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<tr>
<th>Semester: Fall 2011</th>
<th>Department: ACCT</th>
<th>Members: J. Caston, M. Parilo, P. Rogan, T. Prather, A. Saibeni, S. Conway, and K. Salazar</th>
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<tr>
<td><strong>What did you learn from your outcomes assessment:</strong></td>
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<td>We determined as a group that ethics and diversity are a part of the structure of each and every course in our department rather than an item to &quot;teach&quot;. We determined that our courses give students the opportunity to be exposed to ethics and diversity in a subjective way. We do offer one course, Auditing, where ethics is a part of the actual content of the course. Each faculty member believes that ethical situations throughout each and every class and engaging students during class.</td>
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<th>Semester: Fall 2009</th>
<th>Department: AGB</th>
<th>Members: Howard Lewis</th>
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<td><strong>What did you learn from your outcomes assessment:</strong></td>
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<td>Students who feel comfortable with a self picked topic did very well as compared to students who had one assigned to them.</td>
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<th>Semester: Spring 2010</th>
<th>Department: AGB</th>
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<td><strong>What did you learn from your outcomes assessment:</strong></td>
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<td>Students were astounded by the array of opportunities that agriculture provides for them as jobs and the sectors that are encompassed by them. Students quickly learned without agriculture communities would dry up.</td>
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### Fall 2010

**Department:** AGB  
**Members:** Howard Lewis

**What did you learn from your outcomes assessment:**
I found out that 86% of my students could do the basic Algebra required to complete a Pearson square math calculation to solve for a certain protein content with a variety of feedstuffs. Of the students 7% grasped the first few steps in the completion of the square whereas the remaining students choose not to attempt the problem.

### Spring 2011

**Department:** AGB  
**Members:** Howard Lewis

**What did you learn from your outcomes assessment:**
I found out that 30% of my students had no idea how to correctly fill out a job application or were able to write a letter of interest to a perspective place of employment.

### Fall 2011

**Department:** BIOL  
**Members:** Jena Bills, Susan Scott, Fred Denke, Andrea Salmi, Eric Neff, Julie Oliver, Tamyra Carmona

**What did you learn from your outcomes assessment:**
Bio 400/ 410/ 420/ 430/ 431: The majority of our students were able to design and conduct experiments, analyze data, and report their findings in written laboratory reports. Bio 100: The majority were able to demonstrate understanding of basic biological concepts through written drop box assignments. Bio 310: Students were able to collect data, construct graphs, and interpret results laboratory reports. Bio 440: Students were successful in analyzing in written and oral form: case studies, primary research journals, and other current health-related microbiology topics.
### BUS

**Semester:** Fall 2011  
**Department:** BUS  
**Members:** Miller, Fagin, Granquist, Le, Davenport

**What did you learn from your outcomes assessment:**
As a group we have found I higher incidence of unethical behavior. In fact, when asked in an anonymous fashion, many students admitted unethical behavior. The range of students admitting used material without citing the source in a paper/report ranged from a low of 20 percent to a high of 40 percent. The average for all class was 26 percent.

### CAM

**Semester:** Fall 2011  
**Department:** CAM  
**Members:** Cynthia Torres

**What did you learn from your outcomes assessment:**
Basic culinary math principles were introduced on the first day of class and students were required to pass the measurement test before they were allowed to participate in lab activities. Once weights and measures, I was able to introduce recipe conversions. Students were then required to convert their recipe for each class before production began. All students in both classes w recipe conversion. I also included recipe conversions on every exam to reinforce the concept.

### CISA

**Semester:** Fall 2011  
**Department:** CISA  
**Members:** Carol Olsen, Sue Palm, Wendell Fishman

**What did you learn from your outcomes assessment:**
In all courses students were given more options with regard to how to solve a problem. This included building a table with multiple unique components in Word, passing of parameters within m programming assignments, and web project assignment. Students were shown a variety of methods and allowed to pick their own solution. Newer technologies were accepted in formulating s three classes students did better on the outcome and problem solving. In some cases however, areas were identified where students needed more instructor explanation and teaching of spec allowing students to try to solve the problem. The higher rate of success was accompanied by less student frustration in the case of the web class, though it was noted that there was not nece statistically significant improvement in student success.
### What did you learn from your outcomes assessment:

The following include comments from faculty participating in the assessments: One faculty member stated, I assessed students in my Comm 301 class (I only taught one section. The class enrolled students). Based on our planning discussion last semester, I made several changes intended to get students focused on constructing accurate citations for their speech outlines. First in class taking about the importance of accurately citing and the differences between APA and MLA citations (students can choose either style). In addition, I created a grading rubric, making it possible to relate to accurate citations, and also awarded points for the quality of research selected. On the first outlines I graded for informative speeches, less than 50% of students received full portion of the grade. However, after drawing students attention to this fact and the rubric itself, more than 80% of students were successful in creating accurate citations for their persuasive speech outlines. First, I started spending a full class period in the library. To complement time spent in the library, I created a research exercise. One part of this exercise focused on information. These changes appeared to encourage more students to cite their source and to do so with using appropriate style guidelines. Another faculty member commented, I assessed my sections of COMM 331, Group Discussion (with 175 students approximately) and two sections of COMM 301, Public Speaking in the summer (with 64 students). In the COMM 301 courses, the source documentation on 2 outline assignments is to provide source citation in the Modern Language Association (MLA) bibliographical format. In citing MLA, 87% of students were complete in making the inferences that students are more familiar with MLA due to high school English courses (for younger college students) and that students are becoming savvy in using web sites that provide specific examples, and I provided more examples in course material (handouts). In spite of these recent changes, the percentage of students completing APA accurately remains at at students overall. I am inferring that students are less familiar with APA and are not looking at the requirements and examples closely. Out of the 30% of students that are not complete in APA, 15% of that group of students cites MLA instead of APA...although the different format structures are stressed in class and course materials. The other 15% of students just list the source information such that it is not coming close in accuracy for source documentation. So where do I go from here? I think that students should be exposed to different source documentation forms ready to switch the requirement to MLA in the Groups course yet. In social science disciplines, the APA format will be required for students in their educational programs, so I think that the AP requirement is justified.

### What did you learn from your outcomes assessment:

Learned that the exams can actually measure students level of knowledge however not their level of commitment/dedication to complete/learn the material. Possibly add another assessment essay explaining passion/dedication/reason for wanting to take and complete the course. Acknowledgement of terminology component of the assessment exam seems too difficult for students who work on study glossary terms specific to the industry for student development.

### What did you learn from your outcomes assessment:

The Assignments were just designed over the summer 2011 and we will be implementing during the fall semester 2011.
What did you learn from your outcomes assessment:

We learned that students learn best when the theory can be applied to actual learning situations. In-class feedbacks are important to assess students' understanding of skills and concepts being in basic study and reading process can be improved through practice and meaningful content reading. We also learned that the assessed skills in pre-college courses are essential support and college level courses.

Semester: Spring 2011  
Department: ENGRD  
Members: Alex Casareno, Shihni Giedd, Linda Quinn, John Clanton, John Seamen

What did you learn from your outcomes assessment:

We learned that our methods of teaching and topics taught are addressing our Student learning objectives. The survey results indicate that our students are learning important and valuable in health, wellness, diet and exercise. The survey results provide affirmation that we are indeed teaching the course as it should be taught and addressing our SLOs and meeting our intended obj
### Semester: Spring 2010  Department: HORT  Members: Dave Andrews

**What did you learn from your outcomes assessment:**
The ability to master Plant Identification through on-site plant analysis, off-site plant part (leaf, flower, fruit, bark, etc.) analysis, and/or plant characteristic descriptive information. Plant identification memorization course; therefore, it was little surprise that additional exposure and practice would be beneficial to students. What was astonishing was the effect that practice quizzes had on student retention in the course. Three versions of ungraded practice quizzes were made available online for each of the fourteen plant identification lists. Students were allowed to access these quizzes and were provided unlimited attempts. The instructor utilized the randomization feature which created a unique quiz for each attempt. Students who typically scored 80% or higher on weekly exams demonstrated a 5%-12% score increase after implementing the practice quizzes. Students who typically scored below 80% showed a 20%-32% increase in scores. Plant identification courses with 30-35 students with 12-15 withdrawals/drops by semester's end. For this term 27 students began the course and 24 students completed the course; an 89% retention. Students who utilized software reported less time completing the herbarium data sheets which allowed for additional study time and exam preparation. In addition, students performed better on exams in which included plants from previous exams.

### Semester: Spring 2011  Department: HORT  Members: Dave Andrews

**What did you learn from your outcomes assessment:**
Through this assessment the department verified that it currently does not have the necessary type and variety of tools and equipment necessary to support the curriculum and training program. The department does have, however, a systematic training procedure needs to be developed so as each item has a consistent approach to teach proper equipment selection, pre-operation and effective operation, and post-operation procedures. The current system is not consistent from item to item; therefore creating additional down time and less opportunity for extended hands-on students. It was also noted that a lack of appropriate facilities impacted greatly the ability of the instructor to provide landscape scenarios for students in which to practice tool/equipment selection.

### Semester: Fall 2011  Department: MATH  Members: Jorge Baca, Mike Yarbrough, Mary Martin

**What did you learn from your outcomes assessment:**
Instructor emphasis on defining & set-up variable, made on impact on students adopting this strategy when facing unfamiliar word problem. Extra worksheets for student practice with student formative feedback, data gathered in item analysis on exam questions measured summative results.
### Spring 2011
**Department:** MEDA  
**Members:** Cori Burns

**What did you learn from your outcomes assessment:**

Having multiple graded and non-graded quizzes on dosage calculations in addition to extra practice exercises has increased student success of this topic. These exercises and quizzes were given to students and they achieved at least 95% success rate. This translated to increased scores on their final examination dosage questions as well as the pre-externship exam given by industry.

### Fall 2011
**Department:** MUFHL  
**Members:** Grant Parker, Kathryn Smith, Steven Coughran, Kurt Erickson

**What did you learn from your outcomes assessment:**

- Find a way to fund the Applied Music program so that our students are more successful in the transfer process.  
- We need the tech support and equipment so that we have the ability to record performances in M306.  
- We need an accompanist for the semester.

### Fall 2011
**Department:** NUTRI  
**Members:** Dana Wassmer, Timaree Hagenburger

**What did you learn from your outcomes assessment:**

It was difficult to quantify the impact of utilizing the D2L Free Sample Class on student success in online sections of NUTRI 300 and NUTRI 340 due to numerous confounding factors such as points were awarded for those who completed the Free Sample Class which may artificially boost their grade, 2. students may already be fluent in the use of D2L and the Sample Class was not required, 3. students who took advantage of this extra credit opportunity were more likely to have been successful students, independent of this assignment, and 4. there was a noticeable decline in the course NUTRI 340 in spring 2011 as compared to fall 2010. While results of this assessment did not provide conclusive quantitative evidence of its effectiveness, our experience with students (via informal communication) was positive and supports the implementation of the Free Sample Class as a requirement in all NUTRI online courses (and not as an extra credit activity).
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<th>Semester: Fall 2009</th>
<th>Department: PSYC</th>
<th>Members: Bud Hannan, Jeanne Edman, James Frazee</th>
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<tr>
<td><strong>What did you learn from your outcomes assessment:</strong></td>
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<td>1.) 96% of students demonstrated knowledge of experimental and control groups. 88% correctly included Independent Variable and Dependent Variable in their &quot;experiment&quot;. 44% failed to include assignment appropriately; which suggested additional emphasis in the course. 2.) Item analysis of 215 student exams revealed that 80% of the research method and scientific method questions were answered correctly. 3.) 10 research focused questions were identified in a sample of 296 student exams and found to demonstrate greater understanding of research methods than other testing segments. Review of PSYC 335 suggested no identified areas in need of modification.</td>
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<th>Members: Jeanne Edman, James Frazee, Bud Hannan</th>
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<td><strong>What did you learn from your outcomes assessment:</strong></td>
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<td>Students were more successful on test items (multiple choice and essay questions) involving sociocultural and ethical issues. PSYC 300 students (N = 241) scored twice the mean average of 1 addressing ethics and/or a sociocultural sensibility. 88% of students (N = 35) in PSYC 335 - Research Methods - were able to successfully address the question of ethnocentrism as it pertained to methodology. We were pleased with the outcome assessment. We speculate that our cultivation of a biopsychosocial approach across our curriculum is helpful toward the development of a sociocultural sensibility in our students. The diversity of the general student population may promote easier acquisition of these concepts. We propose no changes to our current curriculum.</td>
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<th>Semester: Spring 2011</th>
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<th>Members: Christopher R. Impinna</th>
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<td><strong>What did you learn from your outcomes assessment:</strong></td>
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<td>I learned that if specific goals are given to students, then the following must occur to adequately monitor their progress: A body of academic knowledge has to be designed that is centered on a set of topics that are related to a skill. Laboratory activity(s) must be planned to teach the skill. Students must be encouraged to practice the skill. Students must be assessed within the laboratory to monitor their ability to perform the skill and in some cases to integrate and analyze information in performing the skill.</td>
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What did you learn from your outcomes assessment:
I learned from having the students evaluate themselves at the beginning of the semester on the areas of their skills and competencies for effective and competitive workforce performance, that aware from the start of what is expected of them in the workplace. It also lets them know that if there are areas that need improvement, to start working on them because these areas are critical successful in the workplace. It also makes them aware that these areas will be discussed during the work site visit and also evaluated by their supervisor. I learned the evaluation also provides a discussion with the students and employers if the student needs improvement in one or more areas.