General Education Assessment Results

SUNY Delhi

2013-14

Description	Data Source(s)	Assessment Measure	Performance Criteria	Number of Students Assessed	Results: % Exceeding the Standard	Results: % Meeting the Standard	Results: % Approaching the Standard	Results: % Not Meeting the Standard	Proposed Action(s)
Mathematics									
Students will demonstrate the ability to draw inferences from mathematical models such as formulas, graphs, tables, and schematics.	After drawing a stem and leaf plot, students are asked questions regarding the shape of the distribution and possible outliers. See attached.	Students are assessed based on a grading rubric developed and agreed upon by the faculty members teaching MATH 115 this semester.	Exceeding the standard - all answers are correct Meeting the standard - both answers are correct, but no explanation for ii Approaching the standard - 1 of 2 answers are correct Not meeting the standard - not answers are correct or no response	142	52%	22%	20%	6%	74% of students met or exceed the standard. Students understand the shape of the distribution from a stem and leaf plot.
Students will demonstrate the ability to draw inferences from mathematical models such as formulas, graphs, tables, and schematics.	Students were given a graph and asked questions which required them to read and interpret the graph.	Students were assessed based on grading rubric agreed upon by faculty teaching math 128 this semester.	exceeding: all questions answered correctly with correct units meeting: all questions answered correctly, but missing some units or incorrect units approaching: 2 out of 3 answered correctly failing: 0 -1 out of 3 answered correctly	110	47%	25%	14%	14%	72% of students met or exceeded the standard. These results are acceptable.
Students will demonstrate the ability to represent mathematical information symbolically, visually, numerically and verbally.	Students were asked to determine the linear function for real world data, then asked to graph the line, interpret the meaning of the slope, and use the graph to answer a question.	Students were assessed based on grading rubric agreed upon by math 128 faculty.	exceeding: all problems answered correctly with correct units meeting: all problems answered correctly with some incorrect units approaching: linear equation correct (part a) but remaining parts incorrect failing: part a and remaining incorrect	124	15%	25%	31%	29%	Less than half (40%) of the students met or exceeded the standard. More time/focus should be placed on determining the linear equation using real world data examples.
Students will demonstrate the ability to represent mathematical information symbolically, visually, numerically and verbally.	Histogram problem on an exam (see attached)	Rubric	Exceeding: all answers correct Meeting: data entry error, class width rounding error, counting error, other minor error Approaching: used # of classes or class limits instead of boundaries for graph, x & y axes switched, added class width across instead of down, other major conceptual errors Not meeting: no answers correct or no response	142	22%	27%	24%	27%	About half of the students met or exceeded the standard. This is a decrease from spring 2013 results. More time needs to be spent on calculator histograms by incorporating more practice problems for students.
Students will demonstrate the ability to represent mathematical information symbolically, visually, numerically and verbally.	Students will generate wave function graphs by hand and/or technology with appropriate domain and range, frequency, period, amplitude, phase shift, vertical shift. Students will extract vital information pertinent to wave functions, such as amplitude, frequency, period, vertical shift from a graph, and demonstrate the knowledge that these concepts relate to circular	Rubric	Exceeding and Meeting---Choice B. correctly extract the amplitude parameter to construct the wave function Approaching---Choice C. not aware that amplitude should not be negative Not meeting---Choice A, D, E. Students are not familiar with wave function parameters	21	33.4	33.3	4.7	28.6	Almost 30% of the students cannot read and extract information from a wave function. Issues to address: 1) amplitude = radius of the circular motion. Radius cannot be negative! 2) the vertical shift shows up either in the beginning or at the end of the equation. 3) by convention amplitude 1 is not shown in the equation. It does not mean there isn't an appropriate answer.
Students will demonstrate the ability to employ quantitative methods such as arithmetic, algebra, geometry, or statistics to solve problems.	Students were given an exponential function application problem.	Students were assessed based on grading rubric agreed upon by math 128 faculty.	exceeding: all answered correct with correct rounding and units meeting: answered correctly, but incorrect units (or copying error) approaching: answered 1 of 2 correctly failing: answered neither question correctly	105	31%	30%	30%	9%	61% of the students met or exceeded the standard. This result is acceptable.

Students will demonstrate the ability employ quantitative methods such as arithmetic, algebra, geometry, or statistics to solve problems	Spring 2014, Exam 4, #82	Rubric	Exceeding---Choice D. execute the Law of Cosines correctly, understand the anatomy of a parallelogram Meeting---Choice B. execute the Law of Cosine correctly, solve for the angle between Resultant and F2 as a routine procedure Approaching---Choice C. Able to execute the Law of Cosine but not sensitive to how and where angles are labeled Not meeting---Choice A. Unable to reduce to a likely answer.	38	23.7	5.3	13.1	55.3	One colleague pointed out that this question was not asking for the "typical" angle, one between the resultant and the horizontal vector. The excellent students would notice the difference and know better not to fall into the routine. Students who meet the standard do know how to apply the Law of Cosine correctly, they solve for the "typical" angle, which is still indicative that they meet the learning standard. Students who approach the standard know how to apply the LOC but are not paying attention to physical layout of the diagram. Students who miss the standard, at an alarming 55.3%, could not simplify the LOC, use cosine inverse to the find the relevant angle, and could not reduce to a likely answer. Teach with deliberate effort in showing how the anatomy of the parallelogram directly correlate to the vector magnitudes and angles.
Students will demonstrate the ability to employ quantitative methods such as arithmetic, algebra, geometry, or statistics to solve problems.	Test 3 confidence interval question. See attached.	rubric	Exceeding: completely correct Meeting: correct except for rounding error Approaching: wrong z or s, but correct formula Not Meeting: wrong formula or did not complete	142	41%	41%	12%	6%	82% of the students met or exceeded the standard
Students will demonstrate the ability to estimate and check mathematical results for reasonableness	Students were given a quadratic application problem (finding the height of a triangle given the area) and asked to check reasonableness of result.	Students were assessed based on grading rubric agreed upon by math 128 faculty.	exceeding = student obtained correct answer with correct unit, checked the answer, clarified which answer was discarded and why meeting = student obtained correct answer and explained results, but had incorrect unit, or forgot to check answer approaching = student set up the quadratic formula properly but made an algebraic error failing = student could not set up quadratic formula properly	110	8%	26%	28%	37%	34% of students met or exceeded the standard. This objective assesses whether a student can "demonstrate the ability to estimate and check mathematical results for reasonableness." But, if the student could not obtain the answer using the quadratic formula, they were unable to demonstrate such ability (to check answer for reasonableness). Perhaps the question should be examined more closely, and be less focused on quantitative methods, and more focused on estimating and checking.
Students will demonstrate the ability to estimate and check mathematical results for reasonableness	Students will apply the SSA theorem when determining how many triangles exist when certain angles and sides are given. Students will also recognize why certain angles/sides cannot form a triangle. This exercise was a worksheet with 20 problems. It was designed with progressive difficulty level.	Rubric	Students were allowed to use open notes (flowchart) and check answers with partners Students were allowed to ask questions before submitting Exceeding---80% or better, 2 wrong answers Meeting---70% or better, 3 wrong answer Approaching---60% or better, 4 wrong answers Missing---below 60 %, 5 or more wrong answers	37	51.4	18.9	5.4	24.3	24+% of the students could not apply the flowchart to determine the number of triangles. issues to address: 1) weak students did not understand that assigning angle "alpha" or "beta" is arbitrary. You can rename the angle to suit your purpose 2) weak students did not recognize the 30-60 right triangle with 2 sides bearing 1:2 ratio. They instead analyzed the triangle as one with an acute angle.
Students will demonstrate the ability to estimate and check mathematical results for reasonableness	Question on Test 1: You calculate the z score for your friends height and determine that z = 5.33. Is your result reasonable? Explain why or why not.	Rubric	Exceeding the standard: Clear, correct explanation Meeting the standard: Correct answer but explanation is not concise Approaching the standard: Knows definition of z score but answers that z score is reasonable Failing to Meet the standard: No answer or completely incorrect	142	50%	6%	15%	30%	56% of the students met or exceeded the standard. This is slightly up from Spring 2013 semester, but still needs improvement. Need to stress the meaning of a z-score and implement more examples.
Students will demonstrate the ability to recognize the limits of mathematical and statistical methods.	Students were given a projectile motion (quadratic) application problem.	Students were assessed based on rubric agreed upon by math 128 faculty.	exceeding = both questions answered correctly, with correct units, and clear explanation as to whether each answer makes sense meeting = both questions answered correctly, with incorrect units, and clear explanation as to whether each answer makes sense approaching = plugged in correct numbers, but made arithmetic error or did not explain results failing = did not obtain correct answers	110	34%	38%	20%	8%	72% of students met or exceeded the standard. This result is acceptable.

Students will demonstrate the ability to recognize the limits of mathematical and statistical methods	Math 138 Course objectives addressing SLO #5 Students will understand why certain theorem(s) only apply to a limited number of situations Worksheet 8A, multi-component boat drifting problem A boat has been adrift at sea for some time. The evening tide has been pushing the boat at 12.9 miles/hr in the direction of 113, the wind blowing at 19.4 miles/hr 335 with respect to North. The undercurrent is drifting the boat at the rate of 5.05 miles/hr at 10.5. David, the disoriented boat owner, is rowing at the average rate of 6.50 miles/hr in the direction of 215 off of North. In what magnitude and direction is this boat actually traveling? Your calculation may make a huge impact on whether or not David will get rescued	Rubric	exceeding---correctly calibrating angles from the Navigational system to the standard diagram, calculating the x- and y- components, and determining the final vector magnitude and direction with appropriate units meeting---There may be an incorrect component measure due to erroneous angle calibration but showing a general but correct grasp of the solving technique. Final vector magnitude and direction may be a bit off or with sloppy units approaching---angle calibration is only partially correct, subsequently x- and y- components are incomplete or with mistakes, final vector is incorrect. not meeting---missing or incorrect angle measures, incomplete components without effort in finding the final vector	21	33.3	28.6	23.8	14.3	Students always ask why they can't use the geometric method (head to tail) when there are more than 2 or 3 vectors. This exercise is to show that certain methods are more elegant and effective than others. We assess the question, and then determine the most direct and effective way of solving. In other words, students need to understand, therefore appreciate why component method is superior when there are 4, 5, or more vectors. It is systematic and capable of dealing with numerous vectors, far more effective than linking only 2 vectors at a time with the head to tail.
Students will demonstrate the ability to recognize the limits of mathematical and statistical methods.	3 exam questions about surveys (see attached)	rubric	Exceeding: 3/3 questions correct Meeting: 2/3 questions correct Approaching:1/3 questions correct Not meeting: 0/3 questions correct	142	52%	28%	12%	4%	80% of the students met or exceeded the standard, which is satisfactory.
Natural Sciences									
Students will demonstrate an understanding of the methods scientists ue to explaore natural phenomema, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of	Multiple choice questions #1-25 from Exam #1.	Grading scale.	See attached rubric.	91	23	47	19	11	Continue current method.
Students will demonstrate an understanding of the methods scientists ue to explaore natural phenomema, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of	Student lab presentations requiring observations and question development.	Scores as measured with rubric.	Exceed = 84+, Meet = 74-83, Approach = 67-73, Not met = <67.	33	itial 61%, Final 70	nitial 24%, Final 12%	Initial 3%, Final 6%	ial 34%, Final 2	Most students meet or exceed the standard. Continue to monitor.
Students will demonstrate an understanding of the methods scientists ue to explaore natural phenomema, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of	Quiz on cell permeability	grading scale from 1-10 based on the correct responses to questions on quiz	based on rubric, attached	92	14	42	23	21	continue action
Students will demonstrate an understanding of the methods scientists ue to explaore natural phenomema, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of	Exam 1 Questions #1-30.	Grading scale.	See attached rubric.	11	36	46	9	9	Continue current method.
Students will demonstrate an understanding of the methods scientists ue to explaore natural phenomema, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of	Student Reports	Use of data to justify perspectives.	No data = not met, some data = approaching, often data = meet, always data = exceeding	36	itial 14%, Final 28	nitial 31%, Final 11%	nitial 11%, Final 28%	ial 44%, Final 3	Most students meet or exceed the standard by the end of the semester. Continue to monitor student success in this category.
Students will demonstrate an understanding of the methods scientists ue to explaore natural phenomema, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of	Multiple Choice Questions from Exam 1. Questions #: 1-25	Grading scale.	See attached rubric.	68	24	43	15	19	Continue current method.
Students will demonstrate an understanding of the methods scientists ue to explaore natural phenomema, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical analysis.	Student exams	Grades on exams.	Exceed: 84+ Meet: 74-83 Approach: 67-73 Does Not Meet: <67	21	itial: 33%, Best: 62	nitial: 14%, Best: 19%	Initial: 5%, Best: 0%	al: 48%, Best: 1	Results are reasonable. Continued monitoring will be employed.
Students will demonstrate an understanding of the methods scientists ue to explaore natural phenomema, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical analysis.	Student exams.	Grades on Exams.	Exceed: 84+ Meet: 74-83 Approach: 67-73 Does Not Meet: <67	13	itial: 54%, Best: 92	nitial: 15%, Best: 0%	Initial: 8%, Best: 0%	ial: 23%, Best: 8	Results are reasonable. Continue monitoring.
Students will apply scientific data, concept, and models in one of the natural sciences.	Unknown microorganism identification laboratory exercise.	Rubric used.	See attached rubric.	71	65	29	0	6	Continue current method.
Students will apply scientific data, concept, and models in one of the natural sciences.	Essay Exam #2	Rubric used.	See attached rubric.	11	45	46	9	0	Continue current method.
Students will apply scientific data, concept, and models in one of the natural sciences.	Unknown microorganism identification laboratory exercise.	Rubric used.	See attached rubric.	85	59	27	0	14	Continue current method.

Students will apply scientific data, concept, and models in one of the natural sciences.	science method questions on final exam from text use	grading rubric	see attached rubric	88	15	40	22	23	more directly teach science method throughout the course
Students will apply scientific data, concept, and models in one of the natural sciences.	Student Reports.	Overall performance on report as assessed by rubrics specific to the report chosen by the student.	Exceed: 84+ Meet: 74-83 Approach: 67-73 Does Not Meet: <67	36	itial 44%, Final 61	nitial 8%, Final 11%	nitial 17%, Final 6%	ial 31%, Final 2	Most students meet or exceed this standard. Continue to monitor results.
Students will apply scientific data, concept, and models in one of the natural sciences.	Student Exams	Overall exam grades.	Exceed: 84+ Meet: 74-83 Approach: 67-73 Does Not Meet: <67	33	itial 21%, Final 42	nitial 21 %, Final 33	nitial 24%, Final 4%	ial 34%, Final 2	Most students meet or exceed the standard. Continue to monitor.
Students will apply scientific data, concept, and models in one of the natural sciences.	Student lab reports.	Grades on lab reports.	Exceed: 84+ Meet: 74-83 Approach: 67-73 Does Not Meet: <67	21	itial: 43%, Best: 71	nitial: 19%, Best: 14	nitial: 0%, Best: 0%	al: 38%, Best: 1	Results are reasonable. Continued monitoring will be employed.
Students will apply scientific data, concept, and models in one of the natural sciences.	Student Lab Reports	Grades on Lab Reports	Exceed: 84+ Meet: 74-83 Approach: 67-73 Does Not Meet: <67	13	itial: 31%, Best: 62	nitial: 0%, Best: 23%	nitial: 0%, Best: 0%	al: 69%, Best: 1	Results are reasonable. Continue monitoring.
Social Sciences									
Students will demonstrate an undrestanding of the methods social scientists use to explore social phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and				46	9	17	20	54	Do more graphing and mathematics in homework and class.
Students will demonstrate an undrestanding of the methods social scientists use to explore social phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and				61	8	20	32	39	
Students will demonstrate an undrestanding of the methods social scientists use to explore social phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and	Second Sectional Exam	Grading Rubric		58	28%	29%	29%	14%	More review time for exams Tie together readings, lecture material and documentaries with exam material
Students will demonstrate a knowledge of major concepts, models and issues of at least one deiscipline in the social sciences.				61	18	28	25	30	Develop and/or use a series of short modules of economic concepts instead of chapter assignments.
Students will demonstrate a knowledge of major concepts, models and issues of at least one deiscipline in the social sciences.				46	17	37	24	22	Develop and/or use a series of short modules of economic concepts instead of chapter assignments.
American History									
Knowledge of a basic narrative of American history: political, economic, social and cultural including knowledge of unity and diversity in American history	5-PAGE ESSAY: Causes of the Civil War - based on primary documents from Voices of the American Past, as well as essays by Henry David Thoreau.	Grading rubric Students were graded on their ability to discuss 19th- century events and perspectives in historical context, explain a chain of events, & to analyze political, religious, socio-economic, & moral/cultural issues in explaining the causes of the Civil War. They also had to make an argument about the causes they believed to be most significant.		50	32% 16	44% 22	20% 10	2% 1	Some actions are the same as last semester; however I also plan to use a more accessible document reader to help with comprehension. Require that students bring detailed outline to class to go over in small group as step toward completing essay to improve essay organization. Require that students who arent doing well on their weekly writing assignments must meet with me or go to writing center to improve to improve writing, citation, and analytical skills. Adjust grading rubric to clarify expectations. Increase time spent in small group work since it worked well this semester; utilize more board time for students to answer questions to improve engagement students with material; continue assigned groups and peer review since it improved students accountability and comprehension this semester.

Knowledge of common institutions in American society and how they affected different groups	Two final exam essay questions on Slavery & Western Expansion (Used 2 questions to enlarge pool since students can choose which questions to answer. Averaged if both answered.)	Knowledge and analysis of (1) Democratic vs. Republican party on slavery and westward expansion, Missouri Compromise, & Kansas-Nebraska Act). Students had to make an argument in historical context about the best solution to this problem. (2) Strategies for abolition, arguments for and against slavery, control and resistance.		53	17% 9	60% 32	15% 8	8% 4	Changed exam review process to small group only with floating instructor and this worked much better than whole class review; increased accountability and preparedness. We spent a LOT of time in class on this and students read many documents, so were prepared. Textbook this semester is more comprehensive, but make textbook required instead of recommended. Add monograph about slavery in Virginia, Myne Owne Ground. Re-word question regarding abolition methods so students are clear that they should discuss the post-Revolutionary period of 1780s-1820 rather than pre-Civil War of 1830s-1850s.
Students will demonstrate and understanding of America's evolving relationship with the rest of the world.	Map Exercise -International Relations and Hard v. Soft Power	Grading Rubric Specified for each writing assignment		29	34%	31%	24%	10%	Spend more time with students with geographical locations of small, middle, and major world powers. Use current examples distinguishing hard and soft power capabilities differentiating these powers
Students will demonstrate and understanding of America's evolving relationship with the rest of the world.	Two Final Exam essay questions on WWII and the Cold War (Used 2 questions to enlarge pool since students can choose which questions to answer. Averaged if they answered both.)	Knowledge and analysis of (1) Japanese internment, the atomic bomb, origins of the Cold War, NATO, and the Warsaw Pact; and (2) Containment, Brinkmanship in the Cuban Missile Crisis and North Korea, and Kennedys Alliance for Progress and Peace Corps. Students also had to make an argument regarding the necessity of dropping the A-bomb on Japan and the effectiveness of Containment.		29	3% 1	69% 20	17% 5	10% 3	Need to assign more comprehensive textbook; probably will try Foners Give Me Liberty Seagull edition or Henrettas full volume. Changed document reader to new edition of For the Record and assigned more primary documents and had more small-group discussion on the Cold War, which helped strengthen comprehension. Also plan to assign monograph on the Cuban Missile Crisis. Changed exam review process as per last semesters plan (review in groups with professor floating rather than whole class) and it worked. While some students simply did not study, overall the results were much more even for all of the exam questions and students did better overall on the exam. They had the time to get more in-depth with the questions and could proceed at their own pace in studying. It also heightened the need for each group member to take responsibility for the material and study more comprehensively. Plan to continue this.
Humanities									
Students will show proficiency with the specialized vocabulary of the field (measures the conventions of one area of the humanities).				201	38%	34%	18%	10%	Different professors had different proposed actions depending upon their course and their particular assessment. The following list includes proposed actions that multiple professors indicated they would make: Using multiple measures instead of relying on one single exam or activity (SLO 1) Refining the assessment tool, clarifying the instructions (SLOs 2 and 3)
Students will develop an interpretation and/or argument in response to a text or texts (measures the conventions and methods of one area of the				206	23%	37%	24%	16%	
Students will demonstrate their understanding of the significance of relevant historical contexts to a text or texts (measures the conventions of one area of the humanities).		Professors used a combination of objective tests (for the vocabulary learning outcome) and essay assignments (for developing an interpretation and demonstrating an understanding of historical context learning outcomes).		201	25%	39%	24%	12%	
The Arts									
Students will demonstrate understanding of at least one principle form of artistic expression and the creative process inherent therein.	A Shared Visual Presentation project was given in both sections of HUMN 241; students worked in teams of 2-3 to compare and contrast two locations provided by the instructors; students had to express notable elements of art and principles of design found in each place through illustrative diagrams (See attached)	We created a common grading rubric and reviewed a couple of highs and lows along that spectrum together to set common evaluation standards	Rubric	51	27	14	10	0	Students did reasonably well presenting their analyses and research verbally and in text; however, their diagrams were sometimes not well-developed. Janet and I discussed strategies to improve the quality of their illustrations via the following methods: 1-we will reiterate in the project description that only two photographs are allowed, and that the rest of the images must be illustrative diagrams 2-we will require all presentations to be hard-copy, hand-drawn boards 3-we will show good examples and bad examples of diagrams (not from this project) 4- we may move the deadline up so that the boards are due earlier in the semester

Students will demonstrate understanding of at least one principle form of artistic expression and the creative process inherent therein.	Visual Assignment; Abstract painting		Rubric	17	17	0	0	0	
Students will demonstrate understanding of at least one principle form of artistic expression and the creative process inherent therein.	Visual Assignment; DADA		Rubric	14	11	0	1	2	two students did not submit their work
Students will demonstrate understanding of at least one principle form of artistic expression and the creative process inherent therein.	A Common Assignment was developed that asked students in all sections of ARTS 115 to compose and draw a still-life. Students were also required to write about the still-life of a peer using the elements of art, the principles of design, and to interpret their selected work. Collaboratively created grading rubrics were developed and applied on these assignments in all sections of ARTS 115. Assignment #5: Still Life (See Attached)	The common rubric was used to assess each drawing	Rubric	57	17	21	10	9	We found that allowing students to compose their own still-life with instructor feedback was fruitful. Some of the technical proficiency issues we found with the drawings was a lack of value gradations, and a lack of variation in linetypes/weights. We discussed the following strategies: 1-require two, large-scale drafts of the still-life on newsprint; these will be graded and formative feedback may help with line and value issues 2-require that a value scale be included on each draft to remind students of the four values required in the assignment 3-write in a policy against the use of cell-phones/iPods in our course syllabi as they disrupt others and the drawing process
Student will demonstrate the ability to analyze and interpret the art form under study.	A Common Assignment was developed that asked students in all sections of ARTS 115 to compose and draw a still-life. Students were also required to write about the still-life of a peer using the elements of art, the principles of design, and to interpret their selected work. Collaboratively created grading rubrics were developed and applied on these assignments in all sections of ARTS 115. See attached.	The common rubric was used to assess each drawing	Rubric	57	12	23	12	10	The quality of written work varied greatly; some students were able to write about a peer's work with detail and clarity; others struggled with this assignment. We have discussed the following ideas to improve written performance: 1-embed more mini-writing assignments about artwork throughout the courses 2-Rhonda assigned this component as a take-home assignment while Lisa assigned it as an in-class activity; the pros and cons of each will be dialogued and a direction will be determined for next year 3-if given as a take-home assignment, provide the Writing Center with a copy and encourage students to get additional assistance if needed 4-use small group discussions to help hone observation skills and build descriptive detailing (it might be fun to close the assignment by handing a student the written work of a peer to see if they can identify the original drawing it discusses)

Student will demonstrate the ability to analyze and interpret the art form under study.	A Shared Written report was given in both sections of HUMN 241; students worked in teams of 2-3 to compare and contrast two locations provided by the instructors; students had to express notable elements of art and principles of design found in each place with clear and descriptive writing; use four reputable resources for research, and develop supported interpretations. This written paper was paired with a visual presentation of the same information (see HUMN 241 data for GE 8.1). (see attached)	We collected drafts of the written assignment part-way through the session and provided formative feedback. We created a common grading rubric and consistently applied it to the final submitted papers.	Rubric	51	29	16	3	3	Overall, the team-written reports were successful. The drafting seemed to help students get started early on this assignment, and allowed them time to improve their work based upon the suggestions they received. The section of the report that students seemed to struggle with the most was the research. Janet and I plan to take the following actions to improve the research component of this paper: 1-perhaps require a draft of the research section in particular 2-specify in the assignment that a minimum of 2-3 references must be non-web based 3-discuss with students which websites are reputable, and which ones may not be used for research purposes
Student will demonstrate the ability to analyze and interpret the art form under study.	Written Assignment; Comparison of the Northern and Southern Renaissance with Visual Analysis		Rubric	14	4	3	1	6	3 students did not submit their work; two plagiarized
Student will demonstrate the ability to analyze and interpret the art form under study.	PPT on art historical period		Rubric	17	9	1	3	4	two students did not submit their work