

**Barstow College Core Competency Assessment Reporting Sheet**  
**Core Competency: Personal and Professional**

Course(s): BIOL 11/ PSYC 11

Semester: Fall 2013

Instructor(s): Ranney

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 Class	BIOL 11 / PSYC 11—Human Sexuality		
Competency Sub-Category:	(A) <input checked="" type="checkbox"/> Self Awareness	(B) _____ Social and Physical Wellness	(C) <input checked="" type="checkbox"/> Workplace Skills
Assessment Tool/Assignment	<input type="checkbox"/> Final essay <input type="checkbox"/> Essay	<input type="checkbox"/> Final speech <input type="checkbox"/> Presentation	<input type="checkbox"/> Other (explain) Online discussion boards
# of 5s (superior or A work)	#of 5s_12_/ total # assessed		% of students _32_%
# of 4s (above average or B work)	#of 4s_7_/ total # assessed		% of students _18_%
# of 3s (average or C work)	#of 3s_2_/ total # assessed		% of students _5_%
# of 2s (below average or D work)	#of 2s_3_/ total # assessed		% of students _8_%
# of 1s (far below average or F work)	#of 1s_14_/ total # assessed		% of students _36_%
Factors that may have affected assessment results?	<i>10 students stopped attending and failed to withdraw from the class while 4 kept logging into class and doing sporadic work but not all discussion board work.</i>		
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): This assessment is for the <u>my BIOL 11/Psyc 11 section only</u> class only		
Analysis of Assessment Results:	<i>Students were very successful in writing complete discussions in online postings when they were routinely logging into the class. Students were able to receive peer and instructor feedback to clarify their thinking as shown by their responses, leading to greater self-awareness of their positions. Appropriate workplace skills were demonstrated in online discussions by keeping the tone of the discussions professional and respectful. By submitting their work, meeting deadlines and completing tasks students demonstrated dependability.</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 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 checked="" type="checkbox"/> Other (please describe) <b>I will continue to reach out to students who do not appear to be participating fully and see if there is anything I can do to help them be more engaged in the course.</b>		

**Barstow College Core Competency Assessment Reporting Sheet**  
**Core Competency: Personal and Professional**

Course(s): BIO 11/ PSYC 11 Semester: Fall Instructor(s): Gustavo Bento  
 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	BIO 11 / PSYC 11 – Human Sexuality; Face-to-Face Core Competency IV: Personal and Professional Development		
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>7</u> / 37 total # assessed		% of students <u>19</u> %
# of 4s (above average or B work)	#of 4s <u>20</u> / 37 total # assessed		% of students <u>54</u> %
# of 3s (average or C work)	#of 3s <u>9</u> / 37 total # assessed		% of students <u>25</u> %
# of 2s (below average or D work)	#of 2s <u>1</u> / 37 total # assessed		% of students <u>2</u> %
# of 1s (far below average or F work)	#of 1s <u>0</u> / 37 total # assessed		% of students <u>0</u> %
Factors that may have affected assessment results?	<i>Several students did not complete the assignment. Their scores were not included in this assessment. Also, group emails sent via my campus banner class rosters were delayed in transit by up to several weeks. These emails included handouts on APA style.</i>		
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): This assessment is for the <u>Human Sexuality</u> class only		
Analysis of Assessment Results:	<p>Students wrote a critical analysis essay highlighting three concepts covered in Human Sexuality as demonstrated by Gia Carangi in the film <i>GIA</i>. The essay was 4-6 pages and written in APA style. Most students achieved success on this written essay assignment with 36 of 37 students earning a score of proficient, C, or higher. Each student received feedback from three other students during a peer editing activity of their essay draft (IV-A.3). Students demonstrated self awareness by accepting feedback well and incorporating changes to their paper (IV-A.4). Students also had to demonstrate self-motivation by watching the film <i>GIA</i> and set realistic time management goals as no other class time was set aside to write their actual essay (IV-A.2).</p> <p>Students also demonstrated social wellness and workplace skills during the peer-editing activity. Most students were eager to help their classmates and were critical of the writing while maintaining a positive tone during their critique (IV-B.2). Students were productive members of a team during this activity (IV-C.4). These students met the deadlines for drafts and final essay due dates (IV-C.1,2,3).</p>		

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
- Nothing; assessment indicates no improvement necessary
- Other (please describe)

**Barstow College Core Competency Assessment Reporting Sheet**  
**Core Competency: Personal and Professional**

Course(s): Psych/Bio 11 Semester: Fall 2013 Instructor(s): T.Addison  
 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	Tanja Addison, Psych/Bio 11		
Competency Sub-Category:	(A) <input checked="" 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) tests, homework assignments
# of 5s (superior or A work)	#of 5s <u>3</u> /45total # assessed		% of students <u>5</u> %
# of 4s (above average or B work)	#of 4s <u>20</u> / 45total # assessed		% of students <u>44</u> %
# of 3s (average or C work)	#of 3s <u>14</u> / 45total # assessed		% of students <u>31</u> %
# of 2s (below average or D work)	#of 2s <u>4</u> /45 total # assessed		% of students <u>9</u> %
# of 1s (far below average or F work)	#of 1s <u>4</u> /45 total # assessed		% of students <u>9</u> %
Factors that may have affected assessment results?	<i>Dropped 9 students due to no show</i>		
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 <u>    </u> courses taught this semester <input checked="" type="checkbox"/> Other (explain): This assessment is for the <u>online</u> class only		
Analysis of Assessment Results:	<i>Overall the class did well I had over 80% of the class who received good grades. I feel the changes I have made over the last few years have helped me ensure that students understand what is expected of them.</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 type="checkbox"/> Nothing; assessment indicates no improvement necessary <input checked="" type="checkbox"/> Other (please describe) <b>even though the success rate was high I did have 18% of students who either choose to submit less than acceptable work or stopped participating all together. Even though I already reach out to students I notice are not taking a test I will continue to do so.</b>		

**Barstow College Core Competency Assessment Reporting Sheet**  
**Core Competency: Personal and Professional**

Course(s): COSM 52 Semester: FALL 2013 Instructor(s): Benson, Claire  
 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	COSM 52- Advanced Cosmetology 52 Face-to-face		
Competency Sub-Category:	(A) <input checked="" type="checkbox"/> Writing	(B) _____ Speaking	(C) _____ 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 Mock Cosmetology competency assessment for licensing
# of 5s (superior or A work)	#of 5s <u>2</u> /11 total # assessed		% of students <u>18</u> %
# of 4s (above average or B work)	#of 4s <u>6</u> /11 total # assessed		% of students <u>55</u> %
# of 3s (average or C work)	#of 3s <u>2</u> / 11 total # assessed		% of students <u>18</u> %
# of 2s (below average or D work)	#of 2s <u>0</u> /11 total # assessed		% of students <u>0</u> %
# of 1s (far below average or F work)	#of 1s <u>1</u> / 11 total # assessed		% of students <u>9</u> %
Factors that may have affected assessment results?	<i>One student stopped attending class and failed to withdraw from the course. This factor attributed to the failing grade.</i>		
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): This assessment is for the _____ class only		
Analysis of Assessment Results:	<i>Students demonstrate skills/knowledge assessment tests weekly. The construction of flashcards enhanced the learner's ability to remember vocabulary related to the Board of Cosmetology licensing examination. Faculty evaluated understanding of terms by feedback to the student. Students perform the domains for licensing weekly; the faculty evaluate each practicum, and render dialogue to students. The students who completed the course demonstrated competencies required to pass the California Board of Barbering and Cosmetology. Advanced Cosmetology 52 is the final course of the cosmetology program; successful completion of the COSM 52 demonstrates customer service skills, self-growth and personal development.</i>		

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
- Nothing; assessment indicates no improvement necessary
- Other (please describe)

**Barstow College Core Competency Assessment Reporting Sheet**  
**Core Competency: Personal and Professional**

Course(s): HEAL1 Semester: Fall 2013 Instructor(s): Puryear  
 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	HEAL1 – Health Education		
Competency Sub-Category:	(A) <input checked="" type="checkbox"/> Writing	(B) _____ Speaking	(C) _____ Reading
Assessment Tool/Assignment	<input 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 ___ 47/65 assessed	% of students ___ 72%	
# of 4s (above average or B work)	#of 4s ___ 10/65 assessed	% of students ___ 15%	
# of 3s (average or C work)	#of 3s ___ 8/65 assessed	% of students ___ 12%	
# of 2s (below average or D work)	#of 2s ___ 0/65 assessed	% of students ___ 0%	
# of 1s (far below average or F work)	#of 1s ___ 0/65 assessed	% of students ___ 0%	
Factors that may have affected assessment results?	None		
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): This assessment is for the <u>Online</u> class only		
Analysis of Assessment Results:	<i>Students analyzed diet for 6 areas and recommended changes in an essay based on the analysis. Average score for the nutritional analysis was 100% and for the change paper 84%, nearly 20% improvement over the last session.</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 type="checkbox"/> Nothing; assessment indicates no improvement necessary <input checked="" type="checkbox"/> Other (please describe) <b>A greater percentage of students followed the rubric in this session which resulted in a great improvement in their overall scores. I will continue to provide access to the rubric in multiple locations to be sure all students are accessing it. Additionally, I plan to increase the score for the change paper portion of the assignment from 40 to 100 points to assure that all students are motivated to complete the assignment.</b>		

**Barstow College Core Competency Assessment Reporting Sheet**  
**Core Competency: Personal and Professional**

Course(s): Health 1

Semester: Fall 2013

Instructor(s): 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	Health 1: Health Education (Live)		
Competency Sub-Category:	(A) <input checked="" 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 checked="" type="checkbox"/> Final speech <input checked="" type="checkbox"/> Presentation	<input type="checkbox"/> Other (explain)
# of 5s (superior or A work)	#of 5s <u>7</u> /24 total # assessed		% of students <u>29</u> %
# of 4s (above average or B work)	#of 4s <u>9</u> /24 total # assessed		% of students <u>38</u> %
# of 3s (average or C work)	#of 3s <u>8</u> /24 total # assessed		% of students <u>33</u> %
# of 2s (below average or D work)	#of 2s <u>0</u> / 0total # assessed		% of students <u> </u> %
# of 1s (far below average or F work)	#of 1s <u>0</u> /0 total # assessed		% of students <u> </u> %
Factors that may have affected assessment results?	None		
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 <u> </u> courses taught this semester <input type="checkbox"/> Other (explain): This assessment is for the <u> </u> class only		
Analysis of Assessment Results:	Each student was required to present a short presentation regarding a specific area with one of the six dimensions of health; as well as construct a handout with citations to be passed out to each student. This was a challenging assignment for many of the students because it required them to consume a small bit of research and not only present it on paper, but also in a public format orally. It was a new experience for many, but I believe it did achieve and address the core competency of Personal and Professional Development.		
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 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)		



**Barstow College Core Competency Assessment Reporting Sheet**  
**Core Competency: Personal and Professional**

Course(s): Soc 3

Semester: FA13 Instructor(s): D. Howey

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	Soc 3 Howey		
Competency Sub-Category:	(A) <input checked="" type="checkbox"/> Writing	(B) _____ Speaking	(C) _____ Reading
Assessment Tool/Assignment	<input 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 <u>29</u> / total # assessed		% of students <u>67</u> %
# of 4s (above average or B work)	#of 4s <u>3</u> / total # assessed		% of students <u>7</u> %
# of 3s (average or C work)	#of 3s <u>4</u> / total # assessed		% of students <u>9</u> %
# of 2s (below average or D work)	#of 2s _____ / total # assessed		% of students _____%
# of 1s (far below average or F work)	#of 1s <u>7</u> / total # assessed		% of students <u>16</u> %
Factors that may have affected assessment results?	<i>7 of 43 students failed to complete the assignment</i>		
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): This assessment is for the _____ class only		
Analysis of Assessment Results:	<i>Good outcome where 67% of the students were at the superior level</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 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 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: Personal and Professional**

Course(s): **Speech 3**

Semester: **Fall 2013**

Instructor(s): **Greg Cheek**

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	<b>Speech 3 Interpersonal Communication Online</b>		
Competency Sub-Category:	(A) <input checked="" type="checkbox"/> Writing	(B) _____ Speaking	(C) _____ Reading
Assessment Tool/Assignment	<input checked="" type="checkbox"/> Final essay <input checked="" type="checkbox"/> Essay (Covey Paper)	_____ Final speech _____ Presentation	_____ Other (explain)
# of 5s (superior or A work)	#of 5s: <b>51</b> / total # assessed		% of students <b>65%</b>
# of 4s (above average or B work)	#of 4s: <b>16</b> / total # assessed		% of students <b>21%</b>
# of 3s (average or C work)	#of 3s: <b>6</b> / total # assessed		% of students <b>8%</b>
# of 2s (below average or D work)	#of 2s: <b>3</b> / total # assessed		% of students <b>4%</b>
# of 1s (far below average or F work)	#of 1s: <b>2</b> / total # assessed		% of students <b>2%</b>
Factors that may have affected assessment results?	<i>I have an instructor call every semester and this was optional and I did not get the opportunity to talk to each student. Talked to 78 of 86 students. 90%</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): This assessment is for the _____ class only		
Analysis of Assessment Results:	<i>I will have office hours (via phone call) every week (3x) 1 our each. I've since made my optional mid-course call mandatory. This call is critical to my communication with the students. I noticed a dramatic increase in the mid-course understanding of my students that called me.</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 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(Instructor office hours) <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: Personal and Professional**

Course(s): \_\_\_\_\_ Semester: \_\_\_\_\_ Instructor(s): \_\_\_\_\_  
 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	WKFC 102 DEALING WITH DIFFICULT PEOPLE		
Competency Sub-Category:	(A)____ Writing	(B)____ Speaking	(C)____ Reading
Assessment Tool/Assignment	<input checked="" type="checkbox"/> Final essay <input 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 12/ 18 assessed		% of students <u>67</u> %
# of 4s (above average or B work)	#of 4s 3/ 18 assessed		% of students <u>17</u> %
# of 3s (average or C work)	#of 3s 1/ 18 assessed		% of students <u>5</u> %
# of 2s (below average or D work)	#of 2s 0/ 18 assessed		% of students <u>0</u> %
# of 1s (far below average or F work)	#of 1s 2/ 18 assessed		% of students <u>11</u> %
Factors that may have affected assessment results?	<i>2 students did not complete the course and failed to withdraw.</i>		
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): This assessment is for the _____ class only		
Analysis of Assessment Results:	<i>The students in this course were extremely participative. Many of them posted more than the required comments on the discussion board which I believe had a major impact on student comprehension of the concepts and student collaboration. In addition, the text book (which was easy to read and more like a self-help book) was well like by the students and made a difference in relaying the concepts.</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 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 checked="" type="checkbox"/> Other (please describe) <b>Post more warnings about due dates and other pertinent information in the Latest News section of the course such as final withdrawal dates.</b>		