

**Program Level Assessment Reports
2017-18**

Department: Accounting;#1

Date Created: 9/29/2018

Date Modified: 9/29/2018

Program Outcome: ACCT - 2. Communicate the cumulative effect of business transactions by preparing basic financial statements.

Gen Ed covered: 5

Course(s) Assessed: ACCT105 & ACCT&201

Outcome you are measuring: Assessed students ability to prepare a basic financial statement (Income Statement), upon entering and upon exiting classes.

Results of your assessment:

Administered Pre- and Post-tests on Financial Statement preparation at a level appropriate for the course(s). Also used an initial general questionnaire on prior accounting experience/knowledge, coupled with an end-of-quarter test on Financial Statement preparation.

Approximately 0 to 13% of the students in the 5 classes assessed were able to identify the correct Net Income for the Pre-test (or acknowledged they had prior experience/knowledge of accounting).

Approximately 43 to 86% of students in teh 5 classes assessed were able to identify the correct Net Income for the Post-test (or the end-of-quarter test).

Narrative: We want a better success rate on the Post-test than what we received in this first year of assessing this outcome. We would think that a 65% rate would be a great target for success on the Post-test.

Changes will be summarized below.

Changes to Course:

Changes to program: Going forward we plan to use a uniform Pre- and Post-test for all accounting classes that will assessed for this outcome. The results are difficult to interpret because of our use of an inconsistent test device that changed from Fall to Winter/Spring quarters, as well as not having all classes we assessed using the same exact Pre- and Post-test.

Supplemental instructional materials have been written by faculty regarding how to prepare Financial Statements and this handout will be used by faculty in the future.

Changes to College: We submitted and received funds in our 18-19 budget request to purchase paper-bound texts to have available in the classrooms in which we teach these classes (and one copy for the BBCC library) for students to use to help with their in-class and out-of-class learning.

Department: Philosophy;#45

Date Created:9/29/2018

Date Modified:9/29/2018

Program Outcome:

Gen Ed covered: 2

Course(s) Assessed: PHIL& 120 Symbolic Logic

Outcome you are measuring: The PHIL& 120 Symbolic Logic ground course has been a success for many years. A majority of the face-to-face students learn how to do symbolic logic in categorical syllogism and with logic proofs in sentential and predicate logic. These were the agreed upon areas of study articulated by PLATO-WA: an organization of Symbolic Logic instructors in Washington of which I have been a member since their founding. However, this success has not carried over into the online format. A majority of the online are not successful in doing symbolic logic -- especially with logic proofs in sentential and predicate logic. And so something must be done.

Results of your assessment:

Exams on logic proofs in sentential logic and predicate logic.

Narrative: Fall 2018 is the first quarter in which my Panopto lectures have closed captioning. I will monitor changes. A bigger change would be to adopt a new online logic system from my PLATO-WA colleague Paul Herrick from Shoreline Community College using his text "Introduction to Logic" published by Oxford University Press. I will be examining this content and will consider changing the course for the Winter 2019 quarter. The majority of logic instructors in Washington are on the west side of the state. Traveling to PLATO-WA conferences is an important part of maintaining a successful philosophy department.

Changes to Course:

Changes to program: The MCO for PHIL& 120 Symbolic Logic should have Gen Ed outcome 2 "Students should reason mathematically" rather than Gen Ed 3 "Students will be able to solve problems by gathering, interpreting, combining and/or applying information from multiple sources." PHIL& 120 is more like MATH& 107 Math in Society than other Humanities courses and the MCO should reflect that.

Changes to College: Please continue to fund faculty travel to meetings and conferences.

Department: Counseling;#19

Date Created:9/28/2018

Date Modified:9/28/2018

Program Outcome:

Gen Ed covered: 1

Course(s) Assessed: Advising Syllabus

Outcome you are measuring: During winter quarter 2018, BBCC counselors conducted an advising survey via Canvas. While 400 responses were received, the counselors saw the need for more in-depth information to help guide advising practices facilitated through the Counseling Center. The counselors conducted two focus groups during spring quarter 2018 addressing BBCC's academic advising efforts. Twelve students participated in the focus groups (6 in each session). Students were invited to participate in a focus group based on the number of credits earned (students with less than forty-five credits earned and students with more than forty-five credits earned). Counselors carry a large advising load; therefore, it was necessary to continue collecting data to better inform advising practices.

Results of your assessment:

Student focus groups were held on the BBCC campus and facilitated by BBCC counselors. Eight questions were developed for each session and additional questions were asked as follow-up. Students were provided a light lunch (pizza and water) funded by the Big Bend Community College Foundation.

Focus group results included the following three areas of concentration: Degree planning, communication, and desire to plan for academic success.

Degree PlanningStudents expressed value in using Degree Audit with their advisor. Students felt that using Degree Audit helped them understand what courses they needed to complete in future quarters. Students expressed value in developing an academic plan for the entire year and in some cases a plan for completion of their two-year degree. Students indicated that taking the College Success Skills course and having counselor involvement in these courses was very helpful.

CommunicationStudents expressed needing better college communication. Students felt it would be helpful if advisors initiated communication with them regarding how to schedule an appointment, and explain how their advisor can assist them while attending BBCC. Students indicated wanting to know the benefits of seeking advising. Students expressed frustration when emailing their advisor if they did not receive a response from their advisor. Students expressed frustration with not being able to locate their advisor, not knowing their advisors office hours, or advisor office hours were not at a convenient time for the student. Students suggested the college use alternative methods of communication (Canvas, social media, Remind) for dissemination of important information. Students expressed benefits of using their BBCC email.

Desire to plan for academic successStudents expressed a need for understanding their "next steps" after BBCC. Students who received prior advising understood the importance of advising and that building rapport with their advisor is beneficial to their academic success. Students indicated information received regarding advising, degree planning, and the registration process assisted them in taking responsibility for their college success.

Other comments noted:While students did not express a frustration or inconvenience with the mandatory advising requirement, they did indicate it would be helpful to know why advising is mandatory and how advising is helpful. Additionally, students expressed the importance of advising taking place in an environment where they were comfortable, felt welcomed and understood, and that the advisor had an understanding of their commitments outside of BBCC.

Narrative: After careful review of the results from the advising survey (winter quarter) and the spring quarter focus groups the counselors are piloting the use of Remind to provide text alerts to Running Start students who opt to participate. Students were invited to sign-up for Remind when admitted to BBCC as this is now included in the acceptance letter for Running Start students. Running Start students who attended the Meet Advisor/Instructors session at Fall Viking Orientation were also encouraged to sign-up for the texts alert. An announcement is posted on Canvas encouraging Running Start students to sign-up for Remind. Currently 120 students have opted to receive Remind text alerts.

Counselors have also begun to integrate the use of the Student Success Checklist when advising new students. The Student Success Checklist provides students with important dates, events and tasks that should be completed to foster academic success at BBCC. Students who attend New Student Registration are provided the Student Advising Information sheet which orients them on how to contact their advisor, and prepare for their advising appointment. Counselors refer students to this document during various campus workshop and advising sessions.

The counselors are interested in developing materials to educate/inform students as to why advising is important to their academic success. Materials developed would be used at New Student Registration and Viking Orientation, College Success Skills courses, and other venues for promoting student success. Counselors will contact BBCC's office of Communications for assistance with this project.

At this time, currently enrolled students are assigned a BBCC email, however students are permitted to use their personal e-mail or a different account(s). BBCC should establish BBCC e-mail as the official means of communication within the college. If BBCC has a policy, it should be enforced. If BBCC does not have an electronic communication (e-mail) policy, one should be established. Communication from BBCC should only go to a student's BBCC account. Students would need to be informed of this policy and would be expected to check their student account regularly. Consistent standards of college communication to students is important and reduces the risk of information being sent to an e-mail address that does not go directly to the student, hence reducing liability for the college. Additionally, the college may consider a campus wide communication policy that includes an official means of BBCC communication and communication standards/policies for use of social media. BBCC counselors are seeking alternative means of communication for providing timely information to students. Improving the communication process/policy is important as the college improves student success initiatives.

Changes to Course:

Changes to program: Please see question above.

Changes to College: Please see question above.

Department: Biology;#10

Date Created:9/28/2018

Date Modified:9/28/2018

Program Outcome:

Gen Ed covered: 5

Course(s) Assessed: BIOL&100, BIOL&211, BIOL&260, BIOL&241

Outcome you are measuring: As a department, we have chosen to evaluate the effect of our current lab configurations in 3 important areas: student safety, ability to work as teams, and equal student access to materials and supplies. Our lab benches are now linear and seat four students. There are 6 benches per lab, arranged as 3 rows of 2 benches each, all facing the front of the room. We have assessed the effects of these lab benches in each of our classes as follows:

Results of your assessment:

We filled out a data table for each lab (i.e. Lab 1, Lab 2, etc.) in each class (BIOL&100, BIOL&211, BIOL&260, BIOL&241) concerning the following topics student safety, ability to work as teams, and equal student access to materials and supplies.

Biology 260 Microbiology (Rm 1209) Student Safety: Since current lab benches have 4 students arranged in a row, sharing cultures of bacteria means passing tubes or plates of live organisms from one end to the other without spilling or dislodging lids on petri plates --- clearly a safety concern. In this class students are required to share live cultures in 6 of 18 labs (33%). In another lab, students work in groups of 4-6 sharing cultures and equipment. Ability to work as teams: In these labs, students perform experiments or work in groups on activities. In 8 out of 18 labs (44%), students work on activities in groups of 4. With the linear arrangement, the students at each end have to move their chairs around to the other side of the lab benches in order to participate, it creates congestion which then creates safety hazards in the room. With a square configuration this would be unnecessary. Equal access to materials and supplies: Due to the expense of the materials required in microbiology, students have to share materials. In 4 of 18 labs (22%) semisolid and liquid media have to be passed down the bench so students can share, creating the possibility of spilling and wasting materials. In a square configuration, all students would have equal access to the centrally located materials without passing them down a row.

Biology 242 Human Anatomy & Physiology II (Rm 1209) Student Safety: Safety is not really a concern in this class. Ability to work as teams: In this class, students work on activities in groups of four in 5 of 16 labs (31%). With the linear arrangement, the students at each end have to move their chairs around to the other side of the lab benches in order to participate, it creates congestion which then creates safety hazards in the room. With a square configuration this would be unnecessary. Equal access to materials and supplies: In this class, students must learn the anatomy of various body organs through the use of models. Since models are very expensive, we have no more than one per lab bench. That is unlikely to change. The students at the ends of the bench feel left out and have less access to the models, or else one pair of students is reluctant to share. In a square configuration, all students would have equal access to the centrally located models. In 7 out of 18 labs (39%), students share models in a linear fashion.

Biology 100 Survey of Biology (Rm 1211) Student Safety: The current lab benches have 4 students arranged in a row, so that each lab team must pass test tubes, chemical reagents and solutions from one end to the other without spilling or breaking the glass lab ware. Students are required to perform this chemical analysis of biological samples in 4 of 9 labs (44%). In addition, because there is not enough room on the linear lab bench for a hotplate to be centrally located for each lab team, students must carry the test tubes to be heated across the width of the lab room to the hot plates located on a side bench in 4 of 9 labs (44%) and then go back across the room with hot test tubes. When microscopes or heat lamps are used in 6 of the 9 labs (67%), the cords must hang down over the front of the linear lab benches (as a result of outlet placement) so that the cords present a tripping hazard. Ability to work as teams: In these labs, students perform experiments or work in groups on activities. In 7 out of 9 labs, students work on activities in groups of 4. With the linear arrangement, the students at each end have to move their chairs around to the other side of the lab benches in order to participate, creating congestion in the room. When students do not move the chairs but attempt to

communicate in a linear arrangement, students often become uninvolved and do not participate. Equal access to materials and supplies: Due to the expense of biological models, we have a limited number of models requiring students to share them. The students at the ends of the bench feel left out and have less access to the models, or else one pair of students is reluctant to share. In a square configuration, all students would have equal access to the centrally located models. This is an issue in 4 of 9 labs (44%).

Biology 211 Majors Cellular (Rm 1211) Student Safety: Safety is a concern in this course. During 8 of 8 labs (100%), there is a cord from a microscope, LabQuest, computer, or other equipment that hangs over the front of the lab bench (due to outlet placement) causing a tripping hazard. There are no gas/bunsen burners, so instructor must heat set slides on a hot plate (Biology labs should have access to gas). In order to be able to participate, students move their chairs around to the other side of the lab benches which creates congestion, and as a result creates safety hazards in the room. Ability to work as teams: Due to the linear benches, 3 of 8 labs (38%) of labs must be done in pairs. This is not conducive to working in a team, but the bench makes working in groups of four impossible or dangerous. The other 5 of 8 labs (62%) are more focused on activities that are completed by each individual, but would benefit from group collaboration. Equal access to materials and supplies: 3 of 8 labs (38%) have been modified in the past, and are now done as pairs, in order to adapt to the constricting conditions of the lab configuration. This has required the purchase of more lab materials and equipment in order to have twice as many lab teams.

Narrative: Conclusion: Our labs are heavily impacted by the current linear arrangement of lab benches. No matter what the subject matter, either lab instruction is impaired or students are not well-served in the areas of safety, ability to work as teams, and equal access to materials and supplies.

The ideal configuration is 6 square or hexagonal benches, with four students facing one another. Student Safety: This configuration would address the safety concerns revolving around the hanging cords, chemicals and glassware, placement of hot plates, and access to gas/Bunsen burners. This configuration also improves safety as there are no congested areas caused by moving chairs. Ability to work as teams: This configuration supports student-student collaboration instead of all of them facing the instructor (who does little actual instruction during lab). By facing one another, this improves their collaboration with more than just the single student that sits next to them. This is especially true during activities that are completed by each individual (such as microscope work), but that group collaboration may help them assist each other more frequently. Equal access to materials and supplies: This configuration would allow for more equal access to models and supplies in numerous labs for every course.

Changes to Course:

Changes to program:

Changes to College: As a result of our assessment of General Education Outcome 5, we are recommending an urgent full lab remodel of rooms 1209 and 1211 and their related prep areas. This remodel will not only improve safety and enhance collaboration; it will also help Big Bend to demonstrate our excellence in teaching and learning through our commitment to student success.

Department: Accounting;#1

Date Created:9/28/2018

Date Modified:9/28/2018

Program Outcome: ACCT - 2. Communicate the cumulative effect of business transactions by preparing basic financial statements.

Gen Ed covered: 5

Course(s) Assessed: ACCT105 & ACCT&201

Outcome you are measuring: Assessed students ability to prepare a basic financial statement (income statement), upon entering and upon exiting classes.

Results of your assessment:

Administered Pre- and Post-tests on Financial Statement preparation at a level appropriate for the course(s). Also used a general questionnaire on prior accounting experience/knowledge coupled with a end-of-quarter test on Financial Statement preparation.

Approximately 10-13% of students in the 5 classes assessed, were able to identify the correct Net Income for the Pre-test (or had prior experience/knowledge of accounting).

Approximately 55-86% of students in the 5 classes assessed were able to identify the correct Net Income for the Post-test (or end-of-quarter test).

Narrative: We want better success than 55% on the Post-test.

Changes will be summarized below.

Changes to Course:

Changes to program: Going forward we plan to use a uniform test for all accounting classes that will be assessed for this outcome. The results are difficult to interpret because of an inconsistent test device that changed from Fall to Winter/Spring quarters, as well as not all classes assessed used the same exact Post-test.

Supplemental instructional materials have been written regarding how to prepare Financial Statements and this will be used by faculty in the future.

Changes to College: We submitted and received funds in our 18-19 budget request to purchase paper-bound texts to have available in the classrooms in which we teach these classes (and one copy for the BBCC library) for students to use to help with in- and out-of-class learning.

Department: Industrial Systems Technology;#35

Date Created:9/26/2018

Date Modified:9/26/2018

Program Outcome: IST - 4. Students will be able to fabricate simple fixtures as situations generally require.

Gen Ed covered: 5

Course(s) Assessed: IST 180 ~ Machining I - W 2017-18

Outcome you are measuring: We used satisfactory lab demonstrations and final exam scoring as our methodology to assess our program, gen. ed. & student learning outcomes. An understanding of machine shop principles and a feel/experience is required for technicians to safely, accurately fabricate parts and fitments. Lab demonstrations and exercises reinforce experience, familiarity and skillsets of machine shop operations. The projects used for this assessment indicate the students learning progression as well as being learning tools. The final exam indicates the student's ability to use appropriate data to determine optimum machine settings. Each student progresses at their own speed and may not always produce the same projects. The following are the results of the identified indicators and the interpretation of the results.

Results of your assessment:

We had 9 students enrolled in this course. 2 of those 9 were auditing the class and we didn't use their scoring as they were here for the expressed purpose of experience only. One other student failed the course for inadequate participation (less than half attendance). The following are the remaining 6 students compiled for the purpose of this assessment.

Drill Project produced a mean score of 92.6% across each considered student, with a low score of 89% and a high score of 97%.

Drill and Tap Project produced an average score of 83.5% with a low individual score of 54% and a high of 97%

Cube Project had an average score at 94.5% with a low of 92% and the high score topping out at 100%

Turndown Project had only one completion with a score of 85%

Project scoring was based on the projects being fabricated to the direction and tolerances as given on project drawings. Other criteria such as technique and quality of workmanship were measured. Overall the average score on all projects was 89.2% indicating all students achieved a reasonable level of expertise completing machining projects.

The final exam Scoring was mixed with the high score being 86% and the low score coming in at 58%. The average score was 74% across the 6 students.

The ending results seem to indicate the students across the board were successful. If we look at 70% as the bar for success rates on a Final Exam and projects, the IST 180 students did well with an aggregated score 86% and with only one isolated score falling below 70%.

Narrative:

Students seemed to enjoy lab work and demonstration while picking up the necessary skill sets to aid their fabrication skills.

Interpretation of the presented indicators seem to indicate that IST 180 students were successful overall and have acquired an overall working knowledge of fabrication principles while developing workplace specific skills and were able

to demonstrate safe practices. Overall, the results generally indicate that the students understood fabrication processes and could at least demonstrate workplace skills in a school setting.

In gaging Program Learning Outcome # 4, student projects certainly address this outcome directly with a relatively high across the board average indicating they understand and can demonstrate/apply proper machine shop techniques safely.

Changes to Course:

Changes to program: Results indicate we certainly have a margin for improvement, but doesn't seem to indicate our "formula" is necessarily flawed. They also indicate that we are markedly achieving goals with a reasonable success rate with the enrolled students polled. We are not inclined to make big changes to the course, however we believe we may emphasize the exercises that may have affected the final exam scoring as we see much room for improvement. Students indicate informally... how much fun they had and the appreciation they have for the highly "hands on" aspect of machining courses.

Changes to College:

Department: Industrial Systems Technology;#35

Date Created:9/26/2018

Date Modified:9/26/2018

Program Outcome: IST - 5. Students will be able to access controls automation logic equipment for monitoring and troubleshooting purposes

Gen Ed covered: 5

Course(s) Assessed: IST 150 ~ Intro to PLC's Sp-2017-18

Outcome you are measuring: We used aggregate scoring from quizzes and the final exam/Ladder project scoring as our methodology to assess our program, gen. ed. & student learning outcomes. An understanding of programmable logic controller principles, hardware and related programming nomenclatures are required for technicians to safely, maintain and troubleshoot automation equipment. Lab demonstrations and exercises are used to reinforce experience and familiarity with software and hardware. We use quizzes both as a learning tool and to assess the depth of learning. The final exam indicates the student's ability to use appropriate programming design and techniques for simple automation control. The following are the results of the identified indicators and the interpretation of the results.

Results of your assessment:

We had 11 students enrolled in this course. 10 Students successfully completed the course successfully. One student failed the course for inadequate participation due to very poor attendance effectively less than 50%. For the purpose of academic accuracy we do not use his stats compiled for the purpose of this assessment.

Quiz #1 produced a mean score of 80% across each considered student, with a low score of 60% and a high score of 100%.

Quiz #2 produced an average score of 85% with a low individual score of 71% and a high of 100%

Quiz #3 had an average score at 97% with a low of 84% and the high score topping out at 100%

Quiz #4 averaged score at 77% with a low of 50% with two students scoring less than 70% and the high score topping out at 94%

Quiz #5 showed a mean of 94% with a low score of 90% and three scores of 100%

The Final Exam was based on comprehensive hardware/software facts, simple programming theory and a final programming project. Scoring results indicate an average score of 85% with a low score of 60% of which only one person scored less than 70% and the high final exam score was 97%.

The ending results seem to indicate the students across the board were successful with the exception of the one failure. If we look at 70% as the bar for success rates for quizzes and the final exam, the IST 150 students did well with their individual aggregated scores and with a total of 3 scores falling below 70% all of which seemed to be isolated and had no adverse effects on end of the quarter percentages.

Narrative:

Students seemed to enjoy lab work and demonstration while learning the necessary skill sets needed to understand automation principles.

Interpretation of the presented indicators seem to indicate that IST 150 students were successful overall and have acquired an overall working knowledge of automated control principles while developing workplace specific skills and were able to demonstrate programming and troubleshooting practices. Overall, the results generally indicate that the students understood PLC processes and could at least demonstrate simplistic programming proficiency in a school setting.

In gaging Program Learning Outcome # 5, student projects and the final exam project certainly address this outcome directly with a relatively high across the board average indicating they understand and can demonstrate PLC programming methods.

Changes to Course:

Changes to program:

Results show we are not perfect and seem to indicate our methodology is working. They also indicate that we are markedly achieving goals with a reasonable success rate with the enrolled students polled. We are not inclined to make big changes in the course currently, but we recognize that as technology changes within the field we must update and revamp our methods. Students indicate informally... that they struggled with programming, the in-depth computer and networking aspects that were relatively foreign to them in the beginning. They generally indicated they were happy with their newfound knowledge of technology.

We believe that an increased emphasis on computer use and skills may be warranted in the classroom and feel we might explore other formal training in this aspect if future "in house" measures are not adequate, such as requiring basic computer coursework.

Changes to College:

Department: Criminal Justice;#20

Date Created:9/20/2018

Date Modified:9/20/2018

Program Outcome: CJ - 5. Explain the importance of and exhibit ethical decision-making and personal ethics within the criminal justice context.

Gen Ed covered: 3 4

Course(s) Assessed: CJ& 101, CJ 210

Outcome you are measuring: WINTER 2018 Assessment - Examined Use of Force and knowledge of students as this is an important focus in society related to law enforcement. We also wanted to look at the progression of learning in the program. We also assessed PLO #6 "Explain the role of discretion in criminal justice and how to respond appropriately to fluid situations."

Results of your assessment:

CJ& 101 - 6: This is an entry course for students in the Criminal Justice Program so it is important to show progression in development of ideas. Discussion board 5 in CJ& 101 specifically discusses use of force on a very basic level. Students do well on this assignment. The assignment however is created for those students but also for program students who take CJ 210 to see how their opinion develops and grows over the course of their experience. Students in CJ 210 have to complete a full presentation on use of force and analyze a specific case where force was used. From their first encounter in CJ& 101 we see a more indepth discussion of the topic and a more developed sense of their own understanding of the material. This specifically relates to their ability to discuss discretion as it relates to often fluid situations and to how their own personal ethics influence decision-making. (GE 3, PLO 5, 6) It also takes into account community factors (race, SES, etc.) that could influence the situation resolution. (GE 4)

Narrative: I think the loop is closed but it is good to see the progress in learning and we will likely do this for other courses.

Changes to Course:

Changes to program:

Changes to College:

Department: Medical Assistant;#40

Date Created:9/19/2018

Date Modified:9/19/2018

Program Outcome: MA - 4. Demonstrate delegated skills and procedures.

Gen Ed covered: 1 3 4 5

Course(s) Assessed: MA 195, MA 197

Outcome you are measuring: Sending out survey to the students regarding MA 195 and MA 197 to gather information on what their opinions of how well they were able to apply the selected gen ed outcomes and whether they became employed within a 6 month time frame following graduation. Sending out survey to the management staff and MA training staff to see if they see the student had met the gen ed outcome and what suggestions they may have on a program and instructional level for improvements and/or changes.

Results of your assessment:

Survey- Results pending

Narrative:

Changes to Course:

Changes to program:

Changes to College:

Department: Medical Assistant;#40

Date Created:9/19/2018

Date Modified:9/19/2018

Program Outcome: MA - 2. Demonstrate cultural competency when caring for patients experiencing selected health deviations.

Gen Ed covered: 1 3 4 5

Course(s) Assessed: MA 195, MA 197

Outcome you are measuring: Sending out survey to the students regarding MA 195, MA 197 to gather information on what their opinion is of how well they were able to apply the selected gen ed outcomes and whether they became employed within the 6 month time frame following graduation. Sending out a survey to the management staff and the MA training staff to see if the student had met the gen ed outcomes and what they may want on a program and instructional level for improvements and/or changes.

Results of your assessment:

Survey- Results pending

Narrative:

Changes to Course:

Changes to program:

Changes to College:

Department: Medical Assistant;#40

Date Created:9/10/2018

Date Modified:9/10/2018

Program Outcome: MA - 4. Demonstrate delegated skills and procedures.

Gen Ed covered: 5

Course(s) Assessed: MA 111, MA 112, MA 113, MA 195

Outcome you are measuring: Overall, with this last academic year I became aware that a full class of 24 students was not the best practice for the MA Program as a whole for the success of the students. It was very hard for all students to remain on task and be able to get the direct help from the instructor or the lab assistant that they needed to gain their skillsets. It made demonstrations hard for students to get a close up look and hard for them to get the attention of an instructor when they needed it.

Results of your assessment:

At first, I started going from demonstrating to the full class to demonstrating to half (Approximately 12 students) and then to the other half of them. Once that was completed we also began incorporating the halves into lab time as well. I would work with one group while the assistant worked with the other. While this did help, it was not a perfect solution despite our best efforts.

Narrative: With the idea that BBCC is unable to employ another lab assistant to make our groups even smaller (around 8 students per instructor), I have asked the college to reduce the class size for the MA Program from 24 students to 20 to enable the students to get the learning environment they need.

Changes to Course:

Changes to program: The program has now changed from 24-20 for the 2018-19 academic year.

Changes to College:

Department: Early Childhood Education;#23

Date Created:8/22/2018

Date Modified:8/27/2018

Program Outcome:

Gen Ed covered: 1

Course(s) Assessed: ECED& 180 ,EDUC 190, EDUC& 115, EDUC& 204

Outcome you are measuring: We assessed students on Gen Ed #1, specifically in the areas of conventions and citations, to determine whether or not they could communicate clearly and effectively in their written coursework.

Results of your assessment:

We used a rubric to measure both conventions and citations, within Gen Ed #1, in each discussion and assignment.

91% of students enrolled in ECED& 180, EDUC 190, EDUC& 115, and EDUC& 204 met Gen Ed #1.

Narrative: We are looking at implementing Turnitin and updating our APA requirements/language on all written assignments in each of our courses next year. We are hopeful that with this consistency across our program, students will have a better understanding of APA requirements and expectations, which in turn, will increase their ability to transfer their written skills across other subject areas.

Changes to Course:

Changes to program:

Changes to College:

Department: Early Childhood Education;#23

Date Created:1/31/2018

Date Modified:8/11/2018

Program Outcome:

Gen Ed covered: 1

Course(s) Assessed: ECED& 105, ECED& 170, EDUC& 115, EDUC& 150, EDUC 190

Outcome you are measuring: We assessed students on Gen Ed #1, specifically in the areas of conventions and citations, to determine whether or not they could communicate clearly and effectively in their written coursework.

Results of your assessment:

We used a rubric to measure both conventions and citations, within Gen Ed #1, in each discussion and assignment.

85% of the students enrolled in 105, 170, 115, 150 and 190 met Gen Ed #1

Narrative: With this data we are able to identify gaps in written skills. We will continue to encourage students to access resources such as the English department, Writing Center and E-Tutoring to ensure they are receiving additional support to increase their ability to communicate clearly and effectively. Not only do we want students to be able to communicate clearly and effectively in their ECED coursework, but most importantly, be able to transfer skills across the curriculum and into the workforce.

Changes to Course:

Changes to program:

Changes to College:

Department: Early Childhood Education;#23

Date Created:8/6/2018

Date Modified:8/11/2018

Program Outcome: ECE - 1. Describe how children acquire language and creative expression and develop physically, cognitively and socially (Child Growth and Development).

Gen Ed covered: 1

Course(s) Assessed: EDUC& 115

Outcome you are measuring: Assessed students in EDUC& 115 Child Development to determine if they could describe how children acquire language and creative expression and develop physically, cognitively and socially.

Results of your assessment:

We selected the Ages and Stages screening assignment, and used a rubric, to assess our students. This particular assignment required students to complete a screening tool on a child, measure their progress in each development domain, evaluate, and determine next steps to refer a child, if needed.

81% of the students met program outcome #1

Narrative: We will continue to use this assignment and the resources (child development quiz, milestones app tracker, etc.) that go with it, to help our students understand the various domains of child development, become familiar with a screening tool many agencies utilize, evaluate the results to determine if a child needs to be referred for services, and what services are available in their communities.

Changes to Course:

Changes to program:

Changes to College:

Department: Early Childhood Education;#23

Date Created:8/6/2018

Date Modified:8/6/2018

Program Outcome: ECE - 8. Serve children and families in a professional manner and participate in the community as a representative of early care and education (Professional Development and Leadership).

Gen Ed covered: 1

Course(s) Assessed: ECED&180

Outcome you are measuring: We chose to assess our students in ECED& 180 because the program outcome was fitting. Each year we partner with ML Public Library and other community agencies to host a family literacy fair, where our students create and take literacy projects to serve children and families in our community. It is a wonderful way for our students to give back to their community, build relationships with children and families, showcase what they have learned about the importance of early literacy, and learn about other resources in our communities as well.

Results of your assessment:

We asked students to write a reflection of what they learned from the event and used a rubric to identify whether or not they met the outcome.

100% of the students met program outcome #8

100% of the students met Gen Ed outcome #1

Narrative: We will continue to offer the event in partnership with the library, however, we are looking into using CB Tech and include more MLSD staff/resources and other agencies (MLPD, ML Fire Dept.) to make the event even bigger and better next year!

Changes to Course:

Changes to program:

Changes to College:

Department: Early Childhood Education;#23 ECED&

Date Created:6/12/2018

Date Modified:6/14/2018

Program Outcome: ECE - 3. Observe and assess what children know and can do in order to plan and provide curriculum that meets their developmental needs (Ongoing Measurement of Child Progress).

Gen Ed covered: 1

Course(s) Assessed: ECED& 160 and ECED& 190

Outcome you are measuring: Identified assignment within course that would determine whether or not students would be able to observe and assess what children know and can do in order to plan and provide curriculum that meets their developmental needs and communicate that information clearly and effectively.

Results of your assessment:

Used rubric to assess ECE program outcome #3 and Gen Ed outcome #1

64% of students met program outcome #3

94% of students met Gen Ed outcome #1

Narrative: We implemented Teaching Strategies Gold for the first time this year (didn't get access to system until 2-3 weeks into quarter-TSG is an assessment tool that licensed early learning programs are required to use) to help students become more intentional in observing children, become familiar with TSG's database and using individualized reports to plan activities for children. What we found was those that had been using TSG (employed in early learning agencies) had no problems with the system. Those that were "new" to TSG struggled with the system (navigating and entering data).

We only had 17 students enrolled in 160 and 16 of those 17 were also enrolled in 190.

Changes to Course: Program Coordinator will ensure that instructor and students have access to TSG database on first day of quarter, rather than 2-3 weeks into quarter (Coordinator reached out to representative multiple times, but did not get e-mail or phone call back-refer

Changes to program:

Changes to College:

Department: Accounting;#1

Date Created:2/2/2018

Date Modified:6/13/2018

Program Outcome: ACCT - 2. Communicate the cumulative effect of business transactions by preparing basic financial statements.

Gen Ed covered: 5

Course(s) Assessed: ACCT105, ACCT&201

Outcome you are measuring: Assessed students ability to prepare a basic financial statement, upon entering our classes and upon exiting classes.

Results of your assessment:

Administered Pre- and Post- tests on Financial Statement Preparation at a level appropriate for the course(s).

Approximately 10% of students in the 3 total classes assessed, were able to identify the correct Net Income for the Pre-Test. The Post-Test was identical with the exception of the ending values, and approximately 60% of the students (who completed both Tests) were able to identify the correct Net Income for the Post-Test.

Narrative: We want better than 60% success on the Post-Test. This outcome demonstrates a critical workplace skill (Gen Ed #5) and so it is imperative that our students leave the program with this skill. We will continue to assess this Outcome over the next 2 quarters in 17-18, but changes are needed. Changes made will be summarized below.

Changes to Course:

Changes to program: We plan to improve the clarity of the Test used.

We also plan to create & write and use supplemental instructional materials in our teaching of concepts related to Financial Statements, specifically the Income Statement.

Changes to College: We plan to create a line item on our 18-19 budget request for funds to acquire more paper-bound texts to have available in the classrooms in which we teach these classes (and one copy for the BBCC Library).

Department: Early Childhood Education;#23

Date Created:2/1/2018

Date Modified:6/12/2018

Program Outcome: ECE - 1. Describe how children acquire language and creative expression and develop physically, cognitively and socially (Child Growth and Development).

Gen Ed covered: 1

Course(s) Assessed: EDUC& 115

Outcome you are measuring: We assessed students in this course to determine whether or not they could describe how children acquire language and creative expression and develop physically, cognitively and socially and could communicate that information clearly and effectively.

Results of your assessment:

We identified a specific assignment that aligned with the program outcome and created a rubric to evaluate whether or not students could meet the outcome.

72% of the students met program outcome #1

77% of the students met Gen Ed outcome #1

Narrative: We will continue to look at other means (e.g. discussions, assignments, etc.) to assess this program outcome, not only in this course, but in our ECED& 105 course as well. We want students to have a basic understanding of child development when they enter the program, and strong understanding when they leave. We will continue to embed components of child development across the curriculum to ensure students have multiple opportunities to apply their knowledge, both in, and outside the classroom.

Changes to Course: We will be updating the assignment we used to assess the program outcome since there have been changes to external sites (where to access information for parts of the assignment).

Changes to program:

Changes to College:

Department: Early Childhood Education;#23 ECED&

Date Created:2/1/2018

Date Modified:6/12/2018

Program Outcome: ECE - 2. Establish an environment that provides learning experiences to meet children's needs, abilities and interests (Curriculum and Learning Environment).

Gen Ed covered: 1

Course(s) Assessed: ECED& 170

Outcome you are measuring: We assessed students in this course to determine whether or not they could establish an environment that provides learning experiences for meet children's needs, abilities and interests and if students could communicate that information clearly and effectively.

Results of your assessment:

We identified a specific assignment that aligned with the program outcome and created a rubric to evaluate whether or not students could meet the outcome.

94% of the students met program outcome #2

69% of students met Gen Ed outcome #1

Narrative: We will continue to look at other means (e.g. discussions, assignments, etc.) to assess this program outcome, not only in this course, but across the curriculum as well. This outcome is one that is addressed in other courses such as ECED& 105, ECED& 160, and EDUC& 130 to name a few, as the classroom design plays a significant role in children's learning opportunities.

Changes to Course:

Changes to program:

Changes to College: We are seeing far too many students coming out of English 98 and 99 who are struggling with conventions and citations (communicating clearly and effectively). We encourage them to utilize the English Lab and E Tutoring, but because they work during the day and most live in rural communities, it is difficult for them to access the resources available. Hopefully with the new English requirement (must have a 2.0 before they can transition to next English class) we will see an increase in students' ability to communicate effectively across all curriculum.

Department: Early Childhood Education;#23 ECED&

Date Created:6/12/2018

Date Modified:6/12/2018

Program Outcome: ECE - 1. Describe how children acquire language and creative expression and develop physically, cognitively and socially (Child Growth and Development).

Gen Ed covered: 1

Course(s) Assessed: ECED& 132

Outcome you are measuring: Identified assignment within course that would determine whether or not students were able to articulate how children acquire language and creative expression and develop physically, cognitively, and socially and be able to communicate that information clearly and effectively.

Results of your assessment:

Used rubric to assess ECE program outcome #1 and Gen Ed outcome #1

80% of students met program outcome #1

76% of students met program outcome #1

Narrative: Although 80% of the students (20/25) met the program outcome we assessed, we plan to tweak the language within the assignment (Developmental Milestones) to ensure the expectation is more transparent for students, based on feedback.

Changes to Course:

Changes to program: Our team is meeting this summer to review assessment data, identify what is working in each course, what isn't, identifying overlap in instruction, ensuring course objectives are aligned with program and Gen Ed outcomes, and identifying any gaps in instruction, to close the assessment loop.

Changes to College:

Department: Early Childhood Education;#23

Date Created:6/12/2018

Date Modified:6/12/2018

Program Outcome:

Gen Ed covered: 1

Course(s) Assessed: ECED& 107, ECED& 120, ECED& 132, ECED& 160, ECED& 190, EDUC 190

Outcome you are measuring: We assessed students on Gen Ed #1, specifically in the areas of conventions and citations, to determine whether or not they could communicate clearly and effectively in their written coursework.

89% of the students met Gen Ed outcome #1

Results of your assessment:

With this data we are able to identify gaps in written skills. We will continue to encourage students to access resources such as the English department, Writing Center and E-Tutoring to ensure they are receiving additional support to increase their ability to communicate clearly and effectively. Not only do we want students to be able to communicate clearly and effectively in their ECED coursework, but most importantly, be able to transfer skills across the curriculum and into the workforce.

Narrative:

Changes to Course:

Changes to program:

Changes to College:

Department: Early Childhood Education;#23

Date Created:6/12/2018

Date Modified:6/12/2018

Program Outcome: ECE - 8. Serve children and families in a professional manner and participate in the community as a representative of early care and education (Professional Development and Leadership).

Gen Ed covered: 1

Course(s) Assessed: ECED& 120

Outcome you are measuring: Identified assignment within course that would determine whether or not students would be able to serve children and families in a professional manner and participate in the community as a representative of early care and education, and communicate that information clearly and effectively.

Results of your assessment:

Used rubric to assess ECE program outcome #8 and Gen Ed outcome #1

68% of students met program outcome #8

84% of students met Gen Ed outcome #1

Narrative: Tweak language within the assignment that aligns with program outcome to make expectation more transparent for students. In doing so, we anticipate we will be able to meet our goal of 70% of students meeting outcome.

Changes to Course:

Changes to program:

Changes to College:

Department: Early Childhood Education;#23

Date Created:6/12/2018

Date Modified:6/12/2018

Program Outcome: ECE - 5. Establish and maintain an environment that ensures children's safety, health, and nourishment (Health, Safety, Nutrition).

Gen Ed covered: 1

Course(s) Assessed: ECED& 107

Outcome you are measuring: Identified assignment within course that would determine whether or not students would be able to establish and maintain an environment that ensures children's safety, health and nourishment and communicate that information clearly and effectively.

Results of your assessment:

Used rubric to assess ECE program outcome #5 and Gen Ed outcome #1

84% of students met program outcome #5

100% of students met Gen Ed outcome #1

Narrative:

Changes to Course:

Changes to program:

Changes to College:

Department: Welding;#53

Date Created:6/8/2018

Date Modified:6/8/2018

Program Outcome:

Gen Ed covered:

Course(s) Assessed:

Outcome you are measuring:

Results of your assessment:

Narrative:

Changes to Course:

Changes to program:

Changes to College:

Department: Industrial Systems Technology;#35

Date Created:1/12/2018

Date Modified:4/30/2018

Program Outcome: IST - 3. Students will be able to demonstrate proper mechanical techniques to assembly/disassembly activities PLO 1 & PLO 3

Gen Ed covered: 2 5

Course(s) Assessed: IST 105 & IST 130

Outcome you are measuring:

We collectively used applicable scoring from tests/quizzes and Lab exercises to indicate the students ability to demonstrate mathematic reasoning, appropriate safety awareness and workplace specific skills as Gen Ed outcomes. Further, these indicators were applied to the program learning outcomes to assess the programs effectiveness toward program learning goals.

Students will be able to apply electronic principles to electro-maintenance activities.

Students will be able to demonstrate proper mechanical techniques to assembly/disassembly activities.

Results of your assessment:

All indications point to our success in meeting Program outcomes. Satisfactory completion of lab exercises and Course measurements using 70% as a minimum competency bar indicate a 100% success rate.

Narrative: Interpretation of indicators point out that the program is meeting its goals. Students successfully demonstrate the ability to apply electronic principles in lab exercises and use proper mechanical techniques for assembly/disassemble exercises where dictated. These skillsets are observable, and are measured by successful completion, not by subjective degrees. We certainly see room for improvement particularly where labs are concerned. Program success is certainly due to individual student effort, however we can't minimize program design, and the flexibility of the instructional staff. Informal student remarks show that they see themselves as successful, and find value in the program and their chosen career. Students also often comment they would like to see more "hands on" activities to re-enforce their learning. Although we are meeting our goals, we are often hampered less than ideal facility and resources. Some, but not all of our labs are subject to overcrowding. As we believe there is always room for improvement, we have reconfigured the electrical/instrumentation labs to better utilize our space, lab equipment, to better organize operation and safety procedures. Once we complete a cycle of courses we hope to see a smoother flow of lab exercises that will soften some of the observable lab projects overcrowding we previously experienced. We have purchased new PLC processors to take advantage of the latest industrial automation control schemes in an effort to stay current and relevant. Our future plans include expanding, replacing and/or procuring better lab equipment as budgets will allow.

Changes to Course: In gaging Program Learning Outcome # 3, it seems that it really isn't as accurate goal or outcome for the IST 130 course as we envisioned. Although technicians do assemble and disassemble mechanical devices, they also must adjust and calibrate. We beli

Changes to program: While reviewing our program learning outcomes we realized that we have certain expectations as outcomes that we are specifically measuring in nearly every course, but were not listed. We recommend adding the following PLO to our inventory for our next cycle PLO # 6 Students will be able to relate general electro-mechanical theory as it applies to industry specific applications.

We believe this outcome will align closely with our program goals and add another facet to program measurability.

Changes to College:

Department: Library;#36

Date Created:4/5/2018

Date Modified:4/5/2018

Program Outcome:

Gen Ed covered: 3

Course(s) Assessed: Library Instruction

Outcome you are measuring: Library Instruction class - website as tool

Results of your assessment:

Website worksheet. We tweaked the worksheet questions slightly. As there were fewer classes attending winter quarter sessions for this type of instruction, we were unable to discern a marked difference in results. We did not have enough to measure data.

Narrative: Use same worksheet for spring and hope for more results.

Changes to Course:

Changes to program:

Changes to College:

Department: Nursing;#43

Date Created:1/31/2018

Date Modified:3/19/2018

Program Outcome: NUR - 1. Communicate effectively to deliver relevant, accurate and complete information to patients, families, and the healthcare team. (C)

Gen Ed covered: 1 3

Course(s) Assessed: NUR110 and NUR210

Outcome you are measuring: We used course NUR110 and NUR211 to address communication. MCO #1
Communication: Written assignments for the content of each unit in the module for the courses will be addressed by evaluation of a new rubric, improved directions for the assignment, and clearly defined scoring for all of the LOR assignments in both courses. The goal was to have 50% of the students get 90% or above.

Results of your assessment:

We used a rubric which included defined categories for scoring on at 15/15 which was different from the previous scoring of 10/10. Additionally, we were able to utilize Canvas to gather the data for us. We implemented a none graded portion to the rubric and included the MCO in the rubric that pertained to the area the students were to use for the assignment. The result was the impressive as Canvas gathered the data we needed to demonstrate our results; which were greater than the 50% of students getting a 90% or above. Additionally, the students were able to have a clearer understanding of what was expected for the assignment. There was some clarification needed for the NUR110 group as they are not as familiar with learning outcomes as the students in NUR211. Until the changes, it was a narrative report of our evaluation. With the new LOR and rubric, the grading system in Canvas could track the scoring for the student learning outcomes chosen for each assignment to ensure students were addressing the correct SLO and were congruent in their evaluation of the content to be tested for the course.

Narrative: For this assignment and assessment we need to continue to evaluate the MCO we would like to include in individual LOR's for each unit. There is some discussion needed on how many MCO's to include for the gathering of the data on Canvas. On the student end, the changes to the learning outcomes to be used for grading will need to be clarified once a decision is made. With continued discussion, it has been decided that there may be more than one SLO chosen for each topic to be graded; not all SLO's will be addressed in each assignment. The tracking in Canvas will give us data to objectively grade and assess student learning outcomes.

Changes to Course:

Changes to program:

Changes to College:

Department: Nursing;#43

Date Created:1/31/2018

Date Modified:3/19/2018

Program Outcome: NUR - 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. (MOC)

Gen Ed covered: 3

Course(s) Assessed: NUR211

Outcome you are measuring: We trialed a new clinical care plan and detailed rubric for grading. The new Clinical Care Plan was to help guide students be prepared to put the "pieces" together when caring for patients in the clinical setting. The labs, medications, and care mapping were changed in order to guide the students in a more efficient manner.

Results of your assessment:

A new Clinical care plan was developed with feedback from the faculty and collective feedback given through the student class presidents at the monthly faculty meeting. The amount of time needed to complete the Clinical Care Plan did not result in the objective of putting the "pieces" together in care diagnosis and evaluation of the patient condition. The Clinical Care Plan was trialed at both the Level 1 and Level 2 clinical groups in NUR111 and NUR211. Feedback was then gathered from the students during our staff meeting with the student representatives and from the faculty. The faculty and students are seeing better connections with the new Clinical Care Plan. The grading rubric has allowed for more consistent grading criteria. This allows for more objective grading and less subjective grading. There was some concern with how long the Clinical Care Plans took for grading by the faculty. It was agreed that a maximum of 2 per quarter would be required from each student.

Narrative: At this time the loop has been closed and there is nothing in the plan for further assessment.

Changes to Course:

Changes to program:

Changes to College:

Department: Library;#36

Date Created:2/6/2018

Date Modified:2/6/2018

Program Outcome:

Gen Ed covered: 3

Course(s) Assessed: Library Instruction Classes

Outcome you are measuring:

1. Students will be able to identify and implement the use of library tools on the website and be able to demonstrate understanding
2. Students will locate, access, and demonstrate understanding of databases by completing research papers/projects works cited pages using these resources
3. Students will take a quiz for self-assessment of basic library knowledge before/after instruction sessions and briefly comment about the most and least helpful aspects.

Results of your assessment:

1. Library website worksheet
2. Evaluation form filled out by instructor upon completion of the paper/project
3. Simple paper 3 question quiz

Narrative:

1. Library website worksheets - out of 8 classes surveyed with this tool, most students needed comments or corrections on 25% of the questions on average with little to no consistency on problem questions, apart from one. The most difficult question was about what databases are for and where they are found: "Where would you go to find credible online articles in magazines, journals, newspapers, etc.?" Many students weren't clear about the answer to this questions which means the library instructor needs to make sure the students are more informed about database resources before they are given the worksheet OR we need to create a new worksheet and revamp our questions.

2. Evaluation form filled out by instructor - Out of 12 instructors surveyed, 5 responded to the Google form with 4 multiple choice questions. 100% of these required students to evaluate and/or identify research resources. 100% noticed a better quality of resources in students' research after the instruction session. 100% had an outcome in mind from the instruction session.

100% felt that goal was met. Of the 2 comments, both of which were positive, one instructor decided to add more library instruction sessions in the future.

Next quarter we will attempt to get more instructor feedback but it looks like we are on the right track.

3. 4 classes were surveyed: 1 CSS and 3 History. In CSS the highest points of change in confidence in knowledge of the library before and after the 2 days of instruction classes were between 2 and 3 points out of 5 (no change being 0), with only 1 student saying there was no change.

The most comments about what was most helpful from the session was finding books and the most comments about what was least helpful was also finding books (but fewer). The highest points of change on Before/After quizzes in the 3 history classes were between 1-3 points of change. Out of approximately 65 students surveyed only 5 said there was no change in library knowledge. The comments about the most helpful aspect overall was finding books and learning about databases in all 3 classes and most comments in the least helpful category was nothing. These results tell us that

although we sometimes steer away from the “finding a book” in our instruction classes, most students seem to appreciate it. Databases are also a good thing to keep showing them.

Changes to Course:

Changes to program: We are going to work harder on obtaining results from research based classes. Connecting demonstrated understanding of library databases via a works cited page and/or feedback from the instructors was an aspect of our assessment that we want to be able to get a better measure for in order to understand the closing of loop in this regard. It may take some time to figure out the best assessment tool for this.

Changes to College: None at the moment.

Department: Music;#42

Date Created:2/2/2018

Date Modified:2/2/2018

Program Outcome:

Gen Ed covered: 4

Course(s) Assessed: Musc&105

Outcome you are measuring: Students were assessed in a project format. They are asked to create composer cards that contained vital information about the composers as well as their connections to the various cultures present in Europe at the time. This included music style, genres created/used, personal information, how their music was received by different parts of Europe, and what were the effects of the social and political contexts of their contributions to musical society. The last two categories align with the 4th Gen Ed Outcome.

Results of your assessment:

A rubric was used to grade the project for the completion of the different sections (Background, Compositions, Music Recieved, Social/Political). The results were as follows: Of the 21 students who completed the project, 71% were able to identify how the music was recieved, but not how they affected the social and political aspects of their music.

Narrative: More time has to be dedicated to the last portion of the composers lives in order to increase the level of success in that area. This will ensure that at least 80% of students are successful. Certain other area of the class will be tightened to allow more time to be spent on this project and the lecture(s) for this area will be reworked.

Changes to Course:

Changes to program: These changes should increase the success rate to 80% in each area of the project.

Changes to College: These recommendations will be taken care of in the classroom and will not require the college to make any adjustments.

Department: Medical Simulation;#41

Date Created:2/2/2018

Date Modified:2/2/2018

Program Outcome: SIM - 1. Implement Simulation Scenarios - Display proactive behavior in developing, implementing, and troubleshooting simulation equipment, scenarios, and training sessions.

Gen Ed covered: 3

Course(s) Assessed: SIM 110, SIM 130, SIM 295

Outcome you are measuring: All of our assessments revolved around hands on application of the course material. We wanted to make sure that the students knew how to use their knowledge. A specific outline of the tasks are below:

SIM 110 Assignments (PLO 4 and PLO 6): Install LLEAP Lite (CLO4), Exploring LLEAP, MUSE, and UNI software (CLO5), Final Project 3 State Scenario (CLO6)

SIM 130 Assignments (PLO1 and PLO6): ACLS V-Fib in the ICU/Moving from BLS to ACLS Lab (CLO 1, CLO 4, CLO 5 and CLO 7)

SIM 295 Assignment (PLO3, PLO4, and PLO5): Simulation Scenario Implementation Assignments (CLO 1, CLO2, CLO3, CLO4)

Results of your assessment:

We used rubrics and evaluation forms. We achieved positive results and will keep using these assignments and assessments. Refer to the course assessment forms for the specific results.

Narrative: The main goal is to ensure that the associate faculty continue to use these assessments (or similar assessments) so that the learning objectives and program objectives are met.

Changes to Course:

Changes to program:

Changes to College:

Department: Biology;#10

Date Created:2/2/2018

Date Modified:2/2/2018

Program Outcome:

Gen Ed covered: 3

Course(s) Assessed: Biology 100 and Biology 211

Outcome you are measuring: We assessed Biology 100's CLO 10 and Biology 211's CLO 12, both relating to solving genetic problems using the "Five-Step Method". We wanted to see if using this method allowed students to show their knowledge of various aspects of genetics all within one problem. We implemented the change to this method a few quarters ago, and wanted to see if it was successful or not.

Anecdotally, we felt it was going well, but we did not have data to support this. We did not collect a baseline, however students seemed to do poorly on these questions on their final exams in the past.

Results of your assessment:

All data was gathered from final exam answers.

For Biology 211: The X-linked question had the lowest success rates out of the four different types. Data was summarized for all four types and the cumulative success rates were found for each step: Step 1=72%, Step 2=64%, Step 3=78%, Step 4= 74%, and Step 5=64%.

For Biology 100: Data was summarized for all three types and the cumulative success rates were found for each step: Step 1=75%, Step 2=65%, Step 3=68%, Step 4= 68%, and Step 5=52%.

Narrative: We see that the steps with the most issues are Step 2 (gamete formation) and Step 5 (determining ratios). These two steps are most closely aligned with application of content knowledge to determine the answers and require more critical thinking skills. The X-linked question is taught last which might be the reason for the lower success rates of this type.

In the future, we will concentrate our efforts to address the deficiency in those two steps, both while teaching the related content as well as while teaching the Five-Step Method. I will teach the different types in a rearranged order to see if this is the issue for the X-linked question.

Changes to Course:

Changes to program: On a side note, this activity required us to look at two different courses (Biology 100 and Biology 211) and their approaches to this portion of the content. It also involved the input of three faculty members. From this we found there were discrepancies between our methodologies in teaching this "Five-Step Method". This led us to the conclusion that we need to meet regularly to discuss continuity between courses.

Changes to College: The need to meet regularly is an issue in our department as a result of having many Associate Faculty members. To address this issue, we need stipends for these faculty members to attend assigned meetings.

In addition to this, the part-time faculty also need the SAME training as any new faculty member. These part-time employees are not filling in one class every so often, they are an integral part of our team and should be treated as such, not treated as substitutes/temporary help. This includes the Canvas "New Faculty Academy", advising trainings (simplified), assessment, human resources, etc.

Department: Counseling;#19

Date Created:2/2/2018

Date Modified:2/2/2018

Program Outcome:

Gen Ed covered: 1

Course(s) Assessed: Advising Syllabus

Outcome you are measuring: The Counseling Center created a 5- question survey to collect data to determine students' ability to identify their requirements for the certificate and/or degree they are pursuing. Spring 2016 the college implemented mandatory advising for students with less than 30 earned credits. Improving advising practices to best serve students has been a major institutional focus since the 2016-17 academic year. Counselors' carry a large advising load; therefore, it was necessary to establish a baseline of data to measure the effectiveness of BBCC's advising practices. Information from these efforts can be used campus-wide.

Results of your assessment:

In collaboration with Zach Welhouse, e-Learning Coordinator, the counselors created a 5-question advising survey that was posted on Canvas for students to complete.

The 5 survey questions are:

1. Were you required to get a quarterly registration PIN from your advisor to register for winter quarter classes? 55.89% responded yes to this question.
2. Were you able to access your assigned advisor prior to your registration time? 83.08% responded yes to this question.
3. Do you agree with this statement? I can identify the name of the certificate and/or degree I am pursuing at Big Bend Community College. 91% of students responded agree or strongly agree.
4. Do you agree with the following statement? I understand the courses needed to meet the requirements of the certificate and/or degree I am pursuing at Big Bend Community College. 88.94% of students responded agree or strongly agree.
5. How often do you communicate with your advisor? Of the 400 responses, 61 students indicated they had not communicated with their advisor by selecting not at all.

Summary of survey results:

400 students completed the 5-question survey, which was posted on Canvas from January 10 – 24, 2018. 329 students indicated they were able to access their assigned advisor prior to their registration time. Of the students who completed the survey, 91% of students agreed or strongly agreed that they could name the certificate and/or degree they are pursuing at BBCC. Nearly 89% of students agreed or strongly agreed they understand the requirements needed to complete their certificate and/or degree. Lastly, 84.75% of students are communicating with their advisor at least once throughout the quarter.

Overall, the Counseling Center staff is pleased with the data from this survey. The students surveyed during this time period would have been mandated to engage in advising prior to registering for classes until they have reached 30 earned credits. This data may suggest that this student success initiative is benefiting students. Because the college has limited data regarding advising, this area needs further exploration.

Narrative: While the overall results of the survey were positive, 16.92% of students were unable to access their advisor prior to registration. Additionally, 9% of students who completed the survey indicated they were unable to identify the certificate and/or degree they are pursuing at BBCC. 11.6% of the students indicated they did not understand the course requirements needed for the certificate and/or degree they are pursuing at BBCC. 15.25% of students reported they

never communicate with an advisor. As a result, the Counseling Center staff is interested in exploring the potential barriers to students accessing advising services at BBCC. In an attempt to better understand the advising process for students, focus groups will be conducted during spring quarter. This data will be used to inform and improve existing advising practices.

Changes to Course:

Changes to program: N/A

Changes to College: N/A

Department: English;#26

Date Created:2/1/2018

Date Modified:2/1/2018

Program Outcome:

Gen Ed covered: 4

Course(s) Assessed: ENGL 234

Outcome you are measuring: Piloted an assessment means for literature classes based on GenEd4.

Students composed an essay which asked them to evaluate a work of science fiction in accordance with its connection to the genre. This is the most culturally-relevant assignment used in the class, and it can't be completed effectively without an understanding of the social relevance of the text.

Results of your assessment:

The essay was scored according to the following rubric:

Does the essay clearly address aspects of the text which define it as science fiction?Does the author provide support from the text that bears out this definition?Does the essay establish a new way of looking at examples from the text?Is it clear that this new way of viewing the example changes the meaning or the overall text?Does the author use sufficient contrast to demonstrate the different potential meanings of the text?Total Points: 20.0

Three students failed to complete the essay, and failed the class entirely. Of those who did complete the essay, those who scored highly on the essay had a much better chance of scoring highly in the class as a whole.

Narrative: I plan to have English review this mode of assessment to see if it is in keeping with their current or planned literature courses. I am hopeful that we can designate a shared essay assignment that works across all literature classes and assesses students' ability to assess cultural differences.

I recognize that this rubric is too closely focused on the specific genre I am teaching, and with the help of the other faculty in English, I hope to devise a rubric which still assesses knowledge of literary genres, but which focuses more extensively on cultural contrasts.

Changes to Course:

Changes to program:

Changes to College: Considering our college's stated commitment to multiculturalism and awareness of social/political contexts, I recommend that the college support English in the development of additional literature classes which support the fourth Gen Ed outcome.

Department: Welding;#53

Date Created:2/1/2018

Date Modified:2/1/2018

Program Outcome:

Gen Ed covered: 1 2 3 5

Course(s) Assessed: wld 110

Outcome you are measuring: Gathered information of the current knowledge of safety in the welding shop and industry

Results of your assessment:

chapter questions

worksheets

test

Narrative: Student demonstration of welding practices in the shop including tools, gasses, safety work attire, and good house keeping (preventing slips, trips and falls, the number one reported accident to labor and industries.

Changes to Course:

Changes to program: same

Changes to College: same

Department: Aviation;#8

Date Created:1/29/2018

Date Modified:1/29/2018

Program Outcome: AVF - 1. The students will be able to demonstrate the technical aspects of aircraft control and operation of related systems at the FAA commercially certificated and instrument rated pilot level.

Gen Ed covered: 5

Course(s) Assessed: AVF 112, AVF 141, AVF 251, AVF 253

Outcome you are measuring: The program assessment for the aviation program for the 2017-2018 academic year focuses on program outcome number 1: Demonstrate the technical aspects of aircraft control and operation of related systems at the FAA certificated and rated commercial instrument pilot level. With aircraft control and related system competency being the foundational skill we teach, it was only natural to start our assessment in this area.

Results of your assessment:

Our tool for measuring our success in this program outcome comes from a review of related assessments done at the course level which support this program outcome. Four courses were chosen this year to review and each contained either a written exam or a comprehensive flight check/exam to evaluate the success of our desired learning outcome. The results of these assessments can be broken down to support the two primary aspects of program outcome as follows:

Technical Aspects of Aircraft Control:

AVF 141 Learning Outcome 3: The student will be able to recognize and recover an airplane from critical flight attitudes and airspeeds with the demonstrations of slow flight and stall recoveries.

The pass rate on the stage check that tested for this outcome generated an 80% pass rate with a 100% pass rate on this specific outcome of demonstrating slow flight and stall recoveries.

AVF 251 Learning Outcome 2: The student will be able to prioritize cockpit management and aircraft control skills to effectively divert under simulated adverse weather conditions.

The pass rate on the stage check that tested for this outcome generated a 100% pass rate on diverting under simulated adverse weather conditions.

AVF 253 Learning Outcome 2: The student will demonstrate aircraft control with the performance of various takeoffs and landings within the Commercial Pilot-Airplane Airman Certification Standards.

The pass rate on the stage check that tested for this outcome generated a 100% pass rate on takeoffs and landings within the Commercial Pilot-Airplane Airmen Certification Standards.

Operations of Related Aircraft Systems:

AVF 112 Learning Outcome 2: the student will be able to identify various aircraft systems and operating limitations.

The pass rate for the FAA comprehensive exam which covered this subject matter was 95%. However, specific filtering of missed questions yielded some deficiencies. Below is a breakdown of the subject matter related to this outcome and the percentage of the class that missed the related subject matter.

Flight instruments-Magnetic compass 24%

Flight instruments-Altimeter limitations 21%

Propeller systems 17%

Navigation instruments – VOR indications 14%

Narrative: At a program level we are closing the loop by reviewing the assessment data in a faculty/program meeting that sets forth recommendations, for both instructional practices and allocation of program resources to remedy or enhance student learning.

Changes to Course:

Changes to program: The following changes were recommend to address deficiencies or to enhance student learning:

1. Update mandatory instructor/student read files.
2. Update and enhance homework and quizzes to reflect a higher level of learning.
3. Additional class time allocated to subject matter (specifically aircraft systems).
4. Further refine the use of GPS testing and training for navigation.
5. Continue updating and standardizing the aircraft fleet.

Changes to College: A continued emphasis on updating and standardizing the aircraft and simulator fleet is needed. As the technology being used within the aviation industry is changing the FAA is also adapting its testing to meet current trends. As testing has changed to included subject matter on new technology we are finding it more and more difficult to keep students current and knowledgeable with new technology while our fleet and simulator equipment are outdated and do not reflect the current technology being used and tested on within our industry.

Department: Medical Assistant;#40

Date Created:1/23/2018

Date Modified:1/23/2018

Program Outcome: MA - 4. Demonstrate delegated skills and procedures.

Gen Ed covered: 5

Course(s) Assessed: MA 111, MA 112, MA 113, MA 195, MA 197

Outcome you are measuring: Previous instructor assessed whether students were successful with employment within 6 months following their time in the MA program. It was also tracked to see if at least 75% of the students enrolled in core classes were maintaining their 2.0 grade expectations and how many students completed the externship with good remarks on their evaluations sheets. Lastly, it was assessed as to whether there would be at least a 50% pass rate for the AMT exam for BBCC MA students prior to starting their externship hours in the community

Results of your assessment:

The idea was to send out a survey via survey monkey to test the idea of employment within the 6 months of program completion and this was never performed and we unfortunately have no data on that. Our research group within BBCC was able to pull data that showed that in fact, 85.5% of students were able to complete their courses with the required 2.0 grade or better. 100% of remaining students were able to pass their assessments from their sites stating that they were competent in their skillset. Lastly, 96% was the passing rate for the national AMT exam for the students at BBCC prior to starting their externships.

Narrative: With this information we are able to determine what is and is not working. Seems as though we will need to look more into actually getting out surveys at the end of the 6 months time following completion of the program as well as continuing to stress the importance of maintaining a 2.0 or better in the core classes for the MA program.

Changes to Course:

Changes to program: none at this time.

Changes to College: None at this time.

Department: Mechatronics;#39

Date Created:2/2/2018

Date Modified:

Program Outcome: UMS - 2. Build, program and test mechatronic systems, including vehicles, sensors and controls

Gen Ed covered: 1

Course(s) Assessed: Mechatronics I01

Outcome you are measuring: Assessments were completed by reviewing written assignments of each mechatronics experiment. Each completed assignment was demonstrated to me as working, with an oral explanation of the theory of operation to check on understanding and ability to explain same to others.

Results of your assessment:

In technical fields communicating and sharing with others is vital. So having students explain experiments to me and their fellows is vital. In a technical environment, if you cannot explain it, you do not understand it.

Narrative: Continue to require write ups of lab assignments.

Changes to Course:

Changes to program: I would more completely stress the importance of lab write ups and equate them more strongly to creating good, original theory of operation write ups.

Changes to College:

**Course Level Assessment Reports
2017-18**

Department: ACCT

Course Number: ACCT105

Date Created: 9/30/18

Date Modified: 9/30/18

Course Outcome: 4. Prepare the following financial statements: Income Statement, Statement of Owners Equity and Balance Sheet.

Program Outcome: ACCT - 2. Communicate the cumulative effect of business transactions by preparing basic financial statements.

Gen Ed(s) covered: 5

What did you do for your assessment? Why?

WINTER 2018: Assessed students ability to prepare a basic financial statement (income statement) upon entering our class and upon exiting.

What tools/measures did you do for your assessment and what were your results?

Administered Pre- and Post-Tests on Financial Statement preparation (income statement). A re-worked, more clarifying Pre- and Post-test was used in Winter 2018 compared to Fall 2017.

No students were able to identify the correct Net Income for the Pre-Test.

The Post-Test was identical with the exception of the ending values and approximately 43% of the students (who completed both tests) were able to identify the correct Net Income for the Post-Test.

What now? How are you going to close the assessment loop?

We want better than 43% success on the Post-Test. We will continue to assess the Outcome over the next quarter in 17-18, but changes are needed.

Changes will be summarized below.

The instructor failed to share with this class at the 3/4 point in the quarter the supplemental instructional materials that were created at the end of Fall 2017. Perhaps the reason this class did not do as well as we had anticipated.

Changes to Course (if not addresses above):

We plan to share with the ACCT105 class in the Fall 2018 section the supplemental instructional materials we created when we teach the concepts related to Financial Statements, specifically the Income Statement.

Changes to program (if not addresses above):

We plan to share with the ACCT105 class in the Fall 2018 section the supplemental instructional materials we created when we teach the concepts related to Financial Statements, specifically the Income Statement.

Changes to College (if not addresses above):

We plan to create a line item in our 18-19 budget request to acquire more funds to purchase more paper-bound texts to have available in the classrooms in

which we teach this class (and one copy for the library).

Department: MUSC& Course Number: MUSC&105

Date Created: 9/28/18

Date Modified: 9/28/18

Course Outcome: 5. Explain and interpret various composers, compositions, genres, and styles of each time period through research projects and presentations.

Program Outcome:

Gen Ed(s) covered: 4

What did you do for your assessment? Why?

In Fall 2017, Winter 2018, and Spring 2018, the composer card project was assigned to both live and online music appreciation classes. This project involves student responses to the different composers in the Renaissance, Baroque, Classical, and Romantic Eras. It covers their compositions, styles, titles, composing life, genres, and other details. It also covers the connections between different countries and how composers brought their particular cultures into their music and how it affected other composers and other countries in Europe.

What tools/measures did you do for your assessment and what were your results?

A rubric was used to make sure students correctly identified the different areas required to fulfill both the course outcome and the general education outcome. The results were ~81% of students completed the project successfully. Of the ~9% that didn't, ~5% did not finish the project and left out composers or time periods. ~2% did not have enough data on the cards to fulfill the requirement. ~2% did not turn anything in, therefore receiving a zero for the assignment.

What now? How are you going to close the assessment loop?

After collecting the success data, I consider the project to be successful and will continue to use it for assessing this course outcome and general education outcome. To strive for a higher success rate (~90%), my plan is to break the project into smaller, digestible chunks instead of one large project and deliver better worded instructions with picture examples for the online students. I also plan to make a video walkthrough in the future.

Changes to Course (if not addresses above):

Addition of picture and video tutorials.

Changes to program (if not addresses above):

Addition of picture and video tutorials.

Changes to College (if not addresses above):

Hiring an instructional designer would help create better projects and rubrics throughout the faculty. It should be a faculty position that is available for open sessions, weekly idea meetings, presentations throughout the quarter, and creating online tutorials/captioning.

Department: HUM

Course Number: HUM214

Date Created: 9/28/18

Date Modified: 9/28/18

Course Outcome: 1. Define cultural values

Program Outcome:

Gen Ed(s) covered: 4

What did you do for your assessment? Why?

I changed the rubric for the final project, using a modification of a ten point assessment that I have been using in my CMST& 220 class. The original criteria were based on speech technique, while the new criteria reflect understanding of cultural values and group dynamics. Students were shown the new rubric before the project started, and I had intended to use it when scoring their projects.

What tools/measures did you do for your assessment and what were your results?

I had intended to use the new rubric, but I found it cumbersome in the context of the actual projects. It's good for the written portion of the assignment, but unwieldy when I'm trying to focus on students who are speaking--especially after two or three presentations. It was simply impossible to cover ten criteria, in writing, for each student's five-minute presentation. I ended up reverting to my previous scoring sheet, after testing this one on the first student presentation.

What now? How are you going to close the assessment loop?

I will have to revise the scoresheet, using a checkbox rubric that covers the ten points, and a space below for generalized comments. I find that in writing comments, I'm familiar with a three-step rubric (what are they saying, how are they saying it, and how well was it planned) and this is again what I reverted to. For the new scoresheet, I have tentatively planned to use "Does the project emphasize and academic understanding of culture?" "Does the presenter demonstrate an understanding of her/his culture in the context of those of other students, and of perspectives found through research?" and "Does the presenter make a strong statement about a particular perspective on this cultural issue?"

Changes to Course (if not addresses above):

Changes to program (if not addresses above):

Changes to College (if not addresses above):

None

Department: WLD

Course Number: WLD110

Date Created: 9/28/18

Date Modified: 9/28/18

Course Outcome: 2. Display proper safety practices and use of welding and cutting, equipment, and tools.

Program Outcome: WLD - 7. Develop consistent safe work habits per industry standard.

Gen Ed(s) covered: 5

What did you do for your assessment? Why?

FALL 2017 - The safety instruction of WLD 110 is verified significantly by the first test of the quarter.

What tools/measures did you do for your assessment and what were your results?

The average score of the test focused on safety was 83%.

What now? How are you going to close the assessment loop?

Overall this showed mastery of safety concepts related to the discipline. I will reexamine this topic again Fall of 2018.

Changes to Course (if not addresses above):

Changes to program (if not addresses above):

Changes to College (if not addresses above):

Department: BIOL&

Course Number: BIOL&100

Date Created: 9/28/18

Date Modified: 9/28/18

Course Outcome: 10. Solve simple genetic problems involving up to two genetic traits at once by using a Punnett square.

Program Outcome:

Gen Ed(s) covered: 3

What did you do for your assessment? Why?

We re-assessed this in Winter 2018 (initial was Fall 2018) to see if there was improvement following our department meeting discussing that there should be an emphasis on teaching the 5 Step Method in all classes.

What tools/measures did you do for your assessment and what were your results?

We used their performance on the final exam.

In Fall, we found that all but one instructor was already teaching the 5 Step Method. This one instructor then taught the 5 Step Method in Winter 2018.

Here are her results:

In measuring and analyzing the ability of students to solve genetics problems using the 5 step method of instruction for monohybrid, dihybrid, and incomplete dominant genetic crosses, my students seem to be lowest in Step 5 (only 62% are doing this correctly), which is the ability to correctly identify the genotypic and phenotypic ratios in expected offspring. The other steps ranged from 73-85% of students completing it correctly.

The previous quarter results were: Step 1=75%, Step 2=65%, Step 3=68%, Step 4=68%, and Step 5=52%.

What now? How are you going to close the assessment loop?

This indicates that she need to work on Step 5 in her instruction, to be sure that students can transfer the data and information in their genetic crosses into the probability of trait expression in genotypic and phenotypic ratios.

Improvement has been seen from last quarter to this quarter, but in the future with more purposeful instructions and in class evaluation, we should continue to see these scores rise, and see a further increase in students ability to solve genetic problems and interpret the information for expected offspring.

The other instructors also made improvements/changes based on this data.

Changes to Course (if not addresses above):

Changes to program (if not addresses above):

Changes to College (if not addresses above):

More time scheduled to work as a department with our adjuncts.

Department: ACCT& Course Number: ACCT&201

Date Created: 9/28/18

Date Modified: 9/28/18

Course Outcome: 3. Prepare and complete worksheets, income statements, statements of owner's equity, balance sheets, and cash flow statements. Then journalize and post adjusting, closing and reversing entries.

Program Outcome: ACCT - 2. Communicate the cumulative effect of business transactions by preparing basic financial statements.

Gen Ed(s) covered: 5

What did you do for your assessment? Why?

Assessed students ability to prepare basic financial statement (income statement) upon entering our class and upon exiting. This assessment occurred in the Fall 2017 and was not previously reported.

What tools/measures did you do for your assessment and what were your results?

Administered Pre- and Post- tests on Financial Statement Preparation (income statement).

Pre-test was given at the start of the 6th week. Approximately 46% of the students were able to identify the correct Net Income for the Pre-test. The Post-test was identical with the exception of the ending values, and approximately 55% of the students (who completed both tests) were able to identify the correct Net Income for the Post-test.

What now? How are you going to close the assessment loop?

We want better than 55% success on the Post-test. Changes will be summarized below.

Changes to Course (if not addresses above):

We plan to improve the clarity of the test.

We also plan to create & write supplemental instructional materials in our teaching of concepts related to Financial Statements, specifically the Income Statement.

Changes to program (if not addresses above):

We plan to improve the clarity of the test.

We also plan to create & write supplemental instructional materials in our teaching of concepts related to Financial Statements, specifically the Income Statement.

Changes to College (if not addresses above):

We plan to create a line item in our 18-19 budge request to acquire more funds to acquire more paper-bound texts to have available in the classrooms in which we teach this class (and one copy for the Library).

Department: ACCT

Course Number: ACCT105

Date Created: 9/28/18

Date Modified: 9/28/18

Course Outcome: 4. Prepare the following financial statements: Income Statement, Statement of Owners Equity and Balance Sheet.

Program Outcome: ACCT - 2. Communicate the cumulative effect of business transactions by preparing basic financial statements.

Gen Ed(s) covered: 5

What did you do for your assessment? Why?

Spring 2018: Assessed students ability to prepare basic financial (income statement) upon entering our class and upon exiting.

What tools/measures did you do for your assessment and what were your results?

Administered a general class questionnaire of which students had any prior experience with accounting, to assess students' understanding of how to prepare financial statements.

Administered a test at end of quarter on Financial Statement preparation (income statement).

Only 13% of the class had any prior accounting experience, prior to taking this class. Approximately 86% of the students were able to identify the correct Net Income on the end-of-quarter test.

What now? How are you going to close the assessment loop?

For this class we are satisfied with 86% success on the end-of-quarter test.

Changes will be summarized below.

Changes to Course (if not addresses above):

We plan to ensure that this class uses the department Pre- and Post- tests. It is difficult to know what this class did better than the other classes since the test used to assess students understanding was different than the tests used in the other accounting classes during the 17-18 year.

Changes to program (if not addresses above):

We plan to ensure that this class uses the department Pre- and Post- tests. It is difficult to know what this class did better than the other classes since the test used to assess students understanding was different than the tests used in the other accounting classes during the 17-18 year.

Changes to College (if not addresses above):

We requested and received funds in our 18-19 budget request to purchase paper-bound texts to have available in the classroom in which we teach this class.

Department: ASTR&

Course Number: ASTR&101

Date Created: 9/23/18

Date Modified: 9/23/18

Course Outcome: 3. Identify lunar phases and, given a lunar phase, predict rising and setting times.

Program Outcome:

Gen Ed(s) covered: 2

What did you do for your assessment? Why?

Fall 2017 and Spring 2018

Tests both quarters.

What tools/measures did you do for your assessment and what were your results?

Test questions having to do with moon phases. For fall quarter, about 70% of the students could correctly identify phases. Most of those who misidentified the phases were confusing waxing and waning phases. For the rising and setting times, most students tried to memorize the rising and setting times for particular phases, and extrapolate for rising and setting times between those phases. I spent some time in class teaching students how to figure out rising and setting times, but most students prefer to memorize the times. I forgot to carefully record percentages spring quarters, but I think the results were similar, even though I had modified the lab somewhat to try to improve the results.

What now? How are you going to close the assessment loop?

I am developing a follow-up activity to be done in class to reinforce what we do in the lab. This will add part of a day to our study of lunar phases, but I think it is necessary for this topic. I can try this out Fall Quarter.

Changes to Course (if not addresses above):

Changes to program (if not addresses above):

Changes to College (if not addresses above):

I don't see any necessary changes to the college as a whole. This is a chance in my astronomy course to fine-tune a particular topic of study.

Department: ASTR& Course Number: ASTR&101

Date Created: 9/23/18

Date Modified: 9/23/18

Course Outcome: 8. Perform simple algebra and calculations involving relations used in astronomy such as Wien's Displacement Law, Kepler's Third Law, and other relations used in introductory astronomy.

Program Outcome:

Gen Ed(s) covered: 2

What did you do for your assessment? Why?

Fall 2017

For Fall Quarter, 2017, I concentrated on calculations with Kepler's Third Law. I always ask for a calculation question on the first test which requires students to use this law. For the past several years I had noticed that about half of my students would simply not attempt to answer the question that required this calculation. The level of algebra required is simpler than what is required for MATH 098, the prerequisite for the class, and students have had homework questions requiring the law. This quarter I also had the students do an in-class activity where they they performed the calculations in class.

What tools/measures did you do for your assessment and what were your results?

On the test which required the calculation with Kepler's Third Law, nearly all of the students performed the calculation correctly.

What now? How are you going to close the assessment loop?

I think the key step to success here was having the students perform the calculations in class. I'll repeat that process for some of the other calculations we do in Astronomy 101. (There aren't very many.)

Changes to Course (if not addresses above):

Changes to program (if not addresses above):

Changes to College (if not addresses above):

None, except the having students perform the calculations in class is a good practice.

Department: CJ&

Course Number: CJ&110

Date Created: 9/21/18

Date Modified: 9/21/18

Course Outcome: 1. Identify major concepts, definitions, classification, elements and penalties of crime and criminal responsibility.

Program Outcome: CJ - 1. Identify the knowledge, skills, abilities, physical fitness and agency specific standards for Criminal Justice.

Gen Ed(s) covered: 1 2 3 4

What did you do for your assessment? Why?

SPRING 2018 Assessment - CJ& 110 - 1 - CLO1, PLO 1, 9: In this course the skill I teach is how to write a research report and to conduct basic research with statistical analysis. Within this assignment and with exams students work to meet outcome 1.

What tools/measures did you do for your assessment and what were your results?

This quarter was the first quarter that this class was taught fully online. The case project was a challenge to deliver and overall students still did well on the assignment (82% average). Their exams did suffer as the content is not easy and without regular interaction I feel the students did not put in the full effort needed for success (72% average). My plan for the future when this course is offered online is to include some models and techniques for how to approach the material in the course as well as online components to help them one-on-one with the content. This course meets PLO 1 by having students specifically work to understand not only how laws are written but also to understand the specific laws of our state. This assessment meets Gen Ed 1 through its extensive focus on writing a research report, Gen Ed 2 and PLO 9 through its focus on statistical analysis of data, Gen Ed 3 of critical thinking by having them revise or create their own law using knowledge from the course, and Gen Ed 4 by making them analyze differences between different demographic groups and to extrapolate what their results might mean.

What now? How are you going to close the assessment loop?

This is a good project and I likely won't change much. I will likely do an online session or two for the analysis portion with students.

Changes to Course (if not addresses above):

Changes to program (if not addresses above):

Changes to College (if not addresses above):

Department: CJ

Course Number: CJ209

Date Created: 9/21/18

Date Modified: 9/21/18

Course Outcome: 3. Apply their knowledge of human behavior and psychology in basic law enforcement scenarios.

Program Outcome: CJ - 6. Explain the role of discretion in criminal justice and how to respond appropriately to fluid situations.

Gen Ed(s) covered: 3 4

What did you do for your assessment? Why?

SPRING 2018 Assessment - CJ 209 - 3 & 4: This was an amazing class! The class was run fully with scenarios and discussion. There was one traditional exam that was actually a group final where the students decided how the exam was going to be taken but they knew they would be one final grade given to all students. There was also a team "escape room" portion to their final where again their whole team was broken into smaller teams that had to complete each portion. The class passed if they escaped the room and completed the task. This directly tasked their knowledge and application of psychology and human behavior (Outcome 3) to see how it fit with their ability to manage how criminal justice work would influence them personally (outcome 4).

What tools/measures did you do for your assessment and what were your results?

The whole quarter involved team work, recognition of other's differences and making personal adjustments to their own responses to be inclusive of their team members (Gen Ed 4). They also had to critically think both as a team and as individuals through out our different scenarios (Gen Ed 3). We would have students tag in and out if they had a better way to handle the role play scenario. Their scenario work and their discussion specifically addressed PLOs 6, 7, and 8 regarding their ability to use discretion, describe the personal impact of a career in CJ and to explain how CJ relates to the community and differences within the community. Overall students participated in class and I don't think I had any students miss class unless they were deathly ill. Their grades for the discussion boards online was 84% with some not doing them and the overall group final grade was 88%. I plan to tweak a few of the scenarios and discussion boards but overall I am extremely happy with the class. We had so many community presenters as well who interacted in the role plays or shared their own stories that it was truly meaningful.

What now? How are you going to close the assessment loop?

I will reassess minor changes to activities to see if it affects the overall performance.

Changes to Course (if not addresses above):

Changes to program (if not addresses above):

Changes to College (if not addresses above):

Department: CJ&

Course Number: CJ&101

Date Created: 9/21/18

Date Modified: 9/21/18

Course Outcome: 6. Explain what is meant by use of force and corruption in reference to law enforcement.

Program Outcome: CJ - 5. Explain the importance of and exhibit ethical decision-making and personal ethics within the criminal justice context.

Gen Ed(s) covered: 3 4

What did you do for your assessment? Why?

WINTER 2018 Assessment - CJ& 101 - CLO 6, PLO 5, 6: This is an entry course for students in the Criminal Justice Program so it is important to show progression in development of ideas. Discussion board 5 in CJ& 101 specifically discusses use of force on a very basic level. Students do well on this assignment. The assignment however is created for those students but also for program students who take CJ 210 to see how their opinion develops and grows over the course of their experience. Students in CJ 210 have to complete a full presentation on use of force and analyze a specific case where force was used.

What tools/measures did you do for your assessment and what were your results?

From their first encounter in CJ& 101 we see a more indepth discussion of the topic and a more developed sense of their own understanding of the material. This specifically relates to their ability to discuss discretion as it relates to often fluid situations and to how their own personal ethics influence decision-making. (GE 3, PLO 5, 6) It also takes into account community factors (race, SES, etc.) that could influence the situation resolution. (GE 4). Students do well on their Discussion board assignment in CJ& 101 and do even better on their use of Force assignment in CJ& 210.

What now? How are you going to close the assessment loop?

I think the loop is closed when we see the progression of ideas in CJ 210 from CJ& 101 students.

Changes to Course (if not addresses above):

Changes to program (if not addresses above):

Changes to College (if not addresses above):

Department: CJ

Course Number: CJ210

Date Created: 9/21/18

Date Modified: 9/21/18

Course Outcome: 1. Discuss the history and development of policing

Program Outcome: CJ - 1. Identify the knowledge, skills, abilities, physical fitness and agency specific standards for Criminal Justice.

Gen Ed(s) covered: 3 4

What did you do for your assessment? Why?

CJ 210 - CLO 1, 3, 5, PLO : In this class the skill I introduce them to is writing a summary and analysis of a research article. This assignment is worth a test grade and covers several topics within the program and course. Within this document the students discuss the history of policing (Outcome 1), the police profession and the development of past and current phases of policing (Outcome 3) and they critically examine police professionalism from a historical and current view (Outcome 5, PLO 3). This assignment also requires thier use of analysis and critical thinking (Gen Ed 3) and covers Program Learning outcomes 1, 3, 4 ,6, 8.

What tools/measures did you do for your assessment and what were your results?

We do a lot of in class prep for how to read through a research article and how to summarize and not plagiarize when writing a summary. We discuss adding our own interpretations of the material and tying it back to materal from the course. Overall students do well on this assingment (Average grade 92%) and you see the advancement of their writing (PLO 4). There is a lot of learning outcomes and criteria packed into the assignment. The article has them discuss the specific agency standards that exist and has them analyze the pros and cons of those standards based on different geographic and community needs (GE 4, PLO 1)). It also discusses the role of education and the historical and current definitions of professionalism within law enforcement (PLO4). There is also a large discussion on community relations and students have to discuss how history impacts current community and how past and current experiences affect the discretion of decision making (GE 4, PLO 6, 8).

What now? How are you going to close the assessment loop?

I don't plan to change this assignment as it is very relevant and teaches them valuable skills.

Changes to Course (if not addresses above):

Changes to program (if not addresses above):

Changes to College (if not addresses above):

Department: AVF

Course Number: AVF114

Date Created: 9/20/18

Date Modified: 9/20/18

Course Outcome: 3. Describe and analyze the four aerodynamic forces which act on an airplane in flight (i.e. lift, drag, thrust, gravity).

Program Outcome: AVF - 1. The students will be able to demonstrate the technical aspects of aircraft control and operation of related systems at the FAA commercially certificated and instrument rated pilot level.

Gen Ed(s) covered: 2 5

What did you do for your assessment? Why?

Our assessment in AVF 114 was focused on our third learning outcome for the class: "The student will be able to describe and analyze the four aerodynamic forces which act on an airplane in flight (i.e. lift, drag, thrust, gravity)." We chose this outcome to assess as it directly pertains to the assessment of this year's program outcome which deals with "technical aspect of aircraft control".

What tools/measures did you do for your assessment and what were your results?

We used two tools for assessment of this outcome. First we used the results of the final exam in this class to gauge this students overall competency in this subject matter. With 100% of the class passing the related questions concerning the four aerodynamic forces which act on an airplane in flight, we were very encouraged.

To further refine our assessment we also used a hands on practical exercise of having the students build model gliders. This exercise took the principles of aerodynamics from theory to application and allowed the students to test the understanding of the concepts that were related. The results from this assessment were also encouraging with our longest glide distance over 179 ft. However, the ability of the class to go from theory to practice varied significantly with our shortest glide distance being just 32 ft.

What now? How are you going to close the assessment loop?

After reviewing the results from the written exams and the glider model exercise the following recommendations from the assessment were made.

Students should give a written report as to how they are using the principles covered in the class to build or improve on their glider models.

NTSB Accidents reports should be reviewed in class demonstrating the importance of understanding the various theory of flight principles.

Changes to Course (if not addresses above):

Changes to program (if not addresses above):

Changes to College (if not addresses above):

At this times there are no recommendations or changes for the college from this assessment.

Department: REL

Course Number: REL201

Date Created: 9/20/18

Date Modified: 9/20/18

Course Outcome: 1. Distinguish the origins and development of the world's religions in written examinations.

Program Outcome:

Gen Ed(s) covered: 4

What did you do for your assessment? Why?

75% of students will be able to distinguish the origins and development of the world's religions and distinguish the primary beliefs and concepts of the world's religions.

I chose Gen Ed Outcome 4 because this is a core concept in Religious Studies courses and in Humanities courses more generally.

What tools/measures did you do for your assessment and what were your results?

Exam 1: Hinduism and Buddhism; Exam 2: Confucianism, Taoism, Buddhism; Exam 3: Judaism and Christianity; Exam 4: Christianity and Islam.

Assessed Fall 2017 REL World Religions course 11:45 to 12:50 in 1609.

113 exams were 75% and higher out of a total of 124 exams (31 students X 4 exams) making a 91% success rate.

What now? How are you going to close the assessment loop?

I plan on continuing to give exams in REL 201 World Religions that focus on distinguishing the origins and developments of the world's religions and the primary beliefs and concepts of the world's religions.

Changes to Course (if not addresses above):

I am changing the textbook in the course. Fall 2017 I used "The Illustrated World Religions" from Huston Smith because it is "one of the most widely used college textbooks on comparative religion."

https://en.wikipedia.org/wiki/The_World%27s_Religions. However, it was originally published in 1958 and so it seems out of date. Furthermore, the illustrations in this version were not interesting. For the Fall 2018 course I will be using "World Religions Today", Esposito, Fasching, Lewis, Oxford University Press, 6th ed., which was published in September 2017 which features newer content and more relevant images.

Changes to program (if not addresses above):

I am changing the textbook in the course. Fall 2017 I used "The Illustrated World Religions" from Huston Smith because it is "one of the most widely used college textbooks on comparative religion."

https://en.wikipedia.org/wiki/The_World%27s_Religions. However, it was originally published in 1958 and so it seems out of date. Furthermore, the illustrations in this version were not interesting. For the Fall 2018 course I will be using "World Religions Today", Esposito, Fasching, Lewis, Oxford University Press, 6th ed., which was published in September 2017 which features newer content and more relevant images.

Changes to College (if not addresses above):

I don't have any changes or recommendations at this time.

Department: PSYC& Course Number: PSYC&100

Date Created: 9/20/18

Date Modified: 9/20/18

Course Outcome: 2. Describe the scientific method and know the various methods of research used in psychological science.

Program Outcome:

Gen Ed(s) covered: 3

What did you do for your assessment? Why?

WINTER and SPRING 2018 Assessment - We assessed the following outcomes for PSYC 100

2 - Describe the scientific method and know the various methods of research used in psychological science. (GE 1, 3)

3 - Identify the major divisions in the nervous system; name the major structures of the brain and the function of each; relate specific brain structures to behavior; label the parts of the neuron and describe the process of neural communication. (GE 3)

4 - Identify and know the function of the basic structures of the eye and ear; name the two theories of color vision. (GE 3)

6. Describe the processes and stages of classical conditioning; describe operant conditioning, the differences between reinforcement and punishment, and what negative and positive mean in this context; discuss social learning theory and how it relates to the original behavioral/learning theories. (GE 3, 4)

7 - Describe the theories of information processing and ways to improve memory. (GE 1, 3, 4)

9 - Identify the major assumptions of psychodynamic, behavioral, biological, social-cultural, and cognitive perspectives of psychology (GE 3, 4)

11 - Describe the major or common types of psychological disorders and their treatments. (GE 1, 3, 4)

What tools/measures did you do for your assessment and what were your results?

This were measured by looking at their exams and assignments related to these topics. Below are the results for each outcome.

2 - This outcome was measured by Exam 1 and Assignment 2. On the exam and on the assignments students perform at 80% competency on this topic. This is one of the two most difficult topics in the class and many students either understand or do not understand the topic. For assignment 2 in the spring I allowed students 2 attempts on the assignment. It increased their grades from 80% to 97% but it did not affect test scores. The goal was that if they knew what they did and could correct it, knowledge would be strengthened for the exam. That didn't seem to be the case. Also, it didn't have a positive impact on overall grades for the quarter. I don't think I will be allowing multiple attempts again. I don't think any other changes need to be made at this time.

3 & 4 - This outcome was measured by Exam 1. Students perform at around 80% on this exam. Most of this material is memorization and as long as students are prepared to shift their study tactics for this exam, they do pretty well. I don't think any changes will be made at time. 6 - This outcome was measured by exams. This is the second hardest topic in the class. Students get a practice exam for this topic since instituting that students seem to do well on the exams. The average was 84% between quarters and classes. With the class discussion on this topic and the examples given I feel there is a good measure of learning and most students do well. There is no other assessment needed at this time.

7 - This outcome was measured by exams and assignments. For this topic students do well on the exams 84% and they also complete an assignment where they learn to examine a peer reviewed scientific article. This assignment is a struggle as they are utilizing what they learned about research methods (Outcome 1, Gen Ed 3) and learning and memory to complete the assignment. It is also the first time many are exposed to a peer reviewed article and the sections. Overall students perform at a 70% competency rate for this assignment. I feel that is good considering those that seem to do well on assignment also do well on the exam. I think at this time the loop is closed for this assessment.

9 - This outcome was measured by overall grades in the course that covers this entire content. The overall grade over three classes is 2.92, not including students who fail to complete the course. Students fluctuate about what content they master and usually the psychological disorders and social psychology is the most successful for them. It really is a balance of what students want to learn and the effort they are

willing to put forth. As we introduce more substantive interaction into the online courses during the 2018-2019 year, we will see if grades improve. 11 - This outcome was measured by Exams and assignments. Students perform reliably in the high 80% for exams on this topic. They also complete two critical thinking assignments (Gen Ed 3) where they have to relate the material from the chapter into scenario based assessments. They need to diagnose and suggest treatment for several individuals. They enjoy and perform well on these assignments and it adds a real life connection to their learning. I don't think anything will change for these assignments.

What now? How are you going to close the assessment loop?

Stated above for each outcome. For many outcomes the data is replications of early year assessment and no more assessment is planned.

Changes to Course (if not addresses above):

Changes to program (if not addresses above):

Changes to College (if not addresses above):

Department: CS&

Course Number: CS&131

Date Created: 9/20/18

Date Modified: 9/20/18

Course Outcome: 8. Create functions to modularize a complex program into smaller, manageable parts

Program Outcome: CS - 3. Analyze and solve computational problems using a modern program language

Gen Ed(s) covered: 1 2 3 5

What did you do for your assessment? Why?

The students completed assignments regarding this outcome, during Week 5 / Module 5. Why? This outcome was chosen randomly, just to get started to learn more about this assessment process. It was also chosen because I knew I had several good assignments that cover this topic. I continued to assess this same module throughout the 17-18 school year.

What tools/measures did you do for your assessment and what were your results?

There were 5 total assignments that taken together covered this learning objective. After implementing the proposed changes (better visual aids for lectures) I analyzed the data again in Winter quarter. Here I list the change in the average scores from Fall to Winter quarters. For Spring quarter the data was quite a bit different due to having someone else grade the assignments. For the future I need to protect against this sort of inconsistency by having a more clearly defined grading procedure.

PR 12 – 74%, 79%, +5%

PR 13 – 74%, 83%, +9%

PR 14 – 65%, 84%, +19%

IR 05 – 78%, 85%, +7%

Review Quiz – 82%, 95%, +13%

Overall – 75% - 85%, +10%

I am happy to see the scores improve regarding this learning outcome.

The total average grade for these assignments improved by +10% from 75% to 85%. This demonstrates that students are learning this particular Course outcome fairly well and that the visual aids possibly helped the students achieve better scores. It also demonstrates that the students are well on their way to addressing the Program outcome.

The assignments mentioned above relate to the program outcome “analyze and solve computational problems using a modern programming language”. The students must analyze a problem statement and then solve the problem by writing a computer program that performs the requested tasks and does so using certain language features that are being studied. All of the assignments / projects in the entire course address this Program Outcome.

The assignments mentioned above relate to the several Gen Ed outcomes. One in particular is Gen Ed Outcome 3 “Students will be able to solve problems by gathering, interpreting, combining and/or applying information from multiple sources.” The programming problems that are solved in this course require this exact thing. The student must analyze the problem statement and formulate a solution to the problem and implement that solution by writing a computer program. This requires combining information from many sources such as textbook, lectures and online resources.

What now? How are you going to close the assessment loop?

The visual aids I added to the course lectures seemed to help improve the student scores, although there were probably many factors at play. I should continue to refine my lectures in all of my courses to incorporate more of these techniques. The data for Spring quarter brought to light that I need to develop a better grading procedure so that grading is more consistent.

Changes to Course (if not addresses above):

Changes to program (if not addresses above):

Changes to College (if not addresses above):

Department: CJ

Course Number: CJ210

Date Created: 9/20/18

Date Modified: 9/20/18

Course Outcome: 1. Discuss the history and development of policing

Program Outcome: CJ - 1. Identify the knowledge, skills, abilities, physical fitness and agency specific standards for Criminal Justice.

Gen Ed(s) covered: 1 3 4

What did you do for your assessment? Why?

WINTER 2018 Assessment CJ 210 - Course Outcomes 1, 3, 5: In this class the skill I introduce them to is writing a summary and analysis of a research article. This assignment is worth a test grade and covers several topics within the program and course. Within this document the students discuss the history of policing (Outcome 1), the police profession and the development of past and current phases of policing (Outcome 3) and they critically examine police professionalism from a historical and current view (Outcome 5). This assignment also requires their use of analysis and critical thinking (Gen Ed 3) and covers Program Learning outcomes 1, 3, 4, 6, 8. We do a lot of in class prep for how to read through a research article and how to summarize and not plagiarize when writing a summary. We discuss adding our own interpretations of the material and tying it back to material from the course.

What tools/measures did you do for your assessment and what were your results?

Overall students do well on this assignment (Average grade 92%) and you see the advancement of their writing (PLO 4). There is a lot of learning outcomes and criteria packed into the assignment. The article has them discuss the specific agency standards that exist and has them analyze the pros and cons of those standards based on different geographic and community needs (GE 4, PLO 1)). It also discusses the role of education and the historical and current definitions of professionalism within law enforcement (PLO4). There is also a large discussion on community relations and students have to discuss how history impacts current community and how past and current experiences affect the discretion of decision making (GE 4, PLO 6, 8).

What now? How are you going to close the assessment loop?

I don't plan to change this assignment as it is very relevant and teaches them valuable skills.

Changes to Course (if not addresses above):

Changes to program (if not addresses above):

Changes to College (if not addresses above):

Department: NUR

Course Number: NUR110

Date Created: 1/31/18

Date Modified: 9/19/18

Course Outcome: 7. Identify components, barriers, and principles of interpersonal communication. (C)

Program Outcome: NUR - 1. Communicate effectively to deliver relevant, accurate and complete information to patients, families, and the healthcare team. (C)

Gen Ed(s) covered: 1

What did you do for your assessment? Why?

We used course NUR110 and NUR 210 to address communication. MCO #1 Communication: Written assignments for the content of each unit in the module for the courses will be addressed by evaluation of a new rubric, improved directions for the assignment, and clearly defined scoring for all of the LOR assignments in both courses. The goal was to have 50% of the students get 90% or above.

What tools/measures did you do for your assessment and what were your results?

We used a rubric which included defined categories for scoring on at 15/15 which was different from the previous scoring of 10/10. Additionally, we were able to utilize Canvas to gather the data for us. We implemented a none graded portion to the rubric and included the MCO in the rubric that pertained to the area the students were to use for the assignment. The result was the impressive as Canvas gathered the data we needed to demonstrate our results; which were greater than the 50% of students getting a 90% or above. Additionally, the students were able to have a clearer understanding of what was expected for the assignment. There was some clarification needed for the NUR110 group as they are not as familiar with learning outcomes as the students in NUR211.

What now? How are your going to close the assessment loop?

For this assignment and assessment we need to continue to evaluate the MCO we would like to include in individual LOR's for each unit. There is some discussion needed on how many MCO's to include for the gathering of the data on Canvas. On the student end, the changes to the learning outcomes to be used for grading will need to be clarified once a decision is made. Continuing discussion will be needed as we progress through each course.

Changes to Course (if not addresses above):

Changes to program (if not addresses above):

Changes to College (if not addresses above):

Department: NUR

Course Number: NUR121

Date Created: 9/19/18

Date Modified: 9/19/18

Course Outcome: 2. Develop a plan of care utilizing the patient's medical diagnosis, medications, and laboratory results. (MOC)

Program Outcome: NUR - 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. (MOC)

Gen Ed(s) covered: 3

What did you do for your assessment? Why?

Winter 2018 we assessed our beginning NUR 121 clinical students ability to problem solve, plan and demonstrate beginning nursing assessment skills through accurate decisionmaking throughout their clinical day. There are many facets to ensuring safe practice in the clinical setting. The data students need to collect varies and is not limited to medical diagnosis, medications, laboratory and diagnostic reports, safety considerations, ancillary staff utilization an discharge need anticipation. Gathering patient information throughout the clinical day and reprioritizing care as needed, is key in ensuring optimal patient care and outcome.

What tools/measures did you do for your assessment and what were your results?

Throughout the student's clinical day, faculty and staff nurses supervise and evaluate the students understanding of the information utilized in organizing a plan of care for their patients. This information is then documented on a Clinical Evaluation form. These clinical evaluation forms have been utilized for the process of assessing the level of achievement for each student. Our goal is to have 90% of our students achieve a level 4 or better by the end of quarter which indicates the student, when supervised, provides safe and accurate patient care in a timely manner, is efficient, coordinated and confident in patient care, although may require occasional physical or verbal assistance. The results indicated that 94.5% of students met this level of achievement.

What now? How are you going to close the assessment loop?

Students are evaluated every quarter and it is expected student evaluations will continue to reflect progression towards independent practice in patient care as they advance in the program.

Changes to Course (if not addresses above):

none needed.

Changes to program (if not addresses above):

none needed.

Changes to College (if not addresses above):

none

Department: NUR

Course Number: NUR220

Date Created: 9/19/18

Date Modified: 9/19/18

Course Outcome: 4. Discuss nursing related to various health care delivery systems. (P.1)

Program Outcome: NUR - 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. (MOC)

Gen Ed(s) covered: 4

What did you do for your assessment? Why?

Winter 2018, NUR220: Students are progressing towards end of program outcomes and nearing expectations of more independent clinical practice. For this to occur, students' need to be able to bring information together from many perspectives and think more independently and globally when considering the needs of their patient, the family members as well as community in which they serve. New assignments and grading standards have been included in the curriculum with the ability to gather data through Canvas platform to facilitate evaluation of their progression and the Course, Program and Gen/Ed. Outcomes.

What tools/measures did you do for your assessment and what were your results?

NUR220 incorporated Learning Outcome Reflections (LOR's) and Ethical assignments that directly speak to the students ability to demonstrate clinical decisionmaking while researching and reflecting on the needs of patients from diverse medical, cultural, spiritual and political backgrounds as well as across the lifespan. One assignment added the additional challenge of considering how the American healthcare system compares to another country's and how that may alter the outcome or resource availability to patient care. Our goal is to have students' achieve greater than 4 on a scale of 5 for the ability to demonstrate clinical decision making utilizing thoretical knowledge base while considering the patient needs as aforementioned. This student population achieved this outcome.

What now? How are you going to close the assessment loop?

This will continue to be evaluated in the future to ensure we are on track and our students are progressing as desired.

Changes to Course (if not addresses above):

no changes needed at this time.

Changes to program (if not addresses above):

no changes needed at this time.

Changes to College (if not addresses above):

no changes needed at this time.

Department: NUR

Course Number: NUR131

Date Created: 9/19/18

Date Modified: 9/19/18

Course Outcome: 11. Organize age-specific safe care for 2-3 patients. (POC.1, MOC)

Program Outcome: NUR - 2. Deliver safe and effective physical, psychosocial, cultural, and spiritual care to the whole person in a variety of settings. (POC.1)

Gen Ed(s) covered: 3

What did you do for your assessment? Why?

Spring, 2018, NUR131: Students were evaluated on their ability to organize age-specific care for 2-3 patients and deliver safe and effective physical, psychosocial, cultural and spiritual care to the whole person in a variety of settings. Students are expected to bring forward knowledge obtained from previous quarters learning in theory as well as laboratory to enable them to safely administer care to their patients. Information can also be obtained, but not limited to, electronic or paper charts, ancillary staff utilization, patient, family and/or care providers.

What tools/measures did you do for your assessment and what were your results?

Throughout the student's clinical day, faculty and staff nurses supervise and evaluate the students understanding of the information utilized in organizing a plan of care for their patients. This information is then documented on a Clinical Evaluation form. These clinical evaluation forms have been utilized for the process of assessing the level of achievement for each student. Our goal is to have 90% of our students achieve a level 4 or better by the end of quarter which indicates the student, when supervised, provides safe and accurate patient care in a timely manner, is efficient, coordinated and confident in patient care, although may require occasional physical or verbal assistance. The results from this quarter indicated that 100% of students met this level of achievement.

What now? How are you going to close the assessment loop?

Students are evaluated every quarter and it is expected student evaluations will continue to reflect progression towards independent practice in patient care as they advance in the program.

Changes to Course (if not addresses above):

None at this time

Changes to program (if not addresses above):

None at this time

Changes to College (if not addresses above):

None at this time

Department: NUR

Course Number: NUR230

Date Created: 9/19/18

Date Modified: 9/19/18

Course Outcome:

Program Outcome: NUR- 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. (MOC)

Gen Ed(s) covered: 2

What did you do for your assessment? Why?

Spring, 2018, NUR230: Nursing students need to be able to reason mathematically with associated clinical decision-making, to safely provide medication administration to patients. Medication administration errors are a primary cause for injury in the hospital/community setting(s) therefore many strategies are in place to ensure safe practice is adhered to.

What tools/measures did you do for your assessment and what were your results?

Students are provided opportunities to practice medication administration in skill lab and are closely supervised by faculty and staff nurses during clinical rotation however, there is still a need to formally assess each student for competency. At the beginning of each quarter our goal is to have 75% of students' pass a nursing calculations quiz/test to a 90% or greater, on the first attempt. In Spring of NUR230 this was achieved with 100% of student meeting this expectation.

What now? How are you going to close the assessment loop?

None at this time.

Changes to Course (if not addresses above):

None at this time.

Changes to program (if not addresses above):

None at this time.

Changes to College (if not addresses above):

None at this time.

Department: ART

Course Number: ART217

Date Created: 9/19/18

Date Modified: 9/19/18

Course Outcome: 1. Recognize famous works of art and architecture from the western tradition, such as the Mona Lisa or Michelangelo's David put in context of history, culture, and style

Program Outcome:

Gen Ed(s) covered: 4

What did you do for your assessment? Why?

Winter 2017

I was looking at increasing students' abilities to recognize great works of art from history and how they were created by the particular culture and time period.

What tools/measures did you do for your assessment and what were your results?

I assigned short research papers of 300 words or so on an individual artist that I would select for the student. The students researched one artist a week. In all they wrote ten short papers. They had to research a work of art that was not covered in the textbook by that artist. Because of the smallness of the class size, they were able to present their paper to the rest of the class and discuss the artist with them. This gave them the confidence and excitement of being the "expert" in the room. They were able to make connections with events in the artist's life and historical context of the age. They all did fairly well with nothing below a 2.0. And in all cases they did better than their exams. Two of them would not have passed the class if they had not done the research and depended on exams for their grade.

What now? How are you going to close the assessment loop?

I am trying to get away from just exams to test their learning in the class. Not all students can share their knowledge well on a test. I made the papers and the exams count the same number of points and I think it was a better measure of the students' knowledge and learning. The main benefit of this exercise was that students got excited about the artists they were researching and wanted to keep looking. I want to continue this assignment and tweak the number of papers and eventually get rid of exams all together.

Changes to Course (if not addresses above):

I want to convert the class to an online format. The Internet is a great research tool and students can travel the globe. I do have some studio exercises in a face-to-face format class which will require some thinking to convert to online.

Changes to program (if not addresses above):

I want to convert the class to an online format. The Internet is a great research tool and students can travel the globe. I do have some studio exercises in a face-to-face format class which will require some thinking to convert to online.

Changes to College (if not addresses above):

Help promote under enrolled classes in Humanities with as much fervor as STEM classes have been promoted. They were also once under enrolled and now are filling up. Classes in Humanities can teach students how to be human.

Department: ART

Course Number: ART216

Date Created: 9/19/18

Date Modified: 9/19/18

Course Outcome: 1. Recognize famous works of art and architecture from the western tradition, such as Stonehenge or the Parthenon put in context of history, culture, and style

Program Outcome:

Gen Ed(s) covered: 4

What did you do for your assessment? Why?

Spring 2018

I wanted to increase students' abilities to recognize great works of art from history such as Stonehenge and the Parthenon and how they were created by a particular culture and time period. I wanted students to see the bigger picture of their place in this historical lineage.

What tools/measures did you do for your assessment and what were your results?

Like Winter 2018, I assigned short research papers on individual art or artists. Ancient art is made by unknown individuals usually but found in context of a particular culture or time period. The size of the class was much bigger so I shortened the amount of papers assigned from 10 to 5. They were given equal weight with their 4 exams and final project. The results were different from the smaller class. 7 out of 13 students did better on their exams than on their papers. I think the presentation and discussion in smaller groups was a key to engaging students better. 3 out of 13 students did poorly because of missing papers. Perhaps I need to assign more so that it is worth more and not as easily sloughed off.

What now? How are you going to close the assessment loop?

I am going to continue assigning the papers but will have to tweak the amount and allow students to present them to the rest of the class. If the class size warrants it they can be put into smaller groups and and sharing can occur that way. I think the sharing is what allows students to articulate their sense of aesthetics and connect themselves to the legacies of the past.

Changes to Course (if not addresses above):

This class in particular needs a face-to-face format for students to investigate the various time periods and cultures. We roughly cover 50,000 years of human development and the art expressions of the past are marvelous indeed. I will continue to create projects and assignments that allow students to be the ones looking for answers.

Changes to program (if not addresses above):

This class in particular needs a face-to-face format for students to investigate the various time periods and cultures. We roughly cover 50,000 years of human development and the art expressions of the past are marvelous indeed. I will continue to create projects and assignments that allow students to be the ones looking for answers.

Changes to College (if not addresses above):

Encourage students in Humanities' studies to learn to be empathetic and be human.

Department: CHEM& Course Number: CHEM&121

Date Created: 9/13/18

Date Modified: 9/13/18

Course Outcome:

Program Outcome:

Gen Ed(s) covered: 3

What did you do for your assessment? Why?

Based on our initial assessment of redox reaction/stoichiometry questions on the final, we determined we needed to explore the course content in light of our student population. We took data on why students are taking the course in an effort to best gear the curriculum toward the target audience.

What tools/measures did you do for your assessment and what were your results?

We used a Survey Monkey at the end of winter and spring quarter in all sections that were offered to collect quantitative data on why students took the course and a Meet and Greet assignment from the beginning of the quarter for qualitative comparison. We met as a department to compare study guides and discussed what topics were being covered and in what detail.

Results: 41% of students reported taking the course to meet lab science elective requirement; 50% to meet a prerequisite requirement for a course in their program, and 9% in order to prepare for the year-long chemistry series. The informal conversations from the Meet and Greet assignment aligned with this data as well. We suspect that much of the 41% taking it for lab credit are coming from the running start population but do not have specific data to support this. The new curriculum, order of topics, and depth seems to be a good fit for the fact that the (small) majority of our students are Allied Health, for which the course was originally intended.

What now? How are you going to close the assessment loop?

This process was admittedly not directly assessing student learning but was based on data collected within the last couple years with regard to problem solving and various topics throughout the course. It is in essence our "closing the loop" for our last assessment and justifies our recent change to the curriculum and overall course content.

Changes to Course (if not addresses above):

Based on the data collected, we will continue to emphasize objectives that relate to the goals of the student population for the course. One of the goals of this assessment was to determine whether or not these objectives should be emphasized for this student population. Our data suggests that course alignment supports the majority of the population.

Changes to program (if not addresses above):

Based on the data collected, we will continue to emphasize objectives that relate to the goals of the student population for the course. One of the goals of this assessment was to determine whether or not these objectives should be emphasized for this student population. Our data suggests that course alignment supports the majority of the population.

Changes to College (if not addresses above):

If we do end up offering the Chem&121 and Chem&110 concurrently, there will need to be conversations between our department and advising to make sure students are properly enrolled in the course that best fits their education plans.

Department: MATH& Course Number: MATH&141

Date Created: 1/30/18

Date Modified: 9/12/18

Course Outcome: 3. Apply transformations to graphs and relations.

Program Outcome:

Gen Ed(s) covered: 2

What did you do for your assessment? Why?

We assessed students ability to transform the graph of a known function. We selected this because it is one of the objectives of the course.

What tools/measures did you do for your assessment and what were your results?

Students were given a question covering this topic on the final exam.

The results on the final exam question showed that 69% of students were able to answer this question correctly.

Correct responseIncorrecttotal18826341549Totals522375rates0.6933330.306667

What now? How are you going to close the assessment loop?

Overall we were pleased with students' ability to meet this objective.

However, as we were discussing this result, the topic of the transition between MPC 099 and Math 141 was brought up. This has traditionally been a difficult transition for students. At the time of this discussion, instructors of MATH 141 Winter '18 had already given the first exam in the class, and universally the scores on that exam were poor. During Fall '17, the mean score on the first exam was 72.3% for 74 students. Winter '18 results on exams covering the same topics were much lower: 60.4% for 79 students.

The department wants to move assessment efforts to the transition from MPC 099 into Math 141, looking at the flow of topics covered in the first unit and possibly restructuring homework sets to make the unit more cohesive.

Changes to Course (if not addresses above):

Changes to program (if not addresses above):

Changes to College (if not addresses above):

Department: MA

Course Number: MA113

Date Created: 6/26/18

Date Modified: 9/10/18

Course Outcome:

Program Outcome:

Gen Ed(s) covered: 5

What did you do for your assessment? Why?

Students were set up with an 8 hour day with the local clinics to learn more about what they do on a day to day basis and prepare for what it will take for externship

What tools/measures did you do for your assessment and what were your results?

The MA from the facility that each student was working with filled out a form that gauged out their performance for the day and students wrote a short essay on their version of their experience.

What now? How are you going to close the assessment loop?

It has been shown that the students and facilities benefit greatly from this day in place. The students were able to ask a lot of questions and assist in obtaining vitals and were able to take direction and delegation from the staff there. The facilities like to get that sneak peek at who will be joining them for summer externship and discover the best way to communicate with that student in the future. I have deemed that the GYFWD will be staying as a part of the MA program experience at this time.

Changes to Course (if not addresses above):

As a result, there will be no changes

Changes to program (if not addresses above):

As a result, there will be no changes

Changes to College (if not addresses above):

Department: MA

Course Number: MA112

Date Created: 6/26/18

Date Modified: 9/10/18

Course Outcome:

Program Outcome:

Gen Ed(s) covered: 3

What did you do for your assessment? Why?

Incorporated extra structured lab skills time to see if the students would take advantage of the opportunity and therefore have better check off scores for their skill test days. This was not a mandatory lab session.

What tools/measures did you do for your assessment and what were your results?

I was able to track the students attendance for the lab sessions and compare the amount of time they spent after hours in lab with their ability to successfully complete their skills check off.

What now? How are you going to close the assessment loop?

The 20 students enrolled in MA 112. Majority attended the voluntary skills lab that was added in. Of the 20, all had made it to at least one of the lab sessions. There were 6 sessions over the entire Winter quarter. Average attendance was 4.2/6. The result of this is that there will be lab sessions added into Fall and Winter quarters as the feedback from students was good and they really took a great amount of time to practice in the lab improving on their skills over winter quarter.

Changes to Course (if not addresses above):

As a direct result, we have permanently adapted the lab hours as a part of MA 112 for those who are working full-time or just want the practice

Changes to program (if not addresses above):

As a direct result, we have permanently adapted the lab hours as a part of MA 112 for those who are working full-time or just want the practice

Changes to College (if not addresses above):

Department: AVF

Course Number: AVF221

Date Created: 8/20/18

Date Modified: 8/20/18

Course Outcome: 2. Explain various aircraft systems and operating limitations.

Program Outcome: AVF - 1. The students will be able to demonstrate the technical aspects of aircraft control and operation of related systems at the FAA commercially certificated and instrument rated pilot level.

Gen Ed(s) covered: 5

What did you do for your assessment? Why?

Our assessment of AVF 221 was focused on the second learning outcome. "The student will be able to explain various aircraft systems and operating limitations." This outcome supported our program outcome assessment for the 2017-2018 year which was focused on aircraft control and operation of related systems. This assessment also allowed us to review our students' knowledge of technically advanced cockpit aircraft as both the industry as well as our fleet of aircraft is being modernized.

What tools/measures did you do for your assessment and what were your results?

Our tool for assessment in this class was the comprehensive FAA Commercial Airmen's Knowledge Test. This written test covers all subject matter in the class, however, it can be used to assess our learning outcome. This was achieved by use of breaking down the specific subject matter that was deficient and pairing it with the learning outcome that is being assessed.

This year 28 students wrote the FAA Commercial Airmen's Knowledge Test with an overall pass rate of 97%. However, in an attempt to be more specific in our assessment we narrowed our focus this year to a specific learning outcome of being able to "explain various aircraft systems and operating limitations". Filtering the results of missed questions on the FAA Commercial Airmen's Knowledge Test yielded four subject areas where deficiencies related to this outcome were noted. Below is the list of subject areas that were found deficient and the percentage of the class that missed a related question.

Flight Instruments-Horizontal Situation Indicator 93%

Propeller Systems 39%

Power Plant Systems 39%

Propeller Operations- Constant Speed / Variable Speed 32%

What now? How are you going to close the assessment loop?

As a department our results have been discussed with the following recommendations:

1. Additional class time and homework will be allotted to the use and interpretation of Horizontal Situational Indicators.
2. Additional class time will be given to constant speed propellers with additional quiz and mid-term exam questions used to monitor student knowledge of this subject matter.
3. A review of basic power plant functions and use of the cutaway engine model will be used in class, as well as additional homework and quizzes on power plant limitations.

Changes to Course (if not addresses above):

Changes to program (if not addresses above):

Changes to College (if not addresses above):

At this time the results from this assessment do not indicated a need for a broader change or recommendation for the college.

Department: AVF

Course Number: AVF141

Date Created: 8/20/18

Date Modified: 8/20/18

Course Outcome: 3. Recognize and recover an airplane from critical flight attitudes and airspeeds with the demonstrations of slow flight and stall recoveries.

Program Outcome: AVF - 1. The students will be able to demonstrate the technical aspects of aircraft control and operation of related systems at the FAA commercially certificated and instrument rated pilot level.

Gen Ed(s) covered: 5

What did you do for your assessment? Why?

Our assessment in AVF 141 was focused on our third learning outcome for the class: "The student will be able to recognize and recover an airplane from critical flight attitudes and airspeeds with the demonstrations of slow flight and stall recoveries." The Federal Aviation Administration (FAA) has rewritten the standards for this maneuver several times over the last three years and we felt an assessment of this learning outcome would help us determine if we had successfully made the transition with the latest certification standards we are held to in this area. In our first attempt at assessing this class over the fall quarter, we only had 11% of the class complete the class during the assessment period. This relatively low sampling led us to the conclusion that further assessment should be done after the winter quarter (2018) for a more accurate and complete assessment.

What tools/measures did you do for your assessment and what were your results?

Our tool for assessment in this class is the comprehensive stage exam that is given in the aircraft at the completion of this class by a senior flight instructor. While this stage exam covers several aspects of pre-solo flight training, a principle item on the exam is the recognition and recovery skills from slow flight and stalls. The stage exam is considered to be unsatisfactory and the student is not allowed to pass if the skills are not within the standards set forth in the training course outline that is approved by the FAA.

At the completion of the winter quarter (2018), 89% of the first year cohort in the aviation program had completed the stage one check. The first time pass rate on this stage exam was 89% with an 11% failure rate. The following breaks down the causes noted for failure.

Takeoff/Landings and go-arounds (3 students) Stall recognition and recovery (1 student)

Only one student (2.5%) of the first year cohort was deficient in the defined learning outcome that was being assessed.

What now? How are you going to close the assessment loop?

At this point the preemptive measure addressed during the fall assessment seem appropriate and possibly an effective tool in addressing the deficiency in this learning outcome.

However, the results above indicate a weakness in an additional learning outcome for this class that was not being assessed this quarter (The student will be able to demonstrate solo flight proficiency, to include unassisted takeoffs and landings.) Due to these subsequent findings the program will review two key elements that may address the results noted above.

Proper stage check preparation guidance for new flight instructors. Decision making skills with regard to winds at the student pilot level.

Changes to Course (if not addresses above):

Changes to program (if not addresses above):

Changes to College (if not addresses above):

While there are a variety of reasons why this cohort finished their stage 1 exam in the winter quarter rather than the fall quarter, the aircraft availability seems to be an underlying issue. Continued monitoring of aircraft availability and possible solutions need to be a priority.

Department: AVF

Course Number: AVF253

Date Created: 8/20/18

Date Modified: 8/20/18

Course Outcome: 2. Demonstrate aircraft control with the performance of various takeoffs and landings within the Commercial Pilot-Airplane Airman Certification Standards.

Program Outcome: AVF - 1. The students will be able to demonstrate the technical aspects of aircraft control and operation of related systems at the FAA commercially certificated and instrument rated pilot level.

Gen Ed(s) covered: 5

What did you do for your assessment? Why?

Our assessment in AVF 253 was focused on our second learning outcome for the class: "The student will demonstrate aircraft control with the performance of various takeoffs and landings within the Commercial Pilot-Airplane Airman Certification Standards." With AVF 253 being our last flight class in the commercial pilot sequence, it was only natural to assess at least one of the primary learning outcomes starting with the most basic being takeoffs and landings at the commercial certificated pilot level

What tools/measures did you do for your assessment and what were your results?

Our tool for assessment in this class is the comprehensive stage exam that is given in the aircraft at the completion of this class by a senior flight instructor. During this stage exam the student is evaluated on four different types of takeoffs and five different landing techniques. Each of these takeoffs and landings must be performed within the standards set forth in the Commercial Pilot—Airplane Airman Certification Standards.

During the fall quarter only three students completed this course. Due to the sequence of classes and how the current cohorts of students was progressing, it was felt that we should reassess this class after the summer quarter was finished. At the completion of the summer quarter 2018, we had 18 students from this cohort complete this course with a 100% pass rate.

What now? How are you going to close the assessment loop?

Having assessed this cohort of students twice to gain adequate sampling in this course, it appears we are meeting our desired outcomes.

Changes to Course (if not addresses above):

Changes to program (if not addresses above):

Changes to College (if not addresses above):

None at this time.

Department: CS&

Course Number: CS&131

Date Created: 2/2/18

Date Modified: 8/13/18

Course Outcome: 8. Create functions to modularize a complex program into smaller, manageable parts

Program Outcome: CS - 3. Analyze and solve computational problems using a modern program language

Gen Ed(s) covered: 1 2 3 5

What did you do for your assessment? Why?

The students completed assignments regarding this outcome, primarily during Week / Module 5. Why? This outcome was chosen randomly, just to get started to learn more about this assessment process. It was also chosen because I knew I had several good assignments that cover this topic.

What tools/measures did you do for your assessment and what were your results?

The assignments were graded using typical grading procedures. There were 5 total assignments that taken together covered this learning objective. Here I list the average scores for the assignments.

PR 12 - 74%

PR 13 - 74%

PR 14 - 65%

IR 05 - 78%

REQuiz - 82%

This is a difficult learning objective to teach. Overall I feel that the scores were Ok, but could be better.

The assignments mentioned above relate to the program outcome "analyze and solve computational problems using a modern programming language". The students must analyze a problem statement and then solve the problem by writing a computer program that performs the requested tasks and does so using certain language features that are being studied. All of the assignments / projects in the entire course address this Program Outcome.

A result of 82% for the average grade for these assignments demonstrates that students are learning this particular Course outcome fairly well. It also demonstrates that the students are well on their way to addressing the Program outcome.

The assignments mentioned above relate to the several Gen Ed outcomes. One in particular is Gen Ed Outcome 3 "Students will be able to solve problems by gathering, interpreting, combining and/or applying information from multiple sources." The programming problems that are solved in this course require this exact thing. The student must analyze the problem statement and formulate a solution to the problem and implement that solution by writing a computer program. This requires combining information from many sources such as textbook, lectures and online resources.

What now? How are you going to close the assessment loop?

This learning objective is covered in later modules also, so I should assess more assignments given later in the course in order to see if the students are improving on this outcome as the course progresses. Perhaps I could refine the assessment for each assignment as well (make it more granular) to really focus in on this one specific skill. Regardless, I should also somehow improve the teaching of this particular outcome, and analyze these same assignments to see if improvements have been made.

Improvements to implement: Create more / better illustrations that explain the details of this particular outcome (visual learning can help). Provide additional / alternate resources for this topic, to give students who are struggling with this outcome.

Changes to Course (if not addresses above):

Changes to program (if not addresses above):

Changes to College (if not addresses above):

Department: HIST& Course Number: HIST&219

Date Created: 8/13/18

Date Modified: 8/13/18

Course Outcome: 6. Debate the effects of assimilation, resistance, and adaptation.

Program Outcome:

Gen Ed(s) covered: 3

What did you do for your assessment? Why?

From SPRING 2018 - For assessments I did an essay question on 3 exams. In the essay, students were asked to explain how tribes used 4 methods of survival (adaptation, assimilation, resistance and revitalization) when facing colonizers, the Americans, and the modern era. Students were required to write an essay over the same prompt, but each exam covered different eras. I used this method, so students could see how tribes adapted, assimilated, resisted, and revitalized their cultures over time. It also allowed me to assess student's critical thinking as we moved through different time periods.

What tools/measures did you do for your assessment and what were your results?

With the first exam, covering the Age of Discovery through Colonial era, all but 2 students received a 2.0 or better. The two students that did not reach a 2.0 failed to turn the exam in for credit. The second exam covered facing the United States and westward expansion. In exam two, 10 out of 21 students received scores lower than a 2.0, with 5 of the 10 not submitting the assignment. The remaining students that received a 2.0 or better were actively engaged with the content and sent emails with questions. Due to the lower scores, I added specific content to point out methods of adaptation, assimilation, resistance and the historical significance of revitalization movements. Those students that watched the required recorded lectures significantly improved their scores on exam 3. I will continue to use this method for assessments purposes but will revamp the recorded lectures.

What now? How are you going to close the assessment loop?

To close the loop, I have added more content into the lectures where I specifically state how certain methods were used and how it fits in the broader historical narrative. What I did find as the course moved into more modern topics students struggled making the needed connections to adaptation, assimilation, revitalization and resistance. Partly, it was because the topics become more complex, but also, based on the access reports in canvas, students stopped listening to lectures. To help prevent this, I will also be using lecture quizzes.

Changes to Course (if not addresses above):

More content and lecture quizzes.

Changes to program (if not addresses above):

More content and lecture quizzes.

Changes to College (if not addresses above):

Department: DVS

Course Number: DVS33

Date Created: 8/13/18

Date Modified: 8/13/18

Course Outcome: 1. Reading/Writing Skills: Determine central ideas of a text and analyze their development; summarize the key supporting details and ideas in writing. Analyze the arguments of others orally and in writing. Conduct research and evaluate findings to an

Program Outcome:

Gen Ed(s) covered: 1

What did you do for your assessment? Why?

SPRING 2018- In total I looked at 40 pieces of writing. 20 were pretests (taken during week 1-2) and 20 posttests (taken during week 8-9) The average score for the pretests was 2.6, whereas the posttest score was 3.4. So overall, our students' writing improved with hours of instruction.

What tools/measures did you do for your assessment and what were your results?

Here is where I ran into problems. It wasn't the same 40 students, so I wasn't able to compare for example how Hitomi did in the pretest versus the posttest.

In addition, about half the students had not indicated the hours of instruction on their paper. We know it was around week 1-2 for the pretest, and around week 8-9 for the posttest, but I didn't really want to guess exactly how many hours of instruction they've had.

My future recommendation is that if it's possible, we should test the same exact students. We have irregular attendance and our students sometimes drop out mid-quarter. But if possible, I recommend testing the same students.

My other recommendation is that we make sure they write down the hours of instruction the student had received pretest and posttest. Many teachers did (thank you!!) but not all.

Nonetheless, I believe that our students' writing improved overall. The posttests were much easier to read, more creative, and practiced varied vocabulary. I think the pretest and posttest idea is good and we should keep doing both.

What now? How are you going to close the assessment loop?

Changes to Course (if not addresses above):

Changes to program (if not addresses above):

Changes to College (if not addresses above):

Department: GERM& Course Number: GERM&121

Date Created: 8/13/18

Date Modified: 8/13/18

Course Outcome: 8. Articulate an understanding of the value to themselves of learning about other cultures.

Program Outcome:

Gen Ed(s) covered: 4

What did you do for your assessment? Why?

SPRING 2018 - In the guise of a wonderful all-expenses paid opportunity to travel to Germany to study at a university and live with a German family for four months, I have the students write a letter to their family expressing what they would get out of such a cultural exchange. They write this in English so that the language is not a hindrance to their articulation of the salient points.

What tools/measures did you do for your assessment and what were your results?

I had the students write a letter to their family and pass it in to me. Nearly every student completed the assignment (9 out of 10). Every student who turned in the assignment did so in a manner that demonstrated that they understand the importance to themselves of learning about other cultures.

I had students revisit the letters they wrote to see if they would change or add to their experience requests. My "round 2" assignment for my students was inconclusive (with the exception of 2 assignments, both of which I made photocopies of), they are all expressing their expanding appreciation of learning about the German language and culture in German to ME in their final free writes.

I find every quarter that my students gain a more nuanced and increased appreciation of the benefits of taking my class (as well as recommending that others take it!) AND that they are able to articulate this within their final Free Writes in German. I plan on keeping this assessment in place as I have for the past 10 ten years. I may tweak the other assignment, the one that was largely inconclusive, to make it more personalized. Or I might just get rid of it altogether and focus on the data that my students provide me in writing in the target language in their final free writes of every quarter.

What now? How are you going to close the assessment loop?

Changes to Course (if not addresses above):

Changes to program (if not addresses above):

Changes to College (if not addresses above):

Department: AG

Course Number: AG101

Date Created: 6/8/18

Date Modified: 6/8/18

Course Outcome: 3. Discuss the role of professional organizations

Program Outcome: AG - 3. Students will demonstrate critical-thinking and problem-solving skills as they make decisions in agricultural management situations.

Gen Ed(s) covered:

What did you do for your assessment? Why?

In their final project students had a two part discussion question. Many students listed what professional organizations they are interested in and then went on to discuss how the professional organization will help with their professional development. This was evaluate if students were able to apply what employers discussed on industry tours and materail covered in class to their personal and career goals.

What tools/measures did you do for your assessment and what were your results?

This project utilized as a tool to assess students and to provide students clear guidelines. What was evaluated was a couple students only listed the professional organizations but didn't fully discuss their choices. In addition, there was 28% (4/14) students who either didn't complete the question or simply answered the question incorrectly. Please note, the smaller class size does make the percentages more volatile.

What now? How are you going to close the assessment loop?

There are a couple changes I will make. The first change is rewording the question within the project, I believe if the question is worded well there will be better a response and success rate on the question. Secondly, including more details in the rubric as to how this question will be evaluated with help students know the expectation of what should be discussed in their project.

Changes to Course (if not addresses above):

Working towards building effective assessments and assessment tools

Changes to program (if not addresses above):

Working towards building effective assessments and assessment tools

Changes to College (if not addresses above):

Fully understanding and building effective assessments is a very complex topic. Assessing my class showed more of my errors in assessing rather than reflecting my instruction and student knowledge. It takes a lot of knowledge, practice, and time to effectively assess something. Additional help and resources on the ground level of creating effective rubrics and assessments would be beneficial.

Department: AG

Course Number: AG261

Date Created: 6/8/18

Date Modified: 6/8/18

Course Outcome: 5. Gain an understanding of plant form and function as it relates to agroecosystem management and crop production.

Program Outcome: AG - 3. Students will demonstrate critical-thinking and problem-solving skills as they make decisions in agricultural management situations.

Gen Ed(s) covered:

What did you do for your assessment? Why?

I had my student's do the write up for the field trip and they all did fairly well. Although several did not turn it in so the average is lower for that reason. From the Soils write up students displayed their knowledge about micro and macronutrient benefits the soil scientist tests for in their work (specifically running all their tests). And how that then applies to the Crop Advisor, giving him/her the right information to know what to apply to their customer's field.

What tools/measures did you do for your assessment and what were your results?

Assigment was graded by instructor. No specific tool was used.

What now? How are your going to close the assessment loop?

Incorporate a rubric or something as an assessment tool to more effectively and accurately assess student learning.

Changes to Course (if not addresses above):

In order to improve for next year, I will give them a mini assignment prior. This will help students to start thinking about what they should be getting out of the visit. I believe it will lead to better questions asked by the students during the field trip and start them thinking about applying their knowledge to crop management and production situations.

Changes to program (if not addresses above):

In order to improve for next year, I will give them a mini assignment prior. This will help students to start thinking about what they should be getting out of the visit. I believe it will lead to better questions asked by the students during the field trip and start them thinking about applying their knowledge to crop management and production situations.

Changes to College (if not addresses above):

More opportunities to increase knowledge and skills of assessment.

Department: AUT

Course Number: AUT124

Date Created: 6/6/18

Date Modified: 6/6/18

Course Outcome: 8. Demonstrate the ability to perform all types of brake system repairs and service.

Program Outcome: AUT - 4. By program completion, students will demonstrate knowledge and skill in the ASE certification areas including engine repair, automatic transmissions, manual transmissions, steering and suspension, brakes, electrical/electronics, HVAC, and engine

Gen Ed(s) covered: 5

What did you do for your assessment? Why?

Brake Rotor Machining - Students will remove a brake rotor and properly chuck it up on the brake lathe. They will then make test cuts, fast cuts, final cuts, and non-directional finish.

What tools/measures did you do for your assessment and what were your results?

This was a formative assessment based on completion of all steps and quality of finished product. 100% of students were able to successfully machine a brake rotor. 80% of students surpassed the acceptable standard and turned out beautifully machined rotors of the highest professional quality. This was probably due to the small class size this year (Approximately 1/3 of normal capacity) allowing all students to be in very close proximity to the brake lathe as other students were practicing. This may have aided the students' learning and retention functions due to the repetitive nature of rotor machining. (In previous years class sizes were much larger and many students could not see the activity until it was almost their turn. As a result the quality of the finished product was sub-par for many students in those years).

What now? How are you going to close the assessment loop?

This task should be reassessed when the class size returns to normal to compare the results to this year's smaller class. If the class size remains small in spring 2019 I see no need to reassess this activity until class size increases once again.

Changes to Course (if not addresses above):

If larger classes are turning out lower quality brake rotors in the future there may be a need to purchase a second brake lathe. This would allow more students to watch the process multiple times before they attempt it, since there would be two stations operating at once.

Changes to program (if not addresses above):

If larger classes are turning out lower quality brake rotors in the future there may be a need to purchase a second brake lathe. This would allow more students to watch the process multiple times before they attempt it, since there would be two stations operating at once.

Changes to College (if not addresses above):

Department: POLS& Course Number: POLS&202

Date Created: 6/14/18

Date Modified: 6/14/18

Course Outcome: 1. Illustrate the role of law upon society and the need for government.

Program Outcome:

Gen Ed(s) covered:

What did you do for your assessment? Why?

In Spring Quarter, POLS&202 was offered again with 116 students registered for the course if four section taught all-together. Changes made based on the previous assessment were that the SCOTUS role play and the Senate Role play were relocated within the course in order to allow for greater structure to the SCOTUS assignments.

What tools/measures did you do for your assessment and what were your results?

Students began work on the Senate role play during the first week of the quarter and continued that assignment until the end of the fourth week. At the conclusion of the fall assessment, we noted that 83% of the students demonstrated an understanding of the need for government through the Senate role play. In the spring quarter, this number dropped to 75%. There are several possible reasons for this. Firstly, this was a spring quarter class; traditionally student performance dropped as the academic year progresses. Another possible reason was that the role play had been moved to the start of the quarter. In our follow-up with students, we heard many complaints that there was not enough class time devoted to the role play and that we did not provide enough instruction. We tend to discount these complaints for two reasons: 1) we provided the same amount of time in class as we have in previous quarters; 2) we provided a 24-page instruction booklet accompanied with an open-source quiz along with a full day of discussion as to how the role play would work. We also encouraged students to approach us outside of the role play (in our offices) with questions. No one did.

It was the other portion of our fall assessment which we most wished to re-assess. The SCOTUS role play in the fall had yielded results which suggested there needed to be greater instruction prior to the start of the role play in order to provide students with a stronger foundation upon which to work. By moving the Senate role play to the start of the quarter, we were able to provide the larger amount of instructions the students had requested. We also re-arranged some of our in-class discussions to assist with this. In the fall quarter, we noted that 74.5% of the students demonstrated an understanding of the rule of law upon completion of the role play. In the spring quarter, 83% of students demonstrated an understanding of the role of law. We continued to see similar complaints from students during our follow-up session which indicated to us that our original conclusions regarding the comfort levels of the younger students with projects which call for increased self-awareness and individual thinking were accurate. We do plan to make some changes to the assignment, but for the purposes of this assessment, we're satisfied with the results.

What now? How are you going to close the assessment loop?

At the conclusion of the fall quarter we indicated we were satisfied with the results for the Senate portion of our assessment. We are again. We will, however, run the numbers again next winter quarter when the class is next taught to verify our belief that student success rates were influenced by the timing of the class within the academic year.

Changes to Course (if not addresses above):

Changes to program (if not addresses above):

Changes to College (if not addresses above):

Department: MCT

Course Number: MCT101

Date Created: 2/2/18

Date Modified: 6/13/18

Course Outcome: 1. Identify key attributes and technological challenges in the field of mechatronics

Program Outcome: UMS - 1. Identify, formulate, and solve hardware and software errors in mechatronic systems

Gen Ed(s) covered: 1 3

What did you do for your assessment? Why?

This class focused on microcontrollers, specifically Arduino. Based on past experience I have found that entry level students initially have problems understanding and wiring up various experiments. This difficulty leads to problems understanding the hows and whys of using an Integrated Development Environment (IDE). I alleviated this problem by introducing microcontrollers using the Circuit Playground which has a variety of sensors and indicators pre-wired.

What tools/measures did you do for your assessment and what were your results?

This division of the task into two distinct pieces led to much greater success. The students were assigned 5 Circuit Playground projects to complete, with a capstone project involving using the Circuit Playground to both numerically and graphically display the human pulse. This required research and programming. I required each student record their thoughts and observations regards each of these project. They turned in project write ups. I also required each show me that their code was indeed able to graphically display their pulse.

What now? How are you going to close the assessment loop?

After the students demonstrated success and understanding in working with the Circuit Playground, we moved on the the full Arduino kit wherein students began working with a wide array of electronic devices. Due to the skills obtained working with the pre-wired Circuit Playgrounds and the Arduino software, students worked with much greater success and understanding. So my original concept of finding a way to delay actual and frustrating wiring and breadboarding was successful. The students approached the second part of the class confident that they understood the operation of the IDE.

Furthermore, based on improved understanding, participation, retention and learning by students, which was derived through ownership, access, responsibility and care of their own inexpensive lab equipment and kits, and their improved usage and understanding of the applicable Open-Source software packages, which was brought about by shifting software downloading and installation responsibilities to the student, using their own systems, as opposed to being pre-installed by BBT, I am going to implement these ideas and processes in all future BBCC Mechatronics courses.

Changes to Course (if not addresses above):

Initially I did not make the purchase of a \$20 Circuit Playground a class requirement. The students were required to purchase a \$60 Arduino kit. Next time MCT101 is taught the purchase of a Circuit Playground will also be a requirement.

Changes to program (if not addresses above):

Initially I did not make the purchase of a \$20 Circuit Playground a class requirement. The students were required to purchase a \$60 Arduino kit. Next time MCT101 is taught the purchase of a Circuit Playground will also be a requirement.

Changes to College (if not addresses above):

I require students find, download and install all of thier own software. All the software they use is free and OpenSource. This producing a much more computer literate graduate. They are ready to hit the ground running after they leave BBCC without the high cost software purchases they or their companies will be expected to purchase. And having their lab kits, they have so much more than classroom memories, random notes and a few books sitting idely on the shelf.

Department: ACCT& Course Number: ACCT&201

Date Created: 2/2/18

Date Modified: 6/13/18

Course Outcome: 3. Prepare and complete worksheets, income statements, statements of owner's equity, balance sheets, and cash flow statements. Then journalize and post adjusting, closing and reversing entries.

Program Outcome: ACCT - 2. Communicate the cumulative effect of business transactions by preparing basic financial statements.

Gen Ed(s) covered: 5

What did you do for your assessment? Why?

Assessed students ability to prepare basic financial statement (income statement), upon entering our class and upon exiting.

What tools/measures did you do for your assessment and what were your results?

Administered Pre- and Post- tests on Financial Statement Preparation (income statement).

Approximately 10% of the students were able to identify the correct Net Income for the Pre-Test. The Post-Test was identical with the exception of the ending values, and approximately 60% of the students (who completed both tests) were able to identify the correct Net Income for the Post-Test.

What now? How are you going to close the assessment loop?

We want better than 60% success on the Post-Test. This outcome demonstrates a critical workplace skill (Gen Ed #5) and so it is imperative that our students leave this course (& program) with this skill. We will continue to assess the Outcome over the next 2 quarters in 17-18, but changes are needed. Changes will be summarized below.

Changes to Course (if not addresses above):

We plan to improve the clarity of the test.

We also plan to create & write and use supplemental instructional materials in our teaching of concepts related to Financial Statements, specifically the Income Statement.

Changes to program (if not addresses above):

We plan to improve the clarity of the test.

We also plan to create & write and use supplemental instructional materials in our teaching of concepts related to Financial Statements, specifically the Income Statement.

Changes to College (if not addresses above):

We plan to create a line item in our 18-19 budget request to acquire more funds to acquire more paper-bound texts to have available in the classrooms in which we teach this class (and one copy for the Library).

Department: ACCT

Course Number: ACCT105

Date Created: 2/2/18

Date Modified: 6/13/18

Course Outcome: 4. Prepare the following financial statements: Income Statement, Statement of Owners Equity and Balance Sheet.

Program Outcome: ACCT - 2. Communicate the cumulative effect of business transactions by preparing basic financial statements.

Gen Ed(s) covered: 5

What did you do for your assessment? Why?

Assessed students ability to prepare basic financial statement (income statement) upon entering our class and upon exiting.

What tools/measures did you do for your assessment and what were your results?

Administered Pre- and Post-Tests on Financial Statement preparation (income statement).

No students were able to identify the correct Net Income for the Pre-Test. The Post-Test was identical with the exception of the ending values and approximately 50% of the students (who completed both tests) were able to identify the correct Net Income for the Post-Test.

What now? How are you going to close the assessment loop?

We want better than 50% success on the Post-Test. This outcome demonstrates a critical workplace skill (Gen Ed #5) and so it is imperative that our students leave this course (& program) with this skill. We will continue to assess the Outcome over the next 2 quarters in 17-18, but changes are needed. Changes will be summarized below.

Changes to Course (if not addresses above):

We plan to improve the clarity of the test.

We also plan to create & write and use supplemental instructional materials in our teaching of concepts related to Financial Statements, specifically the Income Statement.

Changes to program (if not addresses above):

We plan to improve the clarity of the test.

We also plan to create & write and use supplemental instructional materials in our teaching of concepts related to Financial Statements, specifically the Income Statement.

Changes to College (if not addresses above):

We plan to create a line item in our 18-19 budget request to acquire more funds to purchase more paper-bound texts to have available in the classrooms in which we teach this class (and one copy for the library).

Department: WLD

Course Number: WLD207

Created: 6/12/18

Date Modified: 6/12/18

Course Outcome: 1. Demonstrate knowledge of ferrous and non-ferrous metallurgy.

Program Outcome: WLD - 2. Graduates of the program demonstrate competent cutting procedures, correct operation of equipment, and produce welds in accordance with AWS D1.1 D1.2 D1.6 API 1104 ASME sec IX.

Gen Ed(s) covered: 2

What did you do for your assessment? Why?

Students were instructed on various metal alloys. They were required to understand how the addition of carbon and other elements were added to different alloys. Students were required to use formulas to determine the equivalent amount of alloy constituents to quantify weldability.

What tools/measures did you do for your assessment and what were your results?

Assignments and tests were used to evaluate a variety of knowledge. One in class assignment specifically required the use of these formulas to calculate the carbon equivalent of a variety of metal chemistry. There was a wide spectrum of mathematical abilities observed.

What now? How are you going to close the assessment loop?

The exercise indicated that the group as a whole has the ability to quantify this chemistry, but some students experienced challenges.

Changes to Course (if not addressed above):

We will devote extra time in the WLD 207 class to assist students that have difficulties with the mathematical concepts. We will also offer an additional worksheet that shows some examples of the use of these formulas.

Changes to program (if not addressed above):

We will devote extra time in the WLD 207 class to assist students that have difficulties with the mathematical concepts. We will also offer an additional worksheet that shows some examples of the use of these formulas.

Changes to College (if not addressed above):

Math is used in a variety of trades. Some students would benefit from more focused field applicable math instruction.

Department: CMST& Course Number: CMST&210

Date Created: 2/1/18

Date Modified: 5/8/18

Course Outcome: 16. Construct logical and coherent arguments

Program Outcome:

Gen Ed(s) covered: 1 4

What did you do for your assessment? Why?

This assessment uses a final exam which focuses on suggested scenarios which present potential problems in communications. Students are asked to evaluate the situation, suggest a course of action, and support that course of action using theories taken from the textbook. The exam is timed, but is open-book and open-note. There are five scenarios in the exam. It counts for 10% of the grade, thus correlation between high scores in the class and high scores on the final cannot be attributed to the final itself, but reflect success across the board.

What tools/measures did you do for your assessment and what were your results?

Results were based on overall scores on the questions. Scores were approximate, based on a generalized sense of clarity of argument, understanding of cultural dynamics in the situation, and use of theory to determine a course of action. One student failed to complete the test. Of the 16 who did complete it, test scores were well aligned with overall class scores, indicating that the test was an accurate measure of what was learned in the course. Students ranging between 83-100% in the class overall ranged from 83-100% on the final exam, with the greatest deviation being less than 10%. Among students ranging from 66-81% in the course, there was greater variation. The highest score among this group was 75%, and the lowest was 42%. Once again, students who did poorly on the final tended to have far lower overall scores, but there were far more instances where the score on the final differed greatly from the overall score. Deviation ranged from 25% (mean) to 40% (high) with two students having a greater than 25% deviation.

What now? How are you going to close the assessment loop?

I would like to use an individual rubric for each question, focusing on Gen Ed outcomes 1, 4, and 5. Unfortunately, Canvas does not currently allow for individual question-based rubrics, so I'm left with only generalized scores to review. I have put in a request through Canvas to allow individualized rubrics for questions on exams, and this request is currently in the "voting" stage. I also plan to contact the other teachers of CMST 210 to see if they are willing to use a similar assessment in their courses, and perhaps to change the MCO to reflect this change.

I feel the test is accurate and fair, and that the large number of anomalous scores in low-achieving students has more to do with their success at low-stakes assignments like journal entries, which tended to outweigh the final exam in the final score.

Changes to Course (if not addresses above):

Changes to program (if not addresses above):

Changes to College (if not addresses above):

We need a full-time employee to do this work. My efforts to suggest stable standards and an overall philosophy for CMST generally fail because I teach only part-time. Someone needs to have the authority to lead this headless department.

Also, Canvas has not yet implemented a rubric system for individual essay questions, making it difficult to collect data. I will continue to use overall scores to assess student success for this outcome, but will keep pushing Canvas to allow for more detailed assessment.

Department: BIM

Course Number: BIM102

Date Created: 1/30/18

Date Modified: 5/4/18

Course Outcome: 1. Create, edit, and format the following in a mailable format: Email messages, business and academic reports, business letters, memos, envelopes and labels, tables, resumes, and letters of application

Program Outcome: BIM - 1. Students will develop Proficient Microsoft Office techniques by creating professional business documents in the current version of Microsoft Office.

Gen Ed(s) covered: 5

What did you do for your assessment? Why?

This class is variable credit, and students work in different areas of the course at the same time. Consequently, we are assessing all course outcomes using appropriate tests and rubrics based on where students are in the class. This quarter, we used the first test that each student took in their class.

What tools/measures did you do for your assessment and what were your results?

The outcome of students being able to create, edit and format appropriate business documents was measured by examining the appropriate test for each student. Out of 15 students, we had 11 students start on test 1, 1 student start 3, and 3 students start on test 4. Each test consisted of four questions that are application based requiring students to complete related task/skills in Microsoft Word. Our program has an 85% competency level. Any student that does not pass their test with at least an 85% is required to review and retest. Out of the 15 students, 11 passed on their first attempt and the average score was 87.73%. Of the four students that did not pass, the average score was a 65.25%. When looking at the overall average of all 15 students our average was 81.73%. This shows us that overall, students had a good understanding of how to format appropriate business documents.

Gen Ed 5 states: "Students will be able to demonstrate teamwork, ethics, appropriate safety awareness and/or workplace specific skills." When looking at this outcome, we see that our students are developing strong workplace skills. We looked at how students are able to demonstrate the skill of creating and editing appropriate business documents. It is evident to us that even with a high standard of 85% competency, most of our students are able to demonstrate this skill on their first attempt with an average of 87.73% and overall out of the whole class we are at an 81.73%. This is pleasing to us but still gives us room to improve. As we make that changes that are stated later, we hope to see these numbers raise a little.

What now? How are you going to close the assessment loop?

After further analysis of each exam, we see that eight students lost most of their points from the lack of understanding of a Block Style Letter. Four students lost most of their points coming from a lack of understanding of Memos, and three students lost most their points from the lack of understanding of Tables. Moving forward we plan to evaluate the current review assignments for students and make sure that we are adequately requiring students to go back and review the appropriate format of business documents.

Changes to Course (if not addresses above):

Changes to program (if not addresses above):

Changes to College (if not addresses above):

Department: BIM

Course Number: BIM110

Date Created: 1/30/18

Date Modified: 5/4/18

Course Outcome: 1. Demonstrate the ability to save, retrieve, move, and delete files using the MS Windows file management system

Program Outcome: BIM - 1. Students will develop Proficient Microsoft Office techniques by creating professional business documents in the current version of Microsoft Office.

Gen Ed(s) covered: 5

What did you do for your assessment? Why?

This class is variable credit, and students work in different areas of the course at the same time. Consequently, we are assessing all course outcomes using appropriate tests and rubrics based on where students are in the class. This quarter, we used the first test that each student took in their class.

What tools/measures did you do for your assessment and what were your results?

The outcome of students being able to demonstrate the ability to use one of the following Microsoft Office applications: Word, Excel, Access, and PowerPoint was measured by examining the appropriate test for each student. We had eight students and six started on test 1 and 2 started on test 2. Test 1 required students to change the format of a Word document and be able to use multiple functions of Microsoft Word. Test 2 focused on the use of Excel and Access. Our program has an 85% competency level. Any student that does not pass their test with at least an 85% is required to review and retest. Of our 8 students we had seven students pass their test on their first try and the average score was a 90.29%. The one student that did not pass their test received a 66%. This shows that overall, our students had an above average understanding of the Microsoft Office application tied to their test and could demonstrate the ability to use one of the following Microsoft Office applications.

Gen Ed 5 states: "Students will be able to demonstrate teamwork, ethics, appropriate safety awareness and/or workplace specific skills." When looking at this outcome, we see that our students are developing strong workplace skills. We looked at how students are able to demonstrate one of Microsoft Office's applications. It is evident to us that even with a high standard of 85% competency, most of our students are able to demonstrate this skill on their first attempt with an average of 90.29%. This is well above the 85% competency level that our program requires. Even though this is an outstanding result, we still hope to improve. As we make that changes that are stated later, we hope to see these numbers raise a little.

What now? How are you going to close the assessment loop?

After further analysis of each student's test, we see that students struggled with attention to detail and made little mistakes. We could see this in three areas of application. Students struggled with customizing bullet points, changing font color to a specific shade of red and adjusting margins. We see that in the area of Excel that students struggled with when and how to use absolute reference. We saw in Access that students struggled with the ability to create forms and queries. Moving forward, we will develop a review exercise for students focused on attention to detail. We will also evaluate how the book is teaching students about absolute reference. We will create and add more resources to our canvas site about how and when to use absolute reference. We will create an exercise to reinforce Access and how to create forms and queries from existing tables in Access.

Changes to Course (if not addresses above):

Changes to program (if not addresses above):

Changes to College (if not addresses above):

Department: BIM

Course Number: BIM285

Date Created: 1/30/18

Date Modified: 5/4/18

Course Outcome: 1. Be an MOS certified user of Word 2016 (required for BIM Program students)

Program Outcome: BIM - 1. Students will develop Proficient Microsoft Office techniques by creating professional business documents in the current version of Microsoft Office.

Gen Ed(s) covered: 5

What did you do for your assessment? Why?

This class is variable credit, and students work in different areas of the course at the same time. Consequently, we are assessing all course outcomes using appropriate tests and rubrics based on where students are in the class. This quarter, we used the first test that each student took in their class.

What tools/measures did you do for your assessment and what were your results?

The outcome of students passing their MOS certification test for Word 2016 or Excel 2016 was measured and examined by evaluating students' scores from a standard state MOS Certification Test offered by Microsoft Office. We had seven student who become MOS certified in Word 2016 or Excel 2016. Out of the seven students, 5 students passed on their first attempt. By Microsoft Office's standard, a passing score to be certified is 700 out of 1000. Our average score for the students who passed on their first attempt was 839.60. Of the two students that did not pass on their first attempt the average score was 455. The overall average of all seven students was 729.71. From this we see that our students were prepared for the MOS certification test.

Gen Ed 5 states: "Students will be able to demonstrate teamwork, ethics, appropriate safety awareness and/or workplace specific skills." When looking at this outcome, we see that our students are developing strong workplace skills. We looked at how students are able to demonstrate one of Microsoft Office's applications. This was done through Microsoft Office's standard test. Our student were able to demonstrate the workplace specific skill of being proficient in Microsoft Office by taking MOS Certification test. Even though we see that all our students' average was 729.71, which is above the Microsoft office's requirements, we still hope to improve. As we make that changes that are stated later, we hope to see these numbers raise a little.

What now? How are your going to close the assessment loop?

After further analysis, we see that according the results of the standard test that students in Word struggled with tables and list. In Excel, we see that students struggled in performing operations with formulas functions, creating charts and objects. Moving forward we will create a review exercise/assignment to reinforce the skills students have learned with tables and list in Microsoft Word. We will also look at Microsoft Excel and create a review exercise/assignment to reinforce the skills students have learned about performing operations with formulas, functions, creating charts and objects.

Changes to Course (if not addresses above):

Changes to program (if not addresses above):

Changes to College (if not addresses above):

Department: HUM

Course Number: HUM214

Date Created: 1/31/18

Date Modified: 5/14/18

Course Outcome: 6. Explore the practical application of the concept of “accommodation” with regard to culture

Program Outcome:

Gen Ed(s) covered: 1 4

What did you do for your assessment? Why?

Students were assigned a written assignments which measured their ability to see individual cultures as a potential barrier to any person's integration into what we think of as the dominant culture. The assignment asked that they focus on their own experiences as representatives of a marginalized group (with very careful scaffolding around the concept of how marginalization affects everyone).

What tools/measures did you do for your assessment and what were your results?

The essay assignments were assessed using a rubric which targeted specific concepts of culture, both personal and societal. The rubric targets five aspects of the student's own behavior within the context of a dominant culture. The rubric reads as follows:

CriteriaRatingsPts

Does the essay clearly define a behavior on the part of the author that others might disapprove of?

1.0 pts

Excellent

0.5 pts

Good

0.0 pts

Needs Work

0.0 pts

Unacceptable

1.0 pts

Does the author provide a strong reason why this behavior should be tolerated?

1.0 pts

Excellent

0.5 pts

Good

0.0 pts

Needs Work

0.0 pts

Unacceptable

1.0 pts

Does the author show that this behavior is a result of culture or identity?

1.0 pts

Excellent

0.5 pts

Good

0.0 pts

Needs Work

0.0 pts

Unacceptable

1.0 pts

Does the author clearly bracket, showing that not all behaviors caused by culture are acceptable?

1.0 pts

Excellent

0.5 pts

Good

0.0 pts

Needs Work

0.0 pts

Unacceptable

1.0 pts

In the end, do you have a clear understanding of the author's culture?

1.0 pts

Excellent

0.5 pts

Good

0.0 pts

Needs Work

0.0 pts

Unacceptable

1.0 pts

Total Points: 5.0

This essay establishes a necessary framework within which students can perceive themselves, not as individuals, but as members of cultures. This perspective is necessary as a framework for assignments to be completed later in the term. 18 essays were completed.

The mean score was 5/5, with 16 students achieving that score. There were two 4/5 scores, one which missed a the point regarding the author's behavior, the other missing the point regarding "bracketing" or "framing" the behavior. One student did not complete the assignment.

While there are no specific criteria related to outcome 1 (communication,) the high performance of students on all five criteria in the rubric implies success in this area. Students were not only able to understand their cultural affiliations, but to communicate them effectively.

What now? How are you going to close the assessment loop?

I would like to use multiple assignments to assess this outcome, but I am using a rubric for the final project which reads more like a public speaking assessment than a multiculturalism assessment. I plan to revise the rubric for the group project to reflect similar concepts to those in the essay. Since the group project counts for a larger percentage of the grade and has more criteria, I hope to gain a more detailed perception of which cultural concepts students are grasping.

Changes to Course (if not addresses above):

Changing rubric for final project. New Rubric:

Group Project Presentation Rubric

Group Project Presentation RubricCriteria

RatingsPts

Project is clearly based on the kinds of cultural issues we discussed in class.

1 pts

Project demonstrates recognition of controversy within the topic being discussed.

1 pts

Presenter shows strong understanding of her/his section in the context of partners' presentations.

1 pts

Presentation uses academic research to support claims about the cultural issues being described.

1 pts

Presenter acknowledges different perspectives and viewpoints that are present in audience.

1 pts

Presenter applies cultural concepts from the course to the research material rather than just restating it.

1 pts

Presenter uses supporting materials covered in class to support her/his argument.

1 pts

Presenter is able to draw conclusions and state goals with regard to the issue being discussed.

1 pts

Project conforms to time limits

1 pts

Group is ready to present on-time

1 pts

Total Points: 10

Changes to program (if not addresses above):

Changing rubric for final project. New Rubric:

Group Project Presentation Rubric

Group Project Presentation RubricCriteria

RatingsPts

Project is clearly based on the kinds of cultural issues we discussed in class.

1 pts

Project demonstrates recognition of controversy within the topic being discussed.

1 pts

Presenter shows strong understanding of her/his section in the context of partners' presentations.

1 pts

Presentation uses academic research to support claims about the cultural issues being described.

1 pts

Presenter acknowledges different perspectives and viewpoints that are present in audience.

1 pts

Presenter applies cultural concepts from the course to the research material rather than just restating it.

1 pts

Presenter uses supporting materials covered in class to support her/his argument.

1 pts

Presenter is able to draw conclusions and state goals with regard to the issue being discussed.

1 pts

Project conforms to time limits

1 pts

Group is ready to present on-time

1 pts

Total Points: 10

Changes to College (if not addresses above):

I think this assessment shows that students can learn to understand their own cultures and those of others if they attend courses specifically designed for that purpose, with multiple assessments that address cultural awareness. Since

this is the only Multiculturalism course currently taught at BBCC, and it's clear that Multiculturalism is not just one of many focal points in this class, but the focus of the entire class, I recommend that the college use this course as a model for courses that fulfill the upcoming Multiculturalism requirement. I also recommend that the college use a standard definition of Multiculturalism which spans multiple colleges in defining which classes fulfill this requirement, rather than allowing instructors to decide individually what they think of as Multiculturalism.

Department: REL

Course Number: REL201

Date Created: 2/2/18

Date Modified: 4/9/18

Course Outcome: 2. Distinguish the primary beliefs and concepts of the world's religions in written examinations.

Program Outcome:

Gen Ed(s) covered: 4

What did you do for your assessment? Why?

I lectured in class and assigned readings from the text books so that the students could distinguish the origins and developments of religions. 75% of students will be able to distinguish the origins and development of the world's religions and distinguish the primary beliefs and concepts of the world's religions.

What tools/measures did you do for your assessment and what were your results?

Exam 1: Hinduism and Buddhism; Exam 2: Confucianism, Taoism, Buddhism; Exam 3: Judaism and Christianity; Exam 4: Christianity and Islam

Assessed Fall 2017 REL World Religions course 11:45 to 12:50 in 1609.

113 exams were 75% and higher out of a total of 124 exams (31 students X 4 exams) making a 91% success rate.

What now? How are you going to close the assessment loop?

I plan on attending a conference on Buddhism in Spokane on Saturday, February 17th, 2018, so that I can provide better lectures.

Changes to Course (if not addresses above):

I plan on using a newer textbook from Oxford University Press. I would have made these changes regardless of an assessment report. I can only quiz my students on what I've taught them. If I give them a limited amount of information about Buddhism and quiz them on it, they will do really well. My assessment report will show that my students know the material. I know that it is a limited about of information about Buddhism but not because they are doing poorly on quizzes. I know that the course has a limited amount of information about Buddhism because when I learn more about Buddhism I am amazed about how much Buddhism never made it to my course.

For example, the Spokane Buddhists follow Amida Buddha. Apparently this is one of the most popular forms of Buddhism but I had never heard of it until I invited a pastor from the Spokane Buddhist temple to speak to my class Fall 2017 and he was explaining this Amida Buddha thing that I had never heard of before. The pastor was seriously revising most of what I had taught my students that quarter about Buddhism. This told me that I should probably go to their conference and try to learn more. And Amida Buddha was never mentioned in the textbook I was using which was evidence to me that my 1950s textbook was woefully out of date. Yes, I was literally using a textbook from the 1950s: Huston Smith's "The World Religions" was originally published in 1958.

I continuously try to learn more information about the different religions and sects in the world so that the course can be as current and informative as 11 weeks allows.

Changes to program (if not addresses above):

I plan on using a newer textbook from Oxford University Press. I would have made these changes regardless of an assessment report. I can only quiz my students on what I've taught them. If I give them a limited amount of information about Buddhism and quiz them on it, they will do really well. My assessment report will show that my students know the material. I know that it is a limited about of information about Buddhism but not because they are doing poorly on

quizzes. I know that the course has a limited amount of information about Buddhism because when I learn more about Buddhism I am amazed about how much Buddhism never made it to my course.

For example, the Spokane Buddhists follow Amida Buddha. Apparently this is one of the most popular forms of Buddhism but I had never heard of it until I invited a pastor from the Spokane Buddhist temple to speak to my class Fall 2017 and he was explaining this Amida Buddha thing that I had never heard of before. The pastor was seriously revising most of what I had taught my students that quarter about Buddhism. This told me that I should probably go to their conference and try to learn more. And Amida Buddha was never mentioned in the textbook I was using which was evidence to me that my 1950s textbook was woefully out of date. Yes, I was literally using a textbook from the 1950s: Huston Smith's "The World Religions" was originally published in 1958.

I continuously try to learn more information about the different religions and sects in the world so that the course can be as current and informative as 11 weeks allows.

Changes to College (if not addresses above):

Department: AUT

Course Number: AUT121

Date Created: 4/26/18

Date Modified: 4/26/18

Course Outcome: 8. Demonstrate the ability to safely perform high quality electrical circuit repairs.

Program Outcome: AUT - 4. By program completion, students will demonstrate knowledge and skill in the ASE certification areas including engine repair, automatic transmissions, manual transmissions, steering and suspension, brakes, electrical/electronics, HVAC, and engine

Gen Ed(s) covered: 5

What did you do for your assessment? Why?

Students performed all types of electrical wire repairs common to the automobiles: Solder w/ crimp, solder w/o crimp, simple butt connector, sealed butt connector, butt connector and shrink wrap.

What tools/measures did you do for your assessment and what were your results?

This was a formative assessment based on time spent, quality of connections, and completion of all the assigned types of repairs. 100% of students were able to successfully complete all assigned wire repair tasks. Time spent varied among students, but all students completed the tasks inside the allotted timeframe. In the past these tasks have proved more difficult for some students to complete in a reasonable amount of time. Factors that fueled this quarter's success may have included: Smaller class size and more experience on the part of this instructor.

What now? How are you going to close the assessment loop?

In the future, when class size increases, they will be broken up into smaller groups for these tasks in an attempt to recreate the success of this quarter.

Changes to Course (if not addressed above):

Changes to program (if not addressed above):

Changes to College (if not addressed above):

Department: AMT

Course Number: AMT251

Date Created: 2/1/18

Date Modified: 4/10/18

Course Outcome: 1. Inspect, repair, overhaul, check, service, reciprocating & turbine engines and engine installations.

Program Outcome: AMT - 4. Students will be able to demonstrate teamwork, ethics, and appropriate safety awareness and/or workplace specific skills through instructor observation.

Gen Ed(s) covered: 1 3

What did you do for your assessment? Why?

I reviewed the student written assignments in this area of instruction and by observation of their work habits and techniques.

What tools/measures did you do for your assessment and what were your results?

Reviewed written assignments and observations. Every student met the competency performance level. The times for completions varied.

What now? How are your going to close the assessment loop?

We will continue to emphasize the importance of aircraft and powerplant inspections and proper documentation of the assignments. Students are required to apply textbook and technical manual information into written assignments where they apply their knowledge and they move into a lab environment where they have to transfer knowledge learned in the textbook and classroom, into applied workplace relevant skills.

Changes to Course (if not addresses above):

none

Changes to program (if not addresses above):

none

Changes to College (if not addresses above):

Department: ENGL& Course Number: ENGL&101

Created: 3/21/18

Date Modified: 3/21/18

Course Outcome: 7. Show an understanding of MLA format, including incorporation of source material and citation.

Program Outcome:

Gen Ed(s) covered: 1

What did you do for your assessment? Why?

Over the Spring 17, Fall 17, and Winter 18 quarters, we looked at the question of whether students at BBCC were leaving their English 101 courses with a basic understanding of citations and formatting. Out of 280 students, spanning three quarters, students scored an average of 16.95/20 on an MLA test designed to assess comprehensive knowledge of MLA citations and formatting. From these results, we feel that no larger course/departmental changes need to occur. Students do seem to have basic proficiency in this area.

What tools/measures did you do for your assessment and what were your results?

We used an MLA quiz specifically designed for this assessment.

What now? How are you going to close the assessment loop?

From these results, we feel that no larger course/departmental changes need to occur. Students do seem to have basic proficiency in this area. The loop has been closed.

Changes to Course (if not addresses above):

Changes to program (if not addresses above):

Changes to College (if not addresses above):

As a whole, students do seem to understand how to use citations/formatting effectively. The failure to use citations/formatting inside the classroom really seems to come down to two potential factors: Creating a consistent message for students, at the individual course/instructor level, of expectations toward citations/formatting. Students may understand something, but their decision to use that knowledge has to do with whether or not failing to do so will adversely affect their grade. The more that faculty make clear high expectations toward these things, the more closely students will come to doing so. Understanding the difference between citation styles. In English 101, students are primarily taught MLA. While other styles are often touched on, they are not typically taught extensively. If a specific instructor is using a citation/formatting style outside of MLA, they may need to provide students with instruction or models of that style.

Department: GERM& Course Number: GERM&121

Date Created: 2/2/18

Date Modified: 3/15/18

Course Outcome: 8. Articulate an understanding of the value to themselves of learning about other cultures.

Program Outcome:

Gen Ed(s) covered: 4

**What did you do for your assessment? Why? **

In the guise of a wonderful all-expenses paid opportunity to travel to Germany to study at a university and live with a German family for four months, I have the students write a letter to their family expressing what they would get out of such a cultural exchange. They write this in English so that the language is not a hindrance to their articulation of the salient points.

What tools/measures did you do for your assessment and what were your results?

I had the students write a letter to their family and pass it in to me. Nearly every student completed the assignment (9 out of 10). Every student who turned in the assignment did so in a manner that demonstrated that they understand the importance to themselves of learning about other cultures.

What now? How are you going to close the assessment loop?

I intend on keeping this assessment in place and to redo it every quarter. In addition, I plan to increase the use of "Jeopardy" type study sessions related to the material to see if it increases engagement among students. I also plan to amend the final assessment for this reading by having students revisit the letters they wrote to see if they would change or add to their experience requests.

Changes to Course (if not addresses above):

No changes

Changes to program (if not addresses above):

No changes

Changes to College (if not addresses above):

Department: GERM& Course Number: GERM&122

Date Created: 2/2/18

Date Modified: 3/15/18

Course Outcome: 9. Articulate an understanding of the value to themselves of learning about other cultures.

Program Outcome:

Gen Ed(s) covered: 4

What did you do for your assessment? Why?

In the guise of a wonderful all-expenses paid opportunity to travel to Germany to study at a university and live with a German family for four months, I have the students write a letter to their family expressing what they would get out of such a cultural exchange. They write this in English so that the language is not a hindrance to their articulation of the salient points.

What tools/measures did you do for your assessment and what were your results?

I had the students write a letter to their family and pass it in to me. Nearly every student completed the assignment (14 out of 17). Every student who turned in the assignment did so in a manner that demonstrated that they understand the importance to themselves of learning about other cultures.

What now? How are you going to close the assessment loop?

I intend on keeping this assessment in place and to redo it every quarter. In addition, I plan to increase the use of "Jeopardy" type study sessions related to the material to see if it increases engagement among students. I also plan to amend the final assessment for this reading by having students revisit the letters they wrote to see if they would change or add to their experience requests.

Changes to Course (if not addresses above):

None

Changes to program (if not addresses above):

None

Changes to College (if not addresses above):

Department: GERM& Course Number: GERM&123

Date Created: 2/2/18

Date Modified: 3/15/18

Course Outcome: 7. Articulate an understanding of the value to themselves of learning about other cultures.

Program Outcome:

Gen Ed(s) covered: 4

What did you do for your assessment? Why?

In the guise of a wonderful all-expenses paid opportunity to travel to Germany to study at a university and live with a German family for four months, I have the students write a letter to their family expressing what they would get out of such a cultural exchange. They write this in English so that the language is not a hindrance to their articulation of the salient points.

What tools/measures did you do for your assessment and what were your results?

I had the students write a letter to their family and pass it in to me. Every student completed the assignment (1 out of 1). Every student who turned in the assignment did so in a manner that demonstrated that they understand the importance to themselves of learning about other cultures.

What now? How are you going to close the assessment loop?

I intend on keeping this assessment in place and to redo it every quarter. In addition, I plan to increase the use of "Jeopardy" type study sessions related to the material to see if it increases engagement among students. I also plan to amend the final assessment for this reading by having students revisit the letters they wrote to see if they would change or add to their experience requests.

Changes to Course (if not addresses above):

None

Changes to program (if not addresses above):

None

Changes to College (if not addresses above):

Department: CJ&

Course Number: CJ&101

Date Created: 12/19/17

Date Modified: 3/1/18

Course Outcome: 10. Identify different sentencing models used in the US and what they mean for equal treatment of offenders.

Program Outcome: CJ - 9. Demonstrate awareness of the diverse and multicultural components within their community.

Gen Ed(s) covered: 1 3 4

What did you do for your assessment? Why?

Outcome 10: We evaluated this outcome using a discussion board assignment where students were asked to specifically discuss two different sentencing models and specifically state how the models they chose could be influenced by factors such as race, poverty level, status, gender, community. This topic is important because our sentencing history is very closely tied to the history of our country and how we choose to manage people based on their group membership. Students need to understand the history and how their own state views sentencing reform. All of this is discussed in class. They are also quizzed on this on part of one exam.

What tools/measures did you do for your assessment and what were your results?

Seventy-five percent of student correctly identify different sentencing theories and models on the exam. For the discussion board, 83% of students who completed the correct assignment were able to answer the questions sufficiently and intelligently. Twelve out of 30 students did not follow directions and did not complete the correct assignment.

What now? How are you going to close the assessment loop?

There are a few things I would change about this discussion board assignment. I need to make it clearer in the directions that students need to complete the specific question. On other discussion boards they could choose the question they responded to. Also, we discuss this topic again when we get to the Corrections class (CJ 220) but I would like to see if their knowledge here transfers to that course which is usually a quarter or two past Intro CJ. Also, in the class I would like to have more time with them looking at scenarios of different cases and assigning the type of sentencing model they think would fit. I think they would be amazed that some of their decisions may not be based on the crime alone but might be influenced by the "person" who they read committed the crime. It would be a good opportunity to discuss implicit bias and how to correct for that in our decision-making. I don't have the time at the moment to create these scenarios or to look through materials. Hopefully as we add more faculty or once all program courses are in place, I will have a little time to revise the materials for this topic.

Changes to Course (if not addresses above):

Changes to program (if not addresses above):

Changes to College (if not addresses above):

Department: ECON

Course Number: ECON200

Created: 2/1/18

Date Modified: 3/1/18

Course Outcome: 1. Explain the economic principle of scarcity.

Program Outcome:

Gen Ed(s) covered: 1 3

What did you do for your assessment? Why?

I asked students to provide both definitions and applications of the principles using proper terminology.

This avenue provides insight into the depth of understanding. If they knew the material they could define the principle but they had to understand it to be able to apply it to a life scenario.

I assessed all three of our identified course outcomes.

What tools/measures did you do for your assessment and what were your results?

I utilized both tests and assignments to assess the students' understanding of the principle of scarcity and the use of proper economic terminology.

The assignments were designed to have the students provide real-life examples of how the principles applied to daily life.

What now? How are you going to close the assessment loop?

The results of the assessment showed that while most students (80%) did understand scarcity and were able to use proper terminology there remains room for improvement. I need to improve my introduction and explanation of principles and terminology. I think the more they hear real-life examples of principles and terminology usage, the better they grasp the concepts. I am working to develop better application examples.

Changes to Course (if not addresses above):

To more effectively promote growth in students' ability to write more effectively, I am changing my written assignment rubric. I will increase the weight for proper use of grammar and spelling. I will put greater emphasis on demonstrating a flow of ideas, from identifying an economic problem to the proposed recommendation, from the student.

Changes to program (if not addresses above):

To more effectively promote growth in students' ability to write more effectively, I am changing my written assignment rubric. I will increase the weight for proper use of grammar and spelling. I will put greater emphasis on demonstrating a flow of ideas, from identifying an economic problem to the proposed recommendation, from the student.

Changes to College (if not addresses above):

Department: ECON& Course Number: ECON&201

Date Created: 2/2/18

Date Modified: 3/1/18

Course Outcome: 3. Correctly use the terminology of economics.

Program Outcome:

Gen Ed(s) covered: 1 3

What did you do for your assessment? Why?

I assessed all three of our identified course outcomes.

I asked students to provide both definitions and applications of the principles using proper terminology.

This avenue provides insight into the depth of understanding. If they knew the material they could define the principle but they had to understand it to be able to apply it to a life scenario.

What tools/measures did you do for your assessment and what were your results?

I utilized class discussions, written assignments, and tests to assess the students' understanding of the various principles of economics and the use of proper economic terminology.

The assignments were designed to have the students provide real-life examples of how the principles applied to daily life.

What now? How are you going to close the assessment loop?

By the end of the quarter about 75% of the students were able to see the application of economic principles in their own situations but some struggled to utilize economic terminology correctly. The online students struggled more than those in the face-to-face class with terminology.

To improve the instruction to the online students, I plan to begin recording lectures and making them available to the students.

We will continue to provide real-world and current world economic examples in both lectures and assignments to encourage the students to thoughtfully consider the application of economic principles.

Changes to Course (if not addresses above):

To more effectively promote growth in students' ability to write more effectively, I am changing my written assignment rubric. I will increase the weight for proper use of grammar and spelling. I will put greater emphasis on demonstrating a flow of ideas, from identifying an economic problem to the proposed recommendation, from the student.

During discussions in the traditional class, I am now requiring a complete flow of thought, asking the student to not just provide the final answer but to explain how they reached their conclusion.

Changes to program (if not addresses above):

To more effectively promote growth in students' ability to write more effectively, I am changing my written assignment rubric. I will increase the weight for proper use of grammar and spelling. I will put greater emphasis on demonstrating a flow of ideas, from identifying an economic problem to the proposed recommendation, from the student.

During discussions in the traditional class, I am now requiring a complete flow of thought, asking the student to not just provide the final answer but to explain how they reached their conclusion.

Changes to College (if not addresses above):

Department: HIST& Course Number: HIST&215

Date Created: 12/18/17

Date Modified: 3/1/18

Course Outcome: 2. Debate how women fit into the larger developments and events of American history.

Program Outcome:

Gen Ed(s) covered: 4

What did you do for your assessment? Why?

Used Course Outcome 2 (Debate how women fit into the larger developments and events of American history.) and 4 (Explain an awareness of the diversity of women's attitudes and experiences in American history.)

For this assignment, students were required to research any woman they were interested in getting more information on over the course of the quarter. This assignment allowed students to delve deeper into Women in American History and see how certain women were active in history and how they experienced different or same events.

What tools/measures did you do for your assessment and what were your results?

The project itself was broken up into five stages. The first step was acquiring a topic. Students would discuss their topic with me via canvas. The second part of the project was a bibliography check-in. Students had to submit three or more sources for my inspection so I could make sure the sources were scholarly and cited correctly. The third step was the actual presentations. Students made a narrative PowerPoint or video presentation and uploaded it to canvas. Presentations ran 15 minutes where they gave background knowledge, how their particular woman was historically significant, how she fit into the large historical picture, and her experiences. The fourth part of the project was students listening other student's presentations and making comments on at least five other students. This allowed them to analyze how the project was completed as well as observe the diversity of women's attitudes and actions in American history. The Final part of the project was a self-reflection paper. This paper was where students explained their struggles and how they overcame the struggles with their project. In the self-reflection, they also explained the diversity of women's experience and attitudes in American history.

Results:

For the first stage of the project 15 out of 19 students received full marks. The remaining 4 students did not turn in the assignment.

For the second stage of the project 16 out of 19 students received full marks. The remaining 3 students did not turn in the assignment.

For the third step, the presentation itself, 13 out of 19 students received a 2.0 or higher. Of the remaining 6 students, 3 received a 1.7 and the other 3 did not turn the assignment in. In this section the results were successful with the majority of students demonstrating their ability to explain how their particular woman was historically significant, how she fit into the large historical picture, and her experiences.

For the fourth step, students analyze other presentations, 14 out of 19 students received a 2.0 or better indicating that they could think critically about presentations and observe the diversity of women's attitudes and actions in American history. The remaining 5 students did not turn this portion of the assignment in.

For the final stage of the project, 15 out of 19 students received a 2.0 or higher indicating that they could think critically and explain the diversity of women's experience and attitudes in American history. One of the remaining 4 students received a 1.1 while the other 3 just did not turn the assignment in.

What now? How are you going to close the assessment loop?

The results of this project were a success in demonstrating students' ability to debate how women fit into the larger developments and events of American history and to explain the awareness of the diversity of women's attitudes and

experiences in American history. This is the first time this method was implemented as this was the first time this course ran. For now, this method will continue to be used.

Changes to Course (if not addresses above):

Changes to program (if not addresses above):

Changes to College (if not addresses above):

Department: CJ&

Course Number: CJ&101

Date Created: 12/19/17

Date Modified: 3/1/18

Course Outcome: 15. Discuss the Criminal Justice System in the context of a real case.

Program Outcome: CJ - 8. Explain the larger role of criminal justice as it relates to the community.

Gen Ed(s) covered: 1 3 4

What did you do for your assessment? Why?

Outcome 15: For outcome 15 I want students to see the Criminal Justice System in action. It is way more relevant to them if they know how it actually works and they can see real court documents and read about a real case. ALL CJ 101 students read about the Joseph Duncan case which occurred in 2005 in Kootenai County, Idaho. They know the places in the cases and some have even known the people. This case is used in all intro classes and is then brought up as future examples in other CJ curriculum. Students review real court documents and transcripts, motions that have been filed, and news articles written by local reporters. This case is very real to them and many students have a very emotional response during discussions. The case is divided in three parts and follows the discussions with the main CJ intro curriculum.

What tools/measures did you do for your assessment and what were your results?

The first assignment discusses Duncan's interaction with Law Enforcement. The second assignment discusses Duncan's interaction with the Courts and the third is his interaction with Corrections. There is also a portion on how this case influenced other criminals and changed WA state law regarding sex offenders. It is a rich case and students make very strong connections to the lecture material. For the individual assignments the average scores are 87%, 94% and 92% for the first, second, and third parts respectively. The overall average score on the whole project was 85%. Some students do not complete all parts of the assignment and therefore the overall project grade is lower. The students are required to include rich case information and tie the questions back to material learned in the general lecture.

What now? How are you going to close the assessment loop?

At this point there really isn't much I would change for the intro class. This project has gone through many iterations which started with students reading ALL case materials and all documents, which was about 1000 pages, to them reading a condensed case summary and specific court documents that they present in class. The only thing I might change is how we tie the case in to other curriculum. I could probably review more court documents in the upper courses and get into more depth. The only thing I might possibly do is see how the students connect the class material to other local cases.

Changes to Course (if not addresses above):

Changes to program (if not addresses above):

Changes to College (if not addresses above):

Department: CJ&

Course Number: CJ&101

Date Created: 12/19/17

Date Modified: 3/1/18

Course Outcome: 6. Explain what is meant by use of force and corruption in reference to law enforcement.

Program Outcome: CJ - 6. Explain the role of discretion in criminal justice and how to respond appropriately to fluid situations.

Gen Ed(s) covered: 1 3 4

What did you do for your assessment? Why?

Outcome 6: We evaluated this outcome using a discussion board assignment where students were asked to specifically discuss the origins of the law related to force and to discuss whether they think guidelines for law enforcement are relevant and appropriate. This is an incredibly important topic in our country today and we want students to be able to appropriately discuss Use of Force by officers and to have a valid opinion about the topic if asked or if they become an officer.

What tools/measures did you do for your assessment and what were your results?

Of the total number of student who responded to the discussion assignment, 83% correctly identified the law and addressed all points of the assignment. Some students correctly included a discussion of factors such as race and location and how that would affect use of force decisions. Some students didn't complete the correct assignment.

What now? How are you going to close the assessment loop?

There are a few things I would change about this discussion board assignment. I need to make it clearer in the directions that students need to complete the specific question. On other discussion boards they could choose the question they responded to. Also, I think I'd like them to write a bit more on the topic for the course. They cover this topic in every other CJ class, especially CJ 210 (Policing) and so I want to evaluate their discussion in that class and see if it is better Winter Quarter after having this directed assignment in Fall. If it is then perhaps the progression of ideas is fine. If not, then I may need to modify assignments in the future.

Changes to Course (if not addresses above):

Changes to program (if not addresses above):

Changes to College (if not addresses above):

Department: PSYC& Course Number: PSYC&100

Date Created: 3/1/18

Date Modified: 3/1/18

Course Outcome: 6. Describe the processes and stages of classical conditioning; describe operant conditioning, the differences between reinforcement and punishment, and what negative and positive mean in this context; discuss social learning theory and how it relates t

Program Outcome:

Gen Ed(s) covered: 3 4

What did you do for your assessment? Why?

This outcomes was measured by examining 16 related questions on the PSYC 100 Exam 2 that covered Learning Theory. It also examined students who completed an extra credit paper on the topic.

What tools/measures did you do for your assessment and what were your results?

On the exam, students during Fall 2017 had an 79% average on these questions showing an above average understanding of these topics. Eighty percent of students who completed the extra credit paper, understood the assignment and recieved a 100%.

What now? How are you going to close the assessment loop?

After further analysis of the exam questions, there is one exam question across all classes that students appear to do poorly on "Which of the following decreases the recurrence of the behavior it follows?" The answer is punishment but many students want to only focus on reinforcement. This question is incredibly difficult and likely needs to be adjusted for the level of mastery expected on this incredibly difficult topic.

Changes to Course (if not addresses above):

Changes to program (if not addresses above):

Changes to College (if not addresses above):

Department: ART&

Course Number: ART&100

Date Created: 1/29/18

Date Modified: 2/22/18

Course Outcome: 1. Demonstrate different ways of “seeing,” interpreting, and evaluating a work of art

Program Outcome:

Gen Ed(s) covered: 4

What did you do for your assessment? Why?

I selected an essay assignment based on artwork that was seen in the local museum. Students selected one artwork to focus on and write about. They described the formal elements of the work. Then, they evaluated the piece and related to their own life experience. It seemed a good mesh of objective description leading to subjective experience. In a nutshell, it was what the art experience is all about.

What tools/measures did you do for your assessment and what were your results?

I had a rubric with specifics on a 100 point scale. Out of 30 students 22 scored 90 or higher and of those 3 scored 100. This equaled 73% doing better than 90 points.

What now? How are you going to close the assessment loop?

I will continue this assignment in future classes. It is a good mix of describing formal elements with a contextual addition. It will change according to what the future exhibitions will be but is a satisfying combination for students to bring their art knowledge together with art opinion. It helps to validate the students' aesthetic sense while basing it in observable elements. The photos in this show were based in the Moses Lake/Grant County area and many students were able to relate to the imagery. They were able to connect to an artist unknown to them through the commonality of the image. It was a clear indication to them that art is everywhere, especially in Moses Lake.

Changes to Course (if not addresses above):

I am going to use the same assignment to assess students' aesthetic experience and how it ties to their own experiences in life. The assignment will vary depending on the change in exhibition at the local art museum. Students might experience photographs differently from sculptures or paintings and this should be reflected in the writing assignment. Experiencing art and then translating that experience into writing is a concrete way of demonstrating different ways of seeing, interpreting, and evaluating art.

Changes to program (if not addresses above):

I am going to use the same assignment to assess students' aesthetic experience and how it ties to their own experiences in life. The assignment will vary depending on the change in exhibition at the local art museum. Students might experience photographs differently from sculptures or paintings and this should be reflected in the writing assignment. Experiencing art and then translating that experience into writing is a concrete way of demonstrating different ways of seeing, interpreting, and evaluating art.

Changes to College (if not addresses above):

An area outside of the art department building to show student artwork would be appreciated.

Department: Library

Course Number:

Date Created: 1/24/18

Date Modified: 2/2/18

Course Outcome:

Program Outcome:

Gen Ed(s) covered: 3

What did you do for your assessment? Why?

1. Students will be able to identify and implement the use of library tools on the website and be able to demonstrate understanding
2. Students will locate, access, and demonstrate understanding of databases by completing research papers/projects works cited pages using these resources
3. Students will take a quiz for self-assessment of basic library knowledge before/after instruction sessions and briefly comment about the most and least helpful aspects.

What tools/measures did you do for your assessment and what were your results?

1. Library website worksheet
2. Evaluation form filled out by instructor upon completion of the paper/project
3. Simple paper 3 question quiz

What now? How are you going to close the assessment loop?

1. Library website worksheets - out of 8 classes surveyed with this tool, most students needed comments or corrections on 25% of the questions on average with little to no consistency on problem questions, apart from one. The most difficult question was about what databases are for and where they are found: "Where would you go to find credible online articles in magazines, journals, newspapers, etc.?"

Many students weren't clear about the answer to this questions which means the library instructor needs to make sure the students are more informed about database resources before they are given the worksheet OR we need to create a new worksheet and revamp our questions.

2. Evaluation form filled out by instructor - Out of 12 instructors surveyed, 5 responded to the Google form with 4 multiple choice questions. 100% of these required students to evaluate and/or identify research resources. 100% noticed a better quality of resources in students' research after the instruction session. 100% had an outcome in mind from the instruction session. 100% felt that goal was met. Of the 2 comments, both of which were positive, one instructor decided to add more library instruction sessions in the future.

Next quarter we will attempt to get more instructor feedback and emphasize its importance, but it looks like we are on the right track.

3. 4 classes were surveyed: 1 CSS and 3 History. In CSS the highest points of change in confidence in knowledge of the library before and after the 2 days of instruction classes were between 2 and 3 points out of 5 (no change being 0), with only 1 student saying there was no change. The most comments about what was most helpful from the session was finding books and the most comments about what was least helpful was also finding books (but fewer). The highest points of change on Before/After quizzes in the 3 history classes were between 1-3 points of change. Out of approximately 65 students surveyed only 5 said there was no change in library knowledge. The comments about the most helpful aspect overall was finding books and learning about databases in all 3 classes and most comments in the least helpful category was nothing.

These results tell us that although we sometimes steer away from the "finding a book" part of our instruction classes, most students seem to recognize its value. Databases are also a good thing to keep showing them which we do regularly. Also almost all of our students feel they develop greater general knowledge and have more confidence in their understanding of library resources from attending our introductory sessions.

Changes to Course (if not addresses above):

I'd like to have more understanding of the "after" part of our research sessions. For next quarter I'd like to make sure I have more responses about the citations page, the resources students used, and maybe develop a way to evaluate the resources used from the library perspective.

Changes to program (if not addresses above):

I'd like to have more understanding of the "after" part of our research sessions. For next quarter I'd like to make sure I have more responses about the citations page, the resources students used, and maybe develop a way to evaluate the resources used from the library perspective.

Changes to College (if not addresses above):

Department: MATH& Course Number: MATH&146

Date Created: 1/30/18

Date Modified: 2/2/18

Course Outcome: 3. Use statistics to make population-level inferences

Program Outcome:

Gen Ed(s) covered: 2

What did you do for your assessment? Why?

We assessed students' ability to create a confidence interval estimate of a population value. We selected this as it is representative of one of the course outcomes: using statistics to make population level inferences.

What tools/measures did you do for your assessment and what were your results?

Students were given either a project or a final exam question which covered the topic. Results are below:

Correct responses small error unsuccessful totals 9251613262111421791515 totals4291869

Overall, 60% (42 out of 69) were able to answer the question completely correctly. 73.9% were able to complete the task with only minor errors.

What now? How are you going to close the assessment loop?

We are not dissatisfied with these results. The department discussed the results and the various types of assignments used to assess this objective and the fact that textbooks for statistics vary widely in their presentation of many core concepts in the course.

Instructors in the department used several different texts in Fall term. Overall, none were exceptional.

We plan to work towards writing our own OER statistics textbook for BBCC students. Results from a previous departmental authored textbook have been good, and statistics is an area that could use a more consistent presentation.

Changes to Course (if not addresses above):

Changes to program (if not addresses above):

Changes to College (if not addresses above):

Department: AUT

Course Number: AUT 220

Date Created: 1/31/18

Date Modified: 2/2/18

Course Outcome: 1. Diagnose and repair ignition systems 5. Diagnose and repair fuel delivery systems

Program Outcome: 4. By program completion, students will demonstrate knowledge and skill in the ASE certification areas including engine repair, automatic transmissions, manual transmissions, steering and suspension, brakes, electrical/electronics, HVAC, and engine perf

Gen Ed(s) covered: 3

What did you do for your assessment? Why?

Outcomes 1 & 5: Of the competencies subsets of the ASE area #8 "Engine Performance", these two represent the largest diagnostic and repair segment.

What tools/measures did you do for your assessment and what were your results?

Assessment was three-fold. First: students were required to complete tasks/competencies daily. These are counted, when completed, as being "done". Second: a written final was administered with the questions relating to these tasks broken out and recorded. Third: a practical hands-on test was also given and the related tasks scored. The idea was that by assessing in this manner, a picture of how well they understood would appear. The data showed that the students completed, on average, 69% of the related tasks, with the highest number being 97% and the lowest 17%. The hands-on test also had an average of 69% , with the highest score being 91% and the lowest being 38%. Lastly, the written test produced an average of 58% with the highest score being 66% and the lowest being 44% . One note of interest was that a single had the highest score in all three areas while a single student had the lowest score in all areas.

What now? How are you going to close the assessment loop?

Based on the assessment data, simply performing the tasks once is not enough. Repeated performance is needed for mastery. Mastery will also improve written testing skills which are required for ASE testing. Additional lab scopes would help to facilitate this as well as more injector service tools for pressure, flow, current testing, and injector cleaning. Additional space to increase the number of cars in the shop would be helpful. But maybe more importantly would be a running look at student's progress with their tasks during the quarter. A spreadsheet would be created to make that work. Also a mid-term hands-on would also provide feedback of a student's progress and needed remediation.

Changes to Course (if not addresses above):

Changes to program (if not addresses above):

Changes to College (if not addresses above):

Department: CDL

Course Number: CDL100

Date Created: 2/1/18

Date Modified: 2/2/18

Course Outcome: 1. Demonstrate safe defensive driving techniques

Program Outcome: CDL - 1. Demonstrate safe driving techniques

Gen Ed(s) covered: 5

What did you do for your assessment? Why?

Through-out CDL course I evaluated the students driving abilities and skills both on the shifting/driving range and over the road. This was done to insure that the students were on track to pass the CDL course as well as the WA. DOL State test.

What tools/measures did you do for your assessment and what were your results?

The students used our CDL trucks and trailers on the driving range and on public roads. The results were that the students passed the CDL course as well as the WA. DOL State test with a 3rd party State Tester.

What now? How are you going to close the assessment loop?

The CDL course is a five week training program where the assessment/evaluations are on-going through-out the length of the course. The loop closes after the CDL students have completed the five week CDL program course, after which the assessment/evaluations will again open and close with the next class.

Changes to Course (if not addresses above):

Technology in the trucking industry is getting more advanced every year and it is important that students keep up with those industry advances.

Changes to program (if not addresses above):

Technology in the trucking industry is getting more advanced every year and it is important that students keep up with those industry advances.

Changes to College (if not addresses above):

I would like to have a two bay shop that is long enough to hold a truck and trailer combination, so i can teach students how to preform important maintenance on the trucks and trailers. The shop would also serve to get students out of the cold weather so they can pay more attention to what is being taught.

Department: CDL

Course Number: CDL100

Date Created: 2/1/18

Date Modified: 2/2/18

Course Outcome: 2. Conduct pre-trip and post-trip inspections

Program Outcome: CDL - 2. Conduct pre-trip and post-trip inspections

Gen Ed(s) covered: 5

What did you do for your assessment? Why?

Through-out CDL course I evaluated the students on their ability to conduct a full and proper pre-trip inspection. This was done to insure that the students were on track to pass the CDL course as well as the WA. DOL State test.

What tools/measures did you do for your assessment and what were your results?

For pre-trip inspections the students used our CDL trucks and trailers, they also had access to our computers to watch pre-trip inspection videos and prepare for their CDL finals. The students passed the CDL course as well as the WA. DOL State test with a 3rd party State Tester.

What now? How are you going to close the assessment loop?

The CDL course is a five week training program where the assessment/evaluations are on-going through-out the length of the course. The loop closes after the CDL students have completed the five week CDL program course, after which the assessment/evaluations will open and close with the next class.

Changes to Course (if not addresses above):

Technology in the trucking industry is getting more advanced every year and it is important that students keep up with those industry advances.

Changes to program (if not addresses above):

Technology in the trucking industry is getting more advanced every year and it is important that students keep up with those industry advances.

Changes to College (if not addresses above):

I would like to have a two bay shop that is long enough to hold a truck and trailer combination, so i can teach students how to preform important maintenance on the trucks and trailers. The shop would also serve to get students out of the cold weather so they can pay more attention to what is being taught.

Department: CDL

Course Number: CDL100

Date Created: 2/1/18

Date Modified: 2/2/18

Course Outcome: 3. Demonstrate safe coupling and uncoupling procedures

Program Outcome: CDL - 3. Demonstrate safe coupling and uncoupling techniques

Gen Ed(s) covered: 5

What did you do for your assessment? Why?

Through-out CDL course I evaluated the students abilities to safely couple and uncouple the semi-truck from the trailer. This was done to insure that the students were following all saftey steps and also to keep themselfves safe from bodliiy harm as well as not damage any equipment during the proceedures.

What tools/measures did you do for your assessment and what were your results?

For coupling and uncoupling the students used our CDL trucks and trailers. The results were that no one was hurt and the CDL equipment was not damaged.

What now? How are you going to close the assessment loop?

The CDL course is a five week training program where the assessment/evaluations are on-going through-out the length of the course. The loop closes after the CDL students have completed the five week CDL program course, after which the assessment/evaluations will open and close with the next class.

Changes to Course (if not addresses above):

Technolegy in the trucking industry is getting more advanced every year and it is important that students keep up with those industry advances.

Changes to program (if not addresses above):

Technolegy in the trucking industry is getting more advanced every year and it is important that students keep up with those industry advances.

Changes to College (if not addresses above):

N/A

Department: CDL

Course Number: CDL100

Date Created: 2/1/18

Date Modified: 2/2/18

Course Outcome: 4. Demonstrate safe shifting, backing and maneuvering

Program Outcome: CDL - 4. Demonstrate safe shifting, backing and maneuvering

Gen Ed(s) covered: 5

What did you do for your assessment? Why?

Through-out CDL course I evaluated the students shifting, backing and maneuvering abilities both on the shifting/driving range and over the road. This was done to insure that the students were on track to pass the CDL course as well as the WA. DOL State test.

What tools/measures did you do for your assessment and what were your results?

The students used our CDL trucks and trailers on the range as well as on the road. The students were able to pass the CDL course as well as the WA. DOL State test with a 3rd party State Tester.

What now? How are you going to close the assessment loop?

The CDL course is a five week training program where the assessment/evaluations are on-going through-out the length of the course. The loop closes after the CDL students have completed the five week CDL program course, after which the assessment/evaluations will open and close with the next class.

Changes to Course (if not addresses above):

Technology in the trucking industry is getting more advanced every year and it is important that students keep up with those industry advances.

Changes to program (if not addresses above):

Technology in the trucking industry is getting more advanced every year and it is important that students keep up with those industry advances.

Changes to College (if not addresses above):

I would like to have a two bay shop that is long enough to hold a truck and trailer combination, so i can teach students how to preform important maintenance on the trucks and trailers. The shop would also serve to get students out of the cold weather so they can pay more attention to what is being taught.

Department: CDL

Course Number: CDL100

Date Created: 2/1/18

Date Modified: 2/2/18

Course Outcome: 5. Complete documents pertaining to cargo, hazardous materials, mileage, trip envelopes, etc.

Program Outcome: CDL - 5. Complete documents pertaining to cargo, hazardous materials, mileage, trip sheets, etc.

Gen Ed(s) covered: 5

What did you do for your assessment? Why?

I evaluated the student's through-out CDL course by administering a 31 chapter Bumper to Bumper homework book, in class exams pertaining to the CDL Trucking Industry. I also gave the students a General Knowledge, Air Brakes, Combination Vehicles, Doubles & Triples, Tankers, Hazardous Materials, CDL course finals test. This was done to insure that the students were on track to pass the CDL course as well as the WA. DOL State test.

What tools/measures did you do for your assessment and what were your results?

For their homework the students were given a Bumper to Bumper work book and computer access for their CDL finals. The students passed the CDL course as well as the WA. DOL State test with a 3rd party State Tester.

What now? How are you going to close the assessment loop?

The CDL course is a five week training program where the assessment/evaluations are on-going through-out the length of the course. The loop closes after the CDL students have completed the five week CDL program course, after which the assessment/evaluations will open and close with the next class.

Changes to Course (if not addresses above):

No changes will be needed at this time.

Changes to program (if not addresses above):

No changes will be needed at this time.

Changes to College (if not addresses above):

N/A

Department: CDL

Course Number: CDL100

Date Created: 2/1/18

Date Modified: 2/2/18

Course Outcome: 6. Complete log books accurately

Program Outcome: CDL - 6. Complete log books accurately

Gen Ed(s) covered: 5

What did you do for your assessment? Why?

Through-out CDL course students were also evaluated on how they filled out their Daily Log Book & E-Log reports through-out CDL course. This was done to insure that the students would have the knowledge needed to fill out their logs properly.

What tools/measures did you do for your assessment and what were your results?

For their log-books and e-logs the students were given a log-book and an android tablet to fill out both their paper logs as well as their e-logs. The students were able to understand how to accurately fill out both paper logs and e-logs.

What now? How are you going to close the assessment loop?

The CDL course is a five week training program where the assessment/evaluations are on-going through-out the length of the course. The loop closes after the CDL students have completed the five week CDL program course, after which the assessment/evaluations will open and close with the next class.

Changes to Course (if not addresses above):

Technology in the trucking industry is getting more advanced every year and it is important that students keep up with those industry advances.

Changes to program (if not addresses above):

Technology in the trucking industry is getting more advanced every year and it is important that students keep up with those industry advances.

Changes to College (if not addresses above):

I bought Android tablets for each students and downloaded the "Keep Trucking" app so they can use it like the industry would an E-Log.

Department: AUT

Course Number: AUT111

Date Created: 2/2/18

Date Modified: 2/2/18

Course Outcome: 8. Demonstrate the ability to disassemble, inspect, clean and reassemble an automotive engine.

Program Outcome: AUT - 4. By program completion, students will demonstrate knowledge and skill in the ASE certification areas including engine repair, automatic transmissions, manual transmissions, steering and suspension, brakes, electrical/electronics, HVAC, and engine

Gen Ed(s) covered: 3 5

What did you do for your assessment? Why?

Program outcomes 1,2, and 3 were also addressed with this assignment.

Students were tasked with disassembling and reassembling an automotive engine in order to gain a comprehensive understanding of its operating characteristics.

What tools/measures did you do for your assessment and what were your results?

This was assessed based on difficulty level of the engine, the skill level of the student (based on previous mechanical experience) and the time it took to complete the tasks.

100% of the students were able to complete the assigned engine disassembly and reassembly tasks, but only 24% were able to complete those tasks to mastery. 76% of students did not master the task, but did complete it. The students who were successful at achieving mastery had previous automotive experience before joining the program. The students who did not master the task had little or no previous mechanical experience of any kind. This has been the trend over the past three years.

Several factors affected this assignment. The engines we have are not equally challenging. Some of our project engines are extremely complex, and others are incredibly simple. Even the simplest automotive engines have hundreds of internal parts, each part having its own removal, inspection, and reinstallation procedures. Also, the time we have for this task is extremely limited, considering the amount of practice that is required for the average student to attain mastery. Unfortunately, most students did not have a reasonable amount of time to practice the tasks to mastery.

To make matters worse the technological and mechanical aspects of the automotive engine have skyrocketed within the past twenty years. The time needed to cover emerging technologies increases as vehicle technology increases. In addition, modern automotive repair facilities have phased out the rebuilding of engines because it is neither profitable nor expedient. The common solution in modern shops is to purchase a pre-built engine from a reputable vendor. Customers benefit from the lower priced rebuilt engines and decreased turn-around time. Shops and technicians benefit from being able to focus on more profitable services and repairs.

What now? How are you going to close the assessment loop?

We will emulate the industry by phasing out the complete disassembly and reassembly of an engine. Instead we will focus on practicing only those tasks that technicians will encounter in the field. This would include only partial disassembly of larger engine subgroups and the replacement of peripheral components.

A cut-away engine trainer would be a more effective teaching tool for the fundamentals of internal engine operation, given the time constraints we face. Observing engine operation concepts at work on a full size "cut-away" engine would actually be more beneficial than disassembling the engine itself. Students would have more time to master relevant engine repair tasks that require only partial disassembly, such as cylinder head gasket or timing mechanism replacement. This would also allow more time to cover the growing number of technological advancements that have been made to the automotive engine over the past two decades, while solidifying the students' concept of base engine operation.

Changes to Course (if not addresses above):

Addressed above

Changes to program (if not addresses above):

Addressed above

Changes to College (if not addresses above):

None

Department: CSS

Course Number: CSS100

Date Created: 2/2/18

Date Modified: 2/2/18

Course Outcome: 1. Use higher order problem-solving and critical thinking skills to explain why they are at Big Bend, to identify a degree, program, or certificate goal at Big Bend, and to write a plan of classes, Big Bend resources, and schedule to achieve that goal.

Program Outcome:

Gen Ed(s) covered: 3

What did you do for your assessment? Why?

CSS 100 students developed an educational plan and wrote a paper applying critical thinking skills to identify resources they could use to meet their goals and possible roadblocks to their success. One of the primary goals of CSS 100 is for students to next steps and long-term goals related to their education and life choices. Because these skills are a focus of CSS 100, measuring how well students could gather the necessary information and make sound choices based on what they gathered was an effective way to assess how well CSS 100 meets its goal in serving students.

What tools/measures did you do for your assessment and what were your results?

47 CSS 100 students completed an educational plan and essay. The education plan and essay represented their cumulative understanding of determining a career path, choosing a college degree path, identifying possible barriers and strategies to overcome those barriers, identifying resources to help attain educational and career goals, and then combining all of the information into a solid, relevant educational plan. The results of the assessment that the 92% of the students successfully identified a degree, program and course requirements, the jobs available, and a sound reason for choosing that degree; 92% were successful in identifying possible barriers to their goals; 70% successfully gathered and interpreted their information; 81% successfully identified resources; and 70% successfully designed an educational plan. While the overall results are good and students were able to create a logical, well-thought-out plan for their education and careers, we are concerned that the educational plan part of the assessment was not consistently administered by all CSS 100 instructors. Therefore, our next steps are to meet with all CSS 100 instructors to expand and clarify the requirements for the educational plan and then repeat this same assessment for winter 2018 quarter.

What now? How are you going to close the assessment loop?

We will meet with all of the CSS 100 instructors to revise the educational plan component of the assessment so that its language is expanded and clarified. We will repeat the same assessment for winter 2018 quarter but with the revised assessment.

Changes to Course (if not addresses above):

Changes to program (if not addresses above):

Changes to College (if not addresses above):

Department: MATH& Course Number: MATH&152

Date Created: 2/2/18

Date Modified: 2/2/18

Course Outcome: 1. Use appropriate methodology to compute definite and indefinite integrals, including improper integrals

Program Outcome:

Gen Ed(s) covered: 2

What did you do for your assessment? Why?

We assessed students' ability to evaluate an improper integral on the final exam. It is a learning outcome for the course.

What tools/measures did you do for your assessment and what were your results?

A question covering the topic was given on the final.

The sample size was small. 13 students earned 53.8% of the possible points for the problem.

Overall, 2 (15.4%) answered it correctly, and 11 had significant errors.

What now? How are you going to close the assessment loop?

This is a small sample size, and data is drawn from the only section of MATH&152 offered in the fall.

We will continue to collect data from other sections of the course this year.

Instructors starting the calculus sequence Winter and Spring of 2018 have adopted a new OER textbook that is more rigorous than the textbook (also OER) currently in use.

Changes to Course (if not addresses above):

Changes to program (if not addresses above):

Changes to College (if not addresses above):

Department: MUSC& Course Number: MUSC&105

Date Created: 2/2/18

Date Modified: 2/2/18

Course Outcome: 5. Explain and interpret various composers, compositions, genres, and styles of each time period through research projects and presentations.

Program Outcome:

Gen Ed(s) covered: 4

What did you do for your assessment? Why?

Students were assessed in a project format. They are asked to create composer cards that contained vital information about the composers as well as their connections to the various cultures present in Europe at the time. This included music style, genres created/used, personal information, how their music was received by different parts of Europe, and what were the effects of the social and political contexts of their contributions to musical society.

What tools/measures did you do for your assessment and what were your results?

A rubric was used to grade the project for the completion of the different sections (Background, Compositions, Music Received, Social/Political). The results were as follows: 75% of students completed the project and were able to identify the background of the composers and at least one composition that they composed. Of the 21 students who completed the project, 71% were able to identify how the music was received, but not how they affected the social and political aspects of their music.

What now? How are you going to close the assessment loop?

More time has to be dedicated to the last portion of the composers lives in order to increase the level of success in that area. Certain other area of the class will be tightened to allow more time to be spent on this project and the lecture(s) for this area will be reworked.

Changes to Course (if not addresses above):

These changes should increase the success rate to 80% in each area of the project.

Changes to program (if not addresses above):

These changes should increase the success rate to 80% in each area of the project.

Changes to College (if not addresses above):

These recommendations will be taken care of in the classroom and will not require the college to make any adjustments.

Department: SIM

Course Number: SIM110

Date Created: 2/2/18

Date Modified: 2/2/18

Course Outcome: 6. Discuss visual design principles for simulation equipment and computer software systems

Program Outcome: SIM - 6. Develop, implement, and troubleshoot simulation equipment, scenarios, and training sessions.

Gen Ed(s) covered: 3

What did you do for your assessment? Why?

Final Project - designing a 3 State (minimum) Scenario

What tools/measures did you do for your assessment and what were your results?

For this project, students used a flowchart to recreate a medical simulation scenario with programmed states, transitions, and triggers. The students were evaluated on their ability to program this scenario so that it could run automatically through the flow chart of events based upon triggers from the manikin (i.e. medical administration would cause a reaction in the manikin). Working through this process ensures that the student must engage their critical thinking skills to overcome programming challenges while remaining realistic to the fidelity of the simulation.

What now? How are you going to close the assessment loop?

We allow the students to select from 3 different levels of scenarios that they can program. The easiest level is the minimum expectation for the course and completion of it results in a passing grade. However, some students were eager to practice a higher level of difficulty. Therefore, we allow the students to also choose from a medium level and high level of difficulty. We have found that some students excel and like to go above and beyond course expectations when they are given the chance. We appreciate this because it continues to encourage critical thinking.

Changes to Course (if not addressed above):

Changes to program (if not addressed above):

Changes to College (if not addressed above):

Department: SIM

Course Number: SIM130

Date Created: 2/2/18

Date Modified: 2/2/18

Course Outcome: 1. Operate simulation equipment, task trainers, computerized simulators, and virtual reality procedural trainers with a focus on electrocardiograms, CPR/Defibrillation, first responder wound/burn care, PPE, and patient transfer.

Program Outcome: SIM - 1. Implement Simulation Scenarios - Display proactive behavior in developing, implementing, and troubleshooting simulation equipment, scenarios, and training sessions.

Gen Ed(s) covered: 1 5

What did you do for your assessment? Why?

This assignment met course outcomes: 1, 4, 5, and 7

ACLS V-Fib in the ICU/Moving from BLS to ACLS Lab

What tools/measures did you do for your assessment and what were your results?

We used a rubric to evaluate the results of this assessment. Our results showed that the in-class (online) learning that the students accomplished was enough to prepare them for the hands-on application of the lab. Additionally, the lab provided a chance for the students to work together to apply their understanding of setting up, configuring, running, and debriefing a simulation experience. Students were also able to learn that interdependence among participants was essential in being able to successfully complete this task.

What now? How are you going to close the assessment loop?

This is a foundational learning assignment and assessment for this course and the program. We encourage students to take this class first because they get to experience all the facets of simulation (albeit on a basic level).

Changes to Course (if not addresses above):

Changes to program (if not addresses above):

Changes to College (if not addresses above):

Department: SIM

Course Number: SIM295

Date Created: 2/2/18

Date Modified: 2/2/18

Course Outcome: 1. Demonstrate a balance of leadership and follower skills as working as part of a community healthcare team.

Program Outcome: SIM - 4. Promote Community Engagement - Promote occupational health and safety within the community by providing customized simulation training opportunities.

Gen Ed(s) covered: 1 3 5

What did you do for your assessment? Why?

For this assignment, Program Outcomes for #3, #4, and #5 are being addressed.

For this assignment, course outcomes for #1, #2, #3, and #4 are being addressed.

For this course, students are required to implement 2 high fidelity simulations. This is the capstone/practicum course.

What tools/measures did you do for your assessment and what were your results?

There are several measures that are used for this assessment. There is an evaluation tool that is given to the practicum instructor. This evaluation tool is both qualitative and quantitative. Additionally, the SIM 295 instructor evaluates the design and implementation of the scenario. By the time students reach this point in the program, there is typically not a lot of feedback or instruction given. However, there was one aspect that students seemed to consistently struggle with: debriefing. Therefore, the assessment of this assignment caused us to go back and reassess the course in which debriefing was supposed to be addressed. We will now be approaching how we teach debriefing differently as a result of this knowledge.

What now? How are you going to close the assessment loop?

From above: "There was one aspect that students seemed to consistently struggle with: debriefing. Therefore, the assessment of this assignment caused us to go back and reassess the course in which debriefing was supposed to be addressed. We will now be approaching how we teach debriefing differently as a result of this knowledge."

Changes to Course (if not addresses above):

Changes to program (if not addresses above):

Changes to College (if not addresses above):

Department: SPAN& Course Number: SPAN&121

Date Created: 2/2/18

Date Modified: 2/2/18

Course Outcome: 1. Speak basic Spanish with standard pronunciation of simple words.

Program Outcome:

Gen Ed(s) covered: 1

What did you do for your assessment? Why?

I assessed proper Spanish pronunciation. I chose this assessment because the purpose of language acquisition is communication. If pronunciation is grossly incorrect then communication is impeded. Many of my students seemed to have difficulty grasping correct pronunciation of Spanish vowels and consonants.

What tools/measures did you use for your assessment and what were your results?

I uploaded Spanish pronunciation videos to the Canvas class site. I created an assignment meant to allow students to demonstrate their understanding of the correct pronunciation of Spanish vowel sounds and consonants as well as rhythm/beat of the language. Students were required to complete the assignment indicating their understanding of these sounds. At the end of the quarter, students were given a Listening Comprehension quiz in which they heard various pronunciations of Spanish words from which they had to choose the correct pronunciation.

41 Spanish 121 students took the assessment:

34/41(82.9%) identified the correct Spanish pronunciation of the selected words with a score of 90% or higher

6/24 students identified the correct Spanish pronunciation with a score of 70-80%

1 student received a score of 50%

24 Spanish 122 students took the assessment:

18/24 (75%) students identified the correct Spanish pronunciation of the selected scores with a score of 90% or higher;

5/24 students identified the correct Spanish pronunciation with a score of 80%;

1 student received a score of 60%

What now? How are you going to close the assessment loop?

During Winter 2018 students in Span 122 (most of whom were enrolled in Span 121 during Fall 2017) will be assigned a more in-depth exercise utilizing the original videos plus one more. At the end of Winter 2018 these students will receive another Listening Comprehension quiz which will incorporate the new knowledge they gained from completing the second Pronunciation assignment and re-watching the original videos.

At the end of Spring 2018 these students will be assessed on their own pronunciation as they complete an Oral Assessment of a Spanish reading selection.

Changes to Course (if not addresses above):

Changes to program (if not addresses above):

Changes to College (if not addresses above):

Department: HIST& Course Number: HIST&126

Date Created: 1/25/18

Date Modified: 2/1/18

Course Outcome: 10. Demonstrate communication skills, both written and oral, by employing primary evidence in support of carefully formed conclusions regarding the historical record of the ancient world.

Program Outcome:

Gen Ed(s) covered: 3

What did you do for your assessment? Why?

Students completed two historical analysis essays and one "museum" project. The first essay established a benchmark for the student related to the checked Gen Ed Out (GEO). Scores earned on the same criteria for the second essay were then compared to the first essay, and a "growth score" was determined based on the student's measured improvement. The museum project represented a culmination of course outcomes and GEO. Students demonstrating growth over time earned another set of growth score points. The rationale for this model was twofold: 1) to scaffold the "gathering, interpreting, and applying" of primary sources in the historical inquiry process, and 2) to measure growth over time based on each student's individual skill set. While students needed to earn 3-5 points on each of the rubric's criteria to pass, this model encourages learning and student achievement by incentivizing growth over time. As a result, students are more willing to take risks, make mistakes, and learn from those mistakes.

What tools/measures did you do for your assessment and what were your results?

One rubric with the same criteria was used for all three assessments (2 primary source analysis essays, 1 museum project). The first 5 criteria on the rubric related specifically to the GEO: (1) Inquiry Questions, (2) Selection of Evidence, (3) Interpretation of Evidence, (4) Thesis/Claim, (5) Apply and Analyze). The results demonstrated the following: 43% of students showed gains in 5:5 criteria; 36% of students showed gains in 4:5 criteria; 14% of students showed gains in 3: 5; 7% showed gains in 2:5 criteria. Out of all students assessed, 21% did not achieve criteria 4 (Thesis/Claim) at all, despite multiple attempts and feedback.

What now? How are you going to close the assessment loop?

To close the loop, more scaffolding needs to occur. This can include a "writer's workshop" to provide more direct instruction of the research process and thesis development. More primary sources will be integrated into instruction to provide students more opportunity to engage in analysis. More inquiry-based lessons using datasets will also be used. In this exercise, students work in groups to develop a hypothesis based on what they know of the historical event and then revise it as they are presented with more historical evidence.

Changes to Course (if not addresses above):

Please see above.

Changes to program (if not addresses above):

Please see above.

Changes to College (if not addresses above):

n/a

Department: HIST& Course Number: HIST&215

Date Created: 1/30/18

Date Modified: 2/1/18

Course Outcome: 1. Discuss knowledge and understanding of the key people, events and ideas relating to the history of women in the United States. Explain an awareness of the diversity of women's attitudes and experiences in American history.

Program Outcome:

Gen Ed(s) covered: 3

What did you do for your assessment? Why?

For this assignment, students were required to research any woman they were interested in getting more information on over the course of the quarter. This assignment allowed students to delve deeper into Women in American History and see how certain women were active in history and how they experienced different or same events. The project itself was broken up into five stages. The first step was acquiring a topic. Students would discuss their topic with me via canvas. The second part of the project was a bibliography check-in. Students had to submit three or more sources for my inspection so I could make sure the sources were scholarly and cited correctly. The third step was the actual presentations. Students made a narrative PowerPoint or video presentation and uploaded it to canvas. Presentations ran 15 minutes where they gave background knowledge, how their particular woman was historically significant, how she fit into the large historical picture, and her experiences. The fourth part of the project was students listening other student's presentations and making comments on at least five other students. This allowed them to analyze how the project was completed as well as observe the diversity of women's attitudes and actions in American history. The Final part of the project was a self-reflection paper. This paper was where students explained their struggles and how they overcame the struggles with their project. In the self-reflection, they also explained the diversity of women's experience and attitudes in American history.

What tools/measures did you do for your assessment and what were your results?

For the first stage of the project 15 out of 19 students received full marks. The remaining 4 students did not turn in the assignment. For the second stage of the project 16 out of 19 students received full marks. The remaining 3 students did not turn in the assignment. For the third step, the presentation itself, 13 out of 19 students received a 2.0 or higher. Of the remaining 6 students, 3 received a 1.7 and the other 3 did not turn the assignment in. In this section the results were successful with the majority of students demonstrating their ability to explain how their particular woman was historically significant, how she fit into the large historical picture, and her experiences. For the fourth step, students analyze other presentations, 14 out of 19 students received a 2.0 or better indicating that they could think critically about presentations and observe the diversity of women's attitudes and actions in American history. The remaining 5 students did not turn this portion of the assignment in. For the final stage of the project, 15 out of 19 students received a 2.0 or higher indicating that they could think critically and explain the diversity of women's experience and attitudes in American history. One of the remaining 4 students received a 1.1 while the other 3 just did not turn the assignment in.

What now? How are you going to close the assessment loop?

64% of students assigned this project received a 2.5 or better on their grade for all parts of the project indicating they fully explained all required elements of the assignment. The results of this project were a success in demonstrating students' ability to debate how women fit into the larger developments and events of American history and to explain the awareness of the diversity of women's attitudes and experiences in American history. This is the first time this method was implemented as this was the first time this course ran. For now, this method will continue to be used.

Changes to Course (if not addresses above):

n/a

Changes to program (if not addresses above):

n/a

Changes to College (if not addresses above):

n/a

Department: CMST& Course Number: CMST&220

Date Created: 2/1/18

Date Modified: 2/1/18

Course Outcome: 7. Analyze audience dynamics and plan a presentation accordingly

Program Outcome:

Gen Ed(s) covered: 4 5

What did you do for your assessment? Why?

My assessment looked at the final group project in CMST&220 as a measure of students' ability to generalize about the culture of their audience, and to demonstrate teamwork. Many of the course outcomes in this class are unique to public speaking and are difficult to connect to the General Education Outcomes. This one has strong implications for overall communications skills, with far-reaching implications in both the workplace, and in further college classes.

What tools/measures did you do for your assessment and what were your results?

The final group project was divided into written work, and performance. I am assessing overall performance on the project as well as correlation between strong performance on written work, and strong performance in the formal presentation. Scores from my W16 course were evaluated and are included below. These scores are arranged from high to low. Notable trends from the data:

The strongest correlation between performance success and success in written assignments was connected to the bibliography. While there is an overall correlation between performance and outline scores, there are also strong deviations. Students who scored 7/10 on the performance had a range of scores on the outline ranging from 1.5 to 4.5, suggesting that the outline rubric is not as well aligned with the performance rubric as it could be. This trend continues throughout the range of grades. It's also clear that the progress report has too high a point total, as students generally received either a perfect score, or a zero.

Performance Bib

Progress

Outline105559555955585385383.553.25753751.257011.757453.257551.57453.757554.565536553.256552.56550.56552.75601.55553.5555355534012.52552.75

What now? How are you going to close the assessment loop?

The correlation between bibliography scores and formal performance scores would seem to indicate that students who are successful in the class can credit that success more to raw effort and study skills than to comprehension of the overall principles of the class. The outline and progress report scores indicate that students are not taking these assignments as seriously as they should (all are revisable, and yet fewer than half of the students revised.) I plan to include mandatory rough drafts of these assignments in order to encourage students to complete them.

More importantly, I recognize that the above assessment doesn't target Gen Ed outcomes 4 and 5gh as well as it could. The rubric used for the outline is well designed for this purpose, but the rubric for the performance itself is not. I plan to revise the rubric for the performance, and to include it in future assessments.

Changes to Course (if not addresses above):

Changes to program (if not addresses above):

Changes to College (if not addresses above):

We need a fulltime instructor. We are a department of adjuncts with no clear directing voice. For a department with as many classes as we have, it's truly baffling that we haven't been able to convince others of this need. We have not had a fulltime instructor in many years, making it difficult for us to plan classes, assess our department, and provide mentorship for our adjunct instructors.

Department: ENGL

Course Number: ENGL234

Date Created: 2/1/18

Date Modified: 2/1/18

Course Outcome: 8. Understand that science fiction as a genre functions as a lens into culture and society

Program Outcome:

Gen Ed(s) covered: 4

What did you do for your assessment? Why?

Students composed an essay which asked them to evaluate a work of science fiction in accordance with its connection to the genre. This is the most culturally-relevant assignment used in the class, and it can't be completed effectively without an understanding of the social relevance of the text.

What tools/measures did you do for your assessment and what were your results?

The essay was scored according to the following rubric:

Does the essay clearly address aspects of the text which define it as science fiction? Does the author provide support from the text that bears out this definition? Does the essay establish a new way of looking at examples from the text? Is it clear that this new way of viewing the example changes the meaning or the overall text? Does the author use sufficient contrast to demonstrate the different potential meanings of the text? Total Points: 20.0

Out of 22 students, only one failed to complete the essay, and failed the class entirely. Of those who did complete the essay, those who scored highly on the essay had a much better chance of scoring highly in the class as a whole. Students who scored above 80% on the essay scored above 65% in the class (with only one exception.) Students who scored below 80% on the essay scored below 55% in the class., again with only one exception.

What now? How are you going to close the assessment loop?

I realize that the rubric is somewhat solipsistic. It explains a lot about the genre, but not much about the social relevance of the text. I plan to revise the rubric to include criteria which are more closely aligned with the fourth gen ed outcome.

Changes to Course (if not addresses above):

Changes to program (if not addresses above):

Changes to College (if not addresses above):

The direct, measurable connection between this assignment and cultural, social, and political issues demonstrates the necessity of literature classes at Big Bend. We recommend that the college support the English Department in its attempts to expand our literature offerings, rather than constantly questioning their usefulness when compared to composition courses. Both are equally useful, and fulfill different needs.

Department: WLD

Course Number: WLD110

Date Created: 2/1/18

Date Modified: 2/1/18

Course Outcome: 2. Display proper safety practices and use of welding and cutting, equipment, and tools.

Program Outcome:

Gen Ed(s) covered: 1 5

What did you do for your assessment? Why?

Issued two test from the beginning of the quarter to the end of the quarter and compared scores.

What tools/measures did you do for your assessment and what were your results?

Three students took assesment test, scores increased every time.

What now? How are you going to close the assessment loop?

Safety training at the beginning of the quarter followed up with appropriate certification.

Changes to Course (if not addresses above):

students successfully demonstrating oxy-fuel equipment safely

Changes to program (if not addresses above):

students successfully demonstrating oxy-fuel equipment safely

Changes to College (if not addresses above):

same

Department: MCT

Course Number: MCT102

Date Created: 10/1/18

Date Modified: 10/1/18

Course Outcome: 7. Identify a wide variety of components, programs, test equipment, program design cycles and prototype methods

Program Outcome: UMS - 2. Build, program and test mechatronic systems, including vehicles, sensors and controls

Gen Ed(s) covered: 3

What did you do for your assessment? Why?

Winter 2019

Students must gain skills with test equipment and electronics in order to debug mechatronic device problems. The initial tool used is a multimeter. In order to prepare students to use this tool I have embedded a basic and very current YouTube electronics course in EdPuzzle to track and test student progress. The second step is usually to use software tools. I have found that few students actually have the good file management skills required to download and install these software tools and applications. So, I have also embedded a basic YouTube File Management course in EdPuzzle.

What tools/measures did you do for your assessment and what were your results?

I am going to be using the Gradebook portion of EdPuzzle to track student progress via embedded timers and progress testing.

What now? How are you going to close the assessment loop?

These time tracks and tests will become part of student final course grades.

Changes to Course (if not addresses above):

As I prove that this process works, I will be adding more content to EdPuzzle.

Changes to program (if not addresses above):

As I prove that this process works, I will be adding more content to EdPuzzle.

Changes to College (if not addresses above):

Through my limited advocacy and demonstration of EdPuzzle, I have been able to get BBCC to purchase a campus wide version of EdPuzzle software.

Department: NUR

Course Number: NUR211

Date Created: 1/31/18

Date Modified: 1/31/18

Course Outcome: 5. Utilize critical thinking in making clinical judgments for patients with complex conditions, while delivering safe and effective care. (MOC)

Program Outcome: NUR - 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. (MOC)

Gen Ed(s) covered: 3

What did you do for your assessment? Why?

We trialed a new clinical care plan and detailed rubric for grading. The new Clinical Care Plan was to help guide students be prepared to put the "pieces" together when caring for patients in the clinical setting. The labs, medications, and care mapping were changed in order to guide the students in a more efficient manner.

What tools/measures did you do for your assessment and what were your results?

A new Clinical care plan was developed with feedback from the faculty and the students. The Clinical Care Plan was trialed at both the Level 1 and Level 2 clinical groups in NUR111 and NUR211. Feedback was then gathered from the students during our staff meeting with the student representatives and from the faculty. The results were mixed. The faculty and students are seeing better connections with the new Clinical Care Plan. The grading rubric has allowed for more consistent grading criteria. This allows for more objective grading and less subjective grading. There was some concern with how long the Clinical Care Plans took for grading by the faculty. It was agreed that a maximum of 3 per quarter would be required from each student.

What now? How are you going to close the assessment loop?

At this time the loop has been closed and there is nothing in the plan for further assessment.

Changes to Course (if not addresses above):

Changes to program (if not addresses above):

Changes to College (if not addresses above):

Department: SIM

Course Number: SIM110

Date Created: 1/31/18

Date Modified: 1/31/18

Course Outcome: 4. Install, replace, and configure simulation programs

Program Outcome: SIM - 6. Develop, implement, and troubleshoot simulation equipment, scenarios, and training sessions.

Gen Ed(s) covered: 3

What did you do for your assessment? Why?

Install LLEAP Lite - Students were required to install programming software onto their computer. This software is used to design simulation scenarios.

Exploring LLEAP, MUSE, and UNI software - Students were required to acquire knowledge of each of the software design systems, the method of installation, and how to troubleshoot common issues with installation and configuration.

What tools/measures did you do for your assessment and what were your results?

Installing LLEAP Lite was a pass/fail assignment. Students passed the assignment when they were able to successful install and configure the program.

Exploring LLEAP, MUSE, and UNI software was assessed by completing a reflective summary. Students were asked to compare and contrast the similarities and differences of the three major simulation programming software. This was evaluated using a rubric.

What now? How are you going to close the assessment loop?

This assessment strategy accurately reflected the knowledge and capabilities of the student. So, our department will continue to use these assessments.

Canvas allows the instructor to view the average scores on an assignment. For the exploration assignment, the students average scores were within the meets and exceeds expectations range. Therefore, we believe that students were successful at this assignment and met the objective.

Changes to Course (if not addresses above):

None.

Changes to program (if not addresses above):

None.

Changes to College (if not addresses above):

None.

Department: SIM

Course Number: SIM110

Date Created: 1/31/18

Date Modified: 1/31/18

Course Outcome: 5. Explain the application of coding language to simulation equipment

Program Outcome: SIM - 6. Develop, implement, and troubleshoot simulation equipment, scenarios, and training sessions.

Gen Ed(s) covered: 3

What did you do for your assessment? Why?

Exploring LLEAP, MUSE, and UNI software - Students write a compare and contrast summary. By writing this summary, students are able to pick out the similarities and differences between the programs as well as identify transferable skills that they can use when writing programs in each of the different formats.

What tools/measures did you do for your assessment and what were your results?

Instructors used a rubric to evaluate the student's overall work and competency.

What now? How are you going to close the assessment loop?

Students who submitted work received an average score of "meets" or "exceeds" expectations. Therefore, the instructors feel that the information was taught and retained in a meaningful manner.

Changes to Course (if not addresses above):

None.

Changes to program (if not addresses above):

None.

Changes to College (if not addresses above):

None.

Department: CHEM& Course Number: CHEM&121

Date Created: 1/31/18

Date Modified: 1/31/18

Course Outcome: 6. Solve quantitative problems using appropriate law, equation, or strategy.

Program Outcome:

Gen Ed(s) covered: 2 3

What did you do for your assessment? Why?

With this assessment, we also assessed Course Outcome (4). Each of the outcomes assessed were linked to the specific student learning objectives for the Unit: "Writing half-reactions for redox equations" and "Completion of stoichiometry problems" (i.e. limiting reactant problem). These were chosen for two reasons: (1) they represent historically difficult topics and we are looking for ways to increase success in these areas and (2) we have recently changed the curriculum for this course, including using a new textbook that contains differences in the coverage of these objectives in detail and/or order. Our goal was to assess and see how some of the more challenging student learning outcomes compare to previous quarters (with a different curriculum).

What tools/measures did you do for your assessment and what were your results?

To assess these objectives, we looked at questions from the final exam for the course that address redox half-reactions and limiting reactant problems from the five sections that were offered (between two different faculty). The scores were compared and error analysis completed with reference to those same problems from last year's final. In three out of five of the sections, students also completed a survey regarding the course content.

The following information/trends were noted: The redox results were similar to last year (reinforcing our observations and that of the literature that this is a difficult topic for students to master). In both sets of data, around 30% of students are receiving full credit on the problem. Common errors include: Incorrect number of electrons
Electrons placed on wrong side of reaction
Half reactions mislabeled
There was a dramatic decrease (41 to 12%) in the percentage of students who were able to correctly solve the limiting reactant problem. At least one-third of students demonstrated limited to no understanding of how to complete the problem. We believe this is due to the difference in the way that the book covers that material in comparison to the previous book, going over it conceptually only and not quantitatively. However students solving the problem correctly but losing points for only sig fig errors dropped to zero percent. This is likely due to changes in the order of content. Significant figures come earlier in this new curriculum compared to the past.

According to the survey, nearly half of the students surveyed are doing 25% of the suggested reading from the textbook.

What now? How are you going to close the assessment loop?

Based on our data, we intend to: For redox: (1) Develop a physical model of redox reactions to help improve students' conceptual understanding of the exchange of electrons and changes in charge. This model can be done as a demo in front of the class or provided to students for exploration within an activity, (2) Ensure example problems included in the lecture have varying number of electrons to prevent misconceptions regarding electron number, (3) Develop a review/practice question for the lecture that includes completed half-reactions that are incorrectly solved with common errors to have students determine what is incorrect, why, and how to correct them. For limiting reactant: Because the current textbook approaches these problems more conceptually, supplemental resources supporting the more detailed, quantitative approach (extra practice worksheet, video, and/or further reading) will be provided to students and incorporated into the class. [Alternatively, the course, unit exam, and final could be modified to reflect the presentation of this content in the book. Further conversations are needed to explore which option is best.]

In general: (1) Learning for both these objectives and others could also be improved by increasing the number of students reading the textbook. Students need more exposure, examples, and varied explanations than it seems most of

them are getting – the classroom lecture and homework are not enough. Therefore, we will begin piloting the use of a feature associated with the textbook called LearnSmart. These are online, adaptive reading assignments which can be assigned prior to a lecture and can be used to assign reading and practice problems and increase the number of students who are reading the course content. (2) We will continue to use our new textbook. The reduction in sig-fig errors is most certainly due to its more logical placement early in the quarter. This and other data support this change in curriculum.

Changes to Course (if not addresses above):

N/A - addressed above

Changes to program (if not addresses above):

N/A - addressed above

Changes to College (if not addresses above):

We have no recommendations for the college based on this particular assessment.

Department: ASTR& Course Number: ASTR&101

Date Created: 1/31/18

Date Modified: 1/31/18

Course Outcome: 3. Identify lunar phases and, given a lunar phase, predict rising and setting times.

Program Outcome:

Gen Ed(s) covered: 3

What did you do for your assessment? Why?

I wrote a new lab in which students work with lunar phases, identifying them and trying to determine their rising and setting times. I wrote this lab because in the past students have struggled with this material.

What tools/measures did you do for your assessment and what were your results?

After students had done the lab, I had questions on the following test on lunar phases. About 70% of the students could correctly identify phases. Most of those who misidentified the phases were confusing waxing and waning phases. For the rising and setting times, most students tried to memorize the rising and setting times for particular phases, and extrapolate for rising and setting times between those phases. I spent some time in class teaching students how to figure out rising and setting times, but most students prefer to memorize the times.

What now? How are you going to close the assessment loop?

I intend to rewrite the lab (or add to it) to address the difficulty of confusing the waxing and waning phases. I also intend to develop an activity (or a part of the lab) that will help students develop the ability to find the rising and setting times without memorization.

Changes to Course (if not addresses above):

Changes to program (if not addresses above):

Changes to College (if not addresses above):

As an introductory class with only a MATH 098 prerequisite, I can't expect my students to have taken any other classes. However, the fact that students struggle with the applied logic of determining the rising and setting times of lunar phases makes me think we could provide learning experiences that stress logical thinking. That's what I'm working on in this class, and I would hope other classes do as well.

Department: ASTR& Course Number: ASTR&101

Date Created: 1/31/18

Date Modified: 1/31/18

Course Outcome: 8. Perform simple algebra and calculations involving relations used in astronomy such as Wien's Displacement Law, Kepler's Third Law, and other relations used in introductory astronomy.

Program Outcome:

Gen Ed(s) covered: 2

What did you do for your assessment? Why?

For Fall Quarter, 2017, I concentrated on calculations with Kepler's Third Law. I always ask for a calculation question on the first test which requires students to use this law. For the past several years I had noticed that about half of my students would simply not attempt to answer the question that required this calculation. The level of algebra required is simpler than what is required for MATH 098, the prerequisite for the class, and students have had homework questions requiring the law. This quarter I also had the students do an in-class activity where they performed the calculations in class.

What tools/measures did you do for your assessment and what were your results? On the test which required the calculation with Kepler's Third Law, nearly all of the students performed the calculation correctly. (A few made calculator errors, but had the problem set up correctly.)

What now? How are you going to close the assessment loop?

In the future I will make sure the students demonstrate in class that they can perform the calculations correctly, as they did Fall Quarter, 2017. I'll continue using the in-class activity mentioned above.

Changes to Course (if not addresses above):

Changes to program (if not addresses above):

Changes to College (if not addresses above):

I think I would like to see the introductory math classes introduce some non-conventional mathematics such as applications of astronomy, biology, chemistry, or physics. One thing students are intimidated by is applying the math they have learned to new situations. Another is dealing with the "ugly numbers" they might encounter outside of elementary math. I'd like to see both of these applied in math classes.

Department: PHYS& Course Number: PHYS&221

Date Created: 1/31/18

Date Modified: 1/31/18

Course Outcome: 4. Solve problems involving constant acceleration in one and two dimensions, including chase, circular motion, and projectile motion problems.

Program Outcome:

Gen Ed(s) covered: 2 3

What did you do for your assessment? Why?

This is the first unit in Engineering Physics, and it is basically about describing motion. This is material that will be applied throughout the year, and throughout subsequent courses in engineering for some of the students. Much of the time in the first unit is learning to solve these types of problems in class, on homework assignments and in labs.

What tools/measures did you do for your assessment and what were your results?

The assessment is done on the first unit test and on the final exam. On the first test the scores are often very spread out. While some students will always score above 90%, there will also be several students who score less than 60%. Fall Quarter, 2017, one third of the students (8) scored below 60%. There are many reasons for this, but it isn't because the students are not intelligent (Calculus is the co-requisite for the class). I always allow a makeup assignment on the first test to let students make up as many as half the points they missed. By the time students take the final, they are usually better at solving these types of problems, and this was the case Fall Quarter. Scores on the final were better than those on the first unit test by a significant amount; only two students scored below 60% on the final.

What now? How are you going to close the assessment loop?

I am still trying new ideas in the course. I am working toward "flipping" the class, and I believe this could work well with this level of course. I am working toward this incrementally, as time allows. I also suspect that many students are not making the best use of the textbook; I want to develop some strategies for next year that will emphasize reading the textbook.

Changes to Course (if not addresses above):

Changes to program (if not addresses above):

Changes to College (if not addresses above):

I'd like to see what other instructors do to get students to read the textbook more. As a whole, the college might put an emphasis on study skills across all courses.

Department: PHYS& Course Number: PHYS&221

Date Created: 1/31/18

Date Modified: 1/31/18

Course Outcome: 5. Apply Newton's laws of motion to the solution of problems, including those involving linear, two-dimensional, circular, and rotational motion.

Program Outcome:

Gen Ed(s) covered: 2 3

What did you do for your assessment? Why?

This is a critical area for the students to learn because it is material that will be applied throughout the year, and throughout subsequent courses in engineering for most of the students. Also, while they may not always be working with Newton's laws of motion, they will always be solving problems, and that skill can be transferred across many areas.

What tools/measures did you do for your assessment and what were your results?

Assessment in this area is on a unit test and on the final test. This was after weeks spent studying this area, as well as having it on homework assignments and in labs. Scores on the unit test showed many students still struggling with this material for the unit test, but scores on the final were much stronger.

What now? How are you going to close the assessment loop?

I would like to try flipping the class, having students do more work before coming to class (including reading the textbook and watching videos on the subject material), so that they are not "blank slates" in class and so that they can work on challenging material in class instead of simply watching me solve problems.

Changes to Course (if not addresses above):

Changes to program (if not addresses above):

Changes to College (if not addresses above):

I'd like to see what other instructors do to get students to read the textbook more. As a whole, the college might put an emphasis on study skills across all courses.

Department: DVS

Course Number: DVS33

Date Created: 1/31/18

Date Modified: 1/31/18

Course Outcome: 1. Reading/Writing Skills: Determine central ideas of a text and analyze their development; summarize the key supporting details and ideas in writing. Analyze the arguments of others orally and in writing. Conduct research and evaluate findings to an

Program Outcome:

Gen Ed(s) covered: 1

What did you do for your assessment? Why?

used a picture prompt to elicit a short narrative that described everything happening in the picture. We tried to determine how much vocabulary students acquired since they began to study in our program. We used the same assessment for DVS 032 and DVS 031.

What tools/measures did you do for your assessment and what were your results?

We gave each student a picture and asked them to describe what was happening in the photo. We used a CASAS measuring rubric which assigns numbers 0 to 5, 5 given to writings with varied vocabulary, correct word choice, no circumlocution, knowledge and correct use of idioms. We took into account the hours of instruction each student had received in our program. What we found was a very weak but positive correlation between hours of instruction and vocabulary size. However, the assessment results made clear that we could not determine how much vocabulary students had acquired as a result of instruction in our program.

What now? How are you going to close the assessment loop?

we will give a pre-test and post-test in order to compare what vocabulary students know just coming to our program, and the vocabulary they acquire after a specific number of hours of instruction in our program. We will also give clear instructions to the students as to "how" they are to describe the photograph. Do we expect a short story, or a series of unconnected sentences. That was not communicated to the students, and we had a range of responses: from simply a list of nouns, to a short story.

Changes to Course (if not addresses above):

Changes to program (if not addresses above):

Changes to College (if not addresses above):

Department: ENGL

Course Number: ENGL98

Date Created: 1/30/18

Date Modified: 1/30/18

Course Outcome: 6. Craft focused paragraphs leading to a short essay.

Program Outcome:

Gen Ed(s) covered: 1

What did you do for your assessment? Why?

We had students read a short article and respond to a prompt in writing at the beginning of the quarter. At the end of the quarter, the students revised that first draft. We wanted to see how well the students would apply what they learned during the quarter and if they would transfer those skills to the revision of this draft. We also wanted to assess how well we were teaching paragraphing and revision skills.

What tools/measures did you do for your assessment and what were your results?

32 ENGL 098 students wrote an essay in response to an article and prompt at the beginning of the quarter and then revised that essay at the end of the quarter to demonstrate what they had learned.

We assessed each essay using a three point rubric that included structure/logical order, purpose/claim, and paragraph development. Students scored average in paragraph development (2.1) and slightly above average in purpose/claim (2.2). Students scored below average in structure/logical order (1.7). The lower score in structure was the result of a students' lack of transitional devices from idea to idea and paragraph to paragraph. For the winter quarter, we will duplicate this assessment instrument; however, we will focus more closely on teaching transitional devices in writing to help the students improve in this area. We will also focus on transference of the writing skills we are teaching and the skill of revision.

What now? How are you going to close the assessment loop?

Changes to Course (if not addresses above):

Changes to program (if not addresses above):

Changes to College (if not addresses above):

Department: ENGL

Course Number: ENGL99

Date Created: 1/30/18

Date Modified: 1/30/18

Course Outcome: 3. Write purposeful, well-organized paragraphs to support the main idea or thesis of an essay

Program Outcome:

Gen Ed(s) covered: 1

What did you do for your assessment? Why?

We had the students write an essay in response to a prompt at the beginning of the quarter and then they revised that first draft at the end of the quarter. We wanted to see how well students could apply what they learned about writing paragraphs to support a claim, how well they could transfer the skills they learned through the quarter, and how well they could apply those skills to revision of a rough draft. We also wanted to assess how well we were teaching the specific skills of paragraph and essay writing as well as revision.

What tools/measures did you do for your assessment and what were your results?

72 ENGL 099 students wrote an essay in response to an article and prompt at the beginning of the quarter and then revised that essay at the end of the quarter to demonstrate what they had learned.

We assessed each essay using a three point rubric that included structure/logical order, purpose/claim, and paragraph development. Students scored above average in paragraph development (2.25) and above average in purpose/claim (2.5). Students scored slightly below average in structure/logical order (1.9). The lower score in structure was the result of a students' lack of transitional devices from idea to idea and paragraph to paragraph. For the winter quarter, we will duplicate this assessment instrument; however, we will focus more closely on teaching transitional devices in writing to help the students improve in this area. We will also focus on transference of the writing skills we are teaching and the skill of revision.

What now? How are you going to close the assessment loop?

Changes to Course (if not addresses above):

Changes to program (if not addresses above):

Changes to College (if not addresses above):

Department: MATH

Course Number: MATH94

Date Created: 1/30/18

Date Modified: 1/30/18

Course Outcome:

Program Outcome:

Gen Ed(s) covered: 2

What did you do for your assessment? Why?

In the past two years we've noted that our success rates in MPC 094, 098 and 099 have declined. The absentee rate has increased during that same time frame. Beginning Fall 2017 we've implemented a new attendance policy for the emporium math classes.

What tools/measures did you do for your assessment and what were your results?

We tracked success rates of students and the attendance for students who failed the class.

Overall (three classes combined) the success rate for students was 70.3% when W's are included as unsuccessful students, and 75.5% if students who withdraw are not included in the calculation. By class, the success rates are:

success rate if w's are counted as unsuccessful

Success rate if w's are not included in the student count

MPC 094

71.7

79.5

MPC 098

71.3

74.5

MPC 099

63.9

69.7

This is a marked improvement over success rates in both the 15-16 and 16-17 academic years.

We also looked at absences for unsuccessful students. We considered only these students as students who complete the course early or withdraw from a course may not attend after that decision is made.

The median number of absences for unsuccessful students was 13 missed class days.

What now? How are you going to close the assessment loop?

More than half of failing students missed more than 10 days of class. The policy adopted Fall 2018 requires fewer than 10 absences, and data supports that this supports student success.

The new policy seems to be effective. We will continue to track success and attendance this year, and will adjust assessment to another area if this trend continues.

Changes to Course (if not addresses above):

Changes to program (if not addresses above):

Changes to College (if not addresses above):

This data may be useful to advisors in areas across campus (TRIO, athletics, etc) and CSS instructors when they are encouraging students to attend their classes.

Department: AVF

Course Number: AVF112

Date Created: 1/29/18

Date Modified: 1/29/18

Course Outcome: 2. Identify various aircraft systems and operating limitations.

Program Outcome: AVF - 1. The students will be able to demonstrate the technical aspects of aircraft control and operation of related systems at the FAA commercially certificated and instrument rated pilot level.

Gen Ed(s) covered: 5

What did you do for your assessment? Why?

Our assessment tool for AVF 112 is the comprehensive FAA Private Pilot Knowledge Test. This written test covers all subject matter covered in the class and can be used to assess our learning outcomes. The results from the test are broken down into specific subject matter that can be paired with the learning outcomes we are assessing.

What tools/measures did you do for your assessment and what were your results?

This year 43 students wrote the FAA Private Pilot Knowledge Test with an overall pass rate of 95%. However, in an attempt to be more specific in our assessment we narrowed our focus this year to a specific learning outcome of being able to "identify various aircraft systems and operating limitations". Filtering the results of missed questions on the FAA Private Pilot Knowledge Test yielded four subject areas where deficiencies related to this outcome were noted. Below is the list of subject areas that were found deficient and the percentage of the class that missed a related question.

Flight instruments-Magnetic compass 24%

Flight instruments-Altimeter limitations 21%

Propeller systems 17%

Navigation instruments – VOR indications 14%

What now? How are you going to close the assessment loop?

As a department our results have been discussed with the following recommendations: A handout with the magnetic compass errors explained will be developed and disseminated in the class.

A true altitude / indicated altitude worksheet and homework assignment will be developed.

Additional class time will be given on constant speed propellers with additional quiz and mid-term exam questions used to monitor student knowledge of this subject matter.

The current homework assignment on VOR interpretation and indications will be rewritten to include a more broad range of indications.

Changes to Course (if not addresses above):

N/A

Changes to program (if not addresses above):

N/A

Changes to College (if not addresses above):

At this time the results from this assessment do not indicated a need for a broader change or recommendation for the college.

Department: AVF

Course Number: AVF141

Date Created: 1/29/18

Date Modified: 1/29/18

Course Outcome: 3. Recognize and recover an airplane from critical flight attitudes and airspeeds with the demonstrations of slow flight and stall recoveries.

Program Outcome: AVF - 1. The students will be able to demonstrate the technical aspects of aircraft control and operation of related systems at the FAA commercially certificated and instrument rated pilot level.

Gen Ed(s) covered: 5

What did you do for your assessment? Why?

Our assessment in AVF 141 was focused on our third learning outcome for the class: "The student will be able to recognize and recover an airplane from critical flight attitudes and airspeeds with the demonstrations of slow flight and stall recoveries." The Federal Aviation Administration (FAA) has rewritten the standards for this maneuver several times over the last three years and we felt an assessment of this learning outcome would help us determine if we had successfully made the transition with the latest certification standards we are held to in this area.

What tools/measures did you do for your assessment and what were your results?

Our tool for assessment in this class is the comprehensive stage exam that is given in the aircraft at the completion of this class by a senior flight instructor. While this stage exam covers several aspects of pre-solo flight training, a principle item on the exam is the recognition and recovery skills from slow flight and stalls. The stage exam is considered to be unsatisfactory and the student is not allowed to pass if the skills are not within the standards set forth in the training course outline that is approved by the FAA.

At the writing of this assessment we only had a small sample (11% of the class) of students from this year's class recommended for this stage exam. The results of this very limited sample were encouraging with a 100% pass rate on this subject area and 80% on this stage check. However, we feel that with the small sample the results maybe slightly skewed. A more realistic assessment of this class and this learning outcome could probably be gained from reviewing the results at the completion of the winter quarter.

What now? How are you going to close the assessment loop?

At this point the best recommendation that we have would be to have this assessment repeated during the winter quarter the next time this assessment is done. However, the department met and reviewed the results with the following recommendation:

A write up in the departmental Read File should be made emphasizing the following items: The importance of teaching students stalls to a full break and having them verbally indicate when the first indication of stall warning is received. The importance of teaching slow flight at various speeds and in various configurations, including those in which the stall horn indication can be noted.

Changes to Course (if not addresses above):

N/A

Changes to program (if not addresses above):

N/A

Changes to College (if not addresses above):

While there are a variety of reasons (aircraft maintenance and weather etc.) why this class is offered in the fall and only 11% completed it during this term, there has certainly been a struggle to keep aircraft available for training. At this time, slightly more research is needed at an institutional level as to what can be done or is being done to improve aircraft availability.

Department: AVF

Course Number: AVF251

Date Created: 1/29/18

Date Modified: 1/29/18

Course Outcome: 2. Prioritize cockpit management and aircraft control skills to effectively divert under simulated adverse weather conditions.

Program Outcome: AVF - 1. The students will be able to demonstrate the technical aspects of aircraft control and operation of related systems at the FAA commercially certificated and instrument rated pilot level.

Gen Ed(s) covered: 5

What did you do for your assessment? Why?

Our assessment in AVF 251 was focused on our second learning outcome for the class: "The student will be able to prioritize cockpit management and aircraft control skills to effectively divert under simulated adverse weather conditions." Historically this has been one of the more challenging learning outcomes. The pass/fail rate on this stage of training has not been thoroughly reviewed in recent history.

What tools/measures did you do for your assessment and what were your results?

Our tool for assessment in this class is the comprehensive stage exam that is given in the aircraft at the completion of this class by a senior flight instructor. While this stage exam covers several aspects the primary element of the check is focused on the diversion skills of the student. The standards that each student is held to on the exam is based on the Commercial Pilot—Airplane Airman Certification Standards.

Our assessment yielded a 100% pass rate on this learning outcome skill.

What now? How are you going to close the assessment loop?

The department reviewed the results and while the pass rate was high, the following recommendations were made: A document of best procedures and practices should be published in the departmental Read File covering the best techniques used in making students proficient in their diversion skills.

The use of GPS navigation on this check needs to be updated as the fleet now contains several different types of GPS systems with various capabilities. New guidance for instructors and senior check instructors needs to be published in the Read File to bring consistency to the checking standards.

Changes to Course (if not addresses above):

N/A

Changes to program (if not addresses above):

N/A

Changes to College (if not addresses above):

The main recommendation would be to continue implementation of upgraded aircraft and standardization throughout the fleet. While training in a diverse fleet with various avionics and equipment will build the students' skills and adaptability when they enter the workforce, it also increases the cost of training.

Department: AVF

Course Number: AVF253

Date Created: 1/29/18

Date Modified: 1/29/18

Course Outcome: 2. Demonstrate aircraft control with the performance of various takeoffs and landings within the Commercial Pilot-Airplane Airman Certification Standards.

Program Outcome: AVF - 1. The students will be able to demonstrate the technical aspects of aircraft control and operation of related systems at the FAA commercially certificated and instrument rated pilot level.

Gen Ed(s) covered: 5

What did you do for your assessment? Why?

Our assessment in AVF 253 was focused on our second learning outcome for the class: "The student will demonstrate aircraft control with the performance of various takeoffs and landings within the Commercial Pilot-Airplane Airman Certification Standards." With AVF 253 being our last flight class in the commercial pilot sequence, it was only natural to assess at least one of the primary learning outcomes starting with the most basic being takeoffs and landings at the commercial certificated pilot level.

What tools/measures did you do for your assessment and what were your results?

Our tool for assessment in this class is the comprehensive stage exam that is given in the aircraft at the completion of this class by a senior flight instructor. During this stage exam the student is evaluated on four different types of takeoffs and five different landing techniques. Each of these takeoffs and landings must be performed within the standards set forth in the Commercial Pilot—Airplane Airman Certification Standards.

During this past quarter only three students completed this class. All students passed on their first attempt at this exam and demonstrated skills within the Commercial Pilot—Airplane Airman Certification Standards.

What now? How are you going to close the assessment loop?

At this time it appears that from this limited sample we are meeting our desired learning outcomes.

Changes to Course (if not addresses above):

N/A

Changes to program (if not addresses above):

N/A

Changes to College (if not addresses above):

None at this time.

Department: ENGL& Course Number: ENGL&101

Date Created: 1/29/18

Date Modified: 1/29/18

Course Outcome: 7. Show an understanding of MLA format, including incorporation of source material and citation.

Program Outcome:

Gen Ed(s) covered: 1

What did you do for your assessment? Why?

We did a faculty-wide assessment of 101 through seeing how well students are understanding MLA expectations and guidelines. This is the most standardized thing about the English department, and so would be the easiest to measure. It also feels like it would get the least amount of resistance from faculty feeling defensive about assessment--thus providing a great way to get faculty involved and on board with why assessment is so important and necessary. Lastly, and most importantly, it will provide information letting our department know whether students are completing 101 with a foundational understanding of basic citations. We often hear, across the campus, other disciplines complaining that students aren't citing their work--we would like to know if these anecdotal complaints have any statistical validity.

What tools/measures did you do for your assessment and what were your results?

The first time that the test was administered (Spring 2017), students were given the option to not take the test, and they were not given a grade for the results of the test. This test was only administered to 25 total students, in three full-time faculty classrooms.

The second administering of the test (Fall 2017) was mandatory for all students in a testing classroom and was graded (the results of the test affected the final grade of the student). The test was given to 107 students total, by three full-time faculty. One additional faculty gave the test but the test was not graded (these results are not included in this report). Faculty did not change the style of their teaching (they did not teach to the test). Some minor changes were made to test questions, based on results that indicated that the questions may have been worded in a complicated way. The average grade on these tests was similar to the Spring 2017 results. Results, so far, would indicate that students are proficient at MLA, without the need for faculty to change their approaches to increase proficiency.

The preliminary data collected from Spring and Fall quarters would seem to indicate that student proficiency in MLA is hovering just above 80%.

What now? How are you going to close the assessment loop?

The next series of tests will take place with all full-time and part-time faculty participating. Tests will be graded. There are ongoing discussions about placing the test online (on Canvas)—weighing the benefits of access and automation against the potential for cheating. There are also conversations regarding potentially having multiple versions of question sets—these conversations weigh the benefits of avoiding cheating against the potential problem of data variable instability (one test might be, inadvertently, more difficult than another).

If the data collected from the final assessment of student proficiency in MLA confirms that proficiency hovers around 80%, no large-scale action will be taken; this is an acceptable rate of proficiency to the English department. While student proficiency in citations is important, when weighed against the larger theoretical and practical aspects of teaching writing, we do not feel it would be wise to over-emphasize its value. Specific recommendations may be made in regard to problematic questions or themes, depending on what specific issues are revealed.

Changes to Course (if not addresses above):

As stated above, specific recommendations may be made in regard to problematic questions or themes, depending on what specific issues are revealed.

Changes to program (if not addresses above):

As stated above,specific recommendations may be made in regard to problematic questions or themes, depending on what specific issues are revealed.

Changes to College (if not addresses above):

We recommend that the college continue to support English faculty in maintaining an understanding of the profession as a whole, through continued participation in community activity, conference attendances, conversations, and discipline-specific events.

Department: ANTH& Course Number: ANTH&100

Date Created: 1/22/18

Date Modified: 1/28/18

Course Outcome: 5. Develop a deeper understanding and appreciation for the complexities of cultural difference that will be useful to them in any field of study, as well as their future careers and personal lives.

Program Outcome:

Gen Ed(s) covered: 1 4

What did you do for your assessment? Why?

I collected weekly reading summaries from students that require 4 elements: 1) A paragraph about what the chapter is about, 2) A list of 5 - 7 key terms they want to learn more about, 3) critical questions about the content of the chapter and 4) a final paragraph with a personal connection students make while reading/thinking about the chapter.

Summaries are due before class.

The tool I used was a simple rubric. This is how the summary is introduced in the syllabus:

The one page summaries must include four parts:

- 1) What is the chapter about? This will include a detailed paragraph that hits on key ideas, concepts, theories, stories and whatever is included in the chapter. 6 – 8 sentences are adequate. (5 points)
- 2) Five key terms? What are (at least) 5 terms you find useful, intriguing, troubling, confusing, useful and otherwise interesting from the chapter? Provide the term and your own definition of the term. (5 points)
- 3) What are three critical questions you have about the chapter? Compose three questions that you have about any aspect of the chapter. You do not need to answer your question. The purpose here is to raise questions you might have about the content that are not addressed in the chapter. (5 points)
- 4) What personal connections do you have with the chapter? Write your personal thoughts, emotions, stories, concerns, beliefs and any other personal links you might make from your reading of the chapter. (10 points).

Each summary for each chapter is worth 25 points.

The purpose of the summaries is for students to actually read the chapter and think through some of the issues presented and to start engaging the chapter in meaningful ways before our class discussions so that when we are having a guided discussion, students are familiar with some of the ideas and concepts we are attempting to learn. In this class there were a total of 31 students, with an average of nine students (not always the same students) not turning in the summaries on a weekly basis. For the student summaries turned in, the course learning outcomes were apparent throughout the quarter. Not only in the summaries, but in class discussions as well, students described, applied and critiqued key concepts used in Anthropology.

What tools/measures did you do for your assessment and what were your results?

The tool I used was a simple rubric. This is how the summary is introduced in the syllabus:

The one page summaries must include four parts:

- 1) What is the chapter about? This will include a detailed paragraph that hits on key ideas, concepts, theories, stories and whatever is included in the chapter. 6 – 8 sentences are adequate. (5 points)
- 2) Five key terms? What are (at least) 5 terms you find useful, intriguing, troubling, confusing, useful and otherwise interesting from the chapter? Provide the term and your own definition of the term. (5 points)
- 3) What are three critical questions you have about the chapter? Compose three questions that you have about any aspect of the chapter. You do not need to answer your question. The purpose here is to raise questions you might have about the content that are not addressed in the chapter. (5 points)

4) What personal connections do you have with the chapter? Write your personal thoughts, emotions, stories, concerns, beliefs and any other personal links you might make from your reading of the chapter. (10 points).

Each summary for each chapter is worth 25 points.

For example, the following student summary includes intended outcomes:

Chapter 2 is all about culture and what it means and does for us. At the beginning of the chapter we take a look back at examples of children that didn't grow up in society and the effects it had on them. The children were unable to read, write and barely speak. Simple tasks we are able to do they are incapable of. The chapter goes on to look at our culture as a whole and how we learn by example and observation. We are always learning. This relates closely to culture because as we grow up we are learning how to understand the world around us. The way we speak and understand the world is our culture. There are many cultures around the world and there always will be. We use symbols to understand the world, like how the book explains that in our culture rainbows are beautiful but to other cultures it means danger. This is also true with things like illness because the understanding and treatment for illness is different among different cultures. Within each culture there are norms and values that are shared and are understood the same by those in that culture. As the technology increases and our world continues to change, we are constantly adapting and changing to the new environment. We are also constantly learning but our culture is something we stick to and it connects to others.

My terms for this chapter include; enculturation, ethnosience, functionalism, plasticity, and diffusion. Enculturation is how we learn to be a member of a certain group. Ethnosience is a position in anthropology that observes the way different cultures use language to classify the world. Functionalism is a position in anthropology that looks at general laws in society and how they identify different elements of society. Plasticity is the ability we have as humans to adapt and change our behavior/response to different demands. Diffusion is the spreading of elements one culture to the next.

My questions for this chapter are; what would happen if we were born into the world without a culture to grow up in and follow? What would the world be like if there was only one culture? How much does the culture you grow up change the identity of who you are in the future?

I have lots of connections with culture because the two sides of my family are very different. My dad's side is very religious while my mom's is the opposite. So depending on which side of the family I'm with I have change my behavior. This made it very interesting growing up. My parents met in the middle and created a culture at our house that is in the middle of these two sides. Even though my parents were raised in two different cultures, they are very happy together.

I learned that although many students have never been required to read the chapter before class meeting, students often commented that the summary made them read and start thinking about the content prior to class. I would like all students to read and participate in our class learning but I'm not sure that I can get all students to write summaries on a weekly basis. The kind of consistent discipline needed to be successful in college is still a set of skills students are learning, so I am not surprised that a few but regular students struggled to get the summaries completed on time. I spend some time every class session going over the summaries, the four parts, the rationale and provide examples from other course, I am very intentional in making the purpose and the criteria for the summaries clear. Most students are up for the challenge and do the summarizing consistently and in the format I am looking for. I am not sure what I can do to motivate other students to read and compose a summary. I wonder that some students are new to college and writing for learning is something new for them. Some students struggle with accomplishing weekly reading and with the added challenge of a summary, some students find the workload too much. As with many of our students, they are learning to adopt to a new academic setting and many struggle to find a way to be successful. One issue I do emphasis is that if students are transferring on to a university, they will be responsible for reading, integrating and writing about much and the the summarizing is a basic skill that can be applied to many contexts. The summarizing they are learning in Anthropology is a skill transferable to other disciplines.

I have been using the summary (and variant forms) as a basis for class discussions for many years and I still am learning to take the time each class session and explicitly discuss reading strategies, note taking strategies, and other study strategies. tyhat might help student accomplish the weekly reading and summarizing.

What now? How are you going to close the assessment loop?

Require students to take at least English 99 or even 100 before they enroll in these courses.

Changes to Course (if not addresses above):

I have been using the summary (and variant forms) as a basis for class discussions for many years and I still am learning to take the time each class session and explicitly discuss reading strategies, note taking strategies, and other study strategies that might help students accomplish the weekly reading and summarizing. I will continue to provide examples in the beginning of the quarter, discuss them in class and solicit from students issues they are having and any other clarifications they may need. I will continue to emphasize that, as a student and if their desire is to transfer to a university, then summarizing is a basic skill they can use in any academic discipline.

Changes to program (if not addresses above):

I have been using the summary (and variant forms) as a basis for class discussions for many years and I still am learning to take the time each class session and explicitly discuss reading strategies, note taking strategies, and other study strategies that might help students accomplish the weekly reading and summarizing. I will continue to provide examples in the beginning of the quarter, discuss them in class and solicit from students issues they are having and any other clarifications they may need. I will continue to emphasize that, as a student and if their desire is to transfer to a university, then summarizing is a basic skill they can use in any academic discipline.

Changes to College (if not addresses above):

Making writing across the curriculum (WAC) part of all instruction.

Department: MA

Course Number: MA111

Date Created: 1/23/18

Date Modified: 1/23/18

Course Outcome: 4. Demonstrate skill fluency for all procedures covered during the quarter

Program Outcome: MA - 4. Demonstrate delegated skills and procedures.

Gen Ed(s) covered: 5

What did you do for your assessment? Why?

The assessment was changed from the original idea of utilizing the students check offs throughout the quarter as a way to gauge out the students ability to fluently and accurately obtain adult vital signs, to restructuring the lab skills time to better engage students to create a better understanding of the skills needed to successfully perform at the workplace.

What tools/measures did you do for your assessment and what were your results?

I used observation that students were thriving off more time demonstrating skillsets and gaining a better understanding of their capabilities which would result in more successful check off results. It seem to make more sense to restructure the skills lab time used in class to better serve the students for greater success.

What now? How are you going to close the assessment loop?

This idea would be played out by splitting the class into two smaller groups amongst the instructor and lab assistant in separate rooms to eliminate extra noise and open the floor to more discussion amongst peers and instructor. This would allow the students to fully submerge into lab time with less distraction.

Changes to Course (if not addresses above):

This is something that will need adjustment along the way throughout the remainder of the school year and would be applied to the entire program, not just MA 111. We will be attempting to split the class into two smaller groups for lab skills time.

Changes to program (if not addresses above):

This is something that will need adjustment along the way throughout the remainder of the school year and would be applied to the entire program, not just MA 111. We will be attempting to split the class into two smaller groups for lab skills time.

Changes to College (if not addresses above):

The number of students allowed to enter the MA program may need to be looked at in an attempt to lessening the enrollement number by a couple students, as well as future discussion of a second part-time lab assistant to create three smaller lab skills groups to enable the students the room to get a better understanding of the material with the time allotted. An ideal number would be 20 students, not 24 as it is set now.

Department: IST

Course Number: IST130

Date Created: 1/11/18

Date Modified: 1/12/18

Course Outcome: 1. Demonstrate a working knowledge of refrigeration processes

Program Outcome: IST - 3. Students will be able to demonstrate proper mechanical techniques to assembly/disassembly activities

Gen Ed(s) covered: 5

What did you do for your assessment? Why?

We used aggregate scoring of quiz #'s 3, 4, & 5 and satisfactory lab demonstrations as our methodology to assess our program, gen. ed. & student learning outcomes. A deep understanding of refrigeration theory is required for technicians to safely, accurately diagnose, troubleshoot and maintain refrigeration and related equipment. The tests/quizzes used for this assessment are designed to indicate the students learning progression as well as being a learning tool. Lab demonstrations and exercises are designed reinforce concepts and skillsets.

What tools/measures did you do for your assessment and what were your results?

As stated,we used aggregate scoring of quiz #'s 3, 4, & 5 and satisfactory lab demonstrations as our methodology.

Quiz # 3 produced a mean score of 89% across every enrolled student, with a low score of 75% and a high score of 100%.

Quiz #4 produced an average score of 86% with a low individual score of 62.5% and a high of 97%

Quiz #5 had an average score at 87% with a low of 76.5% and the high score topping out at 97%

We further looked at final scores just for consistency and found them to be in line with quiz scoring. The results were and average across all students of 90%, with a low individual score of 79% and a high score of 98%.

Lab exercises and/or competencies generally don't lend themselves to be subjectively judged (scored by %). Rhetorically "you can do a task or you can't" and are judged on that basis. Each student received instruction brazening, bending, soldiering copper pipe and demonstrated the ability to successfully complete each task. Further, they were instructed and demonstrated how the recover and charge refrigerants, adjust various controls, set superheat and measure pressures.

The ending results seem to indicate the students across the board were successful. If we look at 70% as the bar for success rates on any given quiz or test, the IST 130 students did well with an aggregated average quiz score 87.33% and with only one isolated score falling below 70%.

Quiz	Average Score	Low Score	High Score
3	89%	75%	100%
4	86%	62.5%	97%
5	87%	76.5%	97%
Final	90%	79%	98%

Final tests although not identified in the assessment, show a slightly higher average than quiz scores at 90%. Students seemed to enjoy lab work and demonstration while picking up the necessary skill sets to aid their respective career choices.

What now? How are you going to close the assessment loop?

Interpretation of the presented indicators seem to indicate that IST 130 students were successful overall and have acquired an overall working knowledge of refrigeration processes while developing workplace specific skills and were able to demonstrate sound mechanical practices. Overall, the results generally indicate that the students understood refrigeration processes and could at least demonstrate workplace skills in a school setting. Subjectively, a couple of

limiting factors affecting performance this term were attendance and meager resources. Many of our students work full time jobs. Immeasurably, this had effects we could only mitigate, to some degree by extreme flexibility. Secondly, lab work is certainly effected by limited resources e.g. pertinent equipment and more importantly, the dedicated space to put it.

Changes to Course (if not addresses above):

Results indicate we have a certainly margin for improvement. They also indicate that we are markedly achieving goals with a 100% success rate with the enrolled students. I'm not inclined to make big changes in the course, however I believe lab exercises should be examined for improvement. Students indicate informally the desire for more "hands on" activities. I recognize that it is a weak area particularly with this course. There are some things beyond our control such as physical plant and resources just not possible under current conditions, however we believe future building plans may alleviate some of these limiting factors.

Changes to program (if not addresses above):

Results indicate we have a certainly margin for improvement. They also indicate that we are markedly achieving goals with a 100% success rate with the enrolled students. I'm not inclined to make big changes in the course, however I believe lab exercises should be examined for improvement. Students indicate informally the desire for more "hands on" activities. I recognize that it is a weak area particularly with this course. There are some things beyond our control such as physical plant and resources just not possible under current conditions, however we believe future building plans may alleviate some of these limiting factors.

Changes to College (if not addresses above):

Department: POLS& Course Number: POLS&202

Date Created: 1/10/18

Date Modified: 1/10/18

Course Outcome: 1. Illustrate the role of law upon society and the need for government.

Program Outcome:

Gen Ed(s) covered: 3

What did you do for your assessment? Why?

1) SCOTUS exercise - role of law upon society; 2) Senate simulation for the need of government

What tools/measures did you do for your assessment and what were your results?

1) Students completing the SCOTUS exercise were asked to research, argue, and decide a fictional Supreme Court case. A large segment of this assignment was for students to examine the Constitution and relevant laws to determine whether the actions described in the case were constitutional. To prepare for this assignment students were taken through a series of discussions regarding the need for law in society and the basic philosophical concepts behind the constitutional system in place today. Students worked in groups largely without the assistance of the instructors to complete the research, and the arguing of the case was done in class with students taking the roles of both attorneys and justices. The decisions reached were also made without interaction by the instructors. At the conclusion of the project students were assigned a reflection paper in which they were asked to explain their roles within the groups and what they learned from the case. A total of 74.5% of students were able to demonstrate an understanding of the role of law upon society through their reflection papers. Simultaneously, several recommended a greater presence of the instructors to "guide" students to the "right answers." This recommendation has been interpreted in two ways by the instructors. Firstly, that students require greater structure ahead of the project to prepare them for the workload. And second, that some of the younger students are uncomfortable being asked to think critically for themselves without the presence of the teacher to reaffirm those thoughts.

2) The outcome being assessed in this course has two components. For the second part--the need for government--the instructors chose to assess student performance in a simulation of the US Senate. In this exercise, students complete a lengthy quiz covering the basics of how the Senate is composed and how it works. They also write their own bills for debate in committee and full session. Students are divided by party with leadership positions available for those who seek them. Students are graded on their daily participation as well as their work product. For the purposes of our assessment, we did not include their daily participation since not all students chose to actively speak on a daily basis. Using the instructions quiz and the bill abstract as our evidence, we find that 83% of the students demonstrated an understanding of the need for government. We are satisfied with this result.

What now? How are you going to close the assessment loop?

See below.

Changes to Course (if not addresses above):

This class will be offered again during the academic year and the instructors plan to rearrange the course materials so that greater preparation and structure are available for students as they enter the SCOTUS group project. We still intend, however, for the student to compete the project largely without the interference of the instructors so that student conclusions are free from our prompts; it's important they learn to be unafraid to think for themselves.

Changes to program (if not addresses above):

This class will be offered again during the academic year and the instructors plan to rearrange the course materials so that greater preparation and structure are available for students as they enter the SCOTUS group project. We still intend, however, for the student to compete the project largely without the interference of the instructors so that student conclusions are free from our prompts; it's important they learn to be unafraid to think for themselves.

Changes to College (if not addresses above):

None