who earned at least 80% of points available was 17/20 students. The 3 who did not earn 80% of points available did not complete all the guidelines set for the assignment.

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Action Plan Detail* section of this report.

Completed Professional Interview assignment
Established in Cycle: 2011-2012
Stress the importance of reading the directions to the guidelines for this assignment. Present feedback from previous students t...

SLO 3:Insight on disabilities
Students will gain insight into how it feels to be disabled.

Related Measures:

M 3:Disability Awareness exercise
Students will complete the disability awareness exercise earning total points available.

Source of Evidence: Project, either individual or group

Target:
All students present on date exercise given and/or on date exercise performed in class will gain insight into how it feels to have a disability by performing an exercise at home and/or in the classroom.

Findings (2011-2012) - Target: Partially Met
For Fall 2011: Class taught only online. All students who completed this exercise 13/21 did so for full discussion points.

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Action Plan Detail* section of this report.

Disability Awareness
Established in Cycle: 2011-2012
For Fall 2011: Will encourage students to complete discussion for disability awareness.

SLO 4:Poverty, racism, and sexism impacts
Students will be able to explain the impact of poverty, racism, and sexism upon individuals, families, and communities.

Related Measures:

M 4:In-class and discussion board activities
Students will earn total points available for in-class or discussion board activities when discussing these topics.

Source of Evidence: Project, either individual or group

Target:
Students present on dates in-class activities are performed and/or post on discussion board on topics of poverty, racism, and sexism impacts will earn full points for these activities.

SLO 5:Goal development

Students will develop skills needed to be able to complete individual goal plans.

Related Measures:

M 5:Goal Assignment
Students will earn at least a 80% on the individual goal plan assignment.

Source of Evidence: Project, either individual or group

Target:
All students completing assignment on time will earn an 80% or better for this assignment.

Action Plan Detail for This Cycle (by Established cycle, then alpha)

Community Support completed assignment
Measuring outcome by looking at all students who complete assignment.

Established in Cycle: 2010-2011
Implementation Status: Finished
Priority: High
Implementation Description: Spring 2011
Projected Completion Date: 05/05/2011
Responsible Person/Group: Instructor(s) of course

Completed Professional Interview assignment
Stress the importance of reading the directions to the guidelines for this assignment. Present feedback from previous students taking class on how to succeed in this class.

Established in Cycle: 2011-2012
Implementation Status: In-Progress
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Professional Interview Assignment | **Outcome/Objective:** Human Service Professions

Implementation Description: Spring 2011
Projected Completion Date: 05/05/2011
Responsible Person/Group: Instructor(s) of course

Disability Awareness
For Fall 2011: Will encourage students to complete discussion for disability awareness.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Disability Awareness exercise | **Outcome/Objective:** Insight on disabilities

Detailed Assessment Report
2011-2012 SFS 101 Strategies for Success

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1:Identify College Resources
Student will be able to identify college resources for achieving academic success.

Related Measures:

M 1:Scavenger Hunt
The physical and online scavenger hunt will but used to familiarize students with college resources. Versions of the scavenger hunt can be located on the "I" drive in the SFS folder.

Source of Evidence: Academic direct measure of learning - other

Target:
90% of students completing the scavenger hunt will correctly identify 80% of the resources.

Findings (2011-2012) - Target: Met
Fall 2010 F2F classes F2F: 39 of 45 met the goal - 86.6% Spring 2011: F2F: 21 of 22 met the goal- 95%

SLO 2:Acquire Academic Success Strategies
Students will be able to identify academic strengths ans weaknesses.

Related Measures:

M 2:Discovery Wheel Exercise
Students will complete the Discovery Wheel exercise to evaluate their academic strengths and weaknesses. The Discovery Wheel is a survey in the areas of attitude, time, memory, reading, notes, tests, thinking, communications, diversity, money, health and purpose.

Source of Evidence: Academic direct measure of learning - other

Target:
80% of students will earn a "C" or better on the Discovery Wheel exercise.

Findings (2011-2012) - Target: Met
Fall 2010: F2F: 86% (51 of 59) met the goal Internet: : 80% (16 of 20) met the goal Spring 2011: F2F: 21 of 22 students met this goal (95%)

SLO 3:Career/Education Enhancement Skills
Students will be able to identify career exploration resources.

Related Measures:

M 3:Career Assignment

Students will be be able to locate resources for career exploration determining job outlook, education/training needed, nature of work & median salary.

Source of Evidence: Academic direct measure of learning - other

Target:
90% of student will earn a "C" or better on the career exploration assignment.

Findings (2011-2012) - Target: Met
Fall 2010 F2F- 43 of 45 students net this goal (96%) Spring 2011 F2F- 22 of 22 student met this goal (100%)

Detailed Assessment Report
2011-2012 CAD 056 CAD I

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1:Coordinate Entry Methods
Understand how to use absolute, relative and polar coordinate entry methods in a CAD drawing

Related Measures:

M 1:Coordinate Entry Methods
Complete drawing coordinate entry project.

Source of Evidence: Project, either individual or group

Target:
Successful completion of drawing coordinate entry project with 80% or better.

Findings (2011-2012) - Target: Met
In comparing online sections and face-to-face sections, face-to-face sections were the same in successfully completing this outcome.

Findings (2010-2011) - Target: Met
During Fall 2010 semester, 100% of students successfully completed the coordinate entry drawing project.

SLO 2:Draw Commands
Learn the purpose of Draw commands and how to use them.

Related Measures:

M 2:Draw Commands
Successful completion of 2 drawing projects.

Source of Evidence: Project, either individual or group

Target:
Successful completion of Block and Shaft drawing projects with 80% or better.

Findings (2011-2012) - Target: Met
In comparing online sections and face-to-face sections, face-to-face sections achieved an 85.7% success rate whereas online sections achieved an 88.8% success rate.

Findings (2010-2011) - Target: Met
During the Fall semester 2010 85.7% of students successfully completed targeted drawing projects.

SLO 3:Modify Commands
Learn the purpose of Modify commands and how to use them.

Related Measures:

M 3:Modify Commands
Successful completion of drawing projects 6 & 7 with 80% or better.

Source of Evidence: Project, either individual or group

Target:
Successful completion of Gear and Schematic drawing projects with 80% or better.

Findings (2011-2012) - Target: Met
In comparing online sections and face-to-face sections, face-to-face sections had a 10% better success rate than online classes.

Findings (2010-2011) - Target: Not Met
During the Fall Semester 2010 65.7% of students successfully completed targeted drawing projects.

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Action Plan Detail* section of this report.

Spend more time on the use of AutoCAD Modify commands.
Established in Cycle: 2010-2011
Spend more time on the use of AutoCAD Modify commands. Monitor for continuous improvement.

SLO 4:Dimensioning Commands
Learn to dimension a drawing and the purpose of the most common dimensioning commands.

Related Measures:

M 4:Dimensioning Commands
Successful completion of drawing projects.

Source of Evidence: Project, either individual or group

Target:
Successful completion of Elevation and Dimensioned Plate drawing projects with 80% or better.

Findings (2011-2012) - Target: Met
In comparing online sections and face-to-face sections, online sections had a 4% better success rate than online classes.

Findings (2010-2011) - Target: Met
During the Fall semester 2010, 80.3% of students successfully completed targeted drawing projects.

SLO 5:Block and Insert Commands

Learn to reuse drawing objects and to transfer them from one drawing to another using the Block, Wblock and Insert commands.

Related Measures:

M 5: Block and Insert Commands
Successful completion of Block and Insert drawing project.

Source of Evidence: Project, either individual or group

Target:
Successful completion of Block and Insert drawing project with 80% or better.

Findings (2011-2012) - Target: Met
In comparing online sections and face-to-face sections, face-to-face sections had a 3% better success rate than online classes.

Findings (2010-2011) - Target: Met
During the Fall semester 2010, 91.2% students successfully completed the Block and Insert drawing project with 80% or better.

Action Plan Detail for This Cycle (by Established cycle, then alpha)

Spend more time on the use of AutoCAD Modify commands.
Spend more time on the use of AutoCAD Modify commands. Monitor for continuous improvement.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Modify Commands | **Outcome/Objective:** Modify Commands

Lake Land College

Detailed Assessment Report
2011-2012 MUS 150 Music in American History & Culture

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1:Pivotal Figures and Contributions

To identify pivotal figures (composers and performers) in the history of American music and their contributions

Relevant Associations:

General Education/Core Curriculum:

4.2 Understanding multiple economic, geographical, or historical perspectives

Related Measures:

M 1:Pivotal Figures and Contributions

Using an essay on the final exam we measure students' understanding of pivotal figures (composers, performers, etc.) and their contributions to the history of American music. We separate the results from online students and students enrolled in traditional sections.

Source of Evidence: Academic direct measure of learning - other

Target:

75% of students will score "Satisfactory" or better according to the following rubric: 4 = Superior: The essay includes relevant, detailed information about each selected composer, with an effective, well-prepared argument asserting why or why not he deserves the label "American composer." 3 = Good: The essay includes some information about each selected composer, and argues with some success why or why not he deserves the label "American composer." 2 = Satisfactory: The essay includes some information about each selected composer, but that information is not always relevant; there is minimal consideration of why or why not he deserves the label "American composer." 1 = Poor: The essay includes little information about each composer, and fails to make an argument asserting why or why not he deserves the label "American composer."

Findings (2011-2012) - Target: Met

In fall semester 2011, we collected essays from the comprehensive final exam and scored them according to the rubric listed under "Measures." A total of 44 students completed the essay: 31 students in the face-to-face sections, and 13 students in the online section. 41 students, or 93%, scored "Satisfactory" or better. In the online section, 13 students, or 100%, scored "Satisfactory" or better. In the face-to-face section, 28 students, or 90%, scored "Satisfactory" or better. This data shows that online students scored better than students in

the traditional classroom environment. It should be noted that the online section experienced significant attrition, meaning that the 13 students who remained self-selected as more diligent students.

Findings (2010-2011) - Target: Met
In fall semester 2010, students enrolled in three sections of MUS150 answered the ten questions correctly 76.5% of the time. Online students answered the ten questions correctly 79% of the time. Traditional students answered the ten questions correctly 76% of the time. This reflects no significant difference in the learning of online and traditional students. In spring and summer semesters 2011, students enrolled in three sections of MUS150 answered the ten questions correctly 80% of the time. Online students answered the ten questions correctly 82.1% of the time. Traditional students answered the ten questions correctly 78.7% of the time. This reflects no significant difference in the learning of online and traditional students.

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Action Plan Detail* section of this report.

Edward MacDowell/ Federal Music Project
Established in Cycle: 2010-2011
Two of the questions found students answering correctly less than 65% of the time. The subject matter behind these questions (Ed...

SLO 2:Forms and Styles
To describe and recognize the forms and styles of American music

Relevant Associations:

General Education/Core Curriculum:
4.1 Understanding diverse cultural contributions

SLO 3:Social Context
To explain the connection between styles of American music and the social context in which these styles developed

Relevant Associations:

General Education/Core Curriculum:
4.3 Understanding the values and actions of diverse populations

Action Plan Detail for This Cycle (by Established cycle, then alpha)

Content Emails
Although online students met the target of 75%, they achieved at a significantly lower level than their counterparts in the traditional course. It may be that topics related to the context behind the music are discussed in more detail in the classroom setting than online. Since online students receive their information in the form of PowerPoint lectures, the instructor tries to be succinct in communicating information. The instructor will increase the number of so-called "content emails" sent to online students. These are emails in which the

instructor picks a topic and discusses it, relating it to other topics in the unit and in the course to help students see the big picture and draw connections.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Projected Completion Date: 05/10/2011

Edward MacDowell/ Federal Music Project

Two of the questions found students answering correctly less than 65% of the time. The subject matter behind these questions (Edward MacDowell and the Federal Music Project) will be discussed with greater attention in the appropriate class periods.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Pivotal Figures and Contributions | **Outcome/Objective:** Pivotal Figures and Contributions

Projected Completion Date: 05/10/2011

Song form

One of the questions found students answering correctly less than 60% of the time. The subject matter behind this question (Song form) will be discussed with greater attention in the appropriate class period.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Projected Completion Date: 05/10/2009

Detailed Assessment Report
2011-2012 BIO 225 Human Anatomy and Physiology I

Mission / Purpose

To fully prepare students for life long learning within the allied health fields

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1:Comprehensive final exam

Comprehensive final exam

Related Measures:

M 1:Comprehensive final exam

70% of students will correctly answer embedded test question within individual instructor's comprehensive final exams

Source of Evidence: Academic direct measure of learning - other

Target:

Students will display knowledge of the fundamentals of anatomy and physiology. Our target goal is for 70% or more of the student's to achieve a score of 76% or better on their comprehensive final exam.

Findings (2011-2012) - Target: Met

FALL 2009: 2 online and 1 traditional course - 93% of students met the goal. We exceeded the target of 70%. There is no statistical difference between the online and traditional sections. SPRING 2010: 1 online course - 100% of students met the goal. We exceeded the target of 70%. SUMMER 2010: 1 online course - 100% of students met the goal. We exceeded the target of 70%. FALL 2010: 2 online and 1 traditional course - 95% of students met the goal. We exceeded the target of 70%. There is no statistical difference between the online and traditional sections. Spring 2011: 1 online course - 95% of students met the goal. We exceeded the target of 70%. There is no statistical difference between the online and traditional sections.

SLO 2:Critical thinking exercises

Critical thinking exercises

Related Measures:

M 2:Critical thinking exercises

Students will display the ability to think critically. 70% of students will correctly answer a variety of critical thinking exercises

Source of Evidence: Academic direct measure of learning - other

Target:
70% of students will be able to correctly answer a variety of critical thinking exercises

Findings (2011-2012) - Target: Met
Spring 2011 - 1 online section - 95% of students scored a 70% or greater on their case study questions. This exceeds our achievement target of 70%.

SLO 3:Lab reports/practicals

Lab reports/practicals

Related Measures:

M 3:Lab reports/practicals

Students will be provided with hands-on experiences in the laboratory setting. Students will be required to submit lab reports and take practicals to show their competency. 70 % of students will score greater than a 76% on selected lab reports and the final practical.

Source of Evidence: Academic direct measure of learning - other

Target:
FALL 2009: 2 online and 1 traditional course - 82% of students met the goal. We exceeded the target of 70%. There is no statistical difference between the online and traditional sections. SPRING 2010: 1 online course - 90% of students met the goal. We exceeded the target of 70%. SUMMER 2010: 1 online course - 100% of students met the goal. We exceeded the target of 70%. FALL 2010: 2 online and 1 traditional course - 85% of students met the goal. We exceeded the target of 70%. There is no statistical difference between the online and traditional sections. SPRING 2010: 1 online course - 85% of students met the goal. We exceeded the target of 70%. There is no statistical difference between the online and traditional sections.

SLO 4:Use of online resources

Use of online resources

Related Measures:

M 4:Use of online resources

Incorporate online learning tools and technology into each individual instructor's curriculum and class environment

Source of Evidence: Academic direct measure of learning - other

Target:
100% of sections, both online and traditional, are making use of Blackboard, streaming videos, and streaming audio via the internet.

Findings (2011-2012) - Target: Met
SPRING 2011: Every BIO 225 instructor was contacted and every section taught at Lake Land College makes extensive use online resources. There is

no difference between the online courses and the traditional courses in the amount or type of online resources used.