Program Outcomes

PO 1: Develop student competence in the social sciences
Graduates of associate's degree programs will demonstrate competence in the social sciences.

PO 2: Graduates will think critically.
Graduates of associate's degree programs will think critically.

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

Outc. 1: Articulate and analyze diverse cultural groups
Students will demonstrate the ability to articulate and analyze perspectives and values of diverse cultural groups and their historical experiences in the United States.

Related Measures

M 1: Unit and Chapter Tests (El-Najjar, Fall 2015)
During the assessed semester, students’ ability to articulate and analyze perspectives and values of diverse cultural groups will be measured through their answers to questions in Unit Exam I and Online Chapter Tests 1, 2, and 3. All tests are composed of multiple-choice questions.

Target: A minimum of 70 percent of the students will earn a 70 or better on selected questions on the graded tests that relate to their understanding diverse cultural groups.

Findings (2015-2016) - Target: Met
Sociology 1101-O, Fall Semester 2015 (21 Students) Findings for Student Learning Outcome 1 The following assessment is based on data from the Sociology 1101-OOnline course, which was taught at the Dalton Campus, during the Fall Semester of 2015, with 21 participant students. Using data from the Fall Semester of 2015, from 21 students in the Sociology 1101-O course, taught at the Dalton Campus, I assessed students’ ability to articulate and analyze perspectives and values of diverse cultural groups through their answers to questions in Unit Exam I and Online Tests 1, 2, and 3. All tests are composed of multiple-choice questions. Overall, 82.1% of the students achieved outcome 1. Averaging the standard findings from Exam I and online tests 1, 2, and 3, the overall average number of students who achieved the Learning Outcome 1 target was 82.1%. Thus, the benchmark was met. 1. Unit Exam I: 18 students out of 21 (85.7%) demonstrated understanding of the content and the material covered at the 70% level or better. The average score of the class as a whole was 82.57 %. Exam I covers content of the first three chapters of the textbook, including the sociological perspective, research methods, and culture. Chapter 1 covers the sociological perspective, which includes presentation of the three main sociological theories: Functional, conflict, and symbolic interaction. These theories guide sociological research to study society and its diverse cultural groups. Exam I covers research methods, which includes methods of studying diverse cultural groups in society. Chapter 3 covers the study of culture, which includes using the concepts of cultural relativism and ethnocentrism to understand relations among various cultural groups. 2. Online Tests On Online Test 1, 12 students out of 21 (57.1%) scored 70% or better on questions covering the functional, conflict, and symbolic interaction perspectives, which are covered in Chapter 1. The average score for the class as a whole was 69.09 %. On Online Test 2, 20 students out of 21 (95.2%) scored 70% or better on questions covering the sociological research methods, used by sociologists in studying various cultural groups in society. The average score for the class as a whole was 95.29 %. On Online Test 3, 19 students out of 21 (90.4%) scored 70% or better on questions covering the study of culture, which includes using the concepts of cultural relativism and ethnocentrism to understand relations among various cultural groups. The average score for the class as a whole was 82.78 %. Analysis of Findings for SLO 1. The benchmark was met in the main measure, Exam I, with 85.7%. However, there were 3 students out of 21 (14.3%) who did not meet the expected benchmark for Exam I. These students could have less preparation for the Exam. So, next time I teach the Exam, I’ll emphasize the importance of preparation for the unit exam, as I explained in the “Action Plan.” There is also more room for improvement as the average score for the class as a whole in Exam I was 82.57 %. I’ll motivate my future students to score higher in the Exam by reminding them that they need to read various materials about the same topic (chapter tests, lecture notes, and handouts). The benchmark was also met in the average achievement score of the three online tests, with 80.9% of the students achieving the target. However, there were 19.1% of the students who did not meet the expected benchmark for the online tests. An explanation of the percentage of students who did not meet the expected benchmark is that some of them did not take the online tests. Others may have not been prepared enough during the first and second weeks of the semester. So, next time I teach the course, I’ll make sure that students do not miss taking online tests by giving them more opportunities to do so, even after the deadlines. I’ll continue to allow students to take two attempts on each chapter online test, in order to encourage them to study again if they have low scores on the first attempt. The grade will be calculated as the average of the two attempts. I hope that these methods will help students do better in both achieving the SLO I target and in scoring higher than 70% target, Hassan El-Najjar, Fall 2015.

Related Action Plans (by Established cycle, then alpha)
For full information, see the Details of Action Plans section of this report.

Fall 2015 Action Plan for SLO 1: Extending Deadlines for Online Tests
Established in Cycle: 2015-2016
Fall 2015 Action Plan for SLO 1 Description: Fall 2015 Action Plan for the Sociology 1101-01O Course, Based on Findings...

M 4: Unit and Chapter Tests (El-Najjar, Spring 2016)
During the assessed semester, students’ ability to articulate and analyze perspectives and values of diverse cultural groups will be measured through their answers to questions in Unit Exam I and Online Chapter Tests 1, 2, and 3. All tests are composed of multiple-choice questions.

Source of Evidence: Standardized test of subject matter knowledge

Connected Document
Status of Sociology 1101-01 Online

Target: A minimum of 70 percent of the students will earn a 70 or better on selected questions on the graded tests that relate to their understanding diverse cultural groups.

Findings (2015-2016) - Target: Met
Findings for Student Learning Outcome 1 The following assessment is based on data from the Sociology 1101-01Online course, which was taught at the Dalton Campus, during the Spring Semester of 2016, with 17 participating students. Using data from the Spring Semester of 2016, from 17 students in the Sociology 1101-01 Online course, taught at the Dalton Campus, I assessed students’ ability to articulate and analyze perspectives and values of diverse cultural groups through their answers to questions in Unit Exam I and Online Tests 1, 2, and 3. All tests are composed of multiple-choice questions. Overall, 91.1% of the students achieved outcome 1. Averaging the standard findings from Exam I and online tests 1, 2, and 3, the overall average number of students who achieved the Learning Outcome 1 target was 91.1%. Thus, the benchmark was met. 1. Unit Exam I: 15 students out of 17 (88.2%) demonstrated understanding of the content and the material covered at the 70% level or better. The average score for the class as a whole was 82.86 %. Exam I covers content of the first three chapters of the textbook, including the sociological perspective, research methods, and culture. Chapter 1 covers the sociological perspective, which includes presentation of the three main sociological theories: Functional, conflict, and symbolic interaction. These theories guide sociological research to study society and its diverse cultural groups. Exam I covers research methods, which includes methods of studying diverse cultural groups in society. Chapter 3 covers the study of culture, which includes using the concepts of cultural relativism and ethnocentrism to understand relations among various cultural groups. 2. Online Tests On Online Test 1, 16 students out of 17 (94.1%) scored 70% or better on questions covering the functional, conflict, and symbolic interaction perspectives, which are covered in Chapter 1. The average score for the class as a whole was 84.67 %. On Online Test 2, 17 students out of 17 (100%) scored 70% or better on questions covering the sociological research methods, used by sociologists in studying various cultural groups in society. The average score for the class as a whole was 82.36 %. On Online Test 3, 14 students out of 17 (82.3%) scored 70% or better on questions covering the study of culture, which includes using the concepts of cultural relativism and ethnocentrism to understand relations among various cultural groups. The average score for the class as a whole was 78.13 %. Analysis of Findings for SLO 1. The benchmark was met in the main measure, Exam I, with 88.2%. However, there were 2 students out of 17 (11.8%) who did not meet the
expected benchmark for Exam I. These students could have had less preparation for the Exam. So, next time I teach this course, I’ll emphasize the importance of preparation for the unit exam, as I explained in the “Action Plan.” There is also more room for improvement as the average score for the class as a whole in Exam I was 82.06%. I’ll motivate my future students to score higher in the Exam by reminding them that they need to read various materials about the same topic (chapter texts, lecture notes, and handouts). The benchmark was also met in the average achievement score of the three online tests, with 93.1% of the students achieving the target. However, there were 7% of the students who did not meet the expected benchmark for the online tests. An explanation of the percentage of students who did not meet the expected benchmark is that some of them did not take the online tests. Others may not have been prepared enough during the first and second weeks to take the same test. So, next time I teach the course, I’ll make sure that students do not miss taking online tests by giving them more opportunities to do so, even after the deadlines. I’ll also continue to allow students to take two attempts on each chapter online test, in order to encourage them to study again if they have low scores on the first attempt. The grade will be calculated as the average of the two attempts. I hope that these methods will help students do better in both achieving the SLO 1 target and in scoring higher than 75% target.

Hassan El-Najjar, Spring 2016.

Related Action Plans (by Established cycle, then alpha):

For full information, see the Details of Action Plans section of this report.


Outc. 2: Articulate and analyze racial and ethnic group relations

Students will demonstrate an ability to articulate and analyze racial and ethnic group relations, norms, and individual difference.

Related Measures

M 2: Unit and Chapter Tests (El-Najjar, Fall 2015)

During the assessed semester, students’ ability to articulate and analyze perspectives and values of diverse cultural groups will be measured through their answers to questions in Unit Exam IV and Online Chapter Tests 11 and 12. All tests are composed of multiple-choice questions.

Source of Evidence: Academic direct measure of learning - other

Target:

A minimum of 70 percent of the students will earn a 70 or better on selected questions on the graded tests that relate to their understanding racial and ethnic group relations.

Finding (2015-2016) - Target: Met

Sociology 1101-010, Fall Semester 2015 (21 Students) The following assessment is based on data from the Sociology 1101-01 Online course, which was taught at the Dalton Campus, during the Fall Semester of 2015, with 35 participating students. Findings for Student Learning Outcome 2: Using data from the Fall Semester of 2015, from 21 students in the Sociology 1101-01-O course, taught at the Dalton Campus, I assessed students’ ability to articulate and analyze perspectives and values of diverse cultural groups through their answers to questions in Unit Exam IV and Online Tests 11 and 12. All tests are composed of multiple-choice questions. Overall, the students achieved the targeted outcome 2: Averaging the standard findings from Exam IV and online tests 11 and 12, the overall average number of students who achieved the Learning Outcome 2 target was 90.7%. The benchmark was met, 1. Unit Exam IV On Exam IV, 17 students out of 21 (80.93%) demonstrated understanding of the content and the material covered at the 70% level or better. The average score for the class as a whole was 75.95%. Exam IV covers content of two chapters of the textbook. While Chapter 11 deals directly with issues related to racial and ethnic groups, Chapter 12 deals with the same issues with focus on gender and sex. Chapter 11 teaches students about racial and ethnic inequality, including making them aware about aspects of discrimination, the historical background, and how sociologists explain it. A major emphasis is on enabling students to analyze why such a phenomenon still exists, and the way out of prejudice and discrimination, contributing to the development of their critical thinking. Chapter 12 teaches students about gender inequality, particularly in various racial and ethnic groups, including making them aware about aspects of gender discrimination, the historical background, and how sociologists explain it. A major emphasis is on enabling students to analyze why such a phenomenon still exists, and the way out of gender discrimination, contributing to the development of their critical thinking. Two Online Tests On Online Test 11, 19 students out of 21 (90.4%) scored 70% or better on questions covering the functional, conflict, and symbolic interaction perspectives, which are covered in Chapter 11. The average score for the class as a whole was 85.36%. On Online Test 12, 21 students out of 21 (100%) scored 70% or better on questions covering the sociological research methods, used by sociologists in studying various cultural groups in society. The average score for the class as a whole was 92.51%. Analyses of Findings for SLO 2: As mentioned in the main measure, Exam IV, with 85.7%. However, there were 4 students out of 21 (14.3%) who did not meet the expected benchmark for Exam IV. These students could have less preparation for the Exam. So, next time I teach this course, I’ll emphasize the importance of preparation for the unit exam, as I explained in the “Action Plan.” I’ll also continue to encourage students to take two attempts on each chapter online test, in order to encourage them to study again if they have low scores on the first attempt. The grade will be calculated as the average of the two attempts. I hope that these methods will help students do better in both achieving the SLO 2 target and in scoring higher than 70% target. Hassan El-Najjar, Fall 2015

Related Action Plans (by Established cycle, then alpha):

For full information, see the Details of Action Plans section of this report.

Fall 2015 Action Plan for SLO 2: Giving Two Attempts on Online Tests Established in Cycle: 2015-2016 Fall 2015 Action Plan for SLO 2 Description: Fall 2015 Action Plan for the Sociology 1101-010 Course, Based on Findings...

M 5: Unit and Chapter Tests (El-Najjar, Spring 2016)

During the assessed semester, students’ ability to articulate and analyze perspectives and values of diverse cultural groups will be measured through their answers to questions in Unit Exam IV and Online Chapter Tests 11 and 12. All tests are composed of multiple-choice questions.

Source of Evidence: Standardized test of subject matter knowledge

Connected Document

Syllabus of Sociology 1101-01 Online

Target:

A minimum of 70 percent of the students will earn a 70 or better on selected questions on the graded tests that relate to their understanding racial and ethnic group relations.

Finding (2015-2016) - Target: Met

Sociology 1101-01 Online, Spring Semester 2016 (17 Students) The following assessment is based on data from the Sociology 1101-01 Online course, which was taught at the Dalton Campus, during the Spring Semester of 2016, with 17 participating students. Findings for Student Learning Outcome 2: Using data from the Spring Semester of 2016, from 17 students in the Sociology 1101-01 Online course, taught at the Dalton Campus, I assessed students’ ability to articulate and analyze perspectives and values of diverse cultural groups through their answers to questions in Unit Exam IV and Online Tests 11 and 12. All tests are composed of multiple-choice questions. Overall, 95.1% of the students achieved the targeted outcome 2: Averaging the standard findings from Exam IV and online tests 11 and 12, the overall average number of students who achieved the Learning Outcome 2 target was 96.3%. Thus, the benchmark was met, 1. Unit Exam IV On Exam IV, 17 students out of 17 (100%) demonstrated understanding of the content and the material covered at the 70% level or better. The average score for the class as a whole was 75.96%. I’ll motivate my future students to score higher in the Exam by reminding them that they need to read various materials about the same topic (chapter texts, lecture notes, and handouts). The benchmark was also met in the average achievement score of the two online tests, with 95.2% of the students achieving the target. However, there were about 4.8% of the students who did not meet the expected benchmark for the online tests. An explanation of the percentage of students who did not meet the expected benchmark is that they did not prepare themselves well before taking the two online tests. So, next time I teach the course, I’ll make sure that students do not miss taking the online tests. Others may not have been prepared enough during the first and second weeks to take the same test. So, next time I teach the course, I’ll make sure that students do not miss taking online tests by giving them more opportunities to do so, even after the deadlines. I’ll also continue to allow students to take two attempts on each chapter online test, in order to encourage them to study again if they have low scores on the first attempt. The grade will be calculated as the average of the two attempts. I hope that these methods will help students do better in both achieving the SLO 2 target and in scoring higher than 70% target. Hassan El-Najjar, Spring 2016

Related Action Plans (by Established cycle, then alpha):

For full information, see the Details of Action Plans section of this report.

Details of Action Plans
better on questions covering the sociological research methods, used by sociologists in studying various cultural groups in society. The average score for the class as a whole was 86.85 %. Analysis of Findings for SLO 2: The benchmark was met in the main measures, Exam IV, with 79.4%. However, there were 4 students out of 17 (23.6%) who did not meet the expected benchmark for Exam IV. These students could have less preparation for the Exam. So, next time I teach this course, I’ll emphasize the importance of preparation for the unit exam, as I explained in the “Action Plan.” There is also more room for improvement as the average score for the class as a whole in Exam IV was 75.06 %. I’ll motivate my future students to study harder in the Exam by reminding them that they need to read various materials about the same topic (chapter texts, lecture notes, and handouts). The benchmark was also met in the average achievement score of the two online tests, with 97.1% of the students achieving the target. However, there were about 2.9% of the students who did not meet the expected benchmark for the online tests. An explanation for the percentage of students who did not meet the expected benchmark is that they did not prepare themselves well before taking the two online tests. So, next time I teach the course, I’ll make sure that students take the second attempt after reading the various materials (chapter texts, lecture notes, and handouts). I’ll also continue to encourage students to take two attempts on each chapter online test, by encouraging them to study again if they have low scores on the second attempt. The grade will be calculated as the average of the two attempts. I hope that these methods will help students do better in both achieving the SLO 2 target and in scoring higher than 70% target. Hassan El-Najjar, Spring 2016.

Related Action Plans (by Established cycle, then alpha)

Finding (2015-2016) - Target: Met
Sociology 1101-01 Online, Fall Semester 2015 (21 Students) The following assessment is based on data from the Sociology 1101-01Online course, which was taught at the Dalton Campus, during the Fall Semester of 2015, where 21 students participated. Findings for Student Learning Outcome 3: Using data from the Fall Semester of 2015, from 21 students in the Sociology 1101-01 course, taught at the Dalton Campus, I assessed students’ ability to articulate and analyze perspectives and values of stratification and social inequality (Critical Thinking), through their answers to questions of Unit Exam III and Online Chapter Tests 9 and 10. Overall, 93.6% of the students achieved outcome 3. Averaging the statistical findings from Exam III and online tests 9 and 10, the overall average number of students who achieved the Learning Outcome 2 target was 93.6%. Thus, the benchmark was met. 1. Unit Exam III: 88.0% of the students (76.4%) demonstrated understanding of the content and the material covered at the 70% level or better. The average score for the class as a whole as 78.1%. Exam III covers content of two chapters of the textbook. These two chapters deal with the functional approach of stratification and inequality in the U.S. and the world as a whole, thus addressing Learning Outcome 3. Chapter 9 teaches students about social stratification in the U.S. including how to use theories to explain the distribution of wealth and poverty worldwide. In particular, it teaches students to rely on facts before reaching conclusions. In a way, it teaches them critical thinking.

Target:
A minimum of 70 percent of the students will earn a 70 or better on selected questions on the graded tests that relate to their understanding stratification and social inequality.

Finding (2015-2016) - Target: Met
Sociology 1101-01 Online, Fall Semester 2015 (21 Students) The following assessment is based on data from the Sociology 1101-01Online course, which was taught at the Dalton Campus, during the Fall Semester of 2015, where 21 students participated. Findings for Student Learning Outcome 3: Using data from the Fall Semester of 2015, from 21 students in the Sociology 1101-01 course, taught at the Dalton Campus, I assessed students’ ability to articulate and analyze perspectives and values of stratification and social inequality (Critical Thinking), through their answers to questions of Unit Exam III and Online Chapter Tests 9 and 10. Overall, 93.6% of the students achieved outcome 3. Averaging the statistical findings from Exam III and Online tests 9 and 10, the overall average number of students who achieved the Learning Outcome 2 target was 93.6%. Thus, the benchmark was met. 1. Unit Exam III: 88.0% of the students (76.4%) demonstrated understanding of the content and the material covered at the 70% level or better. The average score for the class as a whole as 78.1%. Exam III covers content of two chapters of the textbook. These two chapters deal with the functional approach of stratification and inequality in the U.S. and the world as a whole, thus addressing Learning Outcome 3. Chapter 9 teaches students about social stratification in the U.S. including how to use theories to explain the distribution of wealth and poverty worldwide. In particular, it teaches students to rely on facts before reaching conclusions. In a way, it teaches them critical thinking.

Target:
A minimum of 70 percent of the students will earn a 70 or better on selected questions on the graded tests that relate to their understanding stratification and social inequality.

Finding (2015-2016) - Target: Met
Sociology 1101-01 Online, Fall Semester 2015 (21 Students) The following assessment is based on data from the Sociology 1101-01Online course, which was taught at the Dalton Campus, during the Fall Semester of 2015, where 21 students participated. Findings for Student Learning Outcome 3: Using data from the Fall Semester of 2015, from 21 students in the Sociology 1101-01 course, taught at the Dalton Campus, I assessed students’ ability to articulate and analyze perspectives and values of stratification and social inequality (Critical Thinking), through their answers to questions of Unit Exam III and Online Chapter Tests 9 and 10. Overall, 93.6% of the students achieved outcome 3. Averaging the statistical findings from Exam III and Online tests 9 and 10, the overall average number of students who achieved the Learning Outcome 2 target was 93.6%. Thus, the benchmark was met. 1. Unit Exam III: 88.0% of the students (76.4%) demonstrated understanding of the content and the material covered at the 70% level or better. The average score for the class as a whole as 78.1%. Exam III covers content of two chapters of the textbook. These two chapters deal with the functional approach of stratification and inequality in the U.S. and the world as a whole, thus addressing Learning Outcome 3. Chapter 9 teaches students about social stratification in the U.S. including how to use theories to explain the distribution of wealth and poverty worldwide. In particular, it teaches students to rely on facts before reaching conclusions. In a way, it teaches them critical thinking.

Target:
A minimum of 70 percent of the students will earn a 70 or better on selected questions on the graded tests that relate to their understanding stratification and social inequality.
Details of Action Plans for This Cycle (by Established cycle, then alpha)

Action Plan for Sociology 1101-01 Online, Spring 2016
Established in Cycle: 2015-2016
Action Plan for Sociology 1101-01 Online, Spring 2016
The following Action Plan Based on Findings of Learning Outcomes 1, 2, and 3, for Sociology 1101-01 Online, taught at the DISC Dalton Campus, during Spring 2016, with 17 participating students. The benchmark was met for the overall achievements of the three learning outcomes, with 91.1%.
However, this leaves 8.9% of students without achieving the three learning outcomes for this cycle. The benchmark was met with 98.6% in the seven assessed online tests 1 through 7. This leaves 1.4% of students without achieving the three learning outcomes for this cycle. Although these results from the unit exams and the online tests meet the expected benchmark of the Student Learning Outcomes, there is still room for improvement, for the students who did not meet that benchmark.

Relationships (Measure | Student Learning Outcome):

Student Learning Outcome
Measure: Unit and Chapter Tests (El-Najjar, Spring 2016) | Analyze racial and ethnic group relations
Priority: High
Related Action Plans (by Established cycle, then alpha):

For full information, see the Details of Action Plans section of this report.

Action Plan for Sociology 1101-01 Online, Spring 2016
Established in Cycle: 2015-2016
Action Plan for Sociology 1101-01 Online, Spring 2016 The following Action Plan Based on Findings of Learning Outcomes 1, 2, and 3, for Sociology 1101-01 Online, taught at the DISC Dalton Campus, during Spring 2016, with 17 participating students. The benchmark was met for the overall achievements of the three learning outcomes, with 91.1%. However, this leaves 8.9% of students without achieving the three learning outcomes for this cycle. The benchmark was met with 98.6% in the seven assessed online tests 1 through 7. This leaves 1.4% of students without achieving the three learning outcomes for this cycle. Although these results from the unit exams and the online tests meet the expected benchmark of the Student Learning Outcomes, there is still room for improvement, for the students who did not meet that benchmark.

Relationships (Measure | Student Learning Outcome):

Student Learning Outcome
Measure: Unit and Chapter Tests (El-Najjar, Spring 2016) | Analyze racial and ethnic group relations
Priority: High
Related Action Plans (by Established cycle, then alpha):

For full information, see the Details of Action Plans section of this report.
**Sociology 1101-01 Online, Spring 2016, Analysis, Strengths, and Weaknesses**

According to the results of the Sociology 1101-01 Online, Spring 2016 course, the most significant improvements I have observed were as follows: First, students met the benchmarks in all of the seven assessed online tests. This is due to the change I introduced by allowing students to take two attempts on each test, instead of one. Second, students met the benchmarks in the assessed three Unit Exams. This is due to students’ better preparation, as evidenced in doing better in online tests. Third, although the overall results met the benchmark of achieving 70%, these results were as high as 90.1% for the three outcomes. Strengths: The first strength was making enough materials available to students, including the free textbook chapters, my own lecture notes, chapter handouts, and chapter study guides. The second strength was providing students enough time to take online tests, allowing them to take two attempts on every test, and allowing those who miss the deadlines to make up the tests. All of the online tests were reopened with answers before the unit exams, in order to allow students to review them in preparation for taking the in-class unit exams. The third strength was that results of all unit exams met the benchmarks of scoring 70% or higher, as 80.3% of students did that in Unit Exams. Weaknesses: The first weakness was that results from unit exams were lower than those from online tests. The obvious reason is that online tests are open-book tests, which allow students to look for the answers from their notebooks. This is fine as it motivates them to read in advance and prepare such notes. The second weakness is that some students may not take online tests. Thus, they stay unprepared for unit exams. Next time I teach this course, I’ll make more efforts to urge students to take online tests. If they make low grades on the first attempt, I’ll ask them to take the second attempt after studying the materials again. Hassan El-Najjar, Spring 2016.

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**Sociology 1101-01, Fall 2015, Analysis, Strengths, and Weaknesses**

According to the results of the Sociology 1101-01O, Fall 2015 course, the most significant improvements I have observed were as follows: First, students met the benchmarks in all of the seven assessed online tests. This is due to the change I introduced by allowing students to take two attempts on each test, instead of one. Second, students met the benchmarks in the assessed three Unit Exams. This is due to students’ better preparation, as evidenced in doing better on online tests. Third, although the overall results met the benchmark of achieving 70%, these results were as high as 82.1% for outcome 1, 90.4% for outcome 2, and 93.6% for outcome 3. Strengths: The first strength was making enough materials available to students, including the free textbook chapters, my own lecture notes, chapter handouts, and chapter study guides. The second strength was giving students enough time to take online tests, allowing them to take two attempts on every test, and allowing those who miss the deadlines to make up the tests. All of the online tests were reopened with answers before the unit exams, in order to allow students to review them in preparation for taking the in-class unit exams. The third strength was that results of all unit exams met the benchmarks of scoring 70% or higher, as 85.7% of students did that in Exam I, 85.7% of the students did that in Exam IV. Weaknesses: The first weakness was that results from unit exams were lower than those from online tests. The obvious reason is that online tests are open-book tests, which allow students to look for the answers from their notebooks. This is fine as it motivates them to read in advance and prepare such notes. The second weakness is that some students may not take online tests. Thus, they stay unprepared for unit exams. Next time I teach this course, I’ll make more efforts to urge students to take online tests. If they make low grades on the first attempt, I’ll ask them to take the second attempt after studying the materials again.