

14/15 Core Assessment Summary

Core	SLOs (14-15)	Assessment Activity (14-15)	Results (14-15) (% of 2 or higher)	Reflection (14-15)	Number Assessed (n is based on course sections sampled)	Action Items (14-15)
OWE I	<ol style="list-style-type: none"> Utilize civil and critical discourse and engage in dialogue. Use discussion, research, class presentations, writing, etc. to demonstrate critical thinking. 	<ol style="list-style-type: none"> Rubric Scoring, Random Sample of Student Work Oral Communication VALUE Critical Thinking VALUE Written Communication VALUE 	<ol style="list-style-type: none"> Oral Communication VALUE <i>Organization: 81%</i> <i>Delivery: 84%</i> <i>Central Message: 80%</i> Critical Thinking VALUE <i>Influence: 52%</i> <i>Conclusions: 42%</i> Written Communication VALUE <i>Conventions: 44%</i> <i>Syntax: 24%</i> 	<ul style="list-style-type: none"> It is clear to the department that more time needs to be spent on composition. We thought that the “O” in our OWE could be combined with Presentational Literacy. We found the goals we used for the written component of OWE I to be unrealistic for first semester writers. The department decided that both OWE I and OWE II need a common final assignment. 	13 (n=241)	<ol style="list-style-type: none"> Set new goals for the written component for OWE I. Have a common final exam or common last essay in all sections. For the 2015-2016 academic year, we will make sure all instructors are using the same speech rubric.
OWE II	<ol style="list-style-type: none"> Utilize civil and critical discourse and engage in dialogue. Use discussion, research, class presentations, writing, etc. to demonstrate critical thinking. 	<ol style="list-style-type: none"> Rubric Scoring, Random Sample of Student Work Core Rubric Oral Communication VALUE Critical Thinking VALUE Written Communication VALUE 	<ol style="list-style-type: none"> Core Rubric <i>Discourse: 83%</i> <i>Critical Thinking: 87%</i> Oral Communication VALUE <i>Organization: 97%</i> <i>Delivery: 100%</i> <i>Central Message: 97%</i> Critical Thinking VALUE <i>Influence: 54%</i> <i>Conclusions: 40%</i> Written Communication 	<ul style="list-style-type: none"> Need to adjust the baseline to 70%. Although the students scored in the range of 20-30% beyond the original baseline (50%) in most categories, under “Critical Thinking,” the students barely met one subcategory (Context 54%) and did not meet the other subcategory (40%). Need to clarify the AAC&U’s “Influence of context and assumptions” category, perhaps translating the language into the discourse of our respective fields. The language of “subject positioning” might be useful. Difficulty in identifying evidence within student essays for the “Context and purpose of writing” heading in the AAC&U’s “Written Communication VALUE rubric.” 	13(168)	<ol style="list-style-type: none"> Create signature assignments for OWE I and II that are collected for the specific purpose of assessment. Give greater attention to the crafting of thesis statements in OWE I and II classes to make the central message of student essays clearer. Give greater attention to the writing of conclusions. Hold a department meeting to revise presentation and essay rubrics to incorporate the language of AAC&U rubrics and stress the importance of consistency of grading for presentations and essays in OWE I

			<p>VALUE <i>Conventions: 74%</i> <i>Syntax: 64%</i></p>	<ul style="list-style-type: none"> • Difficulty in assessing presentations simply based on rubrics. • Wide disparity in rubrics and forms used to grade presentations and essays. 		and II.
WIC	<ol style="list-style-type: none"> 1. Use discussion, research, information literacy, class presentations, writing, etc. to demonstrate critical thinking. 	<ol style="list-style-type: none"> 1. Rubric Scoring, Random Sample of Student Work 2. Core SLOs 3. Written Communication VALUE 	<ol style="list-style-type: none"> 1. Core SLOs <i>Critical Thinking: 98%</i> 2. Written Communication VALUE <i>Context: 100%</i> <i>Content: 98%</i> <i>Conventions: 98%</i> <i>Sources: 98%</i> <i>Syntax: 98%</i> 	<ul style="list-style-type: none"> • The focus of this assessment was junior and senior writing samples. The students met the initial benchmark. • The writing was a little weaker in the areas of content, conventions, sources, and syntax than we would like at this level. 	15 (n=232)	<ol style="list-style-type: none"> 1. Based on the results, we will move the baseline to 60% of the scores at 3 or better. 2. Work with faculty on reinforcing the areas of content, conventions, sources, and syntax in their lower-level writing intensive courses. 3. Increase sample size.
INDS 100	<ol style="list-style-type: none"> 1. Utilize civil and critical discourse and engage in dialogue. 2. Use discussion, research, information literacy, class presentations, writing, etc. to demonstrate critical thinking. 	<ol style="list-style-type: none"> 1. Rubric Scoring, Random Sample of Student Work 2. Core SLOs 3. Oral Communication VALUE 4. Critical Thinking VALUE 	<p><u>Fall 2014</u></p> <ol style="list-style-type: none"> 1. Oral Communication VALUE <i>Organization: 56%</i> <i>Language: 39%</i> <i>Delivery: 17%</i> <i>Supporting Material: 39%</i> <i>Central Message: 67%</i> 2. Critical Thinking VALUE <i>Explanation: 61%</i> <i>Evidence: 33%</i> <i>Influence: 33%</i> <i>Position: 66%</i> <i>Conclusions: 28%</i> <p><u>Spring 2015</u></p> <ol style="list-style-type: none"> 1. Core SLOs <i>Discourse: 86%</i> <i>Critical Thinking: 83%</i> 2. Oral Communication 	<ul style="list-style-type: none"> • Inconsistency in the "type" of speech was a challenge when evaluating several SLOs - we should insist all speeches be strictly informative. • Each speaker (if group format is preserved) needs at least 2 minutes of "air time." • Many of the speaking/delivery errors were obvious issues working with the teleprompter - recommend more work with that tool prior to final recording. • Group presentation is not appropriate for the goals of the course. • We should look at different venues for recording the final projects. The TV studio limits the type of presentation. • Need to employ more user-friendly technology tools that would accentuate and strengthen student work. • Need to have more consistent reinforcement of the process of developing a presentation. • Students need to feel that the course is important. The one-credit- hour structure allowed them to dismiss the course as unimportant (or at least a 	21 (n=230)	<ol style="list-style-type: none"> 1. We need to develop a final assignment that is based on an individual presentation. 2. We will investigate other options for recording final presentations. 3. Explore the option of creating a joint Writing and Presentation Center in the Pedas Center led by a full-time faculty member. 4. Increase sample size.

			<p>VALUE <i>Organization: 90%</i> <i>Language: 94%</i> <i>Delivery: 69%</i> <i>Supporting Material: 77%</i> <i>Central Message: 81%</i></p> <p>3. Critical Thinking VALUE <i>Explanation: 81%</i> <i>Evidence: 58%</i> <i>Influence: 54%</i> <i>Position: 70%</i> <i>Conclusions: 61%</i></p>	<p>lesser priority).</p> <ul style="list-style-type: none"> Students did not seem to pay attention to the feedback they were provided. We need to discuss the importance of writing, revising, and rehearsing. 		
PIC	<ol style="list-style-type: none"> Use discussion, research, information literacy, class presentations, writing, etc. to demonstrate critical thinking. 	<ol style="list-style-type: none"> Rubric Scoring, Random Sample of Student Work Core SLO Oral Communication VALUE 		<ul style="list-style-type: none"> These courses will be offered for first time in AY 2015-16. They will be assessed at the end of the AY 2015-16. 		<ol style="list-style-type: none"> Hold a Hodge Institute that focuses on development of PIC courses. Finalize the signature assignments for these courses. Develop a standard requirement list for grading/assessing PIC.
MATH 125	<ol style="list-style-type: none"> Evaluate the significance of texts and data. 	<ol style="list-style-type: none"> Rubric Scoring, Random Sample of Student Work Core SLO Quantitative Literacy VALUE 	<ol style="list-style-type: none"> Core SLO N/A Quantitative Literacy VALUE <i>Interpretation: 67%</i> <i>Representation: 66%</i> <i>Calculation: 72%</i> <i>Application: 60%</i> <i>Assumptions: 83%</i> 	<ul style="list-style-type: none"> <i>Communication:</i> Students were not asked to communicate their reasoning in the samples that were provided; they were only asked to calculate. Therefore, the samples provided were not optimal. <i>Representation:</i> While the models used by the students were mostly correct, it appears that the majority of the mistakes stem from a misunderstanding of the relationships between different quantities. <i>Calculation:</i> A significant percentage of students struggled in this area. Possible causes: over-reliance on calculators and an inability to judge whether an answer is reasonable. <i>Application and Analysis:</i> This was by far the weakest category for the samples 	40 (n=66)	<ol style="list-style-type: none"> Modify the learning outcome associated with this course to approximate the following: <i>use reasoning to analyze mathematical models and solve problems involving those models.</i> Develop a plan for administering assessment so that all students are asked questions that correspond to the categories assessed by the rubric. Build a bank of questions that can be used for assessment. Instructors should meet at the beginning of each semester to ensure that each understands the needs and expectations of the others.

				<p>assessed.</p> <ul style="list-style-type: none"> <i>Assumptions:</i> This item would be much easier to assess if the questions on the samples were specifically written with the intent that students identify their assumptions. 		
Lab Science	<ol style="list-style-type: none"> Evaluate the significance of texts and data. Use discussion, research, information literacy, class presentations, writing, etc. to demonstrate critical thinking. 	<ol style="list-style-type: none"> Rubric Scoring, Random Sample of Student Work Core SLOs Critical Thinking VALUE Problem Solving VALUE Quantitative Literacy VALUE 	<ol style="list-style-type: none"> Core SLOs <i>Evaluate Data: 84%</i> <i>Critical Thinking: 94%</i> Critical Thinking VALUE <i>Explanation: 88%</i> <i>Position: 81%</i> <i>Conclusions: 82%</i> Problem Solving VALUE <i>Define: 93%</i> <i>Propose: 100%</i> <i>Evaluate Solutions: 96%</i> Quantitative Literacy VALUE <i>Representation: 86%</i> <i>Application: 80%</i> <i>Communication: 77%</i> 	<ul style="list-style-type: none"> The nature of the assignment does not leave the student room for any critical thinking or problem solving. The wording in the rubric portion for quantitative literacy does not match our expectations for quantitative literacy. Large parts of the rubric are not suited for quantitative science. 	29 (n=174)	<ol style="list-style-type: none"> We strongly suggest that there should be a unified lab class that all students take for their core science requirement. The focus of this course would be on scientific reasoning, scientific method, data analysis, and statistical analysis.
Creative	<ol style="list-style-type: none"> Demonstrate an understanding of the creative process. 	<ol style="list-style-type: none"> Rubric Scoring, Random Sample of Student Work Core SLO Creative Thinking VALUE 	<ol style="list-style-type: none"> Core SLO <i>Creative Process: 93%</i> Creative Thinking VALUE <i>Competencies: 49%</i> <i>Risks: 52%</i> 	<ul style="list-style-type: none"> <i>Competencies:</i> We determined that the poor result was not due to a failure to deliver the material but because the rubric lacked validity, i.e., what it measured was not what was provided in the assignment. 	43 (n=196)	<ol style="list-style-type: none"> Increase collaboration between creative departments and across campus to increase/mandate student attendance/participation in campus cultural events. For example, require that each student attend one on campus cultural event per semester and implement a brief standardized on-site reflection assignment.
Socio-Political	<ol style="list-style-type: none"> Examine the interdisciplinary nature of complex global problems; 	<ol style="list-style-type: none"> Rubric Scoring, Random Sample of Student Work Core SLOs 	<ol style="list-style-type: none"> Core SLOs <i>Global Problems: 60%</i> <i>Critical Thinking:</i> 	<ul style="list-style-type: none"> The main issue we had with assessing student learning was how we communicated expectations in the assignments. We need to be more direct 	36 (n=402)	<ol style="list-style-type: none"> Create an "information sheet" that includes criteria for the assignment and a summary of the chosen rubrics.

	2. Use discussion, research, information literacy, class presentations, writing etc. to demonstrate critical thinking.	3. Critical Thinking VALUE	75% 2. Critical Thinking VALUE <i>Explanation: 64%</i> <i>Evidence: 63%</i> <i>Position: 63%</i>	in outlining what we want from students in regard to the SLO.		2. We will make sure students understand the differences in the skills called for by the SLOs. For example, students would need to be made explicitly aware of the differences between “analyzing” and “summarizing.” 3. Pedagogically, provide feedback to students on assignments/ assessments that are capturing the skills called for by the SLOs. 4. Guide weaker students to additional campus resources (such as the Thiel Learning Commons, library, and writing lab) to complement work in the classroom and strengthen skills relevant to the SLO.
Foreign Language	1. Utilize civil and critical discourse and engage in dialogue.	1. Random Sample of Student Work. 2. Scored on speaking, listening, writing, and cultural competencies.	70% of students scored at a 70% accuracy	<ul style="list-style-type: none"> • Student did better on speaking and listening competencies than written competencies. • Verb tense was an issue. 		1. Continue reinforcement by repetition. 2. The new department chair will review the courses and develop a new assessment plan.
REL 120	1. Evaluate the significance of texts and data.	1. Rubric Scoring, Random Sample of Student Work 2. Core SLOs 3. Reading AAC&U VALUE	1. Core SLOs <i>Evaluate Texts: 74%</i> 2. Reading AAC&U VALUE <i>Comprehension: 69%</i> <i>Interpretation: 67%</i>	<ul style="list-style-type: none"> • Our overall result for the SLO, on average, was “Needs Improvement.” Most of the writing assessed fell into this category, with a handful in the “Poor” category. • Our overall result for Comprehension was Milestone 2. Most of the writing assessed fell into this category, with a handful at Benchmark level and a few at Milestone 3. • Our overall result for Interpretation was Milestone 2. Most of the writings assessed fell into this category, with a handful at Benchmark level. • The students demonstrated some ability to read the texts involved with understanding and to apply some interpretive techniques. There is ample room for improvement, but level 2 of a 	20 (n=80)	1. With there being different teachers for Scriptures, it might be worth developing an exercise to be administered in all sections in which students are expected to deal with genres and analysis. This standardization would likely make the assessing easier and give the process more validity.

				possible 4 seems reasonable for a 100-level class required of all students.		
Humanities	<ol style="list-style-type: none"> Describe the historical development, the interconnectedness or complexity of different societies. Evaluate the significance of texts and data. 	<ol style="list-style-type: none"> Rubric Scoring, Random Sample of Student Work Core SLOs Critical Thinking VALUE Reading VALUE 	<ol style="list-style-type: none"> Core SLOs <i>Historical Development: 87%</i> <i>Evaluate Texts: 95%</i> Critical Thinking VALUE <i>Explanation: 92%</i> <i>Evidence: 64%</i> <i>Position: 68%</i> <i>Conclusions: 85%</i> Reading VALUE <i>Comprehension: 97%</i> <i>Relationship: 91%</i> <i>Analysis: 89%</i> <i>Interpretation: 86%</i> 	<ul style="list-style-type: none"> While the students met the expectations, we found a problem with the sample assignments. The majority dealt with only one of the Core SLOs we hoped to assess. 	22 (n=106)	<ol style="list-style-type: none"> Develop criteria for the signature assignment to be used in assessment. We recommend that raising the baseline for assessment to 70%.
SEMS 100	<ol style="list-style-type: none"> Recognize how various disciplines are interconnected. Explain course texts and theme by participating in seminar discussion, presentations, and writing. 	<ol style="list-style-type: none"> Rubric Scoring, Random Sample of Student Work Core SLOs Integrative Learning VALUE Critical Thinking VALUE 	<p><u>Fall 2014</u></p> <ol style="list-style-type: none"> Integrative Learning VALUE <i>Experience: 55%</i> <i>Discipline: 52%</i> <i>Transfer: 45%</i> <i>Integrated: 66%</i> <i>Reflection: 39%</i> Critical Thinking VALUE <i>Explanation: 57%</i> <i>Evidence: 52%</i> <i>Context: 57%</i> <i>Position: 36%</i> <i>Conclusions: 32%</i> <p><u>Spring 2015</u></p> <ol style="list-style-type: none"> Core SLOs <i>Disciplines: 54%</i> <i>Seminar: 74%</i> Integrative Learning VALUE 	<ul style="list-style-type: none"> <i>Transfer:</i> We need to spend more time demonstrating to students how skills, abilities, and theories can be transferred across disciplinary boundaries. <i>Reflection:</i> We need to be much more intentional and overt about the skills are we trying to teach. We need to communicate expectations to students. We need to incorporate self-evaluative reflection exercises into student assignments. <i>Position:</i> Students are not skilled at identifying multiple perspectives. This skill should be stressed and practiced as part of seminar-style teaching and learning. <i>Conclusions:</i> Students may not have understood that they need to approach the problem from multiple angles. In performing the assessment, we realized that we needed to specify how we wished 	35 (n=170)	<ol style="list-style-type: none"> Need to make assignments more intentional to show that multiple perspectives are wanted. Provide professional development for seminar style learning techniques and assignments. Propose types of assignments that might be used to improve student learning on the areas of the VALUE rubrics that were found to be sub-par. Work individually on developing assignments that help guide students to meet assessment goals not achieved in the current assessment. Create faculty development opportunities to enable faculty to increase learning effectiveness in areas of positioning, summary, self-assessment, and the transfer

			<p><i>Experience: 21%</i> <i>Discipline: 6%</i> <i>Transfer: 13%</i> <i>Integrated: 16%</i> <i>Reflection: 23%</i></p> <p>3. Critical Thinking VALUE <i>Explanation: 29%</i> <i>Evidence: 36%</i> <i>Context: 8%</i> <i>Position: 34%</i> <i>Conclusions: 29%</i></p> <p>Spring</p> <p>1. Core SLOs <i>Disciplines: 40%</i> <i>Seminar: 83%</i></p> <p>3. Integrative Learning VALUE <i>Experience: 19%</i> <i>Discipline: 26%</i> <i>Transfer: 5%</i> <i>Integrated: 26%</i> <i>Reflection: 21%</i></p> <p>4. Critical Thinking VALUE <i>Explanation: 34%</i> <i>Evidence: 33%</i> <i>Context: 24%</i> <i>Position: 28%</i> <i>Conclusions: 41%</i></p>	<p>summary conclusions to be expressed.</p> <ul style="list-style-type: none"> We need to train, collaborate, and conduct workshops to develop signature assignments that will be collected for assessment purposes. We need to train, collaborate, and conduct workshops to find ways of modeling the transfer of skills through interdisciplinary scholarship. We need to develop standard instructions for explicit self-positioning and summary conclusions in assignments. 		<p>of skills through seminar-style learning.</p> <p>6. Talk about ways of enhancing the seminar experience in SEMS 100 by combining the course with INDS 100 to complete similar course goals in a comprehensive 3-4 CH class.</p>
SEMS 200	<ol style="list-style-type: none"> Describe the historical development, the interconnectedness or complexity of different societies. Evaluate the significance of texts and/or data. Explain course texts and theme by participating in seminar discussion, 	<ol style="list-style-type: none"> Rubric Scoring, Random Sample of Student Work Core SLOS Intercultural Knowledge and Competence VALUE Reading VALUE Critical 	<p><u>Fall 2014</u></p> <ol style="list-style-type: none"> Intercultural Knowledge and Competence VALUE <i>Empathy: 50%</i> Reading VALUE <i>Comprehension: 45%</i> <i>Interpretation: 75%</i> Critical Thinking VALUE 	<ul style="list-style-type: none"> <i>Comprehension:</i> We need to work on developing assignments that help students develop comprehension skills. <i>Context:</i> We need to work on helping students develop the skills to questions assumptions and identify the relevant contexts around the issue they are addressing. Need for more training on how to transition ourselves from traditional lecture classes to seminar classes. Need for physical space conducive to seminar style teaching and learning. 	30 (n=64)	<ol style="list-style-type: none"> Work individually on developing assignments that help guide students to meet the assessment goals not achieved in the first round. Provide faculty development opportunities on how to enhance student learning in seminar classes. Convert classrooms from conventional lecture-based design to classrooms designed for seminar-based classes.

	presentations, and writing.	Thinking VALUE	<i>Evidence: 70%</i> <i>Influence: 40%</i> <u>Spring 2015</u> 1. Core SLOs <i>Historical Development: 95%</i> <i>Evaluate Texts: 90%</i> <i>Seminar: 90%</i> 2. Intercultural Knowledge and Competence VALUE <i>Empathy: 100%</i> 3. Reading VALUE <i>Comprehension: 95%</i> <i>Interpretation: 90%</i> 4. Critical Thinking VALUE <i>Explanation: 95%</i> <i>Evidence: 95%</i> <i>Influence: 85%</i> <i>Position: 95%</i> <i>Conclusions: 85%</i>			4. In addition to discussing assessment criteria, we should also work toward standardizing assignments that will be collected for assessment purposes.
SEMS 250	1. Describe the historical development, the interconnectedness or complexity of different societies. 2. Use discussion, research, information literacy, class presentations, writing, etc. to demonstrate critical thinking. 3. Explain course texts and theme by	1. Rubric Scoring, Random Sample of Student Work 2. Core SLOS 3. Global Learning VALUE 4. Critical Thinking VALUE	<u>Fall 2014</u> 1. Global Learning VALUE <i>Perspective: 75%</i> <i>Diversity: 65%</i> <i>Global Systems: 68%</i> 2. Critical Thinking VALUE <i>Explanation: 73%</i> <i>Evidence: 65%</i> <i>Influence: 65%</i> <u>Spring 2015</u> 1. Core SLOs <i>Historical Development:</i>	<ul style="list-style-type: none"> • Need for more training on how to transition ourselves from traditional lecture classes to seminar classes. • Need for physical space configured for seminar-style classes. • The need to spend time working with all-college SLOs and requirements for assessment assignments to ensure assignments are aligned with SLOs. 	25 (n=149)	1. Use all parts of the rubrics to match the other SEMS courses. 2. Hold a Hodge Institute that focuses on development of current and future SEMS 250 courses. 3. Convert classrooms from conventional lecture-based design to classrooms designed for seminar-based classes. 4. Design a signature assignment for assessment purposes for all SEMS 250 courses. 5. Develop a standard requirement list for grading/assessing seminar discussion.

	participating in seminar discussion, presentations, and writing.		<p>63%</p> <p><i>Critical Thinking: 73%</i></p> <p><i>Seminar: 63%</i></p> <p>2. Global Learning VALUE</p> <p><i>Perspective: 57%</i></p> <p><i>Diversity: 73%</i></p> <p><i>Global Systems: 63%</i></p> <p>3. Critical Thinking VALUE</p> <p><i>Explanation: 67%</i></p> <p><i>Evidence: 62%</i></p> <p><i>Context: 70%</i></p> <p><i>Position: 56%</i></p> <p><i>Conclusions: 49%</i></p>			
SEM 400	<ol style="list-style-type: none"> 1. Recognize how various disciplines are interconnected. 2. Examine the interdisciplinary nature of complex global problems. 3. Use discussion, research, information literacy, class presentations, writing, etc. to demonstrate critical thinking. 4. Explain course texts and theme by participating in seminar discussion, presentations, and writing. 	<ol style="list-style-type: none"> 1. Rubric Scoring, Random Sample of Student Work 		<ul style="list-style-type: none"> • Course will be offered for first time in Spring 2016. The 2 sections will be assessed at the end of the AY 2015-16. 		<ol style="list-style-type: none"> 1. Hold a Hodge Institute that focuses on development of SEMS 400 courses. 2. Finalize the signature assignments for this experiential requirement. 3. Develop a standard requirement list for grading/assessing seminar discussion.
Citizenship	<ol style="list-style-type: none"> 1. Recognize how various disciplines are interconnected. 2. Utilize civil and critical discourse 	<ol style="list-style-type: none"> 1. Rubric Scoring, Random Sample of Student Work 		<ul style="list-style-type: none"> • This portion of the Practicum will be offered toward degree completion for the first time during the AY 2015-16. This will be assessed at the end of the AY 2015-16. 		<ol style="list-style-type: none"> 1. Finalize the signature assignments for this experiential requirement.

	and engage in dialogue.					
Leadership	<ol style="list-style-type: none"> 1. Recognize how various disciplines are interconnected. 2. Use discussion, research, information literacy, presentations, writing, etc. to demonstrate critical thinking. 	<ol style="list-style-type: none"> 1. Rubric Scoring, Random Sample of Student Work 2. Core SLOs 3. Critical Thinking AAC&U VALUE 		<ul style="list-style-type: none"> • This portion of the Practicum will be offered toward degree completion for the first time during the AY 2015-16. This will be assessed at the end of the AY 2015-16. 		<ol style="list-style-type: none"> 1. Finalize the signature assignments for this experiential requirement.
Study Abroad/ Study Away	<ol style="list-style-type: none"> 1. Examine the interdisciplinary nature of complex global problems. 2. Describe the historical development, the interconnectedness or complexity of different societies. 	<ol style="list-style-type: none"> 1. Rubric Scoring, Random Sample of Student Work 		<ul style="list-style-type: none"> • This portion of the Practicum will be offered toward degree completion for the first time during the AY 2015-16. This will be assessed at the end of the AY 2015-16. 		<ol style="list-style-type: none"> 1. Finalize the signature assignments for this experiential requirement.
Scholarship	<ol style="list-style-type: none"> 1. Use discussion, research, information literacy, class presentations, writing, etc. to demonstrate critical thinking. 	<ol style="list-style-type: none"> 1. Rubric Scoring, Random Sample of Student Work 		<ul style="list-style-type: none"> • This portion of the Practicum will be offered toward degree completion for the first time during the AY 2015-16. This will be assessed at the end of the AY 2015-16. 		<ol style="list-style-type: none"> 1. Finalize the signature assignments for this experiential requirement.
Physical Well-Being	<ol style="list-style-type: none"> 1. Identify habits of healthy living. 	<ol style="list-style-type: none"> 1. Rubric Scoring, Random Sample of Student Work 2. Core SLO 3. Foundations and Skills for Life-Long Learning VALUE 	<ol style="list-style-type: none"> 1. Core SLO <i>Healthy Living: 91%</i> 2. Foundations and Skills for Life-Long Learning VALUE <i>Curiosity: 64%</i> <i>Initiative: 64%</i> <i>Independence: 64%</i> <i>Transfer: 64%</i> 	<ul style="list-style-type: none"> • Students provided better assignments when given more details targeted to assess the student learning outcomes. • Students need to more fully understand the benefits of leading a healthy life style. Students often feel that since they are young they can wait until they are older or diagnosed with an illness like heart disease or diabetes. • Need to create more interest in material taught in class. • Need additional samples from activity 	10 (n=90)	<ol style="list-style-type: none"> 1. Through the use of Moodle provide additional materials to engage students throughout the course. These materials can include articles and example workouts focused on class content. 2. Create a performance rubric for activity courses and an assignment geared towards assessment of student learning outcomes.

			<i>Reflection: 64%</i>	courses. <ul style="list-style-type: none">• Need to develop a signature assignment that will be collected for assessment purposes.		
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