**Prepackaged Course-Level IO3 Activity**

*If you are using this activity to assess a course, edit section “A” of this document to fit your specific course-level assessment plan. Save this document in an assessment file (you are in charge of keeping this document for the duration of your assessment). You must also send a copy of the plan (Section A) to your Dean at the beginning of fall quarter.*

1. **Prepackaged Course-Level IO3 Activity Plan**

**Institutional Outcome (IO) 3:** Human Relations/Workplace Skills: Students will be able to demonstrate teamwork, ethics, appropriate safety awareness and/or workplace specific skills.

**Program Outcome** [number here] [list the program outcome here]

**Courses tied to this assessment:**

**Course Outcome**: [fill in appropriate course outcome here. Course outcomes can be found on the course MCO.]

**What did you do for your assessment and why? Please state the quarter(s) and year you did this assessment at the beginning of your response.**

Use any of the following prepackaged activities for your Assessment of IO3 or focus on any of these areas and come up with your own activity.

* **Self-Motivation Activity**: Scaffold Assignments so that, at the beginning of the quarter you give points for everything (reading assignments, small stuff, etc.) but at the end of the quarter you only give points for big assignments (like exams and final essays). Hopefully this leads to practices in self-motivation. Collect data in weeks 1-5 and then data for weeks 5-10. No change in grades might imply students have hung on to self-motivation practices for success. Alternatively, compare grades to previous quarter (before change was made).
* **Teamwork**: Provide Students with low stakes opportunities for group work—that lead up to a larger group project. Use these activities to practice group work norms and develop group work habits and confidence. Use a Likert Scale survey to measure student confidence and mood toward group activities as the quarter progresses. Comparisons could be made to group assignments at the beginning and ending of the quarter.
* **Time Management**: Have students create a Gantt Chart or other Organizational Calendar which accounts for all tasks in their life for the quarter (including coursework and life obligations like jobs, social obligations, etc.). Compare grades or completion rates from a previous quarter to the quarter this activity is done.
* **Etiquette**: To try and encourage an environment where everyone participates, create an “everyone must communicate everyday” policy. This can be something official (with points) or something unofficial. It can be formal where there is a spotlight on each student during their communication or informal where communicating to others in a group counts for the day. Compare the results of student interaction in classrooms between different courses you teach during the quarter you try this.

**What tools/measures did you use for your assessment?**

1. **Prepackaged Course-Level IO3 Activity Conclusion**

You should leave the rest (section B) of this form blank until you are ready to submit your course-level assessment (at the end of the quarter, year, etc.):

**What were the results?**

**What now? How are you going to close the assessment loop?** W**hat changes are you making in your course(s)/program as a result of your assessment?**

**If not addressed above, what changes or recommendations do you have for the college as a result of your assessment?**

1. **Last Step:** When this plan is finished, and you have concluded this assessment plan, use this document to submit your assessment in the portal (in SharePoint): Portal>Faculty &Staff Workplace >MCOs/Assessment Reporting > Enter Program Assessment Here. This should be completed by the last day spring quarter. You can also reach this location by going to Big Bend’s home page and clicking on “About Us” and going into “Instruction and Assessment” and then clicking on “Submit Assessment Reports Here”.