<table>
<thead>
<tr>
<th>Degree Program Mission</th>
<th>Department Mission</th>
<th>School Mission</th>
<th>University Mission</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global communities...</td>
<td>This is supported...</td>
<td>The mission...</td>
<td>The mission...</td>
</tr>
<tr>
<td></td>
<td>to promote the prim...</td>
<td>of the school...</td>
<td>of the school of...</td>
</tr>
<tr>
<td></td>
<td>but registered clas...</td>
<td>to support and...</td>
<td>to ensure the missio...</td>
</tr>
<tr>
<td></td>
<td>sese skills necessary to be...</td>
<td>students of...</td>
<td>of the Math and Physical...</td>
</tr>
<tr>
<td></td>
<td>and science curricula...</td>
<td>science, math...</td>
<td>Science, Math...</td>
</tr>
<tr>
<td></td>
<td>in development...</td>
<td>Science...</td>
<td>Science...</td>
</tr>
<tr>
<td></td>
<td>to ensure that...</td>
<td>Science...</td>
<td>Science...</td>
</tr>
<tr>
<td></td>
<td>Education...</td>
<td>Physics...</td>
<td>Physics...</td>
</tr>
<tr>
<td></td>
<td>is to ensure that...</td>
<td>Science...</td>
<td>Science...</td>
</tr>
</tbody>
</table>

Relationship of Degree Program Learning Outcomes to Departmental and University Missions

PART 1 (A & B)

1. Clearly state the school, department and degree program missions.
2. Valid student learning outcomes should be used, consistent with the standards of professional practice.
3. Valid student learning outcomes should be clearly articulated.

Effectively assessing a degree program should address a number of factors:

Developing Mathematics & Physical Sciences in the School of Mathematics,
Science & Health Sciences

The Department of Mathematics & Physical Sciences in the School of Mathematics,
Science & Health Sciences

Fall 2014 – Spring 2015

Developed and Published by: Student Learning Outcomes Team (GEP, 7/14)
<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Department Purposes</th>
<th>School Purposes</th>
<th>University Commissions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students will demonstrate proficiency in their major and demonstrate knowledge of core competencies</td>
<td>To promote an atmosphere of support for teaching and learning that respects the diversity of expression in a blend of academic and intellectual freedom and access to the arts and the humanities.</td>
<td>The school will offer developmental communication skills, communication of information, critical thinking, and creative thinking.</td>
<td>Bachelor's degree in Philosophy, Health, and Physical Science</td>
</tr>
<tr>
<td>2. Skills necessary for entry-level careers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Students will demonstrate communication skills necessary for entry-level careers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Students will demonstrate proficiency in their major and demonstrate knowledge of core competencies</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

With their respective school and department purposes and these outcomes and purposes with their applicable university commitments.

B. Clearly state school purposes, department purposes, and degree program student learning outcomes. Align student learning outcomes with their appropriate school and department purposes and these outcomes and purposes with their applicable university commitments.

<table>
<thead>
<tr>
<th>Degree Program Mission</th>
<th>Department Mission</th>
<th>School Mission</th>
<th>University Mission</th>
</tr>
</thead>
<tbody>
<tr>
<td>Society and community</td>
<td>Inclusivity and integration in environmental settings of diverse communities. The mission is also focused on the success in particular culture of academic in general and the discipline in the discipline.</td>
<td>To enhance student's knowledge and skills in social sciences and develop students into critical thinkers and analytical leaders.</td>
<td>Degree in Philosophy, Health, and Physical Science</td>
</tr>
</tbody>
</table>

Department of Philosophy, Health, and Physical Science.
### Discussion of Instructional Changes Resulting from 2013-2014 Developmental Studies Student Learning Report

#### PART 2

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Departmental Purposes</th>
<th>School Purposes</th>
<th>University Purposes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **Communities in Service**
  - Enhancements for the University and the overall institutional mission and goals.
  - Education and professional development for teachers and students.
  - To promote student and community involvement.

- **Institution**
  - To support and strengthen institutions.
  - Comprehensive academic programs.
  - To provide university-wide student services, activities, and resources.

- **Program**
  - To provide enhanced learning experiences for diverse students.
  - To provide educational leadership and continuous improvement initiatives.
  - To provide a general liberal arts education.

- **Service**
  - Enhanced community service and outreach.
  - To support lifelong learning and academic program and faculty development.
  - To provide educational leadership and continuous improvement initiatives.

- **Support**
  - To provide educational leadership and continuous improvement initiatives.
  - To provide educational leadership and continuous improvement initiatives.
  - To provide educational leadership and continuous improvement initiatives.

- **Teaching**
  - To provide educational leadership and continuous improvement initiatives.
  - To provide educational leadership and continuous improvement initiatives.
  - To provide educational leadership and continuous improvement initiatives.

- **Teaching and Learning**
  - To provide educational leadership and continuous improvement initiatives.
  - To provide educational leadership and continuous improvement initiatives.
  - To provide educational leadership and continuous improvement initiatives.

- **Student**
  - To provide educational leadership and continuous improvement initiatives.
  - To provide educational leadership and continuous improvement initiatives.
  - To provide educational leadership and continuous improvement initiatives.

- **Support and Services**
  - To provide educational leadership and continuous improvement initiatives.
  - To provide educational leadership and continuous improvement initiatives.
  - To provide educational leadership and continuous improvement initiatives.

- **Student Development**
  - To provide educational leadership and continuous improvement initiatives.
  - To provide educational leadership and continuous improvement initiatives.
  - To provide educational leadership and continuous improvement initiatives.

- **Student Learning**
  - To provide educational leadership and continuous improvement initiatives.
  - To provide educational leadership and continuous improvement initiatives.
  - To provide educational leadership and continuous improvement initiatives.

- **Student Support**
  - To provide educational leadership and continuous improvement initiatives.
  - To provide educational leadership and continuous improvement initiatives.
  - To provide educational leadership and continuous improvement initiatives.

- **Support**
  - To provide educational leadership and continuous improvement initiatives.
  - To provide educational leadership and continuous improvement initiatives.
  - To provide educational leadership and continuous improvement initiatives.

- **Teaching and Learning**
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  - To provide educational leadership and continuous improvement initiatives.
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- **Teaching**
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- **Support**
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  - To provide educational leadership and continuous improvement initiatives.
  - To provide educational leadership and continuous improvement initiatives.
### Developmental Math and Sciences

<table>
<thead>
<tr>
<th>Changes that Were or Will Be Implemented</th>
<th>Suggested Changes to the Assessment Process</th>
<th>Feedback and Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developmental Math and Sciences</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Discussions of the University Assessment Committee's 2013-2014 Peer Review Report

**PART 3**

<table>
<thead>
<tr>
<th>Impact of Changes on Degree Curriculum or Budget</th>
<th>Institutional or Assessment Changes</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Y/N) Implemented</td>
<td>(Y/N) Implemented</td>
</tr>
<tr>
<td><img src="image_url" alt="Image" /></td>
<td><img src="image_url" alt="Image" /></td>
</tr>
<tr>
<td>Measure</td>
<td>Each outcome would then have a single associated college-level study.</td>
</tr>
<tr>
<td>---------</td>
<td>---------------------------------------------------------------------</td>
</tr>
<tr>
<td>College</td>
<td>Writing skills necessary for entry-level</td>
</tr>
<tr>
<td>STO 2:</td>
<td>Students will demonstrate mastery of basic college-level</td>
</tr>
<tr>
<td>reading skills necessary for entry-level</td>
<td></td>
</tr>
<tr>
<td>STO 1:</td>
<td>Students will demonstrate mastery of basic college-level</td>
</tr>
<tr>
<td>reading skills necessary for entry-level</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>A single nubious learning outcome is difficult to assess. Consider splitting the single learning</td>
</tr>
<tr>
<td>Developmental Reading and Writing</td>
<td>goal. Online and blended courses should be reported separately.</td>
</tr>
<tr>
<td>N</td>
<td>not been assessed in this report. Due to unavailability of data, Developmental Reading and Writing has</td>
</tr>
<tr>
<td>Standards</td>
<td>Performance Measures</td>
</tr>
<tr>
<td>-----------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Overall 64 of the students taking the test made 65% or above. Out of the</td>
<td>of the students, 37% made 65% or above. Out of</td>
</tr>
<tr>
<td>14%</td>
<td>12</td>
</tr>
<tr>
<td>1.0</td>
<td>1.0</td>
</tr>
<tr>
<td>Overall 69 of the students taking the test made 65% or above. Out of the</td>
<td>0.0</td>
</tr>
<tr>
<td>1.0</td>
<td>1.0</td>
</tr>
<tr>
<td>% Score</td>
<td>#</td>
</tr>
<tr>
<td>65% of the students taking the test made 65% or above. Out of the</td>
<td>0.0</td>
</tr>
<tr>
<td>1.0</td>
<td>1.0</td>
</tr>
<tr>
<td>Overall 64 of the students taking the test made 65% or above. Out of the</td>
<td>17</td>
</tr>
<tr>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>1.0</td>
<td>1.0</td>
</tr>
<tr>
<td>% Score</td>
<td>#</td>
</tr>
<tr>
<td>65% of the students taking the test made 65% or above. Out of the</td>
<td>0.0</td>
</tr>
<tr>
<td>1.0</td>
<td>1.0</td>
</tr>
<tr>
<td>I. A.</td>
<td>34% of the students who took the exam improved their math skills through elementary Algebra after 9th grade.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>1D. Year</td>
<td>Overall, 94.9% of the students met the standards.</td>
</tr>
<tr>
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</tr>
<tr>
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</tr>
<tr>
<td>1D. Year</td>
<td>Overall, 94.9% of the students met the standards.</td>
</tr>
<tr>
<td>Standards Met</td>
<td>Performance H</td>
</tr>
<tr>
<td>---------------</td>
<td>---------------</td>
</tr>
<tr>
<td>N1</td>
<td></td>
</tr>
</tbody>
</table>

**Junior College Math**
- MATH 103: n=4
  - Math for Critical Thinking
  - 100% of the students
- MATH 106: n=4
  - Intermediate Algebra
  - 100% of the students
- MATH 113: n=4
  - College Algebra
  - 100% of the students
- MATH 122: n=4
  - Intermediate Algebra
  - 100% of the students
- MATH 160: n=4
  - College Algebra
  - 100% of the students

**Intermediate Algebra**
- MATH 103: n=4
  - Math for Critical Thinking
  - 100% of the students
- MATH 106: n=4
  - Intermediate Algebra
  - 100% of the students
- MATH 113: n=4
  - College Algebra
  - 100% of the students
- MATH 122: n=4
  - Intermediate Algebra
  - 100% of the students
- MATH 160: n=4
  - College Algebra
  - 100% of the students

**College Algebra**
- MATH 103: n=4
  - Math for Critical Thinking
  - 100% of the students
- MATH 106: n=4
  - Intermediate Algebra
  - 100% of the students
- MATH 113: n=4
  - College Algebra
  - 100% of the students
- MATH 122: n=4
  - Intermediate Algebra
  - 100% of the students
- MATH 160: n=4
  - College Algebra
  - 100% of the students

**Credits**
- MATH 103: n=4
  - Math for Critical Thinking
  - 100% of the students
- MATH 106: n=4
  - Intermediate Algebra
  - 100% of the students
- MATH 113: n=4
  - College Algebra
  - 100% of the students
- MATH 122: n=4
  - Intermediate Algebra
  - 100% of the students
- MATH 160: n=4
  - College Algebra
  - 100% of the students
Shared Pedagogical Insight that Improves Student Learning or Classroom Engagement

PART 6

<table>
<thead>
<tr>
<th>Considerations</th>
<th>Impact of Planned Changes on Student Learning and Other</th>
<th>Rational for Changes</th>
<th>Changes in Instructional or Assessment</th>
<th>Institutional or Assessment</th>
<th>Student Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If no changes are planned, simply state “No changes are planned.” Otherwise, consider all other considerations, such as curriculum, degree plan, assessment processes, or budget. If no changes are planned, simply state “No changes are planned.”

Proposal Institutional Changes Based on Conclusions Drawn from Evidence Presented Above

PART 5

<table>
<thead>
<tr>
<th>Standards Met</th>
<th>Conclusions</th>
<th>Results</th>
<th>Sample Size (N)</th>
<th>Methods of Sampling</th>
<th>Standards Performance</th>
<th>Measures of Learning Student Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(2) Students will demonstrate mastery of...
<table>
<thead>
<tr>
<th>Date</th>
<th>Signatures</th>
<th>Roles in the Assessment Process</th>
<th>Faculty Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/14/16</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(1) Provide the names and signatures of all faculty members who contributed to this report and indicate their respective roles:

Dr. Keith Martin
Dean
Department Head
Dr. Jamie Graham

(2) Reviewed by:

Dr. Sunil Abraham
Math Faculty - collect data
Review report, etc.

(3) list the indirect measures (see rubric): Students success in subsequent college-level coursework improving 40% from previous to present in each of the three courses.

Dr. John Nayar
Math Faculty - collect data

(4) list the direct measures (see rubric): (1) Percent of students passing the posttest at 65% or higher and (2) the percentage of students.

Roy Navar
Math Faculty - collect data

(5) How many different assessment measures were used? Three measures per course.

A. Assessment Measures:

Assessment Measures and Faculty Participation

PART 7 (A & B)

<table>
<thead>
<tr>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improving student learning or student engagement in the classroom, please provide a brief description below. More detail can be</td>
</tr>
</tbody>
</table>

(OPTIONAL) If your department or a faculty member has developed a method of teaching that seems especially effective in |
<table>
<thead>
<tr>
<th>1. Are the school, department, and program missions clearly stated?</th>
<th>2. Are student learning outcomes and departmental purposes aligned with university commitments and school purposes?</th>
<th>3. Did the department include peer review feedback and provide rationale for implementing or not implementing suggestions?</th>
</tr>
</thead>
<tbody>
<tr>
<td>RUBRIC FOR STUDENT LEARNING STUDENT LEARNING REPORT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developed</td>
<td>Developing</td>
<td>Established</td>
</tr>
<tr>
<td>-----------</td>
<td>------------</td>
<td>-------------</td>
</tr>
<tr>
<td><strong>A.</strong> Is the sampling method appropriate for all assessment measures?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The sampling methodology is applicable for some assessment measures.</td>
<td>Applicable for most assessment measures.</td>
<td>Applicable for all assessment measures.</td>
</tr>
<tr>
<td><strong>B.</strong> Do the performance standards provide a clearly defined threshold at an acceptable level of student performance?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student performance at an acceptable level of student performance is clearly defined. Standards provide a clearly defined threshold.</td>
<td>Most performance standards provide a clearly defined threshold.</td>
<td>All performance standards provide a clearly defined threshold.</td>
</tr>
<tr>
<td><strong>C.</strong> Do the performance standards provide a clearly defined threshold at an acceptable level of student performance?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student learning outcomes are applicable to the student learning outcomes.</td>
<td>Most assessment measures are applicable to the student learning outcomes.</td>
<td>All assessment measures are applicable to the student learning outcomes.</td>
</tr>
<tr>
<td><strong>D.</strong> Is the sampling methodology applicable for all assessment measures?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The sampling methodology is applicable for some assessment measures.</td>
<td>Applicable for most assessment measures.</td>
<td>Applicable for all assessment measures.</td>
</tr>
<tr>
<td><strong>E.</strong> Is the sample size listed for each assessment measure?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Details provided.</td>
<td>Details provided.</td>
<td>Details provided.</td>
</tr>
<tr>
<td><strong>F.</strong> Are the student learning outcomes listed and measurable?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student learning outcomes are listed and measurable.</td>
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<td><strong>G.</strong> Are the student learning outcomes listed and measurable?</td>
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<td></td>
</tr>
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<td></td>
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<td>Student learning outcomes are listed and measurable.</td>
</tr>
</tbody>
</table>

*Note: The table is partially visible and may require further information to complete.*
<table>
<thead>
<tr>
<th>All planned changes are</th>
<th>Most planned changes are</th>
<th>Some planned changes are</th>
<th>No planned changes are</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplary</td>
<td>Established</td>
<td>Developing</td>
<td>Undeveloped</td>
</tr>
</tbody>
</table>

5. How well supported is the rationale for making assessment or instructional changes? The justification can be based on conclusions reached in part 4 of the self-study report, on informal evidence such as faculty meetings and discussions, conference, pilot projects, textbook, and other considerations such as the curriculum change plan, assessment process, or budget.

6. Does the report indicate whether the performance standards were met?

7. Are the conclusions reasonable and significantly related to student learning outcomes?
<table>
<thead>
<tr>
<th>Undeveloped</th>
<th>Developing</th>
<th>Established</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Few faculty participated.</td>
<td>The faculty roles are not identified.</td>
<td>The faculty roles are not identified.</td>
<td>The faculty roles are not identified.</td>
</tr>
<tr>
<td>The roles are not visible.</td>
<td>The process of faculty participation in the majority of the activities is not apparent.</td>
<td>The faculty role is identified and its contribution to the assessment process is clear.</td>
<td>The faculty role is clearly identified and its contribution to the assessment process is clear.</td>
</tr>
</tbody>
</table>

B. Does the list of faculty participation clearly describe their role in the assessment process?

<table>
<thead>
<tr>
<th>Undeveloped</th>
<th>Developing</th>
<th>Established</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Those listed.</td>
<td>Measures recorded and the total.</td>
<td>Measures recorded and the total.</td>
<td>Measures recorded and the total.</td>
</tr>
<tr>
<td>Assessisment measures are not very consistent with those listed.</td>
<td>The number of measures is consistent with those listed.</td>
<td>The number of measures is consistent with those listed.</td>
<td>The number of measures is consistent with those listed.</td>
</tr>
</tbody>
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<table>
<thead>
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<th>Undeveloped</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Classroom.</td>
<td>The faculty does not include any specific instructional strategies.</td>
<td>The faculty does not include any specific instructional strategies.</td>
<td>The faculty does not include any specific instructional strategies.</td>
</tr>
<tr>
<td>Classroom.</td>
<td>The faculty includes at least one teaching strategy that improves student engagement.</td>
<td>The faculty includes at least one teaching strategy that improves student engagement.</td>
<td>The faculty includes at least one teaching strategy that improves student engagement.</td>
</tr>
</tbody>
</table>

6) Did the faculty include at least one teaching strategy that improves student engagement in the classroom?

1. Course grades
2. Assessment grades if not accompanied by rubric or scoring guide
3. For four year programs, graduation rates into graduate programs and graduation rates from those programs
4. For two year programs, admission rates into four-year institutions and graduation rates from those programs. Academic: Performance of current students in the program
5. Percentages of graduates into appropriate career positions and starting salaries
6. Alumni perception of their career responsibilities and satisfaction
7. Student ratings of their knowledge and skills and evaluation of what they have learned over the course of the program
8. Those questions on end-of-course student evaluations forms that ask about the course rather than the instructor
9. Student feedback asks about learning, collected through surveys, exit interviews, or focus groups
10. Honors, awards, and scholarships earned by students and alumni

and less convincing. Examples include:

INDIRECT EVIDENCE provides signs that students are probably learning, but the evidence of exactly what they are learning is less clear.

1. Student reflections on their values, attitudes and beliefs, if developing those are intended outcomes of the program.
2. Scores on newly-developed tests such as first examinations in key courses, pass/fail examinations and comprehensive examinations
3. Course grades, performance in performance using a rubric
4. Portfolios of student work
5. Scores on literature or performance tests of student work
6. Scores on literature questions on literature or performance tests of student work and other published tests
7. Scores and pass rates in licensure/qualification exams of other published tests
8. Major Field Tests that assess key learning outcomes
9. Assignments of student skills by their field experience supervisors
10. Course grades

Examples include:

DIRECT EVIDENCE of student learning is tangible, visible, self-explanatory evidence of exactly what students have and haven’t learned.

EXPLANATION & EXAMPLES OF DIRECT AND INDIRECT EVIDENCE