

2015-16 Associate of Science Oregon Transfer – Business (ASOT-BUS) Outcome Assessment Plan

Departments: Arts & Humanities, Math, Science, Social Science, Writing & Languages

1. Outcome	2. Criteria or Target	3. Measurement Tool (course #, title, term)	4. When/how and by who analysis of assessment will be accomplished
Students who complete this degree should be able to:			
<p>1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. <i>(Communication)</i></p>	<ul style="list-style-type: none"> 80% of students will earn a "C" or higher 60% of students will earn a "B" or higher 	<p><u>Summer</u> COMM 111 Public Speaking WR 115 Introduction to Expository Writing WR 121 English Composition WR 122 English Composition</p> <p><u>Fall</u> COMM 111 Public Speaking PSY 201A Intro to Psychology – Part I PSY 215 Human Development WR 115 Introduction to Expository Writing WR 121 English Composition WR 122 English Composition</p> <p><u>Winter</u> COMM 111 Public Speaking PSY 201A Intro to Psychology – Part I PSY 202A Intro to Psychology – Part 2 PSY 215 Human Development TA 274 Theatre History WR 115 Introduction to Expository Writing WR 121 English Composition WR 122 English Composition</p> <p><u>Spring</u> BA 205 Solving Com Problems w/Technology PSY 202A Intro to Psychology – Part 2 PSY 215 Human Development WR 115 Introduction to Expository Writing WR 121 English Composition WR 122 English Composition WR 227 Technical & Professional Writing</p>	<p>75.43% of students earned a B or higher. 88.99% of students earned a C or higher. Student achievement of outcome exceeded target.</p>

<p>2. Creatively solve problems by using relevant methods of scientific research, quantitative/symbolic reasoning, data analysis, and evaluation of information. (<i>Critical Thinking and Problem Solving</i>)</p>	<ul style="list-style-type: none"> • 80% of students will earn a "C" or higher • 60% of students will earn a "B" or higher 	<p><u>Summer</u> MTH 95 Intermediate Algebra MTH 111 College Algebra WR 115 Introduction to Expository Writing WR 121 English Composition WR 122 English Composition</p> <p><u>Fall</u> MTH 95 Intermediate Algebra MTH 111 College Algebra MTH 243 Statistics 1 MTH 251 Calculus 1 PSY 201A Intro to Psychology – Part I PSY 215 Human Development WR 115 Introduction to Expository Writing WR 121 English Composition WR 122 English Composition</p> <p><u>Winter</u> BA 131 Intro to Business Technology MTH 95 Intermediate Algebra MTH 111 College Algebra MTH 243 Statistics I MTH 252 Calculus II PSY 201A Intro to Psychology – Part I PSY 202A Intro to Psychology – Part II PSY 215 Human Development WR 115 Introduction to Expository Writing WR 121 English Composition WR 122 English Composition</p> <p><u>Spring</u> MTH 95 Intermediate Algebra MTH 111 College Algebra MTH 112 Elementary Functions MTH 244 Statistics II MTH 253 Calculus III PSY 202A Intro to Psychology – Part II PSY 215 Human Development WR 115 Introduction to Expository Writing WR 121 English Composition</p>	<p>74.29% of students earned a B or higher. 89.47% of students earned a C or higher. Student achievement of outcome exceeded target.</p>
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		WR 122 English Composition WR 227 Technical & Professional Writing	
3. Apply the knowledge, skills and abilities to enter and succeed in a defined profession or advanced professional degree program. (<i>Professional Competence</i>)	<ul style="list-style-type: none"> 80% of students will earn a "C" or higher 60% of students will earn a "B" or higher 	<p>Summer COMM 111 Public Speaking MTH 95 Intermediate Algebra MTH 111 College Algebra WR 121 English Composition WR 122 English Composition</p> <p>Fall ART 284 Watercolor I COMM 111 Public Speaking HST 201 History of the United States I MTH 95 Intermediate Algebra MTH 111 College Algebra MTH 243 Statistics 1 MTH 251 Calculus 1 WR 121 English Composition WR 122 English Composition</p> <p>Winter COMM 111 Public Speaking HST 202 History of the United States II MTH 95 Intermediate Algebra MTH 111 College Algebra MTH 243 Statistics I MTH 252 Calculus II WR 121 English Composition WR 122 English Composition</p> <p>Spring ART 284 Watercolor I HST 203 History of the United States III MTH 95 Intermediate Algebra MTH 111 College Algebra MTH 112 Elementary Functions MTH 244 Statistics II MTH 253 Calculus III PHL 204 Philosophy of Religion WR 121 English Composition</p>	73.22% of students earned a B or higher. 89.02% of students earned a C or higher. Student achievement of outcome exceeded target.

		WR 122 English Composition WR 227 Technical & Professional Writing	
4. Appreciate cultural diversity and constructively address issues that arise out of cultural differences in the workplace and community. <i>(Cultural Awareness)</i>	<ul style="list-style-type: none"> 80% of students will earn a "C" or higher 60% of students will earn a "B" or higher 	<p>Summer ENG 106 Intro to Literature (Poetry)</p> <p>Fall ENG 260 Intro to Women Writers HST 101 Western Civilization I MUS 105 Music Appreciation TA 101 Theatre Appreciation</p> <p>Winter COMM 140 Intro to Intercultural Comm ENG 104 Intro to Literature (Fiction) ENG 253 Survey of American Literature HST 102 Western Civilization II TA 274 Theatre History</p> <p>Spring ENG 105 Intro to Literature (Drama) ENG 250 Intro to Folklore and Mythology ENG 254 Survey of American Literature HST 103 Western Civilization III</p>	65.67% of students earned a B or higher. 81.08 % of students earned a C or higher.
5. Recognize the consequences of human activity upon our social and natural world. <i>(Community and Environmental Responsibility)</i>	<ul style="list-style-type: none"> 80% of students will earn a "C" or higher 60% of students will earn a "B" or higher 	<p>Summer</p> <p>Fall ESR 171 Enviro Sci: Biological Perspectives HST 201 History of the United States I PSY 201A Intro to Psychology – Part I PSY 215 Human Development</p> <p>Winter ESR 172 Enviro Sci: Chemical Perspectives HST 202 History of the United States II PSY 201A Intro to Psychology – Part I PSY 202A Intro to Psychology – Part II PSY 215 Human Development</p> <p>Spring</p>	83.01% of students earned a B or higher. 90.52% of students earned a C or higher. Student achievement of outcome exceeded target.

		ESR 173 Enviro Sci: Geological Perspectives HST 203 History of the United States III PSY 202A Intro to Psychology – Part II PSY 215 Human Development	
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Assessment of Outcomes Achievement
Degree, Certificate, Program

Name of Degree, Certificate or Program: Associate of Science Oregon Transfer – Business (ASOT)

1. Describe assessment results.

The level of student achievement is clearly quite high with nearly 90% receiving C's in most courses covering these outcomes and over 70% in fact achieving B's in all outcomes except outcome 4 dealing with professional competence - Apply the knowledge, skills and abilities to enter and succeed in a defined profession or advanced professional degree program. (Professional Competence) – where that number was about 66%.

2. Identify any changes that should, as a result of this assessment, be implemented towards improving students' attainment of degree, certificate, or program outcomes.

While it is clear that all of our goals are being met, faculty are encouraged to keep up the good work and reminded that each of them agreed that a student would not be able to pass their class without showing they had met the outcomes their specific class meets through the normal grading process.

3. Describe your plan for implementation of any changes.

4. Departmental faculty involvement.
John Evans, Department Chair

5. Evaluate the assessment strategy.

This assessment strategy is effective and should help foster an environment that while emphasizing student success as we have always done also reminds instructors of the value of honest grading and the need to avoid passing students along “just because.” On the other hand there may be a need for other measures that can perhaps illuminate small differences in a way that can be helpful and yet is a natural part of what we already do as faculty.

6. Additional comments.

While using grades as an assessment tool may currently be out of fashion, instructors of those classes where grades are used to measure student acquisition of a particular outcome all said that a student could not receive a passing grade in the class without demonstrating their mastery of that outcome.