

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



2014-2015
Ryann Leonard, Assessment Chair

Overview

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

The first part of the report is a review of our General Education Outcomes and related analysis. The second part of the report is a review of program specific outcomes related to our Professional Technical Programs. The third part of the report is our 2014 – 2015 completed plans for each academic and professional technical department.

Part One: General Education Outcomes

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

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

Accreditation Recommendations

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

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

- 2.b. Understand and use statistical information,
- 2.c. Understand geometrical concepts,
- 3.d. Generate multiple and diverse perspectives in trying to solve the problem,
- 3.e. Recognize extraneous information,

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

GENERAL EDUCATION OUTCOMES

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

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

2. Students will be able to reason mathematically.

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

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

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

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

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

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

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

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

	1. Write clearly and effectively						2. Reason mathematically				3. Solve problems combining and applying knowledge from multiple sources						4. Gather and interpret information				5. Define and articulate personal, historical, global and workplace/ community aspects of culture				Enrollment Numbers
	a	b	c	d	e	f	a	b	c	d	a	b	c	d	e	f	a	b	c	d	a	b	c	d	
BIOL 100							5					3	4					1	2						212
BUS 120	NO DATA																							144	
CDL 100	NO DATA																							126	
CHEM 121							3		4		1	5	2												204
CJ 101			2	4								5						3		1					200
CMST 220			1	2													3	4	5						502
CSS100	4						5				1						2				3				469
ENGL 099	NO DATA																							334	
ENGL 101	4	3	2		1	5																			842
ENGL 102			3		2	1								4	5										486
ENVS 100			5				3				1		4						2						147
FAD 150	NO DATA																							223	
HIST 136		5			4								3					2				1			204
HIST 137		5			4								3					2				1			122
MATH 094	NO DATA																							365	
MATH 096	NO DATA																							435	
MATH 098	NO DATA																							424	
MATH 107							2	3		1		4	5												140
MATH 141							2			1		3	4		5										284
MATH 142							2			1		3	4		5										126
MATH 146							3	1		2			4		5										284
NUTR& 101	NO DATA																							280	
PEH 100	NO DATA																							327	
PHIL 101											1	2	3				4		5					150	
PHIL 120							2			1		4	3									5		165	
POLS 202					5									4				3	2	1				157	
PSYC 100				2											1	3	4					5		418	
SOC 101	1																2			5	4	3		324	
SPAN 121		5																		3	1	2	5	176	
SPA 122		5																		3	1	2	5	126	

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

General Education Requirements by Department

Included in part three of our report are the annual assessment reports and narratives from each department on campus for the 2014 -2015 academic year. As you can see there are a variety of assessment outcomes, techniques, and ideas that take place across campus. These outcomes are focused specifically on assessing student learning, program success, and faculty curiosity regarding their students, courses and programs.

For 2014- 2015, our academic faculty refined their assessment goals to more clearly include general education outcomes. Several of the departments successfully included these goals and outcomes and others are still working to refine their assessment.

Our General Education Outcomes consist of 5 primary outcomes with 24 specific criteria divided among the 5 outcomes. For the 2014-15 academic year, departments reported 61 assessments of the various outcomes and specific criteria. This is lower than last year's assessments of 72 but more than double the number of assessments during the first year (2013-2014; 30 assessments). Out of the 61 reported assessments, 53 reported that specific benchmarks had been established for the assessments. This is down from 57 benchmarked assessments from last year but the overall proportion of benchmarked assessments increased for this year. Of those 53 benchmarked assessments, 48 reported successful achievement of the outcome, for an overall success rate of 91%.

Of the five Gen Ed outcomes, all were assessed at some level. Of the 24 specific criteria related to the five outcomes, 23 out of 24 criteria were explicitly assessed, or 96% of the criteria were assessed. Last year only 88% were assessed and 58% the year before. This shows a dramatic improvement in two year trends. The only outcomes not assessed this year are 2c. It should be noted that outcome 2c is not represented in any of our academic courses. It was discussed that this outcome should be removed from the General Education Outcomes.

The summary below is drawn from the assessment reports submitted by all instructional departments and programs. When a specific outcome was not stated the assessment chair reviewed the data provided and tried to determine which outcomes were addressed. For further information on any of these results, see the department reports in part three below.

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

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

1.a. Clarity

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

- Chemistry reports that 71% of students accomplished this outcome. The benchmark was 51% of students demonstrating the outcome successfully.
- Communications reports that 100% of their students accomplished this outcome. The benchmark was 90%.
- Developmental English reported 83% and 95% of students met this outcome in two different courses. The benchmark was 70% and 80% respectively.
- English reports a detailed assessment of this outcome; the analysis was descriptive rather than quantitative.
- Foreign Language reports that 100% of students accomplished this outcome. The benchmark was 75% of students demonstrating the outcome successfully.

1.b. Logical flow from point to point

- Biology reports that 80% of students from two classes accomplished this outcome. The benchmark was 75% of students demonstrating the outcome successfully.
- Developmental English reported 83% and 95% of students met this outcome in two different courses. The benchmark was 70% and 80% respectively.
- Foreign Language reports that 100% of students accomplished this outcome. The benchmark was 75% of students demonstrating the outcome successfully.

1.c. Sound support of assertions

- Chemistry reports that 71% of students accomplished this outcome. The benchmark was 51% of students demonstrating the outcome successfully.
- Communications reports that 96% of their students accomplished this outcome. The benchmark was 80%.
- Developmental English reported that 95% of students met this outcome. The benchmark was 80%.

1.d. Creative or divergent thinking

- Developmental English reported that 76% of students met this outcome. The benchmark was 80%.

1.e. Adhere to conventions of standard written English

- Biology reports that 80% of students from two classes accomplished this outcome. The benchmark was 75% of students demonstrating the outcome successfully.
- Developmental English reported that 76% of students met this outcome. The benchmark was 80%.

• 1.f. Sources adhere to citation/reference formats

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

2. Students will be able to reason mathematically.

2.a. Interpret information in graph form

- Biology reports that an average of 90% of students from different classes accomplished this outcome. The benchmark was 75% of students demonstrating the outcome successfully.

- Math reports that 89% of students achieved this outcome, with a benchmark of 75%.
- Philosophy reports that 82% of students achieved this outcome, with a benchmark of 75%.
- Physics reports that 90% of students were able to graph data correctly, but only 60% of students were able to successfully make predictions based on that data. The benchmark was 75%; the benchmark was reached on the less complex part of the task, but results were lower on the more complex part of the task.

2.b. Understand and use statistical information

- Math reports that 67% of students achieved this outcome, with a benchmark of 75%.

2.c. Understand geometrical concepts

- No specific assessment reported.

2.d. Work with numerical and algebraic relationships

- Biology reports that 90% of students from two classes accomplished this outcome. The benchmark was 75% of students demonstrating the outcome successfully.
- Math reports that 67% of students achieved this outcome, with a benchmark of 75%.

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

- Psychology reports that students who completed weekly summaries of the course content performed better on this outcome, 83% vs 78%.

3.a. Define the problem

- Biology reports that 95% of students from one class accomplished this outcome. The benchmark was 75% of students demonstrating the outcome successfully.
- Developmental English reported 83%, 95%, and 76% of students met this outcome in three different courses. The benchmark was 70%, 80% and 80% respectively.

3.b. Break it into steps

- Chemistry reports that 61% of students accomplished this outcome. The benchmark was 51% of students demonstrating the outcome successfully.
- Developmental English reported 83% and 95% in two courses. The benchmark was 70% and 80% respectively.

3.c. Draw logical conclusions

- Chemistry reports that 61% of students accomplished this outcome. The benchmark was 51% of students demonstrating the outcome successfully.
- Biology reports that an average of 90% of students from different classes accomplished this outcome on a series of different assessments. The benchmark was 75% of students demonstrating the outcome successfully.

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

- Biology reports that an average of 95% of students from one class accomplished this outcome on a specific assessment. The benchmark was 75% of students demonstrating the outcome successfully.

3.e. Recognize extraneous information

- Biology reports that an average of 95% of students from one class accomplished this outcome on a specific assessment. The benchmark was 75% of students demonstrating the outcome successfully.

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

- Biology reports that 84% of students from two classes accomplished this outcome. The benchmark was 75% of students demonstrating the outcome successfully.
- Biology reports that an average of 94% of students from different classes accomplished this outcome on a separate assessment. The benchmark was 75% of students demonstrating the outcome successfully.
- Biology reports that an average of 90% of students from different classes accomplished this outcome on a separate assessment. The benchmark was 75% of students demonstrating the outcome successfully.
- Biology reports that an average of 86% of students from different classes accomplished this outcome on a separate assessment. The benchmark was 75% of students demonstrating the outcome successfully.

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

- Criminal Justice reports that 88% of students accomplished this outcome. The benchmark was 75% for each assessment.
- History reports that 87% of students accomplished this outcome in multiple assessments. The benchmark was 75%.
- Psychology reports that students who completed weekly summaries of the course content performed better on this outcome, 83% vs 78%.

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

- Developmental English reported 83% of students met this outcome. The benchmark was 70%.

4.b. Make comparisons and draw contrasts

- Biology reports that an average of 86% of students from different classes accomplished this outcome on a separate assessment. The benchmark was 75% of students demonstrating the outcome successfully.
- Biology reports that an average of 84% of students from different classes accomplished this outcome on a separate assessment. The benchmark was 75% of students demonstrating the outcome successfully.
- Developmental English reported 95% of students met this outcome. The benchmark was 80%.

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

- Criminal Justice reports that 88% of students accomplished this outcome. The benchmark was 75%.

4.d. Access multiple sources of information

- Biology reports that 75% of students from two classes accomplished this outcome. The benchmark was 75% of students demonstrating the outcome successfully.
- Biology reports that 95% of students from one class accomplished this outcome. The benchmark was 75% of students demonstrating the outcome successfully.

- Biology reports that 90% of students from one class accomplished this outcome. The benchmark was 75% of students demonstrating the outcome successfully.
- Criminal Justice reports that 89% of students accomplished this outcome. The benchmark was 75%.

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

- Anthropology 100 reports a detailed assessment of this outcome; the analysis was descriptive rather than quantitative.
- Art reports that on average 50% of students in Art 216, 217, and 218 are meeting the objective to define and articulate all aspects of Outcome 5.
- Sociology 101 reports a detailed assessment of this outcome; the analysis was descriptive rather than quantitative.

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

- Spanish reports an assessment of this outcome with a benchmark of 75%.
 - Spanish 121 achieved 68% success
 - Spanish 122 achieved 85% success
 - Spanish 123 achieved 81% success

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

- Spanish reports an assessment of this outcome with a benchmark of 75%.
 - Spanish 121 achieved 68% success
 - Spanish 122 achieved 85% success
 - Spanish 123 achieved 81% success

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

- Anthropology 100 reports a detailed assessment of this outcome; the analysis was descriptive rather than quantitative.
- Spanish reports an assessment of this outcome with a benchmark of 75%.
 - Spanish 121 achieved 68% success
 - Spanish 122 achieved 85% success
 - Spanish 123 achieved 81% success
- Religious Studies reports that 89% of students achieved this outcome; the benchmark was 75%.

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

- Spanish reports an assessment of this outcome with a benchmark of 75%.
 - Spanish 121 achieved 68% success
 - Spanish 122 achieved 85% success
 - Spanish 123 achieved 81% success

General Conclusions:

- The number of specific assessments of General Education outcomes collected remains high and in comparison with 2013-2014 numbers.

- Assessment data was collected for all 5 General Education outcomes; assessment data was collected for 23 out of 24 (96%) of the specific criteria listed under each outcome. This is an increase of 8% over the previous year.
- Of the assessments collected (N=69), 88% were benchmarked assessments (compared to 82% last year), with 12% of assessments being either qualitative (7%), comparative (3%), or quantitative with no specific benchmark (2%)
- Of the benchmarked assessments, 89% met the benchmarks
- In 2014-15, institutional data shows that 77% of students overall met the success benchmark of earning a 2.0 grade or better per course. Eighty percent of students in traditional, face-to-face classes, 75% of students online, 73% in Hybrid, and 76% of Web-enhanced met the 2.0 benchmark. This would seem to affirm that the results of our assessment data are approximately equivalent to the grade data we are seeing institutionally.

Part Two: Program Outcomes for Professional Technical Education Spring, 2014

For 2014- 2015, our academic faculty continued to refine their assessment goals to more clearly include general education outcomes and professional technical faculty identified student level learning outcomes in addition to their program level outcomes. Several of the departments successfully included these goals and outcomes and others are still working to refine their assessment.

In conjunction with their Advisory Boards, our Professional Technical Faculty develop program outcomes that identify or state what the students are supposed to know or do when they graduate from the program. The current outcomes for each of our Professional Technical Programs are listed below. The Outcomes are further labeled by the type of outcome they are – Program (PO), Course (CO), or Student Learning Outcome (SLO). For the 2014-2015 academic year, faculty in these areas were asked to assess at least one PO and one SLO. All programs assessed at least one SLO and one PO except Industrial Systems Technology, which needed an SLO. Of the assessed outcomes, our faculty assessed 24 POs, 18 SLOs, and 3 COs. Many of the assessed outcomes were directly related to the Program Outcomes listed below. Additional assessment outcomes looked at specific skills students achieved in a program or how many students completed a specific level of a program.

Accounting Outcomes for Students completing an Associate Degree

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

Automotive Technology Program Outcomes for Students completing an Associate Degree

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

Aviation Outcomes Program Outcomes for Students completing an Associate Degree

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

Aviation Maintenance Technology for Students completing an Associate Degree

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

Business Information Management for Students completing an Associate Degree

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

Commercial Driver's License Outcomes

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

Early Childhood Education Program Outcomes for Students completing an Associate Degree

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

Industrial Systems Technology Program Outcomes for Students completing an Associate Degree

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

Medical Assistant Outcomes for Students completing an Associate Degree

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

Nursing Outcomes for Students completing the Associate Degree

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

Welding Program Outcomes for Students completing an Associate Degree

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

Part Three: Completed 2014-2015 Assessment Reports

Below are the completed 2014-2015 assessment reports. For those instances where specific outcomes were not identified by the department, the Assessment Chair attempted to appropriately label the assessed outcome.

Annual Assessment

Department: Accounting/Business

Year: 2014-2015

DEPARTMENT/ COURSE	OUTCOMES (Include related Gen Ed Outcome – If Any)	TOOLS USED TO COLLECT DATA	RESULTS
Accounting Technician (Prof/Tech)	60% of students graduating from the Accounting Technician Program will be employed successfully.(PO)	State Board Estimated Employment Report	37% of Accounting Tech students were employed—per the most recent (2012- 2013) Estimated Employment Report.
Accounting/Business	Students will know how to apply related accounting knowledge such as taxation, payroll, and proper application of GAAP in performing accounting/bookkeeping functions/work.(SLO)	Pre-Post Tests	58% of Accounting/Business students arrived at the correct figure in the pre-post test— given in the Winter 2015 quarter.
Business	Students will know by the end of the year which components of the curriculum assisted their learning process the most. (SLO)	Survey	The students replied to the affirmative, more than 70%, that they were happy with 5 of the 6 major methods and tools used in teaching the course during the quarter.

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

OUTCOME 1: 60% of students graduating from the Accounting Technician Program will be employed successfully.

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

The Accounting Technician (AT) program uses the Estimated Employment rates for completers of the AT program. The most current (2012-13) Estimated Employment Rates for the AT program were 37% as provided by the Data Linking for Outcomes

Assessment. This information is provided by the State Board for Community and Technical Colleges which links Unemployment Insurance Data for WA, OR, ID, MT and AK.

- **What you expected to find.**

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

- **What the results actually showed.**

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

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

The data is 2 years lagging but is the most current we have from the SBCTC. The local economy in 2012-2013 was still suffering the effects from the national and state economic recession that began in 2009. For the 2014-2015 plan, we bumped the goal down by 10% to the new goal of 60% as the national and state economies did not begin a slight rebound until 2013. However, our actual employment numbers were much worse than we had estimated.

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

We plan to keep our teaching techniques the same.

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

We will keep the goal at 60% because a year from now, we will be looking at 2013-2014 data, and the national and state economies continued to slightly improve in 2014. We will keep our assessment activities the same for this outcome.

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

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

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

- **What you expected to find.**

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

- **What the results actually showed.**

On the pre-test, not one group arrived at the correct figure. On the post-test, 7 out of 12 groups arrived at the correct figure.

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

Over the prior 2 years in which a pre-post test was given, the percentage of groups arriving at the correct figure in the post-test was between 45-55%. This time around, the percentage is closer to 58%. Although, we did see good improvement from the pre- to the post-test work, we need to continue to monitor this tool to see if it helps us with

what we are looking for. The results from prior years' consistently indicate a pattern that the AT faculty are successfully helping students learn and apply related accounting knowledge.

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

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

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

We plan to implement and begin using a pre-post test in the ACCT&202 classes during 2015-2016 so we can hopefully gather data from two different classes.

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

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

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

- **What you expected to find.**

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

- **What the results actually showed.**

The students replied to the affirmative, more than 70%, that they were happy with 5 of the 6 major methods and tools used in teaching the course during the quarter.

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

The students are mostly satisfied with the methods used during the delivery of the course. These methods, with the exception of a) required readings of the WSJ, and b) writing summaries of the WSJ articles, will be used again the next time this class is taught.

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

Based upon this year's results, the most of the same methods will be used again the next time the class is taught.

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

We will keep our assessment activities the same for this outcome.

Annual Assessment

Department: Art

Year: 2014-2015

DEPARTMENT/ COURSE	OUTCOMES (Include related Gen Ed Outcome – If Any)	TOOLS USED TO COLLECT DATA	RESULTS
ART 216, 217, 218	80% of students will pass with a 3.0 or better Verifying their ability to define and articulate outcome 5	Exams and projects	Art 218= 52% Art 217=48% Art 216= 48%

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

Not too happy with data results but various factors might contribute to the outcomes. Some of them include a greater number of Running Start students and a larger number of students per class. Art history classes include a number of interactive projects to illustrate or demonstrate the unit being covered. For example, in Art 218 which is a Modern Art course, a varied art style is demonstrated by the students with a studio project. This allows the student to more fully understand the thinking behind a style like Cubism. In Art 217 students were given the opportunity to be “curators” by figuring out who the artist was on examples of art they had not seen before. In Art 216 students measured out the dimensions of the Parthenon in a field to physically see the immensity of this ancient wonder. In each class students were encouraged to do research on individual artists. All these projects and many more allow the student to engage all their senses to understand the scope of human accomplishment in art. According to feedback from students it allowed them to engage in history in a way that was meaningful for them. Students who showed up to class, did assignments, and were engaged did the best.

Some changes this year include the following:

Art 218: online discussion will be changed to discussion in the classroom. Students will discuss key points of the lecture given earlier in the week to clarify and solidify the key points. Discussion will occur after a studio project to demonstrate and create continuity.
ART 217 AND 216: quick quizzes after projects to identify how much understanding was achieved and other tweeking to projects specific to each time period.

Despite the low results I feel that we are sparking an interest in students to nurture their curiosity for other subjects. As teachers of foundation courses we hope to inspire students in their academic pursuits. We will continue to refine the projects and adding more when needed to further engage students.

Annual Assessment Results

Department: Automotive

Year: 2014-2015

DEPARTMENT/ COURSE	OUTCOMES (Include related Gen Ed Outcome – If Any)	TOOLS USED TO COLLECT DATA	RESULTS
Automotive	75% of students who earned certificates, degrees, or 45 technical credits will be employed in the auto or related industry. (PO)	Employment Data form yearly survey.	87% of respondents are employed full-time. 13% are employed part-time.
Automotive	Work to increase the number of students who take the ASE certification exams by use of the new student tests. This will decrease travel and costs. (SLO)	Results from on-campus testing.	There are no results to report. On-line on-campus testing was not initiated last Fall.

Preparation for on-line on-campus testing was not completed in time for students to take advantage of the two testing windows available in the Fall and Spring. For this reason it was thought that the fees required to register may be wasted. Registration will begin in Fall 2015 for two windows of testing to begin in late Fall.

We are encouraged by employment numbers. We also know there is a lot of movement of employees from one shop to another, a trend that isn't as prevalent in larger markets. We receive requests for graduates to come work in the larger markets, but most graduates like to stay nearby. We believe that number changes in response to graduate's ages and family status.

Annual Assessment Results

Department: Aviation

Year: 2014-2015

DEPARTMENT	OUTCOMES	TOOLS TO COLLECT DATA	RESULTS
Commercial Pilot - 1	Aviation students will have 90% pass rates on FAA Flight Checks. (SLO)	Flight information on computer and in written records	90% pass rate on FAA Flight Checks
Commercial Pilot - 2	Aviation students will have a 70% pass rate on FAA Knowledge Tests. (SLO)	Knowledge test pass/fail rates and subject matter codes	86% pass rate on the FAA Knowledge Tests
Commercial Pilot - 3	90% of Aviation students will pass the required ground school classes. (PO)	Grade records collected by each ground school instructor	100% pass rate in the required ground school classes

Narrative:

- Findings used to upgrade training course outline every year.
- Pass/fail rates and subject matter codes are used to determine which areas are problematic for students.
- Gauge student knowledge of the Aviation Program's expectations and formulate solutions for positive outcomes.

Annual Assessment

Department: Aviation Maintenance

Year: 2014-2015

DEPARTMENT	OUTCOMES	TOOLS TO COLLECT DATA	RESULTS
AMT – 1	90% AMT students who complete Airframe and/or Powerplant successfully pass the FAA Written, Oral and Practical Exams (SLO) (PO)	Instructor Records	Of the 20 AMT students that completed the FAA exams, three students failed one of the three FAA written exams and three students failed one of the three Oral and Practical exams. Two of the three students came back and successfully completed all FAA required Written, Oral and Practical Exams.
AMT – 2	Of all AMT students completing any FAA written exams, what is the subject matter codes that are most frequently missed. (SLO)	FAA Airmen knowledge test report	Identified 12 areas out of 274 which were missed by more than 60% of students.
AMT-3	Of all the AMT students that enter the AMT program with a English and or Math score lower than college level, what is the success rate of these students. (PO)	Instructor Records	We found no real significant difference between AMT students that scored a 95% or lower on the English placement exams or a 85% or lower on the Math placement exams. We will continue to monitor these numbers for any trends that will be helpful in the future.

It is the goal of the Aviation Maintenance Technology (AMT) program to have 90% of the AMT students who complete Airframe and/or Powerplant successfully pass the FAA Written, Oral, and Practical exams. Of the 20 AMT students that completed the FAA exams, three students failed the one of the three FAA written exams and three students failed one of the three Oral and Practical exams. Two students came back and successfully completed all FAA required Written, Oral and Practical Exams and all 20 students received FAA certification.

The AMT instructors also looked at the percentage of students completing the FAA written exams for find any subject areas that more the 60% of the students had trouble in. By reviewing the FAA written test results, and screening the subject codes we found that of the 274 different required subject areas only 9 were missed by more than 60% of

the students. As a result of this finding the AMT instructors will enhance the theory and lab instruction in these areas.

With the continued surveillance that the FAA performs on our AMT program and the severity of what a mistake could mean the AMT instructors are continually assessing and making adjustments to the AMT program. The AMT program operates under the guidance and surveillance of the Federal Aviation Administration and is required to follow an FAA approved curriculum manual.

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

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

Annual Assessment

Department: Business Information Management

Year: 2014-15

DEPT	OUTCOMES (Include related Gen Ed Outcome – If Any)	TOOLS USED TO COLLECT DATA	RESULTS
BIM-1	Lab course grades 14/15 will remain level or improve over lab course grades 13/14 (PO)	Checklists 13/14 and 14/15	The overall average remains level 14/15 Average: 3.42 13/14 Average: 3.40
BIM-2	The percentage of credits completed will improve in the lab courses (PO)	Checklists 13/14 and 14/15	The percentage of credits completed did improve. 14/15- Students successfully completed 81% of credits registered 13/14 - Students successfully completed 74% of credits registered
BIM-3	75% or more of BUS121 students will perform at a 2.0 or better (CO)	Student grades	W15 – 48% (10 of 21) students earned a 2.0 or better. Sp15 – 57% (8 of 14) students earned a 2.0 or better.
BIM-4	All students starting and completing BIM280 modules will pass the MOS exams. (SLO) (CO)	Grades & MOS exam results	F14 – 1 of 6 students passed the MOS exam Sp15 – 3 of 4 students passed the MOS exam

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

BIM-1: The minimum competency for all BIM Lab courses increased from 1.5 to 2.0 beginning Fall13. Additionally, students had only four, rather than six, testing attempts to meet the course competency (with the exception of the keyboarding skill-based courses). It was expected that the changes will result in higher grades for all lab courses.

This is the third year we have measured this and the changes in the minimum competency for course completion does not appear to have an impact on the overall course grades.

BIM-2: The testing and minimum competency for the courses changed as noted in Outcome 1. Additionally, BIM101-Basic Keyboarding was changed from variable credit to a 2-credit course in 13/14 with required due dates and competency expectations rather than allowing the self-paced environment. These changes were completed to promote completion of credits.

Because the desired results did not materialize and students, overall, were not successful in earning both credits with the required scheduled dates, we offered the keyboarding course in the variable credit, self-paced environment for 14/15. The percentage of credits completed did improve and matches the percentage of credits completed in the year before the change in 12/13.

We will measure again in 15/16.

BIM-3: The outcome was not met in Winter15 or Spring15.

W15 – Of the 11 students scoring lower, 1 student never attended class and did not withdraw after the 2nd week of the quarter, and 7 students had poor attendance and missing assignments that attributed to the lower grade.

Sp15 –Of the six students scoring lower than the 2.0, poor attendance and missing assignments attributed to the lower grade.

This will be measured again in 15/16. This should be measured again after a full-time BIM instructor is hired.

BIM-4: This outcome was not met in F14 or Sp15. No records were available for W15.

F14 – only 1 of 6 students started and successfully completed credits (6 credits started) and passed the MOS exam (1 MOS exam passed).

Sp15 – only 3 of 4 students started and completed credits (5 credits started) and passed the MOS exam (4 MOS exams passed).

This will be measured again in 15/16. It should also be measured again for the new course (BIM285) in 16/17 as the process and requirements will change for the BIM program students.

Annual Assessment

Department: Biology

Year: 2014-2015

DEPARTMENT/ COURSE	OUTCOMES (Include related Gen Ed Outcome – If Any)	TOOLS USED TO COLLECT DATA	RESULTS
Biology – 1	75% of students enrolled in BIOL& 241 or BIOL& 260 will state that BIOL& 211 prepared them very or moderately effectively for their current course.	Biology Student Assessment Survey collected at quarter's end in BIOL& 241 and BIOL& 260	89% of students enrolled in BIOL& 241 or BIOL& 260 stated that BIOL& 211 prepared them very or moderately effectively for their current course.
Biology – 2	75% of students in BIOL& 241 or BIOL& 260 who completed BIOL& 211 at BBCC with a grade point of 2.0 or better will achieve at least a 2.0 in those classes.	Compare database of BIOL& 211 grades to database of BIOL& 241 & BIOL& 260 grades.	80.6% of students who successfully completed BIOL& 211 at BBCC, successfully completed BIOL& 241 or BIOL& 260. (Of the students who did not successfully complete BIOL& 241 or BIOL& 260, 92.3% repeated or received below a 2.5 in BIOL& 211. 96.8% of students who successfully completed BIOL& 211 at BBCC with a 2.5 or better without repeating also successfully completed BIOL& 241 or BIOL& 260.
Biology – 3	75% of students enrolled in Biology courses will achieve selected General Education Outcomes.	Selected assignments/ tests in selected biology courses.	Six courses were evaluated; proficiency rates were: BIOL& 242 75%; BIOL& 260 90%; BIOL& 221 95%; BIOL& 222 94%; BIOL& 211 86%; and BIOL& 100 84% of students achieved selected outcomes.

DEPARTMENT/ COURSE	OUTCOMES (Include related Gen Ed Outcome – If Any)	TOOLS USED TO COLLECT DATA	RESULTS
Biology – 4	75% of students enrolled in Biology courses will achieve selected Student Learning Outcomes.	Selected assignments/ tests in selected biology courses.	Five courses were evaluated; proficiency rates were: BIOL& 241 83%; BIOL& 222 67%; BIOL& 223 74%; BIOL& 211 72%; and BIOL& 100 74% of students achieved selected student learning objectives.

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

The BBCC Biology Department provides courses and training for university and college transfer, for students transferring to a variety of professional-technical areas such as the BBCC Nursing Program, and to give students current and accurate information by keeping apace of rapidly changing information and technology; further the Biology Department strives to give students a background that allows them to understand and assess biological issues as they affect society. To accomplish this overall mission, Biology Department faculty seek to (1) teach effectively and provide an environment conducive for learning, (2) develop and update courses and curriculum that become the content foundation of student future success in the biological sciences, (3) keep up with current trends and developments in science and instructional pedagogy, and (4) assess biology courses to accomplish and maintain our stated goals. The outcomes included in our Biology Department Annual Assessment 2013-2014 focus on these four points.

Biology Outcome 1, “75% of students enrolled in BIOL&241 or BIOL&260 will state that BIOL&211 prepared them moderately or very effectively for their current course”, and Biology Outcome 2, “75% of students in BIOL&241 or BIOL&260 who successfully completed BIOL&211 at BBCC, receiving a grade point of 2.0 or better, will successfully complete BIOL&241 or BIOL&260 (with a 2.0 grade point or better)” focus on our goal to develop and update courses and curricula that provide a strong content foundation that helps students to succeed in future courses. 89% of students enrolled in BIOL& 241 or 260 stated that BIOL& 211 prepared them very effectively or moderately effectively for their current course. This strong result validates our goal to help students succeed.

As we have tracked student grades in successive courses, 80.6% of students with BIOL&211 grades of 2.0 or more were successful in their next biology course, BIOL&241 or BIOL&260. This represents a higher percentage than last year. We were able to have regular SI sessions available in all BIOL& 211 courses this year. Of the students that did not succeed in a higher level course, 53.8% had achieved a 2.4 or less in BIOL&211, the prerequisite course, and 84.6% repeated BIOL&211 to earn the required 2.0 or above. These percentages accounted together represent 92.3% of the unsuccessful students in BIOL& 241 or 260. These students clearly struggled in BIOL& 211, continuing to struggle even when they repeat the course. Looking

further at the successful students, 96.8% of students scoring a 2.5 or higher without repeating BIOL& 211 were successful in the later courses. It is most clear that repeating BIOL& 211 is not the best solution unless those students elevate their scores greatly above the minimum required 2.0 level. This year, Biology instructors held some of their office hours in the STEM center, encouraging students to see them personally. Further, BIOL& 211 instructors have collaborated in developing strategies to focus on increasing student success in BIOL& 211. These strategies will be discussed later within this narrative.

Biology Outcome 3, *"75% of students enrolled in Biology courses will achieve selected General Education Outcomes,"* focuses on the larger picture of General Education Outcomes. Six courses were evaluated and all met the 75% benchmark. BIOL& 211 classes were assessed for Gen Ed criteria 2d, 3c, 3f, and 4b within Lab 4 Membrane Transport and Homework Assignment 1; 86% of students demonstrated proficiency. BIOL& 100 classes were assessed for Gen Ed criteria 2a, 3c, and 3f within Lab 9 Evolution Lab and Homework Assignment 1; 84% of students demonstrated proficiency. The BIOL& 222 class was assessed for Gen Ed criteria 2a, 2d, 3c, 3f, and 4b within Lab 3 Diffusion, Osmosis, and Cell Models; 94% of students demonstrated proficiency. The BIOL& 221 class was assessed for Gen Ed criteria 2a, 3c, and 3f within Lab 2 Population Ecology and Homework Assignment 1; 95% of students demonstrated proficiency. BIOL& 242 was evaluated for the General Education Criteria: 3a.-f. Solve problems combining and applying knowledge from multiple sources; 4d. Make comparisons and draw contrasts and 4d Access multiple sources of information. An average of 75% of students in two sections of BIOL& 242 achieved these selected criteria using a lab report on Respiratory System Mechanics as the selected assignment. BIOL& 260 was evaluated for Gen Ed Outcomes 3c. Draw logical conclusions, 3e. Recognize extraneous information; 3f. Follow directions and fulfill the expectations of the assignment; and 4d. Access multiple sources of information. 90% of students in BIOL& 260 achieved these selected criteria using a lab report on throat cultures as the selected assignment. We will continue to monitor General Education Outcomes within our Biology courses.

Biology Outcome 4, *"75% of students enrolled in Biology courses will achieve selected Student Learning Outcomes"*. Biology 241 students were evaluated on the course objective to "demonstrate a detailed understanding of cell chemistry and metabolism, and their relationship to health and disease". Students averaged 83% on questions pertaining to this objective on their final exam. Students in BIOL& 222 were assessed on MCO Student Learning Outcomes 2, 3, and 4; 67.2% of students (n=15) answered questions pertaining to these learning outcomes correctly on their final exams. Students in BIOL& 223 were assessed on MCO Student Learning Outcomes 2, 3, and 4; 74.3% of students (n=7) answered questions pertaining to these learning outcomes correctly on their final exams. Students in BIOL& 211 were assessed on MCO Student Learning Outcomes 3, 4, and 5; 71.5% of students (n=39) answered questions pertaining to these learning outcomes correctly on their final exams. Students in BIOL& 100 were assessed on MCO Student Learning Outcomes 1, 2, and 3; 73.8% of students (n=110) answered questions pertaining to these learning outcomes correctly on their final exams.

The student success rates in BIOL& 211, Majors Cellular, and BIOL& 222, Majors Cell Molecular, are lower than we would like. These courses cover difficult content that is hard for students to assimilate and at a pace that is faster than students would like. Many students enter these courses with little biology background, often just high school biology several years prior. The instructors within these courses have developed another course, BIOL 104, Core Concepts in Biology, that is designed to help students planning to take BIOL& 211 or BIOL& 222 regain the introductory biology knowledge that they may have forgotten. We offered BIOL 104 for the first time in Spring 2015 and plan to offer this two-credit course every quarter. Within BIOL& 211, we have developed review activities related to introductory biology vocabulary and quizzes are given over these review terms as new chapters are started. We are hoping that this focus will translate to higher student success within our courses.

Annual Assessment

Year 2014-2015

Department: Commercial Driver's License

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

Annual Assessment Report

Department: Chemistry

Year: 2014-2015

DEPARTMENT/ COURSE	OUTCOMES (Include related Gen Ed Outcome – If Any)	TOOLS USED TO COLLECT DATA	RESULTS
Chemistry 161/162/163	Class median on the American Chemical Society General Chemistry Examination will be at or above the national 50 th percentile.	ACS General Chemistry Examination administered as a (comprehensive over the full year) final exam at the end of CHEM& 163. This is a standardized exam for General Chemistry with a nationwide reporting base.	Median score is at the 18th percentile. Average percentile score is 35. The lowest score was at the 0 percentile and the highest score was at the 90 th percentile. 22 students completed the three quarters and took the final exam.
Chemistry 121	A majority of students will have a combined score of 3 (proficient) or better	Selected question(s) from the Winter quarter final exam will be evaluated on a 4 point scale relating to selected criteria from the <i>Problem Solving</i> General Education Outcomes	25 out of the 41 students assessed earned an average score of 3 or higher
Chemistry 105	Students will demonstrate proficiency in clarity of ideas (1a) and sound support of assertions (1c)	Selected discussion posting(s) from Winter quarter will be evaluated on a 4 point scale relating to the <i>Write Clearly and Effectively</i> General Education Outcomes	17 out of the 20 students assessed earned a 3 or higher

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

Chemistry 161-163:

Description of the ACS exam:

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

Discussion:

After many years of average scores above the 50th percentile on this exam the 2015 results are disappointing. The average percentile rating was 35.1 with the median coming in at 18. A sorry state of affairs. I am at a loss to explain these results but I think the number of students in single digits (5/22) may provide some insight. I am not aware of a better way to establish that my General Chemistry class is adequate and that student understanding of the material is acceptable. I recommend continued use of this measure of student learning.

Five students ranked below the 10 percentile and four students above the 75th percentile. There is a strong correlation between grades and the ACS exam scores but not a direct connection. The ACS exam measures comprehension of the concepts that should be presented in a one year general chemistry class more than the ability to complete specific tasks. The exams I prepare are less concept based and more specific task oriented. Some students that do well on the local exams do not do as well on the national exam. Some students who may not perform as well on the BBCC exams will demonstrate better understanding of concepts on the ACS exam. It is a nice 'leveler' for the class.

Chemistry 121:

We decided to use a question from the Winter 2015 final in the CHEM 121 courses that dealt with a synthesis of concepts from the quarter, since the final exam is cumulative. The question selected was an ideal gas law problem with multiple steps:

1) Brandon is a huge fan of the Seattle Sounders and he wanted to use his new knowledge of chemistry to learn about soccer balls. The average match ball has a pressure of 9.75psi (pounds per square inch) and a volume of 370.4 in³. If the temperature of the stadium that day was 305K, how many moles of gas are in that soccer ball? In order to avoid another "Deflategate" scandal, he wants to test the pressure of the ball at a lower temperature. What would the new pressure (in kPa) of the ball be if the temperature is decreased to 274K? Make sure to show your work and use the correct sig figs!

Given the nature of the question, we decided to specifically assess two criteria from the Problem Solving General Education Outcome (3). The two criteria selected were 1) 3.b Break the problem into steps, and 2) 3.c Draw logical conclusions. The problem (number 1 on the short answer portion of the final exam) provided a lot of information and the student had to understand what all was given and what they had to solve for in each part. We felt these two criteria could be assessed using the following rubric and then the average of the three scores could be used to show proficiency (a score of 3 or higher) of this outcome.

STUDENTS WILL BE ABLE TO SOLVE PROBLEMS COMBINING AND APPLYING KNOWLEDGE FROM MULTIPLE SOURCES						
Performance Area	Exemplary	Proficient	Developing	Emerging	Score	Comments
Break it into steps	Student develops a clear, precise, and concise plan to solve the problem, with alternative strategies	Student develops an adequate plan	Student develops a marginal plan.	Student does not develop a coherent plan to solve the problem, or no plan is apparent.		
Draws Logical Conclusions	Conclusion is logical and easily understood, and is very well connected to the steps leading up to it.	Conclusion is logical and easily understood, but only marginally connected to the steps leading up to it.	Conclusion is logical but is poorly connected to the steps leading up to it.	Conclusion is not clearly logical.		

We found that 25 out of the 41 students assessed earned an average score of 3 or higher. The outcome we set for this assessment was a majority of the students showing proficiency. 25 out of 41 is almost 61%, which is definitely a majority of the students that were evaluated.

This is good information and we can use it as a bench mark to show improvement in the future. Next year, we could make "majority" a more specific percentage to show improvement from one year to the next. The other thing that stood out was that the students either were proficient according to this rubric or they really were not proficient. Of those students who got a 3 or higher on this scale, 21 out of 25 got a 4. This shows that for that particular outcome, the students either really knew what they were doing or they really did not. This is something to take into account not only for covering that specific topic, but also in teaching them problem solving, in general.

Chemistry 105:

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

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

We found that 17 out of the 20 students assessed earned a 3 or higher. This is 85%, which represents a majority of the students that made posts. This figure is somewhat misleading, though, because the only students assessed were those that made posts. There were 4 students that did not complete the assignment, so were not included in the total. If we were to include them, making the total number of students 24, then the percent of students with a 3 or higher would be almost 71%.

Overall, we are pleased that the numbers are so high, but it seems like maybe it is too subjective of an assignment to assess. We will follow up with the same assessment next year and decide after that if it is valuable enough to continue or if we need to look to other assignments.

Annual Assessment

Department: Communications

Year: 2014-15

COURSE	OUTCOMES	TOOLS USED TO COLLECT DATA	DESIRED RESULTS	ACTUAL RESULTS
CMST&220	<p>Basic Public Speaking Skills:</p> <ol style="list-style-type: none"> 1. Choice of Topic 2. Strong Introduction 3. Organization, Clarity, Transitions 4. Development and support of main points. 5. Adapting material to the audience. 6. Effective use of eye contact. 7. Effective use of body language. 8. Vocal Projection 9. Strong Conclusion 10. Effective use of visual aids. <p>Outcomes 1a and 1c</p>	<p>Speech Evaluation forms from Instructor.</p> <p>Speech Evaluation from students.</p>	<p>90% of the students will achieve a score of 80% or higher on 8 of the 10 basic public speaking skills.</p> <p>80% of the Students will achieve a score of 87% or higher on one of their three main speeches as scored by the instructor.</p> <p>80% of the Students will achieve an overall score of 87% or higher on one of their three main speeches as scored by their peers.</p>	<p>100% of the students achieved a score of 80% or higher on 8 of the 10 basic public speaking skills.</p> <p>95.6% (44-46) of the students achieved a score of 87% or higher on one of their three main speeches.</p> <p>100% (46-46) of the students achieved a score of 87% or higher on one of their three main speeches as scored by their peers.</p>

Annual Assessment

Department: Computer Science

Year: 2014-2015

DEPARTMENT/ COURSE	OUTCOMES (Include related Gen Ed Outcome – If Any)	TOOLS USED TO COLLECT DATA	RESULTS
Computer Science Program Goal	By September 30, 2015 at least 90% of students enrolled in Computer Science online courses express satisfaction of instructional strategies and delivery modalities (TV objective 8b)	Student Survey	17/19 = 89% of students who responded to the year-end survey selected 3 or greater on a scale of 1-5
CS 111 Intro to Programming	Upon completion of the course, 75% of students will demonstrate the ability to create a computer program using variables, selection structures, loops, arithmetic computations, and modularity. (SLO) (PO)	Final Exam	17/27 = 63% passed the final exam program with an 80% or higher. 24/27 = 89% passed with a 60% or higher.
CS 104 Intro to Computer Hardware	At least 70% of students pass an A+ certification practice test with a score of 80% or higher (PO)	Certification Practice Exam	This assessment was not performed. The practice cert software was abandoned due to being low quality / buggy. 3 students passed the official A+ certification for the year.

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

Program Goal: The student survey results revealed 89% were satisfied with the instruction. A year-end survey was given. 19 students responded. Questions were based on a 1 – 5 scale where 1 was labeled as substandard and 5 was labeled as excellent. As our department matures, this number should increase. We should seek to improve the number of respondents to the survey. Perhaps Evaluation Kit will help with this.

Intro to Programming: The students were assessed in their Final Exam where they had to demonstrate the ability to write a computer program with the features listed above. Their performance was graded by the instructor. If we consider an 80% as success,

then this goal was not met. Only 63% of students passed the assessment with an 80% or greater. Areas for improvement include improving teaching experience, better course materials, and always having an SI available (Couldn't get one for Spring quarter).

Intro to Computer Hardware: This assessment was not successfully implemented. The software used to give the students practice certification exams turned out to be very poor quality. 3 students passed the official A+ certification which is up from 2 students the year before. I have learned that several colleges require their students to take the official A+ certification as the Final Exam for the course. We could adopt this strategy. The cert is somewhat expensive though.

Annual Assessment

Department: Counseling Center

Year: 2014-2015

DEPARTMENT/ COURSE	OUTCOMES (Include related Gen Ed Outcome – If Any)	TOOLS USED TO COLLECT DATA	RESULTS
Counseling Center	Counselors and Coordinator of Disability Services/Student Advisor will begin offering students online appointment scheduling access through (mywconline.com).	<p>A brief questionnaire will be administered to students who received advising in the counseling center. The administration of the questionnaire will occur on the following dates.</p> <p>November 10, 2014 – December 5, 2014</p> <p>February 16, 2015 – March 06, 2015</p> <p>May 11, 2015 – May 29, 2015</p>	Results will be analyzed after May 29, 2014. Data will be utilized to provide the counseling center with information on improving student accessibility.

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

A brief questionnaire was administered to students who received advising in the counseling center during the following dates: November 10, 2014 - December 5, 2014, February 17, 2015 – March 6, 2015, and May 15, 2015 – June 4, 2015. Students were asked – How did you schedule your appointment at the Counseling Center today? The most common way students scheduled their appointment at the Counseling Center was coming in and making an appointment at the front desk (59 %). The second most common way was calling in to schedule their appointment (26%).

The second question on the questionnaire asked - How would you like to make future appointments at the Counseling Center? 40% of the responses indicated students would like to schedule their appointments in person. The second most common response (30%) indicated students would like to call the Counseling Center to schedule their appointment.

In review of this information the Counseling Center has decided not to use the on-line scheduling appointment system at this time. Counseling Center staff will continue to discuss ways of improving that best serve the scheduling advising appointment needs of students. As a result of this questionnaire the Counseling Center staff will administer a short questionnaire during spring quarter to gather information regarding Counseling Center services.

Annual Assessment

Department: Criminal Justice

Year: 2014-2015

DEPARTMENT/ COURSE	OUTCOMES (Include related Gen Ed Outcome – If Any)	TOOLS USED TO COLLECT DATA	RESULTS
Criminal Justice	75% of students will be able to identify the organizations and agencies making up the Criminal Justice System and how they work together. <i>[4: Gather and interpret information] [4.c. Recognize points of an issue or claim]</i>	Case Study Project and Instructor generated exams	88% of students were able to identify the organizations and agencies of the CJ system.
Criminal Justice	In 14-15 courses were switched to a flipped model. Students will perform as well or better than students who received a lecture model in years prior.	Final Course Grades	Fall 14 students performed equally well (88.5%) in CJ 101 to students in Spring 14 (89.7%).

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

In Fall 2104 several changes were made to the Intro to CJ courses. First, the Duncan project underwent major revision. The project was streamlined and all extra credit was removed. Students performed as well on this project as they did in previous quarters when the project was harder and there was a lot of extra credit. I think the revisions have stream-lined the project for students and for the instructors. Second, there was a new textbook used as well as a change to course delivery. All sections of CJ 101 were flipped with mini lectures on content watched at home by students and class time was for lecture review and discussion about the chapter topics or current events. This flipped model was more enjoyable for students and for the faculty teaching the course. Further the performance overall in the course seems to be unaffected by the change in format and text.

Annual Assessment

Department: Developmental Studies

Year: 2014-2015

DEPARTMENT/ COURSE	OUTCOMES (Include related Gen Ed Outcome – If Any)	TOOLS USED TO COLLECT DATA	RESULTS
Developmental English 99	70% of students completing English 099 will demonstrate mastery of basic essay writing skills learning outcomes 1a, b 3a, b, 4a, b	Portfolio with a pass or pass with reservation score	83% of students have successfully completed and passed the portfolio requirement with a pass or pass with reservation score.
Developmental English 98	80% of students completing English 98 will demonstrate effective basic writing skills at the paragraph level. learning outcomes 1a, b, c 3a, b	Instructor generated quizzes, tests, and writing assignments Passing English 98 with a 2.0 or above	95% of students passed English 098 with a grade of 2.0 or above.
College Success Skills	80% of students completing CSS courses will be able to define and practice skills needed to persist in college. Learning outcomes 1d, e; 3a,	Instructor generated quizzes, tests, and assignments. Passing CSS classes with a 2.0 or above.	76% of students passed CSS 100 with a grade of 2.0 or above.
Adult Basic Education	Meet or exceed state average of students achieving a level gain, meet or exceed the state average of students who persist forty-five hours and post-test.	CASAS assessment compared with WABERS state database	As of September 2015 the state WABERS report has not been published. 11% of the students did not complete the minimum requirement of 12 hours for the year.

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

English 099: To pass English 099 and move onto English 101, students must submit a portfolio that includes two out of class essays and one in class essay. In-class essays must be submitted as the first draft, students may correct with a red pen. No change will be made.

English 098: To measure student mastery, 80% of students must pass with a 2.0 or above. For FY 2014-15 the pass rate with 95%. No change will be made.

CSS 100: To measure student mastery, 80% of students will be successful. For 2014-15, the success rate was 76%. The cause of the drop in success rate was due to students dropping out and not completing the class.

Adult Basic Skills classes: The State report has not been created as of September 2015, but the WABERS for BBCC the report shows that the Basic Skills Programs served 744 students and earned 1019 achievement points. 104 students completed the new HS21 high school diploma program and 117 were determined as post-secondary.

Annual Assessment

Department: Early Childhood Education

Year: 2014-2015

DEPARTMENT/ COURSE	OUTCOMES (Include related Gen Ed Outcome – If Any)	TOOLS USED TO COLLECT DATA	RESULTS
Early Childhood Education	Hire and train at least one new part-time faculty to teach ECED and/or EDUC courses in 14-15. (PO)	Advertising for part-time faculty through word of mouth, newspaper, etc. ECE Coordinator will provide training to support new faculty when hired.	Received recommendation from adjunct faculty member. Coordinator interviewed, hired, and trained Robin Provost to teach spring quarter. Robin also teaches in the Basic Skills program for BBCC out in Othello.
	Develop articulation with Moses Lake High School to offer Initial Certificate to high school students. (PO)	Meeting notes with CTE Director, Wee Chiefs Director, articulation agreement, syllabi for initial certificate courses	Meeting on 12/3/14 with Wee Chiefs Director, Vicki Cadby, BBCC ECE Coordinator, and BBCC Programs of Study Coordinator, Lora Wood. Updated articulations for ECED& 100 and ECED& 120. Provided Vicki with copies of syllabi for all courses outlined within the Initial Certificate: ECED& 105, 107 and 120. Vicki plans to offer Initial Certificate to MLHS students in 15-16.
	10 students will complete at least one, newly adopted, state-wide certificate (Initial, Infant/Toddler, General, and/or State). (SLO)	Certificates of Completion	14 students completed the Initial Certificate. Of those 14, 5 students also completed the Infant/Toddler Certificate. In addition, 4 of the 14 students also completed the General Certificate.

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

1. Hired adjunct faculty member (Robin Provost) to replace former adjunct faculty (Maureen Roylance), who resigned. ECE program has full-time Coordinator, who is also considered part-time faculty, and three adjunct faculty members to teach courses within the department as well. Robin went through Canvas training prior to teaching in spring quarter. I provided her with training, and resources, on program and institutional requirements. Robin is a positive addition to the team. She is eager to learn new

strategies, and is always looking for innovative ways to enhance her course design and curriculum. She has committed to teaching more courses in 15-16.

2. Wee Chiefs Director is excited about offering Initial Certificate courses and credential to MLHS students next year. Students who complete the Initial Certificate will be employable in state or federally-funded infant toddler and/or preschool programs. This will support our partnering agencies in filling job vacancies with highly-qualified ECE practitioners.

ECE Coordinator will follow up with Wee Chiefs Director once school starts to identify schedule of when classes will be offered, and provide any additional support, and/or materials that may be needed.

If this model is successful next year, we may offer it at other high schools within BBCC's service district.

3. We exceed our goal of at least 10 students completing newly adopted, state-wide certificates. We knew there was a need to offer these certificates, based on the new staff requirements for state and federally-funded programs (must have at least a HS diploma, GED or 12 college credits in ECE). Our students can now become employable at child cares, infant/toddler, and preschool programs after completing the Initial Certificate. However, many are continuing on to complete additional certifications to allow them more job opportunities.

Annual Assessment

Department: English

Year: 2014-2015

DEPARTMENT/ COURSE	OUTCOMES (Include related Gen Ed Outcome – If Any)	TOOLS USED TO COLLECT DATA	RESULTS
English 101	Evaluate students' ability to write essays which demonstrate: Structure and Clarity of Ideas/ Content, Ideas and Logical Flow/ Mechanics, Citation and Professional Communication/ Voice and Tone. (All taken from Gen Ed communication rubric.	Sample essays collected from all faculty and assessed by full-time faculty	Student outcomes overall were good. There were fewer negative comments about topic and citation style than in previous years. Average scores on an "A"- "F" scale were well above "C."
English 101	Evaluate instructors' ability to evaluate essays according to the above criteria.	Sample essays collected from all faculty and assessed by full-time faculty. Coordinated "norming sessions" involving all instructors	Instructors were informed of our findings and our advice. Average scores an "A" – "F" scale were well above "C", and any individual instructors whose scores were below "C" were tasked with making changes in their courses.

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

In 2014-2015 the English Department undertook a rigorous assessment of English 101. We designed a new portfolio scoring standard and applied that standard to essays produced in classes taught by full-time and adjunct instructors.

Compliance this year was 100%. Adjunct instructors were included in discussions of the assessment, and we were pleased with their commitment to the assessment project.

The scoring standards we developed were related to a series of concerns which we brought up in last year's assessment:

- Essays written on topics which are not well suited to the style of writing being assessed
- Essays which do not contain an arguable thesis and are simply reports (collection of information) on a given topic.
- Essays with blocks of plagiarized material or "plagiaphrasing"
- Essays which fail to use the proper citation format

We also decided that we were focusing too much on “product” and not addressing “process” sufficiently. We determined that this year, we would assess how individual instructors mark student essays. As in previous years, this year we collected sample essays from each instructor in ENGL&101. Each instructor submitted three essays—high, medium, and low. Three copies with instructor comments were also submitted. After collecting the samples, we distributed them to full-time faculty. Comments were made based on a 12-point questionnaire which addressed three main focal points—the assignment itself, the execution of the assignment, and the instructor’s interaction with the student on the marked-up version of the essay.

After scoring and commenting, the scores were averaged and the comments were consolidated. Instructors were contacted and presented with a letter which detailed their three highest scores and their three lowest scores, all supported with comments. The goal was to be supportive of the instructors, but to establish areas that they should be focusing on in the coming year. The letters explained what specific goals instructors should have in the coming year. We will contact instructors at the end of the school year to ask what changes they made in their classes based on the feedback they received.

For the 2015-2016 assessment, we have chosen to move away from assessment of packets. The logistics of collecting essays at the end of the term, distributing them to full-time faculty, etc. is far too time-consuming to be undertaken every year.

We have done some preliminary research into forms of testing which don’t require the submission of entire essays. We like the way that Smarter Balanced has put together their writing tests, but licensing of that system is far too expensive and no other options currently exist.

For next year, we are planning to implement a standardized quotation and citation test in all of the composition classes. The details will be worked out during the course of the year. We are also looking into the possibility of adding one or two short, standardized paragraph assignments that could be completed by students in all classes and evaluated by full-time faculty.

Annual Assessment

Department: Foreign Language

Year: 2014-2015

DEPARTMENT/ COURSE	OUTCOMES (Include related Gen Ed Outcome – If Any)	TOOLS USED TO COLLECT DATA	RESULTS
Foreign Language	75% of Spanish 122 students will demonstrate the ability to translate a section of a 1 st year Spanish novel by scoring 75% or higher on a translation exam.	Instructor generated final exam translation requirement.	Expected outcome achieved. 80% of students demonstrated ability to translate a section of a 1 st year Spanish novel with a score of 75% or higher.
Foreign Language	75% of Spanish 121 students will demonstrate the ability to write a composition of at least 100 words in the target language upon completion of Spanish 121. Gen Ed Outcome 1a, 1b	Instructor generated final exam.	Expected outcome achieved. 100% of Spanish 121 students demonstrated the ability to write a unique composition in the target language with a score of 85% or higher.
Foreign Language	Students in Spanish 121, Spanish 122 and Spanish 123 will demonstrate recognition of cultural differences between the English-speaking world and the Spanish-speaking world as well as the cultural diversity within the Spanish-speaking world. 70% of students will achieve a 75% or higher on “culture quizzes.” Gen Ed Outcome 5a-d	Instructor generated assessments based on cultural points as presented in the class required text “The Hispanic Way.” *changes made to weight of Cultural Knowledge component in final grade computation; reinforcement of importance of cultural knowledge for all students.	<ol style="list-style-type: none"> 1. 68% of Spanish 121 students received a score of 75% or higher on culture quizzes. 2. 85% of Spanish 122 students received a score of 75% or higher on instructor generated culture quiz. 3. 81% of students enrolled in Spanish 123 received a grade of 75% or higher on instructor generated culture quiz.

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

Annual Assessment

Department: History

Year: 2014-2015

DEPARTMENT/ COURSE	OUTCOMES (Include related Gen Ed Outcome – If Any)	TOOLS USED TO COLLECT DATA	RESULTS
History	75% of students will be able to define significant terms and identify the major people in American History from 1500 – 1865. <i>[4:Gather and interpret information]</i>	Exam scores. Instructor-generated exams	Goal met. See write-up below.

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

This is a continuation of a study undertaken in 2013-14. That study was the first time the AVID study method had been employed. This second year is to determine whether this can be considered a valuable, long term study technique, or a flash-in-the-pan individual to a particular quarter. The study technique will be utilized in a minimum of four US History classes taught using the web-enhanced and online modalities. The exam scores recorded for 2013-14 were 81.7% combined. The final result was that in that particular year 85% of students achieved 70% or higher on their exams.

Results: In the 2014-2015 academic year, a total of six HIST&136 sections were offered using both the web-enhanced and online class format. In these classes, all of the exams were multiple-choice exams utilizing the AVID study method of practice quizzes. Students were directed not to read their textbook, but rather to use the practice quizzes to mine the text for the information. Students were allowed to use the practice quizzes as often as they liked. As the quarters progressed, it became evident who was using the quizzes and who was not. Those who used the quizzes were able to complete their exams in a fraction of the time with higher overall scores than those who did not. At the end of the year, the average score for these exams was 87%. 82% of the students scored 2.0 or above on their combined exams. There were also three sections of HIST&137 offered during the year. These classes used the same exam and study format. The average score in HIST&137 was 87% with 88% scoring 2.0 or above. As a result, this method of testing will continue.

Annual Assessment

Department: Industrial System Technology

Year: 2014-2015

DEPARTMENT/ COURSE	OUTCOMES (Include related Gen Ed Outcome – If Any)	TOOLS USED TO COLLECT DATA	RESULTS
IST	Students will demonstrate the value of work ethics (SO)	Timely completion of labs and assignments~ by course by course assignments	92.4% of IST Students completed or made up assignments on a timely manner.
IST	Students will be able to troubleshoot and repair simple circuits. (SO, PO)	Successful completion of lab exercises with a 2.0 or better	Fall 2015 course records indicate 97% Lab success rates by grading records

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

Students and employers finding value in the IST program are indirectly measureable. Word of mouth opinions from graduates, advisory committee attendees, and employers by and large have been favorable. Data from the Institutional Research department indicates a high percentage of employment (91% average) of graduates. Class by class and program success remain in high percentages (75% plus) with 5 courses rating 100% success rate.

In recent years we have noticed a trend of less mathematically prepared incoming students. Success rates in math intensive, beginning courses have success rates that are hovering around 50%. Three courses -- MAP 103 @ 58%; IST 106 @ 58%; IST 221 @ 45% suggest that math competencies are holding back beginning students. Fortunately as individual students progress into second tier courses success rates climb dramatically as do math skills. Considering this trend the department instructors are actively considering the addition secondary math courses. We are currently in discussions with our advisory committee and considering the scheduling logistics. Two tiered applied math courses will surely intensify our student's math exposure early on. Our goal is to markedly change across the board success rates throughout the program.

Annual Assessment

Department: Math

Year: 2014-2015

DEPARTMENT/ COURSE	OUTCOMES (Include related Gen Ed Outcome – If Any)	TOOLS USED TO COLLECT DATA	RESULTS
Math 96	75% of students who take Unit 8 of the Emporium math class will earn a passing grade in the class. <i>[(2a) Interpret information in graph form.]</i>	Emporium model gradebook.	Of the 476 students who took either Unit 8 or the 2-credit and 5-credit Math 98 classes offered in Winter 2015, 423 passed. The pass rate was 88.9%.
Math 146	75% of students will earn a P grade or at least a 2.0 grade. <i>[(2b) Understand and use statistical information.]</i>	Final grades.	From Summer 2014 to Spring 2015, 195 students out of 284 earned a passing grade, for a pass rate of 67%.
Math 141	75% of students will earn a P grade or at least a 2.0 grade. <i>[(2d) Work with numerical and algebraic relationships.]</i>	Final grades.	From Summer 2014 to Spring 2015, 190 students out of 284 earned a passing grade, for a pass rate of 67%.

Narrative:

Due to a surprising number of under-prepared students this year, the department has concerns regarding college readiness. As such, we made modifications to increase the rigor of the emporium classes. We made the changes in fall and completed the transition in the spring.

The department also made an evaluation of ten questions to be assigned on the first day of class. The evaluation results were inconclusive. The department met and discussed the issue, and we elected not to employ the evaluation for this academic year, justified by a lack of correlation between first-day scores and final grades. The department will take this year to investigate other options for gauging college readiness.

Annual Assessment

Department: Medical Assistant

Year: 2014-2015

DEPARTMENT/ COURSE	OUTCOMES (Include related Gen Ed Outcome – If Any)	TOOLS USED TO COLLECT DATA	RESULTS
Medical Assistant	75% of Medical Assistant Students will be employed in the Medical Assistant field six months of completion of the MA program. (PLO)	Survey Monkey sent to students that have completed the MA program	Results pending: As of 9/17/15 53% had attained employment
Medical Assistant	75% of students declaring MA as major, pass all required MA courses with a 2.0 or better. MA111,112,113,150,195,197 HED 121,122,123,239 MAP 108 (PLO,CLO, SLO)	IR&P data	Success percentage of these classes was 84.5%
Medical Assistant	90% of students will complete the 198 extern hours at 3 or above on the skill check-off evaluation sheet.(SLO)	MA program completion survey to be submitted during exit interview once externship is complete.	Success percentage of completion was 100%.
Medical Assistant	80% pass rate for AMT national certification exam within one year of WA state certification. (PLO)	DOH website report AMT website reporting data	Results pending: As of 9/17/15 pass rate was 100%

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

The percentage of students that were actively seeking employment upon completion of their externship and then were hired as of 9/17/15 is 67%. The difference in the percentage comes from that fact that 1 student continued on into the nursing program, one student decided to be a stay at home parent for a while, and then one student decided on a different career path and is not seeking employment in the MA field. I have reworded this objective for next year to include the defining phrase "that are actively seeking employment" to further clarify the results.

The success rate of 84% for all MA/HED classes, for the students declaring MA as their major is exciting! We have introduced a new textbook and format for our HED 121,122 and 123 classes and have had good success with that. In addition, the clinical series had slight modifications along with a new format for IBEST, and the addition of a lab assistant. These changes to the program have made a dramatic difference in students being more prepared once they enter their externship and clinicals. Next year, I will include HED 119.

With a 100% success rate for externship evaluations at or above a 3, I feel as though what we are doing in the clinical series is good. We will continue with this.

The pass rate for the AMT national test is still pending as the students have 1 full year to complete this once they have been granted the state interim certification. We will have more data by the end of next year.

Annual Assessment

Department: Music

Year: 2014-2015

DEPARTMENT/ COURSE	OUTCOMES (Include related Gen Ed Outcome – If Any)	TOOLS USED TO COLLECT DATA	RESULTS
Music	Hire a new Faculty to revive the music program.	Hiring Data	Success!

Annual Assessment

Department: Nursing

Year: 2014-2015

DEPARTMENT/ COURSE	OUTCOMES (Include related Gen Ed Outcome – If Any)	TOOLS USED TO COLLECT DATA	RESULTS
Nursing – 1	75% of students beginning the nursing program will complete within 3 years (PO)	IR&P to compile data	Cohort 12-14: 83% completed within 3 years
Nursing – 2	85% of Nursing graduates will pass the NCLEX on the first attempt. (above the national mean) (PO)	Nursing Department Collection	Cohort 13-15 100% pass NCLEX-RN on first attempt
Nursing – 3	Graduates will rate the program above 4.0 (on a 5 point scale) six months after graduation. (PO)	Nursing Graduate Survey	Cohort 12-14 – 4.80 (31% response rate) (range 3.83 – 5) Overall satisfaction 4.83. “Would recommend Program” 5.0 Low score: 3.83 “Counseling/registration helpful”
Nursing – 4	Graduates will rate their competency as beginning practitioners above 4.0 (on a 5 point scale), six months after graduation. (PO)	Nursing Graduate Survey	Cohort 12-14: 4.6 (31% response rate) Range 4-33-4.83
Nursing – 5	Employers will rate the graduates’ competency as beginning practitioners above 4.0 (on a 5 point scale), six months after graduation. (SLO)	Nursing Employer Survey	Cohort 12-14: 4.62 (50% response rate)

DEPARTMENT/ COURSE	OUTCOMES (Include related Gen Ed Outcome – If Any)	TOOLS USED TO COLLECT DATA	RESULTS
Nursing – 6	90% of graduates who seek employment will be hired in health care within the first 6 months. (PO)	Nursing Department Collection	Cohort 12-14 100% employment within 6 months
Nursing – 7 (Learning outcome)	100% of students will receive a 3.5 or better (5 point scale) from both their mentor and their instructor in NUR 231 (core concept evaluation (SLO)	Nursing Department Collection	Cohort 13-15: 100% met overall standard; Range 3.75 – 4.89 90% met standard in all core concepts.

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

Nursing Lecture N110, 120, 130 and N210, 220, 230

Completed Flipped model instruction for both levels. With the “flipped model” instructors have noted definite improvement in student preparation as compared to traditional teaching. Improved student preparation has allowed more time for implementing different strategies to reinforce concepts, as opposed to just introducing them. Examples include:

- Patient case scenarios: After data is provided about a particular patient, students are expected to draw conclusions about the patient’s situation. The students are asked to analyze labs and diagnostics and to cluster clinical findings into categories from which they can continue with the nursing process in order to assure the best care of the patient.
- Philosophical chairs: Students respectfully listen to different viewpoints, and must interpret, clarify and articulate ideas efficiently.
- Competitive group games and quizzing strategies were used to reinforce the material: games such as jeopardy, bingo and quiz tournaments were very effective in making learning fun. Here we saw students competing for class points, having to provide and explain rationales for their answers and conclusions. With bingo, students were able to review medical terminology well.
- White boards were used to complete concept maps, organize information about a particular topic and for specific topic group teaching. Students wrote teaching points and educated the classroom on those points. This method was very helpful as students had a framework from which to ask questions.
- Other:
 - NCLEX style questions were reviewed with group participation encouraged. The small group of students would write their letter or number answer on white paddle boards. It

allows to identify which topics students struggle more with. Students who answered correctly were allowed to explain their rationale to the rest of the class.

- On one occasion, half the class represented Rheumatoid arthritis and the other half Osteoarthritis. They had to be quick to stand when a called sign or symptom pertained to them. Students were able to easily compare and contrast between the two conditions. It allowed them to be physically active while learning.

These methods and strategies encourage all students to interact and actively participate, while keeping them engaged. They have been **effective** in helping students retain information. In addition, these methods facilitate the student's application of nursing theory to higher level of critical thinking which is so necessary for development of nursing judgment in the clinical setting. Improvement in these skills reported by staff in the clinical setting.

The nursing department will continue to implement these and new methods for effective instruction. For example, calling on students to summarize most important points for the topic of week has been very helpful for them. The use of Simulation, role playing patient-nurse interactions and providing discharge teaching in the classroom lectures will allow for better knowledge application to clinical areas.

Skills labs and Clinical Courses (all levels)

Feedback from the advisory committee that some graduate registered nurses lack documentation skills in their facilities led to the following planned changes and implementations:

- White boards were placed at the bedside in order for students to practice documentation after each skill performed.
- Specific assignments related to this documentation have been added to each clinical course syllabus. Faculty will focus more specifically on feedback and documentation evaluation

Department: Philosophy

Year: 2014-2015

DEPARTMENT/ COURSE	OUTCOMES (Include related Gen Ed Outcome – If Any)	TOOLS USED TO COLLECT DATA	RESULTS
Philosophy	Assessment 2a: interpret information in graph form. Hypothesis: the majority of my students will successfully use truth tables to determine whether an argument is valid or invalid. Gen Ed Outcome 2a	Exam 4 on Truth Tables in PHIL&120 Symbolic Logic: 75 out of 100 points considered successful	Assessed two sections of PHIL& 120 Spring 2015. 37 out of 45 students were successful: an 82% success rate.

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

I assessed the students on their ability to interpret information in graph form (2a).
I chose exam 4 on Truth Tables in PHIL& 120 Symbolic Logic because truth tables are graphs.
Students were given this exam in class. I found that the majority of the students were able to correctly interpret information in graph form using Truth Tables. I plan on continuing to teach Truth Tables.

Annual Assessment

Department: Physics

Year: 2014-2015

DEPARTMENT/ COURSE	OUTCOMES (Include related Gen Ed Outcome – If Any)	TOOLS USED TO COLLECT DATA	RESULTS
Engineering Physics (PHYS& 221)	Class as a whole will match the nationwide average for gains on the Force Concept Inventory. Allows for comparison of BBCC students against other physics students in the U.S.	Pre- & post testing using the Force Concept Inventory, a test widely used in the physics community in the U.S. and some foreign countries. First Force Concept Inventory administered on the first day of class in PHYS& 221. Test to be given again in late Fall Quarter or early Winter Quarter.	The normalized gains for this class averaged 45%. These gains are much better than the national averages of about 13%.
General Physics (PHYS& 114)	Class as a whole will match the nationwide average for gains on the Force Concept Inventory. Allows for comparison of BBCC students against other physics students in the U.S. Gen Ed Outcome 2a	Same as for Engineering Physics (see above).	The normalized gains for this class were 18%. I don't have any national data to compare with for this level of class, so I don't know how these students compare. I'm still searching for data.
Physics for Non- Science Majors (PHYS& 110)	75% of students will demonstrate the ability to graph experimental data correctly, determine the slope of a graph of experimental data, and make predictions based on that graph. 75% of students will demonstrate the ability to correctly convert from one type of unit to another.	Laboratory Final given in the ninth week of winter quarter.	90% of the students could graph the data correctly, and 80% determined the slope correctly, but only 60% were able to make predictions based on the graph.

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

Annual Assessment

Department: Political Science

Year: 2014-2015

DEPARTMENT/ COURSE	OUTCOMES (Include related Gen Ed Outcome – If Any)	TOOLS USED TO COLLECT DATA	RESULTS
POLS& 202 (Riley)	Seeking to determine whether required use of practice quizzes as study prep for exams has an impact upon student success	Overall course grades to demonstrate overall results; exams and quizzes to equal the same number of points in the students' overall grades.	Students performed better with practice quizzes than they did with required quizzes. Study continues. See write-up below.

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

In spring quarter 2014, I made practice quizzes available to students, telling them these were taken from the same test banks as the questions for the exams. Students were given the opportunity to take the quizzes as often as they liked—up to 99 times. At the end of the quarter, when students were asked if they took the quizzes, most reported they only took them once or twice, if at all. One student suggested that had the quizzes been required, he might have taken them.

This fall quarter, I'm requiring that students take the practice quizzes at least once. They still have the option to take these quizzes as many times as they like—up to 99 times. The highest grade will be recorded. As this assessment is related to exam scores, their performance upon the quizzes is immaterial. The question is, does taking them assist with their exam results in any noticeable way?

Note: The test banks have, on average 70 questions. Students taking the quizzes will be presented with 20 randomly picked questions. The exams each pull from four test banks a total of 100 randomly chosen questions. This is the same format used in spring quarter. The textbook is the same edition as well.

Results: In the spring of 2014 with optional practice quizzes, students scored an average 79% on their exams. The class average grade in the spring of 2014 was 82%. In the fall of 2014, with quizzes required, the average score was 76%. The class average grade in fall 2014 was 77%. Granted, overall course scores involved more than the exams, however, my conclusion is that requiring the quizzes actually has a

detriment to overall performance as students may have found themselves with an extra layer of weekly study which taxed their performance in other areas of the course. To determine whether this was the case, in the spring of 2015 I required students complete the weekly chapter quizzes, but did not require exams on top. The average quiz score was 71% with an average course score of 75%. What this appears to demonstrate is that practice quizzes combined with exams assists with higher course scores overall, whereas the use of a weekly quiz without examinations produces the lowest scores. To further test this, I intend to return to the practice quiz format in the upcoming fall quarter.

Annual Assessment

Department: Psychology

Year: 2014-2015

Departments	OUTCOMES [BCC Gen Ed Outcomes being addressed]	TOOLS TO COLLECT DATA	RESULTS
Psychology	Students will perform as well in a new flipped model class room as students who experienced a more traditional lecture format.	Final exam scores	Fall 14 students performed equally well (86.5%) in PSYC 100 to students in Spring 14 (87.5%).
Psychology	Students who complete weekly course summaries in their PSYC 100 course will perform better on exams than students who use only self-derived methods of study [3. <i>Students will be able to solve problems combining and applying knowledge from multiple sources.& 4:Gather and interpret information]</i>	Instructor-generated Exam scores compared between Holliway and Leonard's courses	Ryann's courses were 83% successful with the new flipped model. David's classes were 78% successful with the chapter summaries.

All of Ryann Leonard's sections of PSYC 100 were flipped with mini lectures on content watched at home by students and class time was for lecture review and discussion about the chapter topics or current events. This flipped model was more enjoyable for students and for the faculty member teaching the course. Further the performance overall in the course seems to be unaffected by the change in format and text. Ground students did seem to perform a tad worse than online students (85% vs. 88%) and the reason is believed that some students may not have been watching the lectures and may have come to class and only used the in class time for gaining content. Next time the course is taught on ground, I am going to try having students bring questions to class to see if that changes their engagement and success.

It appears that for our Gen Ed Outcome 3 and 4 that students are performing equally well in the new flipped classroom (Leonard) compared to the classroom that requires Chapter Summaries. It appears that while Leonard's data is a bit higher, Holliday's data was higher last year for his courses and we expect this year's results are within error margins. Both formats appear to be effective for student success.

Annual Assessment Plan

Department: Sociology

Year: 2014-2015

DEPARTMENT/ COURSE	OUTCOMES (Include related Gen Ed Outcome – If Any)	TOOLS USED TO COLLECT DATA	RESULTS
Sociology 101	Students will be able to define and articulate personal, historical, global and workplace/community aspects of Culture. 5	Weekly Chapter summaries, in-class writing, and other writing assignments wherein students are required to make personal life connections with the material.	Regular reading of the weekly summaries and a reading of students' end of the quarter reflection clearly demonstrate students' developing ability to see their own life in terms of larger community and global culture.
Anthropology100	Students will be able to define and articulate personal, historical, global and workplace/community aspects of Culture. 5	Weekly Chapter summaries, in-class writing, and other writing assignments wherein students are required to make personal life connections with the material.	Regular reading of the weekly summaries and a reading of students' end of the quarter reflection clearly demonstrate students' developing ability to see their own life in terms of larger community and global culture.

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

What will I do and why and how?:

I will have students write weekly summaries of the content we are studying. The weekly summaries ensure students actually read the content before we meet but as importantly students are encouraged to apply the content to their own worldly experiences. In the summaries there are 4 questions students address:

- 1) What is the chapter about?
- 2) What are 5 key terms you think are important?
- 3) What are three “critical” questions you have about the content?
- 4) What are personal connections you have with the material?

How will I use the results?:

Student writing will offer insight to students' experiences with the issues presented in our Social Science books. Student writing can demonstrate student thinking from simple review of information to insightful conceptual connections.

Although there is some correlation between students creating weekly summaries and their success on the final (&&.5% on finals), I believe that the summaries provide a

different kind of 'data' that can offer subtle and powerful insight into student learning. I have not "counted" or measured student summaries, I am convinced through regular reading of the weekly summaries and a reading of students' end of the quarter reflection clearly demonstrate students' developing ability to see their own life in terms of larger community and global culture. Weekly summaries offered me (the teacher) insight into their own cultural histories, family values and emerging thinking in a way that an end-of-the quarter final cannot. The following direct quotes from three students resembles similar responses by other students in both Anthropology and Sociology:

"I also noticed that I tend to be more interested in problems that deal with ecology. I feel like the summaries and the weekly quizzes were very beneficial for my learning in this class. I felt more opened minded to cultures and it seems in less ignorant to peoples' beliefs. These summaries also made me realize how much conflict there is the world. I no longer feel like an island when it comes to social matters."

Another student had a similar response to the weekly summaries :

"I think that the summaries assigned in class are definitely beneficial to my thinking and learning. Summarizing the chapters forces me to look harder into the chapter to really grab the information that I feel is important. The chapters opened up a new way of thinking about the world and the many cultures it holds."

One student commented on the direct and immediate applicability of what he learned through the writing and summarizing for this course:

"Since I am considered to be the lead pioneer of the leadership program here on campus, I was able to take some of the information shared in class and interpret it to the board of trustees. I presented on diversity issues as it relates to student engagement. To make it put it in a nutshell, the impact caused for a standing ovation and a response from the president, himself, that stirred others interest on the significance of culture and community. I was able to share, largely in part, because of my engagement, focus, time, and commitment to my summaries in this class. I hope to carry what I have learned in my tool bag for years to come."

The summaries are a consistent way to informally check in with students and to monitor their learning as we move through the content of the course. Not only can I use the summaries as a way to integrate student work directly into class, but the summaries also provide a written record of student thoughts and learning about the content. The summaries allow me to get to know students and to see how I can bring them into the material. More importantly, the summaries demonstrate that students make the material their own. I will continue to use the summary as one path to define and articulate personal, historical, global and workplace/community aspects of Culture.

Annual Assessment Plan

Department: Welding

Year: 2014-2015

DEPARTMENT/ COURSE	OUTCOMES	TOOLS TO COLLECT DATA	RESULTS
Welding	75% of Welding students who earned certificates or degrees or students with 45 credits or more with at least a 2.0 G.P.A. will be employed. (PO)	Estimated employment rates SBCTC data 2012-13 obtained in January 2015	This data must be obtained by Valerie.
Welding	75% of the students who elected to take WABO certification passed (SO)	Washington Association of Building Officials Certification Data	21 of 26 students that attempted the WABO certification successfully.

Narrative:

1. We do not have the data on employment. This makes it challenging to ascertain our success. It is important to be aware that trends in industrial employment change dramatically in response to national, statewide and local economic conditions. The lagging employment data may not accurately depict current employment conditions.

2. The welding department is pleased that over 80% of students attempting the certification test were successful.