

**Program Level Assessment Reports
2019-20**

Department: Accounting;#1

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

Courses Involved: ACCT105

Date Modified: 6/16/2020 2:25:44 PM

Gen Ed 1

What courses were involved in assessment?

Fall Quarter 2019: Students were assessed on their ability to prepare an Income Statement via a pre-test and post-test assignment. The income statement is one of the basic reports used in accounting to communicate to business stakeholders the cumulative effect of financial transactions pertaining to operating a business. Throughout the quarter the students learned the process and the rules for preparing financial statements. As well, the students received in class, a few days prior to taking the post-test, a general review presentation regarding the general rules associated with preparing basic financial statements.

What did you do for your assessment and why?

An income statement preparation assignment was administered to the class the first week of Fall Quarter 2019, on 9/25/19. This pre-test set the baseline for quantifying their knowledge of how to communicate results of operations to business stakeholders. Then the same income statement preparation assignment was given during the last week of Fall Quarter 2019, on 12/10/19, but with a differing solution. This post-test provided necessary data when compared to the pre-test data, to assess what they learned and if their ability to communicate business results improved over the duration of the course.

In administering both tests we formed groups of 2 to 3 students, and we specifically were looking for their ability to do two things:

1. Communicate the proper/accurate results of the business' operations (report a proper Net Income amount)
2. Present the results of the business' operations in the proper/required reporting format.

The pre-test results were (14 groups): 0 groups computed the proper Net Income amount AND 0 groups presented results in the proper format.

The post-test results were (13 groups): 1 groups computed the proper Net Income amount AND 11 groups presented results in the proper format.

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

For this program outcome, we are not satisfied with the results of only 1 group (8% of the total groups tested on the post-test) computing the proper net income correctly, even though it was an improvement when compared to the same criteria evaluated on the pre-test.

However, we are satisfied with the results of 11 groups (85% of the total groups tested on the post-test) presenting results in the proper format, especially considering that no groups were able to satisfy this criteria on the pre-test. Changes will be summarized below.

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

If not addressed above, what changes are you making to your program/department(s) as a result of assessment?

We will continue to administer a similar pre-test and post-test to students each time we offer ACCT105 in future quarters. The biggest change we will make is to administer a similar "mid-test" given to students at the half-way mark of the quarter, with a differing solution. The reasoning is the more opportunities the students have to practice their ability to communicate business results in a test-like setting, we believe we will see their abilities and knowledge increase pertaining to the measured criteria, upon exiting ACCT105 and the Acct Tech program.

We also intend to begin administering a similar pre-mid-post test in the other entry-level accounting course we offer in our program--ACCT&201. The reasoning is as stated above, the more opportunities the students have to practice their

ability to communicate business results in a test-like setting, we believe we will see their abilities and knowledge increase pertaining to the measured criteria, upon exiting the Acct Tech program.

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

N/A

Department: Agriculture;#3

Program Outcome: AG. 10. Students will be able to reason mathematically using methods appropriate to the profession.

Courses Involved: AGR 211

Date Modified: 6/16/2020 1:23:38 PM

Gen Ed 2

What courses were involved in assessment?

Students in AGR 211 were assessed for their ability to reason mathematically by applying knowledge of concepts of herbicide spray calibration and determining the specific rates of chemical applications. This assessment was conducted in two phases. The first phase tested their basic general mathematical reasoning skills prior to being instructed on the material.

The second phase tested their mathematical skills after being instructed on the general concepts. The assessment focused on reasoning skills that included general mathematical knowledge of addition, subtraction, multiplication, and division. The assessment also included testing the student's basic knowledge of algebra and geometry. This assessment included calculating information needed for the application of herbicides in association with an area, determining the volume needed, unit conversions, and formula rearrangements with known variables

What did you do for your assessment and why?

When each of these topics was assessed independently, the students had an average score of 80% for general knowledge of mathematical reasoning associated with addition, subtraction, multiplication, and division. Their knowledge of geometry, volumes, and area was 70%. Their understanding of general algebra and formula rearrangements with known variables was 60%. In the second assessment, after being provided instruction on the materials, they scored on average 95% for their knowledge of mathematical reasoning. Their knowledge of geometry, volumes, and area was scored at 100%. Lastly, their understanding of general algebra and formula rearrangement with known variables was assessed at 95%.

Overall, their averages for the first assessment were 70%, with a deviation of 15% from the average. In the second assessment, they had an overall average score of 98%, with a deviation of 5%. A marked difference was observed from their prior knowledge versus their scores after being instructed on the material. These improvements will provide the necessary knowledge for proper application of chemical herbicide, foundation of the basic principles needed for employment in the agricultural sector and improve their general understanding of the topic material.

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

Based on these assessment findings, mathematical reasoning will continue to be taught in AGR 211 in the manner it was taught during Spring 2020.

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

If not addressed above, what changes are you making to your program/department(s) as a result of assessment?

None.

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

None.

Department: Agriculture;#3

Program Outcome: AG - 5. Students will be able to communicate clearly and effectively within a workplace context.

Courses Involved: AGR 101

Date Modified: 6/16/2020 1:07:21 PM

Gen Ed 1

What courses were involved in assessment?

Students in AGR 101 were assigned to do follow-up thank you letters after each industry tour the class completed. The students completed a total of four industry tours so each student was assigned four follow-up thank you letters. This activity was chosen in order to introduce students (many for the first time) to the dos and don'ts of real-life professional correspondence.

What did you do for your assessment and why?

The assignment was graded using a rubric and focused on the letter formatting, content, and grammar/punctuation. The agricultural faculty member saw improvements from an average assignment score of 78% percent for the first letter submission rise to the third submission average score of 92%. The fourth submission grades dropped to 88%. The agricultural faculty member found that many of students made content errors and were more likely to submit a very similar letter to the previous follow-up letters. The fourth letter appeared to show assignment fatigue and disengagement and students seemed to rush through creating their letters. This included leaving the previous tour address in their letter or addressing it to the wrong person. Though this did provide an opportunity to cover some life-lesson type discussion on making sure your paperwork is correct in situations like job searching and applications, when you may be completing several submissions over a short period of time.

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

Overall, the agricultural faculty member saw improvement in the quality and effectiveness of their follow-up communication. In assessing the students work throughout the quarter, she believes doing this assignment four times was more repetitive than helpful, and students would be able to improve and master this type of communication in 2-3 assignments. Going forward, that will be the approach.

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

If not addressed above, what changes are you making to your program/department(s) as a result of assessment?

None.

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

None.

Department: Art;#5

Program Outcome:

Courses Involved: Art 216 and Art 217

Date Modified: 6/8/2020 11:31:32 AM

Gen Ed 4

What courses were involved in assessment?

In Winter 2020 I looked at ART 217 and in Spring 2020 I looked at ART 216, both are art history courses. I wanted to see how well students improved in their weekly research papers in their ability to analyze and contextualize the art they looked at. I also wanted to see them make connections with their own lives with the art and the idea of proximity.

What did you do for your assessment and why?

For each class students are assigned specific artwork or artists to research. They must focus on one piece of art and describe it, talk about context in culture and history, and their response to the piece. They practice research skills, observation skills, analysis through questions, and forming a response or opinion. They write 300-400 words and must learn to write concisely. I selected five students randomly (every five students on the roster) and looked at their papers from Week 1, 5, and 9. I looked for an expansion of understanding and breadth in what they wrote. I examined the work of five students in each class and compared three assignments each for a total of 15 assignments per class. Art 216 had 26 students and Art 217 had 27. All ten students did better by the end of class in terms of description, response, and contextualizing. I looked at scores as well as content of each paper. Students were encouraged to connect the artwork to their own lives and thus find some meaning. They could see how the cultural and political were influential on the art that was made and that art does not occur in a vacuum. In doing so they could see their own connection to history and culture. These assignments clearly were a way to exemplify what we want students to learn in General Education outcome 4: Students will be able to recognize or articulate personal/interpersonal aspects of, or connections between, diverse cultural, social, or political contexts.

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

Based on the results of the assessment, I am going to continue the weekly research assignments. The results confirm to me that students learn much from smaller assignments. Traditionally in an art history class, a large (7-10 or 10-20 pages) research paper is assigned. Students must grapple with form as well as content. As our classes have many students new to academic writing, I felt this was too big of a task for them. In breaking it down into smaller weekly papers, the students could practice the skills they can use on a big paper. They also were excited about learning about new things. In final responses from students, the research each week was what they most enjoyed about the class.

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

If not addressed above, what changes are you making to your program/department(s) as a result of assessment?

When asked students responded that some of them wanted to pick their own assignments. For each week I assign a specific artist or artwork. To allow for some variety I will allow them to pick from a list I provide on one or two weeks. We will continue as a department to offer experience-based learning that allows the students to better internalize the course content.

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

Some aspects of experiential learning can be adopted in the more rote-based courses. Project-based learning requires more effort but will allow students to access the course material in a more meaningful way than memorizing facts.

Department: Art;#5

Program Outcome:

Courses Involved: ART 140

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Gen Ed 3

What courses were involved in assessment?

I chose to compare an assignment from Art 140, Winter 2020, with a revised version of that assignment, Spring 2020. My intention was to improve the assignment and the class.

Winter 2020, students were given an assignment called Drawing and Painting: A Variety of Approaches. It was a continuation of previous exercises meant to show how techniques and tools from those exercises could be used in a broader sense. Students were directed to create nine simple variations of a still life using different artistic approaches, each of which used the past tools and techniques in slightly different ways. Students had options and choices to make. Ultimately, this would lead to a follow-up assignment wherein they would choose an approach to their own artwork based on their favorite of the nine variations. However, the choices seemed to complicate the assignment, led to confusion and a lower understanding of the bigger picture, and possibly decreased student confidence. The assignment clearly failed to have the desired impact.

The confusion and lack of confidence transferred into the follow-up assignment wherein students chose one of the variations and used the approach to create their own work of art.

Spring 2020, an assignment called An Approach to Digital Illustration (Drawing/Painting) replaced the previous assignment. One example – no variations. More directed use of information and techniques.

How I changed the assignment and reassessed: In the demonstration video, I re-visited the previous tools and techniques, used them for a singular approach for a work of art. The assignment was changed to focus in on 1 of the variations which very specifically utilized student knowledge to that point... Not only a how-to but why in the usage (even though these were covered previously), but now students could see how all of these techniques could add up to something bigger. Seeing me create the one example seems to have leant focus, better understanding of the possibilities within the assignment and what that meant beyond the assignment. Students got a better sense of how the tools, techniques, and the particular approach could strengthen their own work.

The Spring 2020 follow-up assignment showed stronger understanding and confidence vs the Winter 2020 follow-up assignment. Also, students tend to not go beyond a specific set of given tools - they seem reluctant to explore and/or improvise. They prefer/tend to follow along specifically using the same tools and techniques given. This further shows the weakness in the variations assignment vs the singular approach assignment. They are still using the past given information in a new and broader picture way but not exploring beyond that, for now.

What did you do for your assessment and why?

This being an introduction to digital art course, the nine variations were meant to give students a taste of possibilities in their approach to creating their own work.

The assignment itself didn't necessarily show the failure – students had certain criteria to fulfill to be successful, and most students succeeded. The follow-up assignment, asking students to take the collected information, is what showed whether or not this assignment was successful. Asking students to take that information and skills, and apply them to

their own work – many students were lost or confused – too many options, too wide open, too many examples (even though they only did nine variations). The variations assignment muddied the waters.

Based on the follow-up assignment for Spring 2020, students demonstrated an increased ability to use the collected information to create their own work. There was less confusion and fewer incidents of students feeling lost or without direction. It should be noted, the follow-up assignment remained unchanged from Winter to Spring quarter.

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

I will continue to teach the assignment based on the Spring quarter changes. I will continue to seek ways to improve the course – there is always room for improvement.

Do the results confirm some aspect of your teaching? Yes, in so much as students meeting the GE3 requirement, regardless of each student's hardware and/or software choices, the lessons are helping them understand digital art and the tools and techniques that are mostly universal among software packages.

Also, this continues to emphasize the importance of demonstrations in the form of videos for the assignments. Not just explanations but walking through the information and showing the work from beginning through completion. This takes more work on my part but pays off in better understanding for students.

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

If not addressed above, what changes are you making to your program/department(s) as a result of assessment?

The primary bit of information could be the importance of demonstration videos for online art classes. I will continue to re-make and improve on videos from previous quarters.

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

Department: Automotive Technology;#7

Program Outcome: AUT - 3. Graduates demonstrate the ability to retrieve service information from manuals and on-line sources

Courses Involved: AUT 121

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Gen Ed 3

What courses were involved in assessment?

Students were assigned a vehicle, and an electrical system on that vehicle. Students were instructed to print the wiring diagram and a circuit description for their particular system. Students were then instructed to trace powerflow from the power source to the ground points after reading the circuit description. The circuit description describes the flow of electricity through the circuit.

What did you do for your assessment and why?

The wiring diagram itself was used to measure the students' reading skills and comprehension. If they were able to properly trace powerflow through the circuit it showed that they were able to read and understand the circuit description. 75% of the students were able to accurately trace powerflow through a circuit using the circuit description. The remaining students were instructed to re-read the circuit description more carefully and try it again with a fresh copy of the diagram. All of them were able to complete this task by the second attempt. One thing I noticed was that the students who were not successful the first time were ignoring the circuit description and trying to guess their way through the activity. Even though they read the circuit description they did not use the information on their first attempt. This seemed to be more a lack of effort or concentration than a lack of reading comprehension, at least in this case.

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

I think that the circuit descriptions are very tiring to read because the stages of electrical flow are difficult to visualize without seeing the circuit. Next time I will have them trace the powerflow on the diagram as they read the circuit description. I think this will eliminate any confusion or loss of attention span that was hindering students this time around.

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

If not addressed above, what changes are you making to your program/department(s) as a result of assessment?

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

Department: Aviation;#8

Program Outcome: AVF - 4. Students will be able to communicate clearly and effectively within a workplace context.

Courses Involved: AVF 113, AVF 221, AVF 225, AVF 261, AVF 190/290

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Gen Ed 1

What courses were involved in assessment?

The assessment of the aviation program for the 2019-2020 academic year focused on program outcome #4: "Students will be able to communicate clearly and effectively within a workplace context." There are two reasons for assessing this outcome. First, this is the scheduled academic year in the departmental 7 year assessment cycle for this outcome to be assessed. Second, it is a supporting outcome of the college wide assessment for Gen Ed outcome #1: "Students will be able to communicate clearly and effectively," that is being assessed this year.

What did you do for your assessment and why?

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 of the six courses that were assessed this year had course outcomes that could be assessed in support of the program outcome. Each of these four courses contained at minimum of a survey, quiz, written exam or comprehensive flight check/exam to evaluate the success of our desired learning outcome. The results of these assessments are as follows:

AVF113 Learning Outcome #1: "Explain basic weather theory and the cause and effect relationship."

The meteorology class is divided into three units with basic weather theory and the cause/effect relationship covered in the first unit. With this in mind, it was only natural to use the first unit test as one of our assessment tools. Because textbook reading is one of the three core modalities (textbook reading, homework, lectures) for student learning in this unit, the test could also offer some insight on reading comprehension.

In addition to the unit test, in one of the three AVF 113 classes a simple email survey regarding textbook reading was sent out at the conclusion of the class. This survey looked to gauge whether frequency of text reading could be related to results on the unit 1 test.

The feedback from the unit test 1 had rather mixed results. The pass rate for the test was relatively high with over 87% of the class passing the test. However, the class average on the test hovered around 81%. While 81% is an arguably acceptable score, it does leave significant room for improvement.

The additional survey on textbook reading did indicate that students who read the required material scored slightly higher than the class average at 88%. The statically small number of students who responded to this survey makes the results a slightly ambiguous indicator.

AVF221 Learning Outcome #1: "Discuss aerodynamic principles related to each phase of flight."

There were two tools used in this assessment. First, a comprehensive standardized FAA knowledge exam was given at the completion of the class. In this exam, aerodynamic principles were specifically tested and results generated. Second, a quiz was given covering aerodynamic principles, which could reflect student reading comprehension of the subject matter.

The results of the FAA Standardized test are rather mixed. First, it must be noted that only around 25% of the class was able to complete the FAA standardized test prior to the COVID-19 pandemic shutting down testing at BBCC. It is noteworthy that 100% of those students who took the exam prior to testing being closed passed the exam. However, when a careful review of missed questions was analyzed, it revealed aerodynamics as the third highest area of deficiency on the exam. Roughly 55% of those who were tested were deficient in this subject matter.

The quiz embedded in the course that covered the required reading material for this subject area revealed a much different picture, with 84% of the students passing the quiz and the class having an 83% average on the quiz.

This shows a possible disconnect between what is being tested for on the current FAA knowledge test and what is being taught and tested during the ground school. It could also reflect inaccurate FAA standardized results based on such a small percentage of students completing the test.

AVF225 Learning Outcome #1: "Demonstrate effective communication techniques to be used in one on one instruction, in classroom settings as well as in the aircraft cockpit."

AVF 225 has six core content modules that each revolve around a specific aspect of flight instruction. In our attempted to come up with a tool to perform the assessment, we first had to narrow our assessment focus to a single content module on elements of effective teaching. We then identified "effective communication" as a subset of this module that closely matched program and institutional outcomes being assessed.

Three methods of content delivery were attempted that related to this subset of material. First, written text book reading was assigned. Second, students were given a demonstration based lecture via Zoom. Third, students were engaged in an interactive virtual discussion (within the Zoom lecture) based on key concepts of effective communication related to flight instruction.

A concept based quiz was given at the completion of the material related to "effective communication" with the following results:

- Number of students who took the quiz: 28
- Number of students who passed the quiz: 25 or 89%
- Class average score on the quiz: 90.5%

The results were largely positive with some important caveats. First the learning curve in transitioning to distance learning has impacted student performance. This could be noted from quiz scores steadily improving the further along in the class the students progressed (this was not the first quiz). Second, previous in-person instruction (in previous aviation program classes) seemed to enhance the students' comprehension of the instructor's online class expectations and increased their engagement in Zoom discussions. Third, students attempting to engage in an online virtual class while multi-tasking with other activities yields about the same results as being absent from class.

AVF261 Learning Outcome #3: "Interpret and adhere to air traffic control instructions and clearances."

The primary tool used to assess this course is the comprehensive stage check (flight) given at the completion of this course. The data from the 2019/2020 academic year indicate 100% first time pass rates with no deficiencies noted that relate to course level outcome #3.

A review of the data did indicate an unusually low number of students completing this stage of training, with only 13% of the "second year" cohort completing this stage of training. This is directly related to the termination of flight training that occurred in March of 2020 due to COVID-19 pandemic.

AVF190/290 Learning Outcome: "The student will be able to show an increase in flight proficiency or complete a course of study."

AVF 190/290 course assessment was completed this year per the 7 year assessment cycle. All enrolled students in these courses met the desired outcome with course completion. Assessment of these courses are relevant to the aviation program; however, the current assessment data is not applicable or supportive in nature to the current program level or Gen Ed outcome being assessed this year.

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

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 enhance student learning.

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

If not addressed above, what changes are you making to your program/department(s) as a result of assessment?

The following changes were recommend to address deficiencies or to enhance student learning: Develop testing to identify the need for remedial training/tutoring once flight training resumes post COVID-19 pandemic. Explore the need to develop or offer a remedial ground school for post COVID-19 pandemic training. Revision of reading assignments and homework related to aerodynamics. Adjustment of time allotted to specific course content (e.g. aerodynamics). Review of current FAA standardized testing with comparative analysis being done between private and commercial test results. Additional textbook material identified for AVF113. Revision of homework and text material in multiple classes to encourage student reading and comprehension. Update and optimize syllabi throughout the program for online and virtual classroom content delivery.

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

There is a need for continued support in exploring creative ways to return to a “new normal” under social distancing to keep the flight training program active at BBCC.

The aviation program will also likely need to offer additional resources (remedial ground schools) and instructor availability (flight hours / tutoring) once flight training resumes after the COVID-19 pandemic. Having the college willing to provide these resources maybe key to the health and long term sustainability of the program.

Department: Aviation Maintenance Technology;#9

Program Outcome: AMT - 1. Students will be able to identify and explain a variety of airframe and/or powerplant systems and components as evaluated by the completion of the FAA written, oral and practical exams.

Courses Involved: AMT 148, AMT 151, AMT 249

Date Modified: 6/15/2020 1:12:42 PM

Gen Ed 1

What courses were involved in assessment?

For our assessment, we wanted to see whether the way we have held students accountable for reading in the past was effective. Our version of holding students accountable for reading is through seeing what they learned through their ability to physically handle and manipulate objects. In this way, they demonstrate their learned skills. Through the use of online instruction, we removed the hands-on aspect of our instruction. Students had all of the same basic learning materials, except hands-on access to physical parts.

What did you do for your assessment and why?

1) Old Method: You used to use LAPs, followed up by hands-on instruction. Part of LAPs is reading. Once your students would read, you would hold them accountable for that reading through hands-on instruction.

2) New Method: With LMS, students were held accountable for reading through quizzes, summaries, etc. but were never held accountable through the final act of physically interacting with the things they learned about. We wanted to see if, when students were presented with physical objects, the online instruction without the hands-on opportunity, was sufficient. Basically, did the students learn what they needed in order to complete basic tasks of the class?

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

3) Results: After returning to the Lab for actual physical face to face instruction we noticed that although a student was able to correctly describe about a particular aircraft part or component in a picture most were not able to do the same thing when handed the actual part or components and asked the same questions. Holding the students accountable for the reading they do, through ongoing hands-on instruction, is important to the success of the students.

Online instruction can be a viable part of instruction if co-mixed with face to face, hands on instruction. I can see the AMT program continuing to utilize some of the online format we have developed to enhance or in the class room instruction but cannot see us removing hands-on instruction altogether.

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

If not addressed above, what changes are you making to your program/department(s) as a result of assessment?

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

Department: Biology;#10

Program Outcome:

Courses Involved: Biology 211, Biology 160

Date Modified:

Gen Ed 3, 5

What courses were involved in assessment?

Biology 211 data 18-19, Biology 160 data 19-20

This year (19-20) I created a new course (Biology 160) that replaced a previous course (Biology 211). This was done to meet the requirements of the new nursing DTA. The DTA could not have a biology or chemistry prerequisite for the course (Biology 211 had both as prerequisites) in order to complete in the required timeframe. This meant I needed to limit the learning outcomes to only the essentials and needed to explain quite a bit more biology and chemistry during the course. I wanted to assess if these prerequisite and course modifications affected the success rates of the new course. I looked at success rates (2.0 or higher) in each course for ALL enrollments, as well as for first attempt at that course. I also looked at the students who took Biol&160 and Chem&121/161 concurrently and their success in both courses.

What did you do for your assessment and why?

Biology 211 Data Analysis:83 enrollments; 50/83 earned 2.0 or better = 60% successOf the 33 that earned less than 2.07 took it a second time and 5 of those passed that second time10 took Biology 160 the next year, 7 passed after 1 or more tries14 did not attempt 211 or 160 again76 unique students, counting first attempt only (some may have taken 17-18, did not have that data); 45/76 earned 2.0 or better = 59% success

Biology 160 Data Analysis:89 enrollments; 52 earned 2.0 or better = 58% success76 unique students, counting first attempt only (10 have taken Biol&211, counted first attempt as first Biol&160 attempt); 45/76 earned 2.0 or better = 59% successIt is strange that the percentages were EXACTLY the same.10 of these students had previously taken Biol&2115 passed on first attempt of Biol&1602 passed on second attempt of Biol&1603 did not pass on second attempt (or in one case on second or third)Concurrent Enrollments: 11 in fall, 2 in winter, 4 in spring; 17 total8 earned 2.0 or better in Biol&160 = 47% success7 also passed their Chemistry course (2 students were on their 2-3 attempt of chemistry) = 41%

1 did not pass Chemistry (was their second attempt)9 earned W or less than 2.0 in Biol&1605 passed their Chemistry course that quarter3 were first attempt at Chem&1211 was third attempt at Chem&1211 was retaking Chem&1614 failed both courses (24%)67 unique enrollments: 45/67 = 67% (removing all 9); 72 unique enrollments: 45/72 = 63% (removing 4 that failed both)

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

Students in Winter and Spring 2020 were faced with unique circumstances and issues. In Winter, I started the quarter, but left on maternity leave in week 5, so they had other instructors. In Spring, a new instructor taught the course (and we are in the midst of a pandemic. . .). In addition, this is the first year teaching this course, so some changes will be definitely be made. Biology 211 was a very well designed and thought out course that had years of revisions. Considering these as well as similar success overall (same on first attempt), the modifications did not affect success, but they also did not improve success as was hoped. Although, if you remove those students that were not successful when taking the courses concurrently (9 students), Biology 160 would have 67% success which is much higher than the previous year's Biology 211 success rate of 59%.

For advising, informing those that advise healthcare students of the success of concurrent enrollments, so that they can help students make data driven decisions. Less than half of those who take it concurrently are successful in Biology&160. Only 7/17 or 41% passed both courses, 4/17 or 24% failed both courses. They should be advising students that if possible, students should be taking these courses separately, with Chemistry being completed before this course. Taking

one science course is challenging enough for most students, taking two at the same time is very challenging and time consuming.

For the future, I will be continuing to look at the success rates and concurrent enrollment next year (20-21) and I will be adding in the success rates in the next courses in the healthcare sequence (Biology 241 and 260). I will also be fine-tuning the course over the summer and throughout the year to see if that helps to increase the success rates in this course.

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

If not addressed above, what changes are you making to your program/department(s) as a result of assessment?

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

Department: Business Information Management;#13

Program Outcome: BIM - 2. Students will write and present information effectively by creating professional documents that would be used in an office environment.

Courses Involved: BIM 121 Business English

Date Modified: 6/15/2020 6:59:39 PM

Gen Ed 1

What courses were involved in assessment?

Winter 2020 and Spring 2020. For my winter and spring assessment, I looked at the ways in which I hold students accountable for reading and whether holding students accountable for reading has a positive impact on student learning. This relates to our Program Outcome 2 which says "Students will write and present information effectively by creating professional documents that would be used in an office environment." And relates to the institutional outcome that "Students will be able to communicate clearly and effectively."

To complete our assessment, I looked at this class over a two-quarter period. We used the winter 2020 quarter to analyze the numbers to see what was happening in the past. During the winter quarter I had very few quizzes and students could get away with not reading and doing much until they were taking the test. I used the winter quarter as my baseline/control. In the spring, I had chapter quizzes over readings and the worksheets. By having a chapter quiz, I could hold students more accountable to making sure they were reading the book and PowerPoints. This is how we were holding students accountable and see if it would have an impact on student's overall test scores.

What did you do for your assessment and why?

In the winter I had eight students in my BUS 121 class. In this class, we did not have regular quizzes. The average test score on test 4 was 71%. The high score for test 4 was 82%. I chose test 4 because test 4 was administered the same way in spring and was the exact same test.

In the spring quarter, I gave quizzes on most chapters. I tried to have a quiz for each chapter. The quiz was over the chapter reading, PowerPoint, and the worksheet. I used this quiz to make sure students were reading the material for the class. If they were not reading the material for the class, they would not do well on the quiz. My spring BUS 121 class had a total of 21 students. When looking at test 4 to see if this had a positive impact on students, the average grade on test 4 was a 77% and the high score was a 96%.

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

When comparing both numbers, my average score increased by 6% in the class. I believe this is a direct correlation to requiring student to read in my class. Because I could not just ask students if they read and give them points based upon their answer, I required quizzes to ensure students were reading. My overall conclusion is that by holding students accountable for reading in my class does have a positive impact on student learning and their overall work on their future test.

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

If not addressed above, what changes are you making to your program/department(s) as a result of assessment?

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

Department: Business Information Management;#13

Program Outcome: BIM - 2. Students will write and present information effectively by creating professional documents that would be used in an office environment.

Courses Involved: BIM 112 Proof and Edit

Date Modified: 6/15/2020 6:57:47 PM

Gen Ed 1

What courses were involved in assessment?

Winter 2020 and Spring 2020. For my winter and spring assessment, I looked at the ways in which I hold students accountable for reading and whether holding students accountable for reading has a positive impact on student learning. This relates to our Program Outcome 2 which says "Students will write and present information effectively by creating professional documents that would be used in an office environment." And relates to the institutional outcome that "Students will be able to communicate clearly and effectively."

BIM 112 Proof and Edit is a class that is taught out of a lab in a self-paced environment. For a student to be ready to test, they would need to work through the book and canvas. Once they reached a certain point, they would submit in canvas that they were ready to test. We really had no way to gauge if the student was just saying they were ready to try and test without going through the work. We had assignment and review assignments but they were not held accountable. We could not fully tell if they were reading and doing their work.

To complete our assessment, we looked at this class over a two-quarter period. We used the winter 2020 quarter to analyze the numbers to see what was happening in the past. This is our baseline/control. In the spring, we created four practice sheets for every test. We then required students to submit a practice sheet score of 90% or better in order to test. The thought behind this was that if a student is taking this practice sheet/practice test and needed a 90% or better, it would require them to make sure they were reading their book and going through the work to make sure they were ready to test. If a student submitted a practice sheet that was lower than a 90%, we would require the student to do another practice sheet. This is how we were holding students accountable.

What did you do for your assessment and why?

In the winter we only had three students in the class and there are three tests for the class. One student was only earning two credits of the class. We are really only looking at each student's first attempt on their test to get a baseline. Out of the eight total tests taken in the class, $6/8 = 75\%$ tests were passed on the first try meeting the minimum competency level of 85% or better. On the flip side, this means that $2/8 = 25\%$ did not pass their test on the first try. Being that these are such small numbers it is really hard to say how significant this is.

In the spring quarter, we had a total of 5 students in our class. This class has a total of three tests, one test per credit. In the class one student was only registered for two credits and one student was only registered for one credit. When looking at each of these students' first attempts on each of their tests, we see that $9/12 = 75\%$ tests were passed on their first try meeting the minimum competency level of 85% or better. On the flip side $3/12 = 25\%$ did not pass their test on the first try. Being that this is such a small number, it is really hard to say how significant this is.

Because the results came out the same, it is unclear if having the practice sheets that were used to hold students accountable for reading and/or applying the reading to their future test had an impact. There were other factors that should be noted. This spring quarter, all our classes were online due to Covid-19 and could have had an effect on the data. Second, with the low numbers of students, we don't have a large data group to pull from to have more accurate data.

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

Let's look at this one step further. Looking at the average test scores for all students' first attempts in the winter the average score was an 84% and, in the spring, it was an 86%. This is not much of an increase but still an increase. When I look at the students who did not pass their test in the winter and spring, the students in the winter the average grade for the two tests of 70%. The average grade for the students who did not pass their test on the first attempt in spring

was 78%. This is significant. I think the way we held students accountable for reading in the spring had a positive impact on my students. Moving forward, I plan to continue to hold students accountable.

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

If not addressed above, what changes are you making to your program/department(s) as a result of assessment?

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

Department: Commercial Driver's License;#16

Program Outcome: CDL - 2. Conduct pre-trip and post-trip inspections

Courses Involved: CDL

Date Modified: 6/11/2020 1:15:39 PM

Gen Ed 1, 3, 5

What courses were involved in assessment?

Students are given a Pre-Trip Inspection manual to read, study and practice a Pre-Trip Inspection. They are given this manual to prepare them for a pre-trip inspection evaluation during the third week of the CDL course.

What did you do for your assessment and why?

I have each student walk me through a full pre-trip inspection as I am evaluating their progress and ability to perform a pre-trip inspection from beginning to end, using a pre-trip inspection check-off score sheet. 80% of the students were successfully and adequately perform a pre-trip inspection.

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

With just 80% of the students successfully and adequately performing a pre-trip inspection, I will continue to evaluate and assess the students' performance in order to monitor what changes will need to be addressed in order to bring this number up.

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

If not addressed above, what changes are you making to your program/department(s) as a result of assessment?

I plan on writing another manual that will help decode the key letters, abbreviations, and acronyms that are found on the States testing sheet. In that way students will have a better understanding of what key words the State is looking for during the pre-trip inspection.

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

N/A

Department: Counseling;#19

Program Outcome:

Courses Involved: Advising Syllabus

Date Modified: 6/16/2020 12:14:27 PM

Gen Ed 1

What courses were involved in assessment?

During fall quarter 2019 and winter quarter 2020, the counselors facilitated Degree Completion Campaign sessions to students enrolled in the Running Start program and students enrolled in College Success Skills courses. Information specific to educational planning, college resources that may assist students with their academic success, and timely certificate/degree completion was the primary focus. After each Degree Completion Campaign session, students were invited to complete a short 5-question survey.

After review of the Spring 2018 Advising Focus Group results, counselors identified three areas to assist students in achieving academic success: Degree planning, communication, and desire to plan for academic success.

What did you do for your assessment and why?

Students were invited to complete a 5-question survey at the end of the Degree Completion Campaign session. Below are the survey questions. How many college level credits are required to complete the Associate in Arts & Science (DTA)? What is the minimum cumulative GPA for completion of a degree at BBCC? I feel confident I understand the requirements of the degree I am pursuing at BBCC.

Agree ___

Disagree ___ I can identify two campus resources I can use to assist me in completing my academic goals.

Agree ___

Name two resources _____

Disagree ___ My expected date of graduation is _____.

I am unsure of my expected date of graduation. _____

This is the second year the counselors have facilitated Degree Completion Campaign sessions. Changes made in 2019-20: Addition of a fifth question to the survey related to the student's expected date of graduation. The purpose of this question was to help students identify the pace of progression for completion of their degree.

Specific to Running Start sessions:

Reduced the number of students in each session to 15 students maximum. Smaller groups allowed for more individualized advising time with each student.

Offered more sessions. Offering more sessions was intended to allow students a better opportunity to select a session that did not conflict with their school, work, athletic, and/or extra-curricular activities.

When students signed-up to attend a Degree Completion Campaign session, they were informed to bring a copy of their Degree Audit.

Counselors and students reviewed Degree Audit and Degree Planning Worksheet specific to the student's high school.

Fall Quarter 2019 and Winter Quarter 2020 (registration for winter 2020 and spring 2020)

Running Start and CSS 100 (N = 239)

90 credits required	95%
2.0 minimum cumulative GPA	93%
Confidence in Understanding Degree Requirement	91%
Identified 2 campus resources	95%
Identified Graduation date	84%

Fall Quarter 2019 (registration for winter quarter)	
Running Start and CSS 100 (N = 170)	
90 credits required	94%
2.0 minimum cumulative GPA	91%
Confidence in Understanding Degree Requirement	89%
Identified 2 campus resources	94%
Identified Graduation date	79%

Fall 2019 (registration for winter quarter 2020)	
Running Start (N = 79)	
90 credits required	97%
2.0 minimum cumulative GPA	95%
Confidence in Understanding Degree Requirement	92%
Identified 2 campus resources	97%
Identified Graduation date	86%

Fall 2019 (registration for winter quarter 2020)	
CSS 100 (N = 91)	
90 credits required	91%
2.0 minimum cumulative GPA	87%
Confidence in Understanding Degree Requirement	86%
Identified 2 campus resources	90%
Identified Graduation date	74%

Winter 2020 (registration for spring quarter 2020)	
Running Start (N = 69)	
90 credits required	99%
2.0 minimum cumulative GPA	100%
Confidence in Understanding Degree Requirement	97%
Identified 2 campus resources	99%
Identified Graduation date	94%

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

While there is always a need to improve results, the counselors are pleased with the outcomes of this assessment. We will refine the information presented to students and make necessary adjustments to the survey.

The counselors will continue to hold Degree Completion Campaign sessions for Running Start students in fall quarter 2020 (winter quarter advising) and winter quarter 2021 (spring quarter advising). We will continue to hold smaller sessions to support individualized advising.

We understand that Fall 2020 will present some challenges due to providing services remotely. As a result, we will request access to student Quarterly Registration PINS in advance.

We do see the need for adding more specific degree planning/advising information for students enrolled in the College Success Skills courses. When reviewing the data, 74% of students enrolled in CSS classes who completed the survey were able to identify their expected graduation date. We recognize the Degree Completion Campaign for Running Start students includes individual advising whereas the CSS presentations do not. As a result, we will reevaluate the timing of the Degree Completion Campaign sessions related to when students meet with their advisor and/or a degree planning course assignment. We will collaborate with CSS instructors to facilitate an activity that strengthens students understanding of their degree requirements and expected graduation date.

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

If not addressed above, what changes are you making to your program/department(s) as a result of assessment?

Please see above

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

Having an annual schedule is necessary for students to identify the courses they need to earn their degree. An annual schedule needs to be easy for students to access, navigate and use as a planning tool.

All students should have a clear understanding of their degree requirements and an anticipated graduation date.

Advisors should help students identify this information.

Department: Library;#36

Program Outcome:

Courses Involved: Library Instruction in ENG 101 ENG 102 CSS HS21 CHEM 162 CHEM& 161 CMST 220

Date Modified: 6/9/2020 3:38:06 PM

Gen Ed 1

What courses were involved in assessment?

Assessment Plan: Q1, Q2, Q3

Collect and analyze student responses after library instruction.

Program Outcome:

Analyze and select appropriate resources from a variety of information systems, including the library catalog, library databases, and internet sources.

Identify and create search strategies using keywords, truncation, Boolean Logic on various information platforms.

Recognize relationships with library professionals as guidance, assistance, and support for ongoing academic success.

Critically evaluate information for currency, relevancy, accuracy, authority, and purpose in context of research inquiry.

Gen Ed:PO1: Students will be able to communicate clearly and effectively.

What Courses were involved in assessment?

ENG 101

ENG 102

CSS

HS21

CHEM 162

CHEM& 161

CMST 220

What did you do for your assessment and why?

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

We used an online survey to collect information from students after library instruction.

What tools/measures did you use for your assessment?

Online survey to be filled in after class. The instrument collects the following data: Course ID, instructor's name, and student ID (voluntary for long term research). The next two questions are clear vs muddy assessments asking:

What was clear about this presentation that you will find useful or didn't know?

What wasn't clear about this presentation that you need clarity on or wish was covered more in depth?

The next query is about library services, technology, and needs. The final question uses the Lickert Scale. "I feel more confident about library resources and support after this presentation." The scale of 5 is confident and 1 is not confident.

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

Assessment Conclusion: Fill this out once you have completed your assessment for the program. Once complete, use this form to submit your report on the faculty portal.

What were your results:

We have 91 results. However, due to a sharp decrease of library instruction in Winter 2020 and Shelter at Home order for Spring 2020, the breakdown of those results were as follows. Fall Quarter-88, Winter Quarter-4, Spring Quarter-0.

"What was clear about this presentation that you will find useful or didn't know?"

91 responses. Students felt they now understood the William C. Bonaudi website, databases, eBooks, and resource evaluation.

“What wasn't clear about this presentation that you need clarity on or wish was covered more in depth?”

83 responses. Unclear responses were the following:

“I wish we would have had more time so she could've gotten to all of us without feeling rushed. And although I know we are college kids maybe being a little more stern with us would've helped as well so we wouldn't have kids messing around and distracting the kids trying to learn and understand the material.”

“Add more science research.”

“How much more help can we get?”

“How do you apply the citations to your work cited on your paper?”

“I tried to access the same webpage at home, I probably just didn't write good enough notes on how to get there, but I couldn't find our teachers section later. I would have liked some more review on how to reach that specific page.”

“how the writing center breaks down your essay or paper and helps you fix it.”

“Proquest. I got lost between websites.”

“Library hours.”

“It was good except I would have appreciated a handout just saying how to get to the websites we discussed... my memory isn't *that* good :)”

“I wish I had learned more about when I should be using a database vs. a simple Google search.”

“The stuff on annotations.”

“More time on researching the search engines.”

“Helpful ideas to use during searching the online research articles.”

“I believe it was clear, just a little too fast.”

The needs and wish assessment question received 71 responses. Key requests were longer library hours, textbooks, snacks, better headphones, more comfy chairs, bilingual help, a tab on the college website, more green updated atmosphere, and hot chocolate.

And finally, Lickert Scale showing students gained confidence from the library support presentation.

1 - 0%

2 - 2.2%

3 - 8.8%

4 - 49.5%

5 - 39.6%

The scale of 5 is confident and 1 is not confident.

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

Spring and Winter 2020 had challenges with assessment. Spring 2020, library instruction was not as widely incorporated as Fall 2019. The Winter 2020 was affected by Covid-19 quarantines and shelter in place. Most faculty did not include library instruction in their courses despite efforts to collaborate and reframe instruction within the online environment. As a librarian and not an instructor for these classes, I am unsure how the instruction was actually incorporated. While I do an email follow up with the instructor, I am not sure if the confidence level showed in the outcomes of the course or in the student's experience with research.

If not addressed above, what changes are you making in your program as a result of your assessment?

Based on the results of the assessment, we are going to:

Continue and deepen the webinar series we offer. The series began in November 2019 and expanded in Winter 2020 to two days a week. Fall 2021 will keep successful topics that Faculty assigned as extra credit and add subject specific topics in the sciences, business, and social sciences.

Maintain an aggressive and open faculty connection to identify and create opportunities for Library collaboration and instruction. Without Faculty buy in, the critical library instruction program fails.

Create other avenues for students to get assistance at their own pace, in their own time, and with their specific needs. The library's Facebook page and new online library chat service is helping strengthen those opportunities.

Promote our solo bilingual staff member and consider adding a bilingual student assistant.

We created a new LIB 101 Academic Research course in an effort to reach more students and to provide more time for information literacy and research work and conversations.

In regard to the wish list that was also a part of the assessment:

We cannot justify extending hours at this time. Our evening and Saturday hours statistics do not indicate the need for extra hours.

As to snacks and hot chocolate, we often get donations from the from conference center meetings and added the latter. The college website is called on to fulfill many needs from recruitment to graduation, so getting our own library tab is unlikely.

We have purchased more chairs, rechargers, and added over \$2,000 in textbooks. The latter was primarily funded by the Big Bend Community College Foundation.

We will continue to ask students how to make the Library more inviting.

We will work on sharing we have a bilingual, full time library team member, Cassandra Torres.

We have sound cancelling headphones. However, students often take the ones freely available from the service desk.

We will put up a sign letting students know more is available.

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

If not addressed above, what changes are you making to your program/department(s) as a result of assessment?

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

Department: Medical Assistant;#40

Program Outcome: MA - 1. Demonstrate clear, effective communications with patients and members of the healthcare team in a variety of structured settings.

Courses Involved: MA 111, MA 112, MA 113

Date Modified: 6/6/2020 1:36:26 PM

Gen Ed 1

What courses were involved in assessment?

Communication skills build from one quarter to the next, culminating with the externship.

What did you do for your assessment and why?

Written clinical assignments are assessed each quarter; interpersonal communication is evaluated with each skills check off. Clinical evaluations for student performance are completed for each student weekly. These assessments are compiled to demonstrate competence in written and verbal professional communication. MA 113 includes two major projects: a written research paper and an in class oral presentation. These provide the opportunity for students to demonstrate both written and verbal communication skills. Goal: 90% of students will successfully complete these two communication assignments. Results: 93% of students successfully completed the research paper; 100% of students successfully completed the in-class presentation

Student written and verbal communication skills improved over the three clinical course observed through written assignments and observation of verbal interactions. English was not the primary language for 50% of the current cohort.

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

Continue building assignments throughout program Including communication skills (written and verbal) in grading rubrics would permit more effective feedback to the students and better data collection to observe progression.

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

If not addressed above, what changes are you making to your program/department(s) as a result of assessment?

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

In the past, this program was supported by I-BEST; would suggest re-visiting this support in light of the large number of English as additional language students choosing this career.

Department: Medical Simulation;#41

Program Outcome: SIM - 4. Promote Community Engagement - Promote occupational health and safety within the community by providing customized simulation training opportunities.

Courses Involved: SIM 211, 222, 235, 295/7

Date Modified: 6/3/2020 11:22:03 AM

Gen Ed 1

What courses were involved in assessment?

Assignments from the courses above were assessed secondary to relations with PLO #4, Gen Ed #1. Sim 211 wasn't assessed secondary to not being offered. Sim 222 wasn't assessed secondary to not being offered. Sim 235 was assessed Fall quarter. Sim 295 was assessed Summer and Winter quarter. Sim 297 was not assessed secondary to not being offered.

What did you do for your assessment and why?

PO #4: Promote Community Engagement - Promote occupational health and safety within the community by executing effective oral and written communication skills to provide customized simulation training opportunities.

PLO 4 was assessed in the following:

SIM 235: Gen Ed/IO 1. Effective communication. 3. Problem Solving. 4. 5. Workplace Skills

Assignment – Final Project Part 3:

Summary

For this assignment you will need to write a 1 page, single spaced summary of the final debriefing you performed. Which technique did you use? How do you feel it went? What went well? What could use improvement? How did the participants feel about it? Was feedback optimized for the participants?

Upload your summary in a Word document.

Learning Outcomes:

2. Discuss specific debriefing models and techniques.
3. Structure and facilitate simulation debriefing sessions.
4. Analyze the advantages and disadvantages of various debriefing methods for learning in the simulation lab, classroom, or clinical setting.
5. Deliver effective educational feedback in a manner that promotes self-reflection.

SIM 211: Gen Ed/IO 1. Effective Communication 2. Reason mathematically, 3. Problem solving, 4. Cultural, social, political aspects, 5. Workplace skills

Course Learning Outcomes:

4. Integrate knowledge of human body systems into developing scenarios that meet ACLS & PALS training standards
5. Prepare, troubleshoot, and maintain simulators, part-task trainers, simulation rooms, and other AV equipment for interactions with community partners
6. Create reference materials, equipment specifications, and operation manuals for running ACLS scenarios
7. Verbalize the ethical implications of simulation
8. Facilitate high quality simulations by addressing all stages of simulation development and implementation
9. Demonstrate awareness of interprofessional team dynamics
11. Demonstrate proper and proficient use of healthcare and simulation specific vocabulary.

SIM 222: Gen Ed/IO 1. Effective communication, 3. Problem Solving, 5. Workplace skills

Assignment - Self-Reflection: This is your chance to tell me how you feel that the entire simulation activity went... and there are no wrong answers!

For this reflection assignment, write a minimum of one-page, double-spaced, size 12 font describing your own reactions, analysis, and summary of all of the events.

Submit your reflection to this drop-box.

Course Learning Outcomes:

3. Provide instructional resources, reference materials, and guidance to Allied Healthcare end users.
8. Demonstrate behavior consistent with standards of performance appropriate to the Simulation Technician role.
9. Demonstrate beginning delegation skills to participants in a controlled setting.
10. Communicate effectively with Allied Health educational faculty.

SIM 295: Gen Ed/IO 1- 1. Effective Communication 2. Reason mathematically, 3. Problem solving, 4.Cultural, social, political aspects, 5. Workplace skills

Assignment - Scenario 2 Conduct a Simulation Technology Debrief: After the scenario, it is important to find a time to meet with the cooperating instructor to discuss how the technology performed. There were probably some issues that occurred because technology does not always act in predictable ways.

When you are meeting with your cooperating instructor you should have an in-depth discussion about the technology. You can develop your own questions, you can use the following question found below, or you can do a combination of both. Then, type up the questions that you asked and the answers to these questions and submit them to this drop box:

QUESTIONS TO GUIDE YOU

Reaction:

How do you feel that the technology worked?

Analysis:

What parts of the scenario did you feel the technology did a good job of replicating?

What can we do to ensure that we keep doing those things?

What aspects of the scenario did you feel that technology did not do a good job of replicating?

What ideas do you have for changing this in the future?

What aspects of the simulation equipment do you think could be modified to increase fidelity (realism)?

Summary:

Now that we have had this discussion, what are three main aspects that we are going keep doing to ensure that the simulation equipment runs effectively?

What are three changes that we are going to make in order to increase the level of fidelity in the future?

Course Learning Outcomes:

1. Demonstrate a balance of leadership and follower skills as working as part of a community healthcare team.
3. Follow protocol to ensure safe and appropriate use of simulation equipment and resources.
4. Solve problems by combining and applying knowledge from multiple sources.

What were your results: PLO #4, Gen Ed/IO #1 and CLO's were met base off student results on the selected assignments.

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

Based on the results of the assessment, we are going to ensure objective are met by assessing student progress with selected assignments graded with appropriate rubrics. Faculty will ensure rubrics are attached to assignments and that these rubrics. Courses will be reviewed annually and be modified as needed to stay up to date with current standards and product usage. Results confirm positively that objectives were met.

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

If not addressed above, what changes are you making to your program/department(s) as a result of assessment?

Based on the results of the assessment, we are going to review courses annually and update to current standards and procedures.

Faculty will ensure rubrics are completed for assignments within a course.

Faculty will communicate with students via Canvas messenger, email and/or announcements throughout the period of the quarter to help promote communication with students.

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

Department: Nursing;#43

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

Courses Involved: NUR 131

Date Modified: 6/16/2020 10:28:27 PM

Gen Ed 1

What courses were involved in assessment?

In NUR 131 students are evaluated on their overall nursing practice in hospital and out-patient clinical settings.

Ourspring 2020 assessment included evaluation of the student's use of communication techniques in patient care, as well as demonstration of advancing proficiency in nursing documentation.

Background information: During the first quarter of the program students are taught therapeutic communication techniques in NUR 110 Fundamentals. Successful communication in the clinical setting is essential in order to optimally gather patient data, perform assessments and intervene appropriately. Communication includes not only informing the patient about his/her disease and treatment, but also creating a therapeutically effective relationship which demonstrates understanding, empathy, and provides comfort and support. Students need to effectively communicate concerns about any hazards which could jeopardize patient safety. Nurses also need to effectively communicate with other members of the team to collaborate in achieving improved health outcomes for the patient.

For Spring 2020 students practiced at either Samaritan Hospital (Med-Surg, Maternal and Newborn Care, ER, and ICU units) or at Central WA Hospital in Wenatchee (Medical Oncology, Surgical Orthopedics, ER units). Due to the presence of Covid-19 in our community, students were not able to go the pediatric setting in person, and thus completed additional pediatric virtual simulations. Due to Covid-19, the clinical rotation at the hospitals had to be postponed by a month. After the postponement students attended clinicals for longer hours in the day and/or two consecutive days each week (From May 5-June 10). While this does not affect this communication assessment, we were able to obtain additional assessment pieces that may impact future decisions in the program. Students enjoyed the continuity of care for their patients, they also were able to recognize the effects of treatment interventions, see trends in clinical status and labs that allowed them to see patient improvement or worsening.

What did you do for your assessment and why?

The student's ability to communicate within the clinical setting was assessed via a clinical evaluation tool with criteria rated on a 1-5 scale. Instructors evaluate how effectively students communicate with patients, family and other members of the healthcare team; and how effectively students document patient's information in the clinical record. Quarter 3 students are expected to obtain mostly 3's on the clinical evaluation tool.

Evaluation Methods/Tools: The clinical evaluation tool was used to average the student's ratings with regards to all aspects of communication.

What were the results? For the clinical setting evaluation criterion: "Utilize age specific communication techniques in patient care" 17 out of 18 students scored at 4 or above (overall average of 4.44 out of 5). Five students scored 5/5. Only 1 student scored 3.5/5, still meeting the standard. Overall, 100% of faculty were pleased with students' communication with patients, family, and the health care team. All pediatric virtual simulation was successfully completed as well.

Faculty discussed their observations and mutually agreed that students were successful in their ability to communicate effectively in their patient care. It was noted that most students showed progress in improved written documentation, however, some students lacked follow through after documenting abnormal physical findings. Students also lacked in the ability to provide pertinent information and flow in patient reports. Some students did not have the opportunity to contact other departments in the hospital and thus lacked experience in interdisciplinary communication.

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

Faculty will continue to provide students with feedback, guidance and encouragement in effective therapeutic communication in patient care. Based on faculty observations of students in the 3rd quarter of the program, the following considerations will be made: Possibly add a criterion on the evaluation tool that includes how effectively the

student communicates with other hospital interdisciplinary teams, including hospital providers. Encouraging students early in the quarter will allow them to seek more opportunities for practice communication skills in this area. While the objective "delegates appropriate tasks..." is about managing care, it also includes communication. Faculty will encourage students to practice how to delegate care with appropriate communication techniques and approach. Require that students provide their instructors with a full report early in the clinical day in order to receive feedback and learn to be concise while providing good flow of information.

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

If not addressed above, what changes are you making to your program/department(s) as a result of assessment?

Addressed above.

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

There no changes or recommendations for the college in this clinical objective. The nursing department will continue to assess.

Department: Nursing;#43

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)

Courses Involved: NUR 231

Date Modified: 6/16/2020 10:24:27 PM

What courses were involved in assessment?

NUR 231 students are evaluated on higher level skills and performance in the management of patient care in the clinical setting as they are provided with increased independence in the practice of nursing. Spring 2020 assessment included evaluation of the student's performance in delivering safe, effective, holistic and culturally competent patient care.

Background information: During the last quarter of the nursing program students are required to participate in a preceptorship as a member of the health care team under the guidance of a registered nurse. Precepted experiences allow students to transition successfully into the role of a graduate nurse. Bridging the student's academic foundation with the reality of their first independent practice as a nurse provides additional confidence in the practice of safe and competent nursing care. Nurses also need to be culturally competent and be able to communicate clearly with a wide range of backgrounds and constituents given the diversity in the Moses Lake community.

In spring 2020 students practiced at a variety of hospital settings throughout Eastern Washington. These included med surg, maternal child, ER, and ICU units, with one student completing a preceptorship at an outpatient surgical center. Due to the presence of Covid-19 in the community, some students had to start their clinical rotation a month late. To accommodate for this change in schedule students completed clinical virtual scenario hours authorized by Washington State DOH/ACEN in order to complete the hour requirement.

What did you do for your assessment and why?

The student's ability to effectively deliver safe, effective, holistic and culturally competent patient care within the clinical setting was assessed via a preceptorship evaluation tool. Quarter 6 students are expected to obtain mostly 4's on the evaluation tool.

What were the results?

For the preceptorship evaluation outcome: "Deliver safe and effective physical, psychosocial, cultural, and spiritual care to the whole person in a variety of settings", 100% of the students scored above 4 out of 5 (overall average 4.84/5).

11/22 students scored 5/5. Specifically, the course outcome (5): utilizing culturally competent care in the healthcare setting (program outcome #2), showed that 100% of the students scored above 4 out of 5.

Both preceptors and faculty were pleased with students' ability to effectively deliver holistic and culturally competent care to their patients. Students effectively requested interpreters as needed to ensure the patient fully understood the plan of care or discharge instructions. Due to covid-19 visitor restrictions, students took the initiative to ensure proper communication took place between patient and family. This is a critical part of delivering safe and effective holistic care which incorporates psychosocial and cultural components. All virtual simulations were successfully completed by a limited number of students which had preceptorship postponed.

After faculty review of evaluations, it was determined that 100% of the students showed growth as independent providers of care. Although Covid-19 posed challenges in arranging preceptorship settings and scheduling, the end results after clinical experiences and practice were positive.

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

Results were very favorable. Faculty will continue to evaluate outcome and incorporate changes as needed based on assessment.

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

If not addressed above, what changes are you making to your program/department(s) as a result of assessment?

Faculty will continue to provide students with preceptorship clinical sites and provide guidance as they transition into competent and independent nursing. Additionally, faculty will continue to perform the following to help students

achieve End of Program outcomes Oversee student's experience to ensure learning outcomes are being met. Communicate periodically with the preceptor to discuss areas of progress or need. Complete weekly reviews of each student's goals and clinical summary to ensure the student is making the necessary connections and progressing towards independent decision-making and nursing judgments.

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

There no changes or recommendations for the college in this clinical objective. The nursing department will continue to assess program needs in relation to the health of the community.

**Course Level Assessment Reports
2019-20**

Department: ACCT Course: ACCT105

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

Date Created: 6/16/2020 2:25:57 PM **Date Last Modified:** 6/16/2020 2:25:57 PM

Gen Ed 1

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

Fall Quarter 2019: Students were assessed on their ability to prepare an Income Statement via a pre-test and post-test assignment. The income statement is one of the basic reports used in accounting to communicate to business stakeholders the cumulative effect of financial transactions pertaining to operating a business. Throughout the quarter the students learned the process and the rules for preparing financial statements. As well, the students received in class, a few days prior to taking the post-test, a general review presentation regarding the general rules associated with preparing basic financial statements.

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

An income statement preparation assignment was administered to the class the first week of Fall Quarter 2019, on 9/25/19. This pre-test set the baseline for quantifying their knowledge of how to communicate results of operations to business stakeholders. Then the same income statement preparation assignment was given during the last week of Fall Quarter 2019, on 12/10/19, but with a differing solution. This post-test provided necessary data when compared to the pre-test data, to assess what they learned and if their ability to communicate business results improved over the duration of the course.

In administering both tests we formed groups of 2 to 3 students, and we specifically were looking for their ability to do two things:

1. Communicate the proper/accurate results of the business' operations (report a proper Net Income amount)
2. Present the results of the business' operations in the proper/required reporting format.

The pre-test results were (14 groups): 0 groups computed the proper Net Income amount AND 0 groups presented results in the proper format.

The post-test results were (13 groups): 1 groups computed the proper Net Income amount AND 11 groups presented results in the proper format.

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

For this class, we are not satisfied with the results of only 1 group (8% of the total groups tested on the post-test) computing the proper net income correctly, even though it was an improvement when compared to the same criteria evaluated on the pre-test.

However, we are satisfied with the results of 11 groups (85% of the total groups tested on the post-test) presenting results in the proper format, especially considering that no groups were able to satisfy this criteria on the pre-test.

Changes will be summarized below.

If not addressed above, what changes are you making in your course(s) as a result of your assessment?

We will continue to administer a similar pre-test and post-test to students each time we offer this class in future quarters. The biggest change we will make is to administer a similar "mid-test" given to students at the half-way mark of the quarter, with a differing solution. The reasoning is the more opportunities the students have to practice their ability to communicate business results in a test-like setting, we believe we will see their abilities and knowledge increase pertaining to the measured criteria, upon exiting this course.

If not addressed above, what changes are you making to your program/department(s) as a result of assessment?

We intend to begin administering a similar pre-mid-post test in the other entry-level accounting course we offer in our program--ACCT&201. The reasoning is as stated above, the more opportunities the students have to practice their ability to communicate business results in a test-like setting, we believe we will see their abilities and knowledge increase pertaining to the measured criteria, upon exiting the Acct Tech program.

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

N/A

Department: AUT Course: AUT223

Course Outcome: 3. Accurately perform several diagnosis and repairs of vehicles with various operating problems

Program Outcome: AUT - 3. Graduates demonstrate the ability to retrieve service information from manuals and on-line sources

Date Created: 6/12/2020 11:36:09 AM **Date Last Modified:** 6/12/2020 11:36:15 AM

Gen Ed 1

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

In Spring 2020 to assess my students in their AUT 223 lab class without use of the lab because of "Stay home, stay healthy", I created "armchair diagnostics and repair" assignments for them to do via email attachments. To begin with I arranged for them to have home access to AllData, our online service information subscription. Then I chose cars that were actually in our lot and scheduled for repair before the Coronavirus chaos. I recorded their VIN numbers and used a scan tool to pull any diagnostic trouble codes present and saved that diagnostic information to the tool for future reference.

For each assignment they were sent an email containing a Word document with a list of complaints for the vehicle and diagnostic trouble codes, if applicable. Also sent was the "Strategy Based Diagnostics" chart as a .jpg to aid in their analysis of the vehicles problem/s. Lastly included was an Excel spreadsheet that was made into a repair order/invoice that they then would fill in with the parts description, the retail cost, labor for the repair, sales tax, and then total cost of repair. Each student had to look up the parts from two vendors, specifically NAPA and O'Reilly Auto Parts. We have online access to both of those vendor's retail and wholesale cost of parts, and their local as well as warehouse inventory.

After completing the diagnostics and filling in the repair order with what they thought was the problem and the cost of the repair, that was sent back to me via email as attachments. After I received those I then sent out another email with a Word document attached containing hyperlinks to videos that showed how the repair was accomplished and quiz questions to answer as they watched the video. They would not be able to answer the questions if they did not watch the video closely. That was returned to me.

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

I assessed each part of the assignment differently.

The repair order was assessed for its completion including use of the preloaded formulae in the rows and the name of the chosen parts vendor. Students were not held accountable for their diagnostic as there was no way to tell if it was correct without verifying the repair after physically completing it. I was very interested in how they followed instructions from a distance without seeing me every day.

Directly assessed were the answers to the quiz. Extra credit was given on one quiz for answering a question about an obscure observation that I noticed as a long time technician and I wanted to see if they could figure the same thing out.

In assessing the repair order, more than half of the students either ignored or were unclear about including the vendor. One included another vendor altogether. Creative, but not what I asked for.

As an aggregate group the students were correct in 78% of their quiz answers. All incorrect answers were questions that made them think beyond the video including electrical diagnostics terms and testing, and conditions that may arise during repair that is not addressed in service information. The video showed a common condition during bleeding, but the person performing the repair didn't know that and replaced a component that was operating normally. Only one third of the students caught that.

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

In the future, more explicit instructions and reminders will be needed to make sure documents are completed properly as they were designed. Also small quirks of repair, of which there are many, may need to be discussed to prevent graduates from having problems in the world of work.

If not addressed above, what changes are you making in your course(s) as a result of your assessment?

If not addressed above, what changes are you making to your program/department(s) as a result of assessment?

There is a need to communicate the importance of diagnostics in regard to "operating as designed" to our students. As the video pointed out, just because something does not seem to be doing what it should or what we think it should, it may actually be acting normal. There are many examples of that in the trade, and those example need to be part of instruction in the shop and classroom.

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

Department: AVF Course: AVF113

Course Outcome: 1. Explain basic weather theory and the cause and effect relationship.

Program Outcome: AVF - 4. Students will be able to communicate clearly and effectively within a workplace context.

Date Created: 4/2/2020 8:04:36 AM **Date Last Modified:** 4/2/2020 8:04:44 AM

Gen Ed 1

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

Winter Quarter 2020:

Student learning outcome #1: "Explain basic weather theory and the cause and effect relationship" was chosen to be assessed this year.

There are two distinct benefits/reasons for this assessment. First, it allows us to do an element of reading comprehension which is being assessed program wide under program level outcome #4 and college wide under Ged Ed outcome #1. Second, it allows us to gauge how well students are understanding the foundational class material of "basic weather theory" with regard to the cause and effect relationship.

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

The meteorology class is divided into three units with basic weather theory and the cause/effect relationship covered in the first unit. With this in mind, it was only natural to use the first unit test as one of our assessment tools. Because textbook reading is one of the three core modalities (textbook reading, homework, lectures) for student learning in this unit, the test could also offer some insight on reading comprehension.

In addition to the unit test, in one of the three AVF 113 classes a simple email survey regarding textbook reading was sent out at the conclusion of the class. This survey looked to gauge whether frequency of text reading could be related to results on the unit 1 test.

The feedback from the unit test 1 had rather mixed results. The pass rate for the test was relatively high with over 87% of the class passing the test. However, the class average on the test hovered around 81%. While 81% is an arguably acceptable score, it does leave significant room for improvement.

The additional survey on textbook reading did indicate that students who read the required material scored slightly higher than the class average at 88%. The statically small number of students who responded to this survey makes the results a slightly ambiguous indicator.

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

Homework and quizzes in this class tend to lean more heavily on lecture content. Some of this is due to relatively recent textbook changes that have not been fully integrated into the homework and quizzes. Another significant factor is the textbook is slightly lighter on content compared to what is offered in the lecture.

There are two possible solutions being considered. First, homework and quizzes will be revised to include content questions that are exclusively found in the text material. Second, additional or new textbook material for the class is being explored.

If not addressed above, what changes are you making in your course(s) as a result of your assessment?

N/A

If not addressed above, what changes are you making to your program/department(s) as a result of assessment?

It is widely believed that we are meeting our standards with regards to student learning outcomes in the class with a 87% pass rate on the exam. However, as a department we will explore additional text material that could be included in this class to improve student deficiencies in specific areas as well as to encourage student reading habits.

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

None at this time.

Department: AVF Course: AVF190

Course Outcome: 1. Demonstrate technical aircraft control at the Private Pilot-Airplane or Commercial Pilot-Airplane Airman Certification Standards as appropriate.

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

Date Created: 4/2/2020 8:17:37 AM **Date Last Modified:** 4/2/2020 8:17:42 AM

Gen Ed 5

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

Fall 2019 & Winter 2020:

This year AVF190 and AVF290 are being assessed based on the 7 year cycle that supports program outcome #4: "Students will be able to communicate clearly and effectively within a workplace context" and the college wide Gen Ed outcome #1: "Students will be able to communicate clearly and effectively"

Assessing the number of students utilizing and completing these courses in a given year gives us an indirect assessment on whether we are teaching our course level and program level outcomes in a timely and cost effective manner.

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

Our tool for assessing these classes is comparing the number of students in each cohort requiring the remedial course with the total number of students. AVF 190 (first year cohort): 3 of the 45 students currently in the program or roughly 7% AVF 290 (second year cohort): 7 of the 45 students currently in the program or roughly 16%

There are two notes of interest concerning this data. First, all students complete the remedial training in AVF190/290 in the quarter in which they registered for the class. Thus there are never any incompletes for these classes. Second, cohort numbers using AVF190/290 maybe modestly lower this year as all flight training has been suspended in the spring of 2020 for the COVID-19 pandemic. Additional AVF190/290 course registrations were expected if flight training had not been suspended.

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

Not having previous data from other years regarding the enrollment ratio in these classes hinders us from using this as a good tool to assess the program or its outcomes. We do, however, anticipate enrollment in these classes to significantly bump up once flight training resumes.

If not addressed above, what changes are you making in your course(s) as a result of your assessment?

N/A

If not addressed above, what changes are you making to your program/department(s) as a result of assessment?

The biggest change being made at the department level will be tracking enrollment more closely in these classes and then reviewing them to determine what useful information can be gleaned from them.

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

None at this time. However, the college should expect significant enrollment increases in these classes once flight training resumes.

Department: AVF Course: AVF221

Course Outcome: 1. Discuss aerodynamic principles related to each phase of flight.

Program Outcome: AVF - 4. Students will be able to communicate clearly and effectively within a workplace context.

Date Created: 4/2/2020 8:33:34 AM **Date Last Modified:** 4/2/2020 8:33:33 AM

Gen Ed 1

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

Winter 2020

An assessment of AVF221 commercial ground school student learning outcome #1: "Discuss aerodynamic principles related to each phase of flight" was performed. This assessment was done in support of the aviation department's 2019-2020 program assessment related to Gen Ed outcome #1: "Students will be able to communicate clearly and effectively" and the supporting program outcome #4: "Students will be able to communicate clearly and effectively within a workplace context." Our assessment of these outcomes was through the lens of the prepackaged assessment tool related to reading comprehension skills provided by the college assessment committee.

There were three reasons we chose to do this assessment. First, it gave us some feedback on how well students are understanding aerodynamic principles taught in this course. Second, it meets the requirements of our assessment plan relating to the appropriate program outcome in the assessment cycle. Third, it could be easily adapted to meet the needs of the college wide assessment of reading comprehension skills related to Gen Ed outcome #4.

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

There were two tools used in this assessment. First, a comprehensive standardized FAA knowledge exam was given at the completion of the class. In this exam, aerodynamic principles were specifically tested and results generated. Second, a quiz was given covering aerodynamic principles, which could reflect student reading comprehension of the subject matter.

The results of the FAA Standardized test are rather mixed. First, it must be noted that only around 25% of the class was able to complete the FAA standardized test prior to COVID-19 pandemic shutting down testing at BBCC. It is noteworthy that 100% of those students who took the exam prior to testing being closed passed the exam. However, when careful review of missed questions was analyzed, it revealed aerodynamics as the third highest area of deficiency on the exam. Roughly 55% of those who were tested were deficient in this subject matter.

The quiz embedded in the course that covered the required reading material for this subject area revealed a much different picture, with 84% of the students passing the quiz and the class having an 83% average on the quiz.

This shows a possible disconnect between what is being tested for on the current FAA knowledge test and what is being taught and tested during the ground school. It could also reflect inaccurate FAA standardized results based on such a small percentage of students completing the test.

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

In an effort to close the loop, three items will be addressed:

Reading assignments and homework will be revised. Increased ground school time will be allotted to specific areas of aerodynamics. A review of current questions on aerodynamics given on the FAA standardized written exam will take place to find more specific guidance on possible course changes.

If not addressed above, what changes are you making in your course(s) as a result of your assessment?

N/A

If not addressed above, what changes are you making to your program/department(s) as a result of assessment?

At this time, as a department, we are not wholly convinced of deficiency in the curriculum or student reading as much as a possible disconnect on how material is being taught verses being tested. Looking back to the early stages of training such as the private pilot ground school and private pilot FAA standardized testing may yield some better conclusions.

As a department, we are going to review the test results next year from the private pilot FAA written test to determine if aerodynamics being taught on the private course level are congruent with FAA standardized testing. Due to formatting changes in FAA test results we are unable to look back at our current year's private pilot written test results to garner this information.

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

None at this time.

Department: AVF Course: AVF225

Course Outcome: 1. Demonstrate effective communication techniques to be used in one on one instruction, in classroom settings as well as in the aircraft cockpit.

Program Outcome: AVF - 4. Students will be able to communicate clearly and effectively within a workplace context.

Date Created: 5/5/2020 2:59:40 PM **Date Last Modified:** 5/5/2020 2:59:44 PM

Gen Ed 1

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

Our course assessment for this class focused on student learning outcome #1: "Demonstrate effective communication techniques to be used in one on one instruction, in classroom settings as well as in the aircraft cockpit."

There are two distinct benefits/reasons for this assessment. First, it allowed us to assess effective communication within a workplace context that is addressed in program outcome #4 and is supportive of the college wide institutional outcome #1 assessment of clear and effective communication. Second, it allowed us to gauge how well a virtual classroom worked.

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

AVF 225 has six core content modules that each revolve around a specific aspect of flight instruction. In our attempt to come up with a tool to perform the assessment, we first had to narrow our assessment focus to a single content module on elements of effective teaching. We then identified "effective communication" as a subset of this module that closely matched program and institutional outcomes being assessed.

Three methods of content delivery were attempted that related to this subset of material. First, written text book reading was assigned. Second, students were given a demonstration based lecture via Zoom. Third, students were engaged in an interactive virtual discussion (within the Zoom lecture) based on key concepts of effective communication related to flight instruction.

A concept based quiz was given at the completion of the material related to "effective communication" with the following results: Number of students who took the quiz: 28
Number of students who passed the quiz: 25 or 89%

Class average score on the quiz: 90.5%

The results were largely positive with some important caveats. First the learning curve in transitioning to distance learning has impacted student performance. This could be noted from quiz scores steadily improving the further along in the class the students progressed (this was not the first quiz). Second, previous in-person instruction (in previous aviation program classes) seemed to enhance the students' comprehension of the instructor's online class expectations and increased their engagement in Zoom discussions. Third, students attempting to engage in an online virtual class while multi-tasking with other activities yields about the same results as being absent from class.

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

Class engagement was overwhelming felt to be the key to student success. This is especially critical when teaching in the virtual classroom. The following three actions are designed to enhance engagement in this class and close the loop. Discussion questions will be built into key points in each lecture that will methodically reengage students. Real time text or instant messaging systems will be deployed to enhance engagement. An update will be made to the syllabus explaining the expectation of interactive engagement in the online version of this class.

If not addressed above, what changes are you making in your course(s) as a result of your assessment?

N/A

If not addressed above, what changes are you making to your program/department(s) as a result of assessment?

As a department we are in the process of reviewing all of the classes we teach and evaluating which classes could be successfully taught via distance learning. From our review of this class and other classes being taught remotely this quarter, we are aware of syllabi adjustments as well as numerous formatting adjustments across much of the program that would be needed to bring classes online.

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

There is a need for continued support in exploring creative ways to return to a “new normal” under social distancing to keep the flight training program active at BBCC.

Department: AVF Course: AVF261

Course Outcome: 3. Interpret and adhere to air traffic control instructions and clearances.

Program Outcome: AVF - 4. Students will be able to communicate clearly and effectively within a workplace context.

Date Created: 4/2/2020 8:40:20 AM **Date Last Modified:** 4/2/2020 8:40:21 AM

Gen Ed 1

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

Fall 2019 & Winter 2020:

The assessment of AVF261 revolves around course level outcome #3: "Interpret and adhere to air traffic control instructions and clearances." This assessment allowed us to review student competency in reading charted procedures while adhering to air traffic control instructions and maintaining aircraft control.

This assessment also fit well in the current program wide assessment (program outcome #4: "Students will be able to communicate clearly and effectively within a workplace context") as well as the college wide assessment (Gen Ed outcome #1: "Students will be able to communicate clearly and effectively").

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

The primary tool used to assess this course is the comprehensive stage check (flight) given at the completion of this course. The data from the 2019/2020 academic year indicate 100% first time pass rates with no deficiencies noted that relate to course level outcome #3.

A review of the data did indicate an unusually low number of students completing this stage of training, with only 13% of the "second year" cohort completing this stage of training. This is directly related to the termination of flight training that occurred in March of 2020 due to COVID-19 pandemic

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

The greatest challenge to closing the loop for the program in this course will be maintaining this level in proficiency in student knowledge and skills for those student who stopped their training at the midpoint in this course.

If not addressed above, what changes are you making in your course(s) as a result of your assessment?

N/A

If not addressed above, what changes are you making to your program/department(s) as a result of assessment?

As a program, we will be developing guidelines for remedial training that will be given once flight training resumes. We will also be developing a course/or testing that will allow us to give or gage the need for remedial training.

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

Depending upon the length of the flight training suspension, the college may need to be open to offering additional instrument ground school courses or a formalized tutoring process to help students adversely affected by the flight training suspension.

Department: AVF Course: AVF290

Course Outcome: 1. Demonstrate technical aircraft control at the Private Pilot-Airplane or Commercial Pilot-Airplane Airman Certification Standards as appropriate.

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

Date Created: 4/2/2020 8:24:07 AM **Date Last Modified:** 4/2/2020 8:24:07 AM

Gen Ed 5

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

Fall 2019 & Winter 2020

This year AVF190 and AVF290 are being assessed based on the 7 year cycle that supports program outcome #4: "Students will be able to communicate clearly and effectively within a workplace context" and the college wide Gen Ed outcome #1: "Students will be able to communicate clearly and effectively"

Assessing the number of students utilizing and completing these courses in a given year gives us an indirect assessment on whether we are teaching our course level and program level outcomes in a timely and cost effective manner.

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

Our tool for assessing these classes is comparing the number of students in each cohort requiring the remedial course with the total number of students. AVF 190 (first year cohort): 3 of the 45 students currently in the program or roughly 7% AVF 290 (second year cohort): 7 of the 45 students currently in the program or roughly 16%

There are two notes of interest concerning this data. First, all students complete the remedial training in AVF190/290 in the quarter in which they registered for the class. Thus there are never any incompletes for these classes. Second, cohort numbers using AVF190/290 maybe modestly lower this year as all flight training has been suspended in the spring of 2020 for the COVID-19 pandemic. Additional AVF190/290 course registrations were expected if flight training had not been suspended.

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

Not having previous data from other years regarding the enrollment ratio in these classes hinders us from using this as a good tool to assess the program or its outcomes. We do, however, anticipate enrollment in these classes to significantly bump up once flight training resumes.

If not addressed above, what changes are you making in your course(s) as a result of your assessment?

N/A

If not addressed above, what changes are you making to your program/department(s) as a result of assessment?

The biggest change being made at the department level will be tracking enrollment more closely in these classes and then reviewing them to determine what useful information can be gleaned from them.

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

None at this time. However, the college should expect significant enrollment increases in these classes once flight training resumes.

Department: EDUC& Course: EDUC&115

Course Outcome: 5. Implement appropriate techniques to conduct and document observations of children as a means to assess and communicate growth and development (Area III. Ongoing Measurement of Child Progress-1b, 1c, 2f, 3c).

Program Outcome:

Date Created: 6/5/2020 3:11:39 PM **Date Last Modified:** 6/5/2020 3:11:38 PM

Gen Ed 1

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

Spring 2020 an assessment of the above outcomes was conducted with two sections of the above course. This assessment consisted of an essay prompt with specific course/program outcome goals along with GE outcome 1. I combined the GE outcome with course content to create an authentic and relevant assignment where students could be assessed on their content knowledge and ability to write clear and organized essays simultaneously

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

I provided a clear prompt, assigned reading from the text, a rubric and the suggestion to view an optional resource from OWL Purdue to improve writing technique.

Out of 37 students, 26 submitted an essay for this assessment:

The results are as follows:

- 1 13/25 points
- 2 - 17/25 points
- 5 - 18/25 points
- 2 - 19/25 points
- 3 - 20/25 points
- 2 -21/25 points
- 2 - 22/25 points
- 1 - 23/25 points
- 4 - 24/25 points
- 4 - 25/25 points

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

I plan to ask students to offer feedback on their utilization of the text readings (for content/course/program outcome portion of the score) and their level of "optional" reading on correct essay mechanics (for the GE outcome portion of the score). It will be interesting to see if the students who did more reading and extra study scored higher.

If not addressed above, what changes are you making in your course(s) as a result of your assessment?

I plan to require (early in the quarter) some basic essay writing practice.

If not addressed above, what changes are you making to your program/department(s) as a result of assessment?

Same as above

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

More basic writing instruction requirements across all disciplines. Students work hard on English courses but then seem to forget the basics when it comes time to write quality essays in their program courses.

Department: EDUC& Course: EDUC&130

Course Outcome: 2. List and describe positive guidance techniques for children birth through early adolescence (Area VI: Interactions-Individual Guidance-1c,1f,1i,2b, 2c, 2f,2k-Group Experiences-2g,2i).

Program Outcome: ECE - 6. Establish supportive relationships with children and guide them as individuals and as part of a group (Interactions).

Date Created: 6/5/2020 2:54:34 PM **Date Last Modified:** 6/5/2020 2:54:38 PM

Gen Ed 1

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

Spring 2020 an assessment of the above outcomes was conducted. This assessment consisted of an essay prompt with specific course/program outcome goals along with GE outcome 1. I combined the GE outcome with course content to create an authentic and relevant assignment where students could be assessed on their content knowledge and ability to write clear and organized essays simultaneously.

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

I provided a clear prompt, assigned reading from the text, a rubric and the suggestion to view an optional resource from OWL Purdue to improve writing technique.

Of the 16 students who completed this assignment,(5 did not submit an essay and received a zero), the following results were obtained. 4 of the submissions received a score of 100%. - 3 earned 96% - 1 earned 92% - 3 scored 88%, 1 received an 84% - 2 scored 64% and 1 earned only a 60%.

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

I plan to ask students to offer feedback on their utilization of the text readings (for content/course/program outcome portion of the score) and their level of "optional" reading on correct essay mechanics (for the GE outcome portion of the score). It will be interesting to see if the students who did more reading and extra study scored higher.

If not addressed above, what changes are you making in your course(s) as a result of your assessment?

I plan to require (early in the quarter) some basic essay writing practice.

If not addressed above, what changes are you making to your program/department(s) as a result of assessment?

Same as above

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

More basic writing instruction requirements across all disciplines. Students work hard on English courses but then seem to forget the basics when it comes time to write quality essays in their program courses.

Department: ENGL Course: ENGL109

Course Outcome:

Program Outcome:

Date Created: 6/15/2020 5:19:58 PM **Date Last Modified:** 6/15/2020 5:19:57 PM

Gen Ed 1

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

We measured how well students would communicate in writing to a specific workplace audience: the angry customer. The focus of the course is written communication: emails, memos, reports, proposals, and technical manuals, so students need to be able to determine the best way to communicate in various workplace situations. Additionally, we had been asked by instructors to teach students how to respond to unhappy customers. The assessment activity took place during the second half of the quarter so we could evaluate the cumulative effects of our teaching audience awareness up to that point in the quarter.

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

Our assessment was one of many formative assessments for audience awareness conducted from the beginning of the quarter. Students had previously practiced professional emails, policy complaint letters, job postings, and step-step-processes. To prepare for this assessment, students were given guidelines for effectively handling customer complaints. We then considered as a class how to approach a variety of customer scenarios. Finally, students engaged in a discussion forum activity where they played both roles: one role as the angry customer and then they responded to a classmate's customer post with a response making sure to address these three points: acknowledge the customer's frustration, align with the customer's frustration, and then assure the customer that help is on the way.

Over the two quarters, 29 participated in and completed the task. Because ENGL 109 is an accelerated class, there were ENGL 0098, ENGL 099, and ENGL 109 students all involved in this same activity. Regardless of placement level in the class, all students were able to clearly shift voice and tone, using different vocabulary, syntax, and register to display understanding of audience and purpose in both the customer complaints and the responses.

Here is an example of a customer service exchange:

Dear Taco Bell,

I visited the Taco Bell Restaurant in Othello yesterday I asked for the chicken chalupa meal. When arriving at home to eat I noticed I had no chicken, instead I received it with sour cream and lettuce. This isn't the first time its happened I have also received cool food. When taking the order back I was met with disrespectful and sarcastic remarks. I am paying the company for my food so I expect it to be fixed. I will no longer be eating at this establishment nor will I recommend people, I will be doing the opposite.

Antonia

Hello Antonia,

This is Luis Serrano, the store manager located at the Taco Bell in Othello, Washington. I am very sorry to hear that you had bad experiences at our Othello store. Because of this incident I will reimburse your money back to you. As a food chain, we have very strict policies on customer service and as well in the kitchen when the food is getting processed. I am going to review the employees that were working at the time of the incident so I can improve our customer service because no paying customer should go through this problem again. I highly appreciate you emailing me about the

situation. All you need to do for me is send me an address you are currently using so I can mail your reimbursement check to you.

Sincerely,

Luis Serrano

Taco Bell #9903

We think that this activity was successful in part because we addressed audience awareness in workplace situations from the beginning of the quarter, and so those concepts were reinforced through the course. We also think that the activity was successful because it is a real world activity that students can both relate to and see its value in their current and future work lives.

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

We intend to continue this activity. We would, however, like to see if we can develop a more authentic experience such as responding to actual customer complaints.

If not addressed above, what changes are you making in your course(s) as a result of your assessment?

We do need to revisit the MCO for this course to revise it to better reflect the audience awareness element of the class.

If not addressed above, what changes are you making to your program/department(s) as a result of assessment?

We are not a program, but this course is a required course for many Professional/Technical programs. We will discuss the course with Professional/Technical instructors to make sure that we continually improve the course to meet program and workplace needs.

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

At this time, we have no recommendations for the College other than to continue to provide computer lab space for this class for all the hands-on activities.

Department: IST Course: IST111

Course Outcome: 1. Apply National Electric Code requirements to wiring techniques while trouble-shooting and maintaining electrical equipment and installations.

Program Outcome: IST - 6. Students will be able to communicate clearly and effectively within a workplace context.

Date Created: 6/15/2020 11:51:02 AM **Date Last Modified:** 6/15/2020 11:51:02 AM

Gen Ed 3

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

Will up grade to NEC 2020 code book

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

Weekly in class quizzes done on Canvas. COVID-19 put a halt to in class in person meetings

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

Going to NEC 2020 code updated workbook

If not addressed above, what changes are you making in your course(s) as a result of your assessment?

If not addressed above, what changes are you making to your program/department(s) as a result of assessment?

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

Department: IST Course: IST111

Course Outcome: 1. Apply National Electric Code requirements to wiring techniques while trouble-shooting and maintaining electrical equipment and installations.

Program Outcome: IST - 6. Students will be able to communicate clearly and effectively within a workplace context.

Date Created: 6/15/2020 11:31:25 AM **Date Last Modified:** 6/15/2020 11:31:28 AM

Gen Ed 3

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

Weekly Quizzes and student progress reports

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

Weekly tests

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

Improve formate. Upgrading to NEC 2020 workbook.

If not addressed above, what changes are you making in your course(s) as a result of your assessment?

If not addressed above, what changes are you making to your program/department(s) as a result of assessment?

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

Department: IST Course: IST170

Course Outcome: 2. Use reference materials & manufacturers instructions on the usage of industrial instrumentation equipment.

Program Outcome: IST - 6. Students will be able to communicate clearly and effectively within a workplace context.

Date Created: 6/15/2020 11:42:56 AM **Date Last Modified:** 6/15/2020 11:42:57 AM

Gen Ed 5

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

In class chapter tests weekly

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

Weekly Chapter quizzes

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

Up grade to newest version of text book.

If not addressed above, what changes are you making in your course(s) as a result of your assessment?

If not addressed above, what changes are you making to your program/department(s) as a result of assessment?

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

Department: IST Course: IST182

Course Outcome: 1. Observe appropriate safety rules as pertaining to general machine shop practices.

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

Date Created: 6/15/2020 11:47:08 AM **Date Last Modified:** 6/15/2020 11:47:08 AM

Gen Ed 5

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

Class projects and machine safety.

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

Labs for specific projects. Able to follow mechanical drawings to manufacture assignments

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

Obtain shop materials before class begins

If not addressed above, what changes are you making in your course(s) as a result of your assessment?

If not addressed above, what changes are you making to your program/department(s) as a result of assessment?

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

Department: IST Course: IST280

Course Outcome: 1. Demonstrate the proper safety techniques while working with power drive components

Program Outcome: IST - 7. Students will be able to reason mathematically using methods appropriate to the profession.

Date Created: 6/15/2020 11:36:39 AM **Date Last Modified:** 6/15/2020 11:36:40 AM

Gen Ed 2

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

Chapter tests and evaluations. Plus in class labs.

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

Chapter exams

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

Obtain more equipment

If not addressed above, what changes are you making in your course(s) as a result of your assessment?

If not addressed above, what changes are you making to your program/department(s) as a result of assessment?

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

Department: MA Course: MA111

Course Outcome: 6. Document a patient's chief complaint, medications, allergies and vital signs accurately

Program Outcome: MA - 1. Demonstrate clear, effective communications with patients and members of the healthcare team in a variety of structured settings.

Date Created: 6/6/2020 1:16:30 PM **Date Last Modified:** 6/6/2020 1:16:39 PM

Gen Ed 1

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

Fall 2019 75% of students will pass their skills check-off for patient check-in and vital signs skills on the first attempt

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

Students will learn the theory and psychomotor skills for checking a patient into a clinic setting. Students will be expected to practice these skills independently as well as in class. According to the program handbook, students can repeat a failed check-off; however, there is point incentive to complete the check-off on the first attempt. 44% of students passed the check-in and VS skills check off on the first attempt

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

This result was not surprising in light of the abrupt departure of the MA coordinator/instructor two weeks before the beginning of the quarter. Substitute part-time instructors did an excellent job in the classroom; however they were not available during the week to provide additional practice time for students.

If not addressed above, what changes are you making in your course(s) as a result of your assessment?

This confirms the need for full time personnel to support this program.

If not addressed above, what changes are you making to your program/department(s) as a result of assessment?

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

A dedicated full time staff person needs to be available for this program to support the need for additional practice to help these students succeed.

Department: MA Course: MA112

Course Outcome: 4. Demonstrate critical thinking skills when faced with unexpected patient situations

Program Outcome: IST - 6. Students will be able to communicate clearly and effectively within a workplace context.

Date Created: 6/6/2020 1:20:55 PM **Date Last Modified:** 6/6/2020 1:20:56 PM

Gen Ed 1

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

Winter 2020 A graded discussion regarding a difficult patient scenario

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

A discussion assignment required students to provide a brief written response to a "difficult" patient, and then respond to at least two other classmates' answers. Goal 90% of students will complete assignment according to written standards.

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

87% of students successfully completed this assignment. Going forward, I would use a rubric to assess the students' performance more specifically.

If not addressed above, what changes are you making in your course(s) as a result of your assessment?

If not addressed above, what changes are you making to your program/department(s) as a result of assessment?

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

Department: MA Course: MA113

Course Outcome: 2. Demonstrate pediatric vital sign proficiency

Program Outcome: MA - 1. Demonstrate clear, effective communications with patients and members of the healthcare team in a variety of structured settings.

Date Created: 6/6/2020 1:25:05 PM **Date Last Modified:** 6/6/2020 1:25:05 PM

Gen Ed 1

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

Students will successfully complete the skills check-off for pediatric assessment including VS utilizing appropriate communication skills on the first attempt

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

Pediatric Vital Signs assessment checkoff using high fidelity simulation mannequins; Goal 75% of students will complete the skills check-off successfully on the first attempt. 86% of students successfully completed the pediatric vital signs assessment skills check off on the first attempt

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

The class exceeded the target goal

If not addressed above, what changes are you making in your course(s) as a result of your assessment?

Based on concerns raised in the first quarter of the clinical series (MA 111), part-time faculty met weekly in the evenings with students desiring additional practice. This improved the students' performance across the board on skills check offs

If not addressed above, what changes are you making to your program/department(s) as a result of assessment?

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

Student success will be enhanced by ensuring there is a full time employee of the college dedicated to meeting the needs of this group of students.

Department: MCT Course: MCT100

Course Outcome: 3. Demonstrate knowledge of basic digital and analog electrical circuits/circuit theory

Program Outcome: CS - 1. Demonstrate the ability to build, upgrade, and repair computer hardware

Date Created: 6/16/2020 12:11:20 PM **Date Last Modified:** 6/16/2020 12:11:26 PM

Gen Ed 5

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

Spring Quarter 2020: I was concerned that students were not retaining hardware and software basics. I felt that this was due to the amount of information being covered in a single quarter. Since MCT100 is usually the first of two courses (MCT100 & MCT101), I decided to split apart and isolate materials otherwise covered in duplicate in the two courses. Since they both use the Circuit Playground Express (CPX) and the Raspberry Pi (RPi), I simply left coverage of Python out of both CPX and RPi, and focused the RPi coverage on students successfully building the Linux platform on a Raspberry Pi Zero W from a pile of parts, through 7 phases, using a very terse 2 page written implementation guide and a 7 phase oriented power point diagram.

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

My assessment plan used the same tools as required previously in MCT100: Homework, Discussion Boards, Exams, reading assignments, and YouTube videos emphasizing materials being covered. All work was presented to the students in online format via Canvas. Students were required to own and manage their own Windows 10 laptops, and all of software, lab equipment, materials and books specified in the class parts list. All software was downloadable for free, and open source whenever possible. Additionally, students attended 2 Zoom class meetings per week wherein I provided advanced lecture materials, discussions and Q&A sessions.

The simplification of course lessons worked. Students learned the basics of MakeCode, JavaScript, C and C++. They learned to install and use several IDEs and were able to see the cross connects of modern computer science and the older Programmable Logic Controller industry. This led to a greater understanding of microcomputers, microcontrollers and PLCs. They understand that the continued silo isolation of the PLC industry is not helping it remain relevant during the industrial evolution into robots and Industry 4.0.

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

I am going to continue this approach. I will continue to simplify. Because it results in improved student understanding and success. Sophisticated simplicity beats complex elegance.

Python coverage will be amplified in MCT101 on both CPX and RPi Zero W. And more advanced Linux will be covered using the faster and more capable RPi 4, building on the knowledge of the RPi Zero W.

I will close the loop by assessing the results of teaching MCT101 based on the successes of MCT100.

If not addressed above, what changes are you making in your course(s) as a result of your assessment?

I am going to find ways to simplify MCT101. This will change the way I teach, because simplification works. Sophisticated simplicity beats complex elegance every time.

If not addressed above, what changes are you making to your program/department(s) as a result of assessment?

I will continue to lobby the IST department to modernize, simplify and teach more physical computing.

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

I will continue to lobby the computer science department to simplify and teach more physical computing.

Department: NUR Course: NUR110

Course Outcome: 6. Construct potential and actual care plans for patients across the lifespan. (MOC)

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

Date Created: 6/16/2020 10:07:03 PM **Date Last Modified:** 6/16/2020 10:07:03 PM

Gen Ed 1

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

In NUR 110 (Nursing Fundamentals), students are introduced to the nursing process in order to create a care plan for the patient. Effective communication is essential for the care plans to be accurate. Improving communication is also a priority for ensuring the safety of the patient. For fall 2019 assessment, we measured the students' ability to effectively communicate through a graded assignment: a nursing care plan. At both the program and course outcome levels, it allowed us to assess how accurately the students communicated the important pieces of a care plan: the assessment findings, plan and interventions, as well as how the students see connections between components. The students are evaluated on their written communication for accuracy and clarity.

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

We measured the student's ability to communicate via a graded assignment. Students constructed a care plan for a patient based on information they gathered, applying the nursing process. Communication was assessed based on a graded rubric. Canvas allowed for ease in averaging the results obtained from a rubric in which criteria is graded on a 0-5 scale with "5" indicating student met expectations.

Prior to the assignment, students were taught how to use the nursing process (systematic problem-solving approach toward giving individualized nursing care). They were given a scenario (ex: patient with heart failure) and asked to appropriately gather data by asking the right questions. Then they had to interpret their assessment in order to create goals and interventions. Students were also expected to communicate rationales for the interventions, indicating how those actions would help the patient meet their goals.

What were the results?

Out of a maximum of 20 points, care plan grades showed a high of 20, Mean of 18 and low of 11.

68% (15/22 students) effectively communicated the relationship between the various components of a care plan in a clear and concise manner as evidenced by a score of 78% or better (16/20 points) on the rubric. When reviewing results however, we noted we had forgotten to add one of the communication outcomes to the rubric which would have made this data easier to review. For this reason, the results are not fully reliable.

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

The outcome result is 7% under the desired level for completing the assignment's objective. Results indicate the need to consider changes to either the current assignment (more practice in class communicating relationship between care plan components) or changing the assignment to more clearly evaluate direct communication. The nursing department discussed and decided that a better assignment could be used for assessment of this Gen Ed and Program outcome. Going forward we will more effectively assess communication in a written Learning Outcome Reflection in NUR 110 (Fundamentals of Nursing) after demonstrating effective therapeutic communication vs non-therapeutic communication.

If not addressed above, what changes are you making in your course(s) as a result of your assessment?

addressed

If not addressed above, what changes are you making to your program/department(s) as a result of assessment?

addressed

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

Recommend that all departments discuss assessment as part of on-going discussions rather than as a "box to check off"

Department: NUR Course: NUR211

Course Outcome: 7. Apply appropriate channels of communication within an agency to assist with interactive communication. (C, P.2)

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

Date Created: 6/16/2020 10:12:20 PM **Date Last Modified:** 6/16/2020 10:12:20 PM

Gen Ed 1

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

In NUR 211 students are evaluated in their overall nursing practice in the hospital clinical setting. For fall 2019 all students practiced at Samaritan Hospital in different units (Med-Surg, Maternal and newborn care, ER, Surgical, and Acute Care). Successful communication in the clinical setting is essential in order to most optimally gather patient data, perform assessments and intervene appropriately. Students need to also effectively communicate any concerns about any hazards which could jeopardize patient safety. Our fall 2019 assessment included evaluation of the student's proficiency in communication with the patients, families and the health care team as they deliver complete and accurate information via verbal, nonverbal and written channels of communication. This relates to Gen Ed Outcome 1, to program outcome 1 and to course outcome [7. Apply appropriate channels of communication within an agency to assist with interactive communication.]. (all level 2 students will score 4 or above out of 5)

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

The student's ability to communicate within the clinical setting was assessed via a clinical evaluation tool with criteria rated on a 1-5 scale. Instructors evaluate how effectively the students communicate with patients, family, staff and providers. Ratings are based on the instructor's observation of the student's verbal and non-verbal communication with patients, family and staff and were documented on the clinical evaluation form. In addition, students were also rated on their communication effectiveness through their clinical written documentation. Quarter 4 students are expected to obtain mostly 4's. The clinical evaluation tool was used to average the student's ratings with regards to all aspects of communication.

An important aspect of nursing care is communication with patients. Nurses' communication includes not only informing the patient about his/her disease and treatment, but also creating a therapeutically effective relationship showing understanding, empathy, and providing comfort and support. Additionally, nurses need to effectively communicate with other members of the team to collaborate in achieving improved health outcomes for the patient.

What were the results? For the clinical setting evaluation criterion: "Applies appropriate channels of communication within an agency to assist with interactive communication", all 22 students scored at 4 or above (with an overall average of 4.375 out of 5). All faculty were pleased with the students' communication with patients, family members, ancillary staff and primary nurse. It was however noted that some students hesitated to speak directly to the hospitalist or were challenged in verbalizing their concerns to the providers.

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

Results were favorable, faculty will continue to evaluate outcome.

If not addressed above, what changes are you making in your course(s) as a result of your assessment?

No changes necessary, nevertheless further encouragement, guidance and direction will be provided to students.

If not addressed above, what changes are you making to your program/department(s) as a result of assessment?

Faculty will consider initiating the expectation students approach providers/hospitalists during clinical with the level one students. This practice will make students more comfortable & confident in their communication during their second year and during their preceptorships.

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

For this clinical objective, no changes or recommendations for the college. The nursing department will continue to assess.

Department: SIM Course: SIM211

Course Outcome: 6. Create reference materials, equipment specifications, and operation manuals for running ACLS scenarios

Program Outcome: SIM - 4. Promote Community Engagement - Promote occupational health and safety within the community by providing customized simulation training opportunities.

Date Created: 6/3/2020 8:34:53 AM **Date Last Modified:** 6/3/2020 8:35:02 AM

Gen Ed 1-5

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

2019-2020 This course is offered fall quarter only.

Assignments from courses were assessed secondary to relations with PLO #4, Gen Ed/IO #1.

PO #4: Promote Community Engagement - Promote occupational health and safety within the community by executing effective oral and written communication skills to provide customized simulation training opportunities

Course Learning Outcomes:

4. Integrate knowledge of human body systems into developing scenarios that meet ACLS & PALS training standards
6. Create reference materials, equipment specifications, and operation manuals for running ACLS scenarios
9. Demonstrate awareness of interprofessional team dynamics
11. Demonstrate proper and proficient use of healthcare and simulation specific vocabulary.

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

The following assignment was assessed.

Assignment – H's Assignment: For this assignment, I would like you to review the H's. Tell me what each one is, what signs and symptoms might be exhibited, what causes it, and how we treat and fix them. Please include at least 2 references in APA format for this assignment. Please submit your finished assignment as a Word document.

PLO: This assignment connects to PLO 4 communication by having students provide a written document defining specific medical issues, causes and treatments.

CLO: This assignment correlates with CLO 4, 6, 9 & 11. Students utilize knowledge of the human body to determine causes and treatments of cardiac arrest. Students use this information to complete scenario programming throughout the course to prepare simulations for community partners. Students utilize information in this assignment to create support materials for additional simulation assignments in this course. Students demonstrate awareness to team dynamics techniques based on treatments. Students demonstrate healthcare and simulation specific vocabulary by defining and discussing treatments of the reversible causes of cardiac arrest.

Result: This class was not offered in 2019-2020. There are no results to report

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

This course was not offered in 2019-2020. Student success cannot be assessed.

If not addressed above, what changes are you making in your course(s) as a result of your assessment?

If not addressed above, what changes are you making to your program/department(s) as a result of assessment?

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

Department: SIM Course: SIM222

Course Outcome: 3. Provide instructional resources, reference materials, and guidance to Allied Healthcare end users.

Program Outcome: SIM - 4. Promote Community Engagement - Promote occupational health and safety within the community by providing customized simulation training opportunities.

Date Created: 6/3/2020 8:43:17 AM **Date Last Modified:** 6/3/2020 8:43:23 AM

Gen Ed 1, 3, 5

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

This course is offered winter quarter only.

Assignments from the courses above were assessed secondary to relations with PLO #4, Gen Ed #1.

PO #4: Promote Community Engagement - Promote occupational health and safety within the community by executing effective oral and written communication skills to provide customized simulation training opportunities

Course Learning Outcomes:

3. Provide instructional resources, reference materials, and guidance to Allied Healthcare end users.
8. Demonstrate behavior consistent with standards of performance appropriate to the Simulation Technician role.
9. Demonstrate beginning delegation skills to participants in a controlled setting.
10. Communicate effectively with Allied Health educational faculty.

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

The following assignment was assessed:

Assignment - Self-Reflection: This is your chance to tell me how you feel that the entire simulation activity went... and there are no wrong answers!

For this reflection assignment, write a minimum of one-page, double-spaced, size 12 font describing your own reactions, analysis, and summary of all of the events.

Submit your reflection to this drop-box.

PLO: This assignment directly correlates with PLO 4 communication skills. Students demonstrate communication via written skills.

CLO: This assignment correlates to CLO 3, 8, 9 & 10. Students provide reflection and self assessment to simulations performed where they communicated with participants and facilitators, and provided written documents.

Results: This class was not offered in 2019-2020. There are not results to report.

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

If not addressed above, what changes are you making in your course(s) as a result of your assessment?

If not addressed above, what changes are you making to your program/department(s) as a result of assessment?

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

Department: SIM Course: SIM235

Course Outcome: 3. Structure and facilitate simulation debriefing sessions.

Program Outcome: SIM - 4. Promote Community Engagement - Promote occupational health and safety within the community by providing customized simulation training opportunities.

Date Created: 6/3/2020 10:46:51 AM **Date Last Modified:** 6/3/2020 10:46:52 AM

Gen Ed 1, 3-5

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

2019-2020 Fall quarter.

PO #4: Promote Community Engagement - Promote occupational health and safety within the community by executing effective oral and written communication skills to provide customized simulation training opportunities.

Course Learning Outcomes:

Learning Outcomes:

2. Discuss specific debriefing models and techniques.
3. Structure and facilitate simulation debriefing sessions.
4. Analyze the advantages and disadvantages of various debriefing methods for learning in the simulation lab, classroom, or clinical setting.
5. Deliver effective educational feedback in a manner that promotes self-reflection.

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

The following assignment was assessed:

Summary

For this assignment you will need to write a 1 page, single spaced summary of the final debriefing you performed. Which technique did you use? How do you feel it went? What went well? What could use improvement? How did the participants feel about it? Was feedback optimized for the participants?

Upload your summary in a Word document.

PLO: This assignment connects to PLO 4 by having students demonstrate a written communication in the form of a summary as part of the 3 part debriefing final project. For the 3 part final project, student organize and complete a debriefing to a group of participants. Verbal and written communication is needed for this.

CLO: This assignment directly correlates with CLO 2, 3, 4, & 5. The 3 part final project has students choosing a debriefing technique, and then they structure and facilitate it to a group of participants. For the 3 part final assignment, they submit debriefing structure, student evaluations and summary of events.

Assessment: Low student numbers were assessed. 4 students evaluated. 1 of the 4 students stopped participating and didn't complete the assignment. 3 students successfully completed the assignment with a full score. This summary assignment correlates with PLO and CLO.

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

PLO, CLO and Gen Ed/IO were met. This assignment is able to properly assess communication skills and no changes will be needed.

If not addressed above, what changes are you making in your course(s) as a result of your assessment?

If not addressed above, what changes are you making to your program/department(s) as a result of assessment?

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

Department: SIM Course: SIM295

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.

Date Created: 6/3/2020 11:08:25 AM **Date Last Modified:** 6/3/2020 11:08:24 AM

Gen Ed 1-5

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

2019-2020 Summer and Winter quarter.

PO #4: Promote Community Engagement - Promote occupational health and safety within the community by executing effective oral and written communication skills to provide customized simulation training opportunities.

Course Learning Outcomes:

1. Demonstrate a balance of leadership and follower skills as working as part of a community healthcare team.
3. Follow protocol to ensure safe and appropriate use of simulation equipment and resources.
4. Solve problems by combining and applying knowledge from multiple sources.

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

The following assignment was assessed:

Assignment - Scenario 2 Conduct a Simulation Technology Debrief: After the scenario, it is important to find a time to meet with the cooperating instructor to discuss how the technology performed. There were probably some issues that occurred because technology does not always act in predictable ways.

When you are meeting with your cooperating instructor you should have an in-depth discussion about the technology. You can develop your own questions, you can use the following question found below, or you can do a combination of both. Then, type up the questions that you asked and the answers to these questions and submit them to this drop box:

QUESTIONS TO GUIDE YOU

Reaction:

How do you feel that the technology worked?

Analysis:

What parts of the scenario did you feel the technology did a good job of replicating?

What can we do to ensure that we keep doing those things?

What aspects of the scenario did you feel that technology did not do a good job of replicating?

What ideas do you have for changing this in the future?

What aspects of the simulation equipment do you think could be modified to increase fidelity (realism)?

Summary:

Now that we have had this discussion, what are three main aspects that we are going keep doing to ensure that the simulation equipment runs effectively?

What are three changes that we are going to make in order to increase the level of fidelity in the future?

PLO: This assignment connects to PLO 4 by having students demonstrate written or verbal communication skills with the Coop Teacher and written communication skills for assignment submission.

CLO: This assignment correlates to CLO 1, 3, & 4. Students communicate and work with healthcare facilitators on implementing simulations and this assignment is a follow up to those simulations. This assignment assists with troubleshooting and problem solving.

Assessment: Summer quarter 2 students completed this assignment with full scores. This assignment was successful in evaluating communication skills. Winter quarter 1 student completed this assignment with full scores. Students exhibit communication skills throughout the course communicating with coop teacher, instructor and participants.

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

This assignment properly assesses PLO 4 and Ged Ed/IO 1. We will ensure that this assignment has rubrics and that students communicate with the Coop Teacher promptly after the simulation to conduct this technology debrief.

If not addressed above, what changes are you making in your course(s) as a result of your assessment?

If not addressed above, what changes are you making to your program/department(s) as a result of assessment?

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

Department: WLD Course: WLD multiple courses, see below

Institutional Outcomes:#1 Students will be able to communicate clearly

Program outcome: #1 *Graduates of the program demonstrate safe shop practices by safely using basic tools and equipment, and clearly communicating safety hazards.*

Course outcomes: Safety for WLD111, WLD 121, WLD 131, WLD 281, WLD 283, WLD285, WLD 153, WLD 122, WLD 132, WLD 282, WLD 284, WLD 264, WLD 244, WLD 245

For the Fall 19 Assessment, the welding department embarked on a plan to evaluate the students' learning to communicating clearly. Changes in the program related to the Covid-19 situation required the modification from the original plan.

Due to the change in delivery techniques, the students were expected to read the information in a more isolated situation. They additionally were forced to communicate the information in a different manner that had previously occurred.

This created a situation that the students had to read more, and also discuss material with the instructor and other students, online, and also in person when face to face classes returned. The situation also allowed the assessment of **program learning outcome # 5:** *Students will display workplace specific skills including teamwork, and collaborate with people from a variety of backgrounds.*

My assessment techniques had three parts:

1. For one, I discussed the safety policies with the students on the first day of the quarter. We needed to communicate the material. This allowed the welding department to ensure each student was aware of the changes.
2. Another was to require each student in lab classes to demonstrate their knowledge of the safety materials provided. Reading for that is required prior to signing a safety contract, indicating they had read, understand, and agree to abide by the safety policies of the welding lab. That written communication included their individual acknowledgement of the new safety precautions brought on by the Covid-19 circumstances.
3. I was then able to ask them questions related to safety, and expect them to clearly communicate the requirements of the lab classes.

The students overall displayed their knowledge of these requirements by following the safety rules. In the cases where students did not follow these guidelines. They were expected to discuss the violation(s) with the instructors, and clearly communicate their knowledge of the material prior to returning to their tasks.

Evaluation Methods/Tools

I used a variety of methods to evaluate the effectiveness of the reading and verbal communication. After reading and formally discussing the rules surrounding the situation, students were asked to monitor each other, to maintain compliance with Covid-19 guidelines. They then were informed that they needed to discuss with the physical separation with each other to maintain the 6' minimum spacing. This collaboration provided a means to verify the rules were adhered to.

A lab observer was provided in the welding facility. This monitor provided feedback about the effectiveness of the students' safety knowledge and practices in the welding lab. This allowed me to use observation to provide assessment of each individual students' knowledge of the subject they were expected to read, understand, and comply with.

The students were made aware that any violation of these policies would result in disciplinary measures:

1. If there appeared to be a violation, the students were instructed by the monitor, instructor, and students to cease that violation verbally, in class.
2. If the violations occurred again with that student, the instructor would have an individual discussion with the student to provide a focused counselling on the importance of the safety precautions.
3. In the event a student chose to not follow the safety rules, they were provided with the contact information for the Dean, and the vice president of the college to debate these rules, and the fact they are mandatory.

Conclusions and use of information:

The unique health and safety situation this year allowed me to assess the communication requirement. The circumstances required that the students clearly communicated to ensure the safety of all individuals in the facility. It also then mandated that the students work together as a team to provide a safe environment. Overall, the methods used appeared effective. In the instances where deficiencies were identified, the instructors and the program adapted to comply with the college operational policies.

Some conclusions drawn included the desire to provide more of the information in an electronic format. This would enable another form of communication, that may enhance the students learning of the materials. The addition of a safety class offered online would allow more detail of that subject to each student.

Additionally, the possibility of using second year students as “safety ambassador’s” would allow for additional communication between students. This would also aid newer students to better comprehend the importance of this material.

Department: WKED Course: WKED101

Course Outcome: 3. Describe the basic systems, infrastructure, operations, environment associated with their chosen industry

Program Outcome:

Date Created: 6/3/2020 10:36:58 AM **Date Last Modified:** 6/3/2020 10:36:58 AM

Gen Ed 1

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

Fall 19, Winter 20, Spring 20

Because these courses are a series with multiple cohorts of students, I looked at the data for each cohort throughout the year through multiple courses instead of just a single course. I compared the cohorts at the end. The course outcomes assessed are the same with increasing levels of thinking skills. For the second cohort, I changed the assignments to include directed reading instructions instead of simple instructions to read.

For the fall 2019 assessment, I looked at ways in which I hold students accountable for reading and whether holding students accountable for reading has a positive impact on student learning. This relates to Gen Ed Outcome 1, and to course outcome WKED 101: Describe the basic systems, infrastructure, operations, environment associated with their chosen industry.

For the winter 2019 assessment, I looked at the ways in which I hold students accountable for reading and whether holding students accountable for reading has a positive impact on student learning. This relates to Gen Ed Outcome 1, and to course outcome WKED 102: Explain the basic systems, infrastructure, daily operations, and environment associated with the chosen career.

For the Spring 2019 assessment, I looked at the ways in which I hold students accountable for reading and whether holding students accountable for reading has a positive impact on student learning. This relates to Gen Ed Outcome 1, and to course outcome WKED 103: Explain and categorize the basic systems, infrastructure, operations, environment associated with chosen

I also looked at each of these course outcomes with the second cohort (W20, Sp20) but with directed reading instructions.

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

Providing directed reading assignments versus simple reading instructions to help the students focus on what I think is important before they do the reading to see if it helps the students' performance. Allowing a student to retake the quiz without the benefit of feedback in order to see if multiple retests improve retention or if this multiple attempt acts the same as directed reading

My assessment of holding students accountable for reading had three parts:

1) For one assignment in WKED 101, I quizzed students on the assigned reading but gave them the opportunity to reread and retake the quiz without seeing the correct answers or receiving any comment. One question was included to poll them as to whether they read before they took the quiz the first time. I compared the results of the attempts in order to draw some conclusions. 77% read the information before taking the quiz. Only about half of the students decided to retake the quiz. This may be because the course is graded overall as a Pass/Fail, so the final results do not affect their GPA. All of those who retook the quiz earn higher scores at an average of 20%.

2) For one assignment in WKED 102, I used a simple reading assignment for the first cohort and then use a directed reading assignment for the second. I quizzed students on the assigned reading for that assignment. I compared the two cohorts to see if the results were different. I did not allow them to retake the quiz. Across the board, the students in the second cohort did better on the quiz with focused guidance for the reading. I expected this result; it reinforced my belief that students do better when given a focus.

3) I failed to create the focused reading assignment for the first cohort of WKED 103; therefore, I did not create the assignment for the second cohort as there would be no data to compare. The second cohort starts in July 2020, so it would have been after the due date for this report anyway.

What were the results? Students who indicated that they read before the quiz, did better overall. Everyone (about half, including those who had already done the reading) improved their scores on the second quiz. Interestingly, only about half retook the quiz; I suspect this is because the course is graded pass/fail overall, so there is not impact to the GPA.

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

What now? How are you going to close the assessment loop? Now that I can see that directed/focused reading assignments actually make a difference, I will use that tactic more often in the classes where I require reading regardless of whether the reading will be assessed or not.

If not addressed above, what changes or recommendations do you have for the college as a result of your assessment? I think it would be prudent to do some training related to the importance of helping the students understand what you are looking for when they are asked to read. Creating focused questions or comments that guide them through the assignment appears to work.

If not addressed above, what changes are you making in your course(s) as a result of your assessment?

If not addressed above, what changes are you making to your program/department(s) as a result of assessment?

I will recommend focused reading assignments to my peers in CS and WKED.

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

I think it would be prudent to do some training related to the importance of helping the students understand what we are looking for when they are asked to read. Creating focused questions or comments that guide them through the assignment appears to work.

Department: WKED Course: WKED102

Course Outcome: 4. Explain the basic systems, infrastructure, daily operations, and environment associated with chosen career

Program Outcome:

Date Created: 6/3/2020 10:43:09 AM **Date Last Modified:** 6/3/2020 10:43:09 AM

Gen Ed 1

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

Fall 19, Winter 20, Spring 20

Because these courses are a series with multiple cohorts of students, I looked at the data for each cohort throughout the year through multiple courses instead of just a single course. I compared the cohorts at the end. The course outcomes assessed are the same with increasing levels of thinking skills. For the second cohort, I changed the assignments to include directed reading instructions instead of simple instructions to read.

For the fall 2019 assessment, I looked at ways in which I hold students accountable for reading and whether holding students accountable for reading has a positive impact on student learning. This relates to Gen Ed Outcome 1, and to course outcome WKED 101: Describe the basic systems, infrastructure, operations, environment associated with their chosen industry.

For the winter 2019 assessment, I looked at the ways in which I hold students accountable for reading and whether holding students accountable for reading has a positive impact on student learning. This relates to Gen Ed Outcome 1, and to course outcome WKED 102: Explain the basic systems, infrastructure, daily operations, and environment associated with chosen career.

For the Spring 2019 assessment, I looked at the ways in which I hold students accountable for reading and whether holding students accountable for reading has a positive impact on student learning. This relates to Gen Ed Outcome 1, and to course outcome WKED 103: Explain and categorize the basic systems, infrastructure, operations, environment associated with chosen

I also looked at each of these course outcomes with the second cohort (W20, Sp20) but with directed reading instructions.

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

Evaluation Methods/Tools Providing directed reading assignments versus simple reading instructions to help the students focus on what I think is important before they do the reading to see if it helps the students' performance Allowing a student to retake the quiz without the benefit of feedback in order to see if multiple retests improve retention or if this multiple attempt acts the same as directed reading

My assessment of holding students accountable for reading had three parts:

1) For one assignment in WKED 101, I quizzed students on the assigned reading, but gave them the opportunity to reread and retake the quiz without seeing the correct answers or receiving any comment. One question was included to poll them as to whether they read before they took the quiz the first time. I compared the results of the attempts in order to draw some conclusions. 77% read the information before taking the quiz. Only about half of the students decided to retake the quiz. This may be because the course is graded overall as a Pass/Fail, so the final results do not affect their GPA. All of those who retook the quiz earn higher scores at an average of 20%.

2) For one assignment in WKED 102, I used a simple reading assignment for the first cohort and then use a directed reading assignment for the second. I quizzed students on the assigned reading for that assignment. I compared the two cohorts to see if the results were different. I did not allow them to retake the quiz. Across the board, the students in the second cohort did better on the quiz with focused guidance for the reading. I expected this result; it reinforced my belief that students do better when given a focus.

3) I failed to create the focused reading assignment for the first cohort of WKED 103; therefore, I did not create the assignment for the second cohort as there would be no data to compare. The second cohort starts in July 2020, so it would have been after the due date for this report anyway.

What were the results? Students who indicated that they read before the quiz, did better overall. Everyone (about half, including those who had already done the reading) improved their scores on the second quiz. Interestingly, only about half retook the quiz; I suspect this is because the course is graded pass/fail overall, so there is not an impact on the GPA.

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

Now that I can see that directed/focused reading assignments actually make a difference, I will use that tactic more often in the classes where I require reading regardless of whether the reading will be assessed or not.

If not addressed above, what changes are you making in your course(s) as a result of your assessment?

If not addressed above, what changes are you making to your program/department(s) as a result of assessment?

? I will recommend focused reading assignments to my peers in CS and WKED.

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

I think it would be prudent to do some training related to the importance of helping the students understand what you are looking for when they are asked to read. Creating focused questions or comments that guides them through the assignment appears to work.

Department: DVS Course: DVS11

Course Outcome: 1. Reading/Writing: Students will be able to answer such questions as who, what, where, when, why, and how and recount major details that support the main idea of a text. In a text describe how reasons support specific points the author is trying to ma

Program Outcome:

Date Created: 6/15/2020 10:04:06 AM **Date Last Modified:** 6/15/2020 10:04:07 AM

Gen Ed 1

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

Fall 2019 for DVS 11, DVS 12, DVS 13

We assessed how well we were teaching reading comprehension skills across the disciplines in DVS 11, DVS 12, and DVS 13. In order to help prepare students to transfer to credit-bearing academic or professional/technical courses and programs and successfully complete them, students need college-level reading comprehension skills. The goal is for students completing their BEdA program courses to place directly into college-level class rather than pre-college/developmental reading/writing courses.

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

We used CASAS Reading Level D Life and Work Reading assessment. CASAS assessments are standardized, timed, multiple choice assessments that provide pre-and post test measures. We specifically measured Task 3 - Articles, paragraphs, sentences, directions, manuals as those tasks came closest to measuring the course outcome and general education outcome we wanted.

Six students completed the assessment. The percentage of correct answers to each Task 3 test item follows here:

Interpret employee handbooks: 57%

Recognize drug, tobacco, alcohol problems, locate treatment: 71%

Interpret information about tenant and landlord rights: 92%

Interpret job-related signs, charts, diagrams, forms, etc: 87%

Interpret work-related correspondence, e.g. memos and e-mail: 50%

Interpret wages, deductions, benefits, timekeeping forms: 50%

Demonstrate ability to select, set up, use tools, machines: 67%

Interpret literary materials such as poetry and literature: 41%

Describe symptoms, identify body parts, interpret directions: 67%

Interpret tax information from articles and publications: 58%

Communicate one's opinion on a current issue: 67%

Of the six students, one student met the National Reporting System's (NRS) Educational Functioning Level for reading of 12th grade; two students met grade level 10; two students met grade level 9; and one met grade level 8.

It is difficult to know if this assessment provides an accurate representation of how well we are teaching reading comprehension skills in these classes because the sample size is so small. Our original intent was to assess through all three quarters; however, we were not able to collect post tests after Fall 19 as COVID-19 restrictions ended testing.

Even from this small sample, however, we do see a need to increase focus on reading comprehension skills across all disciplines in our program so that students can be prepared for college-level course work as well as the reading and critical thinking skills they will need to enter the workforce and engage as community members.

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

One thing that we need to do is to not use CASAS assessment instruments for our assessment. CASAS does not measure college readiness and it is difficult to capture a post test for every student based on a variety of factors.

We will design an assessment that we can better control so that we can have a larger sample to interpret.

We will embed reading comprehension and critical thinking skills consistently across all disciplines in our program. We will focus on textbook reading strategies as well as a variety of expository and literary texts.

If not addressed above, what changes are you making in your course(s) as a result of your assessment?

Addressed above

If not addressed above, what changes are you making to your program/department(s) as a result of assessment?

We'd like to have all Associate Faculty instructors help design a standard reading comprehension skills curriculum that could be embedded in all BEdA courses. Some instructors may have stronger reading skills teaching background than others and could help quite a bit here. What is most important is that this curriculum fit well with all disciplines so that it can be reinforced throughout each student's program pathway on their way to completion. Not all students take the same courses to accomplish their high school diplomas, so these reading skills need to be taught and reinforced in all classes.

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

The College could support BEdA faculty through ongoing professional development opportunities in teaching reading skills. Additionally, the College could support a Professional Learning Community in-house so that faculty could build a robust reading comprehension skill curriculum to include in their classes.

Department: ANTH& Course: ANTH&100

Course Outcome: 4. Describe, apply and critique key concepts in anthropology including a) cultural relativity, b) linguistic relativity, c) family, d) persona/social identity, e) personality, f) nature/nurture influences, g) religion, h) political structure, i

Program Outcome:

Date Created: 6/16/2020 3:29:21 PM **Date Last Modified:** 6/16/2020 3:29:21 PM

Gen Ed 1

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

I did this assessment Fall quarter 2019 in Anthropology 100. I required students to compose a weekly summary of the chapter we are studying that particular week. My expectation is that students read the textbook material and think it through before our first meeting of the week. By the end of the quarter students will have composed 10 Chapter Summaries. Students include these summaries as one section of their Canvas portfolios. The major goal of summary writing is to provide a non-threatening context within which students can struggle and explore with the new terms and concepts and prepare for small and large group discussions; the summaries serve as a connecting text between students' interpretations and questions, the textbook and classroom discussions. The summaries are weekly academic exercises students accomplish to develop more confidence in basic academic reading/writing/summarizing processes. The summaries are one process whereby students learn to communicate clearly and effectively.

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

Although the summaries are informal, there is a scaffold to their writing. This assessment tool is a "one page" summary that students compose addressing these 4 questions; What is the chapter about? (6 – 8 sentences); What are Five key terms from the chapter? (What terms do you find interesting, intriguing, useful or even hard to pronounce, give your own definition of the terms.)

What are three critical questions you have about the chapter? (Given what you read, does it make sense? Do you understand the details? What intrigued you? What troubled you?)

What personal connections do you have with the chapter? (how does the material relate to you? Do you see your own life here? Do you have a story to share?) Each question addresses a cross point between Cognitive and Knowledge Dimensions. For this class, students could earn a total of 50 points per weekly summary; 10 points per summary question, for a quarter total of 500 points which equaled about 25% of their total grade.

Just some simple descriptive numbers: On any given week, on average, there were four students who did not submit a weekly summary earning a 0, about six students who received between 25 and 40, and the remainder of the students receiving full credit of 50 points. The most common score I gave students was 50 points earned for addressing all summary questions,

Of the 30 students enrolled, 19 submitted every week, 6 students who submitted between 7 and 9 summaries, and 5 students student submitted between 1 and 3 summaries throughout the quarter.

Some analysis: It is clear from reading nearly 300 summaries over the quarter, that the summaries do motivate students to systematically and regularly read the chapters before our first meeting, and that, for the purpose of this assignment, summaries gave students a structure wherein they could communicate clearly and efficiently about the chapters' content. Student writing clearly demonstrated that they could compose a simple paragraph highlighting the particular content of each chapter, that students could identify and define key terms they found useful in each chapter, that they could easily ask critical questions of the content and that, more often than not, students could make personal

connections with the Anthropological concepts and human stories told within each chapter. What this evidence tells me is, that if students are given a "graded weekly assignment" to read the chapter and compose a one-page summary addressing 4 simple questions, that they can indeed become effective communicators. What seems more evident is that the summaries give students a change to not only explore Anthropological concepts, it also gives students a chance to gain factual, conceptual metacognitive, and to a lesser extent, procedural knowledge while also allowing student to create new understandings, analyze stories and social science research, apply, understand and remember the Anthropological content of each chapter.

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

Based on the results of the assessment, I am going to continue using these weekly summaries as a way to give student ample but repeated exposure to communicate clearly and effectively while connecting with some of the Big Ideas in Anthropology. Yes, the summaries demonstrate to me that they are an excellent way to hold students accountable for preparing before they come to class. The summaries actually give me as the instructor lots of information that students can bring to class to question, to repeat and retell and to clarify. Student generated material often determined the direction I would go in a class discussion. The summaries, among other issues, assure that students are challenged to communicate effectively content that is new to them.

If not addressed above, what changes are you making in your course(s) as a result of your assessment?

If not addressed above, what changes are you making to your program/department(s) as a result of assessment?

I have never discussed using these summaries at a department level. But I do think they are a strong tool that explicitly addresses our general institutional goal learning communicate clearly and effectively. The summaries give the students a chance to write regularly and informally in a way that, like going to the gym and running a routine, strengthens their academic skills and their personal confidence in learning new academic material. Regular summaries (and the reading-summarizing-composing process) provide a personal source book for students to learn from and add to as we move through the quarter. At the beginning of each class, I regularly asked students what questions they had, and because they prepare for this in their summary, we had numerous occasions when we had 2 hour long discussions based purely on student questions, stories, and terms. I would argue, regular summary composition is a consistent tool that leads to students not only communicating effectively and clearly about Anthropology but that the summarizing process is a metacognitive skill transferable to any discipline. That is something I think would contribute to reaching some of our basic institutional goals.

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

Department: ART Course: ART217

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:

Date Created: 6/4/2020 2:33:14 PM **Date Last Modified:** 6/4/2020 2:33:20 PM

Gen Ed 4

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

In Winter 2020 I looked at ART 217 and in Spring 2020 I looked at ART 216, both are art history courses. I wanted to see how well students improved in their weekly research papers in their ability to analyze and contextualize the art they looked at. I also wanted to see them make connections with their own lives with the art and the idea of proximity.

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

For each class students are assigned specific artwork or artists to research. They must focus on one piece of art and describe it, talk about context in culture and history, and their response to the piece. They practice research skills, observation skills, analysis through questions, and forming a response or opinion. They write 300-400 words and must learn to write concisely. I selected five students randomly (every five students on the roster) and looked at their papers from Week 1, 5, and 9. I looked for an expansion of understanding and breadth in what they wrote.

I examined the work of five students in each class and compared three assignments each for a total of 15 assignments per class. Art 216 had 26 students and Art 217 had 27. All ten students did better by the end of class in terms of description, response, and contextualizing. I looked at scores as well as content of each paper.

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

Based on the results of the assessment, I am going to continue the weekly research assignments. _____. Will these results change the way you teach? Why or why not? Do the results confirm some aspect of your teaching? The results confirm to me that students learn much from smaller assignments. Traditionally in an art history class, a large (7-10 or 10-20 pages) research paper is assigned. Students must grapple with form as well as content. As our classes have many students new to academic writing, I felt this was too big of a task for them. In breaking it down into smaller weekly papers, the students could practice the skills they can use on a big paper. They also were excited about learning about new things. In final responses from students, the research each week was what they most enjoyed about the class.

If not addressed above, what changes are you making in your course(s) as a result of your assessment?

When asked students responded that some of them wanted to pick their own assignments. For each week I assign a specific artist or artwork. To allow for some variety I will allow them to pick from a list I provide on one or two weeks.

If not addressed above, what changes are you making to your program/department(s) as a result of assessment?

We will continue as a department on experience-based learning that allows the students to better internalize the course content.

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

Some aspects of experiential learning can be adopted in the more rote-based courses. Project-based learning requires more effort but will allow students to access the course material in a more meaningful way than memorizing facts.

Department: BIOL& Course: BIOL&222

Course Outcome:

Program Outcome:

Date Created: 6/14/2020 5:04:50 PM **Date Last Modified:** 6/14/2020 5:04:50 PM

Gen Ed 1

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

For my winter 2019 assessment in BIOL&222, I looked at the ways in which I hold students accountable for reading and whether holding students accountable for reading has a positive impact on student learning. This relates to Gen Ed Outcome 1, which will also affect the Course Outcomes #2-10.

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

I required that students purchase access to the "Connect" resources provided by McGraw-Hill in order to improve student communication and comprehension. SmartBook tracks student completion of reading assignments and subsequent mastery of the information. SmartBook prompts students with questions based on the material they are studying. By assessing individual answers, SmartBook learns what each student knows and identifies which topics they need to practice. This adaptive technology gives each student a personalized learning experience and path to success. Mastery of the information will be evaluated by comparing test scores from the previous year (Winter 2019 with no reading assignments in SmartBook) with the following year (Winter 2020 with required reading assignments in SmartBook). There was significant improvement shown in test scores as a result of the reading assignments required through the use of SmartBook. Test scores improved remarkably as follows: For Test 1, the class average improved from 73% to 85%, for Test 2, the class average improved from 79% to 84%, and for Test 3, the class average improved from 73% to 85%. (Test 4 and the final exam were not analyzed as a result of current interruption by Covid-19).

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

Based on the results of the assessment, I am going to continue to require the purchase and use of SmartBook. These results will definitely change the way I teach. Having the students consistently read the material (for points towards their grade) and then be constantly assessed on the material to see if they understand it and have the reading assignment adjusted accordingly has been very effective. Furthermore, in the subsequent quarter (BIOL&223) I found that using the Connect resource to give additional follow-up quizzes on the material in the reading assignments was even more effective. I plan to use Connect reading assignments, homework assignments and quizzes in BIOL&221, BIOL&222 and BIOL&223 next year.

If not addressed above, what changes are you making in your course(s) as a result of your assessment?

This is addressed above.

If not addressed above, what changes are you making to your program/department(s) as a result of assessment?

Our department is finding that required reading assignments, where students are forced to interact with the material and then given grade point credit for doing so, is a highly effective tool and we are consistently increasing our application of such tools through-out the department.

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

Programs that assist students in the purchase of digital/online textbook materials (such as McGraw-Hill Connect) should be encouraged, as this eliminates "used" textbooks and a new subscription must be purchased every year.

Department: BIOL& Course: BIOL&242

Course Outcome:

Program Outcome:

Date Created: 6/15/2020 1:37:22 PM **Date Last Modified:** 6/15/2020 1:37:22 PM

Gen Ed 1

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

For Winter 2020, I looked at ways to hold students accountable for learning the anatomy and physiology of the urinary and reproductive system. As a laboratory component, this entailed individual and group interactions and exercises utilizing models writing exercises. The plan was to carry this over for Spring 2020, switching the format on the activities (ex: turning a "write out this structure exercise" into a "identify this out loud" one). Due to the mandated change to all online instruction for Spring 2020, this was not possible.

For Spring 2020, all laboratory activities were virtual exercises, and identification and labeling of structures was paired with the lecture material. Not only was the instruction virtual, but the students were physically isolated from one another except for Zoom study groups and online office hours and help sessions. The change in format between the two terms was quite significant. However, the material was identical, and a qualitative comparison of student performance is possible. The original rationale for the assessment still holds. This will inform more effective ways for students to address body systems and structures.

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

In Winter 2020, the students working in assigned groups, peers reviewed structures and quizzed one another in two ways: writing the full name of the structure on paper when indicated by partner, and stating the name of the structure when indicated by the partner. At the end of the lab period, short quizzes were given to assess whether retention of the material. The format included short answer and identification. The material covered was addressed in the lecture exams.

In Spring 2020, the students worked independently, and in collaboration with peers through Zoom, students reviewed the structure and process by completion of graded Labster virtual lab exercises and Mastery quizzes which addressed the functional anatomy and physiology of the urinary and reproductive system. Completion of online, graded exercises on the two systems. Taking an online on Urinary and Reproductive system with questions in multiple formats. These included matching, and short answer/essay questions. The material covered was addressed in the lecture exams. The lecture exam given this term was identical except: It included 5 short answer/essay questions

The results were as follows: All students (with the exception of one in Spring), completed all components of the labs for both terms. This included participatory exercises in class and completion of Labster virtual labs. The average for the Lecture Exam 80% for Winter 80% for Spring

I then separated out the questions having to do with urinary system vs. reproductive system for both classes: For the Winter term, the percentage correct for each section: Urinary 80%, Reproductive 79%. For the Spring term, the percentage correct for each section: (these include essay questions with variable point values) Urinary 74%, Reproductive 85%

Analysis of results: Given the significant differences between the material delivery system and the classes themselves (Spring term had only 8 students) I was surprised that overall, the scores were comparable. However, the material on Urinary System physiology and microanatomy is always the most difficult, and I was not surprised that the overall scores went down.

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

Going forward, this underscores the value of including more interactive exercises and activities to improve retention of material for both systems, but with special attention to urinary microanatomy and physiology.

Given the uncertainty surrounding classroom/laboratory delivery (FTF vs. virtual and hybrid), I will be

1) including more frequent, and focused quizzes on all systems throughout the term. This may include real-time, quizzes through Panopto or Zoom. I had requests from students for a one-on-one zoom tutorial over kidney physiology. All but one student requested this, and all told me they really felt better about the topic after the tutorial. These cannot replicate hands-on work with models, but they seem to help.

2) giving at least one virtual lecture a week (assuming all online or hybrid classes)

3) while this is easy to address in a FTF class, I will be adding graded student assignments and activities, that require them to draw out and explain structures.

4) Although this is more time-consuming, I plan on adding essay/short answer component to all of my exams. Students should be able to articulate and explain physiological processes in more than an objective format. This last objective is based on my assessment of the answers I received to my essay questions. In future I may do an assessment on utilizing this format more frequently in a science class.

If not addressed above, what changes are you making in your course(s) as a result of your assessment?

See above.

If not addressed above, what changes are you making to your program/department(s) as a result of assessment?

I will discuss the result with my department to share information and get feedback regarding other possible strategies.

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

I recommend that the college continue being pro-active in requiring faculty to address how they are meeting expectations for their classes and how they could improve. Having come from another institution, this is a new protocol for me. And while my initial plans were not able to be realized, I appreciate the value of yearly assessment

Department: CHEM& Course: CHEM&105

Course Outcome:

Program Outcome:

Date Created: 6/17/2020 1:13:09 AM Date Last Modified: 6/17/2020 1:13:11 AM

Gen Ed 1

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

The original plan for assessment was to look at the impact of reading on performance and engagement in discussion boards in CHEM 105. The original thought was to have a quiz or assignment in the middle of the quarter when the students had gotten used to the discussion board format and give them a survey to see if their amount of or engagement with the material changed from a discussion board without and assessment to a discussion board with an assessment. I collected baseline data about student perceptions of how much time they spent reading with a question on their Final Exam at the end of Winter 2020. The intention was to collect the data and compare performance with Spring quarter. With COVID-19 and the shift of the course online, that plan was forced to change. NEW PLAN: Having collected self-reported student data in Winter, it seemed like it might be interesting to see how the students' perceptions of their reading and engagement with the discussion boards changed from a face-to-face format to a 100% online format. I asked the students the same question on the Final Exam at the end of Spring 2020 as my face-to-face Winter 2020 class got and compared the results.

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

The Assignment: CHEM 105 utilizes a weekly discussion board assignment that is built around an essay in the text book. Each week's discussion has a different theme that relates to the chemistry course material. In the face-to-face class, there are two required discussion board posts on Canvas – one in response to reading the essay and some prompts that I post weekly (along with supplemental links and information) and one in response to the initial post of one of their peers. Then, there is a discussion in class where we build on and extend the themes and questions discussed on the discussion board. For the online version of this, there are just three posts total – one in response to the essay and my initial post and two in response to peers. It is important to note here that my qualitative assessments of student reading and engagement with the discussion boards are different between the fully face-to-face class and the online formats. The discussion board engagement in the online class (when I have offered it in past Summer quarters) is significantly better and the posts are more substantive. This was important background knowledge coming into my rethinking of the assessment of our student learning this year. The Tool (this was the question I asked the students to respond to on the exam – same wording both quarters):

EXTRA CREDIT

For my own assessment of this assignment, please rate how much READING you did in preparation for the discussion boards using the following scale:

0 = no reading at all

1 = just the links from the discussion board post OR the essay in the book

2 = the links from the discussion post AND the essay in the book

3 = the links, the essay, and research on your own above and beyond

You won't get points based on the number response, I'm just gathering data to make the assignment better in the future. You'll get 2pts extra credit for your honest response.

RESULTS:

Winter 2020 (face-to-face)

0: 1 1: 5 1.5: 4 2: 10 3: 4 n = 24

Spring 2020 (online)

0: 0 1: 10 1.5: 4 2: 10 3: 6 n = 30

Surprisingly, percentage-wise, the two quarters were not that different when comparing the students self-report of the amount they read in preparation for the discussion board assignment. My assumption going in was that there would be either more pressure in the face-to-face environment to come prepared (because the students knew they would have to talk to their peers and share their thoughts and opinions with the class in person) or maybe better preparation in the online discussion, since it all took place online and it is easy to work one's way down the rabbit hole of the internet to find supplemental resources. Neither of these seemed to be the case. 79.2% of students in the face-to-face class reported between a 1 and a 2 (meaning that they looked at the essay, the links from my initial post, or both on a regular basis) and 79.9% of students in the online class reported that same range.

While these results are a little surprising because of the difference in the modality, they speak to the consistency of the students' engagement with this particular assignment and their confidence in how much reading they need to perform in order to successfully complete the requirement.

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

Based on the results of the assessment, I am going to re-tool some of the way I present the assignment. I would like to see the students engage more in outside resources and, based on what I am seeing with these data, the majority of the students due the bare minimum (only the assigned essay and/or the provided links). I need to decide if I want the focus of this assignment to shift to have them doing more of their own research or increasing the required reading materials in order to better engage and link them with the content. The other thing I have been considering, that could be a more quantitative measure of their reading (instead of the indirect measurement through the self-reported survey), is putting more content-based questions on the unit tests that would come specifically from the essays and resources on the discussion boards. Usually the assessments there are broader and require an understanding of the overarching topic (i.e. what are two pieces of evidence that show that the climate is changing?), but they could be more specific to the details in the discussions. I do have a couple detail questions like that, but in future assessments, they could be marked and correlated with something self-reported about the reading. In summary, I am going to sit with my ideas and goals about this assignment and see if what I am wanting to assess with it is really in alignment with the IO 1 and whether or not emphasizing reading and more external research will help to reinforce this learning.

If not addressed above, what changes are you making in your course(s) as a result of your assessment?

I think this is mostly addressed above. This particular learning outcome is not the primary emphasis or focus of this class, but being able to communicate clearly about scientific concepts and topics is an important thing that I want students to walk away from the course with, so maybe the re-tooling or re-thinking of this assignment and the way it is presented is needed to better emphasize this outcome.

If not addressed above, what changes are you making to your program/department(s) as a result of assessment?

CHEM 105 is the only course in the Chemistry department's curriculum with this particular Institutional Outcome, so this is not an assessment that has larger overarching departmental or divisional goals.

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

One of the pieces of information I heard from a number of students from the online section in the Spring is that they did not ever purchase the textbook, which means they were relying entirely on my online links and information and not reading the essay at all. One solution to this would be to purchase textbooks to have available for students to borrow in the Library or in the STEM Center (or maybe both) for those that don't have the financial resources to purchase/rent one. If one of the stated outcomes of the course is to have the students be able to clearly communicate scientific information, having access to a textbook is of utmost importance.

Department: CMST& Course: CMST&220

Course Outcome: 9. Present speeches which cover a variety of styles and goals.

Program Outcome:

Date Created: 6/17/2020 1:59:44 PM **Date Last Modified:** 6/17/2020 1:59:44 PM

Gen Ed 1

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

Canvas quizzes and tests, Speech Evaluation from students.

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

DESIRED RESULTS

80% of the students will achieve a score of 80% or higher on the sum of their quizzes.

80% of the Students will achieve a score of 87% or higher on the average of their speeches
80% of the Students will achieve an overall score of 87% or higher on their final test.

ACTUAL RESULTS

80% 94/117 of the students achieved a score of 80% or higher on the sum of their quizzes.

77% 90/117 of the students achieved a score of 87% or higher on the average of their speeches.

78% 91/117 of the students achieved a score of 87% or higher on their final test.

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

Re-evaluate the 10 learning outcomes, analyze students' tests and speech scores, review which lectures need to be changed to more effectively help students understand the content being taught

Basic Public Speaking Skills:

1. Choice of Topic
2. Strong Introduction
3. Organization, Clarity, Transitions
4. Development and support of main points.
5. Adapting material to the audience.
6. Effective use of eye contact.
7. Effective use of body language.
8. Vocal Projection
9. Strong Conclusion
10. Effective use of visual aids.

If not addressed above, what changes are you making in your course(s) as a result of your assessment?

If not addressed above, what changes are you making to your program/department(s) as a result of assessment?

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

Department: CJ& Course: CJ&101

Course Outcome: 1. Compare and contrast criminal justice agency roles, responsibilities, and functions on the local, state, and federal level.

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

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Gen Ed 1, 3

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

Program Outcome(s) Related to Course

1. Execute effective oral and written communication skills related to their discipline (e.g., report writing).
4. Identify the knowledge, skills, abilities, physical fitness and agency specific standards for Criminal Justice.
5. Demonstrate an understanding of the role and structure of leadership in Criminal Justice and how to employ leadership techniques.

GE 1 (IO 1)

Course Learning Outcomes

- 1) Compare and contrast criminal justice agency roles, responsibilities, and functions on the local, state, and federal level. PO 4, 5

We wanted to examine student knowledge of the roles and responsibilities of different agencies within the CJ system.

- 7) Discuss the Criminal Justice System in the context of a real case. (Duncan) PO 1, 4

Students conduct an intensive case study of a local case and examine court documents, news reports, and case materials. This case covers both State and Federal jurisdictions as well as several other unique aspects of the CJ system

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

1. On the exam, the average for 5 of the 6 questions was 80%. One question was an outlier with only 22% of students getting the correct response.
7. The Joseph Duncan case occurred in Post Falls Idaho in 2005 and continued to be in the media until 2015. (Actually there was a news report on in 12/2019.) The case review is examined in three sections, relationship to law enforcement procedures, court proceedings, and corrections impact.

Students enjoy examining this case and always report how it made it easier to learn the general material in the course. Students who complete the assignment do well on it overall. Students completed the assignment with an 83% average overall. When evaluating students who completed all three components of the project, the average score jumps to 97%, showing mastery of the knowledge and application of the material to general terms in the course.

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

1. We need to review the curriculum to clarify the one topic students missed. Overall the variability on the other questions is to be expected and student perform above average.
7. We don't plan to change anything. This assignment is an excellent way to have students apply general material and terms in a way that is meaningful.

If not addressed above, what changes are you making in your course(s) as a result of your assessment?

If not addressed above, what changes are you making to your program/department(s) as a result of assessment?

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

Department: CJ& Course: CJ&110

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

Program Outcome: CJ - 4. Execute effective oral and written communication skills related to their discipline (e.g., report writing).

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Gen Ed 1, 4

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

Program Outcome(s) Related to Course

1. Execute effective oral and written communication skills related to their discipline (e.g., report writing).
4. Identify the knowledge, skills, abilities, physical fitness and agency specific standards for Criminal Justice.

Course Learning Outcomes

1. Identify major concepts, definitions, classifications, elements, and criminal responsibility. (Criminal Law Project) PO 1, 4

For this outcome students are assessed on both quizzes of lecture material and on a novel project (creating their own law) to determine their ability to communicate the concepts learned in Criminal Law, which is a foreign language to most of them. The quizzes cover basic content material and the Law project requires innovative thought and comprehension of how our laws are written in WA state and how they could be revised to improve them according to the student's perspective. This challenges students to write legal language, to consider how they will explain it to others and how they will then quantify their findings, which then they communicate back to the class.

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

Overall students performed above average (around 83-85%) on quizzes and on the law project. Student this quarter more than ever were innovative and not only revised laws but also looked at federal law changes and bills that have not made it to law. Students challenged each other to think about these topics in new ways and many reported being proud of themselves for being able to communicate about such a difficult topic with family, peers and strangers.

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

We think this is a great project that teaches so many important aspects to students. We plan to change nothing but new instructors may revise the assignments or change course goals.

If not addressed above, what changes are you making in your course(s) as a result of your assessment?

If not addressed above, what changes are you making to your program/department(s) as a result of assessment?

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

Department: CJ Course: CJ209

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

Program Outcome: CJ - 4. Execute effective oral and written communication skills related to their discipline (e.g., report writing).

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Gen Ed 1, 3, 4

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

Program Outcome(s) Related to Course

1. Execute effective oral and written communication skills related to their discipline (e.g., report writing).
4. Identify the knowledge, skills, abilities, physical fitness and agency specific standards for Criminal Justice.

Course Outcome

3. Students will apply their knowledge of human behavior and psychology in basic law enforcement scenarios. (Scenario DB, Exams) PO 1, 4

Students have to apply material to actual case studies or scenario based training exercises to determine what is best for officers and/or the public.

Weekly case studies and weekly group chats.

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

Students are averaging around 99% on these tasks. I can see the critical thinking and how they attach the text and lecture ideas to a novel scenario. Further, I can see it in their live questions. We had a speaker, an officer, talk on some of the cases he has been involved in, including use of lethal force and the students asked specific questions to try to apply their lecture material to his experience. It was great to witness.

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

Nothing different. I'm teaching in a pandemic. Normally we would do live interactive scenarios with officers. My students are doing great with the altered format.

If not addressed above, what changes are you making in your course(s) as a result of your assessment?

If not addressed above, what changes are you making to your program/department(s) as a result of assessment?

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

Department: CJ Course: CJ210

Course Outcome: 1. Identify and effectively use a broad range of policing and law enforcement terminology.

Program Outcome: CJ - 4. Execute effective oral and written communication skills related to their discipline (e.g., report writing).

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Gen Ed 1, 3-5

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

Program Outcome(s) Related to Course

1. Execute effective oral and written communication skills related to their discipline (e.g., report writing).
4. Identify the knowledge, skills, abilities, physical fitness and agency specific standards for Criminal Justice.
5. Demonstrate an understanding of the role and structure of leadership in Criminal Justice and how to employ leadership techniques.

Course Learning Outcomes

1. Identify and effectively use a broad range of policing and law enforcement terminology. PO 4

We examined how well students could communicate on discussion boards using criminal justice and law enforcement terminology. We had 13 different discussion boards for the topics covered over the quarter. Students had to correctly apply terminology and analyze responses to specific questions.

4. Identify the law enforcement department organization, special units, and administration structure from local to federal levels. PO 5

This year we wanted to examine how students could use their critical thinking (GE 3) to discuss their "understanding of the role and structure of leadership in the CJ system and how to employ leadership techniques." (PO2) 13 Qs on Exam 2 and discussion in class. These questions discuss the structure of law enforcement in all ways (levels of LE and position requirements). Also, we have several scenario-based questions where students have to determine "How would they handle" the situation given based on different positions within the law enforcement department.

6. Discuss the role and responsibilities of discretion, ethics, accountability, code of conduct, corruption, professionalism, police culture, sub-culture, and integrity and how these impacts the field of law enforcement. PO 1

We examined how well students could communicate on discussion boards using criminal justice and law enforcement terminology. Many of the questions were applied to specific ethical scenarios either within the workforce or how law enforcement should interact within the community they serve. We had 13 different discussion boards for the topics covered over the quarter. Students had to correctly apply terminology and determine appropriate responses to the questions that showed ethical and procedural knowledge.

8. Analyze how diversity issues, bias, and use of force by law enforcement affects civilians and community relations.

New this year we wanted to introduce a discussion of emotional and cultural intelligences as we know the research suggests this improves decision making, especially in a group of diverse individuals. We had students evaluate several research articles on cultural and emotional intelligence and then we used the terminology and lesson learned in our evaluation of real police incidents.

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

1. There was a 91% success rate. Student do well in written and oral communication using the terminology and applying to diverse situations.
4. 83% success with one question pulling down the average. Students do well on the discussion questions. In the beginning of the quarter they give very low level responses mostly based on fairness or ethics and later in the quarter their answers get a lot more "gray" where they show an understanding of the balance between rules and environmental survival. Their decisions are always ethical but now sometimes reflect the complexity of the social aspects to each situation.
6. There was a 91% success rate. Student do well in written and oral communication using the terminology and applying to diverse situations. Students watch several scenarios and do a great job of evaluating all perspectives. We learn that the officer is not always right and we learn that there are more sides to the story than what the video/scenario gives. Students learn how to apply data and perspective taking skills to their work.
8. While not statistically significant, likely due to an N=11, students did improve overall scores on the constructs of well-being, self-control, sociability and global EQ.

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

1. We will continue to assess.
4. I think the change in student responses does close the loop. I will continue to use this method until I don't see improvement and then we will switch gears. I don't think we need to make changes as we carefully consider our assignments and what we need to support program outcomes and institutional goals.
6. We will continue to assess.
8. I think in future quarters we will make an even more targeted effort to discuss EQ and CI and add it into the direct curriculum.

If not addressed above, what changes are you making in your course(s) as a result of your assessment?

If not addressed above, what changes are you making to your program/department(s) as a result of assessment?

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

Department: ENGL& Course: ENGL&102

Course Outcome:

Program Outcome:

Date Created: 6/5/2020 1:00:31 PM **Date Last Modified:** 6/5/2020 1:00:37 PM

Gen Ed 1

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

For my winter 2019 assessment, I looked at the ways in which I hold students accountable for reading and whether holding students accountable for reading has a positive impact on student learning. This relates to Gen Ed Outcome 1, and to the course outcome that states: Extend a reasoned opinion of a piece of literature based on a close reading of the text.

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

My assessment of holding students accountable for reading had three parts:

- 1) For one discussion, I did not quiz students on the assigned reading previous to that discussion
- 2) For one discussion, I did quiz students on the assigned reading for that discussion.
- 3) Additionally, for both discussions, I had my students fill out an anonymous survey after the discussion, letting me know how much of the reading they did (if any at all).

Evaluation Methods/Tools

My desired outcomes for the discussion are based on the following rubric I created: 1) have at least 75% of students contribute to the discussion, 2) have at least 50% of the comments be interpretation-based, engaging with the text through close reading, rather than summary-based.

Results

1)For the class discussion where I did not quiz the students, there were eighteen students attending. Eleven of them made at least one comment during the full class discussion, but I found it impossible to track the types of comments to determine if they were interpretation-based. The results of the anonymous survey in this class showed me that sixteen students did the whole reading, and 2 did about half of the reading (based on their self-assessment).

2)For the class discussion where I did quiz the students, sixteen students attended. Twelve of them made at least one comment during the full class discussion, and I was still unable to track the types of comments. The results of the anonymous survey in this class showed me that eleven students did the whole reading, with the 4 estimating they read about half and 1 who reported they did not read.

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

As a person who uses reading quizzes regularly, I have learned that the quizzes do encourage some students to do the work if they weren't going to, but I also discovered that students who do the reading do not always get the quiz answers right. This was confirmed by the students in the second class because while eleven stated they did do the full reading in their survey, only 8 got all of the questions right. This result makes me think that while getting more students to read can be one possible benefit of providing reading quizzes, the quizzes are more important to get students to self-assess

their reading comprehension and retention strategies. So, the loop remains somewhat open in terms of getting more students to read, but more importantly, there's another loop I need to address.

If not addressed above, what changes are you making in your course(s) as a result of your assessment?

I already used the information from my winter 102 class to make changes for spring. I now require students to complete a reading quiz for all readings; I have aligned them with metacognition and studying strategies to encourage students to see them less as a punishment and more as a self-assessment tool.

If not addressed above, what changes are you making to your program/department(s) as a result of assessment?

I will discuss the results of this assessment with the English Dept., so we can make comparisons and discuss other strategies for improving.

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

NA

Department: ENGL& Course: ENGL&102

Course Outcome: 12. Extend a reasoned opinion of a piece of literature based on a close reading of the text.

Program Outcome:

Date Created: 3/4/2020 10:56:12 AM **Date Last Modified:** 3/4/2020 10:56:18 AM

Gen Ed 1

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

For my Fall 2019 assessment, I looked at the ways in which I hold students accountable for reading and whether holding students accountable for reading has a positive impact on student learning. This relates to Gen Ed Outcome 1, and to course outcome 12: Extend a reasoned opinion of a piece of literature based on a close reading of the text.

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

My assessment of holding students accountable for reading had three parts:

- 1) For one discussion, I did not quiz students on the assigned reading, "The Story of an Hour," previous to that discussion.
- 2) For one discussion, I did quiz students on the assigned reading, "The Lady, or The Tiger?", for that discussion.
- 3) Additionally, for both discussions, I had my students fill out an anonymous survey after the discussion, letting me know how much of the reading they did (if any at all).

Evaluation Methods/ToolsFor the discussions, I created a rubric for myself, which outlines how well a class is meeting desirable discussion outcomes of participation, engagement, and comprehension of the text.

What were the results?

The results were as follows:

For the discussion where I did not quiz students on the assigned reading, 3/24 students indicated that they read the whole story 18/24 students indicated that they read most of the story 2/24 students indicated that they did not read the story at all 1/24 students did not respond to this question The average score on my rubric for the discussion was 33%, with only 4/24 of the students actively participating and engaged without extra intervention.

For the discussion where I did quiz students on the assigned reading, 8/24 students indicated that they read the whole story 12/24 students indicated that they read most of the story 2/24 students indicated that they did not read the story at all 2/24 students did not respond to this question The average score on my rubric for the discussion was 75%, with 18/24 students actively participating and engaged.

Analysis of results:

Holding students accountable for reading has a huge impact on the amount of effort that they put into the reading, which then reflects how confident they are to contribute in class the next day. While it was discouraging that some people continued to not read at all, the increase in students who read the whole story was great. It is also possible that the act of taking a quiz engages them to recall what they had read, and this familiarity makes them more willing to participate in discussion.

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

This assessment activity shows that if I want students to read something, I need to hold them accountable for that reading. This loop will be closed by continuing to do so.

If not addressed above, what changes are you making in your course(s) as a result of your assessment?

My intention is to continue to hold students accountable for any and all reading they do in the future.

If not addressed above, what changes are you making to your program/department(s) as a result of assessment?

I will discuss the results of this assessment with my department so that we may compare results. No specific changes are planned at this time.

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

I recommend that faculty hold students accountable for reading.

Department: ENGL& Course: ENGL&102

Course Outcome: 12. Extend a reasoned opinion of a piece of literature based on a close reading of the text.

Program Outcome:

Date Created: 5/18/2020 12:22:04 PM **Date Last Modified:** 5/18/2020 12:22:14 PM

Gen Ed 1

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

For my fall 2019 assessment, I looked at the ways in which I hold students accountable for reading and whether holding students accountable for reading has a positive impact on student learning. This relates to Gen Ed Outcome 1, and to course outcome 12 (Extend a reasoned opinion of a piece of literature based on a close reading of the text).

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

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

My assessment of holding students accountable for reading was as follows:For the first essay of the quarter, I asked students to read four articles, and one novella (John Steinbeck's *Of Mice and Men*). They would be writing an essay which essentially attempted to place the novella as a piece of modernist writing.*Of Mice and Men* (107 pages) had four quizzes attached to it.For three of the articles (Kathleen Kuiper's article "Modernism", Josh Rahn's Article "Modernism", and Joseph Singal's "Toward a Definition of American Modernism"), I required students to write a 300 word article summary.For one article (Audrey Farley "Elements of Modernism in American Literature"), I simply asked the students to read the article. In class, I told students that the article was very easy to read and was basically exactly what they needed to write their essay. I also sent an announcement reminder on Canvas which stated "There is another reading in the 'Files' section of Canvas ("Elements of Modernism in American Literature") that I want you to read, and that could be useful for your essay, but it isn't worth any points and you don't have to write an article summary for it."

Evaluation Methods/Tools

Once I had collected the essays, I surveyed the "Works Cited" page of each essay, to see which articles the students actually used in their essay.

What were the results?

The results were as follows:

Of the Novella, for which reading comprehension was quizzed:

Everyone in the class used the novella (*Of Mice and Men*) in their essay.

Of the articles, for which a grade was attached to them (via a summary):20/25 students used Kathleen Kuiper's article "Modernism". This article was one page and very broad.14/25 students used Josh Rahn's Article "Modernism". This article was seven pages, detailed, but covered much of what the students needed in their essay.19/25 students used Joseph Singal's "Toward a Definition of American Modernism". This source was 21 pages and very challenging.

Of the articles without a grade attached to them:3/25 people used Audrey Farley's "Elements of Modernism in American Literature". This source was 2 pages and exactly what they would need to write their essay (simple direct explanations of the elements of modernism).3/25 students used other texts, not recommended by me.

Analysis of results:

It is clear that holding students accountable for reading has a tremendous impact on whether they do the reading and/or apply the reading to future work. While use of the novella (it is the focus of the essay) and use of the very short Kathleen Kuiper article is not surprising, it is surprising that, when given a choice between using a very challenging 21 page article by Singal, and a very accessible 2 page article by Farley, almost the entire class used the challenging article, while only three people chose to use the accessible article. In fact, the accessible article held no more value in the mind of the students than random articles that they found online (both had three students use them). This occurred even though I had mentioned how applicable the accessible article would be to their writing and how easy it would be to complete. This evidence seems to suggest that students generally have a strong aversion to doing any reading outside of what is absolutely required for a grade in the class.

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

This assessment activity shows clear indication that if I want students to read something, I need to hold them accountable for that reading. This loop will be closed by continuing to do so.

If not addressed above, what changes are you making in your course(s) as a result of your assessment?

My intention is to continue to hold students accountable for any and all reading they do in the future.

If not addressed above, what changes are you making to your program/department(s) as a result of assessment?

I will discuss the results of this assessment with the English Department so that we may compare results. No specific changes are planned at this time

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

I recommend that faculty hold students accountable for reading, if they actually want that reading to occur. With busy lives, students prioritize graded work over non-graded work. Work done for the classroom, including reading, should be recognized as coursework and assessed as such. If an instructor expects students to do something for a class, that work needs to be accounted for. Reading quizzes and article summaries are not only valuable in ensuring great class conversations and final products (essays, exams, and assignments), but they help to clarify the workload. In my opinion, holding students accountable for reading keeps the load honest. If I want my students to read 4 novels and 6 articles, write 6 papers, show up to class for lectures, etc., I need to see that those are all part of the burden that I place on students. To have them read but not have points assigned to that reading, is to essentially tell the students that I expect them to work for nothing.

While the argument may be made that the final essay, exam, or assignment necessitates and accounts for the reading requirement (whether accounted for separately or not), the majority of students do not seem to recognize it as such. As to how the students complete these things without doing the reading, I cannot say. I would guess that it comes from a combination of last second cramming, skimming, masquerading, and/or luck. Whatever the means, I would also guess that the final product is not meeting its full potential.

Department: HIST& Course: HIST&116

Course Outcome: 6. Examine how human societies developed ways of organizing their members including social stratification, ethnic associations, and hierarchies of wealth, class, gender and/or race.

Program Outcome:

Date Created: 6/15/2020 2:37:02 PM **Date Last Modified:** 6/15/2020 2:37:02 PM

Gen Ed 1

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

This pedagogical methods I chose to utilize in the classroom were designed to measure students' ability to communicate clearly and effectively in a historical context. Students had to complete two tasks. In the first task, students had to compare and contrast the lives of ordinary ancient Greeks and Romans to analyze what made each civilization distinctive. They also had to examine how cultures evolve in different ways even when they share similar underlying characteristics. More specifically, the assessment required students to write a well-organized essay that:

1. Examined the similarities and differences between two groups of people from each civilization (slave, soldier, women). In other words: In what ways were the lives of Greek and Roman slaves similar? In what ways were they different? In what ways were the lives of Greek and Roman women similar? In what ways were they different?
2. Incorporated evidence from a series of articles about daily life in ancient Greece and Rome.
3. Utilized Chicago format.

In the second task, students had to read a book about medieval society and then critically discuss the book in a Socratic Seminar.

These pedagogical methods were chosen because together, they aligned directly with Gen Ed Outcome 1. This particular assessment of student learning, which took place in Fall 2019, was designed to look at ways in which I hold students accountable for reading and whether holding students accountable for reading has a positive impact on student learning.

My assessment of holding students accountable for reading had three parts:

1. For the first assessment, the compare and contrast essay, I did not quiz students on the assigned reading previous to the paper's due date.
2. For the second assessment, the Socratic Seminar, students had to take a reading quiz before the seminar date.
3. Additionally, after both assessments, I had my students fill out an anonymous survey that asked them to identify how much of the assigned reading they completed.

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

The tools used for this assessment included:

Compare and contrast essay and Socratic seminar with corresponding rubric that assessed "comprehension of text" on a scale of 1-5 (5 = "student completely understood the author's main ideas and arguments")

Various articles about daily life in ancient Greece and Rome

Book on life in a medieval city

Use of a Google Forms survey to measure student accountability

The results were as follows:

For the first assessment, the compare and contrast essay, I did not quiz students on the assigned reading previous to the paper's due date. The survey results are below: For the second assessment, the Socratic seminar, I did quiz students on the assigned reading prior to the Socratic seminar. The survey results are below:

In comparing the two results, 88.9% of students read 80-100% of the required material when there was an assigned reading quiz, compared to 61.1% when there was no assigned reading quiz.

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

Clearly students read a higher percentage of the required material when a reading quiz is assigned prior to a major assessment. This is exciting! I will create a reading quiz for each major reading assignment to ensure students are meeting the course outcomes and engaged in a rigorous academic experience. This will ensure more students read the material and are prepared to meet the learning goals for the course.

If not addressed above, what changes are you making in your course(s) as a result of your assessment?

If not addressed above, what changes are you making to your program/department(s) as a result of assessment?

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

Department: HIST& Course: HIST&118

Course Outcome: 5. Define the significant terms used in telling the story of western civilization from 1800 to present

Program Outcome:

Date Created: 6/15/2020 2:56:28 PM **Date Last Modified:** 6/15/2020 2:56:27 PM

Gen Ed 1

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

The pedagogical methods I chose to utilize in the classroom were designed to measure students' ability to communicate clearly and effectively in a historical context. Students had to complete two tasks. In the first task, students had to analyze Elie Wiesel's book, *Night*, and the process of dehumanization used by Nazis. More specifically, the assessment required students to write a well-organized essay that:

1. Examined the significance of *Night* and Elie Wiesel's life in championing human rights around the world, including how his advocacy for human rights grew out of his own Holocaust experience.
2. Incorporated evidence from a series of articles about the Holocaust.
3. Utilized Chicago format.

In the second task, students had to read a series of articles about the postwar world in Europe (mid 20th century) then critically discuss observable themes and patterns in a Socratic Seminar.

These pedagogical methods were chosen because together, they aligned directly with Gen Ed Outcome 1. This particular assessment of student learning, which took place in Spring 2020, was designed to look at ways in which I hold students accountable for reading and whether holding students accountable for reading has a positive impact on student learning.

My assessment of holding students accountable for reading had three parts:

1. For the first assessment, the analytical essay, I did not quiz students on the assigned reading previous to the paper's due date.
2. For the second assessment, the Socratic Seminar, students had to take a reading quiz before the seminar began.
3. Additionally, after both assessments, I had my students fill out an anonymous survey that asked them to identify how much of the assigned reading they completed.

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

The tools used for this assessment included: Analytical essay and Socratic seminar with corresponding rubric that assessed "comprehension of text" on a scale of 1-5 (5 = "student completely understood the author's main ideas and arguments") Various articles about the post-war world (mid 20th century)

Book by Elie Wiesel, *Night*

Use of a Google Forms survey to measure student accountability

The results were as follows:

For the first assessment, the compare and contrast essay, I did not quiz students on the assigned reading previous to the paper's due date. The survey results are below:

For the second assessment, the Socratic seminar, I did quiz students on the assigned reading prior to the Socratic seminar. The survey results are below:

In comparing the two results, 40.9% of students read 80-100% of the required material when there was an assigned reading quiz, compared to 50% when there was no assigned reading quiz.

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

Based on this assessment, it does not appear that a reading quiz had any impact on student accountable. This may be a result of the Socratic Seminar occurring at the end of the term as student fatigue set in. It may also be that students had a lot of intrinsic motivation to read the compelling book, Night. Regardless, the amount of student reading was still very low, lower than I expected. This may be a result of coronavirus and "pandemic learning/teaching." I will repeat this assessment in Fall 2020 and Spring 2021 to see if a reading quiz impacts student accountability when it comes to reading.

If not addressed above, what changes are you making in your course(s) as a result of your assessment?

If not addressed above, what changes are you making to your program/department(s) as a result of assessment?

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

Department: HIST& Course: HIST&136

Course Outcome:

Program Outcome:

Date Created: 6/3/2020 10:48:58 AM **Date Last Modified:** 6/3/2020 10:48:59 AM

Gen Ed 1

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

Winter Quarter, 2020

Students were placed in research groups and assigned a quarter-long research project using a variety of primary documents to create an online presentation and a traditional research paper.

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

In the Winter Quarter of 2020, I rewrote my HIST&136 course so that it was fully flipped with all class meetings taking the function of a research workshop. Students were placed into small groups at the start of the quarter and told each group was responsible for a single paper which sought to discuss the meaning of "liberty" from 1600 to 1860. Each group also submitted a digital presentation in which they were allowed to choose the topic themselves. Students were given a selection of required documents curated by the instructor and collections from which each student was to choose documents not examined by others in their group. Class meetings allowed the groups to discuss the documents and engage in debates, editing sessions, and discovery through the use of Google Earth and other media. When the quarter was finished, each group submitted a paper and online project displaying the results of their individual and group efforts. The new approach yielded some very encouraging results. Students were engaged with the documents, presenting interesting arguments, and involving themselves in discussion at a level I've not previously seen in other flipped history classes. Many of the documents discussed by the students were documents that were new to me as well, which meant that I could share in their discoveries as I worked with the different groups at various times in the quarter.

Students were told at the beginning of the quarter that the workshop was a new approach and that I would lean on them for guidance. If they felt something wasn't working, they were instructed to stop the class and direct me toward a solution. On three occasions they did this with enthusiastic discussion and realistic solutions offered. In each case, I put the results to a class vote using Canvas anonymous surveys. At the end of the quarter, I asked for feedback and was told that they appreciated how much input they had into the overall direction of the class. They also said that the workshop format was enjoyable and largely stress-free. The final results for the paper assignment were that 82% of the students demonstrated success in written communication skills. For the digital presentation one of the six groups did not submit a presentation lowering the class average to 83% success. But when we remove the missing assignment, the class average rises to 98% success.

The research paper was the basis for this assessment—not the digital presentation. The reason for this was twofold: a) the digital presentation rubric was knowingly rough and created with assistance by the students themselves to try to account for varying degrees of students' digital ability, and b) my own belief that due to the primary focus in the class upon the research and writing process, that the paper demonstrates an overall effort rather than drilling down on a single topic as the presentations did.

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

Due to circumstances beyond my control, this class is required to meet online in the coming quarter(s). I'm not prepared at this stage in the development of the project to attempt moving it into a virtual classroom. It needs more direct face-to-face testing and production before that will be possible. Some changes expected for future iterations,

however, will include more direct expectations in terms of individual student output, tighter rubrics for some day-long activities within the larger project, and a deeper evaluation of the digital presentation.

If the results from this quarter hold up in future quarters, I will likely pursue this method of instruction in other history courses. The only issue with this project that concerns me is that there is a perception among some faculty that this type of instruction in a history class verges into what many consider to be the realm of a composition or research class. My response to that criticism is that while it's true that the historical narrative is not the foremost feature of the course, the skills being honed are the skills of an historian—research, critical questioning and argument, and writing. These skills are more important to the students' overall education and life-success than whether they remember the fine details of the story.

If not addressed above, what changes are you making in your course(s) as a result of your assessment?

If not addressed above, what changes are you making to your program/department(s) as a result of assessment?

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

Department: MATH& Course: MATH&107

Course Outcome: 1. At the conclusion of the course the student will be able to apply at least three methods of mathematical modeling to real-life situations.

Program Outcome:

Date Created: 6/11/2020 8:26:57 PM **Date Last Modified:** 6/11/2020 8:27:03 PM

Gen Ed 2

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

In Fall, Winter, and Spring quarters of the 2019-2020 academic year, the instructors gave tests over methods of mathematical modeling to real-life situations. This was chosen so that students had more time to learn the material and more methods could be learned throughout the course. This relates to Gen Ed Outcome 2 that students will be able to reason mathematically, and to the course outcome that students will be able to apply at least three methods of mathematical modeling to real-life situations.

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

The instructors used tests to assess. They analyzed the pass rates of the methods covered in sections of multiple tests. For example, one test might cover two or more methods, but perhaps only one of those methods was chosen for this assessment plan on that test.

In 107, the topics can vary each quarter so we looked at each student's best tests and whether or not they were able to pass with a 2.0 in at least three methods. Throughout the school year there were many sections of 107 taught. The overall percentage of students that met the 2.0 requirement on at least three methods was about 73.2%.

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

Based on the results of the assessment, we would like to continue to allow for diversity of methods/topics to be available to students. However, as a department we might come up with a theme or a method we all focus on to better compare data and enrich student learning. We know this class lends itself for students to be able to appreciate and enjoy aspects of mathematics that perhaps they did not have the opportunity to do so in the past and would therefore want to continue with having various methods and modes of learning available to students throughout the year.

If not addressed above, what changes are you making in your course(s) as a result of your assessment?

The department will choose three key objectives students will learn in this class to allow for consistency in reporting while at the same time allow for flexibility with the rest of the class topics.

If not addressed above, what changes are you making to your program/department(s) as a result of assessment?

We can update the MCO to match the new required topics and determine assessment. Common assessments over the chosen objectives can be implemented to ensure student learning and growth as well as make analyzing the data more beneficial.

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

Application of mathematical content is universal to the disciplines of the college. All disciplines assess application of mathematical models to their field in one shape or form and they are encouraged to intentionally track this data on their various assessments in their courses.

Department: MATH& Course: MATH&151

Course Outcome: 2. Calculate derivatives of functions

Program Outcome:

Date Created: 6/11/2020 8:30:18 PM **Date Last Modified:** 6/11/2020 8:30:19 PM

Gen Ed 2

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

In Fall, Winter, and Spring quarters of the 2019-2020 academic year, the instructors gave a test over calculating the derivatives of various functions. This was chosen so that students had more time to learn the material and more functions and their derivatives were taught. This relates to Gen Ed Outcome 2 that students will be able to reason mathematically, and to course outcome 2 to calculate derivatives of functions.

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

The instructors used tests to assess. They analyzed the pass rates of the tests covering the course outcome 2 of calculating the derivatives of functions.

For the Fall, Winter, and Spring quarters, the rates of achieving at least a 2.0 understanding of how to calculate derivatives of various functions were 28/31, 10/15, and 12/14, respectively. This gives an average of 83.3% of students who met the standard on their first assessment.

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

Based on the results of the assessment we would like to do an item analysis to determine which functions students struggle with the most. This should let us know how to better use class time to help students become more proficient. We know calculating derivatives of functions is very important and that students typically improve as they get more experience. This leads to perhaps using data from the Final in combination with initial assessment to see if students gain mastery over time.

If not addressed above, what changes are you making in your course(s) as a result of your assessment?

Based on the results of the assessment we plan to create activities that specifically target the derivatives of functions that students were missing, as made clear by an item analysis.

If not addressed above, what changes are you making to your program/department(s) as a result of assessment?

As a department, the next steps are to begin documenting assessment as an item analysis to determine which derivatives are a struggle for students. Once this data is obtained, the next step will be to collaborate at the department level to plan activities to help students understand these key derivatives.

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

It is important for students be able to practice reasoning mathematically, which research shows that the ability to obtain instant feedback and support is essential to student success. The STEM Center is an important service and will require the college to continue funding, supporting, and staffing to maintain student success.

Department: NUTR& Course: NUTR&101

Course Outcome: 3. Assess current nutritional status through a personal dietary analysis.

Program Outcome:

Date Created: 6/17/2020 12:01:50 AM **Date Last Modified:** 6/17/2020 12:01:56 AM

Gen Ed 1

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

Laurie Odegaard completed the following:

The Nutrition 101 Fall Quarter 2019 Course learning outcome assessed this year was that students should be able to assess their current nutritional status through a personal dietary analysis. At the end of the quarter students were required to assess their diet for one week, using some sort of personal tracker, like My Fitness Pal. Students were asked to input information about their diet and what they are eating daily, and then analyze the results for all nutrients, and water. They were asked to write this up in a detailed report, requiring them to really look at the adequacy of their diet, and determine if the foods they are eating are meeting their dietary needs. Students are then to discuss their dietary deficiencies and set personal goals for improving their diet and eating habits. Students submitted this assignment as a typed document to be graded. Students were graded in completeness, content, spelling, grammar, structure, and organization.

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

Most students were successful in this activity of communicating clearly and effectively their own personal dietary status. It is obvious that some students are lacking in writing skills and will need to have guidance in their writing. It was a meaningful experience for them, that can be applied to their own personal life and health. Each student's analysis was hand graded by instructor and students were required to write clearly, use complete sentences, and explain their results and data in a thoughtful and intelligent way. It required analysis, interpretation, and then communication of the results in a clear and understandable way. This assignment meets the Institutional Outcome for students to be able to communicate clearly and effectively. It is a solid activity for the Nutrition 101 Course. Communicating clearly in a scientific manner analyzing data is a form of technical writing that many students do not have, so this assessment is an opportunity for them to communicate in this manner, and get feedback about their writing and communication skills.

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

In the future to improve it, I will look more into the different on-line dietary trackers' students are using, so that all data reports can be similar. Students used a variety of trackers, including the one from the Nutrition 101 online text resources. Some of them are better than others. I would also like to have my students do this right at the beginning of the Nutrition 101 Quarter, and then again at the end, so that they can assess if learning about Nutritional needs has actually improved their over-all eating patterns, this improving their health. I would also like to include a pre-lesson on the basics of technical writing, so that students have a better understanding of how to communicate their data and results before they do this assignment.

If not addressed above, what changes are you making in your course(s) as a result of your assessment?

If not addressed above, what changes are you making to your program/department(s) as a result of assessment?

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

Department: NUTR& Course: NUTR&101

Course Outcome: 3. Assess current nutritional status through a personal dietary analysis.

Program Outcome:

Date Created: 6/16/2020 11:58:57 PM **Date Last Modified:** 6/16/2020 11:58:58 PM

Gen Ed 1

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

Gale has been having students do this assignment at the end of fall 2019 and winter 2020 quarters.

The students track their dietary intake for 7 days using any diet tracking app and then write an analysis of their intake regarding macromolecule intake and how close(or far) they are to recommended amounts. Also, they analyse their vitamin and mineral intake(again comparing their intake to recommended amounts).

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

Most of the students do a good job on this assignment. They enjoy it and feel that they get a real feel for how closely or not their diets follow the recommendations. They also are asked to give ideas as to how they can improve their dietary intakes and any goals they now have after doing the analysis. Everyone has a different analysis that is unique to them and they(the students)effectively communicate that.

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

I will/am doing the same assignment this quarter as this is an effective assignment that meets the learning outcomes of the course.

If not addressed above, what changes are you making in your course(s) as a result of your assessment?

If not addressed above, what changes are you making to your program/department(s) as a result of assessment?

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

Department: PHIL Course: PHIL210

Course Outcome: 1. Demonstrate understanding of major ethical theories such as Virtue Theory, Kantianism, and Utilitarianism.

Program Outcome:

Date Created: 6/9/2020 2:38:07 PM **Date Last Modified:** 6/9/2020 2:38:12 PM

Gen Ed 1

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

For my fall 2019 assessment of PHIL 210 Ethics, I looked at the ways in which I hold students accountable for reading and whether holding students accountable for reading has a positive impact on student learning. This relates to Gen Ed Outcome 1, and to course outcome 1. Demonstrate understanding of major ethical theories such as Virtue Theory, Kantianism, and Utilitarianism.

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

My assessment of holding students accountable for reading in PHIL 210 Ethics had three parts:1) The first exam covered four ethical theories and I quizzed students prior to the exam on the assigned readings for two of the theories (Utilitarianism and the Ethic of Care).

2) The first exam covered four ethical theories and I did not quiz students prior to the exam on the assigned readings for the other two theories (Virtue Theory and Kantianism).

3) I compared the average of 78% for the answers to questions about the two theories where students had been quizzed on the readings prior to the exam versus the average of 76% for the answers to questions about the two theories where students had not been quizzed on the readings prior to the exam.

Evaluation Methods/Tools:

- Students answered multiple choice questions about the assigned readings about two of the theories on two quizzes prior to the first Exam.
- Students write short essays for each question on the first Exam. I used a rubric to evaluate how effectively the students are able to demonstrate understanding of the different ethical theories.

The results were an average of 78% on questions where students had previously been quizzed on the assigned reading versus an average of 76% on the questions where students had not been previously quizzed on the assigned reading.

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

There was only a 2% improvement in the scores which is not very much at all given the amount of time that quizzes take away from the classroom. Although I do want my students to read the material ahead of time, I don't think that quizzing them will have much improvement upon their performance on exams. This is difficult theoretical reading and I believe that the classroom discussion probably has a greater impact upon their exam performance. Therefore, I will not be quizzing my students like this in the next ethics course because it takes time away from classroom discussion.

If not addressed above, what changes are you making in your course(s) as a result of your assessment?

I will not be quizzing my students like this in the next ethics course.

If not addressed above, what changes are you making to your program/department(s) as a result of assessment?

I may try quizzing students to hold them accountable for reading in a different class where the reading is less theoretical and more accessible.

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

I don't have any recommendations to suggest to the college at this time.

Department: PHYS& Course: PHYS&114

Course Outcome: 3. Apply algebra and right-angle trigonometry to the solution of problems involving constant velocity, constant acceleration, projectile motion, Newton's laws, momentum and impulse, energy and work, and rotational motion.

Program Outcome:

Date Created: 6/16/2020 1:09:22 PM **Date Last Modified:** 6/16/2020 1:09:23 PM

Gen Ed 3

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

I assessed this course in Spring Quarter, 2020. (I only teach this class Spring Quarter.) I used a unit test and the final test because teaching the course online as I did this quarter these were my only opportunities to assess these skills.

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

As I mentioned in Point 3, I used one of my unit tests and the final test to assess these skills. The tests are assessing other skills and knowledge as well, so there are just a few problems on each test where I can test the algebra and trigonometric skills I'm trying to learn about.

My results for Spring 2020 were mixed. I had only nine students complete the class, with seven of those getting passing grades (above 2.0); the other two students received grades of 0.0. (In one case the student, for whatever reason, did not submit the second unit test and the final, even though he downloaded and began the tests. I also had other students registered who never participated in the class, turning in no homework and taking no tests.) Of those who earned grades above 2.0, all were able to perform basic algebraic computations for solving problems, but only four of the students in the class displayed any facility in using right-angle trigonometry.

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

Based on the results of the assessment, I am going to modify my teaching methods if I again teach online. Most days I had only one or two students who were actually online while I was recording Zoom lectures. Whether the others even watched the lectures I don't know. For the future I would like to learn how to have short quizzes which must be completed successfully before proceeding with a video. I had this sort of activity built into my on-ground course, but did not attempt to use it while teaching online.

If not addressed above, what changes are you making in your course(s) as a result of your assessment?

Based on the results of the assessment, I am going to research what other physics teachers are doing. I was receiving many emails from groups with ideas, but in the chaos of this quarter I didn't have time to investigate what others are doing in my subjects. I'm sure others have struggled with the same issues I am having, and I'd like to read about their solutions.

If not addressed above, what changes are you making to your program/department(s) as a result of assessment?

I don't think the experience of this quarter shows a necessity for any major changes in the physics courses, but they could definitely benefit from some research into online teaching methods.

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

None that I can think of.

Department: PHYS& Course: PHYS&223

Course Outcome: 3. Calculate electric fields and electric potential for different charge configurations, up to and including certain continuous charge distributions.

Program Outcome:

Date Created: 6/16/2020 1:38:58 PM **Date Last Modified:** 6/16/2020 1:38:58 PM

Gen Ed 3

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

I used problems involving electric fields and electric potential on the electricity unit test and the final test for my assessment Spring Quarter, 2020. They were my chance to see students doing written work.

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

For electric fields I have students calculate the electric field for one or two point charges, determining the magnitude and direction of the field and its components. For electric potential I have them calculate the electric potential of a continuous charge distribution, an operation which requires performing an integral (a calculus operation).

As I've noticed in past years, most students have a difficult time with both of the types of calculations I am assessing. While many of them can successfully perform integration when the integral is set up for them, they have a very hard time making the leap from a description of a physical situation (or an illustration of one) to setting up and performing an integral. They also have a hard time expressing the electric field as a vector, even for a single charge.

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

Based on the results of the assessment, I am going to continue to develop and emphasize material on vectors in the first quarter of Engineering Physics. Students need much more basic work in this area, something that we notice not just in my classes but in courses such as Multivariable Calculus and Engineering Statics. I will also develop some more basic exercises on integration and applying it to physical problems.

If not addressed above, what changes are you making in your course(s) as a result of your assessment?

If not addressed above, what changes are you making to your program/department(s) as a result of assessment?

The difficulties I've noticed don't require any major changes to the program or department, just further emphasis on some particular difficult topics.

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

None

Department: POLS& Course: POLS&203

Course Outcome: 8. Explain a world problem from the viewpoint of a nation other than the United States

Program Outcome:

Date Created: 6/3/2020 10:52:31 AM **Date Last Modified:** 6/3/2020 10:52:32 AM

Gen Ed 1

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

Students were assigned a nation to research and represent in a mock-international forum in which a global problem was presented and they were to negotiate an agreement to the best interests of the nations assigned. This project is the final exam for the course and demonstrates whether students have successfully learned the course materials. It put theory to the test in a realistic forum.

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

The Icelandic Forum roleplay assignment. Students represent a variety of nations as members of their diplomatic corps and seek to resolve a growing crisis while not losing sight of their original purpose—to create and draft an international agreement regarding a global issue. Student success is measured on how effectively they can demonstrate their research into the country they represent, its cultural expectations, and governmental aspirations, policies, and personalities.

When looking at the Forum roleplay through the lens of scores achieved, 75% of the students were successful with a 2.0 or above. The instructors, however, view this as a superficial achievement. When looking deeper at the process which students undertook to reach that milestone, student development was clearly lacking. Participation rates in class and in writing assignments was low or demonstrated poor performance in terms of students' ability to communicate effectively.

Preparation for the roleplay included a series of annotated bibliographies to demonstrate research being undertaken, a series of TEDTalks with summaries, in-class discussions and debates, and quizzes over the readings assigned. Student completion of these assignments presaged performance in the forum. Written assignments were incomplete and spotty and in-class discussions tended to focus only on two or three students. Instructors attempted on many occasions to draw the rest of the class into the discussions with little success. As the quarter progressed discussions were increasingly expected to include reference to the nations being researched but most students were reluctant to do so. This has not been experienced before as this is a class generally marked by boisterous participation.

During the roleplay students demonstrated a distinct inability to recognize where their nations would act and how they would react. In some cases, when students were queried as to why they didn't respond to an opportunity for advancement of their nation's goals, they openly admitted they didn't understand what those goals were. In other instances students advanced arguments which were unrealistic given the nations they were supposed to represent. Given that this project has been utilized by the instructors in this class repeatedly over a decade with good results, we tend to believe this class may have been an exception to the rule populated with students who simply were not up to the task or who were disinterested and taking the class merely to satisfy a credit requirement.

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

Due to events beyond our control, the class is moving into an online-hybrid format for the coming year. This will necessitate sweeping changes at most levels of instruction, including the forum roleplay. Changes will include course delivery, assigned materials, and the format of the roleplay. These changes are very much in a discussion phase

currently with the expected work to take place during the summer. We will reassess at the end of the 2020-2021 academic year, and likely again in 2021-2022 to ensure that we have good data representing success with our model.

If not addressed above, what changes are you making in your course(s) as a result of your assessment?

If not addressed above, what changes are you making to your program/department(s) as a result of assessment?

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

Department: PSYC& Course: PSYC&100

Course Outcome: 11. Describe the major or common types of psychological disorders and their treatments.

Program Outcome: CJ - 4. Execute effective oral and written communication skills related to their discipline (e.g., report writing).

Date Created: 6/5/2020 3:34:31 PM **Date Last Modified:** 6/5/2020 3:34:32 PM

Gen Ed 1

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

We used two in class assignments where people had to correctly identify disorders based on behavior descriptions. Further we ask students to discuss treatments and why treatment options could differ depending on the thought process involved and their diagnosis.

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

Disorders party assignment and One Flew Over the Cuckoo's Nest Assignment. Students need to not only have a clear explanation for their diagnosis, but also need to provide support for their recommended treatments based on lecture. Due to COVID-19 we assessed this in both Winter and Spring quarters to also determine if there was a significant change in performance due to the pandemic. Winter and Spring quarter results were within a 1.5% difference from one another with almost all students meeting the assignment with above average scores. Where students erred was mostly in leaving out part of the assignment which is likely due to the way the instructions were written and not due to student lack of understanding.

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

In the future the instructors could make the instructions clearer, so students clearly see all parts of the assignment. Further, there appeared to be no significant difference in quarters or due to COVID. That is good news.

If not addressed above, what changes are you making in your course(s) as a result of your assessment?

If not addressed above, what changes are you making to your program/department(s) as a result of assessment?

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

Department: SPAN& Course: SPAN&122

Course Outcome: 4. Read and summarize elementary texts in Spanish.

Program Outcome:

Date Created: 6/16/2020 1:00:26 PM **Date Last Modified:** 6/16/2020 1:00:29 PM

Gen Ed 1

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

For my fall 2019 assessment, I looked at the ways in which I hold students accountable for reading and whether holding students accountable for reading has a positive impact on student learning. This relates to Gen Ed Outcome 1, and to course outcome "Read and summarize elementary texts in Spanish"

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

My assessment of holding students accountable for reading had three parts:

- 1) For some reading assignments I created pre-reading questions that students completed before the class session where the chapter would be discussed. I then gave a quick comprehension quiz at the beginning of class, before discussion.
- 2) For some reading assignments I did not require students to complete pre-reading assignments of the chapter to be discussed in class. Students were still given a quick comprehension quiz at the beginning of class before discussion.
- 3) I later compared scores of the comprehension quizzes to determine if the comprehension scores were higher on the assignments when pre-reading questions were required versus those when students were not required to complete a pre-reading assignment.

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

Assessment Results – World Language: Gen Ed 1, 2019-2020

Each week, on Wednesday, students were assigned to read a chapter in a novel in the target language. On some Wednesdays a "pre-reading assignment" was also given, to be submitted the following class period; other weeks students were assigned the reading without a "pre-reading assignment." The following day a comprehension quiz was given at the beginning of class to assess the understanding of what happened in the assigned chapter. The following are the results of those comprehension quizzes:

Quizzes after pre-reading assignments:

Quiz #1: Average score – 91%, Mode = 9 (100%)

Quiz #2: Average score – 90% Mode = 6 (100%)

Quiz #3: Average score – 93% Mode = 17 (100%)

Quizzes not requiring pre-reading assignments:

Quiz #1: Average score – 76% Mode 13 (100%), 12 (92%)

Quiz #2: Average score – 75% Mode 14 (100%)

Conclusion:

It seems that the average scores from this assessment clearly indicate that, when students were assigned the pre-reading assignment, their comprehension of the chapter was significantly higher. We would therefore conclude that this assignment is accomplishing exactly what was hoped by the instructors. However, on closer study, it is seen that the mode for these comprehension quizzes is regularly 100%, with or without the pre-reading assignment.

Upon further investigation, it seems that the students who earned a perfect, or near perfect, score on the comprehension quizzes did so on weeks when the pre-reading assignment was given as well as when pre-reading assignments were not given. These students were the type of student who completed the readings in a careful manner even when a pre-reading assignment was not given.

The poor results on the comprehension quizzes followed one of two routes:

- 1 - Students who did poorly on the comprehension quizzes in spite of completing the pre-reading assignment did not complete the assignment in an effective manner (the assignment was significantly incomplete);
- 2 – Students who did poorly on the comprehension quizzes did not complete the pre-reading assignment at all.

Anticipated results were not as expected with this assessment. There were clearly “outliers” when looking at this data. For example: on one of the dates when a comprehension quiz was given along with pre-reading assignment, several students who regularly scored 100% (with pre-reading assignment and without) scored poorly. It is impossible to know what individual factors influenced those poor scores on that day. However, overall, it seems that the pre-reading assignment did not affect the score on comprehension quizzes. In the future, instructors will tailor this assignment to individual courses as there are other benefits to this type of assignment beyond the comprehension quizzes.

If not addressed above, what changes are you making in your course(s) as a result of your assessment?

If not addressed above, what changes are you making to your program/department(s) as a result of assessment?

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