2017-18 Annual Assessment Report

The 2017-18 Annual Assessment report was included within the 2019 Mission Fulfillment Workbook. These pages are taken from that document.

Indicator 2.1d Course level assessment

Indicator 2.1d Assessment of Student Learning Outcomes – innovative course-level items

Much effort was put into assessment of student learning in the 2017-18 academic year. The process was accelerated. Faculty planned, implemented, and reported on course level assessment activities at least twice during the school year. There is room for growth and improvement but it is clear that systematic assessment and loop closing is happening in many more classes than in past years.

The Assessment Committee is working to build on the work done last year and make moderate changes to the assessment process in an effort to help faculty conduct quality assessment focused on student learning.

Good examples of course level assessment in 2017-18 include (but aren't limited to): Arts & Sciences:

- ASTR&101 – Instructor wrote a new lab in which students work with lunar phases. Throughout the year the instructor revised the lab based on assessment results.
- MUSC&105 – Instructor had students create composer cards containing vital information about composers as well as their connections to the various cultures present in Europe at the time. As a result of continuous assessment the instructor changed the amount of time spent in class on the last portion of composers' lives and will add more picture and video tutorials. The instructor saw an improvement in student learning throughout the year.
- BIO&100 and BIO&211 – Instructors investigated whether using the "Five Step Method" allowed students to show their knowledge of genetics all within one problem. Data on each step in the process was collected on final exams. The two most challenging steps were identified and changes in instruction are planned.
- HUM 214 – Instructor found that students were not only able to understand their cultural affiliations, but to communicate them effectively when assigned an essay asking them to focus on their own experience as a representative of a marginalized group. The instructor also implemented a new rubric, and identified issues, and is adjusting the rubric accordingly.

Workforce Education:

- AVF221 – Instructors broke down the specific subject matter on the FAA Commercial Airmen's Knowledge Test by subject area. Overall pass rate on the exam was 97%, but subject areas were identified where instructors felt that student learning could be improved. Additional class time, instruction, and assessment on these topics is planned, as well as the use of cutaway engine models in class.
- ACCT&105 and ACCT&201 – Instructors assessed the students' ability to prepare a basic financial statement. As a result of assessment faculty have created supplemental instruction materials, purchased hard copies of textbooks made available to students and plan to use a uniform test for all accounting classes when assessing this outcome in future.

- CS&131 – Using multiple assignments, instructors assessed students' ability to modularize a complex program into smaller, manageable parts. Assessment took place during each of fall, winter, and spring quarters. Visual aids were added to course lectures and grading procedures were refined as a result of the assessment process.

Transitional Studies:

- ENG98 – Students wrote an essay in response to an article and prompt at the beginning of the quarter and then revised that essay at the end of the quarter to demonstrate what they had learned. Students demonstrated skills in paragraph development and purpose/claim, but instructors would like to see improvement in their structure/logical order and feel that improving their ability to use transitional devices in writing will help. This area will be focused on in future quarters.

Indicator 2.2c Gen Ed assessment

While there is evidence that more faculty are including both Gen Ed and Program assessment in their systematic reporting, bridging the gap between course level assessment and Gen Ed assessment continues to be a challenge.

To address this we changed the approach to assessment planning. Previously faculty selected course outcomes to assess, these often connected to multiple Gen Ed outcomes. Now the focus is on selecting one Gen Ed outcome each year and looking at corresponding learning outcomes.

The assessment committee feels this change should:

- Create more cohesive reporting by focusing annual faculty assessment on one Gen Ed outcome at a time.
- Encourage faculty to think about the connection between course and Gen Ed outcomes.
- Help the assessment committee look at Gen Ed across the curriculum.
- Create opportunity for deeper and more meaningful assessment. When course outcomes drove planning many programs reported on hundreds of individual items over an accreditation cycle. Grouping course outcomes by Gen Ed makes reporting more efficient.

Similar changes were made to Program assessment planning.

Examples of Gen Ed assessment can be found in some of the course assessment examples listed below:

- BIO&100 and BIO&211 – The instructors assessed problem solving skills when looking at whether using the "Five Step Method" allowed students to show their knowledge of genetics in a variety of problems. Furthermore, the assessment involved two courses and three faculty members. During the assessment they were able to discuss differences in methodologies between courses and instructors.
- MUSC&105 – The composer cards assignment helps students connect the individual composers to the various cultures present in Europe at the time.
- HUM 214 – The instructor found that students were not only able to understand their cultural affiliations, but to communicate them effectively when assigned an essay asking them to focus on their own experience as a representative of a marginalized group.

Other examples of Gen Ed assessment include:

- German&121 – Students were asked to write a letter expressing what they would get out of a fictional all-expenses paid opportunity to study and live with a family in Germany for several months. Students

showed the importance to themselves of learning about other cultures.

- Math and Sciences – Chemistry, Astronomy/Physics and Math faculty met to discuss transfer of knowledge of certain skills from Math 098 into Chemistry and Astronomy courses. Changes to Math 098 have been made with several sections of the course modified or created to cover math skills which are currently not transferring from math to science classes well. These changes will be assessed in upcoming quarters.
- ECE – Student writing was assessed by using a common rubric across several assignments in several classes. While students typically did well on the content in these assignments gaps in written skills were identified. ECE is encouraging students to avail themselves of writing support available on campus and is making changes across their program (such as using Turnitin and updating their APA requirements/language on written assignments) in the next academic year.

Indicator 2.2d Program assessment

Examples of closing the loop at the program level can be found in some areas. We continue to work to extend this process in both Program and Gen Ed assessment.

This year:

- Workforce faculty adjusted Program Learning Outcomes to include related instruction. This brings us more in line with accreditation and makes assessment more efficient (fall 2018).
- Faculty were encouraged to take a top-down approach to assessment planning, picking specific Program Learning Outcomes for the year and selecting corresponding learning objectives to assess. This parallels Gen Ed assessment (spring 2018, fall 2018).

The changes made to planning in both Gen Ed and Program assessment are intended to more closely align the assessment processes for Workforce and Transfer faculty, provide a clearer understanding of these outcomes, and move reporting towards a format where results are more readily apparent.

Examples of Program Level Assessment include:

- Aviation – Faculty reviewed multiple course level assessment across several courses to review both Gen Ed 5 and PLO 1, which deals with understanding of the technical aspects of aircraft control and operations. By breaking down results on the FAA comprehensive exam they were able to identify learning outcomes that needed improvement and put specific plans in place to improve learning.
- IST – While going through the assessment process instructors realized that the department has certain expectations as outcomes that are specifically measured in nearly every course but are not listed currently as Program Learning Outcomes. They are making adjustments to their PLOs.
- Accounting is using the results of their course level assessment to make changes in assessment practices across their curriculum by including pre and posttests in all of their courses.
- Counseling saw a need for more in-depth information to help guide advising practices facilitated through the Counseling Center than they were getting from a Canvas survey conducted Winter quarter. They conducted focus groups with students who had less than forty-five credits and after a careful review of the results are now piloting the use of Remind to provide text alerts to Running Start students who opt to participate and are integrating the use of the Student Success Checklist when advising new students .

- MA – Extra structured lab skills time was available to MA 112 students. Attendance was not required yet all enrolled students took advantage of this opportunity at least once during the quarter and MA instructors noted an increase in student skills.

2017-18 Annual Assessment of General Education/Related Outcomes was included within the 2018 Ad Hoc Report Appendix on Assessment. These pages are taken from that document.

Collaboration Ideas Based on

2017-18 Assessment of General Education/Related Instruction Outcomes

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

- Making writing across the curriculum (WAC) part of all instruction.
- 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 Writing Center and E-Tutoring to ensure they are receiving additional support to increase their ability to communicate clearly and effectively. Not only do we want students to be able to communicate clearly and effectively in their ECED coursework, but most importantly, be able to transfer skills across the curriculum and into the workforce
- 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.
- ENGL 098/099 - focus on transference of the writing skills we are teaching and the skill of revision
- We would like to find ways to link college classes across the campus. Eng 98/99 would like to form I-best courses with multiple programs to dev English students can accelerate through 101 and help transfer skills to content courses. CSS is another great connecting course for multiple disciplines. Connecting CSS to 98/99/101 allows students to explore topics in-depth.
- Some people requested a more standardized philosophy for I-Best and co-curricular choices and ensuring that advisors know what the classes are, how to present them to students

2. Students will be able to reason mathematically.

- Regarding reasoning mathematically, we need to make time for discussions across the division in order to;
    - Learn more about pre-req classes (what is taught/when?)
    - Have a better idea what we can expect our students to be able to do or not do already
    - Express concern over particular lack of pre-req. knowledge
    - Develop more resources for underprepared students
- I would like to see the introductory math classes introduce some nonconventional mathematics such as applications of astronomy, biology, chemistry, or physics. One thing students are intimidated by is applying the math they have learned to new situations. Another is dealing with the "ugly numbers" they might encounter outside of elementary math. I'd like to see both of these applied in math classes.
- Math - adjust course offerings for business DTA
- Better communication between biology and chemistry regarding exactly which concepts biology courses require from our chemistry students.

3. **Students will be able to solve problems by gathering, interpreting, combining and/or applying information from multiple sources.**
   - Biology – Need definition of critical thinking since that's what our division is all about.
   - Need cross-campus discussion of what is required in terms of rigor and critical thinking for a
   - 2.0 grade.
   - We could provide learning experiences that stress logical thinking.
   - Physics & Astronomy – Working with chemistry to develop a uniform dimensional analysis and unit conversion designed for student mastery
   - Dev. Eng - Cross department – curriculum changes that support/reinforce lessons taught in CSS & by guest presenters & mentors (resources, goal-setting, growth mindset, etc.)
   - Perhaps an orientation for Running Start students that communicates the nature of learning at the college level (e.g. rigor, study time, amount of reading, etc.).
   - We agreed that a discussion among faculty that considers a universal late-work policy might be useful.

4. **Students will be able to recognize or articulate personal/interpersonal aspects of, or connections between, diverse cultural, social, or political contexts.**
   - Develop a cross-Humanities generalized rubric focusing on concepts related to Gen. Ed. 4
   - 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.
   - Some of our History assessments definitely could be aligned with some of the Humanities courses

5. **Students will be able to demonstrate teamwork, ethics, appropriate safety awareness and/or workplace specific skills.**
   - Faculty need to go back and connect their assessment of their learning outcome back to the Gen Ed outcome.

Other Topics

- Counseling - share advising best practices discovered in assessment campus-wide
- A college-wide change that requires students to earn a 2.0 for all classes on the DTA
- Ways to help adjuncts w/ assessment
- Easier access to proctoring exams. Students who self-proctor exams need better technological access
- Asking students to use knowledge obtained in one class & carry it over to 2nd year courses + last quarter classes