Program Level Assessment Reports

2018-19

Department: Accounting;#1

Program Outcome: ACCT - 4. Record, classify, and summarize business transactions by using current accounting software exams
Courses Involved: ACCT262 & ACCT260
Date Modified: 8/28/2019 7:10:25 AM
Gen Ed 5

What courses were involved in assessment?
Assessed students ability to record financial transactions using current accounting sofware, by using the appropriate user interface functions. Specifically looking at the ability to journalize/post business transactions and print summary data via financial statements, upon entering our class and upon exiting.

What did you do for your assessment and why?
Administered a general questionnaire the first week of the quarter to identify if students had any prior experience with accounting software, to assess students' understanding and ability of journalizing/posting financial transactions using software.
Administered a test at the end of the quarter on journalizing/posting financial transactions and printing financial statements using software.
Approximately 14% of the combined students in the 2 classes assessed had any prior experience using accounting software, prior to taking this class, with limited or some ability with regards to journalizing/posting transactions and printing financial statements.
Approximately 91% of the combined students in the 2 classes assessed were able to correctly journalize/post financial transactions and print financial statements using accounting software on the end-of-quarter test. Note that 2 students (in one of the classes assessed) did not persist to the end of the quarter and did not complete the final test and they account for the 9% of students who did not acquire the skill(s).

What tools/measures did you use for your assessment and what were your results?
For this program outcome, we are extremely satisfied with the 91% success rate our students experienced on the end-of-quarter test, especially if you consider the actual students who persisted to the end of the quarter acheived a 100% success rate demonstrating the skills and abilities being assessed.
Changes will be summarized below.

What now? How are you going to close the assessment loop?
If not addressed above, what changes are you making to your program/department(s) as a result of assessment?
In 2019-2020, we will work with the Advisory Board for our Accounting Tech program to assess whether the credits assigned to these 2 classes should be modified. Currently the 2 classes combine for a total of 5 credits, and we want to determine if the QuickBooks class should be bumped-up by 1 credit and the general ledger-type software class should be bumbed down by 1 credit. We intend to gather data from the Advisory Board with regards to the relevance and completeness of these courses in the workplace.

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

Department: Accounting;#1

Program Outcome: ACCT - 2. Communicate the cumulative effect of business transactions by preparing basic financial statements
Courses Involved: ACCT105 & ACCT&201
Date Modified: 9/29/2018 10:51:16 AM
Gen Ed 5

What courses were involved in assessment?
Assessed students ability to prepare a basic financial statement (Income Statement), upon entering and upon exiting classes.

What did you do for your assessment and why?
Administered Pre- and Post-tests on Financial Statement preparation at a level appropriate for the course(s). Also used an initial general questionaire on prior accounting experience/knowledge, coupled with an end-of-quarter test on Financial Statement preparation.
Approximately 0 to 13% of the students in the 5 classes assessed were able to identify the correct Net Income for the Pre-test (or acknowledged they had prior experience/knowledge of accounting).
Approximately 43 to 86% of students in teh 5 classes assessed were able to identify the correct Net Income for the Post-test (or the end-of-quarter test).

What tools/measures did you use for your assessment and what were your results?
We want a better success rate on the Post-test than what we received in this first year of assessing this outcome. We would think that a 65% rate would be a great target for success on the Post-test.
Changes will be summarized below.

What now? How are you going to close the assessment loop?
If not addressed above, what changes are you making to your program/department(s) as a result of assessment?
Going forward we plan to use a uniform Pre- and Post-test for all accounting classes that will assessed for this outcome. The results are difficult to interpret because of our use of an inconsistent test device that changed from Fall to Winter/Spring quarters, as well as not having all classes we assessed using the same exact Pre- and Post-test. Supplemental instructional materials have been written by faculty regarding how to prepare Financial Statements and this handout will be used by faculty in the future.

If not addressed above, what changes/recommendations do you have for the college as a result of your assessment?
We submitted and received funds in our 18-19 budget request to purchase paper-bound texts to have available in the classrooms in which we teach these classes (and one copy for the BBCC library) for students to use to help with their in-class and out-of-cl

Department: Agriculture;#3

Program Outcome: AG - 3. Students will demonstrate critical-thinking and problem-solving skills as they make decisions in agricultural management situations
Courses Involved: AGR 263 Soils and AGR 271 AG Sales and Marketing
Date Modified: 6/20/2019 2:02:50 PM
Gen Ed 3

What courses were involved in assessment?
Problem-solving and critical thinking are both skills needed to work in agricultural managment situations. This outcome also aligns with GE #3, which we scheduled to assess this academic year.

What did you do for your assessment and why?
To assess this on course used a final exam questions and the other a simulation project used. The assessments provided feedback on providing better instruction on foundational information so students can then apply it.

What tools/measures did you use for your assessment and what were your results?
Next year both courses will be making changes to their labs/activities to improve instruction. With the improved instruction students should be able to better apply and the information to agriculture scenerious.

What now? How are you going to close the assessment loop?
If not addressed above, what changes are you making to your program/department(s) as a result of assessment?
If not addressed above, what changes/recommendations do you have for the college as a result of your assessment?
None

Department: Agriculture;#3

Program Outcome: AG - 1. Students will show knowledge of workplace safety when handling food, chemical/pesticides, and equipment.
Courses Involved: AGR 272 & AGR 212
Date Modified: 6/20/2019 11:49:36 AM
Gen Ed 5

What courses were involved in assessment?
Food safety and pesticide safety are currently significant areas of emphasis in the agriculture via information from the Ag advisory committee. Also the program was scheduled to assess GE 5 and PLO 1 for these courses.

What did you do for your assessment and why?
Test essay question and quizzes

What tools/measures did you use for your assessment and what were your results?
Both assessments showed that student comprehension of the topics was lacking in some areas. Both courses concluded covering the topics more indepth next time around would improve student understanding of the topics.

What now? How are you going to close the assessment loop?
If not addressed above, what changes are you making to your program/department(s) as a result of assessment?
Having students with leave the Ag program with food safety and pesticide safety knowledge is essential. Neither class has a go to text or curriculum for the course. The department needs to look into providng curriculum and materials for instructors. This will provide the insturctors with a solid set of resources so they can make sure students are leaving the course with necessary safety knowledge.

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

Department: Automotive Technology;#7

Program Outcome: AUT - 4. By program completion, graduates will pass the ASE Student Exams including engine repair, automatic transmissions, manual transmissions, steering and suspension, brakes, electrical/electronics, HVAC, and engine performance
Courses Involved: AUT 231
Date Modified: 5/3/2019 3:41:30 PM
Gen Ed 3

What courses were involved in assessment?
The assessment consisted of the EPA Section 609 test required for handling, recovery, recycling, evacuation, charging, and storage of refrigerant, as well as diagnostics and servicing of automotive air conditioning systems. In the past this was test was offered, but not included in their course grade. This quarter required that they successfully pass the test as part of their course grade.
What did you do for your assessment and why?
The test was taken and all students passed. This was not true in the past.
What tools/measures did you use for your assessment and what were your results?
Requiring the test seemed to motivate the students to not only take the test, but to work harder to pass the test. This gives them the ability to legally service air conditioning once they enter the trade after graduation.
What now? How are you going to close the assessment loop?
If not addressed above, what changes are you making to your program/department(s) as a result of assessment?
Future changes that will be made in light of this outcome is that we will provide, through lab fees, for students to not only take the 609 test, but to take all eight of the automotive ASE student certification tests.
If not addressed above, what changes/recommendations do you have for the college as a result of your assessment?

Department: Aviation;#8

Program Outcome: AVF - 2. The students will be able to interpret regulatory and legal issues which impact the industry at the FAA commercially certificated pilot level
Courses Involved: AVF 111, AVF 112 ,AVF 143, AVF 221, AVF 223, AVF 253, AVF 261
Date Modified: 6/13/2019 11:22:04 AM
Gen Ed 5

What courses were involved in assessment?
The assessment of the aviation program for the 2018-2019 academic year focused on program outcome number 2: The students will be able to interpret regulatory and legal issues which impact the industry at the FAA commercially certificated pilot level.
The primary reason for choosing this outcome to assess across the program was based on our assessment schedule of program outcomes. A secondary reason, and perhaps a more tangible benefit to the program, was a concern expressed by the aviation faculty that instruction and understanding of applicable regulation was insufficient in many of the students.

What did you do for your assessment and why?
Our tool for measuring our success in this program outcome comes from a review of related assessments done at the course level which support this program outcome. Seven 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 are as follows:
AVF 111 Learning Outcome 6: Recall Federal Aviation Regulations pertinent to solo student flights.
Our tool for assessing this outcome was the comprehensive written exam given at the end of AVF 111. Roughly one third of the exam focuses on Federal Aviation Regulations that are pertinent to solo student flights and with a class average of 92% on the exam we are very pleased with the results. However, after a thorough review of the exams the following deficiencies were noted:Required documents to be carried the aircraftMinimum visibility and cloud clearance requirements in various airspaceBBCC Transportation Security Administration compliance
AVF 112 Learning Outcome 4: Locate, memorize, summarize, or explain Federal Aviation Regulations as appropriate. This year 44 students wrote the FAA Private Pilot Knowledge Test with an overall pass rate of 88.6%. This pass rate was a 4.4% decrease from the 2017/2018 school year. Average exams scores also showed a decline from 83% (2017/2018 school year) to 80% (2018/2019 school year). The top five most missed subject areas remained the same between the 2017/2018 and the 2018/2019 school years. However, three of the five most missed subject areas showed an improvement by as much as 6%.
While the data above is useful and of some concern to the aviation department, our focus this year will remain on assessing course outcomes that support our current year's program outcome of being able to "interpret regulatory and legal issues which impact the industry at the FAA commercially certificated pilot level." Filtering the results of the missed questions on the FAA Private Pilot Knowledge Test yielded seven subject areas where deficiencies related to this outcome were noted. Below is the list of subject areas that were found deficient and the percentage of the class that missed a related question.Recall regulations - V speeds 29.5%Recall regulations - accident / incident reporting and preserving wreckage 20.5%Recall regulations -alcohol or drugs 16%Recall regulations - visual flight rules and limitations 11.3%Recall regulations - requirements of a flight plan release 11.3%Recall regulations - aircraft category / class 11.3%Recall regulations - minimum safe / flight altitude 11.3%
AVF 221 Learning Outcome 4: Locate, memorize, summarize, or explain Federal Aviation Regulations as appropriate.
Our tool for assessment in this class was the comprehensive FAA Commercial Airmen's Knowledge Test. This written test covers all subject matter in the class; however, it can be used to assess our learning outcome. This was achieved by use of breaking down the specific subject matter that was deficient and pairing it with the learning outcome that is being assessed.
This year 32 students wrote the FAA Commercial Airmen's Knowledge Test with a 100% pass rate. However, in an attempt to be more specific in our assessment we narrowed our focus this year to a specific learning outcome of being able to "Locate, memorize, summarize, or explain Federal Aviation Regulations and procedures as appropriate."

Filtering the results of missed questions on the FAA Commercial Airmen's Knowledge Test yielded four subject areas where deficiencies related to this outcome were noted. Below is the list of subject areas that were found deficient and the percentage of the class that missed a related question.Recall regulations - pilot-in-command authority / responsibility 44%Recall regulations - maintenance requirements 31%Recall regulations - Air Traffic Control authorization / clearances 28%Recall regulations - use of safety belts / harnesses (crew member) 22%

AVF 223 Learning Outcome 6: Locate, memorize, summarize, or explain Federal Aviation Regulations and instrument flight procedures as appropriate.

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

This year 37 students wrote the FAA Instrument Airmen's Knowledge Test with an overall pass rate of 89%. However, in an attempt to be more specific in our assessment we narrowed our focus this year to a specific learning outcome of being able to "Locate, memorize, summarize, or explain Federal Aviation Regulations and instrument flight procedures as appropriate." Filtering the results of missed questions on the FAA Instrument Airmen's Knowledge Test yielded five subject areas where deficiencies related to this outcome were noted. Below is the list of subject areas that were found deficient and the percentage of the class that missed a related question.Interpret information on an Instrument Approach Procedures (IAP) 47%Recall instrument procedures - holding / circling 46%Recall radio - GPS / RNAV / RAIM 32%Recall regulations - Air Traffic Control authorization / clearances 38%Recall regulations - pilot currency requirements 35%

AVF 143 Learning Outcome 2: Analyze simulated in-flight emergencies and take the required actions per the Private Pilot-Airplane Airman Certification Standards.

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. Based on a very limited set of students completing this class to-date (2 students) we have a 100 percent first time pass rate.

With the results being so limited the main outcome of this assessment was the noteworthiness of less than 3% percent of the first year cohort finishing their private certificate in three quarters.

AVF 253 Learning Outcome 3: Evaluate various Go/No-Go flight decisions under real or simulated scenarios using effective Aeronautical Decision Making (ADM) skills.

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. Based on a very limited set of students completing this class to-date (7 students) we have an 86 percent first time pass rate.

While limited (1 failure) results from this stage exam indicated poor Aeronautical Decision making with regards un-stabilized approach to landing with a failure to acknowledge and execute a go-around. While this failure did not relate directly to the Go/No-Go flight decision it did touch on an element of Aeronautical Decision Making.

AVF 261 Learning Outcome 3: Interpret and adhere to air traffic control instructions and clearances.

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. Based on a very limited set of students completing this class to-date (8 students) we have a 100 percent first time pass rate. Results from this stage exam indicate students are preforming well in the areas of ATC communication and regulatory compliance with inflight procedures

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

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

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

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

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

1. Revise written exams in various classes.

2. Update lecture class PowerPoint Presentations and handouts.

3. Revise program text material in the Preflight Handbook.

4. Allocate addition class time to subject matter (specifically Federal Aviation Regulations).

5. Update passenger briefing cards.

6. A continuation of updating material with regards to the use of WAAS equipped GPS receivers as well as G1000 equipped aircraft.

7. Update mandatory instructor/student read files.

8. Update and enhance homework and quizzes to reflect a higher level of learning (specifically instrument approaches).

9. Update instructor orientation training to include several departmental areas of "special emphasis" in flight training.

10. Continued dialogue with college administrative staff on aircraft availability.

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

A continued emphasis is needed regarding aircraft availability for students. With less than 4% of the first year cohort making in through the private pilot certificate in three quarters, more research is needed to determine the impact of weather, aircraft

Department: Biology;#10

Program Outcome:
Courses Involved: BIOL&100, BIOL&211, BIOL&260, BIOL&241
Date Modified: 9/28/2018 5:05:19 PM
Gen Ed 5

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

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

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

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

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

to share them. The students at the ends of the bench feel left out and have less access to the models, or else one pair of students is reluctant to share. In a square configuration, all students would have equal access to the centrally located models. This is an issue in 4 of 9 labs (44%).

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

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

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

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

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

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

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

As a result of our assessment of General Education Outcome 5, we are recommending an urgent full lab remodel of rooms 1209 and 1211 and their related prep areas. This remodel will not only improve safety and enhance collaboration; it will also help Big B

Department: Business Information Management;#13

Program Outcome: BIM - 6. Students will be able to reason mathematically using methods appropriate to the profession.
Courses Involved: BIM 180 and BIM 280
Date Modified: 10/9/2019 11:51:26 PM
Gen Ed

What courses were involved in assessment?

In this year's assessment, we ended up changing our plan as the year went on. What seemed like the best way to assess our classes above, we realized that we did not have the student numbers to assess each class individually. We ended up taking BIM 180 and BIM 280 and combining them for the duration of the year to have significant data to assess students on their ability to reason mathematically using methods appropriate to the profession. We looked at just the Excel credits in these courses. We had one section of each course in Fall 18, Winter 19, and Spring 19 (total for the year was six sections). It is also important to know that a passing grade on these tests have to meet the minimum competency level of 85%. This is a high bar for any student. We want our student to show they are competent in an area when they are going out in the workforce.

What did you do for your assessment and why?

During this period of time, we had 21 students attempting to earn credit for the Excel portion of these classes. Of those 21 students, we had 11 students pass on their first attempt (52%). The 11 students average score was a 90%. Of the 10 students who did not pass, their average score was a 73%. For the whole group, the average score was an 82%. Overall, I am pleased with these results but wish I just had more students pass on their first attempt. Now that we know the overall numbers, lets break this down a little further and talk about how my students did with reasoning mathematically. When analyzing each students test, we see that students understood most math concepts while missing the execution of the concept. In the area of calculating a percent increase on a retail item or tax on an item, students could reason mathematically and arrive at the correct number but failed to execute the problem correctly in Excel. To complete these types of math problems to a whole column of numbers, students were tasked to use Absolute Referencing to complete this task. Students would reason mathematically and come to the correct answer but would use Relative Reference. Of the 10 students who missed these questions on the test, half of them could calculate the correct answer using Relative Reference but missed points for not changing the equation to show Absolute Referencing.

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

Looking at these courses as a whole, we see that some of our students are missing the link to bridge the gap between using Excel and reasoning mathematically. In the future, we will stress to our students in a review assignment to go back practice using reasoning mathematically to calculate a percent increase on a retail item using Absolute Referencing.

What now? How are you going to close the assessment loop?
If not addressed above, what changes are you making to your program/department(s) as a result of assessment?
If not addressed above, what changes/recommendations do you have for the college as a result of your assessment?

Department: Computer Science;#18

Program Outcome: CS - 4. Deploy and manage server hardware and software to support organizational operations and goals
Courses Involved: CS 106 & CS 206
Date Modified: 9/25/2019 4:33:48 PM
Gen Ed 3

What courses were involved in assessment?
CS 106 - Install and deploy virtual machines using several virtualization technologies. CS 206 -Install and configure a Linux Server OS
The goal is for 100% of the students to complete these outcomes (install, deploy, configure the software) on time by the due date. Students must complete these outcomes to continue in the class. Each day late is a 10% reduction in the grade, so I will also track statistics related to the timeliness of completion.

What did you do for your assessment and why?
I used Canvas for assignments and grading. When we performed the associated labs the students would turn in their completion report through Canvas. For CS 106, 2/14 students did not submit the lab on-time and failed to submit the lab at all. Although they were allowed to continue on in the course.
For CS 206, 3/18 students were late finishing the lab, but completed it the following week. The reasons for not finishing on-time were missing class and also that we ran out of time to complete the lab in-class for a few students due to needing to take turns to access the servers.

What tools/measures did you use for your assessment and what were your results?
To close the loop for the CS 106 Lab, I could disallow continuing on to the next Canvas module, but I'm not a fan of that solution. I suppose I could make the assignments mandatory to earn a final grade.
To close the loop for the CS 206 lab will be difficult. I will probably allow multiple days to complete the lab on-time because there isn't enough time to complete the project in 1 day.

What now? How are you going to close the assessment loop?
If not addressed above, what changes are you making to your program/department(s) as a result of assessment?
No changes, just modifying the class for improvements.

If not addressed above, what changes/recommendations do you have for the college as a result of your assessment?
None

Department: Counseling;#19

Program Outcome:
Courses Involved: Advising Syllabus
Date Modified: 10/16/2018 3:31:52 PM
Gen Ed 1

What courses were involved in assessment?
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.

What did you do for your assessment and why?
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.

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

What now? How are you going to close the assessment loop?
If not addressed above, what changes are you making to your program/department(s) as a result of assessment?
N/A

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

Department: Counseling;#19

Program Outcome:
Courses Involved: Advising Syllabus
Date Modified: 9/28/2018 1:38:10 PM
Gen Ed 1

What courses were involved in assessment?

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

What did you do for your assessment and why?

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

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

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

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

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

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

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

After careful review of the results from the advising survey (winter quarter) and the spring quarter focus groups the counselors are piloting the use of Remind to provide text alerts to Running Start students who opt to participate. Students were invited to sign-up for Remind when admitted to BBCC as this in now included in the acceptance letter for Running Start students. Running Start students who attended the Meet Advisor/Instructors session at Fall Viking

Orientation were also encouraged to sign-up for the texts alert. An announcement is posted on Canvas encouraging Running Start students to sign-up for Remind. Currently 120 students have opted to receive Remind text alerts. Counselors have also begun to integrate the use of the Student Success Checklist when advising new students. The Student Success Checklist provides students with important dates, events and tasks that should be completed to foster academic success at BBCC. Students who attend New Student Registration are provided the Student Advising Information sheet which orients them on how to contact their advisor, and prepare for their advising appointment. Counselors refer students to this document during various campus workshop and advising sessions.

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

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

What now? How are you going to close the assessment loop?
If not addressed above, what changes are you making to your program/department(s) as a result of assessment?
Please see question above.

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

Department: Criminal Justice;#20

Program Outcome: CJ - 5. Explain the importance of and exhibit ethical decision-making and personal ethics within the criminal justice context.
Courses Involved: CJ& 101, CJ 210
Date Modified: 9/20/2018 4:12:10 PM
Gen Ed 3, 4

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

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

What tools/measures did you use for your assessment and what were your results?
I think the loop is closed but it is good to see the progress in learning and we will likely do this for other courses.

What now? How are you going to close the assessment loop?
If not addressed above, what changes are you making to your program/department(s) as a result of assessment?
If not addressed above, what changes/recommendations do you have for the college as a result of your assessment?

Department: Developmental English;#21

Program Outcome:
Courses Involved: ENGL 098/ENGL 099 Pre College English
Date Modified: 8/18/2019 3:22:15 PM
Gen Ed 1

What courses were involved in assessment?

This assessment is for SP 18, FA 18, WI 19, SP 19.
ENGL 098 and ENGL 099 are developmental-level pre-college English reading/writing classes. Currently, all ENGL 098/099 classes provide opportunity to accelerate through ENGL & 101 (ENGL 109 for Applied Technical Writing-track students.) The night section of ENGL 098/099 does not provide an acceleration option at this time, and the night section runs very low enrollment.
Accelerated classes provide 5 credits of ENGL & 101 instruction (3 credits ENGL 109), and 2.5 credits ENGL 098/099 support instruction as DVS 016 (For ENGL 109, students receive 2 credits support as CSS 106). The ENGL & 101 and ENGL 109 classes are standard classes that follow the appropriate MCO. The support instruction addresses the ENGL 098/099 skills development that students need to accomplish their college-level English class.
For this assessment cycle, students attended the ENGL & 101 as a hybrid.
For this assessment, we tracked how many students accelerated beyond their initial placement. Students who initially place into ENGL 098 can earn ENGL 099 or ENGL & 101 (or ENGL 109); students who place into ENGL 099 can earn ENGL & 101 (or (ENGL 109). Students would have to demonstrate the ability to "communicate clearly and effectively" in writing at a minimum 2.0 competency in order to accelerate through any level.
Our secondary assessment was a pilot this cycle. We provided a competency grid to each ENGL 098/099 student so that they could easily track their own development and competency. The grid is divided into four columns of skills and their descriptors (Conventions, Content Development, Coherence and Focus, and Audience Awareness) through three distinct levels of competency (ENGL 098, ENGL 099, ENGL & 101). As students meet a specific competency at a minimum 2.0, that skill descriptor is marked off. Students and instructor can easily see what a student is doing well and where a student can improve.
We used these two assessments to see how many students were accelerating in theses classes and to see where additional focus in instruction was needed to better help students accelerate.

What did you do for your assessment and why?

We tracked our acceleration for each class. We kept a spreadsheet that was also submitted to Admissions & Records so that students' enrollment status could be changed. We used this spreadsheet to keep notes on particular issues that came up for some students as well, such as the different life conflicts that our population tends to face those first quarters of college.
The competency grid was used officially by one instructor and casually by the other for this cycle. Officially, the grid was housed in a Google spread sheet and each student had access to his or her own grid in a private discussion forum in Canvas. The other instructor used the grid as a teaching and self-assessment tool for students to assess their own progress and learn some academic language of concepts related to reading and writing.
Over the course of this cycle,
•295 total students in accelerated classes
•63 earned ENGL & 101
•17 earned ENGL 109
•22 earned ENGL 099 (from ENGL 098)
•6 students earned ENGL & 101 from ENGL 098
•% acceleration: 34

Our acceleration rate was relatively consistent with other community colleges where accelerated ENGL & 101 is being offered.

The competency grid was met with positive response by stunts. They appreciated the visual presentation as it helped them to better understand instructor feedback and suggestions. They also liked seeing competency boxes checked off as that helped them to better focus on accomplishments.

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

We learned quite a bit from this assessment cycle. We learned that our ENGL 098/099 students who choose the face-to-face classes are not ready for hybrid ENGL & 101. We also learned that support instruction needs to be in shorter chunks and with greater frequency for the reinforcement and retention of concepts and skills. Our students tended to struggle with only having support instruction for 1.5 days at the end of the week and were not ready for having to complete so much course content in an online environment.

We also learned more about the particular challenges that our ENGL 098/099 students face in their first quarters as they are learning how to balance work, family, and school.

Going forward, we are holding the face-to-face ENGL & 101 class for 5 face-to-face credits followed 3 days per week by 50-minute support instruction sessions. We feel that this will be better for students who are not ready for hybrid instruction and allows for more frequency of support instruction. We will also incorporate some elements of CSS 100 College Success Skills into our support instruction. At the developmental level, students need reinforcement of skills and concepts for college success as well.

We will use the competency grid across all accelerated classes.

What now? How are you going to close the assessment loop?
If not addressed above, what changes are you making to your program/department(s) as a result of assessment?

In additional to the discussion above on closing the loop, we are restructuring all the accelerated ENGL & 101 classes so that they are consistent in course content, materials, and timing. That way, if a student needs to change a class because of a change in employment or childcare, for example, that student can move seamlessly into a different section and not feel out of place. The online sections that are linked with a content course and the ENGL 109 do not apply here.

At the institutional level, we also need to enhance our tracking of acceleration or other measures of success. We will track the quarter-to-quarter GPA of all students in ENGL 098/099: those who accelerate, those who do not accelerate, and those who do not have the opportunity to accelerate (such as the night section). We also want to measure degrees of persistence and completion. We need a clearer, more complete picture of the value of acceleration.

At the course level, we will use the competency grid to measure how well students are meeting those competencies and where we need to focus more in our instruction.

One more result of this assessment has to do with our noting of the different challenges our students face in these first quarters of college. We found that we sometimes have students who become overwhelmed with balancing life, work, and school, and truly do not know how to address this in their first quarters. The result is that some students just give up and drop out. In response, we worked with FinAid and Admissions to see if we could institute a type of "lifeboat" where students could stop out of our class with impunity, focus on their other classes, then pick up with us again the following quarter. The lifeboat option could help students persist who might otherwise disappear and does not function in the same way as an Incomplete grade with its sometimes negative impacts. We will see how this goes if we have a student with a need.

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

We have several recommendations for the college.

First, although we know that the college would like to measure the success of accelerated student in ENGL & 102 and ENGL 235, we find that to be an incomplete measure. Not all students take ENGL & 102 or E

Department: Developmental English;#21

Program Outcome:
Courses Involved: ENGL 098 and ENGL 099
Date Modified: 6/16/2019 4:31:54 PM
Gen Ed 1

What courses were involved in assessment?
In winter quarter 2018, we meaured the result of direct instruction of using transitional devices in writing. Students had not been demonstrating competency in this area.

What did you do for your assessment and why?

In winter quarter 2018, there were a total of 91 students enrolled in ENGL 098/099 classes. 16 of those students were online students; 20 had placed into ENGL 098; 71 had placed into ENGL 099.

During the first week of the quarter, all students completed a pre-assessment writing task. This task consisted of writing an essay in response to a just at college level short article and prompt. This pre-assessment had two purposes: it provided us with a base line assessment to teach from and it would be used for the post-assessment task at the end of the quarter.

We worked all quarter with helping students to build their transitions skills, both in idea-to-idea and paragraph-to-paragraph. We used modeling, direct feedback to writing tasks, and in-class hands on practice.

At the end of the quarter, students were given back the pre-assessment essay they had written at the first of the quarter. We explained that for their final exam, they would have till the end of finals week to revise and edit their original essay to demonstrate what they had learned this quarter. Most students were surprised to see what they had written earlier and felt confident that they could produce a better essay. We went over the expectations for revision and editing, provided a rubric, and let the students know that they could use any resource they wished to help them with the revision. They could not use their instructors, however. We did want to se if they would use the resources we had introduced them to throughout the quarter.

Even though the final assessment was worth 10% of the final grade for the course and we had tried to prepare students for the task, fewer than 10% of the students demonstrated any ability to edit and revise for transitions. Fewer than 10% of the students did much more than change a few words in their original essay.

However, when we looked at the final essay that the students had written over the last three weeks of the quarter, the majority demonstrated the ability to choose and use effective transitional devices.

We feel that direct instruction did have a positive effect on the students' ability to apply transitional devices to their writing as was demonstrated in their final essays. We feel that there are a few possibilities to explain why they did not demonstrate these skills in the final exam assessment:

1. We did not reinforce the revision process adequately
2. We did not help them learn to be independent learners adequately
3. Students were tired, had just completed a major essay assignment, and did not bring their best efforts

We have decided that we will not include the final essay exam task going forward, but we will be more conscious of helping students learn to make independent choices about their work and we will seek better, more complete feedback from students to check their understanding of tasks.

What tools/measures did you use for your assessment and what were your results?
Although the final essay exam was not successful for this assessment, we are able to see that direct instruction of transitional devices works well.

We won't use the final exam any longer; for spring 18, we will take a closer look at our accelerated English classes and measure the relationship between support instruction attendance and acceleration.

What now? How are you going to close the assessment loop?
If not addressed above, what changes are you making to your program/department(s) as a result of assessment?

We will move forward with finding the best practices to support accelerated ENGL.

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

At this time, we do not have any recommendations for the college as a whole. We need to focus on what we can do to improve the accelerated English classes.

Department: 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: ECED& 105, ECED& 132, ECED& 180 and EDUC& 115
Date Modified: 7/15/2019 11:14:09 AM
Gen Ed 1

What courses were involved in assessment?
Identified assignment within each course that would determine whether or not students were able to articulate how children acquire language and creative expression and develop physically, cognitively, and socially and be able to communicate that information clearly and effectively.

What did you do for your assessment and why?
Used rubric to assess ECE program outcome #1 and Gen Ed outcome #1
ECED& 105: 80% of students met program outcome #1 with a 2.0 or higher. 76% of students met gen ed outcome #1 with a 2.0 or higher.
ECED& 132: 81% of students met program outcome #1 with a 2.0 or higher. 85% of students met gen ed outcome #1 with a 2.0 or higher.
ECED& 180: 88% of students met progam outcome #1 AND gen ed outcome #1 with a 2.0 or higher.
EDUC& 115: 75% of students met program outcome #1 with a 2.0 or higher. 89% of students met gen ed outcome #1 with a 2.0 or higher.

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 to your program/department(s) as a result of assessment?
Based on recommendations from assessment committee, Program Coordinator included the benchmark (2.0-75%) with each outcome to make data results more transparent.
ECE/Ed department is hiring a new full-time faculty member in 19-20. Results of assessment will be shared with new faculty member to discuss what his/her suggestions are, based on data.

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

Department: Early Childhood Education;#23

Program Outcome: ECE - 8. Serve children and families in a professional manner and participate in the community as a representative of early care and education (Professional Development and Leadership).
Courses Involved: ECED& 120, ECED& 120, EDUC 190
Date Modified: 6/3/2019 11:56:17 AM
Gen Ed 1

What courses were involved in assessment?
Identified an assignment within each course that would determine whether or not students were able to serve children and families in a professional manner and participate in the community as a representative of early care and education.

What did you do for your assessment and why?
Used rubric to assess ECE program outcome #8 and Gen Ed outcome #1
ECED& 120: 82% of students met the program outcome with at 2.0 or higher. 95% of students met the gen ed outcome with 2.0 or higher.
ECED& 180: data will be collected and reported after spring quarter
EDUC 190: 83% of students met the program outcome with at 2.0 or higher. 100% of students met the gen ed outcome with 2.0 or higher.

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 to your program/department(s) as a result of assessment?
Based on recommendations from assessment committee, Program Coordinator included the benchmark (2.0-75%) with each outcome to make data results more transparent.
ECE/Ed department is hiring a new full-time faculty member in 19-20. Results of assessment will be shared with new faculty member to discuss what his/her suggestions are, based on data.

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

Department: 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: ECED& 170
Date Modified: 6/3/2019 11:51:05 AM
Gen Ed 1

What courses were involved in assessment?
Identified assignment within course that would determine whether or not students were able to establish an environment that provides learning experiences to meet children's needs, abilities and interests.

What did you do for your assessment and why?
Used rubric to assess ECE program outcome #2 and Gen Ed outcome #1
94% of students met the program outcome with at 2.0 or higher. 81% of students met the gen ed outcome with 2.0 or higher.

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 to your program/department(s) as a result of assessment?
Based on recommendations from assessment committee, Program Coordinator included the benchmark (2.0-75%) with each outcome to make data results more transparent.
ECE/Ed department is hiring a new full-time faculty member in 19-20. Results of assessment will be shared with new faculty member to discuss what his/her suggestions are, based on data.

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

Department: Early Childhood Education;#23

Program Outcome: ECE - 3. Observe and assess what children know and can do in order to plan and provide curriculum that meets their developmental needs (Ongoing Measurement of Child Progress).
Courses Involved: ECED& 160
Date Modified: 6/3/2019 11:50:39 AM
Gen Ed 1

What courses were involved in assessment?
Identified assignment within course that would determine whether or not students were able to observe and assess what children know and can do in order to plan and provide curriculum that meets their developmental needs.

What did you do for your assessment and why?
Used rubric to assess ECE program outcome #3 and Gen Ed outcome #1
96% of students met the program outcome with at 2.0 or higher. 74% of students met the gen ed outcome with 2.0 or higher.

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 to your program/department(s) as a result of assessment?
Based on recommendations from assessment committee, Program Coordinator included the benchmark (2.0-75%) with each outcome to make data results more transparent.
ECE/Ed department is hiring a new full-time faculty member in 19-20. Results of assessment will be shared with new faculty member to discuss what his/her suggestions are, based on data.

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

Department: Early Childhood Education;#23

Program Outcome: ECE - 4. Develop strong relationships with families and work collaboratively with agencies/organizations to meet children's needs and to encourage the community's involvement with early care and education (Families and Community Partnerships).
Courses Involved: EDUC& 150
Date Modified: 6/3/2019 11:49:48 AM
Gen Ed 1

What courses were involved in assessment?
Identified assignment within course that would determine whether or not students were able to develop strong relationships with families and work collaboratively with agencies/organizations to meet children's needs and to encourage community involvement with early care and education.

What did you do for your assessment and why?
Used rubric to assess ECE program outcome #4 and Gen Ed outcome #1
79% of students met the program outcome with at 2.0 or higher. 95% of students met the gen ed outcome with 2.0 or higher.

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 to your program/department(s) as a result of assessment?
Based on recommendations from assessment committee, Program Coordinator included the benchmark (2.0-75%) with each outcome to make data results more transparent.
ECE/Ed department is hiring a new full-time faculty member in 19-20. Results of assessment will be shared with new faculty member to discuss what his/her suggestions are, based on data.

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

Department: Early Childhood Education;#23

Program Outcome: ECE - 6. Establish supportive relationships with children and guide them as individuals and as part of a group (Interactions).
Courses Involved: EDUC& 130, ECED& 120
Date Modified: 6/3/2019 11:48:21 AM
Gen Ed 1

What courses were involved in assessment?
Identified an assignment within each course that would determine whether or not students were able to establish supportive relationships with children and guide them as individuals and as part of a group.

What did you do for your assessment and why?
Used rubric to assess ECE program outcome #6 and Gen Ed outcome #1
EDUC& 130: 80% of students met the program outcome with at 2.0 or higher. 91% of students met the gen ed outcome with 2.0 or higher.
ECED& 120: 64% of students met the program outcome with at 2.0 or higher. 95% of students met the gen ed outcome with 2.0 or higher.

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?
After reviewing the data, I have decided to adjust the assignments' description to make the expectations more transparent. The discussion has two parts, which some students missed. This resulted in a number of students not meeting the outcome of a 2.0 or

If not addressed above, what changes are you making to your program/department(s) as a result of assessment?
Based on recommendations from assessment committee, Program Coordinator included the benchmark (2.0-75%) with each outcome to make data results more transparent.
ECE/Ed department is hiring a new full-time faculty member in 19-20. Results of assessment will be shared with new faculty member to discuss what his/her suggestions are, based on data.

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

Department: Early Childhood Education;#23

Program Outcome: ECE - 5. Establish and maintain an environment that ensures children's safety, health, and nourishment (Health, Safety, Nutrition).
Courses Involved: ECED& 107
Date Modified: 6/3/2019 11:47:57 AM
Gen Ed 1

What courses were involved in assessment?
Identified assignment within course that would determine whether or not students were able to establish an maintain an environment that ensures children's safety, health, and nourishment.

What did you do for your assessment and why?
Used rubric to assess ECE program outcome #5 and Gen Ed outcome #1
62% of students met the program outcome with at 2.0 or higher. 86% of students met the gen ed outcome with 2.0 or higher.

What tools/measures did you use for your assessment and what were your results?
After reviewing the data with associate faculty members, we have decided to adjust the assignments' description to make the requirements more transparent. The assignment has two parts, which some students missed. This resulted in a number of students not meeting the outcome of a 2.0 or higher.

What now? How are you going to close the assessment loop?
If not addressed above, what changes are you making to your program/department(s) as a result of assessment?
Based on recommendations from assessment committee, Program Coordinator included the benchmark (2.0-75%) with each outcome to make data results more transparent.
ECE/Ed department is hiring a new full-time faculty member in 19-20. Results of assessment will be shared with new faculty member to discuss what his/her suggestions are, based on data.

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

Department: Foreign Language;#28

Program Outcome:
Courses Involved: SPAN&121, SPAN&123
Date Modified: 9/23/2019 3:17:18 PM
Gen Ed 4

What courses were involved in assessment?

2 – Students will identify the general history, geography and culture of Spanish speaking countries through map quizzes, culture quizzes and essays about a Spanish speaking country of their choice.

Becoming fluent in a language requires not only vocabulary and grammar comprehension but also cultural fluency.

1) SPAN 121/SPAN 123: Students read excerpts from a text which explains cultural expectations across the Spanish speaking world.

2) SPAN 121: Students were provided with geographical maps of the Spanish speaking world and studied these, along with cultural and political details about many countries.

3) SPAN 123: Students were required to choose a Spanish speaking country and research cultural, political/historical and geographical information about that country.

What did you do for your assessment and why?

1) SPAN 121/SPAN 123: Students completed quizzes to demonstrate the knowledge they gained through their study of the textbook.

2) SPAN 121: Students completed a quiz at week 4 and week 7 to demonstrate their knowledge of where Spanish speaking countries are located.

3) SPAN 123: Students wrote an essay about the country and provided an oral report, accompanied with visual aids, to the class on what they learned about the country they researched.

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

2): In future quarters I will provide a pre-test on a map of the Spanish speaking countries are located geographically in the world. This will provide a way to determine whether their study of the provided maps was an effective way to improve the geographical knowledge of the Spanish speaking world.

1) and 3): I will continue to utilize these assessments as many students expressed that their interest in learning more about Spanish speaking countries increased as they learned more about them in their research.

What now? How are you going to close the assessment loop?
If not addressed above, what changes are you making to your program/department(s) as a result of assessment?
If not addressed above, what changes/recommendations do you have for the college as a result of your assessment?

Department: History;#32

Program Outcome:
Courses Involved: HIST136 and HIST137
Date Modified: 5/1/2019 4:24:48 PM
Gen Ed 4

What courses were involved in assessment?

Having flipped and made these courses hybrid for the first time, I'm comparing them with the online modality taught this year with the same asignments to determine which is more effective toward student success. I've also added a heavy writing component to the courses and I will be comparing the overall effect his has on student success with earlier the itiration of the courses which did not have any written work whatsoever.

What did you do for your assessment and why?

This year I've run the HIST136 and 137 courses as hybrid and online classes is the fall and winter quarters. In both modalities, students were given the same assignments—a combination of quizzes, exams, and written assignments. All of this work was completed online in Canvas. There were two types of quizzes: timed lecture quizzes, and untimed open-book chapter quizzes. Alternatively, students could substitute three timed, open-book exams for the chapter quizzes if they wished. The exams and chapter quizzes were worth the same number of points total. Students were also instructed to choose 100-points worth of written exercises from a list spanning the quarter. These exercises were generally one-to-two page papers analyzing a variety of primary historical sources: images, film, and text. The idea was to provide students with the opportunity to 1) take ownership in their education by deciding for themselves which assignments they completed; and 2) provide the instructor with some variety. Separately, the two hybrid classes were given a selection of documents which were to be studied by the students in anticipation of an in-class discussion/activity. These were several of the documents studied by the students online. Rather than write an essay answering several questions, hybrid students were provided a worksheet with the prompts necessary for the upcoming discussion and asked to respond to the questions on paper. Discussion grades were taken not from the in-class portion, but the worksheets collected at the end of class. In this way students who chose not to speak in class were not penalized.

Results for the HIST&136 sections were mixed. Hybrid students averaged 85% (83% and 87%) on their chapter quizzes, which was in-line with their online cousins at 86.5%. Lecture quizzes were similar—68% average (62% and 72%) for the hybrid sections, and 69% online (67% and 71%). Using the worksheets, however, the hybrid students scored an average 69% (68% and70%) for their work with document analysis, whereas the online students writing essays scored 74.5% (72% and 77%). It was also quite difficult to engage students in the class room. The majority of students who chose to take the exams instead of the chapter quizzes were in the online classes. Online scores averaged 74% (82% and 66%), significantly lower than those for the chapter quizzes. The students who chose t take exams in the hybrid section were all enrolled in the fall quarter class and their scores averaged 53% (compared to an 83% average for the chapter quizzes in the same quarter. Final scores for the two modalities were 78.5% for the hybrid students (72% and 83%) and 80.5% for the online students (79% and 82%).

HIST&137 was taught entirely online in both fall and winter quarters. For the chapter quizzes, students averaged 82.5% (82% and 83%). For the lecture quizzes, the average was 81.5% (83% and 80%). For the individually chosen assignments, the average was 76% (79% and 65%). Students also had a two-page paper which was required of everyone at the end of the quarter to gauge overall whether students' writing abilities had increased. Fall quarter's average for this assignment was 84%. The winter quarter, however saw several instances of academic dishonesty occur which pulled the average down to 72%. If we remove those from the total, winter quarter's average rises to 79%. This also increases the overall average to 81.5%. In both instances the increased average grade appears to suggest that writing ability did, in fact, increase through the quarter. Final scores for the two quarters of online sections averaged 78.5% (83% and 72%).

Finally, I also wanted to compare what the insertion of more written assignments into the classes would do to overall success rates. To determine this, I looked back at an earlier quarter (Winter, 2017) chosen at random when both courses were taught using the traditional and online modality. During that quarter (and continuing until Spring 2018),

students were asked to complete several timed lecture quizzes and three comprehensive timed textbook exams. All of the courses in in that quarter saw significantly increased scores on the textbook exams—this in spite of the textbook quizzes this year being open-book and untimed. In Hist&136, chapter exams averaged 92% in the traditional class and 93% online. The lecture quizzes saw more range with the traditional students averaging 65% and the online students averaging 79%. Overall course grades averaged 83% for the traditional students and 86% for the online class. The newer hybrid model saw class completion averages at 78.5% (72% and 83%). The new online sections likewise saw a decrease in scores to 80.5% average (79% and 82%).

The online HIST&137 in Winter 2017 saw similar results. The chapter exams averaged 93% and the lecture quizzes were 77% average. Overall class average was 91%. The new online sections this academic year saw course completion grades averaging 83% and 72% respectively.

What tools/measures did you use for your assessment and what were your results?
If anything, this assessment has demonstrated to me that student performance levels drop when given more work to complete. Although the work level was not unreasonable (one chapter per week, one 10-question multiple-choice lecture quiz timed for 10 minutes) and one (1) one-to-two page paper per week, overall student achievement levels went down. In other words, students were unale to focus on one thing and that division of time impacted their ability to concentrate or apply the concepts learned during the week. I'm most concerned about the low percentages seen in the written work. The academic dishonesty aside, students appeared to truly strugle with the idea that academic work required citation. To test that, this quarter I've instituted policies in which all student writing must be properly citedor it will be rejected from grading. There is also additional instruction provided to go along with this requirement.
Lecture quiz scores are historically always low. This comes from two probable causes: a) that online students are loathe to watch the recorded lectures; and, b) that studens in general struggle to take notes--even when provided with study guides and imstruction as to how to properly use them. This is an on-going battle, and while it does concern me, results in the textbook quizzes demonstate that learning of the narrative is taking place.

What now? How are you going to close the assessment loop?
If not addressed above, what changes are you making to your program/department(s) as a result of assessment?
If not addressed above, what changes/recommendations do you have for the college as a result of your assessment?

Department: History;#32

Program Outcome:
Courses Involved: Hist&215: Women in US History
Date Modified: 1/18/2019 11:26:21 AM
Gen Ed 3

What courses were involved in assessment?

For my assessment, I set up a discussion board assignment where each week students would have to evaluate how women fit into the large developments and events of American History. For this quarter, I used a bedford digital collection of primary sources, outside readings and films, in addition to lecture. This gave students multiple sources to pull information from, analyze it and apply it to the writing prompt. Once the information was gathered, students had to create a thesis driven argument and use the evidence to support their thesis. After they posted their response, they were required to read two other discussion posts and find a counter argument. Again, using multiple sources, they were required to acknowledge the main argument and come up with a counter argument using the same data. My idea behind using the same writing prompt was the writing prompt never changed but the information constantly changed over the course. Each week there was new information from lecture and outside materials. This constant change of data meant students had to constantly interpret and apply information from multiple sources each week.

What did you do for your assessment and why?

For this assessment, I used the dicussion board. The focus was how students interpreted data and created an argument. The Rubric for the assignment was broken up into 3 sections. The first section was worth 5 points, this section evaluated the thesis statement. Thesis statements needed to be in the form of a declarative statement that not only answered the writing prompt but provided subthemes for how they would answer the questions. The next section was the answer they provided and analysis of the documents. For this section students were required to use a number of sources (at a minimum 2 different sources) to support their arugment. They were graded on if their paragraphs answered the question, but also supported their thesis statements, and if they moved beyond summary of documents and provided full analysis. The first week, I had mixed results. While the majority of the students passed they largely had week thesis statements that merely restated the questions, despite having an announcement that told them not to simply restate the question. This seemed symptomatic for the first half of the quarter; even though, I provided feedback in the rubric with examples. For the second half of the quarter, thesis statements improved immensly. When students had their arguments focused the rest of discussion fell into place. They had organized analysis of multiple sources and strong arguments. There were still a few people who did not complete the assignments which in the end hurt the overal average of discussions. My range was from 0% to 100%. The Median was 88.5%.

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

fter going through half the quarter writing detailed responses in the rubric and students still not improving, it became painfully obvious students were not reading the comments in the rubric. Instead of emailing each individual student, I create a document in pages in canvas. This document was a complete guide to thesis statements: how to write them, examples of weak ones, examples of strong ones, how to set up the arguments etc. Once the document was created, I was not content that students would simply read the document, so I created a video in panopto walking students through the document. The last stage was to set up a 5 question quiz to triple check that students had read the document and watched the video. Once I put this in place thesis statements improved immensly. I will now do this at the start of every quarter that is required to have thesis driven work. Hopefully this will close that loop!

What now? How are you going to close the assessment loop?
If not addressed above, what changes are you making to your program/department(s) as a result of assessment?
If not addressed above, what changes/recommendations do you have for the college as a result of your assessment?

Department: Industrial Systems Technology;#35

Program Outcome: IST - 5. Students will be able to access controls automation logic equipment for monitoring and troubleshooting purposes
Courses Involved: IST 150 ~ Intro to PLC's Sp-2017-18
Date Modified: 9/26/2018 9:04:09 AM
Gen Ed 5

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

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

Quiz #1 produced a mean score of 80% across each considered student, with a low score of 60% and a high score of 100%.
Quiz #2 produced an average score of 85% with a low individual score of 71% and a high of 100%
Quiz #3 had an average score at 97% with a low of 84% and the high score topping out at 100%
Quiz #4 averaged score at 77% with a low of 50% with two students scoring less than 70% and the high score topping out at 94%
Quiz #5 showed a mean of 94% with a low score of 90% and three scores of 100%

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

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

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

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

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

What now? How are you going to close the assessment loop?
If not addressed above, what changes are you making to your program/department(s) as a result of assessment?

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

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

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

Department: Industrial Systems Technology;#35

Program Outcome: IST - 4. Students will be able to fabricate simple fixtures as situations generally require.
Courses Involved: IST 180 ~ Machining I - W 2017-18
Date Modified: 9/26/2018 8:46:49 AM
Gen Ed 5

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

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

Drill Project produced a mean score of 92.6% across each considered student, with a low score of 89% and a high score of 97%.
Drill and Tap Project produced an average score of 83.5% with a low individual score of 54% and a high of 97%
Cube Project had an average score at 94.5% with a low of 92% and the high score topping out at 100%
Turndown Project had only one completion with a score of 85%

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

The final exam Scoring was mixed with the high score being 86% and the low score coming in at 58%. The average score was 74% across the 6 students.
The ending results seem to indicate the students across the board were successful. If we look at 70% as the bar for success rates on a Final Exam and projects, the IST 180 students did well with an aggregated score 86% and with only one isolated score falling below 70%.

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

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

Interpretation of the presented indicators seem to indicate that IST 180 students were successful overall and have acquired an overall working knowledge of fabrication principles while developing workplace specific skills and were able to demonstrate safe practices. Overall, the results generally indicate that the students understood fabrication processes and could at least demonstrate workplace skills in a school setting.

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

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

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

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

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

Department: Library;#36

Program Outcome:
Courses Involved: Library orientation and information
Date Modified: 5/3/2019 2:10:15 PM
Gen Ed 3

What courses were involved in assessment?
We did an evaluation kit survey after library orientation classes to find out the impact of specific information literacy learning experiences.

What did you do for your assessment and why?
Evaluation kit survey accessible from the library website

What tools/measures did you use for your assessment and what were your results?
We took some time to establish the proccess for collecting data through trial and error. We finally came up with a good method for gathering the data and now we plan to assess several quarters in order to determine areas of success and improvements.

What now? How are you going to close the assessment loop?
If not addressed above, what changes are you making to your program/department(s) as a result of assessment?
We need to collect enough data to assess it.

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

Department: Medical Assistant;#40

Program Outcome: MA - 4. Demonstrate delegated skills and procedures.
Courses Involved: MA 111, MA 112, MA 113, MA 195
Date Modified: 9/10/2018 12:04:51 PM
Gen Ed 5

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

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

What tools/measures did you use for your assessment and what were your results?
With the idea that BBCC is unable to employ another lab assistant to make our groups even smaller (around 8 students per instructor), I have asked the college to reduce the class size for the MA Program from 24 students to 20 to enable the students to get the learning environment they need.
What now? How are you going to close the assessment loop?
If not addressed above, what changes are you making to your program/department(s) as a result of assessment?
The program has now changed from 24-20 for the 2018-19 academic year.

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

Department: Medical Assistant;#40

Program Outcome: MA - 4. Demonstrate delegated skills and procedures.
Courses Involved: MA 195, MA 197
Date Modified: 5/3/2019 2:48:29 PM
Gen Ed 1, 3-5

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

What did you do for your assessment and why?
Survey- Out of 19 students that completed the MA 113 course, 10 responded to the survey monkey survey. Out of the 10 that responded, 70% were employed 6 months following the completion of the program. Of that 70% 40% had employment within 2-3 months.

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?
None at this time.
If not addressed above, what changes are you making to your program/department(s) as a result of assessment?
None at this time.
If not addressed above, what changes/recommendations do you have for the college as a result of your assessment?
None at this time.

Department: Medical Simulation;#41

Program Outcome:
Courses Involved: SIM 110, SIM 161, SIM 211, SIM 221, SIM 232, SIM 295
Date Modified: 9/17/2019 3:41:04 PM
Gen Ed 2

What courses were involved in assessment?
Assignments from the courses above were assessed secondary to relations with PLO #2, Gen Ed #2 and CLO's for 2018-2019. Sim 110 was assessed Fall-Spring. Sim 161 wasn't able to be assessed secondary to not being offered spring quarter. Sim 211 & Sim 221 were assess Fall quarter. Sim 232 was assessed for Spring quarter. Sim 295 was assessed Winter-Spring quarters.

What did you do for your assessment and why?
PLO #2: Conduct Manikin Programming- establish the configuration and reliable operation of simulation manikins, servers, audio-video equipment, and programming software. Execute mathematical reasoning using methods appropriate with programming and profession.
PLO #2 was assessed in the following:

SIM 110: Gen ed- 1. Effective communication, 2. Reason Mathematically, 3. Problem Solving, 5. Workplace skills/Human relations
Assignment – Implementing Triggers assignment Week For this assignment, please turn in a screen shot of your AMI scenario that clearly showcases the addition of three triggers: Check pulse, 2 Shock Event, and Time in Phase.
To complete this assignment, you will need to work through the file labeled: Interactive Learning - Adding Triggers.
Fall & Winter Course Learning Outcomes:
2. Identify the basic components of simulation equipment and software.
3.Trouble shoot common connectivity and program compatibility.
4. Install, replace, and configure simulation programs
5. Explain the application of coding language to simulation equipment
6. Discuss visual design principles for simulation equipment and computer software systems

SIM 161: Gen Ed- 2. Reason Mathematically, 5. Workplace skills
Assignment: Dosage Calc Review Quiz week 1, Our first quiz will cover some basic dosage calculation review. As a Simulation Technology Specialist it is important to understand how to accurately read a medications concentration and administer the correct dose.
Course Learning Outcomes:
1.	Accurately and quickly calculate appropriate medication doses and rates for oral and parenteral forms of medications.
2.	Apply the 7 "rights" of medication administration.
Results: Sim 161 was not offered in 2018-2019. Unable to assess.
Connection* this quiz is mathematical medication dose calculations

SIM 211: Gen Ed 1. Effective communication, 2. Reason mathematically, 3. Problem solving, 4. Cultural, social, political aspects, 5. Workplace skills
Assignment: Programming an ACS Scenario week 4, For this assignment you will be inputting a scenario into SimDesigner. The scenario is the Myocardial Infarct scenario from Laerdal. Please input the appropriate information and create a flow chart with the information provided. Submit this assignment by saving the whole scenario and uploading it.
Laerdal MI scenario.pdf
Course Learning Outcomes:
3.	Recognize and apply medication administration principles for preprogramed and "on the fly" ACLS scenarios

6. Create reference materials, equipment specifications and operation manuals for running ACLS scenarios.
8. Facilitate high quality simulations by addressing all stages of simulation development and implementation.

SIM 221: Gen Ed 1-5
Assignment: PALS programming assignment week 9, (program 1 scenario only) To complete this assignment you must compose a complete training scenario utilizing a pediatric patient. You may choose between the following medical conditions asthma, hypovolemic shock, anaphylaxis, pneumonia, or septic shock.
These elements must be included:
1. Target audience
2. Three learner goals
3. Lead in story
4. Equipment needed for scenario
5. How will you set up your environment to increase the realism?
6. Program for learners to practice this scenario. Your program must have multiple stages and a written plan for how and what you will change on the fly if your learner does not follow the PALS algorithm and the patient condition gets worse.
7. Ten debriefing questions for your learners
8. A short reflection about this assignment and how caring for pediatric patients is different from caring for adults.

Course Learning Outcomes:
2. recognized and apply medication administration principles for preprogrammed and "on the fly" PALS scenarios.
3. prepare, program and operate simulators, task-trainers, and simulator rooms.
6. Create reference materials, equipment specifications and operation manuals for running ACLS scenarios.

SIM 232: Gen Ed 1-5
Assignment: Program a Flow Chart, 2 parts week 5, Part 1: Draw an outline of your flow chart and how you want your scenario to progress. Then input the scenario into Sim Designer, creating a flow chart with phases, events and triggers. Once your flow chart is compete, save the file and submit it in the drop box.
Part 2: In addition to the Sim Designer flow chart, create a flow chart for your Support Material. This may include times, cues, vital signs and patient progression. Refer to the Laerdal scenarios for examples and references to build your flow chart off. Please create in a Word document and submit in the drop box.
Course Learning Outcome:
1.   Develop a simulated scenario that adds variety and breadth to the current library of scenarios.
5. Test developed scenarios for realism, reliability, validity, and feasibility.
7. Incorporate multiple modalities such as SimPads, in-situ training, and role-play

SIM 295: Gen Ed- 1-5
Assignment- Scenario1: Structuring the Scenario, For this stage, you need to create a the story, the outline of correct treatment, and list out the materials needed. (Hint: This is something that you can find in the scenario resources if you are using a scenario that has been developed by Laerdal or CAE.)
First, take some time to develop the story behind your simulation. Try to determine the: who, what, why, where, when, and how. For example:
Elvis Presley was drinking at a party after his concert in order to celebrate releasing a new song. After consuming 10 beverages in 2 hours, he lost consciousness. Friends called 911 and he was transported to the hospital with possible alcohol poisoning.
Second, create an outline for the "proposed correct treatment." This will outline the events in the scenario if everything follows protocol. For example:Start CPR Immediately upon recognition of arrestPerform rapid defibrillationProvide 2 minutes of CPR after each shockProvide a second shockGive a vasopressor as indicated in the Adult Cardiac Arrest Algorithm. Give epinephrine every 3 to 5 minutes. Vasopressin can replace the first or second does of

epinephrine.Provide a third shockAntiarrhythmic medication may be considered for VF or pulseless VT unresponsive to CPR, defibrillation, and a vasopressorVerbalize immediate post-cardiac arrest care

Additionally, you will need to go over this list with your coordinating instructor to ensure that the proposed correct treatment that you created aligns with the policies in their facility.

Third, construct your set up information. This should include a list of materials, drugs, simulators, and participants needed. For example:Type of simulatorAdult SimMan 3GEquipment checklistUniversal precautions equipmentAirway adjunctsDefibrillator/AED or AED trainerCPR backboardMedications and fluidsEpinephrineLidocaineSalineParticipantsConfederate family memberPhysician or Physician's ordersEmergency response healthcare teamRespiratory therapistSimulation educator/facilitatorSimulation technician

YOUR ASSIGNMENT is to work with your coordinating instructor to establish:The story behind your simulationThe proposed order of correct treatmentThe set up information (simulator, equipment checklist, medications and fluids, participants)

Course Learning Outcomes:

Prepare, program, and operate simulators, simulation rooms and A/V equipment.

4. Solve problems by combining and applying knowledge from multiple sources.

What were your results: PLO #2, Gen Ed #2 and CLO's were met base off student results on the selected assignments.

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

Based on the results of the assessment, we are going to ensure objective are met by assessing student progress with selected assignments graded with appropriate rubrics. Faculty will ensure rubrics are attached to assignments and that these rubrics. A Course modification has been made, combining Sim 221 with Sim 221 and the assessment assignment will be modified but will still reflect the same PLO, Gen Ed & CLO's. Courses will be reviewed annually and be modified as needed to stay up to date with current standards and product usage. Results confirm positively that objectives were made.

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

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

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

Faculty will ensure rubrics are completed for assignments.

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

Department: Nursing;#43

Program Outcome: NUR - 5. Assume responsibility and accountability in the practice of registered nursing as defined by the professional standards and codes of nursing. (P.1)
Courses Involved: NUR 235; NUR 221
Date Modified: 6/14/2019 1:53:02 PM
Gen Ed 5

What courses were involved in assessment?
Fall, 2018; NUR 235-- Students in the skills lab were individually provided with a specific 'patient' history and expected to assess their patient, ask relevant questions, request additional information and formulate a plan of anticipated orders from the 'DR.' and then perform the necessary skill (Foley catheter, Primary and Secondary IV fluid adminstration, Nasogastric tube placement) safely utilizing asceptic/sterile technique, communication and assessment for the specific skill performed.
Winter 2019, NUR 221--Students are evaluated on nursing practice in the clinical settings of Samaritan and Central Washington Hospital. Instructors and/or RN's suppervise and ask appropriate questions before/during or after skills such as; assessment, medication administration, Foley catheter placement, wound care etc.. Their accountability, responsibility and consideration of the nursing code of ethics is imperative in their professional development and growth. At the end of each week the instructor documents their clinical experience and level of proficiency. Students are counseled throughout the quarter and provided with a copy of their evaluation at the end of the quarter.

What did you do for your assessment and why?
NUR 235--Students were assessed using a rubric that graded them on a pass/fail level for Assessment of the 'patient' and performance of the skill safely. The standard is set based on level the student is at in the program (235) and their ability to perform the skill safely in the clinical setting with the supervision of the Nursing instructor or RN. Students were provided with lab times they could come and practice their previously learned skills and ask faculty questions in relation to those previously learned skills. This benefited them greatly as 100% of the students successfully passed their skill check off. Upon completion of their skill students were provided 1:1 feedback to facilitate greater depth of understanding of the 'patient' and skill performed.
NUR 221-- Students are evaluated on accountability, responsibility and consideration of the nursing code of ethics on their clinical utilizing an evaluation rubric as it relates to patient care and education. Our benchmark is that 90% of the students reach 4/5 or better on this evaluation tool this means they need only occasional physical or verbal direction, are frequently safe and accurate with their performance, efficient, coordinated and confident with expedient use of time. 100% of our students met benchmark.

What tools/measures did you use for your assessment and what were your results?
NUR 235--We will continue to implement scenarios in Skills lab as it provides valuable opportunities for the students to refresh their skills after summer break and to be evaluated by faculty to ensure appropriate safety meassures have been incorporated into assessment/skill.
NUR 221--We will continue to provided needed guidance to students to achieve end of quarter standards. No changes will be made to this expectation. However, in reviewing this outcome it was noted; our evaluation tool does not easily/seamlessly align with this outcome so this will be reviewed and potentially edited as we progress forward to next cohort.

What now? How are you going to close the assessment loop?
If not addressed above, what changes are you making to your program/department(s) as a result of assessment?
NUR 235-- No change, a valuable assessment
NUR 221-- No change to outcome, may adjust evaluation tool to better align with outcome.

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

NUR 235-- No change/recommendation
NUR 221-- No change/recommendation

Department: Philosophy;#45

Program Outcome:
Courses Involved: PHIL& 120 Symbolic Logic
Date Modified: 9/29/2018 2:15:40 PM
Gen Ed 2

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

What did you do for your assessment and why?
Exams on logic proofs in sentential logic and predicate logic.

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

What now? How are you going to close the assessment loop?
If not addressed above, what changes are you making to your program/department(s) as a result of assessment?
The MCO for PHIL& 120 Symbolic Logic should have Gen Ed outcome 2 "Students should reason mathematically" rather than Gen Ed 3 "Students will be able to solve problems by gathering, interpreting, combining and/or applying information from multiple sources." PHIL& 120 is more like MATH& 107 Math in Society than other Humanities courses and the MCO should reflect that.

If not addressed above, what changes/recommendations do you have for the college as a result of your assessment?
Please continue to fund faculty travel to meetings and conferences.

Course Level Assessment Reports
2018-19

Department: MUSC& Course: MUSC&105

Course Outcome: 5. Explain and interpret various composers, compositions, genres, and styles of each time period through research projects and presentations.
Program Outcome:
Date Created: 11/9/2019 3:59:50 PM   **Date Last Modified**: 11/9/2019 3:59:55 PM
Gen Ed 4

What did you do for your assessment and why? Please state the quarter(s) and year you did this assessment at the beginning of your response:
What tools/measures did you use for your assessment and what were your results?
The composer card project was scored for accuracy on a standard grading scale. 78% of students scored 80% or higher on this project.

What now? How are you going to close the assessment loop?
Content delivery will be revisited. The online class will be given special attention because they scored the lowest among the 6 classes assessed.

If not addressed above, what changes are you making in your course(s) as a result of your assessment?
Accessibe videos are going to be added to all sections of the course to serve as practice for the card project.

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

If not addressed above, what changes or recommendations do you have for the college as a result of your assessment?
No changes needed.

Department: ENVS& Course: ENVS&100

Course Outcome: 6. Explore and evaluate possible solutions to current environmental problems.
Program Outcome:
Date Created: 9/28/2019 3:11:53 PM   **Date Last Modified**: 9/28/2019 3:11:58 PM
Gen Ed 3

What did you do for your assessment and why? Please state the quarter(s) and year you did this assessment at the beginning of your response:
I looked at the Chapter 1 HW for all of the sections I taught in the 18-19 year. This included the following: F18-online, W19-online, W19-class, S19-hybrid.
I wanted to see if modality of the assignment (written or matching) as well as the topic (straight from the book, or extending their knowledge) made a difference in their ability to solve the problems and evaluate possible solutions.

What tools/measures did you use for your assessment and what were your results?
The assignment varied in modality for each of these, but focused on the "Four Characteristics of a Sustainable Ecosystem" applied to modern society - extending knowledge, "Diamond's Five Factor Analysis" applied to the differences between the Greenland and Iceland Vikings and their survival - from the book, or both.
In F18 online it was a written assignment that focused on the Four Characteristics. n=26, only 25 submitted and assessed. 95% class average on assignment.
In W19 online it was a matching assignment that focused on both. n=25, only 22 submitted and assessed. 71% class average on this portion of assignment with 65% on Diamond's Five Factors and 78% on the Four Characteristics.
In W19 class it was a written assignment that focused on Diamond's Five Factors. n=23, only 20 submitted and assessed. 89% class average on assignment.
In S19 hybrid it was a written assignment that focused on both. n=21, only 17 submitted and assessed. 76% class average on assignment.

What now? How are you going to close the assessment loop?
The online W19 class did poorly (65%) on the Diamond's and the in person class did very well (89%). For the assignments that only focused on the Four Characteristics (F18, part of W19 online), they did well on both of these; 95% and 78% respectively. For the last assessment that included both, but was not graded in a way to separately assess both, they did fairly well 76%; but anecdotally, they did better on the portion covering the Four Characteristics. This data shows that it didn't matter that the content was straight from the book for "Diamond's Five Factor Analysis", students actually found it easier to apply content to their own lives in the "Four Characteristics of a Sustainable Ecosystem" applied to modern society portion of the activity. I believe the success from the Diamond's activity in the W19 in person class is that they were benefitted by the previous day's lecture that helped them to complete their homework assignment more accurately and completely.

If not addressed above, what changes are you making in your course(s) as a result of your assessment?
For classes that are hybrid and/or online, I will focus the homework on the "Four Characteristics of a Sustainable Ecosystem" applied to modern society, and work on including more discussion of how to look for specific answers from within the book. In addition, this is the first assignment of the course, so some students don't actually read the text (hence why they are struggling to answer the questions directly from the textbook), but they can easily apply it to their own lives without having read the text. I will also be emphasizing that reading the text is required more adamantly in my syllabus discussion.

If not addressed above, what changes are you making to your program/department(s) as a result of assessment?
If not addressed above, what changes or recommendations do you have for the college as a result of your assessment?

Department: ENGL   Course: ENGL239

Course Outcome:
Program Outcome:
Date Created: 9/22/2019 9:23:41 AM   **Date Last Modified**: 9/22/2019 9:23:41 AM
Gen Ed 4

What did you do for your assessment and why? Please state the quarter(s) and year you did this assessment at the beginning of your response:
I assessed student's engagement with the values represented in Gen Ed #4 because the majority of the texts in the course directly reflect the culture that gave rise to them, including contemporary texts. Recognizing this relationship allows students to consider the implications of their own culture (or "this" moment in our broader culture) and consider what our texts tell us about ourselves, and therefore deepen their ability to understand the cultures they belong to, as well as better understand those that exist outside of/alongside their own.

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

As part of a Final Project in the course, students 1) created a new text, such as a piece of fiction, a film or preview, a drawing or comic, etc…, and 2) wrote an accompanying text that analyzed how their creative work fit into established traits or characteristics within the genre and compared it to other texts we've analyzed this quarter.
Although I assessed their work in more developed ways while grading it, for the purpose of this assessment, I also ranked their projects from 1 to 4, based on specific characteristics of each subgenre as discussed in class:
4. This shows four distinctive traits of the subgenres.
3. This shows three distinctive traits of the subgenres.
2. This shows two distinctive traits of the subgenres.
1. This shows one distinctive trait of the subgenres.

Once ranked, the number reflected an answer to this question, with 4 being "Exceptional," and 1 being "Emerging":
Does this analysis/creation show an understanding of the subgenre's traits, as clearly defined in class
Out of 29 students, there were 4 rankings of 0 + 25 rankings of 4.
4 (exceptional) x 25 (students) = 100 / 29 = 3.45 Average score, which is between Exceptional and Proficient.
What now? How are you going to close the assessment loop?
As I was grading these, I realized that all students who completed the assignment fulfilled the goal (unless they ignored requirements). What I should do next time is add an element of quality of understanding, not just quantity, including whether they are able to write about the genre while directly referencing other texts/subgenres from the class, or to do so with only a rudimentary understanding of those texts/subgenres.
Still, with a 3.45/4 average score, the high majority of students showed an understanding of the subgenres within the larger mystery genre, each of which has its own cultural context and historical backdrop. Students are therefore showing an ability to "recognize or articulate personal/interpersonal aspects of, or connections between, diverse cultural, social, or political contexts" (Gen Ed #4).

If not addressed above, what changes are you making in your course(s) as a result of your assessment?
Continuing to use the genre as a lens into cuture.

If not addressed above, what changes are you making to your program/department(s) as a result of assessment?
If not addressed above, what changes or recommendations do you have for the college as a result of your assessment?

Department: MA   Course: MA111

Course Outcome: 6. Document a patient's chief complaint, medications, allergies and vital signs accurately
Program Outcome:
Date Created: 9/18/2019 7:05:17 PM   **Date Last Modified**: 9/18/2019 7:05:21 PM
Gen Ed 1

What did you do for your assessment and why? Please state the quarter(s) and year you did this assessment at the beginning of your response:
Fall 2018 Skills checkoffs for Medical assistant students require verbal and written communication skills as well as the psychomotor skills.

What tools/measures did you use for your assessment and what were your results?
Two skills check-offs related to "rooming" a patient were assessed for communication accuracy (written and verbal) as well as skills performance. On one skills check off, 42% of the students failed the first attempt; on the other 52% failed the first attempt.

What now? How are you going to close the assessment loop?
As a result of the results of this assessment, mandatory independent skills lab practice time was instituted to promote skills competency, fluency and accuracy

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?
Mandatory independent practice has been instituted throughout the core courses of the program

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

Department: BIOL&   Course: BIOL&221

Course Outcome:
Program Outcome:
Date Created: 9/17/2019 11:39:16 AM   **Date Last Modified**: 9/17/2019 11:39:22 AM
Gen Ed 3

What did you do for your assessment and why? Please state the quarter(s) and year you did this assessment at the beginning of your response:
My assessment was for BIOL&221 in Fall 2018. I was assessing course outcome #10 which states, "Explain Hardy-Weinberg equilibrium and use the tools of population genetics to calculate allele frequencies, identify and explain the results of natural selection, and describe and discuss the impacts of other causes of population change" as it relates to Gen Ed 3.

What tools/measures did you use for your assessment and what were your results?
I used the lab report and the related question on the final lecture exam for assessment. I did not implement any change other than I attempted to explain the concept better during lab. I found that the average score on the lab improved from 76% (previous year) to 90%. However, on the final exam, the correct scores on the related exam question dropped from 42% to 19%. My increased efforts at explaining the concept better in lab seems to have improved immediate understanding based on the lab report scores. Clearly, the material was not being retained long-term as 6-7 weeks following the initial instruction they did not remember it for the final exam.

What now? How are you going to close the assessment loop?
I am going to look for an in-class activity on educational websites (such as Merlot and HHMI) and see if I can improve the retention of the Hardy-Weinberg concept by using an in-class activity in addition to lab. I am also going to use the "Connect" resource provided by McGraw-Hill for my textbook to see if I can improve retention by using it to track completion of reading assignments (using Smartbook) and by using a follow-up quiz.

If not addressed above, what changes are you making in your course(s) as a result of your assessment?
If not addressed above, what changes are you making to your program/department(s) as a result of assessment?
If not addressed above, what changes or recommendations do you have for the college as a result of your assessment?

Department: PHIL   Course: PHIL210

Course Outcome: 1. Demonstrate understanding of major ethical theories such as Virtue Theory, Kantianism, and Utilitarianism.
Program Outcome:
Date Created: 9/16/2019 3:15:26 PM   **Date Last Modified**: 9/16/2019 3:15:30 PM
Gen Ed 1

What did you do for your assessment and why? Please state the quarter(s) and year you did this assessment at the beginning of your response:
For my fall 2019 assessment, I looked at the ways in which I hold students accountable for reading and whether holding students accountable for reading has a positive impact on student learning. This relates to Gen Ed Outcome 1, and to course outcome 1. Demonstrate understanding of major ethical theories such as Virtue Theory, Kantianism, and Utilitarianism.

What tools/measures did you use for your assessment and what were your results?
My assessment of holding students accountable for reading had three parts:
1) On the theory exam I did not quiz students on the assigned reading about one theory.
2) On the theory exam, I did quiz students on the assigned reading for a different theory.
3) Additionally, I had my students fill out an anonymous survey after the theory exam letting me know how much of the reading they did (if any at all).

What now? How are you going to close the assessment loop?
If not addressed above, what changes are you making in your course(s) as a result of your assessment?
If not addressed above, what changes are you making to your program/department(s) as a result of assessment?
If not addressed above, what changes or recommendations do you have for the college as a result of your assessment?

Department: CDL   Course: CDL100

Course Outcome: 1. Demonstrate safe defensive driving techniques
Program Outcome: CDL - 1. Demonstrate safe driving techniques
Date Created: 9/16/2019 2:45:31 PM   **Date Last Modified**: 9/16/2019 2:45:32 PM
Gen Ed 1, 3, 5

What did you do for your assessment and why? Please state the quarter(s) and year you did this assessment at the beginning of your response:
Through-out CDL course I evaluated the students driving abilities and skills both on the shifting/driving range and over the road.This was done to insure that the students were on track to pass the CDL course as well as the WA. DOL State test.

What tools/measures did you use for your assessment and what were your results?
The students used our CDL trucks and trailers on the driving range and on public roads.
The results were that the students passed the CDL course as well as the WA. DOL State test with a 3rd party State Tester.

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

The CDL course is a five week training program where the assessment/evaluations are on-going through-out the length of the course. The loop closes after the CDL students have completed the five week CDL program course, after which the assessment/evaluations will again open and close with the next class.

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

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/department(s) as a result of assessment?
I have got rid of some of my older semi-trucks and have replace them two newer semi-trucks.

If not addressed above, what changes or recommendations do you have for the college as a result of your assessment?
I would like to have a two bay shop that is long enough to hold a truck and trailer combination, so i can teach students how to preform important maintenance on the trucks and trailers.The shop would also serve to get students out of the cold weather so they can pay more attention to what is being taught.

Department: IST   Course: IST105

Course Outcome: 2. Solve basic electrical problems involving voltage, current, resistance, and power.
Program Outcome: IST - 1. Students will be able to apply electronic principles to electro-maintenance activities
Date Created: 9/16/2019 2:26:07 PM   **Date Last Modified**: 9/16/2019 2:26:12 PM
Gen Ed 1, 2, 5

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

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 course(s) as a result of your assessment?
If not addressed above, what changes are you making to your program/department(s) as a result of assessment?
If not addressed above, what changes or recommendations do you have for the college as a result of your assessment?

Department: ACCT   Course: ACCT260

Course Outcome: 1. Prepare computer input forms, input data into the computer, retrieve key data from the computer, and complete audit reports on assigned projects relating to accounting functions.
Program Outcome: ACCT - 4. Record, classify, and summarize business transactions by using current accounting software exams
Date Created: 8/27/2019 1:36:00 PM   **Date Last Modified**: 8/28/2019 7:27:46 AM
Gen Ed 5

What did you do for your assessment and why? Please state the quarter(s) and year you did this assessment at the beginning of your response:
Spring 2019: Assessed students ability to record financial transactions in a general ledger-type software company file using the appropriate user interface functions. Specifically looking at the ability to journalize/post business transactions and print summary data via financial statements, upon entering our class and upon exiting.

What tools/measures did you use for your assessment and what were your results?
Administered a general questionnaire the first week of the quarter to identify if students had any prior experience with a general ledger-type software, to assess students' understanding and ability of journalizing/posting financial transactions using the software.
Administered a test at the end of the quarter on journalizing/posting financial transactions and printing financial statements.
Only 14% of the class (1 out of 7 students) had any prior experience using a general ledger-type software, prior to taking this class, with some ability with regards to journalizing/posting transactions and printing financial statements.
Approximately 71% of the class (5 out of 7 students) were able to correctly journalize/post financial transactions and print financial statements on the end-of-quarter test. Note that 2 students did not persist to the end of the quarter and did not complete the final test and they are the 2 students out of 7 who did not acquire the skill(s).

What now? How are you going to close the assessment loop?
For this class we are satisfied with the 71% success our students experienced on the end-of-quarter test, especially considering the actual students who persisted to the end of the quarter (5 students), all 5 were able to successfully demonstrate the skills and abilities being assessed.
Changes will be summarized below.

If not addressed above, what changes are you making in your course(s) as a result of your assessment?
We will continue to do an initial assessment at the beginning of each quarter that this class is taught, to understand what % of the class is unfamiliar with the general ledger-type software.
If not addressed above, what changes are you making to your program/department(s) as a result of assessment?
In 2019-2020, we will work with the Advisory Board for our Accounting Tech program to assess whether this class should be bumped down to be a 2-credit class instead of a 3-credit class. We intend to gather data from them with regards to the relevance and completeness of this course in the workplace.

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

Department: ACCT   Course: ACCT262

Course Outcome: 2. Record financial information in the company file using the appropriate functions.
Program Outcome: ACCT - 4. Record, classify, and summarize business transactions by using current accounting software exams
Date Created: 8/27/2019 12:59:30 PM   **Date Last Modified**: 8/28/2019 7:24:16 AM
Gen Ed 5

What did you do for your assessment and why? Please state the quarter(s) and year you did this assessment at the beginning of your response:
Fall 2018: Assessed students ability to record financial transactions in a QuickBooks company file using the appropriate user interface functions. Specifically looking at the ability to journalize/post business transactions and print summary data via financial statements, upon entering our class and upon exiting.

What tools/measures did you use for your assessment and what were your results?
Administered a general questionnaire the first week of the quarter to identify if students had any prior experience with QuickBooks, to assess students' understanding and ability of journalizing/posting financial transactions using the software.
Administered a test at the end of the quarter on journalizing/posting financial transactions and printing financial statements.
Only 13% of the class (2 out of 15 students) had any prior experience using QuickBooks, prior to taking this class, with very limited ability with regards to journalizing/posting transactions and printing financial statements.
All of the class (100%-15 out of 15 students) were able to correctly journalize/post financial transactions and print financial statements on the end-of-quarter test.

What now? How are you going to close the assessment loop?
For this class we are extremely satisfied with the 100% success our students experienced on the end-of-quarter test. Changes will be summarized below.

If not addressed above, what changes are you making in your course(s) as a result of your assessment?
We will continue to do an initial assessment at the beginning of each quarter that this class is taught, to understand what % of the class is unfamiliar with the QuickBooks software.
Also, in the Fall of 2019, we plan to upgrade the software being used to a more current version (2018).

If not addressed above, what changes are you making to your program/department(s) as a result of assessment?
In 2019-2020, we will work with the Advisory Board for our Accounting Tech program to assess whether this class should be bumped up to be a 3-credit class instead of a 2-credit class. We intend to gather data from them with regards to the relevance and completeness of this course in the workplace.

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

Department: CSS   Course: CSS102

Course Outcome: 2. Identify, define, and practice skills to cope with stress, substance use, sexual decisions. relationships, money management, and health, particularly as these items intersect with college success.
Program Outcome:
Date Created: 8/18/2019 11:58:47 AM **Date Last Modified**: 8/18/2019 11:58:54 AM
Gen Ed 1

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

This assessment is for WI 19 and SP 19.
In previous years, students had complained to advisors that the class was a waste of the their time. The class was mostly self-directed and was primarily a repetition of CSS 100. For the SP 18 class, course content and delivery was revamped to see if the class could be more engaging and relevant for the students.
Students were then surveyed in the previous SP 18 to see what they would like to keep, toss, or change in the CSS 102 class. Based on those responses, the WI 19 and SP 19 CSS 102 classes were adjusted. In SP 18, students still felt that too much of CSS 102 repeated CSS 100. Therefore, the class was adjusted to reduce the amount of soft skills for school content and a happiness unit was added to the soft skills for life unit.
The same survey was presented to the WI 19 and SP 19 students to see if the course still needed some adjustment.

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

Students were given an anonymous survey at the end of WI 19 and SP 19 quarters to see what units they would like to keep, toss, or change in the class and were asked to explain why. In WI 19, 16/22 students responded, and in SP 19 12/16 students responded.
The happiness unit received the greatest response in favor of keeping it. What follows are a few students comments:
*My favorite assignment was Week 10: Unit 3:Focus on success for life: Happiness. I really enjoyed the happiness assignment because it made me have to really think about what is happiness to me, and how does happiness impact my life.
*My favorite was the last unit, I really liked discussing Happiness and I was able to apply many of the things to my life.
*I found Unit 3 to be the most beneficial in terms of mental health and in ideas that make us think!
*I really liked the units focused on empathy, failure, soft skills, and happiness. I think that I enjoyed them the most because I knew that they would stick with me as I continue in school, especially the soft skills unit.
*I liked the focus on success for life- happiness, no other teacher that I have ever had, never taught me about how to be happy and how to not let anyone bring you down.
*I have to say my most favorite lesson would be week 10. There was many videos that were eye catching. I think this was my favorite because we all wish to be happy in life, but there is times where we confuse money with happiness. This lesson made me question myself in many ways.
*The unit I liked the most was the one that talked about Happiness. This unit was my favorite because it really opened my eyes to see everyone else opinions on a subject that can affect your life in so many ways.
The least liked unit was the problem-solving unit. Students said it was too difficult.
The most requested change was for the additional of a unit on Internet living, or Digital Citizenship. Students expressed concern regarding cyber bullying, stalking, and scammers.

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

The first and most important step to take based on the results is to continue providing this survey every quarter. The world and our students change rapidly, so course content of value to them has to change, too. Many students admit to

only taking this class because they need 3 more credits to graduate, so those 3 credits of course content need to provide skills that students can take with them no matter what their next step is.

Based on the responses to the happiness unit, we could probably just have an entire quarter on happiness. However, I am keeping the one-week unit as is.

The soft skills for school module will be condensed to accommodate a digital citizenship unit.

Even though the students did not care for the problem-solving unit, I will keep that one and try to make it a little easier to complete as an online group project. Productive struggle has value, and students do need to learn how to problem-solve within a group.

If not addressed above, what changes are you making in your course(s) as a result of your assessment?
The current MCO will be revised. It does wholly reflect the content and purpose of the course.

If not addressed above, what changes are you making to your program/department(s) as a result of assessment?
I will work more closely with the CSS 100 instructors to make sure that CSS 102 offers a logical progression from CSS 100. As CSS 100 changes, I will need to see where CSS 102 will need to change in response.

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

CSS 102 presents an opportunity for the college to provide professional development opportunities such as teaching squares where instructors observe, discuss, borrow strategies for their own classes, and offer helpful recommendations to their teaching squares group instructors based on their observations. I would find feedback from fellow instructors from across the disciplines helpful in continuous improvement for CSS 102.

Department: AGR   Course: AGR272

Course Outcome: 9. Explain the requirements and impact of the Food Safety and Modernization Act (FSMA)
Program Outcome: AG - 3. Students will demonstrate critical-thinking and problem-solving skills as they make decisions in agricultural management situations
Date Created: 6/13/2019 10:55:19 AM **Date Last Modified**: 6/20/2019 1:30:01 PM
Gen Ed 3

What did you do for your assessment and why? Please state the quarter(s) and year you did this assessment at the beginning of your response:
Recent food safety and FISMA regulations have a large impact on agriculture. This has been brought and discussed many times by the Ag Dept. Advisory Board. Students were given an essay test question regaurding this topic.

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

Students were asked the following question(s) and asked to to answer in written essay form. Question was worth 20 points. 23 students completed the question (& class). Average score was 16.3.

> What is FSMA? Who does it impact? How does it change previous law? Do farmers need to be aware of FSMA; if so how?

Most points were missed on two issues.
> How does it change previous law (proactive rather than reactive & administered by FDA).
> Who it impacts - most students named a few groups who are impacted by new law but left too many off their answers blank.

What now? How are you going to close the assessment loop?
For future classes: more time and more examples presented in a variety to ways.

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?
Secure more resources and material to support the the Food Safety and FISMA topics. This is an emerging/evolving area of agriculture so there are limited resources.

If not addressed above, what changes or recommendations do you have for the college as a result of your assessment?
none

Department: AGR   Course: AGR271

Course Outcome: 5. Analyze, synthesize, evaluate, problem solve and reason qualitatively and quantitatively in the integration of the phases of marketing and sales of horticulture crops.
Program Outcome:
Date Created: 6/14/2019 11:40:35 AM **Date Last Modified**: 6/20/2019 1:22:29 PM
Gen Ed 2

What did you do for your assessment and why? Please state the quarter(s) and year you did this assessment at the beginning of your response:
Spring 2019. We used a marketing simulator as our assessment tool because it gave the students the opportunity to follow a market, understand how global and political news related/impacted prices. It asked the students to take all this information and reason through changes in the news in order to make reasoned marketing decisions.

What tools/measures did you use for your assessment and what were your results?
We used the marketing simulator Commodity Challenge as our tool. Results were promising but we have to make some adjustments to the way we use it. We spent one full class period each week to discuss market news and during these sessions the students consistently related the news to its potential impact on the challenge, so I could see they were learning to evaluate, analyze and synthesize the information, we just didn't understand the simulator well enough to take full advantage of it.

What now? How are you going to close the assessment loop?
I am going to use the simulator differently as we move forward. I plan to make it a class project instead of an individual project. The students will continue to have a marketing project but they will choose their own crop and follow and report on the market trends. As a class we will incorporate the Commodity Challenge simulator into our market news discussions.

If not addressed above, what changes are you making in your course(s) as a result of your assessment?
If not addressed above, what changes are you making to your program/department(s) as a result of assessment?
If not addressed above, what changes or recommendations do you have for the college as a result of your assessment?

Department: AGR   Course: AGR212

Course Outcome: 6. Read pesticide labels.
Program Outcome: AG - 1. Students will show knowledge of workplace safety when handling food, chemical/pesticides, and equipment.
Date Created: 6/20/2019 10:42:45 AM   **Date Last Modified**: 6/20/2019 10:42:44 AM
Gen Ed 5

What did you do for your assessment and why? Please state the quarter(s) and year you did this assessment at the beginning of your response:
This course was offered Spring quarter 2019. Reading a pesticide label and idenfying and interpretting information from a pesticide label is skill needed for students to pass their Pesticide licensing exams. This course was scheduled to assess PLO #1 Students will show knowledge of workplace safety when handling food, chemical/pesticides, and equipment. The course outcome #6 of Student will read pesticide labels was selected for this assessent.

What tools/measures did you use for your assessment and what were your results?
To ensure that students understood reading pesticide labels two quizzes were given. The average score was 13/19 for the first quiz which included two pesticide labels. As a result of this I reviewed the questions that students missed and address it by conducting an in-class exercise. Personal Protective Equipment was where the students scored deficiently so the in-class exercise was how and when to use PPE along with proper removal and storage of the PPE (Photos Attached). A student was guiding another student through the process with the assistance from his classmates. Having the students teach each other ensures that they are proficient in the use of PPE.

What now? How are you going to close the assessment loop?
The average score for second quiz was 9/10, which showed a great improvement from the first quiz. Based on these results no action was taken to further to enhance the students comprehension other than reviewing the quiz.

If not addressed above, what changes are you making in your course(s) as a result of your assessment?
Incorperating the exercisizes and information into the main course used to re-teach pesticide labels after the first quiz.

If not addressed above, what changes are you making to your program/department(s) as a result of assessment?
Reading and interpretating pesticide labels is a key skill needed for many students when entering into industry. To ensure students leave the program with this essential knowledge, the department needs to look at purchasing or creating a standard set of curriculum to support the instructors/instruction of this course.

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

Department: AGR   Course: AGR263

Course Outcome: 5. Synthesize and plan plant nutrition, soil fertility factors and soil fertility management strategies in relation to crop production and environmental stewardship.
Program Outcome: AG - 3. Students will demonstrate critical-thinking and problem-solving skills as they make decisions in agricultural management situations
Date Created: 6/20/2019 8:49:56 AM   **Date Last Modified**: 6/20/2019 8:50:01 AM
Gen Ed 3

What did you do for your assessment and why? Please state the quarter(s) and year you did this assessment at the beginning of your response:
The students had to identify which factors are high, low or normal and make an interpretation based on those values. Taking it a step further, they then identified the appropriate treatment for the soil condition identified. The department was evaluating GE #3 and this is the outcome from the course I chose to assess related to program outcome #3 and GE outcome #3.

What tools/measures did you use for your assessment and what were your results?
There were two questions on the final exam that were used for the assessment. The first question was: You have a soil analyzed and the pH was 7.5, the E.C. was 8.3 dS/m and the ESP was 0.25%. This soil is defined as: a) Normal b) Saline c) Sodic or d) Saline-Sodic. The correct answer was b) Saline and 64% of the responses were correct. The second question was: What is the appropriate course of action to remediate this soil? a) No remediation necessary b) leach salts with clean irrigation water c) apply gypsum to replace sodium or d) apply elemental sulfur to lower pH and dissolve Ca. The answer was b) leach salts with clean irrigation water. 58% of the students answered this correctly.

What now? How are you going to close the assessment loop?
I was dissapointed the the class didn't preform better on the these questions. Next year I will design a lab where students will test and analize soil pH do the actual interpretations prior to final test.

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

If not addressed above, what changes are you making to your program/department(s) as a result of assessment?
None

If not addressed above, what changes or recommendations do you have for the college as a result of your assessment?
None

Department: MATH& Course: MATH&142

Course Outcome: 2. Manipulate trigonometric functions to prove identities and solve equations
Program Outcome:
Date Created: 6/16/2019 8:49:10 PM   **Date Last Modified**: 6/16/2019 8:49:10 PM
Gen Ed 2

What did you do for your assessment and why? Please state the quarter(s) and year you did this assessment at the beginning of your response:
Evaluated stsudent's ability to use trig identitites to solve equations or to prove an identity.

What tools/measures did you use for your assessment and what were your results?
Instructors   reported results from exam questions. The exam questions varied from   instructor to instructor so covered different skills in this category.
Of 94   students,80 (85 %) were able to either correctly answer the question, or   made very minor errors in their process. Overall we are pleased   with these results as they give us a 'big picture' indication that   the majority of our students are able to apply trig identities   appropriately. In future assessments of this objective it might be   beneficial to coordinate exam questions so that we can assess   specific skills.

What now? How are you going to close the assessment loop?
 In future assessments of this objective it might be beneficial to coordinate exam questions so that we can assess specific skills.

If not addressed above, what changes are you making in your course(s) as a result of your assessment?
If not addressed above, what changes are you making to your program/department(s) as a result of assessment?
If not addressed above, what changes or recommendations do you have for the college as a result of your assessment?

Department: MATH   Course: MATH230

Course Outcome: 2. Solve application problems using first order linear equations
Program Outcome:
Date Created: 6/16/2019 8:44:40 PM   **Date Last Modified**: 6/16/2019 8:44:40 PM
Gen Ed 2

What did you do for your assessment and why? Please state the quarter(s) and year you did this assessment at the beginning of your response:
Spring quarter, 2019
On the   final exam students were asked to set up and solve a differential equation   modeling a spring mass system (Including resistance) and solve given initial   conditions.

What tools/measures did you use for your assessment and what were your results?
A question was given on the final exam.
Of 17 students all but 3 (82%) were able to set up the differential equation correctly. 11 of the 17 (65%) were able to work through challenging calculations to solve for the parameters with only minor errors.

What now? How are you going to close the assessment loop?
Students did better on the midterm which covered this topic. The computations on the question were perhaps overly challenging.

If not addressed above, what changes are you making in your course(s) as a result of your assessment?
If not addressed above, what changes are you making to your program/department(s) as a result of assessment?
If not addressed above, what changes or recommendations do you have for the college as a result of your assessment?

Department: MATH& Course: MATH&148

Course Outcome: 3. Apply calculus techniques to problems in business and economics
Program Outcome:
Date Created: 6/16/2019 8:42:41 PM   **Date Last Modified**: 6/16/2019 8:42:44 PM
Gen Ed 2

What did you do for your assessment and why? Please state the quarter(s) and year you did this assessment at the beginning of your response:
We assessed students ability to solve a variety of business applications that require calculus.

What tools/measures did you use for your assessment and what were your results?
Students   were given take home exams consisting entirely of questions which   required application of calculus to business situations.
We thought the 34 students who took the   exam did exceptionally well, scoring an average of   92% on the exam. Both instructors noted (and were surprised) that   students struggled with the demand equation.

What now? How are you going to close the assessment loop?
The next time the class is taught we will provide more direct instruction to help clarify the fact that the demand equation gives the number of units that were purchased at the equilibrium price.

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?
We had low numbers in the winter quarter class. This class was newly added to the schedule last year (It had been offered only during spring term in the past.) We expect that there is enough demand for two sections of the class, but the winter quarter offereing needs to be better marketed.

Department: AGR   Course: AGR241

Course Outcome: 5. Analyze financial statements to determine liquidity, solvency and profitability of the operation.
Program Outcome:
Date Created: 6/14/2019 11:53:54 AM **Date Last Modified**: 6/14/2019 11:54:01 AM
Gen Ed 2, 3

What did you do for your assessment and why? Please state the quarter(s) and year you did this assessment at the beginning of your response:
Fall 2018. I used a project that requires the student to ask "why" as many times as needed to get to the root of a problem. The project required the students to review and analyze balance sheets from the beginning and the end of a business cycle, and determine if growth was achieved by operations or appreciation.

What tools/measures did you use for your assessment and what were your results?
These projects were reviewed in class and graded. The results were mixed initially because they students did not have a solid understanding of financial statements.

What now? How are you going to close the assessment loop?
I will spend more time teaching the concepts of financial statements and add a new project requiring the students to construct a balance sheet, prior to the 5 Why's Project.

If not addressed above, what changes are you making in your course(s) as a result of your assessment?
If not addressed above, what changes are you making to your program/department(s) as a result of assessment?
If not addressed above, what changes or recommendations do you have for the college as a result of your assessment?

Department: CHEM& Course: CHEM&131

Course Outcome: 4. Recognize the major functional groups in organic compounds and identify characteristic reactions and physical properties associated with those functional groups.
Program Outcome:
Date Created: 6/14/2019 10:51:50 AM **Date Last Modified**: 6/14/2019 10:51:51 AM
Gen Ed 3

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

For our assessment we (1) implemented a "prior knowledge assessment in Chemistry 131 on the first day of class (2) modified the instructional approach to certain content in the prerequisite class (CHEM& 121), and (3) modified over 50% of the labs for CHEM& 131 to include modeling (use of model kits). All of this was implemented during winter quarter of 2019 and continued in the spring. We then analyzed the Prior Knowledge Assessment (PKA) scores, comparing the spring and winter answers and analyzed specific questions on the final that related to specific prerequisite objectives emphasized by the PKA.   We also gave a survey (Survey Monkey) at the end of each of those two quarters with one question regarding to what degree they felt their CHEM& 121 experience had prepared them for CHEM&131.
All of this was done for the following reasons: CHEM& 121 is a prerequisite course to CHEM& 131 (introduction to organic chemistry and biochemistry). While there are many objectives, there are approximately five concepts taught in 121 that play a significant role in the subsequent course. We noticed that students often were weak in these areas, which hindered their success in 131. It was not realistic to think that they could be retaught every quarter in CHEM& 131 so we decided to try the above. The PKA gave us the opportunity to explore areas of weakness right away and draw students' attention to these five topics (the questions were written based on them) and provide specific resources (such exact locations in the textbook, which is used for both classes) on day 2 of class, so that class time would not be lost "re-teaching" but students were more prepared for success by knowing what pre-req content was most important. Instructors for CHEM& 121 were encouraged to consider modifying their instructional approach to these five topics, making sure they were properly emphasized and practiced, since they are the most critical to this next course. Labs were modified to include a much higher degree of use of the model kits so that students were getting more exposure and practice of visualizing the structural formulas they were constantly drawing and to provide more kinesthetic learning opportunities. The survey was developed to look for changes in students' perceived preparation for CHEM&131.

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

See above for tools.
Results:
There was minor improvement on most questions on the PKA from winter to spring quarter. However, both classes represent a small sample size and could be due to many factors. However two questions reflecting objectives related to Le Chatelier's Principle and structural formulas both had dramatic improvements in correct scores (14% to 46% and 41% to 77%) which may reflect changes made to instruction in CHEM&121 to these topics.
Correct responses to questions on the final linked to intermolecular forces and their connection with properties saw inconsistent fluctuations from Sp18 to W19 and S19. However questions relating to acid/base reactions and structural formulas improved from ~75% correct reponses before the described changes to nearly 100% correct in both the winter and spring quarter.
On the winter quarter survey, 40% of students felt their CHEM& 121 had very or mostly prepared them for this course and 50% felt somewhat or not prepared by it. For spring quarter, 54% felt very or mostly prepared and and 30% felt somewhat or not prepared. While the increase is encouraging, it should be noted that additional survey data shows that when students took that CHEM 121 course varies from last quarter to four years ago with an instructor who has since retired.

Qualitatively, the CHEM& 131 instructor felt that using the PKA helped students know upfront what they needed to know and where to find it. She observed more students reviewing previous chapters in the book (covered in 121) and also felt students seemed less stress than past quarters about the pre-requisite content. Before these changes were implemented a student told her, "Every time you say, 'As you may recall from 121...it super stresses me out, because I DON'T recall..." This quarter, a student wrote on their survey, " Didn't initially remember 121 content, but the background came back little by little and was helpful".

What now? How are you going to close the assessment loop?
We will continue to use a Prior Knowledge Assessment to help 131 students early in the quarter to identify pre-requisite content that they may need to review. The data suggests that students are able to link and expand on the prereq content by this process. We will also continue to use the survey data to see how the changes are impacting students' perceived preparedness for the course. The increased modeling will continue to be a significant component of the lab, and now (based on student suggestions), we are adding it as a recommended purchase for students to use at home for the course.

If not addressed above, what changes are you making in your course(s) as a result of your assessment?
The instructor for CHEM& 131 plans to continue to find or develop good resources that students can access to review the 5 topics from 121 that are critical to success in the organic course (IMF's, Le Chatelier's, etc.)

If not addressed above, what changes are you making to your program/department(s) as a result of assessment?
It is important that all CHEM& 121 instructors are aware how the content covered in that class links and supports with content covered in 131. As a department, we will hold an annual meeting to discuss these topics and how they are being addressed to share ideas and encourage uniformity. New hires for the department will be encouraged to work closely with the CHEM& 131 instructor(s) and/or sit in on the class or lab. Over the next two years, we will consider offering the next course in the sequence (biochemistry) once a year. This was also assessed on the Survey. Forty percent expressed interest/need in the course.

If not addressed above, what changes or recommendations do you have for the college as a result of your assessment?
Continue to seek out qualified instructors for CHEM& 121. Hire a lab coordinator with a strong chemistry background who can help support students and work with instructors to improve curriculum. (Our previous lab instructor played a critical role in the described improvements and development of the labs). Encourage/provide collaboration time.

Department: SIM   Course: SIM295

Course Outcome: 2. Prepare, program, and operate simulators, simulation rooms, and A/V equipment.
Program Outcome:
Date Created: 6/13/2019 11:33:54 AM **Date Last Modified**: 6/13/2019 11:33:54 AM
Gen Ed 1-5

What did you do for your assessment and why? Please state the quarter(s) and year you did this assessment at the beginning of your response:
2018-2019. Winter and Spring Quarter.
PLO #2 Conduct manikin programming- Establish the configuration and reliable operation of simulation manikins, servers, audio-video equipment and programming software. Execute mathematical reasoning using methods appropriate with programming and profession.
CLO's:
1. Prepare, program, and operate simulators, simulation rooms and A/V equipment.
4. Solve problems by combining and applying knowledge from multiple sources.

What tools/measures did you use for your assessment and what were your results?
The following assignment was assessed:
Assignment- Scenario1: Structuring the Scenario, For this stage, you need to create a the story, the outline of correct treatment, and list out the materials needed. (Hint: This is something that you can find in the scenario resources if you are using a scenario that has been developed by Laerdal or CAE.)
First, take some time to develop the story behind your simulation. Try to determine the: who, what, why, where, when, and how. For example:
Elvis Presley was drinking at a party after his concert in order to celebrate releasing a new song. After consuming 10 beverages in 2 hours, he lost consciousness. Friends called 911 and he was transported to the hospital with possible alcohol poisoning.
Second, create an outline for the "proposed correct treatment." This will outline the events in the scenario if everything follows protocol. For example:Start CPR Immediately upon recognition of arrestPerform rapid defibrillationProvide 2 minutes of CPR after each shockProvide a second shockGive a vasopressor as indicated in the Adult Cardiac Arrest Algorithm. Give epinephrine every 3 to 5 minutes. Vasopressin can replace the first or second does of epinephrine.Provide a third shockAntiarrhythmic medication may be considered for VF or pulseless VT unresponsive to CPR, defibrillation, and a vasopressorVerbalize immediate post-cardiac arrest care
Additionally, you will need to go over this list with your coordinating instructor to ensure that the proposed correct treatment that you created aligns with the policies in their facility.
Third, construct your set up information. This should include a list of materials, drugs, simulators, and participants needed. For example:Type of simulatorAdult SimMan 3GEquipment checklistUniversal precautions equipmentAirway adjunctsDefibrillator/AED or AED trainerCPR backboardMedications and fluidsEpinephrineLidocaineSalineParticipantsConfederate family memberPhysician or Physician's ordersEmergency response healthcare teamRespiratory therapistSimulation educator/facilitatorSimulation technician
YOUR ASSIGNMENT is to work with your coordinating instructor to establish:The story behind your simulationThe proposed order of correct treatmentThe set up information (simulator, equipment checklist, medications and fluids, participants)
When you have completed these three steps, please submit them to this drop box.
PLO: This assignment connects to PLO #2 mathematical reasoning by having students changing vital signs from phase to phase, adjusting the numerical values to reflect the patient's status.
CLO: This assignment correlates to CLO #2 & #4. Students program scenarios, trouble shoot and solve any problems that arise.

Assessment: Low student number assessed. All students successfully completed this assignment and received full points. No changes will be made to this assignment. This assignment directly correlates with job duties in the respective field. The only proposed change is to verify assignments in this course have rubrics for student information and grading.

What now? How are you going to close the assessment loop?
The only proposed change is to verify assignments in this course have rubrics for student information and grading.

If not addressed above, what changes are you making in your course(s) as a result of your assessment?
If not addressed above, what changes are you making to your program/department(s) as a result of assessment?
If not addressed above, what changes or recommendations do you have for the college as a result of your assessment?

Department: AVF   Course: AVF143

Course Outcome: 2. Analyze simulated in-flight emergencies and take the required actions per the Private Pilot-Airplane Airman Certification Standards.
Program Outcome: AVF - 2. The students will be able to interpret regulatory and legal issues which impact the industry at the FAA commercially certificated pilot level
Date Created: 6/13/2019 11:33:11 AM **Date Last Modified**: 6/13/2019 11:33:11 AM
Gen Ed 5

What did you do for your assessment and why? Please state the quarter(s) and year you did this assessment at the beginning of your response:
Our assessment of AVF 143 was focused on the second course learning outcome: "Analyze simulated in-flight emergencies and take the required actions per the Private Pilot-Airplane Airman Certification Standards."The reason for performing this assessment was twofold. First, it supported our year long program assessment pertaining to program outcome two: "The students will be able to interpret regulatory and legal issues which impact the industry at the FAA commercially certificated pilot level."   Secondly, it is arguably one of the most critical elements that we review and test in the final stage of the private pilot training.

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. Based on a very limited set of students completing this class to-date (2 students) we have a 100 percent first time pass rate.
With the results being so limited the main outcome of this assessment was the noteworthiness of less than 4% percent of the first year cohort finishing their private certificate in three quarters.

What now? How are you going to close the assessment loop?
As a department our results have been discussed and the following actions recommended.
1. This class needs to be reassessed next year for a more adequate sampling.
2. Aircraft availability must be addressed.

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

If not addressed above, what changes are you making to your program/department(s) as a result of assessment?
The following actions are being taken to address issues noted above.
 1. The program will continue to dialogue with maintenance support staff on aircraft availability to increase student completion rates to more accurately sample and assess student skills.

If not addressed above, what changes or recommendations do you have for the college as a result of your assessment?
The department would like continued support and dialogue from the administrative team at the college on solutions to aircraft availability.

Department: SIM   Course: SIM232

Course Outcome: 1. Develop a simulated scenario that adds variety and breadth to the current library of scenarios.
Program Outcome:
Date Created: 6/13/2019 11:30:16 AM **Date Last Modified**: 6/13/2019 11:30:15 AM
Gen Ed 1 - 5

What did you do for your assessment and why? Please state the quarter(s) and year you did this assessment at the beginning of your response:
2018-2019. Spring quarter. This course is only offered Spring quarter.
PLO #2 Conduct manikin programming- Establish the configuration and reliable operation of simulation manikins, servers, audio-video equipment and programming software. Execute mathematical reasoning using methods appropriate with programming and profession.
CLO's:
1. Develop a simulated scenario that adds variety and breadth to the current library of scenarios.
5. Test developed scenarios for realism, reliability, validity, and feasibility.
7. Incorporate multiple modalities such as SimPads, in-situ training, and role-play

What tools/measures did you use for your assessment and what were your results?
The following assignment was assessed:
Assignment: Program a Flow Chart, 2 parts week 5, Part 1: Draw an outline of your flow chart and how you want your scenario to progress. Then input the scenario into Sim Designer, creating a flow chart with phases, events and triggers. Once your flow chart is compete, save the file and submit it in the drop box.
Part 2: In addition to the Sim Designer flow chart, create a flow chart for your Support Material. This may include times, cues, vital signs and patient progression. Refer to the Laerdal scenarios for examples and references to build your flow chart off. Please create in a Word document and submit in the drop box.
PLO: This assignment connects to PLO #2 mathematical reasoning by having students changing vital signs from phase to phase, adjusting the numerical values to reflect the patient's status.
CLO: This assignment correlate with CLO #1, #5, & #7. Student create a flow chart of phases and triggers for a scenario that they have created.
Assessment: Low student numbers were assessed. Class was 50% for receiving full credit for this assignment. Other 50% received 80% or above. All simulation courses used in the degree must be completed with a 2.0 or greater. Rubrics will be created for all assignments in this course for student clarification and grading.

What now? How are you going to close the assessment loop?
 Rubrics will be created for all assignments in this course for student clarification and grading.

If not addressed above, what changes are you making in your course(s) as a result of your assessment?
If not addressed above, what changes are you making to your program/department(s) as a result of assessment?
If not addressed above, what changes or recommendations do you have for the college as a result of your assessment?

Department: SIM   Course: SIM221

Course Outcome: 2. Recognize and apply medication administration principles for preprogrammed and "on the fly" PALS scenarios.
Program Outcome:
Date Created: 6/13/2019 11:23:48 AM **Date Last Modified**: 6/13/2019 11:23:50 AM
Gen Ed 1-5

What did you do for your assessment and why? Please state the quarter(s) and year you did this assessment at the beginning of your response:
2018-2019 Fall quarter. This course is only offered fall quarter.
PLO #2 Conduct manikin programming- Establish the configuration and reliable operation of simulation manikins, servers, audio-video equipment and programming software. Execute mathematical reasoning using methods appropriate with programming and profession.
CLO's:
2. recognized and apply medication administration principles for preprogrammed and "on the fly" PALS scenarios.
3. prepare, program and operate simulators, task-trainers, and simulator rooms.
6. Create reference materials, equipment specifications and operation manuals for running ACLS scenarios

What tools/measures did you use for your assessment and what were your results?
The following assignment was assessed:
Assignment: PALS programming assignment week 9, (program 1 scenario only) To complete this assignment you must compose a complete training scenario utilizing a pediatric patient. You may choose between the following medical conditions asthma, hypovolemic shock, anaphylaxis, pneumonia, or septic shock.
These elements must be included:
1. Target audience
2. Three learner goals
3. Lead in story
4. Equipment needed for scenario
5. How will you set up your environment to increase the realism?
6. Program for learners to practice this scenario. Your program must have multiple stages and a written plan for how and what you will change on the fly if your learner does not follow the PALS algorithm and the patient condition gets worse.
7. Ten debriefing questions for your learners
8. A short reflection about this assignment and how caring for pediatric patients is different from caring for adults.
PLO: This assignment connects to PLO #2 mathematical reasoning by having students changing vital signs from phase to phase, adjusting the numerical values to reflect the patient's status.
CLO: This assignment directly correlates to CLO #2, #3 & #6. Students program vital signs and physiological changes to medications that were administered. Students create support materials for their scenarios. Students also create and program scenarios to be used with high fidelity simulations.
Assessment: Low student numbers were assessed. Changes to assignment specifics. Students don't need to create scenarios from scratch start to finish in Sim 221 since Sim 232 is specifically designed to do that. Assignment will be revised to programming existing scenario. Rubrics will be attached to all assignment for student clarification and grading.

What now? How are you going to close the assessment loop?
Assignment will be revised to programming existing scenario. Rubrics will be attached to all assignment for student clarification and grading.

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

If not addressed above, what changes are you making to your program/department(s) as a result of assessment?
If not addressed above, what changes or recommendations do you have for the college as a result of your assessment?

Department: SIM   Course: SIM161

Course Outcome: 1. Accurately and quickly calculate appropriate medication doses and rates for oral and parenteral forms of medication.
Program Outcome:
Date Created: 6/13/2019 11:07:16 AM   **Date Last Modified**: 6/13/2019 11:14:26 AM
Gen Ed 2, 5

What did you do for your assessment and why? Please state the quarter(s) and year you did this assessment at the beginning of your response:
2018-2019 Spring quarter. This course is only offered Spring quarter.
PLO #2: Conduct manikin programming- Establish the configuration and reliable operation of simulation manikins, servers, audio-video equipment and programming software. Execute mathematical reasoning using methods appropriate with programming and profession.
CLO's: Accurately and quickly calculate appropriate medication doses and rates for oral and parenteral forms of medications.Apply the 7 "rights" of medication administration.

What tools/measures did you use for your assessment and what were your results?
PLO: This assignment directly correlates with PLO #2 mathematical reasoning. It is a medication doseage quiz.
CLO: This assignment correlates to CLO #1 & #2. Students must answer questions related to calculating dosages and apply the "rights" of medication administration.
The following assignment was assessed:
Dosage Calc Review Quiz week 1, Our first quiz will cover some basic dosage calculation review. As a Simulation Technology Specialist it is important to understand how to accurately read a medications concentration and administer the correct dose.
Result: This class was not offered in 2018-2019. There are no results to report.

What now? How are you going to close the assessment loop?
This course was not offered in 2018-2019. Student success cannot be assessed.

If not addressed above, what changes are you making in your course(s) as a result of your assessment?
If not addressed above, what changes are you making to your program/department(s) as a result of assessment?
If not addressed above, what changes or recommendations do you have for the college as a result of your assessment?

Department: SIM   Course: SIM211

Course Outcome: 3. Recognize and apply medication administration principles for preprogramed and "on the fly" ACLS scenarios
Program Outcome:
Date Created: 6/13/2019 11:13:04 AM   **Date Last Modified**: 6/13/2019 11:13:03 AM
Gen Ed 1-5

What did you do for your assessment and why? Please state the quarter(s) and year you did this assessment at the beginning of your response:
2018-2019 Fall quarter only. This course is only offered fall quarter.
PLO #2 Conduct manikin programming- Establish the configuration and reliable operation of simulation manikins, servers, audio-video equipment and programming software. Execute mathematical reasoning using methods appropriate with programming and profession.
CLO's: 3. Recognize and apply medication administration principles for preprogramed and "on the fly" ACLS scenarios
6. Create reference materials, equipment specifications and operation manuals for running ACLS scenarios.
8. Facilitate high quality simulations by addressing all stages of simulation development and implementation.

What tools/measures did you use for your assessment and what were your results?
The following assingment was assessed:
Assignment: Programming an ACS Scenario week 4, For this assignment you will be inputting a scenario into SimDesigner. The scenario is the Myocardial Infarct scenario from Laerdal. Please input the appropriate information and create a flow chart with the information provided. Submit this assignment by saving the whole scenario and uploading it.
PLO: This assignment connects to PLO #2 mathematical reasoning by having students changing vital signs from phase to phase, adjusting the numerical values to reflect the patient's status.
CLO: This assignment directly correlates to CLO #3, #6, & #8. Students program vital signs and physiological changes to medications that were administered. Students create support materials for their scenarios. Students also create and program scenarios to be used with high fidelity simulations.
Result: This assessment had low student numbers. One student completed the assignment in 2018-2019. This student completed the assignment but was allowed to resubmit due to misunderstanding of the programming assignment.
Assignment change: Clarification will need to be made in the assignment instructions on linking phases together with triggers. Rubrics will be attached to all assignments for clarification and grading purposes.

What now? How are you going to close the assessment loop?
Assignment change: Clarification will need to be made in the assignment instructions on linking phases together with triggers. Rubrics will be attached to all assignments for clarification and grading purposes.

If not addressed above, what changes are you making in your course(s) as a result of your assessment?
If not addressed above, what changes are you making to your program/department(s) as a result of assessment?
If not addressed above, what changes or recommendations do you have for the college as a result of your assessment?

Department: AVF   Course: AVF261

Course Outcome: 3. Interpret and adhere to air traffic control instructions and clearances.
Program Outcome: AVF - 2. The students will be able to interpret regulatory and legal issues which impact the industry at the FAA commercially certificated pilot level
Date Created: 6/13/2019 11:12:46 AM **Date Last Modified**: 6/13/2019 11:12:46 AM
Gen Ed 5

What did you do for your assessment and why? Please state the quarter(s) and year you did this assessment at the beginning of your response:
Our assessment of AVF 261 was focused on the third course learning outcome: "Interpret and adhere to air traffic control instructions and clearances." The reason for performing this assessment was twofold. First, it supported our year long program assessment pertaining to program outcome number two: "The students will be able to interpret regulatory and legal issues which impact the industry at the FAA commercially certificated pilot level." Second, it has been widely noted by senior flight instructors as a potential weakness.

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. Based on a very limited set of students completing this class to-date (8 students) we have a 100 percent first time pass rate. Results from this stage exam indicate students are performing well in the areas of ATC communication and regulatory compliance with inflight procedures.

What now? How are you going to close the assessment loop?
As a department our results have been discussed. While the department is pleased with the pass rate, the following two concerns and remedies have been noted.
1. Students need additional exposure to traditional "steam gage" flight training if all instrument training is conducted in the glass cockpits during stage 6.
2. Relatively low numbers of students completing stage 6 to date is indicative of the overall program shortage of aircraft available.

If not addressed above, what changes are you making in your course(s) as a result of your assessment?
If not addressed above, what changes are you making to your program/department(s) as a result of assessment?
The following actions are being taken to address issues noted above.
 1. Additional emphasis during instructor orientation on traditional ("steam gage") instrument instruction will be given.
 2. Possible Training Course Outline changes to address the "steam gage" vs. glass cockpit training will be explored.
 3. Continued dialogue with the aviation flight program's maintenance support team on aircraft availability will be pursued.

If not addressed above, what changes or recommendations do you have for the college as a result of your assessment?
The department would like continued support and dialogue from the administrative team at the college on solutions to aircraft availability.

Department: AVF   Course: AVF253

Course Outcome: 3. Evaluate various Go/No-Go flight decisions under real or simulated scenarios using effective Aeronautical Decision Making (ADM) skills.
Program Outcome: AVF - 2. The students will be able to interpret regulatory and legal issues which impact the industry at the FAA commercially certificated pilot level
Date Created: 6/13/2019 11:10:06 AM **Date Last Modified**: 6/13/2019 11:10:07 AM
Gen Ed 5

What did you do for your assessment and why? Please state the quarter(s) and year you did this assessment at the beginning of your response:
Our assessment of AVF 253 was focused on the third course learning outcome: "Evaluate various Go/No-Go flight decisions under real or simulated scenarios using effective Aeronautical Decision Making (ADM) skills." The reason for performing this assessment was twofold. First, it supported our year long program assessment pertaining to program outcome two: "The students will be able to interpret regulatory and legal issues which impact the industry at the FAA commercially certificated pilot level."   Secondly, in the final stage of training a student should demonstrate continuous risk assessment and mitigation through Aeronautical Decision Making.

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. Based on a very limited set of students completing this class to-date (7 students) we have an 86 percent first time pass rate.
While limited (1 failure), results from this stage exam indicated poor Aeronautical Decision Making with an un-stabilized approach to landing and a failure to acknowledge and execute a go-around. While this failure did not relate directly to the Go/No-Go flight decision it did touch on an element of Aeronautical Decision Making.

What now? How are you going to close the assessment loop?
As a department our results have been discussed and the following actions recommended.
1. Instructor orientation next year will place a special emphasis on stabilized approaches.
2. A special emphasis during all stage checks will be made to assess a student's ability to correctly identify and call for a go-around.

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

If not addressed above, what changes are you making to your program/department(s) as a result of assessment?
The following actions are being taken to address issues noted above.
 1. Stabilized approaches will remain a program wide emphasis throughout all stages of training.
 2. The program will continue to dialogue with maintenance support staff on aircraft availability to increase student completion rates to more accurately sample and assess student skills.

If not addressed above, what changes or recommendations do you have for the college as a result of your assessment?
The department would like continued support and dialogue from the administrative team at the college on solutions to aircraft availability.

Department: SIM   Course: SIM110

Course Outcome: 4. Explain the application of coding language to simulation equipment
Program Outcome:
Date Created: 6/13/2019 11:00:36 AM   **Date Last Modified**: 6/13/2019 11:00:39 AM
Gen Ed 1-3, 5

What did you do for your assessment and why? Please state the quarter(s) and year you did this assessment at the beginning of your response:
Assessment for Fall-Spring quarters 2018-2019.
Assess PLO #2: Conduct manikin programming-Establish the configuration and reliable operation of simulation manikin servers, audio-video equipment, and programming software. Execute mathmatical reasoning using methods apprpirate with programming and profession.
CLOs:
2. Identify the basic components of simulation equipment and software.
3.Trouble shoot common connectivity and program compatibility.
4. Install, replace, and configure simulation programs
5. Explain the application of coding language to simulation equipment
6. Discuss visual design principles for simulation equipment and computer software systems

What tools/measures did you use for your assessment and what were your results?
PLO: This assignment connects to PLO #2 mathematical reasoning by having students changing vital signs from phase to phase, adjusting the numerical values to reflect the patient's status.
CLO: This assignment also connects to CLO #2, #3, #4, #5 & #6 with students downloading the software, programming phases in the software, and troubleshooting any problems that arise.
The following assignment was assessed:
Implementing Triggers assignment Week For this assignment, please turn in a screen shot of your AMI scenario that clearly showcases the addition of three triggers: Check pulse, 2 Shock Event, and Time in Phase.
To complete this assignment, you will need to work through the file labeled:Interactive Learning - Adding Triggers.
Assessment results were based of student grades.
Results: In the 2018-2019 year 23 students have completed this assignment have all completed it with a grade above 93%. These results lead to this being a successful assignment that correlates with PLO & CLO's. This assignment will not be changed unless software/programming updates occur.

What now? How are you going to close the assessment loop?
This assignment will not be changed unless software/programming updates occur.

If not addressed above, what changes are you making in your course(s) as a result of your assessment?
If not addressed above, what changes are you making to your program/department(s) as a result of assessment?
If not addressed above, what changes or recommendations do you have for the college as a result of your assessment?

Department: NUR   Course: NUR231

Course Outcome: 7. Research and present an evidence based education presentation to a defined nursing unit. (P.2)
Program Outcome: NUR - 6. Participate as a member of the healthcare team for educational and institutional growth. (P.2).
Date Created: 6/11/2019 1:46:43 PM   **Date Last Modified**: 6/11/2019 1:46:43 PM
Gen Ed 1, 5

What did you do for your assessment and why? Please state the quarter(s) and year you did this assessment at the beginning of your response:
Spring, 2019-- Our level 2 nursing students are in their 132 hour Preceptorship this quarter. In Spring 2018 we implemented a series of grading rubrics to assess their final teaching project. This teaching project is intended to be on a needed topic of review specific to the unit they are precepting on. Researching best practices and teaching is an essential component of nursing. Our learning does not stop when we obtain our degrees, it is lifelong. It is important for students to understand and develop a process of gathering information, collating and then delivering the information at an appropriate level for the audience.

What tools/measures did you use for your assessment and what were your results?
The teaching presentation is evaluated with the goal of the student obtaining 90% or greater. This assessment is evaluated based on logical information in an interesting sequence, Student maintains eye contact, articulates well, provides an opportunity for the audience to answer questions and provides audience with handouts as well as administers a post test and evaluation. 100% of the students met the 90% or greater benchmark.

What now? How are you going to close the assessment loop?
We will continue to provide individualized instruction and guidance for the presentations. continue current standard.

If not addressed above, what changes are you making in your course(s) as a result of your assessment?
No change

If not addressed above, what changes are you making to your program/department(s) as a result of assessment?
No change

If not addressed above, what changes or recommendations do you have for the college as a result of your assessment?
None

Department: NUR   Course: NUR114

Course Outcome: 1. Utilize accurate methods to calculate oral and parenteral medication doses and rates within a reasonable time frame. (POC.1)
Program Outcome: NUR - 7. Students will be able to reason mathematically using methods appropriate to the profession
Date Created: 6/11/2019 11:07:29 AM   **Date Last Modified**: 6/11/2019 11:07:36 AM
Gen Ed 2

What did you do for your assessment and why? Please state the quarter(s) and year you did this assessment at the beginning of your response:
Fall, 2018: During NUR 114 students are provided opportunities to practice calculations along with pharmacological comprehension throughout the quarter. A comprehenssive calculations test is administered at the end of the quarter to assess the students comprehension of medication conversion and calculations.

What tools/measures did you use for your assessment and what were your results?
The 30 question calculations test was administered and 24/25 of the students passed with 90% or better. The one student who did not meet benchmark was provided 1:1 test review and advisement and an opportunity to retake the exam to continue to next quarter. The student was able to pass calculations exam successfully on retake.

What now? How are you going to close the assessment loop?
There will be no change to the process. We will continue to assess students in the form of a formal exam and require 90% to pass to the next quarter. Opportunity to meet with the instructor for review and retake the exam is valuable in their learning. Students are also closely monitored (instructor/RN supervision) while administering medications on clinical sights.

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?
No changes or recommendations

Department: HIST&   Course: HIST&126

Course Outcome:
Program Outcome:
Date Created: 6/10/2019 4:09:14 PM   **Date Last Modified**: 6/10/2019 4:09:22 PM
Gen Ed 3

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

OVERVIEW: The quarter and class in which this assessment occurred was HIST&126: World Civilizations I, Fall 2019.   The assessment required students to develop a "Museum Exhibit" for the final project.   Students had the option to choose one of the following formats to present their research: historical research paper, website, poster display, or documentary. The project required three graded checkpoints designed to scaffold their learning: preliminary research and project proposal, gathering data in an annotated bibliography, and final exhibit presentation.

Students had to choose a historical moment from any one of the time periods studied in class. They were required to identify and research primary and secondary sources and analyze each source in the context of the event/topic chosen. In addition, students had to identify and articulate parallels between challenges of the past and issues of today. About 90% of the final project had to be historically related, and 10% had to articulate related issues of today and how the study of history can help inform our understanding of historical causation.

Below is a summary of the steps (as written for students):

1. Choose a specific moment/topic in history that you consider a "turning point." The topic should be narrow enough that you can successfully complete the project within the timeframe of this course and broad enough to allow you to explore its long-term significance. Narrowing your topic is essential to a successful project! The topic does not have to be something we've discussed in class, but it does have to be an event that happened within the timeline of this class. If you're unsure what that is, just look at the dates in the assigned chapters.

2. Start with secondary sources first. These sources will provide historical context, may assist you in narrowing your topic even further, and guide you toward primary sources relevant to your topic. DO NOT rely on websites. You must include sources that are scholarly and academic (books, academic articles). In short, you will need to utilize at least:3 secondary sources and only 1 of these sources can be a website (any secondary source books assigned in this course can be used) 5 primary sources (these should include both written and visual sources)

3. MUSEUM EXHIBIT PROPOSAL
Submit a proposal that includes an inquiry question and a working thesis statement based on your research.

4. ANNOTATED BIBLIOGRAPHY
Submit an annotated bibliography.

5. FINAL PROJECT
Present your final project in class.

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

EVALUATION: Below is a snapshot of the criteria for success as outlined in the rubric. Please note its relevance to General Education Outcome 3:

1. Inquiry Question: Integrates and evaluates multiple sources of information in order to address a question or solve a problem. Inquiry question is focused, open-ended, and embodies the spirit of genuine research.

2. Selection of Evidence: Gathers information from diverse sources (e.g. books, articles, websites, maps, images, etc.) into a coherent understanding of an idea or event. Student has clearly evaluated each source for credibility, robustness, and reliability.

3. Interpretation of Evidence: Interpretation of each source is consistent with the evidence given and is insightful. Many relationships are identified, thorough comparisons are made, and logical inferences are drawn.

4. Thesis/Claim: Introduction places the essay/project in specific time and place, begins with a broad opening statement, has a clear, accurate, and analytical thesis and a detailed organizational statement. In addition, thesis is specific and comprehensive (fully answers the question/ answers all parts of the question.)

5. Apply and Analyze: Solves the identified problem by applying acquired knowledge and facts in a cogent essay/project. Conclusions show analysis and synthesis of ideas to prove a claim, examples enhance understanding of the concepts, and conclusions are logical and accurate, and may be insightful.

Data from the rubric was collected and analyzed at three different checkpoints. Below are the results:

Criterion 1: 83% of students improved their score on the rubric by at least 1 point.
Criterion 2: 95% of students improved their score on the rubric by at least 1 point.
Criterion 3: 71% of students improved their score on the rubric by at least 1 point.
Criterion 4: 78% of students improved their score on the rubric by at least 1 point.
Criterion 5: 90% of students improved their score on the rubric by at least 1 point.

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

Comparitively speaking, students struggled most with criterion 3 and 4. More time needs to be spent on learning activities that will help students further develop skills in interpretation and thesis development. This should include in-class primary source analysis exercises, inquiry lessons, and practice at crafting thesis statements aligned with historical analysis. I will use these activities, complete the assessment cycle with a different class, then compare the results between the two cycles.

If not addressed above, what changes are you making in your course(s) as a result of your assessment?
If not addressed above, what changes are you making to your program/department(s) as a result of assessment?
If not addressed above, what changes or recommendations do you have for the college as a result of your assessment?

Department: AMT   Course: AMT152

Course Outcome: 19. Inspect, check, troubleshoot, service, and repair airframe ice and rain control systems
Program Outcome: AMT - 1. Students will be able to identify and explain a variety of airframe and/or powerplant systems and components as evaluated by the completion of the FAA written, oral and practical exams.
Date Created: 5/28/2019 12:54:07 PM   **Date Last Modified**: 5/28/2019 12:54:13 PM
Gen Ed 5

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

Read A & P Technician Airframe Textbook Chapter 13 Section A,B
    Complete A&P Technician Airframe workbook Chapter 13 Section A,B
    Read FAR 23 23.1416-23.1419
    Complete review exam to 100% accuracy
    Complete oral exam to 70% accuracy
    Complete final exam to 70% accuracy

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

Read A & P Technician Airframe Textbook Chapter 13 Section A,B
    Complete A&P Technician Airframe workbook Chapter 13 Section A,B
    Read FAR 23 23.1416-23.1419
    Complete review exam to 100% accuracy
    Complete oral exam to 70% accuracy
    Complete final exam to 70% accuracy

What now? How are you going to close the assessment loop?
If not addressed above, what changes are you making in your course(s) as a result of your assessment?
If not addressed above, what changes are you making to your program/department(s) as a result of assessment?
If not addressed above, what changes or recommendations do you have for the college as a result of your assessment?

Department: SIM   Course: SIM295

Course Outcome: 1. Demonstrate a balance of leadership and follower skills as working as part of a community healthcare team.
Program Outcome: SIM - 4. Promote Community Engagement - Promote occupational health and safety within the community by providing customized simulation training opportunities.
Date Created: 2/2/2018 2:49:45 PM   **Date Last Modified**: 5/15/2019 2:28:18 PM
Gen Ed 1, 3, 5

What did you do for your assessment and why? Please state the quarter(s) and year you did this assessment at the beginning of your response:
For this assignment, Program Outcomes for #3, #4, and #5 are being addressed.
For this assignment, course outcomes for #1, #2, #3, and #4 are being addressed.
For this course, students are required to implement 2 high fidelity simulations. This is the capstone/practicum course.

What tools/measures did you use for your assessment and what were your results?
There are several measures that are used for this assessment. There is an evaluation tool that is given to the practicum instructor. This evaluation tool is both qualitative and quantitative. Additionally, the SIM 295 instructor evalutates the design and implementation of the scenario. By the time students reach this point in the program, there is typically not a lot of feedback or instruction given. However, there was one aspect that students seemed to consistently struggle with: debriefing. Therefore, the assessment of this assignment caused us to go back and reassess the course in which debriefing was supposed to be addressed. We will now be approaching how we teach debriefing differently as a result of this knowledge.

What now? How are you going to close the assessment loop?
From above: "There was one aspect that students seemed to consistently struggle with: debriefing. Therefore, the assessment of this assignment caused us to go back and reassess the course in which debriefing was supposed to be addressed. We will now be approaching how we teach debriefing differently as a result of this knowledge."

If not addressed above, what changes are you making in your course(s) as a result of your assessment?
If not addressed above, what changes are you making to your program/department(s) as a result of assessment?
If not addressed above, what changes or recommendations do you have for the college as a result of your assessment?

Department: ENGL   Course: ENGL261

Course Outcome: 6. Classify a variety human experiences/narratives according to the appropriate cultural and historical contexts with the goal of speaking and writing with a nuanced sensitivity to multiculturalism
Program Outcome:
Date Created: 5/14/2019 1:10:34 PM   **Date Last Modified**: 5/14/2019 1:10:41 PM
Gen Ed 4

What did you do for your assessment and why? Please state the quarter(s) and year you did this assessment at the beginning of your response:
I assessed my ENGL261 course during during winter quarter, 2019.
The final project for students will be to compile an anthology of women's literature. They will be choosing a theme from the course (for example, the female body, intersectionality, women and the economy, marriage and family, etc.) for the anthology and writing a preface, summaries of the works, a historical timeline for women's experiences, and an introduction explaining their rationale for the selections.
The rationale section in the introduction requires them to identify both 1) how their selections represent a diversity of women's experiences, backgrounds, styles, and issues within a shared theme and 2) a reflection on why such diversity is important to represent to students trying to gain a better understanding about women's literature.

What tools/measures did you use for your assessment and what were your results?
Although I will be assessing their work in more developed ways while grading it, for the purpose of this assessment, I will also be ranking their projects from 1 to 4. The number should reflect an answer to this question, with 4 being "Excellent," 3 being "Proficient," 2 being "Competent" and 1 being "Emerging": Does their rationale for their anthology's integration of diversity show an understanding of the complex and varied ways that women experience and express their identities based on differences in class, gender, orientation, race, ethnicity, religion, and ability?
Sixteen students submitted the final anthology project. Out of this, eleven earned 4/Excellent, one earned 2/Competent, two earned 1/emerging, and one earned a failing grade.

What now? How are you going to close the assessment loop?
The students who earned below a two struggled with the anthology in general, not only the diversity portion, and it was hard for me to tell if it was the overall assignment that was the issue or simply understanding some of the concepts related to the required sections. Also, even the students who earned an excellent rating on the question seemed to struggle with the idea of intersectionality, which is important to understanding the role of diversity in women's literature.
Based on this, I am going to 1) make the diversity reflection a separate assignment and 2) rework my lesson on intersectionality to help them understand the matrix of domination that leads to multiple sources of oppression for female-identified individuals that go beyond simply their sex or gender. I am also considering adding some quizzes on the terminology--right now, I only have them keep a vocabulary/concept list.

If not addressed above, what changes are you making in your course(s) as a result of your assessment?
If not addressed above, what changes are you making to your program/department(s) as a result of assessment?
I did not address this above, but I don't believe the changes need to be made at a department level.

If not addressed above, what changes or recommendations do you have for the college as a result of your assessment?
It would definitely help reinforce basic concepts revolving around diversity if students interacted with the ideas in multiple courses, so my experiences reinforce what I see as a need for all students to meet a diversity requirement in their degree maps.

Department: FRCH& Course: FRCH&121

Course Outcome: 8. Articulate an understanding of the value to themselves of learning about other cultures.
Program Outcome:
Date Created: 5/6/2019 9:37:13 AM   **Date Last Modified**: 5/6/2019 9:37:20 AM
Gen Ed 4

What did you do for your assessment and why? Please state the quarter(s) and year you did this assessment at the beginning of your response:
My assessment is completed over the course of the quarter, as many of my assignments implicitly encourage the students to consider how learning French is helping them to be a citizen of the world.

What tools/measures did you use for your assessment and what were your results?
I assess the students' understanding of the importance to them personally of learning French through a response they write for a chapter of our novel. The students write a letter to a family member/friend/boss from whom they need permission to spend 4 months in France as an exchange student, explaining to him/her/them why and how studying in France will benefit them. The class thereby reflects on this question and provides me with some excellent reasons.

What now? How are you going to close the assessment loop?
I have seen that the students benefit from mulitple statements of the benefits of foreign language learning via our various assignments and most especially through our viewing of French television programs and films. I am thoughfully choosing French media to share with the class to show French culture and French-speaking people from different walks of life and with differing experiences, in order to demonstrate the variety of ways culture can be manifested.

If not addressed above, what changes are you making in your course(s) as a result of your assessment?
If not addressed above, what changes are you making to your program/department(s) as a result of assessment?
If not addressed above, what changes or recommendations do you have for the college as a result of your assessment?

Department: AUT   Course: AUT124

Course Outcome:
Program Outcome:
Date Created: 5/3/2019 3:44:34 PM   **Date Last Modified**: 5/3/2019 3:44:34 PM
Gen Ed 5

What did you do for your assessment and why? Please state the quarter(s) and year you did this assessment at the beginning of your response:
Spring 2019
Front Disc Brake dissassembly/reassembly. This is the most common brake procedure performed in repair facilities. Assessing course outcome #8 - Demonstrate the ability to perform all types of braking system repairs and service.

What tools/measures did you use for your assessment and what were your results?
Formative assessment based on skill level, accuracy, proper technique, and following directions. About 50% of the students were able to easily accomplish this task on the first try, while the other 50% varied in time taken, accuracy, technique, and following directions. All students were able to accomplish this task properly by the third attempt.

What now? How are you going to close the assessment loop?
Next year, I will break them into small groups for this exercise where all students in each group will perform the exercise one after another while the other group members assist vocally. Each group should be purposefully assembled to include at least one advanced student, semi-experienced student, and entry level student to facilitate peer to peer teaching and guidance. I think this model will be more effective at getting the less advanced students up-to-speed sooner. Each subsequent attempt could be individual, so long as the group aproach is effective on the first round. This is a task that they repeat at least three times during the quarter.

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?
Add course outcomes to the dropdown for this course.

Department: AUT   Course: AUT121

Course Outcome: 6. Interpret automotive service data and apply to diagnostic procedures.
Program Outcome: AUT - 2. Graduates will use proper tools during repair and diagnostic work in the lab
Date Created: 5/3/2019 3:24:00 PM   **Date Last Modified**: 5/3/2019 3:24:01 PM
Gen Ed 3

What did you do for your assessment and why? Please state the quarter(s) and year you did this assessment at the beginning of your response:
Winter 2019
Students will use a common   automotive information system (in this case Alldata) to locate a circuit's   fuse(s), indicate the specific location of that fuse, and list the other   circuits that it protects. The purpose of this exercise is twofold. First, they need to be able to identify the proper fuse for a given circuit so they can check the fuse as part of the initial inspection process. Secondly, they need to know what other circuits are protected by that fuse so that some diagnostic steps can be skipped if any other circuit protected by that fuse is working. In other words, if the cigarette lighter and radio are on the same fuse and the radio doesn't work, but the lighter does, they can assume that the fuse, and any circuitry shared by the two, are good. This narrows the location of the fault by a significant amount.

What tools/measures did you use for your assessment and what were your results?
Fuse Location and Circuit Application Worksheet - 85% of all students (all but one) were able to locate the fuse and indicate its location and other cicuits protected without any help. One student had difficulty with this exercise because the information was particularly difficult to find on the vehicle he was working on. I assisted him in finding the information in Alldata, after which he was able to successfully complete the worksheet.

What now? How are you going to close the assessment loop?
This went very well. I was surprised at how quickly some students were able to complete this task, and that all students were able to accomplish it within 45 minutes. Next year I will use the same exercise and choose something more difficult to assess.

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

If not addressed above, what changes are you making to your program/department(s) as a result of assessment?
If not addressed above, what changes or recommendations do you have for the college as a result of your assessment?

Department: AUT   Course: AUT111

Course Outcome: 2. Describe the basic theory, purpose, and operation of an automotive engine.
Program Outcome: AUT - 4. By program completion, graduates will pass the ASE Student Exams including engine repair, automatic transmissions, manual transmissions, steering and suspension, brakes, electrical/electronics, HVAC, and engine performance
Date Created: 5/3/2019 3:01:47 PM   **Date Last Modified**: 5/3/2019 3:01:48 PM
Gen Ed 1

What did you do for your assessment and why? Please state the quarter(s) and year you did this assessment at the beginning of your response:
Fall: In   June 2018 the automotive program purchased a cutaway engine trainer as a   visual aid to help students envision the concept of the four stroke cycle.   Although engine rebuilding has ceased to be performed in almost all automotive repair facilities, the knowledge of basic engine operation is   still required to properly diagnosis mechanical faults, and to make the   distinction between the nature of mechanical faults and faults that occur due   to computer control errors. The engine trainer is cut away (hence the term   "cutaway") to reveal the inner workings of a Honda four cylinder, four stroke   engine. A large electric motor drives the internal parts so that they operate   as if the engine were running. The timing of the valves and spark events can   be seen as the engine rotates through the four stroke cycle. The spark events   are represented by an LED light that illuminates when the spark would   normally occur. All peripheral components are also cut away so that students   can see the construction and operation of these components in conjunction   with base engine operation.

What tools/measures did you use for your assessment and what were your results?
1) After participating in several multi-modal lessons (lecture, videos, demonstrations, small group discussions, handouts, worksheets) centered on how the major engine parts work together to facilitate the four stroke cycle, students were tasked with partially disassembling and reassembling an automotive engine in order to gain a comprehensive understanding of its mechanical operation, and to practice peripheral tasks related to engine service/repair. 2) Understanding of base engine operation (aka: the four stroke cycle) was assessed in a few ways, including the successful completion of a four stroke workbook, four stroke quiz, and results of the small group discussions that took place. After these lessons and activities 75% of the students were able to accurately explain base engine operation. Students had to tell me when the valves should open, when fuel and spark events occur in the cycle, and at least two different ways that misfires can occur. The engine repair tasks were assessed based on difficulty level of the engine and the time it took to complete the tasks. 3) Based on the data obtained, students were able to more easily grasp the concept of base engine operation than they have been in the past. Having the cutaway engine trainer to observe was especially helpful because students were able to see a representation of base engine operation during the lessons, and were able to view it during break time or lab activities if they wanted to examine it further. The engine trainer seemed to inspire their natural curiosity, which may have contributed to their ability to more easily comprehend the concept. I worked separately with a group of students (25%) who still had trouble comprehending the four stroke cycle, going back over the material and discussing it openly with them. They were then allowed to retake the four stroke quiz, which all of them passed. After this intervention these students were also able to explain base engine operation almost as well as the 75%.

What now? How are you going to close the assessment loop?
NEXT STEPS: I will probably replicate this method of teaching base engine operation next year with a few minor adjustments, including a writing assignment and a more in depth summative assessment of their four stroke cycle knowledge.

If not addressed above, what changes are you making in your course(s) as a result of your assessment?
If not addressed above, what changes are you making to your program/department(s) as a result of assessment?
If not addressed above, what changes or recommendations do you have for the college as a result of your assessment?

Department: MA   Course: MA112

Course Outcome:
Program Outcome:
Date Created: 6/26/2018 11:58:33 AM   **Date Last Modified**: 5/3/2019 2:50:13 PM
Gen Ed 3

What did you do for your assessment and why? Please state the quarter(s) and year you did this assessment at the beginning of your response:
Incorporated extra stuctured lab skills time to see if the students would take advantage of the opportunity and therefore have better check off scores for their skill test days. This was not a mandatory lab session.

What tools/measures did you use for your assessment and what were your results?
I was able to track the students attendance for the lab sessions and compare the amount of time they spent after hours in lab with their ability to successfully complete their skills check off.

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

If not addressed above, what changes are you making in your course(s) as a result of your assessment?
As a direct result, we have permanently adapted the lab hours as a part of MA 112 for those who are working full-time or just want the practice

If not addressed above, what changes are you making to your program/department(s) as a result of assessment?
As a program a change has been made that requires the students to complete a minimum of 10 hours per quarter that they log on a sign in sheet with the Program Assistant. They are welcome to use the evening lab hours or come in on their own time outside of Friday class.

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

Department: ASTR& Course: ASTR&101

Course Outcome: 3. Identify lunar phases and, given a lunar phase, predict rising and setting times.
Program Outcome:
Date Created: 5/3/2019 2:48:07 PM   **Date Last Modified**: 5/3/2019 2:48:07 PM
Gen Ed 3

What did you do for your assessment and why? Please state the quarter(s) and year you did this assessment at the beginning of your response:
I modified the lab I have students do on lunar phases to have a bit more emphasis on rising and setting times for different phases.

What tools/measures did you use for your assessment and what were your results?
On the first unit test I ask questions about the lunar phases and rising and setting times. Nearly all of my students this quarter could correctly answer the questions on identifying phases. I still had about one fourth of the students having difficulty by confusing rising times with when the moon is highest overhead.

What now? How are you going to close the assessment loop?
I am going to augment an in-class activity we do before the lab to emphasize when the phases are high overhead, THEN looking at when the phase would have risen. That may emphasize to the students that the two times are not the same, and that they can find the rising time by first identifying when the phase is highest overhead.

If not addressed above, what changes are you making in your course(s) as a result of your assessment?
If not addressed above, what changes are you making to your program/department(s) as a result of assessment?
If not addressed above, what changes or recommendations do you have for the college as a result of your assessment?

Department: PHIL&   Course: PHIL&120

Course Outcome: 3. Prove validity using predicate logic.
Program Outcome:
Date Created: 5/3/2019 2:47:37 PM   **Date Last Modified**: 5/3/2019 2:47:41 PM
Gen Ed 2

What did you do for your assessment and why? Please state the quarter(s) and year you did this assessment at the beginning of your response:
For years I have been using a homemade logic textbook successfully in my ground PHIL& 120 Symbolic Logic courses but I've had trouble translating this success into online courses. To address this problem, I adopted a new textbook for the Winter 2019 quarter, Paul Herrick's _Introduction to Logic_, and used Paul's YouTube videos and other new materials in the hope that this would help my online students in PHIL& 120 Symbolic Logic.

What tools/measures did you use for your assessment and what were your results?
I compared the results on predicate logic between two PHIL& 120 Symbolic Logic courses : Winter 2018 and Winter 2019. I chose the predicate logic quiz because it is the culmination of the most difficult content in the course. Here are the results:
Winter 2018 : quiz average 63% with a standard deviation of 55.32
Winter 2019 : quiz average 69% with a standard deviation of 20.05

What now? How are you going to close the assessment loop?
For most students, the switch to Paul Herrick's textbook has been a success. The predicate logic quiz had a slightly higher average. More of the students are grouped towards the higher quarter of the grading scale. However, more of the students completely failed the exam : five out of twenty-one of the students scored a 0 in Winter 2019 whereas only one out of thirteen students scored a 0 the previous year in Winter 2018.

If not addressed above, what changes are you making in your course(s) as a result of your assessment?
Because I am concerned about the five students who earned a 0 on this content, for Spring 2019 I am trying to make the course content more user friendly and I am supplementing Paul's content with some of my own. I am organizing Paul's content into modules and relabeling quizzes and lectures so that it is easier for the students to find the information necessary to learn how to do logic proofs successfully.

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?
Please continue to fund faculty travel to conferences. This change in my PHIL& 120 Symbolic Logic course was made possible by attending PLATO-WA conferences where I met Paul Herrick who is a philosophy instructor at Shoreline Community College. I would have never tried this new textbook if I had not first met Paul and discussed teaching logic with him.

Department: ENGL   Course: ENGL105

Course Outcome: 2. Define ways in which things which we encounter in our lives can be interpreted as "texts".
Program Outcome:
Date Created: 5/3/2019 2:21:28 PM   **Date Last Modified**: 5/3/2019 2:35:19 PM
Gen Ed 4

What did you do for your assessment and why? Please state the quarter(s) and year you did this assessment at the beginning of your response:
Note: This is incomplete pending collection of data.
At present, LIterary Studies and Humanities are not assessing in unison. While it's not expected that we do everything together, it would be good to have a sense that both are looking at similar outcomes and points in their assessment tasks. I've attached a rubric used on final group projects in my HUM 214 course. It focuses specifically on the points in item four in the assessment rubric. The relevant items (aside from things like length, preparedness, etc.) are as follows:
1) Project is clearly based on the kinds of cultural issues we discussed in class.
Project demonstrates recognition of contoversy within the topic being discussed
Presentation uses academic research to support claims about the cultural issues being described.
Presenter acknowledges different perspectives and viewpoints that are present in audience.
Presenter applies cultural concepts form the course to the research material rather than just restating it.
Presenter uses supporting materials covered in class to support her/his argument.
Presenter is able to draw conclusions and state goals with regard to the issue being discussed.

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 course(s) as a result of your assessment?
If not addressed above, what changes are you making to your program/department(s) as a result of assessment?
If not addressed above, what changes or recommendations do you have for the college as a result of your assessment?

Department: HUM   Course: HUM214

Course Outcome: 7. Recognize individuals as part of a matrix of disparate cultural cues, rather than simply representatives of a single culture
Program Outcome:
Date Created: 5/3/2019 2:26:12 PM   **Date Last Modified**: 5/3/2019 2:26:13 PM
Gen Ed 4

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

At present, LIterary Studies and Humanities are not assessing in unison. While it's not expected that we do everything together, it would be good to have a sense that both are looking at similar outcomes and points in their assessment tasks. I've attached a rubric used on final group projects in my HUM 214 course. It focuses specifically on the points in item four in the assessment rubric. The relevant items (aside from things like length, preparedness, etc.) are as follows:
1) Project is clearly based on the kinds of cultural issues we discussed in class.
Project demonstrates recognition of contoversy within the topic being discussed
Presentation uses academic research to support claims about the cultural issues being described.
Presenter acknowledges different perspectives and viewpoints that are present in audience.
Presenter applies cultural concepts form the course to the research material rather than just restating it.
Presenter uses supporting materials covered in class to support her/his argument.
Presenter is able to draw conclusions and state goals with regard to the issue being discussed.

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 course(s) as a result of your assessment?
If not addressed above, what changes are you making to your program/department(s) as a result of assessment?
If not addressed above, what changes or recommendations do you have for the college as a result of your assessment?

Department: HIST&   Course: HIST&126

Course Outcome: 10. Demonstrate communication skills, both written and oral, by employing primary evidence in support of carefully formed conclusions regarding the historical record of the ancient world.
Program Outcome:
Date Created: 5/3/2019 1:58:21 PM   **Date Last Modified**: 5/3/2019 1:58:22 PM
Gen Ed 3

What did you do for your assessment and why? Please state the quarter(s) and year you did this assessment at the beginning of your response:
OVERVIEW: The quarter and class in which this assessment occurred was HIST&126: World Civilizations I, Fall 2019. The assessment required students to develop a "Museum Exhibit" for the final project.   Students had the option to choose one of the following formats to present their research: historical research paper, website, poster display, or documentary. The project required three graded checkpoints designed to scaffold their learning: preliminary research and project proposal, gathering data in an annotated bibliography, and final exhibit presentation.
Students had to choose a historical moment from any one of the time periods studied in class. They were required to identify and research primary and secondary sources and analyze each source in the context of the event/topic chosen. In addition, the project had to identify and articulate parallels between challenges of the past and issues of today. About 90% of the final project had to be historically related, and 10% had to articulate related issues of today and how the study of history can help inform our understanding of historical causation.
Below is a summary of the steps:
1. Choose a specific moment/topic in history that you consider a "turning point." The topic should be narrow enough that you can successfully complete the project within the time frame and broad enough to allow you to explore the significance. Narrowing your topic is essential to a successful project! The topic does not have to be something we've discussed in class, but it does have to be an event that happened within the timeline of this class. If you're unsure what that is, just look at the dates in the assigned chapters.
2. Start with secondary sources first. These sources will provide historical context, may assist you in narrowing your topic even further, and guide you toward primary sources relevant to your topic. DO NOT rely on websites. You must include sources that are scholarly and academic (books, academic articles). In short, you will need to utilize at least:3 secondary sources and only 1 of these sources can be a website (any secondary source books assigned in this course can be used) 5 primary sources (these should include both written and visual sources)
3: MUSEUM EXHIBIT PROPOSAL
Submit a proposal that includes an inquiry question and a working thesis statement based on your research.
4: ANNOTATED BIBLIOGRAPHY
Submit an annotated bibliography.
5: FINAL PROJECT
Present your final project in class.
EVALUATION: Below is a snapshot of the criteria for success as outlined in the rubric. Please note its relevance to General Education Outcome 3:
1. Inquiry Question: Integrates and evaluates multiple sources of information in order to address a question or solve a problem. Inquiry question is focused, open-ended, and embodies the spirit of genuine research.
2. Selection of Evidence: Gathers information from diverse sources (e.g. books, articles, websites, maps, images, etc.) into a coherent understanding of an idea or event. Student has clearly evaluated each source for credibility, robustness, and reliability.
3. Interpretation of Evidence: Interpretation of each source is consistent with the evidence given and is insightful. Many relationships are identified, thorough comparisons are made, and logical inferences are drawn.
4. Thesis/Claim: Introduction places the essay/project in specific time and place, begins with a broad opening statement, has a clear, accurate, and analytical thesis and a detailed organizational statement. In addition, thesis is specific and comprehensive (fully answers the question/ answers all parts of the question.)

5. Apply and Analyze: Solves the identified problem by applying acquired knowledge and facts in a cogent essay/project. Conclusions show analysis and synthesis of ideas to prove a claim, examples enhance understanding of the concepts, and conclusions are logical and accurate, and may be insightful.

What tools/measures did you use for your assessment and what were your results?
In addition to what is identified above, students were provided with three research days throughout the quarter. They were encouraged to use the library and visit my office for extra support on these days. I also offered one optional class day to provide more direct instruction, which included mini-lessons on the inquiry process, how to evaluate the credibility of secondary sources, and how to analyze primary sources.
Data from the rubric was collected and analyzed. The results were as follows:

What now? How are you going to close the assessment loop?
If not addressed above, what changes are you making in your course(s) as a result of your assessment?
If not addressed above, what changes are you making to your program/department(s) as a result of assessment?
If not addressed above, what changes or recommendations do you have for the college as a result of your assessment?

Department: AVF   Course: AVF221

Course Outcome: 4. Locate, memorize, summarize, or explain Federal Aviation Regulations as appropriate.
Program Outcome: AVF - 2. The students will be able to interpret regulatory and legal issues which impact the industry at the FAA commercially certificated pilot level
Date Created: 5/3/2019 7:49:32 AM   **Date Last Modified**: 5/3/2019 7:49:32 AM
Gen Ed 5

What did you do for your assessment and why? Please state the quarter(s) and year you did this assessment at the beginning of your response:
Our assessment tool for AVF 221 is the comprehensive FAA Commercial Airmen's Knowledge Test. This written test covers all subject matter covered in the class and can be used to assess our learning outcomes. The results from the test are broken down into specific subject matter that can be paired with the learning outcomes we are assessing. AVF 221 assessment was focused on the 4th learning outcome: "Locate, memorize, summarize, or explain Federal Aviation Regulations as appropriate." This outcome supported our program outcome assessment for the 2018-2019 year which was focused on the interpretation of regulatory and legal issues.

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

This year 32 students wrote the FAA Commercial Airmen's Knowledge Test with a 100% pass rate. However, in an attempt to be more specific in our assessment we narrowed our focus this year to a specific learning outcome of being able to "Locate, memorize, summarize, or explain Federal Aviation Regulations and procedures as appropriate."
Filtering the results of missed questions on the FAA Commercial Airmen's Knowledge Test yielded four subject areas where deficiencies related to this outcome were noted. Below is the list of subject areas that were found deficient and the percentage of the class that missed a related question.

Recall regulations - pilot-in-command authority / responsibility 44%
Recall regulations - maintenance requirements 31%
Recall regulations - Air Traffic Control authorization / clearances 28%
Recall regulations - use of safety belts / harnesses (crew member) 22%

What now? How are you going to close the assessment loop?
As a department our results have been discussed with the following recommendations:
1. A review of the discrepancy between federal and state statutes will be covered in class to address the transportation and distribution of narcotic drugs and the related pilot-in-command authority.
2. Additional class time and quizzes will be given over required aircraft inspections and maintenance requirements.
3. An updated PowerPoint slide on the use of land and hold short clearance and ATC weather minimums will be developed.

4. New passenger briefing cards with current regulations for the use of safety belts for all surface movement will be issued to each aircraft.

If not addressed above, what changes are you making in your course(s) as a result of your assessment?
Additional resources are being directed to updating PowerPoints, homework, and developing updated passenger briefing cards with current regulations.

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

If not addressed above, what changes or recommendations do you have for the college as a result of your assessment?
At this time the results from this assessment do not indicated a need for a broader change or recommendation for the college.

Department: AVF   Course: AVF223

Course Outcome: 6. Locate, memorize, summarize, or explain Federal Aviation Regulations and instrument flight procedures as appropriate.
Program Outcome: AVF - 2. The students will be able to interpret regulatory and legal issues which impact the industry at the FAA commercially certificated pilot level
Date Created: 5/3/2019 7:47:38 AM   **Date Last Modified**: 5/3/2019 7:47:39 AM
Gen Ed 5

What did you do for your assessment and why? Please state the quarter(s) and year you did this assessment at the beginning of your response:
Our assessment tool for AVF 223 is the comprehensive FAA Instrument Pilot Knowledge Test. This written test covers all subject matter covered in the class and can be used to asses our learning outcomes. The results from the test are broken down into specific subject matter that can be paired with the learning outcomes we are assessing.
AVF 223 assessment was focused on the 6th learning outcome: "Locate, memorize, summarize, or explain Federal Aviation Regulations and instrument flight procedures as appropriate." This outcome supported our program outcome assessment for the 2018-2019 year which was focused on the interpretation of regulatory and legal issues.

What tools/measures did you use for your assessment and what were your results?
Our tool for assessment in this class was the comprehensive FAA Instrument Airmen's Knowledge Test. This written test covers all subject matter in the class; however, it can be used to assess our learning outcome. This was achieved by use of breaking down the specific subject matter that was deficient and pairing it with the learning outcome that is being assessed.

This year 37 students wrote the FAA Instrument Airmen's Knowledge Test with an overall pass rate of 89%. However, in an attempt to be more specific in our assessment we narrowed our focus this year to a specific learning outcome of being able to "Locate, memorize, summarize, or explain Federal Aviation Regulations and instrument flight procedures as appropriate." Filtering the results of missed questions on the FAA Instrument Airmen's Knowledge Test yielded five subject areas where deficiencies related to this outcome were noted. Below is the list of subject areas that were found deficient and the percentage of the class that missed a related question.

Interpret information on an Instrument Approach Procedures (IAP) 47%
Recall instrument procedures - holding / circling 46%
Recall radio - GPS / RNAV / RAIM 32%
Recall regulations - Air Traffic Control authorization / clearances 38%
Recall regulations - pilot currency requirements 35%

What now? How are you going to close the assessment loop?
As a department our results have been discussed with the following recommendations:
1. Additional class time and homework will be allotted to the use and interpretation of Instrument Approach Procedures to include the use of electronic charts.
2. A continuation of updating material with regards to the use of WAAS equipped GPS receivers as well as a G1000 course made available for senior instructors.
3. Updated and additional homework covering holds and pilot currency requirements will be developed.

If not addressed above, what changes are you making in your course(s) as a result of your assessment?
Additional resources are being directed to updating PowerPoints, homework, and providing G1000 familiarization courses for instructors.

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

N/A

If not addressed above, what changes or recommendations do you have for the college as a result of your assessment?
At this time the results from this assessment do not indicated a need for a broader change or recommendation for the college.

Department: AVF   Course: AVF112

Course Outcome: 4. Locate, memorize, summarize, or explain Federal Aviation Regulations as appropriate.
Program Outcome: AVF - 2. The students will be able to interpret regulatory and legal issues which impact the industry at the FAA commercially certificated pilot level
Date Created: 5/3/2019 7:45:44 AM   **Date Last Modified**: 5/3/2019 7:45:43 AM
Gen Ed 5

What did you do for your assessment and why? Please state the quarter(s) and year you did this assessment at the beginning of your response:
Our assessment tool for AVF 112 is the comprehensive FAA Private Pilot Knowledge Test. This written test covers all subject matter covered in the class and can be used to asses our learning outcomes. The results from the test are broken down into specific subject matter that can be paired with the learning outcomes we are assessing.

What tools/measures did you use for your assessment and what were your results?
This year 44 students wrote the FAA Private Pilot Knowledge Test with an overall pass rate of 88.6%. This pass rate was a 4.4% decrease from the 2017/2018 school year. Average exams scores also showed a decline from 83% (2017/2018 school year) to 80% (2018/2019 school year). The top five most missed subject areas remained the same between the 2017/2018 and the 2018/2019 school years. However, three of the five most missed subject areas showed an improvement by as much as 6%.

While the data above is useful and of some concern to the aviation department, our focus this year will remain on assessing course outcomes that support our current year's program outcome of being able to "interpret regulatory and legal issues which impact the industry at the FAA commercially certificated pilot level." Filtering the results of the missed questions on the FAA Private Pilot Knowledge Test yielded seven subject areas where deficiencies related to this outcome were noted. Below is the list of subject areas that were found deficient and the percentage of the class that missed a related question.

Recall regulations - V speeds 29.5%
Recall regulations - accident / incident reporting and preserving wreckage 20.5%
Recall regulations -alcohol or drugs 16%
Recall regulations - visual flight rules and limitations 11.3%
Recall regulations - requirements of a flight plan release 11.3%
Recall regulations - aircraft category / class 11.3%
Recall regulations - minimum safe / flight altitude 11.3%

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

As a department our results have been discussed with the following recommendations:
 Emphasis on the application of regulations should be incorporated throughout the private pilot lecture class rather than be relegated to a single lecture near the end of the class.
 Regulations in the Preflight Handbook will be updated to reflect current regulations. Outdated regulations published in the first text book students see tends to devalue the relevance of the material.
 A summary handout for accident/incident reporting pertaining to NTSB 830 will be developed.
 ICAO flight plans will be introduced into the private pilot lectures in the 2019/2020 school year.

If not addressed above, what changes are you making in your course(s) as a result of your assessment?
The four departmental recommendations above are being formally documented in our departmental Instructor Read File.   This will allow all instructors who teach or might teach this class at a future date to know the weaknesses noted and the corrective actions that were taken.

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

If not addressed above, what changes or recommendations do you have for the college as a result of your assessment?
At this time the results from this assessment do not indicated a need for a broader change or recommendation for the college.

Department: AVF   Course: AVF111

Course Outcome: 6. Recall Federal Aviation Regulations pertinent to solo student flights.
Program Outcome: AVF - 2. The students will be able to interpret regulatory and legal issues which impact the industry at the FAA commercially certificated pilot level
Date Created: 5/3/2019 7:23:22 AM   **Date Last Modified**: 5/3/2019 7:23:28 AM
Gen Ed 5

What did you do for your assessment and why? Please state the quarter(s) and year you did this assessment at the beginning of your response:
Our assessment in AVF 111 was based on the learning outcome number 6 for the class; "Recall Federal Aviation Regulations pertinent to solo student flights." The reason for assessing this outcome is twofold. First, our assessment plan for the 2018-2019 academic year for the entire program, including degrees and certificates, is focused on FAA regulation interpretation. Second, this learning outcome directly relates to regulatory compliance needed to safely allow student pilots to solo an aircraft.

What tools/measures did you use for your assessment and what were your results?
Our tool for assessing this outcome was the comprehensive written exam given at the end of AVF 111. Roughly one third of the exam focuses on Federal Aviation Regulations that are pertinent to solo student flights and with a class average of 92% on the exam we are very pleased with the results. However, after a thorough review of the exams the following deficiencies were noted:
 Required documents to be carried the aircraftMinimum visibility and cloud clearance requirements in various airspaceBBCC Transportation Security Administration compliance

What now? How are you going to close the assessment loop?
After reviewing the results from the exams the following actions will be taken to enhance learning of the subject matter listed above.
 PowerPoint presentation will be updated with memory acronyms for required documents to be carried in the aircraft.Updated handouts on airspace and required visibility and cloud distance requirements will be given out to students.The question on the exam regarding TSA security policies will be re-written to clarify what is being asked.

If not addressed above, what changes are you making in your course(s) as a result of your assessment?
As a result of this assessment the department will be reviewing the AVF 111 exam and updating our exam to better assess student learning.

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

Department: ART   Course: ART217

Course Outcome: 1. Recognize famous works of art and architecture from the western tradition, such as the Mona Lisa or Michelangelo's David put in context of history, culture, and style
Program Outcome:
Date Created: 5/1/2019 3:35:31 PM   **Date Last Modified**: 5/1/2019 3:35:36 PM
Gen Ed 4

What did you do for your assessment and why? Please state the quarter(s) and year you did this assessment at the beginning of your response:
 Students write research papers on various artists by focusing on one piece of art not represented in the textbook. A rubric is used to assess how well students did in their research and analysis.

What tools/measures did you use for your assessment and what were your results?
In Winter 2019, Art 217 students were assigned 10 individual short research assignments of 3-400 words on a specific art work by the assigned artist, one a week. Students were to research for some biographical and contextual information then write their own response to the artwork chosen. This assignment allowed the student to look a little deeper into the lives of the artists and respond with their own analysis and opinion. The students were given the opportunity to look at artists not previously known and to look at the circumstances in history that influenced the making of the art. Art is not made in a vacuum and is solidly influenced by the social and technical implications of a particular culture and time. As we progressed chronologically, the weekly assignments allowed students to track the trajectories of art styles that reacted to what went before.
According to responses at the end of the quarter, many students found this assignment the most interesting. Not only did they get to research to learn about various artists, they had the opportunity to respond to the art and give their opinion. The practice of looking at art helped develop the students' aesthetic analysis and to strengthen students' resolve about their own ideas. It also gave them a chance to look at various time periods and cultures and the effects of culture in general on the work of artists. It also helped to put history in perspective and context for the events and prominent people of the time.
Some numbers: 13/26 students did better than 80% on average, which is 50% of them.
        20/26 students did better than 70% on average, which is 77% of them.
Some students had trouble doing the assignments each week: 11/26 missed one or more weeks. 7/26 missed more than two weeks and did not do better than 70%.
Giving students the opportunity to learn and dig on their own goes a long way to fueling a thirst for learning. The class was taught online and gave them the whole of the Internet to search for information.

What now? How are you going to close the assessment loop?
If not addressed above, what changes are you making in your course(s) as a result of your assessment?
If not addressed above, what changes are you making to your program/department(s) as a result of assessment?
If not addressed above, what changes or recommendations do you have for the college as a result of your assessment?

Department: ART   Course: ART217

Course Outcome: 1. Recognize famous works of art and architecture from the western tradition, such as the Mona Lisa or Michelangelo's David put in context of history, culture, and style
Program Outcome:
Date Created: 4/30/2019 10:25:03 AM   **Date Last Modified**: 4/30/2019 10:25:07 AM
Gen Ed 4

What did you do for your assessment and why? Please state the quarter(s) and year you did this assessment at the beginning of your response:
In Winter 2019, Art 217 students were assigned 10 individual short research assignments of 3-400 words on a specific art work by the assigned artist, one a week. Students were to research for some biographical and contextual information then write their own response to the artwork chosen. This assignment allowed the student to look a little deeper into the lives of the artists and respond with their own analysis and opinion. The students were given the opportunity to look at artists not previously known and to look at the circumstances in history that influenced the making of the art. Art is not made in a vacuum and is solidly influenced by the social and technical implications of a particular culture and time. As we progressed chronologically, the weekly assignments allowed students to track the trajectories of art styles that reacted to what went before. According to responses at the end of the quarter, many students found this assignment the most interesting. Not only did they get to research to learn about various artists, they had the opportunity to respond to the art and give their opinion. The practice of looking at art helped develop the students' aesthetic analysis and to strengthen students' resolve about their own ideas. It also gave them a chance to look at various time periods and cultures and the effects of culture in general on the work of artists. It also helped to put history in perspective and context for the events and prominent people of the time.

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

Some numbers: 13/26 students did better than 80% on average, which is 50% of them.
       20/26 students did better than 70% on average, which is 77% of them.
Some students had trouble doing the assignments each week: 11/26 missed one or more weeks. 7/26 missed more than two weeks and did not do better than 70%.

What now? How are you going to close the assessment loop?
This assignment clearly was a favorite of students and helped them to be in charge of their own learning. It also fueled some curiosity to research further and gain some insight into their own interests for future educational prospects. I will continue and expand on this project for future classes in art history. I am thinking of adding a portion of it to Art Appreciation class as well. It is already practiced in the online Art Appreciation classes.

If not addressed above, what changes are you making in your course(s) as a result of your assessment?
Students asked for more opportunity to give their opinions on other assignments. I will incorporate some expanded questions in the worksheet portion of their assignments.

If not addressed above, what changes are you making to your program/department(s) as a result of assessment?
As mentioned, I will include portions of this assignment in my face-to-face Art Appreciation class. As a department we believe in experiential learning for the students in studio and in lecture classes.

If not addressed above, what changes or recommendations do you have for the college as a result of your assessment?
Students should be allowed to take charge of their education. Too much spoon-feeding doesn't help them in the long run. In the beginning, yes, they need a lot of support but gradually they should be allowed to take responsibility.

Department: PSYC   Course: PSYC225

Course Outcome: 2. Explain how the psychological study of the legal system differs from the sociological, anthropological, and philosophical approaches.
Program Outcome: CJ - 8. Explain how the criminal justice system impacts the community including connections between diverse cultural, social, or political contexts.
Date Created: 4/25/2019 1:49:13 PM   **Date Last Modified**: 4/25/2019 1:49:13 PM
Gen Ed 3, 4

What did you do for your assessment and why? Please state the quarter(s) and year you did this assessment at the beginning of your response:
Also covered CLO 3 -
PSYC 225: This course was taught online for W19. We examined CLO 2 and 3 along with PO 8 and GE Outcomes 3 & 4. (CLO 2 - Explain how the psychological study of the legal system differs from the sociological, anthropoligal, and philosophical approaches. This is really examined through exams that specifically ask questions related to the theories behind behavior and the differences between them. Students do ok on exams with an average of 79%. I find that their success is directly tied to their note-taking and whether they watch the recorded lectures. They have to use critical thinking (GE 3) to specifically understand and determine how the theories/approaches are the same and different. Especially in the Social Sciences, these theories have subtle nuances that take time to process. These theories cover overall differences between groups (GE 4) and help students to understand how differences between people can be understood or examined using different theories. This also ties to PO 8 in that there are also connections made between groups and specifically how the criminal justice system is impacted by the different theoretical approaches to culture, social and political contexts. I don't think we need to close the loop here. These exams are carefully crafted to allow students to show the connections in this course learning outcome.
(CLO 3 - Practice critically thinking about psychological variables and how they influence the criminal Justice System.) This is done through weekly chapter summaries where students are asked to create a psychological experiment that could be conducted to further study the information from the chapter and they are also asked to tell what they think the Criminal Justice system should change based on what they learned. They also give 5 terms that were new or unfamiliar to them. These weekly assignments cause them to think crtically about the material (GE 3) and expand upon it with new thought and creativity. This is an application of learning. They also have to think about perspectives and groups beyond themselves (GE 4) as hopefully most have not been involved in the criminal Justice system and many come from demographic backgrounds different from those who commonly find themselves involved with the criminal justice system. Students complete the weekly summaries and then expand upon the weekly summaries in a final paper where they write about the 3 areas covered all quarter that they think require the most change. Then they expand upon the changes needed. Students overall do well on this work (around 90% avg.) and make clear connections that beginning graduate students would also make when taking this course and deciding on their paths of research. This is a good set of reflective assignments and likely won't change as the course is taught in the future.

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

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

If not addressed above, what changes are you making in your course(s) as a result of your assessment?
If not addressed above, what changes are you making to your program/department(s) as a result of assessment?
If not addressed above, what changes or recommendations do you have for the college as a result of your assessment?

Department: PHIL   Course: PHIL211

Course Outcome: 1. Demonstrate understanding of major ethical theories such as Virtue Theory, Kantianism, and Utilitarianism and other foundational theories.
Program Outcome: CJ - 5. Explain the importance of and exhibit ethical decision-making and personal ethics within the criminal justice context.
Date Created: 4/25/2019 1:48:03 PM   **Date Last Modified**: 4/25/2019 1:48:07 PM
Gen Ed 3, 4

What did you do for your assessment and why? Please state the quarter(s) and year you did this assessment at the beginning of your response:
Also covered CLO 1-3,
This was the first quarter teaching this class and it was created as mostly a discussion class so students could apply the ethical theories they learned about over and over again to real life scenarios. They discussed amongst themselves but we quickly found we all had similar thoughts on the issues and tending to favor one ethical theory (dentology). So students were then challenged to interview people outside of their discipline to see how the perspectives changed. We assessed all three outcomes for this course. (CLO 1 - Demonstrate Understanding of major ethical theories. This also goes along with PLO 5 and GE 3) For this outcome students had 2 days in class each week to verbally discuss how the ethical theories applied to real life scenarios and then they had to write up their findings online for a grade. Students scored on average 9.85/10 and what's more important is that they became quicker on identifying the theories and processing real life situations. They are critical thinkers (GE 3) and understand more about their chosen career path and how their preferences influence their view of the world (GE 4). I don't think we need to close the loop on this but I do need to modify the assignment so students to talk to people with different perspectives from their own. I have also talked with Dennis Knepp about the common perspective and how it differs from when he teaches Ethics with a mixed group of students.
(CLO 2 - Apply major ethical theories to contemporary moral problems and the Criminal Justice Field. This also goes with program outcome 5 and GE 3, 4). For their final exam they had 4 options: 1. Make the world of Criminal Justice a More Ethical Place, 2. Ethics Journal of 8 personally observed events, 3. Interview a Law Enforcement Officer on Ethical Scenarios, 4. Ethics Journal of 8 news events. I had students who chose each option. The goal was to take the ethicial theories we learned in class and apply them to the real world through non-provided ethical scenarios. They had to find "ethical situations" and they had to write about them. This was their final exam and the average score for the course was 89/100. Students also had to do a class presentation about their project, which was 20% of their grade. This required critical thinking (GE 3), application to understanding the world around them and to understanding people different than them (GE 4), and relating it to their own ethical perceptions (PO 5). I chose this final becuase it allowed for students to use varied learning methods (research, interview, observation) and to apply the material in a cumulative way. This assignment will be used again.
(CLO 3 - Evaluate in writing several philosophical issues related to ethical behavior.) This was done through their discussion board posts and their final exam. Students did a great job writing about ethics from multiple perspectives. First they wrote on each theory as they learned them and then they had to apply their knowledge of all of the theories to determine the best theory to guide their discussion. Overall students had an average score of 94% on their writing related to ethical theory. This was done through discussion boards and a final that involved them applying ethical theory to material they researched. This required critical thinking (GE 3), application to understanding the world around them and to understanding people different than them (GE 4), and relating it to their own ethical perceptions (PO 5). I think this is a good way to close the loop on their learning about Ethics.

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

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

If not addressed above, what changes are you making in your course(s) as a result of your assessment?
If not addressed above, what changes are you making to your program/department(s) as a result of assessment?
If not addressed above, what changes or recommendations do you have for the college as a result of your assessment?

Department: CJ Course: CJ217

Course Outcome: 1. Show mastery of complicated technical reports related to criminal justice by using the appropriate forms and formats.
Program Outcome: CJ - 1. Identify the knowledge, skills, abilities, physical fitness and agency specific standards for Criminal Justice.
Date Created: 2/4/2019 2:56:23 PM   **Date Last Modified**: 2/4/2019 2:56:23 PM
Gen Ed 1, 3, 5

What did you do for your assessment and why? Please state the quarter(s) and year you did this assessment at the beginning of your response:
Spring 2018
CO 1, GE 1,3,5 PO 1 - Students were taught the various forms and reports used for a variety of criminal justice related calls for service and reports they would be generating. Students were expected to show the skills related to getting more information from the people they would be working with. What questions to ask and the best method to do the questionsing. Students then had to be able to effectively put it in written form.
CO 4, GE 1,3 and PO 1 Students were given the opportunity to learn about field procedures for note taking and report writing.
Guest speaker, Deputy Sergeant Sainsbury spoke to the students in regards to traffic citations and investigations. As part of his presentation he spoke with students about the automated report procedures. He brought into class his handheld computer system which is used in the field. Students were able to ask questions and learn about procedures used.

What tools/measures did you use for your assessment and what were your results?
Students were assigned a final project in which each student was given a scenario that they would be responding to as a student law enforcement officer. The students would then have to make a determination as to how to respond to the call for service and what tools would be needed. Each student had a different scenario that required different forms and documentation. The students were able to show their mastery in the field by the section of forms and documents needed as well as the what to document those reports based on their prior knowledge.

What now? How are you going to close the assessment loop?
I would like the students to do more interactive assignments in this class. We effectively meet the outcomes but I will be look at a more scenario based textbook next quarter to give more opportunities for the students to interact.
If not addressed above, what changes are you making in your course(s) as a result of your assessment?
If not addressed above, what changes are you making to your program/department(s) as a result of assessment?
If not addressed above, what changes or recommendations do you have for the college as a result of your assessment?

Department: CJ Course:

Course Outcome:
Program Outcome:
Date Created: 2/4/2019 1:56:38 PM   **Date Last Modified**: 2/4/2019 1:56:38 PM
Gen Ed 1, 3, 5

What did you do for your assessment and why? Please state the quarter(s) and year you did this assessment at the beginning of your response:
Also include course outcomes 2,3 and 4
CO1, GEO 3&5, PO2 Students were shown differenet organizational charts for various police agencies. They spent time interpreting what these roles would look like in differenet size agencies and organizations. Students also participated in group activites where they were assigned different leadership roles within the police agency where they would demonstrate a level of teamwork to accomplish a task. This allowed them to better understand how it might feel to work in an enviroment that abides to a strict chain of command.
CO2 and 3, GEO 3, PO2 Students were given the opportunity to gather information about the different traits that exist in a manager versus leader role. Students then engaged in a lecture and were asked to used critical thinking skills on an exam to expalin the differences of these roles and identify what traits make good leaders ve managers and if the same or differeent power and authority should be given to both.
CO4, GEO 3, PO2 Instructor covered issues and best practices for each area (Police, Courts and Corrections) of the Criminal Justice field. Group discussion within class to discuss how conflict is dealt with. This was also assessed at the final where the students were assigned to different positions within the police agency and had to work together as a team to try and solve a conflict that has arisen within the police agency. Students were assessed on their teamwork and conflict management skills used.

What tools/measures did you use for your assessment and what were your results?
Students were given 4 total exams to test the lecture/textbook material as well as weekly assignments which covered the material and discussions in class. Students were also involved in a final exam that placed them in a situation where they would have to apply their skills and knowledhge learned in the class.

What now? How are you going to close the assessment loop?
In this class it is hard and sometimes dry material. I feel that bringing as much hands on learning into this class will be essential in better being able to see imporivements in test scores and overall grades.

If not addressed above, what changes are you making in your course(s) as a result of your assessment?
If not addressed above, what changes are you making to your program/department(s) as a result of assessment?
If not addressed above, what changes or recommendations do you have for the college as a result of your assessment?

Department: HIST& Course: HIST&215

Course Outcome: 2. Debate how women fit into the larger developments and events of American history.
Program Outcome:
Date Created: 12/19/2017 4:30:58 PM **Date Last Modified**: 1/18/2019 11:31:04 AM
Gen Ed 3

What did you do for your assessment and why? Please state the quarter(s) and year you did this assessment at the beginning of your response:
Used Course Outcome 2 (Debate how women fit into the larger developments and events of American history.) and 4 (Explain an awareness of the diversity of women's attitudes and experiences in American history.)
For this assignment, students were required to research any woman they were interested in getting more information on over the course of the quarter. This assignment allowed students to delve deeper into Women in American History and see how certain women were active in history and how they experienced different or same events.

What tools/measures did you use for your assessment and what were your results?
The project itself was broken up into five stages. The first step was acquiring a topic. Students would discuss their topic with me via canvas. The second part of the project was a bibliography check-in. Students had to submit three or more sources for my inspection so I could make sure the sources were scholarly and cited correctly. The third step was the actual presentations. Students made a narrative PowerPoint or video presentation and uploaded it to canvas. Presentations ran 15 minutes where they gave background knowledge, how their particular woman was historically significant, how she fit into the large historical picture, and her experiences. The fourth part of the project was students listening other student's presentations and making comments on at least five other students. This allowed them to analyze how the project was completed as well as observe the diversity of women's attitudes and actions in American history. The Final part of the project was a self-reflection paper. This paper was where students explained their struggles and how they overcame the struggles with their project. In the self-reflection, they also explained the diversity of women's experience and attitudes in American history.
Results:
For the first stage of the project 15 out of 19 students received full marks. The remaining 4 students did not turn in the assignment.
For the second stage of the project 16 out of 19 students received full marks. The remaining 3 students did not turn in the assignment.
For the third step, the presentation itself, 13 out of 19 students received a 2.0 or higher. Of the remaining 6 students, 3 received a 1.7 and the other 3 did not turn the assignment in. In this section the results were successful with the majority of students demonstrating their ability to explain how their particular woman was historically significant, how she fit into the large historical picture, and her experiences.
For the fourth step, students analyze other presentations, 14 out of 19 students received a 2.0 or better indicating that they could think critically about presentations and observe the diversity of women's attitudes and actions in American history. The remaining 5 students did not turn this portion of the assignment in.
For the final stage of the project, 15 out of 19 students received a 2.0 or higher indicating that they could think critically and explain the diversity of women's experience and attitudes in American history. One of the remaining 4 students received a 1.1 while the other 3 just did not turn the assignment in.
What now? How are you going to close the assessment loop?
The results of this project were a success in demonstrating students' ability to debate how women fit into the larger developments and events of American history and to explain the awareness of the diversity of women's attitudes and experiences in American history. This is the first time this method was implemented as this was the first time this course ran. For now, this method will continue to be used.

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

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

Department: HIST   Course: HIST110

Course Outcome: 10. Demonstrate communication skills, both written and oral, by employing primary evidence in support of carefully formed conclusions regarding the historical record
Program Outcome:
Date Created: 11/6/2018 6:50:24 PM   **Date Last Modified**: 11/6/2018 6:50:33 PM
Gen Ed 3

What did you do for your assessment and why? Please state the quarter(s) and year you did this assessment at the beginning of your response:
This assessment was completed in Spring 2018 for History 110: The American Experience (online). The assessment was a reaction paper to the book Coming of Age in Mississippi. The paper was intended to be a 2-3 page scholarly reaction to the book. Students had to include acover page and abibliography page formatted inChicago style. They had to incorporate relevant quotes form the book as well as from secondary sources to support their claims. They also had to discuss a minimum ofthree historically relevant issues/themes from the list below:

Personal Issues
 Race Issues in MississippiCivil Rights MovementFamily LifePoverty in MississippiWorking as a DomesticBeing a Black Girl and WomanCourage, Sense of Mission, Character
 Effects of Racism in Everyday LifePoverty in MississippiBlack-White Relations and RacismInternal Black and Internal White RelationsDeaths of Emmett Till and Medgar EversLynchings, Murders, and ViolencePolice, KKK, and Intimidation in Mississippi
 Civil Rights Groups and ApproachesWays of Organizing in the Civil Rights MovementMississippi Freedom SummerDifficulties in Grassroots ActivismStudent Sit-Ins, Marches, OrganizingGenerational Differences in the Civil Rights MovementWhat the Civil Rights Movement Meant to African AmericansLegacy of the Civil Rights Movement on Mississippi and the South

What tools/measures did you use for your assessment and what were your results?
A rubric was used to measure student achievement of the outcomes.
Rubric

What now? How are you going to close the assessment loop?
Of all students who submitted the assignment, the average score was 85%.

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

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

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

Department: BIM   Course: BIM183

Course Outcome:
Program Outcome:
Date Created: 10/11/2018 7:41:37 AM **Date Last Modified**: 10/11/2018 7:41:37 AM
Gen Ed 5

What did you do for your assessment and why? Please state the quarter(s) and year you did this assessment at the beginning of your response:
BIM 183 Intro to Microsoft Access, Spring 2018. When we did our assessment we wanted to see how students develop Microsoft Office techniques by doing the following:
 • Understand database concepts and terminology.
 • Create and manage database records.
 • Create tables and relationships.
 • Create and manage queries, forms, and reports.

What tools/measures did you use for your assessment and what were your results?
We only had one student in this class during the spring only registered or one credit. This student passed their test on their first try. We do not have enough data to do a fair or relevant assessment of this class.

What now? How are you going to close the assessment loop?
During the spring quarter, we realized our process was flawed in our approach to assessment. We realized that by assessing each class on the course level, we would have two small of data to make it relevant to our program. We decided that the next year that we would group classes based upon topics and assess classes that cover the same topic. This is only made easier by assessing classes based upon program outcomes. This allows us to take each of our Excel classes and assess them at onetime allowing us to change the way we approach teaching Excel for our students. This is our plan moving forward. We may have not got much information from our spring assessment but what we did learn and realize is there is a better way to do assessment for our program that will give us the results we need to implement a growth model where we continue to learn and better our program for our students.

If not addressed above, what changes are you making in your course(s) as a result of your assessment?
If not addressed above, what changes are you making to your program/department(s) as a result of assessment?
If not addressed above, what changes or recommendations do you have for the college as a result of your assessment?

Department: BIM   Course: BIM182

Course Outcome: 1. Create spreadsheets and workbooks
Program Outcome: BIM - 1. Students will develop Proficient Microsoft Office techniques by creating professional business documents in the current version of Microsoft Office.
Date Created: 10/11/2018 7:37:19 AM   **Date Last Modified**: 10/11/2018 7:37:25 AM
Gen Ed 5

What did you do for your assessment and why? Please state the quarter(s) and year you did this assessment at the beginning of your response:
BIM 182, Intro To Microsoft Office Excel Spring 2018. We are assessing students ability to develop proficient Microsoft Office techniques by doing the following:
 • Create spreadsheets and workbooks
 • Edit and format worksheets and cells
 • Analyze data using formulas, functions, and visual elements
 • Manipulate rows and columns, views, and headers and footers
 • Save and print spreadsheets and workbooks

What tools/measures did you use for your assessment and what were your results?
When looking at BIM 182 this spring, we only had two students. These students exceled in this class. These students passed their test on the first try each time exceeding an 85% each time on the first two credits. It is hard to conclude that this is relevant due to the low number of students. To have more accurate data, we would need more students.

What now? How are you going to close the assessment loop?
 It is hard to conclude that this is relevant due to the low number of students. To have more accurate data, we would need more students. During the spring quarter, we realized our process was flawed in our approach to assessment. We realized that by assessing each class on the course level, we would have two small of data to make it relevant to our program. We decided that the next year that we would group classes based upon topics and assess classes that cover the same topic. This is only made easier by assessing classes based upon program outcomes. This allows us to take each of our Excel classes and assess them at onetime allowing us to change the way we approach teaching Excel for our students. This is our plan moving forward. We may have not got much information from our spring assessment but what we did learn and realize is there is a better way to do assessment for our program that will give us the results we need to implement a growth model where we continue to learn and better our program for our students. The closing of the loop comes from what we plan to do moving forward with our assessment.

If not addressed above, what changes are you making in your course(s) as a result of your assessment?
If not addressed above, what changes are you making to your program/department(s) as a result of assessment?
If not addressed above, what changes or recommendations do you have for the college as a result of your assessment?

Department: IST   Course: IST113

Course Outcome: 3. Demonstrate proper methods & use of materials for each situation and or location
Program Outcome: IST - 2. Students will be able to install electrical/electronic apparatus using appropriate techniques
Date Created: 10/8/2018 8:37:48 AM   **Date Last Modified**: 10/8/2018 8:37:54 AM
Gen Ed 3

What did you do for your assessment and why? Please state the quarter(s) and year you did this assessment at the beginning of your response:
Spring 18-We used aggregate scoring from quizzes and the final exam, to det4ermine the students understanding for the basic Installation of components in a simulated industrial system.
What tools/measures did you use for your assessment and what were your results?
In class practical conduit bending techniques, quizzes and the final which included a practical demonstration of bending conduit techniques.
What now? How are you going to close the assessment loop?
Results show we are not perfect and seem to indicate our methodology is working. They also indicate that we are markedly achieving goals with a reasonable success rate with the enrolled students polled. We are not inclined to make big changes in the course currently, but we recognize that as technology changes within the field we must update and revamp our methods. Students indicate informally… that they struggled with hand-on, the in-depth bending techniques and visualization of what the conduit is actually going to look like. They generally indicated they were happy with their new-found knowledge of industrial technology.
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?
No changes, program is designed as an introduction to installation techniques
If not addressed above, what changes or recommendations do you have for the college as a result of your assessment?

Department: BIOL&   Course: BIOL&100

Course Outcome: 10. Solve simple genetic problems involving up to two genetic traits at once by using a Punnett square.
Program Outcome:
Date Created: 9/28/2018 5:24:28 PM   **Date Last Modified**: 10/1/2018 3:15:06 PM
Gen Ed 3

What did you do for your assessment and why? Please state the quarter(s) and year you did this assessment at the beginning of your response:
We re-assessed this in Winter 2018 (inital was Fall 2018) to see if there was improvement following our departement meeting discussing that there should be an emphasis on teaching the 5 Step Method in all classes.
What tools/measures did you use for your assessment and what were your results?
We used their performance on the final exam.
In Fall, we found that all but one instructor was already teaching the 5 Step Method. This one instructor then taught the 5 Step Method in Winter 2018.
Here are her results:
In measuring and analyzing the ability of students to solve genetics problems using the 5 step method of instruction for monohybrid, dihybrid, and incomplete dominant genetic crosses, my students seem to be lowest in Step 5 (only 62% are doing this correctly), which is the ability to correctly identify the genotypic and phenotypic ratios in expected offspring. The other steps ranged from 73-85% of students completing it correctly.
The previous quarter results were: Step 1=75%, Step 2=65%, Step 3=68%, Step 4=68%, and Step 5=52%.
What now? How are you going to close the assessment loop?
This indicates that she need to work on Step 5 in her instruction, to be sure that students can transfer the data and information in their genetic crosses into the probobility of trait expression in genotypic and phenotypic ratios.
Improvement has been seen from last quarter to this quarter, but in the future with more purposeful instructions and in class evaluation, we should continue to see these scores rise, and see a further increase in students ability to solve genetic problems and interpret the information for expected offspring.
The other instructors also made improvements/changes based on this data.
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?
Keep meeting as a group to dicuss class overlap and techniques.
If not addressed above, what changes or recommendations do you have for the college as a result of your assessment?
More time scheduled to work as a department with our adjuncts.

Department: MCT   Course: MCT102

Course Outcome: 7. Identify a wide variety of components, programs, test equipment, program design cycles and prototype methods
Program Outcome: UMS - 2. Build, program and test mechatronic systems, including vehicles, sensors and controls
Date Created: 10/1/2018 2:06:43 PM   **Date Last Modified**: 10/1/2018 2:06:57 PM
Gen Ed 3

What did you do for your assessment and why? Please state the quarter(s) and year you did this assessment at the beginning of your response:
Winter 2019
Students must gain skills with test equipment and electronics in order to debug mechatronic device problems. The initiral tool used is a multimeter. In order to prepare students to use this tool I have embedded a basic and very current YouTube electronics course in EdPuzzle to track and test student progress. The second step is usually to use software tools. I have found that few studnets actually have the good file management skills required to download and install these software tools and applications. So, I have also embedded a basic YouTube File Management course in EdPuzzle.

What tools/measures did you use for your assessment and what were your results?
I am going to be using the Gradebook portion of EdPuzzle to track student progress via embedded timers and progress testing.

What now? How are you going to close the assessment loop?
These time tracks and tests will become part of student final course grades.

If not addressed above, what changes are you making in your course(s) as a result of your assessment?
As I prove that this process works, I will be adding more content to EdPuzzle.

If not addressed above, what changes are you making to your program/department(s) as a result of assessment?
I plan to become a strong advocate, trainer and demonstrator for EdPuzzle campus wide.

If not addressed above, what changes or recommendations do you have for the college as a result of your assessment?
Through my limited advocacy and demonstration of EdPuzzle, I have been able to get BBCC to purchase a campus wide version of EdPuzzel software.

Department: ACCT   Course: ACCT105

Course Outcome: 4. Prepare the following financial statements: Income Statement, Statement of Owners Equity and Balance Sheet.
Program Outcome: ACCT - 2. Communicate the cumulative effect of business transactions by preparing basic financial statements.
Date Created: 9/29/2018 10:27:44 AM   **Date Last Modified**: 9/29/2018 10:27:49 AM
Gen Ed 5

What did you do for your assessment and why? Please state the quarter(s) and year you did this assessment at the beginning of your response:
WINTER 2018: Assessed students ability to prepare a basic financial statement (income statement) upon entering our class and upon exiting.

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

Administered Pre- and Post-Tests on Financial Statement preparation (income statement). A re-worked, more clarifying Pre- and Post-test was used in Winter 2018 compared to Fall 2017.
No students were able to identify the correct Net Income for the Pre-Test.
The Post-Test was identical with the exception of the ending values and approximately 43% of the students (who completeted both tests) were able to identify the correct Net Income for the Post-Test.

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

We want better than 43% success on the Post-Test. We will continue to assess the Outcome over the next quarter in 17-18, but changes are needed.
Changes will be summarized below.
The instructor failed to share with this class at the 3/4 point in the quarter the supplemental instructional materials that were created at the end of Fall 2017. Perhaps the reason this class did not do as well as we had anticipated.

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

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

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?

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

Department: ACCT   Course: ACCT105

Course Outcome: 4. Prepare the following financial statements: Income Statement, Statement of Owners Equity and Balance Sheet.
Program Outcome: ACCT - 2. Communicate the cumulative effect of business transactions by preparing basic financial statements.
Date Created: 9/28/2018 6:08:42 PM   **Date Last Modified**: 9/28/2018 6:08:43 PM
Gen Ed 5

What did you do for your assessment and why? Please state the quarter(s) and year you did this assessment at the beginning of your response:
Spring 2018: Assessed students ability to prepare basic financial statements (income statement) upon entering our class and upon exiting.

What tools/measures did you use for your assessment and what were your results?
Administered a general class questionairre of which students had any prior experience with accounting, to assess students' understanding of how to prepare financial statements.
Administered a test at end of quarter on Financial Statement preparation (income statement).
Only 13% of the class had any prior accounting experience, prior to taking this class. Approximately 86% of the students were able to identify the correct Net Income on the end-of-quarter test.

What now? How are you going to close the assessment loop?
For this class we are satisfied with 86% success on the end-of-quarter test.
Changes will be summarized below.

If not addressed above, what changes are you making in your course(s) as a result of your assessment?
We plan to ensure that this class uses the department Pre- and Post- tests. It is diffcult to know what this class did better than the other classes since the test used to assess students understanding was different than the tests used in the other accounting classes during the 17-18 year.

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

Department: ACCT& Course: ACCT&201

Course Outcome: 3. Prepare and complete worksheets, income statements, statements of owner's equity, balance sheets, and cash flow statements. Then journalize and post adjusting, closing and reversing entries.
Program Outcome: ACCT - 2. Communicate the cumulative effect of business transactions by preparing basic financial statements.
Date Created: 9/28/2018 5:54:20 PM   **Date Last Modified**: 9/28/2018 5:54:20 PM
Gen Ed 1, 5

What did you do for your assessment and why? Please state the quarter(s) and year you did this assessment at the beginning of your response:
Assessed students ability to prepare basic financial statement (income statement) upon entering our class and upon exiting. This assessment occurred in the Fall 2017 and was not previously reported.

What tools/measures did you use for your assessment and what were your results?
Administered Pre- and Post- tests on Financial Statement Preparation (income statement).
Pre-test was given at the start of the 6th week. Approximately 46% of the students were able to identify the correct Net Income for the Pre-test. The Post-test was identical with the exception of the ending values, and approximately 55% of the students (who completed both tests) were able to identify the correct Net Income for the Post-test.

What now? How are you going to close the assessment loop?
We want better than 55% success on the Post-test. Changes will be summarized below.

If not addressed above, what changes are you making in your course(s) as a result of your assessment?
We plan to improve the clarity of the test.
We also plan to create & write supplemental instructional materials in our teaching of concepts related to Financial Statements, specifically the Income Statement.

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

Department: WLD   Course: WLD110

Course Outcome: 2. Display proper safety practices and use of welding and cutting, equipment, and tools.
Program Outcome: WLD - 7. Develop consistent safe work habits per industry standard.
Date Created: 9/28/2018 2:23:21 PM   **Date Last Modified**: 9/28/2018 2:23:21 PM
Gen Ed 5

What did you do for your assessment and why? Please state the quarter(s) and year you did this assessment at the beginning of your response:
FALL 2017 - The safety instruction of WLD 110 is verified significantly by the first test of the quarter.

What tools/measures did you use for your assessment and what were your results?
The average score of the test focused on safety was 83%.

What now? How are you going to close the assessment loop?
Overall this showed mastery of safety concepts related to the discipline. I will reexamine this topic again Fall of 2018.

If not addressed above, what changes are you making in your course(s) as a result of your assessment?
If not addressed above, what changes are you making to your program/department(s) as a result of assessment?
If not addressed above, what changes or recommendations do you have for the college as a result of your assessment?

Department: HUM   Course: HUM214

Course Outcome: 1. Define cultural values
Program Outcome:
Date Created: 9/28/2018 10:43:08 AM **Date Last Modified**: 9/28/2018 10:43:09 AM
Gen Ed 4

What did you do for your assessment and why? Please state the quarter(s) and year you did this assessment at the beginning of your response:
I changed the rubric for the final project, using a modification of a ten point assessment that I have been using in my CMST& 220 class. The original criteria were based on speech technique, while the new criteria reflect understanding of cultural values and group dynamics. Students were shown the new rubric before the project started, and I had intended to use it when scoring their projects.

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

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

If not addressed above, what changes are you making in your course(s) as a result of your assessment?
If not addressed above, what changes are you making to your program/department(s) as a result of assessment?
I'll be talking with Dennis Knepp and Allison Palumbo (who will also be teaching in the Humanities) to see if a three-point rubric like the one above might also work in their classes. I'm hoping that we can find some common ground.

If not addressed above, what changes or recommendations do you have for the college as a result of your assessment?
None

Department: MUSC& Course: MUSC&105

Course Outcome: 5. Explain and interpret various composers, compositions, genres, and styles of each time period through research projects and presentations.
Program Outcome:
Date Created: 9/28/2018 10:29:11 AM **Date Last Modified**: 9/28/2018 10:29:24 AM
Gen Ed 4

What did you do for your assessment and why? Please state the quarter(s) and year you did this assessment at the beginning of your response:
In Fall 2017, Winter 2018, and Spring 2018, the composer card project was assigned to both live and online music appeciaiton classes. This project involves student responses to the different composers in the Renaissance, Baroque, Classical, and Romantic Eras. It coveres their compositions, styles, titles, composing life, genres, and other details. It also covers the connections between different countries and how composers bought their particular cultures into their music and how it affected other composers and other countries in Europe.

What tools/measures did you use for your assessment and what were your results?
A rubric was used to make sure students correctly identified the different areas required to fulfil both the course outcome and the general education outcome. The results were ~81% of students completed the project successfully. Of the ~9% that didn't, ~5% did not finish the project and left out composers or time periods. ~2% did not have enough data on the cards to fulfil the requirement. ~2% did not turn anything in, therefore recieving a zero for the assigment.

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

If not addressed above, what changes are you making in your course(s) as a result of your assessment?
Addition of picture and video tutorials.

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

If not addressed above, what changes or recommendations do you have for the college as a result of your assessment?
Hiring an instructional designer would help create better projects and rubrics throughout the faculty. It should be a faculty position that is available for open sessions, weekly idea meetings, presentations throughout the quarter, and creating online tutorials/captioning.

Department: ASTR& Course: ASTR&101

Course Outcome: 8. Perform simple algebra and calculations involving relations used in astronomy such as Wien's Displacement Law, Kepler's Third Law, and other relations used in introductory astronomy.
Program Outcome:
Date Created: 9/23/2018 12:24:43 PM   **Date Last Modified**: 9/23/2018 12:24:43 PM
Gen Ed 2

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

What tools/measures did you use for your assessment and what were your results?
On the test which required the calculation with Kepler's Third Law, nearly all of the students performed the calculation correctly.

What now? How are you going to close the assessment loop?
I think the key step to success here was having the students perform the calculations in class. I'll repeat that process for some of the other calculations we do in Astronomy 101. (There aren't very many.)

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

Department: ASTR& Course: ASTR&101

Course Outcome: 3. Identify lunar phases and, given a lunar phase, predict rising and setting times.
Program Outcome:
Date Created: 9/23/2018 12:07:57 PM   **Date Last Modified**: 9/23/2018 12:08:10 PM
Gen Ed 2

What did you do for your assessment and why? Please state the quarter(s) and year you did this assessment at the beginning of your response:
Fall 2017 and Spring 2018
Tests both quarters.

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

What now? How are you going to close the assessment loop?
I am developing a follow-up activity to be done in class to reinforce what we do in the lab. This will add part of a day to our study of lunar phases, but I think it is necessary for this topic. I can try this out Fall Quarter.
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?
I don't see any necessary changes to the college as a whole. This is a chance in my astronomy course to fine-tune a particular topic of study.

Department: CJ Course: CJ210

Course Outcome: 1. Discuss the history and development of policing
Program Outcome: CJ - 1. Identify the knowledge, skills, abilities, physical fitness and agency specific standards for Criminal Justice.
Date Created: 9/21/2018 2:42:16 PM   **Date Last Modified**: 9/21/2018 2:42:16 PM
Gen Ed 3, 4

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

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

What now? How are you going to close the assessment loop?
 I don't plan to change this assignment as it is very relevant and teaches them valuable skills.

If not addressed above, what changes are you making in your course(s) as a result of your assessment?
If not addressed above, what changes are you making to your program/department(s) as a result of assessment?
If not addressed above, what changes or recommendations do you have for the college as a result of your assessment?

Department: CJ&   Course: CJ&101

Course Outcome: 6. Explain what is meant by use of force and corruption in reference to law enforcement.
Program Outcome: CJ - 5. Explain the importance of and exhibit ethical decision-making and personal ethics within the criminal justice context.
Date Created: 9/21/2018 2:40:22 PM   **Date Last Modified**: 9/21/2018 2:40:22 PM
Gen Ed 3, 4

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

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

What now? How are you going to close the assessment loop?
I think the loop is closed when we see the progression of ideas in CJ 210 from CJ& 101 students.

If not addressed above, what changes are you making in your course(s) as a result of your assessment?
If not addressed above, what changes are you making to your program/department(s) as a result of assessment?
If not addressed above, what changes or recommendations do you have for the college as a result of your assessment?

Department: CJ&   Course: CJ&110

Course Outcome: 1. Identify major concepts, definitions, classification, elements and penalties of crime and criminal responsibility.
Program Outcome: CJ - 1. Identify the knowledge, skills, abilities, physical fitness and agency specific standards for Criminal Justice.
Date Created: 9/21/2018 2:24:06 PM   **Date Last Modified**: 9/21/2018 2:34:24 PM
Gen Ed 1-4

What did you do for your assessment and why? Please state the quarter(s) and year you did this assessment at the beginning of your response:
SPRING 2018 Assessment - CJ& 110 - 1 - CLO1, PLO 1, 9: In this course the skill I teach is how to write a research report and to conduct basic research with statistical analysis. Within this assignment and with exams students work to meet outcome 1.

What tools/measures did you use for your assessment and what were your results?
This quarter was the first quarter that this class was taught fully online. The case project was a challenge to deliver and overall students still did well on the assignment (82% average). Their exams did suffer as the content is not easy and without regular interaction I feel the students did not put in the full effort needed for success (72% average). My plan for the future when this course is offered online is to include some models and techniques for how to approach the material in the course as well as online components to help them one-on-one with the content. This course meets PLO 1 by having students specifically work to understand no only how laws are written but also to understand the specific laws of our state. This assessment meets Gen Ed 1 though it's extensive focus on writing a research report, Gen Ed 2 and PLO 9 through it's focus on statistical analysis of data, Gen Ed 3 of critical thinking by having them revise or create their own law using knowledge from the course, and Gen Ed 4 by making them analyze differences between different demographic groups and to extrapolate what their results might mean.

What now? How are you going to close the assessment loop?
This is a good project and I likely won't change much. I will likely do an online session or two for the analysis portion with students.

If not addressed above, what changes are you making in your course(s) as a result of your assessment?
If not addressed above, what changes are you making to your program/department(s) as a result of assessment?
If not addressed above, what changes or recommendations do you have for the college as a result of your assessment?

Department: CJ Course: CJ209

Course Outcome: 3. Apply their knowledge of human behavior and psychology in basic law enforcement scenarios.
Program Outcome: CJ - 6. Explain the role of discretion in criminal justice and how to respond appropriately to fluid situations.
Date Created: 9/21/2018 2:26:10 PM   **Date Last Modified**: 9/21/2018 2:26:12 PM
Gen Ed 3, 4

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

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

What now? How are you going to close the assessment loop?
 I will reassess minor changes to activities to see if it affects the overall performance.

If not addressed above, what changes are you making in your course(s) as a result of your assessment?
If not addressed above, what changes are you making to your program/department(s) as a result of assessment?
If not addressed above, what changes or recommendations do you have for the college as a result of your assessment?

Department: CJ Course: CJ210

Course Outcome: 1. Discuss the history and development of policing
Program Outcome: CJ - 1. Identify the knowledge, skills, abilities, physical fitness and agency specific standards for Criminal Justice.
Date Created: 9/20/2018 4:16:00 PM   **Date Last Modified**: 9/20/2018 4:16:00 PM
Gen Ed 1, 3, 4

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

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

What now? How are you going to close the assessment loop?
 I don't plan to change this assignment as it is very relevant and teaches them valuable skills.

If not addressed above, what changes are you making in your course(s) as a result of your assessment?
If not addressed above, what changes are you making to your program/department(s) as a result of assessment?
If not addressed above, what changes or recommendations do you have for the college as a result of your assessment?

Department: CS&   Course: CS&131

Course Outcome: 8. Create functions to modularize a complex program into smaller, manageable parts
Program Outcome: CS - 3. Analyze and solve computational problems using a modern program language
Date Created: 9/20/2018 3:17:04 PM   **Date Last Modified**: 9/20/2018 3:17:04 PM
Gen Ed 1-3, 5

What did you do for your assessment and why? Please state the quarter(s) and year you did this assessment at the beginning of your response:
The students completed assignments regarding this outcome, during Week 5 / Module 5. Why? This outcome was chosen randomly, just to get started to learn more about this assessment process. It was also chosen because I knew I had several good assignments that cover this topic. I continued to assess this same module throughout the 17-18 school year.

What tools/measures did you use for your assessment and what were your results?
There were 5 total assignments that taken together covered this learning objective. After implementing the proposed changes (better visual aids for lectures) I analyzed the data again in Winter quarter. Here I list the change in the average scores from Fall to Winter quarters. For Spring quarter the data was quite a bit different due to having someone else grade the assignments. For the future I need to protect against this sort of inconsistency by having a more clearly defined grading procedure.
PR 12 – 74%, 79%, +5%
PR 13 – 74%, 83%, +9%
PR 14 – 65%, 84%, +19%
IR 05 – 78%, 85%, +7%
Review Quiz – 82%, 95%, +13%
Overall – 75% - 85%, +10%
I am happy to see the scores improve regarding this learning outcome.
The total average grade for these assignments improved by +10% from 75% to 85%. This demonstrates that students are learning this particular Course outcome fairly well and that the visual aids possibly helped the students achieve better scores. It also demonstrates that the students are well on their way to addressing the Program outcome.
The assignments mentioned above relate to the program outcome "analyze and solve computational problems using a modern programming language". The students must analyze a problem statement and then solve the problem by writing a computer program that performs the requested tasks and does so using certain language features that are being studied. All of the assignments / projects in the entire course address this Program Outcome.
The assignments mentioned above relate to the several Gen Ed outcomes. One in particular is Gen Ed Outcome 3 "Students will be able to solve problems by gathering, interpreting, combining and/or applying information from multiple sources." The programming problems that are solved in this course require this exact thing. The student must analyze the problem statement and formulate a solution to the problem and implement that solution by writing a computer program. This requires combining information from many sources such as textbook, lectures and online resources.

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

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

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

Department: PSYC&   Course: PSYC&100

Course Outcome: 2. Describe the scientific method and know the various methods of research used in psychological science.
Program Outcome:
Date Created: 9/20/2018 12:32:22 PM   **Date Last Modified**: 9/20/2018 12:32:24 PM
Gen Ed 3

What did you do for your assessment and why? Please state the quarter(s) and year you did this assessment at the beginning of your response:
WINTER and SPRING 2018 Assessment - We assessed the following outcomes for PSYC 100
2 -   Describe the scientific method and know the various methods of research used   in psychological science. (GE 1, 3)
3 - Identify the major divisions in the nervous system; name the   major structures of the brain and the function of each; relate specific brain   structures to behavior; label the parts of the neuron and describe the   process of neural communication. (GE 3)4 - Identify and know the function of the basic structures of   the eye and ear; name the two theories of color vision. (GE 3)6. Describe the processes and stages of classical conditioning;   describe operant conditioning, the differences between reinforcement and   punishment, and what negative and positive mean in this context; discuss   social learning theory and how it relates to the original behavioral/learning   theories. (GE 3, 4)7 - Describe the theories of information processing and ways to   improve memory. (GE 1, 3, 4)9 - Identify the major assumptions of psychodynamic, behavioral,   biological, social-cultural, and cognitive perspectives of psychology (GE 3, 4)11 - Describe the major or common types of psychological   disorders and their treatments. (GE 1, 3, 4)

What tools/measures did you use for your assessment and what were your results?
This were measured by looking at their exams and assignments related to these topics. Below are the results for each outcome.
2 - This outcome was measured by Exam 1 and Assignment 2. On the exam and on the assignments students performat 80% competency on this topic. This is one of   the two most difficult topics in the class and many students either understand or do not understand the topic. For assignment 2 in the spring I   allowed students 2 attempts on the assigment. It increased their grades from   80% to 97% but it did not affect test scores. The goal was that if they knew what they did and could correct it, knowledge would be strengthened for the   exam. That didn't seem to be the case. Also, it didn't have a postiive impact   on overall grades for the quarter. I don't think I will be allowing multiple   attempts again. I don't think any other changes need to be made at this time. 3 & 4 - This outcome was measured by Exam 1. Students   perform at around 80% on this exam. Most of this material is memorization and   as long as students are prepared to shift their study tactics for this exam,   they do pretty well. I don't think any changes will be made at this time. 6 - This outcome was measured by exams. This is the second   hardest topic in the class. Students get a practice exam for this topic since   instituting that students seem to do well on the exams. The average was 84%   between quarters and classes. With the class discussion on this topic and the   examples given I feel there is a good measure of learning and most students   do well. There is no other assessment needed at this time. 7 - This outcome was measured by exams and assignments. For this   topic students do well on the exams 84% and they also complete an assignment where they learn to examine a peer reviewed scientific article. This   assignment is a struggle as they are utilizing what they learned about   research methods (Outcome 1, Gen Ed 3) and learning and memory to complete   the assignment. It is also the first time many are exposed to a peer reivewed   article and the sections. Overall students perform at a 70% competency rate   for this assignment. I feel that is good considering those that seem to do   well on assingment also do well on the exam. I think at this time the loop is   closed for this assessment. 9 - This outcome was measured by overall grades in the course   that covers this entire content. The overall grade over three classes is   2.92, not including students who fail to complete the course. Students   fluxuate about what content they master and usually the psychological disorders and social psychology is the most successful for them. It really is   a balance of what students want to learn and the effort they are willing to   put forth. As we introduce more substantive interaction into the online   courses during the 2018-2019 year, we will see if grades improve. 11 - This outcome was measured by Exams and assignments. Students perform reliably in the high 80% for exams on this topic. They also   complete two critical thinking assignments

(Gen Ed 3) where they have to   relate the material from the chapter into scenario based assessments. They   need to diagnose and suggest treatment for several individuals. They enjoy   and perform well on these assignments and it adds a real life connection to   their learning. I don't think anything will change for these assignments.

What now? How are you going to close the assessment loop?
Stated above for each outcome. For many outcomes the data is replications of early year assessment and no more assessment is planned.

If not addressed above, what changes are you making in your course(s) as a result of your assessment?
If not addressed above, what changes are you making to your program/department(s) as a result of assessment?
If not addressed above, what changes or recommendations do you have for the college as a result of your assessment?

Department: REL   Course: REL201

Course Outcome: 1. Distinguish the origins and development of the world's religions in written examinations.
Program Outcome:
Date Created: 9/20/2018 11:44:40 AM   **Date Last Modified**: 9/20/2018 11:44:40 AM
Gen Ed 4

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

75% of students will be able to distinguish the origins and development of the world's religions and distinguish the primary beliefs and concepts of the world's religions.
I chose Gen Ed Outcome 4 because this is a core concept in Religious Studies courses and in Humanities courses more generally.

What tools/measures did you use for your assessment and what were your results?
Exam 1: Hinduism and Buddhism; Exam 2: Confucianism, Taoism, Buddhism; Exam 3: Judaism and Christianity; Exam 4: Christianity and Islam.
Assessed Fall 2017 REL World Religions course 11:45 to 12:50 in 1609.
113 exams were 75% and higher out of a total of 124 exams (31 students X 4 exams) making a 91% success rate.

What now? How are you going to close the assessment loop?
I plan on continuing to give exams in REL 201 World Religions that focus on distinguishing the origins and developments of the world's religions and the primary beliefs and concepts of the world's religions.

If not addressed above, what changes are you making in your course(s) as a result of your assessment?
I am changing the textbook in the course. Fall 2017 I used "The Illustrated World Religions" from Huston Smith because it is "one of the most widely used college textbooks on comparative religion."
https://en.wikipedia.org/wiki/The_World%27s_Religions. However, it was originally published in 1958 and so it seems out of date. Furthermore, the illustrations in this version were not interesting. For the Fall 2018 course I will be using "World Religions Today", Esposito, Fasching, Lewis, Oxford University Press, 6th ed., which was published in September 2017 which features newer content and more relevant images.

If not addressed above, what changes are you making to your program/department(s) as a result of assessment?
I plan on continuing to update the textbooks as needed.

If not addressed above, what changes or recommendations do you have for the college as a result of your assessment?
I don't have any changes or recommendations at this time.

Department: AVF   Course: AVF114

Course Outcome: 3. Describe and analyze the four aerodynamic forces which act on an airplane in flight (i.e. lift, drag, thrust, gravity).
Program Outcome: AVF - 1. The students will be able to demonstrate the technical aspects of aircraft control and operation of related systems at the FAA commercially certificated and instrument rated pilot level.
Date Created: 9/20/2018 10:28:35 AM **Date Last Modified**: 9/20/2018 10:28:42 AM
Gen Ed 5

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

What tools/measures did you use for your assessment and what were your results?
We used two tools for assessment of this outcome. First we used the results of the final exam in this class to gauge this students overall competency in this subject matter. With 100% of the class passing the related questions concerning the four aerodynamic forces which act on an airplane in flight, we were very encouraged.
To further refine our assessment we also used a hands on practical exercise of having the students build model gliders. This exercise took the principles of aerodynamics from theory to application and allowed the students to test the understanding of the concepts that were related. The results from this assessment were also encouraging with our longest glide distance over 179 ft. However, the ability of the class to go from theory to practice varied significantly with our shortest glide distance being just 32 ft.

What now? How are you going to close the assessment loop?
After reviewing the results from the written exams and the glider model exercise the following recommendations from the assessment were made.
 Students should give a written report as to how they are using the principles covered in the class to build or improve on their glider models.
 NTSB Accidents reports should be reviewed in class demonstrating the importance of understanding the various theory of flight principles.

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?
As a department the above recommendations will be placed in an instructor read file. This will allow all instructors who are currently teaching this class to be aware of the deficiencies noted and the corrective action that is be taken.

If not addressed above, what changes or recommendations do you have for the college as a result of your assessment?
At this times there are no recommendations or changes for the college from this assessment.

Department: ART   Course: ART216

Course Outcome: 1. Recognize famous works of art and architecture from the western tradition, such as Stonehenge or the Parthenon put in context of history, culture, and style
Program Outcome:
Date Created: 9/19/2018 4:54:47 PM   **Date Last Modified**: 9/19/2018 4:54:47 PM
Gen Ed 4

What did you do for your assessment and why? Please state the quarter(s) and year you did this assessment at the beginning of your response:
Spring 2018
I wanted to increase students' abilities to recognize great works of art from history such as Stonehenge and the Parthenon and how they were created by a particular culture and time period. I wanted students to see the bigger picture of their place in this historical lineage.

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

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

If not addressed above, what changes are you making in your course(s) as a result of your assessment?
This class in particular needs a face-to-face format for students to investigate the various time periods and cultures. We roughly cover 50,000 years of human development and the art expressions of the past are marvelous indeed. I will continue to create projects and assignments that allow students to be the ones looking for answers.

If not addressed above, what changes are you making to your program/department(s) as a result of assessment?
We have always taught the art history courses with a studio component to engage students in the processes of art to help them appreciate the effort required in art-making. Connecting the processes and learning about the history of them can help build empathy for other cultures and peoples.

If not addressed above, what changes or recommendations do you have for the college as a result of your assessment?
Encourage students in Humanities' studies to learn to be empathetic and be human.

Department: ART   Course: ART217

Course Outcome: 1. Recognize famous works of art and architecture from the western tradition, such as the Mona Lisa or Michelangelo's David put in context of history, culture, and style
Program Outcome:
Date Created: 9/19/2018 4:24:37 PM   **Date Last Modified**: 9/19/2018 4:31:19 PM
Gen Ed 4

What did you do for your assessment and why? Please state the quarter(s) and year you did this assessment at the beginning of your response:
Winter 2017
I was looking at increasing students' abilities to recognize great works of art from history and how they were created by the particular culture and time period.

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

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

If not addressed above, what changes are you making in your course(s) as a result of your assessment?
I want to convert the class to an online format. The Internet is a great research tool and students can travel the globe. I do have some studio exercises in a face-to-face format class which will require some thinking to convert to online.

If not addressed above, what changes are you making to your program/department(s) as a result of assessment?
The change to online would make the class accessible for students who can't take traditional classes and fulfill a Humanities requirement for the DTA.

If not addressed above, what changes or recommendations do you have for the college as a result of your assessment?
Help promote under enrolled classes in Humanities with as much fervor as STEM classes have been promoted. They were also once under enrolled and now are filling up. Classes in Humanities can teach students how to be human.

Department: NUR   Course: NUR230

Course Outcome:
Program Outcome: NUR- 4. Demonstrate clinical decision-making from a theoretical kowledge base utilizing the nursing process to develop patient care plans that ensure safe, effective care in a variety of settings. (MOC)
Date Created: 9/19/2018 2:45:36 PM   **Date Last Modified**: 9/19/2018 2:53:45 PM
Gen Ed 2

What did you do for your assessment and why? Please state the quarter(s) and year you did this assessment at the beginning of your response:
Spring, 2018, NUR230: Nursing students need to be able to reasonmathematically with associated clinical decision-making, to safely provide medication administration to patients. Medication administration errors are a primary cause for injury in the hospital/community setting(s) therefore many strategies are in place to ensure safe practice is adhered to.

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

What now? How are you going to close the assessment loop?
None at this time.

If not addressed above, what changes are you making in your course(s) as a result of your assessment?
None at this time.

If not addressed above, what changes are you making to your program/department(s) as a result of assessment?
None at this time.

If not addressed above, what changes or recommendations do you have for the college as a result of your assessment?
None at this time.

Department: NUR   Course: NUR121

Course Outcome: 2. Develop a plan of care utilizing the patient's medical diagnosis, medications, and laboratory results. (MOC)
Program Outcome: NUR - 4. Demonstrate clinical decision-making from a theoretical knowledge base utilizing the nursing process to develop patient care plans that ensure safe, effective care in a variety of settings. (MOC)
Date Created: 9/19/2018 11:51:17 AM **Date Last Modified**: 9/19/2018 2:12:13 PM
Gen Ed 3

What did you do for your assessment and why? Please state the quarter(s) and year you did this assessment at the beginning of your response:
Winter 2018 we assessed our beginning NUR 121 clinical students ability to problem solve, plan and demonstrate beginning nursing assessment skills through accurate decisionmaking throughout their clinical day. There are many facets to ensuring safe practice in the clinical setting. The data students need to collect varies and is not limited to medical diagnosis, medications, laboratory and diagnostic reports, safety considerations, ancilary staff utilization an discharge need anticipation. Gathering patient information throughout the clinical day and reprioritizing care as needed, is key in ensuring optimal patient care and outcome.

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

What now? How are you going to close the assessment loop?
Students are evaluated every quarter and it is expected student evaluations will continue to reflect progression towards independent practice in patient care as they advance in the program.

If not addressed above, what changes are you making in your course(s) as a result of your assessment?
none needed.

If not addressed above, what changes are you making to your program/department(s) as a result of assessment?
none needed.

If not addressed above, what changes or recommendations do you have for the college as a result of your assessment?
none

Department: NUR   Course: NUR131

Course Outcome: 11. Organize age-specific safe care for 2-3 patients. (POC.1, MOC)
Program Outcome: NUR - 2. Deliver safe and effective physical, psychosocial, cultural, and spiritual care to the whole person in a variety of settings. (POC.1)
Date Created: 9/19/2018 2:11:58 PM   **Date Last Modified**: 9/19/2018 2:11:58 PM
Gen Ed 3

What did you do for your assessment and why? Please state the quarter(s) and year you did this assessment at the beginning of your response:
Spring, 2018, NUR131: Students were evaluated on their ability to organize age-specific care for 2-3 patients and deliver safe and effective physical, psychosocial, cultural and spiritual care to the whole person in a variety of settings. Students are expected to bring forward knowledge obtained from previous quarters learning in theory as well as laboratory to enable them to safely administer care to their patients. Information can also be obtained, but not limited to, electronic or paper charts, ancilary staff utilization, patient, family and/or care providers.

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

What now? How are you going to close the assessment loop?
Students are evaluated every quarter and it is expected student evaluations will continue to reflect progression towards independent practice in patient care as they advance in the program.

If not addressed above, what changes are you making in your course(s) as a result of your assessment?
None at this time

If not addressed above, what changes are you making to your program/department(s) as a result of assessment?
None at this time

If not addressed above, what changes or recommendations do you have for the college as a result of your assessment?
None at this time

Department: NUR   Course: NUR220

Course Outcome: 4. Discuss nursing related to various health care delivery systems. (P.1)
Program Outcome: NUR - 4. Demonstrate clinical decision-making from a theoretical knowledge base utilizing the nursing process to develop patient care plans that ensure safe, effective care in a variety of settings. (MOC)
Date Created: 9/19/2018 1:09:09 PM   **Date Last Modified**: 9/19/2018 1:51:59 PM
Gen Ed 4

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

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

What now? How are you going to close the assessment loop?
This will continue to be evaluated in the future to ensure we are on track and our students are progressing as desired.

If not addressed above, what changes are you making in your course(s) as a result of your assessment?
no changes needed at this time.

If not addressed above, what changes are you making to your program/department(s) as a result of assessment?
no changes needed at this time.

If not addressed above, what changes or recommendations do you have for the college as a result of your assessment?
no changes needed at this time.

Department: NUR   Course: NUR110

Course Outcome: 7. Identify components, barriers, and principles of interpersonal communication. (C)
Program Outcome: NUR - 1. Communicate effectively to deliver relevant, accurate and complete information to patients, families, and the healthcare team. (C)
Date Created: 1/31/2018 8:35:25 AM   **Date Last Modified**: 9/19/2018 10:35:50 AM
Gen Ed 1

What did you do for your assessment and why? Please state the quarter(s) and year you did this assessment at the beginning of your response:
We used course NUR110 and NUR 210 to address communication. MCO #1 Communication: Written assignments for the content of each unit in the module for the courses will be addressed by evaluation of a new rubric, improved directions for the assignment, and clearly defined scoring for all of the LOR assignments in both courses. The goal was to have 50% of the students get 90% or above.

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

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

If not addressed above, what changes are you making in your course(s) as a result of your assessment?
If not addressed above, what changes are you making to your program/department(s) as a result of assessment?
If not addressed above, what changes or recommendations do you have for the college as a result of your assessment?

Department: CHEM& Course: CHEM&121

Course Outcome:
Program Outcome:
Date Created: 9/13/2018 3:43:56 PM   **Date Last Modified**: 9/13/2018 3:44:05 PM
Gen Ed 3

What did you do for your assessment and why? Please state the quarter(s) and year you did this assessment at the beginning of your response:
Based on our initial assessment of redox reaction/stoichiometry questions on the final, we determined we needed to explore the course content in light of our student population. We took data on why students are taking the course in an effort to best gear the curriculum toward the target audience.

What tools/measures did you use for your assessment and what were your results?
We used a Survey Monkey at the end of winter and spring quarter in all sections that were offered to collect quantitative data on why students took the course and a Meet and Greet assignment from the beginning of the quarter for qualitative comparison. We met as a department to compare study guides and discussed what topics were being covered and in what detail.
Results: 41% of students reported taking the course to meet lab science elective requirement; 50% to meet a prerequisite requirement for a course in their program, and 9% in order to prepare for the year-long chemistry series. The informal conversations from the Meet and Greet assignment aligned with this data as well. We suspect that much of the 41% taking it for lab credit are coming from the running start population but do not have specific data to support this. The new curriculum, order of topics, and depth seems to be a good fit for the fact that the (small) majority of our students are Allied Health, for which the course was originally intended.

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

If not addressed above, what changes are you making in your course(s) as a result of your assessment?
Based on the data collected, we will continue to emphasize objectives that relate to the goals of the student population for the course. One of the goals of this assessment was to determine whether or not these objectives should be emphasized for this student population. Our data suggests that course alignment supports the majority of the population.

If not addressed above, what changes are you making to your program/department(s) as a result of assessment?
The data suggests that there is a growing population of students taking Chem&121 soley to meet a lab science requirement. This presents potential challenges about serving such disparate populations. We plan to explore the possibility of offering Chem&110 again to better serve those students just looking to fulfil a lab requirement. This could potentially also include an online section.

If not addressed above, what changes or recommendations do you have for the college as a result of your assessment?
If we do end up offering the Chem&121 and Chem&110 concurrently, there will need to be conversations between our department and advising to make sure students are properly enrolled in the course that best fits their education plans.

Department: MATH& Course: MATH&141

Course Outcome: 3. Apply transformations to graphs and relations.
Program Outcome:
Date Created: 1/30/2018 3:24:23 PM   **Date Last Modified**: 9/12/2018 12:57:36 PM
Gen Ed 2

What did you do for your assessment and why? Please state the quarter(s) and year you did this assessment at the beginning of your response:
We assessed students ability to transform the graph of a known function. We selected this because it is one of the objectives of the course.

What tools/measures did you use for your assessment and what were your results?
Students were given a question covering this topic on the final exam.
The results on the final exam question showed that 69% of students were able to answer this question correctly.
Correct responseIncorrecttotal18826341549Totals522375rates0.6933330.306667

What now? How are you going to close the assessment loop?
Overall we were pleased with students' ability to meet this objective.
However, as we were discussing this result, the topic of the transition between MPC 099 and Math 141 was brought up. This has traditionally been a difficult transition for students.   At the time of this discussion, instructors of MATH 141 Winter '18 had already given the first exam in the class, and universally the scores on that exam were poor. During Fall '17, the mean score on the first exam was 72.3% for 74 students. Winter '18 results on exams covering the same topics were much lower: 60.4% for 79 students.
The department wants to move assessment efforts to the transistion from MPC 099 into Math 141, looking at the flow of topics covered in the first unit and possibly restructuring homework sets to make the unit more cohesive.

If not addressed above, what changes are you making in your course(s) as a result of your assessment?
If not addressed above, what changes are you making to your program/department(s) as a result of assessment?
If not addressed above, what changes or recommendations do you have for the college as a result of your assessment?

Department: MA   Course: MA113

Course Outcome:
Program Outcome:
Date Created: 6/26/2018 11:43:43 AM **Date Last Modified**: 9/10/2018 11:43:19 AM
Gen Ed 5

What did you do for your assessment and why? Please state the quarter(s) and year you did this assessment at the beginning of your response:
Students were set up with an 8 hour day with the local clinics to learn more about what they do on a day to day basis and prepare for what it will take for externship

What tools/measures did you use for your assessment and what were your results?
The MA from the facility that each student was working with filled out a form that gauged out their performance for the day and students wrote a short essay on their version of their experience.

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

If not addressed above, what changes are you making in your course(s) as a result of your assessment?
As a result, there will be no changes

If not addressed above, what changes are you making to your program/department(s) as a result of assessment?
N/A
If not addressed above, what changes or recommendations do you have for the college as a result of your assessment?