2016-17 Program and Course Level Assessment Reports were included within the
2018 Ad Hoc Report Appendix on Assessment. These pages are taken from that document.

Appendix M

Sample Assessment Reports

ID	67
Dept_Value	SPAN&
Course_Value	SPAN&121
Course_Outcome_Value	1. Speak basic Spanish with standard pronunciation of simple words.
Program_Outcome_Value	
GenEd1	Yes
GenEd2	No
GenEd3	No
GenEd4	No
GenEd5	No
What did you do for your assessment and why?	Department: Course Number:Course Outcome:Program Outcome: General Education OutcomesStudents will be able to communicate clearly and effectively.Students will be able to reason mathematically.Students will be able to solve problems by gathering, interpreting, combining and/or applying information from multiple sources.Students will be able to recognize or articulate personal/interpersonal aspects of, or connections between, diverse cultural, social, or political contexts.Students will be able to demonstrate teamwork, ethics, appropriate safety awareness and/or workplace specific skills.What did you do for your assessment and why?I assessed proper Spanish pronunciation. I chose this assessment because the purpose of language acquisition is communication. If pronunciation is grossly incorrect then communication is impeded. Many of my students seemed to have difficulty grasping correct pronunciation of Spanish vowels and consonants.What tools/measures did you use for your assessment and what were your results?I uploaded Spanish pronunciation videos to the Canvas class site. I created an assignment meant to allow students to demonstrate their understanding of the correct pronunciation of Spanish vowel sounds and consonants as well as rhythm/beat of the language. Students were required to complete the assignment indicating their understanding of these sounds. At the end of the quarter, students were given a Listening Comprehension quiz in which they heard various pronunciations of Spanish words from which they had to choose the correct pronunciation.41 Spanish 121 students took the assessment:34/41(82.9%) identified the correct Spanish pronunciation of the selected words with a score of 90% or higher6/24 students identified the correct Spanish pronunciation with a score of 70-80%1 student received a score of 50%24 Spanish 122 students took the assessment:18/24 (75%) students identified the correct Spanish pronunciation of the selected scores with a score of 90% or higher;5/24 students identified the correct Spanish pronunciation with a score of 80%;1 student received a score of 60%What now? How are you going to close the assessment loop?During Winter 2018 students in Span 122 (most of whom were enrolled in Span 121 during Fall 2017) will be assigned a more in-depth exercise utilizing the original videos plus one more. At the end of Winter 2018 these students will receive another Listening Comprehension

	quiz which will incorporate the new knowledge they gained from completing the second Pronunciation assignment and re-watching the original videos.At the end of Spring 2018 these students will be assessed on their own pronunciation as they complete an Oral Assessment of a Spanish reading selection.If not addressed above, what changes are you making in your course(s) as a result of your assessment?If not addressed above, what changes are you making to your program/department(s) as a result of assessment?If not addressed above, what changes or recommendations do you have for the college as a result of your assessment?
What tools/measures did you use for your assessment and what were your results?	
What now? How are you going to close the assessment loop?	
If not addressed above, what changes are you making in your courses?	
If not addressed above, what changes are you making to your program?	
If not addressed above, what changes or recommendations do you have for the institution?	

ID	24
Dept_Value	BIM
Course_Value	BIM110
Course_Outcome_Value	1. Demonstrate the ability to save, retrieve, move, and delete files using the MS Windows file management system
Program_Outcome_Value	BIM - 1. Students will develop Proficient Microsoft Office techniques by creating professional business documents in the current version of Microsoft Office.
GenEd1	No
GenEd2	No
GenEd3	No
GenEd4	No
GenEd5	Yes
What did you do for your assessment and why?	This class is variable credit, and students work in different areas of the course at the same time. Consequently, we are assessing all course outcomes using appropriate tests and rubrics based on where students are in the class. This quarter, we used the first test that each student took in their class.
What tools/measures did you use for your assessment and what were your results?	The outcome of students being able to demonstrate the ability to use one of the following Microsoft Office applications: Word, Excel, Access, and PowerPoint was measured by examining the appropriate test for each student. We had eight students and six started on test 1 and 2 started on test 2. Test 1 required students to change the format of a Word document and be able to use multiple functions of Microsoft Word. Test 2 focused on the use of Excel and Access. Our program has an 85% competency level. Any student that does not pass their test with at least an 85% is required to review and retest. Of our 8 students we had seven students pass their test on their first try and the average score was a 90.29%. The one student that did not pass their test received a 66%. This shows that overall, our students had an above average understanding of the Microsoft Office application tied to their test and could demonstrate the ability to use one of the following Microsoft Office applications.Gen Ed 5 states: "Students will be able to demonstrate teamwork, ethics, appropriate safety awareness and/or workplace specific skills." When looking at this outcome, we see that our students are developing strong workplace skills. We looked at how students are able to demonstrate one of Microsoft Office's applications. It is evident to us that even with a high standard of 85% competency, most of our students are able to demonstrate this skill on their first attempt with an average of 90.29%. This is well above the 85% competency level that our program requires. Even though this is an outstanding result, we still hope to improve. As we make that changes that are stated later, we hope to see these numbers raise a little.
What now? How are you going to close the assessment loop?	After further analysis of each student's test, we see that students struggled with attention to detail and made little mistakes. We could see this in three areas of application. Students struggled with customizing bullet points, changing font color to a specific shade of red and adjusting margins. We see that in the area of Excel that students struggled with when and how to use absolute reference. We saw in Access that students struggled with the ability to

	create forms and queries. Moving forward, we will develop a review exercise for students focused on attention to detail. We will also evaluate how the book is teaching students about absolute reference. We will create and add more resources to our canvas site about how and when to use absolute reference. We will create an exercise to reinforce Access and how to create forms and queries from existing tables in Access.
If not addressed above, what changes are you making in your courses?	
If not addressed above, what changes are you making to your program?	
If not addressed above, what changes or recommendations do you have for the institution?	

ID	35
Dept_Value	PHYS&
Course_Value	PHYS&221
Course_Outcome_Value	4. Solve problems involving constant acceleration in one and two dimensions, including chase, circular motion, and projectile motion problems.
Program_Outcome_Value	
GenEd1	No
GenEd2	Yes
GenEd3	Yes
GenEd4	No
GenEd5	No
What did you do for your assessment and why?	This is the first unit in Engineering Physics, and it is basically about describing motion. This is material that will be applied throughout the year, and throughout subsequent courses in engineering for some of the students. Much of the time in the first unit is learning to solve these types of problems in class, on homework assignments and in labs.
What tools/measures did you use for your assessment and what were your results?	The assessment is done on the first unit test and on the final exam. On the first test the scores are often very spread out. While some students will always score above 90%, there will also be several students who score less than 60%. Fall Quarter, 2017, one third of the students (8) scored below 60%. There are many reasons for this, but it isn't because the students are not intelligent (Calculus is the co-requisite for the class). I always allow a makeup assignment on the first test to let students make up as many as half the points they missed. By the time students take the final, they are usually better at solving these types of problems, and this was the case Fall Quarter. Scores on the final were better than those on the first unit test by a significant amount; only two students scored below 60% on the final.
What now? How are you going to close the assessment loop?	I am still trying new ideas in the course. I am working toward "flipping" the class, and I believe this could work well with this level of course. I am working toward this incrementally, as time allows. I also suspect that many students are not making the best use of the textbook; I want to develop some strategies for next year that will emphasize reading the textbook.
If not addressed above, what changes are you making in your courses?	
If not addressed above, what changes are you	

making to your program?	
If not addressed above, what changes or recommendations do you have for the institution?	I'd like to see what other instructors do to get students to read the textbook more. As a whole, the college might put an emphasis on study skills across all courses.

ID	30
Dept_Value	CHEM&
Course_Value	CHEM&121
Course_Outcome_Value	6. Solve quantitative problems using appropriate law, equation, or strategy.
Program_Outcome_Value	
GenEd1	No
GenEd2	Yes
GenEd3	Yes
GenEd4	No
GenEd5	No
What did you do for your assessment and why?	With this assessment, we also assessed Course Outcome (4). Each of the outcomes assessed were linked to the specific student learning objectives for the Unit: "Writing half-reactions for redox equations" and "Completion of stoichiometry problems" (i.e. limiting reactant problem). These were chosen for two reasons: (1) they represent historically difficult topics and we are looking for ways to increase success in these areas and (2) we have recently changed the curriculum for this course, including using a new textbook that contains differences in the coverage of these objectives in detail and/or order. Our goal was to assess and see how some of the more challenging student learning outcomes compare to previous quarters (with a different curriculum).
What tools/measures did you use for your assessment and what were your results?	To assess these objectives, we looked at questions from the final exam for the course that address redox half-reactions and limiting reactant problems from the five sections that were offered (between two different faculty). The scores were compared and error analysis completed with reference to those same problems from last year's final. In three out of five of the sections, students also completed a survey regarding the course content. The following information/trends were noted:The redox results were similar to last year (reinforcing our observations and that of the literature that this is a difficult topic for students to master). In both sets of data, around 30% of students are receiving full credit on the problem. Common errors include:Incorrect number of electronsElectrons placed on wrong side of reactionHalf reactions mislabeledThere was a dramatic decrease (41 to 12%) in the percentage of students who were able to correctly solve the limiting reactant problem. At least one-third of students demonstrated limited to no understanding of how to complete the problem. We believe this is due to the difference in the way that the book covers that material in comparison to the previous book, going over it conceptually only and not quantitatively. However students solving the problem correctly but losing points for only sig fig errors dropped to zero percent. This is likely due to changes in the order of content. Significant figures come earlier in this new curriculum compared to the past.According the survey, nearly half of the students surveyed are doing 25% of the suggested reading from the textbook.
What now? How are you going to close the assessment loop?	Based on our data, we intend to:For redox: (1) Develop a physical model of redox reactions to help improve students' conceptual understanding of the exchange of electrons and changes in charge. This model can be done as a demo in front of the class or provided to students for exploration within an activity, (2) Ensure example problems included in the lecture have varying numbers of electrons to prevent misconceptions regarding electron

	number, (3) Develop a review/practice question for the lecture that includes completed half-reactions that are incorrectly solved with common errors to have students determine what is incorrect, why, and how to correct them.For limiting reactant: Because the current textbook approaches these problems more conceptually, supplemental resources supporting the more detailed, quantitative approach (extra practice worksheet, video, and/or further reading) will be provided to students and incorporated into the class. [Alternatively, the course, unit exam, and final could be modified to reflect the presentation of this content in the book. Further conversations are needed to explore which option is best.]In general: (1) Learning for both these objectives and others could also be improved by increasing the number of students reading the textbook. Students need more exposure, examples, and varied explanations than it seems most of them are getting – the classroom lecture and homework are not enough. Therefore, we will begin piloting the use of a feature associated with the textbook called LearnSmart. These are online, adaptive reading assignments which can be assigned prior to a lecture and can be used to assign reading and practice problems and increase the number of students who are reading the course content. (2) We will continue to use our new textbook. The reduction in sig-fig errors is most certainly due to its more logical placement early in the quarter. This and other data support this change in curriculum.
If not addressed above, what changes are you making in your courses?	N/A - addressed above
If not addressed above, what changes are you making to your program?	We are going to make time for conversations about the level of detail that we want to cover in this level of chemistry. CHEM&121 has traditionally been used as a pre-requisite for the Allied Health students, so maybe we can shift the focus toward more applications for students that are looking at careers in nursing (more biological applications instead of inorganic). To help aid in these conversations, we would like to give all of the students in all of the sections a survey that asks the reason they are taking the course. We anticipate that the answers will range from pre-req for the nursing program to gaining chemistry knowledge in preparation for taking the General Chemistry series to just a lab science elective. Based on what we find out about the reasons for why the students are taking the course, we can better plan our annual schedule to reflect the student needs - potentially developing and offering a General Chemistry prep course (there is precedence for this at other state community colleges) or a lower level lab science elective that would not be geared toward Allied Health students.
If not addressed above, what changes or recommendations do you have for the institution?	We have no recommendations for the college based on this particular assessment.

ID	73
Dept_Value	AG
Course_Value	AG261
Course_Outcome_Value	5. Gain an understanding of plant form and function as it relates to agroecosystem management and crop production.
Program_Outcome_Value	AG - 3. Students will demonstrate critical-thinking and problem-solving skills as they make decisions in agricultural management situations.
GenEd1	No
GenEd2	No
GenEd3	No
GenEd4	No
GenEd5	No
What did you do for your assessment and why?	I had my student's do the write up for the field trip and they all did fairly well. Although several did not turn it in so the average is lower for that reason. From the Soils write up students displayed their knowledge about micro and macronutrient benefits the soil scientist tests for in their work (specifically running all their tests). And how that then applies to the Crop Advisor, giving him/her the right information to know what to apply to their customer's field.
What tools/measures did you use for your assessment and what were your results?	Assignemnt was graded by instructor. No specific tool was used.
What now? How are you going to close the assessment loop?	Incorperate a rubric or something as an assessment tool to more effectively and accurately assess student learning.
If not addressed above, what changes are you making in your courses?	In order to improve for next year, I will give them a mini assignment prior. This will help students to start thinking about what they should be getting out of the visit. I believe it will lead to better questions asked by the students during the field trip and start them thinking about applying their knowledge to crop management and production situations.
If not addressed above,	More work and education to build effective assessments

what changes are you making to your program?	
If not addressed above, what changes or recommendations do you have for the institution?	More opportunities to increase knowledge and skills of assessment.

ID	57
Dept_Value	ACCT&
Course_Value	ACCT&201
Course_Outcome_Value	3. Prepare and complete worksheets, income statements, statements of owner's equity, balance sheets, and cash flow statements. Then journalize and post adjusting, closing and reversing entries.
Program_Outcome_Value	ACCT - 2. Communicate the cumulative effect of business transactions by preparing basic financial statements.
GenEd1	No
GenEd2	No
GenEd3	No
GenEd4	No
GenEd5	Yes
What did you do for your assessment and why?	Assessed students ability to prepare basic financial statement (income statement), upon entering our class and upon exiting.
What tools/measures did you use for your assessment and what were your results?	Administered Pre- and Post- tests on Financial Statement Preparation (income statement).Approximately 10% of the students were able to identify the correct Net Income for the Pre-Test. The Post-Test was identical with the exception of the ending values, and approximately 60% of the students (who completed both tests) were able to identify the correct Net Income for the Post-Test.
What now? How are you going to close the assessment loop?	We want better than 60% success on the Post-Test. This outcome demonstrates a critical workplace skill (Gen Ed #5) and so it is imperative that our students leave this course (& program) with this skill. We will continue to assess the Outcome over the next 2 quarters in 17-18, but changes are needed. Changes will be summarized below.
If not addressed above, what changes are you making in your courses?	We plan to improve the clarity of the test.We also plan to create & write and use supplemental instructional materials in our teaching of concepts related to Financial Statements, specifically the Income Statement.
If not addressed above,	

what changes are you making to your program?

If not addressed above, what changes or recommendations do you have for the institution?

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

ID	39
Dept_Value	CMST&
Course_Value	CMST&220
Course_Outcome_Value	7. Analyze audience dynamics and plan a presentation accordingly
Program_Outcome_Value	
GenEd1	No
GenEd2	No
GenEd3	No
GenEd4	Yes
GenEd5	Yes
What did you do for your assessment and why?	My assessment looked at the final group project in CMST&220 as a measure of students' ability to generalize about the culture of their audience, and to demonstrate teamwork. Many of the course outcomes in this class are unique to public speaking and are difficult to connect to the General Education Outcomes. This one has strong implications for overall communications skills, with far-reaching implications in both the workplace, and in further college classes.
What tools/measures did you use for your assessment and what were your results?	The final group project was divided into written work, and performance. I am assessing overall performance on the project as well as correlation between strong performance on written work, and strong performance in the formal presentation. Scores from my W16 course were evaluated and are included below. These scores are arranged from high to low. Notable trends from the data: The strongest correlation between performance success and success in written assignments was connected to the bibliography. While there is an overall correlation between performance and outline scores, there are also strong deviations. Students who scored 7/10 on the performance had a range of scores on the outline ranging from 1.5 to 4.5, suggesting that the outline rubric is not as well aligned with the performance rubric as it could be. This trend continues throughout the range of grades. It's also clear that the progress report has too high a point total, as students generally received either a perfect score, or a zero. Performance Bib Progress Outline1055595559555853853835.553.25753751.257011.757453.257551.57453.757554.565536553.256552.56550.56552.75601.55553.5555355534012.52552.75
What now? How are you going to close the assessment loop?	The correlation between bibliography scores and formal performance scores would seem to indicate that students who are successful in the class can credit that success more to raw effort and study skills than to comprehension of the overall principles of the class. The outline and progress report scores indicate that students are not taking these assignments as seriously as they should (all are revisable, and yet fewer than half of the students revised.) I plan to include mandatory rough drafts of these assignments in order to encourage students to complete them.More importantly, I recognize that the above assessment doesn't target Gen Ed outcomes 4 and 5gh as well as it could. The rubric used for the outline is well designed for this purpose, but the rubric for the performance itself is not. I plan to revise the rubric for the performance, and to include it in future assessments.
If not addressed above,	

what changes are you making in your courses?	
If not addressed above, what changes are you making to your program?	While I can't speak for the entire department, I can say that in discussions with one other instructor, the importance of a group project has been raised. I believe we should revise the syllabus to include a group presentation as a mandatory component of each CMST 220 class, with a standardized rubric that would allow instructors to do parallel assessment.
If not addressed above, what changes or recommendations do you have for the institution?	We need a fulltime instructor. We are a department of adjuncts with no clear directing voice. For a department with as many classes as we have, it's truly baffling that we haven't been able to convince others of this need. We have not had a fulltime instructor in many years, making it difficult for us to plan classes, assess our department, and provide mentorship for our adjunct instructors.

ID	9
Dept_Value	Library
Course_Value	
Course_Outcome_Value	
Program_Outcome_Value	
GenEd1	No
GenEd2	No
GenEd3	Yes
GenEd4	No
GenEd5	No
What did you do for your assessment and why?	1. Students will be able to identify and implement the use of library tools on the website and be able to demonstrate understanding2. Students will locate, access, and demonstrate understanding of databases by completing research papers/projects works cited pages using these resources3. Students will take a quiz for self-assessment of basic library knowledge before/after instruction sessions and briefly comment about the most and least helpful aspects.
What tools/measures did you use for your assessment and what were your results?	1. Library website worksheet2. Evaluation form filled out by instructor upon completion of the paper/project3.Simple paper 3 question quiz
What now? How are you going to close the assessment loop?	1. Library website worksheets - out of 8 classes surveyed with this tool, most students needed comments or corrections on 25% of the questions on average with little to no consistency on problem questions, apart from one. The most difficult question was about what databases are for and where they are found: "Where would you go to find credible online articles in magazines, journals, newspapers, etc.?" Many students weren't clear about the answer to this questions which means the library instructor needs to make sure the students are more informed about database resources before they are given the worksheet OR we need to create a new worksheet and revamp our questions.2. Evaluation form filled out by instructor - Out of 12 instructors surveyed, 5 responded to the Google form with 4 multiple choice questions. 100% of these required students to evaluate and/or identify research resources. 100% noticed a better quality of resources in students' research after the instruction session. 100% had an outcome in mind from the instruction session.100% felt that goal was met. Of the 2 comments, both of which were

	positive, one instructor decided to add more library instruction sessions in the future.Next quarter we will attempt to get more instructor feedback and emphasize its importance, but it looks like we are on the right track.3. 4 classes were surveyed: 1 CSS and 3 History. In CSS the highest points of change in confidence in knowledge of the library before and after the 2 days of instruction classes were between 2 and 3 points out of 5 (no change being 0), with only 1 student saying there was no change. The most comments about what was most helpful from the session was finding books and the most comments about what was least helpful was also finding books (but fewer). The highest points of change on Before/After quizzes in the 3 history classes were between 1-3 points of change. Out of approximately 65 students surveyed only 5 said there was no change in library knowledge. The comments about the most helpful aspect overall was finding books and learning about databases in all 3 classes and most comments in the least helpful category was nothing. These results tell us that although we sometimes steer away from the “finding a book" part of our instruction classes, most students seem to recognize its value. Databases are also a good thing to keep showing them which we do regularly. Also almost all of our students feel they develop greater general knowledge and have more confidence in their understanding of library resources from attending our introductory sessions.
If not addressed above, what changes are you making in your courses?	I'd like to have more understanding of the "after" part of our research sessions. For next quarter I'd like to make sure I have more responses about the citations page, the resources students used, and maybe develop a way to evaluate the resources used from the library perspective.
If not addressed above, what changes are you making to your program?	We are going to assess the use of our databases on a yearly basis. This stemmed from an investigation into what databases were used and how often.
If not addressed above, what changes or recommendations do you have for the institution?	

ID	31
Dept_Value	HUM
Course_Value	HUM214
Course_Outcome_Value	6. Explore the practical application of the concept of “accommodation” with regard to culture
Program_Outcome_Value	
GenEd1	Yes
GenEd2	No
GenEd3	No
GenEd4	Yes
GenEd5	No
What did you do for your assessment and why?	Students were assigned a written assignments which measured their ability to see individual cultures as a potential barrier to any person's integration into what we think of as the dominant culture. The assignment asked that they focus on their own experiences as representatives of a marginalized group (with very careful scaffolding around the concept of how marginalization affects everyone).
What tools/measures did you use for your assessment and what were your results?	The essay assignments were assessed using a rubric which targeted specific concepts of culture, both personal and societal. The rubric targets five aspects of the student's own behavior within the context of a dominant culture. The rubrid reads as follows: CriteriaRatingsPtsDoes the essay clearly define a behavior on the part of the author that others might disapprove of?1.0 ptsExcellent0.5 ptsGood0.0 ptsNeeds Work0.0 ptsUnacceptable1.0 ptsDoes the author provide a strong reason why this behavior should be tolerated?1.0 ptsExcellent0.5 ptsGood0.0 ptsNeeds Work0.0 ptsUnacceptable1.0 ptsDoes the author show that this behavior is a result of culture or identity?1.0 ptsExcellent0.5 ptsGood0.0 ptsNeeds Work0.0 ptsUnacceptable1.0 ptsDoes the author clearly bracket, showing that not all behaviors caused by culture are acceptable?1.0 ptsExcellent0.5 ptsGood0.0 ptsNeeds Work0.0 ptsUnacceptable1.0 ptsIn the end, do you have a clear understanding of the author's culture?1.0 ptsExcellent0.5 ptsGood0.0 ptsNeeds Work0.0 ptsUnacceptable1.0 ptsTotal Points: 5.0This essay establishes a necessary framework within which students can perceive themselves, not as individuals, but as members of cultures. This perspective is necessary as a framework for assignments to be complted later in the term. 18 essays were completed.The mean score was 5/5, with 16 students achieving that score. There were two 4/5 scores, one which missed a the point regarding the author's behavior, the other missing the point regarding "bracketing" or "framing" the behavior. One student did not complete the assignment. While there are no specific criteria related to oucome 1 (communication,) the high performance of students on all five criteria in the rubric implies success in this area. Students were not only able to understand their cultural affiliations, but to communicate them effectively.
What now? How are you	I would like to use multiple assignments to assess this outcome, but I am using a rubric for

going to close the assessment loop?	the final project which reads more like a public speaking assessment than a multiculturalism assessment. I plan to revise the rubric for the group project to reflect similar concepts to those in the essay. Since the group project counts for a larger percentage of the grade and has more criteria, I hope to gain a more detailed perception of which cultural concepts students are grasping.
If not addressed above, what changes are you making in your courses?	Changing rubric for final project. New Rubric: Group Project Presentation RubricGroup Project Presentation RubricCriteriaRatingsPtsProject is clearly based on the kinds of cultural issues we discussed in class.1 ptsProject demonstrates recognition of controversy within the topic being discussed.1 ptsPresenter shows strong understanding of her/his section in the context of partners' presentations.1 ptsPresentation uses academic research to support claims about the cultural issues being described.1 ptsPresenter acknowledges different perspectives and viewpoints that are present in audience..1 ptsPresenter applies cultural concepts from the course to the research material rather than just restating it.1 ptsPresenter uses supporting materials covered in class to support her/his argument.1 ptsPresenter is able to draw conclusions and state goals with regard to the issue being discussed.1 ptsProject conforms to time limits1 ptsGroup is ready to present on-time1 ptsTotal Points: 10
If not addressed above, what changes are you making to your program?	I will be collaborating with Dennis Knepp, the only other teacher within the Humanities department (as opposed to the Humanities division). I believe we can use a similar master-rubric to assess both my HUM 214 and his HUM 100 course using similar criteria. I also hope to encourage other courses in the Humanities, notably the Literature and Film courses, to adopt similarly-focused rubrics.
If not addressed above, what changes or recommendations do you have for the institution?	I think this assessment shows that students can learn to understand their own cultures and those of others if they attend courses specifically designed for that purpose, with multiple assessments that address cultural awareness. Since this is the only Multiculturalism course currently taught at BBCC, and it's clear that Multiculturalism is not just one of many focal points in this class, but the focus of the entire class, I recommend that the college use this course as a model for courses that fulfill the upcoming Multiculturalism requirement. I also recommend that the college use a standard definition of Multiculturalism which spans multiple colleges in defining which classes fulfill this requirement, rather than allowing instructors to decide individually what they think of as Multiculturalism.

ID	68
Dept_Value	PSYC&
Course_Value	PSYC&100
Course_Outcome_Value	6. Describe the processes and stages of classical conditioning; describe operant conditioning, the differences between reinforcement and punishment, and what negative and positive mean in this context; discuss social learning theory and how it relates t
Program_Outcome_Value	
GenEd1	No
GenEd2	No
GenEd3	Yes
GenEd4	Yes
GenEd5	No
What did you do for your assessment and why?	This outcomes was measured by examining 16 related questions on the PSYC 100 Exam 2 that covered Learning Theory. It also examined students who completed an extra credit paper on the topic.
What tools/measures did you use for your assessment and what were your results?	On the exam, students during Fall 2017 had an 79% average on these questions showing an above average understanding of these topics. Eighty percent of students who completed the extra credit paper, understood the assignment and recieved a 100%.
What now? How are you going to close the assessment loop?	After further analysis of the exam questions, there is one exam question across all classes that students appear to do poorly on "Which of the following decreases the recurrence of the behavior it follows?" The answer is punishment but many students want to only focus on reinforcement. This question is incredibly difficult and likely needs to be adjusted for the level of mastery expected on this incredibly difficult topic.
If not addressed above, what changes are you making in your courses?	
If not addressed above,	We need to do a cross departmental review of this outcome. With two full-time faculty

what changes are you making to your program?	being the ones responsible for assessing 4 departments, we often don't have time to discuss at a course outcome level. We need to develop a way to do that.
If not addressed above, what changes or recommendations do you have for the institution?	

ID	69
Dept_Value	ENGL&
Course_Value	ENGL&101
Course_Outcome_Value	7. Show an understanding of MLA format, including incorporation of source material and citation.
Program_Outcome_Value	
GenEd1	Yes
GenEd2	No
GenEd3	No
GenEd4	No
GenEd5	No
What did you do for your assessment and why?	Over the Spring 17, Fall 17, and Winter 18 quarters, we looked at the question of whether students at BBCC were leaving their English 101 courses with a basic understanding of citations and formatting. Out of 280 students, spanning three quarters, students scored an average of 16.95/20 on an MLA test designed to assess comprehensive knowledge of MLA citations and formatting. From these results, we feel that no larger course/departmental changes need to occur. Students do seem to have basic proficiency in this area.
What tools/measures did you use for your assessment and what were your results?	We used an MLA quiz specifically designed for this assessment.
What now? How are you going to close the assessment loop?	From these results, we feel that no larger course/departmental changes need to occur. Students do seem to have basic proficiency in this area. The loop has been closed.
If not addressed above, what changes are you making in your courses?	
If not addressed above, what changes are you	

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

ID	15
Progr	Biology;#10
Program Outcome	
Courses involved in assessment	Biology 100 and Biology 211
GenEd1	No
GenEd2	No
GenEd3	Yes
GenEd4	No
GenEd5	No
Outcome measuring	We assessed Biology 100's CLO 10 and Biology 211's CLO 12, both relating to solving genetic problems using the "Five-Step Method". We wanted to see if using this method allowed students to show their knowledge of various aspects of genetics all within one problem. We implemented the change to this method a few quarters ago, and wanted to see if it was successful or not. Anecdotally, we felt it was going well, but we did not have data to support this. We did not collect a baseline, however students seemed to do poorly on these questions on their final exams in the past.
Describe results of assessment	All data was gathered from final exam answers.For Biology 211: The X-linked question had the lowest success rates out of the four different types. Data was summarized for all four types and the cumulative success rates were found for each step: Step 1=72%, Step 2=64%, Step 3=78%, Step 4= 74%, and Step 5=64%.For Biology 100: Data was summarized for all three types and the cumulative success rates were found for each step: Step 1=75%, Step 2=65%, Step 3=68%, Step 4= 68%, and Step 5=52%.
Narrative	We see that the steps with the most issues are Step 2 (gamete formation) and Step 5 (determining ratios). These two steps are most closely aligned with application of content knowledge to determine the answers and require more critical thinking skills. The X-linked question is taught last which might be the reason for the lower success rates of this type.In the future, we will concentrate our efforts to address the deficiency in those two steps, both while teaching the related content as well as while teaching the Five-Step Method. I will teach the different types in a rearranged order to see if this is the issue for the X-linked question.
Changes to course	
Changes to program	On a side note, this activity required us to look at two different courses (Biology 100 and Biology 211) and their approaches to this portion of the content. It also involved the input of three faculty members. From this we found there were discrepancies between our methodologies in teaching this “Five-Step Method”. This led us to the conclusion that we need to meet regularly to discuss continuity between courses.

Changes to College	The need to meet regularly is an issue in our department as a result of having many Associate Faculty members. To address this issue, we need stipends for these faculty members to attend assigned meetings.In addition to this, the part-time faculty also
Department_Value	
Program_Outcome_Value	
Item Type	Item
Path	Lists/ProgramGeneral

ID	52
Dept_Value	CSS
Course_Value	CSS100
Course_Outcome_Value	1. Use higher order problem-solving and critical thinking skills to explain why they are at Big Bend, to identify a degree, program, or certificate goal at Big Bend, and to write a plan of classes, Big Bend resources, and schedule to achieve that goal.
Program_Outcome_Value	
GenEd1	No
GenEd2	No
GenEd3	Yes
GenEd4	No
GenEd5	No
What did you do for your assessment and why?	CSS 100 students developed an educational plan and wrote a paper applying critical thinking skills to identify resources they could use to meet their goals and possible roadblocks to their success.One of the primary goals of CSS 100 is for students to next steps and long-term goals related to their education and life choices. Because these skills are a focus of CSS 100, measuring how well students could gather the necessary information and make sound choices based on what they gathered was an effective way to assess how well CSS 100 meets its goal in serving students.
What tools/measures did you use for your assessment and what were your results?	47 CSS 100 students completed an educational plan and essay. The education plan and essay represented their cumulative understanding of determining a career path, choosing a college degree path, identifying possible barriers and strategies to overcome those barriers, identifying resources to help attain educational and career goals, and then combining all of the information into a solid, relevant educational plan.The results of the assessment that the 92% of the students successfully identified a degree, program and course requirements, the jobs available, and a sound reason for choosing that degree; 92% were successful in identifying possible barriers to their goals; 70% successfully gathered and interpreted their information; 81% successfully identified resources; and 70% successfully designed an educational plan. While the overall results are good and students were able to create a logical, well-thought-out plan for their education and careers, we are concerned that the educational plan part of the assessment was not consistently administered by all CSS 100 instructors. Therefore, our next steps are to meet with all CSS 100 instructors to expand and clarify the requirements for the educational plan and then repeat this same assessment for winter 2018 quarter.
What now? How are you going to close the assessment loop?	We will meet with all of the CSS 100 instructors to revise the educational plan component of the assessment so that its language is expanded and clarified. We will repeat the same assessment for winter 2018 quarter but with the revised assessment.
If not addressed above, what changes are you making in your courses?	

If not addressed above, what changes are you making to your program?	
If not addressed above, what changes or recommendations do you have for the institution?	

ID	38
Dept_Value	BIOL&
Course_Value	BIOL&241
Course_Outcome_Value	3. Locate and identify all major bones, bony landmarks, joints and muscles in human skeletons and models, Visible Body and the Syndaver.
Program_Outcome_Value	
GenEd1	No
GenEd2	No
GenEd3	Yes
GenEd4	No
GenEd5	No
What did you do for your assessment and why?	I will be comparing performance on 4 lab quizzes and 2 practical exams this quarter with the results from last year's quizzes and tests. In the interim we have purchased additional muscle models and a skeleton for the STEM center and I wish to see the effect of these on student learning.
What tools/measures did you use for your assessment and what were your results?	Tools: I compiled averages and ranges on 4 lab quizzes and 2 practical exams covering muscles and bones. I did this for Spring quarter 17, the last group without access to STEM lab models, and Fall quarter 17, the first group with access to these models. I wished to see the effect of access to the models on student learning.Results: a. Whereas there was no significant increase in exam scores, twice weekly quiz scores doubled when students had access to models.b. There was a significant narrowing of the range between high and low scores in both groups on both lab exams. In one exam the range went from 99-37 to 98-61. In the other the range went from 103-68 to 103-83.c. The major impact on the ranges for both lab exams indicates that the students who are struggling are benefiting the most from easy access to models. I concluded the expenditure did result in an increase in student learning.
What now? How are you going to close the assessment loop?	I have already started closing the loop. I took a full torso model (head through hips and upper thighs) from my lab to the STEM center to be used over Thanksgiving vacation, 2017. The new STEM director, Veronica Guadarrama was so impressed by the number of students using it that she purchased an identical model for the Center. Since some of the Stem center models are better than, or different from the biology lab models, I have added those items in the 2018-2019 Biology budget
If not addressed above, what changes are you making in your courses?	Encouraging the students in both Biol 241 and 242 to use the STEM center when the biology lab is not accessible.
If not addressed above,	None

what changes are you making to your program?	
If not addressed above, what changes or recommendations do you have for the institution?	None

ID	75
Dept_Value	POLS&
Course_Value	POLS&202
Course_Outcome_Value	1. Illustrate the role of law upon society and the need for government.
Program_Outcome_Value	
GenEd1	No
GenEd2	No
GenEd3	No
GenEd4	No
GenEd5	No
What did you do for your assessment and why?	In Spring Quarter, POLS&202 was offered again with 116 students registered for the course if four section taught all-together. Changes made based on the previous assessment were that the SCOTUS role play and the Senate Role play were relocated within the course in order to allow for greater structure to the SCOTUS assignments.
What tools/measures did you use for your assessment and what were your results?	Students began work on the Senate role play during the first week of the quarter and continued that assignment until the end of the fourth week. At the conclusion of the fall assessment, we noted that 83% of the students demonstrated an understanding of the need for government through the Senate role play. In the spring quarter, this number dropped to 75%. There are several possible reasons for this. Firstly, this was a spring quarter class; traditionally student performance dropped as the academic year progresses. Another possible reason was that the role play had been moved to the start of the quarter. In our follow-up with students, we heard many complaints that there was not enough class time devoted to the role play and that we did not provide enough instruction. We tend to discount these complaints for two reasons: 1) we provided the same amount of time in class as we have in previous quarters; 2) we provided a 24-page instruction booklet accompanied with an open-source quiz along with a full day of discussion as to how the role play would work. We also encouraged students to approach us outside of the role play (in our offices) with questions. No one did. It was the other portion of our fall assessment which we most wished to re-assess. The SCOTUS role play in the fall had yielded results which suggested there needed to be greater instruction prior to the start of the role play in order to provide students with a stronger foundation upon which to work. By moving the Senate role play to the start of the quarter, we were able to provide the larger amount of instructions the students had requested. We also re-arranged some of our in-class discussions to assist with this. In the fall quarter, we noted that 74.5% of the students demonstrated an understanding of the rule of law upon completion of the role play. In the spring quarter, 83% of students demonstrated an understanding of the role of law. We continued to see similar complaints from students during our follow-up session which indicated to us that our original conclusions regarding the comfort levels of the younger students with projects which call for increased self-awareness and individual thinking were accurate. We do plan to make some changes to the assignment, but for the purposes of this assessment, we're satisfied with the results.
What now? How are you	At the conclusion of the fall quarter we indicated we were satisfied with the results for the

going to close the assessment loop?	Senate portion of our assessment. We are again. We will, however, run the numbers again next winter quarter when the class is next taught to verify our belief that student success rates were influenced by the timing of the class within the academic year.
If not addressed above, what changes are you making in your courses?	
If not addressed above, what changes are you making to your program?	
If not addressed above, what changes or recommendations do you have for the institution?	

ID	20
Dept_Value	MATH
Course_Value	MATH94
Course_Outcome_Value	
Program_Outcome_Value	
GenEd1	No
GenEd2	Yes
GenEd3	No
GenEd4	No
GenEd5	No
What did you do for your assessment and why?	In the past two years we've noted that our success rates in MPC 094, 098 and 099 have declined. The absentee rate has increased during that same time frame. Beginning Fall 2017 we've implemented a new attendance policy for the emporium math classes.
What tools/measures did you use for your assessment and what were your results?	We tracked success rates of students and the attendance for students who failed the class. Overall (three classes combined) the success rate for sudents was 70.3% when W's are included as unsuccessful students, and 75.5% if students who withdraw are not included in the calculation. By class, the success rates are: success rate if w's are counted as unsuccessfulSuccess rate if w's are not included in the student countMPC 09471.779.5MPC 09871.374.5MPC 09963.969.7This is a marked improvement over success rates in both the 15-16 and 16-17 academic years. We also looked at absences for unsuccessful students. We considered only these students as students who complete the course early or withdraw from a course may not attend after that decision is made. The median number of absences for unsuccessful students was 13 missed class days.
What now? How are you going to close the assessment loop?	More than half of failing students missed more than 10 days of class. The policy adopted Fall 2018 requires fewer than 10 absences, and data supports that this supports student success. The new policy seems to be effective. We will continue to track success and attendance this year, and will adjust assessment to another area if this trend continues.
If not addressed above, what changes are you making in your courses?	
If not addressed above, what changes are you making to your program?	

If not addressed above, what changes or recommendations do you have for the institution?	This data may be useful to advisors in areas across campus (TRIO, athletics, etc) and CSS instructors when they are encouraging students to attend their classes.

ID	51
Dept_Value	AUT
Course_Value	AUT111
Course_Outcome_Value	8. Demonstrate the ability to disassemble, inspect, clean and reassemble an automotive engine.
Program_Outcome_Value	AUT - 4. By program completion, students will demonstrate knowledge and skill in the ASE certification areas including engine repair, automatic transmissions, manual transmissions, steering and suspension, brakes, electrical/electronics, HVAC, and engine
GenEd1	No
GenEd2	No
GenEd3	Yes
GenEd4	No
GenEd5	Yes
What did you do for your assessment and why?	Program outcomes 1,2, and 3 were also addressed with this assignment.Students were tasked with disassembling and reassembling an automotive engine in order to gain a comprehensive understanding of its operating characteristics.
What tools/measures did you use for your assessment and what were your results?	This was assessed based on difficulty level of the engine, the skill level of the student (based on previous mechanical experience) and the time it took to complete the tasks. 100% of the students were able to complete the assigned engine disassembly and reassembly tasks, but only 24% were able to complete those tasks to mastery. 76% of students did not master the task, but did complete it. The students who were successful at achieving mastery had previous automotive experience before joining the program. The students who did not master the task had little or no previous mechanical experience of any kind. This has been the trend over the past three years. Several factors affected this assignment. The engines we have are not equally challenging. Some of our project engines are extremely complex, and others are incredibly simple. Even the simplest automotive engines have hundreds of internal parts, each part having its own removal, inspection, and reinstallation procedures. Also, the time we have for this task is extremely limited, considering the amount of practice that is required for the average student to attain mastery. Unfortunately, most students did not have a reasonable amount of time to practice the tasks to mastery.To make matters worse the technological and mechanical aspects of the automotive engine have skyrocketed within the past twenty years. The time needed to cover emerging technologies increases as vehicle technology increases. In addition, modern automotive repair facilities have phased out the rebuilding of engines because it is neither profitable nor expedient. The common solution in modern shops is to purchase a pre-built engine from a reputable vendor. Customers benefit from the lower priced rebuilt engines and decreased turn-around time. Shops and technicians benefit from being able to focus on more profitable services and repairs.
What now? How are you going to close the assessment loop?	We will emulate the industry by phasing out the complete disassembly and reassembly of an engine. Instead we will focus on practicing only those tasks that technicians will

	encounter in the field. This would include only partial disassembly of larger engine subgroups and the replacement of peripheral components.A cut-away engine trainer would be a more effective teaching tool for the fundamentals of internal engine operation, given the time constraints we face. Observing engine operation concepts at work on a full size “cut-away" engine would actually be more beneficial than disassembling the engine itself. Students would have more time to master relevant engine repair tasks that require only partial disassembly, such as cylinder head gasket or timing mechanism replacement. This would also allow more time to cover the growing number of technological advancements that have been made to the automotive engine over the past two decades, while solidifying the students' concept of base engine operation.
If not addressed above, what changes are you making in your courses?	Addressed above
If not addressed above, what changes are you making to your program?	Addressed above
If not addressed above, what changes or recommendations do you have for the institution?	None

ID	3
Dept_Value	CJ&
Course_Value	CJ&101
Course_Outcome_Value	6. Explain what is meant by use of force and corruption in reference to law enforcement.
Program_Outcome_Value	CJ - 6. Explain the role of discretion in criminal justice and how to respond appropriately to fluid situations.
GenEd1	Yes
GenEd2	No
GenEd3	Yes
GenEd4	Yes
GenEd5	No
What did you do for your assessment and why?	Outcome 6: We evaluated this outcome using a discussion board assignment where students were asked to specifically discuss the origins of the law related to force and to discuss whether they think guidelines for law enforcement are relevant and appropriate. This is an incredibly important topic in our country today and we want students to be able to appropriately discuss Use of Force by officers and to have a valid opinion about the topic if asked or if they become an officer.
What tools/measures did you use for your assessment and what were your results?	Of the total number of student who responded to the discussion assignment, 83% correctly identified the law and addressed all points of the assignment. Some students correctly included a discussion of factors such as race and location and how that would affect use of force decisions. Some students didn't complete the correct assignment.
What now? How are you going to close the assessment loop?	There are a few things I would change about this discussion board assignment. I need to make it clearer in the directions that students need to complete the specific question. On other discussion boards they could choose the question they responded to. Also, I think I'd like them to write a bit more on the topic for the course. They cover this topic in every other CJ class, especially CJ 210 (Policing) and so I want to evalutate their discussion in that class and see if it is better Winter Quarter after having this directed assignment in Fall. If it is then perhaps the progression of ideas is fine. If not, then I may need to modify assignments in the future.
If not addressed above, what changes are you making in your courses?	

If not addressed above, what changes are you making to your program?	In our program we need to focus always on use of force and current issues related to social justice. We need to consider bringing this topic into other courses to reinforce the topics.
If not addressed above, what changes or recommendations do you have for the institution?	

ID	9
Progr	Early Childhood Education;#23
Program Outcome	ECE - 1. Describe how children acquire language and creative expression and develop physically, cognitively and socially (Child Growth and Development).
Courses involved in assessment	EDUC& 115
GenEd1	Yes
GenEd2	No
GenEd3	No
GenEd4	No
GenEd5	No
Outcome measuring	We assessed students in this course to determine whether or not they could describe how children acquire language and creative expression and develop physically, cognitively and socially and could communicate that information clearly and effectively.
Describe results of assessment	We identified a specific assignment that aligned with the program outcome and created a rubric to evaluate whether or not students could meet the outcome. 72% of the students met program outcome #177% of the students met Gen Ed outcome #1
Narrative	We will continue to look at other means (e.g. discussions, assignments, etc.) to assess this program outcome, not only in this course, but in our ECED& 105 course as well. We want students to have a basic understanding of child development when they enter the program, and strong understanding when they leave. We will continue to embed components of child development across the curriculum to ensure students have multiple opportunities to apply their knowlege, both in, and outside the classroom.
Changes to course	We will be updating the assignment we used to assess the program outcome since there have been changes to external sites (where to access information for parts of the assigment).
Changes to program	
Changes to College	
Department_Value	
Program_Outcome_Value	

Item Type	Item
Path	Lists/ProgramGeneral

ID	10
Progr	Early Childhood Education;#23
Program Outcome	ECE - 2. Establish an environment that provides learning experiences to meet children’s needs, abilities and interests (Curriculum and Learning Environment).
Courses involved in assessment	ECED& 170
GenEd1	Yes
GenEd2	No
GenEd3	No
GenEd4	No
GenEd5	No
Outcome measuring	We assessed students in this course to determine whether or not they could establish an environment that provides learning experiences for meet children's needs, abilities and interests and if students could communicate that information clearly and effectively.
Describe results of assessment	We identified a specific assignment that aligned with the program outcome and created a rubric to evaluate whether or not students could meet the outcome. 94% of the students met program outcome #269% of students met Gen Ed outcome #1
Narrative	We will continue to look at other means (e.g. discussions, assignments, etc.) to assess this program outcome, not only in this course, but across the curriculum as well. This outcome is one that is addressed in other courses such as ECED& 105, ECED& 160, and EDUC& 130 to name a few, as the classroom design plays a significant role in children's learning opportunities.
Changes to course	
Changes to program	
Changes to College	We are seeing far too many students coming out of English 98 and 99 who are struggling with conventions and citations (communicating clearly and effectively). We encourage them to utilize the English Lab and E Tutoring, but because they work during
Department_Value	ECED&
Program_Outcome_Value	
Item Type	Item

Path	Lists/ProgramGeneral

ID	3
Progr	Aviation;#8
Program Outcome	AVF - 1. The students will be able to demonstrate the technical aspects of aircraft control and operation of related systems at the FAA commercially certificated and instrument rated pilot level.
Courses involved in assessment	AVF 112, AVF 141, AVF 251, AVF 253
GenEd1	No
GenEd2	No
GenEd3	No
GenEd4	No
GenEd5	Yes
Outcome measuring	The program assessment for the aviation program for the 2017-2018 academic year focuses on program outcome number 1: Demonstrate the technical aspects of aircraft control and operation of related systems at the FAA certificated and rated commercial instrument pilot level. With aircraft control and related system competency being the foundational skill we teach, it was only natural to start our assessment in this area.
Describe results of assessment	Our tool for measuring our success in this program outcome comes from a review of related assessments done at the course level which support this program outcome. Four courses were chosen this year to review and each contained either a written exam or a comprehensive flight check/exam to evaluate the success of our desired learning outcome. The results of these assessments can be broken down to support the two primary aspects of program outcome as follows:Technical Aspects of Aircraft Control:AVF 141 Learning Outcome 3: The student will be able to recognize and recover an airplane from critical flight attitudes and airspeeds with the demonstrations of slow flight and stall recoveries.The pass rate on the stage check that tested for this outcome generated an 80% pass rate with a 100% pass rate on this specific outcome of demonstrating slow flight and stall recoveries.AVF 251 Learning Outcome 2: The student will be able to prioritize cockpit management and aircraft control skills to effectively divert under simulated adverse weather conditions.The pass rate on the stage check that tested for this outcome generated a 100% pass rate on diverting under simulated adverse weather conditions.AVF 253 Learning Outcome 2: The student will demonstrate aircraft control with the performance of various takeoffs and landings within the Commercial Pilot-Airplane Airman Certification Standards.The pass rate on the stage check that tested for this outcome generated a 100% pass rate on takeoffs and landings within the Commercial Pilot-Airplane Airmen Certification Standards.Operations of Related Aircraft Systems:AVF 112 Learning Outcome 2: the student will be able to identify various aircraft systems and operating limitations.The pass rate for the FAA comprehensive exam which covered this subject matter was 95%. However, specific filtering of missed questions yielded some deficiencies. Below is a breakdown of the subject matter related to this outcome and the percentage of the class that missed the related subject matter.Flight instruments-Magnetic compass 24%Flight instruments-Altimeter limitations 21%Propeller systems 17%Navigation instruments – VOR indications 14%

Narrative	At a program level we are closing the loop by reviewing the assessment data in a faculty/program meeting that sets forth recommendations, for both instructional practices and allocation of program resources to remedy or enhance student learning.
Changes to course	
Changes to program	The following changes were recommend to address deficiencies or to enhance student learning:1. Update mandatory instructor/student read files.2. Update and enhance homework and quizzes to reflect a higher level of learning.3. Additional class time allocated to subject matter (specifically aircraft systems). 4. Further refine the use of GPS testing and training for navigation.5. Continue updating and standardizing the aircraft fleet.
Changes to College	A continued emphasis on updating and standardizing the aircraft and simulator fleet is needed. As the technology being used within the aviation industry is changing the FAA is also adapting its testing to meet current trends. As testing has changed to included
Department_Value	
Program_Outcome_Value	
Item Type	Item
Path	Lists/ProgramGeneral

ID	10
Progr	Early Childhood Education;#23
Program Outcome	ECE - 2. Establish an environment that provides learning experiences to meet children’s needs, abilities and interests (Curriculum and Learning Environment).
Courses involved in assessment	ECED& 170
GenEd1	Yes
GenEd2	No
GenEd3	No
GenEd4	No
GenEd5	No
Outcome measuring	We assessed students in this course to determine whether or not they could establish an environment that provides learning experiences for meet children's needs, abilities and interests and if students could communicate that information clearly and effectively.
Describe results of assessment	We identified a specific assignment that aligned with the program outcome and created a rubric to evaluate whether or not students could meet the outcome. 94% of the students met program outcome #269% of students met Gen Ed outcome #1
Narrative	We will continue to look at other means (e.g. discussions, assignments, etc.) to assess this program outcome, not only in this course, but across the curriculum as well. This outcome is one that is addressed in other courses such as ECED& 105, ECED& 160, and EDUC& 130 to name a few, as the classroom design plays a significant role in children's learning opportunities.
Changes to course	
Changes to program	
Changes to College	We are seeing far too many students coming out of English 98 and 99 who are struggling with conventions and citations (communicating clearly and effectively). We encourage them to utilize the English Lab and E Tutoring, but because they work during
Department_Value	ECED&
Program_Outcome_Value	
Item Type	Item

Path	Lists/ProgramGeneral

ID	16
Progr	Counseling;#19
Program Outcome	
Courses involved in assessment	Advising Syllabus
GenEd1	Yes
GenEd2	No
GenEd3	No
GenEd4	No
GenEd5	No
Outcome measuring	The Counseling Center created a 5- question survey to collect data to determine students' ability to identify their requirements for the certificate and/or degree they are pursuing. Spring 2016 the college implemented mandatory advising for students with less than 30 earned credits. Improving advising practices to best serve students has been a major institutional focus since the 2016-17 academic year. Counselors' carry a large advising load; therefore, it was necessary to establish a baseline of data to measure the effectiveness of BBCC's advising practices. Information from these efforts can be used campus-wide.
Describe results of assessment	In collaboration with Zach Welhouse, e-Learning Coordinator, the counselors created a 5-question advising survey that was posted on Canvas for students to complete.The 5 survey questions are:1. Were you required to get a quarterly registration PIN from your advisor to register for winter quarter classes? 55.89% responded yes to this question.2. Were you able to access your assigned advisor prior to your registration time? 83.08% responded yes to this question.3. Do you agree with this statement? I can identify the name of the certificate and/or degree I am pursing at Big Bend Community College. 91% of students responded agree or strongly agree.4. Do you agree with the following statement? I understand the courses needed to meet the requirements of the certificate and/or degree I am pursuing at Big Bend Community College. 88.94% of students responded agree or strongly agree.5. How often do you communicate with your advisor? Of the 400 responses, 61 students indicated they had not communicated with their advisor by selecting not at all.Summary of survey results:400 students completed the 5-question survey, which was posted on Canvas from January 10 – 24, 2018. 329 students indicated they were able to access their assigned advisor prior to their registration time. Of the students who completed the survey, 91% of students agreed or strongly agreed that they could name the certificate and/or degree they are pursuing at BBCC. Nearly 89% of students agreed or strongly agreed they understand the requirements needed to complete their certificate and/or degree. Lastly, 84.75% of students are communicating with their advisor at least once throughout the quarter.Overall, the Counseling Center staff is pleased with the data from this survey. The students surveyed during this time period would have been mandated to engage in advising prior to registering for classes until they have reached 30 earned credits. This data may suggest that this student success initiative is

	benefiting students. Because the college has limited data regarding advising, this area needs further exploration.
Narrative	While the overall results of the survey were positive, 16.92% of students were unable to access their advisor prior to registration. Additionally, 9% of students who completed the survey indicated they were unable to identify the certificate and/or degree they are pursuing at BBCC. 11.6% of the students indicated they did not understand the course requirements needed for the certificate and/or degree they are pursuing at BBCC. 15.25% of students reported they never communicate with an advisor. As a result, the Counseling Center staff is interested in exploring the potential barriers to students accessing advising services at BBCC. In an attempt to better understand the advising process for students, focus groups will be conducted during spring quarter. This data will be used to inform and improve existing advising practices.
Changes to course	
Changes to program	N/A
Changes to College	N/A
Department_Value	
Program_Outcome_Value	
Item Type	Item
Path	Lists/ProgramGeneral

ID	6
Dept_Value	IST
Course_Value	IST130
Course_Outcome_Value	1. Demonstrate a working knowledge of refrigeration processes
Program_Outcome_Value	IST - 3. Students will be able to demonstrate proper mechanical techniques to assembly/disassembly activities
GenEd1	No
GenEd2	No
GenEd3	No
GenEd4	No
GenEd5	Yes
What did you do for your assessment and why?	We used aggregate scoring of quiz #'s 3, 4, & 5 and satisfactory lab demonstrations as our methodology to assess our program, gen. ed. & student learning outcomes. A deep understanding of refrigeration theory is required for technicians to safely, accurately diagnose, troubleshoot and maintain refrigeration and related equipment. The tests/quizzes used for this assessment are designed to indicate the students learning progression as well as being a learning tool. Lab demonstrations and exercises are designed reinforce concepts and skillsets.
What tools/measures did you use for your assessment and what were your results?	As stated,we used aggregate scoring of quiz #'s 3, 4, & 5 and satisfactory lab demonstrations as our methodology. Quiz # 3 produced a mean score of 89% across every enrolled student, with a low score of 75% and a high score of 100%. Quiz #4 produced an average score of 86% with a low individual score of 62.5% and a high of 97%Quiz #5 had an average score at 87% with a low of 76.5% and the high score topping out at 97%We further looked at final scores just for consistency and found them to be in line with quiz scoring. The results were and average across all students of 90%, with a low individual score of 79% and a high score of 98%.Lab exercises and/or competencies generally don't lend themselves to be subjectively judged (scored by %). Rhetorically… "you can do a task or you can't" and are judged on that basis. Each student received instruction brazening, bending, soldiering copper pipe and demonstrated the ability to successfully complete each task. Further, they were instructed and demonstrated how the recover and charge refrigerants, adjust various controls, set superheat and measure pressures.The ending results seem to indicate the students across the board were successful. If we look at 70% as the bar for success rates on any given quiz or test, the IST 130 students did well with an aggregated average quiz score 87.33% and with only one isolated score falling below 70%. Quiz Average Score Low Score High Score 3 89% 75% 100% 4 86% 62.5% 97% 5 87% 76.5% 97%Final 90% 79% 98% Final tests although not identified in the assessment, show a slightly higher average than quiz scores at 90%. Students seemed to enjoy lab work and demonstration while picking up the necessary skill sets to aid their respective career choices.
What now? How are you	Interpretation of the presented indicators seem to indicate that IST 130 students were

going to close the assessment loop?	successful overall and have acquired an overall working knowledge of refrigeration processes while developing workplace specific skills and were able to demonstrate sound mechanical practices. Overall, the results generally indicate that the students understood refrigeration processes and could at least demonstrate workplace skills in a school setting. Subjectively, a couple of limiting factors affecting performance this term were attendance and meager resources. Many of our students work full time jobs. Immeasurably, this had effects we could only mitigate, to some degree by extreme flexibility. Secondly, lab work is certainly effected by limited resources e.g. pertinent equipment and more importantly, the dedicated space to put it.
If not addressed above, what changes are you making in your courses?	Results indicate we have a certainly margin for improvement. They also indicate that we are markedly achieving goals with a 100% success rate with the enrolled students. I'm not inclined to make big changes in the course, however I believe lab exercises should be examined for improvement. Students indicate informally the desire for more “hands on" activities. I recognize that it is a weak area particularly with this course. There are some things beyond our control such as physical plant and resources just not possible under current conditions, however we believe future building plans may alleviate some of these limiting factors.
If not addressed above, what changes are you making to your program?	In gaging Program Learning Outcome # 3, it seems that it really isn't as accurate goal or outcome for the IST 130 course as we envisioned. Although refrigeration technicians do assemble and disassemble mechanical devices, they also must adjust and calibrate. We believe for future assessment activities that we should augment our PLO to include these competencies to reflect lab exercises.
If not addressed above, what changes or recommendations do you have for the institution?	

ID	5
Progr	Nursing;#43
Program Outcome	NUR - 4. Demonstrate clinical decision-making from a theoretical knowledge base utilizing the nursing process to develop patient care plans that ensure safe, effective care in a variety of settings. (MOC)
Courses involved in assessment	NUR211
GenEd1	No
GenEd2	No
GenEd3	Yes
GenEd4	No
GenEd5	No
Outcome measuring	We trialed a new clinical care plan and detailed rubric for grading. The new Clinical Care Plan was to help guide students be prepared to put the "pieces" together when caring for patients in the clinical setting. The labs, medications, and care mapping were changed in order to guide the students in a more efficient manner.
Describe results of assessment	A new Clinical care plan was developed with feedback from the faculty and collective feedback given through the student class presidents at the monthly faculty meeting. The amount of time needed to complete the Clinical Care Plan did not result in the objective of putting the "pieces" together in care diagnosis and evaluation of the patient condition. The Clinical Care Plan was trialed at both the Level 1 and Level 2 clinical groups in NUR111 and NUR211. Feedback was then gathered from the students during our staff meeting with the student representatives and from the faculty. The faculty and students are seeing better connections with the new Clinical Care Plan. The grading rubric has allowed for more consistant grading criteria. This allows for more objective grading and less subjective grading. There was some concern with how the long the Clinical Care Plans took for grading by the faculty. It was agreed that a maximum of 2 per quarter would be required from each student.
Narrative	At this time the loop has been closed and there is nothing in the plan for further assessment.
Changes to course	
Changes to program	
Changes to College	
Department Value	

Program_Outcome_Value	
Item Type	Item
Path	Lists/ProgramGeneral

ID	13
Dept_Value	AVF
Course_Value	AVF251
Course_Outcome_Value	2. Prioritize cockpit management and aircraft control skills to effectively divert under simulated adverse weather conditions.
Program_Outcome_Value	AVF - 1. The students will be able to demonstrate the technical aspects of aircraft control and operation of related systems at the FAA commercially certificated and instrument rated pilot level.
GenEd1	No
GenEd2	No
GenEd3	No
GenEd4	No
GenEd5	Yes
What did you do for your assessment and why?	Our assessment in AVF 251 was focused on our second learning outcome for the class: “The student will be able to prioritize cockpit management and aircraft control skills to effectively divert under simulated adverse weather conditions.” Historically this has been one of the more challenging learning outcomes. The pass/fail rate on this stage of training has not been thoroughly reviewed in recent history.
What tools/measures did you use for your assessment and what were your results?	Our tool for assessment in this class is the comprehensive stage exam that is given in the aircraft at the completion of this class by a senior flight instructor. While this stage exam covers several aspects the primary element of the check is focused on the diversion skills of the student. The standards that each student is held to on the exam is based on the Commercial Pilot—Airplane Airman Certification Standards.Our assessment yielded a 100% pass rate on this learning outcome skill.
What now? How are you going to close the assessment loop?	The department reviewed the results and while the pass rate was high, the following recommendations were made:A document of best procedures and practices should be published in the departmental Read File covering the best techniques used in making students proficient in their diversion skills.The use of GPS navigation on this check needs to be updated as the fleet now contains several different types of GPS systems with various capabilities. New guidance for instructors and senior check instructors needs to be published in the Read File to bring consistency to the checking standards.
If not addressed above, what changes are you making in your courses?	N/A

If not addressed above, what changes are you making to your program?	Departmental recommendations can be noted in response to question number 3.
If not addressed above, what changes or recommendations do you have for the institution?	The main recommendation would be to continue implementation of upgraded aircraft and standardization throughout the fleet. While training in a diverse fleet with various avionics and equipment will build the students' skills and adaptability when they enter the workforce, it also increases the cost of training.

ID	37
Dept_Value	DVS
Course_Value	DVS33
Course_Outcome_Value	1. Reading/Writing Skills: Determine central ideas of a text and analyze their development; summarize the key supporting details and ideas in writing. Analyze the arguments of others orally and in writing. Conduct research and evaluate findings to an
Program_Outcome_Value	
GenEd1	Yes
GenEd2	No
GenEd3	No
GenEd4	No
GenEd5	No
What did you do for your assessment and why?	used a picture prompt to elicit a short narrative that described everything happening in the picture. We tried to determine how much vocabulary students acquired since they began to study in our program. We used the same assessment for DVS 032 and DVS 031.
What tools/measures did you use for your assessment and what were your results?	We gave each student a picture and asked them to describe what was happening in the photo. We used a CASAS measuring rubric which assings numbers 0 to 5, 5 given to writings with varied vocabulary, correct word choice, no circumlocution, knowledge and correct use of idioms. We took into account the hours of instruction each student had received in our program. What we found was a very weak but positive correlation between hours of instruction and vocabulary size. However, the assessment results made clear that we could not determine how much vocabulary students had acquired as a result of instruction in our program.
What now? How are you going to close the assessment loop?	we will give a pre-test and post-test in order to compare what vocabulary students know just coming to our program, and the vocabulary they acquire after a specific number of hours of instruction in our program. We will also give clear instructions to the students as to "how" they are to describe the photograph. Do we expect a short story, or a series of unconnected sentences. That was not communicated to the students, and we had a range of responses: from simply a list of nouns, to a short story.
If not addressed above, what changes are you making in your courses?	

If not addressed above, what changes are you making to your program?	
If not addressed above, what changes or recommendations do you have for the institution?	

ID	54
Dept_Value	MCT
Course_Value	MCT101
Course_Outcome_Value	1. Identify key attributes and technological challenges in the field of mechatronics
Program_Outcome_Value	UMS - 1. Identify, formulate, and solve hardware and software errors in mechatronic systems
GenEd1	Yes
GenEd2	No
GenEd3	Yes
GenEd4	No
GenEd5	No
What did you do for your assessment and why?	This class focused on microcontrollers, specifically Arduino. Based on past experience I have found that entry level students initially have problems understanding and wiring up various experiments. This difficulty leads to problems understanding the hows and whys of using an Integrated Development Environment (IDE). I alleviated this problem by introducing microcontrollers using the Circuit Playground which has a variety of sensors and indicators pre-wired.
What tools/measures did you use for your assessment and what were your results?	This division of the task into two distinct pieces led to much greater success. The students were assigned 5 Circuit Playground projects to complete, with a capstone project involving using the Circuit Playground to both numerically and graphically display the human pulse. This required research and programming. I required each student record their thoughts and observations regards each of these project. They turned in project write ups. I also required each show me that their code was indeed able to graphically display their pulse.
What now? How are you going to close the assessment loop?	After the students demonstrated success and understanding in working with the Circuit Playground, we moved on the the full Arduino kit wherein students began working with a wide array of electronic devices. Due to the skills obtained working with the pre-wired Circuit Playgrounds and the Arduino software, students worked with much greater success and understanding. So my original concept of finding a way to delay actual and frustrating wiring and breadboarding was successful. The students approached the second part of the class confident that they understood the operation of the IDE.Furthermore, based on improved understanding, participation, retention and learning by students, which was derived through ownership, access, responsibility and care of their own inexpensive lab equipment and kits, and their improved usage and understanding of the applicable Open-Source software packages, which was brought about by shifting software downloading and installation responsibilities to the student, using their own systems, as

	opposed to being pre-installed by BBT, I am going to implement these ideas and processes in all future BBCC Mechatronics courses.
If not addressed above, what changes are you making in your courses?	Initially I did not make the purchase of a $20 Circuit Playground a class requirement. The students were required to purchase a $60 Arduino kit. Next time MCT101 is taught the purchase of a Circuit Playground will also be a requirement.
If not addressed above, what changes are you making to your program?	I initially designed the MCT series courses to only include teaching technical material on devices the students buy and own. This way individual students own their own lab equipment and have access to these learning platforms during each quarter 24/7. This gives the students a much better learning experience and more actual time learning to use their own equipment.
If not addressed above, what changes or recommendations do you have for the institution?	I require students find, download and install all of thier own software. All the software they use is free and OpenSource. This producing a much more computer literate graduate. They are ready to hit the ground running after they leave BBCC without the high cost software purchases they or their companies will be expected to purchase. And having their lab kits, they have so much more than classroom memories, random notes and a few books sitting idely on the shelf.

ID	47
Dept_Value	CDL
Course_Value	CDL100
Course_Outcome_Value	6. Complete log books accurately
Program_Outcome_Value	CDL - 6. Complete log books accurately
GenEd1	No
GenEd2	No
GenEd3	No
GenEd4	No
GenEd5	Yes
What did you do for your assessment and why?	Through-out CDL course students were also evaluated on how they filled out their Daily Log Book & E-Log reports through-out CDL course.This was done to insure that the students would have the knowledge needed to fill out their logs properly.
What tools/measures did you use for your assessment and what were your results?	For their log-books and e-logs the students were given a log-book and an android tablet to fill out both their paper logs as well as their e-logs. The students were able to understand how to accurately fill out both paper logs and e-logs.
What now? How are you going to close the assessment loop?	The CDL course is a five week training program where the assessment/evaluations are on-going through-out the length of the course. The loop closes after the CDL students have completed the five week CDL program course, after which the assessment/evaluations will open and close with the next class.
If not addressed above, what changes are you making in your courses?	Technolegy in the trucking industry is getting more advanced every year and it is important that students keep up with those industry advances.
If not addressed above, what changes are you making to your program?	I have looked into getting E-Logs for the students.

If not addressed above, what changes or recommendations do you have for the institution?	I bought Android tablets for each students and downloaded the "Keep Trucking" app so they can use it like the industry would an E-Log.

ID	8
Dept_Value	MA
Course_Value	MA111
Course_Outcome_Value	4. Demonstrate skill fluency for all procedures covered during the quarter
Program_Outcome_Value	MA - 4. Demonstrate delegated skills and procedures.
GenEd1	No
GenEd2	No
GenEd3	No
GenEd4	No
GenEd5	Yes
What did you do for your assessment and why?	The assessment was changed from the original idea of utilizing the students check offs throughout the quarter as a way to gauge out the students ability to fluently and accurately obtain adult vital signs, to restructuring the lab skills time to better engage students to create a better understanding of the skills needed to successfully perform at the workplace.
What tools/measures did you use for your assessment and what were your results?	I used observation that students were thriving off more time demonstrating skillsets and gaining a better understanding of their capabilities which would result in more successful check off results. It seem to make more sense to restructure the skills lab time used in class to better serve the students for greater success.
What now? How are you going to close the assessment loop?	This idea would be played out by splitting the class into two smaller groups amongst the instructor and lab assistant in separate rooms to eliminate extra noise and open the floor to more discussion amongst peers and instructor. This would allow the students to fully submerge into lab time with less distraction.
If not addressed above, what changes are you making in your courses?	This is something that will need adjustment along the way throughout the remainder of the school year and would be applied to the entire program, not just MA 111. We will be attempting to split the class into two smaller groups for lab skills time.
If not addressed above, what changes are you making to your program?	

If not addressed above, what changes or recommendations do you have for the institution?	The number of students allowed to enter the MA program may need to be looked at in an attempt to lessening the enrollement number by a couple students, as well as future discussion of a second part-time lab assistant to create three smaller lab skills groups to enable the students the room to get a better understanding of the material with the time allotted. An ideal number would be 20 students, not 24 as it is set now.