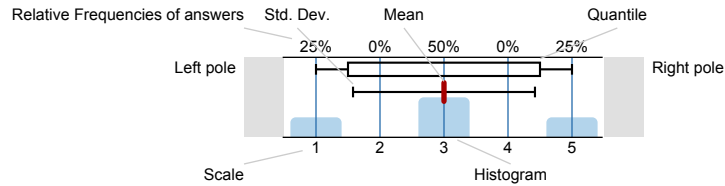




Survey Results

Legend

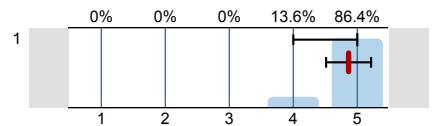
Question text



n=No. of responses
 av.=Mean
 dev.=Std. Dev.
 ab.=Abstention

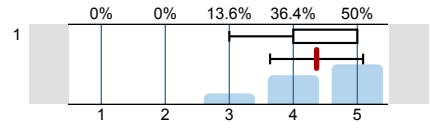
2. For Instructor Use Only

2.1) CU



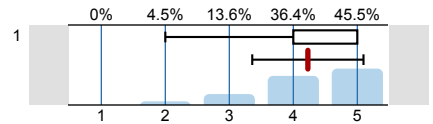
n=22
 av.=4.9
 dev.=0.4

2.2) PS



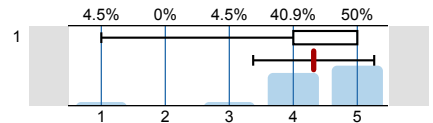
n=22
 av.=4.4
 dev.=0.7

2.3) C



n=22
 av.=4.2
 dev.=0.9

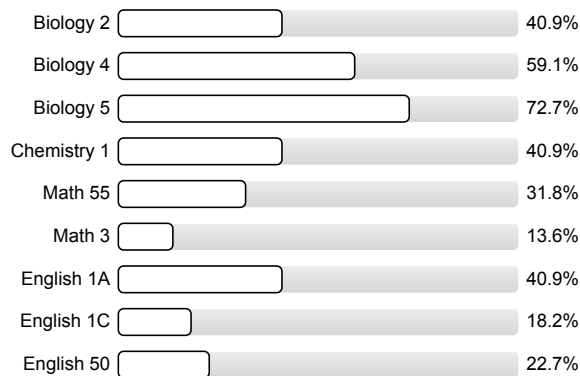
2.4) A



n=22
 av.=4.3
 dev.=0.9

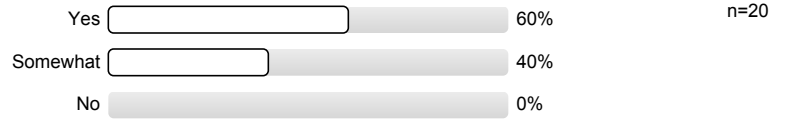
3. Please answer the following questions.

3.1) Which of the following classes have you taken or are currently taking at BCC? Choose all that apply.



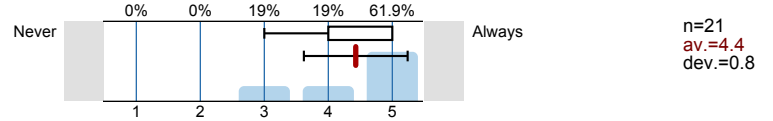
n=22

3.2) Do you feel that you were adequately prepared for this class?

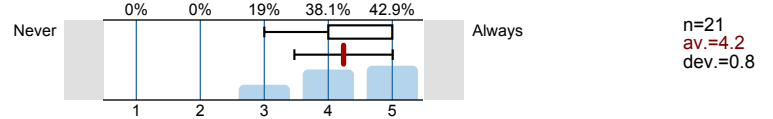


4. While studying for this class, to what extent do you do the following:

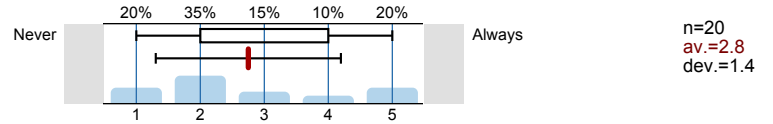
4.1) Read the textbook



4.2) Review lecture slides/notes

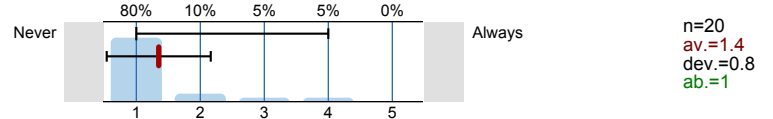


4.3) Study with friends/study group

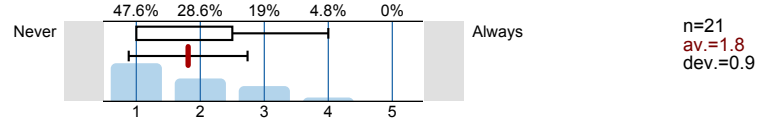


5. During this semester for this class, to what extent have you participated in the following:

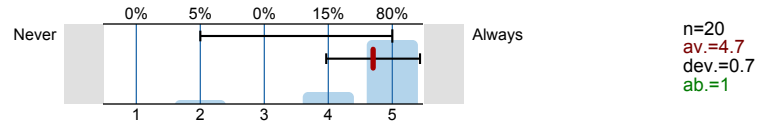
5.1) Tutoring



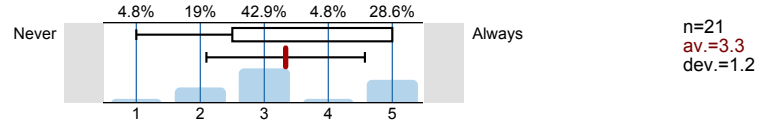
5.2) Office hours



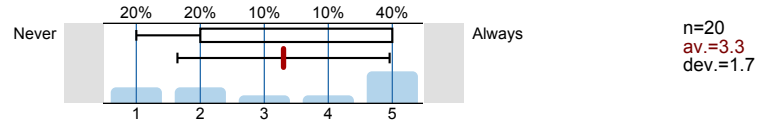
5.3) Homework



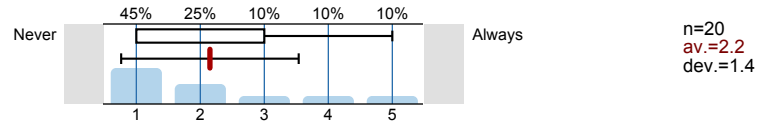
5.4) Help from a friend/classmate



5.5) Website/practice tests

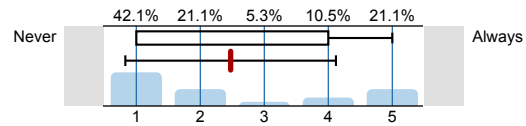


5.6) Library (research)



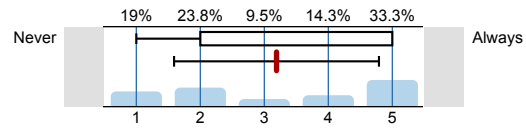
6. If you are experiencing difficulty in this class, to what extent do the following contribute?

6.1) Not doing homework/studying



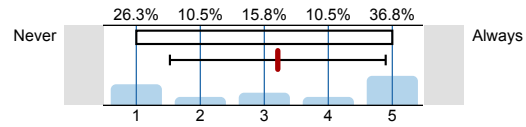
n=19
av.=2.5
dev.=1.6
ab.=2

6.2) Family obligations



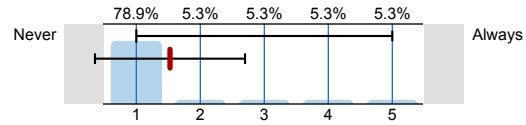
n=21
av.=3.2
dev.=1.6

6.3) Work



n=19
av.=3.2
dev.=1.7
ab.=2

6.4) Attendance



n=19
av.=1.5
dev.=1.2
ab.=1

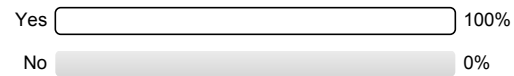
7. For Instructor Use Only

7.1) Critical Thinking:



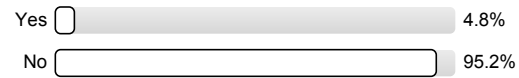
n=20

7.2) Communications:



n=21

7.3) Global Awareness:



n=21

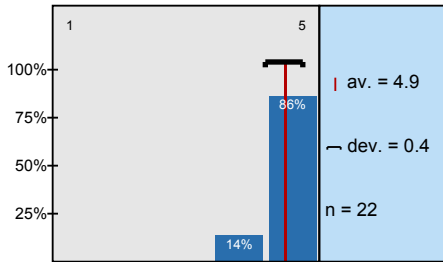
7.4) Personal Development



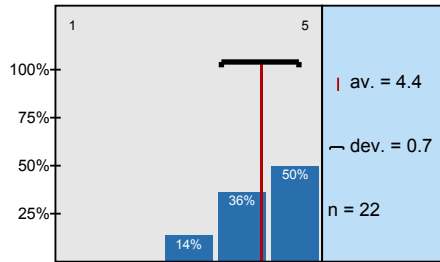
n=21

Histogram for scaled questions

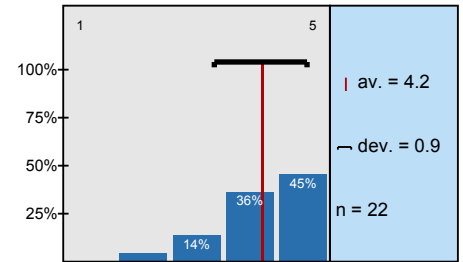
CU



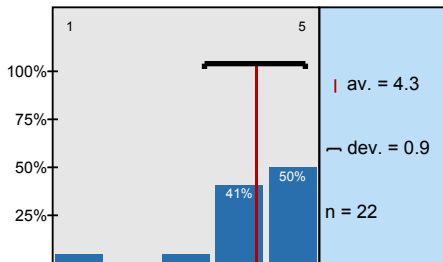
PS



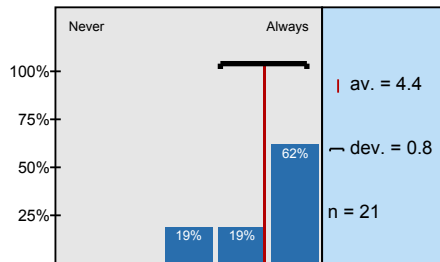
C



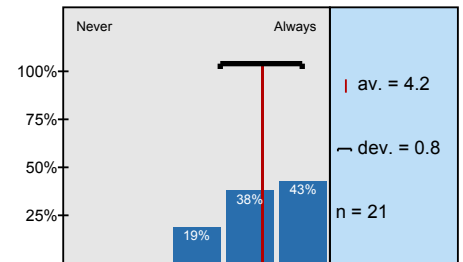
A



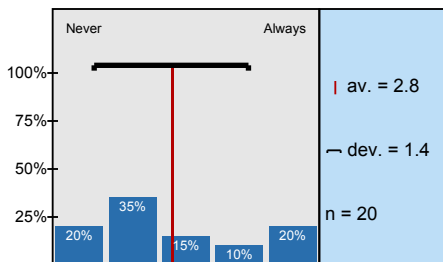
Read the textbook



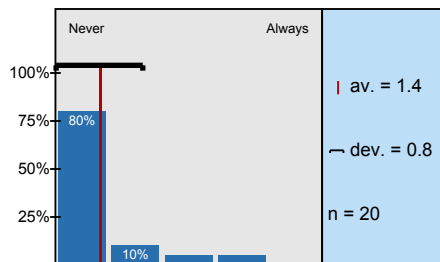
Review lecture slides/notes



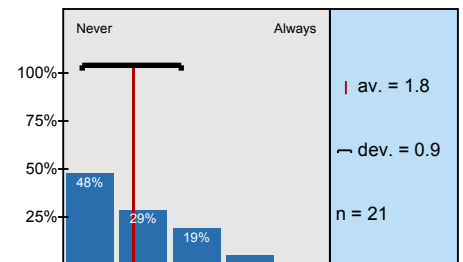
Study with friends/study group



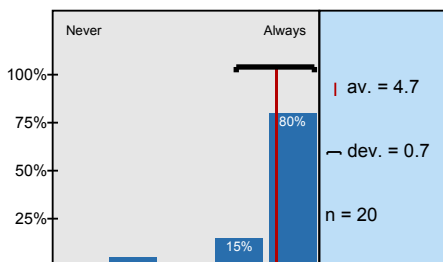
Tutoring



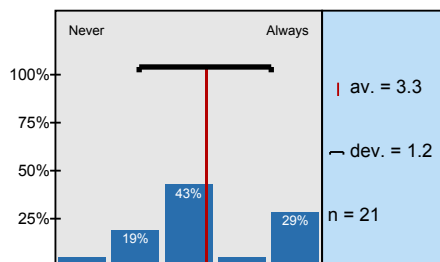
Office hours



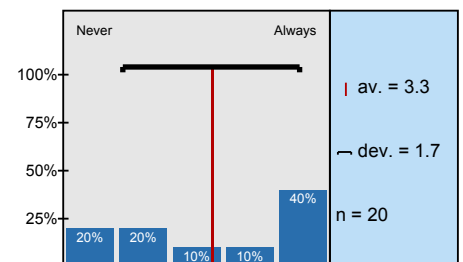
Homework



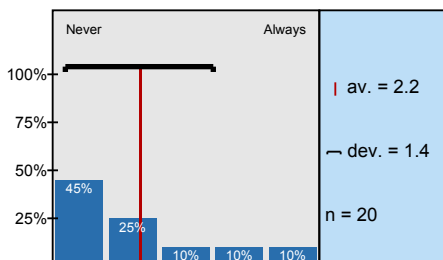
Help from a friend/classmate



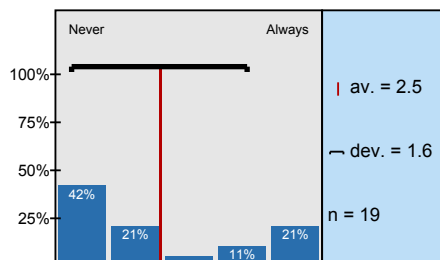
Website/practice tests



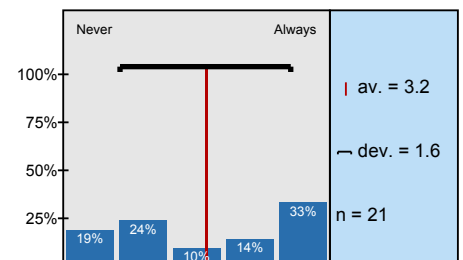
Library (research)



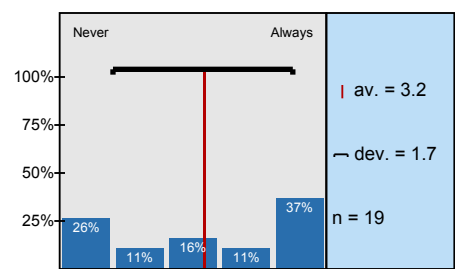
Not doing homework/studying



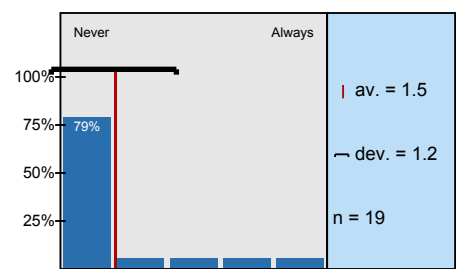
Family obligations



Work



Attendance



Profile

Subunit: SLO Assessment
 Name of the instructor: Robert Stinson
 Name of the course: BIOL5
 (Name of the survey)

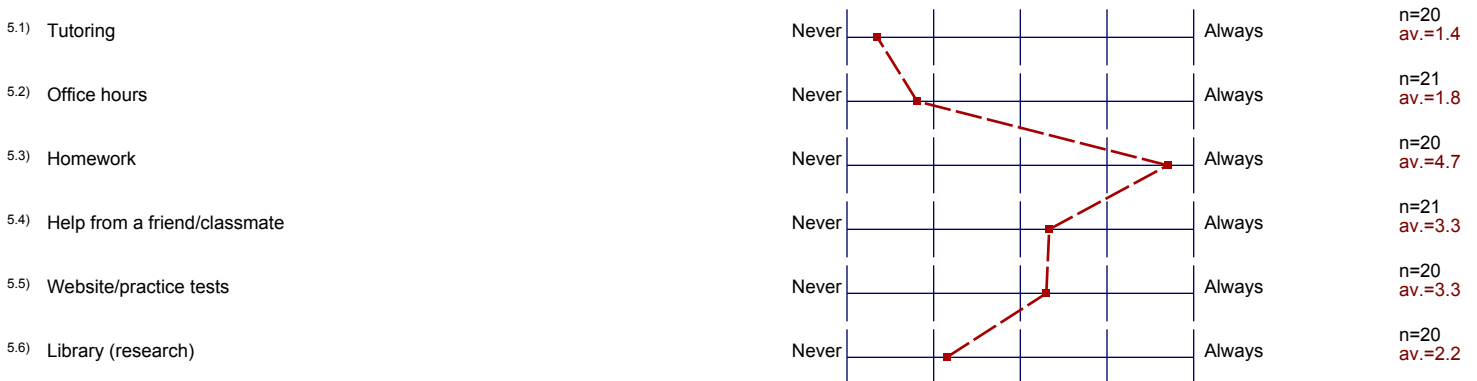
2. For Instructor Use Only



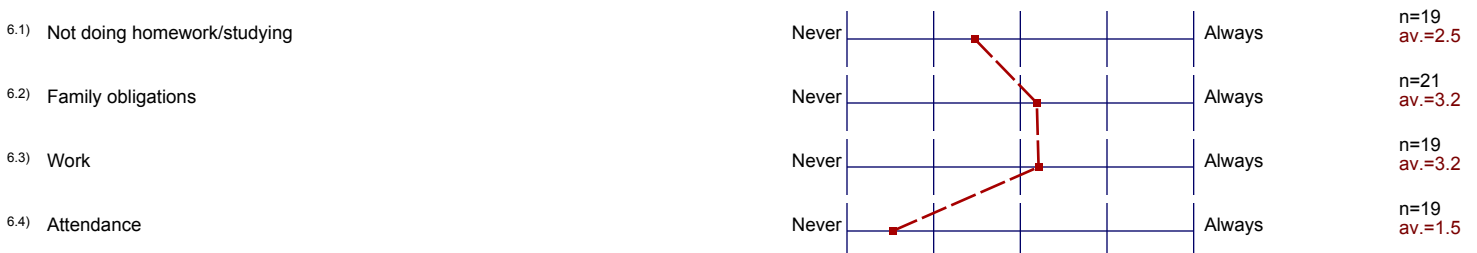
4. While studying for this class, to what extent do you do the following:



5. During this semester for this class, to what extent have you participated in the following:



6. If you are experiencing difficulty in this class, to what extent do the following contribute?



1. Answer the question. Be sure to show all work and explain fully.

1.1)

When arterial pressure falls too low the kidneys produce a protein enzyme called renin. Renin then is activated by the renin substrate and produces angiotension. Shortly after two amino acids split to form Angiotension II which is a strong vasoconstrictor. This constriction raises peripheral resistance all over the body which in turn raises arterial pressure. Also Angiotension causes salt and water retention which raises arterial pressure. Angiotension II produces aldosterone which causes salt and water reabsorption by the kidney tubules. This also raises arterial pressure. Then the left liver Angiotension II is deactivated by the enzyme angiotensase until it's needed again. The Renin remains in the body 30 minutes to an hour while the angiotension persists only minutes. The renin-angiotension system use several different methods to raise the overall arterial pressure.

Renin is released by the kidneys when arterial pressure gets too low. Renin is a protein that combines with angiotensinogen to make Angiotensin I. Angiotensin I is a mild vasoconstrictor. Angiotensin I breaks of amino acids to form Angiotensin II. This conversion happens in the lungs. Angiotensin II is a strong vasoconstrictor and works quickly to constrict arterioles. Its effect is increasing peripheral resistance therefore raising arterial pressure. Angiotensin II also stimulates the Adrenal glands to release Aldosterone. (vassopresin) anti-diuretic hormone, which causes reabsorption of water and salt in the kidney tubules, therefore increasing volume, to increase arterial pressure.

The renin-angiotensin system is a system for controlling pressure. Renin is an enzyme that is stored in an inactive form called prorenin. When arterial pressure falls too low, renin is released from the kidneys into the bloodstream. It is then released to circulate throughout the entire body. Renin causes the formation of angiotensin I, which then causes the formation of angiotensin II. Angiotensin II helps to raise arterial pressure. The effect that angiotensin II has on pressure occurs in two ways. It causes vasoconstriction to occur rapidly in many different parts of the body and it also increases the fluid which increases arterial pressure. The renin-angiotensin system is important in controlling arterial pressure.

Decrease in arterial pressure

↓
Renin (kidney)

↓
Renin substrate (lung)

↓
Angiotensin I

↓
Angiotensin II

↑ renal resistance
of salt & water

↑ vasoconstrictor

↓
Angiotensinase (inactivated)

Renin acts enzymatically on another plasma protein called renin substrate to release angiotensin I. Angiotensin I has mild vasoconstrictor but not enough to cause circulatory function within a few min. After formation of angiotensin I it splits to form angiotensin II. Angiotensin II is extremely powerful vasoconstrictor, angiotensin inactivates it. Angiotensin II has 2 principles, effects an elevates arterial pressure.

Principle 1 is the vasoconstrictor and principle 2 is renal resistance of salt & water

The rennin-angiotensin system is a hormone system that regulates blood pressure and water balance. When blood volume becomes low, the JG cells in the kidneys secrete rennin. Rennin then produces angiotensin I. Angiotensin I is converted to angiotensin II by an enzyme. Aldosterone is also produced in this system. It regulates the sodium and water intake. Both cause the arterial system to increase the blood pressure.

Renin is a protease hormone released by Kidneys when Arterial Blood Pressure Falls to low.

Renin is stored in an inactive form called prorenin, released in Renal blood and out of kidney to circulation.

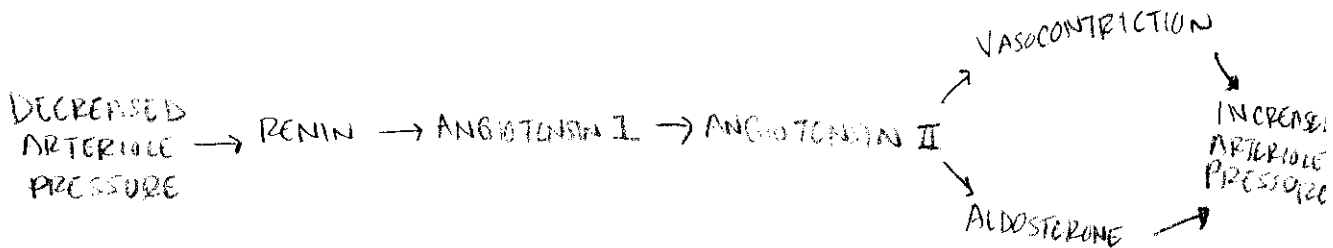
Renin acts on Plasma Proteins, a Substrate to form Angiotensin I. Within minutes of formation Amino Acid splits to form Angiotensin II.

Angiotensin II is a powerful Vasoconstrictor, increased amounts of this act to increase Arterial pressure. Also helping to decrease Na^+ & H_2O excretion to Aid in increasing arterial pressure.

Renin-angiotensin system is stimulated when arterial pressure falls too low. Kidneys produce an inactive form of rennin. Called pro-renin in the hormone. When pressure falls low they are broken up and release the rennin to increase ^{blood} pressure. Angiotensin II is also used to increase pressure. It is responsible for stimulating the adrenal cortex to release aldosterone which is responsible for retaining salt which therefore causes the body to retain fluid and raise blood pressure.

The rennin-angiotensin system is when the protein ~~enzymes~~ the kidneys and when the arterial pressure falls and the rennin (when that happens the interstitial process reaches the kidneys, that cause many of the problems of the protein molecules of the JG cells to split and increase the rennin that enters the renal in the blood and then passes out of the kidneys, so it is concentrated through the whole body. The small amounts of the rennin do rennin in the local part of the kidney and its function. It will also decrease in the renal process then it goes through the rennin which is the kidney, then the renal substance and goes down to the angiotensin I and then continues down to the enzyme in the lung and then it goes to angiotensin II and it breaks down into 3 groups and then the renal volume and the salt and the water of the vasodilation, and the angiotensin and it doesn't have to stay forever and also the will increase in pressure.

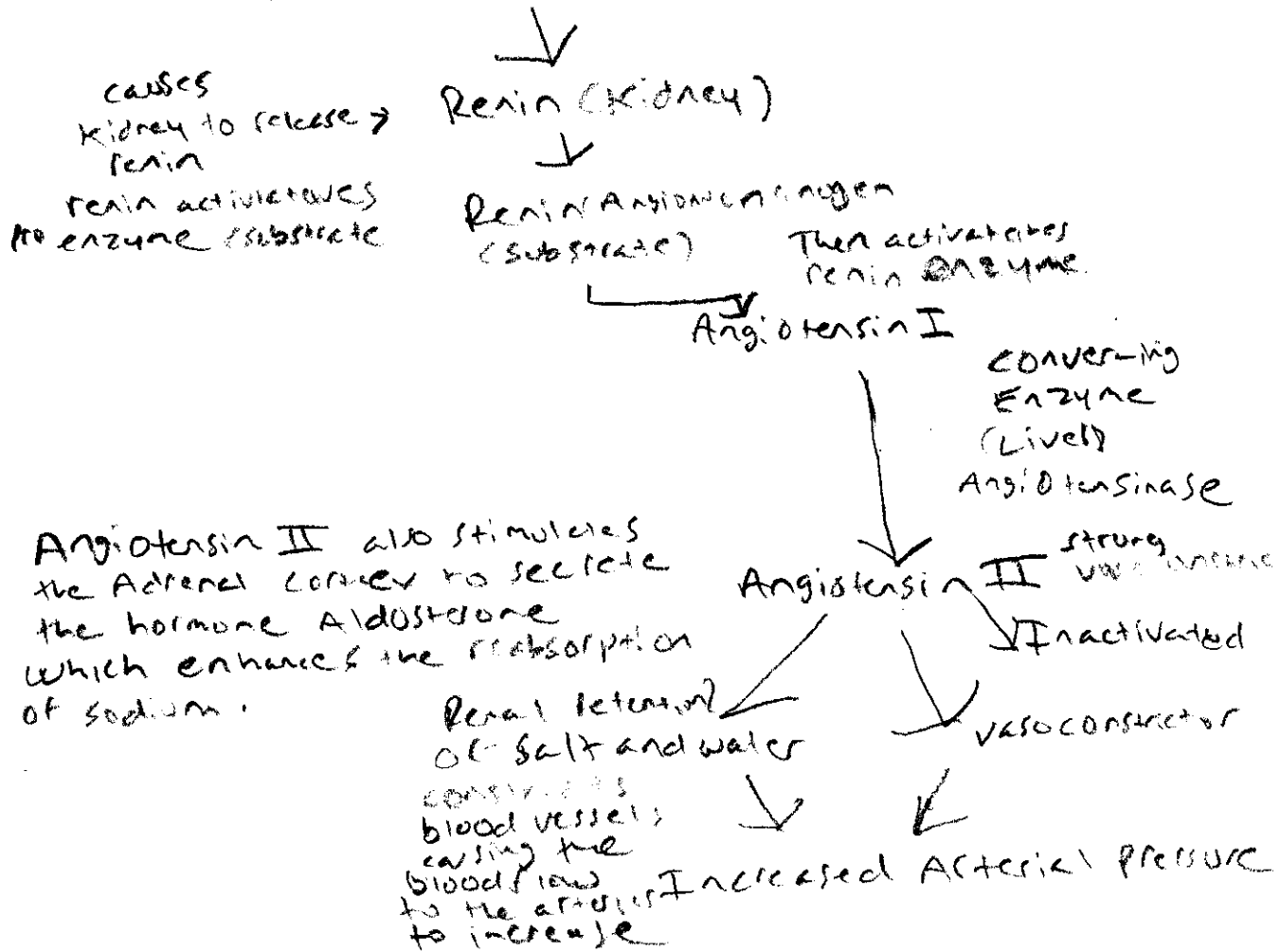
THE RENIN-ANGIOTENSIN SYSTEM IS A HORMONE SYSTEM THAT REGULATES THE ARTERIOLE BLOOD PRESSURE AND FLUID BALANCE. WHEN THE BLOOD FLOW (PRESSURE) IS LOW, THE JUXTAGLOMERULAR CELLS IN THE KIDNEY SECRETE THE ENZYME RENIN. RENIN THEN STIMULATES THE PRODUCTION OF ANGIOTENSIN I FROM THE SUBSTRATE ANGIOTENSINOGEN. ANGIOTENSIN I IS THEN CONVERTED INTO ANGIOTENSIN II, WHICH IS A VASOCONTRACTOR AGENT THAT CONSTRICTS THE BLOOD VESSELS OF THE ARTERIOLES, THUS INCREASING THE BLOOD PRESSURE. ANGIOTENSIN II ALSO STIMULATES THE SECRETION OF ALDOSTERONE, WHICH CAUSES THE KIDNEY TUBULES TO INCREASE THE REABSORPTION OF SODIUM AND WATER. THIS ALSO CAUSES THE ARTERIOLE PRESSURE TO INCREASE.



Renin is a protein enzyme released by the kidneys when arterial pressure falls too low. With decreased arterial pressure this release of renin causes the renal substrate, Angiotensinogen, to release Angiotensin I (an enzyme from the lungs). As two amino acids split from Angiotensin I, it forms Angiotensin II, a very potent vasoconstrictor that circulates into the blood. It does not last long in the blood, however, because it is quickly inactivated by angiotensinase, but during the time it is circulating it creates an increase in pressure by vasoconstriction and by the renal retention of salt and water. Vasoconstriction is the first, a not as powerful, way for arterial pressure to increase, because it constricts the arterioles^(quality) and veins^(size) to increase pressure. Renal Retention of salt and water is a more powerful and efficient method to control and increase arterial pressure because as the kidneys increase the
(continues on test)...

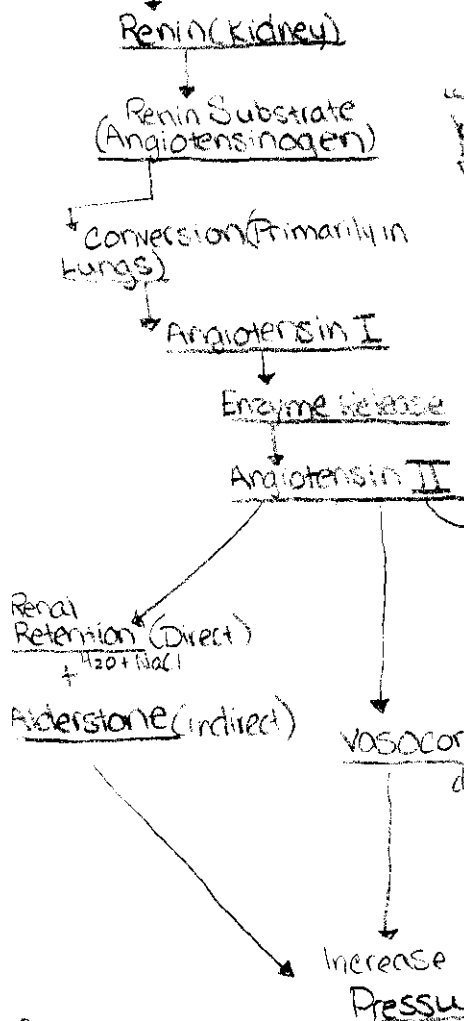
The rennin-angiotensin system is a long term, feedback control for arterial pressure. Rennin is stored in an inactive form of prorenin in the juxtaglomerular of the kidneys. A drop in arterial pressure causes the JG cells to split and release prorenin. The now active renin reacts with the plasma protein angiotensinogen to form the 10-amino acids peptide angiotensin I. The renin will stay active producing angiotensin I for up to an hour after being released. The angiotensin I travels through the blood stream to the lungs where it reacts with angiotensin converting enzyme to create the 8 amino acid peptide angiotensin II. Angiotensin II is made inactive within a few minutes by angiotensinase, but has a strong effect before that. Body wide angiotensin II increases peripheral resistance, and therefore arterial pressure. It also strongly affects the kidneys in two ways. First by restricting blood flow to the kidneys there is much less salt and water loss, and far more salt and water reabsorption. Second, angiotensin II stimulates the adrenal gland to release aldosterone. Aldosterone also has the effect of causing more salt reabsorption by the renal tubules of the kidneys. This is a feedback system, the increase in arterial pressure leads to increased blood flow. That increased blood flow affects the kidneys causing less renin to be released until normal arterial pressure is achieved.

Decreased Arterial pressure



DECREASED ARTERIAL PRESSURE IN THE BLOOD, THE RELEASE OF RENNIN FROM THE KIDNEYS CAUSES A REACTION IN RENNIN SUBSTRATE TO RELEASE AMINO ACID PEPTIDES ANGIOTENSIN I, MILD VASO CONstrictOR. RENNIN WILL REMAIN IN THE BLOOD FOR ABOUT 30-60 MIN. DURING WHICH MORE $\frac{1}{2}$ MORE ANGIOTENSIN I IS BEING PRODUCED. ANGIOTENSIN I TRANSFORMS INTO ANGIOTENSIN II, IN THE LUNGS, IT DETAINS SALT AND WATER. ANGIOTENSIN II WILL DEACTIVATE UNTIL NEEDED. THESE STEPS LEAD TO INCREASED ARTERIAL PRESSURE.

Decrease in Arterial Pressure



An initial drop in Arterial pressure causes the release of Renin from the kidneys. Renin is a protein which doesn't act alone, as the Juxtaglomerular cells release the Renin Substrate Angiotensinogen. The angiotensinogen works to convert the Renin substrate into Angiotensin I primarily via the lungs (this conversion can also take place in the kidneys and tissues).

Angiotensin I alone is a mild vasoconstrictor, with 10-poly acid peptides. Once another enzyme is released it forms the stronger Angiotensin II, with 8-poly acid peptides. From here the real work of trying to regulate Arterial pressure begins.

The Direct Action of Angiotensin II on Arterial Pressure deals with Renal Retention of added Salt (NaCl) and added H₂O. This retention of H₂O dilates capillaries and thus causes

an inactivated compensatory effect from the body & other hormones to correct it. The indirect action is Angiotensin II's ability to facilitate secretion of Aldosterone. Aldosterone has similar effects to the renal retention in the preceding.

Another way Angiotensin II acts is by vasoconstricting arteries, decreasing blood flow and thus causing an auto compensatory reaction in cardiac output by raising the ^{average} the cardiac beat per min (bpm) at normal 72 bpm to about 160 bpm - 180 bpm.

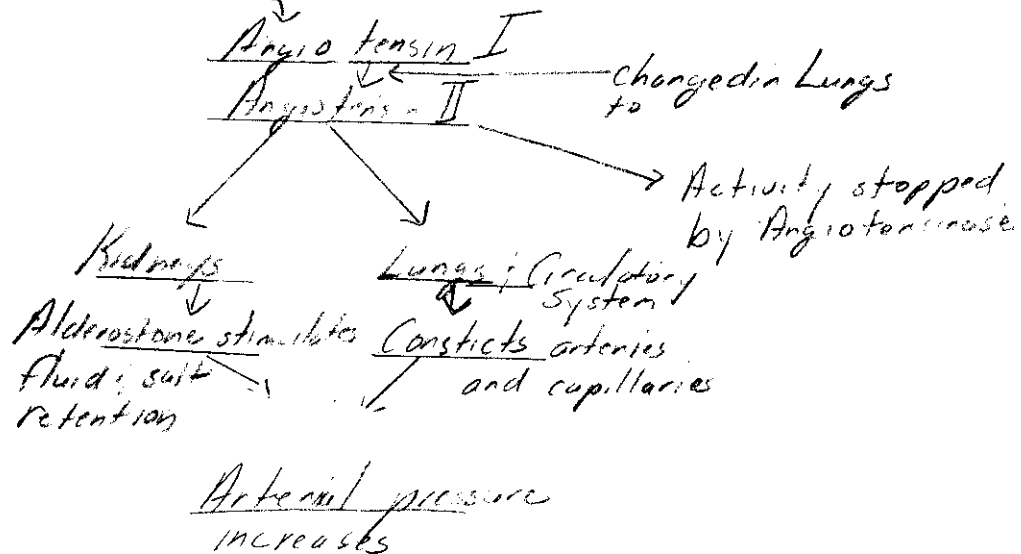
Thus increasing Arterial pressure. Inactivated portions are excreted like waste.

Overall this is important to the health of a patient as vasodilators & vasoconstrictors are used.

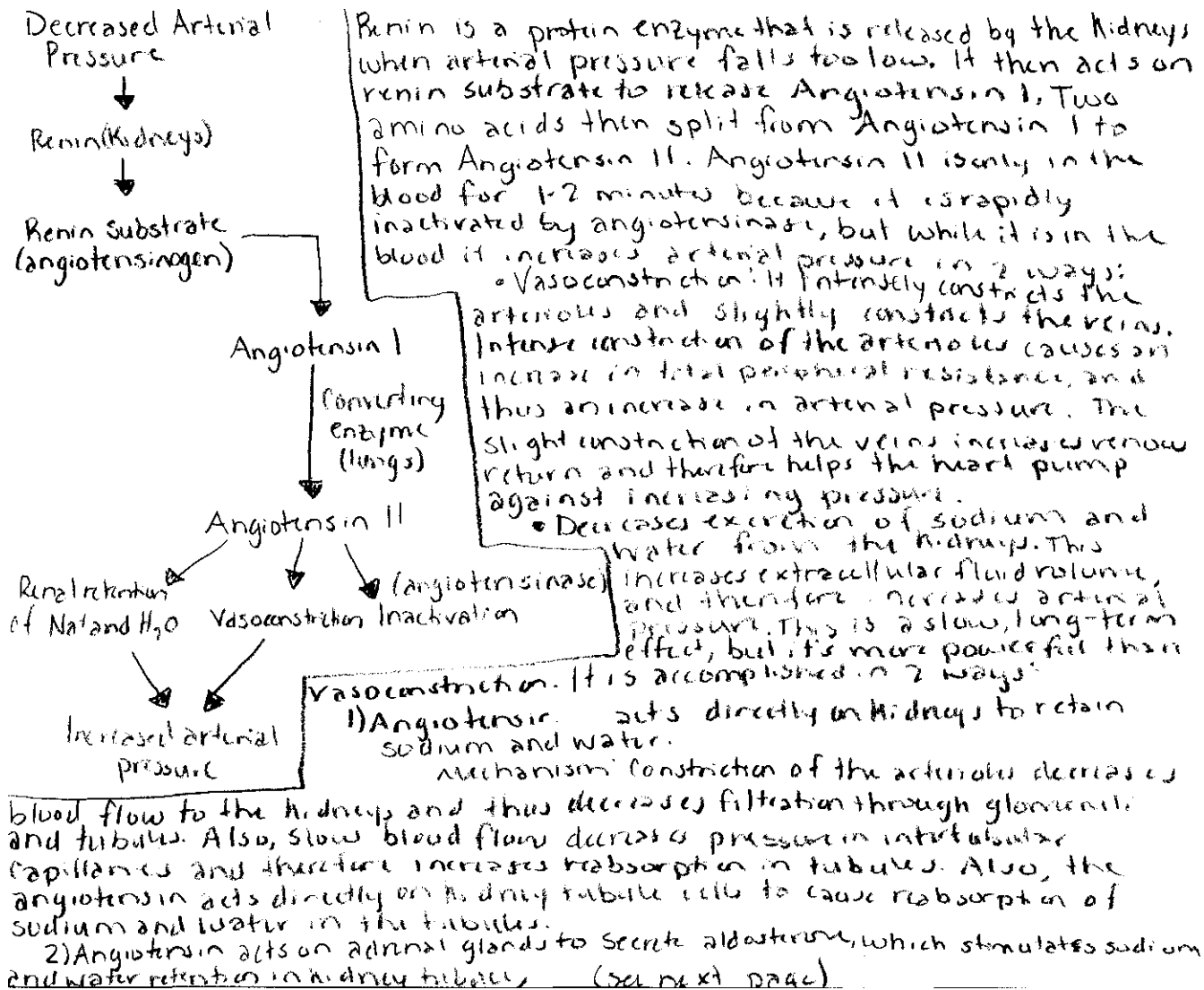
Arterial Pressure Decreases

Renin produced by kidneys

Hormone changes Renin to

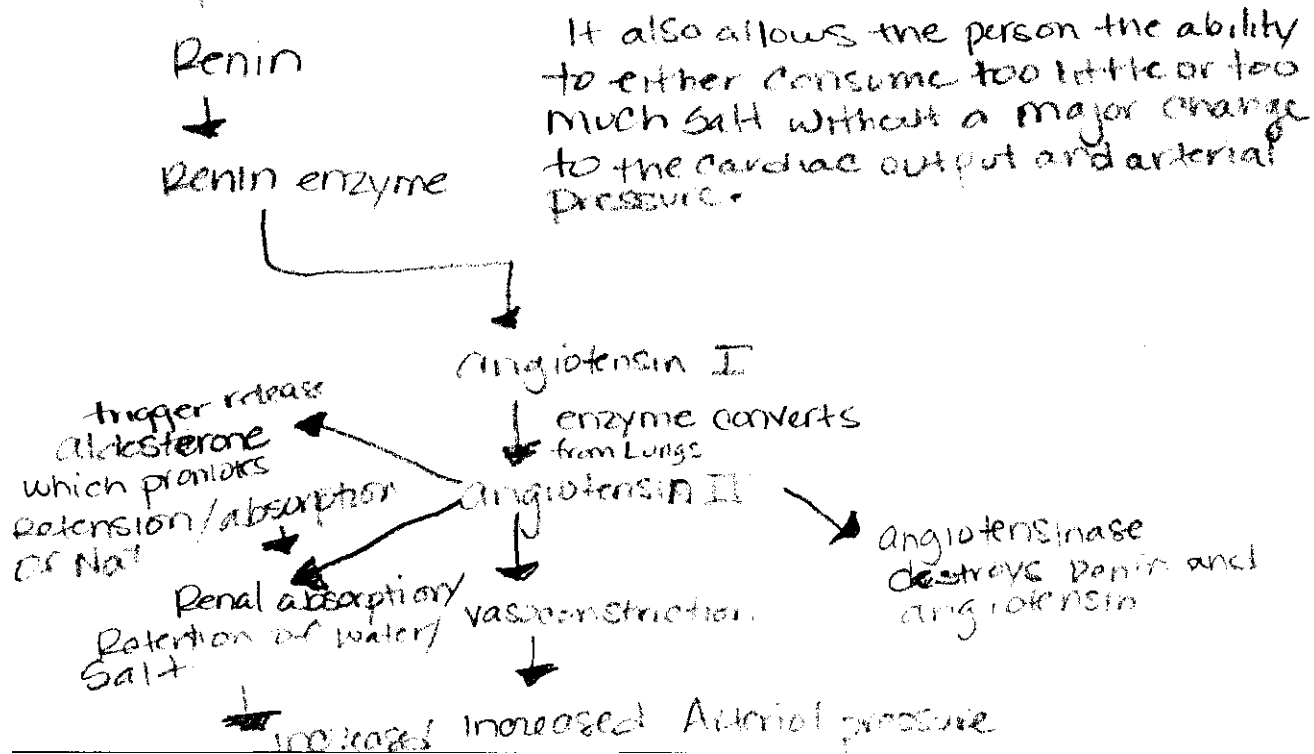


When arterial pressure decreases, Renin, which is produced by the kidneys, is changed to Angiotensin I, which then circulates to constrict capillaries & vessels, especially in the lungs. This is a short lived effect. Angiotensin II, which has an even shorter effect but is much more powerful (effective).

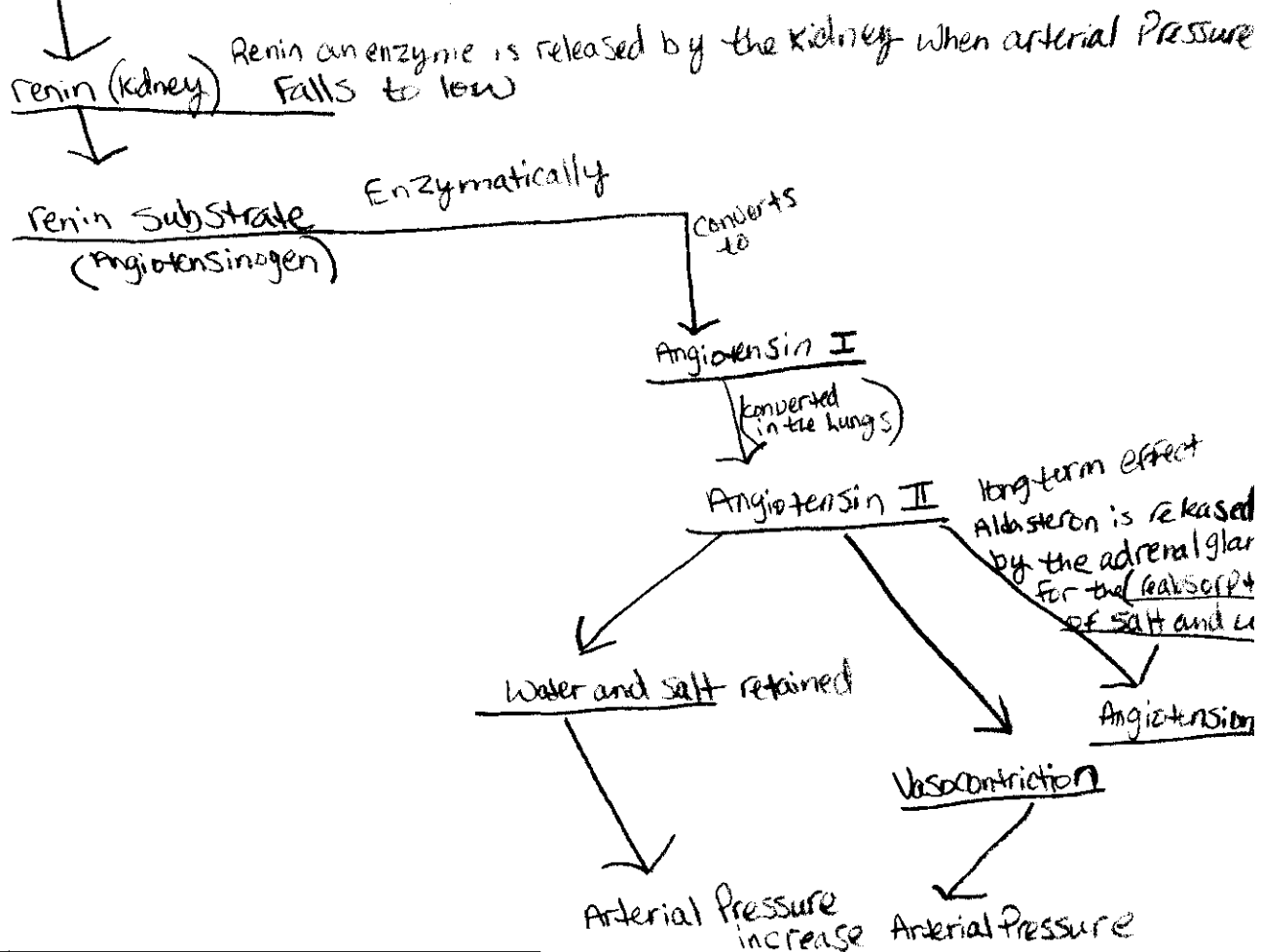


Discuss the rennin-angiotensin system and its role in arterial pressure control.

When a decrease in arterial pressure occurs the renal organ is triggered to release Renin from the JG cells that line the inner tissue. The renin then releases a series of humoral enzymes to stimulate different systems to return the arterial pressure to its normal level.

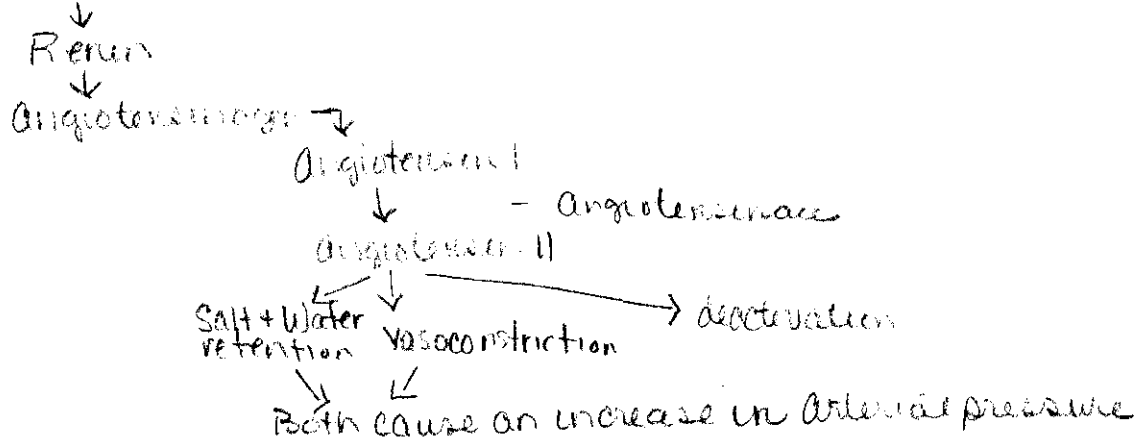


Discuss the renin-angiotensin system and its role in arterial pressure control.
Arterial Pressure decreases



Renin is a proteolytic enzyme released by the Kidneys. It is released when blood pressure is too low. When it is released, it binds with Angiotensinogen to make Angiotensin I. Angiotensin I is a vasoconstrictor. Angiotensin I, then splits and makes Angiotensin II. This process occurs in the lungs. Angiotensin II is an extremely powerful vasoconstrictor. Angiotensin II works fast constricting arteries. When it constricts the arteries, it increases the peripheral resistance, by there making the arterial pressure rise. Angiotensin II also causes the adrenal glands to release aldosterone, which reabsorbs water and salt.

Decrease in Arterial Pressure



A decrease in arterial pressure stimulates the release of renin which is stored in the kidneys. The renin causes angiotensinogen to release angiotensin I which is a slight vasoconstrictor to make more angiotensin II. This is converted to angiotensin II which causes salt and water retention and also vasoconstriction. Both reactions from angiotensin II cause an increase in arterial pressure.

Discuss the renin-angiotensin system and its role in arterial pressure control

with the renin-angiotensin system there is started in role in the arterial pressure controls which allow the intake and the output of the blood going through the veins with the angiotensin there is angiotensin II which allows blood to go through the artery when the pressure can't it a little diaphragm that would stop it all what is when this is happening this is allowing the pressure to go through the body and receive every thing that is going on or showing with the vasculature.

Angiotensin II
↓
it shows the pressure going up there for it would make the arterial pressure control regulate. /11

decrease
in arterial pressure → makes the paracrine molecules
to split and release

kinin
↓
act synergistically on plasma protein

kinin
substrate

angiotensin I + too much vasoconstrictor

↓
kinin
↓
intensity

Peptide
could have
prostate

angiotensin II

↓
angiotensin

angiotensin
(active)

H₂O/NaCl
renal retention

Vasoconstrictor

↑
increased
arterial pressure

Barstow College Core Competency Assessment Reporting Sheet
Core Competency: Critical Thinking

Course(s): CHLD 4 / PSYC 4 Semester: Fall 2011 Instructor(s): Nunes-Gill

Grade selected assignment using the rubric developed for your classes. You can generalize results based on grades as a 5 point rubric (A= 4 points, etc.). Attach and keep a copy of your rubric. Evaluate how students are mastering the core competencies. Record assessment results in the sheet below.

| | | | |
|---|--|--|-------------------------|
| Course and Instructor(s) *Please indicate if face-to-face and/or online Face-to-Face | CHLD 4 / PSYC 4 | | |
| Competency Sub-Category: | (A) <input checked="" type="checkbox"/> Writing | (B) _____ Speaking | (C) _____ Reading |
| Assessment Tool/Assignment | <input checked="" type="checkbox"/> Final essay _____ Essay | _____ Final speech _____ Presentation | _____ Other (explain) |
| # of 5s (superior or A work) | #of 5s <u>12</u> / 20 total # assessed | | % of students <u>60</u> |
| # of 4s (above average or B work) | #of 4s <u>5</u> / 20 total # assessed | | % of students <u>25</u> |
| # of 3s (average or C work) | #of 3s <u>2</u> / 20 total # assessed | | % of students <u>10</u> |
| # of 2s (below average or D work) | #of 2s <u>1</u> / 20 total # assessed | | % of students <u>5</u> |
| # of 1s (far below average or F work) | #of 1s _____ / 20 total # assessed | | % of students _____ |
| Factors that may have affected assessment results? | <p><i>I included a survey with this final (see attached) the following questions were relevant to the success of this class:</i></p> <p><i>#4 – 95% of the students felt they were somewhat prepared or very prepared for this class.</i></p> <p><i>#5 – 95% of the students read the textbook, 70% reviewed their notes, 20% studied with friends/classmates/in groups, 75% did their homework.</i></p> <p><i>#6 – 25% of the students accessed tutorial support and 75% didn't for their research paper and observation paper – 24% of the students were not successful with these assignments due to not understanding the rubric or following it and/or submitting the assignments.</i></p> <p><i>#7 – 25% of the students accessed tutorial, 25% of the students utilized my office hours or emailed me, 65% of the students used websites and 75% of the students used library resources.</i></p> <p><i>#8 – reason for difficulty in the class – 10% of the students didn't do their homework or study, 25% of the students indicated family obligations, 25% of the students indicated work, 20% of the students indicated attendance, 35% of the students indicated other, and 20% didn't answer this question.</i></p> | | |
| Assessment Group: Who was assessed | <input type="checkbox"/> All students in all courses taught this semester <input checked="" type="checkbox"/> All students in _____ courses taught this semester <input type="checkbox"/> Segment of students in all courses taught this semester <input type="checkbox"/> Segment of students in _____ courses taught this semester <input type="checkbox"/> Other (explain): | | |
| Analysis of Assessment Results: | <p><i>My final consisted of 5 essay questions. The question I used to specifically review for critical thinking was: "What are 3 reasons for the recent increase in childhood obesity? Who is responsible for childhood obesity and why? Identify at least 3 influences that can make a difference in obesity."</i></p> <p><i>Throughout this course I had students answering questions in an essay format at the end of every chapter/video viewed etc. I may have relaxed</i></p> | | |

| | |
|--|--|
| | <p><i>some on my expectations of their intro/body/conclusion...letting the students down in the quality of work that was being submitted.</i></p> <p><i>For the final I used the Critical Thinking Rubric (see attached) to grade the question stated above. I found that I need to provide essay rubrics to my students so they understand to imply more depth to their responses. I need to be more diligent with what my expectations are in the quality of work that they submit for the essays and not just instructing to imply a intro/body/conclusion. This I believe will better prepare them for what I will be looking for in their essays.</i></p> <p><i>What was evident is that 60% of the students were proficient/adept, 25% were capable/competent, 10% were developing/emerging, and 5% was beginning/novice.</i></p> |
| <p>Changes to be made implemented based on assessment data analysis (check all that apply)</p> | <p><input type="checkbox"/> Change curriculum (prerequisites, recommendations, or other)</p> <p><input checked="" type="checkbox"/> State criteria for grading more explicitly</p> <p><input type="checkbox"/> Make goals or objectives of assignment/activity more explicit</p> <p><input checked="" type="checkbox"/> Revise content of assessment assignment/activities</p> <p><input checked="" type="checkbox"/> Revise lectures/activities to prepare and/or support assignment/activity</p> <p><input checked="" type="checkbox"/> Use more examples (student or other)</p> <p><input type="checkbox"/> Increase student collaboration and/or peer review</p> <p><input type="checkbox"/> Provide more frequent or fuller feedback on student progress</p> <p><input type="checkbox"/> Increase activities that encourage core competency</p> <p><input type="checkbox"/> Increase interaction with students outside of class</p> <p><input type="checkbox"/> Allow more time for activity</p> <p><input type="checkbox"/> Nothing; assessment indicates no improvement necessary</p> <p><input type="checkbox"/> Other (please describe)</p> |

The Survey:

Survey

1. Is this your first child development class?
 - a. Yes
 - b. No
2. If no, how many have you taken? _____
3. Have the counselors worked with you to develop an education plan?
 - a. Yes
 - b. No
4. How prepared do you feel for this class?
 - i. Not prepared Somewhat prepared Very prepared
5. While studying for this class, to what extent do you do the following:
 - a. Read the textbook
 - b. Review your notes
 - c. Study with friends/classmates/in groups
 - d. Homework
6. Did you access tutorial for support for the research paper or observation paper?
 - a. Yes
 - b. No
7. During this semester only (for this class only) to what extent have you participated in the following?
 - a. Tutoring

- b. Office hours
- c. Use websites
- d. Library (resources)

8. If you are experiencing difficulty in this class, what contributes to that difficulty?

- a. Not doing homework/studying
- b. Family obligations
- c. Work
- d. Attendance
- e. Lack of interest
- f. Other _____

9. What are your reasons for taking the course? (Circle all that apply)

- a. This course is one of the 8 core courses in child development
- b. This course transfers to a 4 year college
- c. Personal development
- d. Because you think you have to
- e. Other _____

10. Do you currently work in an infant/toddler, preschool, or after school program?

- a. Infant/toddler
- b. Preschool
- c. After school program

11. What are your goals?

Holistic Inquiry of Critical Thinking across the Curriculum

| Grading Criteria | Beginning/Novice 1 | Developing/Emerging 2 | Capable/Competent 3 | Proficient/Adept 4 | Total Points |
|----------------------------|--|---|--|--|---------------------|
| | Copies information (data, ideas, or concepts) often inaccurately, incompletely, or omits relevant information. | Reports/delivers information (data, ideas, or concepts) in familiar contexts with minor inaccuracies, irrelevancies, or omissions. | Conveys information (data, ideas, or concepts) accurately and appropriately in familiar contexts. | Interprets information (data, ideas, or concepts) accurately, adeptly, and insight across contexts. | |
| | Labels formulas, procedures, principles, or themes inaccurately, inappropriately, or omits them. | Uses appropriate formulas, procedures, principles, or themes in familiar contexts with only minor inaccuracies. | Applies formulas, procedures, and principles, or themes accurately and appropriately in familiar contexts. | Employs formulas, strategies, principles, and themes accurately, adeptly, and/or creatively in new contexts. | |
| | Names a single solution, position, or perspective, often inaccurately, or fails to present a solution, position, or perspective. | Identifies/classifies minimal solutions, over-simplified positions, or perspectives with only minor inaccuracies. | Delineates two or more solutions, positions, or perspectives accurately. | Explains – with breadth and accuracy – multiple clarifications or perspectives that balance opposing points of view. | |
| | Lists ideas or expresses solutions in a fragmentary manner, without a clear or coherent order. | Arranges ideas or solutions into a simple pattern. | Interrelates ideas or develops explanations in a clear and coherent order. | Integrates/combines ideas or develops solutions that are exceptionally clear, coherent, and interrelated. | |
| | Attempts a conclusion or clarification/response that is inconsistent with evidence presented, that is illogical, or omits a conclusion or response altogether. | Advances an abbreviated conclusion or simple solution that is mostly consistent with the evidence presented, with minor inconsistencies or omissions. | Organizes a conclusion or solution that is complete, plausible, and consistent with evidence presented. | Creates a detailed conclusion or complex assessment that is complete, well supported, consistent, and often unique. | |
| Total Points Earned | | | | | / |

Barstow College Core Competency Assessment Reporting Sheet
Core Competency: Critical Thinking

Course(s): English 1C Semester: Fall 2011 Instructor(s): Dr. Firtha

Grade selected assignment using the rubric developed for your classes. You can generalize results based on grades as a 5 point rubric (A= 4 points, etc.). Attach and keep a copy of your rubric. Evaluate how students are mastering the core competencies. Record assessment results in the sheet below.

| | | | |
|--|---|--|----------------------------|
| Course and Instructor(s) *Please indicate if face-to-face and/or online <input type="checkbox"/> Online <input checked="" type="checkbox"/> Face-to-Face | | | |
| Competency Sub-Category: | (A) <u>X</u> Writing | (B) _____ Speaking | (C) _____ Reading |
| Assessment Tool/Assignment | <u>X</u> Final essay _____ Essay | _____ Final speech _____ Presentation | _____ Other (explain) |
| # of 5s (superior or A work) | #of 5s <u>8</u> / <u>54</u> total # assessed | | % of students <u>14.8%</u> |
| # of 4s (above average or B work) | #of 4s <u>17</u> / <u>54</u> total # assessed | | % of students <u>31.4%</u> |
| # of 3s (average or C work) | #of 3s <u>22</u> / <u>54</u> total # assessed | | % of students <u>40.7%</u> |
| # of 2s (below average or D work) | #of 2s <u>7</u> / <u>54</u> total # assessed | | % of students <u>12.9%</u> |
| # of 1s (far below average or F work) | #of 1s <u>0</u> / <u>54</u> total # assessed | | % of students <u>0%</u> |
| Factors that may have affected assessment results? | Student's regard for the topic matter of the prompt, the number of students in the class, number of other finals taken during the day, personal issues | | |
| Assessment Group: Who was assessed | <u>_____</u> All students in all courses taught this semester <u>_____</u> All students in <u>_____</u> courses taught this semester <u>_____</u> Segment of students in all courses taught this semester <u>X</u> Segment of students in <u>1C</u> courses taught this semester <u>_____</u> Other (explain): | | |
| Analysis of Assessment Results: | 86.9% of students are performing at or above the average expected level. While this percentage indicates that students are performing the task well overall, the results may also indicate that the complexity of the critical thinking task assigned for the final needs to be increased. | | |
| Changes to be made implemented based on assessment data analysis (check all that apply) | <u>_____</u> Change curriculum (prerequisites, recommendations, or other) <u>_____</u> State criteria for grading more explicitly <u>_____</u> Make goals or objectives of assignment/activity more explicit <u>_____</u> Revise content of assessment assignment/activities <u>_____</u> Revise lectures/activities to prepare and/or support assignment/activity <u>_____</u> Use more examples (student or other) <u>_____</u> Increase student collaboration and/or peer review <u>_____</u> Provide more frequent or fuller feedback on student progress <u>_____</u> Increase activities that encourage core competency <u>_____</u> Increase interaction with students outside of class <u>_____</u> Allow more time for activity <u>_____</u> Nothing; assessment indicates no improvement necessary <u>x</u> Other (please describe): Although the scores indicate overall satisfactory student performance, it would be worth investigating whether the requirements of the exam are equally complex in comparison with past exams or other colleges. | | |

Firtha

English 1C

Final

As you know, this final focuses on the movie that we watched for the class, *Lakota Woman*. Your assignment is to answer one of the following questions in a well-developed essay. Be sure that your essay contains a strong thesis and clear, specific references to the book and movie. This is an open book, open note test. You have two hours to complete the essay.

1. Discuss the connections you see between the past and the present in *Lakota Woman*. Support your observations with evidence from the movie and from your readings. Be sure to focus on specific scenes from the movie and specific texts from your book.
2. How do the readings for the Gender section of our text book and other texts you have read for the class help you to understand Mary Brave Woman in *Lakota Woman*? Be sure to focus on specific scenes from the movie and specific texts from your book.
3. Compare and contrast two of the characters from *Lakota Woman*. What factors do you see contributing to the characters' motivations? What does the comparison of the characters suggest about contemporary Native American experiences in the U.S.? Support this comparison using evidence from your textbook.

Criteria for grading:

Did the final answer the question?

Did the final have a thesis?

Did the final use evidence from the text and movie as support?

Did the final have passable grammar/mechanics?

How sophisticated and thorough was the thought and writing?

Barstow College Core Competency Assessment Reporting Sheet
Core Competency: Critical Thinking

Course(s): History 2A

Semester: Fall 2011 Instructor(s): Vasconcellos

Grade selected assignment using the rubric developed for your classes. You can generalize results based on grades as a 5 point rubric (A= 4 points, etc.). Attach and keep a copy of your rubric. Evaluate how students are mastering the core competencies. Record assessment results in the sheet below.

| | | | |
|--|--|--|-----------------------------|
| Course and Instructor(s) *Please indicate if face-to-face and/or online Face-to-Face | History 2A Face-to-Face | | |
| Competency Sub-Category: | (A) <u>4</u> Writing | (B) <u>4</u> Speaking | (C) <u>4</u> Reading |
| Assessment Tool/Assignment | <u>4</u> Final essay <u>4</u> Essay | <u>5</u> Final speech <u>4</u> Presentation | <u> </u> Other (explain) |
| # of 5s (superior or A work) | #of 5s <u>4</u> / 18 total # assessed | | % of students <u>22</u> |
| # of 4s (above average or B work) | #of 4s <u>6</u> / 18 total # assessed | | % of students <u>33</u> |
| # of 3s (average or C work) | #of 3s <u>5</u> / 18 total # assessed | | % of students <u>27.7</u> |
| # of 2s (below average or D work) | #of 2s <u>1</u> / 18 total # assessed | | % of students <u>.05</u> |
| # of 1s (far below average or F work) | #of 1s <u>2</u> / 18 total # assessed | | % of students <u>11</u> |
| Factors that may have affected assessment results? | <i>Lack of public speaking experience and adequate preparation both in and outside of class (i.e. class participation, studying)</i> | | |
| Assessment Group: Who was assessed | <u> </u> All students in all courses taught this semester <u> </u> All students in <u> </u> courses taught this semester <u> </u> Segment of students in all courses taught this semester <u> X </u> Segment of students in <u> </u> courses taught this semester <u> </u> Other (explain): | | |
| Analysis of Assessment Results: | <i>Students displayed some measure of comfort in presenting data before class, and were able to assess critically various sources for clarity and bias.</i> | | |
| Changes to be made implemented based on assessment data analysis (check all that apply) | <u> </u> Change curriculum (prerequisites, recommendations, or other) <u> X </u> State criteria for grading more explicitly <u> </u> Make goals or objectives of assignment/activity more explicit <u> </u> Revise content of assessment assignment/activities <u> X </u> Revise lectures/activities to prepare and/or support assignment/activity <u> </u> Use more examples (student or other) <u> X </u> Increase student collaboration and/or peer review <u> X </u> Provide more frequent or fuller feedback on student progress <u> X </u> Increase activities that encourage core competency <u> </u> Increase interaction with students outside of class <u> X </u> Allow more time for activity <u> </u> Nothing; assessment indicates no improvement necessary <u> </u> Other (please describe) | | |

Oral Presentations

In addition to the midterm and final examinations you will have weekly **oral presentations** questions. These questions are either research based or current event inquiries concerning our course subject and are *designed to stimulate critical thinking and analysis. The questions are based on videos, assigned readings, PDF's, and websites pertinent to our study of American history. Each presentation worth up to 100 points* The following Grade Rubric ("Rubric" for headings and categories) will apply to your Discussion Board postings...

Oral Presentation Rubric

| <u>Performance</u> | <u>Evidence of Critical Thought</u> | <u>Main Idea conveyed</u> | <u>Cognition</u> | <u>Depth of Understanding</u> | <u>Response to Student Questions</u> |
|---|---|-------------------------------|------------------|-----------------------------------|--|
| Outstanding 100 points | X | X | X | X | X |
| "Good" 80-100 points | X | X | | X | X |
| Average 50-70 points; > 50, failure | X | | | | X |

"Timetable" for completion of Oral Presentation assignments

Sunday: Question given by the instructor-emailed.

Monday: Commencement of student research.

Tuesday: "Wrap Up" of research. "Initial" posting evidencing critical thought, main idea, cognition and depth in email to instructor

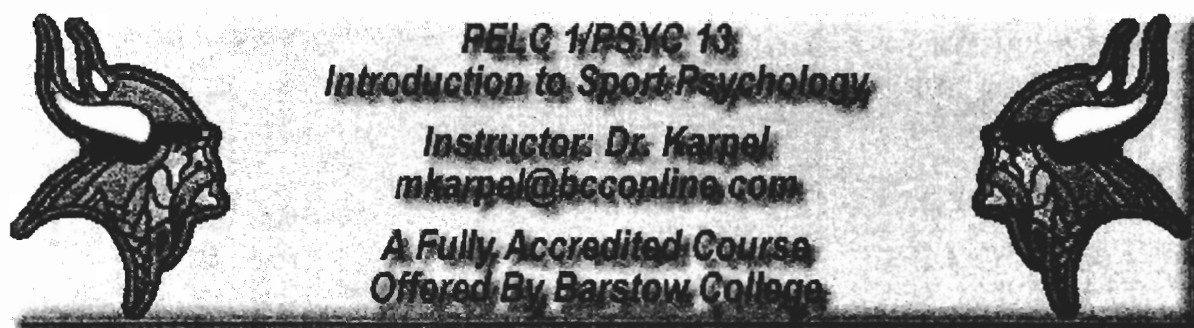
Wednesday-Thursday: Presentation

Barstow College Core Competency Assessment Reporting Sheet
Core Competency: Critical Thinking

Course(s): PELC1/psych13 Semester: Fall 2011 Instructor(s): Dr. Michael Karpel

Grade selected assignment using the rubric developed for your classes. You can generalize results based on grades as a 5 point rubric (A= 4 points, etc.). Attach and keep a copy of your rubric. Evaluate how students are mastering the core competencies. Record assessment results in the sheet below.

| | | | |
|--|---|--|-----------------------|
| Course and Instructor(s) *Please indicate if face-to-face and/or online Face-to-Face | <u>Sports Psychology - PELC1/psych13 - crosslisted 20331-20332 - (con-1112)</u> <u>Dr. Michael Karpel</u> | | |
| Competency Sub-Category: | (A) <input checked="" type="checkbox"/> Writing | (B) _____ Speaking | (C) _____ Reading |
| Assessment Tool/Assignment | <input checked="" type="checkbox"/> Final essay _____ Essay | _____ Final speech _____ Presentation | _____ Other (explain) |
| # of 5s (superior or A work) | #of 5s <u>12</u> / 38 total # assessed <u>3290</u> | % of students <u>100%</u> <u>assessed</u> | |
| # of 4s (above average or B work) | #of 4s <u>10</u> / 38 total # assessed <u>2690</u> | % of students <u>100%</u> <u>assessed</u> | |
| # of 3s (average or C work) | #of 3s <u>10</u> / 38 total # assessed <u>2690</u> | % of students <u>100%</u> <u>assessed</u> | |
| # of 2s (below average or D work) | #of 2s <u>1</u> / 38 total # assessed <u>390</u> | % of students <u>100%</u> <u>assessed</u> | |
| # of 1s (far below average or F work) | #of 1s <u>5</u> / 38 total # assessed <u>1390</u> | % of students <u>100%</u> <u>assessed</u> | |
| Factors that may have affected assessment results? | <u>The results were slightly negatively skewed; however, lower achievement was seen in comparison to overall student grades. Since this was a critical thinking writing assignment and there not being</u> | | |
| Assessment Group: Who was assessed | <input type="checkbox"/> All students in all courses taught this semester <input checked="" type="checkbox"/> All students in <u>PELC1/psych13</u> courses taught this semester <input type="checkbox"/> Segment of students in all courses taught this semester <input type="checkbox"/> Segment of students in _____ courses taught this semester <input type="checkbox"/> Other (explain): _____ | | |
| Analysis of Assessment Results: | <u>a prerequisite in regards to English, I found that some of the writing was sub par for college level which affected their scores as per the</u> | | |
| Changes to be made implemented based on assessment data analysis (check all that apply) | <input checked="" type="checkbox"/> Change curriculum (prerequisites, recommendations, or other) <u>attached rubric.</u> <input type="checkbox"/> State criteria for grading more explicitly <input type="checkbox"/> Make goals or objectives of assignment/activity more explicit <input type="checkbox"/> Revise content of assessment assignment/activities <input type="checkbox"/> Revise lectures/activities to prepare and/or support assignment/activity <input type="checkbox"/> Use more examples (student or other) <input checked="" type="checkbox"/> Increase student collaboration and/or peer review <input type="checkbox"/> Provide more frequent or fuller feedback on student progress <input type="checkbox"/> Increase activities that encourage core competency <input type="checkbox"/> Increase interaction with students outside of class <input type="checkbox"/> Allow more time for activity <input type="checkbox"/> Nothing; assessment indicates no improvement necessary <input type="checkbox"/> Other (please describe) _____ | | |



Project #1

Developing your Philosophy

Reading Assignment:

- Coaches Guide to Sport Psychology and Lecture Notes.

Lesson Objectives:

- To identify whom you are, how you act, and what you value in a sport or educational setting as a coach, teacher or other.

Point Value: 50 points - Your grade will be based on the following writing Rubric:

| CATEGORY | Excellent | Very Good | Good | Poor |
|--|--|--|--|--|
| Quality of Information 10 points | Information clearly relates to the main topic. It includes several supporting details and/or examples. | Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples. | Information clearly relates to the main topic. No details and/or examples are given. | Information has little or nothing to do with the main topic. |
| Mechanics 10 points | No grammatical, spelling or punctuation errors. | Almost no grammatical, spelling or punctuation errors | A few grammatical, spelling, or punctuation errors. | Many grammatical, spelling, or punctuation errors. |
| Organization 10 points | Information is very organized with well-constructed paragraphs and subheadings. | Information is organized with well-constructed paragraphs. | Information is organized, but paragraphs are not well-constructed. | The information appears to be disorganized. 8) |
| Paragraph Construction 10 points | All paragraphs include introductory sentence, explanations or details, and concluding sentence. | Most paragraphs include introductory sentence, explanations or details, and concluding sentence. | Paragraphs included related information but were typically not constructed well. | Paragraphing structure was not clear and sentences were not typically related within the paragraphs. |

| | | | | |
|--|---|--|---|---------------------------------------|
| Amount of Information 10 points | All topics are addressed and all questions answered with at least 2 sentences about each. | All topics are addressed and most questions answered with at least 2 sentences about each. | All topics are addressed, and most questions answered with 1 sentence about each. | One or more topics were not addressed |
|--|---|--|---|---------------------------------------|

Lesson Overview:

The self-assessment tools we used in Lesson 1, along with the information presented throughout the course, will provide the foundation to complete your coaching/teaching philosophy essay. In this assignment, like many you will complete during this course, there are no right or wrong answers. Your statements and attitudes are based on your beliefs, values, and past experiences. When writing, please focus on who you are, how you feel, what you need, what you are willing to give, and your objectives in life and in coaching/teaching.

To strengthen your paper, please be specific and cite examples to support your statements. You should have a basis for your beliefs and philosophies.

I would suggest reviewing your coaching/teaching philosophy annually. As you grow, mature, and face new experiences your philosophy may change. This also encourages you to "stay close to yourself and your needs."

Written Assignment:

Submit a 3-5 page essay of your coaching/teaching/other philosophy. Your writing should address self-awareness and your objectives. The essay should demonstrate concise, complete, and logical thinking.

You will be evaluated on your ability to clearly communicate your values and objectives. Please consider the following questions:

Self-Awareness

- ❑ Who am I?
- ❑ What is important to me?
- ❑ What do I value?
- ❑ What in my life has influenced what I value?
- ❑ What are my life goals?
- ❑ Where will I be in 10 – 15 years?
- ❑ What do I believe in? Why?
- ❑ What do I need?
- ❑ Why do I coach?

- ❑ Am I an effective coach/teacher?
- ❑ Am I unhappy? Am I happy? Why?
- ❑ How do you feel about self-disclosure?

Coaching Objectives:

What type of situations are the most difficult for you to remain true to your coaching objectives? Why?

- ❑ Am I coaching for the right reasons?
- ❑ Do I believe in fun or work at practices?
- ❑ Do I believe in structured or unstructured practices?
- ❑ Do I have tolerance for non-conforming athletes?
- ❑ Do I have tolerance for "goof offs"?
- ❑ Who votes for captains?
- ❑ What do I think about everyone playing versus whoever works hard plays?
- ❑ Am I win-centered or athlete-centered?
- ❑ How do you prioritize athletics and academics?
- ❑ How do you communicate with officials?
- ❑ How do you establish team rules?
- ❑ What type of communication do you have with your players, your assistant coaches, parents, and administrators?

Submit your essay as an attachment to mkarpel@bcconline.com.



Barstow College Core Competency Assessment Reporting Sheet
Core Competency: Critical Thinking

Course(s): Spanish 1A Semester: Fall 2011 Instructor(s): Ian Caldon

Grade selected assignment using the rubric developed for your classes. You can generalize results based on grades as a 5 point rubric (A= 4 points, etc.). Attach and keep a copy of your rubric. Evaluate how students are mastering the core competencies. Record assessment results in the sheet below.

| | | | |
|--|---|--|--|
| Course and Instructor(s) *Please indicate if face-to-face and/or online Face-to-Face | Face-to-Face, Spanish 1A, Ian Caldon | | |
| Competency Sub-Category: | (A) <input checked="" type="checkbox"/> Writing | (B) _____ Speaking | (C) _____ Reading |
| Assessment Tool/Assignment | _____ Final essay _____ Essay | _____ Final speech _____ Presentation | <input checked="" type="checkbox"/> Other (explain) A 5-sentence paragraph, as this is a second-language-acquisition course, and students are at a beginning level. |
| # of 5s (superior or A work) | #of 5s <u>10</u> / 18 total # assessed | | % of students <u>32</u> |
| # of 4s (above average or B work) | #of 4s <u>11</u> / 18 total # assessed | | % of students <u>35</u> |
| # of 3s (average or C work) | #of 3s <u>2</u> / 18 total # assessed | | % of students <u>6</u> |
| # of 2s (below average or D work) | #of 2s <u>4</u> / 18 total # assessed | | % of students <u>12</u> |
| # of 1s (far below average or F work) | #of 1s <u>4</u> / 18 total # assessed | | % of students <u>12</u> |
| Factors that may have affected assessment results? | Lack of guidance and explanation in helping students to understand the content and objective of the desired paragraph to be written. | | |
| Assessment Group: Who was assessed | <input type="checkbox"/> All students in all courses taught this semester <input type="checkbox"/> All students in _____ courses taught this semester <input type="checkbox"/> Segment of students in all courses taught this semester <input type="checkbox"/> Segment of students in _____ courses taught this semester <input checked="" type="checkbox"/> Other (explain): Students in Spanish 1A course | | |
| Analysis of Assessment Results: | The number of superior or above average scoring could be offset due to the fact that there are many heritage speakers in the class. | | |
| Changes to be made implemented based on assessment data analysis (check all that apply) | <input type="checkbox"/> Change curriculum (prerequisites, recommendations, or other) <input type="checkbox"/> State criteria for grading more explicitly <input checked="" type="checkbox"/> Make goals or objectives of assignment/activity more explicit <input checked="" type="checkbox"/> Revise content of assessment assignment/activities <input type="checkbox"/> Revise lectures/activities to prepare and/or support assignment/activity <input type="checkbox"/> Use more examples (student or other) <input checked="" type="checkbox"/> Increase student collaboration and/or peer review <input type="checkbox"/> Provide more frequent or fuller feedback on student progress <input type="checkbox"/> Increase activities that encourage core competency <input checked="" type="checkbox"/> Increase interaction with students outside of class <input type="checkbox"/> Allow more time for activity <input type="checkbox"/> Nothing; assessment indicates no improvement necessary <input checked="" type="checkbox"/> Other (please describe) Have more differentiated instruction and assessments. | | |

Spanish Writing Rubric

| | Vocabulary | Grammar | Spelling | Message Content |
|---------------------------|---|---|---|--|
| 5 (Excellent) | Vocabulary is generally accurate and appropriate to task; minor errors may occur. | Grammar may contain some inaccuracies, but these do not negatively affect comprehensibility. | Good control of mechanics of Spanish; may contain occasional errors in spelling, diacritics, or punctuation, but these do not affect comprehensibility. | Relevant, informative response to task. Adequate level of detail and creativity. |
| 4 (Good) | Vocabulary is usually accurate; occasional inaccuracies may occur. | Some grammatical inaccuracies may affect comprehensibility; some control of major patterns. | Some control of mechanics of Spanish; contains errors in spelling, diacritics, or punctuation that sometimes affect comprehensibility. | Response to task is generally informative; may lack some detail and/or creativity. |
| 3 (Fair) | Vocabulary is not extensive enough for task, inaccuracies may be frequent; may use English words. | Many grammatical inaccuracies may affect comprehensibility; little control of major patterns. | Weak control of mechanics of Spanish; contains numerous errors in spelling, diacritics, or punctuation that seriously affect comprehensibility. | Response is incomplete, lacks some important information. |
| 2 (Poor) | Vocabulary inadequate for most basic aspects of task. | Almost all grammatical patterns inaccurate; except for a few memorized patterns. | Almost no control of mechanics of Spanish. | Response not informative; provides little or no information. |
| 1 (Unsatisfactory) | Utilizes little or no vocabulary not addressing the task. | Does not use any methods from lessons to satisfy task. | No control of mechanics of Spanish to satisfy task. | Does not respond at all to task, providing no relevant information. |

Question

7 Tu opinión Pick one of your favorite seasons and describe why you like it so much and what you like to do during this season. Make sure your response answers these questions. (5 pts. for vocabulary + 5 pts. for grammar + 5 pts. for spelling + 5 pts. for message content = 20 pts.)

- ¿Qué te gusta más de esta estación?
- ¿Qué te gusta menos?
- ¿Qué hiciste (*did you do*) en esta estación el año pasado?
- ¿Qué cosas haces durante esta estación que no haces el resto del año (por ejemplo, con respecto a los viajes, los pasatiempos, la ropa)?