

Mendocino College

ISLO Assessment Results for #1

2011

Team: Doug Boswell, Jaime Cechin, Julie Finnegan, Marcus Frederickson, Aeron Ives, Debra Polak, Vivian Varela, Karen Wilson

ISLO #1 - Assume responsibility for your actions, and work effectively as an individual and as a member of a group.

We selected all group projects submitted from one assignment in classes BUS 201 Managerial Accounting, SOC 200 Introduction to Sociology, and AUT 142 Brakes and Suspension, selecting only from students who passed the class. We assessed four critical objectives of the ISLO, finding that 95% met 3+ out of the 4 objectives.

Artifact:	Demonstrates collaborative effort in a completed project.	Creates project within the deadline.	Demonstrates responsibility as a member of a group.	Integrates key course concepts in the project.	Totals: (3 or 4 considered success)
AUT 142 1	X	X	X	X	4
2	X	X	X	X	4
3	X	X	X	X	4
4	X	X	X	X	4
5	X	X	X	X	4
6	X	X	X	X	4
7	X	X	X	X	4
8	X	X	X	X	4
9	X	X	X	X	4
10	X	X	X	X	4
11	X	X	X	X	4
12	X	X	X	X	4
13	X	X	X	X	4
14	X	X	X	X	4
15	X	X	X	X	4
16	X	X	X	X	4
17	X	X	X	X	4
18	X	X	X	X	4

19	X	X	X	X	4
20	X	X	X	X	4
21	X	X	X	X	4
BUS 201	X	X	X	X	4
1					
2	X	X	X	X	4
3	X	X	X	X	4
4	X	X	-	X	3
5	X	X	-	X	3
6	X	X	-	X	3
7	-	-	-	-	0
8	-	-	-	-	0
SOC 200	X	X	X	X	4
1					
2	X	X	X	X	4
3	X	X	X	X	4
4	X	X	X	X	4
5	-	X	X	X	3
6	X	X	X	X	4
7	X	X	X	X	4
8	X	X	X	X	4
9	X	X	X	X	4
10	X	X	X	X	4
11	X	X	X	X	4
12	X	X	X	X	4
13	X	X	X	X	4
Total:	39/42=93%	40/42=95%	37/42=88%	40/42=95%	40/42=95%

Assessment Team Recommendations for ISLO #1:

1. **Remove this as an ISLO or align course outlines and programs to incorporate more assessable group work.** The SLO Team was only able to identify a few classes where groupwork was assessable. Even then, groupwork is not required by the course outline for these courses. If a different instructor were to teach these courses, it is possible that there would be no groupwork required. If we truly want groupwork to be part of our ISLOs, then we need to ensure that students who graduate from Mendocino College really do take classes that require groupwork. And it needs to be assessable.
2. **Reword the existing ISLO to exclude “assume responsibility for your actions” and consider addressing specific time management, interpersonal communication, OR soft skills.** We envision this ISLO being about the life skills students should learn from their experiences here—the individual skills that will help in classes or jobs (time management, meeting deadlines,

following instructions, taking responsibility, etc.) and also the ability to work as part of a team. Again, these would need to be assessable in some way.

3. **If recommendation #1 is not viable, then consider rewording the SLO to change “and” to “or”** as in “...or as a member of a group” to allow for more individual assessment.

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ISLO Assessment Results for #2

2011

Team: Doug Boswell, Jaime Cechin, Julie Finnegan, Marcus Frederickson, Aeron Ives, Debra Polak, Vivian Varela, Karen Wilson

ISLO #2 – Express ideas with clarity, logic, and originality in both spoken and written English.

We selected artifacts to assess from a variety of departments, including research papers from ENG 200 and HIS 203. Additionally, we assessed an imbedded exam question from SPE 210, but found it difficult to assess skills in “spoken” English using a written exam; however, the chosen exam question did reflect a knowledge of verbal strategies. While the overall scores indicate satisfactory achievement of this ISLO, lower scores regarding “Logic” and “Originality” indicate areas for instructional improvement.

Data Summary:

- Overall, 73% of total scores indicated achievement of the ISLO #2.
- 86% achieved the “Clarity” aspect of the ISLO.
- 64% achieved the “Logic” aspect of the ISLO.
- 68% achieved the “Originality” aspect of the ISLO.

	0	1	2	3
Clarity	Unclear with many sentence errors	Some clarity but mostly unclear with many errors	Mostly clear with some errors.	Very clearly written with few errors
	1 (4%)	3 (11%)	12 (43%)	12 (43%)
Logic	No thesis stated and no supporting main points	Unclear thesis and/or supporting ideas	Acceptable connection between thesis and main points	Strong, clear thesis supported by well organized main points
	1 (4%)	9 (32%)	11 (39%)	7 (25%)
Originality	Generalized topic and not originality in writing style	Partially developed topic with no or little originality in writing style	Developed topic with some originality in writing style	Specific and original topic with clear personal writing style

	1 (4%)	8 (29%)	10 (36%)	9 (32%)
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Assessment Team Recommendations for ISLO #2:

1. **Increased instructional focus, including professional development, on essay structure/organization.** While “Clarity” scores are consistently higher, the low scores regarding “Logic” are a concern. We feel that students would benefit greatly from increased organizational instruction. With this in mind, we recommend additional professional development opportunities for all faculty to help our students achieve this ISLO.
2. **Remove or relocate the “spoken” aspect of this ISLO.** While communication can be both “spoken and written,” we feel that the two actions cannot be assessed simultaneously, using the same criteria; therefore, we recommend creating a new ISLO focusing on “public speaking and group discussion.”
3. **Eliminate “originality” from this ISLO, and combine ISLO #2 with ISLO #6.** Because “originality” is neither a requirement nor easily assessable, we recommend removing this word from the ISLO. Additionally, we see a direct connection between ISLO #2 and #6, and we feel that combining the two would help future assessments.

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ISLO Assessment Results for #3

2011

Team: Doug Boswell, Jaime Cechin, Julie Finnegan, Marcus Frederickson, Aeron Ives, Debra Polak, Vivian Varela, Karen Wilson

ISLO #3 - Apply mathematical principles to address and solve problems.

We selected one assignment from BUS 201 Managerial Accounting (all students), a quiz from Nursing 112 (random sample of 10 students), and a Final Exam from Math 56 (random sample of 10), selecting only from students who passed the class. We assessed three objectives of the SLO, finding that 93% met 2+ out of the 3 objectives. We accepted 2 out of 3 because our rubric included (2nd objective) the use of discipline specific tools and technologies in problem solving, which is not explicit in the ISLO (although implied and integral to mathematics).

Artifact:	Uses rules, formulas, laws, theories, or models common to the discipline.	Uses tools and technologies appropriate to the discipline.	Demonstrates quantitative analysis to solve a problem.	Totals: (2 or 3 considered success)
Bus 201 1	X	X	X	3
2	X	X	X	3
3	X	X	X	3
4	X	X	X	3
5	X	X	X	3
6	X	X	X	3
7	-	-	-	0
8	-	-	-	0
Nurs 112 1	X	X	X	3
2	X	X	X	3
3	X	X	X	3
4	X	X	X	3
5	X	X	X	3
6	X	X	X	3
7	X	X	X	3
8	X	X	X	3
9	X	X	X	3
10	X	X	X	3
MTH 56 1	X	X	X	3

2	X	X	-	2
3	X	X	X	3
4	X	X	X	3
5	X	-	X	2
6	X	X	X	3
7	X	X	X	3
8	X	X	-	2
9	X	X	X	3
10	X	-	X	2
Total:	26/28=93%	24/28=86%	24/28=86%	26/28=93%

Assessment Team Recommendations for ISLO #3:

1. **Reword the existing ISLO to include the discipline specific employment of tools and technologies in mathematical applications and problem solving.**
2. **Add a component of quantitative analysis to the description.**

ISLO Assessment Results for #4

Mendocino College

Team: Doug Boswell, Jaime Cechin, Julie Finnegan, Marcus Frederickson, Aeron Ives, Debra Polak, Vivian Varela, Karen Wilson

ISLO #4- Gather and interpret data using a variety of scientific methods to address and solve both practical and theoretical problems.

We selected artifacts from 3 courses: Biology 231 (Human Physiology), Chemistry 251 (2nd semester of Gen Chem), Nursing 102 (Fundamentals of Nursing). All course artifacts were laboratory reports that involved data collection, interpretation, and evaluation. We established 4 objectives (criteria) to evaluate the specific ISLO #4. Based on the scoring of 3 or 4 out of a total of 4, 88% of the artifacts met this ISLO.

Artifact	Criteria				
	Presents a clear statement of purpose or hypothesis	Presents data organized in tables, graphs or illustrations	Describes trends observed in data or a meaningful result gleaned from the data	Connects results to concepts or problem being investigated	Scores of 3 or 4 out of 4 only
BIO 231					
A	X	X	X	X	1
B	X	X	X	X	1
C	X	X	X	X	1
D	X	X	X	X	1
E	0	X	X	0	0
F	X	X	X	X	1
G	X	X	X	X	1
H	X	X	X	X	1
CHM 251					
A	X	X	X	0	1
B	X	X	1 X	X	1

C	0	X	X	0	0
D	X	X	X	0	1
E	X	X	0	X	1
F	X	X	X	X	1
G	X	X	X	X	1
H	0	X	X	0	0
I	X	X	X	X	1
J	X	0	X	X	1
K	X	X	X	X	1
NUR 102					
A	X	X	X	X	1
B	0	X	X	X	1
C	X	X	X	X	1
D	X	X	X	0	1
E	X	X	X	0	1
F	0	X	X	X	1
TOTALS	(20/25) = 80%	(24/25) = 96%	(24/25) = 96%	(18/25) = 72%	(22/25)= 88%

Assessment Team Recommendations for ISLO #1:

1. **We recommend changing the wording of this ISLO (#4) so that more courses could be considered for evaluation.** The wording “Scientific Methods” tends to limit the assessment of this ISLO to science courses. We found that all of the artifacts addressed either a practical or theoretical problem but not both.

Adjusted ISLO:

“Gather and interpret data using various investigative methods to address and solve either practical or theoretical problems.”

ISLO Assessment Results for #5

Team: Doug Boswell, Jaime Cechin, Julie Finnegan, Marcus Frederickson, Aeron Ives, Debra Polak, Vivian Varela, Karen Wilson

ISLO #5- Analyze, understand and evaluate diverse ideas, beliefs, and behaviors.

We selected artifacts from 3 courses: Sociology 200 (Introduction to Sociology), Political Science 200 (American Government and Politics), Philosophy 230 (Religions of the World). All course artifacts were in essay format. We established 3 objectives (criteria) to evaluate the specific ISLO #5. Based on the scoring of 2 or 3 out of a total of 3, 81.1% of the artifacts met this ISLO.

Artifact	Criteria			
	Demonstrates ability to outline differences among ideas and behaviors	Includes statement or discussion that explains a diverse perspective	Develops a meaningful evaluation gleaned from the information	Scores of 2 or 3 out of 3 only
SOC 200				
A	X	X	0	1
B	X	X	0	1
C	0	X	0	0
D	X	X	X	1
E	0	X	X	1
F	0	X	0	0
G	0	0	0	0
H	X	X	X	1
I	X	X	X	1
J	X	X	X	1
K	X	X	X	1

L	X	X	X	1
M	0	X	X	1
N	0	X	0	0
POL 200				
A	X	X	X	1
B	X	X	X	1
C	X	X	X	1
D	X	X	X	1
E	X	X	0	1
F	X	X	X	1
G	X	X	X	1
H	X	X	X	1
I	X	X	X	1
J	X	X	X	1
K	X	X	X	1
L	X	X	0	1
PHI 230				
A	X	X	X	1
B	X	X	X	1
C	X	X	0	1
D	0	X	0	0
E	0	X	0	0
F	0	X	X	1
G	0	X	X	1
H	X	X	0	1

I	X	X	0	1
J	X	X	X	1
K	0	0	X	0
TOTALS	(26/37) = 70.3%	(35/37) = 94.6%	(24/37) = 64.9%	(30/37) = 81.1%

Assessment Team Recommendations for ISLO #1:

1. **We found that the word “understand” was difficult to evaluate.** We determined via our evaluation that when the artifact included a thorough explanation it tended to demonstrate an “understanding”. Therefore we recommend the more measureable word “explain”.

Adjusted ISLO:

“Analyze, explain and evaluate diverse ideas, beliefs, and behaviors.”

ISLO Assessment Results for #6

Team: Doug Boswell, Jaime Cechin, Julie Finnegan, Marcus Frederickson, Aeron Ives, Debra Polak, Vivian Varela, Karen Wilson

ISLO #6 – Access, interpret, evaluate, and synthesize information using multiple resources, including current information technology.

We selected research papers from ENG 200 and HIS 203, as well as nutritional analysis essays from NRS 102. All assignments require outside research, and students utilized resources such as basic internet search engines, advanced databases, and books. Data indicates that our students are proficient at utilizing research tools, but struggle to evaluate and incorporate sourced information into their assignments.

Data Summary:

- Overall, 69% of the scores given to student artifacts indicate achievement (scoring 2 or 3) of the ISLO #6.
- 80% achieved the “Access of Information” aspect of the ISLO.
- 69% achieved the “Interpretation and Evaluation” aspect of the ISLO.
- 58% achieved the “Synthesis” aspect of the ISLO.

	0	1	2	3
Access of Information (quality of resources)	No resources	Basic internet or book reference material (Wikipedia, Encyclopedia)	Basic and more scholarly resources used	Scholarly resources used.
	4(15%)	1(4%)	11(42%)	10(38%)
Interpretation and Evaluation	No reflection on sources	Simple summary with no analysis	Surface analysis included (some in depth)	In depth analysis
	0	8(31%)	10(38%)	8(31%)
Synthesis	Resources not incorporated	Sources are unclearly integrated	Sources mostly integrated and organized efficiently	Sources integrated clearly to support main ideas

	1(4%)	10(38%)	9(35%)	6(23%)
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Assessment Team Recommendations for ISLO #6:

- 1. Encourage campus-wide discussion regarding research papers and expectations.** Artifacts indicate inconsistency in assignment expectations across disciplines, particularly concerning incorporating source material in student writing. We recommend a “norming” activity and communication among disciplines to work toward common research expectations.
- 2. Provide professional development focusing on the Library.** With the new Library soon to be completed, we recommend Mendocino College takes the opportunity to further educate faculty on the scope of resources available to our students. Scores indicate that students are very capable of using the Library to find information, but their ability to incorporate such information into an assignment is lacking. The resources available through the Library can help them to better synthesize sourced information, so the College must work to keep the student population informed of said resources.

Remove “interpret” from the wording of ISLO #6. We feel that “interpreting” information is but one aspect of “evaluating” a source. We recommend eliminating the word “interpret” to avoid redundancy.

ISLO Assessment Results for #7

Team: Doug Boswell, Jaime Cechin, Julie Finnegan, Marcus Frederickson, Aeron Ives, Debra Polak, Vivian Varela, Karen Wilson

ISLO #7- Enhance physical and psychological well-being by examining and applying health and wellness concepts.

We selected artifacts from 2 courses: Nursing 102 (Fundamentals of Nursing) and Psychology 206 (Human Sexuality). Artifacts were either laboratory reports (NUR 102) or short essays (PSY 206). We established 4 objectives (criteria) to evaluate ISLO #7. Based on the scoring of 3 or 4 out of a total of 4, 60% of the artifacts met this ISLO.

ARTIFACT	CRITERIA				
	Discuss and/or compare health concepts such as disease, diet, exercise and risks	Assess individual/group in terms of health concepts	Propose or teach awareness of or response to a health concept	Identify challenges to achieving a health related goal	Scores of 3 or 4 out of 4 only
NUR 102					
A	X	X	X	X	1
B	X	X	X	X	1
C	X	X	X	X	1
D	X	X	0	0	0
E	X	X	0	0	0
F	X	X	X	X	1
PSY 206					
A	X	0	X	0	0
B	X	0	X	X	1

C	X	0	X	X	1
D	X	0	X	0	0
TOTALS	(10/10) = 100%	(6/10) = 60%	(8/10) = 80%	(6/10) = 60%	(6/10)= 60%

Assessment Team Recommendations for ISLO #1:

1. We found that the concept of “enhancing physical and psychological well-being” was immeasurable based on the artifacts that were evaluated. We were only able to evaluate “examination” and “application” of health concepts. We recommend considering to possible solutions to this problem:
2. **Move the second clause** to the front of the sentence:

“Examine and apply health and wellness concepts with the intent of enhancing physical and psychological well-being.”

3. **Eliminate the clause** “Enhance physical and psychological well-being by...”

“Examine and apply health and wellness concepts.”

4. **We also found that a limited number of courses met or could meet ISLO #7.** Therefore we recommend that Mendocino College offers increased opportunities for students or increase student awareness regarding opportunities to gain exposure to health and wellness concepts to meet this ISLO.

ISLO Assessment Results for #8

Team: Doug Boswell, Jaime Cechin, Julie Finnegan, Marcus Frederickson, Aeron Ives, Debra Polak, Vivian Varela, Karen Wilson

ISLO #8 – Explore and express personal creativity throughout your life.

We selected a variety of assignments from different disciplines. From Art 214, we assessed an artifact that detailed the conception and creation of a 3-D sculpture; from Eng 170 and THE 260, we assessed an in-class journal assignment and letters (respectively) in which students described the effect the class has had on their creative processes.

Data Summary:

- Overall, 95% of the student artifacts indicated achievement of the ISLO #8.
- 81% achieved the “creative process” aspect.
- 92% achieved the “improving personal expression” aspect of the ISLO.
- 76% achieved the achieved the “creativity beyond the classroom” aspect of the ISLO.

Artifact:	Illustrates understanding of the creative process	Incorporates class work in improving personal expression	Indicates creativity beyond the classroom	Totals: (2 or 3 considered success)
1	X	X	x	3
2	x	x		2
3	X	X	X	3
4	X	X	X	3
5	X	X	X	3
6	X			1
7	X	X	X	3
8	X	x	x	3
9		X	X	2
10	X	X	X	3
11	X		X	2
12	X	X	X	3
13	X	X	X	3
14	X	X		2
15	X	X	X	3
16	X	X	X	3
17	X	X		2

18	X	X	X	3
19	X	X		2
20	X	X	X	3
21	X	X		2
22	X	X		2
23	X	X		2
24	X	X	X	3
25	X	X	X	3
26	X	X	X	3
27				0
28		X	X	2
29	X	X	X	3
30		X	X	2
31		X	X	2
32		X	X	2
33		X	X	2
34	X	X	X	3
35	X	X	X	3
36	X	X	X	3
37	X	X	X	3
Total:	30(81%)	34 (92%)	28 (76%)	35

Assessment Team Recommendations for ISLO #8:

- 1. Rewrite ISLO #8, focusing on “the Arts” instead of “creativity.”** Because of the nature of this ISLO, assessment proved very difficult. We do not feel it is possible to assess “creativity throughout life” with resources available to the college. This is not meant to disregard the importance of “creativity.” Instead, we recommend an ISLO focusing on exposure to and/or production of literary, visual and/or performing arts.

ISLO Assessment Results for #9

Team: Doug Boswell, Jaime Cechin, Julie Finnegan, Marcus Frederickson, Aeron Ives, Debra Polak, Vivian Varela, Karen Wilson

ISLO #9 – Understand yourself and others as members of our diverse global community.

In order to assess this ISLO, we selected observational essay assignments from both MUS 208 and PHIL 230; additionally, we excerpted imbedded exam questions from a section of SOC 200. Scores indicate that students are certainly exposed to other world cultures, but need to be encouraged further to understand how global communities relate to each other and themselves.

Data Summary:

NOTE: Final essays and embedded exam questions were assessed differently; therefore, results for each of these types of artifacts are displayed in separate tables.

- Overall, 74% of the final essay artifacts indicate achievement of the ISLO #9.
- 100% achieved the “examined at least one world culture” aspect.
- 78% achieved the “connections between personal and other culture” aspect of the ISLO.
- 100% achieved the “description of specific examples from another culture” aspect of the ISLO.
- 69% achieved the “identifies shared interaction among cultures” aspect of the ISLO.
- An average of 77% of the answers on embedded exam question were answered correctly (83% when the lowest score is eliminated, due to theoretical nature of the question)

Artifact:	Examines at least one world culture	Draws connections between personal culture and other culture	Provides a description of specific examples from varying communities	Identifies shared interaction among/within cultures	Totals: (3 or 4 considered success)
Final Essays					
1	x	x	x	x	4
2	x		x	x	3
3	x		x		2
4	x		x	x	3
5	x		x	x	3
6	x		x	x	3
7	x	x	x		3
8	x		x	x	3

9	x		x	x	3
10	x		x		2
11	x		x		2
12	x		x		2
13	x	x	x	x	4
14	x	x	x	X	4
15	x	x	x	x	4
16	x	x	x	x	4
17	x		x		2
18	x		x	x	3
19	x	x	x		3
20	x	x	x	x	4
21	x	x	x	x	4
22	x	x	x	x	4
23	x				2
Total:	23 (100%)	18 (78%)	23 (100%)	16(69%)	16 (with 3 or 4) – 74%

Artifact: Embedded Exam questions	Examines at least one world culture	Draws connections between personal culture and other culture	Provides a description of specific examples from varying communities	Identifies shared interaction among/within cultures	% students answering correctly
1			x	x	90%
2	X	X	X	X	81%
3		X	X	X	86%
4	X		X	X	36%
5				X	90%
6			X	X	72%
7				X	81%
				Average % answering correct:	77%
				Average % answering correct without lowest scoring question	83%

Assessment Team Recommendations for ISLO #9:

1. **Provide professional development opportunities with a focus on cultural interaction.** We recommend Mendocino College encourages the faculty to support student interaction with other cultures beyond observation.
2. **Combine ISLO #9 with ISLO #5.** We feel that these two ISLOs are identical in nature. We recommend combining these two into one comprehensive “diversity” ISLO, to avoid redundancy.

ISLO Assessment Results for #10

Team: Doug Boswell, Jaime Cechin, Julie Finnegan, Marcus Frederickson, Aeron Ives, Debra Polak, Vivian Varela, Karen Wilson

ISLO #10 - Understand and evaluate issues concerning use of the world's natural resources.

We assessed 10 randomly-chosen passing students in ECO 201 Principles of Microeconomics, EAS 200 Environmental Science, and SOC 200 Introduction to Sociology. The artifacts used were 3 online assignment questions from ECO 201; 1 Final Exam essay question from EAS 200; and 4 multiple choice and one essay question from an exam in SOC 200. We determined 3 learning objectives critical to the assessment. We found that 87% met all 3 learning objectives.

Artifact:	Communicates awareness of natural resources.	Demonstrates understanding of the limited nature of global resources.	Identifies diverse methods or theories of resource allocation appropriate to the discipline.	Totals: (3 considered success)
EAS 200	X	X	X	3
1				
2	X	X	X	3
3	X	X	X	3
4	X	X	X	3
5	-	-	-	0
6	X	X	X	3
7	X	X	X	3
8	X	X	X	3
9	X	X	-	2
10	X	X	X	3
SOC 200	X	X	X	3
1				
2	X	X	X	3
3	X	X	X	3
4	X	X	X	3
5	X	X	X	3
6	X	X	X	3
7	X	X	-	2
8	X	X	X	3
9	X	X	X	3
10	X	X	X	3

ECO 201	X	X	X	3
1				
2	X	X	X	3
3	X	X	X	3
4	X	X	-	2
5	X	X	X	3
6	X	X	X	3
7	X	X	X	3
8	X	X	X	3
9	X	X	X	3
10	X	X	X	3
Total:	29/30=97%	29/30=97%	26/30=87%	26/30=87%

Assessment Team Recommendations for ISLO #10:

1. **Remove the descriptors of resources to broaden the assessment.**
2. **Combine ISLO #9 and #10 (and perhaps also #5)** to focus on issues concerning the allocation of global resources (which could include natural, financial, human and capital resources, not necessarily just natural resources)--a single "global awareness" SLO.
3. **Replace the words "understand" in both #9 and #10** with appropriate SLO language, as it is theoretically difficult to assess a student's understanding without application or demonstration of understanding.