

# Program Assessment

## Assessment Planning/Reporting Sheet

Program: **Automotive Technology**

Course #: **AUT 102, AUT103, AUT 111, AUT 113, AUT 114, AUT 212, AUT 215**

Semester: **2019 Spring Semester**

Campus: **Crownpoint, NM (Main)**

Instructors: **Steven J Kollas, Shawn Piechowski**

Answer questions 1 – 5B for your Assessment Plan/proposal.

**Answer all questions for your Assessment Report.**

**Please attach your syllabus, pre/post-tests, rubrics and graphs in a separate file identified with your name and the semester/year.**

1. What is your program mission statement? (As recommended by Assessment Committee  
**Identification of program mission, statement, and goals)**

*The Automotive Technology Program’s mission is to foster a high quality, student oriented, hands-on learning environment that produces entry level automotive technicians.*

2. What are your program goals?

*To apply and coordinate the 2013 National NATEF standardized instructional curriculum*

3. What is/are the program goal(s) you are going to measure? *To complete 85% of the NATEF Automotive Service Technician Task requirements.*

4. What is/are the method(s) (direct or indirect, or both) you will use to measure your programs goals?

- *Both*

5. What are your pre-assessment outcomes?

A. Number of students for pre-assessment:

B. What is your expectation/benchmark?

6. What are your post-assessment outcomes?

<i>AUT-102</i>	<i>AUT103</i>	<i>AUT-111</i>	<i>AUT-113</i>	<i>AUT-114</i>	<i>AUT-212</i>	<i>AUT-215</i>
<i>83%</i>	<i>76%</i>	<i>80%</i>	<i>83%</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>

A. Number of students for post-assessment:

<i>AUT-102</i>	<i>AUT103</i>	<i>AUT111</i>	<i>AUT-113</i>	<i>AUT-114</i>	<i>AUT-212</i>	<i>AUT-215</i>
9	13	4	6	2	6	8

B. Did your students meet your expectation/benchmark?

<i>AUT-102</i>	<i>AUT103</i>	<i>AUT-111</i>	<i>AUT-113</i>	<i>AUT-114</i>	<i>AUT-212</i>	<i>AUT-215</i>
77%	46%	80%	83%	100%	83%	50%

7. Based on your post assessment outcomes, what changes will you make in teaching methodology, **Program goals**, or anything else to improve student learning?

Better time management during class/labs will improve student learning. New instructor has greatly assisted in this.

8. How will your proposed changes continue to support your stated program goals?

More class material would be able to be covered and lab exercises would be able to be increased

9. Based on your conclusions from your post assessment outcomes, how are you going to improve your Assessment activities? No changes

**Benchmark: 70 % students will meet or exceed expectation.**

**(What percentage of the class do you expect to meet or exceed your expectation for the course?)**

**Exceeds Expectation**

Courses that were able to successfully complete > 80% of the evaluation method (i.e., pre-test, survey, etc.)

**Results**

Initial: None of the classes met the benchmark

Final: 57% of the classes met the benchmark

**Meets Expectation**

Course that were able to successfully complete 70-79% of the evaluation method (i.e., pre-test, survey, etc.)

**Results**

Initial: None of the classes met the benchmark

Final: 71% of the classes met the benchmark

**Does not meet Expectation**

Course that were are able to successfully complete < 70% of the evaluation method (i.e., pre-test, survey, etc.)

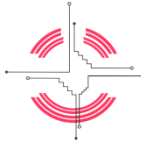
**Results**

Initial: 0%

Final: 28.5% Did not meet the benchmark

**Final Result: 71.5% Met or exceeded expectations**

**28.5% Did not meet expectations**



## Program Assessment

**Assessment Planning/Reporting Sheet**  
**Course #: CT 103 – Intro to Craft Skills**  
**Campus: Chinle Instructional site**

**Program: Carpentry Program**  
**Semester: Spring 2019**  
**Instructor: Jones Lee**

Answer questions 1 – 5B for your Assessment Plan/proposal.

**Answer all questions for your Assessment Report.**

**Please attach your syllabus, pre/post-tests, rubrics and graphs in a separate file identified with your name and the semester/year.**

1. What is your program mission statement?

The carpentry mission statement is provide training to prepare students for apprentice level employment in the residential or light commercial building industry.

2. What are your program goals?

-To establish construction safety responsibilities, to provide experience with hands-on projects, and deliver effective construction industry math skills.

3. What is/are the program goal(s) you are going to measure?

Students will demonstrate the use and care of appropriate personal protection equipment, will be able to explain fall protection, ladder, stair, and scaffold procedures and requirements. Also will identify causes of accidents. Students will demonstrate the use of hand tools & power tools in a safe and appropriate manner, will lay out, assemble, erect, and brace exterior wall for a frame building. Students will develop the use of a rafter framing square, speed square, and a calculator in laying out a roof. Students will perform volume estimates for concrete quantity requirements, will estimate the amount of materials needed for a building construction, and will be able to calculate the total rise, number and size of risers, and number of size of treads required for a stairway,

4. What is/are the method(s) (direct or indirect, or both) you will use to measure your programs goals?

The carpentry program will use the direct assessment technique using the published test under the National Center for Construction Education and Research.

5. What are your pre-assessment outcomes?

A. Number of students for pre-assessment: 12 students. 4 out of 12 met the objectives.

B. What is your expectation/benchmark? 50% of the students will meet or exceed the expectations. 8 students did not meet the objectives.

6. What are your post-assessment outcomes? A. Number of students for post-assessment: <u>  10  </u> B. Did your students meet your expectation/benchmark? 5 out of 10 met the expectation.
7. Based on your post assessment outcomes, what changes will you make in teaching methodology, <b>Program goals</b> , or anything else to improve student learning? No changes, except for the program goals since we will be going into construction technology program.
8. How will your proposed changes continue to support your stated program goals? I'm hoping it will be in line with the standards in construction technology.
<b>9. Based on your conclusions from your post assessment outcomes, how are you going to improve your Assessment activities?</b> By using alternative methods of assessment.

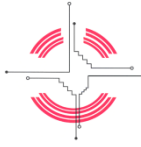
**Benchmark:   50  % students will meet or exceed expectation.**  
**(What percentage of the class do you expect to meet or exceed your expectation for the course?)**

<p><b>Exceeds Expectation</b>  Students are able to successfully complete &gt; 70% of the evaluation method (i.e., pre-test, survey, etc.)  <u>Results</u>  Initial:  Final:</p>
<p><b>Meets Expectation</b>  Students are able to successfully complete 70-80% of the evaluation method (i.e., pre-test, survey, etc.)  <u>Results</u>  Initial: 4 out of 12 students met the expectations  Final: 5 out of 10 students met the expectations</p>
<p><b>Does not meet Expectation</b>  Students are able to successfully complete &lt; 70% of the evaluation method (i.e., pre-test, survey, etc.)  <u>Results</u>  Initial: 8 out of 12 students did not meet the expectations  Final: 5 out of 10 students did not meet the expectations</p>

**Final Result:   50  % Met or exceeded expectations**

**50  % Did not meet expectations**

<Insert Graph(s) here>



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## Program Assessment

**Assessment Planning/Reporting Sheet**

**Course #: CT 104 – Concrete & Masonry Construction**

**Campus: Chinle Instructional site**

**Program: Carpentry Program**

**Semester: Spring 2019**

**Instructor: Jones Lee**

Answer questions 1 – 5B for your Assessment Plan/proposal.

**Answer all questions for your Assessment Report.**

**Please attach your syllabus, pre/post-tests, rubrics and graphs in a separate file identified with your name and the semester/year.**

1. What is your program mission statement?

The carpentry mission statement is provide training to prepare students for apprentice level employment in the residential or light commercial building industry.

2. What are your program goals?

-To establish construction safety responsibilities, to provide experience with hands-on projects and deliver effective construction industry math skills.

3. What is/are the program goal(s) you are going to measure? Students will learn the function of various hand tools used in the masonry/concrete finish trade. Students will learn to volume estimates for concrete quantity requirements. Students will learn the safety requirements associated with the concrete and masonry trade.

4. What is/are the method(s) (direct or indirect, or both) you will use to measure your programs goals?

The carpentry program will use the direct assessment technique using the published test under the International Residential Code and building requirements and specifications for masonry structures.

5. What are your pre-assessment outcomes? 2 out of 10 students met the objectives.

A. Number of students for pre-assessment:   10  

B. What is your expectation/benchmark? 50% of the students will meet or exceed the expectations.

8 students did not meet the objectives.

6. What are your post-assessment outcomes?

A. Number of students for post-assessment:     10    

B. Did your students meet your expectation/benchmark? 5 out of 10 students met the expectations.

7. Based on your post assessment outcomes, what changes will you make in teaching methodology, <b>Program goals</b> , or anything else to improve student learning? No changes, except for the changes in program goals since we will be going into the construction technology program.
8. How will your proposed changes continue to support your stated program goals? I'm hoping it will be in line with the standards in construction technology.
9. Based on your conclusions from your post assessment outcomes, how are you going to improve your Assessment activities? By using alternatives methods of assessment.

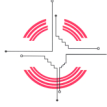
**Benchmark: 50% students will meet or exceed expectation.**  
**(What percentage of the class do you expect to meet or exceed your expectation for the course?)**

<p><b>Exceeds Expectation</b>  Students are able to successfully complete &gt; 70% of the evaluation method (i.e., pre-test, survey, etc.)</p> <p><b>Results</b>  Initial:  Final:</p>
<p><b>Meets Expectation</b></p> <p><b>Results</b>  Initial: 2 out of 10 students met the expectations  Final: 5 out of 10 students met the expectations</p>
<p><b>Does not meet Expectation</b>  Students are able to successfully complete &lt; 70% of the evaluation method (i.e., pre-test, survey, etc.)</p> <p><b>Results</b>  Initial: 8 out of 10 did not meet the expectations  Final: 5 out of 10 did not meet the expectations</p>

**Final Result: 50% Met or exceeded expectations**

**50% Did not meet expectations**

<Insert Graph(s) here>



## General Education (Gen Ed.) Assessment

**Assessment Planning/Reporting Sheet**  
**Course #: English 098**  
**Campus: Chinle Site**

**Gen Ed. goal(s):**  
**Semester: Spring 2019**  
**Instructor: Andrew M. Escudero**

Semester	Gen Ed. Goal to be Measured
Fall 2018	Gen Ed., Goal #1: Learn Actively
Spring 2019	Gen Ed., Goal #2 Think critically, creatively, and reflectively
Fall 2019	Gen Ed., Goal #3: Interact Effectively in Diverse Environments
Spring 2020	Gen Ed., Goal #4: Communicate clearly

Answer questions 1 – 3B for your Assessment Plan/proposal.  
**Answer all questions for your Assessment Report.**  
**Please attach your syllabus, pre/post-tests, rubrics and graphs in a separate file identified with your name and the semester/year.**

1. These are the Gen Ed Goals. We are assessing think critically, creatively and reflectively for Spring 2019.

- Learn Actively (Fall 2018)
- Think critically, creatively, and reflectively (Spring 2019)
- Interact Effectively in Diverse Environments (Fall 2019)
- Communicate Clearly (Spring 2020)

2. Which of your course objectives connects to the above measure for Gen. Ed.?

- A. Improve reading, comprehension, and communication and critical thinking skills to thoroughly analyze Texts to identify secondary meanings and subtopics, evaluate and prioritize ideas according to their significance, to recognize primary and secondary themes and subtopics, synthesize specific elements of opposing or different principles into new and unique concepts, and applying new principles to augment established ones.
- B. Form and communicate arguments and ideas effectively in verbal and written forms within personal, academic and professional contexts or environments.
- C. Develop and improve writing mechanics, capitalization use, grammar and punctuation.

3. What is/are the method(s) (i.e., pre/post-tests, rubrics, and surveys) you will use to assess the above measure for Gen Ed.?

Post-assessment test: The in-class pre-assessment exam: measures vocabulary levels by offering students the opportunity to match 30 words that they will likely encounter during their academic and professional pursuits to their definitions, measures fundamental critical thinking abilities and the organization of ideas.

3. What are your pre-assessment outcomes?

- A. Number of students for pre-assessment: 18  
Pre-assessment test: (0%) passed. (100%) failed. Sections were not graded individually.
- B. What is your expectation/benchmark?  
I expect **approximately 70%** of these students to develop the abilities to successfully pass this course with a or above, successfully pass post-assessment test and to be able to enroll into the English 105 or 110 courses.

Commented [AE1]: 0

Commented [AE2]: 0

<p>4. What are your post-assessment outcomes?  A. Number of students for post-assessment: 12  Post-assessment test: 3 passed with an A, 3 passed with C and 6 failed. Sections were not graded individually.  B. Did your students meet your expectation/benchmark? No, 50% exceeded or met expectations, which is 20% below the 70% benchmark.</p>
<p>5. Based on your post assessment outcomes, what changes will you make in teaching methodology, or anything else to improve student learning? None at this time because students who failed did not study for the exam, did not take sufficient notes during lectures, missed significant classes, or a combination of these reasons.</p>
<p>6. Based on your conclusions from your post assessment outcomes, how are you going to improve your Gen. Ed. assessment activities? I intend to review course rubric and adjust accordingly.</p>

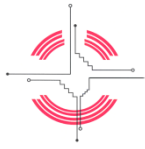
Commented [AE3]: 0

**Benchmark: 70% students will meet or exceed expectation.**  
**(What percentage of the class do you expect to meet or exceed your expectation for the course?)**

<p><b>Exceeds Expectation</b>  Use &gt; 80% of the appropriate procedure  <b>Results</b>  Initial: 0  Final: 25%</p>
<p><b>Meets Expectation</b>  Use at least 70-80% of the appropriate procedure  <b>Results</b>  Initial: 0  Final: 25%</p>
<p><b>Does not meet Expectation</b>  Use &lt; 70% of the appropriate procedure  <b>Results</b>  Initial: 100%  Final: 50%</p>

**Final Result: 50% Met or exceeded expectations**  
50% Did not meet expectations





# General Education (Gen Ed.) Assessment

## Assessment Planning/Reporting Sheet

Course #: English 110

Campus: Chinle Site

Gen Ed. goal(s):

Semester: Spring 2019

Instructor: Andrew M. Escudero

Semester	Gen Ed. Goal to be Measured
Fall 2018	Gen Ed., Goal #1: Learn Actively
Spring 2019	Gen Ed., Goal #2 Think critically, creatively, and reflectively
Fall 2019	Gen Ed., Goal #3: Interact Effectively in Diverse Environments
Spring 2020	Gen Ed., Goal #4: Communicate clearly

Answer questions 1 – 3B for your Assessment Plan/proposal.

**Answer all questions for your Assessment Report.**

**Please attach your syllabus, pre/post-tests, rubrics and graphs in a separate file identified with your name and the semester/year.**

1. These are the Gen Ed Goals. We are assessing think critically, creatively and reflectively for Spring 2019.

- Learn Actively (Fall 2018)
- Think critically, creatively, and reflectively (Spring 2019)
- Interact Effectively in Diverse Environments (Fall 2019)
- Communicate Clearly (Spring 2020)

2. Which of your course objectives connects to the above measure for Gen. Ed.?

- A. Knowledge of the basic structure and understanding of the fundamental mechanics that comprise the college essay.
- B. Knowledge and understanding the importance of proofreading and editing in the revision process.
- C. Knowledge of thesis statements, the ability to identify them in writings and understanding how construct a complete and effective thesis statement for essays.
- D. Ability to write complete sentences in the active voice, cohesive paragraphs and thought provoking essays.
- E. Critical analysis of texts and deductive and inductive reasoning skills.  
Knowledge of and ability to write argumentative, narrative and reflective rhetorical modes of writing.

2. What is/are the method(s) (i.e., pre/post-tests, rubrics, and surveys) you will use for measuring **expected course outcomes**?

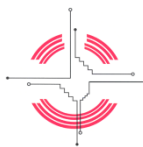
- A. **Pre-assessment test:** An in-class exam that measures students’ knowledge of the passive and active voices, the narrative, reflective and argumentative rhetorical writing modes, MLA and APA writing and citation formats, capitalization and punctuation and critical thinking abilities, essay writing mechanics, grammar usage, punctuation, capitalization and, sentence structure and paragraph cohesiveness.

<p>3. What are your pre-assessment outcomes?  A. Number of students for pre-assessment: 15  1 (6%) passed with a D and 14 (94%) failed.  B. What is your expectation/benchmark?  I expect <b>approximately 70%</b> of the students to gain the knowledge and develop the abilities to pass the post-assessment test and continue on to the English 111 or 112 course.</p>
<p>4. What are your post-assessment outcomes?  A. Number of students for post-assessment: 9  3 passed with a B, 3 passed with a C, 1 passed with a D and 2 failed.  B. Did your students meet your expectation/benchmark? No, 66% exceeded or met expectations, which is 4% lower than my benchmark.</p>
<p>5. Based on your post assessment outcomes, what changes will you make in teaching methodology, <b>expected course outcomes</b>, or anything else to improve student learning? Not at this time. Although post assessment results indicate that the expectation benchmark was not reached, the 66% margin is so close to the benchmark of 70% that changes to teaching methodology are not necessary.</p>
<p>6. Based on your conclusions from your post assessment outcomes, how are you going to improve your assessment activities? I intend to review the course rubric and make adjustments if necessary.</p>

**Benchmark: 66 % students will meet or exceed expectation.**  
**(What percentage of the class do you expect to meet or exceed your expectation for the course?)**

<p><b>Exceeds Expectation</b>  Use &gt; 80% of the appropriate procedure  <u>Results</u>  Initial: 0%  Final: 33%</p>
<p><b>Meets Expectation</b>  Use at least 70-80% of the appropriate procedure  <u>Results</u>  Initial: 0%  Final: 33%</p>
<p><b>Does not meet Expectation</b>  Use &lt; 70% of the appropriate procedure  <u>Results</u>  Initial: 100%  Final: 34%</p>

**Final Result: 66 % Met or exceeded expectations**  
34 % Did not meet expectations



# General Education (Gen Ed.) Assessment

**Assessment Planning/Reporting Sheet**

**Course #: English 111**

**Campus: Chinle Site**

**Gen Ed. goal(s):**

**Semester: Spring 2019**

**Instructor: Andrew M. Escudero**

Semester	Gen Ed. Goal to be Measured
Fall 2018	Gen Ed., Goal #1: Learn Actively
Spring 2019	Gen Ed., Goal #2 Think critically, creatively, and reflectively
Fall 2019	Gen Ed., Goal #3: Interact Effectively in Diverse Environments
Spring 2020	Gen Ed., Goal #4: Communicate clearly

Answer questions 1 – 3B for your Assessment Plan/proposal.

**Answer all questions for your Assessment Report.**

**Please attach your syllabus, pre/post-tests, rubrics and graphs in a separate file identified with your name and the semester/year.**

1. These are the Gen Ed Goals. We are assessing think critically, creatively and reflectively for Spring 2019.

- Learn Actively (Fall 2018)
- Think critically, creatively, and reflectively (Spring 2019)
- Interact Effectively in Diverse Environments (Fall 2019)
- Communicate Clearly (Spring 2020)

2. Which of your course objectives connects to the above measure for Gen. Ed.?

- A. To know the basic structure and understanding of fundamental mechanics that comprise college essays and how to creatively expand this structure and these mechanics to present uniquely novel ideas, notions or expressions that may be applied with confidence.
- B. To know and understand the importance of proofreading and editing in the revision process.
- C. To know of a variety of thesis statements for various rhetorical modes of writing, to identify them in various modes of writing and how to creatively write essays within personal, business and academic contexts.
- D. To develop the ability to write complete sentences in the active and passive voices, cohesive paragraphs and thought provoking conclusions in essays that clearly and effectively communicate ideas, notions and principles within personal, business and academic contexts.
- E. To critically analyze writings for secondary ideas and subtopics, evaluate texts to prioritize the notions that they have identified according to significance in the text, use deductive reasoning skills to synthesize ideas into new and unique forms, and apply them to their textual analyses of a variety of texts implemented in personal, business and academic contexts.
- F. To know differences of argumentative, narrative, reflective, cause and effect and compare and contrast modes of writing, and how they relate to one another as modes that are essentially combined in all writings, and develop the research methods.
- G. To be introduced to and become familiar with literary critical analysis of fictional writing so that they may recognize the cultural, historical and creative elements that are significantly synthesized within the literary works that merge realities with imaginary possibilities into new, unique visions.

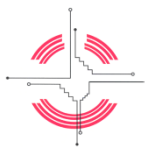
<p>2. What is/are the method(s) (i.e., pre/post-tests, rubrics, and surveys) you will use for measuring <b>expected course outcomes</b>?</p> <p>A. Pre-assessment test: An in-class exam that measures students' knowledge of the passive and active voices, MLA and APA writing and citation formats, the narrative, reflective, compare and contrast, cause and effect, process and descriptive rhetorical writing modes, capitalization and punctuation and critical thinking abilities, essay writing mechanics, grammar usage, punctuation, capitalization and, sentence structure and paragraph cohesiveness.</p>
<p>3. What are your pre-assessment outcomes?</p> <p>A. Number of students for pre-assessment: 8 1(9%) passed with a D and 10 (82%) failed.</p> <p>B. What is your expectation/benchmark? I expect <b>approximately 75%</b> of the students to gain the knowledge and develop the abilities to pass the post-assessment test and continue on more advanced English and literature courses.</p>
<p>4. What are your post-assessment outcomes?</p> <p>A. Number of students for post-assessment: 6 2 (33%) passed with A and B grades, 3(50%) passed with c grades and 1(17%) passed with a D. Did your students meet your expectation/benchmark? Yes, 33% exceeded expectations and 50% met Expectations, which totals 83%, while 17% did not meet expectations</p>
<p>5. Based on your post assessment outcomes, what changes will you make in teaching methodology, or anything else to improve student learning? None at this time.</p>
<p>6. Based on your conclusions from your post assessment outcomes, how are you going to improve your Gen. Ed. assessment activities? I intend to review and adjust course rubric</p>

**Benchmark: 75 % students will meet or exceed expectation.**  
**(What percentage of the class do you expect to meet or exceed your expectation for the course?)**

<p><b>Exceeds Expectation</b> Use &gt; 80% of the appropriate procedure <b>Results</b> Initial: 0% Final: 33%</p>
<p><b>Meets Expectation</b> Use at least 70-80% of the appropriate procedure <b>Results</b> Initial: 0% Final: 50%</p>
<p><b>Does not meet Expectation</b> Use &lt; 70% of the appropriate procedure <b>Results</b> Initial: 100% Final: 17%</p>

**Final Result: 83 % Met or exceeded expectations**

**17 % Did not meet expectations**



# General Education (Gen Ed.) Assessment

**Assessment Planning/Reporting Sheet**

**Course #: English 112**

**Campus: Chinle Site**

**Gen Ed. goal(s):**

**Semester: Spring 2019**

**Instructor: Andrew M. Escudero**

Semester	Gen Ed. Goal to be Measured
Fall 2018	Gen Ed., Goal #1: Learn Actively
Spring 2019	Gen Ed., Goal #2 Think critically, creatively, and reflectively
Fall 2019	Gen Ed., Goal #3: Interact Effectively in Diverse Environments
Spring 2020	Gen Ed., Goal #4: Communicate clearly

Answer questions 1 – 3B for your Assessment Plan/proposal.

**Answer all questions for your Assessment Report.**

**Please attach your syllabus, pre/post-tests, rubrics and graphs in a separate file identified with your name and the semester/year.**

1. These are the Gen Ed Goals. We are assessing think critically, creatively and reflectively for Spring 2019.

- Learn Actively (Fall 2018)
- Think critically, creatively, and reflectively (Spring 2019)
- Interact Effectively in Diverse Environments (Fall 2019)
- Communicate Clearly (Spring 2020)

2. Which of your course objectives connects to the above measure for Gen. Ed.?

- A. Develop the knowledge and comprehension of the technical language that they will need in standard job and business communications such as business memorandums, reports, letters, letters of application and résumés.
- B. Develop the confidence in their abilities to give oral presentations and written communications in employment and business contexts.
- C. Develop the ability to think critically within academic, employment and business contexts that will enable students to effectively understand, analyze, evaluate and propose solutions for technical issues and problems and communicate their ideas concisely.
- D. To become familiar with the APA and MLA writing styles and citation formats.
- E. To critically analyze writings for secondary ideas and subtopics, evaluate texts to prioritize the notions that they have identified according to significance in the text, use deductive reasoning skills to synthesize ideas into new and unique forms, and apply them to their textual analyses of a variety of texts implemented in personal, business and academic contexts.

3. What is/are the method(s) (i.e., pre/post-tests, rubrics, and surveys) you will use to assess the above measure for Gen Ed.?

- A. Pre-assessment test: An in-class exam that measures students’ knowledge of the passive and active voices, MLA and APA writing and citation formats, the narrative, reflective, compare and contrast, cause and effect, process and descriptive rhetorical writing modes, capitalization and punctuation and critical thinking abilities, essay writing mechanics, grammar usage, punctuation, capitalization, sentence structure and paragraph cohesiveness, and the ability to make decisions in the business context.

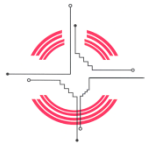
<p>3. What are your pre-assessment outcomes?</p> <p>A. Number of students for pre-assessment: 9 0% passed. 9 (100%) failed.</p> <p>B. What is your expectation/benchmark? I expect <b>approximately 70%</b> of the students to gain the knowledge and develop the abilities to pass the post-assessment test and continue on more advanced English and literature courses.</p>
<p>4. What are your post-assessment outcomes?</p> <p>A. Number of students for post-assessment: 7 1(14%) passed with B, 5(72%) passed with a C, and 1(14%) passed with a D.</p> <p>B. Did your students meet your expectation/benchmark? Yes, 86% exceeded or met expectations and 14% did not.</p>
<p>5. Based on your post assessment outcomes, what changes will you make in teaching methodology, or anything else to improve student learning? Not at this time.</p>
<p>6. Based on your conclusions from your post assessment outcomes, how are you going to improve your Gen. Ed. assessment activities? I will review the course rubric and adjust it accordingly.</p>

**Benchmark: 70 % students will meet or exceed expectation.**  
**(What percentage of the class do you expect to meet or exceed your expectation for the course?)**

<p><b>Exceeds Expectation</b> Use &gt; 80% of the appropriate procedure <b>Results</b> Initial: 0% Final: 14%</p>
<p><b>Meets Expectation</b> Use at least 70-80% of the appropriate procedure <b>Results</b> Initial: 0% Final: 72%</p>
<p><b>Does not meet Expectation</b> Use &lt; 70% of the appropriate procedure <b>Results</b> Initial: 100% Final: 14%</p>

**Final Result: 86 % Met or exceeded expectations**

**14 % Did not meet expectations**



# General Education (Gen Ed.) Assessment

## Assessment Planning/Reporting Sheet

Course #: 155

Campus: Chinle

## Gen Ed. goal(s):

Semester: Spring 2019

Instructor: Andrew M. Escudero

Semester	Gen Ed. Goal to be Measured
Fall 2018	Gen Ed., Goal #1: Learn Actively
Spring 2019	Gen Ed., Goal #2 Think critically, creatively, and reflectively
Fall 2019	Gen Ed., Goal #3: Interact Effectively in Diverse Environments
Spring 2020	Gen Ed., Goal #4: Communicate clearly

Answer questions 1 – 3B for your Assessment Plan/proposal.

**Answer all questions for your Assessment Report.**

**Please attach your syllabus, pre/post-tests, rubrics and graphs in a separate file identified with your name and the semester/year.**

1. These are the Gen Ed Goals. We are assessing think critically, creatively and reflectively for Spring 2019.

- Learn Actively (Fall 2018)
- Think critically, creatively, and reflectively (Spring 2019)
- Interact Effectively in Diverse Environments (Fall 2019)
- Communicate Clearly (Spring 2020)

2. Which of your course objectives connects to the above measure for Gen. Ed.?

- A. To know the basic structure and understanding of fundamental mechanics that comprise college essays and how to creatively expand this structure and these mechanics to present uniquely novel ideas, notions or expressions that may be applied with confidence.
- B. To know of a variety of thesis statements for various rhetorical modes of writing, to identify them in various modes of writing and how to creatively write essays within personal, business and academic contexts.
- C. To develop the ability to write complete sentences in the active and passive voices, cohesive paragraphs and thought provoking conclusions in essays that clearly and effectively communicate ideas, notions and principles within personal, business and academic contexts.
- D. To critically analyze writings for secondary ideas and subtopics, evaluate texts to prioritize the notions that they have identified according to significance in the text, use deductive reasoning skills to synthesize ideas into new and unique forms, and apply them to their textual analyses of a variety of texts implemented in personal, business and academic contexts.
- E. To be introduced to and become familiar with literary critical analysis of fictional writing so that They may recognize the cultural, historical and creative elements that are significantly synthesized within the literary works that merge realities with imaginary possibilities into new, unique visions.

<p>3. What is/are the method(s) (i.e., pre/post-tests, rubrics, and surveys) you will use to assess the above measure for Gen Ed?</p> <p><b>A. Pre-assessment test:</b> An in-class exam that measures students' knowledge of the passive and active voices, MLA and APA writing and citation formats, the narrative, reflective, compare and contrast, cause and effect, process and descriptive rhetorical writing modes, capitalization and punctuation and critical thinking abilities, essay writing mechanics, grammar usage, punctuation, capitalization and, sentence structure and paragraph cohesiveness.</p>
<p>3. What are your pre-assessment outcomes?</p> <p>A. Number of students for pre-assessment: 4 0% passed. 4 (100%) failed.</p> <p>B. What is your expectation/benchmark? I expect <b>approximately 100%</b> of the students to gain the knowledge and develop the abilities to pass the post-assessment test and continue on more advanced English and literature courses.</p>
<p>4. What are your post-assessment outcomes?</p> <p>A. Number of students for post-assessment: 2 1 passed with a B and 1 passed with a C.</p> <p>B. Did your students meet your expectation/benchmark? Yes, the 2 students who had taken the exam passed.</p>
<p>5. Based on your post assessment outcomes, what changes will you make in teaching methodology, <b>expected course outcomes</b>, or anything else to improve student learning? None at this time.</p>
<p>6. Based on your conclusions from your post assessment outcomes, how are you going to improve your assessment activities? I intend to review and update the course rubric if necessary.</p>

**Benchmark: 100 % students will meet or exceed expectation.**  
**(What percentage of the class do you expect to meet or exceed your expectation for the course?)**

<p><b>Exceeds Expectation</b>  Use &gt; 80% of the appropriate procedure  <u>Results</u>  Initial: 0%  Final: 50%</p>
<p><b>Meets Expectation</b>  Use at least 70-80% of the appropriate procedure  <u>Results</u>  Initial: 0%  Final: 50%</p>
<p><b>Does not meet Expectation</b>  Use &lt; 70% of the appropriate procedure  <u>Results</u>  Initial: 100%  Final: 0%</p>

**Final Result: 100 % Met or exceeded expectations**

**0 % Did not meet expectations**