OUTCOMES ASSESSMENT

GENERAL STUDIES
DEPARTMENTAL ASSESSMENT PROCESS
8/22/18
FALL 2018

Each department should have:

• Common course outlines/curriculum maps for each course
• Departmental course assessment rotation schedule
COURSE ASSESSMENT

Purpose
- Measures the achievement of individual course outcomes
- Results are used by faculty to improve teaching and learning at the course level
- Documentation of what faculty already do on a regular basis: continual assessment and adjustment/improvement
- To facilitate the sharing of assessment information between faculty departmentally
- To support and encourage reflection by faculty and departments based on meaningful data
COURSE ASSESSMENT

• All courses will have a common course outline and curriculum map that serves as the master document for that course
  • All sections should adhere to the course outcomes and common course outline
  • Instructors meet the course learning outcomes with assessment tasks that they deem appropriate.
  • Outcomes must be consistent across sections, but assessment tasks may be individualized
COURSE ASSESSMENT

Process

• Prior to, or at the beginning of, the term that the course will be assessed, departments should discuss who will assess the course. Ideally, all faculty teaching the course will be involved in the assessment.

• Departments should select a minimum of 2 course outcomes, a maximum of 3, to assess during the term.
COURSE ASSESSMENT

• Participating faculty create assessment plan at beginning of term and one faculty member should be selected to complete the Course Assessment Plan (Part A). https://www.emailmeform.com/builder/form/yG77R8J9V1q8.

• Departments will determine which faculty will participate and how results will be reported
• Assess the course following your department’s plan
Hello,
We have received your submission, thank you!

<table>
<thead>
<tr>
<th>Name*:</th>
<th>Mandy Wright</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email*:</td>
<td><a href="mailto:mandy.wright@gfcmsu.edu">mandy.wright@gfcmsu.edu</a></td>
</tr>
<tr>
<td>Division*:</td>
<td>General Studies</td>
</tr>
<tr>
<td>Course Number (i.e., WRIT 101)*:</td>
<td>WRIT 101</td>
</tr>
<tr>
<td>Course Title*:</td>
<td>College Writing I</td>
</tr>
</tbody>
</table>

In the space below, please list the names of any other faculty members who will be involved in this course assessment. If the faculty member completing this form will be the only person involved in the assessment, leave this space blank.:
At the end of the term, one faculty member will complete the Course Assessment Results form (Part B).
https://www.emailmeform.com/builder/form/7LHCh0Jk59BSu
CLO ASSESSMENT

5 Year CLO Cycle

Effective Communication: 2018-2019
Technical Literacy: 2019-2020
Critical Thinking & Quantitative Reasoning: 2020-2021
Workforce Readiness: 2021-2022
Citizenship: 2022-2023
CLO ASSESSMENT

Purpose

• The goal of CLO assessment is holistic assessment at the institutional level
• To determine where adjustments and improvements in student learning need to be made
  • i.e., if scores in Effective Communication are low, we would determine interventions to improve instruction and student learning in this area
• To attain a holistic/global "snapshot" of student ability
CLO ASSESSMENT

• Not all CLOs should be reflected in every course
• It is possible that an instructor may have to assess for a CLO but **not** assess their course outcomes at the same time, or vice versa
• The CLO assessed should match the primary CLO identified on the assessment rotation chart
# PRIMARY CLO

**Department: English**

**Department Chair/Program Director:** Mandy Wright

**Date Plan Submitted:** 3/22/18

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Semesters Taught (F, S, Su)</th>
<th>Frequency taught (if not every semester, annually, on demand, etc.)</th>
<th>Semester and Year to be Assessed</th>
<th>Primary CLO Assessed in this Course (i.e., a CLO that would have a signature assignment)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRWR 240</td>
<td>Intro Creative Writing Wkshp</td>
<td>F</td>
<td>annually</td>
<td>F 18</td>
<td>CLO 1</td>
</tr>
<tr>
<td>LIT 110</td>
<td>Intro to Lit</td>
<td>F, S</td>
<td></td>
<td>S 19</td>
<td>CLO 1</td>
</tr>
<tr>
<td>LIT 270</td>
<td>Film and Literature</td>
<td>S</td>
<td>annually</td>
<td>S 19</td>
<td>CLO 1</td>
</tr>
<tr>
<td>WRIT 225</td>
<td>Developmental Writing</td>
<td></td>
<td>In demand</td>
<td></td>
<td>CLO 1</td>
</tr>
</tbody>
</table>
CLO ASSESSMENT

Process
• 5 year cycle—each year one CLO will be assessed
• Faculty will identify signature assignments in their courses
  • These may be individual or departmental assessments
• Complete the CLO Signature Assignment form https://www.emailmeform.com/builder/form/27g6f6e3D0vKLty
Submission confirmation CLO Assignment WRIT 101
GFCMSU Assessment

Sent: Tuesday, July 10, 2018 at 2:24 PM
To: Mandy Wright

Hello,
We have received your submission, thank you!

<table>
<thead>
<tr>
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<td>English</td>
</tr>
<tr>
<td>Course Number (i.e., WRIT 101)*:</td>
<td>WRIT 101</td>
</tr>
<tr>
<td>Course Title*:</td>
<td>College Writing</td>
</tr>
<tr>
<td>CLO 1: Effective Communication:</td>
<td>Organize and present ideas a</td>
</tr>
</tbody>
</table>
CLO ASSESSMENT

- Faculty will use institutional rubrics to score signature assignments for CLO attainment
  - Scoring should happen after the assignment has been graded
  - This evaluation is not the same as grading. Faculty would still grade the assignments as usual, and also use the CLO rubric for a separate assessment.
CLO ASSESSMENT

• Departments will submit aggregated scores on the CLO rubric to Mandy by the day grades are due at the end of the semester
  • All sections of a course should have a signature assignment evaluation, but only the aggregated results need to be reported
  • Departments will need to identify who will submit aggregated results
  • Complete CLO Results form https://www.emailmeform.com/builder/form/yo9swb37DrbUu1JZabelxk
Submission confirmation CLO Results WRIT 101

GFCMSU Assessment

Sent: Tuesday, July 10, 2018 at 2:55 PM
To: Mandy Wright

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We have received your submission, thank you!

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<tr>
<td>Course Number (i.e., WRIT 101)*:</td>
<td>WRIT 101</td>
</tr>
<tr>
<td>Course Title*:</td>
<td>College Writing</td>
</tr>
<tr>
<td>CLO Assessed*:</td>
<td>CLO 1: Effective Communication</td>
</tr>
<tr>
<td>Total # of students enrolled in all sections of course*:</td>
<td>200</td>
</tr>
<tr>
<td>Total # of students who completed the scored assignment*:</td>
<td>100</td>
</tr>
<tr>
<td>Rubric Results/# Students Achieving Rubric Criteria 1 : Mastery*:</td>
<td>40</td>
</tr>
</tbody>
</table>
CLO ASSESSMENT

Process, continued

• Mandy will compile and analyze results and create a report during the summer
• The report will be posted to the assessment webpage and will be shared with the campus at the beginning of each fall semester
• Annually, faculty will get together in groups (based on CLO) to collaborate and discuss assessment (ideally during contract days at the beginning of fall semester)
  • This is also where plans for improvement will be created for future implementation and assessment
  • These groups would also set benchmarks
Course Assessment Process

Step 1: Departments create common course outline for all courses

Step 2: Departments create assessment rotation plans for courses (2 year cycle)

Step 3: Departments identify which faculty will assess courses, based on department rotation plan

Step 4: Departments select 2-3 outcomes to assess per course

Step 5: Department sets benchmarks for each outcome to be assessed

Step 6: Faculty assess the course outcomes identified in assessment plan

Step 7: Departments aggregate assessment results: one person reports at end of term using online form

Step 8: Closing the loop--departments plan to make changes and improvements

Step 9: Assessment director gathers and reports results
**Course assessment instructions for faculty**

1. Departments create common course outlines and outcomes maps for all courses in the department. This serves as the “master” document for the course.
   a. All sections of the course should use the same outcomes and cover the same information
2. Departments establish course assessment rotation
   a. Courses are assessed on a two-year rotation
3. No later than the end of the first week of class during the term that the course will be assessed, departments should discuss who will assess the course. Ideally, all faculty teaching the course will be involved in the assessment; however, this is up to the discretion of the department chair.
4. For each course assessed, departments should select a minimum of 2 course outcomes, a maximum of 3, to assess during the term.
5. Participating faculty collaborate to set benchmarks for each outcome assessed.
   a. Common assessments for outcomes are not required, but all assessments must adhere to the agreed-upon benchmarks.
6. Assess the course. Each instructor should record the following information for their section(s):
   a. Total number of students enrolled.
   b. For each outcome, number of students who completed/participated in the assessment and the total number who were successful (i.e., passed or met the benchmark).
7. At the end of the term, one faculty member will complete the Course Assessment Results form, aggregating the results from all sections of the course. Assessment results must be reported no later than the day after grades are due.
8. As part of the assessment report, departments will reflect on their course results and make a plan to implement changes/improvements.
9. Assessment result data will be gathered and maintained by the Director of Assessment.
Course and CLO Assessment Instructions
10/2018

Course assessment instructions

- Departments create common course outlines and outcomes maps
- Departments establish course assessment rotation
  - Courses are assessed on two-year rotation
- Prior to, or at the beginning of, the term that the course will be assessed, departments should discuss who will assess the course. Ideally, all faculty teaching the course will be involved in the assessment; however, this is up to the discretion of the department chair.
- For each course assessed, departments should select a minimum of 2 course outcomes, a maximum of 3, to assess during the term.
- Participating faculty create assessment plan at beginning of term and one faculty member should be selected to complete the Course Assessment Plan (Part A).
  - Departments will determine which faculty will participate and how results will be reported
- Assess the course. For each course, indicate the total number of students enrolled in the course. For each outcome, indicate the number of students who completed/participated in the assessment and the total number who were successful (i.e., passed or met the benchmark).
- At the end of the term, one faculty member will complete the Course Assessment Results form (Part B), aggregating the results from all sections of the course.
  - https://www.emailmeform.com/builder/form/yG77R8J9Vlg8
  - https://www.emailmeform.com/builder/form/7LHCh0Jk59BSu
CLO Assessment Instructions

- Beginning in 2018, CLOs will be assessed on a 5 year cycle—each year one new CLO will be assessed.
- CLO assessment will coincide with course-level assessment, based on department assessment rotations.
  - i.e., if Effective Communication is being assessed in 2018, any courses listed for course-level assessment that year will perform both CLO and course-level assessment. Effective Communication courses scheduled for 2019 course-level assessment will also conduct CLO assessment at that time
- Faculty will identify signature assignments in their courses
  - These may be individual or departmental assessments. Departments should select a common assignment or task across course sections whenever possible.
  - Signature assignments should occur later in the semester in order to best assess student learning.
  - One faculty member from the department should complete the CLO Signature Assignment form [https://www.emailmeform.com/builder/form/27g6f6e3D0vKLty](https://www.emailmeform.com/builder/form/27g6f6e3D0vKLty)
- Faculty will use institutional rubrics to score signature assignments for CLO attainment.
  - Scoring should happen after the assignment has been graded.
  - This evaluation is not the same as grading. Faculty will grade the assignments as usual and also use the CLO rubric for a separate assessment.
- Departments will submit aggregated scores on the CLO rubric to the Assessment Director by the day grades are due at the end of the semester
  - All sections of a course should have a signature assignment evaluation, but only the aggregated results need to be reported.
  - One faculty member from the department should complete the CLO Results form [https://www.emailmeform.com/builder/form/yo9swb37DrbUu1JZabelxk](https://www.emailmeform.com/builder/form/yo9swb37DrbUu1JZabelxk)
- The Assessment Director will compile and analyze results and create a report during the summer.
- The report will be posted to the assessment webpage and will be shared with the campus at the beginning of each fall semester.
- Annually, faculty will gather in groups (based on CLO) to collaborate and discuss assessment (ideally during contract days at the beginning of fall semester).
  - This is also where plans for improvement will be created for future implementation and assessment.
  - These groups will also set benchmarks for future assessment.
Course Assessment Plan Part A

Complete this form to share your department's course assessment plan for this term. If you need help completing this form, please contact the Director of Academic Assessment at mandy.wright@gfcmsu.edu

Faculty/Department Information

Please share information about the person completing this form and those who will be involved with the course assessment.

Name *

First

Last

Email *

Division *

Please select

Course Number (i.e., WRIT 101) *

Course Title *

In the space below, list the names of all faculty members who will be involved in this course assessment. If the faculty member completing this form will be the only person involved in the assessment, leave this space blank.

Who will report the assessment results at the end of the term? *

Has the department completed an assessment for this course prior to this term? Select "no" if this is the first time this form has been completed for this course.

☐ Yes

☐ No

If you answered "yes" to the previous question, is the department assessing different outcomes than were previously assessed?

☐ Yes

☐ No
Outcomes, Assessment Methods, and Benchmarks

Choose a minimum of two or maximum of three course outcomes to assess this term. List each outcome in the spaces below.

How will you assess student learning for each of the outcomes listed? Please be specific.

How will you know if you were successful in your efforts to teach this outcome? Share desired targets or benchmarks for each outcome listed.

**Outcome 1**

**Outcome 1 Method to Assess Student Learning**

**Outcome 1 Target or Benchmark:** this should include number of students, i.e., 70% of students completing the assignment will...

**Outcome 2**

**Outcome 2 Method to Assess Student Learning**

**Outcome 2 Target or Benchmark:** this should include number of students, i.e., 70% of students completing the assignment will...

**Outcome 3**
Outcome 3 Method to Assess Student Learning

Outcome 3 Target or Benchmark: this should include number of students, i.e., 70% of students completing the assignment will...
Complete this form to share your department’s course assessment results for this term. If you need help completing this form, please contact the Director of Academic Assessment at mandy.wright@gfcmsu.edu

Faculty/Department Information

Please share information about the person completing this form and those who were involved with the course assessment.

**Name**

First Last

**Email**

**Division**

Please select

**Course Number (i.e., WRIT 101)**

**Course Title**

Please list the names of all faculty members involved in this course assessment. If the faculty member completing this form was the only person involved in the assessment, leave this space blank.

How many sections of this course were involved in this assessment?

Assessment Results

List the outcomes assessed this term.

Report the outcomes achievement data gathered via the assessment methods (assignments, tests, etc.) you identified for each outcome on the Part A form.

Provide the number of students who completed or participated in the assessment and the number of students who successfully achieved the desired targets/benchmarks.
Outcome 1: How many students total, across all sections of the course, completed or participated in the assessment for this outcome? *

Outcome 1: Of those who completed or participated in the assessment, how many students met the target or benchmark? *

Outcome 2: How many students total, across all sections of the course, completed or participated in the assessment for this outcome? *

Outcome 2: Of those who completed or participated in the assessment, how many students met the target or benchmark? *

Outcome 3

Outcome 3: Assessment Results
Outcome 3: How many students total, across all sections of the course, completed or participated in the assessment for this outcome?

Outcome 3: Of those who completed or participated in the assessment, how many students met the target or benchmark?

Reflection and Closing the Loop

In this section, reflect on the assessment process and results, explaining any adjustments that will be made moving forward.

What contributed to student success and/or lack of success *

Based on your analysis of the results of this assessment, what course adjustments do you want to make? *

What resources would be required to make the adjustments you have identified? *
Reflect on any adjustments you made from the last assessment of this course (if applicable) and their effectiveness in student achievement of outcomes.

Share any additional information you wish to include.
<table>
<thead>
<tr>
<th>Course Title</th>
<th>Number (i.e., Course)</th>
<th>Outcome 1: Of those who</th>
<th>Outcome 2: Of those who</th>
<th>Outcome 3: What contributed to student success and/or lack of success?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Precalculus</td>
<td>M 151</td>
<td>total were enrolled in 17</td>
<td>total were enrolled in 21</td>
<td>lacked success on the Chapter 4 Exam, scored an average of 70% or greater on these questions which reflects only 66.7% of students successfully averaging 70% or better on this exam.</td>
</tr>
<tr>
<td>Welding</td>
<td>M 191B</td>
<td>total were enrolled in 32</td>
<td>total were enrolled in 22</td>
<td>lacked success on the Chapter 4 Exam, scored an average of 70% or greater on these questions which reflects only 66.7% of students successfully averaging 70% or better on this exam.</td>
</tr>
<tr>
<td>Literature</td>
<td>LIT 110</td>
<td>total were enrolled in 29</td>
<td>total were enrolled in 9</td>
<td>lacked success on the Chapter 4 Exam, scored an average of 70% or greater on these questions which reflects only 66.7% of students successfully averaging 70% or better on this exam.</td>
</tr>
<tr>
<td></td>
<td>LIT 270</td>
<td>total were enrolled in 8</td>
<td>total were enrolled in 16</td>
<td>lacked success on the Chapter 4 Exam, scored an average of 70% or greater on these questions which reflects only 66.7% of students successfully averaging 70% or better on this exam.</td>
</tr>
</tbody>
</table>

**Outcome 1:** What was the target or benchmark?

- All instructors for this course know that we would have time to review the course material before the exam. I think that the homework, quizzes, and the concept focus boards were helpful for allowing students to focus in class and then have the notes available later. I believe that the PowerPoint presentations were helpful for allowing students to focus in class and then have the notes available later.

- Since they are in a cohort, they put in the homework, quizzes, and the concept focus boards were helpful for allowing students to focus in class and then have the notes available later. I believe that the PowerPoint presentations were helpful for allowing students to focus in class and then have the notes available later.

- Almost all students succeeded because they applied the basic methods and functions of trigonometry as discussed in the class and later on their own. I think that the homework, quizzes, and the concept focus boards were helpful for allowing students to focus in class and then have the notes available later. I believe that the PowerPoint presentations were helpful for allowing students to focus in class and then have the notes available later.

- The rubric was clear, as was instruction in applying the basic methods and functions of trigonometry as discussed in the class and later on their own. I think that the homework, quizzes, and the concept focus boards were helpful for allowing students to focus in class and then have the notes available later. I believe that the PowerPoint presentations were helpful for allowing students to focus in class and then have the notes available later.

- The class average for questions 23 through 29 was collected to assess this outcome. Data on number of students successfully averaging 70% or better on this exam addresses this outcome. Data on number of students successfully averaging 70% or better on this exam addresses this outcome.

**Outcome 2:** What was the target or benchmark?

- An exam score of 70% or better was required for students to pass the course. Students who received an average grade under 70% were required to retake the exam and pass it to receive credit for the course. A student's exam score on the Chapter 4 Exam addresses this outcome. Data on number of students successfully averaging 70% or better on this exam addresses this outcome. Data on number of students successfully averaging 70% or better on this exam addresses this outcome.

- A student's exam score on the Chapter 5 Exam was collected to assess this outcome. Data on number of students successfully averaging 70% or better on this exam addresses this outcome. Data on number of students successfully averaging 70% or better on this exam addresses this outcome. Data on number of students successfully averaging 70% or better on this exam addresses this outcome.

**Outcome 3:** What contributed to student success and/or lack of success?

- Hands on experience using the various units of measure, such as metric, apothecary system in making measurements and doing calculations related to allied health applications. Students working together to fill in their gaps of knowledge. Hands on experience using the various units of measure, such as metric, apothecary system in making measurements and doing calculations related to allied health applications. Students working together to fill in their gaps of knowledge. Hands on experience using the various units of measure, such as metric, apothecary system in making measurements and doing calculations related to allied health applications. Students working together to fill in their gaps of knowledge.

- Students submitted a thesis and outline that addressed this outcome. Data on number of students successfully averaging 70% or better on this exam addresses this outcome. Data on number of students successfully averaging 70% or better on this exam addresses this outcome. Data on number of students successfully averaging 70% or better on this exam addresses this outcome.

- Students, for the Short Fiction essay, were subjected to a draft workshop. Students received feedback before the essays were received. Students submitted a thesis and outline that addressed this outcome. Data on number of students successfully averaging 70% or better on this exam addresses this outcome. Data on number of students successfully averaging 70% or better on this exam addresses this outcome. Data on number of students successfully averaging 70% or better on this exam addresses this outcome.

- The class average for questions 23 through 29 was collected to assess this outcome. Data on number of students successfully averaging 70% or better on this exam addresses this outcome. Data on number of students successfully averaging 70% or better on this exam addresses this outcome. Data on number of students successfully averaging 70% or better on this exam addresses this outcome.
<table>
<thead>
<tr>
<th>Outcome</th>
<th>Success?</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome 1</td>
<td>No</td>
<td>Adjustments will be necessary. The students in this class were not able to achieve the outcome as long as they complete their homework. The homework requirements on how much they have to do with student engagement. A positive outcome this semester. Next semester I will continue to teach by hand, using the calculator and application in the middle contributed to the probability and statistics unit in probability and statistics. Not Applicable</td>
</tr>
<tr>
<td>Outcome 2</td>
<td>Yes</td>
<td>It is likely that we will continue to include. For outcome 1, additional considerations, such as the material was rearranged to be taught. It was a change in rigor that contributed to student engagement. A negative outcome this semester. The changes will need to be made. Not Applicable</td>
</tr>
<tr>
<td>Outcome 3</td>
<td>Yes</td>
<td>Of the middle students hitting the benchmark levels of successfully mastering this outcome for real life applications in the healthcare field, which can have serious repercussions if not practiced properly. I will also give students more of the questions on the practice quizzes and contact the mathematics faculty and the mathematics department and reach out to other faculty in the middle contributions towards student success. How will you know the adjustments you have made? What resources or assistance would you need? No beyond the usual requirements on how much they have to do with student engagement. A positive outcome this semester. The changes will need to be made. Not Applicable</td>
</tr>
</tbody>
</table>

None beyond the usual requirements of teaching a course. Feedback from students was received and reached this semester rather than at the end of the course/semester. The course seemed to be working well. However, there will be a push to incorporate more applied content and to make student learning more of the questions on the practice quizzes and contact the mathematics faculty and the mathematics department and reach out to other faculty in the middle contributions towards student success. How will you know the adjustments you have made? What resources or assistance would you need? No beyond the usual requirements on how much they have to do with student engagement. A positive outcome this semester. The changes will need to be made. Not Applicable |
203 04/02/17  

**Unit 7: Chemistry of the Living World**

*Unit Learning Outcomes*

CLO1: Effective Communication

- Demonstrate effective listening skills.
- Engage in collaborative problem-solving.
- Communicate effectively in a team.

CLO2: Critical Thinking

- Apply logical reasoning to solve problems.
- Analyze and evaluate information critically.

CLO3: Practical Skills

- Identify and implement safety procedures.
- Perform laboratory procedures accurately.

**Class Activities**

- **Behavior Modification Assignment**
- **Brain Research Assignment**
- **Psychological Disorders Project**
- **Research Log and put the time in (it does, of course, take a lot of time, like most research).**

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**Assignments and Instructions**

- **Rhetorical Analysis Presentation**
- **Materials List project**
- **Troubleshooting project**
- **Questions 6 (84.2%) and 19 (57.9%) on the Cumulative Final**

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**Assessment**

- **100% lab report submission**
- **80% completion of satisfactory Workshop participation and Workshop comments**

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**Notes**

- Class, missed the half of the first week, little time reading the text per the analytics.
- Benchmark for this assignment are students who worked on the Psychological Disorders Project.
- The student who did not meet the benchmark. For the students who did not understand the order of operations to simplify rational functions, this can be tricky for students. Constant reinforcement during the semester helped those students. Constant reinforcement during the semester helped those students. All students would earn at least 70% on type of speech, specific idea, prepare, and then write the specific Outlines, speeches. Students who worked on the Psychological Disorders Project.

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**Final Grades**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90%</td>
</tr>
<tr>
<td>B</td>
<td>80%</td>
</tr>
<tr>
<td>C</td>
<td>70%</td>
</tr>
<tr>
<td>D</td>
<td>60%</td>
</tr>
</tbody>
</table>

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**Additional Information**

- Balance chemical equations.
- Identify practical skills geared toward improving communication in the workplace.
- Find zeros, asymptotes, and domain of linear equations.
- Display critical listening ability by answering questions appropriately.
- Produce and edit short technical documents for workplace significance in the communication process.
- Understand the writing process, assumptions, and reflecting on and applying the text publisher's message and without distracting pitch, pace, and volume; with good posture; voice that conveys vocal variety in rate, pitch, and volume, and appropriate. Choose the organizational pattern that best accomplishes the speech's specific purpose. All students who stayed in the course for all of the days we covered that information. This can be tricky for students. Constant reinforcement during the semester helped those students. Constant reinforcement during the semester helped those students. All students would earn at least 70% on type of speech, specific idea, prepare, and then write the specific Outlines, speeches. Students who worked on the Psychological Disorders Project.

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**Class Activities**

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- Class, missed the half of the first week, little time reading the text per the analytics.
- Benchmark for this assignment are students who worked on the Psychological Disorders Project.
- The student who did not meet the benchmark. For the students who did not understand the order of operations to simplify rational functions, this can be tricky for students. Constant reinforcement during the semester helped those students. Constant reinforcement during the semester helped those students. All students would earn at least 70% on type of speech, specific idea, prepare, and then write the specific Outlines, speeches. Students who worked on the Psychological Disorders Project.

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**Final Grades**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90%</td>
</tr>
<tr>
<td>B</td>
<td>80%</td>
</tr>
<tr>
<td>C</td>
<td>70%</td>
</tr>
<tr>
<td>D</td>
<td>60%</td>
</tr>
</tbody>
</table>

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**Additional Information**

- Balance chemical equations.
- Identify practical skills geared toward improving communication in the workplace.
- Find zeros, asymptotes, and domain of linear equations.
- Display critical listening ability by answering questions appropriately.
- Produce and edit short technical documents for workplace significance in the communication process.
<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>The students knew exactly what to do when they read the class content, and they successfully completed the assignment as planned. They applied appropriate learning strategies, and there were no apparent misunderstandings or misinterpretations. All the necessary work was completed.</td>
</tr>
<tr>
<td>4</td>
<td>The students were familiar with the assigned content and completed it accurately. They demonstrated good understanding and correct application of the material. However, there were a few minor issues that required guidance to overcome.</td>
</tr>
<tr>
<td>1</td>
<td>The students showed some understanding of the material but struggled with interpretation or application. They required significant guidance and had trouble completing the assignment within the time allotted.</td>
</tr>
</tbody>
</table>

**Additional Notes:**
- The majority of students were engaged and completed the assignments as expected. However, a small number of students did not meet the expectations, and some guidance was required to help them succeed.
- In-class engagement could be improved through better communication and assignment clarity. Students may need more opportunities to practice and apply the learned concepts.
- The effectiveness of the teaching strategies will be re-evaluated in future course adjustments.