

St. John's University

Detailed Assessment Report

2010-2011 DNY 1000C

Mission/Purpose

Discover New York provides first-year students with an academic perspective on the New York Metropolitan area, an introduction to analytical thinking, an understanding of the guiding beliefs of St. John's University, and assistance with the transition to higher education. The course helps students develop an understanding of how globalization, socioeconomic differences, and cultural diversity have contributed to the development of New York as the preeminent world city. Discover New York is designed to encourage students to “see” New York through a particular academic lens including those focused on the arts, business, social and political relationships, literature, and media in the city. With a pedagogy focused on critical thinking and information literacy, the city becomes the laboratory for the students’ application of the course focus. Through its emphasis on Academic Service Learning, the course encourages students to experience the city as a place populated with real people, many of whom live in difficult situations and need assistance, and to thereby develop personal experience with the University's Vincentian Mission.

Goals

G 1: Demonstrate an understanding of selected aspects of New York City history.

Students should be able to demonstrate a capability to analyze the impact of selected aspects of this history on the city's historical growth and development as well as on the modern global city of today through the particular academic lens guiding their Discover New York class.

G 2: Demonstrate an appreciation for how diversity has influenced New York City's development.

Students should be able to demonstrate an appreciation for how ethnic, religious, cultural, and economic diversity has influenced the development of global New York City by connecting this diversity to the nature of social adaptation to New York and to the interactions between and among the variety of different groups and beliefs in the world's most multi-cultural city.

G 3: Demonstrate an active understanding of the concept of service to those in need in the city.

Students should be able to demonstrate an academically rigorous understanding of: the connections between poverty in the city and larger personal and social issues, the meaning of community service, and the connections between service and the University's Vincentian Mission.

Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 1: Relate selected aspects of New York's history to the city today.

Students should be able to demonstrate an understanding of how selected aspects of the city's history have influenced urban development, neighborhood settlement patterns, social policy concerns, cultural institutions, and/or the relationships between and among economic classes in today's global New York.

Associations:

Objective # 3 of the Strategic Plan's emphasis on "enhancing the academic experience," asserts that we need to "...focus the Discover New York course in the core modules of students' academic and social transition, institutional mission, and New York history and culture...."

General Education or Core Curriculum:

- 1 Critical Thinking
- 2 Information Literacy
- 11 Emergence of Global Society
- 13 Diversity and Richness of New York City

Institutional Priorities:

- 1.2 Assessment
- 1.3 Improvement of Writing
- 14.1 Advance, Operationalize and Assess the Vincentian Mission

Strategic Plans:

- St. John's University
- 1 2008-2013 Strategic Plan

Related Measures:

M 1: Analyzing the impacts of history on the modern city.

This exercise is designed to assess student ability to analyze the impacts of selected aspects of New York City's history on the city's historical development and on the city today. At an appropriate point in the course, have students produce an essay, or other form of expression, analyzing the impacts of selected aspects of New York City's history on the city's development and in relation to the city today. The exercise(s) should be evaluated on the following scale(s): Scale for written work: Level 5 (Superior) - Level 4 - Level 3 (Satisfactory) - Level 2 - Level 1 (Inadequate) Achievement target: 75% of students reach Level 3 or higher.

Source of Evidence: Written assignment(s), usually scored by a rubric

Achievement Target:

75% of students at Level 3 or higher.

O 2: Demonstrate understanding of selected aspects of New York City's history.

Students should be able to demonstrate a general knowledge of New York City history and an in-depth understanding of selected aspects of New York's history from within the disciplinary area guiding the class.

Associations:

The objective of helping students understand how to apply selected aspects of New York City's history to the development of the modern city is clearly related to St. John's as a Metropolitan University. Moreover, Objective # 3 of the Strategic Plan's emphasis on "enhancing the academic experience," asserts that we need to "...focus the Discover New York course in the core modules of students' academic and social transition, institutional mission, and New York history and culture...."

General Education or Core Curriculum:

- 1 Critical Thinking
- 2 Information Literacy
- 12 Global Cultural/Literary/Aesthetic Components
- 13 Diversity and Richness of New York City

Institutional Priorities:

- 1.2 Assessment
- 1.3 Improvement of Writing
- 14.1 Advance, Operationalize and Assess the Vincentian Mission

Strategic Plans:

- St. John's University
- 1 2008-2013 Strategic Plan

Related Measures:

M 1: Analyzing the impacts of history on the modern city.

This exercise is designed to assess student ability to analyze the impacts of selected aspects of New York City's history on the city's historical development and on the city today. At an appropriate point in the course, have students produce an essay, or other form of expression, analyzing the impacts of selected aspects of New York City's history on the city's development and in relation to the city today. The exercise(s) should be evaluated on the following scale(s): Scale for written work: Level 5 (Superior) - Level 4 - Level 3 (Satisfactory) - Level 2 - Level 1 (Inadequate) Achievement target: 75% of students reach Level 3 or higher.

Source of Evidence: Written assignment(s), usually scored by a rubric

Achievement Target:

75% of students at Level 3 or higher.

O 3: Relate the diversity and the contributions of immigrant groups who have come to New York to the development of the modern city.

Students should be able to demonstrate an understanding of how the diversity of world views and cultural perspectives in New York City lead to the nature of and the diverse assessments about the "reality" of modern city life.

Associations:

Helping students understand how New York's sui generis immigration history impacts on the city today clearly addresses the University's Catholic and Metropolitan Mission emphases. Moreover, Objective # 3 of the Strategic Plan's emphasis on "enhancing the academic experience," asserts that we need to "...focus the Discover New York course in the core modules of students' academic and social transition, institutional mission, and New York history and culture...."

General Education or Core Curriculum:

- 1 Critical Thinking
- 2 Information Literacy
- 3 Writing
- 11 Emergence of Global Society
- 12 Global Cultural/Literary/Aesthetic Components
- 13 Diversity and Richness of New York City

Institutional Priorities:

- 1.3 Improvement of Writing
- 14.1 Advance, Operationalize and Assess the Vincentian Mission

Strategic Plans:

- St. John's University
- 1 2008-2013 Strategic Plan

Related Measures:

M 2: Connecting the diversity of worldviews in the multicultural city to the notion of the city as a global center.

This exercise is designed to encourage students to analyze how differences in experiences among the diversity of groups in a global setting result in differences in perspectives toward selected urban issues. At some point during the semester, ask students to produce an essay, or some other form of expression, addressing how the immigrant experience has helped shape cultural, socioeconomic, and/or political attitudes toward selected urban realities. The exercise should be evaluated on the following scale: Level 5 (Superior) Level 4 Level 3 (Satisfactory) Level 2 Level 1 (Inadequate)

Achievement target: 75% of students achieve Level 3 or higher.

Source of Evidence: Project, either individual or group

Achievement Target:

75 % of students at Level 3 or higher.

O 4: Connect the idea of service to larger social issues and to the Vincentian Mission.

Students should be able to demonstrate an understanding of how the notion of community service relates to larger personal and social issues and is grounded in the University's Vincentian Mission.

Associations:

A rigorous Academic Service-Learning course component clearly addresses the Catholic, Vincentian, and Metropolitan components of the University's Mission statement. More specifically, Objective # 3 of the Strategic Plan's emphasis on "enhancing the academic experience," asserts that we need to "...focus the Discover New York course in the core modules of students' academic and social transition, institutional mission, and New York history and culture...." And, the sixth strategy for increasing student retention indicates that we "increase student participation in service and academic service programs, an experience that recent data has shown has impacted freshmen retention by 3%."

Standards

MSCHE 2006 Standards (condensed)

- 1 Mission and Goals
- 12 General Education
- 14 Assessment of Student Learning

General Education or Core Curriculum:

- 1 Critical Thinking
- 3 Writing
- 6 Catholic and Vincentian Mission
- 12 Global Cultural/Literary/Aesthetic Components
- 13 Diversity and Richness of New York City

Institutional Priorities:

- 1.3 Improvement of Writing
- 14.1 Advance, Operationalize and Assess the Vincentian Mission

Related Measures:

M 3: Service learning reflection.

After students complete their academic service learning requirements for the class, they are asked to produce an essay, or some other form of written or oral expression, that grounds the act of service in its larger theoretical context. The exercise should be evaluated on the following scale: Level 5

(Superior) Level 4 Level 3 (Satisfactory) Level 2 Level 1 (Inadequate)
Achievement target: 75% of students achieve Level 3 or higher.
Source of Evidence: Project, either individual or group

Achievement Target:

75% of students at Level 3 or higher.

**Detailed Assessment Report
2010-2011 English 1000C**

Mission/Purpose

The First Year Writing course focuses on literacy education by challenging students to see writing as a multifaceted activity and by immersing them in multiple and far-ranging experiences with writing. The class is designed to help students gain comfort in writing, through a repertory of practices: pre-writing and generating techniques, multiple approaches for developing and organizing their own message, a variety of strategies for revising and editing their own original texts, and ways of preparing products for public audiences and for deadlines. The course focuses on developing students' reflective abilities and meta-awareness about writing by encouraging them to embrace writing, not simply as a set of strategies for the production of essays, but an exercise in thinking. Students are helped to grow as writers through multiple opportunities to discuss what they are writing about with their peers as well as by attending writing conferences with their professors. The class creates spaces for student-writers to experience a complex web of relationships and craft their own unique identities with texts, writing, and multiple literacies.

Goals

G 1: Demonstrate a familiarity with and the processes and purposes of textual revision.

Students should be able to analyze and make decisions about their writing during multiple revisions of a specific text.

G 2: Demonstrate a capability to engage with multiple audiences.

Students should be able to consider their messages, possible audiences, and intended purposes across a variety of their own writing.

G 3: Demonstrate a capacity to select and reflect on one's writings and processes through the creation of a portfolio.

Students should be able to link their portfolio artifacts and communicate their processes and diverse ideas across a variety of writing tasks.

Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 1: Demonstrate an understanding of different processes and purposes for textual revision.

Students should demonstrate the capacity for varied decision-making processes throughout the multiple revisions of the different forms of expressions pursued over the course of a semester.

Associations:

This objective addresses the curriculum development mandates for the Institute for Core Studies noted in the Strategic Plan by emphasizing the objective to "improve writing skills, information technology and literacy and academic success among the undergraduate student population; and increase student engagement, particularly freshmen in undergraduate education." Moreover, it addresses the strategies for program development included in the

Strategic plan by helping to "facilitate the enhancement of writing efforts in the Common Core courses."

Standards

MSCHE 2006 Standards (condensed)

- 1 Mission and Goals
- 14 Assessment of Student Learning

General Education or Core Curriculum:

- 1 Critical Thinking
- 2 Information Literacy
- 3 Writing

Institutional Priorities:

- 1.3 Improvement of Writing

Related Measures:

M 1: Revising one's writing for self and other readers.

This aspect of the final portfolio is designed to assess student ability to analyze and make decisions in order to adapt a variety of forms of their expression for varied purpose, uses, and audiences. Evaluate the "variety of forms for a variety of purposes" component of the final portfolio based on the following scale: Level 5 (superior) Level 4 Level 3 (satisfactory) Level 2 Level 1 (inadequate) Achievement target: 80% of students achieve Level 3 or higher.

Source of Evidence: Portfolio, showing skill development or best work

Achievement Target:

75 % of students achieve Level 3 or higher.

O 2: Demonstrate a capacity of engaging multiple audiences through different forms of written expression.

Students should demonstrate the capacity to consider message, audience, and intended purpose for the different forms of expression pursued over the course of a semester.

Associations:

This objective addresses the curriculum development mandates for the Institute for Core Studies noted in the Strategic Plan by emphasizing the objective to "improve writing skills, information technology and literacy and academic success among the undergraduate student population; and increase student engagement, particularly freshmen in undergraduate education."

Moreover, it addresses the strategies for program development included in the Strategic plan by helping to "facilitate the enhancement of writing efforts in the Common Core courses."

General Education or Core Curriculum:

- 1 Critical Thinking
- 2 Information Literacy
- 3 Writing
- 4 Oral Presentation
- 11 Emergence of Global Society
- 12 Global Cultural/Literary/Aesthetic Components

Institutional Priorities:

- 1.3 Improvement of Writing

Related Measures:

M 2: Engaging with multiple audiences.

This aspect of the final portfolio is designed to assess student ability to identify and craft their messages, possible audiences, and intended purposes for the writing that they do across a variety of texts and multiple forms. Evaluate the "communication with varied audiences" component of the portfolio based on the following scale: Level 5 (superior) Level 4 Level 3 (satisfactory) Level 2 Level 1 (inadequate) Achievement target: 80% of students achieve Level 3 or higher.

Source of Evidence: Written assignment(s), usually scored by a rubric

Achievement Target:

80% of students achieve Level 3 or higher.

O 3: Demonstrate a capacity to create a writing portfolio selecting one's textual production and writing processes during a semester.

Students should demonstrate the capacity to select portfolio artifacts representing the different forms of expressions pursued over the course of a semester and communicate their processes and diverse ideas across the variety of those writing tasks.

Associations:

This objective addresses the curriculum development mandates for the Institute for Core Studies noted in the Strategic Plan by emphasizing the objective to "improve writing skills, information technology and literacy and academic success among the undergraduate student population; and increase student engagement, particularly freshmen in undergraduate education." Moreover, it addresses the strategies for program development included in the Strategic plan by helping to "facilitate the enhancement of writing efforts in the Common Core courses."

Standards

MSCHE 2006 Standards (condensed)

1 Mission and Goals

General Education or Core Curriculum:

1 Critical Thinking

2 Information Literacy

3 Writing

12 Global Cultural/Literary/Aesthetic Components

Institutional Priorities:

1.3 Improvement of Writing

Related Measures:

M 3: Selecting and reflecting on one's writings and processes.

This aspect of the portfolio is designed to assess student ability to link portfolio artifacts, synthesize diverse ideas and writing practices, and communicate their writing processes across multiple tasks. Evaluate the "synthesize and communicate" component of the portfolio based on the following scale: Level 5 (superior) Level 4 Level 3 (satisfactory) Level 2 Level 1 (inadequate) Achievement target: 80% of students achieve Level 3 or higher.

Source of Evidence: Presentation, either individual or group

Achievement Target:

80% of students achieve Level 3 or higher.

Detailed Assessment Report

2010-2011 Science 100C

Mission/Purpose

Scientific Inquiry is designed to introduce students to the way scientists think about and view the world. With a focus on a particular scientific discipline, students develop their critical thinking, information literacy, and quantitative reasoning skills. They learn the logic of the scientific method and how to apply the components of this method to solve problems in their everyday lives while also considering the values, ethics, and responsibilities incorporated within a scientific approach. Students become familiar with the process of science by investigating how experiments are designed, how data are analyzed, and how results are interpreted.

Goals

G 1: Demonstrate the ability to apply the critical thinking and quantitative reasoning skills of a specific scientific theme.

Students should be able to demonstrate an understanding of and a capacity to apply critical thinking and quantitative reasoning skills, as these skills are incorporated within the specific scientific theme guiding the course, to problems in everyday life.

G 2: Demonstrate an understanding of the historical development of a specific scientific theme.

Students should be able to demonstrate a familiarity with and a critical understanding of the paradigmatic development of the specific scientific theme guiding the course.

G 3: Demonstrate an understanding of and the ability to apply the scientific method of research.

Students should be able to demonstrate an understanding of and a capacity to employ the scientific method of research in analyzing a variety of issues, including practical problems in their everyday lives. Such an understanding includes the ability to recognize and develop research hypotheses, identify the basic purposes of experiments, and analyze both the contributions and the limitations of the reported results in light of the specific scientific theme guiding the course.

G 4: Demonstrate the ability to recognize and apply the elements of experimental design.

Students should be able to analyze each of the components of experimental design as well as the overall interactions between and among these components. They should have a capacity to distinguish the knowledge achieved through the use of experimental design from that of other techniques of inquiry and analysis.

G 5: Demonstrate the capacity to analyze societal issues in thematic science in terms of values, ethics, and responsibilities.

Students should be able to analyze a variety of personal and social issues incorporated within the scientific theme guiding the course from within a framework of values, ethics, and social responsibilities. Such capability includes a capacity to demonstrate an understanding of both the code of ethics governing the process of scientific research in the specific scientific theme guiding the course as well as the larger social values and responsibilities involved in the scientific enterprise as a whole.

Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 1: Analyze issues in thematic science using critical thinking skills.

Students should be able to demonstrate a capacity to employ critical thinking skills in analyzing issues in the scientific theme guiding the course as well as in relation to issues and practical problems in their everyday lives.

Associations:

The overall goals and objectives of the Scientific Inquiry course clearly address the University's Metropolitan mission. Moreover, Objective # 3 of the Strategic Plan's emphasis on "enhancing the academic experience," asserts that we need to "strengthen the Scientific Inquiry course." And, part of the Strategic Plan's emphasis on curriculum development emphasizes the development of "an action plan to develop the Scientific Inquiry course and ensure that the course fulfills its goal of developing the core competencies, specifically quantitative literacy...."

Standards

MSCHE 2006 Standards (condensed)

- 1 Mission and Goals
- 11 Educational Offerings
- 14 Assessment of Student Learning

General Education or Core Curriculum:

- 1 Critical Thinking
- 9 Processes of Scientific Inquiry

Institutional Priorities:

- 1.4 Strengthen Scientific Inquiry

Strategic Plans:

- St. John's University
- 1 2008-2013 Strategic Plan

Related Measures:

M 1: Analyzing the issues in the thematic science guiding the course.

The exercise is designed to assess student ability to analyze various aspects of the scientific theme guiding their course and to assess an overall understanding of the scientific theme. Students will respond to questions about the theme through both examinations and assignments. Evaluate the scientific theme assessment instrument based on the following scale: Level 5 (Superior) Level 4 Level 3 (Satisfactory) Level 2 Level 1 (Inadequate)
Achievement target: 75% of students achieve Level 3 or higher.

Source of Evidence: Standardized test of subject matter knowledge

Achievement Target:

Achievement target: 75% of students achieve Level 3 or higher.

O 2: Distinguish between information from scholarly sources and from popular, mass-based media.

Students should be able to distinguish between the principles and methods underlying the information contained in scholarly journals and in popular media. Such capability focuses in particular on the ability to distinguish between conclusions based on evidence collected from the application of the scientific method and experimental design on the one hand and conclusions grounded in normative or ideological arguments on the other.

Associations:

Objective # 3 of the Strategic Plan's emphasis on "enhancing the academic experience," asserts that we need to "strengthen the Scientific Inquiry course."

And, part of the Strategic Plan's emphasis on curriculum development emphasizes the development of "an action plan to develop the Scientific Inquiry course and ensure that the course fulfills its goal of developing the core competencies, specifically quantitative literacy...."

General Education or Core Curriculum:

- 1 Critical Thinking
- 2 Information Literacy
- 9 Processes of Scientific Inquiry

Institutional Priorities:

- 1.4 Strengthen Scientific Inquiry

Strategic Plans:

- St. John's University
- 1 2008-2013 Strategic Plan

Related Measures:

M 2: Distinguishing between information from scholarly sources and that from popular, mass-based media.

The information literacy exercise is designed to assess student ability to differentiate between scholarly and popular sources of information. Students will respond to questions about sources of information in examinations or assignments. Evaluate the information literacy instrument based on the following scale: Level 5 (Superior) Level 4 Level 3 (Satisfactory) Level 2 Level 1 (Inadequate) Achievement target: 75% of students achieve Level 3 or higher.

Source of Evidence: Standardized test of subject matter knowledge

Achievement Target:

Achievement target: 75% of students achieve Level 3 or higher.

O 3: Demonstrate an understanding of the links between recent findings and the historical development of a specific scientific theme.

Students should be able to demonstrate an understanding of how the most recent research, findings, and conclusions fit into the historical development and paradigmatic evolution of the specific scientific theme guiding the course. This capability includes the capacity to analyze how the most recent knowledge uncovered in a specific scientific theme reaffirms or calls into question previous assumptions or conclusions in the field.

Associations:

Objective # 3 of the Strategic Plan's emphasis on "enhancing the academic experience," asserts that we need to "strengthen the Scientific Inquiry course." And, part of the Strategic Plan's emphasis on curriculum development emphasizes the development of "an action plan to develop the Scientific Inquiry course and ensure that the course fulfills its goal of developing the core competencies, specifically quantitative literacy...."

General Education or Core Curriculum:

- 1 Critical Thinking
- 9 Processes of Scientific Inquiry
- 11 Emergence of Global Society

Institutional Priorities:

- 1.4 Strengthen Scientific Inquiry

Related Measures:

M 3: Analyzing the history of the core scientific area employed to present the nature of scientific inquiry

At the completion of Scientific Inquiry classes, students are required to respond to basic questions about the history of the particular science to which they have been exposed. Evaluate the scientific method assessment instrument based on the following scale: Level 5 (Superior) Level 4 Level 3 (Satisfactory) Level 2 Level 1 (Inadequate) Achievement target: 75% of students achieve Level 3 or higher.

Source of Evidence: Standardized test of subject matter knowledge

Achievement Target:

Achievement target: 75% of students achieve Level 3 or higher.

O 4: Demonstrate an ability to recognize and develop hypotheses and to analyze the purposes and results of experiments.

Students should be able to demonstrate an understanding of and a capacity to employ the various components of experimental design including the ability to recognize and develop the hypotheses that guide research, to identify and specify the purposes of an experiment, to understand the results of an experiment, and to explain how the results were reported.

Associations:

Objective # 3 of the Strategic Plan's emphasis on "enhancing the academic experience," asserts that we need to "strengthen the Scientific Inquiry course." And, part of the Strategic Plan's emphasis on curriculum development emphasizes the development of "an action plan to develop the Scientific Inquiry course and ensure that the course fulfills its goal of developing the core competencies, specifically quantitative literacy...."

General Education or Core Curriculum:

- 1 Critical Thinking
- 2 Information Literacy
- 5 Quantitative Reasoning
- 9 Processes of Scientific Inquiry

Institutional Priorities:

- 1.4 Strengthen Scientific Inquiry

Related Measures:

M 4: Analyzing the steps in the scientific method.

The exercise is designed to assess student ability to analyze and employ the initial sequence of steps incorporated in the scientific method of inquiry and to synthesize the connections between and among these steps. At some point during Scientific Inquiry classes, students are asked to apply the presentation of problem statements, operational definitions, literature reviews, hypothesis creation, experimentation, analysis and conclusions to a problem in everyday life. They are also asked to synthesize the connections between and among each of these components in terms of the scientific research process. Evaluate the scientific method assessment instrument based on the following scale: Level 5 (superior) Level 4 Level 3 (adequate) Level 2 Level 1 (inadequate) Achievement target: 75% of students achieve Level 3 or higher.

Source of Evidence: Project, either individual or group

Achievement Target:

Achievement target: 75% of students achieve Level 3 or higher.

O 5: Demonstrate a capacity to distinguish between causal assertions and correlations in quantitative analysis.

Students should be able to demonstrate an understanding of and a capacity to distinguish between causal assertions, i.e., statements that meet the three criteria of causality, and simple correlations among variables.

Associations:

Objective # 3 of the Strategic Plan's emphasis on "enhancing the academic experience," asserts that we need to "strengthen the Scientific Inquiry course." And, part of the Strategic Plan's emphasis on curriculum development emphasizes the development of "an action plan to develop the Scientific Inquiry course and ensure that the course fulfills its goal of developing the core competencies, specifically quantitative literacy...."

General Education or Core Curriculum:

- 1 Critical Thinking
- 5 Quantitative Reasoning
- 9 Processes of Scientific Inquiry

Institutional Priorities:

- 1.4 Strengthen Scientific Inquiry

Related Measures:

M 4: Analyzing the steps in the scientific method.

The exercise is designed to assess student ability to analyze and employ the initial sequence of steps incorporated in the scientific method of inquiry and to synthesize the connections between and among these steps. At some point during Scientific Inquiry classes, students are asked to apply the presentation of problem statements, operational definitions, literature reviews, hypothesis creation, experimentation, analysis and conclusions to a problem in everyday life. They are also asked to synthesize the connections between and among each of these components in terms of the scientific research process. Evaluate the scientific method assessment instrument based on the following scale: Level 5 (superior) Level 4 Level 3 (adequate) Level 2 Level 1 (inadequate) Achievement target: 75% of students achieve Level 3 or higher.

Source of Evidence: Project, either individual or group

Achievement Target:

Achievement target: 75% of students achieve Level 3 or higher.

M 5: Distinguishing between causal assertions and correlations in quantitative analysis.

The exercise is designed to assess student ability to distinguish between causal assertions and correlations in quantitative analysis through exam questions or assignments. Evaluate the causal assertions assessment instrument based on the following scale: Level 5 (superior) Level 4 Level 3 (adequate) Level 2 Level 1 (inadequate)

Source of Evidence: Standardized test of subject matter knowledge

Achievement Target:

Achievement target: 75% of students achieve Level 3 or higher.

O 6: Identify relevant societal issues dealing with science in application to their own lives.

Students should indicate a capacity to understand the connections between the research process in the scientific theme guiding their course to their own lives and to larger issues of personal and social ethics, values and responsibilities.

Associations:

Objective # 3 of the Strategic Plan's emphasis on "enhancing the academic experience," asserts that we need to "strengthen the Scientific Inquiry course."

And, part of the Strategic Plan's emphasis on curriculum development emphasizes the development of "an action plan to develop the Scientific Inquiry course and ensure that the course fulfills its goal of developing the core competencies, specifically quantitative literacy..."

Standards

MSCHE 2006 Standards (condensed)

1 Mission and Goals

General Education or Core Curriculum:

1 Critical Thinking

6 Catholic and Vincentian Mission

7 Philosophical Traditions and Concepts

9 Processes of Scientific Inquiry

11 Emergence of Global Society

Related Measures:

M 6: Identifying societal issues dealing with science in applications to their own lives.

At the completion of Scientific Inquiry classes, students are required to respond to basic questions about the application of science to their own lives. Evaluate the scientific method assessment instrument based on the following scale: Level 5 (Superior) Level 4 Level 3 (Satisfactory) Level 2 Level 1 (Inadequate)

Source of Evidence: Project, either individual or group

Achievement Target:

Achievement target: 75% of students achieve Level 3 or higher.