



















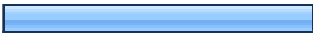



1. What discipline do you teach (e.g. math, writing, health professions, applied design, etc)?

	ResponseCount
	75
AnsweredQuestion	75
SkippedQuestion	0





2. Select methods you use to communicate to students their ability to "Think Critically" by the end of your course

		ResponsePercent	ResponseCount
Syllabus		69.8%	44
Learning outcomes		66.7%	42
Assignment rubrics		55.6%	35
Lecture		69.8%	44
Discussion		87.3%	55
Grading		65.1%	41
Feedback		85.7%	54
Guided student self-assessment		41.3%	26
Portfolios		14.3%	9
Performance		42.9%	27
Other (please specify)			14
AnsweredQuestion			63
SkippedQuestion			12

3. How do you assess students' ability to "Think Critically"?

		ResponsePercent	ResponseCount
Discussion		85.7%	54
Behavioral observation		50.8%	32
Simulation		20.6%	13
Capstone		15.9%	10
Oral exam		4.8%	3
Classroom Assessment Techniques (CATs)		30.2%	19
Essay		33.3%	21
Individual presentation		31.7%	20
Written exam		61.9%	39
Performance appraisal		30.2%	19
Portfolio		15.9%	10
Project		42.9%	27
Other method (please specify)			16
AnsweredQuestion			63
SkippedQuestion			12

4. On average, how would you describe students' ability to "Think Critically" when they complete your course?

		ResponsePercent	ResponseCount
Unable		0.0%	0
Beginning		12.9%	8
Developing		77.4%	48
Proficient		19.4%	12
Accomplished		1.6%	1






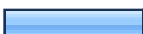




Other (please specify) 8

AnsweredQuestion	62
SkippedQuestion	13












5. What do you see as a specific challenge to teaching "Think Critically" in your discipline?

	ResponseCount
	52
AnsweredQuestion	52
SkippedQuestion	23

6. Select methods you use to communicate to students their ability to "Engage diverse values with civic and ethical awareness" by the end of your course

		ResponsePercent	ResponseCount
Syllabus		62.1%	36
Learning outcomes		44.8%	26
Assignment rubrics		34.5%	20
Lecture		62.1%	36
Discussion		86.2%	50
Grading		27.6%	16
Feedback		63.8%	37
Guided student self-assessment		32.8%	19
Portfolios		12.1%	7
Performance		25.9%	15
Other (please specify)			8
AnsweredQuestion			58
SkippedQuestion			17

7. How do you assess students' ability to "Engage diverse values with civic and ethical awareness"?

		ResponsePercent	ResponseCount
Discussion		85.5%	47
Behavioral observation		50.9%	28
Simulation		21.8%	12
Capstone		9.1%	5
Oral exam		0.0%	0
Classroom Assessment Techniques (CATs)		20.0%	11
Essay		29.1%	16
Individual presentation		29.1%	16
Written exam		32.7%	18
Performance appraisal		25.5%	14
Portfolio		12.7%	7
Project		34.5%	19
Other method (please specify)			7
AnsweredQuestion			55
SkippedQuestion			20

8. On average, how would you describe students' ability to "Engage diverse values with civic and ethical awareness" when they complete your course?

		ResponsePercent	ResponseCount
Unable		0.0%	0
Beginning		25.5%	14
Developing		60.0%	33
Proficient		21.8%	12
Accomplished		3.6%	2






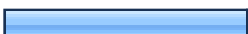




Other (please specify) 6

AnsweredQuestion	55
SkippedQuestion	20









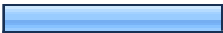



9. What do you see as a specific challenge to teaching "Engage diverse values with civic and ethical awareness" in your discipline?

	ResponseCount
	39
AnsweredQuestion	39
SkippedQuestion	36






10. Select methods you use to communicate to students their ability to "Create ideas and solutions" by the end of your course

		ResponsePercent	ResponseCount
Syllabus		57.1%	32
Learning outcomes		51.8%	29
Assignment rubrics		32.1%	18
Lecture		69.6%	39
Discussion		87.5%	49
Grading		48.2%	27
Feedback		71.4%	40
Guided student self-assessment		33.9%	19
Portfolios		17.9%	10
Performance		33.9%	19
Other (please specify)			6
AnsweredQuestion			56
SkippedQuestion			19

11. How do you assess students' ability to "Create ideas and solutions"?

		ResponsePercent	ResponseCount
Discussion		81.8%	45
Behavioral observation		47.3%	26
Simulation		29.1%	16
Capstone		20.0%	11
Oral exam		3.6%	2
Classroom Assessment Techniques (CATs)		29.1%	16
Essay		32.7%	18
Individual presentation		34.5%	19
Written exam		43.6%	24
Performance appraisal		40.0%	22
Portfolio		18.2%	10
Project		49.1%	27
Other method (please specify)			7
AnsweredQuestion			55
SkippedQuestion			20

12. On average, how would you describe students' ability to "Create ideas and solutions" when they complete your course?

		ResponsePercent	ResponseCount
Unable		1.8%	1
Beginning		18.2%	10
Developing		61.8%	34
Proficient		18.2%	10
Accomplished		5.5%	3





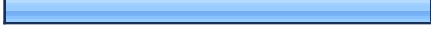


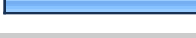
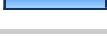

Other (please specify) 3

AnsweredQuestion	55
SkippedQuestion	20









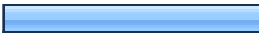



13. What do you see as a specific challenge to teaching "Create ideas and solutions" in your discipline?

	ResponseCount
	29
AnsweredQuestion	29
SkippedQuestion	46

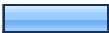



14. Select methods you use to communicate to students their ability to "Communicate effectively" by the end of your course

		ResponsePercent	ResponseCount
Syllabus		69.1%	38
Learning outcomes		63.6%	35
Assignment rubrics		43.6%	24
Lecture		65.5%	36
Discussion		85.5%	47
Grading		63.6%	35
Feedback		80.0%	44
Guided student self-assessment		38.2%	21
Portfolios		20.0%	11
Performance		43.6%	24
Other (please specify)			5
AnsweredQuestion			55
SkippedQuestion			20

15. How do you assess students' ability to "Communicate effectively"?

		ResponsePercent	ResponseCount
Discussion		85.5%	47
Behavioral observation		65.5%	36
Simulation		29.1%	16
Capstone		12.7%	7
Oral exam		5.5%	3
Classroom Assessment Techniques (CATs)		32.7%	18
Essay		32.7%	18
Individual presentation		45.5%	25
Written exam		50.9%	28
Performance appraisal		36.4%	20
Portfolio		21.8%	12
Project		45.5%	25
Other method (please specify)			10
AnsweredQuestion			55
SkippedQuestion			20

16. On average, how would you describe students' ability to "Communicate effectively" when they complete your course?

		ResponsePercent	ResponseCount
Unable		0.0%	0
Beginning		20.4%	11
Developing		57.4%	31
Proficient		37.0%	20
Accomplished		3.7%	2











Other (please specify) 1

AnsweredQuestion	54
SkippedQuestion	21









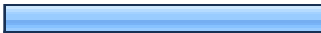



17. What do you see as a specific challenge to teaching "Communicate effectively" in your discipline?

	ResponseCount
	29
AnsweredQuestion	29
SkippedQuestion	46






18. Select methods you use to communicate to students their ability to "Apply learning" by the end of your course

		ResponsePercent	ResponseCount
Syllabus		64.8%	35
Learning outcomes		64.8%	35
Assignment rubrics		38.9%	21
Lecture		63.0%	34
Discussion		77.8%	42
Grading		55.6%	30
Feedback		72.2%	39
Guided student self-assessment		37.0%	20
Portfolios		14.8%	8
Performance		42.6%	23
Other (please specify)			4
AnsweredQuestion			54
SkippedQuestion			21

19. How do you assess students' ability to "Apply learning"?

		ResponsePercent	ResponseCount
Discussion		83.6%	46
Behavioral observation		52.7%	29
Simulation		34.5%	19
Capstone		14.5%	8
Oral exam		7.3%	4
Classroom Assessment Techniques (CATs)		27.3%	15
Essay		32.7%	18
Individual presentation		38.2%	21
Written exam		63.6%	35
Performance appraisal		36.4%	20
Portfolio		23.6%	13
Project		47.3%	26
Other method (please specify)			9
AnsweredQuestion			55
SkippedQuestion			20

20. On average, how would you describe students' ability to "Apply learning" when they complete your course?

		ResponsePercent	ResponseCount
Unable		1.9%	1
Beginning		13.2%	7
Developing		58.5%	31
Proficient		35.8%	19
Accomplished		5.7%	3







Other (please specify) 2

AnsweredQuestion	53
SkippedQuestion	22

21. What do you see as a specific challenge to teaching "Apply learning" in your discipline?

	ResponseCount
	24
AnsweredQuestion	24
SkippedQuestion	51

22. What do you wish you knew about students in your courses?

		ResponsePercent	ResponseCount
Previous courses completed at LCC or other institution		54.3%	25
Previous courses completed in my discipline		56.5%	26
Enrollment status (new vs. returning student)		54.3%	25
Current math placement		43.5%	20
Current writing placement		54.3%	25
Declared major		39.1%	18
	Other (please specify)		19
AnsweredQuestion			46
SkippedQuestion			29

23. Please rate the following statements

	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	RatingAverage	Rati
I am confident in the systematic assessment of learning outcomes within my course.	1.9% (1)	5.7% (3)	9.4% (5)	56.6% (30)	22.6% (12)	3.8% (2)	3.96	
Assessment processes in my course result in course improvement.	3.8% (2)	0.0% (0)	11.3% (6)	39.6% (21)	41.5% (22)	3.8% (2)	4.20	
I am confident in the systematic assessment of learning outcomes within my discipline.	3.8% (2)	11.5% (6)	25.0% (13)	38.5% (20)	17.3% (9)	3.8% (2)	3.56	
Assessment processes in my discipline result in continuous improvement.	5.6% (3)	5.6% (3)	27.8% (15)	33.3% (18)	24.1% (13)	3.7% (2)	3.67	
I am confident in the systematic assessment of learning outcomes within my program.	3.8% (2)	9.4% (5)	18.9% (10)	37.7% (20)	18.9% (10)	11.3% (6)	3.66	
Assessment processes in my program result in continuous program improvement.	3.8% (2)	3.8% (2)	22.6% (12)	37.7% (20)	20.8% (11)	11.3% (6)	3.77	

Additional comments

AnsweredQuestion

SkippedQuestion

24. What additional resources or professional development would you find most helpful for core learning outcome assessment?

ResponseCount

23







AnsweredQuestion

23

SkippedQuestion

52



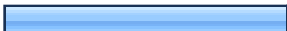
25. What assessment topics or activities would you be most likely to participate in?

		ResponsePercent	ResponseCount
Funded, course-level assessment projects		74.0%	37
Facilitated department workshops		66.0%	33
Faculty Interest Groups (FIGs)		42.0%	21
Rubric discussion groups		40.0%	20
On-line and web-based assessment resources and tools		48.0%	24
Lane Assessment Team meetings		18.0%	9
	Other (please specify)		6
AnsweredQuestion			50
SkippedQuestion			25

26. Please share any additional ideas or feedback about student learning assessment (course and core learning outcomes)

	ResponseCount
	7
AnsweredQuestion	7
SkippedQuestion	68

27. Would you be willing to share your methods of assessment with other faculty?

		ResponsePercent	ResponseCount
Yes		41.7%	20
No		2.1%	1
Not Sure		56.3%	27

Name and department (optional) 10

AnsweredQuestion	48
SkippedQuestion	27

Page 1, Q1. What discipline do you teach (e.g. math, writing, health professions, applied design, etc)?

1	Math
2	Culinary
3	math
4	reading
5	ESL
6	math
7	math
8	ESL
9	Custodial Service
10	math
11	Business
12	effective learning
13	Biology
14	adv tech
15	Health Professions
16	Psychology
17	CIT
18	math
19	writing
20	esl
21	speech
22	English
23	Health Professions
24	Earth & Environmental Sciences
25	Spanish
26	tai ji
27	health professions

Page 1, Q1. What discipline do you teach (e.g. math, writing, health professions, applied design, etc)?

28	geology, environmental science
29	Computer Science
30	reading, writing, dev math
31	Speech and Communication Studies
32	Math
33	developmental writing
34	math
35	Writing and Literature
36	Math
37	health professions
38	Health Professions
39	Science: Water Conservation and Watershed Science
40	Speech and Communication Studies
41	economics
42	Art and Applied Design
43	math
44	writing
45	physical education
46	Exercise and Movement Science
47	reading and writing
48	health professions
49	Art
50	health professions
51	physics
52	Speech and Communications Studies
53	ABE
54	writing

Page 1, Q1. What discipline do you teach (e.g. math, writing, health professions, applied design, etc)?

55	heath professions
56	speech and communication studies
57	math
58	health professions
59	Health Professions
60	ALS/ABSE
61	Anthropology
62	chemistry
63	health professions
64	Academic Learning Skills
65	developmental ed math, reading, writing
66	Math, Reading, Effective Learning, Education
67	English as a Second Language
68	applied design
69	Writing
70	social science
71	Business
72	Advanced Technology-Drafting
73	Academic Learning Skills
74	Art
75	internships-cooperative education

Page 3, Q2. Select methods you use to communicate to students their ability to "Think Critically" by the end of your course

1	class worksheets and activities
2	Homework
3	not sure what you mean by "performance"; also CT explicitly addressed in reading assignments
4	Critical thinking takes a higher level of language. You cannot do this when students are at a beginner and intermediate level.
5	Homework assignments that require creativity and problem solving rather than rote recitation of facts or applying predefined templates or recipes.
6	in class group activity
7	Written reflectionsx
8	Reading assignments.
9	Article Reviews: students read an academic article and respond to a series of written questions about what they read and what they learned.
10	Critiquing other student performances.
11	Peer feedback
12	WIKI discussions in which students must collaborate on their ideas
13	Because mine is a hands-on class, my students are required to identify the key needs for each assignment, and plan the best route to completion before they can really start each assignment.
14	Researching and readings

Page 3, Q3. How do you assess students' ability to "Think Critically"?

- | | |
|----|--|
| 1 | Homework |
| 2 | resources, data bases, etc. from library |
| 3 | Homework |
| 4 | We cannot do that at that language level. |
| 5 | Lab activities |
| 6 | I use my own case studies (written based upon actual events, modified to meet the goals of a given class) as a way to assist and assess whether information given in class has been synthesized and integrated |
| 7 | homework, classroom activities |
| 8 | Rubrics |
| 9 | Lecture |
| 10 | Office visits about problems |
| 11 | forum discussions in which students must respond to a "thought" problem and cannot see other student answer until they have posted their own answer |
| 12 | Lab reports |
| 13 | Written assignments |
| 14 | weekly reflective writing |
| 15 | written objectives |
| 16 | papers |

Page 3, Q4. On average, how would you describe students' ability to "Think Critically" when they complete your course?

- | | |
|---|---|
| 1 | Not applicable. |
| 2 | I find students widely scattered across the continuum in this regard. |
| 3 | Those who have few critical thinking skills in the beginning of the course develop some by the end; those with more develop more; those with higher skills incoming become more proficient. There isn't a meaningful average. |
| 4 | first term course in 2 yr. program |
| 5 | Students who complete my courses typically are at the beginning of their academic journey. |
| 6 | Various levels of ability |
| 7 | 10-15% proficient; 40-50% Developing; 20% Beginning |
| 8 | Hoping for proficient, but most often developing |

Page 3, Q5. What do you see as a specific challenge to teaching "Think Critically" in your discipline?

1	Students often have difficulty understanding what they read (in the book, lecture, handouts, etc). That makes them less likely to try to answer questions using critical thinking.	Jan 29, 2013 11:59 AM
2	Limited Lab Practice time.	Jan 29, 2013 11:29 AM
3	cultural and language factors	Jan 29, 2013 10:19 AM
4	There is a tendency among many math students to just learn the processes and techniques well enough to just get through the course, without a deeper understanding of what is really going on and why. This inhibits their ability to apply the concepts to new situations. Many students lack confidence in the relevance of what they are learning.	Jan 29, 2013 9:48 AM
5	1) Not enough time to pursue important topics in depth; 2) Over-reliance on calculators and solutions manuals; 3) Heavy emphasis on grades and achievement tends to encourage students to learn only what they must in order to get a good grade ("Am I going to need to know this for the test?"), and tends to discourage deeper exploration and thought about the subject matter, especially if extra credit is not offered as an incentive to do so.	Jan 28, 2013 6:28 PM
6	They never had the opportunity before.	Jan 28, 2013 4:24 PM
7	Setting long/short term academic goals, making them specific and achievable. Ability to identify steps necessary. Being future oriented, visualizing success, developing a plan for success.	Jan 28, 2013 2:47 PM
8	Mostly time. The learning outcomes are set so aggressively that there is little time to teach critical thinking in the classroom.	Jan 28, 2013 10:35 AM
9	In general, the expectation that the students are there to "learn stuff" as opposed to process and analysis.	Jan 28, 2013 10:30 AM
10	Time constraints. My classes are content driven.	Jan 28, 2013 9:32 AM
11	Instructors need plan assignments that challenge students instead of providing the easy walk through labs provided by the text publishers.	Jan 28, 2013 9:12 AM
12	I teach an entry level English course, and students are learning basic vocabulary at this point.	Jan 27, 2013 3:51 PM
13	While there is reasonably adequate discussion of thinking critically about the messages we receive (in particular, persuasive messages), I'm not sure if that translates into thinking critically in a more general sense.	Jan 27, 2013 2:50 PM
14	Not much cross-disciplinary reinforcement. Students are in their first year, often first term or first few terms in college, when they are in my classes, and explicit demands for CT proposes new terrain to them. Often their other courses are not making the same kinds of intensive analytical demands, so our work feels somewhat isolated and "hard" compared to their other college classes.	Jan 27, 2013 2:34 PM
15	Creating objective, measurable assessment techniques	Jan 27, 2013 12:14 PM
16	There are often difficulties as students approach studying science without	Jan 27, 2013 9:51 AM

Page 3, Q5. What do you see as a specific challenge to teaching "Think Critically" in your discipline?

	adequate knowledge (or self-confidence) in some critical areas, such as spatial awareness, arithmetic literacy, or even just basic writing skills. These are difficult for many students to overcome, if they are taking a science class "just because" they have to.	
17	Thle lelvel of language is way too basic.	Jan 26, 2013 8:59 PM
18	Allowing people time to develop and perform this skill in the curriculum	Jan 26, 2013 7:51 PM
19	On environmental issues, students are likely to take one view and not see both pros and cons.	Jan 26, 2013 4:44 PM
20	Most students want me to give them a recipe or template for writing computer programs. They don't feel competent (or don't want to do the work) to develop original solutions to problems.	Jan 26, 2013 2:58 PM
21	Unmotivated students.	Jan 26, 2013 2:19 PM
22	One challenge emerges out of a perception that our discipline is merely "common sense", and therefore, does not require thinking (critically or otherwise)--rather it is seen as a "trait", rather than a skill which is constantly changing and deepening.	Jan 26, 2013 1:37 PM
23	Finding the time to allow students to practice thinking critically with the instructor present for guidance is the specific challenge that I face. A 10 week term, with missed class days due to holidays and a Friday inservice during Spring Term, makes it very challenging to cover the essential topics of our curriculum in an effective manner. It makes it even more challenging to incorporate critical thinking activities into our classroom agendas because of the time that critical thinking activities require if they are to be used effectively. One solution would be to increase the credit load of our classes by one credit to allow time for critical thinking activities. Another solution would be to reduce the list of topics that are expected to be covered in a particular course so that more time can be spent on each topic and critical thinking activities can be used along with other methods for introducing and developing the material pertaining to each topic.	Jan 26, 2013 11:36 AM
24	Math is often taught (and perceived) as a series of related abstract skills. Critical thinking which applies those abstract skills to a real-world situation is difficult to assess in a 60-min exam.	Jan 26, 2013 10:35 AM
25	See #4	Jan 26, 2013 9:58 AM
26	Students often bring faulty algorithms to their work in math, and are reluctant to give up these "shortcuts" that sometimes get right answers.	Jan 26, 2013 9:27 AM
27	Heavy memorization habits. Work experience, but with small scope of practice. Educational career with constant "special exceptions" (e.g. alternative high school). Need to get "A" in the class.	Jan 26, 2013 9:20 AM
28	Having such a wide variety of abilities in each class. I fear some people get left behind.	Jan 26, 2013 9:05 AM
29	previous education	Jan 24, 2013 3:13 PM

Page 3, Q5. What do you see as a specific challenge to teaching "Think Critically" in your discipline?

30	The orthodoxy in economics is far more dominant than all other social sciences and even more than some sciences. Both the volume and organization of the introductory material works against teaching critical thinking skills, since students must meet certain knowledge thresholds to prepare for the 300 level of required courses.	Jan 23, 2013 2:09 PM
31	Students' emphasis on attaining high grades for the sake of grades and their GPA.	Jan 23, 2013 1:31 PM
32	(I teach dev. ed.) - achieving a balance between basic, foundation-level skills of grammar, organization, etc. w/ critical-thinking skills in essays, excerpts, readings	Jan 23, 2013 9:57 AM
33	Often Reading 80 students need step by step instructions to feel clear about the assignment. Think Critically might be too vague for some of the students to know what to do. Answering a series of open ended questions help them tap into what they understood.	Jan 22, 2013 9:15 PM
34	Able to grasp and apply the concepts that are presented.	Jan 22, 2013 3:14 PM
35	The lack of similar expectations in prerequisite courses.	Jan 22, 2013 3:04 PM
36	Enough time for course content and specific teaching about 'think critically.'	Jan 22, 2013 2:30 PM
37	Time. Student's ability to focus.	Jan 22, 2013 1:47 PM
38	Time limitations of the 11 week term. When students are coming from different levels of prior learning, it can be very difficult to pull everyone along at an constant rate. Students can often get by mimicking what they hear/see from other students without fully understanding what they are doing. Traditional assessment does not always catch this in 1 exam over 1 course.	Jan 22, 2013 1:30 PM
39	Getting students to put in the time to engage with the material. Some students think the McDonald's approach to education is the best. I want them to become "locavores" and this is a lot of work on my part.	Jan 22, 2013 1:21 PM
40	Students inadequate preparation (math skills) and problem solving techniques.	Jan 22, 2013 12:45 PM
41	I don't think our culture really emphasizes this skill very much in the world of instant communication and reliance upon electronic devices and media	Jan 22, 2013 12:12 PM
42	Our course covers the basic fundamentals of a variety of topics. Sometimes working on critical thinking is challenging when the focus is fundamentals.	Jan 22, 2013 10:03 AM
43	Students get bogged down in the "is this right" or content portion of the course. The material is often very new and the come to it with preconceived notions about evolution, culture, etc. Very difficult to break through some of this.	Jan 22, 2013 9:52 AM
44	Students obsess about facts and whether information "will be on the test" in my course. Many students have limited time and focus on just getting the project/work done and less on thinking deeply.	Jan 22, 2013 9:21 AM
45	Limited student experience with academic issues and topics.	Jan 22, 2013 9:17 AM

Page 3, Q5. What do you see as a specific challenge to teaching "Think Critically" in your discipline?

46	Developmental students lack experience with critical thinking and often do not have the confidence to trust their own ideas and questions. In addition to teaching them critical thinking skills, we have to provide opportunities for their thoughts to be valued.	Jan 22, 2013 9:03 AM
47	Teaching students with other native languages make it difficult to get the ideas across, and help them understand why it is important to them. Also, it's difficult to assess when writing and speaking output is limited to a foreign language to the student,	Jan 22, 2013 8:29 AM
48	At the beginning of the term, each student must write 5-7 learning objectives for the term, including the process for achieving and evaluating the objectives. For many it's the first time they have written learning objectives.	Jan 22, 2013 8:24 AM
49	Helping students understand the difference between credible sources (found through the library and database searches) and "easy" sources (found through a single search on a search engine). They have access to so much (too much?) information and are either overwhelmed by it or believe it all to be the same.	Jan 22, 2013 8:04 AM
50	Because I am teaching software with many specific commands, it can be very easy to slip into the type of lecture which provides them with all the answers, and does not require much "thinking" on their part. Since they have no knowledge of commands etc. I have to explicitly show them each one. I try to combat this by emphasizing that there are many ways to accomplish each task, and their job is to figure out the most appropriate and efficient method for each application.	Jan 22, 2013 7:50 AM
51	Each faculty member has different beliefs an expectations for critical thinking, so it is not consistent between courses.	Jan 22, 2013 7:49 AM
52	I can't think of an answer to this one.	Jan 22, 2013 7:09 AM

Page 4, Q6. Select methods you use to communicate to students their ability to "Engage diverse values with civic and ethical awareness" by the end of your course

1	Most terms I allow an OSPIRG representative to help register students to vote, and to help get them engaged in the campus and community. I strive to recognize and point out the contributions to the discipline of mathematicians from cultures around the world, both men and women, throughout the course of the term. Some terms, students are required to work in teams to complete certain assignments.	Jan 28, 2013 6:46 PM
2	We present cultural readings and cultural videos. They also have exposure online to a diversity of native speakers and issues from the Spanish speaking world	Jan 26, 2013 9:04 PM
3	service learning	Jan 26, 2013 9:08 AM
4	Reading assignments.	Jan 23, 2013 2:14 PM
5	guest speakers, diverse readings, podcasts	Jan 23, 2013 9:59 AM
6	I teach anthropology, so this outcome is a core element of my courses.	Jan 22, 2013 9:53 AM
7	Research expectations	Jan 22, 2013 7:53 AM
8	in class small group work with case studies	Jan 22, 2013 7:17 AM

Page 4, Q7. How do you assess students' ability to "Engage diverse values with civic and ethical awareness"?

1	Homework	Jan 28, 2013 9:34 AM
2	group presentations	Jan 27, 2013 2:35 PM
3	We encourage them to incorporate it in the creative part of their writing but it is at a very basic level. it can also be atopic in their journal which is the only assignment in English and mostly directy at language learning topics.	Jan 26, 2013 9:04 PM
4	Engaging with diverse values, in particular, can be threatening to some students- -I purposefully and mindfully arrange my classes so that the levels and layers of challenge are gradual, so that one assignment, discussion or lecture builds upon another in a systematic fashion.	Jan 26, 2013 1:41 PM
5	difficult for me to say	Jan 26, 2013 10:40 AM
6	Small group discussions; outlining	Jan 22, 2013 2:35 PM
7	Classroom activities	Jan 22, 2013 9:53 AM

Page 4, Q8. On average, how would you describe students' ability to "Engage diverse values with civic and ethical awareness" when they complete your course?

1	hard for me to say	Jan 26, 2013 10:40 AM
2	Their learning gains vary depending on their attitudes upon entry.	Jan 26, 2013 10:01 AM
3	First term of two year study.	Jan 26, 2013 9:23 AM
4	Somewhere between "beginning" and "developing." Some students get this faster than other students!	Jan 22, 2013 2:35 PM
5	Vary between courses; Unable, Beg & Developing	Jan 22, 2013 1:28 PM
6	When discussing ethical issues in the work place, students frequently fail to understand that the computers and software at their place of employment is not theirs to use for their own personal gain. They are angry that software companies charge so much \$ and feel justified in getting around purchasing their products.	Jan 22, 2013 7:17 AM

Page 4, Q9. What do you see as a specific challenge to teaching "Engage diverse values with civic and ethical awareness" in your discipline?

1	It is challenging to work concepts such as "diverse values" or "civic and ethical awareness" in to conversation in a math lecture. The classroom time is already mostly taken up by the math concepts and explanations.	Jan 29, 2013 12:02 PM
2	cultural background and norms	Jan 29, 2013 10:21 AM
3	Math itself doesn't seem to lend itself to this sort of analysis or awareness. This value seems more applicable to the classroom culture than the subject of study.	Jan 29, 2013 9:52 AM
4	The discipline of mathematics is not conducive to having differing points of view, in the sense that the solutions to most mathematics problems are either correct or they are not correct. The challenge, therefore, is to allow students to consider multiple approaches to a problem and to be willing to consider another person's solution method, even if it is not a method the student prefers to use.	Jan 28, 2013 6:46 PM
5	Many of the civic and ethical awarness topics are basically new to the students and have to grasp their concepts.	Jan 28, 2013 4:26 PM
6	A specific student population is assigned to this class. All are focused on the same classes and same careers. Diversity of students registering for the course is affected; however, civic and ethical awareness is not.	Jan 28, 2013 2:50 PM
7	Understanding what exactly the statement "Engage diverse values with civic and ethical awareness" is supposed to mean and why it is important	Jan 28, 2013 10:37 AM
8	Time constraints. My classes are content driven. In addition, most students lack the basic knowledge of civic events and ethical lapses that are around them. They don't read the paper or read the news.	Jan 28, 2013 9:34 AM
9	Assessment for this is difficult.	Jan 28, 2013 9:13 AM
10	Limited Language	Jan 27, 2013 3:53 PM
11	Time. There is only so much time in a 10 week course. While diversity is interwoven throughout my classes, there is still a lot of information that we need to discuss that does not directly relate to diversity, and that takes up much of the term.	Jan 27, 2013 2:51 PM
12	cross-disciplinary reinforcement is better in this area, but still a challenge.	Jan 27, 2013 2:35 PM
13	I don't get as much opportunity to fully develop this particular outcome at this time - but in terms of science & ethics - it is important. It is also important in terms of how science (may) inform public policy. That is a real challenge for students who don't ascribe to science informing public policy.	Jan 27, 2013 9:53 AM
14	.Students who take the required 2 terms of language are at a beginner level and those who finish tow years are lucky to be at an intermediate level.	Jan 26, 2013 9:04 PM
15	Creating real world opportunities to apply didactic knowledge	Jan 26, 2013 7:52 PM
16	Not seeing other points of view.	Jan 26, 2013 4:45 PM
17	Most of the content of our courses is technical. It takes some conscious initiative	Jan 26, 2013 3:01 PM

Page 4, Q9. What do you see as a specific challenge to teaching "Engage diverse values with civic and ethical awareness" in your discipline?

	to add these "soft" topics into the "hard" technical curriculum.	
18	Again, my students tend to land all over a continuum of engaging with diverse values and civic/ethical awareness, even when the class is over. However, much of the class is geared towards this end goal--many are going into professional tracks which will require this engagement, e.g. in medical/health professions.	Jan 26, 2013 1:41 PM
19	This is challenge in a developmental math class. We can examine data on global warming or poverty, but our discussion are quantitative, not qualitative.	Jan 26, 2013 10:40 AM
20	Teaching this core learning outcome is a primary focus of our writing and literature courses. But we do live in an area of the country that does not always welcome diversity and so it can be a challenge to teach in a monocultural environment.	Jan 26, 2013 10:01 AM
21	Especially in developmental math, students want the "right" answer, so engaging in discussion about multiple ways to solve a problem is frustrating to them.	Jan 26, 2013 9:33 AM
22	Living in Eugene, which does not strike me as a community where there is a lot of cultural diversity. While we have a diverse range of lifestyle choices, we do not have much racial/cultural diversity to speak of.	Jan 26, 2013 9:23 AM
23	home and community values	Jan 24, 2013 3:17 PM
24	The orthodoxy in economics does not accept alternative perspectives nor analysis. Whatever, is not in the orthodoxy is marginalized as unscientific, subjective, or poor analysis. The orthodoxy presents itself as a purely positivist, objective analysis that is devoid of normative values, such as diverse values and civic and ethical awareness.	Jan 23, 2013 2:14 PM
25	Seeing it reflected (or not) in Lane's practices w/governance structures, committees, hiring practices, etc.	Jan 23, 2013 9:59 AM
26	Meeting the needs of various minority student cultures simultaneously is challenging.	Jan 22, 2013 9:21 PM
27	behavioral 'age' and experience.	Jan 22, 2013 3:15 PM
28	Almost always time although in this class it is of particular importance, so I do use time that I could use in other content areas. It is absolutely imperative that students in this class, begin to engage diverse values with empathy and awareness!	Jan 22, 2013 2:35 PM
29	The culture supports this, so it is less difficult.	Jan 22, 2013 1:48 PM
30	Lack of diversity in my class.	Jan 22, 2013 1:34 PM
31	Class material/textbook and in class lecture mostly focus on math skills and problem solving and limited emphasis on diverse values	Jan 22, 2013 1:28 PM
32	I'm thinking that these questions all apply interchangeably. My answer for this would be the same for the first core and probably the last core as well.	Jan 22, 2013 1:23 PM

Page 4, Q9. What do you see as a specific challenge to teaching "Engage diverse values with civic and ethical awareness" in your discipline?

33	Some technical classes can include this in the course material, such as using resources that have photos of people from a variety of races/cultures, and to be sure to include gender-equal language in questions, i.e. He/She equality.	Jan 22, 2013 10:49 AM
34	None, really since it is a core value in anthropology.	Jan 22, 2013 9:53 AM
35	No comment.	Jan 22, 2013 8:29 AM
36	Some students are still carrying around their parents' values and ideologies and have not matured enough to be willing to "rock the boat" so they individuate.	Jan 22, 2013 8:07 AM
37	Some faculty members do not connect with students in a way that encourages the students to become engaged.	Jan 22, 2013 7:53 AM
38	Mine is a very direct instruction class on a specific software, and does not provide for much appraisal of values. I attempt to deal with this topic by discussing how things will be for them in the work world, and having collaboration be a component of the class.	Jan 22, 2013 7:53 AM
39	See answer to number 8	Jan 22, 2013 7:17 AM

Page 5, Q10. Select methods you use to communicate to students their ability to "Create ideas and solutions" by the end of your course

1	Not very applicable in a language class. Can be applied when talking about language learning strategies.	Jan 26, 2013 9:06 PM
2	open ended projects.	Jan 26, 2013 9:13 AM
3	Note taking team exercises. In this way, peer teaching occurs and students at both ends of the skill level benefit.	Jan 22, 2013 9:26 PM
4	Capstone	Jan 22, 2013 1:50 PM
5	Group project work.	Jan 22, 2013 9:55 AM
6	in class activities	Jan 22, 2013 7:53 AM

Page 5, Q11. How do you assess students' ability to "Create ideas and solutions"?

1	Homework	Jan 29, 2013 12:07 PM
2	Homework	Jan 28, 2013 9:35 AM
3	in-class individual writing and group presentations	Jan 27, 2013 2:37 PM
4	homework assignments, classroom activities	Jan 26, 2013 11:38 AM
5	Students' project notes	Jan 23, 2013 1:35 PM
6	Various note taking activities.	Jan 22, 2013 9:26 PM
7	weekly reflective writing	Jan 22, 2013 9:24 AM

Page 5, Q12. On average, how would you describe students' ability to "Create ideas and solutions" when they complete your course?

1	All students are able to do this to varying degrees.	Jan 26, 2013 10:03 AM
2	I prepare students well for college level study; they are resourceful when they finish Reading 80.	Jan 22, 2013 9:26 PM
3	Mostly Beginning, Developing and some Proficient	Jan 22, 2013 1:31 PM

Page 5, Q13. What do you see as a specific challenge to teaching "Create ideas and solutions" in your discipline?

1	It seems completely foreign to many of my students. They want to know what steps to follow and they expect to always get the right answer. They also tend to give up easily and not persist with trying new methods.	Jan 29, 2013 12:07 PM
2	individual personalities, abilities and maturity	Jan 29, 2013 10:22 AM
3	Many students have creative ideas but do not know haow to communicate them.	Jan 28, 2013 4:27 PM
4	As before, the learning outcomes for the course are so aggressive that there is little else that can be accomplished	Jan 28, 2013 10:39 AM
5	Time constraints. The class is content driven	Jan 28, 2013 9:35 AM
6	Students are at very different levels, so it is difficult to create projects that work for everyone.	Jan 28, 2013 9:14 AM
7	Limited language	Jan 27, 2013 3:53 PM
8	Students sometimes associate being creative with having no structure. When I have required students to use a particular organizational structure for their presentations, for example, some have balked at this. I explained to them that it is quite possible to be creative within structure. In fact, many have found having a structure in place allowed them to be more creative because their efforts were more focused.	Jan 27, 2013 2:51 PM
9	cross-disciplinary reinforcement	Jan 27, 2013 2:37 PM
10	Many of the "creative" ideas I see at this level bear no resemblance to reality, particularly for students who are new to science taught in an-other-than-worksheet mode.	Jan 27, 2013 9:54 AM
11	Again you need a higher cognitive level in the language they are just learning.	Jan 26, 2013 9:06 PM
12	Environmental issues are very challenging and creating ideas and solutions for them is very tough.	Jan 26, 2013 4:49 PM
13	The pace of the developmental math classes is set by the curriculum, so much of my teaching is direct instruction.	Jan 26, 2013 10:45 AM
14	At this point many of the creations I am asking of my students involves the use of Web 2.0 technologies and some students are resistant to these at first. Creating an environment in which they will develop their skills and suspend their judgement is a challenge.	Jan 26, 2013 10:03 AM
15	I have been using the campus as a 'learning laboratory' wherein students evaluate certain physical aspects of the campus and come up with solutions. The students get so engaged, they want to see their solutions followed through. More timely interaction between facilities and classes would be great so that students could get information they need to complete their projects as well as present their findings to those engaged with the physical aspects of the campus.	Jan 26, 2013 9:13 AM
16	Creating solutions in the manner described is difficult in economics at the introductory level at LCC due to the low level of math proficiency. We try address this gap by covering the necessary math in the classroom. However, this just	Jan 23, 2013 2:24 PM

Page 5, Q13. What do you see as a specific challenge to teaching "Create ideas and solutions" in your discipline?

	establishes students' ability to follow the orthodoxy. They leave the sequence just beginning to be able to apply economic modeling and analysis. Those with higher math skills leave being able to experiment with different types of solutions and models.	
17	A challenge to teaching Creating Ideas & Solutions in my class is that some of the activities are based very specifically on a certain text or specific outcome prescribed by the text and the instructor. It leaves little to "create."	Jan 22, 2013 9:26 PM
18	Experience	Jan 22, 2013 3:16 PM
19	They are specific to class assignments, so they are required areas of work and concern!	Jan 22, 2013 2:37 PM
20	Students already locked into a mindset and life style with little mental or creative flexibility.	Jan 22, 2013 1:50 PM
21	This scares students. The majority of the class wants to see a template from which they can "create" a replica as to ensure a good grade. However, as an instructor, I want students to use their own creativity within the confines of the assignment rubric to truly create something of their own. Fear of failure and missing the grade makes this outcome challenging to address.	Jan 22, 2013 1:40 PM
22	Student's math preparation and math anxiety	Jan 22, 2013 1:31 PM
23	Time to review current coursework and build in these concepts in a way that students will engage, and can be assessed for them.	Jan 22, 2013 10:52 AM
24	Most of the time, students do not realize they are creating ideas and solutions. Again, it comes back to the education model of "listening and writing things down then being tested on them" that so many students operate under.	Jan 22, 2013 9:55 AM
25	Lack of basic skills; lack of confidence.	Jan 22, 2013 9:06 AM
26	I don't see it as a challenge. Each student gets individually evaluated and that seems to work.	Jan 22, 2013 8:31 AM
27	Helping them find ways to focus from topic to thesis and that their ideas count.	Jan 22, 2013 8:10 AM
28	Not all topics allow for creativity. Differing ideas may spur conflicts, which can be good for expanding awareness. However, the classroom must be a safe environment where conflict is managed.	Jan 22, 2013 7:56 AM
29	Students spend much of my class attempting to match an existing example, which does not leave much room for creativity. However, I try to provide activities which have a certain margin of personal design whenever I can.	Jan 22, 2013 7:55 AM

Page 6, Q14. Select methods you use to communicate to students their ability to "Communicate effectively" by the end of your course

1	If it is about communicating in Spanish, it is still fairly limited. The Conversation class offers more of an opportunity since it is focused on communication. Our Spanish program is highly interactive so communication is of the essence is everything we do in class, in written and online assignments as well. We teach in the target language so discussions in English only happen in the instructor's office.	Jan 26, 2013 9:14 PM
2	Online discussions.	Jan 26, 2013 10:06 AM
3	Some classes in the program focus on this more than others. The one that I selected to profile for this survey is middle of the road in terms of communication skills.	Jan 26, 2013 9:16 AM
4	Written instructor evaluations and written student evaluations	Jan 22, 2013 2:38 PM
5	Group Project presentation.	Jan 22, 2013 9:56 AM

Page 6, Q15. How do you assess students' ability to "Communicate effectively"?

1	Homework	Jan 29, 2013 12:08 PM
2	Homework	Jan 28, 2013 9:36 AM
3	in-class writing (sometimes similar to CATs, sometimes not), and group presentations	Jan 27, 2013 2:38 PM
4	The Conversation class has individual presentations	Jan 26, 2013 9:14 PM
5	Formal journal assignments/analyses of mini-case studies and media literacy	Jan 26, 2013 1:52 PM
6	homework assignments, classroom activities	Jan 26, 2013 11:39 AM
7	I don't grade students' behavior unless it is negatively impacting the classroom environment.	Jan 26, 2013 10:06 AM
8	Homework and other written assignments.	Jan 22, 2013 9:29 PM
9	Written assignments.	Jan 22, 2013 9:56 AM
10	weekly reflective writing	Jan 22, 2013 9:28 AM

Page 6, Q16. On average, how would you describe students' ability to "Communicate effectively" when they complete your course?

1	Developing and Proficient	Jan 22, 2013 1:32 PM
---	---------------------------	----------------------

Page 6, Q17. What do you see as a specific challenge to teaching "Communicate effectively" in your discipline?

1	For students whose native language is not English, or students with certain speaking impediments or learning disabilities, they sometimes are not at the same level of effective communication as others in the class. This disparity can cause embarrassment or reluctance to try.	Jan 29, 2013 12:08 PM
2	language level and cultural awareness	Jan 29, 2013 10:24 AM
3	Many students' lack of basic writing proficiency; Many students; resistance to showing work in a clear, organized and methodical manner and not listening to feedback on how to improve; Failure to follow written directions.	Jan 28, 2013 6:55 PM
4	Many students never were taught how to communicate effectively in either a group situation or or an individual basis. They stay quite even when called upon in class.	Jan 28, 2013 4:29 PM
5	The learning outcomes do not have room for this	Jan 28, 2013 10:40 AM
6	time constraints.	Jan 28, 2013 9:36 AM
7	Many students in my discipline are neither writers nor public speakers. Many instructors are not comfortable putting students in uncomfortable situations.	Jan 28, 2013 9:17 AM
8	Limited language	Jan 27, 2013 3:54 PM
9	It is the substance of my discipline. I think the biggest challenge is that students sometimes think communication is something they do not need to study because they do it all the time. They do no realize that doing something "all the time" does not necessarily lead to competence and that studying communication will hopefully help them to improve the quality of the communication they experience, and thus improve the quality of their lives.	Jan 27, 2013 2:55 PM
10	cross-disciplinary reinforcement	Jan 27, 2013 2:38 PM
11	Many students have very poor writing skills and it is difficult and challenging for me to develop a good coherent communication strategy if their writing is failing them. I try to assess using multiple strategies, but I just don't have time to improve their writing.	Jan 27, 2013 9:55 AM
12	Oral exams would take time out of class and are costly and not always reliable as we found out when our second year students took the AVANT STAMP TEST. 30-students per class is not a realistic number to test. Class participation and monitoring during 50 hours a term gives us a fairly good idea of that ability.	Jan 26, 2013 9:14 PM
13	Understanding that citing sources is necessary and more than just inserting URLs. The idea of text citations is not broadly understood.	Jan 26, 2013 4:51 PM
14	Fear of differing views: Although our discipline includes a commitment to respecting different points of view, and when applies, engaging in respectful discussion with different points of view, I find many students are afraid to "speak up", to put forward a view which isn't what the majority is expressing at a given time. I try to model the respect for students' points of view, as a way to communicate this more implicitly. I also write it out explicitly in course material. Influence of context upon communication: In written or other formal	Jan 26, 2013 1:52 PM

Page 6, Q17. What do you see as a specific challenge to teaching "Communicate effectively" in your discipline?

	communication, one consistent challenge is that written/formal communication in a setting such as a classroom must not be "texting" style, that one must use the punctuation, grammar and spelling which are appropriate to professional settings.	
15	Most Lane students are good at communicating effectively in many contexts--their writing is less accomplished because they don't read very much, and reading is a pathway to developing vocabulary and patters of thinking and writing. Since they don't have strong reading habits, when it comes time to communicate ideas on paper, they are not working from a habit of a lifetime--and writing involves many habits of mind.	Jan 26, 2013 10:06 AM
16	The biggest challenge here is the broad range of writing and oral communication skills, as well as, a broad range in the confidence students have in their own and their classmates' skills. Due to this breadth it has hard to focus written or discussion assignments at a level that evenly engages all students. This is particularly true in economics where students are just learning the specialized language (both economic and mathematical).	Jan 23, 2013 2:31 PM
17	A challenge to teaching Communicate Effectively is often the student's level at the beginning of the course. If a student is too low level to start with, it may take more than one term at the course to learn the material.	Jan 22, 2013 9:29 PM
18	Experience	Jan 22, 2013 3:19 PM
19	Time...especially for specific, student feedback.	Jan 22, 2013 2:38 PM
20	Only so much can be done in ten weeks.	Jan 22, 2013 1:51 PM
21	There seems to be a significantly more casual approach to communication these days. Text messaging character limitations, emoticons, abbreviations, and the unlimited accessibility to communication play a role. Often, I find a lack of respectful communication because of the previously mentioned. Students expect immediate response and may not reflect on the way their communication may be perceived by the recipient. This is important in the health care world.	Jan 22, 2013 1:44 PM
22	Math skills, critical thinking & Practice	Jan 22, 2013 1:32 PM
23	Texting language being used in the college environment. OMG! Make it stop!	Jan 22, 2013 10:54 AM
24	Need to encourage more writing and discussion participation. Again, students seem to be used to the sit and listen and then be tested model.	Jan 22, 2013 9:56 AM
25	The desire for success/fear of failure and occasionally student self-esteem issues can be barriers. These can impede a student from hearing and using faculty feedback to change behavior.	Jan 22, 2013 9:28 AM
26	Encouraging students to turn assignments in on time.	Jan 22, 2013 8:34 AM
27	I still see some students struggle with the rudimentary elements of writing (grammar and punctuation), which sometimes interferes with their ability to communicate effectively.	Jan 22, 2013 8:12 AM
28	Generally, our students oral and written skills are very low, and that makes it	Jan 22, 2013 8:00 AM

Page 6, Q17. What do you see as a specific challenge to teaching "Communicate effectively" in your discipline?

difficult to communicate. There us little consistency on communication expectations within my department.

29	Most communication in my subject is simply asking questions to achieve the desired outcome, and there is not a great deal of communication needed. I attempt to foster this skill by asking for questions, helpful tips, and giving feedback surveys throughout the term.	Jan 22, 2013 7:58 AM
----	---	----------------------

Page 7, Q18. Select methods you use to communicate to students their ability to "Apply learning" by the end of your course

1	Homework	Jan 28, 2013 9:37 AM
2	reality based projects	Jan 26, 2013 9:18 AM
3	Homework and written assignments.	Jan 22, 2013 9:32 PM
4	Group project presentation.	Jan 22, 2013 9:56 AM

Page 7, Q19. How do you assess students' ability to "Apply learning"?

1	Homework	Jan 29, 2013 12:09 PM
2	Homework	Jan 28, 2013 9:37 AM
3	in-class writing and group presentations	Jan 27, 2013 2:39 PM
4	homework assignments, classroom activities	Jan 26, 2013 11:39 AM
5	group presentations	Jan 26, 2013 9:18 AM
6	Objective and mathematical exam questions.	Jan 23, 2013 3:23 PM
7	Students' project process notes	Jan 23, 2013 1:39 PM
8	Written assignments	Jan 22, 2013 9:56 AM
9	reflective writing	Jan 22, 2013 9:29 AM

Page 7, Q20. On average, how would you describe students' ability to "Apply learning" when they complete your course?

1	Moving toward proficient in many cases.	Jan 22, 2013 2:41 PM
---	---	----------------------

Page 7, Q20. On average, how would you describe students' ability to "Apply learning" when they complete your course?

2 Mostly Beginning/Developing, few Proficient

Jan 22, 2013 1:36 PM

Page 7, Q21. What do you see as a specific challenge to teaching "Apply learning" in your discipline?

1	student maturity	Jan 29, 2013 10:25 AM
2	They do not understand until shown how to apply the learning technique.	Jan 28, 2013 4:30 PM
3	Most students struggle with the "apply learning" concept and complain bitterly about having to do this	Jan 28, 2013 10:41 AM
4	Time constraints	Jan 28, 2013 9:37 AM
5	There is so much to learn.	Jan 28, 2013 9:18 AM
6	Limited language	Jan 27, 2013 3:55 PM
7	The classroom is a lab. It is the students' responsibility to apply what they have learned in their everyday lives. Students might be able to answer questions correct on exams, but might still communicate ineffectively in their everyday lives.	Jan 27, 2013 3:01 PM
8	cross-disciplinary reinforcement	Jan 27, 2013 2:39 PM
9	Application is very advanced, and is often fraught with problems - but we learn from our mistakes so I like giving them a chance to try. But it is at a very basic level - in a 10 week introductory science course with (as most indicate) no college background in science, we can only scratch the surface of this one.	Jan 27, 2013 9:57 AM
10	The language barrier again.	Jan 26, 2013 9:15 PM
11	Expanding beyond the examples given.	Jan 26, 2013 4:53 PM
12	Our discipline is not grounded *primarily* in an quantitative approach, although this is not to say that we don't use a quantitative approach in our processes of assessment or other course components. I believe that partly because we teach in the Liberal Arts, that the substance of the discipline, its historical roots, its depth and breadth can be minimized and ignored. And yet, communication skills are often #1 for employers who are looking to hire new employees-- communicate effectively is a core value at LCC.	Jan 26, 2013 1:57 PM
13	In general, math courses teach an abstract concept and then demonstrate a real-world application of that concept. Reversing this order, so the math concepts are developed as a solution to a real-world problem, is not supported by our current choice of textbook.	Jan 26, 2013 10:57 AM
14	Learning transfer is recognized as difficult in writing contexts across the disciplines. I do see a lot of applied learning in literature--across courses. Students often bring up what they've learned in another class in literature. This is rarer in writing, as the things they are learning are skill based and the skill of writing takes so many hours to master--thousands of hours, and they have not had those hours when they come to us.	Jan 26, 2013 10:08 AM
15	See my comment a few questions back about connecting with facilities in a timely manner.	Jan 26, 2013 9:18 AM
16	Teachers must explain this step to students, so they will do their homework and reinforce their learning.	Jan 22, 2013 9:32 PM

Page 7, Q21. What do you see as a specific challenge to teaching "Apply learning" in your discipline?

17	Experience	Jan 22, 2013 3:21 PM
18	Time	Jan 22, 2013 2:41 PM
19	As with creation, I think students' fear of failure is the biggest challenge.	Jan 22, 2013 1:46 PM
20	Cross training limited (for example - taking math and science same term). Using examples from multiple discipline. Diverse student population - English major with Science major; finding what is in common.	Jan 22, 2013 1:36 PM
21	No comment.	Jan 22, 2013 8:35 AM
22	Helping students understand why and how peer reviews and group work have merit and should be taken seriously... that these are actual learning tools.	Jan 22, 2013 8:13 AM
23	Students seem much more focused on finishing the course for the grade than actually learning. The students do not understand the need for course sequencing because they do not comprehend the logic behind learning and building on previously learned concepts.	Jan 22, 2013 8:04 AM
24	Some students simply do not have the technology experience before starting my class to get to the fluent level with the software during a single term.	Jan 22, 2013 8:00 AM

Page 8, Q22. What do you wish you knew about students in your courses?

1	I know all of these items about my students except the one I marked	Jan 29, 2013 10:48 AM
2	Proposed career	Jan 28, 2013 10:42 AM
3	Their study skill abilities	Jan 28, 2013 9:37 AM
4	Education level	Jan 27, 2013 3:55 PM
5	I do ask them if they would share this information with me - it helps me to make my course relevant to them, and gives me some idea of their experiences.	Jan 27, 2013 9:57 AM
6	We have been facing resistance from the administration to establish prerequisites to our language courses. We also have been trying to get term limits to help students be at the right level.	Jan 26, 2013 9:17 PM
7	Completed writing courses and whether those courses taught how to do in-text citations and report full references. How to get across the idea to them that this is important.	Jan 26, 2013 4:56 PM
8	Have they had difficulty passing math classes and if so , why? Do they experience math or test anxiety?	Jan 26, 2013 10:59 AM
9	For the brief moment that we were able to see this info in Banner, I found it extremely helpful. Our students bring so many challenges to the classroom, and without knowing where they are on their educational path, it's very hard to respond--are they mad and frustrated because of my teaching style or because they have taken their math class three times and failed it? Last term, when I had a particularly agitated student in my class, I saw that she had completed 120 out of 150 attempted credits at Lane, that she had started at WR80 and worked her way through WR121 after several attempts. This gave me enough information to approach her agitation and complaints and fidgeting in class very differently: I didn't take it personally and could respond to her as someone who has had challenges throughout her time at Lane....	Jan 26, 2013 10:14 AM
10	I connect with my students one on one, so I have significant opportunities to learn about them.	Jan 26, 2013 9:20 AM
11	none	Jan 26, 2013 9:17 AM
12	We ask our students these questions, so we already have knowlege of these. I think all are important for faculty to know.	Jan 22, 2013 10:23 PM
13	Criminal record. Often ex-felons will self identify. It would be helpful if I knew in advance who was on Parole, etc.	Jan 22, 2013 9:33 PM
14	nothing	Jan 22, 2013 3:21 PM
15	majors in my discipline patterns of taking courses by students taking my classes	Jan 22, 2013 3:14 PM
16	Computer information systems skills. For online classes, many students do not have the minimum skills necessary to succeed, but they register for them anyway. There should be a Lane CC - wide skills assessment/tutorial students should have to complete successfully before registering for any class that uses Moodle and/or other CIS technology.	Jan 22, 2013 10:58 AM

Page 8, Q22. What do you wish you knew about students in your courses?

17	Much of this information is already available to me.	Jan 22, 2013 9:30 AM
18	Their specific attitudes and interests regarding course outcomes, assignments, and materials.	Jan 22, 2013 9:26 AM
19	Previous computer experience.	Jan 22, 2013 8:01 AM

Page 9, Q23. Please rate the following statements

1	This whole survey is really not applicable to languages as students cannot critically think at a beginning level as they are learning very basic communication	Jan 26, 2013 9:24 PM
2	Learning outcome assessment is most helpful and successful when the "feedback loop" is completed, e.g. the kinds of information-gathering approaches which have been used---quantitative, behavioral, cognitive, qualitative--are reviewed, reflected upon and discussed.	Jan 26, 2013 2:01 PM
3	Our program has begun course assessment, but we are at the beginning.	Jan 26, 2013 10:21 AM
4	My program has been meeting 3-4 times per year to focus on linking the learning experiences strongly from class to class so there is a clear progression in learning. It has made a big difference in student satisfaction in the program in a short time.	Jan 26, 2013 9:23 AM
5	I don't know anything about how the learning outcomes in my program are assessed.	Jan 22, 2013 9:38 PM
6	The unstated context is the meager level of support for improvements and the over-use of part-time positions. These conditions seriously undermine improvement based on assessment.	Jan 22, 2013 3:25 PM
7	Did answer as I wasn't clear what is being asked.	Jan 22, 2013 1:41 PM
8	I'm not sure I've seen improvements based on assessments yet.	Jan 22, 2013 8:16 AM

Page 9, Q24. What additional resources or professional development would you find most helpful for core learning outcome assessment?

1	shared ideas and practices	Jan 29, 2013 10:28 AM
2	To see proven methods of outcome assessments that would benefit my disciplines.	Jan 28, 2013 4:32 PM
3	Time, reduction in the use of part-time employees	Jan 28, 2013 9:38 AM
4	If we were to abandon the textbook publishers, write out outcomes better, then redesign each course, things would get a lot better. Unfortunately, this would require 20-50+ hours per course or curriculum development time.	Jan 28, 2013 9:25 AM
5	If a student does poorly on an assessment is it due to a learning disability or simply a language difficulty?	Jan 27, 2013 3:59 PM
6	I cannot think of anything right now.	Jan 27, 2013 3:03 PM
7	resources and opportunities on rubric development & use	Jan 27, 2013 2:45 PM
8	More sample rubrics in science classes for science instructors to use More paid professional development opportunities, particularly for part-time instructors to strengthen the ties between the CLO and faculty involvement	Jan 27, 2013 9:59 AM
9	something that applies to languages . One size does not fit all! That would really reflect the committment to diversity. Walk the talk!	Jan 26, 2013 9:24 PM
10	more practice with specific techniques	Jan 26, 2013 4:58 PM
11	I would like to explore the reasons that students do not pass math classes at LCC.	Jan 26, 2013 11:02 AM
12	I'd love to have scholarly articles posted by assessment specialists across disciplines posted to the website: I don't have the time to screen the field for the best articles demonstrating current successes with assessment. For example, what community colleges have successfully improved their writing program through assessments? What methods did they use to assess and how did they improve the outcomes?	Jan 26, 2013 10:21 AM
13	I would like to be able to see what previous courses specific students have taken including if they have taken my class before and with whom and if this is their first class in my discipline (math) or if they placed into my class.	Jan 23, 2013 11:54 AM
14	use of video equipment	Jan 23, 2013 9:30 AM
15	Large, readily available computer lab to go online with students during class.	Jan 22, 2013 9:38 PM
16	more full-time positions, no over-use of part-time positions	Jan 22, 2013 3:25 PM
17	anatomy models and charts. A DVD player that consistently worked	Jan 22, 2013 3:23 PM
18	Just time to assess and improve so it is not just a summer hobby. I see faculty professional development opportunities come through but rarely feel there is enough time to devote to the resource with sufficient follow through on those improvements.	Jan 22, 2013 1:51 PM

Page 9, Q24. What additional resources or professional development would you find most helpful for core learning outcome assessment?

19	Mentoring experienced instructors with least experienced instructors. Metrics on std successes; jobs placement, transfer success, etc.	Jan 22, 2013 1:41 PM
20	I understand that there is a certain amount of flux involved in assessment and the variety of people who want the data, but it seems to me that the assessment team is running around in circles at times and not clear about what is desired from the team, much less the faculty. Getting administrators, deans, and chairs on board before pitching the third, fourth, or fifth incarnation of the core learning outcome assessment is my dream.	Jan 22, 2013 1:32 PM
21	Time for training and updating coursework across programs..	Jan 22, 2013 11:00 AM
22	I think this is well covered in my department and by my colleagues.	Jan 22, 2013 8:40 AM
23	Something that addresses methods for embedding these assessments into non traditional classroom content and formats.	Jan 22, 2013 8:05 AM

Page 9, Q25. What assessment topics or activities would you be most likely to participate in?

1	Pedagogical discussion on the value of these types of assessments.	Jan 26, 2013 9:24 PM
2	I'd like to see Lane implement Veronical Boix-Mansilla's assessment protocol for interdisciplinary work: http://www.evergreen.edu/washingtoncenter/docs/JLCRarticleVBM.pdf	Jan 26, 2013 10:21 AM
3	Which occur during my working hours Monday thru Friday and are limited to 60mins of sitting, not 4 hrs at a time and which are optional, not mandatory./	Jan 26, 2013 9:30 AM
4	I should learn more about learning.	Jan 22, 2013 9:38 PM
5	Activities which directly support the scholarship of teaching and learning, additional funding to participate in conferences, write papers, apply for grants.	Jan 22, 2013 3:25 PM
6	I've participated in most of these. I'll pass on any more for now.	Jan 22, 2013 1:32 PM

Page 9, Q26. Please share any additional ideas or feedback about student learning assessment (course and core learning outcomes)

1	Assessment tends to not be focused on when we are always struggling to keep up with the changes in the material we teach.	Jan 28, 2013 9:25 AM
2	We have been using portfolios for more than 15 years to assess the work of each student. Until language classes can have a reasonable number of students (24) we are faced with many challenges such as individual oral assessment. the technology in the classrooms is still not reliable and causes a lot of delays and having to be creative with lesson plans.	Jan 26, 2013 9:24 PM
3	I would like to know what other institutions do to assess students in comparable courses.	Jan 23, 2013 11:54 AM
4	I like the Portfolio project very much. I really see who each student is with that project.	Jan 22, 2013 9:38 PM
5	It is most effective and less perverse in the context of the scholarship of teaching and learning as opposed to simply comparing expectations with results.	Jan 22, 2013 3:25 PM
6	From what I see and hear, the core learning outcomes will be a difficult "sell" to faculty. There is too much disagreement between divisions and within departments for all faculty to agree to implement these concepts. Lane always has a new "strategy," but I believe Faculty will continue to do what they have always done.	Jan 22, 2013 8:11 AM
7	I think that it is very important that we are clear with our students about what we want from them, and give them specific chances to show their progress in each area that we are assessing.	Jan 22, 2013 8:05 AM

