

Barstow College Core Competency Assessment Reporting Sheet
Core Competency: Global Awareness

Course(s): **ARTS 2 (CRN 20024)** Semester: **Fall 2012** Instructor(s): **Lewis Goldstein**

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	Lewis Goldstein ARTS 2 - Online		
Competency Sub-Category:	(A) <input type="checkbox"/> Writing	(B) <input type="checkbox"/> Speaking	(C) <input type="checkbox"/> Reading
Assessment Tool/Assignment	<input type="checkbox"/> Final essay <input type="checkbox"/> Essay	<input type="checkbox"/> Final speech <input type="checkbox"/> Presentation	<input checked="" type="checkbox"/> Other (explain) Discussion writings
# of 5s (superior or A work)	#of 5s <u>18</u> / <u>40</u> total # of students assessed		% of students <u> </u>
# of 4s (above average or B work)	#of 4s <u>5</u> / <u>40</u> total # of students assessed		% of students <u> </u>
# of 3s (average or C work)	#of 3s <u>9</u> / <u>40</u> total # of students assessed		% of students <u> </u>
# of 2s (below average or D work)	#of 2s <u>2</u> / <u>40</u> total # of students assessed		% of students <u> </u>
# of 1s (far below average or F work)	#of 1s <u>6</u> / <u>40</u> total # of students assessed		% of students <u> </u>
Factors that may have affected assessment results?	<i>Reading ability of students, writing ability and internet skills all may have had some affect on assessment results.</i>		
Assessment Group: Who was assessed	<input type="checkbox"/> All students in all courses taught this semester <input checked="" type="checkbox"/> All students in <u>Arts 2</u> courses taught this semester <input type="checkbox"/> Segment of students in all courses taught this semester <input type="checkbox"/> Segment of students in <u> </u> courses taught this semester <input type="checkbox"/> Other (explain):		
Analysis of Assessment Results:	<i>Student understanding of their relationships to the art, ideas and beliefs of the past and how that affects present thought was assessed through discussion board questions and student interaction. Results indicated that the vast majority (80%) of students increased their global awareness and were able to view the world through a variety of perspectives. 5% had some difficulty separating their own world view from what went on before in history, judging belief systems from current beliefs. 20% lacked either insight or participation, mostly a lack of participation.</i>		
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 type="checkbox"/> Revise content of assessment assignment/activities <input type="checkbox"/> Revise lectures/activities to prepare and/or support assignment/activity <input checked="" type="checkbox"/> Use more examples (student or other) <input type="checkbox"/> Increase student collaboration and/or peer review <input type="checkbox"/> Provide more frequent or fuller feedback on student progress <input checked="" 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)		

Barstow College Core Competency Assessment Reporting Sheet
Core Competency: Global Awareness

Course(s): **BIOL 1 (CRN 20061)** Semester: **Fall 2012** Instructor(s): **Bret Sage**

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 Online	Bret Sage BIOL 1 Online		
Competency Sub-Category:	(A) <u>x</u> Writing		
Assessment Tool/Assignment	Discussion Board, Week 6		
# of 5s (superior or A work)	#of 5s <u>20</u> / <u>34</u> total # of students assessed	% of students <u>58</u>	
# of 4s (above average or B work)	#of 4s <u>7</u> / <u>34</u> total # of students assessed	% of students <u>20</u>	
# of 3s (average or C work)	#of 3s <u>2</u> / <u> </u> total # of students assessed	% of students <u>1</u>	
# of 2s (below average or D work)	#of 2s <u>1</u> / <u> </u> total # of students assessed	% of students <u>1</u>	
# of 1s (far below average or F work)	#of 1s <u>4</u> / <u> </u> total # of students assessed	% of students <u>11</u>	
Factors that may have affected assessment results?	<i>Some of the low scores could have been due to the fact that some students did not post for the week.</i>		
Assessment Group: Who was assessed	<input type="checkbox"/> All students in all courses taught this semester <input checked="" type="checkbox"/> All students in <u>1</u> courses taught this semester <input type="checkbox"/> Segment of students in all courses taught this semester <input type="checkbox"/> Segment of students in <u> </u> courses taught this semester <input type="checkbox"/> Other (explain):		
Analysis of Assessment Results:	<i>Students do a good job on the discussion board; many show high levels of understanding and participation. I will continue to try to improve on student teacher contact to help eliminate more of the low scores.</i>		
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 type="checkbox"/> Make goals or objectives of assignment/activity more explicit <input checked="" type="checkbox"/> Revise content of assessment assignment/activities <input checked="" type="checkbox"/> Revise lectures/activities to prepare and/or support assignment/activity <input type="checkbox"/> Use more examples (student or other) <input type="checkbox"/> Increase student collaboration and/or peer review <input checked="" 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)		

Barstow College Core Competency Assessment Reporting Sheet
Core Competency: Global Awareness

Course(s): **CHLD 6 (CRN 20303)** Semester: **Fall 2012** Instructor(s): **Rochelle Himmelrick**

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	Rochelle Himmelrick CHLD 6 - Live		
Competency Sub-Category:	(A)___ Writing	(B)___ Speaking	(C)___ Reading
Assessment Tool/Assignment	<input checked="" type="checkbox"/> Final essay ___ Essay	___ Final speech <input checked="" type="checkbox"/> Presentation	___ Other (explain)
# of 5s (superior or A work)	#of 5s <u>3</u> / <u>10</u> total # of students assessed		% of students _____
# of 4s (above average or B work)	#of 4s <u>3</u> / <u>10</u> total # of students assessed		% of students _____
# of 3s (average or C work)	#of 3s <u>2</u> / <u>10</u> total # of students assessed		% of students _____
# of 2s (below average or D work)	#of 2s <u>2</u> / <u>10</u> total # of students assessed		% of students _____
# of 1s (far below average or F work)	#of 1s <u>0</u> / <u>10</u> total # of students assessed		% of students _____
Factors that may have affected assessment results?	<i>Student attendance</i>		
Assessment Group: Who was assessed	___ All students in all courses taught this semester ___ All students in _____ courses taught this semester ___ Segment of students in all courses taught this semester ___ Segment of students in ___ courses taught this semester ___ Other (explain):		
Analysis of Assessment Results:			
Changes to be made implemented based on assessment data analysis (check all that apply)	___ Change curriculum (prerequisites, recommendations, or other) ___ State criteria for grading more explicitly ___ Make goals or objectives of assignment/activity more explicit ___ Revise content of assessment assignment/activities ___ Revise lectures/activities to prepare and/or support assignment/activity ___ Use more examples (student or other) ___ Increase student collaboration and/or peer review ___ Provide more frequent or fuller feedback on student progress ___ Increase activities that encourage core competency ___ Increase interaction with students outside of class ___ Allow more time for activity <input checked="" type="checkbox"/> Nothing; assessment indicates no improvement necessary ___ Other (please describe)		

Barstow College Core Competency Assessment Reporting Sheet
Core Competency: Global Awareness

Course(s): **ENGL 2 (CRN 20231)** Semester: **Fall 2012** Instructor(s): **John Stacy**
 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 Online	John Stacy ARTS 2 - Online		
Competency Sub-Category:	(A) <input checked="" type="checkbox"/> Writing	(B) _____ Speaking	(C) _____ Reading
Assessment Tool/Assignment	_____ Final essay <input checked="" type="checkbox"/> Essay	_____ Final speech _____ Presentation	_____ Other (explain)
# of 5s (superior or A work)	#of 5s <u>20</u> / <u>25</u> total # of students assessed	% of students <u>80</u> _____	
# of 4s (above average or B work)	#of 4s <u>3</u> / <u>25</u> total # of students assessed	% of students <u>12</u> _____	
# of 3s (average or C work)	#of 3s <u>1</u> / <u>25</u> total # of students assessed	% of students <u>4</u> _____	
# of 2s (below average or D work)	#of 2s <u>1</u> / <u>25</u> total # of students assessed	% of students <u>4</u> _____	
# of 1s (far below average or F work)	#of 1s _____ / _____ total # of students assessed	% of students _____	
Factors that may have affected assessment results?			
Assessment Group: Who was assessed	<input type="checkbox"/> All students in all courses taught this semester <input checked="" type="checkbox"/> All students in <u>1</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:	<i>These are the results of an analysis essay in English Literature</i>		
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 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 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 checked="" type="checkbox"/> Nothing; assessment indicates no improvement necessary <input type="checkbox"/> Other (please describe)		

Barstow College Core Competency Assessment Reporting Sheet
Core Competency: Global Awareness *

Course(s): **GEOL 2 (CRN 20430)** Semester: **Fall 2012** Instructor(s): **Ewa Burchard**

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	Ewa Burchard GEOL 2 – Live (Fort Irwin)		
Competency Sub-Category:	(A) <input checked="" type="checkbox"/> Writing	(B) <input checked="" type="checkbox"/> Speaking	(C) <input checked="" type="checkbox"/> Reading
Assessment Tool/Assignment	<input checked="" type="checkbox"/> Final essay <input checked="" type="checkbox"/> Essay	<input type="checkbox"/> Final speech <input checked="" type="checkbox"/> Presentation	<input type="checkbox"/> Other (explain) Discussion
# of 5s (superior or A work)	#of 5s <u>13</u> / 21 total # of students assessed		% of students _____
# of 4s (above average or B work)	#of 4s <u>2</u> / 21 total # of students assessed		% of students _____
# of 3s (average or C work)	#of 3s <u>2</u> / 21 total # of students assessed		% of students _____
# of 2s (below average or D work)	#of 2s <u>0</u> / _____ total # of students assessed		% of students _____
# of 1s (far below average or F work)	#of 1s <u>0</u> / _____ total # of students assessed		% of students _____
Factors that may have affected assessment results?	<i>Lack of physical models, as well as lack of maps, graphs, and other resources. Also, fast paste of large amount of California Geology content to comprehend.</i>		
Assessment Group: Who was assessed	<input type="checkbox"/> All students in all courses taught this semester <input checked="" type="checkbox"/> All students in <u>2</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:	<i>Although the GPA for the class is high, I am aware of students' feedback about the overwhelming amounts of content they were asked to comprehend. Also, I was teaching California Geology for the 1st time and my lectures could have been a little dry and no so exciting. Moreover, they were in need of more examples, hands on and connections to their life. From all students registered 11 dropped the class prior and during the semester.</i>		
Changes to be made implemented based on assessment data analysis (check all that apply)	<input type="checkbox"/> Change curriculum (prerequisites, recommendations, or other) <input checked="" 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 checked="" type="checkbox"/> Revise lectures/activities to prepare and/or support assignment/activity <input checked="" type="checkbox"/> Use more examples (student or other) <input checked="" type="checkbox"/> Increase student collaboration and/or peer review <input checked="" type="checkbox"/> Provide more frequent or fuller feedback on student progress <input checked="" type="checkbox"/> Increase activities that encourage core competency <input type="checkbox"/> Increase interaction with students outside of class <input checked="" type="checkbox"/> Allow more time for activity <input type="checkbox"/> Nothing; assessment indicates no improvement necessary <input type="checkbox"/> Other (please describe)		

- * Global Awareness – Reference table – Red selections were used in the California Geology class
 - A. Analyze
 - 1. The Scientific Method: Apply scientific processes to solve problems and measure and observe natural phenomena.
 - 2. Scientific Observation: Design, perform and analyze experiments and scientific observations.
 - 3. Interconnectivity: Analyze the major differences and connections between social, natural and physical sciences.
 - B. Global Systems and Civics
 - 1. Cultural: Interface with people from a variety of backgrounds and analyze different cultural beliefs and behaviors.
 - 2. Political, Social and Economic: Recognize important economic and political issues and values in one's own community, state, country and the world.
 - 3. Environmental: Analyze the importance of the natural environment to human well being and the impact of human activity on the well being of global environmental systems.
 - 4. Integrated Systems: Assess and analyze the interconnectivity between social, political, economic, and ecological systems and activities
 - 5. Action: Develop and evaluate strategies and plans for addressing global systems and civics issues.
 - C. Artistic Variety
 - 1. Arts Awareness: Assess the visual arts, dance, music and literature of one or many cultures.
 - 2. Critical Analysis: Analyze the methods used to create art and interpret its literal and/or symbolic meaning.
 - 3. Creativity: Engage in artistic creative endeavors.

Course Information**Geology of California - GEOL 2 0**

CRN: 20430

Students Registered: 21

Final Grades

Record Number	Student Name	ID	Credits	Registration Status	Grade	Rolled	Last Attend Date MM/DD/YYYY	Attend Hours 0-999999
1	Ahondjo, Akouavi F.	B00233534	3.000	**Web Registered** Jul 30, 2012	A	Y	None	None
2	Amidon, Kaitlyn A.	B00228954	3.000	**Web Registered** Jul 25, 2012	A	Y	None	None
3	Anderson, Rachael F.	B00221554	0.000	Instructor Drop w/W Nov 09, 2012	FW	Y	10/30/2012	None
4	Bahret, David A.	B00063514	3.000	**Web Registered** Aug 06, 2012	FW	Y	11/08/2012	None
5	Brewer, Jay M.	B00045588	3.000	**Web Registered** Aug 09, 2012	A	Y	None	None
6	Douros, Zachary A.	B00232679	3.000	**Web Registered** Jul 03, 2012	C	Y	None	None
7	Ferguson, Dawn M.	B00028426	0.000	Instructor Drop w/W Nov 09, 2012	W	Y	None	None
8	Graham, Nicole D.	B00228932	3.000	**Web Registered** Aug 29, 2012	FW	Y	10/30/2012	None
9	Kilafwasru, Virginia R.	B00233687	3.000	**Web Registered** Jun 21, 2012	A	Y	None	None
10	Kim, Richard	B00233335	3.000	**Web Registered** Jul 10, 2012	A	Y	None	None
11	Kinlaw, Sennasha S.	B00236099	3.000	Student Drop w/W Nov 21, 2012	Not Gradable	Y	None	None
12	Koltes, Pamela F.	B00234587	0.000	Instructor Drop w/W Nov 09, 2012	FW	Y	10/30/2012	None
13	Lee, Jasmine N.	B00226883	3.000	**Web Registered** Aug 15, 2012	A	Y	None	None
14	Lee, Patricia	B00226881	3.000	**Web Registered** Jul 25, 2012	A	Y	None	None

14	Lee, Patricia A.	B00226881	3.000	**Web Registered** Jun 20, 2012	A	Y	None	None
15	Leitsch, Bobbie A. Confidential	B00200066	3.000	**Web Registered** Jun 20, 2012	A	Y	None	None
16	Lienert, Jennifer A.	B00052876	3.000	**Web Registered** Aug 16, 2012	B	Y	None	None
17	Mata, Jessica L.	B00234928	3.000	**Web Registered** Sep 05, 2012	B	Y	None	None
18	Mousa, Maya	B00070008	3.000	**Web Registered** Aug 12, 2012	A	Y	None	None
19	Nudson, George E.	B00232493	3.000	**Registered** Oct 15, 2012	C	Y	None	None
20	O`Neill, Joshua R.	B00227345	0.000	Instructor Drop w/W Nov 09, 2012	W	Y	None	None
21	Paton, Benjamin M.	B00229526	3.000	**Web Registered** Aug 01, 2012	A	Y	None	None
22	Pritchard, Amiee J.	B00233467	3.000	**Web Registered** Jul 06, 2012	A	Y	None	None
23	Robinson, Mayra E.	B00235261	3.000	**Web Registered** Aug 13, 2012	A	Y	None	None
24	Schroeder, Irma J.	B00226370	3.000	**Web Registered** Aug 08, 2012	FW	Y	10/30/2012	None
25	Seibel, Raymond M.	B00231267	3.000	**Web Registered** Aug 02, 2012	A	Y	None	None
26	Smith, Chennel	B00236673	0.000	Instructor Drop w/W Nov 09, 2012	W	Y	None	None
27	Sunday, Sloan L. Confidential	B00069988	0.000	Instructor Drop w/W Nov 09, 2012	W	Y	None	None
28	Taylor, Kelly F. Confidential	B00234625	0.000	Instructor Drop w/W Nov 09, 2012	W	Y	None	None
29	Teran, Linda J.	B00223300	0.000	Instructor Drop w/W Nov 09, 2012	W	Y	None	None



Student Learning Outcomes Report (Aka Appendix B) Barstow College – Departmental Program Review Form Course Level

Semester: Fall / Spring / Summer Year 2012

Department: **Geology**

Instructors involved in assessment: Ewa Burchard

What the results above indicate and our future expectations and pedagogy:

I	II	III	IV	V		
Course & Instructor(s)	SLO #	Link to Core Competencies	Assessment Methods Used by Instructor(s)	Assessment Information	Summary of Data Collected	Implementation of Changes (if any)
Course: GEO 2 CRN# Instructor(s) Ewa Burchard	#1 <ul style="list-style-type: none"> • California's varied landscape • Plate tectonics of W. North America. • Earthquakes in the state. • Learning geological processes through independent research, writing, and in class presentations • One-day field trip required. 	<input type="checkbox"/> Communication <input type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Global Awareness <input checked="" type="checkbox"/> Personal/ Professional Development	<input checked="" type="checkbox"/> Essay <input type="checkbox"/> Project <input checked="" type="checkbox"/> Multiple choice <input checked="" type="checkbox"/> Demonstration <input type="checkbox"/> Other:	<input checked="" type="checkbox"/> Qualitative <input checked="" type="checkbox"/> Quantitative <input type="checkbox"/> All students <input type="checkbox"/> Student Sample Group <input type="checkbox"/> Other:	Multiple choice quizzes average grades: E1=56% - redo E1'=74% E2=67 % Essay answer exams : E3=90% Power point presentations and extra credits: Students were interested in class presentations: 14 out of 21 students used opportunities to receive extra credits	<ul style="list-style-type: none"> • Add independent research and writing scientific essays, according to specific guidelines (provided) • Add more opportunities for presentation, discussion, and peer evaluation/review • Add discussion on present issues related to the subject taught • Students group work in class, hands on work

Lead students to perform independent scientific study, research, and writing. Creating comfortable and stress free environment leading to in class discussions, brainstorming and questions.

Frequently communicating with the instructor (face-face, phone, email) on any level, giving the opportunity to the instructor being involved in students' educational development.

Use various testing styles, and add extra independent

Barstow College Core Competency Assessment Reporting Sheet
Core Competency: Global Awareness

Course(s): **HIST 8A (CRN 20234)** Semester: **Fall 2012** Instructor(s): **Tomasz Stanek**
 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	Tomasz Stanek HIST 8A - Online		
Competency Sub-Category:	(A) 3 Writing	(B) N/A DE Speaking	(C) 3.5 Reading
Assessment Tool/Assignment	<input checked="" type="checkbox"/> Final essay <input checked="" type="checkbox"/> Essay	<input type="checkbox"/> Final speech <input type="checkbox"/> Presentation	<input type="checkbox"/> Other (explain)
# of 5s (superior or A work)	#of 5s 3 / 23 total # of students assessed	% of students 13%	
# of 4s (above average or B work)	#of 4s 9 / 23 total # of students assessed	% of students 40%	
# of 3s (average or C work)	#of 3s 1 / 23 total # of students assessed	% of students 4%	
# of 2s (below average or D work)	#of 2s 3 / 23 total # of students assessed	% of students 13%	
# of 1s (far below average or F work)	#of 1s 7 / 23 total # of students assessed	% of students 30%	
Factors that may have affected assessment results?	<i>Drop out rate passed certain calendar deadline after which only F as a grade was available. Perhaps passing the class wasn't the only objective of an attendee.</i>		
Assessment Group: Who was assessed	<input checked="" 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 type="checkbox"/> Other (explain):		
Analysis of Assessment Results:	<i>Relatively positive assessment. Grade 'C' reflected poor reading/writing skills and 'F' essentially drop outs. Most of students made B grade.</i>		
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 checked="" type="checkbox"/> Use more examples (student or other) <input 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)		

Barstow College Core Competency Assessment Reporting Sheet
Core Competency: Global Awareness

Course(s): **HIST 8A (CRN 20234)** Semester: **Fall 2012** Instructor(s): **Tomasz Stanek**
 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	Tomasz Stanek HIST 8A - Online		
Competency Sub-Category:	(A) 3 Writing	(B) N/A DE Speaking	(C) 3.5 Reading
Assessment Tool/Assignment	<input checked="" type="checkbox"/> Final essay <input checked="" type="checkbox"/> Essay	<input type="checkbox"/> Final speech <input type="checkbox"/> Presentation	<input type="checkbox"/> Other (explain)
# of 5s (superior or A work)	#of 5s 3 / 23 total # of students assessed	% of students 13%	
# of 4s (above average or B work)	#of 4s 9 / 23 total # of students assessed	% of students 40%	
# of 3s (average or C work)	#of 3s 1 / 23 total # of students assessed	% of students 4%	
# of 2s (below average or D work)	#of 2s 3 / 23 total # of students assessed	% of students 13%	
# of 1s (far below average or F work)	#of 1s 7 / 23 total # of students assessed	% of students 30%	
Factors that may have affected assessment results?	<i>Drop out rate passed certain calendar deadline after which only F as a grade was available. Perhaps passing the class wasn't the only objective of an attendee.</i>		
Assessment Group: Who was assessed	<input checked="" 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 type="checkbox"/> Other (explain):		
Analysis of Assessment Results:	<i>Relatively positive assessment. Grade 'C' reflected poor reading/writing skills and 'F' essentially drop outs. Most of students made B grade.</i>		
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 checked="" type="checkbox"/> Use more examples (student or other) <input 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)		

Barstow College Core Competency Assessment Reporting Sheet
Core Competency: Primary Source Analysis

Course(s): **HIST 8A (CRN 20071)** Semester: **Fall 2012** Instructor(s): **Ramon 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	Ramon Vasconcellos HIST 8A - Online		
Competency Sub-Category:	(A) <u>18</u> Writing	(B) <u>12</u> Speaking	(C) <u>6</u> Reading
Assessment Tool/Assignment	<u> </u> Final exam <u> </u> Essay	<u> </u> N/A Final speech <u> </u> Presentation	<u> </u> Discussion Board and Homework submissions <u> </u> Other (explain)
# of 5s (superior or A work)	#of 5s <u>24</u> / <u>37</u> total # of students assessed		% of students <u> </u>
# of 4s (above average or B work)	#of 4s <u>9</u> / <u>37</u> total # of students assessed		% of students <u> </u>
# of 3s (average or C work)	#of 3s <u>4</u> / <u>37</u> total # of students assessed		% of students <u> </u>
# of 2s (below average or D work)	#of 2s <u>0</u> / <u>37</u> total # of students assessed		% of students <u> </u>
# of 1s (far below average or F work)	#of 1s <u>0</u> / <u>37</u> total # of students assessed		% of students <u> </u>
Factors that may have affected assessment results?	<i>Communication hampered by inability to both form complete sentences and convey thoughts in paragraph/essay format. Assignments could also have proven too difficult at this level and for this assessment.</i>		
Assessment Group: Who was assessed	<u> X </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> </u> Segment of students in <u> </u> courses taught this semester <u> </u> Other (explain):		
Analysis of Assessment Results:	<i>Some noticeable improvement toward mid semester with later evidence of primary sources utilized for final project.</i>		

<p>Changes to be made implemented based on assessment data analysis (check all that apply)</p>	<ul style="list-style-type: none"><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 checked="" 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)
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Primary Source Analysis Skills Rubric

Name: _____ Vasconcellos _____ Class: History 8A Teacher: Vasconcellos Date: _Fall 2012	1 “Few” members of student sample group	2 “Some” of student sample	3 “Much” of sample	4 “All” of sample
1. Can define the concept of “critical thinking” prior to assessment.	12	8	14	0
2. Ability to recognize normative, subjective information from tested hypotheses and laws.	6	25	0	0
3. Aptitude in logically assessing steps that will lead to outcomes.	7	0	24	0
4. Recognition of various media in how they disseminate information and the origins of source material.	0	0	27	11
5. Students comprehend the necessity behind implementation of strategy	0	9	28	0
Sample Size: 37 students sampled from History 8A, Fall 2012				

Barstow College Core Competency Assessment Reporting Sheet
Core Competency: Global Awareness

Course(s): **HIST 8A (CRN 20440)** Semester: **Fall 2012** Instructor(s): **Paul Rittman**
 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	Paul Rittman HIST 8A – Live (Fort Irwin)		
Competency Sub-Category:	(A X Writing	(B)_____ Speaking	(C)_____ Reading
Assessment Tool/Assignment	X Final essay ____ Essay	____ Final speech ____ Presentation	____ Other (explain)
# of 5s (superior or A work)	#of 5s 5/7 total # of students assessed		% of students 71
# of 4s (above average or B work)	#of 4s ____ / ____ total # of students assessed		% of students _____
# of 3s (average or C work)	#of 3s ____ / ____ total # of students assessed		% of students _____
# of 2s (below average or D work)	#of 2s ____ / ____ total # of students assessed		% of students _____
# of 1s (far below average or F work)	#of 1s 2 / 7 total # of students assessed		% of students 29
Factors that may have affected assessment results?	Not sure what this means in the context of my class—all students who took the final exam attempted this question. Students had a 10-page handout that we read in class, as well as a study guide to the final exam, so they knew what was coming.		
Assessment Group: Who was assessed	x All students in all courses taught this semester ____ All students in _____ courses taught this semester ____ Segment of students in all courses taught this semester ____ Segment of students in ____ courses taught this semester ____ Other (explain):		
Analysis of Assessment Results:	Most students responded very well. Given than 71 percent of them got a perfect score on this final exam question, only minor changes are necessary.		
Changes to be made implemented based on assessment data analysis (check all that apply)	____ Change curriculum (prerequisites, recommendations, or other) ____ State criteria for grading more explicitly ____ Make goals or objectives of assignment/activity more explicit ____ Revise content of assessment assignment/activities X Revise lectures/activities to prepare and/or support assignment/activity X Use more examples (student or other) ____ Increase student collaboration and/or peer review ____ Provide more frequent or fuller feedback on student progress ____ Increase activities that encourage core competency ____ Increase interaction with students outside of class ____ Allow more time for activity ____ Nothing; assessment indicates no improvement necessary ____ Other (please describe)		

Barstow College Core Competency Assessment Reporting Sheet
Core Competency: Global Awareness

Course(s): **POLI 2 (CRN 20429)** Semester: **Fall 2012** Instructor(s): **Jacob Lenerville**

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	Jacob Lenerville POLI 2 – Live (Fort Irwin)		
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) Research paper: Political Comparison Paper
# of 5s (superior or A work)	#of 5s <u>8</u> / <u>19</u> total # of students assessed		% of students <u>42</u>
# of 4s (above average or B work)	#of 4s <u>5</u> / <u>19</u> total # of students assessed		% of students <u>26</u>
# of 3s (average or C work)	#of 3s <u>2</u> / <u>19</u> total # of students assessed		% of students <u>11</u>
# of 2s (below average or D work)	#of 2s _____ / <u>19</u> total # of students assessed		% of students _____
# of 1s (far below average or F work)	#of 1s <u>4</u> / <u>19</u> total # of students assessed		% of students <u>21</u>
Factors that may have affected assessment results?	The four that had F's did not complete the assignment. They had stopped turning in work.		
Assessment Group: Who was assessed	<input checked="" type="checkbox"/> All students in all courses taught this semester _____ All students in _____ courses taught this semester _____ Segment of students in all courses taught this semester _____ Segment of students in _____ courses taught this semester _____ Other (explain):		
Analysis of Assessment Results:	Demonstrates that students hold a strong ability to compare and contrast, and are able to be aware of systems outside of that which they take for granted (the American system in particular). A project such as this one gets to the heart of the class, and allows the students to better master a certain area in particular, which helps the class progress even smoother.		
Changes to be made implemented based on assessment data analysis (check all that apply)	_____ Change curriculum (prerequisites, recommendations, or other) _____ State criteria for grading more explicitly _____ Make goals or objectives of assignment/activity more explicit _____ Revise content of assessment assignment/activities _____ Revise lectures/activities to prepare and/or support assignment/activity <input checked="" type="checkbox"/> Use more examples (student or other) _____ Increase student collaboration and/or peer review <input checked="" type="checkbox"/> Provide more frequent or fuller feedback on student progress _____ Increase activities that encourage core competency _____ Increase interaction with students outside of class _____ Allow more time for activity _____ Nothing; assessment indicates no improvement necessary _____ Other (please describe)		