**Departmental Assessment Report for Instruction**

Please complete a form for each assessed outcome.

1. **Date:** **November 05, 2012**
2. **Contact Person: Tom Mester on behalf of WTD adjunct faculty members**
3. **Department:** **MSE**
4. **Course Name and Number:** **WTD-107; Advanced Wastewater Treatment**
5. **Assessed Course SLO(s):** **A, B**
6. **Describe your assessment timeline, including a rationale for your decision:**

**All SLOs will be assessed in Spring 2013 in the WTD-107 section at Willow. Because no full-time faculty member teaches in this discipline, no full-time instructor has been available to develop the assessment tools to be used by the adjunct faculty members. It has been difficult to ask for this extra time commitment from the part-time instructors, which is why this assessment process has only recently gotten under way in this discipline. This course will only be offered when grant funding is available. WTD-107 was first offered in SP12 with no future plans to offer the course again; however the grant funding was continued for 1 additional year, so the course is being offered a second time in SP13. The WI Dean of Instruction will work with the part-time instructor to develop appropriate assessment tools.**

1. **Institutional Outcome Alignment:**

Which institutional outcome(s) is central to your course?

Communication Skills

* Interpret various types of written, visual, and verbal information.
* Organize ideas and communicate precisely and clearly to express complex thoughts both orally and in writing.

Critical Thinking and Information Literacy

* Analyze quantitative information and apply scientific methodologies.
* Employ critical and creative modes of inquiry to solve problems, explore alternatives, and make decisions.
* Synthesize researched information obtained from accurate, credible, and relevant sources to support, advance, or rebut an opinion.

Global and Community Literacy

* Analyze the fine arts, humanities, and social sciences from cultural, historic, and aesthetic perspectives.
* Apply historical and contemporary issues and events to civic and social responsibility.
* Demonstrate sensitive and respectful treatment of a variety of ethnic, religious, and socioeconomic backgrounds.

Personal Development

* Assess current knowledge, skills, and abilities to further develop them and apply them to new situations.
* Incorporate physical and emotional principles to make healthy lifestyle choices.
* Make ethical personal and professional choices.

1. **Assessment Assignments and/ or Instruments:**

Which were used to assess the SLO?

|  |  |
| --- | --- |
| Item analysis of exams, quizzes, problem  sets, etc. (items linked to specific  outcomes)  Assignments based on rubrics (essays/  reports, projects, performances,  presentations, etc.)  Assignments based on checklists  Direct observation of performances,  structured practice or drills, “practical”  exams, small group work, etc. | Student self-assessments (e.g. reflective  journals, surveys)  Classroom Assessment Techniques (CATS,  “clicker” mediated responses, etc.)  Capstone projects or final summative  assessment (final exams, capstone projects,  portfolios, etc.)  Other (please describe) |

1. **Please attach any instruments used for assessment (rubrics, checklists, surveys, etc.).**
2. **What is your expected level of achievement for measuring success?**

**70% will perform at 70% or better**

1. **Assessment Results:**

What did members of your program learn from the assessment of the outcome? Did the assessment work, and if not, what needs to be revised?

1. **Action Plan:**

Based on the assessment results, what changes, if any, are planned to increase student success? When will they be implemented? Please check any appropriate boxes and *provide a brief description with a timeline for changes*.

Results are positive—no changes to be made

Conduct further assessment related to the issue and outcome

Use new or revised teaching methods (e.g., more use of group work, new

lecture, etc.)

Develop new methods of evaluating student work

Plan purchase of new equipment or supplies needed for modified student

Activities

Make changes in staffing plans (e.g., modified job descriptions, requests for

new positions, etc.)

Engage in professional development about best practices for this type of

class/activity

Revise the course sequence or prerequisites

Revise the course syllabus or outline (e.g., change in course topics)

Unable to determine what should be done

Other:

Provide a brief description with a timeline for changes:

The WI Dean of Instruction will continue to work with the Instructor to refine the assessment tool(s) that will be used in SP13 to assess the WTD-107.