

Big Bend Community College
General Education and Program Outcomes
Annual Faculty Assessment Report



2013-2014
Ryann Leonard, Assessment Chair

Overview

Big Bend Community College works hard to provide an environment where our students achieve and succeed in meeting whatever educational goals they set for themselves. Some students seek personal enrichment. Some desire to improve their job-related skills and some are seeking a degree so that they can transfer to a university or start a career. One way we can help students meet their goals is by engaging in continual assessment of our general education and program specific outcomes. The following report is a summary of progress over the past year.

The first part of the report is a review of our General Education Outcomes and related analysis. The second part of the report is a review of program specific outcomes related to our Professional Technical Programs. The third part of the report is our 2013 – 2014 completed plans for each academic and professional technical department.

Part One: General Education Outcomes

Big Bend Community College believes that students who graduate from an academic pathway will demonstrate certain general education outcomes as part of their degree plan. These outcomes center on writing ability, mathematical reasoning, problem solving, interpretation of information, and culture. (See the General Education Outcomes listed below.)

There were two goals regarding general education outcomes. First, faculty were tasked with meeting the most recent accreditation recommendations. Specifically, “The evaluators recommend that the college document enhancement of student learning achievement which is informed and guided by systematic assessment of student learning (4.B.2), that the college develop an effective, regular, and comprehensive system of assessment that documents student achievement of identified course, program, and degree learning outcomes. (4.A.3)”. To address this, at the Spring 2013 faculty in-service, most academic faculty reviewed their courses and listed the top 5 general education outcomes addressed within those courses (See 2012-2013 report). We believe that with the changes made for the 2013-2014 assessment and the plans provided in the 2014-2015 assessment outlines that these two recommendations are met. The second goal was for faculty to tie the general education outcomes to their department and course level assessment outcomes. While some faculty completed this goal in the 2012 – 2013 academic year, there was even more compliance for the 2013 – 2014 academic year. The general education outcomes addressed are discussed in detail below.

Accreditation Recommendations

Related to the first goal is the question of whether students graduating from Big Bend Community College will have assessable documentation of degree learning outcomes. In an attempt to address this question, the top 30 enrolled courses were identified and their corresponding data was extracted from the matrix developed at the Spring 2013 in-service. The top 30 enrolled courses were chosen with the belief that high enrollment in a course means that the course is part of most degrees completed. From the top 30 courses, only 21 of them were college-level courses or courses for which we had general education data. The courses cover a good representation of distribution areas required for the degree (i.e., Humanities, Social Sciences, and Math/Science). Four of the courses were college-level courses (BUS 120, FAD 150, NUTR& 101, PEH 100) but they are courses that are typically taught by part-time instructors and we have no general education data for these courses. Five of the courses were pre-college level courses that many of our students take. For the second year in a row these pre-college courses appear in the list for the top 30 enrolled courses. Last year they were not included in the analysis. This year they are included so we can track the courses to see if they show up in the list continually. It is likely that several Gen Ed outcomes are covered in these courses and perhaps they should be included in our analysis. The courses are ENGL 099, Math 080, Math 094, Math 096, and Math 098. These courses

are not a part of the degree plan but they do influence student learning and provide a foundation for success in future courses.

The data appears to show that students will encounter the majority of the general education outcomes as they complete their transfer degree (See Table 1). The data also show that there are a few general education outcome criteria that students are less likely to perform

- 2.b. Understand and use statistical information,
- 2.c. Understand geometrical concepts,
- 3.e. Recognize extraneous information,
- 5.d. Define and articulate concepts related to the culture of the workplace and community.

If the top 30 courses are a true representation of the most likely encountered courses, then the data may indicate that graduates are not being exposed to all of the general education outcomes. We may want to reconsider whether some of the outcomes should truly remain on the list. Further, if the majority of students enroll in certain pre-college level courses (e.g., Math 94 - 98) then perhaps we should assign general education outcomes to them and include them in the overall assessment of a student's degree. This might also address those lesser encountered outcome criteria.

GENERAL EDUCATION OUTCOMES

1. Students will be able to write clearly and effectively.

- 1.a. Clarity
- 1.b. Logical flow from point to point
- 1.c. Sound support of assertions
- 1.d. Creative or divergent thinking
- 1.e. Adhere to conventions of standard written English
- 1.f. Sources adhere to citation/reference formats

2. Students will be able to reason mathematically.

- 2.a. Interpret information in graph form
- 2.b. Understand and use statistical information
- 2.c. Understand geometrical concepts
- 2.d. Work with numerical and algebraic relationships

3. Students will be able to solve problems combining and applying knowledge from multiple sources.

- 3.a. Define the problem
- 3.b. Break it into steps
- 3.c. Draw logical conclusions
- 3.d. Generate multiple and diverse perspectives in trying to solve the problem
- 3.e. Recognize extraneous information
- 3.f. Follow directions and fulfill the expectations of the assignment

4. Students will be able to gather and interpret information.

- 4.a. Distinguish between well-supported and unsupported claims
- 4.b. Make comparisons and draw contrasts
- 4.c. Recognize the points of an issue or claim
- 4.d. Access multiple sources of information

5. Students will be able to define and articulate personal, historical, global and workplace/community aspects of culture.

- 5.a. Define and articulate an objective sense of personal culture as it relates to external cultures.
- 5.b. Define and articulate historical aspects of cultures using appropriate vocabulary and examples.
- 5.c. Define and articulate meaningful aspects of global cultures using appropriate vocabulary and examples.
- 5.d. Define and articulate concepts related to the culture of the workplace and community.

Table 1. Top 30* Enrolled Academic College Level Transfer Courses and Top Gen Ed Outcomes Covered in Those Courses

	1. Write clearly and effectively						2. Reason mathematically				3. Solve problems combining and applying knowledge from multiple sources						4. Gather and interpret information				5. Define and articulate personal, historical, global and workplace/ community aspects of culture				Enrollment Numbers				
	a	b	c	d	e	f	a	b	c	d	a	b	c	d	e	f	a	b	c	d	a	b	c	d					
BIOL 100							5					3	4					1	2									184	
BUS 120	NO DATA																							144					
CHEM 121							3		4		1	5	2															176	
CJ 101			2	4								5						3		1								169	
CMST 220			1	2													3	4	5									497	
CSS100	4						5				1						2				3							497	
ENGL 099	NO DATA																							334					
ENGL 101	4	3	2		1	5																						734	
ENGL 102			3		2	1								4		5												484	
ENVS 100			5				3				1		4						2									183	
FAD 150	NO DATA																							223					
HIST 136		5			4								3						2			1						202	
HIST 137		5			4								3						2			1						150	
MATH 080	NO DATA																							191					
MATH 094	NO DATA																							365					
MATH 096	NO DATA																							435					
MATH 098	NO DATA																							424					
MATH 107							2	3		1	4	5																127	
MATH 141							2			1	3	4			5													241	
MATH 146							3	1		2			4		5													205	
NUTR& 101	NO DATA																							280					
PEH 100	NO DATA																							327					
PHIL 101											1	2	3				4		5									127	
PHIL 120							2			1	4	3										5						163	
POLS 202					5									4					3	2	1							130	
PSYC 100				2											1	3	4						5					411	
PSYC 200				1										4				5	2		3							154	
REL 201																		5		4	1		2	3					117
SOC 101	1																2				5	4	3					300	
SPAN 121		5																			3	1	2	5					183

Note: The top 30 enrolled courses were queried; however, 9 of the courses were either pre-college level or were college level courses for which no General Education data was collected. Additionally, numbers within the columns indicate the degree to which the outcome is believed to be covered in the course with 1 being the most addressed outcome in the course.

General Education Requirements by Department

Included in part three of our report are the annual assessment reports and narratives from each department on campus for the 2013 -2014 academic year and plans for the 2014-15 academic year. As you can see there are a variety of assessment outcomes, techniques, and ideas that take place across campus. These outcomes are focused specifically on assessing student learning, program success, and faculty curiosity regarding their students, courses and programs.

For 2013- 2014, our academic faculty refined their assessment goals to more clearly include general education outcomes. Several of the departments successfully included these goals and outcomes and others are still working to refine their assessment.

Our General Education Outcomes consist of 5 primary outcomes with 24 specific criteria divided among the 5 outcomes. For the 2013-14 academic year, departments reported 72 assessments of the various outcomes and specific criteria. This is over double the number of assessments reported last year (last year's numbers in parantheses (30)). Out of those 72 reported assessments, 57 (14) reported that specific benchmarks had been established for the assessments. Of those 57 benchmarked assessments, 49 (11) reported successful achievement of the outcome, for an overall success rate of 86% (79%).

Of the five Gen Ed outcomes, all were assessed at some level. Of the 24 specific criteria related to the five outcomes, 21 out of 24 criteria were explicitly assessed, or 88% of the criteria were assessed. Last year only 58% of the criteria were assessed. This shows a dramatic improvement in one year's time. The only outcomes not assessed this year are 2c, 5a, and 5d. It should be noted that outcomes 2c and 5d are also not well represented in the top 30 enrolled courses. Perhaps these two outcomes should specifically be reassessed for their inclusion in the General Education Outcomes. The summary below is drawn from the assessment reports submitted by all instructional departments and programs. When a specific outcome was not stated the assessment chair reviewed the data provided and tried to determine which outcomes were addressed. For further information on any of these results, see the department reports in part three below.

1. Students will be able to write clearly and effectively.

- English reports a detailed assessment of this outcome; the analysis was descriptive rather than quantitative.

1.a. Clarity

- Biology reports that 80% of students from two classes accomplished this outcome. The benchmark was 75% of students demonstrating the outcome successfully.
- Chemistry reports that 63% of students accomplished this outcome. The benchmark was 51% of students demonstrating the outcome successfully.
- Communications reports that 91% of their students accomplished this outcome. There was no benchmark for this outcome.

- Developmental English reported 92% and 80% of students met this outcome in two different courses. The benchmark was 70% and 80% respectively.
- English reports a detailed assessment of this outcome; the analysis was descriptive rather than quantitative.
- Foreign Language reports that 100% of students accomplished this outcome. The benchmark was 75% of students demonstrating the outcome successfully.

1.b. Logical flow from point to point

- Biology reports that 80% of students from two classes accomplished this outcome. The benchmark was 75% of students demonstrating the outcome successfully.
- Developmental English reported 92% and 80% of students met this outcome in two different courses. The benchmark was 70% and 80% respectively.
- Foreign Language reports that 100% of students accomplished this outcome. The benchmark was 75% of students demonstrating the outcome successfully.

1.c. Sound support of assertions

- Chemistry reports that 63% of students accomplished this outcome. The benchmark was 51% of students demonstrating the outcome successfully.
- Communications reports that 91% of their students accomplished this outcome. There was no benchmark for this outcome.
- Developmental English reported that 80% of students met this outcome. The benchmark was 80%.

1.d. Creative or divergent thinking

- Developmental English reported that 77% of students met this outcome. The benchmark was 80%.

1.e. Adhere to conventions of standard written English

- Biology reports that 80% of students from two classes accomplished this outcome. The benchmark was 75% of students demonstrating the outcome successfully.
- Developmental English reported that 80% of students met this outcome. The benchmark was 80%.

1.f. Sources adhere to citation/reference formats

- English reports a detailed assessment of this outcome; the analysis was descriptive rather than quantitative.

2. Students will be able to reason mathematically.

2.a. Interpret information in graph form

- Biology reports that an average of 100% of students from different classes accomplished this outcome. The benchmark was 75% of students demonstrating the outcome successfully.
- Math reports that 71% of students achieved this outcome, with a benchmark of 75%.
- Philosophy reports that 87% of students achieved this outcome, with a benchmark of 75%.

- Physics reports that 76% of students were able to graph data correctly, but only 59% of students were able to successfully make predictions based on that data. The benchmark was 75%; the benchmark was reached on the less complex part of the task, but results were lower on the more complex part of the task.

2.b. Understand and use statistical information

- Math reports that 71% of students achieved this outcome, with a benchmark of 75%.

2.c. Understand geometrical concepts

- No specific assessment reported.

2.d. Work with numerical and algebraic relationships

- Biology reports that 100% of students from two classes accomplished this outcome. The benchmark was 75% of students demonstrating the outcome successfully.
- Math reports that 71% of students achieved this outcome, with a benchmark of 75%.

3. Students will be able to solve problems combining and applying knowledge from multiple sources.

3.a. Define the problem

- Biology reports that 100% of students from two classes accomplished this outcome. The benchmark was 75% of students demonstrating the outcome successfully.
- Developmental English reported 92%, 80%, and 77% of students met this outcome in three different courses. The benchmark was 70%, 80%, and 80% respectively.
- Psychology reports that students who completed an intensive multi-level assignment on research methods performed just as well on this outcome as students who completed a much simpler assignment, 84% vs. 82%.

3.b. Break it into steps

- Chemistry reports that 65% of students accomplished this outcome. The benchmark was 51% of students demonstrating the outcome successfully.
- Developmental English reported 92%, 80%, and 77% of students met this outcome in three different courses. The benchmark was 70%, 80%, and 80% respectively.
- Psychology reports that students who completed an intensive multi-level assignment on research methods performed just as well on this outcome as students who completed a much simpler assignment, 84% vs. 82%.

3.c. Draw logical conclusions

- Biology reports that an average of 100% of students from different classes accomplished this outcome on a specific assessment. The benchmark was 75% of students demonstrating the outcome successfully.
- Biology reports that an average of 77% of students from different classes accomplished this outcome on a separate assessment. The benchmark was 75% of students demonstrating the outcome successfully.

- Biology reports that an average of 86% of students from different classes accomplished this outcome on a separate assessment. The benchmark was 75% of students demonstrating the outcome successfully.
- Psychology reports that an average of 77% of students accomplished this outcome. The benchmark was 75% of students demonstrating the outcome successfully.
- Psychology reports that students who completed an intensive multi-level assignment on research methods performed just as well on this outcome as students who completed a much simpler assignment, 84% vs. 82%.

3.d. Generate multiple and diverse perspectives in trying to solve the problem

- Psychology reports that students who completed weekly summaries of the course content performed better on this outcome, 74% vs 84%.
- Psychology reports that students who completed an intensive multi-level assignment on research methods performed just as well on this outcome as students who completed a much simpler assignment, 84% vs. 82%.

3.e. Recognize extraneous information

- Biology reports that an average of 81% of students from different classes accomplished this outcome on a separate assessment. The benchmark was 75% of students demonstrating the outcome successfully.
- Chemistry reports that 65% of students accomplished this outcome. The benchmark was 51% of students demonstrating the outcome successfully.
- Psychology reports that an average of 77% of students accomplished this outcome. The benchmark was 75% of students demonstrating the outcome successfully.

3.f. Follow directions and fulfill the expectations of the assignment

- Biology reports that 80% of students from two classes accomplished this outcome. The benchmark was 75% of students demonstrating the outcome successfully.
- Biology reports that an average of 81% of students from different classes accomplished this outcome on a separate assessment. The benchmark was 75% of students demonstrating the outcome successfully.
- Biology reports that an average of 100% of students from different classes accomplished this outcome on a separate assessment. The benchmark was 75% of students demonstrating the outcome successfully.
- Biology reports that an average of 100% of students from different classes accomplished this outcome on a separate assessment. The benchmark was 75% of students demonstrating the outcome successfully.
- Chemistry reports that 65% of students accomplished this outcome. The benchmark was 51% of students demonstrating the outcome successfully.
- Music reports that 57% achieved this outcome, with a benchmark of 75%.

4. Students will be able to gather and interpret information.

- Criminal Justice reports that 89% of students accomplished this outcome for the main course project while Exam scores indicated only around 66% of students mastering this outcome. The benchmark was 75% for each assessment.

- History reports that 85% of students accomplished this outcome in multiple assessments. The benchmark was 75%.
- Political Science reports that 78% of students accomplished this outcome in multiple assessments. The benchmark was 75%.

4.a. Distinguish between well-supported and unsupported claims

- Developmental English reported 92% and 80% of students met this outcome in two different courses. The benchmark was 70% and 80% respectively.
- Psychology reports that students who completed an intensive multi-level assignment on research methods performed just as well on this outcome as students who completed a much simpler assignment, 84% vs. 82%.

4.b. Make comparisons and draw contrasts

- Biology reports that an average of 77% of students from different classes accomplished this outcome on a separate assessment. The benchmark was 75% of students demonstrating the outcome successfully.
- Biology reports that an average of 80% of students from different classes accomplished this outcome on a separate assessment. The benchmark was 75% of students demonstrating the outcome successfully.
- Biology reports that an average of 81% of students from different classes accomplished this outcome on a separate assessment. The benchmark was 75% of students demonstrating the outcome successfully.
- Criminal Justice reports that 89% of students accomplished this outcome. The benchmark was 75%.
- Developmental English reported 92% and 80% of students met this outcome in two different courses. The benchmark was 70% and 80% respectively.
- Psychology reports that students who completed an intensive multi-level assignment on research methods performed just as well on this outcome as students who completed a much simpler assignment, 84% vs. 82%.

4.c. Recognize the points of an issue or claim

- Biology reports that an average of 80% of students from different classes accomplished this outcome on a separate assessment. The benchmark was 75% of students demonstrating the outcome successfully.
- Criminal Justice reports that 89% of students accomplished this outcome. The benchmark was 75%.

4.d. Access multiple sources of information

- Biology reports that 77% of students from two classes accomplished this outcome. The benchmark was 75% of students demonstrating the outcome successfully.
- Biology reports that 80% of students from two classes accomplished this outcome. The benchmark was 75% of students demonstrating the outcome successfully.
- Criminal Justice reports that 89% of students accomplished this outcome. The benchmark was 75%.
- Psychology reports that students who completed weekly summaries of the course content performed better on this outcome, 74% vs 84%.

5. Students will be able to define and articulate personal, historical, global and workplace/community aspects of culture.

- Art reports that over 85% of students in Art 216 are meeting the objective to define and articulate all aspects of Outcome 5.

5.a. Define and articulate an objective sense of personal culture as it relates to external cultures.

- No specific assessment reported.

5.b. Define and articulate historical aspects of cultures using appropriate vocabulary and examples.

- Spanish reports an assessment of this outcome with a benchmark of 75%.
 - Spanish 121 achieved 70% success
 - Spanish 122 achieved 60% success
 - Spanish 123 achieved 86% success

5.c. Define and articulate meaningful aspects of global cultures using appropriate vocabulary and examples.

- Spanish reports an assessment of this outcome with a benchmark of 75%.
 - Spanish 121 achieved 70% success
 - Spanish 122 achieved 60% success
 - Spanish 123 achieved 86% success
- Religious Studies reports that 89% of students achieved this outcome; the benchmark was 75%.

5.d. Define and articulate concepts related to the culture of the workplace and community.

- No specific assessment reported.

General Conclusions:

- The number of specific assessments of General Education outcomes collected in 2013-14 more than doubled compared to 2012-13
- Assessment data was collected for all 5 General Education outcomes; assessment data was collected for 21 out of 24 (88%) of the specific criteria listed under each outcome
- Of the assessments collected, 82% were benchmarked assessments, with 18% of assessments being either qualitative (4%), comparative (10%), or quantitative with no specific benchmark (4%)
- Of the benchmarked assessments, 81% met the benchmarks
- In 2013-14, institutional data shows that 79% of students overall met the success benchmark of earning a 2.0 grade or better per course; 84% of students in traditional, face-to-face classes met the 2.0 benchmark. This would seem to affirm that the results of our assessment data are approximately equivalent to the grade data we are seeing institutionally.

Part Two: Program Outcomes for Professional Technical Education Spring, 2013

For 2013- 2014, our academic faculty refined their assessment goals to more clearly include general education outcomes and professional technical faculty identified student level learning outcomes in addition to their program level outcomes. Several of the departments successfully included these goals and outcomes and others are still working to refine their assessment.

In conjunction with their Advisory Boards, our Professional Technical Faculty develop program outcomes that identify or state what the students are supposed to know or do when they graduate from the program. The current outcomes for each of our Professional Technical Programs are listed below. The Outcomes are further labeled by the type of outcome they are – Program (PO), Course (CO), or Student Learning Outcome (SLO). For the 2013-2014 academic year, faculty in these areas were asked to assess at least one PO and one SLO. All programs assessed at least one SLO and one PO except Industrial Systems Technology (needed an SLO) and Computer Science (needed a PO); however, they have a plan to assess both in their 14-15 plan (See Appendix A). Of the assessed outcomes, our faculty assessed 18 POs, 16 SLOs, and 5 COs. Many of the assessed outcomes were directly related to the Program Outcomes listed below. Additional assessment outcomes looked at specific skills students achieved in a program or how many students completed a specific level of a program.

Accounting Outcomes for Students completing an Associate Degree

1. Graduates of the program will be successfully employed in an accounting or accounting-related position. (PO)
2. Graduates of the program will know how to apply related accounting knowledge such as taxation, payroll, and proper application of Generally Accepted Accounting Principles (GAAP) in performing accounting/bookkeeping functions/work. (SLO)

Automotive Technology Program Outcomes for Students completing an Associate Degree

1. Graduates of the program will be employed in transportation or transportation related field. (PO)
2. Graduates of the program will be prepared to successfully pass the ASE exams. (PO)
3. Graduates of the program understand and apply safe working practices and properly handle hazardous materials. (SLO)

Aviation Outcomes Program Outcomes for Students completing an Associate Degree

1. Students who successfully complete stage 3, shall obtain a FAA Private Pilot Certificate.
2. Students who successfully complete stage 6, shall obtain a FAA Instrument Pilot Certificate.
3. Students who successfully complete stage 7, shall obtain a FAA Commercial Pilot Certificate.

Aviation Maintenance Technology for Students completing an Associate Degree

1. Graduates of the AMT program will be able to meet or exceed the knowledge levels as outlined in the Code of Federal Regulations Title 14 Part 147 Appendix A, B, C, and D for General, Airframe, and Powerplant. (SLO)
2. Graduates of the AMT program will be able to successfully complete a FAA Written, Oral, and Practical certification exam to the level outlined in the Code of Federal Regulations Title 14 Part 147 Appendix A, B, C, and D for General, Airframe, and Powerplant. (PO)
3. Graduates of the AMT program will be able to successfully get and hold a job or continue their education. (PO)

Business Information Management for Students completing an Associate Degree

1. Exhibit initiative, dependability, integrity, and a high-quality work ethic. (SLO)
2. Be an MOS certified user of the current version of MS Office (CO)
3. Write, speak, and present information effectively (SLO)
4. Identify the interpersonal and ethical attributes needed for success in the profession (SLO)

Commercial Driver's License Outcomes

1. Students, who successfully complete the program, will have the skills to be employed in the trucking industry.
2. Students, who successfully complete the program, will have obtained the skills to pass the State CDL Exam. (PO)

Early Childhood Education Program Outcomes for Students completing an Associate Degree

1. Understand how children acquire language and creative expression and develop physically, cognitively and socially. (SLO)
2. Establish an environment that provides learning experiences to meet children's needs, abilities and interests. (SLO)
3. Observe and assess what children know and can do in order to plan and provide curriculum that meets their developmental needs. (SLO)
4. Develop strong relationships with families and work collaboratively with agencies/organizations to meet children's needs and to encourage the community's involvement with early care and education. (SLO)
5. Establish and maintain an environment that ensures children's safety, health and nourishment. (SLO)
6. Establish supportive relationships with children and guide them as individuals and as part of a group. (SLO)
7. Establish, implement, evaluate and analyze an early care and education setting. (SLO)
8. Serve children and families in a professional manner and participate in the community as a representative of early care and education. (SLO)

Industrial Systems Technology Program Outcomes for Students completing an Associate Degree

1. Graduates of the program will be gainfully employed in a position related to IST.
2. Graduates of the program will be able to safely apply sound maintenance procedures to related industrial equipment. (SLO)

Medical Assistant Outcomes for Students completing an Associate Degree

1. Demonstrate clear, effective communications with patients and members of the healthcare team in a variety of structured settings. (SLO)
2. Demonstrate cultural competency when caring for patients experiencing selected health deviations. (SLO)
3. Prioritize, organize, and complete assignments in a timely manner as directed by the delegator. (SLO)
4. Demonstrate professional behavior consistent with standards of performance appropriate to the Medical Assistant. (SLO)
5. Consistently communicate information in the clinical setting in a relevant, concise, accurate, and clear manner. (SLO)
6. Develop teaching materials and conduct patient teaching within defined role. (SLO)
7. Demonstrate delegated skills and procedures with the highest standard of competency. (SLO)
8. Deliver a sound professional attitude and demonstrate professional behavior when caring for patients and working with your delegator as well as other healthcare professional at all times. (SLO)

Nursing Outcomes for Students completing the Associate Degree

1. Communicate effectively to deliver relevant, accurate and complete information to patients, families, and the healthcare team. (SLO)
2. Deliver safe and effective physical, psychosocial, cultural, and spiritual care to the whole person in a variety of settings. (SLO)
3. Plan, initiate, and evaluate patient teaching including assessment of current knowledge, use of appropriate materials and techniques. (SLO)
4. Demonstrate clinical decision-making from a theoretical knowledge base utilizing the nursing process to develop patient care plans that ensure safe, effective care in a variety of settings. (SLO)
5. Assume responsibility and accountability in the practice of registered nursing as defined by the professional standards and codes of nursing. (SLO)
6. Participate as a member of the healthcare team for educational and institutional growth. (SLO)

Welding Program Outcomes for Students completing an Associate Degree

1. Graduates of the program demonstrate safe shop practice by safely using basic tools and equipment. (SLO)
2. Graduates of the program demonstrate competent cutting procedures and correct operation of equipment. (SLO)
3. Graduates of the program apply a variety of welding techniques competently. (SLO)
4. Graduates of the program display knowledge of welding information. (PO)

Part Three: Completed 2013-2014 Assessment Reports

Below are the completed 2013-2014 assessment reports. For those instances where specific outcomes were not identified by the department, the Assessment Chair attempted to appropriately label the assessed outcome.

Annual Assessment

Department: Accounting/Business

Year: 2013-2014

DEPARTMENT/ COURSE	OUTCOMES (Include related Gen Ed Outcome – If Any)	TOOLS USED TO COLLECT DATA	RESULTS
Accounting Technician (Prof/Tech)	70% of students graduating from the Accounting Technician Program will be employed successfully. (PO)	State Board Estimated Employment Report	50% of Accounting Tech students were employed—per the most recent (2011- 2012) Estimated Employment Report.
Accounting/Business	Students will know how to apply related accounting knowledge such as taxation, payroll, and proper application of GAAP in performing accounting/bookkeeping functions/work. (SLO)	Pre-Post Tests	55% of Accounting/Business students arrived at the correct figure in the pre-post test—given in the Winter 2014 quarter.
Business	Students will know by the end of the year which components of the curriculum assisted their learning process the most. (SLO)	Survey	Outcome was not assessed in 2013- 2014.

OUTCOME 1: 70% of students graduating from the Accounting Technician Program will be employed successfully.

- **What you did to assess your course**

The Accounting Technician (AT) program uses the Estimated Employment rates for completers of the AT program. The most current (2011-12) Estimated Employment Rates for the AT program were 50% as provided by the Data Linking for Outcomes Assessment. This information is provided by the State Board for Community and Technical Colleges which links Unemployment Insurance Data for WA, OR, ID, MT and AK.

- **What you expected to find.**

Students graduating from our AT program will be hired at a rate equal to or above the rate expressed in our desired outcome.

- **What the results actually showed.**

The results showed that our graduates are not being gainfully employed at a rate above our expected outcome.

- **What conclusions do you draw from these results.**

The data is 2 years lagging but is the most current we have from the SBCTC. The local economy in 2011-2012 was still suffering the effects from the national and state economic recession that began in 2009. We were fearful of that going into the 2013-2014 year and bumped our goal down from 80% that we had set in 2012-2013. The actual numbers were much worse than we had estimated.

- **What changes (if any) you plan to make in your teaching as a result of the data.**

We plan to keep our teaching techniques the same.

- **What changes (if any) you plan to make in your assessment activities as a result of the data.**

We have bumped the goal down by 10% to the new goal of 60% as a year from now, we will be looking at 2012-2013 data, and the national and state economies did not begin to rebound in earnest until 2013. We will keep our assessment activities the same for this outcome.

OUTCOME 2: Students will know how to apply related accounting knowledge such as taxation, payroll, and proper application of GAAP in performing accounting/bookkeeping functions/work.

- **What you did to assess your course**

The Accounting Technician (AT) program uses pre-post tests as tools to assess this outcome. A pre-test was given to establish a baseline for evaluating students' knowledge of a particular accounting related topic/function. Then a post-test was given to evaluate students' learning and comprehension of selected topics, all of which relate to the work and functions performed within the accounting and bookkeeping career fields.

- **What you expected to find.**

Students will be able to comprehend and apply applicable accounting knowledge to the work-related tasks that they would be expected to perform.

- **What the results actually showed.**

On the pre-test, not one group arrived at the correct figure. On the post-test, 5 out of 9 groups arrived at the correct figure.

- **What conclusions do you draw from these results.**

The previous 2 quarters in which a pre-post test was given, each quarter the percentage of groups arriving at the correct figure was around 45%. This time around, the percentage is closer to 55%. Although, we did see good improvement from the pre- to the post-test work, we need to continue to monitor this tool to see if it helps us with what we are looking for. The results of prior years' consistently indicate a pattern that the AT faculty are successfully helping students learn and apply related accounting knowledge.

- **What changes (if any) you plan to make in your teaching as a result of the data.**

Based upon this year's results, faculty will dedicate more class time and more emphasis will be given to the teaching and learning and application of calculating Net Income.

- **What changes (if any) you plan to make in your assessment activities as a result of the data.**

We plan to implement and begin using a pre-post test in the ACCT&202 class during 2014-2015 so we can hopefully gather data from two different classes.

OUTCOME 3: Students will know by the end of the year which components of the curriculum assisted their learning process the most.

- **What you did to assess your course**

In the past, a survey was administered the day prior to the final exam in the Intro to Business class (BUS&101). The survey used asked for essay-type responses.

- **What you expected to find.**

We feel we use good, sound methods and tools for teaching the related concepts of Accounting and Business. However, it is critical to know to what degree the students believe the methods we use are beneficial to their learning.

- **What the results actually showed.**

Unfortunately this outcome was not evaluated during 2013-2014. Previously, the students replied to the affirmative, more than 90%, that they were happy with all 5 major methods and tools used in teaching the course during the quarter. Thus, we do not have any new data to add to the results gathered in prior years.

- **What conclusions do you draw from these results.**

Due to not being able to administer the surveys in 2013-2014, we are forced to rely solely on the results of prior years. The results of prior years' surveys indicated the students are very satisfied with the methods used during the delivery of the course.

- **What changes (if any) you plan to make in your teaching as a result of the data.**

Based upon prior years' results, the methods will be used again the next time the class is taught.

- **What changes (if any) you plan to make in your assessment activities as a result of the data.**

We have made personal reminders in our calendars to ensure the surveys are administered in 2014-2015.

Annual Assessment

Department: Aviation Maintenance Technology

Year: 2013-2014

DEPARTMENT	OUTCOMES	TOOLS TO COLLECT DATA	RESULTS
AMT – 1	90% AMT students who complete Airframe and/or Powerplant successfully pass the FAA Written, Oral and Practical Exams (SLO) (PO)	Instructor Records	Of the 19 AMT students that completed the FAA exams, no student failed one of the three FAA written exams and one student failed one of the three Oral and Practical exams. Both students came back and successfully completed all FAA required Written, Oral and Practical Exams.
AMT – 2	Of all AMT students completing any FAA written exams, what is the subject matter codes that are most frequently missed. (SLO)	FAA Airmen knowledge test report	Identified 6 areas out of 274 which were missed by more than 60% of students.
AMT-3	Of all the AMT students that enter the AMT program with a English and or Math score lower than college level, what is the success rate of these students. (PO)	Instructor Records	We found no real significant difference between AMT students that scored a 95% or lower on the English placement exams or a 85% or lower on the Math placement exams. We will continue to monitor these numbers for any trends that will be helpful in the future.

It is the goal of the Aviation Maintenance Technology (AMT) program to have 90% of the AMT students who complete Airframe and/or Powerplant successfully pass the FAA Written, Oral, and Practical exams. Of the 19 AMT students that completed the FAA exams, no student failed the one of the three FAA written exams and one student failed one of the three Oral and Practical exams. Both students came back and successfully completed all FAA required Written, Oral and Practical Exams and all 19 students received FAA certification.

The AMT instructors also looked at the percentage of students completing the FAA written exams for find any subject areas that more the 60% of the students had trouble in. By reviewing the FAA written test results, and screening the subject codes we found that of the 274 different required subject areas only 6 were missed by more than 60% of the students. As a result of this finding the AMT instructors will enhance the theory and lab instruction in these areas.

With the continued surveillance that the FAA performs on our AMT program and the severity of what a mistake could mean the AMT instructors are continually assessing and making adjustments to the AMT program. The FAA approved and required curriculum manual, is on its 7 revision with the 8th revision currently in rewrite.

The AMT program developed a student self-paced program that has allowed our students to move through the program at a fast pace (6 qtrs.) or at a slower pace in order to fulfill other obligations that they may have. As a result of this, the majorities of our students receive certificates of accomplishment and enter the work force rather than stay to earn the AAS degree.

Safety continues to be one of our biggest concerns this academic year. We will strive to write our safety procedures to help assure the safety of our students.

Annual Assessment

Department: Art

Year: 2013-2014

DEPARTMENT/ COURSE	OUTCOMES (Include related Gen Ed Outcome – If Any)	TOOLS USED TO COLLECT DATA	RESULTS
Art 216 and Art 217	77% of students will pass with a 3.0 or better verifying their ability to define and articulate outcome 5.	Exams and projects	85.7% passed with 3.0 or higher. Art 217 was not included since it was not taught due to sick leave.

Narrative: (What did you do & why? = Outcome; How did you do it? = Tools used to collect data; What did you find? = Results; What now? = Use of Results)

What we are doing is working. Adding experiential assignments helps students retain material better. Having more frequent exams helps students break up the information better for greater understanding and engagement in the course. Although the class was small each student was very engaged in the material and brought their own observations. Because of the small class size each student seemed to want to contribute more.

Annual Assessment

Department: Automotive

Year: 2013-2014

DEPARTMENT/ COURSE	OUTCOMES (Include related Gen Ed Outcome – If Any)	TOOLS USED TO COLLECT DATA	RESULTS
Automotive	75% of Automotive students who earned certificates or degrees or students with 45 credits or more with at least a 2.0 G.P.A. will be employed. (PO)	Employment Data	100% of respondents claimed to be employed at least part-time.
Automotive	75% of Automotive students enrolled in classes from one of the eight specialty areas will earn a certificate of completion. (SLO)	Student Transcripts	88% of first year students earned at least one certificate. 100% of second year students earned at least one certificate.

As with last year the automotive faculty is concerned about the employment data. It does not correlate to historical data. This could possibly be the result of the small volunteer survey return or perhaps other local factors. BBCC Auto graduates tend to try to remain in the area and a dip in employment openings could result in the lower percentage of employed graduates. Consulting the program advisory council may give us insight into employment trends in the area.

In the past the automotive faculty have felt that students who complete the automotive technology program with a degree would not benefit from the printing of completion certificates. Although we advise students to work towards completing a degree, certificates of accomplishment are still offered to students who wish to “pick and choose” classes or who seek the technical end without the required academic classes for the degree. Obviously, we will continue advising toward a degree, but offer the certificates for those who choose.

Annual Assessment

Department: Aviation

Year: 2013-2014

DEPARTMENT/ COURSE	OUTCOMES (Include related Gen Ed Outcome – If Any)	TOOLS USED TO COLLECT DATA	RESULTS
Commercial Pilot -1	Aviation students will have 90% pass rates on FAA Flight Checks. (SLO)	Flight information on computer and in written records	92% pass rate on FAA Flight Checks
Commercial Pilot - 2	Aviation students will have a 70% pass rate on FAA Knowledge Tests. (SLO)	Knowledge test pass/fail rates and subject matter codes	92% pass rate on the FAA Knowledge Tests
Commercial Pilot - 3	90% of Aviation students will pass the required ground school classes. (PO)	Grade records collected by each ground school instructor	97% pass rate in the required ground school classes

Narrative: (What did you do & why? = Outcome; How did you do it? = Tools used to collect data; What did you find? = Results; What now? = Use of Results)

#1 Flight Checks:

Chief Pilot Joe MacDougall keeps track of the checkride pass/fail percentage through student records at the time of certification. This data is used by our Chief Pilot in determining trend information. In addition, he reviews the notes, the check sheets, and student folders for serious problems. If any are observed, the Training Course Outline (TCO) is changed to address those problems. Note that any changes in the TCO have to be approved by the FAA Flight Standards District Office (FSDO) in Spokane.

#2 Knowledge Tests

Since we administer the Knowledge test here on campus, we can keep track of the score and the subject matter codes of each test result. These are then used to find a percent of students

who pass the test the first time. The subject matter codes are used to pinpoint which areas are problem areas for each respective ground school course. The instructor then uses the results to change or modify the lesson given to address those issues. We have a spread sheet available on a network drive which gives all flight instructors access to that information more easily and in real time.

#3 Pass/Fail Rate for Required Ground School Classes

The student is required to pass the appropriate ground school class in order to remain in the program. For first year students, the Pre-Flight, Private, Meteorology, and Theory of Flight classes must be passed the first year in order to be eligible for enrollment in the Commercial Course the second year. Second year classes include Instrument, Commercial and optional Certified Flight Instructor courses. These classes must be passed in accordance with our TCO in order for the student to achieve their pilot certificates.

Annual Assessment

Department: Business Information Management

Year: 2013-2014

DEPARTMENT/ COURSE	OUTCOMES	TOOLS USED TO COLLECT DATA	RESULTS
BIM-1	Lab course grades 13/14 will remain level or improve over lab course grades 12/13. (PO)	Checklists 12/13 and 13/14	The overall average remains level.
BIM-2	The percentage of credits completed will improve in the lab courses (PO)	Checklists 12/13 and 13/14	The percentage of credits completed did not improve. 13/14 - Students successfully completed 74% of credits registered 12/13 – Students successfully completed 81% of credits registered
BIM-3	75% or more of BUS121 students will perform at a 2.0 or better (CO)	Student grades	BUS121 was offered twice during 13/14—W14 and Sp14. W14 met the outcome; Sp14 did not. W14 results: 17/20 students performed at 2.0 or higher = 85% Sp14 results: 9/14 students performed at 2.0 or higher = 64%
BIM-4	All students starting and completing BIM280 modules will pass the MOS exams. (SLO), (CO)	Grades & MOS exam results	The BBCC Testing Center was not prepared to proctor exams until Spring 14. Of the four student attempts, only two passed the MOS exams.

BIM-1: The minimum competency for all BIM Lab courses increased from 1.5 to 2.0 beginning Fall13. Additionally, students had only four, rather than six, testing attempts to meet the course competency. This does not include the keyboarding courses because they are skill-based courses. It was expected that the changes will result in higher grades for all lab courses (except keyboarding courses).

The changes in the minimum competency for course completion does not appear to have impacted the overall course grades; however, it does appear that it impacted the course completions (Outcome 2). We will measure again in 14/15.

BIM-2: The testing and minimum competency for the courses changed as noted in Outcome 1. Additionally, BIM101-Basic Keyboarding was changed from variable credit to a 2-credit course with required due dates and competency expectations rather than allowing the self-paced environment, which often results in procrastination and students either earning partial credits or no credits at all. These changes were completed to promote completion of credits.

Unfortunately, the desired results did not materialize. This was due in large part to the changes in the BIM101 Keyboarding course; students, overall, were not successful in earning both credits with the required scheduled dates. Because of the poor grades and completion rates, the class will again be offered in the variable credit, self-paced environment for 14/15. We will measure this again in 14/15.

BIM-3: The outcome was met in Winter14; however, it was not met in Spring14.

It is interesting to note that an iBest instructor and Supplemental Instruction Leader was assigned to both Winter14 and Spring14.

W14 results: 17/20, 85%, students performed at 2.0 or higher

Of the three students who did not perform at the desired level, one student “disappeared” in Week 2 and two students had several missing assignments, quizzes, and tests. Removing these three from the calculations would result in 100% of the students performing at the desired level.

Sp14 results: 9/14, 64%, students performed at 2.0 or higher

Of the five students who did not perform at the desired level, one student “disappeared” in Week 7 of the quarter and one who was regularly absent and had several missing assignments, quizzes, and tests. Removing these two students would result in 75% of the students performing at the desired level.

This instructor does a mid-quarter anonymous evaluation asking students to provide feedback about the class and how it is offered. The student feedback for this class is very good. Several students have stated that this is a great way to learn. We will measure this again in 14/15.

BIM-4: Officially, the outcome was not met; however, the BBCC Testing Center was not ready to proctor the MOS exams until Spring 2014. Students during fall and winter were not required to take the MOS exams. During Spring 14 only four students attempted MOS exams and only two passed the exam and earned MOS certifications. Ideally, this will improve as students are prepared to take the exam. We will measure this again in 14/15.

Annual Assessment

Department: **Biology**

Year: **2013-2014**

DEPARTMENT/ COURSE	OUTCOMES (Include related Gen Ed Outcome – If Any)	TOOLS USED TO COLLECT DATA	RESULTS
Biology – 1	75% of students enrolled in BIOL& 241 or BIOL& 260 will state that BIOL& 211 prepared them very or moderately effectively for their current course.	Biology Student Assessment Survey collected at quarter's end in BIOL& 241 and BIOL& 260	97% of students enrolled in BIOL& 241 or BIOL& 260 stated that BIOL& 211 prepared them very or moderately effectively for their current course.
Biology – 2	80% of students in BIOL& 241 or BIOL& 260 who completed BIOL& 211 at BBCC with a grade point of 2.0 or better, will achieve at least a 2.0 in those classes.	Compare database of BIOL& 211 grades to database of BIOL& 241 & BIOL& 260 grades.	66.7% of students who successfully completed BIOL& 211 at BBCC, successfully completed BIOL& 241 or BIOL& 260. Of the students who did not successfully complete BIOL& 241 or BIOL& 260, 72.2 % repeated or received below a 2.5 in BIOL& 211. 91.9% of students who successfully completed BIOL& 211 at BBCC with a 2.5 or better without repeating also successfully completed BIOL& 241 or BIOL& 260.
Biology – 3	75% of students enrolled in Biology courses will achieve selected General Education Outcomes.	Selected assignments/ tests in selected biology courses.	Six classes were evaluated; 100%, 86%, 86%, 80%, 77%, and 81% of students achieved selected outcomes.

Narrative: (What did you do & why? = Outcome; How did you do it? = Tools used to collect data; What did you find? = Results; What now? = Use of Results

The BBCC Biology Department provides courses and training for university and college transfer, for students transferring to a variety of professional-technical areas such as the BBCC Nursing Program, and to give students current and accurate information by keeping abreast of rapidly changing information and technology; further the Biology Department strives to give students a

background that allows them to understand and assess biological issues as they affect society. To accomplish this overall mission, Biology Department faculty seek to (1) teach effectively and provide an environment conducive for learning, (2) develop and update courses and curriculum that become the content foundation of student future success in the biological sciences, (3) keep up with current trends and developments in science and instructional pedagogy, and (4) assess biology courses to accomplish and maintain our stated goals. The outcomes included in our Biology Department Annual Assessment 2013-2014 focus on these four points.

Biology Outcome 1, *“75% of students enrolled in BIOL&241 or BIOL&260 will state that BIOL&211 prepared them moderately or very effectively for their current course”*, and Biology Outcome 2, *“80% of students in BIOL&241 or BIOL&260 who successfully completed BIOL&211 at BBCC, receiving a grade point of 2.0 or better, will successfully complete BIOL&241 or BIOL&260 (with a 2.0 grade point or better)”* focus on our goal to develop and update courses and curricula that provide a strong content foundation that helps students to succeed in future courses. 97% of students enrolled in BIOL& 241 or 260 stated that BIOL& 211 prepared them very effectively or moderately effectively for their current course. This exceptional result validates our goal to help students succeed.

As we have tracked student grades in successive courses, 65.6% of students with BIOL&211 grades of 2.0 or more were successful in their next biology course, BIOL&241 or BIOL&260. This represents a lower percentage than last year. We were not able to have regular SI sessions available in all BIOL& 211 courses this year. Of the students that did not succeed in a higher level course, 44.4% had achieved a 2.4 or less in BIOL&211, the prerequisite course, and 50.0% repeated BIOL&211 to earn the required 2.0 or above. These percentages accounted together represent 72.2% of the unsuccessful students in BIOL& 241 or 260. These students clearly struggled in BIOL& 211, continuing to struggle even when they repeat the course. Looking further at the successful students, 91.9% of students scoring a 2.5 or higher without repeating BIOL& 211 were successful in the later courses. It is most clear that repeating BIOL& 211 is not the best solution unless those students elevate their scores greatly above the minimum required 2.0 level. This year 20% of students withdrew from BIOL& 241 or BIOL& 260. While we include withdrawing students as non-successful, some of these students withdrew for other reasons than lack of success. We have no control over these student choices. This year, Biology instructors held some of their office hours in the STEM center, encouraging students to see them personally.

Biology Outcome 3, *“75% of students enrolled in Biology courses will achieve selected General Education Outcomes,”* focuses on the larger picture of General Education Outcomes. Six classes were evaluated and all met the 75% benchmark. Two BIOL& 211 classes used the PhysioEx Lab Simulation software to investigate Membrane Transport Mechanisms. The students' lab reports were evaluated for the General Education Criteria: 2d, 3c, 3f, and 4b. 86% of students in BIOL& 211 achieved these selected criteria. Students in BIOL& 221 completed two different assignments. Lab 1: The Scientific Method requires students to use the scientific method as well as design and carry out an experiment to investigate human reaction times. Lab 2: Population Ecology requires students to use a simulation software developed by BiologyLabsOnline to investigate parameters concerning population ecology, such as clutch size, competition, and predation. The Scientific Method Lab tests General Education Criteria: 2a, 2d, 3a, and 3c. The Population Ecology Lab simulation tests General Education Criteria: 2a and 3c. 100% of students in BIOL& 211 achieved these selected criteria. Students in BIOL& 223 were required to complete a research paper with specific requirements for article references and citations with the research paper. This research assignment tests the following General Education Criteria: 1a, 1b, 1e, 1f, 3f, 4b, 4c, and 4d. 80% of student achieved these selected

criteria. BIOL& 242 was evaluated for the General Education Criteria: 2d. Work with numerical and algebraic relationships; 3a.-f. Solve problems combining and applying knowledge from multiple sources; 4d. Make comparisons and draw contrasts and 4d Access multiple sources of information. 80% of students in BIOL& 242 achieved these selected criteria using a lab report on Simulated Glomerular Filtration and Urine Production as the selected assignment (see addendum). BIOL& 260 was evaluated for Gen Ed Outcomes 3c. Draw logical conclusions, 3e. Recognize extraneous information; 3f. Follow directions and fulfill the expectations of the assignment; and 4d. Access multiple sources of information. 77% of students in BIOL& 260 achieved these selected criteria using a lab report on throat cultures as the selected assignment (see addendum). We will continue to monitor General Education Outcomes within our Biology courses.

Barbara Jacobs Data

Outcome 1

Ninety Seven percent of students enrolled in Biol &241 and Biol &260 stated that Biol &211 or Biol & 222 prepared them very or moderately effectively for their current course.

Outcome 3

Assignment Biol &260 Fall 2013

Lab Report on Results of a Throat Culture

Students performed throat cultures in lab, isolating and identifying a particular organism. They wrote papers describing exactly what they found and what they did to identify the organism. They had to explain why they chose the test that they ran, what the results of each test were, and whether those results were positive or negative for various bacterial characteristics. From this they determined the genus and species of their organism.

This assignment tests Gen Ed outcomes 3c, e, and f and 4b and d.

A total of 13 assignments were graded. The average score was 80% with a high of 100% and a low of 50%. A grade ≥ 2.0 was obtained by 77% of the class.

Assignment Biol &242 Winter 2014

Lab Report on Simulated Glomerular Filtration and Urine Production

Students performed a series of experiments using PhysioEx simulation software. From the results they generated they had to explain the following:

- the effects of increasing or decreasing the radii of vessels entering and leaving the glomerulus on glomerular filtration rate
- the effects of increasing and decreasing blood pressure on glomerular filtration rate
- the effect of blockage of collecting ducts on diastolic and systolic blood pressures
- the effect of increasing solute concentration on urine volume
- the effect of increasing glucose carriers in the descending loop of Henle on both blood and urine glucose
- how the number of glucose carriers is related to the amount of glucose in the urine of a person with low insulin levels
- how and why aldosterone affects urine volume and potassium level
- how and why antidiuretic hormone affects urine volume and potassium level

This assignment tests Gen Ed outcomes 2d, 3a-f, and 3a,b,c,e,f and 4b.

A total of 16 assignments were graded. The average score was 80% with a high of 100% and a low of 35%. A grade ≥ 2.0 was obtained by 81% of the class.

Kathleen Duvall's data
Data for 2013-2014 Assessment Report, Kathleen Duvall

Outcome 2

# of Biol 211 or 222 successful students also successful in Biol 241 or 260:	42
# of Biol 211 or 222 successful students not successful in Biol 241 or 260:	22
# of Biol 211 or 222 successful students auditing Biol 241 or 260:	6
# of Biol 211 or 222 successful students that withdrew from Biol 241 or 260:	12
# of Biol 211 or 222 repeating successful students also successful in B241 or B260:	2
Total # of Biol 211 or 222 successful students that took Biol 241 or 260 (excluding audits):	64
% of Biol 211 or 222 successful students also successful in Biol 241 or 260:	65.6%
% of B211/222 successful students earning 2.5 or above, no repeats, also successful in Biol 241 or 260:	91.9%
% of Biol 211 or 222 successful students receiving 2.4 or below also successful in Biol 241 or 260:	57.9%
% of Biol 211 or 222 repeating successful students also successful in Biol 241 or 260:	18.2%
% of B211/222 repeating, successful students receiving 2.4 or below also successful in Biol 241 or 260	33.3%
% of transfer students also successful in Biol 241 or 260 (n=4):	100.0%
% of unsuccessful students that repeated B211 or B222:	50.0%
% of unsuccessful students that received a 2.4 or below in B211 or B222:	44.4%
% of unsuccessful students that received a 2.4 or below in B211 or B222 or that repeated B211 or B222:	72.2%

Outcome 3

Lab Assignments BIOL& 221 Fall 2013

Lab 1: The Scientific Method

Students used a ruler-drop method to investigate reaction times in humans. They applied the scientific method – proposing a hypothesis, designed a valid experiment, made predictions, conducted the experiment, analyzed and graphed their data and then formed conclusions. This lab assignment tests Gen Ed outcomes 2a, 2d, 3a, and 3c. A total of 18 assignments were graded. 100% of the class scored 70% or above.

Lab 2: Population Ecology

Students used a simulation lab from BiologyLabsOnline. This lab assignment required students to test different parameters concerning population and community ecology. With each simulation, graphs displayed the simulation's results. Students were required to interpret the graphs and draw logical conclusions, Gen Ed outcomes 2a and 3c. A total of 17 assignments were graded. 100% of the students scored 70% or above.

Assignment BIOL& 211 Fall 2013, Spring 2014

Lab 4: Membrane Transport Mechanisms

Students performed a series of experiments using PhysioEx simulation software. From the data generated, the students

- predicted the molecular weights of solutes based on the ability to diffuse through different membranes
- determined the effects of increasing solute concentration and increasing membrane transport proteins on rate and time of facilitated diffusion

- demonstrated diffusion and osmosis and investigated the relationship between solute concentration and osmotic pressure
- investigated the effects of pressure on rate and time of filtration
- used a Na/K pump simulation to study active transport and its requirements

This assignment tests Gen Ed outcomes 2d, 3c, 3f, and 4b. A total of 43 assignments were graded. 86% of the students scored 70% or above.

Research Paper BIOL& 223 Spring 2014

Students were required to complete a research paper in BIOL& 223. Students were given a handout explaining the requirements for article references and citations within the research paper. This assignment tests Gen Ed outcomes 1a, 1b, 1e, 1f, 3f, 4b, 4c, and 4d. A total of 10 assignments were graded. 80% of the class scored 70% or above.

Annual Assessment

Department: Commercial Driver's License

Year: 2013-2014

DEPARTMENT/ COURSE	OUTCOMES (Include related Gen Ed Outcome – If Any)	TOOLS USED TO COLLECT DATA	RESULTS
CDL	75% of CDL students who earned certificates or degrees or students with at least a 2.0 G.P.A. will be employed. (PO)	Estimated Employment rates SBCTC data 2010-11 obtained in Winter 2012.	96% of CDL students who completed the program, obtained employment.
CDL	85% of CDL of program completers will pass the State CDL Exam. (SLO)	DOL written test and DOL Skills Test with a DOL 3 rd party.	100% of the CDL program completers have passed the State CDL Exam.
CDL	Instruction prepared them for an entry-level employment in the transportation industry.	CDL former student survey	Survey shows that our instruction is adequate for entry-level employment.
CDL	Equipment is adequate in the program	CDL former student survey	Survey shows that our equipment is starting to get out dated.

Narrative: (What did you do & why? = Outcome; How did you do it? = Tools used to collect data; What did you find? = Results; What now? = Use of Results)

Annual Assessment Report

Department: Chemistry

Year: 2013-2014

DEPARTMENT/ COURSE	OUTCOMES (Include related Gen Ed Outcome – If Any)	TOOLS USED TO COLLECT DATA	RESULTS
Chemistry 161/162/163	Class median on the American Chemical Society General Chemistry Examination will be at or above the national 50 th percentile.	ACS General Chemistry Examination administered as a (comprehensive over the full year) final exam at the end of CHEM& 163. This is a standardized exam for General Chemistry with a nationwide reporting base.	Median score is at the 51 st percentile. Average percentile score is 52. The lowest score was at the 13 th percentile and the highest score was at the 97 th percentile. 14 students completed the three quarters and took the final exam.
Chemistry 121	A majority of students will have a combined score of 3 (proficient) or better	Selected question(s) from the Winter quarter final exam will be evaluated on a 4 point scale relating to selected criteria from the <i>Problem Solving</i> General Education Outcomes	28 out of the 43 (65%) students assessed earned an average score of 3 or higher for selected Gen Ed criteria on a single question on the final from Winter quarter.
Chemistry 105	Students will demonstrate proficiency in clarity of ideas (1a) and sound support of assertions (1c)	Selected discussion posting(s) from Winter quarter will be evaluated on a 4 point scale relating to the <i>Write Clearly and Effectively</i> General Education Outcomes	12 of the 19 (63%) students assessed earned an average score of 3 or higher for selected criteria on a single discussion board post from Winter quarter.

Narrative: (What did you do & why? = Outcome; How did you do it? = Tools used to collect data; What did you find? = Results; What now? = Use of Results)

Chemistry 161-163:

Description of the ACS exam:

The American Chemical Society General Chemistry Examination is the national standard used by more schools than any other. The statistical analysis of the results are compiled by the ACS exam institute at the University of Wisconsin. Coverage topics include: - atomic structure - molecular structure - stoichiometry - energetics / thermochemistry - states of matter and solutions - dynamics/kinetics - equilibrium - electrochemistry and redox - descriptive chemistry - experimental chemistry.

Discussion:

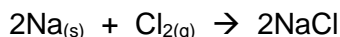
I am very happy to continue to use this exam. The results (51st percentile) validate that BBCC students are receiving a level of education on par with that of college chemistry students across United States. I am not aware of a better way to establish that my General Chemistry class is adequate and that student understanding of the material is acceptable.

Two students ranked below the 25th percentile and two students scored above the 75th percentile for a very symmetrical distribution. There is a strong correlation between grades and the ACS exam scores but not a direct connection. The ACS exam measures comprehension of the concepts that should be presented in a one year general chemistry class more than the ability to complete specific tasks. The exams I prepare are less concept based and more specific task oriented. Some students that do well on the local exams do not do as well on the national exam. Some students who may not perform as well on the BBCC exams will demonstrate better understanding of concepts on the ACS exam. It is a nice 'leveler' for the class.

Chemistry 121:

We decided to use a question from the Winter 2014 final in the CHEM 121 courses that dealt with a synthesis of concepts from the quarter, since the final exam is cumulative. The question selected was a stoichiometry problem with multiple steps and extra information about the reactants:

8) If you start with 19.83g of Na metal and react it with an excess of Cl₂ gas, how many grams of NaCl can you make?



Given the nature of the question, we decided to specifically assess three criteria from the Problem Solving General Education Outcome (3). The three criteria selected were 1) 3.b Break the problem into steps, 2) 3.e Recognize extraneous information, and 3) 3.f Follow directions and fulfill the expectations of the assignment. The problem (number 8 on the short answer portion of the final exam) gave enough information to trigger the student to know they had to use the stoichiometry steps and at the same time gave extra information that the student was not to use in solving the problem. We felt these three criteria could be assessed using the following rubric and then the average of the three scores could be used to show proficiency (a score of 3 or higher) of this outcome.

STUDENTS WILL BE ABLE TO SOLVE PROBLEMS COMBINING AND APPLYING KNOWLEDGE FROM MULTIPLE SOURCES						
Performance Area	Exemplary (4)	Proficient (3)	Developing (2)	Emerging (1)	Score	Comments
Follows Directions and Fulfills the Expectations of the Assignment.	Finished work shows dear understanding of the assignment and dearly fulfills expectations stated in assignment prompt.	Finished work shows dear understanding of the assignment, but at times fails to fulfill expectations stated in assignment prompt.	Finished work shows minor to moderate misunderstanding of the assignment, and at times fails to fulfill expectations stated in assignment prompt.	Finished work shows dear and obvious misunderstanding of the assignment and frequently fails to fulfill expectations.		
Break it into steps	Student develops a dear, precise, and concise plan to solve the problem, with alternative strategies	Student develops an adequate plan	Student develops a marginal plan.	Student does not develop a coherent plan to solve the problem, or no plan is apparent.		
Recognizes Extraneous Information	All supporting information used is dearly related	Assignment uses information which could be construed as extraneous due to its being weakly integrated.	Focus of assignment is often questionable due to information which is not well integrated.	Frequent information is included in assignment which is dearly extraneous.		

We found that 28 out of the 43 students assessed earned an average score of 3 or higher. The outcome we set for this assessment was a majority of the students showing proficiency. 28 out of 43 is just over 65%, which is definitely a majority of the students that were evaluated.

This is good information and we can use it as a bench mark to show improvement in the future. Next year, we could make “majority” a more specific percentage to show improvement from one year to the next. The other thing that stood out was that the students either were proficient according to this rubric or they really were not proficient. Of those students who got a 3 or higher on this scale, 25 out of 28 got a 4. This shows that for that particular outcome, the students either really knew what they were doing or they really did not. This is something to take into account not only for covering that specific topic, but also in teaching them problem solving, in general.

Chemistry 105:

We decided to use a single representative discussion board post from Winter quarter to assess the CHEM 105 course. The discussion board post that was selected was on Extending the Human Life Span, which included the benefits and challenges from scientific and philosophical perspectives. The purpose of the discussion boards is to get the students to apply the chemistry we learn in class to practical issues that they may or may not be aware of. They are responsible for both a post on the discussion board and a response to a classmate’s post. We assessed the original student post only and not the response. To assess it, we used the following rubric, which focused on the two criteria from the General Education Outcome: Students Will Be Able to Communicate Clearly and Effectively (1): 1) 1.a Clarity of Ideas and 2) 1.c Sound Support of Assertions.

STUDENTS WILL BE ABLE TO COMMUNICATE CLEARLY AND EFFECTIVELY						
Performance	Exemplary	Proficient	Developing	Emerging	Score	Comments
Demonstrates Clarity of Ideas	Introduction, development and conclusion are exceptional. Paragraphing, transitions, and other aspects of structure are clear and appropriate	Introduction, development and conclusion are adequate. Paragraphs/transitions contain no errors in structure. Paragraphs and other aspects of structure develop a single idea and do so thoroughly.	Introduction, development and conclusion need improvement. Paragraph structure/transitions show noticeable problems. Paragraphs/sub-topics have a topic, but wander.	Introduction, development and conclusion are inadequate. Paragraph structure/transitions/sub-topics are hard to follow. Paragraphs/sub-topics have no solid topic		
Shows Sound Support of Assertions	Topic is covered thoroughly, with assertions that are creative and clearly supported. Supporting evidence is clearly related to assertion and carefully explicated.	Topic is covered adequately, with limited attention to the support of assertions. Supporting evidence is marginally connected to assertion and explication seems incomplete.	Topic is not adequately covered, and assertions seem incomplete or obliquely related. Supporting evidence seems disconnected from assertions and is inadequately explicated.	Topic is not covered at all, and assertions are unrelated to topic. NO supporting evidence, or ineffective use of evidence. Little or no explication of examples.		

We found that 12 out of the 19 students assessed earned a 3 or higher. This is just over 63%, which represents a majority of the students that made posts. The outcome we set had no specific number of students achieving this particular benchmark because we just wanted to look at the numbers this year in order to better set goals to assess next year. This was the first year in a number of years that we were able to offer this course and the discussion boards are a new tool that we are utilizing in order to widen the breadth of the General Education outcomes that we can assess in this course.

We can use these results now as a springboard for future assessments. Going through this assessment also highlighted the need for more specific instructions to the students on expectations for posts. These expectations could be tied to these General Education outcomes and will make them more readily assessable next year.

Annual Assessment

Department: Communications

Year: 2013-2014

DEPARTMENT/ COURSE	OUTCOMES (Include related Gen Ed Outcome – If Any)	TOOLS USED TO COLLECT DATA	RESULTS
Communications	<p>85% of the students will achieve a score of 80% or higher on 8 of the 10 basic public speaking skills.</p> <p>Basic Public Speaking Skills:</p> <ol style="list-style-type: none"> 1. Choice of Topic 2. Strong Introduction 3. Organization, Clarity, Transitions 4. Development and support of main points. 5. Adapting material to the audience. 6. Effective use of eye contact. 7. Effective use of body language. 8. Vocal Projection 9. Strong Conclusion 10. Effective use of visual aids. <p>Outcomes 1a and 1c</p>	<p>Speech Evaluation forms from Instructor and peers.</p>	<p>91% (40-44) of the students achieve a score of 80% or higher on 8 of the 10 basic public speaking skills.</p>
Communications	<p>75% of the Students will achieve a score of 87% or higher on one of their three main speeches.</p>	<p>Speech Evaluation forms from Instructor and peers.</p>	<p>84% (37-44) of the students achieved a score of 87% or higher on one of their three main speeches.</p>

Narrative: (What did you do & why? = Outcome; How did you do it? = Tools used to collect data; What did you find? = Results; What now? = Use of Results)

Annual Assessment

Department: Computer Science

Year: 2013-2014

DEPARTMENT/ COURSE	OUTCOMES (Include related Gen Ed Outcome – If Any)	TOOLS USED TO COLLECT DATA	RESULTS
CS 101 Intro to Computer Science	<ol style="list-style-type: none"> 1) At least 76% will succeed at C (2.0) or above (CO) 2) Students write at a college level (SLO) 	<ol style="list-style-type: none"> 1) Institutional Research “Course Success Rates by Division” Annual Report 2) Student written assignments 	<ol style="list-style-type: none"> 1) 79% success 2) Quality of written work graded in all assignments. No result data available
CS 104 Intro to Computer Hardware & CS 105 Intro to Computer Operating Systems (linked courses)	<ol style="list-style-type: none"> 1) At least 76% will succeed at C (2.0) or above 2) Minimum of 10 students successfully pass MTA Operating Systems exam 3) Students will be prepared for additional self-study for CompTIA A+ exam preparation 	<ol style="list-style-type: none"> 1) Institutional Research “Course Success Rates by Division” Annual Report 2) MTA Operating Systems exam results 3) CompTIA exam results 	<ol style="list-style-type: none"> 1) 71% success 2) 13 students passed MTA Operating Systems exam 3) 2 students passed A+ exam

Narrative:

What did you do & why? = Outcome

CS 101: Although the instructor required multiple written assignments and included quality of written work as part of the student’s grades, the assessment criteria was unclear.

CS 104 & CS 105: In Spring quarter the department purchased MTA and A+ practice exams to prepare students for industry certification exams.

How did you do it? = Tools used to collect data

CS 101: No tools used to assess quality of written work.

CS 104 & CS 105: Students can now take unlimited practice exam attempts until they are ready for the certification exam. Students must pass the practice exam before being issued a certification exam voucher.

What did you find? = Results

CS 101: Qualitative observation demonstrated that student written work improved throughout the quarter due to instructor feedback.

CS 104 & CS 105: The practice exams were made available late in spring quarter 2014. 21 students took the CS 104 & CS 105 courses in Fall quarter and 13 students enrolled Spring quarter for a total of 34 students. Because the practice exams weren't available until late spring quarter, only 24 students tested. 13 of the 24 students (54%) successfully passed the MTA Operating Systems certification exam. Two students passed the CompTia A+ exam.

What now? = Use of Results

CS 101: Grading rubrics will be implemented beginning Fall 2015. Quality of written work will be assessed and measured using the rubric. The instructor will compare student written work grades from the beginning to the end of the quarter to determine if writing quality improves.

CS 104 & CS 105: Practice exams have been purchased for the entire 2014-2015 year. Students will have access to practice exams at the beginning of the courses. All students will be required to take practice exams as part of the course instruction. Instructors will use practice test results as an assessment tool to measure student preparation for certification exams.

Annual Assessment

Department: Criminal Justice

Year: 2013-2014

DEPARTMENT/ COURSE	OUTCOMES (Include related Gen Ed Outcome – If Any)	TOOLS USED TO COLLECT DATA	RESULTS
Criminal Justice	75% of students will be able to identify the organizations and agencies making up the Criminal Justice System and how they work together. <i>[4:Gather and interpret information]</i>	Case Study Project and instructor generated exams	97/109 were able to successfully complete the project which shows mastery of the different agencies. Exam scores were lower at around 66% success above 2.0.
Criminal Justice	75%+ of the students will be able to successfully complete the Intensive Case Study on a specific real-life case <i>[(4 b, c, d) Student will be able to gather and interpret information. Specifically they will be able to make comparisons and draw contrasts (4.b.), recognize the points of an issue or claim (4.c.), and access multiple sources of information (4.d.)].</i>	Case Study Project Weekly grades	97/109 were able to successfully complete the project which shows mastery of court documents and application of CJ terminology to an actual court case.

Narrative: (What did you do & why? = Outcome; How did you do it? = Tools used to collect data; What did you find? = Results; What now? = Use of Results)

For the introduction to Criminal Justice course the goal was that **75% of students will be able to identify the organizations and agencies making up the Criminal Justice System and how they work together. *[4:Gather and interpret information]*** It was found that 78% of students were able to correctly identify these groups and their relationships in a series of assignments (exams and project). We think that exam scores are low but know that some students do not fair well on exams and that is why there are other assignments for students to complete. Also, the exams are difficult, intentionally so, so that students are prepared for exams at any level of academic study. We realize this is an introductory course but we also work on study habits during the quarter to help students recognize what techniques are beneficial for them.

A second goal was that **75%+ of the students will be able to successfully complete the Intensive Case Study on a specific real-life case *[(4 b, c, d) Student will be able to gather***

and interpret information. Specifically they will be able to make comparisons and draw contrasts (4.b.), recognize the points of an issue or claim (4.c.), and access multiple sources of information (4.d.)]. The results for this year were that 89% of students were able to do this. The results for the 12-13 school year were slightly lower (85%). Some students consistently fail to complete all assignments which may be why this number is not closer to 100%. We think that perhaps this might be ceiling effects where some students will have difficulties throughout the quarter or just choose to not participate. For the next academic year, the project as well as the course is being completely reorganized and we shall see how students do on the project and course overall. I expect this number to decrease slightly as the revisions make the project more challenging academically.

Annual Assessment

Department: Developmental Studies

Year: 2013-2014

DEPARTMENT/ COURSE	OUTCOMES	TOOLS TO COLLECT DATA	RESULTS
Developmental English 99	70% of students completing English 099 will demonstrate mastery of basic essay writing skills. Learning outcomes 1a, b 3a, b, 4a, b	Portfolio with a pass or pass with reservation score	92% of students who completed the course passed the portfolio
Developmental English 98	80% of students completing English 98 will demonstrate effective basic writing skills at the paragraph level. Learning outcomes 1a, b, c, 3a, b	Instructor generated quizzes, tests, and writing assignments Passing English 98 with a 2.0 or above	80% of all 98 students were successful.
College Success Skills	80% of students completing CSS courses will be able to define and practice skills needed to persist in college. Learning outcomes 1d, e; 3a, b, 4 a, b	Instructor generated quizzes, tests, and assignments. Passing CSS classes with a 2.0 or above.	77% passed
Adult Basic Education	Meet or exceed state average of students achieving a level gain. Meet or exceed the state average of students completing GED or high school diploma. Meet or exceed the state average of students who persist forty-five hours and posttest. Increase instructor awareness and use of Washington Adult Learning Standards	CASAS assessment WABERS state database Use of Learning Standards cadre, in-services, faculty handbook	

Narrative: (What did you do & why? = Outcome; How did you do it? = Tools used to collect data; What did you find? = Results; What now? = Use of Results)

English 99: To measure student mastery of English 99, all students must submit a portfolio of three classes to be evaluated as ready for 101 or not ready for 101. We found that over 90% passed. No change is planned since the system works.

English 98: To measure student mastery, 80% of 98 students will be successful. The success rate was 80%. A sizable cause of unsuccessful students is the result of students dropping out. Still, no change is planned other than efforts to keep students in class.

CSS: To measure student mastery, 80% of students will be successful. The success rate was 77%. Since a large cause of the lower success rate came from students dropping out, instructors will make better use of the AEW system and pac leaders to reach out to students who have stopped coming.

ABE: Program met state requirements. No changes are anticipated.

Annual Assessment

Department: Early Childhood Education

Year: 2013-2014

DEPARTMENT/ COURSE	OUTCOMES (Include related Gen Ed Outcome – If Any)	TOOLS USED TO COLLECT DATA	RESULTS
Early Childhood Education	<p>1.) By 6/30/14, a full-time, tenure-faculty member will be hired in the ECE program. The faculty member will provide instruction and coordination within his/her tenure position (PO)</p>	<p style="text-align: center;">Advertising, recruitment and interviewing qualified candidates.</p>	<p>Current ECE Instructional Designer and Dean decided tenure-faculty position was not in best interest of ECE program and student needs.</p> <p>Decision was to hire ECE Coordinator to provide program coordination, oversight and teaching responsibilities for program.</p> <p>As of 9/1/14 no contract is in place for ECE Coordinator position.</p> <p>Title V grant funding expires on 9/30/14.</p>
	<p>2.) By 6/30/14, 70% of students enrolled in redesigned common courses will receive a 2.0 or higher (CO)</p> <p>Courses include:</p> <ul style="list-style-type: none"> • ECED& 105 • ECED& 107 • ECED& 132 • ECED& 139 • ECED& 160 • ECED& 170 • ECED& 180 • ECED& 190 • EDUC& 130 • EDUC& 150 	<p style="text-align: center;">Grades from all ECED/EDUC courses.</p>	<p>8 out of 10 redesigned common courses had at least 70% success rates of 2.0 or higher.</p> <p>Courses with less than 70% success rates included ECED& 132 and EDUC& 130.</p>

DEPARTMENT/ COURSE	OUTCOMES (Include related Gen Ed Outcome – If Any)	TOOLS USED TO COLLECT DATA	RESULTS
	3.) By 6/30/14, 80% of the students enrolled in practicum experiences will serve children and families in a professional manner and participate in the community as a representative of early care and education (SLO)	Cooperating Teacher and Instructor Evaluations from ECED& 120 and EDUC 190	Based on evaluations from Cooperating Teachers who mentored students enrolled in ECED& 120 and EDUC 190, 100% of students demonstrated professionalism while out in the field.

Narrative: (What did you do & why? = Outcome; How did you do it? = Tools used to collect data; What did you find? = Results; What now? = Use of Results)

1.) As of 9/9/14, the ECE Instructional Designer has not received confirmation from the Dean of Education in regards to the status of the ECE Coordinator position. No contract has been issued either. Title V grant funding ends in three weeks. After 9/30, the current ECE Instructional Designer will be unemployed.

2.) Identified two courses as having low success rates. Discussed plan with instructor to offer courses as hybrid to provide students with some face-to-face instruction and support.

3.) ECE Instructional Designer requested feedback from Cooperating Teachers on evaluation forms for ECED& 120 and EDUC 190. Based on feedback, teachers felt the evaluation tool was effective and did not require any additional modification to the professionalism component.

Annual Assessment

Department: English

Year: 2013-2014

DEPARTMENT/ COURSE	OUTCOMES	TOOLS TO COLLECT DATA	RESULTS
English 101	More than 50% of student essays will show a score of “proficient” or higher in three performance areas when judged according to the Gen Ed “communication” rubric.	Essays Collected from every instructor who teaches 101, evaluated by all full-time English faculty	Fail
English 102	More than 75% of student essays will show a score of “proficient” or higher in all performance areas when judged according to the Gen Ed “communication” rubric.	Essays Collected from every instructor who teaches 102, evaluated by all full-time English faculty	Fail
Online English Courses	Continue to assess effectiveness of online courses as compared to on-site courses	Compare essays generated in essays from online classes with essays from on-site classes	Completed
Adjunct-Taught English Courses	Continue to assess effectiveness of adjunct-taught courses as compared to courses taught by full-time instructors	Contrast adjunct-generated essays with full-time-instructor-generated essays.	Completed

English Department Assessment Narrative

In 2013-2014 the English Department continued to implement assessment of English 101 and 102. We further integrated the assessment of adjunct instructors, including some who were overlooked in previous years due to their teaching in non-traditional classrooms.

This year, instructors were told in advance of the standards for the test, since the rubrics used reflect standards that are established both in the MCOs for these classes and in the General Education standards for written communication. We used a random sampling of four essays from one section of each composition class (101, and 102) taught by each full- and part-time instructor. This year response was good, and we achieved 90% compliance, which is an excellent result.

In previous years, we have tabulated the data and looked for any data which showed weaknesses in the English Department in general. This year, all four members of the full-time faculty assessed all of the essays and submitted their results. While it would be possible to

tabulate the results, consensus is that there is no way that we can achieve our stated goals in any of the areas being tested due to a variety of factors. These include, but are not limited to:

Essays written on topics which are not well suited to the style of writing being assessed

Essays which do not contain an arguable thesis and are simply reports (collection of information) on a given topic.

Essays with blocks of plagiarized material or “plagiaphrasing”

Essays which are below the mandatory minimum length requirement as stated in the MCO

Essays on topics which are in no way appropriate for the subject matter of the class (e.g. essays on marijuana legalization in ENGL 102)

Essays which fail to use the proper citation format

Our conclusion was that it is impossible to assess the effectiveness of the teaching style of the department as a whole when it appears that there is little consensus as to what a strong essay looks like, or even what makes up proper citation style.

Another conclusion we have drawn is that we lack the time, focus, and resources to address all courses at the same time, so our assessment tasks for the next year will focus entirely on ENGL& 101.

Our planned course of action is to mentor adjunct instructors, instructing them on the desired outcomes for the course and the types of techniques which are proven effective.

Strategies include:

- 1) “Norming” sessions in which all instructors assess a given portfolio of essays.
- 2) Workshops in which these essays are discussed
- 3) Workshops on topics, techniques, and classroom strategies

We will continue to collect essays from each class for assessment by the full-time faculty, and we expect that the continued mentoring of the adjunct faculty will result in essays which meet the standards we are assessing

Annual Assessment

Department: Foreign Language

Year: 2013-2014

DEPARTMENT /COURSE	OUTCOMES	TOOLS USED TO COLLECT DATA	RESULTS
Foreign Language	75% of Spanish 122 students will demonstrate the ability to translate a section of a 1 st year Spanish novel by scoring 75% or higher on a translation exam.	Instructor generated final exam translation requirement.	92.8% of SPAN 122 students scored 75% or higher on the translation assignment from a 1 st year Spanish novel. These results exceed the outcome goal of 75% students succeeding at 75% or higher and demonstrates that students are recognizing the target language and are able to translate the target language effectively.
Foreign Language	75% of Spanish 121 and students will demonstrate the ability to write a composition of at least 100 words in the target language upon completion of Spanish 121. Gen Ed Outcome 1a, 1b	Instructor generated final exam.	SPAN 121 students were given the assignment to write a 175+ word composition in Spanish. 100% of the students who attempted this assignment achieved the goal of writing this length of unique composition in a comprehensible manner. These results exceed the outcome goal of 75% of students demonstrating the ability to write this length of composition by the end of Spanish 121.
Foreign Language	Students in Spanish 121, Spanish 122 and Spanish 123 will demonstrate recognition of cultural differences between the English-speaking world and the Spanish-speaking world as well as the cultural diversity within the Spanish-speaking world. 70% of students will achieve a 75% or higher on "culture quizzes." Gen Ed Outcome 5	Instructor generated assessments based on cultural points as presented in the required text "The Hispanic Way." *changes made to weight of Cultural Knowledge component in final grade computation; reinforcement of importance of cultural knowledge for all students.	86% of SPAN 123 students scored 75% or higher on a Culture Quiz designed from their assigned cultural readings. 60% of SPAN 122 students scored 75% or higher on a Culture Quiz designed from their assigned cultural readings. 70% of SPAN 121 students scored 75% or higher on a Cultural Quiz designed from their assigned cultural readings. The outcome goal was met in only one of the sections.
Foreign Language	Spanish 121 students will demonstrate	Instructor generated	All SPAN 121 students correctly identified the past tense

	recognition of the past tense conjugations of -ar, -er and -ir verbs.	grammar quiz.	conjugations of -er, -ar and -ir verbs at a level of 50% or higher on this assessment.
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Annual Assessment

Department: History

Year: 2013-2014

DEPARTMENT/ COURSE	OUTCOMES (Include related Gen Ed Outcome – If Any)	TOOLS USED TO COLLECT DATA	RESULTS
History	75% of students will be able to define significant terms and identify the major people in American History from 1500 – 1865. [4:Gather and interpret information]	Exam scores. Instructor-generated exams	81.7% average exam scores 85% of students achieved 70% or higher on exams. GOAL MET.

Narrative: (What did you do & why? = Outcome; How did you do it? = Tools used to collect data; What did you find? = Results; What now? = Use of Results)

Classes employed an AVID technique of practice quizzes and textbook mining to prepare students for exams. Students could take the open-book practice quizzes as often as they wished to prepare for the exams. These practice quizzes generated random questions from large test banks—some of which were also used on the exams. Students generally perform better using this method of study than by reading the chapter without the practice quizzes, resulting in both higher overall exam scores and course scores. This method of study and examination will continue.

Annual Assessment

Department: Industrial Systems Technology

Year: 2013-2014

DEPARTMENT/ COURSE	OUTCOMES (Include related Gen Ed Outcome – If Any)	TOOLS USED TO COLLECT DATA	RESULTS
IST	IST Students earning Certificates and/or degrees will attain employment (PO)	Estimated Employment rates as published by SBCTC data.	Indicators show IST graduates enjoy a favorable employment climate and a high percentage employment rate.
IST	Beginning IST program Students will be retained, earning diplomas or certification (PO)	Data collected and compiled by the Institutional Research Dept.	IST has had a high degree of completers on a course by course basis and program wide. The IST program has favorable graduation rate

Narrative: (What did you do & why? = Outcome; How did you do it? = Tools used to collect data; What did you find? = Results; What now? = Use of Results)

The ultimate goals of the IST program are our students will find their experience at BBCC and the Industrial Systems Technology program to be a fruitful one. We may gage the importance to students of our instruction by polling with the simple inquiry; would you recommend this experience to others as a pathway to success? Whether students are not inclined to give favorable results, or are mediocre, or are ecstatic all indicate how/if students find value in their time and resources expended here. How students perceive BBCC and the IST program directly determines the health of our program.

IST instruction centers around overall job related competency and background. We must determine if students acquire the needed knowledge and proficiency to safely apply maintenance/electrical procedures in an industrial atmosphere. One of the best indicators the program is successful in this arena is by the feedback and experience of their employers. On a local note, we (instructors) must determine from testing and lab exercises if individuals acquire/possess the aptitude to efficiently perform in a work environment.

Recent indicators suggest we have a balanced approach that is working while producing positive results. Feedback from surveys, focus groups, student questionnaires and assessable data continue to indicate program health. We are seeing positive outcomes and believe we are providing maximum benefit for our students and community, but we must be mindful of the quality of our program and make every effort to provide value to all our stakeholders.

Annual Assessment

Department: Math

Year: 2013-2014

DEPARTMENT/ COURSE	OUTCOMES (Include related Gen Ed Outcome – If Any)	TOOLS USED TO COLLECT DATA	RESULTS
Math 96	75% of students will earn a passing grade. <i>[(2a) Interpret information in graph form.]</i>	Emporium model gradebook.	71% of students earned a P grade or at least a 2.0 grade.
Math 146	75% of students will earn a P grade or at least a 2.0 grade. <i>[(2b) Understand and use statistical information.]</i>	Final grades.	69% of students earned a P grade or at least a 2.0 grade.
Math 141	75% of students will earn a P grade or at least a 2.0 grade. <i>[(2d) Work with numerical and algebraic relationships.]</i>	Final grades.	62% of students earned a P grade or at least a 2.0 grade.

Fall 2014 marked the beginning of the math department's streamlined two-quarter pre-calculus sequence, using our in-house textbook. Over the past academic year, the two classes—Math &141 and Math &142—had a collective success rate of 65.7%, an improvement over the previous year's success rate of 61.4%. We spent some time over the past year revising the in-house text, with the next edition set for printing and sale in January 2015. We will review the results over the next year and continue to revise the text and the class as needed.

The department also convened over the last summer to rearrange our Math 95 and Math 99 classes. We reorganized them into two new classes, now titled Math 98 and Math 99. Completing Math 98 will enable students to take Math &107 or Math &146, while completing both Math 98 and Math 99 will enable students to take Math &141 and Math &147. This rearrangement should make it easier for non-science students to take college-level math classes. To aid the transition, we will offer a 2-credit online class in the Winter 2015 quarter. The department will investigate over the next year to see if this change increases college-level math enrollment and improves student success rates.

Annual Assessment

Department: Medical Assistant

Year: 2013-2014

DEPARTMENT/ COURSE	OUTCOMES (Include related Gen Ed Outcome – If Any)	TOOLS USED TO COLLECT DATA	RESULTS
Medical Assistant	75 percent of Medical Assistant Students will be employed in the Medical Assistant field six months of completion of their certificate. (PO)	We will conduct a follow up survey six months after the completion of the Medical Assistant Certificate.	Results unavailable
Medical Assistant	85% of students of MA specific classes will successfully complete at a 2.0 or better (CO)	Success rate of all MA courses per IR&P	<ul style="list-style-type: none"> • 82% overall success rate
Medical Assistant	90% of students will complete the 198 extern hours at 3 or above on the skill check-offs (SLO)	Completion paperwork from the preceptor	<ul style="list-style-type: none"> • 82% successfully completed externship as of September 2014. • 5 students pending
Medical Assistant	85% of MA students entering MA 112 will complete their certificate requirements within 9 months. (PO)	Transcript review.	<ul style="list-style-type: none"> • 71% completed in 9 month time frame • (10% scheduled to complete in 11 month time frame) • 14% unsuccessful • Remaining student pending for medical reasons

Narrative: Due to Medical Assistant Program Coordinator transition mid-year, some results are unavailable. The new coordinator was still getting a feel for the program and couldn't provide a narrative on the above results.

Annual Assessment

Department: Nursing

Year: 2013-2014

DEPARTMENT/ COURSE	OUTCOMES (Include related Gen Ed Outcome – If Any)	TOOLS USED TO COLLECT DATA	RESULTS
Nursing – 1	75% of students beginning the nursing program will complete within 3 years (PO)	IR&P to compile data	Cohort 11-13 62.5% completed within 3 years Cohort 12-14 80% (with one student in cohort 14-16)
Nursing – 2	85% of Nursing graduates will pass the NCLEX on the first attempt. (above the national mean) (PO)	Nursing Department Collection	100% passed the NCLEX on the first attempt
Nursing – 3	Graduates will rate the program above 4.0 (on a 5 point scale) six months after graduation. (PO)	Nursing Graduate Survey	100% of respondents rated the program at a 5.0 (25% survey response rate)
Nursing – 4	Graduates will rate their competency as beginning practitioners above 4.0 (on a 5 point scale), six months after graduation. (SLO)	Nursing Graduate Survey	Respondents rated their competency at 4.7 (25% response rate)
Nursing – 5	Employers will rate the graduates' competency as beginning practitioners above 4.0 (on a 5 point scale), six months after graduation. (SLO)	Nursing Employer Survey	Employers rated graduates' competency at 4.31 (58% response rate)
Nursing – 6	90% of graduates who seek employment will be hired in health care within the first 6 months. (PO)	Nursing Department Collection	100% of graduates report employment within 6 months

DEPARTMENT/ COURSE	OUTCOMES (Include related Gen Ed Outcome – If Any)	TOOLS USED TO COLLECT DATA	RESULTS
Nursing – 7 (Learning outcome)	100% of students will receive a 3.5 or better (5 point scale) from both their mentor and their instructor in NUR 231 (core concept evaluation (SLO))	Nursing Department Collection	100% of students reached benchmark (3.97-5.0) average 4.73.

Narrative: (What did you do & why? = Outcome; How did you do it? = Tools used to collect data; What did you find? = Results; What now? = Use of Results)

Level I theory classes: initiated the “flipped model” quarter by quarter; learning outcomes better identified through Canvas data collection. Need to continue to develop use of learning outcome data; flipped model to continue in Level I and advance to Level II. Theory classes across the curriculum: increased use of active strategies.

JE: Use of classroom whiteboards to brainstorm on concepts; more focused questioning of students (in all settings) to assess knowledge or deficits to direct further teaching; classroom small group case studies, allowing for faculty assessment of student learning from their dialogue. Student developed presentations (PowerPoint and others) to actively engage students in teaching/learning process. Use of concept maps in clinical environment to improve critical thinking processes. Plan to continue these strategies.

MGA: flipped instruction with Level I students; students generally came better prepared for class in order to apply knowledge to critical thinking scenarios. This allowed time to reinforce concepts rather than introduce them in class. Other strategies used – on the spot short scenarios for critical thinking and clinical decision making; audience response system utilized for NCLEX style questions, increasing the students’ competence with these questions; calling on students to summarize most important points for topic of week. This reinforced the material and helped retention, while keeping the students more engaged in the classroom.

JB: what I did was **philosophical chairs**. It went exceptionally well, students had to listen, interpret, clarify, and articulate ideas efficiently. prior to doing the process they were allowed 20 minutes to research the topic area and then each student had to participate prior to contributing a second time. **what did the students gain: The students learned to articulate the facts on the particular topic area concisely and effectively to ensure clarity with their viewpoint and to educate the patient on the pro's and/or con's of the topic procedure. The students gained insight into the topic area, how to re-state the opposing sides view and be considerate in the discussion/debate process.**

how was it effective: I believe it was very effective as the students remained very engaged throughout the process and also after the class had ended continuing discussion in their own time.

what will you do with it in the future: I intend to try to incorporate it more throughout the 2 year program to enable the students to learn communication skills necessary in our diverse healthcare community. I believe it will enable them to be better advocates for our patients and further develop their communication skills with a calm, educated, rationale voice.

Annual Assessment

Department: Philosophy

Year: 2013-2014

DEPARTMENT/ COURSE	OUTCOMES (Include related Gen Ed Outcome – If Any)	TOOLS USED TO COLLECT DATA	RESULTS
Philosophy	Assessment 2a: interpret information in graph form. Hypothesis: the majority of my students will successfully use truth tables to determine whether an argument is valid or invalid.	Exam 4 on Truth Tables in PHIL&120 Symbolic Logic: 75 out of 100 points considered successful	Spring 2014 Exam 4 results: 28 out of 32 successful = 87.5% success.

Narrative: (What did you do & why? = Outcome; How did you do it? = Tools used to collect data; What did you find? = Results; What now? = Use of Results)

Annual Assessment

Department: Physics

Year: 2013-2014

DEPARTMENT/ COURSE	OUTCOMES (Include related Gen Ed Outcome – If Any)	TOOLS USED TO COLLECT DATA	RESULTS
Engineering Physics (PHYS& 221)	Class as a whole will match the nationwide average for gains on the Force Concept Inventory. Allows for comparison of BBCC students against other physics students in the U.S.	Pre- & post testing using the Force Concept Inventory, a test widely used in the physics community in the U.S. and some foreign countries.	The class in the 2012-2013 school year averaged 35% gains on this test, gains which are very good for this test, and compare well with the nationwide averages.
General Physics (PHYS& 114)	Class as a whole will match the nationwide average for gains on the Force Concept Inventory. Allows for comparison of BBCC students against other physics students in the U.S.	Same as for Engineering Physics (see above).	Because the Force Concept Inventory is non-mathematical, I decided to try it out in the General Physics course. Scores and gains in this class were much lower than in the Engineering Physics class; normalized gains (the amount gained out of the amount possible) were only 17% for this class.
Physics for Non-Science Majors (PHYS& 110)	75% of students will demonstrate the ability to graph experimental data correctly, determine the slope of a graph of experimental data, and make predictions based on that graph. 75% of students will demonstrate the ability to correctly convert from one type of unit to another. Gen Ed Outcome 2a	Laboratory Final given in the ninth week of winter quarter.	For the graphing part of the objective, 94% of the students were able to graph experimental data correctly; 76% were able to correctly determine the slope, but only 59% were able to answer a question about making predictions based on the result of the graph.

Narrative: (What did you do & why? = Outcome; How did you do it? = Tools used to collect data; What did you find? = Results; What now? = Use of Results)

1. In Engineering Physics I use a test called the Force Concept Inventory. I give this as a pre-test on the first day of class in the fall and give it again as a post-test. Most schools give the post-test at or near the end of the fall term, but I usually forget to give it until Winter Quarter (or even Spring Quarter). This year I gave it early in Winter Quarter.

I use this test because it is used nationwide by schools engaged in assessment of their physics courses.

From past performances of my classes, I expect them to do better than the nationwide average of 13% gains from the pre-test to the post-test. The class in the 2012-2013 school year averaged 35% gains on this test, gains which are very good for this test, and compare well with the nationwide averages. This is a bit lower than the gains I have had in the past, but still very good. The 2012-2013 class was the largest class I have ever had (50% larger than my previous largest class), and I was happy to see that they still learned well.

2. Because the Force Concept Inventory is non-mathematical, I decided to try it out in the General Physics course. Scores and gains in this class were much lower than in the Engineering Physics class; normalized gains (the amount gained out of the amount possible) were only 17% for this class. The data I have for other schools doesn't include this particular class, but the fact that the gains are so low (while still higher than the national average for Engineering Physics) tells me I need to make some changes in this year's course. I am already revising the homework to have more conceptual questions and more structured assignments. (2013-2014 was the first year I had taught this course, so it was very much an experiment.)

3. For the graphing part of the objective, 94% of the students were able to graph experimental data correctly; 76% were able to correctly determine the slope, but only 59% were able to answer a question about making predictions based on the result of the graph. This last task is more difficult, but I still want students to be able to do it; I am rewriting of the questions in my laboratories to see if I can help the students learn this skill.

I am still having difficulty convincing students to learn unit conversion techniques. About 50% of students can correctly do single-step conversions and multiple-step conversions with no squared or cubed factors, but only about 24% can correctly do conversions involving squared or cubed factors. The decline isn't surprising, but I want to do better. I've recorded more videos on unit conversion, and will work on ways to make sure the students watch them.

Annual Assessment

Department: Political Science

Year: 2013-2014

DEPARTMENT/ COURSE	OUTCOMES (Include related Gen Ed Outcome – If Any)	TOOLS USED TO COLLECT DATA	RESULTS
POLS& 202 (Waites)	Seeking to learn whether students perform better in an online, lecture based class experience, or an emporium-based on-ground class.	Overall course grades to demonstrate overall results; exam grades to determine whether the emporium model is more effective than the traditional model for learning the basic course materials.	Online Course Overall Grades = 71.75% Ground Emporium Overall Grades = 90.6% Online Exam Grades = 77.5 Ground Exam Grades = 95.8
POLS& 202 (Riley)	Seeking to learn whether students perform better with weekly quizzes or the traditional midterm & final exam format of examination Gen Ed Outcome 4	Overall course grades to demonstrate overall results; exams and quizzes to equal the same number of points in the students' overall grades.	Spring = 82% average w/practice quizzes Fall = 74% average w/o practice quizzes SU = 68% w/quizzes only (taken 2x).

Narrative: (What did you do & why? = Outcome; How did you do it? = Tools used to collect data; What did you find? = Results; What now? = Use of Results)

Riley: In the summer, students were given only weekly quizzes to evaluate their understanding of the course materials. Each student was allowed to take the quizzes twice and the use of the textbook was allowed. Quizzes were timed for 20 minutes each. Although students routinely say they prefer weekly quizzes over exams, results of this method of evaluation were appalling. Only 68% of students were able to pass the class with this method of assessment. In the fall quarter, three exams covering the same information were introduced. No quizzes were given and students were not given practice quizzes. The exams were, however, open book with a timer set for 90 minutes

per exam. Student course performance rose to acceptable levels at 74% average course grade. As part of an AVID study in the spring, practice quizzes were introduced. Students could take the practice quizzes as many times as they wished with their books and no timer. No grades were attached to the quizzes and students were encouraged to mine the text when taking these quizzes. The exams were the same as seen in the fall quarter with the same time per exam. Again scores rose, this time to 82% average. As a result, the course will continue to employ the practice quiz method of test-prep with the exam timed for 90 minutes.

Note: in the regular end-of-quarter student self-assessment discussion held with the class, students suggested the practice quizzes should be scored to further encourage students to use them when studying for the exams. This is a possibility for the coming academic year.

Annual Assessment

Department: Psychology

Year: 2013-2014

DEPARTMENT/ COURSE	OUTCOMES (Include related Gen Ed Outcome – If Any)	TOOLS USED TO COLLECT DATA	RESULTS
Psychology	There will be no difference in exam scores and final grades between students who had open-note, open-book (ON-OB) exams and students who had closed-note closed-book exams (CN-CB), facilitated in Canvas. <i>[3c, e. Students will be able to solve problems combining and applying knowledge from multiple sources.]</i>	Instructor-Generated Exams	The results showed for a full academic year that the exam average was 77% using the ON-OB method.
Psychology	Students who complete a more intensive assignment regarding the topics of research methods and learning theory will perform better on exams than students who do not. <i>[3a-d Students will be able to solve problems combining and applying knowledge from multiple sources.& 4a-b:Gather and interpret information]</i>	Instructor-generated projects and exam scores	The results showed no difference on average exams scores between the students who did the project (84%) and students who did not (82%).

Narrative: (What did you do & why? = Outcome; How did you do it? = Tools used to collect data; What did you find? = Results; What now? = Use of Results)

The first goal for Psychology was that **there will be no difference in exam scores and final grades between students who had open-note, open-book (ON-OB) exams and students who had closed-note closed-book exams (CN-CB), facilitated in Canvas.** [3. *Students will be able to solve problems combining and applying knowledge from multiple sources.*] It turned out that the average exam score across 4 classes for an academic year using this method was 77%. This assessment was redone from the previous year because data on only one quarter using the ON-OB method was available and I didn't want there to be any outlier effects from that quarter. While exam scores are slightly higher than the previous CN-CB average of 73%, the overall average exam scores still continue to hover around 75%, which is the goal of the instructor.

The second goal was that **students who complete a more intensive assignment regarding the topics of research methods and learning theory will perform better on exams than students who do not.** [3. *Students will be able to solve problems combining and applying knowledge from multiple sources.* & 4: *Gather and interpret information*] In this case the instructor was approached to be part of a national project where they were trying to assess the utility of a collection of assignments in promoting learning about difficult concepts in PSYC 100 courses. The instructor wanted to find a new method to reinforcing the concepts of research methods and learning theory because they are very difficult for students. Students in one class simply completed the normal lecture, practice quiz, and 2 paper reinforcing assignments. Their average exam score was 82% (sd= 6.69) for the specific related questions. The other class completed the lecture, the practice quiz, 1 of the same papers reinforcing research methods, and a new second paper that combined a discussion of learning theory with a review of research methods. A whole day was spent in class going over examples and all students understood and did well on the paper. However, when it came to the test questions related to the topic, their average on those questions was only 84% (sd = 5.47). With the variation from these two averages, it shows the scores are not really different based on the method used. Since the new project was a lot more work for the instructor and the students. We have decided to just keep the old project until we can think of something new.

Annual Assessment

Department: Religious Studies

Year: 2013-2014

DEPARTMENT/ COURSE	OUTCOMES (Include related Gen Ed Outcome – If Any)	TOOLS USED TO COLLECT DATA	RESULTS
Religious Studies	Assessment 5c: define and articulate meaningful aspects of global cultures using appropriate vocabulary and examples. Hypothesis: the majority of my students will adequately define key terms and discuss important issues in Ancient Religions, Islam, Christianity which demonstrates their understanding of global culture.	Exam in REL 201 World Religions on key terms in Ancient Religions, Islam, and Christianity: 75 out of 100 points considered successful	Spring 2014 results: 97% successful on Ancient Religions exam (Hesiod and Pantheon); 87% successful on Islam exam; and 83% successful on Christianity exam (Catholicism)

Narrative: (What did you do & why? = Outcome; How did you do it? = Tools used to collect data; What did you find? = Results; What now? = Use of Results)

Annual Assessment

Department: Sociology

Year: 2013-2014

DEPARTMENT/ COURSE	OUTCOMES (Include related Gen Ed Outcome – If Any)	TOOLS USED TO COLLECT DATA	RESULTS
Sociology	Students will improve study skills as reflected in exam scores after completing the AVID – based skill lesson	AVID-based skill lesson developed by Social Science Faculty and implemented in their courses	No Results

Narrative: (What did you do & why? = Outcome; How did you do it? = Tools used to collect data; What did you find? = Results; What now? = Use of Results)

I did not use AVID Strategies as I thought I would. After I further considered the AVID strategies, I figured I was already using such strategies. I don't think as a faculty we were completely convinced that AVID strategies were any better than strategies I was already using. Students are engaged in my class by evidenced by active student conversations, written work that focuses on both analytical thinking and creative thought while always bringing in students life experiences to assist in interpreting the content of our text books.

Annual Assessment

Department: Welding

Year: 2013-2014

DEPARTMENT/ COURSE	OUTCOMES (Include related Gen Ed Outcome – If Any)	TOOLS USED TO COLLECT DATA	RESULTS
Welding	75% of Welding students who earned certificates or degrees or students with 45 credits or more with at least a 2.0 G.P.A. will be employed. (PO)	Estimated employment rates SBCTC data 2011-12 obtained in January 2014	Need results from Valerie.
Welding	75% of the students who elected to take WABO certification passed (SLO)	Washington Association of Building Officials Certification Data	75% of students attempting the WABO certification test were successful. Continue to use training methods.

Narrative: (What did you do & why? = Outcome; How did you do it? = Tools used to collect data; What did you find? = Results; What now? = Use of Results)

We tested the students who chose to attempt the WABO certification test. Of those attempting, 75% were capable of satisfying the requirements. This indicates we have met the stated goal, and we will continue training in this manner.