



**Core Objectives Assessment Chart – Column Five “Use of Results” Summary
(2014-2015 & 2015-2016)**

1. Core Objective	5. Use of Results
<p>CRITICAL THINKING SKILLS (CT)</p>	<p>Offer students more immediate feedback on papers and projects <u>throughout</u> the semester instead of at the end of the semester so the faculty can guide them to expand their critical thinking skills while in the course.</p> <p>Have more in class discussions about current events allowing students to critically think about the world around them and how psychology, sociology, history, government and economics play a part.</p> <p>We will be more intentional and explicit with teaching critical thinking; i.e., we will use the term “critical thinking” so student will come to recognize the terminology.</p> <p>Use Bloom’s taxonomy to help students understand levels of cognition.</p> <p>For the Anatomy and Physiology courses, case-study group assignments will be utilized more often in the lecture portion of the classes to practice critical thinking skills.</p> <p>Develop or enhance pre-lab and post-lab questions with multi-step problems.</p> <p>Develop more hands-on activities to help students understand the material and relate concept. Activities may include having students create concept maps, create Venn diagrams, and other in class activities.</p> <p>Allocate more instructional time to covering pre-requisite skills.</p> <p>Include more conceptual critical thinking assignments.</p> <p>At all times, but especially when teaching the Vectors Lab and the Thermodynamics Labs (embedded in these activities are the instruments used to assess this core objective, but the ideas discussed here apply as well to anything the instructor teaches) the instructor will make a greater effort to insure that students are able to articulate the particular reasons why the activities are being done a specific way. This is the essence of critical thinking in this context.</p> <p>Have students research and craft character profiles from scripted scenic assignments – extrapolating the depth of possible choices from clues both stated and inferred in the text. Students will also draw character profiles from observations of other student’s performances, again using clues both stated and inferred to affirm or challenge the choices that were made.</p> <p>Assign practice exercises that can be repeated to perfection until understanding of and discernment between new concepts is mastered.</p> <p>Assign self-assessment and practice exercises that can be repeated to perfection until understanding of and discernment between new concepts is mastered.</p>

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<p>COMMUNICATION SKILLS (CS): Written</p>	<p>Assign more papers that are shorter in length so the written feedback can help the students improve their writing skills while in the class.</p> <p>Require the students to attend the Speaking, Reading, Writing Center while working on writing several short papers. Faculty feel that this would help increase the students written communication skills, time management, critical thinking and success rates.</p> <p>Spanish and Economics can encourage students to use Nettutor.</p> <p>Evaluate our own communication “blind spots” in order to provide clearer expectations on assignment sheets.</p> <p>For the Anatomy and Physiology courses, we will increase the number of written summaries and conclusions for individual lab assignments.</p> <p>Provide assignment specific templates.</p> <p>To better prepare students for written, oral, and visual communication, students will be required to visit the Speaking, Reading, and Writing Center as part of their grade on the specific assignment.</p> <p>When students are doing their written lab work, instructors need to coach them proactively rather than waiting until they are done to offer feedback. Alternatively, instructors could ask students to re-write what they’ve written, when appropriate.</p> <p>Have students create a written critique of classmates’ or other artists’ work.</p> <p>Have students report on their reaction to and assessment of quality of an event such as a live performance, talk, or gallery show.</p> <p>Have students attend a live theatre performance and write a formal critique focusing on play structure and execution of both technical and performance elements.</p>

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<p>COMMUNICATION SKILLS (CS): Oral</p>	<p>Provide more specific and compassionate feedback on students' in-class participation.</p> <p>Provide more specific and compassionate feedback on students' in-class participation.</p> <p>For the Anatomy and Physiology courses, we will use group work in both lecture and laboratory to increase collaborative communications to complete assignments.</p> <p>Require speech as a course that must be taken before completing the first 12 hours of coursework for entering freshman.</p> <p>Have "character interviews" in which students assume the persona of the scene character they have created a profile for and participate in a mock trial interview, responding from the personality and perspective of the students to questions regarding their characters actions and the world of the play.</p> <p>Hold group critique sessions where students discuss each other's' work.</p> <p>Hold seminar-style class sessions where students briefly report on assigned topics, leading up to more formal research presentations.</p>
<p>COMMUNICATION SKILLS (CS): Visual</p>	<p>Continue to use videos, PowerPoints, pictures, photographs, maps, charts, graphs, diagrams throughout class discussions and lectures.</p> <p>Increase the number of low-stakes assignments that require students to demonstrate nonverbal communication.</p> <p>Use tutorials from Atomic Learning to provide support for the creation of more visually engaging presentations by incorporating a variety of multi-media elements.</p> <p>Highlight connections between algebraic and graphical descriptions of functions.</p> <p>Identify areas of weakness in graphing skills by using the item analysis feature in MyMathlab.</p>

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<p>EMPIRICAL AND QUANTITATIVE SKILLS (EQS)</p>	<p>Use census data, the Occupational Outlook Handbook data, and Career Assessment data to help students make informed decisions about their future careers.</p> <p>For the Anatomy and Physiology courses, we will utilize different lab experiments that allow for more data collection and analysis as compared to observations.</p> <p>Develop or enhance data analysis in existing pre-lab and post-lab questions.</p> <p>To help students learn to analyze data and develop their EQS, students will be provided with Case Studies and Handouts to work on in class to learn how to manipulate data and reach a conclusion based on scientific evidence.</p> <p>Increase class participation with students working individually or collaboratively.</p> <p>Devote more instruction to pre-requisite skills.</p> <p>At all times, but especially when teaching the heat and temperature labs (embedded in these activities are the instruments used to assess this core objective, but the ideas discussed here apply as well to anything the instructor teaches) the instructor will make a greater effort to discuss with students the connection between the data they collect, the graphs that display it, and the conclusion they draw. It is not enough for the instructor to espouse these relationships, however carefully and skillfully done. The students must be made to articulate these relationships themselves. Moreover, each student needs to be given a turn to be the first responder.</p>

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<p>TEAMWORK (TW)</p>	<p>Allow students to take group quizzes or complete group study guides in class, have small group term discussions, allow students to plan ways to teach other students (Expert Groups), assign group projects and project teams and allow students to talk about what they have learned.</p> <p>Promote essential skills of teamwork as a means of fostering respect and creating a healthy climate for teamwork.</p> <p>Encourage students to work in groups of three since that is research-supported to be the best number for a team.</p> <p>For the Anatomy and Physiology courses, we will incorporate more teamwork in the lecture portion of the courses through group case study assignments.</p> <p>Encourage Instructors to proactively engage students during group projects.</p> <p>To help students learn to work within a team, students will be placed in groups (of their choosing) and will work with those groups for all lecture and lab group activities. Students will be encouraged to exchange contact information and form study groups.</p> <p>When interacting with students during team activities, the instructor needs to make a greater effort to insure that each student is doing his or her part, and is making seminal contributions. Instructors are encouraged to assign membership to the teams, and rotate members to different teams so that students don't become complacent.</p> <p>Hold group critique sessions where students discuss each other's work to collectively improve it. Teamwork can be any group activity</p> <p>Participate in creating a working definition of a broad term (aesthetics, art, music, etc.) as a class, working against professor playing "devil's advocate."</p> <p>Collaborate in small groups on the blocking, story arch and character development of extended scene work involving multiple scene partners thru short 10-minute plays.</p> <p>Have students perform a 12 bar blues accompanied by the teacher.</p>

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<p>SOCIAL RESPONSIBILITY (SR)</p>	<p>Allow students to discuss current events and how social responsibility plays a role.</p> <p>Have students discuss past events and determine how social responsibility or the lack of social responsibility effected the outcome.</p> <p>Use case studies to discuss social responsibility and its role in history, economics, psychology, sociology and government.</p> <p>Create assignments that connect scholarship and community engagement.</p> <p>Discuss artists that use art to practice social responsibility.</p> <p>Social responsibility could be a discussion on artist who address social and political issues in their works.</p> <p>Contribute to a discussion about what is responsible behavior at public events (such as shows and concerts) and how what is appropriate varies widely depending on cultural expectations, genres, traditions, etc.</p> <p>Looking through the lens of theatre as an instrument of change, analyze scene work to explore how the performance of the text can be crafted to visually and aurally send a clear message or moral to the participating audience.</p>
<p>PERSONAL RESPONSIBILITY (PR)</p>	<p>Use grading charts in the syllabus for students to track their own progress.</p> <p>Throughout the semester ask students to write a half page paper answering the question “Will I be successful in this class if I keep doing what I am doing? If not, what do I need to do differently and if so, what do I need to continue to do”</p> <p>Hold students accountable to the syllabus, class guidelines and course expectations.</p> <p>Promote in assignments the idea that humans choose and instigate many of their own actions and create course-specific policies and procedures that hold students accountable.</p>